



FDOE Assessment Certification Training

ACE of Florida Conference 2019
Division of Career and Adult Education



FLORIDA DEPARTMENT OF
EDUCATION
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Certified Trainers

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Getting to Know You

- **Pairs:** With someone you don't work with, ask:
 - What is your role at your agency?
 - What is the size of your agency?
 - What population do you serve?
 - Do you use computer- and/or paper-based testing?
 - Does testing take place in classrooms and/or test centers?
 - Does testing takes place at end of session or "on demand"?
- **Whole Group:** Think about this during the training:
 - What is your agency's assessment process?
 - How can it be improved to benefit students, teachers, and administrators?

Agenda

Introduction to 5 main areas:

- The CASAS system
- Test series for ESL, ABE and ASE
- Test administration guidelines (intake, timing, security)
- Paper and computer-based testing
- Test reports

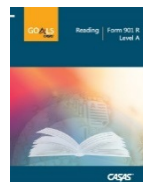
About CASAS

- Non-profit Organization founded by ABE instructors in San Diego Community College in 1980
- CASAS stands for “Comprehensive Addult Student Assessment Systems”
- Started by ABE teachers in San Diego CA Comm. College 1980
- ABE, ASE and ESOL assessments used by 36 states and countries
- Approved by US DOE and US DOL for use with WIOA-funded programs

CASAS Products



Paper Assessments



Computer Assessments



Data Accountability Software (Basic and Enhanced Versions)



The CASAS System



Curriculum

- Academic Standards + Life and Work Competencies



Instruction

- Reports on test results to guide instruction
- QuickSearch – a free online database of textbooks and other materials



Assessment

- Reading, Listening, Math Assessments



Accountability

- TOPSpro Enterprise – data software that scores and tracks test results

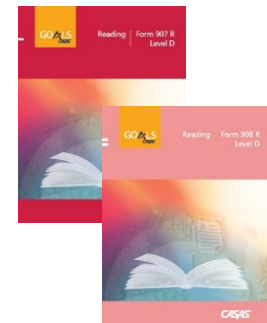
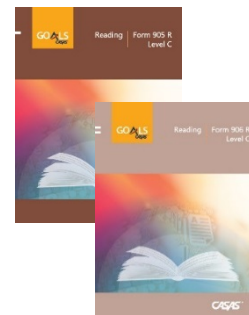
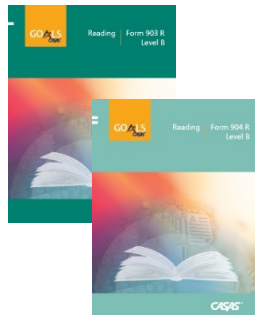
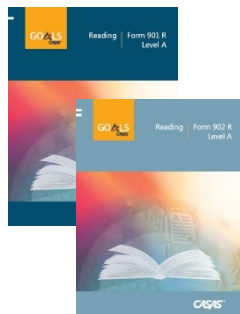


Tests Overview

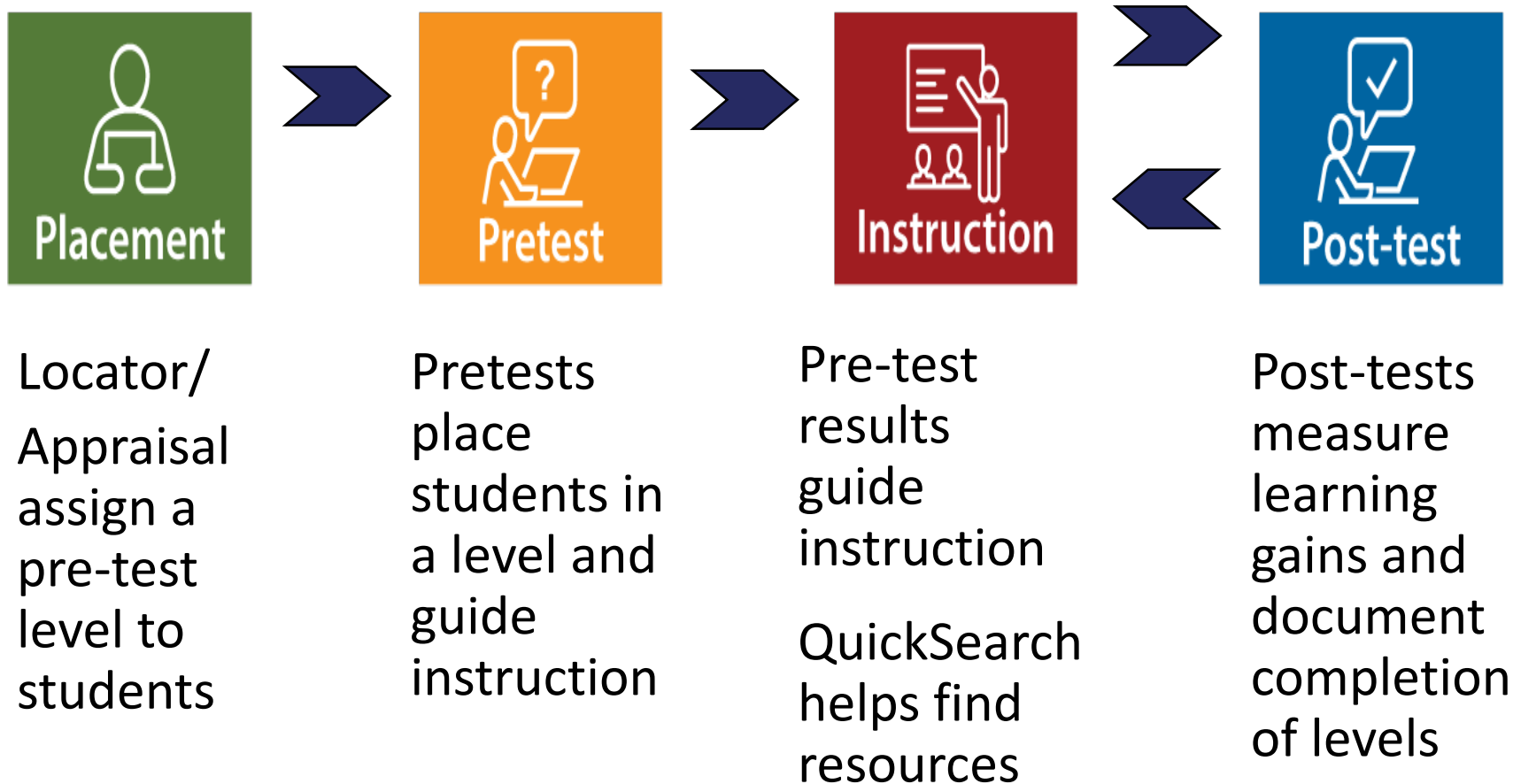
How Pre-tests and Post-tests are used

Four Principal Uses:

- Establish student's Educational Functioning Level
- Guide instruction (Standards + Competencies to teach)
- Measure learning gains (Literacy Completion Points)
- Report LCPs to Florida DOE for NRS



How the CASAS System Works

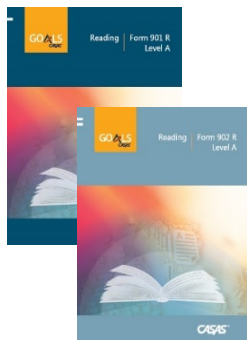


National Reporting System (NRS) Levels

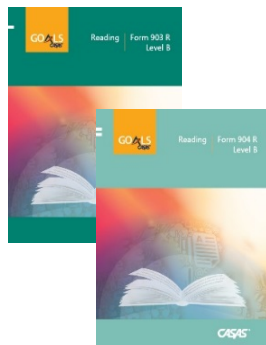
- Adult Basic Education = 4 Levels
- Adult Secondary Education = 2 Levels
- English for Speakers of Other Languages= 6 Levels

CASAS Assessment Levels

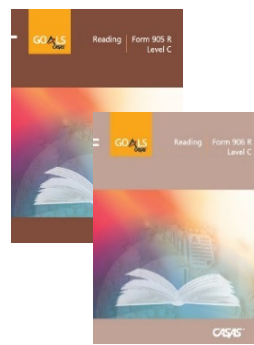
A=Blue



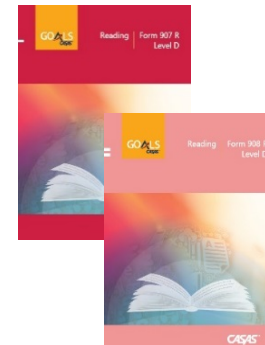
B=Green



C=Brown



D=Red



Tests Approved for use in Florida and the National Reporting System

ABE & ASE:

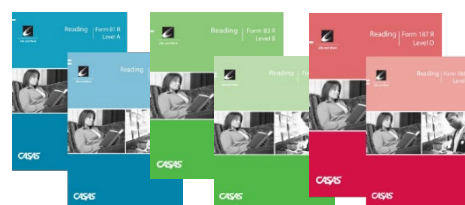
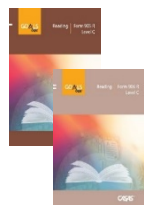
Reading GOALS
900 Series

Math GOALS
900 Series

ESOL:

Life and Work
Reading 80 Series

Life and Work
Listening 980 Series



Reading GOALS Series

CASAS Levels	Forms	Number of Items	Time
Locator	104R	12	15 min.
Appraisal	900R	28	30 min.
A	901/902	39	60 min.
B	903/904	40	75 min.
C	905/906	40	75 min.
D	907/908	40	75 min.

- Aligned to CCR Standards and Competencies
- Measures academic skills in life and work contexts
- Alternate forms have same level of difficulty

Life & Work Reading 80 Series

CASAS Levels	Forms	Number of Items	Time
Locator	102R	9	15 min.
Appraisal	80R	25	25 min.
Beg Literacy	27/28	30	60 min.
A	81/82	24	60 min.
A/B	81X/82X	28	60 min.
B	83/84	32	60 min.
C	185/186	38	60 min.
D	187/188	32	60 min.

- Aligned to CCR Standards and Competencies
- Measures academic skills in life and work contexts
- Alternate forms same level of difficulty

Math GOALS Series

CASAS Levels	Forms	Number of Items	Time
Locator	104M	10	15 min.
Appraisal	900M	20	30 min.
A/B	913/914	40	60 min.
C/D	917/918	38	75 min.

- Aligned to CCR Standards and Competencies
- Measures academic skills in life and work contexts
- Alternate forms same level of difficulty
- Formulae provided so focus is on measuring math concepts and skills, not ability to memorize formulae
- Calculators provided on computer screen for eTests
- Calculators allowed for paper tests



Life & Work Listening 980 Series

Life and Work

CASAS Levels	Forms	Number of Items	Time
Locator	89L	9	15 min.
Appraisal	80L	26	30 min.
A	981/982	38	49 min.
B	983/984	38	52 min.
C	985/986	38	51 min.

- Aligned to CCR Standards and Competencies
- Measures academic skills in life and work contexts
- Alternate forms same level of difficulty
- Available on eTests or CD with answer sheets
- Level A: Written text in booklets and photo item type
- Levels B and C: No written text or photos

Amount of Time to Complete Tests

2.5 to 3 hours to complete 2 skill areas

(ABE=Reading and Math) (ESOL=Reading and Listening)

- **Intake**
 - **Locator** (eTests) – 15 minutes
 - **Appraisal** (paper) – 30 minutes
- **Pre-tests and Post-tests**
 - GOALS Reading – 60 or 75 minutes (ABE)
 - GOALS Math – 60 or 75 minutes (ABE)
 - Life and Work Reading – 60 minutes (ESOL)
 - Life and Work Listening – 49 to 52 minutes (ESOL)

Requirements for Computer and Paper Tests



COMPUTER

- **eTests**
 - Windows 10
 - Chromebook
 - iPads/Tablets
- **Mouse + Keyboard or Touch Screen**
- **TOPSpro Enterprise**
 - Windows 10
- **Test Administration Manual (TAM)**



PAPER

- **Appraisal and Pre/Post-test Booklets/CDs**
 - Reading Booklets
 - Math Booklets
 - Listening CDs
- **Answer Sheets**
- **Scanner (Optional)**
- **Test Administration Manual (TAM)**

Test Administration Manual (TAM)

Each TAM contains:

1. Answer keys
2. Scoring guidelines
3. Score conversion charts
4. Next assigned test charts
5. Competencies and Standards
6. Class and student profiles
7. Standardized testing procedures and policies
8. Test security protocols
9. Resources for testing and instructional support



Locators & Appraisals

Screening Tools for Intake

Screenings identify test takers who are:

- Pre-literate or Literate
- Need to take a locator or appraisal
- Can skip locator or appraisal

Two types:

- Writing Screening for ABE
- Oral Screening for ESOL

Administer to new students only, not continuing students

(Handout #1 has more details on using Screenings)

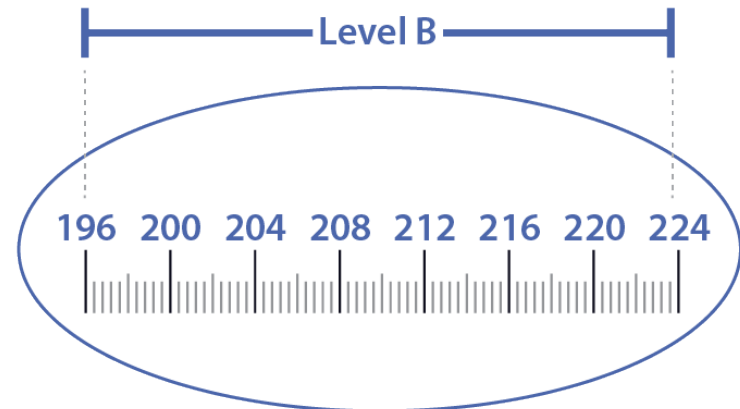
Locators (eTests) & Appraisals (Paper)

- Assign students to a pre-test level
- Items *widely distributed* along CASAS scale
- Scores not usable for reporting
- Appraisals not required for ESOL in Florida (See Handout #2 for Florida DOE Intake)



Pre-test and Post-tests

- Items clustered by levels
- **Pre-tests** establish 1st level
- **Post-tests** measure gains



Locators & Appraisals



Computer

- Reading GOALS 104R
- Math GOALS 104M
- 10-15 minutes
- Automatically moves students to pre-test



PAPER (for ABE/ASE only)

- Reading GOALS 900R
- Math GOALS 900M
- 30 minutes each

Raw Scores and Scale Scores – Next Assigned Test Chart

- Raw Score: correct answers
- Scale Score: converts raw score to common scale
- Example:

Raw Score 14 = Scale Score 218

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
8	203	Level B Form 903R Form 904R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	Level C Form 905R Form 906R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	

Skill Level Descriptors

*Provide
general
information
on common
job-related
and life skill
tasks.*

Level 4 - Low Beginning ESOL

Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily

Reading/Writing: Can read and interpret simple material on familiar topics. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations.

Employability: Can handle entry-level jobs that involve some simple oral and written communication



Progress Tests

Out-of-Range Scores

Below-Range

- Cannot use for reporting
- Retest on **lower** level
- If tested on lowest level, retest on alternate form; if still below, report student is in Level 1

Above-Range (◆)

- Cannot use for reporting
- Retest on **higher** level
- If post-test score is above, may continue instruction without reporting score and post-test on higher level after 70-100 hours

READING 82R		
1	--	Below Range
2	--	
3	--	
4	--	
5	170	Accurate Range
6	173	
7	176	
8	178	
9	180	
10	182	
11	184	
12	186	
13	189	
14	191	
15	193	
16	195	
17	197	
18	200	
19	203	
20	205 ◆	Above Range
21	206 ◆	
22	208 ◆	
23	209 ◆	
24	210 ◆	

GOALS Reading Score Ranges - ABE

NRS Levels		CASAS Levels	Reading Scores
1	Beginning ABE Literacy	A	165-203
2	Beginning ABE	B	204-216
3	Low Intermediate ABE	B	217-227
4	High Intermediate ABE	C	228-238
5	Low ASE (FL=GED Prep)	D	239-248
6	High ASE	E	249-262

GOALS Math Score Ranges - ABE

NRS Levels		CASAS Level	Math Scores
1	Beginning ABE Literacy	A	178-193
2	Beginning ABE	A/B	194-203
3	Low Intermediate ABE	B	204-214
4	High Intermediate ABE	C	215-225
5	Low ASE (FL=GED Prep)	C	226-235
6	High ASE	D/E	236-249

Life & Work Reading and Listening Score Ranges - ESOL

Educational Functioning Levels		CASAS Level	Reading Scores	Listening Scores
1	Foundations	A	153-180	169-180
2	Low Beg	A	181-190	181-189
3	High Beg.	A	191-200	190-199
4	Low Int.	B	201-210	200-209
5	High Int.	B	211-220	210-218
6	Advanced	C/D	221-235	219-227



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Instruction

Resources for Instruction

Standards

- Academic skills in language and mathematics

Competencies

- Functional life skills context in which learning objectives are measured

Reading Task Areas – Listening Item Types

- Format of test item prompts

Sample Tests – Online and Paper

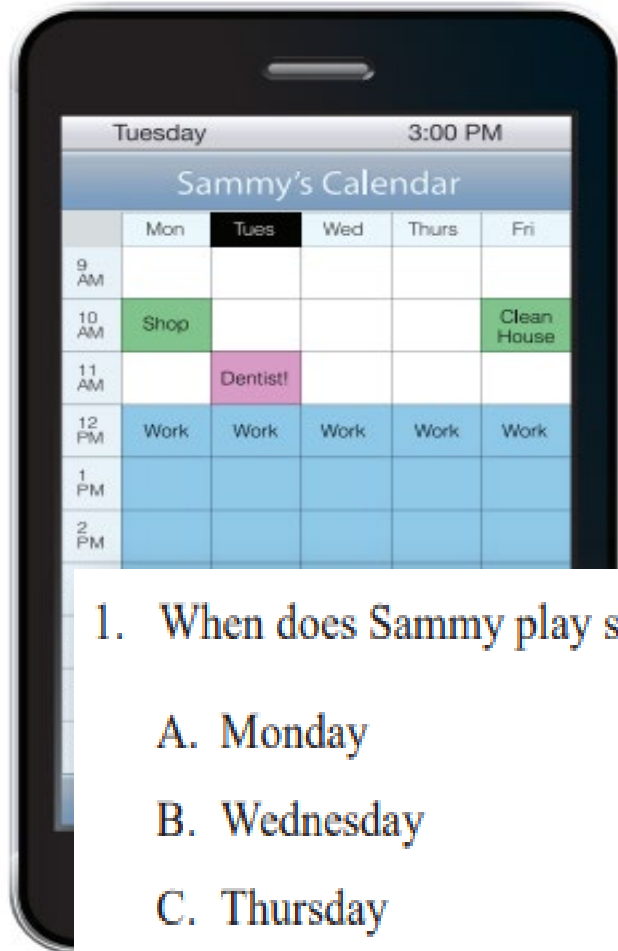
- Familiarize students with test format

Test Results Reports to Guide Instruction

- Class and individual student reports

QuickSearch Online Tool to find Textbooks, etc.

Standards - Competencies - Task Areas/Item Types



1. When does Sammy play soccer?

- A. Monday
- B. Wednesday
- C. Thursday
- D. Friday

Standards

Academic skills

Competencies

Functional life skills context in which the learning objective is measured

Task Area(R) - Item Type(L)

Format of the test item prompt

Reading Standards and CCR Standards

GOALS Reading Content Areas	Reading CCR Std.
Vocabulary	R4
Reading Comprehension Skills	
Locate detail	R1
Main idea; Author's purpose	R2, R6
Higher Order Reading Skills	
Locate/compare details; Infer/draw conclusions	R1
Text structure and features	R5
Author's point of view	R6
Analyze claim/argument	R8

Competencies

Functional life skills context in which the learning objective is being measured

Competency Content Areas:

0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Math
7. Learning and Thinking Skills

Competencies



Content Area 2.0 Community Resources

Competency Area
2.2 Understand how to
locate and use
transportation

Competency Statement

2.2.2 Recognize and
use signs related to
transportation

Competencies and Test Items

SHUTTLE BUS **Arrivals**

Route A1	10:00
Route A2	10:30
Route B1	12:00
Route B2	12:30

3. What time does the Route B1 bus arrive?

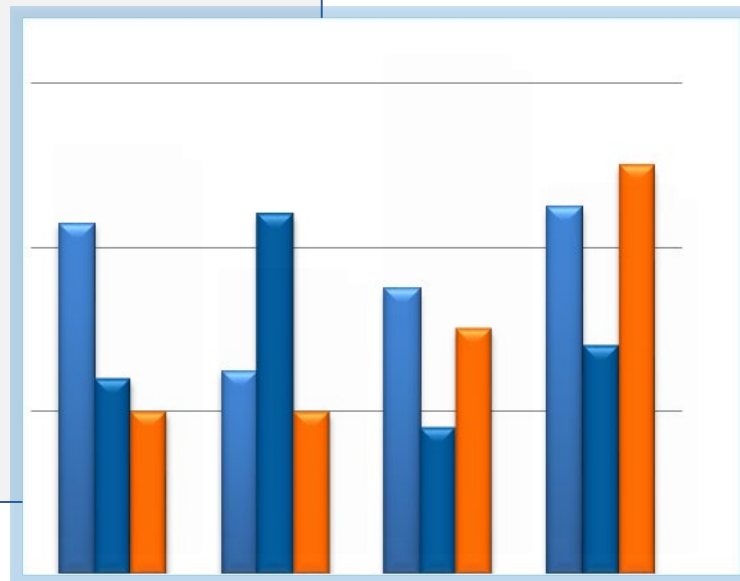
- ☐ (A) 10:00
- ☐ (B) 10:30
- ☐ (C) 12:00
- ☐ (D) 12:30

- Every test item is correlated to at least one CASAS Competency.
- A competency is the functional life skills context in which the learning objective is measured

Reading Task Areas

Reading Task Areas help to identify important skills that should be addressed during instruction

A student may be able to read the words of a test item and the prompt, but may have difficulty with the format in which they are presented, such as a graph, diagram, or chart.



Reading Task Areas

1. Forms
2. Grids: charts, maps, consumer billings, matrices, graphs, tables
3. Text: stories, articles, paragraphs, sentences, directions, or pictures
4. Displays: signs, price tags, ads, or product labels
5. Measurement scales and diagrams

Listening Item Types

1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt

Guidelines for Preparing Students for Testing

APPROPRIATE YES

- Use diagnostic information from test reports
- Standards
- Competencies
- Quick Search
- Sample Test Items

INAPPROPRIATE NO

- Teach to particular test items
- Teach specific vocabulary in a test item
- Limit curriculum to what the test covers



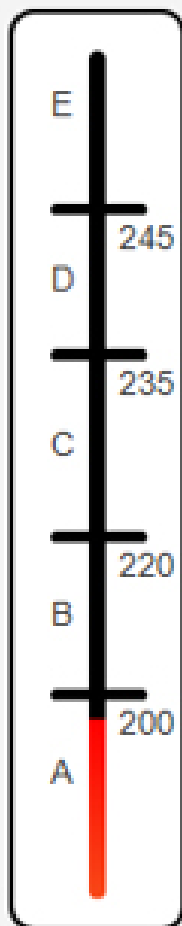
Test Results Reports

TOPSpro Enterprise (TE)



- **Generates Test Reports**
 - From eTests
 - From scanned answer sheets from paper testing
 - By manually entering student test responses
- **Basic TE:** individual reports
- **Enhanced TE:** individual and class reports

TE Basic Personal Score Report



Beginning ABE Literacy

Reads familiar words, phrases, and many other common words related to immediate needs. Recognizes sight words on the computer. Reads common signs with familiar words and symbols, including many transportation-related and workplace signs. Recognizes some unfamiliar words even though unsure of meaning. Makes sense of simple notes and messages. Interprets simple forms and locate familiar information in simple lists.

TE Basic Individual Skills Profile

Erica Kim

ID# 274564719

Most Recent	Form	Date	Scale Score	NRS Level
Math	035M	10/17/2017	223	4
Reading	187R	08/28/2017	240	5

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	80 %
Employment	16	81 %
Government and Law	5	0 %
Learning and Thinking Skills	9	22 %

Math Competencies	N	Correct
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TE Basic Student Performance by Competency

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	1.9.1	4	Interpret highway signs
		2.2.2		Recognize and use symbols
2	Yes	1.2.1	4	Interpret ads, labels
3	No	2.5.4	4	Read, interpret, follow
		2.3.1		Interpret clock time
4	No	4.8.4	3	Demonstrate ability to
		7.2.4		Identify, make inferences
5	Yes	2.3.2	2	Identify the months

TE Enhanced Class Performance by Competency

21	33 %	4.2.1	2	Interpret wa
		7.2.3		Make compa
22	36 %	4.2.1	2	Interpret wa
		1.1.6		Count, conve
23	36 %	5.3.8	3	Identify proc
		7.2.2		Analyze a siti
24	43 %	5.3.8	3	Identify proc
		7.2.2		Analyze a siti
25	46 %	5.3.8	3	Identify proc
		7.2.1		Identify and

QuickSearch

- Database of more than 3,000 instructional materials
- Print – Audio – Video – Software
- Correlated to Competencies and Standards
- Search by
 - Title
 - Competency
 - Program, Level, and Skill
 - Publisher
 - CASAS Assessment



QuickSearch by Competencies



A Database of Instructional Materials
and Adult Educational and Training

Quick Search by

[Titles](#)
[Competencies](#)
[Program, Level, & Skill](#)
[Publishers](#)
[Tests](#)
[Get more information](#)
[Quick Search Tutorial](#)
[Reports & Other Tools](#)
[Exit](#)

Selected Competencies

4.1.2 Follow procedures for applying for a job, including interpreting applications, resumes, and letters of application

Matches	Title	Publisher
1	A Conversation Book - English in Everyday Life. Book 1 New Edition	LONGMAN ESL/PEARSON
1	Downtown. Four. English for Work and Life.	HEINLE/THOMSON
1	Downtown. One. English for Work and Life	HEINLE/THOMSON
1	Downtown. Three. English for Work and Home	HEINLE/THOMSON
1	Foundations Activity Workbook	LONGMAN ESL/PEARSON



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Training

eTests Start-up

1. Director - Online Implementation Agreement

(Identifies Data Manager)

2. Complete Certification Trainings

- Implementation Basics (All Testers)
 - Online eTests Coordinator (Manages sites)
 - Online eTests Proctor (Administers tests)

3. Order Test Administration Manual (TAM)

4. Order Web Test Units (WTUs) - Basic

Order TOPSpro Enterprise Units (TEUs) - Enterprise

- WTUs and TEUs never expire
- Can be used with any test series



TOPSPRO Enterprise Systems

TOPSpro Enterprise Basic Package

- Individual Student Skills Profile
- Individual Student Competency Performance
- Personal Score Report (at end of test)
- Test History -- of all test takers
 - CASAS test form, test date, scale score, and scores outside of accuracy range
- Next Assigned Test
- eTests Administrations -- # of tests given per month
- Export student test data to 3rd Party data system

TOPSpro Enterprise Enhanced Package

- All Basic Package features plus:
- Class reports (competencies, content standards)
- Class, Site and Agency Data Reports
- Record instructional hours
- Drill-down: reports-to-data for better program management
- State & Federal accountability reporting (NRS Fed Tables) and demographic information



Test Security

Test Security



Computer

- Coordinator or Proctor starts/stops sessions to allow access only during sessions
- Each computer must be registered
- Proctor must be always present during testing



Paper

- Keep materials in secure storage
- Available only to testers during testing
- Have process to handle materials during testing
- Number test booklets
- Testers responsible for all materials during testing



Accommodations

Testing Accommodations

- Should be the same as those used during instruction.
- No need to contact CASAS to provide:
 - Extended time
 - Supervised breaks
 - Sign language
 - Testing in an alternate room



Computer

- Time allowed
- Optional display features (font, color)



Paper

- Time allowed
- Large-print book & answer sheet



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Intake Screening

- About Intake Screening
- Observe & Consider
- Oral, Writing and Reading Screening



About Intake Screening

- Some test takers have very low (beginning level) basic skills and should NOT take an Appraisal.
- The Intake Screening process provides informal tools to determine whether a test taker should bypass the Appraisal and be placed directly in a beginning level test form.
- Intake Screening should be done BEFORE a test taker is asked to take an Appraisal.
- Test takers that clearly have the skills to take an Appraisal do not need to be taken through the Intake Screening process.



Observe & Consider

For all incoming students:

- Observe how well the test taker communicates during registration (speaking ability)
- Observe how well the student fills out registration forms to check writing ability
- Consider number of years of formal schooling – few or many years?
- Consider other factors affecting class placement – any certificates or degree?



Oral, Writing, and Reading Screening

Optional one-on-one tools used to determine if ESL learners should take listening and/or reading appraisal tests

- Oral Screening
 - six questions
- Writing Screening
 - two dictated sentences or one short response
- Reading Screening
 - five questions

Oral Screening

- Administer one-on-one, score, and add the points
- If 5 points or less
 - Skip the appraisal and administer the Reading Screening
- If 6 or more points
 - Administer the appraisal

Oral Screening Questions and Scoring Rubric

Question	Response	0	1	2
What's your name?	This question is not scored. Omit if the proctor knows the examinee.		My name Robert Torres.	Maria Alvarez.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>	¿Cómo? Last time.	Two year.	I've been here since 1980.
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.	Want? Learn? English. Good.	Improve study.	Because I want a better job.
4. Do you read in your native language? If Yes, ask: What do you like to read? If No, ask: Why not?	Yes. Some possible responses: names of books, types of books, subjects. No. Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>	Si. Yes. Read. . . I no understand	In Spanish? Yes. Oh, book, magazine.	Not much. I try to practice my English
5. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.	Uh . . . work. [No response]	Before, right? Before I'm here? Fix machine. Now work mechanic.	I never worked in Mexico.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.	School [No response]	Go school six year.	Ten years.

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Writing Screening - Optional

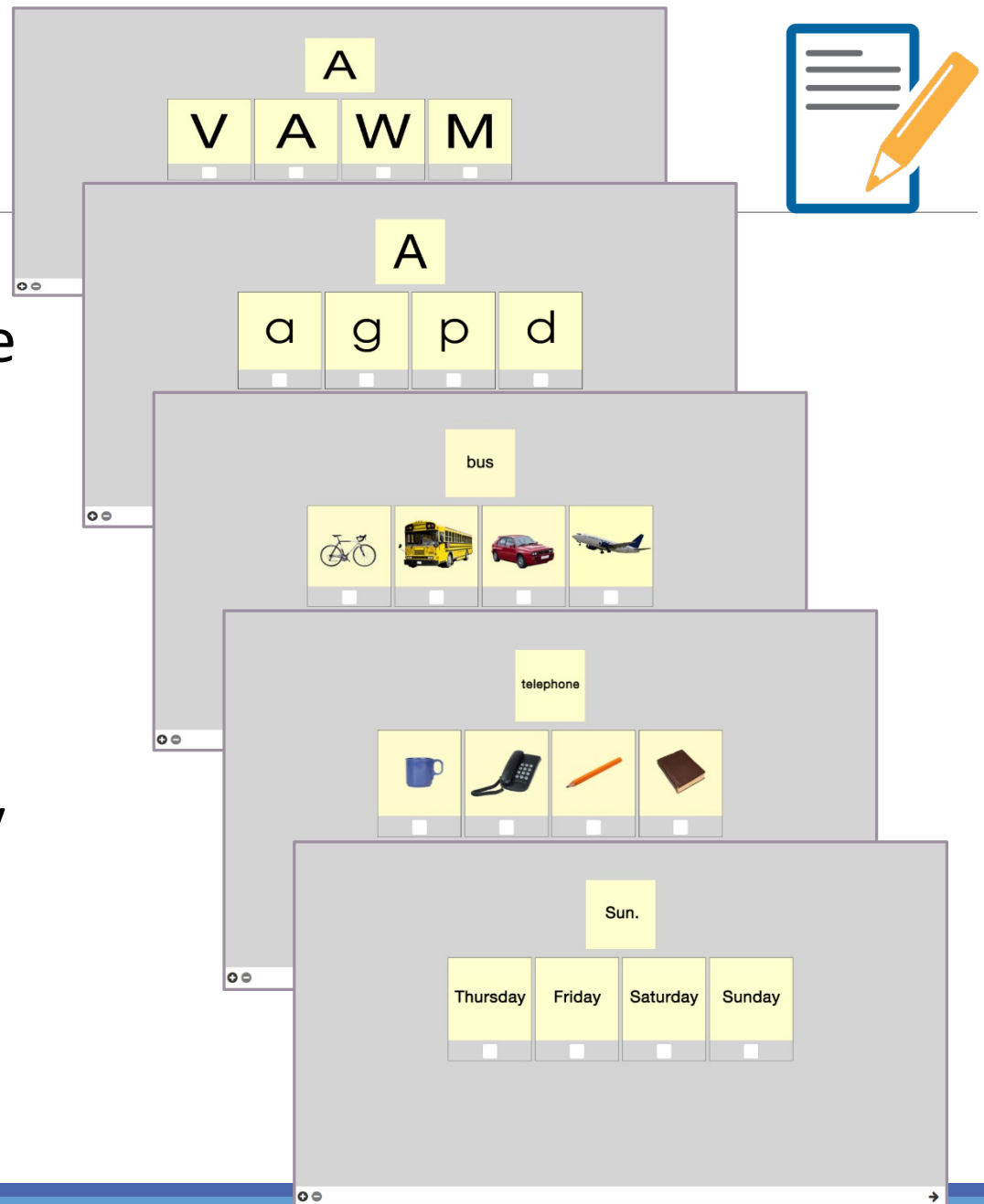
- Short Writing Dictation -- Examinees write the following two sentences:
 - The flag is red, white, and blue.
 - New York is the largest city in the United States.

- Short Answer to a writing prompt:
 - Why do you want to study here?

- Scoring Writing Screening
 - If the written response is very unclear or incomprehensible, do not give an Appraisal

Reading Screening

- Administer 5 reading questions one-on-one
 - See Activity packet
- If some difficulty
 - administer Beginning Literacy Form 27
- If little or no difficulty
 - administer Reading Form 81R



**Florida Department of Education
Division of Career and Adult Education**

**Using CASAS Assessments in
Adult General Education Programs**

Topic 1: Intake Procedures for ABE and GED® Preparation Programs

Topic 2: Intake Procedures for Adult ESOL and ELCATE Programs

Topic 3: Out of Range Scores

Assessment Certification Training
ACE of Florida Conference 2019
October 1, 2019
www.fldoe.org
For information:
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TOPIC 1: FDOE INTAKE PROCEDURES FOR ABE AND GED® PREPARATION PROGRAMS USING CASAS

Table 1: Reading and Math Tests Approved for ABE and GED® Preparation

CASAS Test Series	CASAS Test Levels	CASAS Test Forms
READING GOALS Series	A	901R/902R
	B	903R/904R
	C	905R/906R
	D	907R/908R
MATH GOALS Series	A/B	913M/914M
	C/D	917M/918M

Table 2: Intake for ABE and GED® Preparation Students

<p>Programs using eTests:</p> <ul style="list-style-type: none"> • Administer the eTests Reading and Math Locator • Administer Reading and Math online pre-tests assigned by Locator* • Use the Score Chart to determine the student's Initial EFL <p>Programs using paper tests:</p> <ul style="list-style-type: none"> • Administer the Reading and Math Appraisal and pre-test assigned • Administer Reading and Math online pre-tests assigned by Appraisal • Use the Score Chart to determine the student's Initial EFL <p>* Testers at the local program are allowed to set the online eTests system to administer a different test form number than the one assigned by the Locator for both pre-tests and post-tests. The tester should consult with the program director, and the steps to do so should be included in the program's assessment procedures manual.</p>

Table 3: ABE and GED® Preparation Levels and NRS Score Chart (Showing scores within accurate range only)

Levels ABE and GED® Preparation	NRS Scores Reading GOALS Series	NRS Scores Math GOALS Series
1 ABE	165-203	178-193
2 ABE	204-216	194-203
3 ABE	217-227	204-214
4 ABE	228-238	215-225
5 GED® Preparation Placement	239-248	226-235
6 ASE	249-262	236-249

TOPIC 2: FDOE INTAKE PROCEDURES FOR ADULT ESOL AND ELCATE PROGRAMS USING CASAS

Table 4: Reading and Listening Tests Approved for Adult ESOL and ELCATE Programs

CASAS Test Series	CASAS Test Levels	CASAS Test Forms
READING Literacy Series	Literacy	27/28
READING Life and Work Series	A	81R/82R 81RX/82RX
	B	83R/84R
	C	185R/186R * 85R/86R
	D	187R/188R
LISTENING Life and Work Series	A	981L/982L
	B	983L/984L
	C	985L/986L
* Use Test Forms 185R and 186R in Adult ESOL ESOL and ELCATE programs. Use Test Forms 85R and 86R in workplace programs.		

Table 5.1: Intake for Adult ESOL and ELCATE Students Scoring 6 or More on CASAS Oral Screening

1	Administer the CASAS Oral Screening
2	<p>Programs using eTests:</p> <ul style="list-style-type: none"> • Administer eTests Reading and Listening Locator • Administer Reading and Listening pre-test assigned by the Locator* • Use the Score Chart to determine the student's Initial EFL <p>Programs using paper tests:</p> <ul style="list-style-type: none"> • Administer 83R/84R and 983L/984L • Use the Score Chart to determine the student's Initial EFL <p>Or</p> <ul style="list-style-type: none"> • Administer Reading and Listening Appraisal • Administer Reading and Listening pre-test assigned by the Appraisal • Use the Score Chart to determine the student's Initial EFL
<p>Note: At times, a student who self-reports having attended school for five or more years may score below 6 on the Oral Screening. In these situations, CASAS recommends administering the eTests Reading and Listening Locator or the Appraisal.</p>	
<p>* Testers are allowed to set the online eTests system to administer a different test form number than assigned by the Locator. The tester should consult with the program director and the procedure to follow should be included into the program's assessment procedures manual.</p>	

Table 5.2: Intake for Adult ESOL and ELCATE Students Scoring 5 or Less on Oral Screening in Programs Without Literacy Skills Course

1	Administer the CASAS Oral Screening
2	Administer the Five Practice Items from Form 27
3	<p>If the student has difficulty with the Five Practice Items from Form 27:</p> <p>Programs using eTests or paper tests:</p> <ul style="list-style-type: none"> • Administer Form 27/28 and Form 981L/982L • If the student scores above 180 on Form 27/28, administer Forms 81R/82R and 981L/982L • Use the Score Chart to determine the student's Initial EFL
4	<p>If the student has little or no difficulty with the Five Practice Items from Form 27:</p> <p>Programs using eTests:</p> <ul style="list-style-type: none"> • Administer eTests Reading and Listening Locator • Administer eTests Reading and Listening Pre-tests assigned by the Locator* • Use the Score Chart to determine the student's Initial EFL. <p>Programs using paper tests:</p> <ul style="list-style-type: none"> • Administer 81R/82R and 981L/982L • Use Score Chart to determine the student's Initial EFL <p>Or</p> <ul style="list-style-type: none"> • Administer Reading and Listening Appraisal • Administer Reading and Listening Pre-tests assigned by the Appraisal • Use Score Chart to determine the student's Initial EFL
<p>* Testers are allowed to set the online eTests system to administer a different test form number than the one assigned by the Locator for both pre-tests and post-tests. The tester should consult with the program director, and the procedure to follow should be included in the program's assessment procedures manual.</p>	

Table 5.3: Intake for Adult ESOL and ELCATE Students Scoring 5 or Less on Oral Screening in Programs With Literacy Skills Course

1	Administer the CASAS Oral Screening
2	Administer the 5 Practice Items from Form 27
3	<p>If the student has difficulty with the 5 Practice Items from Form 27, administer the FDOE Native Language Screening (NLS) on the FDOE Adult Education website (http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml)</p> <ul style="list-style-type: none"> • If the NLS scores indicate the student is not able to read or write in their native language, use the NLS scoring chart to place the student in level A, B, or C of the Literacy Skills course • Do not administer CASAS tests to Literacy Skills students until student completes the Literacy Skills course <p>Or</p> <ul style="list-style-type: none"> • If the NLS scores indicate the student is able to read and write in their native language, do not enroll the student in the Literacy Skills course • Administer Form 27/28 or 81R/82R and 981L/982L to enroll the student in the Adult ESOL course* • Use the Score Chart to determine the student's Initial EFL
4	<p>If the student has little or no difficulty with the 5 Practice Items from Form 27, administer CASAS tests:</p> <p>Programs using eTests:</p> <ul style="list-style-type: none"> • Administer eTests Reading and Listening Locator • Administer eTests Reading and Listening pre-test assigned by Locator** • Use the Score Chart to determine the student's Initial EFL <p>Programs using paper tests:</p> <ul style="list-style-type: none"> • Administer Forms 81R or 82R and 981L/982L <p>Or</p> <ul style="list-style-type: none"> • Administer Reading and Listening Appraisal • Administer Reading and Listening pre-test assigned by Appraisal • Use the Score Chart to determine the student's Initial EFL
* Programs should not enroll students who are able to read and write in their native language in the Literacy Skills course.	
** Testers are allowed to set the online eTests system to administer a different test form number than the one assigned by the Locator for both pre-tests and post-tests. The tester should consult with the program director, and the procedure to follow should be included in the program's assessment procedures manual.	

Table 5: Scoring Chart for Adult ESOL and ELCATE

Adult ESOL and ELCATE Educational Functioning Levels	NRS Scores 20 Literacy Reading Series	NRS Scores 80 Life and Work Reading Series	NRS Scores 980 Life and Work Listening Series
1 ESOL	153-180*	171-180	169-180
2 ESOL	---	181-190	181-189
3 ESOL	---	191-200	190-199
4 ESOL	---	201-210	200-209
5 ESOL ELCATE	---	211-220	210-218
6 ESOL ELCATE	---	221-235	219-227
	---	236 or more Exit	228 or more Exit
* Use only scores from 153 to 180 for state reporting purposes when scoring Forms 27 and 28. Administer Form 81R/82R to students who score 181 or more.			

TOPIC 3: FDOE POLICIES ON OUT OF RANGE SCORES

Below-Range Scores are not useable for reporting EFLs to FDOE. Both new and continuing students must retest on a lower level test when scoring below the accurate range.

If a student scores below the accurate range on a pre-test, the program should retest the student on a lower-level test as soon as reasonably possible. However, if the student tested on the lowest level test, the program must retest the student on the alternate form of the test given. If the student scores below range on the retest, the program will report to FDOE that the student is in level 1. This is the only situation that scores that are below the accurate range are allowable for reporting.

If a student scores below the accurate range on a post-test, the program should retest the student on a lower-level test as soon as reasonably possible. However, if the student tested on the lowest level test, the program must retest the student on the alternate form of the test given. If the student scores below range on the retest, the program will report to FDOE that the student is still in level 1.

Above-Range Scores, indicated by a diamond (◆), are not useable for reporting EFLs to FDOE. If a student scores above-range on a pre-test and the score is lower than the course exit score, the student should retest on a higher-level test as soon as reasonably possible. If the student obtains an above-range score on a post-test and the score is lower than the course exit score, the program may retest on a higher-level test or continue providing instruction and post-test (after 70-100 hours of instruction) on a higher-level test.

***New Educational Functioning Level Descriptors for
Adult Basic Education (ABE)¹***

Mathematics

Introduction and Process

The Educational Functioning Level (EFL) Descriptors for Mathematics are written using the College and Career Readiness Standards for Adult Education (CCR) as the foundation. They are intended to guide both teaching and assessment for adult learners. While these narrative descriptors address the most critical concepts for adult learners (as defined in the Major Work of the Level), there are additional concepts found in the CCR standards that support the major work for each level, and that are included in these descriptors. Lesson plans and assessment items for adult learners should be based on the full text of the CCR standards for each level, using these critical concepts as the foundation for lesson development and assessment.

The mathematics descriptors are divided into six educational functioning levels. The levels are Beginning Literacy (corresponding to Level A of the CCR); Beginning Basic (corresponding to Level B of the CCR); Low Intermediate (corresponding to Level C of the CCR); Middle Intermediate (corresponding to part of the Level D CCR), High Intermediate (corresponding to the remainder of the Level D CCR); and Adult Secondary (corresponding to Level E of the CCR). Each of the levels corresponds roughly to two grade levels, in K-12 terms, except for Level E, which combines the critical concepts of all of grades 9 through 12. Within each level the descriptors are further divided by domain: *The Mathematical Practices, Number Sense and Operations, Algebraic Thinking, Geometry (and Measurement), and Data Analysis (Statistics and Probability)*.

The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level to guide assessment and instruction. Assessment of the Mathematical Practice descriptors are best performed in the classroom using assessments that could be formative or summative and may be informal. It should be noted that mathematics placement decisions should take into account the reading level of the adult student. Verbally presented application problems at all mathematics levels require a minimum reading level.

Level 1: Beginning Literacy

The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see

¹ These descriptors will not be implemented until the Secretary has determined that there is at least one assessment that is both aligned with the revised descriptors and that is suitable for use in the NRS. Until that time, programs will continue to use the existing NRS educational functioning level descriptors.

patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

Level 2: Beginning Basic

The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve

one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.

Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.

Level 3: Low Intermediate

The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with

whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.

Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.

Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

Level 4: Middle Intermediate

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.

Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and

cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.

Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.

Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

Level 5: High Intermediate

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.

Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations,

inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.

Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Level 6: Adult Secondary

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential

equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise.

Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

CASAS® Skill Level Descriptors for ELL

Scale Scores	CASAS Levels	Descriptors
250	E	Proficient Skills Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals. (SPL 8)
245		
240	D	Adult Secondary Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret nonsimplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
235		
230	C	Advanced ELL Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin HSE preparation. (SPL 6)
225		
220	B	High Intermediate ELL Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
215		
210	B	Low Intermediate ELL Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)
205		
200	A	High Beginning ELL Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
190		
180	A	Low Beginning ELL Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
170		
150		Beginning Literacy/Pre-Beginning ELL Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

CASAS® Skill Level Descriptors for ABE

Scale Scores	CASAS Levels	Descriptors
250	E	Advanced Adult Secondary With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	Adult Secondary Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	Advanced Basic Skills Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin HSE preparation.
225		
220	B	Intermediate Basic Skills Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
215		
210		
205		Beginning Basic Skills Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200	A	
190		
180		
150		Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

***New Educational Functioning Level Descriptors for
Adult Basic Education (ABE)¹***

Literacy/English Language Arts

Introduction

The Educational Functional Level (EFL) Descriptors for Literacy/English Language Arts are intended to guide both teaching and assessment for adult learners. They are divided into six EFLs: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level.

While these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

The EFLs for Literacy/English Language arts are organized into reading, writing, speaking and listening, and language domains. Emphasis was placed on reading and writing because most instruction and assessment attention will be paid to these domains for ABE students. In addition, the descriptors were further informed by OCTAE's Framework for Employability Skills to ensure the levels paid adequate attention to workforce preparation.

Reading

The reading sections of the descriptors are consistently more comprehensive than the other domains. Reading is a critical area for college and career readiness. One of the elements in the reading descriptors that draws clear distinctions between competencies required at each level is the complexity of the text that students are to be reading. The EFLs specify a staircase of increasing text complexity for students to master from beginning basic reading through the college and career readiness level. The comprehension skills of reading are to be applied to level-appropriate complex text. The reading domain elements of the descriptors carry within it references to other key skills from the other domains and workforce preparation skills. Examples of this include listening comprehension as a supplement to reading comprehension at levels 1 and 2 so students can work with the richer ideas adult student can handle intellectually, if not yet independently through their own reading. It also includes integrating and evaluating information from a variety of media, including translating quantitative or technical information presented visually or in words. Learning to work with diverse media is an important job skill as well as a critical applied academic skill. Another example is an emphasis on research that includes a

¹ These descriptors will not be implemented until the Secretary has determined that there is at least one assessment that is both aligned with the revised descriptors and that is suitable for use in the NRS. Until that time, programs will continue to use the existing NRS educational functioning level descriptors.

combination of reading, writing, and speaking and listening skills—again as a way to connect the domains in important ways and to create the EFLs as a focused and useful document.

Writing

Details about the level of writing proficiency required at each level have been pared to draw clear distinctions between competencies required at each level. The descriptors emphasize writing arguments and writing to inform and explain from Level 3 and beyond. Both writing types stress writing to sources, and asking students to draw evidence from texts is emphasized in the descriptors. With writing, many of the process standards were not included because process proficiency is hard to measure. In addition, reference is consistently made to research skills in both the reading and writing sections of each level, as these skills are important to writing.

Speaking and Listening

The speaking and listening descriptors at each level were connected closely to workforce preparation and the Employability Skills Framework. These skills have the benefit of both being measurable and clearly related to citizenship, work and life success. Collaborative conversations and teamwork are emphasized at *every* level, as is students' use of evidence. In this context of speaking and listening, the descriptors reflect use of listening comprehension capacities (particularly in Levels 1 and 2 to augment students' lower reading comprehension abilities), evidence in conversation, ability to evaluate what others are saying, and the capacity to share information effectively with others.

Language

In the language domain, descriptors consistent with workforce preparation from the Employability Skills Framework and are vital to attaining college and career readiness from each level such as a growth in students' grammar and punctuation skills, as well as their growth in vocabulary.

Level 1: Beginning Literacy

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to

identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

Level 2: Beginning Basic

Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression.² They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as

² Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

Level 3: Low Intermediate

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 – 1010).³ They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level

³ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal

contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

Level 4: High Intermediate

Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 – 1185).⁴ They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a

⁴ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Level 5: Low Adult Secondary

Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 – 1335).⁵ This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and

⁵ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Level 6: High Adult Secondary

Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 – 1385).⁶ This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team’s overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to

⁶ Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Resource: Quantitative Analysis Chart for Determining Text Complexity⁷

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13
C (Level 3)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92
D (Level 4)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57
E (Level 5)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81
E (Level 6)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00

⁷ This chart only identifies text complexity for levels B through E. At level A, students are just learning how to read, so it is not appropriate to focus on the complexity of the text until level B.

CASAS COMPETENCIES

ESSENTIAL LIFE AND WORK SKILLS FOR YOUTH AND ADULTS



The *CASAS Competencies* along with the *CASAS Content Standards* form the basis of the CASAS integrated assessment and curriculum management system.

The *CASAS Competencies* identify more than 360 essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce.

The *CASAS Content Standards* identify the underlying basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*. The *CASAS Content Standards* for reading, listening, and math are available at www.casas.org.

The competencies are relevant across the full range of instructional levels, from beginning literacy through high school completion including transition to postsecondary education and training.

They cover nine broad content areas:

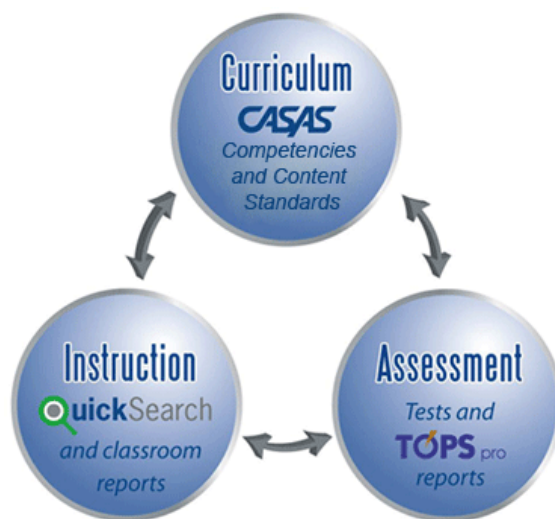
- Basic Communication
- Community Resources
- Consumer Economics
- Health
- Employment
- Government and Law
- Math
- Learning and Thinking Skills
- Independent Living

These critical competencies provide instructional objectives for curriculum, direct links to test content for monitoring student learning, criteria for program evaluation, and a referencing system for instructional materials. Based on field research – which began in 1980 – and recommendations from education providers, learners, business and industry representatives, and community-based agencies, the competencies have been regularly updated and validated at state and national levels. Studies conducted in several states show strong, direct links between CASAS competencies and learner needs. CASAS is a standards-based system that has been and will continue to be correlated to national and state-level standards. See www.casas.org for additional information.

Using CASAS competencies in curriculum, assessment, and instruction

CASAS assessments measure the attainment of basic reading, math, listening, speaking, and writing skills in contexts that learners would expect to encounter in everyday situations. Assessment results provide feedback to learners and instructors to target further instruction. Incorporating *CASAS Competencies and Content Standards* into curriculum and using the CASAS assessment system can help adult education programs better meet learner, community, and program needs and fulfill federal, state, and local reporting requirements.

The CASAS resource *QuickSearch* lists more than 2,300 print, audio, visual and computer-based instructional materials, and correlates them to the *CASAS Competencies*. Through the competencies, educators and trainers can identify curriculum materials that target specific learning needs at appropriate instructional levels. See the CASAS catalog or www.casas.org for more information.



NOTE REGARDING RECENT CHANGES TO THE CASAS COMPETENCIES

The competencies recently underwent major revalidation and revision. Competency areas that have been expanded or added include education, financial literacy, health and medical information, media literacy, and technology. The differences between the 2003 and 2008 statements are not shown in this document. CASAS users who coded materials or curriculum to the 2003 competencies and who wish to see a complete listing of old-to-new competency correlations may access the document *Correlation of CASAS Competencies – Version 2003 to Version 2008* from the CASAS Web site at www.casas.org.

CASAS Competencies

0. Basic Communication

0.1 Communicate in interpersonal interactions

- 0.1.1 Identify or use appropriate non-verbal behavior (e.g., handshaking)
- 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

0.2 Communicate regarding personal information

- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

1. Consumer Economics

1.1 Use measurement and money

- 1.1.1 Interpret recipes
- 1.1.2 *See 6.0 Math, and Math Content Standards*
- 1.1.3 *See 2.2.5*
- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.5 *See 2.3.3, 3.6.3, 6.0 Math, and Math Content Standards*
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and related units of measure
- 1.1.8 *See 6.0 Math, and Math Content Standards*
- 1.1.9 *See 1.2.1*

1.2 Use information to identify and purchase goods and services

- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price, quality, and product information to determine the best buys for goods and services
- 1.2.3 Compute discounts
- 1.2.4 Interpret or compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics

- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing

1.3 Understand methods and procedures used to purchase goods and services

- 1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
- 1.3.2 Interpret credit applications
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.3.4 Use catalogs and order forms to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
- 1.3.7 *See 1.2.7*
- 1.3.8 *See 1.2.8*
- 1.3.9 *See 1.2.9*

1.4 Understand methods and procedures to obtain housing and related services

- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquiries
- 1.4.3 Interpret lease and rental documents
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights and obligations
- 1.4.6 Interpret information about purchasing a home, including loans and insurance
- 1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager
- 1.4.8 Recognize home theft and fire prevention measures

1.5 Understand how to manage household finances

- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Consider need, affordability, and long-term implications in making purchases
- 1.5.3 Interpret bills

1.6 Understand consumer protection measures

- 1.6.1 Interpret food packaging labels such as expiration dates (see also 1.2.1, 3.5.1)
- 1.6.2 Identify consumer protection resources concerning business practices and solicitations
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.4 Interpret sales receipts

CASAS Competencies

- 1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information

1.7 Understand procedures for the care, maintenance, and use of personal possessions

- 1.7.1 Interpret product guarantees and warranties
- 1.7.2 Interpret clothing care labels
- 1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
- 1.7.4 Interpret maintenance procedures for household appliances and personal possessions
- 1.7.5 Interpret information to obtain repairs
- 1.7.6 Place a notice or ad to sell items

1.8 Demonstrate financial literacy skills

- 1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
- 1.8.2 *See 1.8.1*
- 1.8.3 Interpret information about types of bank accounts, including fees and interest
- 1.8.4 Interpret information about the types of loans available through lending institutions
- 1.8.5 Interpret information about investments and financial planning, including type and purpose of investments
- 1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports (see also 1.3.2)
- 1.8.7 Identify and use services to send money or exchange currency

1.9 Understand how to purchase and maintain an automobile and interpret driving regulations

- 1.9.1 Interpret highway and traffic signs and signals, including parking information (see also 2.2.2)
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license
- 1.9.3 Compute mileage and gasoline consumption
- 1.9.4 *See 2.2.5*
- 1.9.5 Interpret information related to the selection and purchase of a car
- 1.9.6 Interpret information related to automobile maintenance
- 1.9.7 Identify procedures and report information regarding automobile accidents and emergencies
- 1.9.8 Interpret information about automobile insurance
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

2. Community Resources

2.1 Use the telephone and similar communication systems

- 2.1.1 Use a telephone directory
- 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)
- 2.1.3 *See 2.3.5*
- 2.1.4 Interpret information related to telephone, cable, and other communications services, including plans, rates and billing
- 2.1.5 *Dropped*
- 2.1.6 Interpret information about using a pay telephone and phone cards
- 2.1.7 Take, interpret, and leave telephone messages
- 2.1.8 Use a telephone or similar device to make and receive calls and for other functions

2.2 Understand how to locate and use different types of transportation and interpret travel-related information

- 2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs
- 2.2.2 Recognize and use signs related to public transportation (see also 1.9.1)
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.2.4 Interpret transportation schedules, fares, and payment procedures
- 2.2.5 Use maps relating to travel needs, including Internet-based map systems
- 2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
- 2.2.7 Interpret and follow security policies and procedures, and regulations related to travel and transport

2.3 Understand concepts of time and weather

- 2.3.1 Interpret clock time
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 2.3.4 Interpret and write dates
- 2.3.5 Interpret information about time zones

2.4 Use mailing and shipping services

- 2.4.1 Address items for mailing
- 2.4.2 Identify options for mailing and shipping, and interpret rates and types of services
- 2.4.3 Interpret postal service and other forms associated with mailing and shipping
- 2.4.4 Purchase stamps and other postal items and services
- 2.4.5 Interpret procedures for tracking shipments
- 2.4.6 Interpret a postal money order form
- 2.4.7 Interpret postal regulations and mailing and shipping procedures and requirements

CASAS Competencies

2.5 Use community agencies and services

- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
- 2.5.3 See 3.1.3
- 2.5.4 See 2.2.1
- 2.5.5 See 2.8
- 2.5.6 Use library services
- 2.5.7 See 5.4.5
- 2.5.8 Identify community organizations and their purpose and functions
- 2.5.9 Identify and use child care services in the community

2.6 Use leisure time resources and facilities

- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other entertainment listings
- 2.6.3 Locate and Interpret information in order to plan for recreational activities and other events
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute costs

2.7 Understand aspects of society and culture

- 2.7.1 Interpret information about holidays
- 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
- 2.7.3 Interpret information about social issues
- 2.7.4 Interpret information about religion
- 2.7.5 Interpret literary materials such as poetry and literature
- 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
- 2.7.7 Obtain and interpret news from a variety of media sources (see also 7.6)
- 2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see also 7.6)
- 2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment

2.8 Understand how to access and use educational systems and services

- 2.8.1 Interpret information about the educational system, from early childhood to post-secondary
- 2.8.2 Identify, evaluate, and access schools and other learning resources
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
- 2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.

- 2.8.5 Interpret school-related forms, such as registration and application forms
- 2.8.6 Interpret information from schools and communicate with school personnel
- 2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
- 2.8.8 Interpret information related to student and school performance, and identify ways to promote change
- 2.8.9 Identify ways to get involved or volunteer in an educational setting

3. Health

3.1 Understand how to access and use the health care system

- 3.1.1 See 3.6.1, 3.6.3, 3.6.4
- 3.1.2 Identify information necessary to make or keep medical and dental appointments
- 3.1.3 Identify and use health care services and facilities, including interacting with staff
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.1.5 Identify and access counseling services
- 3.1.6 Interpret information about health care plans, insurance, and benefits
- 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions

3.2 Understand forms related to health care

- 3.2.1 Fill out medical health history forms
- 3.2.2 See 3.4.6
- 3.2.3 Interpret forms associated with health insurance
- 3.2.4 Interpret medical bills

3.3 Understand how to select and use medications

- 3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
- 3.3.2 Interpret medicine labels (see also 3.3.1)
- 3.3.3 See 3.3.1
- 3.3.4 Interpret information on medications and their proper and safe use

3.4 Understand basic safety measures and health risks

- 3.4.1 Interpret product label directions and safety warnings (see also 1.7.3)
- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.4.3 Interpret procedures for simple first-aid
- 3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)
- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
- 3.4.6 Interpret immunization requirements
- 3.4.7 Interpret health and danger alerts

CASAS Competencies

- 3.4.8 Interpret information regarding disaster preparedness

3.5 Understand basic principles of health maintenance

- 3.5.1 Interpret information about nutrition, including food labels (see also 1.6.1)
- 3.5.2 Identify a healthy diet
- 3.5.3 Identify how to handle, prepare and store food safely
- 3.5.4 Identify practices that promote dental health
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.6 Interpret information and identify agencies that assist with family planning (see also 3.1.3)
- 3.5.7 See 2.8.2, 3.6.5
- 3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures (see also 3.5.2)

3.6 Understand basic health and medical information

- 3.6.1 Identify parts of the body
- 3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
- 3.6.5 Interpret information on the development, care, and health and safety concerns of children
- 3.6.6 Interpret information about health issues related to aging
- 3.6.7 Interpret information about sexuality
- 3.6.8 Interpret information about medical procedures and the considerations and risks involved
- 3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet

4. Employment

4.1 Understand basic principles of getting a job

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market
- 4.1.4 Identify and use information about training opportunities (see also 2.8.2)
- 4.1.5 Identify how to interview appropriately for a job
- 4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.1.9 Identify procedures for career planning, including self-assessment

4.2 Understand wages, benefits, employee rights, and concepts of employee organizations

- 4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms
- 4.2.2 Interpret information about employee organizations
- 4.2.3 Interpret employment contract and union agreements
- 4.2.4 Interpret employee handbooks, personnel policies, and job manuals
- 4.2.5 Interpret information about employee benefits
- 4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

4.3 Understand work-related safety standards and procedures

- 4.3.1 Interpret safety signs found in the workplace
- 4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
- 4.3.3 Identify common safety equipment and safe work attire
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages

4.4 Understand concepts and materials related to job performance and training

- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.3.1)
- 4.4.4 Interpret job responsibilities and performance reviews
- 4.4.5 Identify job training needs and set learning goals
- 4.4.6 Interpret work specifications and quality standards

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- 4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
- 4.4.8 Interpret job-related technical information, such as from service manuals and training classes

4.5 Effectively use common workplace tools and technology

- 4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job
- 4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
- 4.5.3 See 4.7.5
- 4.5.4 Demonstrate use of common business machines
- 4.5.5 Demonstrate the ability to use a computer in performing work tasks
- 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task
- 4.5.7 Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures

4.6 Communicate effectively in the workplace

- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
- 4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

4.7 Effectively manage workplace resources

- 4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
- 4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
- 4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
- 4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
- 4.7.5 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)

4.8 Demonstrate effectiveness in working with other people

- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
- 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
- 4.8.3 Demonstrate effective communication skills in working with customers and clients
- 4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
- 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
- 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

4.9 Understand how organizational systems function, and operate effectively within them

- 4.9.1 Identify the formal organizational structure of one's work environment
- 4.9.2 Identify an organization's goals and priorities, and factors that affect its operation
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

5. Government and Law

5.1 Understand voting and the political process

- 5.1.1 Identify voter qualifications
- 5.1.2 Interpret a voter registration form
- 5.1.3 Interpret a ballot
- 5.1.4 Interpret information about electoral politics, political parties, and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Identify, interpret, and express opinions on political and other public issues
- 5.1.7 Identify how to contact public officials about issues and concerns

CASAS Competencies

5.2 Understand historical and geographical information

- 5.2.1 Interpret information about U.S. history
- 5.2.2 Identify or interpret U.S. historical documents
- 5.2.3 Interpret information about world history
- 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
- 5.2.5 Interpret information about world geography
- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments

5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice

- 5.3.1 Interpret common laws and ordinances, and legal forms and documents
- 5.3.2 Identify individual legal and civil rights and procedures for obtaining legal advice
- 5.3.3 Interpret basic court procedures
- 5.3.4 See 1.6.2, 1.6.6
- 5.3.5 See 5.3.7
- 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
- 5.3.7 Identify common infractions and crimes, and legal consequences
- 5.3.8 Identify procedures for reporting a crime
- 5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems

5.4 Understand information about taxes and fees

- 5.4.1 Interpret and complete income tax forms
- 5.4.2 Identify or compute sales tax
- 5.4.3 Interpret tax tables (see also 5.4.1)
- 5.4.4 Interpret tax information from articles and publications
- 5.4.5 Interpret permit and license requirements (see also 1.9.2)

5.5 Understand the functions of government

- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about the legislative branch and its activities
- 5.5.3 Interpret information about the judicial branch and its activities
- 5.5.4 Interpret information about the executive branch and its activities
- 5.5.5 Interpret information about the military
- 5.5.6 Interpret information about law enforcement
- 5.5.7 Interpret information about local policy-making groups
- 5.5.8 Identify local, state and federal government leaders
- 5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local

5.6 Understand civic responsibilities and activities

- 5.6.1 Interpret information about neighborhood or community problems and their solutions
- 5.6.2 Interpret information about civic organizations and public service groups
- 5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
- 5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
- 5.6.5 Identify volunteer agencies and opportunities in the community

5.7 Understand issues related to science and ethics

- 5.7.1 Interpret information related to environmental issues
- 5.7.2 Interpret information related to energy issues
- 5.7.3 Interpret information about issues related to natural sciences, such as biology
- 5.7.4 Interpret information related to technological issues
- 5.7.5 Interpret information about issues related to social sciences, such as psychology
- 5.7.6 Interpret information related to ethical and philosophical issues

5.8 Understand concepts of economics

- 5.8.1 Interpret economic information and statistics
- 5.8.2 Interpret information on economic issues and trends
- 5.8.3 Interpret information on world economic systems

6. Math

See also Math Content Standards

6.0 Demonstrate pre-computation skills

- 6.0.1 Identify and classify numeric symbols
- 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing
- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.0.5 Demonstrate use of a calculator.

6.1 Compute using whole numbers

- 6.1.1 Add whole numbers
- 6.1.2 Subtract whole numbers
- 6.1.3 Multiply whole numbers
- 6.1.4 Divide whole numbers
- 6.1.5 Perform multiple operations using whole numbers

6.2 Compute using decimal fractions

- 6.2.1 Add decimal fractions
- 6.2.2 Subtract decimal fractions
- 6.2.3 Multiply decimal fractions
- 6.2.4 Divide decimal fractions

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- 6.2.5 Perform multiple operations using decimal fractions
- 6.2.6 Convert decimal fractions to common fractions or percents

6.3 Compute using fractions

- 6.3.1 Add common or mixed fractions
- 6.3.2 Subtract common or mixed fractions
- 6.3.3 Multiply common or mixed fractions
- 6.3.4 Divide common or mixed fractions
- 6.3.5 Perform multiple operations using common or mixed fractions
- 6.3.6 Convert common or mixed fractions to decimal fractions or percents
- 6.3.7 Identify or calculate equivalent fractions

6.4 Compute with percents, rate, ratio, and proportion

- 6.4.1 Apply a percent to determine amount of discount
- 6.4.2 Apply a percent in a context not involving money
- 6.4.3 Calculate percents
- 6.4.4 Convert percents to common, mixed, or decimal fractions
- 6.4.5 Use rate to compute increase or decrease
- 6.4.6 Compute using ratio or proportion

6.5 Use expressions, equations, and formulas

- 6.5.1 Recognize and evaluate simple consumer formulas
- 6.5.2 Recognize and apply simple geometric formulas
- 6.5.3 Recognize and apply simple algebraic formulas
- 6.5.4 Recognize and evaluate logical statements

6.6 Demonstrate measurement skills

- 6.6.1 Convert units of U.S. standard measurement and metric system
- 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles
- 6.6.3 Measure area and volume of geometric shapes
- 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
- 6.6.5 Interpret diagrams, illustrations, and scale drawings
- 6.6.6 Calculate with units of time
- 6.6.7 Solve measurement problems in stipulated situations
- 6.6.8 Interpret mechanical concepts or spatial relationships
- 6.6.9 Use or interpret switches and controls

6.7 Interpret data from graphs and compute averages

- 6.7.1 Interpret data given in a line graph
- 6.7.2 Interpret data given in a bar graph
- 6.7.3 Interpret data given in a picture graph
- 6.7.4 Interpret data given in a circle graph
- 6.7.5 Compute averages, medians, or modes

6.8 Use statistics and probability

- 6.8.1 Interpret statistical information used in news reports and articles
- 6.8.2 Interpret statements of probability

6.9 Use estimation and mental arithmetic

- 6.9.1 Use computation short cuts
- 6.9.2 Estimate answers

7. Learning and Thinking Skills

7.1 Identify or demonstrate effective skills and practices in accomplishing goals

- 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
- 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
- 7.1.3 Demonstrate initiative and persistence in accomplishing goals
- 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see also 4.7.5)

7.2 Demonstrate ability to use critical thinking skills

- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using various approaches, such as brainstorming
- 7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
- 7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors

7.3 Demonstrate ability to use problem-solving skills

- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

CASAS Competencies

- 7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 Demonstrate study skills

- 7.4.1 Identify and use effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify and use strategies for remembering information
- 7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use an index or table of contents
- 7.4.7 Identify and use test-taking skills and strategies
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
- 7.4.9 Identify personal learning style

7.5 Understand aspects of and approaches to effective personal management

- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

7.6 Demonstrate the ability to view the media critically

- 7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped
- 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
- 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
- 7.6.4 Interpret rating systems for media content

7.7 Demonstrate the ability to use information and communication technology

- 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together

- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet
- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
- 7.7.5 Identify safe and responsible use of information and communication technology
- 7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

8. Independent Living

8.1 Perform self-care skills

- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)
- 8.1.2 Recognize and/or demonstrate dressing skills
- 8.1.3 Recognize and/or demonstrate dining skills and manners
- 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property

8.2 Perform home-care skills

- 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2)
- 8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5)
- 8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks
- 8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3)
- 8.2.5 Recognize and/or demonstrate yard and garden tasks and activities
- 8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)

8.3 Use support services to assist in maintaining independence and achieving community integration

- 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, contacts from human service agencies and recreation facilities)

CASAS TOPSpro Enterprise Users



Key Reports for Assessment to Instruction

Reports Included:

Results by Student

1. Student Performance by Competency
2. Individual Skills Profile

Results by Class

1. Class Profile
2. Competency Performance Summary
3. Learning Gains
4. Student Test Summary
5. Next Assigned Test

Student Performance by Competency

Description	The <i>Student Performance by Competency</i> provides detailed information on student test results – by test item, competency, and task area. This report can be generated in a variety of ways to help teachers and students determine where to focus instruction and learning.				
Audience	<ul style="list-style-type: none"> Teachers Students 				
Reporting Level	<ul style="list-style-type: none"> By Student <ul style="list-style-type: none"> By Test Item & Competency By Test & Competency By Competency Category By Task Area 				
Special Options	<ul style="list-style-type: none"> Re-sort order of items by question number (1-30); items correct; Competencies; Task Areas 				
Location	<i>Reports/Test Results/Competency Performance/Student</i> Report Wizard: SCPTIC				
How to run the report	Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > Instructional Reports -Competency Performance Reports -Student Performance by Competency				
How to Use	<ul style="list-style-type: none"> Run this report after testing and give to teachers. Students and teachers can determine skills and competencies that reflect strengths and those that need improvement. Teachers can focus on these skills in class before post-testing. 				

Student Performance

by Test Item & Competency

Agency: 4908 - Rolling Hills Adult School
Site: 11 - North City ESL
Class: 110 - Low Beginning
Teacher: 1110 - Askew, Elisa

Form: 186R - Life and Work Reading Level C
Student: Martinez, Esmeralda **ID:** 677899133
Test Date: 05/25/2015
Raw Score: 17 **Scale Score:** 219

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
		2.3.2		Identify the months of the year and the days of the week
		5.3.6		Interpret information regarding residency, citizenship
2	Yes	4.3.3	3	Identify safe work procedures, equipment, attire
3	Yes	4.3.1	4	Interpret safety signs found in the workplace
		3.4.2		Identify safety measures to prevent accidents, injuries
4	No	5.3.6	1	Interpret information regarding residency, citizenship
		2.3.2		Identify the months of the year and the days of the week
		5.3.1		Interpret common legal forms, rules, and ordinances
5	No	2.3.2	2	Identify the months of the year and the days of the week
6	Yes	1.7.3	4	Interpret product instructions, directions, labels
7	Yes	1.7.3	4	Interpret product instructions, directions, labels
8	No	2.2.5	2	Use maps relating to travel needs
		1.1.3		Interpret maps and graphs
		1.9.4		Interpret maps related to driving
		2.2.1		Ask for, give, follow, or clarify directions
9	Yes	1.7.3	4	Interpret product instructions, directions, labels
10	Yes	1.7.3	4	Interpret product instructions, directions, labels
		3.4.1		Interpret product label directions and safety warnings
11	Yes	3.4.2	3	Identify safety measures to prevent accidents, injuries
		1.4.8		Recognize home theft and fire prevention measures
12	Yes	3.4.2	3	Identify safety measures to prevent accidents, injuries
		1.4.8		Recognize home theft and fire prevention measures
13	No	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.1.8		Use a telephone or similar device to make and receive calls and for other
		4.5.3		Demonstrate ability to use filing or other ordered system
		4.8.3		Demonstrate effective communication w/ customers, clients
14	No	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.1.8		Use a telephone or similar device to make and receive calls and for other
		4.5.3		Demonstrate ability to use filing or other ordered system
		4.8.3		Demonstrate effective communication w/ customers, clients
15	Yes	2.1.7	1	Take, interpret, leave phone messages, use ans. machine
		4.4.3		Interpret job-related signs, charts, diagrams, forms, etc.
		4.6.2		Interpret work-related correspondence, e.g. memos and e-mail
16	Yes	2.1.7	1	Take, interpret, leave phone messages, use ans. machine
		4.4.3		Interpret job-related signs, charts, diagrams, forms, etc.
		4.6.2		Interpret work-related correspondence, e.g. memos and e-mail
17	No	1.6.2	3	Identify consumer protection resources: fraudulent practices
		1.6.3		Identify procedures re: unsatisfactory merchandise, service
18	No	1.6.2	3	Identify consumer protection resources: fraudulent practices
		1.6.3		Identify procedures re: unsatisfactory merchandise, service
19	Yes	1.6.2	3	Identify consumer protection resources: fraudulent practices
		1.6.3		Identify procedures re: unsatisfactory merchandise, service
20	Yes	1.1.1	3	Interpret recipes
		1.7.3		Interpret product instructions, directions, labels
21	No	4.1.2	3	Follow proc. for applying for a job, incl. application forms
		4.1.8		Identify common occupations, skills and education req'd
22	No	4.1.2	3	Follow proc. for applying for a job, incl. application forms
		4.1.8		Identify common occupations, skills and education req'd
23	No	4.1.2	3	Follow proc. for applying for a job, incl. application forms

Individual Skills Profile

Description	The Individual Skills Profile Report show test results by student. It includes performance on competencies, task areas, and content standards by skill area. For ASE students who score 236 and above, the report will display information about the student's likelihood of passing each subsection of the GED. Information regarding the GED 2014, TASC and HiSet tests are in development.				
Audience	<ul style="list-style-type: none">TeachersStudents				
Reporting Level	<ul style="list-style-type: none">By Student				
Special Options	<ul style="list-style-type: none">Show with Grade-Level EquivalencyShow only students with:<ul style="list-style-type: none">Competency analysisContent Standards analysisGED Predictor				
Location	<i>Reports/Test Results/Skills Profile/Individual Skills Profile</i> Report Locator Wizard: ISP				
How to run the report	Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > Instructional Reports – Individual Skills Profile				
How to Use	<ul style="list-style-type: none">Run this report before post-testing.Use the next assigned test listed for the student to prevent incorrect testing.				



Individual Skills Profile

03/09/2015
13:53:17

Page 1 of 2
ISP

Jesse Campos

ID# 610101494

Agency: 4908 - Rolling Hills Adult School

Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	086L	10/30/2014	224	6	C	31	19	31
Reading	188R	10/11/2014	236	6	D	32	17	32

Reading Competencies	N	Correct
Consumer Economics	17	58 %
Community Resources	30	46 %
Health	20	65 %
Employment	67	49 %
Government and Law	16	43 %
Learning and Thinking Skills	22	27 %

Reading Content Standards	N	Correct
Vocabulary	32	50 %
General reading comprehension	104	48 %
Text in format	9	66 %
Reference materials	9	44 %
Reading strategies	21	66 %
Reading and thinking skills	20	40 %

Listening Competencies	N	Correct
Basic Communication	20	50 %
Consumer Economics	24	54 %
Community Resources	27	51 %
Health	35	31 %
Employment	52	59 %
Government and Law	6	0 %

Listening Content Standards	N	Correct
Phonology	11	27 %
Vocabulary	56	42 %
Grammar	36	61 %
General Discourse	15	53 %
Informational Discourse	23	52 %
Strategies and Critical Thinking	55	50 %

Reading Tasks	N	Correct
Forms	2	0 %
Charts, maps, consumer billings, matrices, graphs, ...	14	57 %
Articles, paragraphs, sentences, directions, manuals	47	51 %
Signs, price tags, advertisements, product labels	1	100 %

Listening Tasks	N	Correct
Comprehension question	16	75 %
Predict next line of dialogue	24	62 %
Identify true statement based on prompt	22	9 %

Jesse Campos has a likelihood of ...	to pass this GED 2002 subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
More study needed	Math

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ESL	R,M,L	Writing
1	Beginning ESL Literacy	<=180	
2	Low Beginning ESL	181-190	<=145
3	High Beginning ESL	191-200	146-200
4	Low Intermediate ESL	201-210	201-225
5	High Intermediate ESL	211-220	226-242
6	Advanced ESL	221-235	243-260

Class Profile

Description	The <i>Class Profile Report</i> displays test results by class and student. This report shows correct (+) and incorrect (-) responses as well as blank (!) and multiple mark (m) responses. The report includes a separate page for each test form (such as Level A Form 81 reading.)				
Audience	<ul style="list-style-type: none">• Coordinators• Teachers• Data Management Staff				
Reporting Level	<ul style="list-style-type: none">• By program• By class• By test form• By teacher				
Special Options	<ul style="list-style-type: none">• Exclude Inaccurate Scores• Exclude Retested• Use Tests in Class Instance for Test				
Location	<i>Reports/Test Results/Test Response/Class Profile</i> Report Wizard: ISP				
How to run the report	Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > TE Reports - General - How to Generate Basic Reports				
How to Use	<ul style="list-style-type: none">• Run this report immediately after testing and give to teachers.• Teachers can see where clusters of correct and incorrect answer occur at student and class level.• View outcomes row by row for each individual student and read vertically by item number for class level results.• Determine if students have mastered specific competencies.				



Class Profile

12/04/2014
14:26:33

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CPL

Agency: 4908 - Rolling Hills Adult School
Site: 11 - North City ESL
Class: 110 - Low Beginning

Teacher: 1110 - Askew, Elisa
Form: 081RX - Life and Work Reading Level A Extended

Competency for each item (read down)

2 2 2 2 4 4 4 4 4 2 2 4 4 4 4 2 2 2 2 1 3 3 4 3 3 2 2
2 5 5 1 1 1 4 2 2 3 6 1 4 4 4 2 2 5 5 2 1 1 3 2 2 2 1 1
2 4 4 2 8 6 3 1 1 2 4 8 1 3 3 1 1 4 4 2 1 3 1 3 3 3 7 7

Student	Raw/Scale	1 . . . 5 . . . 1 . . . 1 . . . 2 . . . 2 . . 2
		0 5 0 5 8
512333731 Lopez, Veronica	15 201	+++++++ - - - - - + - - - - - + - - - - - !
515155719 Her, U	22 214	- + + + + + + + + + + + + + + + - - + - + + - -
515518580 Duarte, Zelmira	10 192	- + - - - + - - - + - - - + - - - - - + - + - + -
515565322 Delgado, Lena	12 196	- + - - - - - + - - - + - - - - - + - + + + - ! !
544443236 Fraticelli, Sofia	9 190	- + - - - - - + - - - - - + - - - + - - - - - + + +
	11 194	+ + - - - + - - - - - + - - - + - - - - - + - - - +
545438710 Sanchez, Esmeralda	5 182	- - - - - + ! - - - - - - - - - - - ! + + ! ! ! ! ! ! ! !
545444489 Hin, Hinoru	24 218 ♦	+ + + + + + + + + + + + + + + - - - - - + + + + + - -
551784784 Pacheco, Andy	15 201	+ + - - - + - - - + - - - - - + - + - - - + + + + -
555141083 Acosta, Melinda	27 224 ♦	+ + + + + + + + + + + + + + + + + + + + + + + + + -
55555201 Foroshani, Oscar	13 197	+ + + - - + - - - + + - - - - - + - - - - - + - - + -
55556661 Tolentino, Quentin	4 *	+ - - - - - - - - + - - - - - + - - - - - - - - - -
555565723 Garcia, Jaime	12 196	+ - - - - + - - - - - + - - - - - + - - - - - + - - - !
567888969 Ortega, Florentino	23 216	+ + + + + + - - + + + + - - + + + + - - + + + + - -
567899756 Thomaston, Genner	14 199	+ + + - - - - - - + - - - + - - - - - + - - - - - -
567899810 Vargas, Jorge	14 199	+ + + + ! ! ! + ! + + + ! + + + ! ! - ! ! + - - ! !
571571367 Salvador, Nina	17 204	- + + - - + + - - + - - - - + + + + - - + - + + -
57555204 Martinez, Albello	21 212	+ + + - - + + + + + + + + + + + + - - + - + - -
581481381 Rodriguez, Luis	12 196	- + + - - + - - - + + - - - - - + - - - - - + - - + -
599688888 Ortiz, Manuel	16 202	- + + - - + - - - + + - - - + + + - - - + - + - -
602600601 Vergara, Luisa	12 196	- + + + + + - - - + - - - - - + - - - - - - - - - -
603605557 Bello, Rogelio	16 202	- - - + - - - + + + - - - + - - - - - + + + + + -
613132728 Arteste, Geralde	22 214	+ + + + + - - - + + + + + + + + - - + - + + - -
615151288 Arando, Azucena	23 216	+ + + - - + + - - + + + + + + - - + + + + + -
615657784 Gao, Zong	18 206	+ + + - - + - - + + + + + - - - - - + - - - - -
617767141 Ernst, Cap	9 190	+ - - - - - - + + + - - - - - - + - - - - - - + - +
636342277 Santiago, Gomez	14 199	+ + + - - - - - - + + + - - - - - - + - - - - - -
636650368 Jaruleski, Doris	21 212	+ + + + - - + + - - + + + - - + + - - + + + + + !
640641103 Yang, Kee	16 202	- - + + + + - - + + - - + + + - - - - - - + - - - !
644444187 Rodriguez, Aurelio	25 220 ♦	+ + + + + + + + + + + + + + - - - - - + + + + + -
665555084 Ergodan, Erma	7 186	+ - - - - - - - - - - - - - - - + - - - - - - ! !
671222339 Barron, Joe	16 202	+ + + + + + - - + + - - - - - + - - - - - + - - + -
677979988 Padilla, Vicente	8 188	+ - ! + - - - - - + - - - - - + - - - - - + - - -
683333331 Yang, Jack	14 199	+ + + - - + - - - - - + + - - - - - + - - - - - + -
Total Tests: 34 Mean: 15.2		
Accurate Scores: 33 Mean: 15.5 202.0		

Competency Performance Summary

Description	The <i>Competency Performance Summary Report</i> displays class and site level results by test form or test level, and evaluates results by test item, by competency, and task area. This report can be generated in a variety of ways to help teachers determine where to focus instruction and learning.				
Audience	<ul style="list-style-type: none"> • Administrators • Teachers • Coordinators 				
Reporting Level	<ul style="list-style-type: none"> • Agency • Site • Class • Program 				
Special Options	<ul style="list-style-type: none"> • In the report setup, sort by percent correct to quickly identify competency areas a class needs to work on. • By Test Form or by Test Level (all students who took an 83R, or all who took a level B test) <ul style="list-style-type: none"> ○ By Test Item & Competency ○ By Test & Competency ○ By Competency Category ○ By Task Area 				
Location	<i>Reports/Test Results/Competency Performance/Summary</i> Report Locator Wizard: SPCS				
How to run the report	Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > Instructional Reports – Competency Performance Reports – Showing One Class or Competency Performance Summary – 4 views				
How to Use	<ul style="list-style-type: none"> • Run this report immediately after testing and deliver to teachers to help determine specific competencies that represent learner strengths and others that need improvement. • Use special options to generate report to evaluate results by task area and competency category. • Teachers can focus on these skills in class before post-testing. • Use <i>QuickSearch</i> to identify curriculum that addresses specific competencies. 				



Agency Performance

02/09/2015
09:03:39

by Test Item & Competency

Page 1 of 2
SCPSTIC2

Agency: 4908 - Rolling Hills Adult School
Form: 081R - Life and Work Reading Level A

Total Tests: 10

Total Students: 8

Position	Correct?	Comp No.	Task	Competency Description
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
2	60 %	1.3.9	3	Identify common articles of clothing
3	50 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
		2.4.1		Address letters and envelopes
4	20 %	6.0.1	3	Identify and classify numeric symbols
5	70 %	5.3.1	3	Interpret common legal forms, rules, and ordinances
6	20 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
7	60 %	2.3.1	3	Interpret clock time
8	30 %	2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
9	30 %	2.5.4	3	Read, interpret, follow public signs, building directories
		1.8.1		Demonstrate ability to use and manage savings and checking accounts,
10	30 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions
11	50 %	0.2.4	3	Converse about activities and personal interests
12	10 %	0.2.4	3	Converse about activities and personal interests
13	70 %	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		1.4.1		Identify kinds of housing, areas of home, home items
14	30 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
15	50 %	2.5.4	4	Read, interpret, follow public signs, building directories
16	60 %	2.5.4	4	Read, interpret, follow public signs, building directories
17	30 %	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
18	60 %	1.3.8	4	Identify common food items
19	30 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
20	40 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
21	30 %	4.1.3	4	Identify, use information in job descriptions, ads
22	60 %	2.5.2	2	Identify how to obtain social and governmental services
		2.3.1		Interpret clock time
23	30 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	20 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week

Note: Test records using raw score override are not represented.

Competency Task Number Legend

- Task 1 - Forms
- Task 2 - Charts, maps, consumer billings, matrices, graphs, tables
- Task 3 - Articles, paragraphs, sentences, directions, manuals
- Task 4 - Signs, price tags, advertisements, product labels
- Task 5 - Measurement scales, diagrams
- Task 6 - Oral cue

Learning Gains

Description	<p>The <i>Student Learning Gains Report</i> provides a list of students' test scores, and displays learner gains from pretest to post-test, offering a variety of options for assigning the anchor pretest and matching post-test.</p> <p><i>*This report does not provide information about CA payment points. *</i></p>
Audience	<ul style="list-style-type: none">Teachers
Reporting Level	<ul style="list-style-type: none">ClassProgramTeacher
Special Options	<ul style="list-style-type: none">Run the report to show tests from:<ul style="list-style-type: none">First to Last; Last to First; First to High; First to Second; Highest to First; Last Two Tests
Location	<p><i>Reports/Test Results/Learning Gains/Student Learning Gains</i></p>
How to run the report	<p>Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > TE Reports - General - How to Generate Basic Reports</p>
How to Use	<ul style="list-style-type: none">Run this report immediately after testing and give to teachersTeachers can note progress by class and by student.Check for invalid scores for re-testing



Learning Gains

12/04/2014
13:27:56

First to High

Page 3 of 6
LGFH

Agency: 4908 - Rolling Hills Adult School
Site: 11 - North City ESL
Class: 110 - Low Beginning

Teacher: 1110 - Askew, Elisa
Modality: CASAS Reading

Student		Status	First Test			High Test			Gain	Test Hours of Instruction
			Date	Form	Score	Date	Form	Score		
Acosta, Melinda	555141083	Active	08/04/2014	082RX	220 ♦	12/01/2014	081RX	224 ♦	4	0
Alcazar, Leo	501161426	Active	08/04/2014	082RX	210					0
Altamirano, Pedro	502162564	Active	02/08/2015	082RX	214					0
Araiza, Roberto	511156803	Active	02/01/2015	084R	208					0
Arando, Azucena	615151288	Active	12/01/2014	081RX	216					0
Arteste, Geralde	613132728	Active	08/04/2014	082RX	204	12/01/2014	081RX	214	10	0
Barron, Joe	671222339	Active	11/23/2014	081RX	202	02/01/2015	084R	202	0	0
Bello, Rogelio	603605557	Active	08/04/2014	082RX	190	02/01/2015	084R	203	13	0
Colin, Hilary	663456666	Active	05/23/2015	083R	191					0
Cristobal, Jose	516160359	Active	08/04/2014	082RX	208	11/15/2014	083R	213	5	0
Cruz, Frances	616116180	Active	02/06/2015	084R	200	05/23/2015	083R	197	-3	0
Delgado, Lena	515565322	Active	11/23/2014	081RX	196	05/16/2015	084R	212	16	0
Doha, Darius	510510043	Active	05/23/2015	083R	200					0
Duarte, Zelmira	515518580	Active	08/04/2014	082RX	192	01/05/2015	083R	212	20	0
Ergodan, Erma	665555084	Active	11/23/2014	081RX	186	02/01/2015	084R	209	23	0
Ernst, Cap	617767141	Active	11/23/2014	081RX	190	05/26/2015	083R	216	26	0
Foroshani, Oscar	555555201	Active	11/23/2014	081RX	197					0
Fratlicelli, Sofia	544443236	Active	03/29/2015	081RX	190	05/29/2015	082RX	206	16	0
Gao, Zong	615657784	Active	11/23/2014	081RX	206	05/23/2015	083R	218	12	0
Garcia, Jaime	555565723	Active	11/23/2014	081RX	196	06/01/2015	083R	212	16	0
Gomes, Graciela	656557081	Active	08/04/2014	082RX	199					0
Gomorra, Miguel	61770499	Active	02/09/2015	082RX	220 ♦	05/25/2015	084R	218	-2	0
Gonzalez, Alex	565635167	Active	05/23/2015	083R	210					0
Her, U	515155719	Active	11/23/2014	081RX	214					0
Hin, Hinoru	545444489	Active	11/23/2014	081RX	218 ♦	05/27/2015	085R	221	3	0
Huata, Mianda	599990603	Active	08/04/2014	082RX	200					0
Jaruleski, Doris	636650368	Active	08/04/2014	082RX	199	12/03/2014	081RX	212	13	0
Le, Xiong	615778033	Active	05/23/2015	083R	195					0
Leng, Chu	569077777	Active	02/01/2015	084R	191	06/22/2015	086R	226	35	0
Lopez, Veronica	512333731	Active	11/23/2014	081RX	201	06/22/2015	083R	213	12	0
Luzanov, Helena	688881084	Active	08/04/2014	082RX	208	12/01/2014	083R	213	5	0
Maceda, Lara	555552850	Active	05/23/2015	083R	202	06/22/2015	086R	221	19	0
Mariscos, Roberto	662222266	Active	08/04/2014	082RX	218 ♦					0
Martinez, Albello	575555204	Active	08/04/2014	082RX	216	11/23/2014	081RX	212	-4	0
Martinez, Esmeralda	677899133	Active	02/23/2015	185R	216	05/25/2015	186R	219	3	0
Morales, Graciela	515519212	Active	02/01/2015	084R	203	05/23/2015	083R	209	6	0
Nievarra, Raquel	616182361	Active	05/23/2015	083R	195	06/22/2015	084R	212	17	0
Ortega, Florentino	567888969	Active	08/04/2014	082RX	206	11/23/2014	081RX	216	10	0
Ortiz, Manuel	599688888	Active	08/04/2014	082RX	196	04/29/2015	084R	212	16	0
Pacheco, Andy	551784784	Active	11/23/2014	081RX	201	02/01/2015	084R	203	2	0
Padilla, Vicente	677979988	Active	12/01/2014	081RX	188					0

Student Test Summary

Description	The <i>Student Test Summary Report</i> lists all tests, scores and test hours of instruction (if used by the agency) students have taken.
Audience	<ul style="list-style-type: none"> Administrators Data Management Staff Teachers
Reporting Level	<ul style="list-style-type: none"> Agency Site Class
Special Options	<ul style="list-style-type: none"> Show by <i>Participation Source</i> (by Update, by test, by attendance) Display class by <i>Class Enrollment</i> or by <i>Test</i>. <i>Exclude Students Missing Tests</i> option
Location	<p><i>Reports/Test Results/Test History/Student Test Summary</i></p> <p>Report Wizard: STS4</p>
How to run the report	<p>Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > Instructional Reports /Test History/ Test History Report – Using the Navigator Bar</p>
How to Use	<ul style="list-style-type: none"> Track test administrations across all classes, or limit display to show only tests administered on one class. Identify all tests related to a student. Identify students who have not tested, or who have taken a pretest but not a post-test. Identify inaccurate and conservative estimate test scores.



Student Test Summary

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by Class

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STS4

Agency:	4908 - Rolling Hills Adult School	Class:	110 - Low Beginning
Site:	11 - North City ESL	Teacher:	1110 - Askew, Elisa

Student		Status	Date	Form	Score	Test Hours of Instruction
Acosta, Melinda	555141083	Active	08/04/2014	081L	187	
		Active	08/04/2014	082RX	220 ♦	
		Active	09/30/2014	082L	194	
		Active	12/01/2014	081RX	224 ♦	
Alcazar, Leo	501161426	Active	08/04/2014	081L	191	
		Active	08/04/2014	082RX	210	
		Active	10/10/2014	082L	194	
Altamirano, Pedro	502162564	Active	02/04/2015	083L	201	
		Active	02/08/2015	082RX	214	
		Active	05/04/2015	084L	203	
Araiza, Roberto	511156803	Active	08/04/2014	083L	201	
		Active	10/04/2014	084L	195	
		Active	02/01/2015	084R	208	
Arando, Azucena	615151288	Active	12/01/2014	081RX	216	
Arteste, Geralde	613132728	Active	08/04/2014	081L	184	
		Active	08/04/2014	082RX	204	
		Active	11/04/2014	082L	186	
		Active	12/01/2014	081RX	214	
		Active	02/01/2015	084R	202	
Barron, Joe	671222339	Active	11/23/2014	081L	180	
		Active	11/23/2014	081RX	202	
		Active	01/05/2015	082L	178	
		Active	02/01/2015	084R	202	
Bello, Rogelio	603605557	Active	08/04/2014	082RX	190	
		Active	08/04/2014	083L	191	
		Active	11/04/2014	084L	195	
		Active	11/23/2014	081RX	202	
		Active	02/01/2015	084R	203	
Colin, Hilary	663456666	Active	05/23/2015	083R	191	
Cristobal, Jose	516160359	Active	08/04/2014	082RX	208	
		Active	11/15/2014	083R	213	
Cruz, Frances	616116180	Active	01/23/2015	083L	196	
		Active	02/06/2015	084R	200	
		Active	03/30/2015	084L	206	0
		Active	05/23/2015	083R	197	0
Delgado, Lena	515565322	Active	11/23/2014	081RX	196	
		Active	05/16/2015	084R	212	
Doha, Darius	510510043	Active	05/23/2015	083R	200	
Duarte, Zelmira	515518580	Active	08/04/2014	082RX	192	
		Active	09/22/2014	082L	191	
		Active	11/23/2014	081L	184	
		Active	11/23/2014	081RX	192	
		Active	01/05/2015	083R	212	

Next Assigned Test

Description	The <i>Next Assigned Test Report</i> shows by student results from the most recent tests taken, and identifies the specific test form that should be administered next. This report can be run displaying only the students' most recent test, or showing each students' entire test history.
Audience	<ul style="list-style-type: none"> Administrators Data Management Staff Teachers
Reporting Level	<ul style="list-style-type: none"> Agency Site Class
Special Options	<ul style="list-style-type: none"> Can limit the report to tests taken within a specific class. Can show all tests (Test History) for students enrolled in a class, regardless of which class they've taken a test in.
Location	<p><i>Reports/CASAS eTests/Next Assigned Test</i></p> <ul style="list-style-type: none"> <i>Even if your agency does not use CASAS eTests, this is where the report is found.</i> <p>Report Wizard: NAT</p>
How to run the report	<p>Home > Product Overviews > Software > TOPSpro Enterprise > TE Help Documentation > Instructional Reports – Next Assigned Test Showing One Class <i>and</i> Next Assigned Test Entire Test History</p>
How to Use	<ul style="list-style-type: none"> Run this report before post-testing. Use the next assigned test listed for the student to prevent incorrect testing.



Next Assigned Test

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by Class

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NATA

Agency: 4908 - Rolling Hills Adult School **Class:** 110 - Low Beginning
Site: 11 - North City ESL **Teacher:** 1110 - Askew, Elisa

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Acosta, Melinda	555141083	11/110	09/30/2014	082L	A	19	194	081L	LW
		11/110	12/01/2014	081RX	A	27	224 ♦	085R	LW-1
								185R	LW-2, LW-3
Alcazar, Leo	501161426	11/110	10/10/2014	082L	A	19	194	081L	LW
		11/110	08/04/2014	082RX	A	20	210	084R	LW-1, LW-2, LW-3
Altamirano, Pedro	502162564	11/110	05/04/2015	084L	B	14	203	083L	LW
		11/110	02/08/2015	082RX	A	22	214	084R	LW-1, LW-2, LW-3
Araiza, Roberto	511156803	11/110	10/04/2014	084L	B	9	195	083L	LW
		11/110	02/01/2015	084R	B	16	208	083R	CIT, LW-1, LW-2, LW-3
Arando, Azucena	615151288	11/110	12/01/2014	081RX	A	23	216	083R	LW-1, LW-2, LW-3
Arteste, Geralde	613132728	11/110	11/04/2014	082L	A	14	186	081L	LW
		11/110	02/01/2015	084R	B	12	202	083R	CIT, LW-1, LW-2, LW-3
Barron, Joe	671222339	11/110	01/05/2015	082L	A	9	178	081L	LW
		11/110	02/01/2015	084R	B	12	202	083R	CIT, LW-1, LW-2, LW-3
Bello, Rogelio	603605557	11/110	11/04/2014	084L	B	9	195	083L	LW
		11/110	02/01/2015	084R	B	13	203	083R	CIT, LW-1, LW-2, LW-3
Colin, Hilary	663456666	11/110	05/23/2015	083R	B	6	191	081RX	LW-1, LW-2, LW-3
								951RX	CIT
Cristobal, Jose	516160359	11/110	11/15/2014	083R	B	20	213	084R	CIT, LW-1, LW-2, LW-3
Cruz, Frances	616116180	11/110	03/30/2015	084L	B	16	206	083L	LW
		11/110	05/23/2015	083R	B	9	197	081RX	LW-1, LW-2, LW-3
								951RX	CIT
Delgado, Lena	515565322	11/110	05/16/2015	084R	B	19	212	083R	CIT, LW-1, LW-2, LW-3
Doha, Darius	510510043	11/110	05/23/2015	083R	B	11	200	084R	CIT, LW-1, LW-2, LW-3
Duarte, Zelmira	515518580	11/110	11/23/2014	081L	A	12	184	082L	LW
		11/110	01/05/2015	083R	B	19	212	084R	CIT, LW-1, LW-2, LW-3
Ergodan, Erma	665555084	11/110	05/01/2015	082L	A	14	186	081L	LW
		11/110	02/01/2015	084R	B	17	209	083R	CIT, LW-1, LW-2, LW-3
Ernst, Cap	617767141	11/110	05/01/2015	084L	B	14	203	083L	LW
		11/110	05/26/2015	083R	B	22	216	084R	CIT, LW-1, LW-2, LW-3
Foroshani, Oscar	555555201	11/110	05/29/2015	084L	B	12	200	083L	LW
		11/110	11/23/2014	081RX	A	13	197	082RX	LW-1, LW-2, LW-3
Fratlicelli, Sofia	544443236	11/110	05/29/2015	082L	A	16	189	081L	LW
		11/110	06/29/2015	081RX	A	11	194	082RX	LW-1, LW-2, LW-3
Gao, Zong	615657784	11/110	05/23/2015	083R	B	23	218	084R	CIT, LW-1, LW-2, LW-3
Garcia, Jaime	555565723	11/110	03/20/2015	084L	B	8	193	083L	LW
		11/110	06/01/2015	083R	B	19	212	084R	CIT, LW-1, LW-2, LW-3
Gomes, Graciela	656557081	11/110	11/23/2014	081L	A	15	188	082L	LW
		11/110	08/04/2014	082RX	A	14	199	081RX	LW-1, LW-2, LW-3
Gomorra, Miguel	61770499	11/110	04/10/2015	082L	A	19	194	081L	LW
		11/110	05/25/2015	084R	B	23	218	083R	CIT, LW-1, LW-2, LW-3
Gonzalez, Alex	565635167	11/110	05/10/2015	084L	B	14	203	083L	LW
		11/110	05/23/2015	083R	B	18	210	084R	CIT, LW-1, LW-2, LW-3

CASAS Reading Competencies	81 A	82 A	83 B	84 B	185 C	186 C
0. Basic Communication						
0.2.1 Respond appropriately to common personal information questions	■	■	■	■		
0.2.2 Complete a personal information form	■	■			■	
0.2.4 Converse about daily and leisure activities and personal interests	■	■	■			
1. Consumer Economics						
1.1.1 Interpret recipes					■	■
1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)	■	■	■	■		
1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services	■	■			■	■
1.2.2 Compare price, quality, and product information to determine the best buys for goods and services			■			
1.2.8 Identify common food items	■	■				
1.2.9 Identify common articles of clothing	■	■				
1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing			■			
1.3.3 Make returns, exchanges, and customer service requests			■			
1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments					■	
1.4.1 Identify different kinds of housing, areas of the home, and common household items	■	■		■		
1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquiries	■	■	■	■		
1.4.3 Interpret lease and rental documents			■			
1.4.5 Interpret information about tenant and landlord rights and obligations					■	
1.4.6 Interpret information about purchasing a home, including loans and insurance				■		
1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager	■	■	■			
1.4.8 Recognize home theft and fire prevention measures						■
1.6.2 Identify consumer protection resources concerning business practices and solicitations						■
1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory						■
1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers					■	
1.7.1 Interpret product guarantees and warranties				■		

CASAS Reading Competencies	81 A	82 A	83 B	84 B	185 C	186 C
1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)					■	■
1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking		■				
1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports (see also 1.3.2)						■
1.9.1 Interpret highway and traffic signs and signals, including parking information (see also 2.2.2)		■				
1.9.6 Interpret information related to automobile maintenance					■	
2. Community Resources						
2.1.1 Use a telephone directory					■	
2.1.7 Take, interpret, and leave telephone messages					■	■
2.1.8 Use a telephone or similar device to make and receive calls and for other functions					■	■
2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs	■	■			■	■
2.2.2 Recognize and use signs related to public transportation (see also 1.9.1)	■	■				
2.2.3 Identify or use different types of transportation in the community, and interpret traffic information				■		
2.2.5 Use maps relating to travel needs, including Internet-based map systems			■	■	■	■
2.3.1 Interpret clock time	■	■	■	■	■	■
2.3.2 Identify the months of the year and the days of the week	■	■	■	■	■	■
2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs	■	■			■	■
2.7.3 Interpret information about social issues					■	■
2.8.2 Identify, evaluate, and access schools and other learning resources		■			■	■
2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.				■	■	■
2.8.5 Interpret school-related forms, such as registration and application forms	■	■				
3. Health						
3.1.2 Identify information necessary to make or keep medical and dental appointments				■		
3.1.3 Identify and use health care services and facilities, including interacting with staff				■	■	
3.1.6 Interpret information about health care plans, insurance, and benefits			■			
3.2.1 Fill out medical health history forms			■	■		

CASAS Reading Competencies	81 A	82 A	83 B	84 B	185 C	186 C
3.3.2 Interpret medicine labels (see also 3.3.1)			■	■		
3.4.1 Interpret product label directions and safety warnings (see also 1.7.3)				■		■
3.4.2 Identify safety measures that can prevent accidents and injuries						■
3.4.3 Interpret procedures for simple first-aid					■	
3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained					■	
3.4.6 Interpret immunization requirements				■		
3.6.1 Identify parts of the body.	■	■				
3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.	■	■				
4. Employment						
4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application			■	■	■	■
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market	■	■	■	■		
4.1.4 Identify and use information about training opportunities (see also 2.8.2)				■		
4.1.5 Identify how to interview appropriately for a job				■		
4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)			■	■		
4.1.8 Identify common occupations and the skills and education required for them			■	■		■
4.1.9 Identify procedures for career planning, including self-assessment			■	■		
4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms	■	■	■	■		■
4.2.4 Interpret employee handbooks, personnel policies, and job manuals					■	
4.3.1 Interpret safety signs found in the workplace						■
4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements					■	■
4.3.3 Identify common safety equipment and safe work attire						■
4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages					■	■
4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement				■		
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion					■	■

CASAS Reading Competencies	81 A	82 A	83 B	84 B	185 C	186 C
4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.3.1)	■	■	■	■	■	■
4.4.4 Interpret job responsibilities and performance reviews		■				■
4.4.5 Identify job training needs and set learning goals					■	
4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task					■	■
4.5.7 Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures					■	
4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism					■	
4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail					■	■
4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)					■	■
4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution						■
4.8.3 Demonstrate effective communication skills in working with customers and clients					■	■
4.9.3 Identify sources of information and assistance, and access resources within a system					■	■
5. Government and Law						
5.1.6 Identify, interpret, and express opinions on political and other public issues					■	
5.3.1 Interpret common laws and ordinances, and legal forms and documents	■	■			■	■
5.3.2 Identify individual legal and civil rights and procedures for obtaining legal advice					■	
5.3.3 Interpret basic court procedures					■	■
5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship						■
5.3.8 Identify procedures for reporting a crime			■	■		
5.6.1 Interpret information about neighborhood or community problems and their solutions						■
6.0.1 Identify and classify numeric symbols	■	■				

CASAS Listening Competencies	981 A	982 A	983 B	984 B	985 C	986 C
0. Basic Communication						
0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)	■	■	■	■	■	■
0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)			■	■	■	■
0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)	■		■			■
0.1.5 Interact effectively in the classroom	■					
0.1.6 Clarify or request clarification			■			
0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)	■	■				
0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)	■	■	■	■	■	■
0.2.1 Respond appropriately to common personal information questions	■	■		■		
0.2.4 Converse about daily and leisure activities and personal interests	■	■				
1. Consumer Economics						
1.1.4 Interpret, use and compute measurement for consumer-related purposes	■					
1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)			■			
1.2.7 Interpret information or directions to locate merchandise			■			
1.2.8 Identify common food items	■	■	■	■		
1.2.9 Identify common articles of clothing	■	■		■		
1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing					■	
1.3.3 Make returns, exchanges, and customer service requests			■	■		
1.4.1 Identify different kinds of housing, areas of the home, and common household items						■
1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquiries		■			■	
1.4.4 Interpret information to obtain, maintain, or cancel housing utilities		■	■			
1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager	■				■	

CASAS Listening Competencies	981 A	982 A	983 B	984 B	985 C	986 C
1.5.1 Interpret information about personal and family budgets						■
1.5.2 Consider need, affordability, and long-term implications in making purchases						■
1.5.3 Interpret bills		■				
1.7.5 Interpret information to obtain repairs						■
1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking	■					
1.8.4 Interpret information about the types of loans available through lending institutions					■	
1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports (see also 1.3.2)					■	
1.9.1 Interpret highway and traffic signs and signals, including parking information (see also 2.2.2)						■
1.9.3 Compute mileage and gasoline consumption						■
1.9.5 Interpret information related to the selection and purchase of a car					■	
1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment	■					
2. Community Resources						
2.1.7 Take, interpret, and leave telephone messages			■		■	■
2.1.8 Use a telephone or similar device to make and receive calls and for other functions	■	■	■	■	■	■
2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs		■	■			
2.2.3 Identify or use different types of transportation in the community, and interpret traffic information		■			■	■
2.3.1 Interpret clock time	■		■	■	■	
2.3.2 Identify the months of the year and the days of the week	■			■	■	
2.3.3 Interpret information about weather conditions						■
2.3.4 Interpret and write dates		■	■			
2.5.6 Use library services			■			
2.5.8 Identify community organizations and their purpose and functions			■		■	
2.8.2 Identify, evaluate, and access schools and other learning resources				■		
2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.	■					

CASAS Listening Competencies	981 A	982 A	983 B	984 B	985 C	986 C
2.8.6 Interpret information from schools and communicate with school personnel					■	■
3. Health						
3.1.2 Identify information necessary to make or keep medical and dental appointments			■			
3.1.3 Identify and use health care services and facilities, including interacting with staff	■			■	■	
3.1.5 Identify and access counseling services			■			
3.2.4 Interpret medical bills			■			
3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications				■	■	
3.3.2 Interpret medicine labels (see also 3.3.1)				■		
3.3.4 Interpret information on medications and their proper and safe use						■
3.4.2 Identify safety measures that can prevent accidents and injuries						■
3.4.7 Interpret health and danger alerts						■
3.5.2 Identify a healthy diet.						■
3.5.4 Identify practices that promote dental health.				■		
3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures. (see also 3.5.2)	■		■		■	■
3.6.1 Identify parts of the body.	■	■	■			
3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.	■	■	■	■	■	■
3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.			■		■	■
4. Employment						
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market		■		■		
4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)				■		■
4.1.8 Identify common occupations and the skills and education required for them		■	■	■		
4.2.5 Interpret information about employee benefits				■		
4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements				■		
4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages						■

CASAS Listening Competencies	981 A	982 A	983 B	984 B	985 C	986 C
4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement				■		
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion				■		
4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job					■	■
4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism	■		■	■	■	■
4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion			■	■	■	■
4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing	■		■	■	■	■
4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance					■	■
4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals	■		■			
4.8.3 Demonstrate effective communication skills in working with customers and clients	■		■	■	■	■
4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers	■			■	■	■
5. Government and Law						
5.1.1 Identify voter qualifications					■	
5.6.1 Interpret information about neighborhood or community problems and their solutions			■	■		■
5.7.1 Interpret information related to environmental issues					■	