



# **CASAS Update**

## **ACE Conference 2019**

**Linda Taylor**  
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**Philip Anderson**



## CASAS Tests Overview

### Test Reports

- New Test Score Overview report
- New CCR Reports
- New HSE “Likelihood of Passing” report in GOALS series
- Content Standards and CASAS Competency reports in GOALS series

New CASAS Reading Standards 2016, Second Edition

New access to training on the CASAS Training website ([training.casas.org](http://training.casas.org))

New CASAS eTests Sampler

Out of Range scores and Use of the Locator/Appraisal

New TRUS-19 Answer Sheets – must start using by January 2020

Field testing and research study opportunities

# CASAS NRS-approved Assessments *for ABE*

## **NRS-approved through 2025**

- Reading GOALS (900 series)

## **NRS-approved through 2022**

- Math GOALS (900 series)

# CASAS NRS-approved Assessments *for ESL*

**NRS-approved through February 2021  
(like all other NRS-approved ESL tests)**

## **Life and Work Reading (80 series)**

- Beginning Literacy, Forms 27 and 28 and

## **Life and Work Listening (980 series)**

**Reading GOALS for ESL –  
OCTAE has requested additional data**

**Math GOALS –  
OCTAE has requested additional data**

**Listening GOALS – in development**

# CASAS for ABE and GED Prep

The same CASAS testing procedures and reports apply for Reading and Math GOALS.

Agencies may create their own **testing sessions** for ABE or contact CASAS Tech Support for assistance with adding new templates for GOALS test sessions (800-255-1036, ext. 2).

## **Test timing:**

an average of **2.5 – 3 hours to test in two modalities** at Intake

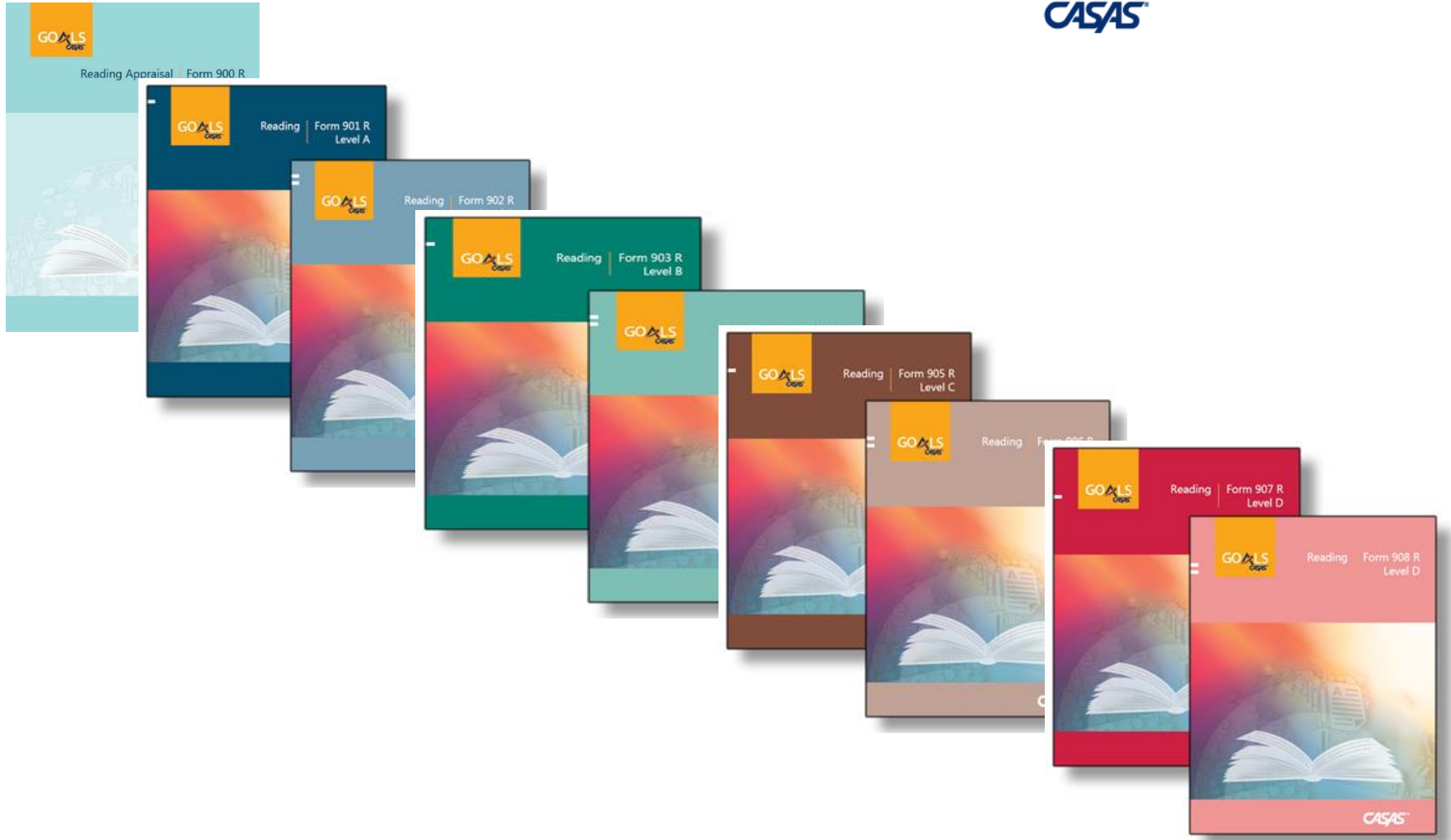
# Transitioning ESOL Students to ABE and the new GOALS test series

**Continuing students transitioning from Life and Work Reading must take a pretest in the new GOALS series.**

- Pre- and post-test results must always be in the same test series.
- Recommend giving the Reading GOALS Locator (104R)



# Reading GOALS Series CASAS







# Reading GOALS Series

CASAS Level	Form Number	Number of Test Items	Timing
Locator	104R	12	15 min.
Appraisal	900R	28	30 min.
A	901	39	60 min.
	902		
B	903	40	75 min.
	904		
C	905	40	75 min.
	906		
D	907	40	75 min.
	908		

- Reading GOALS Locator: 104R (12 questions) – fixed form
- Aligned to the CCR Standards for Adult Education and CASAS Competencies
- Measures rigorous academic skills in contexts relevant to lives of adult learners

# NRS EFLs and Reading GOALS Scale Score Ranges



NRS EFL	ABE/ASE Levels	Reading GOALS Scale Score Ranges	Life and Work Reading Scale Score Ranges
1	Beginning ABE Literacy	203 and below	200 and below
2	Beginning Basic Education	204 - 216	201 - 210
3	Low Intermediate Basic Education	217 - 227	211 - 220
4	High Intermediate Basic Education	228 - 238	221 - 235
5	Low Adult Secondary Education	239 - 248	236 - 245
6	High Adult Secondary Education	249 and above	246 and above

# WIOA Title II NRS/CASAS Score Ranges for ABE/ASE



## Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

	Educational Functioning Levels	CASAS Level	Reading GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	203 and below
2	Beginning Basic Education	B	204 - 216
3	Low Intermediate Basic Education	B	217 - 227
4	High Intermediate Basic Education	C	228 - 238
5	Low Adult Secondary Education	D	239 - 248
6	High Adult Secondary Education	E	249 and above

Revised April 2019

	Educational Functioning Levels	CASAS Level	Math GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	193 and below
2	Beginning Basic Education	A/B	194 - 203
3	Low Intermediate Basic Education	B	204 - 214
4	Middle Intermediate Basic Education	C	215 - 225
5	High Intermediate Basic Education	C	226 - 235
6	Adult Secondary Education	D/E	236 and above

Revised April 2019

# WIOA Title I/EFLs, CASAS scores, and GLEs

**CASAS ABE Reading Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I**

NRS Levels	Reading ABE/ASE EFLs		Reading GOALS Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	193 and below 194 - 203	K 1
2	Beginning Basic Education		204 – 210 211 - 216	2 3
3	Low Intermediate		217 – 222 223 – 227	4 5
4	High Intermediate		228 – 230 231 – 234 235 – 238	6 7 8
5	Low Adult Secondary Education	Not Basic Skills Deficient	239 – 243 244 – 248	9 10
6	High Adult Secondary Education		249 – 253 254 and above	11 12

***Reading GLEs located on website***

# WIOA Title I/EFLs, CASAS scores, and GLEs

**CASAS ABE Math Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I**

NRS Levels	Mathematics ABE/ASE EFLs		Math GOALS Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	184 and below 185 – 193	K 1
2	Beginning Basic Education		194 – 198 199 – 203	2 3
3	Low Intermediate		204 – 209 210 – 214	4 5
4	Middle Intermediate		215 – 221 222 – 225	6 7
5	High Intermediate		226 – 228 229 – 235	7 8
6	Adult Secondary Education	Not Basic Skills Deficient	236 – 240 241 – 244 245 – 248 249 and above	9 10 11 12

***Math GLEs located on website***

# WIOA Title II NRS/CASAS Score Ranges for ESL



## Relationship to NRS Educational Functioning Levels (EFL) for ESL

	Educational Functioning Levels	CASAS Level	Reading Life and Work Scale Score Ranges	Listening (980 series) Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181 - 190	181 - 189
3	High Beginning ESL	A	191 - 200	190 - 199
4	Low Intermediate ESL	B	201 - 210	200 - 209
5	High Intermediate ESL	B	211 - 220	210 - 218
6	Advanced ESL	C/D	221 - 235	219 - 227

Revised April 2019



# New Test Series Content

**CASAS new Reading Series Blueprint reflects:**

**CASAS Competencies**

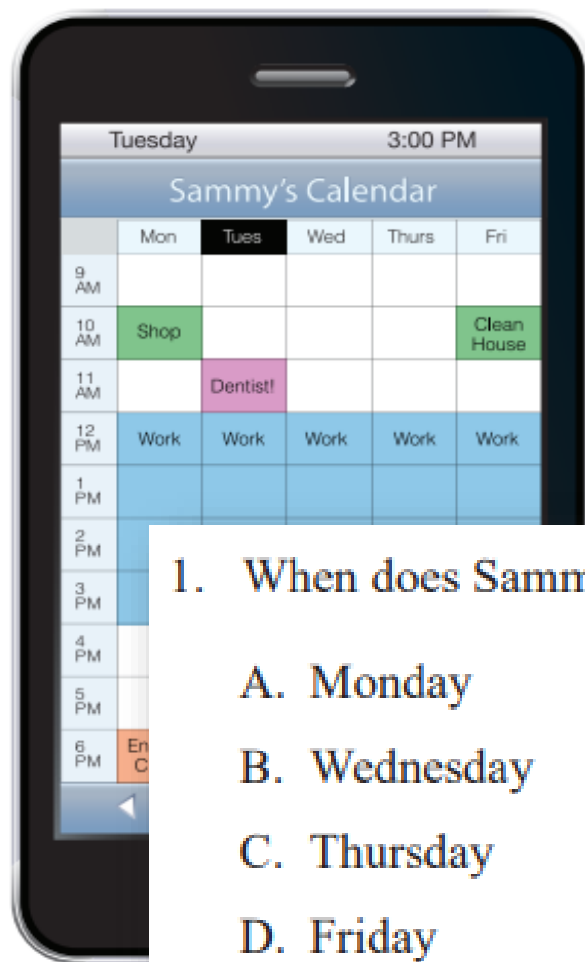
**Content Standards**

- CASAS Reading Standards
- CCR Standards for Adult Education in the areas of:
  - Reading
  - Reading Foundations

**Reading Task Areas**

**Depth of Knowledge (DOK)**

# Content Standards, Competencies, and Task Areas



## Basic Skills Content Standard

Academic skill measured (e.g., locate detail)

## Competency

A measurable learning objective in a functional life skills context (e.g., read an activity schedule)

## Task Area

Format of the test item prompt (read a chart)

# Alignment of CASAS Reading Standards and College and Career Readiness Standards (CCRS)

CASAS Reading GOALS Content Areas	CCRS Reading Anchor*
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
*CCRS Reading Standards R7, R9 and R10 are measured across content areas.	

# Depth of Knowledge (DOK)

**Describe levels of cognitive processing and higher-order thinking required in the *College and Career Readiness Standards*.**

## **Four DOK levels:**

1. Recall, Reproduction, Recitation
2. Application of Skill/Concept
3. Strategic Thinking
4. Extended Thinking

# The Academic Word List (AWL)

**Developed by Averil Coxhead at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand.**

**The list contains 570 word families which were selected because they appear with great frequency in a broad range of academic texts.**

**The list does not include words that are in the most frequent 2000 words of English (the General Service List), thus making it specific to academic contexts.**

**An alphabetized version is available online.**

**CASAS used the AWL list for the GOALS Reading series.**

# Reading GOALS Item Types



## **Multiple choice – All levels**

- Comprehension (in existing Reading tests)
- Sentence completion

## **New text and item features – Levels B, C, D**

- Numbered lines in text passages
- Underlined words embedded in passage

## **Level A only**

- Photo prompts and distractors in beginning of the test

**Item Families – Multiple items related to one reading passage makes efficient use of test time**



# Level D Reading Sample Test Item – Infer/draw conclusions

## Lease vs Buy

### Read This Before Leasing or Buying a Car!

1 Choosing between leasing or buying a car is one task in life that many  
2 individuals face. Some experts believe buying is the preferred choice because  
3 consumers have the freedom to sell the car at any time and are able to determine  
4 the asking price for themselves. Others respond that leasing is the better  
5 option because consumers often can select newer makes and models that may  
6 not be within their reach when purchasing a car. More importantly, leasing  
7 means lower monthly payments. Those who favor buying are quick to point  
8 out that the payments never end with leasing, and after the endless payments,  
9 consumers have nothing to call their own.

**Which statement would make the best conclusion to this article?**

- A. Leasing the newest model beats owning an older one.
- B. The decision depends on each person's situation.
- C. It is obvious that leasing involves too many costs.
- D. Most experts see little difference between leasing and buying.

# Level C Reading Sample Test Item – Academic Vocabulary

## StarTech

### Employee Computer and Internet Policy

- 1 All StarTech employees have a computer Internet connection to use for company  
2 business. The company also has a liberal policy of giving employees up to 30  
3 minutes of personal Internet use each day. However, communications on  
4 company computers belong to Star Tech. The company can look at all messages  
5 and documents on its computers and other company technology.

Which word means the same as liberal as used in this announcement?

- A. generous
- B. radical
- C. traditional
- D. widespread

# NEW - Sample Items in CASAS eTests Format and HTML Enhancements

[Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Sample Test Items](#)

**Students and teachers can have direct access to the new CASAS eTests Sampler**

**New HTML version with**

- clearer images
- + and – buttons to easily enlarge prompt (e.g., reading passage) and question/answer options
- new test navigation features in GOALS series

[CASAS eTests Sampler](#)

[Reading GOALS](#)

[Math GOALS](#)

[Life and Work Reading](#)

[Life and Work Listening](#)

# NEW – CASAS eTests Format and HTML Enhancements

Progress bar shows how many items are in the test and how many items have been taken

Shows how many items relate to the same display

The screenshot displays the CASAS eTests interface. At the top, there is a header bar with a pink up arrow on the left, followed by fields for 'ID:' and 'Name:'. To the right of these fields is a progress bar showing '8' in a blue segment and '9' in a grey segment. Further right is a navigation bar with blue arrows and the text '2 of 3'. Below the header, the main content area is divided into two columns. The left column contains a list of items, each with a yellow background and a pink vertical line on the left. The first item is 'Ryan,'. The second item is a paragraph of text: 'I stopped by earlier but you were not home. I am upset that you have not fixed the problem we talked about last week. There is still a lot of garbage in your yard. I'm asking you again to please put it in the trash where it belongs. I don't like to complain but I want to resolve this problem. I am trying to sell my house and people who come to look at it are not happy about the litter in your yard.' The right column contains a question: 'The main reason Clara wrote to Ryan was to \_\_\_\_.' Below the question are two answer choices, each in a rounded rectangle. The first choice is 'ask him to remove the litter' with a checked checkbox. The second choice is 'complain about their neighbors' with an unchecked checkbox.

↑ ID: Name: 8 9 ← 2 of 3 →

Ryan,

1 I stopped by earlier but you were not home.  
2 I am upset that you have not fixed the problem  
3 we talked about last week. There is still a lot of  
4 garbage in your yard. I'm asking you again to  
5 please put it in the trash where it belongs. I  
6 don't like to complain but I want to resolve this  
7 problem. I am trying to sell my house and people  
8 who come to look at it are not happy about the  
9 litter in your yard.

**The main reason Clara wrote to Ryan was to \_\_\_\_.**

☒ ask him to remove the litter

☐ complain about their neighbors

**NEW**

# CASAS Reading Standards 2016, Second Edition

- Combined, reduced, re-named and re-organized
  - Number of categories reduced from 9 to 5
  - Number of standards reduced from 125 to 51
- Added new standards from the CCR Standards for Adult Education in the English Language Arts and Literacy areas of Reading, Reading Foundations and Language.
- To align assessment with instruction, the categories in the revised CASAS Reading Standards are the same as the categories for reporting test results for the new CASAS Reading series.
- Posted on [www.casas.org](http://www.casas.org) – with dots for ABE/ASE and ESL

# CASAS Reading Standards Categories

RDG 1 - Foundational Literacy

RDG 2 - Language and Vocabulary

RDG 3 - Reading Comprehension Skills and Strategies

RDG 4 - Higher Order Reading Skills and Strategies

RDG 5 - Higher Order Reading Skills and Strategies –  
Literary Texts Only



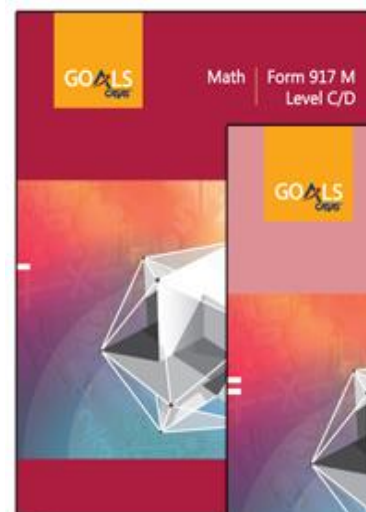
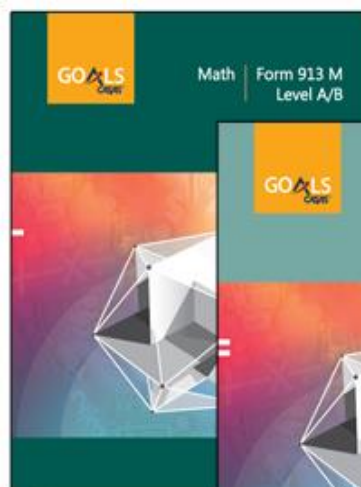
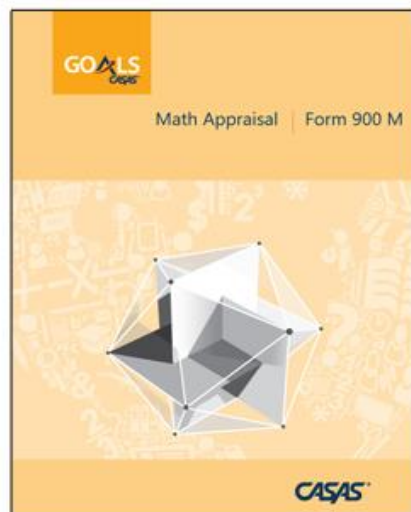
# CASAS Reading Standards – CCR Alignment

		ABE/ASE NRS Level							
		ESL NRS Level							
CS #	Content Standard Instructional Level	CASAS							
		A	A	A	B	B	C	D	E
<b>RDG 2.7</b>	Interpret <b>nuances, connotative meaning of words, and figurative language</b> (e.g., analogies, idioms, similes and metaphors) as used in the text. [L5. A, B, C] [R4. C, D, E]			•	•	•	•	•	•
<b>RDG 2.8</b>	Interpret <b>unknown and multiple-meaning words</b> as used in the text, choosing from level-appropriate strategies (e.g., context clues). [L4. A, B, C, D, E] [R4. A, B, C, D, E]	•	•	•	•	•	•	•	•

**CCR Anchor R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

# Math GOALS CASAS

## Series



CASAS Level	Form Number	Number of Test Items	Timing
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 the CCR Standards for Adult Education and CASAS Competencies

# Old to New NRS Math EFLs and Scale Score Ranges



<b>NRS EFL</b>	<b>Old ABE/ASE EFLs</b>	<b>Life Skills Math Scale Score Ranges</b>
1	Beginning Literacy	200 & below
2	Beginning Basic	201 - 210
3	Low Intermediate	211 - 220
4	High Intermediate	221 - 235
5	Low Adult Secondary	236 - 245
6	High Adult Secondary	246 & above

<b>NRS EFL</b>	<b>New ABE/ASE EFLs for Mathematics</b>	<b>Math GOALS Scale Score Ranges</b>
1	Beginning Literacy	193 & below
2	Beginning Basic	194 - 203
3	Low Intermediate	204 - 214
4	Middle Intermediate	215 - 225
5	High Intermediate	226 - 235
6	Adult Secondary	236 & above

# Math Series

The Math GOALS Series was built to address:

- CASAS Competencies
  - provides the context for assessing skills used in academic and employment settings, as well as everyday life skills
- Content Standards
  - CASAS Math Standards
  - CCR Standards for Adult Education
    - Number Sense
    - Algebra
    - Geometry and Geometric Measurement
    - Data, Probability, Statistical Measurement
    - Mathematical Practices
- NRS Educational Functioning Level (EFL) Descriptors for Math

# New Math GOALS Features

A range of item types is provided, including:

- Situational scenarios that reflect real-world applications
- Word problems (reading complexity and cognitive load are consistent with level-specific expectations)
- Simple to advanced calculation
- Traditional academic contexts




# Focus of Math GOALS aligned to CCR

- Deeper understanding of key mathematical foundations, concepts, procedural fluency
- Formulae are provided so focus is on math concepts and skills, not memorization.
- Calculators are provided.
- The emphasis is now on:
  - “seeing the bigger picture”
  - knowing the meaning of answers (not just having numbers)
  - applying concepts to solve problems

# On-screen calculator in CASAS eTests

Midtown Gym costs \$40 per month to join but is having a half-price special for August.

1 of 2 → Practice **Review** 


How much would it cost to join for April, May and June?

- ☐ \$20
- ☐ \$40
- ☐ \$60
- ☐ \$120

**Click on icon**

# On-screen calculator

**Midtown Gym costs \$40 per month to join but is having a half-price special for August.**

1 of 2 → Practice Review 

How much would it cost to join for April, May and June?

☐ \$20

☐ \$40

☐ \$60

☐ \$120

Calculator ×

←	±	√	C	
7	8	9	/	%
4	5	6	*	1/x
1	2	3	-	=
0				
		.	+	

**Click on icon**

**Calculator opens!**

It can be moved to any position on the screen. It includes basic functions.

# Calculators in Math GOALS

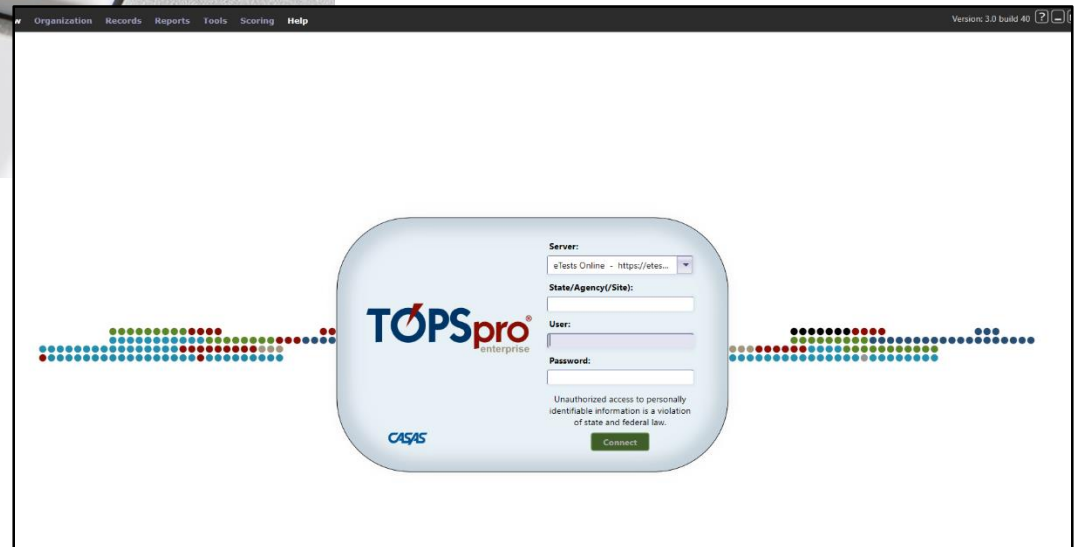
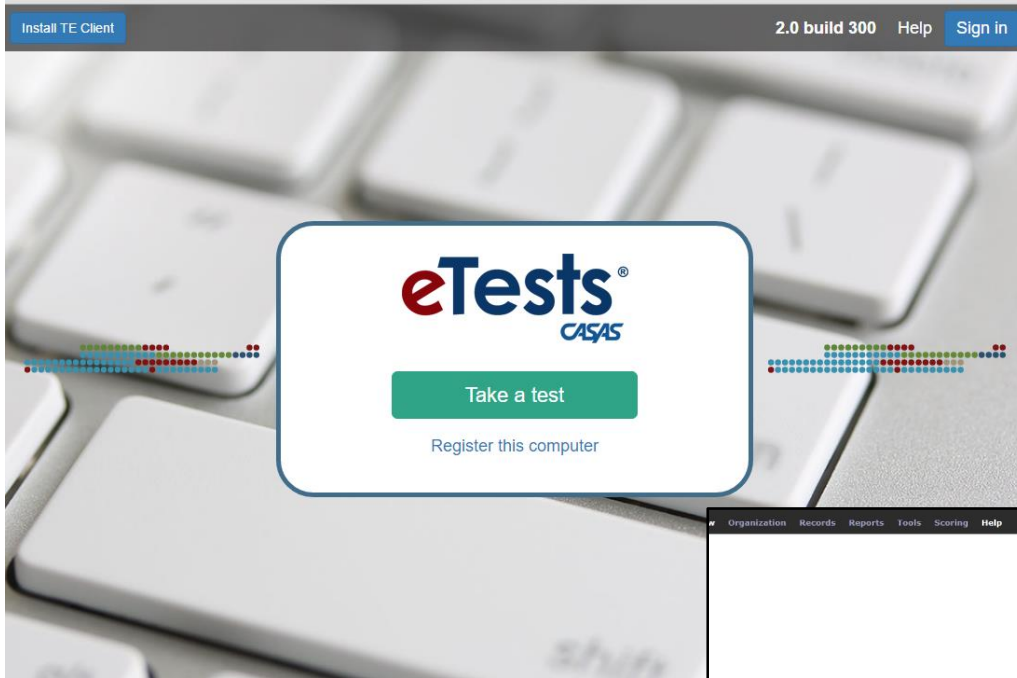
- Students may use a calculator throughout the entire math test.
- CASAS eTests provides an on-screen calculator, but students may use physical calculators (not graphing calculators) while testing on CASAS eTests, if preferred.
- Programs that use paper-based tests should provide students with a calculator.
- Students may not use a personal calculator nor their cell phone calculator.
- Examples of appropriate calculators are Texas Instruments TI-30XS, TI-108 and TI 503SV, Casio SL-300SV, and other approved calculators for use on high school equivalency exams such as the GED, HiSET, and TASC assessments.

# CASAS Math Blueprint – **NEW version on website**

CASAS Content Domains	CASAS Level A/B	CASAS Level C/D	College and Career Readiness Standards (CCRS) Covered by CASAS Math Goals Series
<b>M1: Number Sense</b>	32%	24%	<p><b>At the A/B level</b>, use basic concepts of number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions.</p> <p><b>At the C/D level</b>, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.</p>
<b>M2: Algebra</b>	10%	26%	<p><b>At the A/B level</b>, understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</p> <p><b>At the C/D level</b>, generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.</p>
<b>M3: Geometry</b>	14%	24%	<p><b>At the A/B level</b>, identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</p> <p><b>At the C/D level</b>, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</p>
<b>M4: Measurement*</b>	22%	10%	<p><b>At the A/B level</b>, measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</p> <p><b>At the C/D level</b>, understand/apply Pythagorean theorem, use volume measurements for complex modeling.</p>
<b>M5: Statistics and Probability**</b>	22%	16%	<p><b>At the A/B level</b>, understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</p> <p><b>At the C/D level</b>, understand probability, sampling, draw inferences, summarize and interpret data categorical and quantitative data, draw inferences, investigate associations in bivariate data.</p>

\* CCRS domains of **Geometry** and **Statistics** include content from CASAS category *M4: Measurement*

# CASAS eTests and TOPSpro Enterprise (TE)



# Features of “Basic” Online Implementation

- Personal Score Report (at end of test)
- Individual Student Skills Profile
- Individual Student Competency Performance
- Coming soon: Individual Student Content Standards Performance
- Next Assigned Test (NAT)
- Test Administrations (# of test given per month)
- Export student test data to 3<sup>rd</sup> Party data system
- Test History—of all test takers
- CASAS test form, test date, scale score, and scores outside of accuracy range



# Features of “Enhanced” Implementation

- Class Reports (Content Standards, Competencies)
- New: Test Score Overview (Class Report)
  - Monitor program effectiveness
    - Class, Site and Agency Data Reports
  - Drill-down: reports-to-data
  - Customizable lists, Ad hoc reporting
  - State & Federal accountability reporting (NRS Fed Tables)

# GOALS Series Reports and Content Standards

CASAS Content Standards reports and CASAS Competency reports are similar for the GOALS test series.

## **New CCR reports in Individual Skills Profile**

- Reading GOALS CCR report is available.
- **Math GOALS CCR report available mid-October.**

**New Test Score Overview report** – with Enhanced TE Access

# Skill Reports



- Individual Skills Profile
  - student-level report that includes performance on competencies, task areas, and content standards by skill area.
  - New: CCR Standards tables for Reading and Math GOALS
- Test Score Report -- NEW
  - class-level report that shows the scale scores in one modality for the whole class, as well as NRS level, GLE, test date and form number.

**Jason Lee**

ID# 103854

Agency: 0000 - Rolling Hills Adult School  
(RHAS)

Program: Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS *	Form Level	Number of Items		
						Total	Correct	Attempted
Math	917M	07/18/2019	238	6	C/D	38	27	38
Reading	907R	07/18/2019	248	5	D	40	28	40

Reading Competencies	N	Correct
Community Resources	4	50 %
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

Math Competencies	N	Correct
Consumer Economics	12	75 %
Community Resources	2	50 %
Employment	16	68 %
Computation	8	75 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
<b>Vocabulary</b>			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
<b>Reading Comprehension Skills</b>			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
<b>Higher Order Reading Skills</b>			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

College & Career Readiness Standards Math Content Areas	N	Correct
<b>Base Ten; Fractions and Ratios</b>	9	66 %
Number and Operations: Base Ten Number System		
<b>Algebra</b>	10	70 %
Operations and Algebraic Thinking Expressions and Equations Functions		
<b>Geometry</b>	9	55 %
Geometry		
<b>Measurement; Data Analysis</b>	5	80 %
Measurement and Data		
<b>Statistics and Probability</b>	5	100 %
Statistics and Probability		

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	78 %
Articles, paragraphs, sentences, directions, manuals	18	77 %
Measurement scales, diagrams	5	40 %

Jason Lee has a likelihood of ...	to pass this HiSET subsection
78 %	Language Arts, Reading

## Individual Skills Profile

09/16/2019

15:18:31

Page 1 of 1

ISP

Jason Lee

**Agency:** 0000 - Rolling Hills Adult School  
(RHAS)

ID# 103854

**Program:** Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			
						Total	Correct	Attempted	
Reading	907R	07/18/2019	248	5	D	40	28	40	

Reading Competencies	N	Correct
Community Resources	4	50 %
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
<b>Vocabulary</b>			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
<b>Reading Comprehension Skills</b>			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
<b>Higher Order Reading Skills</b>			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

Jason Lee has a  
likelihood of ...

78 %

to pass this  
HiSET subsection

Language Arts, Reading

# Assessment and Research- High School Equivalency Studies

- CASAS is collaborating with GED Testing Service and ETS HiSET on HSE research studies.
- To provide information about a student's "Likelihood of Passing" the HiSET and GED reading and math sections based on CASAS test scores.
- Results appear in the Individual Skills Profile report.
- HiSet Reading and Math studies are completed!
  - HiSet Reading report table is available.
  - **HiSet Math report table to be released in mid-October.**
- GED Reading and Math studies in final stages – available soon.



## Test Score Overview

09/12/2019

07:18:29

Page 1 of 1

**Agency:**

**Site:**

**Class:**

**Course:**

**Teacher:**

**Modality:** Reading

**Scale:** CASAS RML

Student		Test Date	Form	Scale Score	NRS EFL	Grade Equiv.
Ibarra, Isabel	032000134	10/16/2018	081R	205 ♦	4	2.9
Torres, Rosa	032959454	07/01/2018	083R	210	4	3.9
Gutierrez, Alma Rosa	082577284	06/06/2019	081RX	212	5	4.3
Gonzalez, Guillermina	041089677	10/17/2018	081RX	214	5	4.7
Huerta, Sandra	080374696	06/18/2019	082RX	214	5	4.7
Granados, Dora	083167022	01/17/2019	084R	215	5	4.9
Alvarez, Gabriel	071164643	06/06/2019	083R	215	5	4.9
Castellanos, Gabriela	091876925	03/12/2019	083R	216	5	5.1
Arambula, Evangelina	122065511	06/18/2019	082RX	216	5	5.1
Villagomez, Noemi	100481598	06/27/2019	083R	220	5	5.9
Fuentes, Maria	041354376	01/31/2019	083R	222	6	6.3

\* Score outside of accuracy range

♦ Score is a conservative estimate



# Skill Reports



## Student Content Standard Performance

- provides detailed information on student test results by
  - test item
  - CASAS content standard

## Content Standard Performance Summary

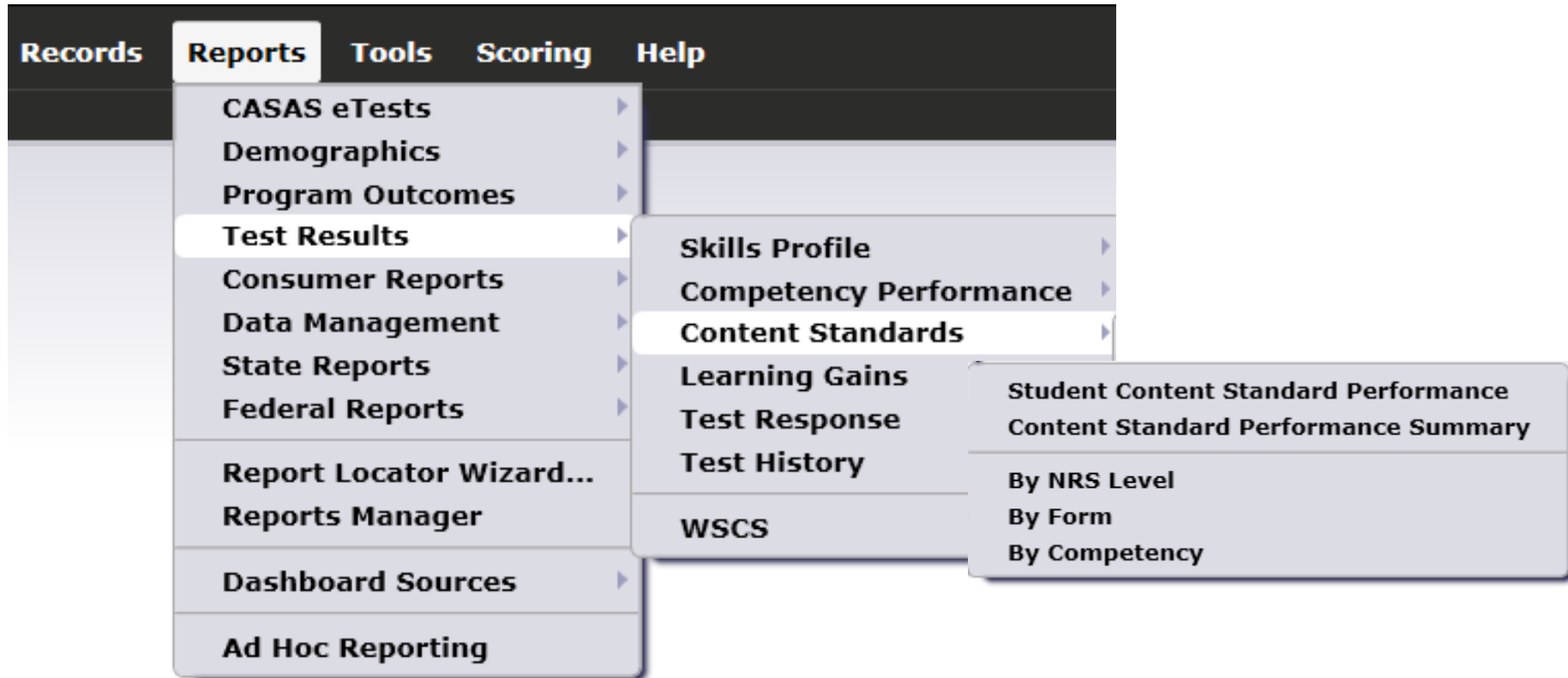
- a class-level report teachers use to target the areas of greatest need for the entire class.

### **New for GOALS:**

**Only one content standard per test item**

- Makes reports easier to interpret and use

# Content Standard Reports



The screenshot displays a software interface with a top navigation bar containing the following tabs: **Records**, **Reports**, **Tools**, **Scoring**, and **Help**. The **Reports** tab is currently selected, opening a dropdown menu. This menu lists several report categories, each with a right-pointing arrow indicating further options:

- CASAS eTests
- Demographics
- Program Outcomes
- Test Results** (highlighted)
- Consumer Reports
- Data Management
- State Reports
- Federal Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
- Ad Hoc Reporting

The **Test Results** sub-menu is open, showing the following options:

- Skills Profile
- Competency Performance
- Content Standards** (highlighted)
- Learning Gains
- Test Response
- Test History
- WSCS

The **Content Standards** sub-menu is open, displaying the following options:

- Student Content Standard Performance
- Content Standard Performance Summary
- By NRS Level
- By Form
- By Competency

01/06/2019

Page 1 of 1

23:30:59

by Test &amp; Content Standard

SCSTC

**Agency:** 4908 – Rolling Hills Adult School (RHAS)      **Form:** 906R - Reading GOALS Level C  
**Site:** **Class:** 11 – RHAS: North City      **Student:** Perez, Maria **ID:** 123456  
**Course:** 61392 - Reading Skills 3      **Test Date:** 01/06/2019  
**Teacher:** RS3BEE      **Raw Score:** 19      **Scale Score:** 220

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	50 %	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context.
RDG2.8	3	0 %	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., sentence-level, paragraph or complete text context, known affix, root words).
RDG3.11	2	50 %	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.12	13	38 %	Identify the key details and cite evidence from a text.
RDG3.14	3	100 %	Identify the author's purpose including what the author wants to answer, explain or describe.
RDG4.3	2	100 %	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.4	7	43 %	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).
RDG4.6	1	0 %	Analyze how the author's purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience. Distinguish own point of view, including personal experience, from the author's point of view.
RDG4.7	2	50 %	Explain, delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
RDG4.8	3	67 %	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.

# Class Content Standard Performance Summary



01/06/2019  
23:34:49

## Class Performance

Page 13 of 32  
SCSSTC4

by Test & Content Standard

**Agency:** 4908 – Rolling Hills Adult School (RHAS)

**Teacher:** 521457 - Goldberg, C

**Site: Class:** 11 – RHAS: North City

**Form:** 906R - Reading GOALS Level C

**Course:** 61392 - Reading Skills 3  
RS3BEE

**Total Tests:** 13      **Total Students:** 13

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	56 %	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
RDG2.8	3	51 %	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).
RDG3.11	2	65 %	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.12	13	57 %	Identify the key details and cite evidence from a text.
RDG3.14	3	59 %	Identify the author's point or purpose including what the author wants to answer, explain or describe.
RDG4.3	2	58 %	Determine what texts says explicitly by comparing details from multiple sources or parts of a text.
RDG4.4	7	52 %	Determine what texts says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.6	1	23 %	Use text features (e.g., bold face print, symbols) to locate key details and interpret how these features influence meaning.
RDG4.7	2	65 %	Describe and analyze the overall structure and organization of a text (e.g., chronology, case and effect, comparison and contrast, problem and solution.
RDG4.8	3	67 %	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.

# Skill Reports



- Student Competency Performance
  - provides detailed information on student test results by
    - test item
    - competency
    - task area

## Competency Performance Summary

- a class-level report teachers use to target the areas of greatest need for the entire class.

## **New for GOALS:**

### **Only one competency for each set of test questions**

- Makes reports easier to interpret and use
- Results are more meaningful -- with more items related to the same competency.
- Recommend using “Competency Category” reports

# Student Competency Performance



# Student Competency Performance

<b>Agency:</b>	4908 – Rolling Hills Adult School (RHAS)	<b>Form:</b>	906R - Reading GOALS Level C
<b>Site:</b>	11 – RHAS: North City	<b>Student:</b>	Perez, Maria <b>ID:</b> 123456
<b>Class:</b>	61392 - Reading Skills 3	<b>Test Date:</b>	01/05/2019
<b>Course:</b>	RS3BEE	<b>Raw Score:</b>	19 <b>Scale Score:</b> 220
<b>Teacher:</b>	521457 - Goldberg, C		

Position	Correct?	Comp No.	Task	Competency Description
1	No	4.2.5	2	Interpret information about employee benefits
2	No	4.2.5	2	Interpret information about employee benefits
3	Yes	4.2.5	2	Interpret information about employee benefits
4	No	4.2.5	2	Interpret information about employee benefits
5	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
6	No	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
7	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
8	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
9	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
10	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
11	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
12	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
13	No	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
14	Yes	1.7.3	3	Interpret product instructions, directions, labels
15	No	1.7.3	3	Interpret product instructions, directions, labels



# Class Competency Performance Summary



01/6/2019  
23:09:16

## Class Performance

by Test Item & Competency

Page 1 of 5  
SCPSTIC4

**Agency:** 4908 – Rolling Hills Adult School (RHAS) **Teacher:** 521457 - Goldberg, C  
**Site:** 11 – RHAS: North City **Form:** 906R - Reading GOALS Level C  
**Class:** 61392 - Reading Skills 3 **Total Tests:** 13 **Total Students:** 13  
**Course:** RS3BEE

Position	Correct?	Comp No.	Task	Competency Description
1	61 %	4.2.5	2	Interpret information about employee benefits
2	61 %	4.2.5	2	Interpret information about employee benefits
3	69 %	4.2.5	2	Interpret information about employee benefits
4	69 %	4.2.5	2	Interpret information about employee benefits
5	69 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
6	92 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
7	46 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
8	53 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
9	46 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
10	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
11	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
12	69 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
13	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
14	38 %	1.7.3	3	Interpret product instructions, directions, labels
15	76 %	1.7.3	3	Interpret product instructions, directions, labels
16	46 %	1.7.3	3	Interpret product instructions, directions, labels
17	61 %	1.7.3	3	Interpret product instructions, directions, labels
18	46 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement
19	76 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement
20	53 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement

# Student Performance by Competency Category



01/06/2019  
20:22:49

## Student Performance

by Competency Category

Page 1 of 1  
SCPCC

**Agency:** 4908 – Rolling Hills Adult School (RHAS) **Teacher:** 521457 - Goldberg, C  
**Site:** 11 – RHAS: North City **Form Level:** C  
**Class:** 61392 - Reading Skills 3 **Student:** Perez, Maria **ID:** 123456  
**Course:** RS3BEE **Total Tests:** 1

Comp No.	Correct	Competency Description	No. of Items
1.7	25 %	Understand procedures for care of personal possessions	4
4.2	25 %	Understand wages, benefits, and employee organization	4
5.4	33 %	Understand information about taxes	6
4.4	46 %	Understand concepts and materials related to job performance	13
3.6	50 %	Understand basic health and medical information	4
5.6	75 %	Understand civic responsibilities and activities	4
4.6	80 %	Communicate effectively in the workplace	5

# Current and Upcoming Research Studies

Ongoing studies for Reading GOALS for ESL and Listening GOALS

Additional data collection for Math GOALS

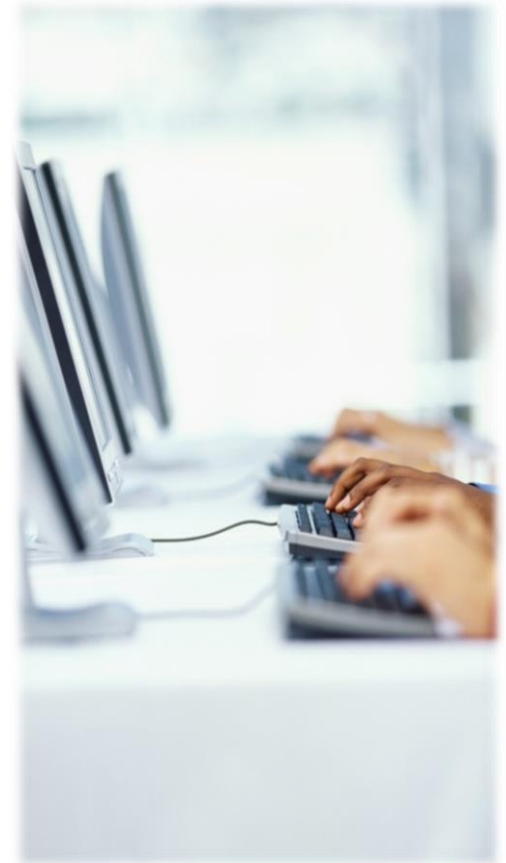
HiSET/CASAS Comparison Study (Level C/D Students) – **Completed!**

GED/CASAS Comparison Study (Level C/D Students)

To participate in CASAS field testing and research studies, send an email to: [fieldtesting@casas.org](mailto:fieldtesting@casas.org)

- Or contact Karen Burger ([kburger@casas.org](mailto:kburger@casas.org))

**Mobile Attendance**  
**Student Portal**  
**Executive Dashboard**  
**API Gateway – Badges first**  
**Case Management**



## Phase 1

- NRS Core Performance Follow Up Survey
- Unique Student IDs across agencies
- Sample GOALS items in simulated test

## Phase 2

- Student Registration
- Monitor Educational Progress
- Interact with Education Provider

# Student Portal -- Benefits

- Students able to access own records
- New channel of communication
- Uses mobile devices
- Helps retain students
- Find students after leaving program
- Ability to follow up on student outcomes
- Practice taking a test with CASAS eTests
- Allow students to register for classes
- Complete demographics from home
- Better engage students in their education
- Assist students in meeting goals
- Offer services including distance learning

## New ways to access to training on the CASAS Training website



# CASAS Implementation Training

## **Reformatted and updated to:**

Meet the needs of the field

Train for specific roles in the assessment process

Provide more detailed guidance for agencies starting to implement eTests

Provide targeted guidance for teachers that do not conduct testing



# Implementation Basics

**Module 1. Implementation Basics**

**Module 2. CASAS eTests Implementation**

**Module 3. Paper Test Implementation**

**Module 4. Interpreting Test Results and Reports**

User Role*	Module 1	Module 2	Module 3	Module 4
Tester – Administer eTests only	x	x		Optional
Tester – Administer Paper only	x		x	Optional
Tester – Administer eTests & Paper	x	x	x	Optional
Teachers	x			x

\*Testers must complete at least two modules, including Module 1.

# Interpreting Scale Score Charts

- Raw Score: the number of questions a student answers correctly
- Scale Score: converts a student's raw score to a common scale that allows for comparison between students
- Each test form has its own Raw to Scale Score chart.
- For example, a raw score of 12 is a scale score of 213.

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
1	*	Level A Form 901R Form 902R
2	*	
3	*	
4	*	
5	*	
6	*	
7	200	
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	Level D Form 907R Form 908R
21	237	
22	240	
23	243	
24	244♦	
25	244♦	
26	244♦	
27	244♦	
28	244♦	

# CASAS Update ACE Conference 2019

## Interpreting Scale Score Charts

Inaccurate scores are out of range scores that are marked with an asterisk (\*). There is no scale score. These scores cannot be used for pre- or post-testing.

Accurate range scale scores are between the dotted lines on score conversion charts.

Conservative estimate (◆) scale scores are provided for test takers that perform very well on a test. These scores are very conservative estimates of the test takers' ability and can be used for reporting purposes for post-testing.

Form 83 R	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230◆
30	231◆
31	232◆
32	234◆

**Inaccurate Scores**

**Scale Scores**

**Conservative Estimate Scale Scores**

# CASAS Update ACE Conference 2019

## Interpreting Scale Score Charts

### For pretesting,

- if the score is out of range (\* or ♦ score), retest to get a valid score.

### For post-testing,

- conservative estimate** (♦ scores) can be used for reporting purposes.
- inaccurate scores** marked with an asterisk (\*) **cannot** be used for post-testing. Retest to get a valid score on a lower test form.

Form 83 R	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230♦
30	231♦
31	232♦
32	234♦

Inaccurate Scores

Scale Scores

Conservative Estimate Scale Scores

# *The Locator/Appraisal and Out of Range Scores*

The locator is a reliable method to guide test-takers into the appropriate CASAS pretest.

With any assessment, a small percentage of test-takers will score in the inaccurate or conservative estimate range on their indicated pretest. These test-takers will need to be tested at a higher or lower test level according to CASAS test administration guidelines.

CASAS continually monitors the locator placement into pretests, and adjusts the locator cut point, if necessary, for improved placement.

CASAS is committed to implementing improvements, to increase the accuracy of examinee placement.

# *The Locator/Appraisal and Out of Range Scores*

While CASAS does everything we can to ensure valid placement by the locator, there are some ways that local programs can strengthen the locator's effectiveness.

CASAS recommends that new CASAS test-takers

- have an opportunity to preview CASAS sample test items before testing
- be cautioned against guessing so the test is a more accurate reflection of their skills.

It is also important for agencies to review their intake process to carefully screen extremely low level ESL students from taking the locator and instead place them directly into a Beginning Literacy or Level A pretest form.



# New TRUS19 Answer Sheets

For programs doing paper testing and scanning:

- New TRUS 19 answer sheets are available to order.
- They are still brown.
- The old ones – TRUS16 – cannot be used after December 2019.



# Workforce Skills Certification System (WSCS)

Certify work readiness skills for job seekers

Enhance career pathways

Prepare local talent to meet local business needs

Generate WSCS Certificates with TOPSpro

Interested? Contact [kmains@casas.org](mailto:kmains@casas.org)



Work-related Academic Skills

Soft Skills

**Workforce Skills Certification System**  
a program of CASAS and LRI

**Workforce Skills Profile**

Awarded to: ARRIANA MILAS  
By Agency: Valley Adult School  
Date Issued: May 26, 2017

**Work-related Academic Skills**

Basic	1	2	3	4	5	6	7	8	Advanced
Reading									
• Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information									
• Interprets detailed policies and procedures									
• Reads complex diagrams and graphs									
• Reads most materials and communications related to job without significant difficulty									
• Uses print and Internet-based references and interpret complex Web sites									
Math									
• Applies and calculates percent									
• Finds mean, range, median, and mode for a data set									
• Compares and extracts information from a variety of graphs. Creates simple table or chart to record data									
• Calculates with customary US measure for linear dimensions, weight and capacity. Estimates equivalents between US and metric measurement systems. Calculates perimeter and area of common figures. Interprets simple scale drawings									
• Reads scales and meters on common measuring devices									

**Soft Skills**

Basic	1	2	3	4	5	6	7	8	Advanced
Personal Quality Skills demonstrated									
Integrity									
• Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.									
Responsibility									
• Doesn't say "That's not my job," when something unusual or unexpected comes up that needs to be done.									
• Willing to ask for help, more information or clearer instructions.									
• Responds by helping out when needed, even if it means giving up some personal time.									
• Makes sure the job is done before leaving, does not leave extra work for next shift.									
Self-Esteem									
• Stands up for self where appropriate; on the other hand, doesn't take it personally when a manager points out incomplete or poorly done work, accepts suggestions for ways to do the job better.									
• Willing to try new things, learn new skills and ask for help when needed.									
Self-Management									
• When things get slow, finds something to do rather than wait to be told what to do.									
• Asks for help when he/she can't do something, whether it's because of a lack of training or information, or things are just too busy to get everything done.									
Socialability									
• Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.									

# CASAS Partnership with Burlington English

**CASAS has entered into a strategic partnership with Burlington English as an official CASAS partner.**

**Burlington English has developed an online blended learning system for adult ESOL learners that is strongly aligned with the CASAS system. For these reasons, it has been designated as an official CASAS preparation system.**

# Monthly Florida CASAS Network Meetings

## Who and Why?

- Any Florida agency using CASAS assessment
- To answer questions and discuss CASAS assessment and Florida DOE policy related to CASAS assessment

## When?

- Usually on Tuesday at 2 pm Eastern time
- Next one:
  - **October 22, 2019**
- Zoom meetings – email Phil Anderson to get call info:

Philip.Anderson@fldoe.org

## Topics?

- Email Phil or Linda with suggestions

# Join us at the 2020 CASAS National Summer Institute!

**June 23-25, 2020**  
**Orange County, California**

Thank you for attending!

- Help improve the Summer Institute, take the [survey](#)!



[Facebook.com/CASASsystem](https://www.facebook.com/CASASsystem) use #casassi2019 to share!



[@CASASsystem](https://twitter.com/CASASsystem) use #casassi2019 to tweet!



[CASASAssessment](#)

# Training and Technical Support

- *CASAS eTests Online Trainings* at [www.casas.org](http://www.casas.org)
- The CASAS Technology Support Team is available **9:00 a.m.– 8:00 p.m. Eastern, M – F** at [techsupport@casas.org](mailto:techsupport@casas.org) to provide technical assistance or call **1-800-255-1036, option 2**.
- Team members check emails and phone messages as soon as they become available.

# Contacts

**Linda Taylor, CASAS – [ltaylor@casas.org](mailto:ltaylor@casas.org),  
800-255-1036, ext. 186**

**Co-Presenters, FL Certified CASAS Trainers:**

- **Veronica Pavon Baker – [doramarg@bellsouth.net](mailto:doramarg@bellsouth.net)**
- **Phil Anderson, FDOE – [Philip.Anderson@fldoe.org](mailto:Philip.Anderson@fldoe.org),  
850-245-9450**

**CASAS Office -- 800-255-1036**

- **Tech Support from 9 am to 8 pm Eastern time: press 2**

## Information for ABE and GED® Preparatory Programs

**Table 1: CASAS GOALS Reading and Math Tests Approved for ABE and GED® Preparatory**

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

**Table 2: Intake Procedure for ABE and GED® Preparatory Students**

Intake Procedure for ABE and GED® Preparatory Students
<p>Programs using eTests:</p> <ul style="list-style-type: none"> <li>• Administer the eTests Reading and Math Locator</li> <li>• Administer Reading and Math online pre-tests assigned by Locator</li> <li>• Use the Score Chart to determine the student's Initial EFL</li> </ul> <p>Programs using paper tests:</p> <ul style="list-style-type: none"> <li>• Administer the Reading and Math Appraisal and pre-test assigned</li> <li>• Administer Reading and Math online pre-tests assigned by Appraisal</li> <li>• Use the Score Chart to determine the student's Initial EFL</li> </ul>

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

Levels ABE and GED® Preparatory	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® Preparatory Placement	239-248	226-235
6 ASE	249-262	236-249

## Topic 2: Information for Adult ESOL and ELCATE Programs

**Table 1: Reading and Listening Tests Approved for Adult ESOL and ELCATE Programs**

CASAS Test Series	CASAS Test Levels	CASAS Test Forms
<b>READING Literacy Series</b>	Literacy	27/28
<b>READING Life and Work Series</b>	A	81R/82R 81RX/82RX
	B	83R/84R
	C	185R/186R * 85R/86R
	D	187R/188R
<b>LISTENING Life and Work Series</b>	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 2.1: Intake Procedure for Adult ESOL and ELCATE Students**

- Students score 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"> <li>Administer eTests Reading and Listening Locator</li> <li>Administer Reading and Listening pre-test assigned by the Locator</li> <li>Use the Score Chart to determine the student's Initial EFL</li> </ul> <p>Programs using paper tests:</p> <ul style="list-style-type: none"> <li>Administer 83R/84R and 983L/984L</li> <li>Use the Score Chart to determine the student's Initial EFL</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>Administer Reading and Listening Appraisal</li> <li>Administer Reading and Listening pre-test assigned by the Appraisal</li> <li>Use the Score Chart to determine the student's Initial EFL</li> </ul>
<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>	

**Table 2.2: Intake Procedure for Adult ESOL and ELCATE Students**

- Student scores 5 or Less on CASAS Oral Screening
- Program does not offer the 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"> <li>Administer Form 27/28 and Form 981L/982L</li> <li>If the student scores above 180 on Form 27/28, administer Forms 81R/82R and 981L/982L</li> <li>Use the Score Chart to determine the student's Initial EFL</li> </ul>



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"> <li>• Administer 81R/82R and 981L/982L</li> <li>• Use Score Chart to determine the student's Initial EFL</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Administer eTests Reading and Listening Locator</li> <li>• Administer eTests Reading and Listening Pre-tests assigned by the Locator</li> <li>• Use the Score Chart to determine the student's Initial EFL.</li> </ul> <p>Programs using paper tests:</p> <ul style="list-style-type: none"> <li>• Administer 81R/82R and 981L/982L</li> <li>• Use Score Chart to determine the student's Initial EFL</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Administer Reading and Listening Appraisal</li> <li>• Administer Reading and Listening Pre-tests assigned by the Appraisal</li> <li>• Use Score Chart to determine the student's Initial EFL</li> </ul>
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**Table 2.3: Intake Procedure for Adult ESOL and ELCATE**

- Students score 5 or Less on CASAS Oral Screening
- Program offers the 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 (<a href="http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml">http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml</a>)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Do not administer CASAS tests to Literacy Skills students until student completes the Literacy Skills course</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Administer Form 27/28 or 81R/82R and 981L/982L to enroll the student in the Adult ESOL course*</li> <li>• Use the Score Chart to determine the student's Initial EFL</li> </ul>
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"> <li>• Administer 81R/82R and 981L/982L</li> <li>• Use Score Chart to determine the student's Initial EFL</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Administer eTests Reading and Listening Locator</li> <li>• Administer eTests Reading and Listening pre-test assigned by Locator</li> <li>• Use the Score Chart to determine the student's Initial EFL</li> </ul> <p>Programs using paper tests:</p> <ul style="list-style-type: none"> <li>• Administer Forms 81R or 82R and 981L/982L</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Administer Reading and Listening Appraisal</li> <li>• Administer Reading and Listening pre-test assigned by Appraisal</li> <li>• Use the Score Chart to determine the student's Initial EFL</li> </ul>
	* Programs should not enroll students who are able to read and write in their native language in the Literacy Skills course.

**Table 3: SCORING CHART for Adult ESOL and ELCATE (Showing scores within accurate range only)**

<b>Adult ESOL and ELCATE Educational Functioning Levels</b>	<b>NRS Scores 20 Literacy Reading Series</b>	<b>NRS Scores 80 Life and Work Reading Series</b>	<b>NRS Scores 980 Life and Work Listening Series</b>
1 ESOL	153-180*	170-180	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.