



CASAS for ABE and GED Prep ACE Conference 2019

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CASAS Tests for ABE and GED Prep Overview

FDOE Policy on Placement of Students using CASAS

Test Reports

New CASAS Reading Standards 2016, Second Edition

New CASAS eTests Sampler

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



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 Equivalentents (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

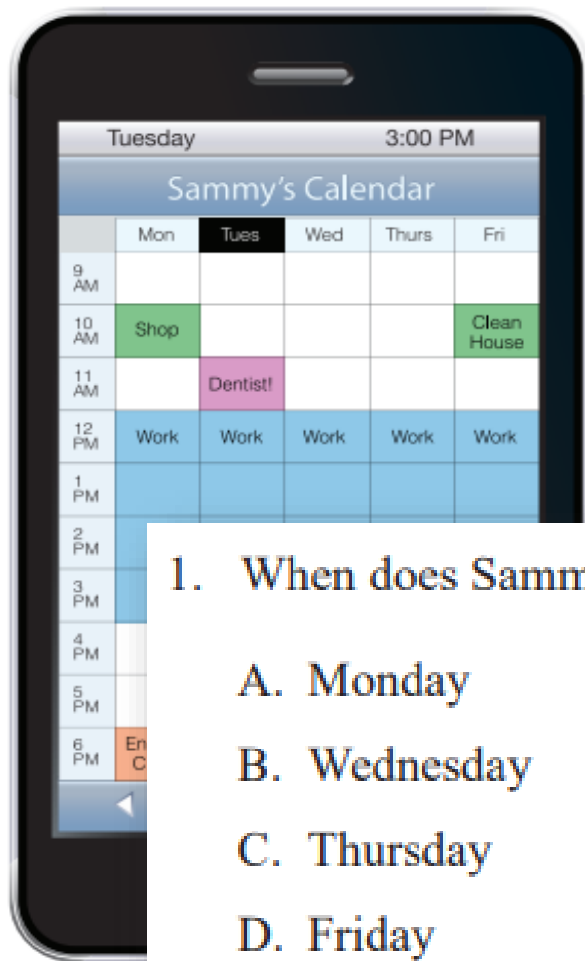
Content Standards

- 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

Star Tech

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 eTest interface. At the top, there is a progress bar with a blue segment on the left and a grey segment on the right. The number '8' is shown in the blue segment and '9' in the grey segment. To the right of the progress bar, there are navigation arrows and the text '2 of 3'. Below the progress bar, the interface is split into two columns. The left column contains a text area with a yellow background and a red vertical line on the left side. The text in the text area is: 'Ryan, 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 options, each in a rounded rectangular box. The first option is 'ask him to remove the litter' with a checked checkbox. The second option is 'complain about their neighbors' with an unchecked checkbox.

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 – 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

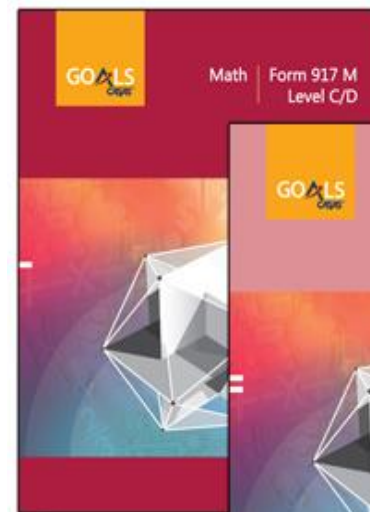
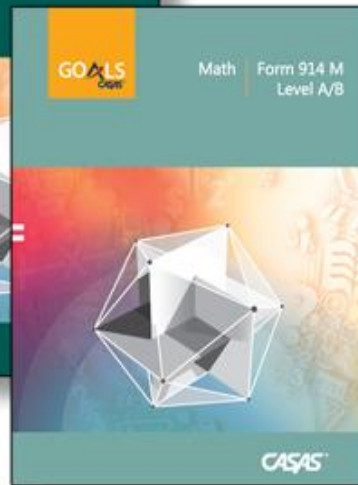
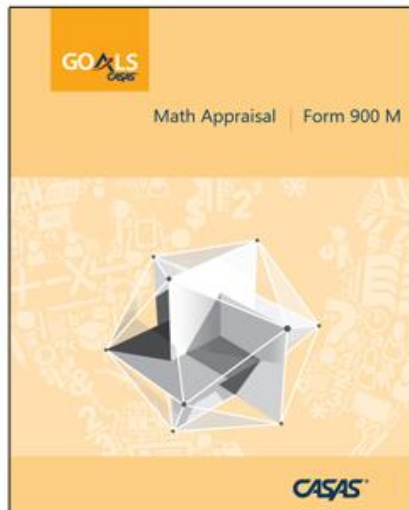
CASAS Reading Standards – CCR Alignment

		ABE/ASE NRS Level						1	2	3	4	5	6		
		ESL NRS Level						1	2	3	4	5	6		
CS #	Content Standard Instructional Level	CASAS						A	A	A	B	B	C	D	E
RDG 2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text. [L5. A, B, C] [R4. C, D, E]										•	•	•	•	•
RDG 2.8	Interpret unknown and multiple-meaning words 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



NRS EFL	Old ABE/ASE EFLs	Life Skills Math Scale Score Ranges	NRS EFL	New ABE/ASE EFLs for Mathematics	Math GOALS Scale Score Ranges
1	Beginning Literacy	200 & below	1	Beginning Literacy	193 & below
2	Beginning Basic	201 - 210	2	Beginning Basic	194 - 203
3	Low Intermediate	211 - 220	3	Low Intermediate	204 - 214
			4	Middle Intermediate	215 - 225
4	High Intermediate	221 - 235	5	High Intermediate	226 - 235
5	Low Adult Secondary	236 - 245	6	Adult Secondary	236 & above
6	High Adult Secondary	246 & 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 ×

0

← ± √ 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

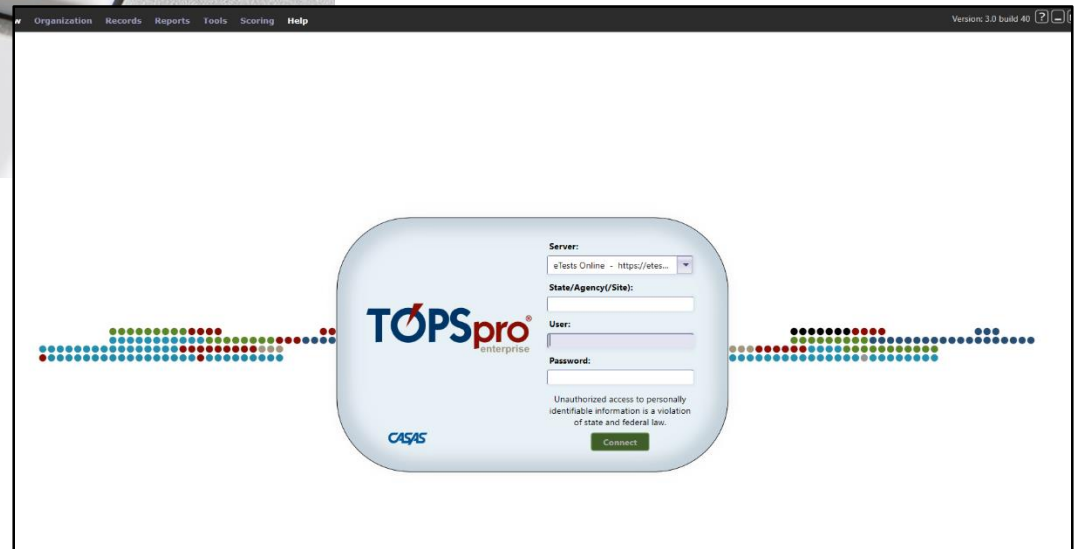
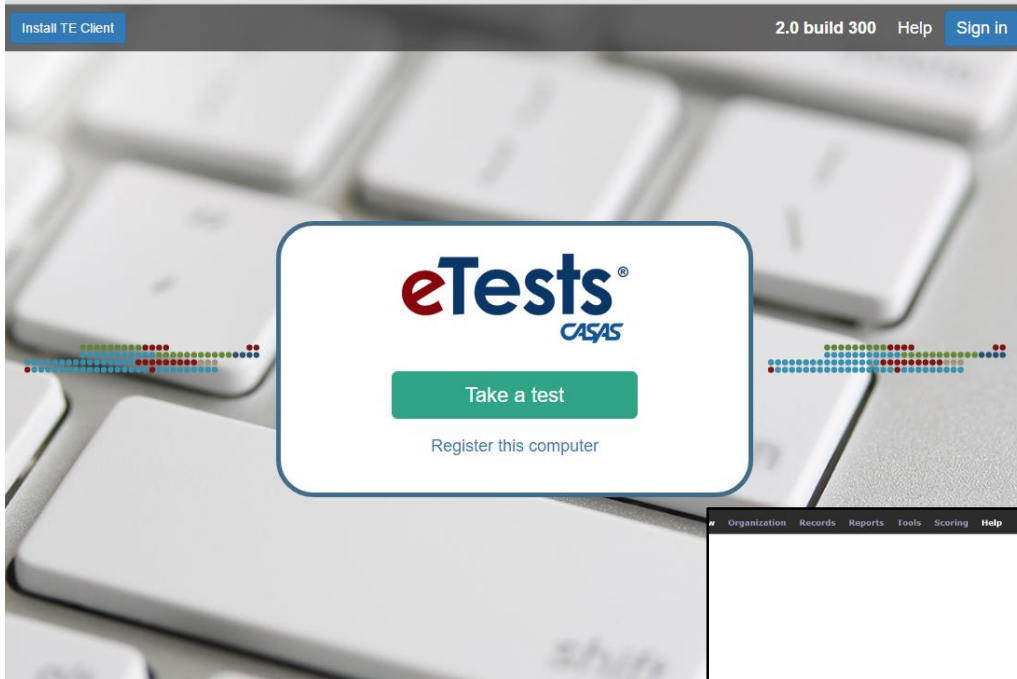
- Students may use a calculator throughout the entire math test.
- CASAS eTests provides an on-screen calculator, but students may use physical calculators (not graphing calculators) while testing on CASAS eTests, if preferred.
- Programs that use paper-based tests should provide students with a calculator.
- 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
M1: Number Sense	32%	24%	<p>At the A/B level, use basic concepts of number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions.</p> <p>At the C/D level, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.</p>
M2: Algebra	10%	26%	<p>At the A/B level, understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</p> <p>At the C/D level, 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>
M3: Geometry	14%	24%	<p>At the A/B level, identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</p> <p>At the C/D level, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</p>
M4: Measurement*	22%	10%	<p>At the A/B level, measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</p> <p>At the C/D level, understand/apply Pythagorean theorem, use volume measurements for complex modeling.</p>
M5: Statistics and Probability**	22%	16%	<p>At the A/B level, understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</p> <p>At the C/D level, 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 3rd 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

Agency: 0000 - Rolling Hills Adult School (RHAS)

ID# 103854

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 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
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 %

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

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

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 %

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 ...	78 %	to pass this HiSET subsection
		Language Arts, Reading

Individual Skills Profile

09/16/2019
15:18:31

Page 1 of 1
ISP

Jason Lee

ID# 103854

Agency: 0000 - Rolling Hills Adult School (RHAS)

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 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
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 %

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 %

Jason Lee has a **78 %** likelihood of ... **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

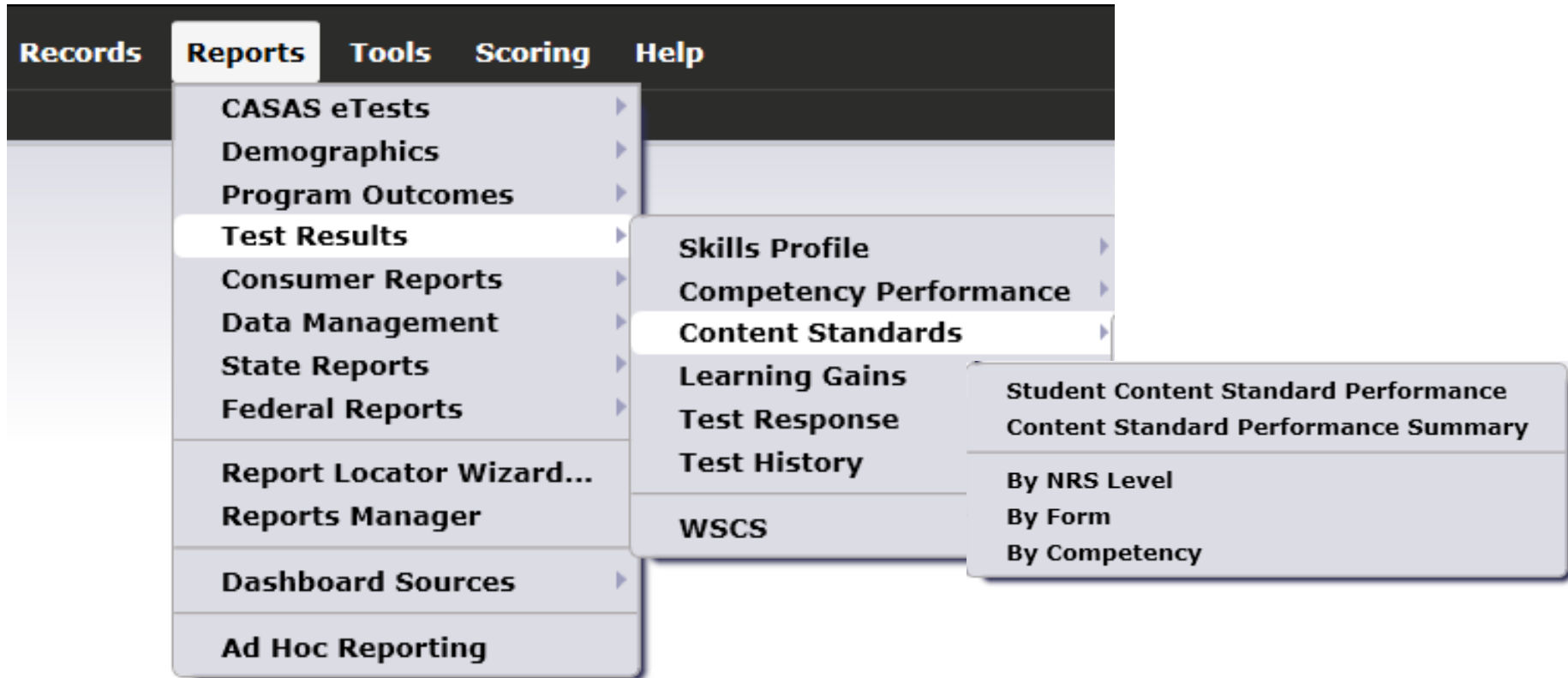
- a class-level report teachers use to target the areas of greatest need for the entire class.

New for GOALS:

Only one content standard per test item

- **Makes reports easier to interpret and use**

Content Standard Reports



The image shows a screenshot of a software interface with a dark header bar containing the following menu items: **Records**, **Reports**, **Tools**, **Scoring**, and **Help**. The **Reports** menu is expanded, showing a list of 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 further expanded, showing:

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

The **Content Standards** sub-menu is further expanded, showing:

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



Student Performance

01/06/2019
23:30:59

by Test & Content Standard

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)			
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



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Class Performance

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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, cause 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

The image shows a screenshot of a software application interface. At the top, there is a navigation bar with the following items: **TE**, **View**, **Organization**, **Records**, **Reports** (highlighted), **Tools**, and **Help**. Below the navigation bar, a dropdown menu is open under the **Reports** tab. The menu items are:

- 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

From the **Test Results** item, a secondary dropdown menu is open, listing the following options:

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

Finally, a third dropdown menu is open under **Competency Performance**, showing two options:

- Student Competency Performance** (highlighted)
- Competency Performance Summary

Student Competency Performance

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



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23:09:16

Class Performance by Test Item & Competency

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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

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SCPC

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

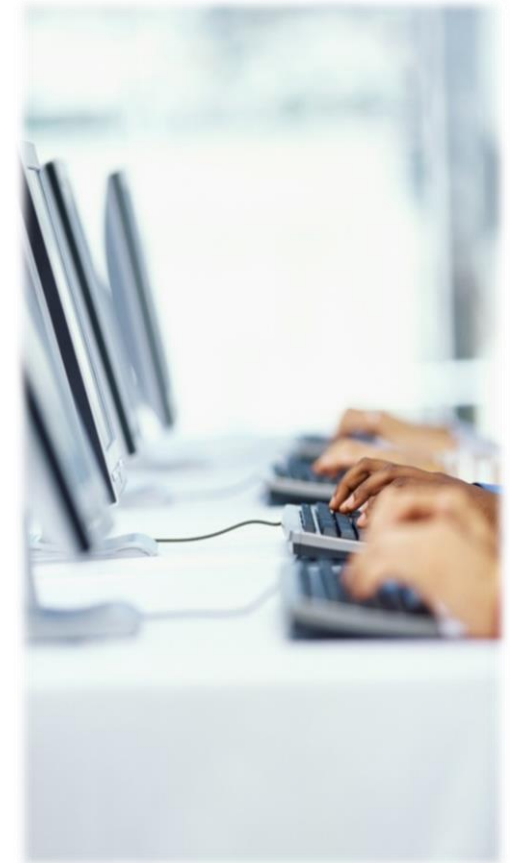
HiSET/CASAS Comparison Study (Level C/D Students) – **Completed!**

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

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

- Or contact Karen Burger (kburger@casas.org)

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



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.

New TRUS19 Answer Sheets

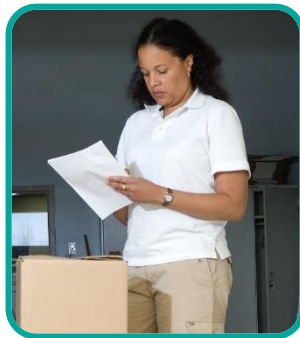
For programs doing paper testing and scanning:

- 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



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	→								Advanced
1	2	3	4	5	6	7	8		
Work-related Academic Skills typically demonstrated at this level									
Reading <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	→								Advanced
1	2	3	4	5	6	7	8		
Personal Quality Skills demonstrated									
Integrity <ul style="list-style-type: none"> • Has the opportunity to break a rule and probably get away with it, but decides to follow the rule. 									
Responsibility <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 									
Sociability <ul style="list-style-type: none"> • Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along. 									

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](https://www.youtube.com/CASASAssessment)

Training and Technical Support

- *CASAS eTests Online Trainings* at 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 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,
800-255-1036, ext. 186**

Co-Presenters, FL Certified CASAS Trainers:

- **Veronica Pavon Baker – doramarg@bellsouth.net**
- **Phil Anderson, FDOE – 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
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 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"> • 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

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
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 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"> • 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>	

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"> • 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 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 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
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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 (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 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 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.

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

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*	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.