WELCOME to *CASAS Implementation Training*

Getting to Know You

Please share in the chat:

- Your name
- Agency
- Role at your agency

Welcome to
CASAS Paper Test Implementation

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Jeff Galbavy – jgalbavy@isd622.org

CASAS
www.casas.org

- You, the participant, will need to follow the instructions at the end of this session to confirm your participation in this training.

- IMPORTANT: If you do not stay for the entire session and follow the training completion directions provided by the trainer at the end, you will not receive the credit. You will need to repeat online training for certification (training.casas.org).

Thank you!

Agenda

1 About CASAS

2 Testing Overview/Proctor Certification
- Intake, Locators & Appraisals
- Pretests and Measuring Progress

3 CASAS Aids for Instruction

4 Results, Reports & Instruction Highlights

5 CASAS Resources and Support

Training Objectives

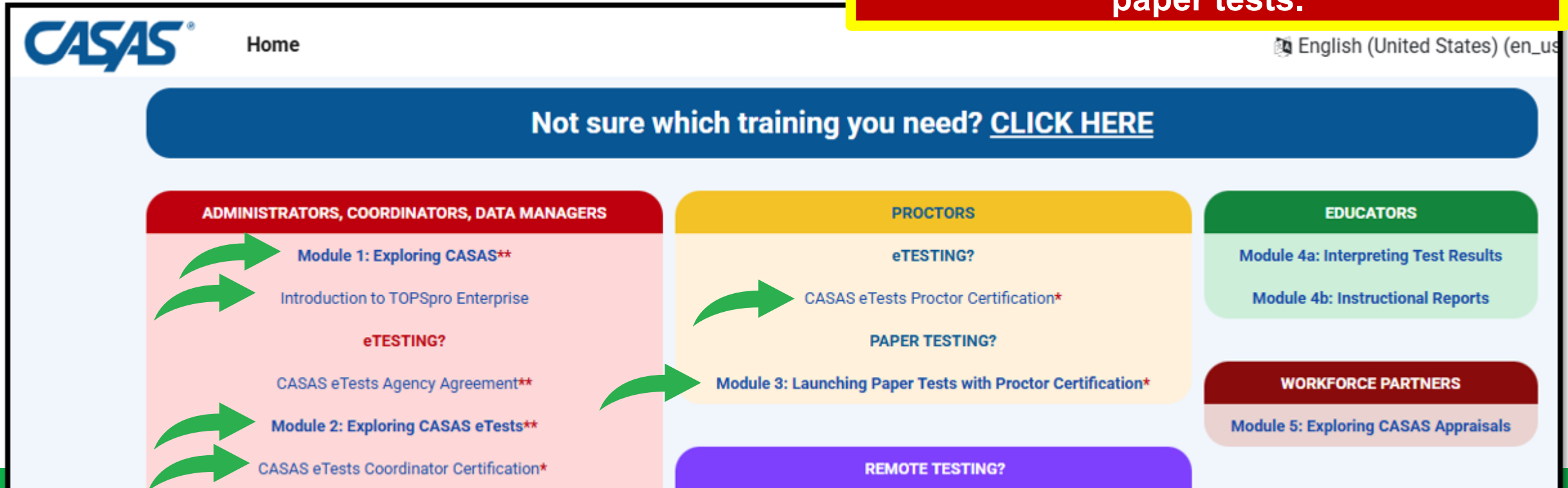**After completing this training, you will be able to:**

- Identify the key components of the CASAS system
- Identify NRS-approved CASAS tests for ESL and ABE learners
- Recognize the important components of Test Administration Manuals (TAMs)
- Understand the Standardized Testing Process
- Identify the roles and responsibilities of test proctors
- Identify the process of administering, scoring, and reporting test results
- Locate resources CASAS provides to support instruction
- View a brief Introduction to CASAS eTests

NEW! Online Training Requirements – Simplified!

www.casas.org

To be **certified to administer tests, online options for training…**

- **Module 1:** *Exploring CASAS*
- **Module 3:** *Launching Paper Tests with Proctor Certification* – REQUIRED for Test Admin
- **Module 2:** *Exploring CASAS eTests* - REQUIRED for eTest Administration
- *CASAS **eTests Coordinator Certification***
- *CASAS **eTests Proctor Certification***
- ***Introduction to TOPSpro** Enterprise*

Today's training will cover Module 1 and Module 3, certifying you to administer paper tests.

PY 2025-2026

6

What do you want to know?

Please post them in the chat!

About CASAS

CASAS®

- **<u>C</u>omprehensive <u>A</u>dult <u>S</u>tudent <u>A</u>ssessment <u>S</u>ystems**

- **Non-profit organization**

  started in 1980 to develop a competency-based basic skills assessment system for adult education programs

- **National leader**

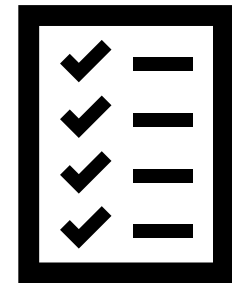 in adult basic education and adult ESL assessment in all 50 states and internationally.

- **Approved for WIOA**

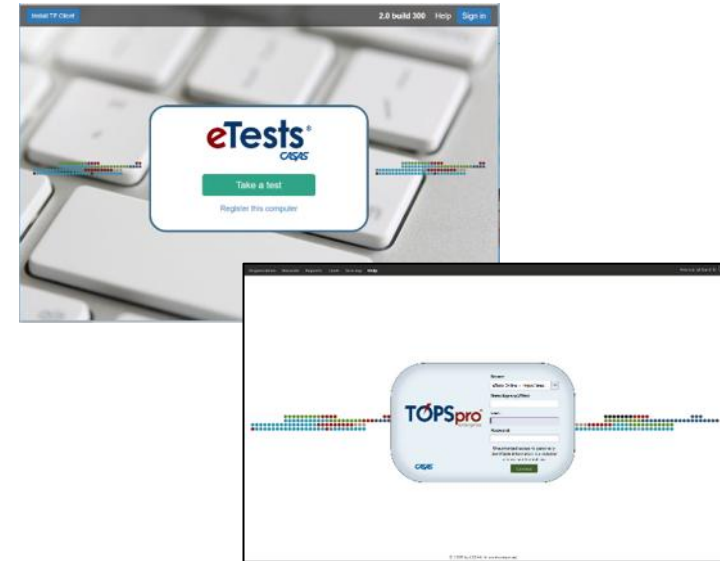 by the US Dept. of Education and US Dept. of Labor.

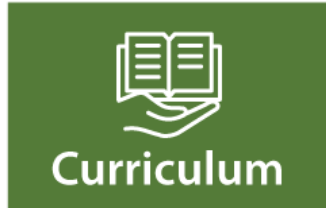- For more information **About CASAS**, go to: Home > About CASAS

- CASAS offers a fully integrated assessment and data management system.

- Outstanding technical support.

- On-demand, complimentary training.

- Responsive customer service.

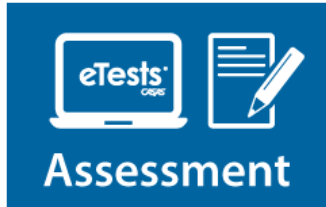- Online test units never expire and are not test series specific.

- **Paper-based Assessment**

- **Computer-based Assessment**

- **Data and Accountability Software**

Integrated Systems Approach

Curriculum

Assessment

Instruction

Accountability

- **Link curriculum and assessment**

  Critical Content Standards and Competencies built into the CASAS assessment system.

- **Assess Basic Skills**

  Standardized CASAS tests measure basic reading, math, and listening, skills in everyday contexts.

- **Identify Instructional Materials**

  Educators use CASAS test results to identify materials that target learning needs using QuickSearch.
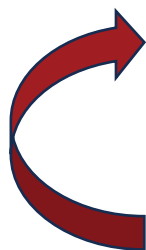
- **Track Student Progress**

  Use TOPSpro Enterprise (TE) data collection and accountability software for Tracking Of Programs and Students (TOPS).

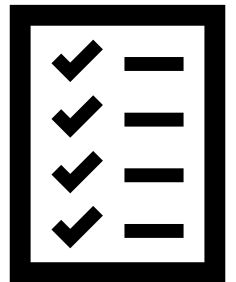- Administer paper-based **Appraisal** to find appropriate pretest level and for program placement.

- Use CASAS **pretests** to place students into National Reporting System (NRS) Educational Functioning Levels (EFLs) and identify instructional needs.

- Deliver standards-based instruction based on test results using TOPSpro Enterprise (TE) Reports. Use Quick Search Online to find curriculum resources and partners.

- Use CASAS **post-tests** (checking for progress) to measure learning gains and document completion of NRS EFLs.

**After 70-100 hours of instruction, check progress. For growth,

About All CASAS Assessments (GOALS and STEPS)

- Measure academic skills in the context of contemporary themes and adult situations

- Group or individual administration – practical for large or small groups

- Reusable paper test booklets are cost effective

- eTests (computer-delivered)
  - Reduces staff time
  - Affordable ($1.95 to $3.80 per test, depending on package and number purchased)
  - Can be used for remote testing
  - CASAS eTests do not expire!

CASAS Levels and Forms

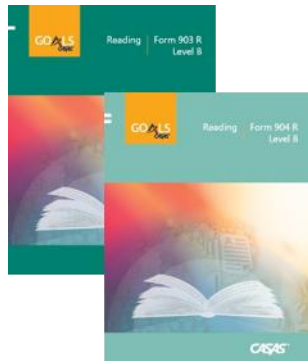- **All CASAS tests have the same color scheme.**
  - There are two alternate forms at each level (e.g., Reading GOALS Forms 903 and 904 are both at Level B).
  - Both tests at each level have the same level of difficulty (e.g., Reading GOALS Form 904 is *not* a higher-level test than 903).

Level A – Blue   **Level B – Green**   **Level C – Brown**   **Level D – Red**   **Level E - Purple**

Approved Tests

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STEPS
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Reading STEPS

NRS-approved through

2031

Listening STEPS

NRS-approved through

2031

- 5 levels
- Aligned to the English Language Proficiency Standards/focus on Content Standards
- Appropriate for learners for whom English is not their first language
- Reading score should be under 241

*Life & Work tests are no longer NRS-reportable **DESTROY!

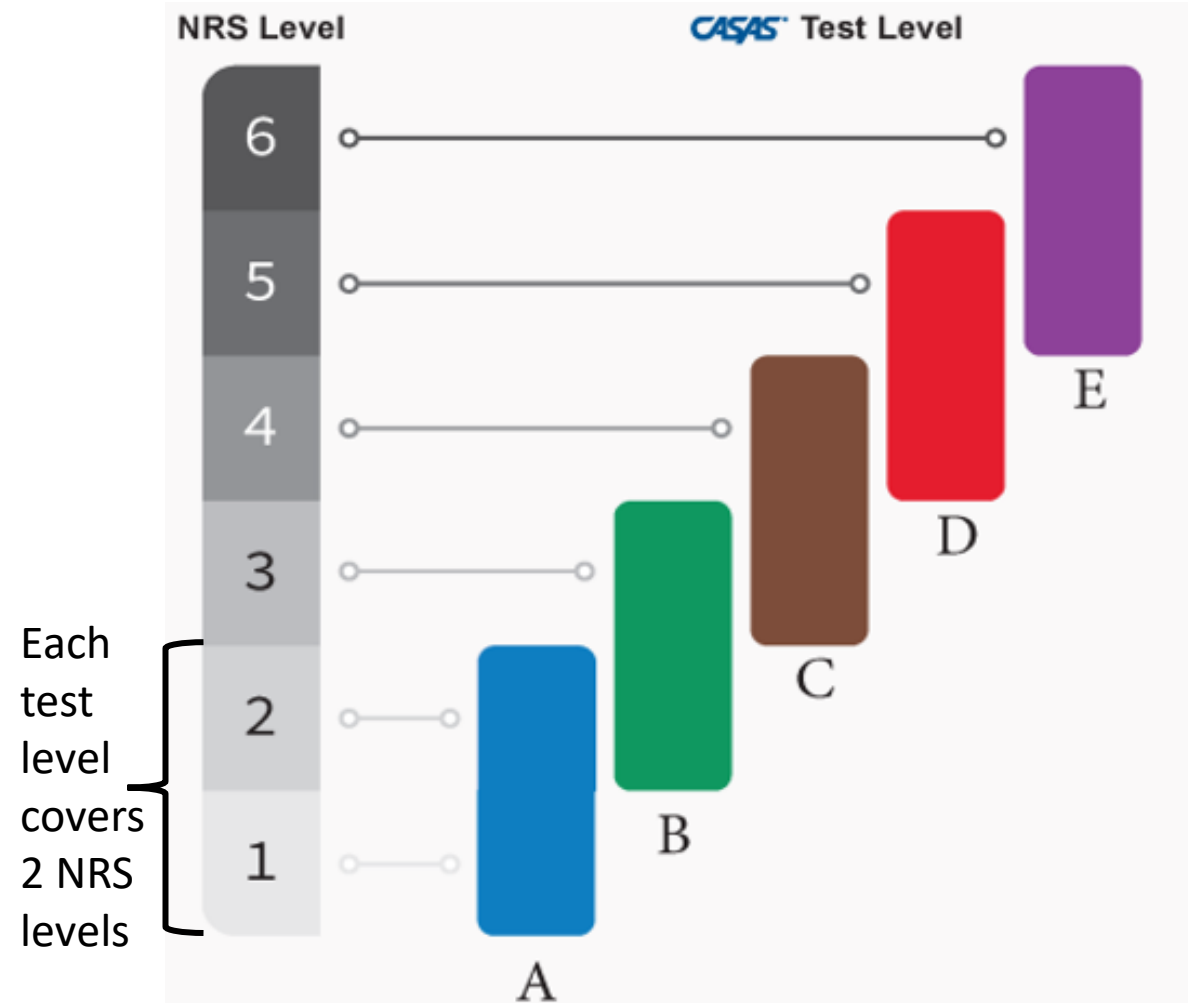NEW! Reading STEPS and Listening STEPS

NRS Level Breakdown

NRS ESL Levels	ESL Level Names	Reading STEPS Scale Score Ranges	Grade Level
1	Beginning ESL Literacy	183 and below	K
2	Low Beginning ESL	184 – 189	K
		190 – 196	1
3	High Beginning ESL	197 – 206	1
4	Low Intermediate ESL	207 – 211	2
		212 – 216	3
5	High Intermediate ESL	217 – 222	4
		223 – 227	5
6	Advanced ESL	228 – 230	6
		231 – 234	7
		235 – 238	8
	Exit Advanced ESL	239 and above	9+

Test Level Breakdown

NRS Level — CASAS Test Level

Each test level covers 2 NRS levels

NRS Level Breakdown

NRS ESL Levels	ESL Level Names	Listening STEPS Scale Score Ranges	Grade Level
1	Beginning ESL Literacy	181 and below	K
2	Low Beginning ESL	182 – 186	K
		187 – 191	1
3	High Beginning ESL	192 – 201	1
4	Low Intermediate ESL	202 – 206	2
		207 – 211	3
5	High Intermediate ESL	212 – 216	4
		217 – 221	5
6	Advanced ESL	222 – 224	6
		225 – 227	7
		228 – 231	8
	Exit Advanced ESL	232 and above	9+

Test Level Breakdown

NRS Level — CASAS Test Level

6
5
4
3
2
1

Each test level covers 2 NRS levels

A B C D E

Check for Understanding

1. If you administered a pretest in Life and Work in FY 2024, it's OK to give a STEPS test as post-test. (T or F?)
   - False (Life and Work is no longer approved AND all post-tests must be in the same series as the pretest)
2. Reading and Listening STEPS test series give you a more accurate measure of learner skill gains than previous test series (T or F?)
   - True (Based on updated standards and more test levels)
3. The Reading and Listening STEPS test series are based on the newer English Language Proficiency Standards (ELPS). (T or F?)
   - True (which correspond to the College & Career Readiness Standards)
4. Post-testing should occur after 70-100 hours of instruction (but not less than 40 hours). (T or F?)
   - True (More hours allows more student progress)

Choose the best answer:

A. Use old tests and old test questions for practice.

    A. Old test questions are not to be used for practice. Only use Sample Test Items.

B. Allow students to preview test materials prior to testing.

    B. Only allow authorized staff to view the tests as needed. Use practice test items when testing.

C. Hang on to old test materials or toss in the trash.

    C. Take care to shred old test materials.

D. None of the above.

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GOALS 2
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Reading GOALS 2	Math GOALS 2
NRS-approved through	**NRS-approved through**
June 30, 2032	**2031**

Reading GOALS _NRS Approval extended_ through June 30, 2026 to allow transition time.

- 5 levels
- Designed for learners for whom English is their first language OR English language learners who have earned a 241 or higher on STEPS
- Math GOALS 2 can be used for all learners, if math is part of the curriculum
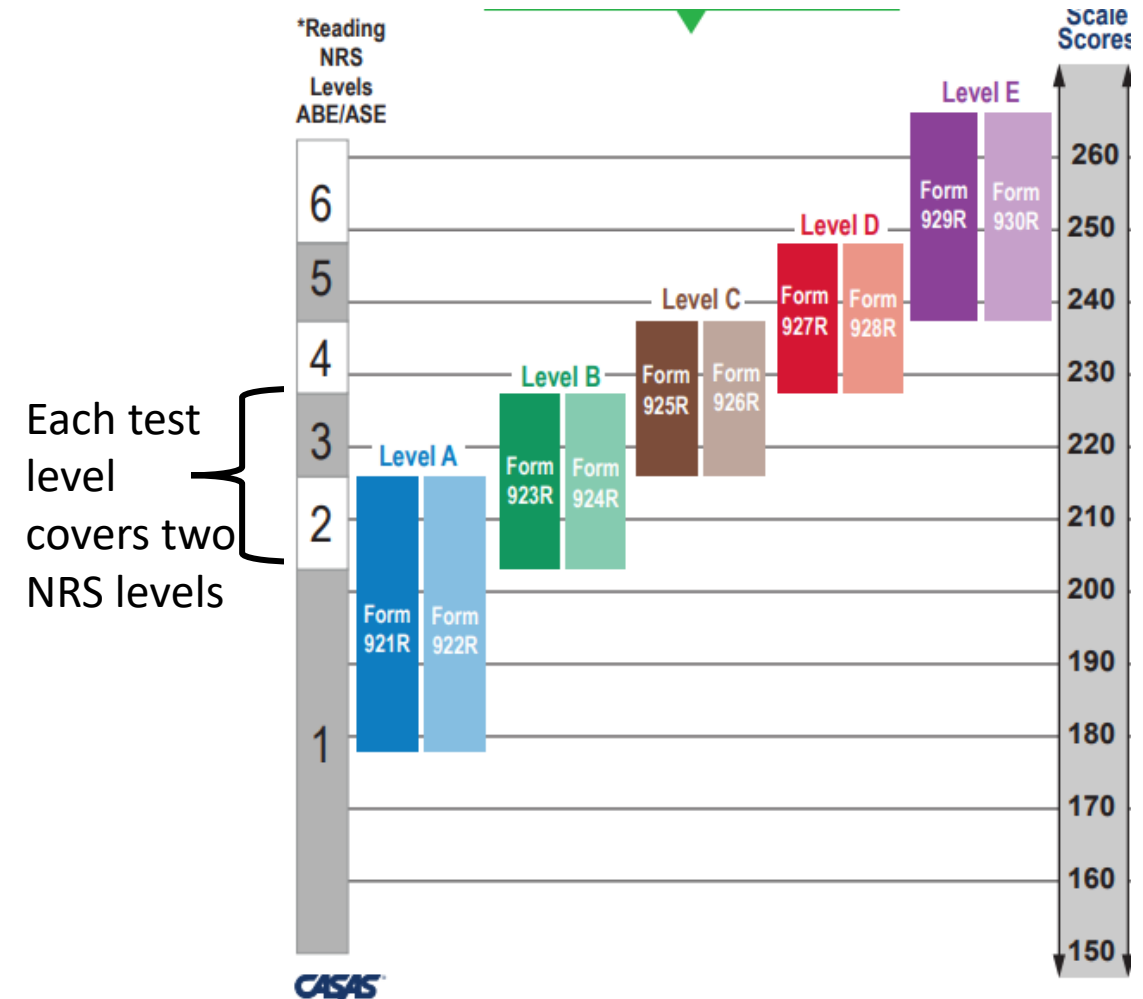- Aligned with the College and Career Readiness Standards

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GOALS 2
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Math GOALS 2

GOALS 2 · CASAS · Math | Form 921 M · Level A

GOALS 2 · CASAS · Math | Form 922 M · Level A

GOALS 2 · CASAS · Math | Form 923 M · Level B

GOALS 2 · CASAS · Math | Form 924 M · Level B

GOALS 2 · CASAS · Math | Form 925 M · Level C

GOALS 2 · CASAS · Math | Form 926 M · Level C

GOALS 2 · CASAS · Math | Form 927 M · Level D

GOALS 2 · CASAS · Math | Form 928 M · Level D

GOALS 2 · CASAS · Math | Form 929 M · Level E

GOALS 2 · CASAS · Math | Form 930 M · Level E

NRS Level Breakdown

NRS ABE/ASE Levels	ABE/ASE Level Names	Reading GOALS 2 Scale Score Ranges	Grade Level
1	Beginning ABE Literacy	193 and below	K
		194 – 203	1
2	Beginning Basic	204 – 210	2
		211 – 216	3
3	Low Intermediate	217 – 222	4
		223 – 227	5
4	High Intermediate	228 – 230	6
		231 – 234	7
		235 – 238	8
5	Low Adult Secondary	239 – 243	9
		244 – 248	10
6	High Adult Secondary	249 – 253	11
		254 and above	12

Test Level Breakdown

Each test level covers two NRS levels

Math GOALS 2

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NRS Level Breakdown

NRS ABE/ASE Levels	ABE/ASE Level Names	Math GOALS 2 Scale Score Ranges	Grade Level
1	Beginning ABE Literacy	183 and below	K
		184 – 192	1
2	Beginning Basic Education	193 – 198	2
		199 – 203	3
3	Low Intermediate Education	204 – 208	4
		209 – 213	5
4	Middle Intermediate Education	214 – 220	6
		221 – 224	7
5	High Intermediate Education	225 – 228	7
		229 – 235	8
6	Adult Secondary Education	236 – 240	9
		241 – 244	10
		245 – 248	11
		249 and above	12

Test Level Breakdown

Each test level covers two NRS levels

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1. Each GOALS 2 test covers one NRS level. (True or False?)
   - False (Each test level covers 2 NRS levels)
2. Math GOALS 2 gives you a more accurate measure of learners' skill gains than previous versions. (True or False?)
   - True (More levels – ability to "drill down")
3. Reading GOALS 2 is ready for use. (True or False?)
   - True (It's been approved for use by the NRS and by Minnesota.)
4. Students that took a pretest in Reading GOALS can posttest in Reading GOALS 2. (True or False?)
   - False (Although Reading GOALS is approved through 6/30/26, pre- and post- tests must always be in the same series)

Proctor Certification

CASAS Is a Standardized Test

- Every student should have the same experience every time
- Use proper timing
- Read script verbatim
- Assist students with demographics only
- Do not review test questions before testing session – only practice items
- Students may not use cell phones, translators or dictionaries
- Do not allow breaks in the middle of testing session
- Do not review correct test answers with examinees

Pricing - Paper

- Programs will need to purchase:
  - 1 Test Administration Manual (TAM) per site
  - Appraisal Test Forms
  - 1 package of test booklets for pre- and post-testing
  - Answer sheets

- Detailed pricing is available for each series:
  - Reading GOALS 2
  - Math GOALS 2
  - Reading STEPS
  - Listening STEPS

- Each site offering CASAS testing should have a **Test Administration Manuals** (TAM) kept in a secure location and made available for testing staff.

Each Test Administration Manual (TAM) contains:

→ Answer keys

→ Scoring guidelines

→ Score conversion charts

→ Next assigned test charts

→ Standardized test administration procedures and policies

→ Test security protocols and procedures

→ Educational Functioning Level Descriptors

STEPS FOR TESTING DAY

Test Administration — CASAS

Steps for Testing Day – Paper

As a *CASAS Paper Tests* proctor, you serve a very important role. All proctors must do their part to maintain a controlled testing environment that allows test-takers to do their very best. Proctors should follow the same procedures before, during, and after testing. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during test administration.

STEP 1: PREPARE TO TEST

PREPARE TEST MATERIALS

1. Review **Test Administration Directions**.
2. Print **Next Assigned Test Report** to determine which test booklets are needed from inventory for each student.
3. **Gather the following materials:**
   - One Test booklet per student
   - Answer sheets
   - #2 pencils with erasers
   - Scratch paper for math only

PREPARE STUDENTS

4. Allow adequate space between students.
5. Ask students to turn off their cell phones.
6. Tell students not to talk or get help from others during the test.
7. Hand out testing materials:
   - Answer sheets
   - #2 pencils with erasers
   - Scratch paper for math only
8. **Demonstrate correct bubbling.**
   - Answer sheets must be filled out clearly and completely, with no additional marks on the page.
   - See bubbling examples in the box "Directions for marking answers."
   - Make sure everyone writes and bubbles their correct student identification code.
9. Have students bubble any demographics you are collecting on the answer sheet.
10. Hand out test booklets.
    - Instruct students not to mark in the test booklet.
11. Ask students to **turn over their answer sheet.**
    - Have students write and bubble the Form Number (box #4) and Test Date (box #5).

SUGGESTED VERBAL INSTRUCTIONS

Test Administration — CASAS

Suggested Verbal Instructions – Paper

When everyone is comfortable and ready to begin, explain that the purpose of the test is to find out what they know and what they need to study. Encourage students to relax and do their best. Instruct students to skip a test item if they do not know the answer and continue to the next question without answering – i.e., leave it blank and not guess. Tell students that if they guess, they might be placed in a level that is too difficult for them.

You can use this script when administering Appraisals and Progress Tests.

Open your test booklet to page 1.
- Find the directions at the top of the page.
- Look at the directions as I read them. [Read directions.]

Look at the practice questions.
- Find the box on your answer sheet for answering the practice questions.
- Go ahead and read practice 1 and 2 and mark your answers.

What's the answer to the first practice question?
- The answer is _____. Did you mark _____? [Explain.]
- The answer to the second practice item is _____. [Explain and help and students that need assistance.]

We're ready to begin the test.
- You will mark your answer for the first question on line 1 of your answer sheet.
- Do not write in the test booklet.

There are _____ items on the test.
- You have _____ minutes.

If you don't know the answer, that's OK.
- You don't have to mark an answer.
- Just go to the next question.
- Stop when the questions get too difficult.

Do your own test
- Don't get help from other people.
- No dictionaries or other electronic devices.

When you're finished, or if you can't answer any more questions, put your pencil down and wait.
- I will collect your testing materials.
- Any questions?
- *Turn the page and begin the test.*

Paper Testing Security

- Keep all testing materials in secure storage, and available only to those involved in test administration.
- Develop a system to distribute and collect testing materials, including numbering test booklets.
- Test administrators are responsible for the security of all test materials in their possession.
- Paper Tests should never be left unattended or unsecured at any time.

TIPS for Success in Managing Paper Tests

- All Paper Test Proctors **complete required CASAS Training certification (online or with trainer**.

- **Print out the Steps for Testing Day** – Paper (help doc) procedure and put it in a plastic sleeve.

- Testing Coordinator receives and **secures CASAS paper testing materials**.
  - Number Test Booklets
  - Have staff assigned to "check out" materials to teachers and to make sure all have been returned.
  - Check booklets for marks. Erase what you can; if not, shred according to policy.

- **Always prepare students** for testing to reduce test anxiety.

- **Maintain a positive attitude in the test environment at all times.**

- **Keep the testing environment** quiet – turn off all notifications, devices, intercoms, etc. And free from interruption.

- **Ensure that staff follow all test administration directions**/procedures and language as provided in the CASAS Test Administration Manual and Steps for Testing Day help doc.

- **Store all CASAS Testing Materials in a locked/secured location at all times.**

PROCTOR BEST PRACTICE RECOMMENDATION
"Don't Guess! Do Your Best!"

Proctors should stress to test takers that if they don't know an answer, **THEY SHOULD NOT GUESS.** *

If they guess well on the paper test Appraisal, their next assigned pre-test may be too difficult and result in frustration and an invalid (asterisk) score.
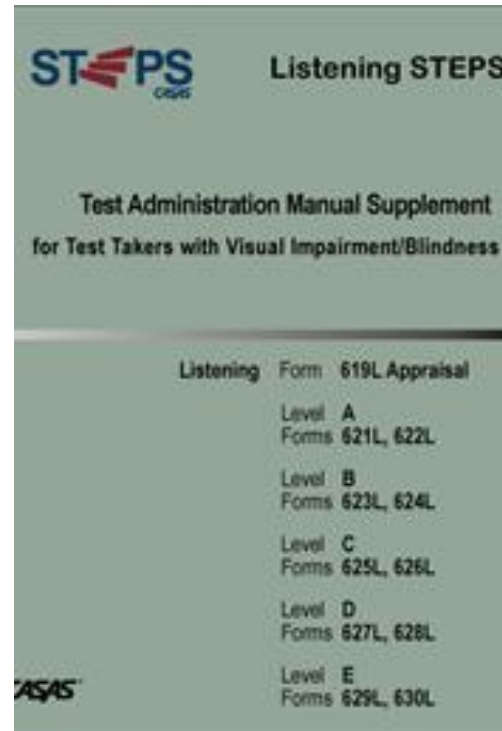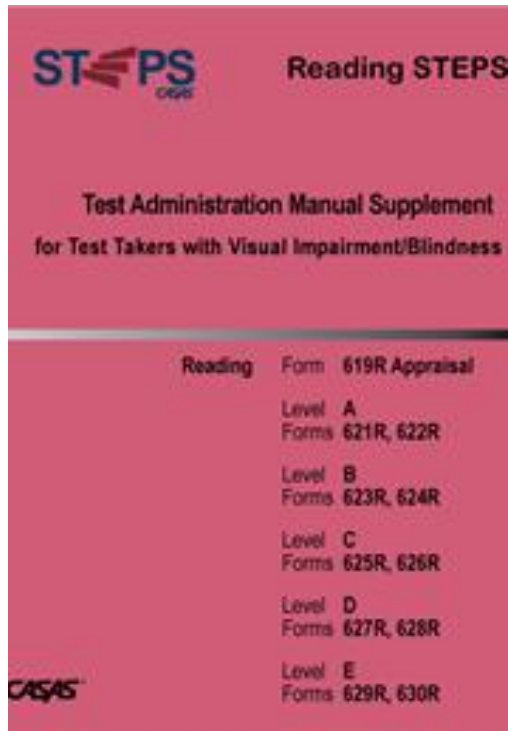
Refer to the Steps for Testing Day Procedure*

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- **For learners with *documented disabilities*,**
  - local assessment staff may provide accommodations in test administration procedures.

- **For test-takers who present an IEP or 504 Plan, follow guidance for:**
  - Allowing extra time to time-and-a-half (1.5x) or double time (2.0x)
  - Giving supervised breaks
  - Providing a sign language interpreter (for test administration directions only)
  - Testing in an alternate room (with proctor present)

*Minnesota is fortunate to have PANDA, our disability supplemental services provider.
https://pandamn.org/category/accommodations/

- These materials can also be used to provide accommodations for test takers with other documented disabilities who require a human reader (or use of a eTests screen reader) during assessments.

Intake Screening Overview

- An **Intake Screening** process is crucial to identify test takers who should NOT take a locator or appraisal because they may have very low (beginning level) basic skills.
- The **Intake Screening** process can also include gathering valuable information about a student's speaking and writing skills and previous education.
- **Following the recommended CASAS Intake Process will help to:**
  - determine if a locator or appraisal is suitable for a student.
  - determine which pretest to give a student with beginning level skills.
  - provide valuable information about a student's speaking and writing skills and previous education.
- For more information, go to: CASAS Home > Training and Support > Testing Guidelines > Intake Process

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Initial Interview

Great Difficulty
Collect demographic data. Allow student to attempt Level A test. Use updated scoring.

Some Difficulty
Give *Oral Screening*

Little or No Difficulty
Give locator or appraisal and then pretest

If score is less than 6
Give *Reading Screening* and/or (optional) *Writing Screening*

If score is 6 or more
Give locator or appraisal and then pretest

Reading Screening

Writing Screening

Great Difficulty
0-2 points on Reading Screening Give Level A as a pretest*

Some or No Difficulty
3-5 points on Reading Screening Give Level A as pretest*

*Suggest using a touch screen device for low-level learners on eTests. Another option is to give the Level A test as a consumable paper test with students circling answers in the test booklet.

CASAS Intake Screening Process for STEPS

The Oral Screening is an optional one-on-one oral interview used to screen ESL/ELL learners for taking listening and reading locators or appraisal tests.

- **six questions**
- **5 minutes**

The Writing Screening is an additional optional tool to screen ESL/ELL learners for taking reading and listening locators or appraisals.
Examinees write

- **two sentences that are dictated**
- **5 minutes**

Comprehensive Adult Student Assessment Systems

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CASAS Intake Screening Process for STEPS

Oral, Writing, and Reading Tools

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STEPS
CASAS

Oral Screening

Question	Response
What's your name?	This question is not scored. It may be omitted if the tester knows the examinee.
1. **How long have you been in the United States?** To clarify, ask: **When did you come to the United States?**	Some possible responses: **Four years; 1987; etc.**
2. **Tell me why you want to learn English.** To clarify, ask: **Why do you want to study English?**	Any appropriate reason may be acceptable.
3. **Do you read in your native language?** If Yes, ask: **What do you like to read?** If No, ask: **Why not?**	**Yes.** Some possible responses: names of books, types of books, subjects **No.** Some possible responses: I didn't go to school in my country; I can't read; I have no time to read; etc.
4. **What work did you do in your home country?** Or **What work are you doing now?**	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
5. **How many years did you go to school in your country?** To clarify ask: **How long did you go to school in your country?**	Any appropriate response is acceptable.

Administering the Oral Screening

- **Administer one-on-one**

- **Introduce yourself**

- **Ask the questions**

  - **Repeat the question once, if needed**

  - **Use the clarification questions, if needed**

Scoring Rubric – Oral Screening

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Points	Guidelines
0	***No answer, incomprehensible, or does not answer the question.*** Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1	***Comprehensible but not grammatically correct.*** *Note: Comprehensible = understandable and relevant*
2	***Comprehensible and grammatically correct.*** *Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.*

Using Oral Screening results to select pretest for Beginning Level ELLs

Score of 6 or more:
- Give the Locator online or the paper-based Appraisal for Reading and/or Listening

Score of 6 or less:
- Give Reading Screening (Intake Screening Process for STEPS)

Great Difficulty
- Give Level A as a pretest after some instruction

Some or No Difficulty
- Give Level A as a pretest

- Administer 5 reading questions from [Intake Screening](#)

- If some difficulty, after some instruction administer Level A (Form 621 or 622)

- If little or no difficulty, administer Level A (Form 621 or 622)

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What is the purpose of the Intake Screening?

1. It determines if an appraisal is suitable for a student.

2. It determines which pretest to give student with beginning skills.

3. It can provide valuable information about a student's speaking and writing skills and previous education.

4. All of the above.

Time for a break!

The Student Journey Begins

Locator/ Appraisal

Placement into NRS level

Instructional needs identified in pretest

After at least 40 hours to measure learning gains

Intake

PreTest

Period of Instruction 70-100 Hours

Progress Test

JOB
CAREER
WORK
OPPORTUNITY

Let CASAS Be Your Compass!

CASAS Appraisals (or Locator)
- Determine the appropriate level pretest to administered
- Determine basic instructional level
- Cannot be used to report scaled score

CASAS progress tests (pre- and post-tests) have four principal uses:
- to identify a student's skill level
- to guide instruction
- to measure learning progress
- for accountability reporting

Remember!
- Each level has two equivalent forms
- Each series follows the same color scheme
- Level A – Blue; Level B – Green; Level C – Brown; Level D – Red; E - Purple

Test Timing for STEPS Test Series

**Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time.

Source: www.casas.org

Reading STEPS – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes 15	160 - 196
B	Forms 623R - 624R	36	50 minutes 30	184 - 206
C	Forms 625R - 626R	36	75 minutes 45	197 - 216
D	Forms 627R - 628R	36	75 minutes 51	207 - 227
E	Forms 629R - 630R	36	75 minutes 56	217 - 251

*Average Actual Test Time in Red

Listening STEPS – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes 16	158 - 191
B	Forms 623L - 624L	36	45 minutes 29	182 - 201
C	Forms 625L - 626L	39	52 minutes 35	192 - 211
D	Forms 627L - 628L	39	56 minutes 40	202 - 221
E	Forms 629L - 630L	39	38 minutes 31	212 - 235

*Average Actual Test Time in Red 51

Test Timing for Reading GOALS 2 and Math GOALS 2 Test Series

Source: www.casas.org

Reading GOALS 2 – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges
Appraisal	Form 919R	28	30 minutes	
Locator	Form 920R	14	20 minutes	
A	Forms 921R - 922R	33	35 minutes 20	178 - 216
B	Forms 923R - 924R	36	60 minutes 34	204 - 227
C	Forms 925R - 926R	36	70 minutes 43	217 - 238
D	Forms 927R - 928R	36	70 minutes 39	228 - 248
E	Forms 929R - 930R	33	70 minutes 46	239 - 266

*Average Actual Test Time in Red

Math GOALS 2 – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	919M	28	30 minutes	
Locator	920M	14	15 minutes	
A	Forms 921M - 922M	33	50 minutes 32	171 - 203
B	Forms 923M - 924M	36	65 minutes 38	193 - 213
C	Forms 925M - 926M	36	75 minutes 44	204 - 224
D	Forms 927M - 928M	36	75 minutes 47	214 - 235
E	Forms 929M - 930M	36	90 minutes 58	225 - 255

Appraisal Test Scores/Determining Pretest

Always ensure that you are using the correct Next Assigned Test chart for the test that you administered.

- ## Raw Score
- The number of questions a student answers correctly. This score is never reported.
- ## Scale Score
- Converts a student's raw score on a test to a reportable, common scale that allows for comparison between students.
- Each test form has its own **Raw** to **Scale Score** chart.
  - These charts are in the Test Administration Manual for each CASAS test series.
  - For example, on this chart, a raw score of 12 is a scale score of 213.
  - The final column indicates what test to administer.

Reading GOALS Appraisal Next Assigned Test

Raw Score	Scale Score	Progress Test
1	*	
2	*	
3	*	Level A Form 901R
4	*	
5	*	
6	*	
7	200	
8	203	
9	206	
10	209	Level B Form 903R
11	211	
12	213	
13	216	
14	218	
15	221	
16	223	Level C Form 905R
17	226	
18	228	
19	231	
20	234	
21	237	
22	240	
23	243	Level D Form 907R
24	244♦	
25	244♦	
26	244♦	
27	244♦	
28	244♦	

Indicates which next test to administer

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test
1	*	Level A Form 901R
2	*	
3	*	
4	*	
5	*	
6	*	
7	200	
8	203	Level B Form 903R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	Level C Form 905R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	Level D Form 907R
21	237	
22	240	
23	243	
24	244♦	
25	244♦	

1. What is the scale score of a student with a raw score of 7 on the Reading GOALS Appraisal __**200**__

2. What Reading GOALS level test should you give a student with a scale score of 228? __**Level C**__

3. What Reading GOALS pretest form should you administer to a student with a raw score of 11? __**Form 903R**__

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Below Accurate Range (*)

- These score points are **below the accurate range** of a test form and marked with an asterisk (*).
- These score points are **inaccurate** and **cannot be reported** for pre- or post-testing.
- **Retesting is required** to get an accurate range score.
  - Retest on a lower-level form.

Accurate Range

- These score points are **within the accurate range** of a test form.
- These are **valid scores.**
- Scale scores **can be used** –
  - For **Pretest** results to set the baseline score for measuring growth at time of next test.
  - For **Post-test** results to document learning gains.
- Results are **reportable** for pre- and post-test scores.
- **Retesting is not required.**

Conservative Estimate Range (♦)

- Diamond scores (♦) are a conservative estimate of the ability of students who perform very well on a test form.
- **Retesting is recommended** for pretests.
- Diamond scores are **reportable** unless your state or local program does not allow it.

Reading GOALS Level C Example

Raw Score	Scale Score	
1	*	Below Accurate Range
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	*	
11	210	Accurate Range
12	211	
13	213	
14	214	
15	215	
16	216	
17	217	
18	219	
19	220	
20	221	
21	222	
22	223	
23	224	
24	225	
25	227	
26	228	
27	229	
28	230	
29	232	
30	233	
31	235	
32	236	
33	237	
33	237	
34	238♦	Conservative Estimate Range
35	238♦	
36	238♦	
37	238♦	
38	238♦	
39	238♦	
40	238♦	

- **Every test form has a unique raw-to-scale score conversion.**

  Raw score = the number of correct answers on the test.

  Scale score = the converted score from the raw score that allows for comparison between students and tests.

- You will use the scale score (not the raw score) when reporting results.

- CASAS eTests automatically scores each test and calculates the raw and scale score.

Reading GOALS Level C Example	
Raw Score	Scale Score
1	*
2	*
3	*
4	*
5	*
6	*
7	*
8	*
9	*
10	*
11	210
12	211
13	213
14	214
15	215
16	216
17	217
18	219
19	220
20	221
21	222
22	223

Below Accurate Range

Accurate

Below Accurate Range (*)

- These score points are **below the accurate range** of a test form and marked with an **asterisk (*)**.
- These score points are **inaccurate** and **cannot be reported** for pre- or post-testing.
- **Retesting is required** to get an accurate range score.
- ➢ **Retest on a lower-level form.**

8	*
9	*
10	*
11	210
12	211
13	213
14	214
15	215
16	216
17	217
18	219
19	220
20	221
21	222
22	223
23	224
24	225
25	227
26	228
27	229
28	230
29	232
30	233
31	235
32	236
33	237
33	237
34	238♦
35	238♦
36	238♦

Accurate Range

Conservative

Accurate Range

- These score points are **within the accurate range** of a test form.
- These are **valid scores**.
- Scale scores **can be used** –
  - For **Pretest** results to set the baseline score for measuring growth at the time of the next test.
  - For **Post-test** results to document learning gains.
- Results are **reportable** for pre- and post-test scores.
- ➢ **Retesting is not required**.

Conservative Estimate (♦)

23	224♦
24	225
25	227
26	228
27	229
28	230
29	232
30	233
31	235
32	236
33	237
33	237

Range

34	238♦
35	238♦
36	238♦
37	238♦
38	238♦
39	238♦
40	238♦

Conservative Estimate Range

- **Diamond scores (♦)** are a **conservative estimate** of the ability of students who perform very well on a test form.

- Diamond scores are **reportable** unless your state or local program does not allow the conservative estimate score.

➢ **Retesting is recommended for pretests.**

➢ **Score can be reported for posttests.**

CASAS®

FOR ALL LEVEL A FORMS: STEPS, GOALS, and GOALS 2:

- **Level A** Inaccurate Scores no longer require retesting!

- As approved by OCTAE, low-level students who receive an inaccurate score (for low raw scores) may now have the lowest scale score available for their pretest

THIS APPLIES TO LEVEL A FORMS ONLY

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	**160**		
1	**160**	**1**	**Level A, 622**
2	**160**		
3	**160**		
4	160	1	Level A, 622

ASAP! Re-test students who score in the inaccurate (asterisk) range on **Levels B, C, D, E**

See the Test Administration Manual (TAM) for details.

Next Assigned Tests – Level B, Form 624R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	*		Level A Form 621R or 622R
5	*		
6	*		
7	*		
8	*		
9	*		
10	184		

Valid Score Activity

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Next Assigned Tests – Level C, Form 906R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
1	*		
2	*		
3	*		
4	*		Level B, Form 903R or 904R
5	*		
6	*		
7	*		
8	*		
9	*		
10	*		
11	210		
12	211		
13	213	2	Level C, Form 905R
14	214		
15	215		
16	216		
17	217		
18	219		
19	220		
20	221		
21	222	3	Level C, Form 905R
22	223		
23	224		
24	225		
25	227		
26	228		
27	229		
28	230		
29	232		
30	233		
31	234		
32	236		
33	238	4	Level D, Form 907R or 908R
34	238◆		

Use the Form 906 Next Assigned Test chart to answer the following questions.

1. Maria received a raw score of 13 on her Form 906 pretest. What is her scale score? _____**213**_____ Is this a valid score? ____**Yes**____

2. Sandra received a raw score of 6 on her Form 906 assessment. What is her Scale Score? _____*****_____ Is this a valid score? ____**No**____ What would you suggest as a next step? __**Retest with 903 or 904**__

3. Andre took Form 906 as a pretest and got a raw score of 27. What is his scale score? _____**229**_____ What posttest should be given? ____**907 or 908**____

4. Allison took form 906 as a posttest and got a raw score of 34. What is her scale score? _____**238**_____ Is this a valid score? ____**Yes**____

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- **Progress test is the general term for pre- and post-tests.**
  - Pre- and post-test pairs must always be from the **same test modality**.
  - You must also use the **same assessment series** (e.g., Reading GOALS) when progress testing a student in the same test modality but **not the same form**.

- **Pretests**
  - Administer pretests as soon as feasible upon entry into the program and **before** any substantial instructional intervention (12 hours!)

- **Post-tests**
  - Administer post-tests at the end of a semester, term, quarter, or another substantial instruction block to document learning gains. The student must have at least 40 hours, but CASAS recommends 70 to 100 hours for best results.

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- Student must have at least 40 hours of instruction. (CASAS recommends 70-100 hours of instruction)

- Use the **Next Assigned Test** chart found in the Test Administration Manual (TAM) to determine the appropriate post-test.
  - Paired tests must always be in the same series and modality.
  - You must always give a different form than the previous test administered (even if it's been years) so use the correct chart.

- Ask "Can the learner get a level gain with the same level test as the pretest?"
  - If not, it is best to administer a test from the next higher level

Next Assigned Test Charts and Raw to Scale Score Conversion for Reading STEPS

Next Assigned Tests – Level A, Form 621R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	160		
1	160	1	Level A, Form 622
2	160		
3	160		
4	160		
5	162		
6	165		
7	167		
8	169		
9	171		
10	172		
11	174	1	Level A Form 622R
12	175		
13	177		
14	178		
15	180		
16	181		
17	183		
18	184		
19	186		
20	187		
21	188		
22	189		
23	190	2	Level B Form 623R or 624R
24	191		
25	192		
26	193		
27	194		
28	195		
29	196		
30	196♦		
31	196♦	2	Level B Form 623R or 624R
32	196♦		
33	196♦		

* Inaccurate score. The student has scored too low on the test to receive a scale score. Instruction is recommended prior to retesting the student.

♦ Conservative estimate. Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

What is a Level Gain?

- **A level gain is earned by a student when they move from one educational functioning level to a higher educational functioning level.**

- **Why are level gains important?**
  - Federal targets have been negotiated, and each program, and ultimately the state results, are judged based on attainment of targets.
  - See 2024-2026 targets on next slide.

ACCOUNTABILITY: PERFORMANCE TARGETS

http://mnabe.org/accountability-reporting/performance-targets-results
(click on "Minnesota Adult Education Performance Targets (2024-2026) (Posted July 8, 2024)"

DEPARTMENT OF EDUCATION

Minnesota Adult Education Performance Targets (2024-26)

Posted: July 8, 2024

Adult (Basic) Education (ABE), Title II of the Workforce Innovation and Opportunity Act (WIOA)
Targets set in negotiation between the U.S. Department of Education and the Minnesota Department of Education.

WIOA Indicator	MN Outcomes reported in 2022	MN Outcomes reported in 2023	Target for 2024-25	Target for 2025-26
Measurable Skill Gain (MSG): Periods of Participation (POPs) that completed an educational functioning level (via NRS-approved pre- and post-test or by exiting Adult Education and entering postsecondary education and training by July) or earned a diploma	30.58%	36.62%	36.7%	36.8%
Employment Rate (Q2): Periods of Participation (POPs) that are employed 6 months after exiting Adult Education	36.16%	36.68%	36.8%	37%
Employment Rate (Q4): Periods of Participation (POPs) that are employed 12 months after exiting Adult Education	34.06%	38.98%	39.1%	39.2%
Median Earnings: Median Quarterly Earnings for Periods of Participation (POPs) that are employed	$6,889	$7,750	$7,602	$7,603
Credential Attainment Rate: Periods of Participation (POPs) that either: 1. earned a diploma (high school or high school equivalency) and were employed or enrolled in postsecondary education and training 12 months after exiting Adult Education; or 2. Were co-enrolled in Adult Education and postsecondary education and completed postsecondary education within 12 months of exiting Adult Education	17.13%	17.79%	20%	20.3%

Consider your program's level gains!

- Make sure all Advanced ESL students pre-tested on STEPS have the opportunity to post-test in STEPS.

- Advanced ESL students can continue to test in STEPS until a score of 241+ has been achieved.

- Students that have a pretest in Reading GOALS should be given the opportunity to post-test in Reading GOALS prior to transitioning to Reading GOALS 2.

- Check SiD to ensure that all students have an Educational Functioning Level in FY 2026. If they don't, they may have a pretest that is too old (prior to July 1, 2024), or, if they have earned a "Completed ESL" level, they need to be tested immediately with CASAS GOALS or TABE 11&12.

CASAS Aids for Instruction

Sample Test Items

Competency Blueprints

Content Standard Blueprints

TASK Area Blueprints

TOPSpro Reports

https://www.casas.org/

CASAS®

Assessments

Reading GOALS 2

Math

Documentation

File	Download
Reading GOALS 2 FAQs	📄 Download
Reading GOALS 2 Task Area Blueprint	📄 Download
Reading GOALS 2 Competency Blueprint	📄 Download
Reading GOALS 2 Content Standard Blueprint	📄 Download
Reading GOALS 2 Grade Level Equivalents	📄 Download

Sample Test Items

View the sample test items to familiarize yourself and your students with the format and content of this reading test series.

File	Type	Size	Download
Reading GOALS 2 Sample Items by NRS Level	PDF	3.63 MB	📄 Download

Sample Test Items

Reading GOALS 2

Math GOALS 2

STEPS Reading

STEPS Listening

Sample Test Items:

❖ Not actual tests

❖ Not predictors of student performance

❖ Not valid for level placement, assessment, or for reporting standardized scores

Use Sample Test Items to:

❖ Familiarize and give students practice with CASAS items

❖ Make future testing go smoothly

❖ Help reduce student test-taking anxiety

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Sample Test Items

- Reading STEPS Level A
- Reading STEPS Level B
- Reading STEPS Level C
- Reading STEPS Level D
- Reading STEPS Level E
- Math GOALS 2 Level A
- Math GOALS 2 Level B
- Math GOALS 2 Level C
- Math GOALS 2 Level D
- Math GOALS 2 Level E
- Listening STEPS Level A
- Listening STEPS Level B
- Listening STEPS Level C
- Listening STEPS Level D
- Listening STEPS Level E

CASAS Competencies

- More than 360 essential, functional skills

- 9 content areas

- Used to measure what a learner is expected to know in everyday situations

- Community, family, and workforce context

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

https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies

Competency Blueprints

Reading STEPS Competency Blueprint — Level A

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	48%
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.5 Understand how to manage household finances	12%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.5 Use community agencies and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.2 Understand forms related to health care 3.5 Understand basic principles of health maintenance	14%
4. Employment 4.1 Understand basic principles of getting a job 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	11%

Level A pie chart: Basic Communication 48%, Community Resources 15%, Health 14%, Consumer Economics 12%, Employment 11%

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Reading STEPS Competency Blueprint — Level D

Competency Areas	% of test items
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.5 Understand how to manage household finances 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	31%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.5 Use community agencies and services 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.4 Understand basic safety measures and health risks 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	14%
4. Employment 4.1 Understand basic principles of getting a job 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	28%
5. Government and Law 5.4 Understand information about taxes and fees 5.6 Understand civic responsibilities and activities	12%

Level D pie chart: Consumer Economics 31%, Employment 28%, Community Resources 15%, Health 14%, Government and Law 12%

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Content Standards Blueprints

STEPS Reading **is aligned to the English Language Proficiency Standards. The content areas of focus include:**

- High-frequency Vocabulary (Pictures)
- High-frequency Vocabulary (Text)
- Numbers
- Vocabulary

- Details
- Main Idea
- Inference
- Point of View and Supporting Evidence

https://www.casas.org/product-overviews/assessments/reading-steps

Content Standards Blueprints

Reading STEPS Content Standard Blueprint

Level A

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

NRS Educational Functioning Levels Levels 1 and 2 | English Language Proficiency Standards Level 1

Reading STEPS Content Standard Blueprint

Level E

Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	19%
Main Idea Identify the main topic Identify an author's purpose	1	17%
Inference Infer/Draw conclusions	1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence	6	22%

NRS Educational Functioning Levels Levels 5 and 6 | English Language Proficiency Standards Levels 4 and 5

All CASAS tests are linked to the format of the presentation of the test item. Formats include:

- Forms
- Charts, tables, and graphs
- Texts, emails, articles, and narratives
- Signs, ads, and labels

Reading GOALS 2 Task Area Blueprint

Level A pie chart:
- 1. Forms 9%
- 2. Charts, tables, and graphs 9%
- 3. Texts, emails, articles, and narratives 32%
- 4. Signs, ads, and labels 50%

Task Areas	% of test items
1. Forms	9%
2. Charts, tables, and graphs	9%
3. Texts, emails, articles, and narratives	32%
4. Signs, ads, and labels	50%

Reading GOALS 2 Task Area Blueprint

Level E pie chart:
- 3. Texts, emails, articles, and narratives 79%
- 4. Signs, ads, and labels 21%

Task Areas	% of test items
3. Texts, emails, articles, and narratives	79%
4. Signs, ads, and labels	21%

TOPSpro Reports

TOPSPRO REPORTS ARE AVAILABLE IF YOU HAVE ACCESS TO ETESTING. EVEN IF YOU ARE DOING PAPER TESTS, YOU COULD HAVE ACCESS TO TOPSPRO.

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TOPSpro Enterpise (TE) – Managing Your Data

OUR DATA MANAGEMENT SYSTEM

- Features a flexible, intuitive user interface
- Provides customizable reports for administrators, data managers, teachers and students
- Integrates with local, regional and statewide programs
- Protects all confidential student and staff data with NIST 800-53 security measures
- Creates detailed, auditable transaction records protected by granular access privileges
- Puts the data and charts necessary for success at your fingertips

Data Management System

- Every purchase of CASAS eTests includes a *free package* of our data accountability software, TOPSpro Enterprise (TE)

eTests® | TOPSpro® enterprise
CASAS
Online

	Test units	Student Level Reports	Class and Agency Level Reports	Federal Reports
Basic	WTUs	✔		
Enhanced	TEUs	✔	✔	✔

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eTests ® CASAS

TOPSpro ®
— enterprise —

Data accountability software where you generate reports

Online testing automatically scores, and test results/reports are immediately in TE

To learn more about getting started with eTests, contact golive@casas.org

Scan or manually enter student data and answers into TE

To learn more, contact techsupport@casas.org

Options for Generating Test Results and Reports

TOPSpro Enterprise (TE)

Manual Entry into TOPSpro

If your consortium has a TOPSpro account, there would be an option to manually enter scores after student has completed paper test. (Link to instructions)

CASAS Reading STEPS Student Content Standard Performance - LEVEL D

Shows student's performance on a given test form

CASAS recommends continued instruction and review at their level if % correct is below 70%

CASAS

Reading Task Areas	N	Correct
Forms	4	100 %
Charts, maps, consumer billings, matrices, graphs, tables	3	100 %
Articles, paragraphs, sentences, directions, manuals	31	70 %
Signs, price tags, advertisements, product labels	2	0 %

Math Task Areas	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	35 %
Articles, paragraphs, sentences, directions, manuals	18	44 %
Measurement scales, diagrams	5	40 %

GED subsection:		Annette Latif's likelihood to pass is:
Reasoning through Language Arts	High	Ready to pass
Mathematical Reasoning	Low	More study needed

CASAS tests prepare students for GED® success!

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ABE	GOALS Reading	GOALS Math
1	ABE Level 1	203 & below	193 & below
2	ABE Level 2	204-216	194-203
3	ABE Level 3	217-227	204-214
4	ABE Level 4	228-238	215-225
5	ABE Level 5	239-248	226-235
6	ABE Level 6	249 & above	236 & above

TOPSpro Enterprise 4.0 build 40

Prepared by: Administrator 01

CASAS
Reading GOALS
Personal Score Report from TOPSpro- LEVEL D

Gives a summary of student's results and describes student's current skill level based on their scale score.

Time for a break!

Getting Started with eTests

Going Live! Checklist

Going Live! Checklist – Step 1

System Requirements

1. Confirm system requirements for each online application
   - ❑ CASAS eTests Online System Requirements
   - ❑ TOPSpro Enterprise Online System Requirements

Step 1. System Requirements

CASAS eTests Online

Used to administer to tests.

TOPSpro Enterprise

Used to manage data and user access, retrieve test results and generate reports.

Going Live! Checklist – Step 2

Complete Training

2. Complete training, agency agreement, and certifications

- ☐ Module 1: Implementation Basics
- ☐ Module 2: CASAS eTests Implementation
- ☐ New Agency Online Implementation Agreement
- ☐ eTests Coordinator Certification
- ☐ eTests Proctor Certification

At least one person per agency must complete each of these. Additionally, each coordinator and/or proctor must complete the appropriate training.

Going Live! Checklist – Step 3

Order Your Tests

3. Order your tests

❑ If you do not already have them, you should order **Test Administration Manuals (TAMs)** for each test series and modality that you intend to administer via eTests – at least one per site.

❑ CASAS will verify that your program has completed the training requirements.

eTest Software options

TE Basic Package
Supports student-level implementation

Basic Web-test Units (WTUs)

Quantity	Code	Price each
100 - 500		$3.50
501-1000	WTU-0001	$2.40
1001-5000		$2.20
5001+		$1.95

Reports for individual students:

- Skills Profile
- Content Standards
- Competency Performance
- Learning Gains
- Next Assigned Test
- Personal Score Report
- Student Profile
- Test History
- Test Administrations
- Check your WTU Remaining Balance!

TE Enhanced Package
Supports student, class, program, and accountability-level implementation

Enhanced TOPSpro Enterprise Units (TEUs)

Quantity	Code	Price each
100 - 500		$3.80
501-1000	TEU-0001	$3.10
1001-5000		$2.85
5001+		$2.60

Reports for students, classes, programs, and accountability:

- **All Basic Package Reports plus**
- Class Summary Reports
- Class Attendance
- Demographics
- WSCS Reports
- Site / Agency-Level Reports
- Program Outcomes
- Data Integrity
- State Reports
- Federal Reports
- Check your TEU Remaining Balance!

Step 4. Online Account Setup and Access

When you complete initial prerequisites for eTests implementation (Steps 1 – 3)

- Send an email to golive@casas.org and request CASAS to set up your online account.

CASAS will set up your online account with the following:

- TEU purchase record
- One eTests site
- Default testing session templates and sessions at the eTests site
- Default set of TE access groups for the DM to add and manage users

CASAS will send an email:

- In 2-3 business days, the MPOC and DM will receive an email from CASAS with access information.

Going Live! Checklist

☐ 5. **Connect** to your online account

☐ 6. **Add Sites**

☐ 7. **Add Users**

☐ 8. **Register** testing stations

☐ 9. **Replicate** testing sessions

☐ 10. **Conduct a trial run**

☐ 11. **Go live! and begin testing**

☐ 12. **Retrieve** results and **generate reports**

All steps are linked to pictorial instructions

CASAS TOPSpro Reports – Individual Skills Profile

Individual Skills Profile Summary
by Agency

06/05/2025
17:21:53

Agency:	4908 - Rolling Hills Adult School (RHAS)	Form Level:	B
Program:	Basic Skills (ABE)	Total Tests: 30	Total Students: 10

Most Recent	Assessment Forms	Students	Date Range	Mean Score	Mean Number of Items		
					Total	Correct	Attempted
Math	923M, 924M	9	08/29/2024 - 06/02/2025	179	36	17	35
Reading	923R	6	05/14/2025 - 06/02/2025	220	36	24	36

Reading Competencies	N	Correct
Consumer Economics	48	52 %
Community Resources	78	74 %
Health	24	66 %
Employment	66	74 %

College & Career Readiness Standards Reading Content Areas	CCR Anchor Standard	N	Correct
Vocabulary Understand academic words	4	54	66 %
Details Retell key details / Understand text features and structure / Compare details between texts	1, 5, 9	72	73 %
Main Idea Identify the main topic / Identify an author's purpose / Identify an author's point of view	2, 6	72	69 %
Inference Infer/Draw conclusions	1	18	50 %

Math Competencies	N	Correct
Consumer Economics	123	39 %
Community Resources	49	51 %
Employment	114	56 %
Pure Mathematics	38	50 %

College & Career Readiness Standards Math Content Areas	N	Correct
Number Sense and Operations Understand place value for whole numbers and decimals / Compute using the four operations / Perform operations with whole numbers, decimals, and fractions	117	41 %
Algebraic Thinking Apply properties of the four operations / Use a symbol to represent variables, and solve simple one-variable equations	54	53 %
Geometry and Measurement Solve perimeter and area problems / Measure with non-standard and metric units, and convert within a given measurement system / Solve measurement word problems, including with time and volumes	90	51 %
Data Analysis and Statistics Interpret simple data sets, bar graphs, line graphs, and histograms / Solve one- and two-step problems using bar graphs / Understand statistical variability concepts like center and spread	63	50 %

Reading GOALS 2 Tasks	N	Correct
Forms	18	66 %
Charts, tables, and graphs	24	66 %
Texts, emails, articles, and narratives	102	72 %
Signs, ads, and labels	72	63 %

Math GOALS 2 Tasks	N	Correct
Pure Mathematics	38	50 %
Charts, tables, and graphs	97	49 %
Word problems	95	50 %
Diagrams and measurement scales	94	43 %

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CASAS TOPSpro Reports – Student Competency Performance

Articulates specifics regarding the content standards that student needs to focus on.

Note:

- ❖ Number of items
- ❖ Percent correct
- ❖ Competency Area Description

Student Competency Area

Page 1 of 1
SCMA

Agency:	4908 - Rolling Hills Adult School (RHAS)	Level Scale:	CASAS STEPS Reading	
Site:	1 - 1	Form Level:	D	
Class:	N/A	Student:	Last name, First Name	12120811
Teacher:	N/A	Raw Score:	23 Scale Score: 220	
Form:	627R - Reading STEPS Level D			

Competency Performance Level D - 627R

	N	% Correct
Competency Areas		
1. Consumer Economics	9	56%
1.2 Apply principles of comparison shopping for goods & services		
1.5 Apply principles of budgeting and management of money		
2. Community Resources	6	50%
2.2 Understand how to locate and use transportation		
2.8 Interpret information about the educational system, from early childhood to post-secondary		
3. Health	3	67%
3.5 Understand basic principles of health maintenance		
4. Employment	12	67%
4.3 Understand work-related safety standards and procedures		
4.4 Understand concepts and materials related to job performance		
4.6 Communicate effectively in the workplace		
5. Government and Law	6	83%
5.6 Understand civic responsibilities and activities		

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eTests

- Require computers/mobile devices with internet access

- Locator and pretest are taken in a single testing event

- Students seamlessly placed into appropriate pretest

- eTests are automatically scored

- Student's next progress test is automatically assigned

- Reports are immediately available in TE

- Accessibility tools online

- Proctor in-person or remotely

Paper Tests

- Paper Tests must be secured in a locked cabinet

- Appraisal and pretests are two separate testing events

- Manual scoring in between appraisal and pretest

- Manual scoring requires Test Administration Manual

- Proctor has to manually determine next assigned test

- Student data and test results must be entered manually or scanned in TE to access reports

- Large print paper tests are additional purchase

CASAS Ongoing Support

CASAS Ongoing Support

We're here for you!

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CASAS Live! Office Hours

Tech Support

Help Desks

Training and Support

https://www.casas.org/training-and-support

But wait...
there's more!

Teacher Portal

eWORKs

Complimentary
Tech Support

If you have any questions or need assistance

techsupport@casas.org

1 (800) 255-1036, option 2

Office Hours with CASAS Staff

❑ Your Questions – Our Answers

❑ One-to-one or small group

❑ Select Fridays

❑ 11am Pacific/1pm Central

❑ Register: https://www.casas.org/training-and-support/casas-live-office-hours

We hope to see you at our next National News and Updates Webinar!

CASAS®
www.casas.org

Select Wednesdays

11 am Pacific/1 pm Central

https://tinyurl.com/CASAS-webinar

We are here for you!

- Summer Institute, casas-si@casas.org
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- Training – training@casas.org
- eTests Implementation – golive@casas.org
- Remote Testing – remotetesting@casas.org

CASAS Test Security Agreement

What does keeping a test "secure" mean?

- Secure all CASAS test materials, before and after any test administration.
- This includes but is not limited to computerized-testing versions of CASAS eTests, paper test booklets, CDs, answer sheets, and Test Administration Manuals (TAMs) with answer keys.
- No unauthorized personnel should be allowed access to CASAS eTests or to paper test booklets at any time, for any reason.
- Security procedures for computerized-testing and paper test booklets must be held to the same standard.

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- Remain in the testing room throughout an entire session.
- Seat examinees at least three to five feet apart.
- Do not allow anyone to talk or seek help for others during the testing event.
- Refrain from assisting examinees with test answers before or during the test.
- Do not review test questions with examinees after the testing event.
- Follow all specific testing procedures as stated in the appropriate Test Administration Manual(s).

Confidentiality of Tests and Test Items

CASAS

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No agency, school, or other entity may use any CASAS test or test item – published or unpublished – as a tool to prepare examinees for testing.

CASAS tests may never serve as practice tests in any capacity or for any purpose.

Test items may not be reviewed, discussed, or explained to anyone at any time.

CASAS requests agencies shred testing materials that have been marked in or torn. Shred old test booklets and destroy CDs. Retired series may not be used as practice tests or for instruction.

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- No test materials may be duplicated, photocopied, reproduced, or altered in any manner.

- Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials.

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- Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of testing materials.

- All testing personnel must sign the Test Security Policy agreeing to uphold the security policies of the agency, school, or testing entity.

My signature certifies that I have read the Test Security Policy, will follow all test administration directions as stated in the CASAS Test Administration Manual (TAM), and agree to abide by all test security procedures.

Getting a Certificate for Completing This Training

- IMPORTANT – You will need your unique CASAS website login and password.

- If you do not submit your Test Security Agreement, you will not be able to print a certificate for this session.

- You should report your completion of this training to your supervisor so that it can be noted in your employee record.

Follow these steps to access, complete, and submit your **Test Security Agreement** so that you can generate your Certificate!

1. Go to **http://training.casas.org/**
2. Click **In-Person Training Completion Portal**
3. Click **Minnesota (MN) Implementation Training**
4. Click the **Date** of your training **(11/13/2025)**
5. **Log in** OR Click on the Create a new account button and activate your account
6. Enter the **Training Passcode** – **9125**
7. Click the **Enroll Me** button
8. Click the **Test Security Agreement** link, SUBMIT
9. Click the **Get Your Certificate!** button

THANK YOU

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Jeff Galbavy – jgalbavy@isd622.org

What to Order for ESL Reading STEPS

Test Administration Manual (TAM) for Reading STEPS

- 1 per site

Appraisal Test Booklets

Levels A through E Test Booklets

- Order a **set of 5 or 10** that includes all 5 levels with 2 forms per level.

Answer Sheets

- TRUS019*

Appraisals and progress tests may be scanned into TOPSpro Enterprise (TE) or scored by hand.

Accommodations Materials for Test Takers with Visual Impairment/Blindness are available!

What to Order for ESL
Listening STEPS

Test Administration Manual (TAM) for Listening STEPS

- 1 per site

Appraisal Test CD (no booklet, Listening Only)

Levels A through E Test Booklets

- Order a **set of 25** that includes all 5 levels with 2 forms per level.
- Level A includes Tests Booklets and CDs.
- Level B through E include CDs only.

Answer Sheets

- TRUS019*

Appraisals and progress test Answer Sheets may be scanned into TOPSpro Enterprise (TE) or scored by hand.

Accommodations Materials for Test Takers with Visual Impairment/Blindness are available!

Questions?