CASAS Recertification Training

Scan to open a copy of the presentation slides!

Marty Olsen – martha.olsen@gmail.com

Training links - https://tinyurl.com/9bwdkvzw

Objectives

Review updated information regarding CASAS Assessments

Review best practices in administering these assessments

Review CASAS tools to assist in targeting instruction

Meet the ABE “every five years” test administration recertification requirement

Why Do We Administer Assessments?

- Obtain basic information about student's basic functioning life skills
- Establish the best class placements for the student
- Provide guidance for teacher as to each student's instructional needs
- Establish a baseline for post-testing students
- Post-tests provide teacher with valuable information regarding instructional effectiveness
- Accountability

Who Is Eligible to Administer Assessments?

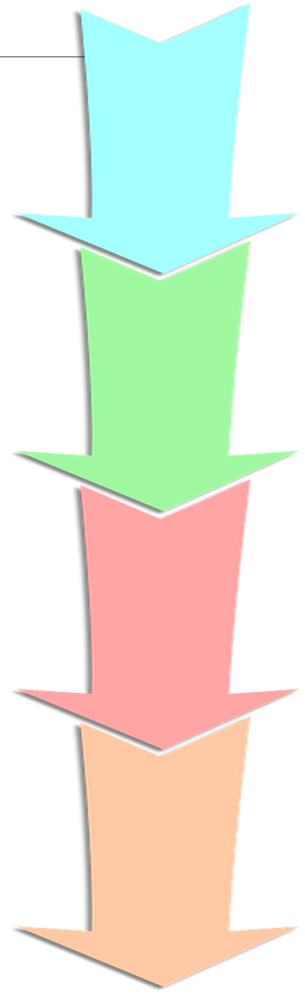
- Staff who have gone through a CASAS training with a certified trainer, or
- Staff who have completed the appropriate online modules created by CASAS and found on http://training.casas.org, and
- Staff who have completed their “every five years” recertification training

CASAS Assessments for English Language Learners

ESL Assessments		
	Reading	**Listening**
Life and Work	**Life and Work Reading – 80 series** **Beginning Literacy (Forms 27/28)** **Approved through June 30, 2024**	**Life and Work Listening – 980 series** **Approved through June 30, 2024**
STEPS CASAS	**New! Reading STEPS** **Approved through July 13, 2030!**	**New! Listening STEPS** **Approved through July 13, 2030!**

SLOW DOWN! Don’t place your test order yet!
Process for New Test Approval

1. Official approval published in Federal Register
2. Tests available for purchase and review
3. Test review and recommendation by SPARC
4. Test approval by MDE
5. MDE adds new tests to revised Assessment Policy
6. ~~U.S. Department of Education approves revised policy~~
7. Tests available in SiD
8. MDE notifies programs and staff they can start using tests



Who Should be Given a CASAS Life & Work Test?

- Only appropriate for learners for whom English is not their first language
- Only appropriate for ELLs who score under 236
- Once an English language learner scores 236+ on a CASAS Life & Work post-test, SiD will give them a level completion – they will be marked “Completed ESL”
- Those learners must be given a new Reading test, using either CASAS GOALS or TABE 11&12 as soon as possible. It will be impossible to record more than 12 additional hours without a new EFL (Educational Functioning Level).

Newly Approved STEPS Reading and Listening Series

Reading STEPS for ESL
https://www.casas.org/product-overviews/assessments/reading-steps

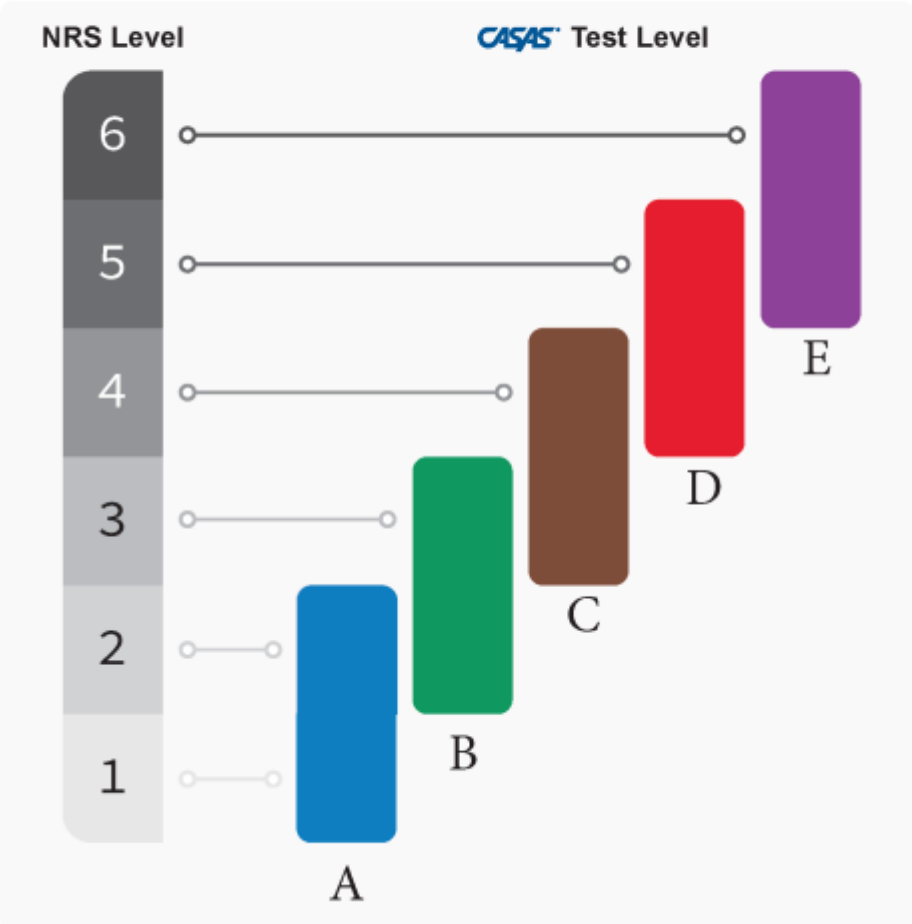
Listening STEPS for ESL
https://www.casas.org/product-overviews/assessments/listening-steps

- **STEPS – Student Test of English Progress and Success**
- Both Reading and Listening series have 5 levels, 2 forms per level
- Aligned to the ELP standards (English Language Proficiency standards)
- Increased focus on content standards together with competencies
- Similar item types as found in Reading GOALS
- The process of administering these tests will remain the same.

NRS Level Breakdown

NRS EFL	ESL Level	Reading STEPS Scale Score Ranges
1	Beginning ESL Literacy	183 and below
2	Low Beginning ESL	184 - 196
3	High Beginning ESL	197 - 206
4	Low Intermediate ESL	207 - 216
5	High Intermediate ESL	217 - 227
6	Advanced ESL (Completed Advanced ESL)	228 - 238 239+

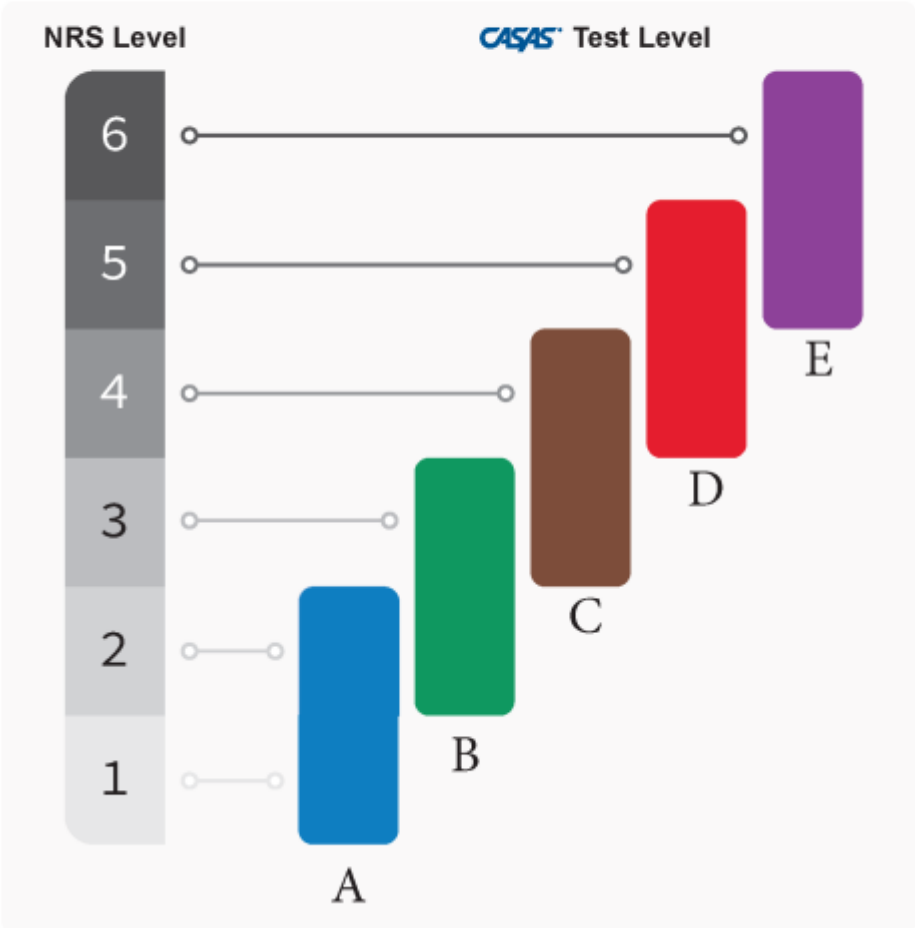
Test Level Breakdown



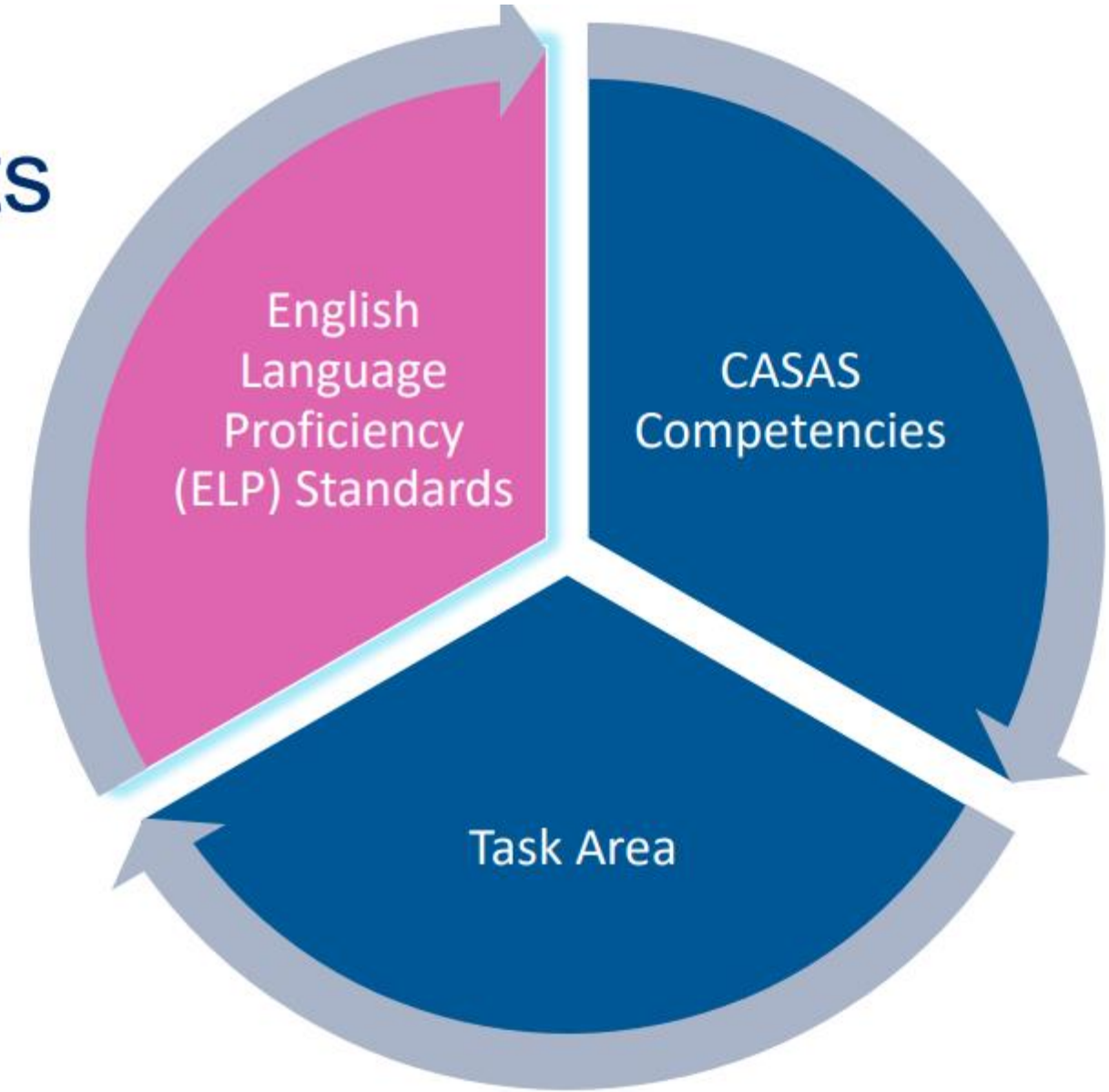
NRS Level Breakdown

NRS EFL	ESL Level	Listening STEPS Scale Score Ranges
1	Beginning ESL Literacy	181 and below
2	Low Beginning ESL	182 - 191
3	High Beginning ESL	192 – 201
4	Low Intermediate ESL	202 – 211
5	High Intermediate ESL	212 – 221
6	Advanced ESL (Completed Advanced ESL)	222 - 231 232+

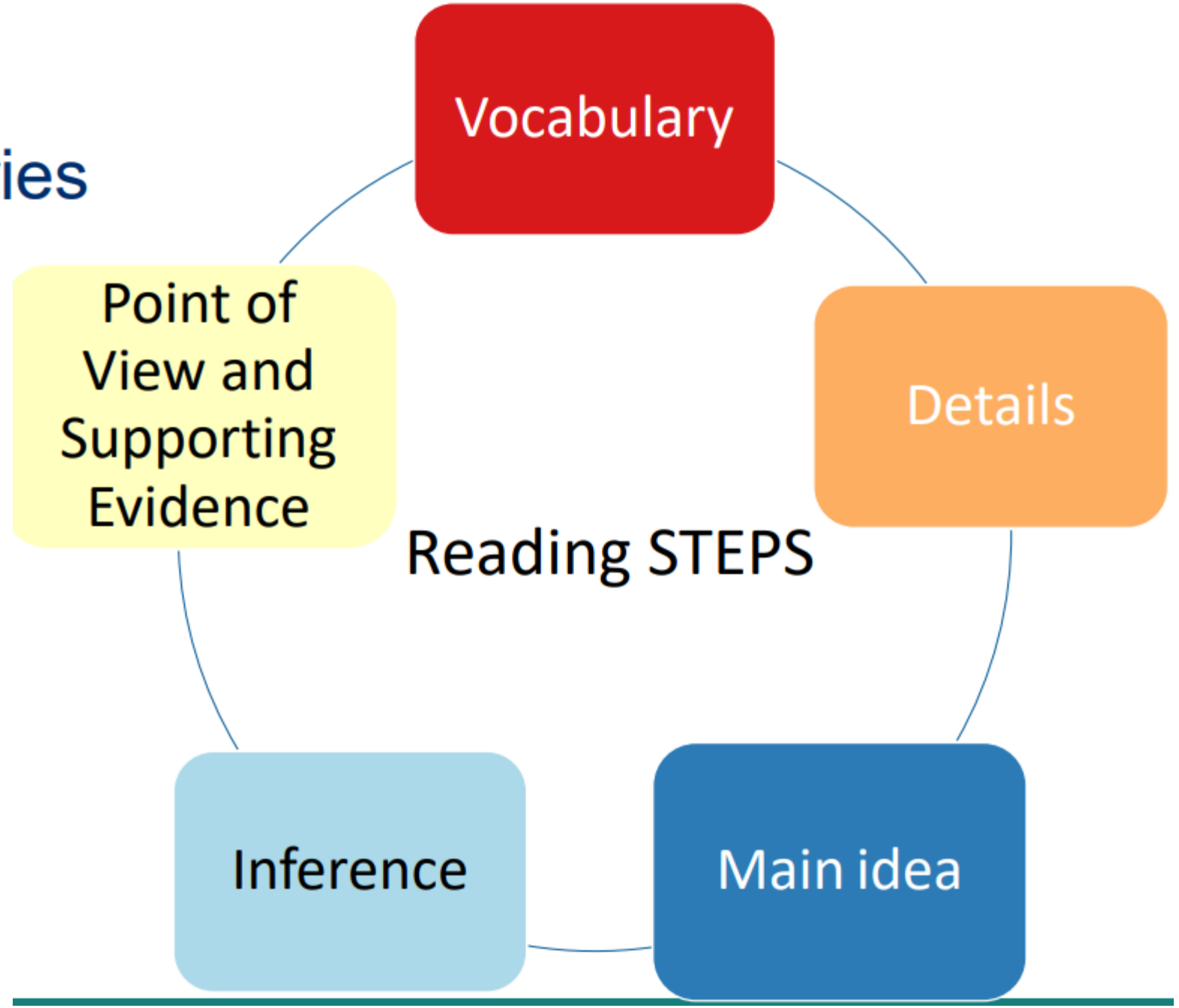
Test Level Breakdown



Item Alignments

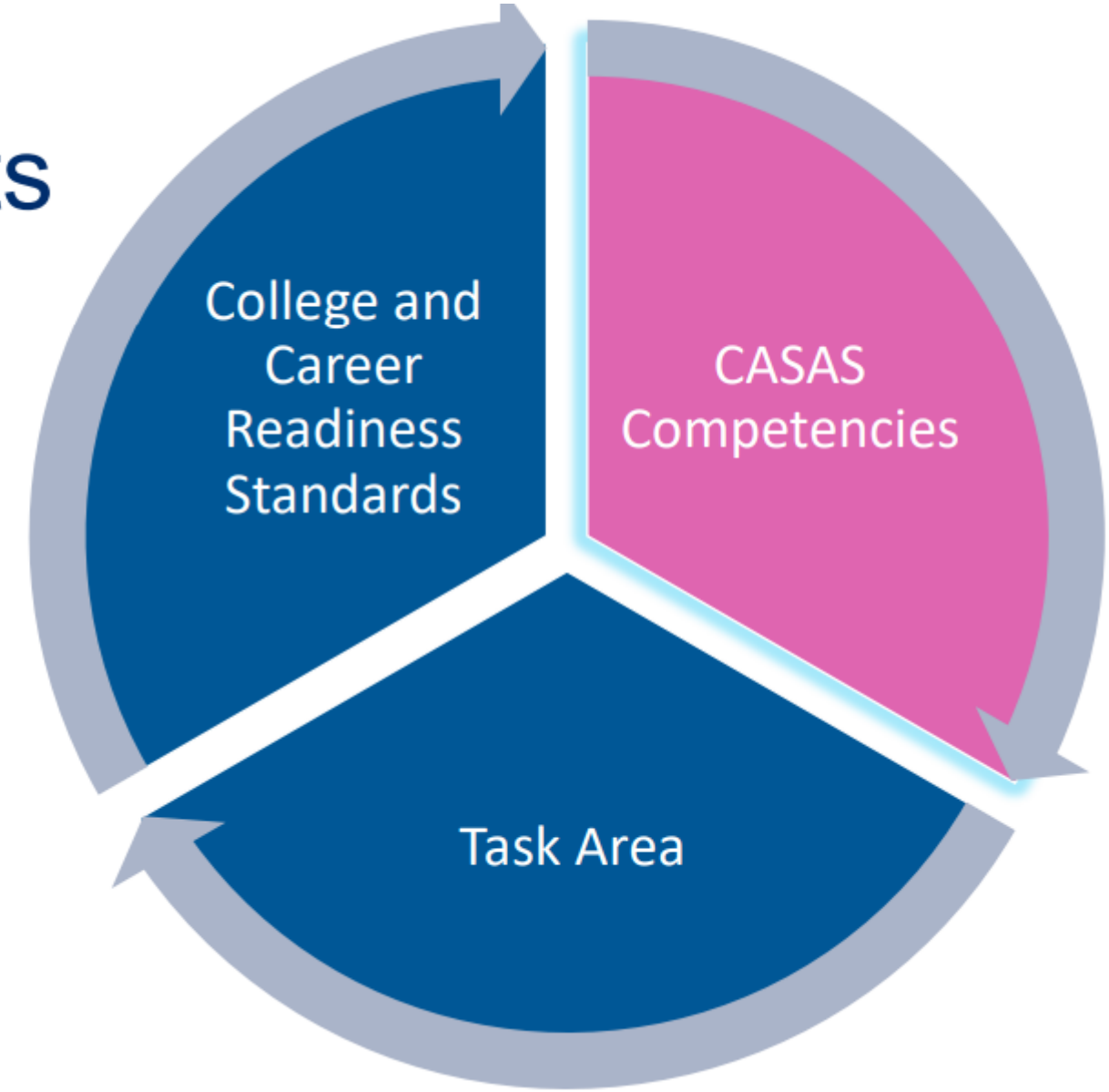


Reading STEPS Content Categories

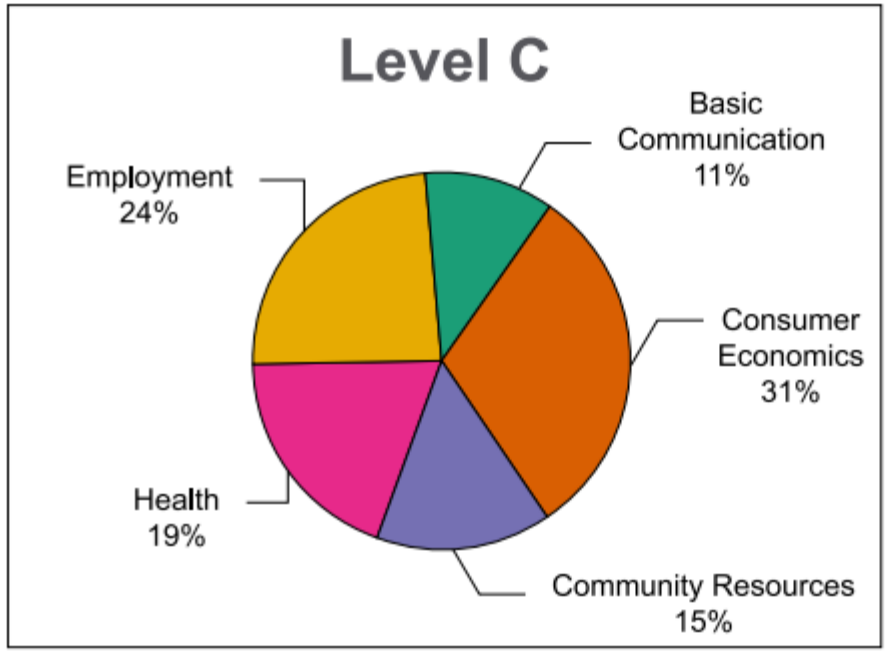


Listening STEPS Content Categories

Item Alignments



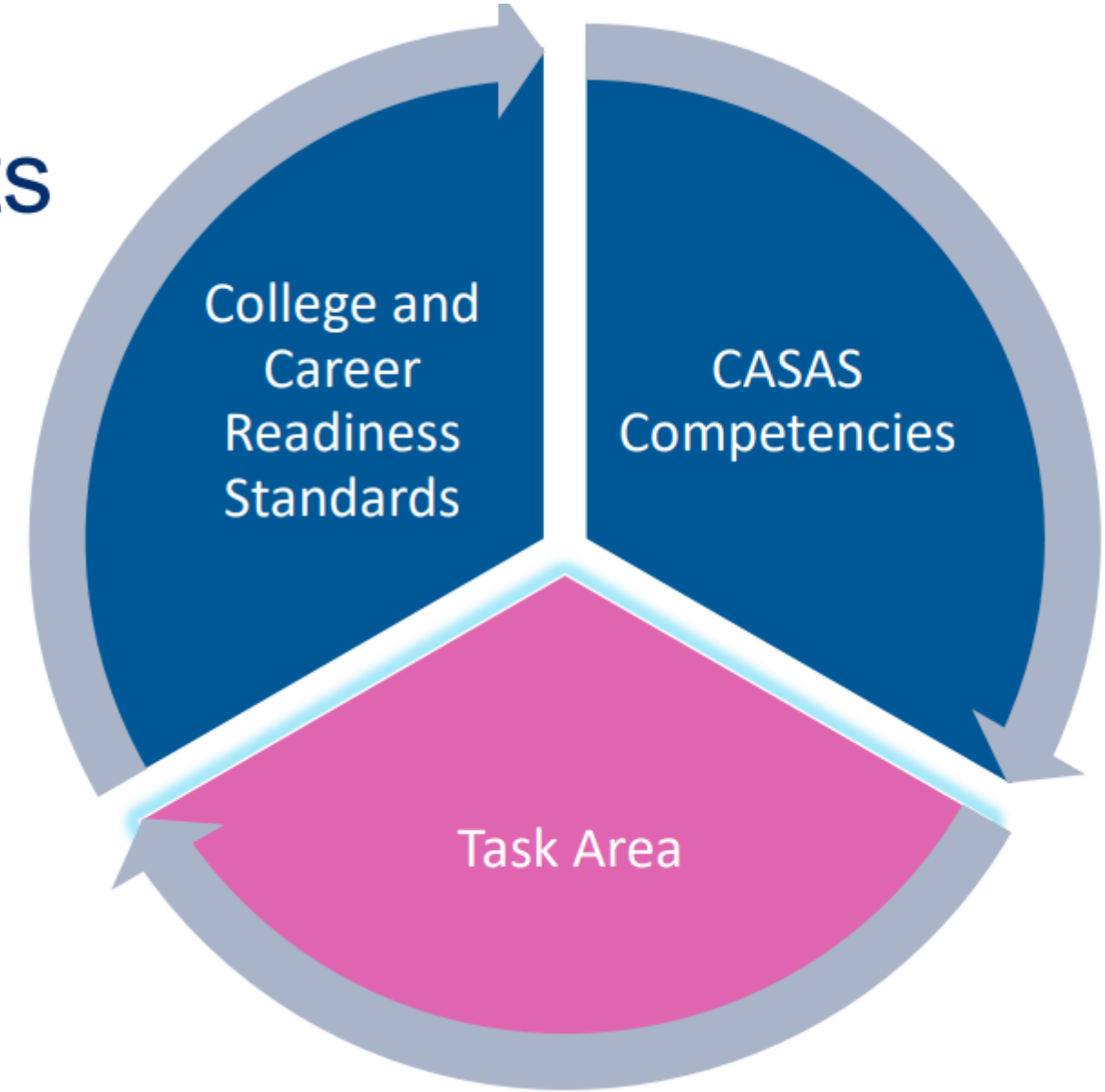
CASAS Competencies



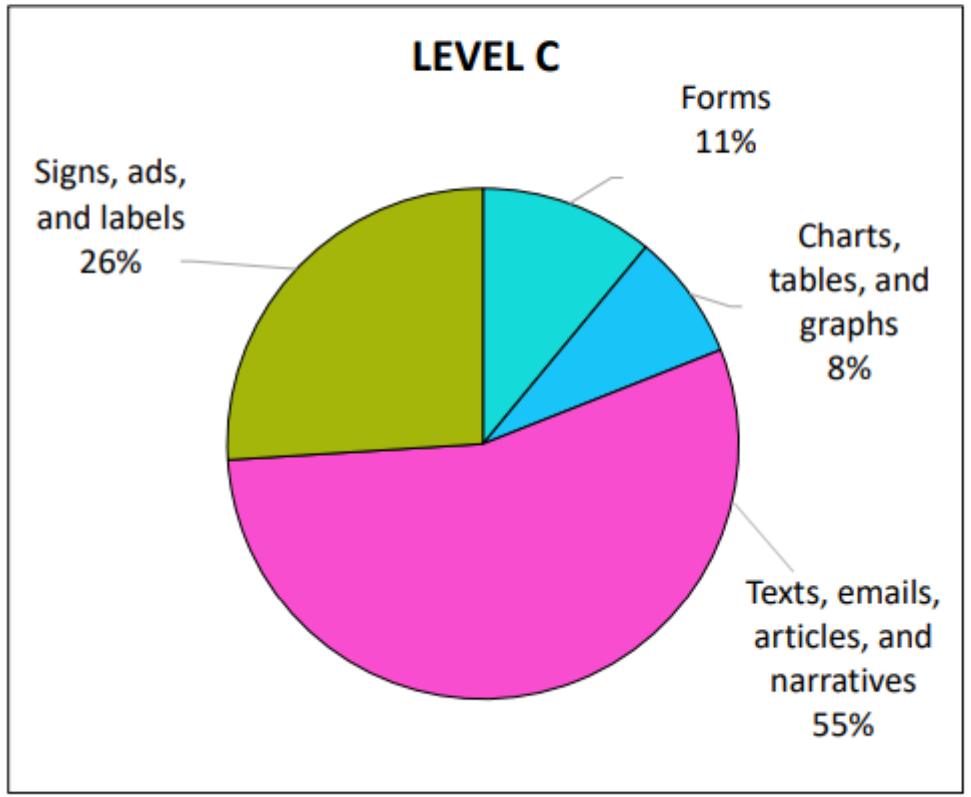
Reading STEPS

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	11%
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.3 Understand methods and procedures used to purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.9 Understand how to purchase and maintain an automobile and interpret driving regulations	31%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 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 3.2 Understand forms related to health care 3.3 Understand how to select and use medications 3.4 Understand basic safety measures and health risks 3.5 Understand basic principles of health maintenance	19%
4. Employment 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 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	24%

Item Alignments



Task Areas – Example from Reading STEPS Level C



Task Areas	% of test items
1. Forms	11%
2. Charts, table, and graphs	8%
3. Texts, emails, articles, and narratives	55%
4. Signs, ads, and labels	26%

Culturally Relevant and Responsive Test Items

- Reading emails
- Using a job search engine
- Troubleshooting Wi-fi connectivity
- Working remotely
- Interpreting Websites

Test Administration and Security

SAME PROCEDURES FOR ADMINISTERING TESTS

SAME TEST SECURITY GUIDELINES

PRECONFIGURED TESTING SESSIONS

NEW BOOKLETS FOR PAPER TESTERS

NRS Test Status for ABE Learners

ABE / ASE Assessments		
	Reading	**Math**
GOALS CASAS	**Reading GOALS** **Approved through February 2025**	**Math GOALS** **Approved through June 30, 2024**
GOALS 2 CASAS	*(In development)*	**New! Math GOALS 2** **Approved through July 13, 2030!**

CASAS Assessments for ABE

CASAS Reading GOALS – NRS-approved through February 5, 2025

- **G**reater **O**pportunities for **A**dult **L**earning **S**uccess
- Designed for learners for whom English is their first language, OR English language learners who have earned a 236 or higher on Life & Work

CASAS Math GOALS – NRS-approved through June 30, 2024

- As with Reading, this series is aligned with the College and Career Readiness Standards
- ELLs can be given this test if math skills are going to be addressed. The learner could have an ESL Reading EFL* and an ABE Math EFL*.

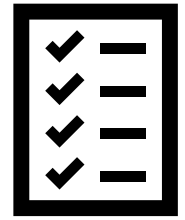
*** EFL – E**ducational **F**unctioning **L**evel

Newly Approved Math GOALS 2 series

Math GOALS 2 for ABE/ASE
https://www.casas.org/product-overviews/assessments/math-goals-2

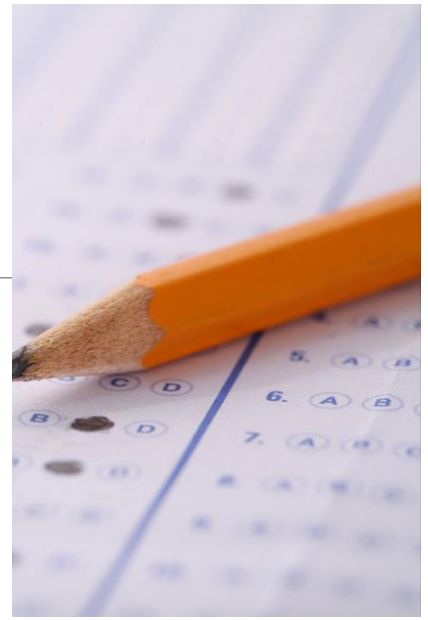
- 5 levels in the series (A to E), 2 forms per level
- Aligned to the College and Career Readiness (CCR) standards
- Similar content and item as in Math GOALS, expanded
- Administration protocol will remain the same and Math GOALS

About All CASAS Assessments



- Measure academic skills in the context of common life and work scenarios
- Group or individual administration – practical for large or small groups
- Sample test items for test preparation available at no cost on the CASAS website
- 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 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

Test Timing – Life & Work (ESL)

- Tests are not strictly timed – at the end of the official time, allow student a couple of minutes to complete item they are working on
- Form 80 Reading Appraisal – 25 minutes
- Form 80 Listening Appraisal – 30 minutes
- Life & Work Reading
  - Level A, B, C, and D – 60 minutes
- Life & Work Listening
  - Level A – 49 minutes
  - Level B – 52 minutes
  - Level C – 51 minutes

Test Timing – GOALS (ABE/ASE)

- Tests are not strictly timed – at the end of official time, allow student a couple of minutes to complete item they are working on
- GOALS Appraisal – 30 minutes
- Reading GOALS for ABE
  - Level A – 60 minutes
  - Levels B, C, and D – 75 minutes
- Math GOALS for ABE
  - Level A/B – 60 minutes
  - Level C/D – 75 minutes

CASAS Tests – Currently Approved for Reporting in Minnesota

Level	Life & Work Reading 80 Series (ESL only)	Life & Work Listening 980 Series (ESL only)	GOALS Reading 900 Series (ABE)	GOALS Math 900 Series (ALL)
Pre-Beginning	Forms 27/28			
A	Forms 81, 82, 81X, 82X	Forms 981, 982	Forms 901, 902	Forms 913, 914
B	Forms 83, 84	Forms 983, 984	Forms 903, 904	
C	Forms 185, 186 85, 86	Forms 985, 986	Forms 905, 906	Forms 917, 918
D	Forms 187, 188		Forms 907, 908	

Proctor Responsibilities
**Proctor Certification Online

****New training – CASAS Paper Test Proctor Certification – online at http://training.casas.org**

- ❑ Maintaining test security & student confidentiality at all times.
- ❑ Ensuring appropriate physical conditions & accommodations for testing.
- ❑ Making sure CASAS test booklets are managed appropriately.
- ❑ Following appropriate test administration procedures.
- ❑ Monitoring students & assisting with emergencies during testing.
- ❑ Understanding the policy on cheating.

Test Score Ranges

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.

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
Below Accurate Range	1	*
	2	*
	3	*
	4	*
	5	*
	6	*
	7	*
	8	*
	9	*
	10	*
Accurate Range	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
Conservative Estimate Range	34	238♦
	35	238♦
	36	238♦
	37	238♦
	38	238♦
	39	238♦
	40	238♦

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Reading GOALS Grade Level Equivalents

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

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

Math GOALS Grade Level Equivalents

https://www.casas.org/product-overviews/assessments/math-goals

NRS ABE/ASE Levels	NRS ABE/ASE EFLs for Mathematics	CASAS Math GOALS Score Ranges	Grade Level
1	Beginning ABE Literacy	193 and below	1
2	Beginning Basic Education	194 – 203	2
3	Low Intermediate	204 – 209 210 – 214	3 4
4	Middle Intermediate	215 – 220 221 – 225	5 6
5	High Intermediate	226 – 230 231 – 235	7 8
6	Adult Secondary Education	236 – 240 241 – 244 245 – 248 249 and above	9 10 11 12

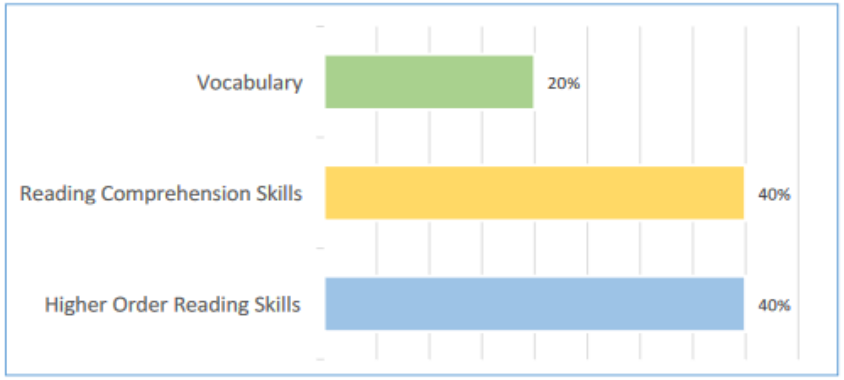
CASAS GOALS Reading Test Blueprint - LEVEL C/D

DOWNLOAD AT

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

GOALS CASAS

CASAS Reading GOALS Test Blueprint **Level C**



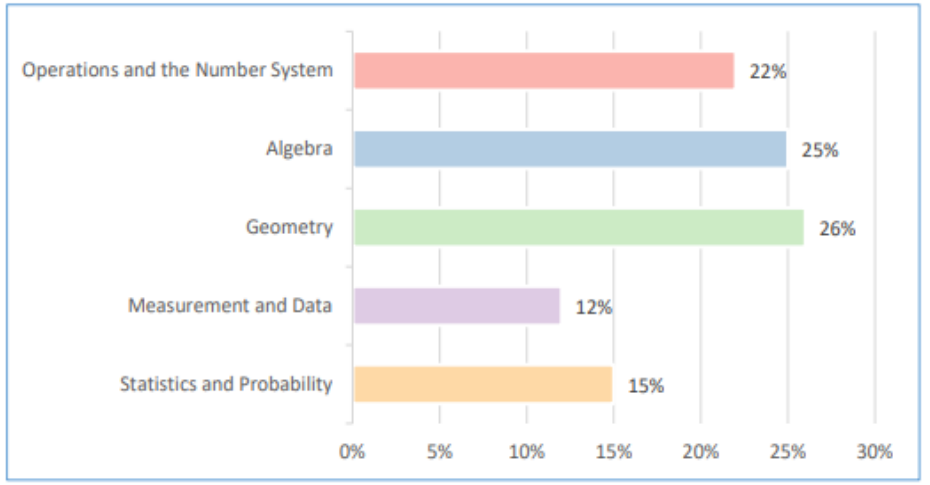
Vocabulary – 20%				
CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
CASAS Blueprint Category	**Coverage Percentage**	**CCR Standard**	**Depth of Knowledge Level (DOK)**	**CCRS Description**
Academic Vocabulary; Meaning from Context	100%	R4.C, D	1	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word on meaning and tone.

Reading Comprehension Skills – 40%				
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **CCR Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **CCR Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.				
CASAS Blueprint Category	**Coverage Percentage**	**CCR Standard**	**DOK**	**CCRS Description**
Locate Details	70%	R1.B, C	1	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Main Idea;		R2.C	1	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

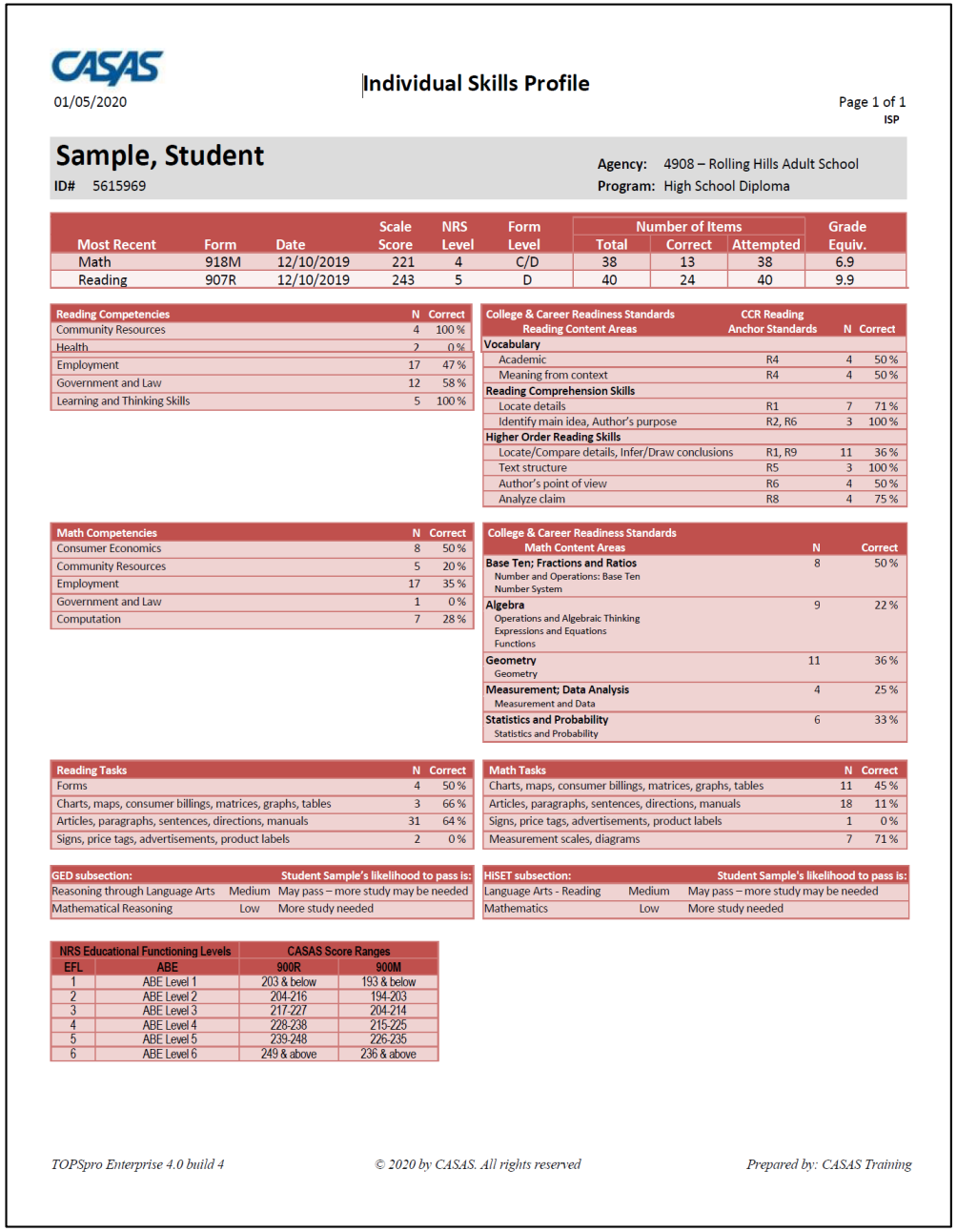
CASAS GOALS Math Test Blueprint - LEVEL C

DOWNLOAD AT
https://www.casas.org/product-overviews/assessments/math-goals

CASAS Math GOALS Test Blueprint — Level C/D



Operations and the Number System - 22%	
CASAS Blueprint Category	**CCRS Description**
Base Ten; Fractions and Ratios	Number and Operations: Base Ten – CCRS Level C • Use place value understanding and properties of operations to perform multi-digit arithmetic • Perform operations with multi-digit whole numbers and with decimals to the hundredths Number System – CCRS Level D • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world and mathematical problems
Algebra – 25%	
CASAS Blueprint Category	**CCRS Description**
	Operations and Algebraic Thinking – CCRS Level C • Generate and analyze patterns • Write and interpret numerical expressions



CASAS

01/05/2020

Individual Skills Profile

Page 1 of 1
ISP

Sample, Student
ID# 5615969

Agency: 4908 – Rolling Hills Adult School
Program: High School Diploma

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items Total	Number of Items Correct	Number of Items Attempted	Grade Equiv.
Math	918M	12/10/2019	221	4	C/D	38	13	38	6.9
Reading	907R	12/10/2019	243	5	D	40	24	40	9.9

Reading Competencies	N	Correct
Community Resources	4	100 %
Health	2	0 %
Employment	17	47 %
Government and Law	12	58 %
Learning and Thinking Skills	5	100 %

College & Career Readiness Standards Reading 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	71 %
Identify main idea, Author's purpose	R2, R6	3	100 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	36 %
Text structure	R5	3	100 %
Author's point of view	R6	4	50 %
Analyze claim	R8	4	75 %

Math Competencies	N	Correct
Consumer Economics	8	50 %
Community Resources	5	20 %
Employment	17	35 %
Government and Law	1	0 %
Computation	7	28 %

College & Career Readiness Standards Math Content Areas	N	Correct
Base Ten; Fractions and Ratios Number and Operations: Base Ten Number System	8	50 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions	9	22 %
Geometry Geometry	11	36 %
Measurement; Data Analysis Measurement and Data	4	25 %
Statistics and Probability Statistics and Probability	6	33 %

Reading Tasks	N	Correct
Forms	4	50 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	64 %
Signs, price tags, advertisements, product labels	2	0 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	11	45 %
Articles, paragraphs, sentences, directions, manuals	18	11 %
Signs, price tags, advertisements, product labels	1	0 %
Measurement scales, diagrams	7	71 %

GED subsection:		Student Sample's likelihood to pass is:
Reasoning through Language Arts	Medium	May pass – more study may be needed
Mathematical Reasoning	Low	More study needed

HiSET subsection:		Student Sample's likelihood to pass is:
Language Arts - Reading	Medium	May pass – more study may be needed
Mathematics	Low	More study needed

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ABE	900R	900M
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 4

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Individual Skills Profile

The **Individual Skills Profile (ISP)** shows student performance in several areas. It lists the **tests taken**, **form numbers**, **scale scores**, **NRS levels**, and **grade level equivalents** (optional).

The report displays the CASAS Competency areas on the left side. On the right side, the report shows content standards results. The report also indicates student performance in the CASAS Task Areas.

A **High School Equivalency (HSE) Predictor** would display automatically if the student achieved an appropriate score to indicate the likelihood of passing an HSE test.

Available in both TE Basic and Enhanced Packages.

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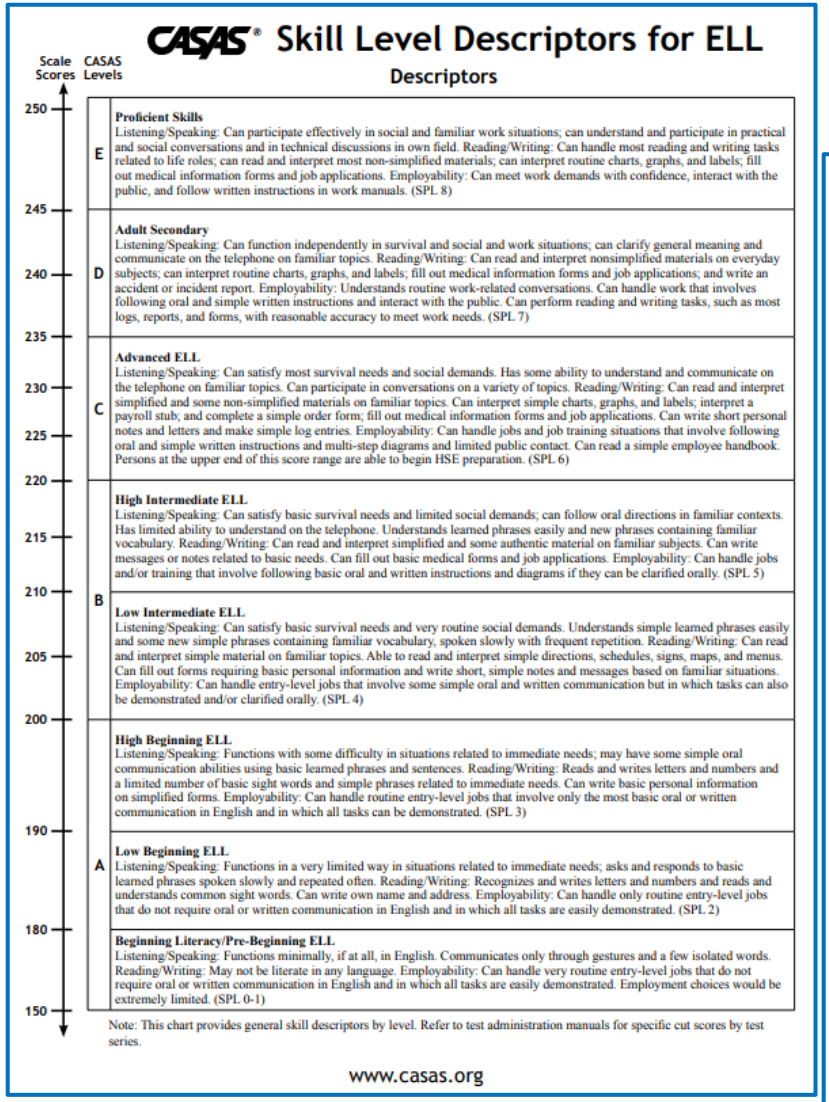
Skill Level Descriptors

https://www.casas.org/product-overviews/curriculum-management-instruction/casas-scale-skill-levels-and-descriptors



CASAS® Skill Level Descriptors for ELL

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

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

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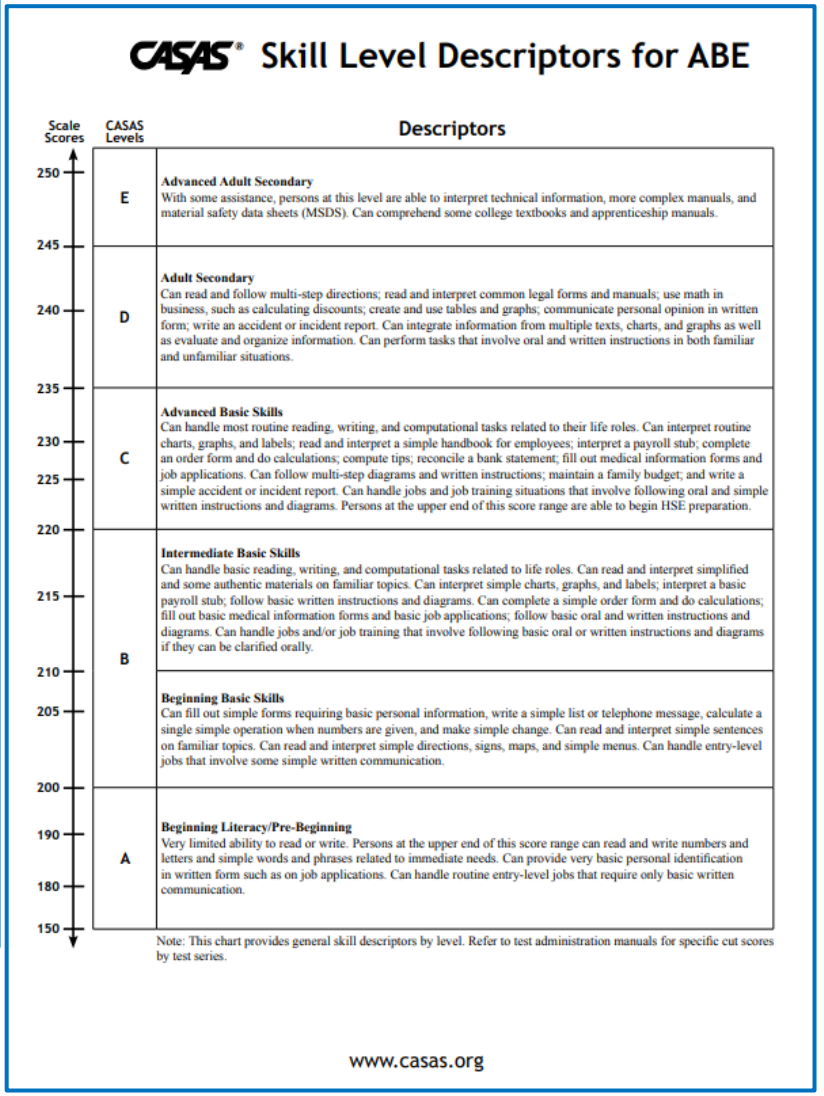

CASAS® Skill Level Descriptors for ABE

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

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

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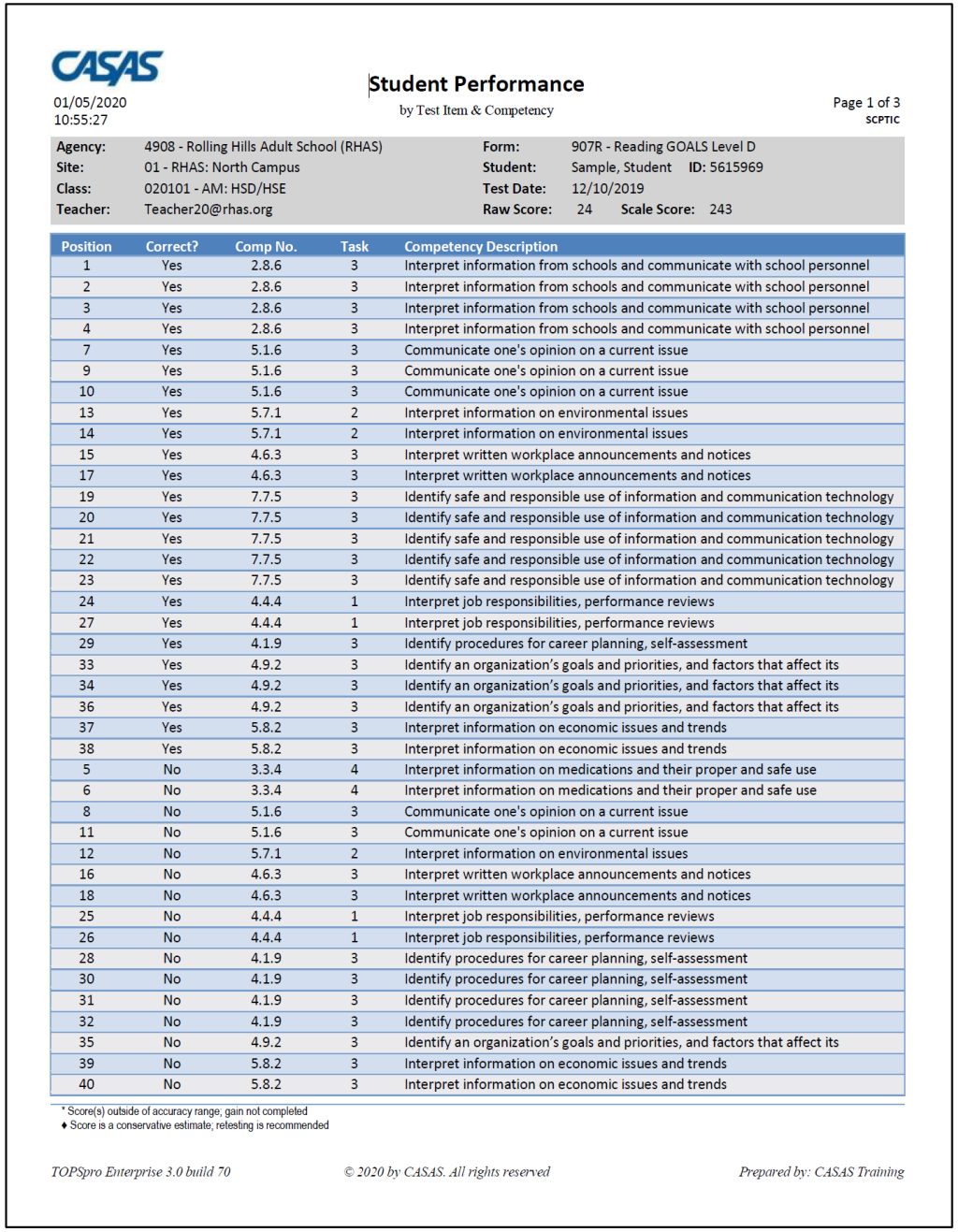

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Student Performance
by Test Item & Competency

Page 1 of 3
SCPTIC

Agency:	4908 - Rolling Hills Adult School (RHAS)	**Form:**	907R - Reading GOALS Level D
Site:	01 - RHAS: North Campus	**Student:**	Sample, Student **ID:** 5615969
Class:	020101 - AM: HSD/HSE	**Test Date:**	12/10/2019
Teacher:	Teacher20@rhas.org	**Raw Score:**	24 **Scale Score:** 243

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
2	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
3	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
4	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
7	Yes	5.1.6	3	Communicate one's opinion on a current issue
9	Yes	5.1.6	3	Communicate one's opinion on a current issue
10	Yes	5.1.6	3	Communicate one's opinion on a current issue
13	Yes	5.7.1	2	Interpret information on environmental issues
14	Yes	5.7.1	2	Interpret information on environmental issues
15	Yes	4.6.3	3	Interpret written workplace announcements and notices
17	Yes	4.6.3	3	Interpret written workplace announcements and notices
19	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
20	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
21	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
22	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
23	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
24	Yes	4.4.4	1	Interpret job responsibilities, performance reviews
27	Yes	4.4.4	1	Interpret job responsibilities, performance reviews
29	Yes	4.1.9	3	Identify procedures for career planning, self-assessment
33	Yes	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
34	Yes	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
36	Yes	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
37	Yes	5.8.2	3	Interpret information on economic issues and trends
38	Yes	5.8.2	3	Interpret information on economic issues and trends
5	No	3.3.4	4	Interpret information on medications and their proper and safe use
6	No	3.3.4	4	Interpret information on medications and their proper and safe use
8	No	5.1.6	3	Communicate one's opinion on a current issue
11	No	5.1.6	3	Communicate one's opinion on a current issue
12	No	5.7.1	2	Interpret information on environmental issues
16	No	4.6.3	3	Interpret written workplace announcements and notices
18	No	4.6.3	3	Interpret written workplace announcements and notices
25	No	4.4.4	1	Interpret job responsibilities, performance reviews
26	No	4.4.4	1	Interpret job responsibilities, performance reviews
28	No	4.1.9	3	Identify procedures for career planning, self-assessment
30	No	4.1.9	3	Identify procedures for career planning, self-assessment
31	No	4.1.9	3	Identify procedures for career planning, self-assessment
32	No	4.1.9	3	Identify procedures for career planning, self-assessment
35	No	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
39	No	5.8.2	3	Interpret information on economic issues and trends
40	No	5.8.2	3	Interpret information on economic issues and trends

* Score(s) outside of accuracy range; gain not completed
♦ Score is a conservative estimate; retesting is recommended

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Student Competency Performance

The **Student Competency Performance (SCP)** report shows how a student responded to the competencies measured on a test form. This report displays the **competency number** and **description** for each test item and whether the student correctly answered the item.

Available in both Basic and TE Enhanced packages

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CASAS

Class Performance

by Test Item & Competency

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SCPSTIC3

Agency:	4908 - Rolling Hills Adult School (RHAS)	**Teacher:**	Teacher20@rhas.org
Site:	01 - RHAS: North Campus	**Form:**	903R - Reading GOALS Level B
Class:	020101 - AM: HSD/HSE	**Total Tests:** 2	**Total Students:** 2

Position	Correct?	Comp No.	Task	Competency Description
10	0 %	1.3.3	3	Identify, use methods to buy goods, services, make returns
11	0 %	1.7.2	4	Interpret clothing care labels
19	0 %	4.1.4	4	Identify, use info. about training opportunities
24	0 %	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
33	0 %	1.3.2	1	Interpret credit apps./recognize how to use, maintain credit
35	0 %	4.3.2	4	Interpret work safety manuals and related publications
36	0 %	4.1.9	3	Identify procedures for career planning, self-assessment
38	0 %	4.1.9	3	Identify procedures for career planning, self-assessment
3	50 %	2.8.6	3	Interpret information from schools and communicate with school personnel
5	50 %	2.8.6	3	Interpret information from schools and communicate with school personnel
7	50 %	4.2.5	3	Interpret information about employee benefits
8	50 %	4.2.5	3	Interpret information about employee benefits
9	50 %	1.3.3	3	Identify, use methods to buy goods, services, make returns
12	50 %	4.1.3	4	Identify, use information in job descriptions, ads
14	50 %	3.4.1	3	Interpret product label directions and safety warnings
15	50 %	3.4.1	2	Interpret product label directions and safety warnings
16	50 %	1.9.5	4	Interpret information related to selecting, purchasing a car
17	50 %	1.9.5	4	Interpret information related to selecting, purchasing a car
20	50 %	4.1.4	4	Identify, use info. about training opportunities
21	50 %	4.1.4	4	Identify, use info. about training opportunities
25	50 %	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
31	50 %	1.3.2	1	Interpret credit apps./recognize how to use, maintain credit
34	50 %	4.3.2	4	Interpret work safety manuals and related publications
37	50 %	4.1.9	3	Identify procedures for career planning, self-assessment
39	50 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
40	50 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
1	100 %	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
2	100 %	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
4	100 %	2.8.6	3	Interpret information from schools and communicate with school personnel
6	100 %	2.8.6	3	Interpret information from schools and communicate with school personnel
13	100 %	4.1.3	4	Identify, use information in job descriptions, ads
18	100 %	1.9.5	4	Interpret information related to selecting, purchasing a car
22	100 %	1.3.6	4	Use coin-operated machines
23	100 %	1.3.6	4	Use coin-operated machines
26	100 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
27	100 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
28	100 %	2.8.3	1	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
29	100 %	2.8.3	1	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
30	100 %	2.8.3	1	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
32	100 %	1.3.2	1	Interpret credit apps./recognize how to use, maintain credit

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

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TOPSpro® enterprise

Competency Performance Summary

The **Competency Performance Summary** summarizes how a **class** performed on a given test. With this report, teachers can see the percentage of students who correctly answered each item or competency. Teachers use this report as a lesson planning tool to focus on the needs of the entire class.

Available only in TE Enhanced package.

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QuickSearch Online

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

QuickSearch®

A free online database

A database of instructional material titles

QuickSearch helps to:

- Target instruction
- Develop curriculum
- Enhance existing curriculum

Search for material by:

- CASAS assessments
- Competencies and Content Standards
- Program, Level, and Skill
- Publishers
- Tests

Sample Test Items

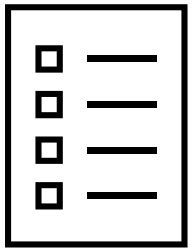
Reading GOALS
Math GOALS
Life and Work Reading
Life and Work Listening
Government and History for Citizenship
Work Readiness Checklists
Rating Sample

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



Post-Testing – What Do I Need to Know?

- ✓ **Only after 40 or more hours of instruction. (CASAS recommends 70 to 100 hours for more gains.)**
- ✓ **Use the <u>Next Assigned Test chart</u> found in the Test Administration Manual (TAM) to determine the appropriate post-test.**
  - Paired tests must always be in the same modality.
  - You must always give a different form than the previous test administered (even if it's been years).
- ✓ **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

Life and Work Reading Series

Level B – Form 83R & 84R

FORM 83R		
Raw Score	Scale Score	NAT
1	•	Level A Form 81R
2	•	
3	•	
4	186	Level AX Form 81RX
5	189	
6	191	
7	194	
8	195	
9	197	
10	199	Level B Form 84R
11	200	
12	202	
13	203	
14	205	
15	206	
16	208	
17	209	
18	210	
19	212	
20	213	
21	215	
22	216	
23	218	
24	220	Level C** Form 85R or 185R
25	222	
26	224	
27	226	
28	229	
29	230♦	
30	231♦	
31	232♦	
32	234♦	

FORM 84R		
Raw Score	Scale Score	NAT
1	•	Level A Form 82R
2	•	
3	•	
4	186	Level AX Form 82RX
5	189	
6	191	
7	193	
8	195	
9	197	
10	199	Level B Form 83R
11	200	
12	202	
13	203	
14	205	
15	206	
16	208	
17	209	
18	210	
19	212	
20	213	
21	215	
22	216	
23	218	
24	220	Level C** Form 85R or 185R
25	222	
26	224	
27	226	
28	229	
29	230♦	
30	231♦	
31	232♦	
32	234♦	

DEPARTMENT OF EDUCATION

Minnesota Adult Education Performance Targets (2022-24)

Posted: July 18, 2022

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 2020	MN Outcomes reported in 2021	Target for 2022-23	Target for 2023-24
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	36.88%	23.01%	27.5%	28%
Employment Rate (Q2): Periods of Participation (POPs) that are employed 6 months after exiting Adult Education	37.73%	34.25%	34.3%	35%
Employment Rate (Q4): Periods of Participation (POPs) that are employed 12 months after exiting Adult Education	36.46%	35.26%	35.4%	36%
Median Earnings: Median Quarterly Earnings for Periods of Participation (POPs) that are employed	$6,070	$6,188	$6,190	$6,200
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	13.41%	19.03%	19.3%	20%

Term	Definition
Participants	Enrollees that attend 12+ countable contact and proxy hours from July-June
Periods of Participation (POPs)	Number of times an enrollee attends 12+ countable contact and proxy hours from July-June without an exit
Exit	A 90+ day gap in service where a student does not have any contact or proxy hours in any Adult Education program in the state

Accessibility Performance Targets

http://mnabe.org/accountability-reporting/performance-targets-results

Purchase CASAS Paper Tests – Reading GOALS

Item	Price Each
Reading GOALS TAM (one for each testing site)	$45.00
Appraisal Test Booklets (set of 25)	$110.00
Forms 901R – 908R Test Booklets (set of 25 for each of 8 forms)	$110.00 X 8
Forms 901R-908R (set of 5 each)	$210.00
Forms 901R-908R (set of 10 each)	$375.00
General Purpose Answer Sheets (set of 100)	$75.00

CASAS eTest Software options

TE Basic Package

Supports student-level implementation

Basic Web-test Units (WTUs)

Quantity	Code	Price each
100 - 500	WTU-0001	$3.50
501-1000		$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	TEU-0001	$3.80
501-1000		$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!

Testing Transitions Scenario #1

Student A, an English language learner, registered for your program on May 1st. They were given a CASAS Reading Life & Work, Level C, and scored 228 (Advanced ELL). They attended for 26 hours in May and June.

The student returned in September and after 15 additional hours of instruction, the student is given a CASAS Reading GOALS, Level C, and scores 236 (Adult Secondary).

1. **Is this a level gain?**
2. **How could this student show a level gain?**

Answers:

1. **This is not a level gain because it was two different test series.**
2. **Since the learner is an English language learner, the appropriate post-test would be a CASAS Life & Work, level D. If the learner scored 236 on that test, they would earn a level completion.**

Testing Transitions Scenario #2

A student is given a Life & Work posttest in November and scores 236, earning them a level completion. They continue to attend class.

Later in November, as you are entering hours, you get an error message that indicates that you can't enter any additional hours for this student.

Q: What happened? And how can this be avoided?

Answer: Even though the student achieved a level completion the new level they entered was low adult secondary, based on the Life & Work series, which, as of July 1, 2019, is no longer approved for ABE learners. Therefore, they no longer have a valid Educational Functioning Level. Only 12 hours of attendance can be entered.

To avoid this, when an ESL student completes level 6, you should immediately administer a CASAS GOALS appraisal and pretest – no need to wait 40 hours.

Important Consideration – Level Gains

Consider your program's level gains!

- **Make sure all Advanced ESL students pretested in the Life & Work series have the opportunity to posttest in the Life & Work series.**
- **Advanced ESL students can continue to test in Life & Work until a score of 236 has been achieved. (This will give them a "Completed ESL" level gain.)**
- **Check SiD to ensure that all students have and Educational Functioning Level in FY 2024. If they don't they may have a pretest that is too old (prior to July 1, 2022), or they may have "Completed ESL" and need to be tested immediately with CASAS GOALS.**

Testing Decisions

What test series would you start with for the following students? Life & Work or GOALS? What additional information do you need to make the decision?

CONSIDER: Time in U.S.; First language literacy level; Education in home country

---

Estela arrived in the U.S. from Nicaragua 5 weeks ago.

Sandra was born in Minnesota, attended through grade 11 there, and needs a GED.

Solomon was born in Ethiopia, attended high school in the U.S., and wants a GED.

Fernando was born in California, attended school in San Diego, and dropped out of high school at age 17.

Thelma came to the U.S. at age 15. She attended school until age 17, and now would like to work on a GED in Spanish.

Martin has been in the U.S. for 20 years, but has only a 3rd grade education.

Questions?

Scan to open a copy of the presentation slides!

Email Marty Olsen – martha.olsen@gmail.com

All links in this presentation can be found at https://www.mnabeassessment.com/presentations