

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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- You, the participant, will need to follow the instructions at the end of this session to confirm your participation in this training.
- **IMPORTANT** – You will need your unique CASAS website login and password to verify your attendance at today's training. (Create an account at www.casas.org >>click "Create Account").
- **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

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

Getting to Know You Poll



- How long have you been working in ABE?
- Role at your agency (Administrator, Teacher, Support Staff, Data/Intake)
- eTests, paper tests, or both
- Testing environment – *Do teachers administer CASAS tests?*

About CASAS



- **Comprehensive Addult Student Assessment Systems**

- **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](#)

What makes CASAS different?

- CASAS offers a fully integrated assessment and data management system.
- Measure academic skills in the context of contemporary themes and adult situations
- Outstanding technical support.
- On-demand, complimentary training.
- Responsive customer service.
- Online test units **never expire** and are not test series specific.



Paper-based Assessment



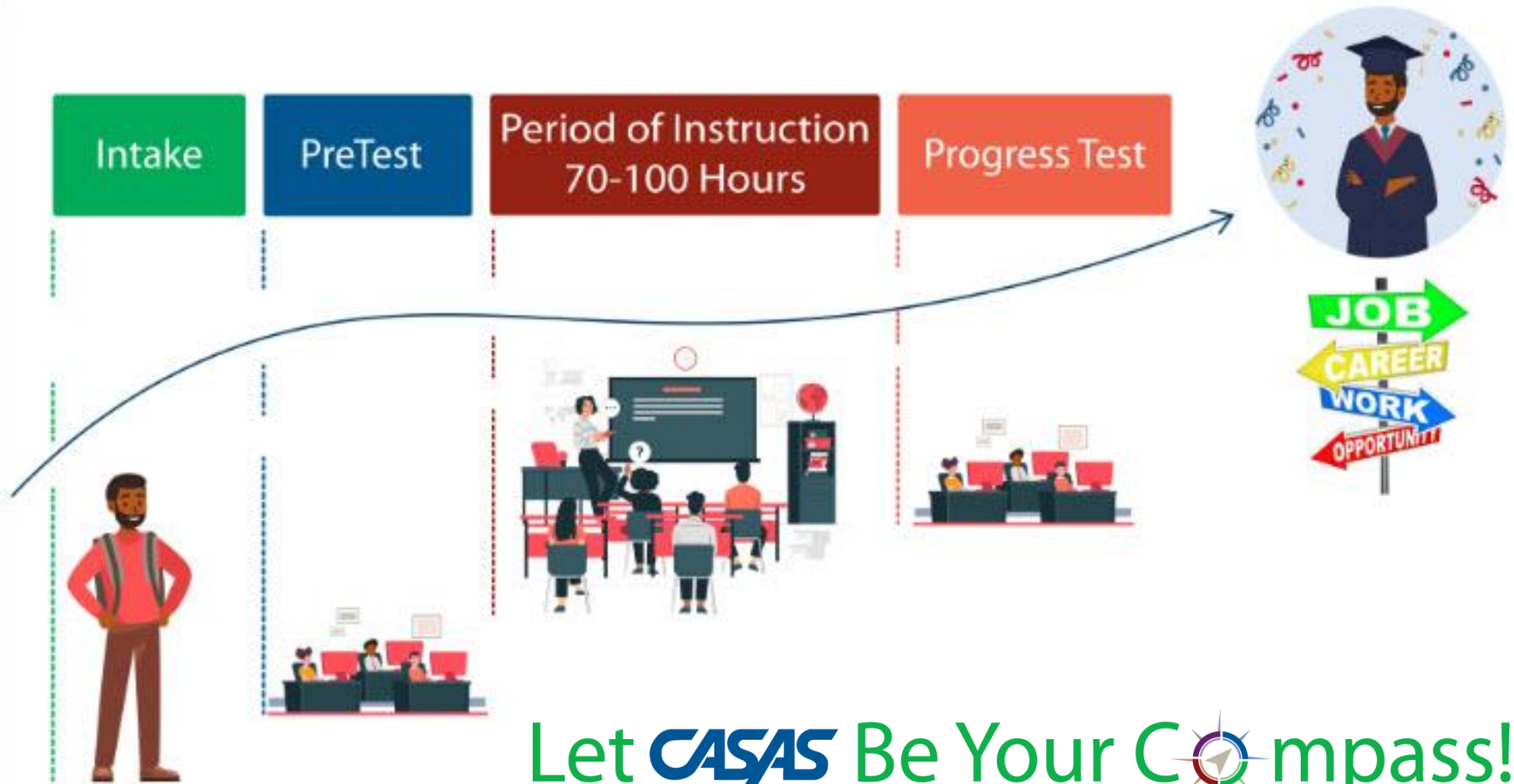
Computer-based Assessment



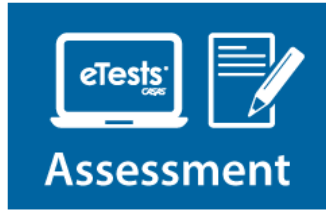
Data and Accountability Software



The Student Journey Begins

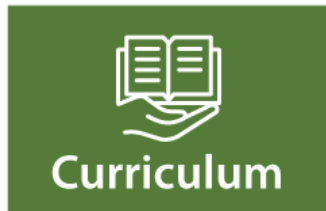


Let **CASAS** Be Your **Compass!**



- **Assess Basic Skills**

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



- **Link curriculum and assessment**

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



- **Identify Instructional Materials**

Educators use CASAS test results to identify materials that target learning needs using QuickSearch or aligned curriculum.



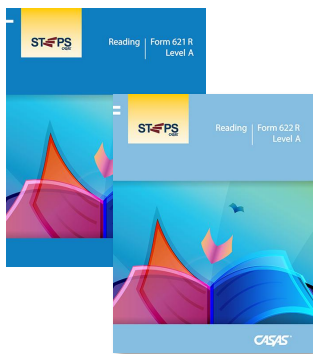
- **Track Student Progress**

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

All CASAS tests have the same color scheme.

- There are two alternate forms at each level (e.g., Reading GOALS 2 Forms 925 and 926 are both at Level C).
- Both tests at each level have the same level of difficulty (e.g., Reading GOALS 2 Form 926 is ***not*** a higher-level test than 925).

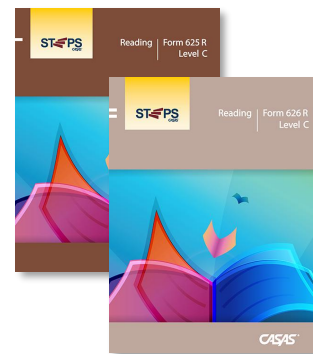
Level A – Blue



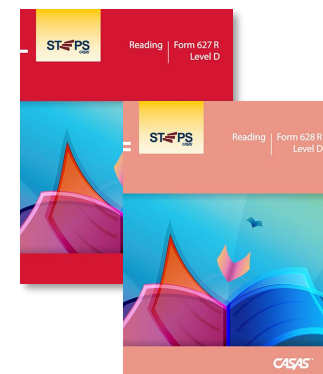
Level B – Green



Level C – Brown



Level D – Red



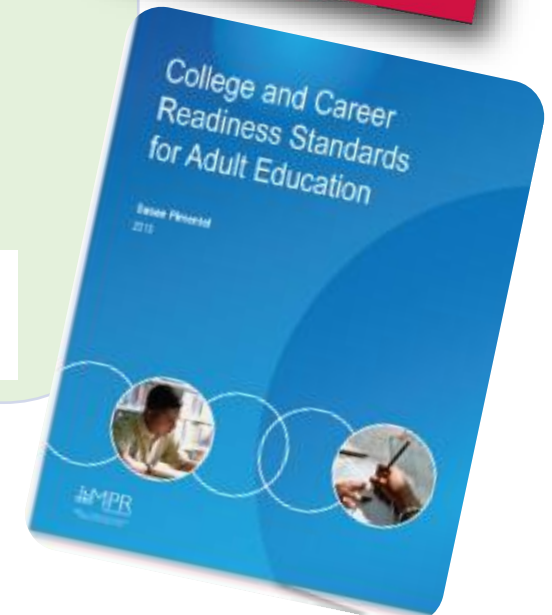
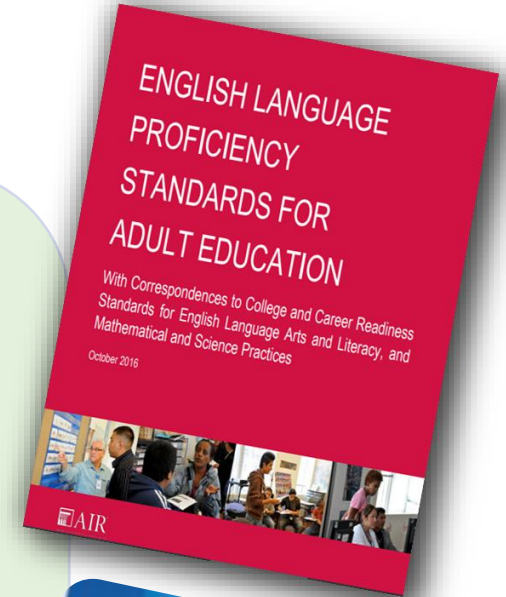
Level E - Purple





Aligned to
ELP and
CCR
Standards
and NRS
EFLs

- Academic focus
- Meet the demands of the changing workforce
- Relevant questions designed for adults

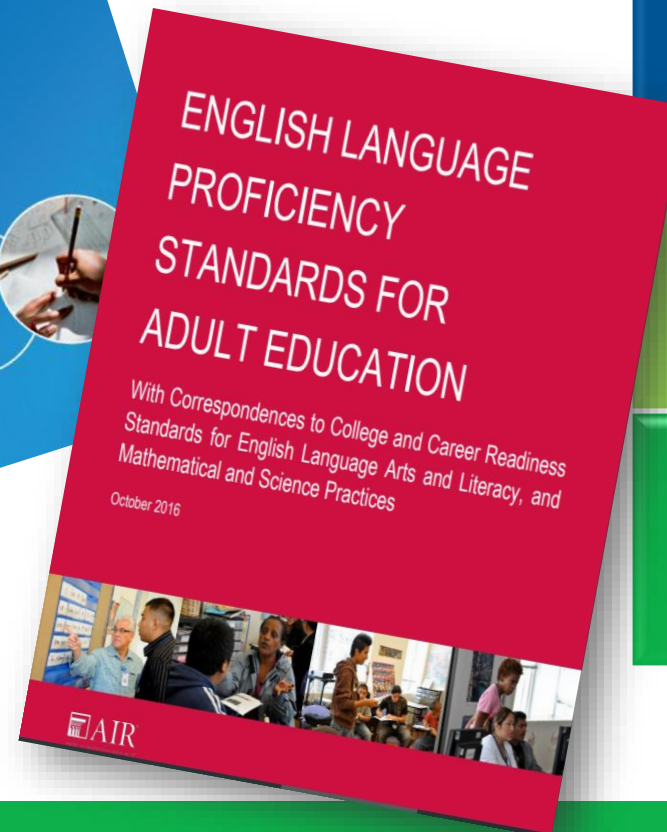
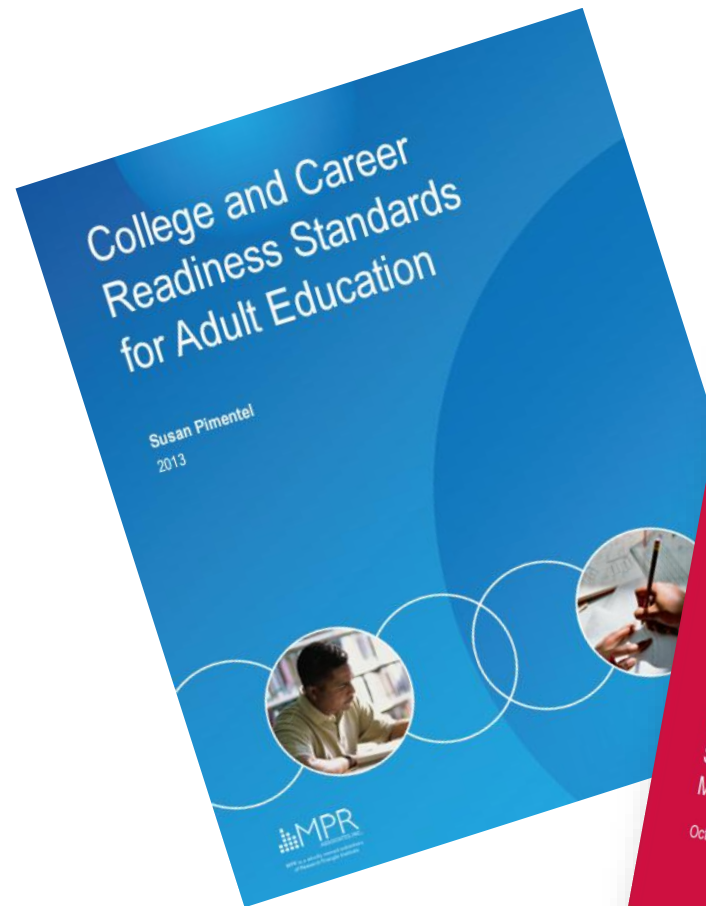


What's measured in a CASAS test?

STANDARDS

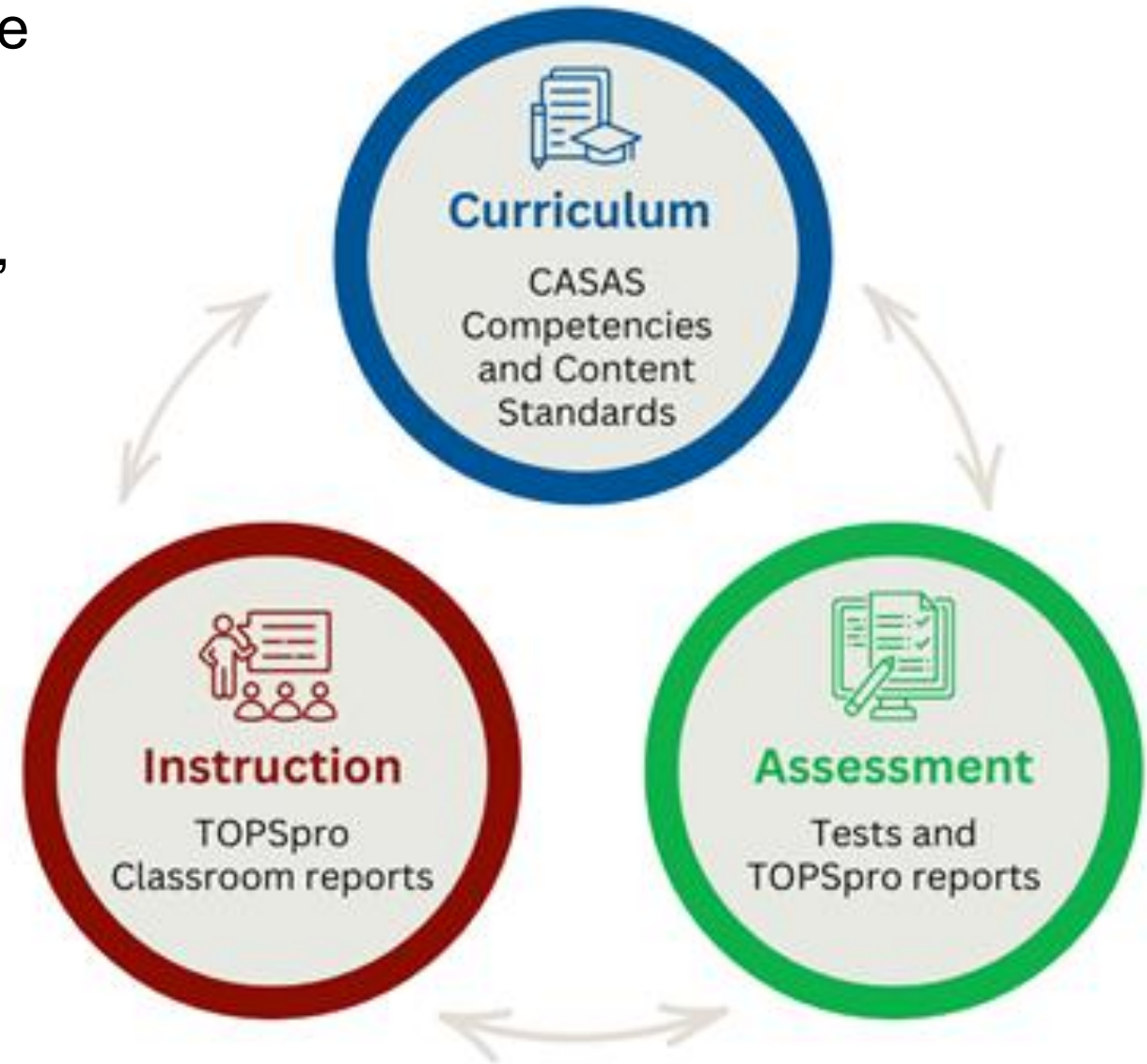
**CASAS
COMPETENCIES**

TASK AREAS



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

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



Approved Tests





Reading STEPS

NRS-approved through

2030

- 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

Listening STEPS

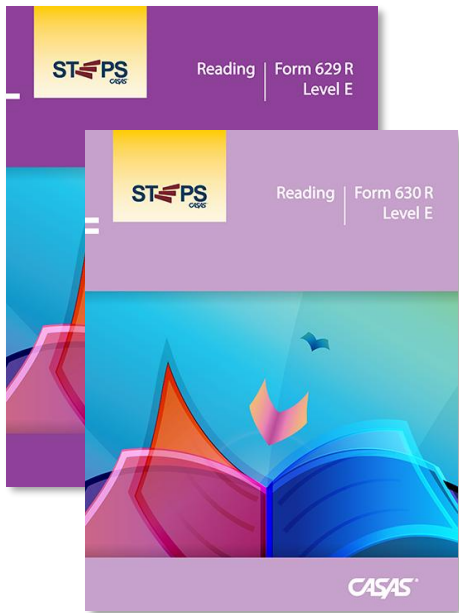
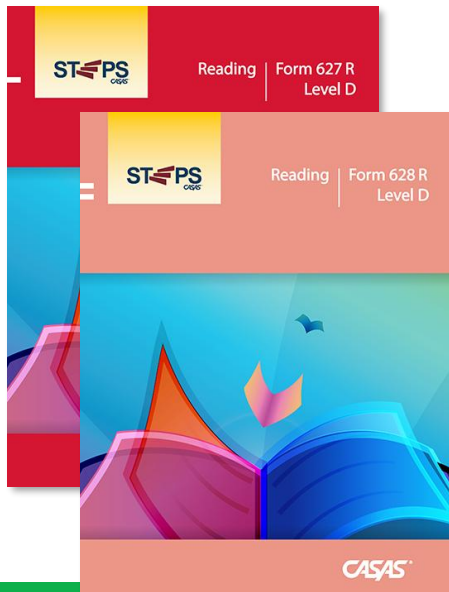
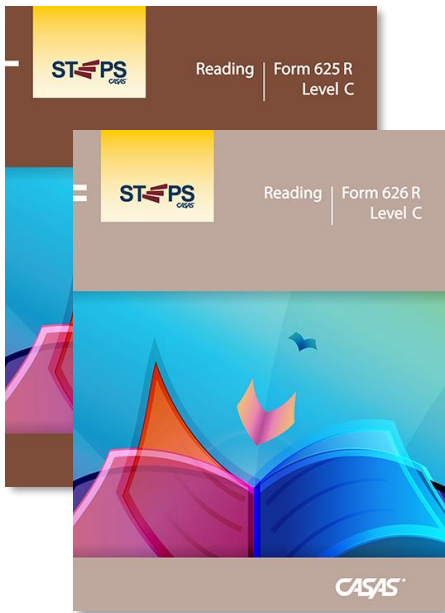
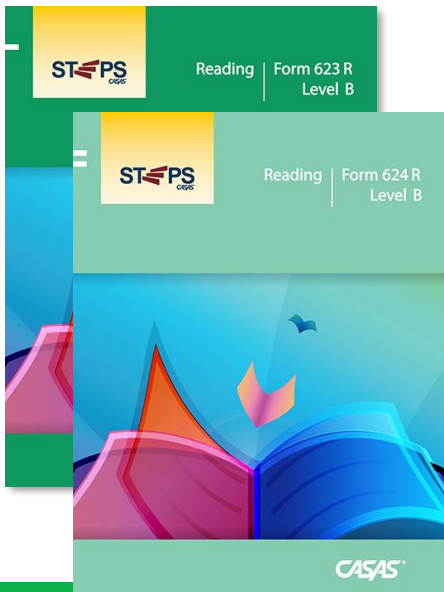
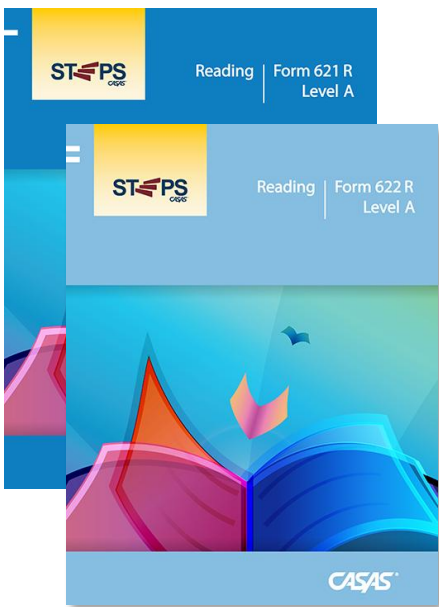
NRS-approved through

2030

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



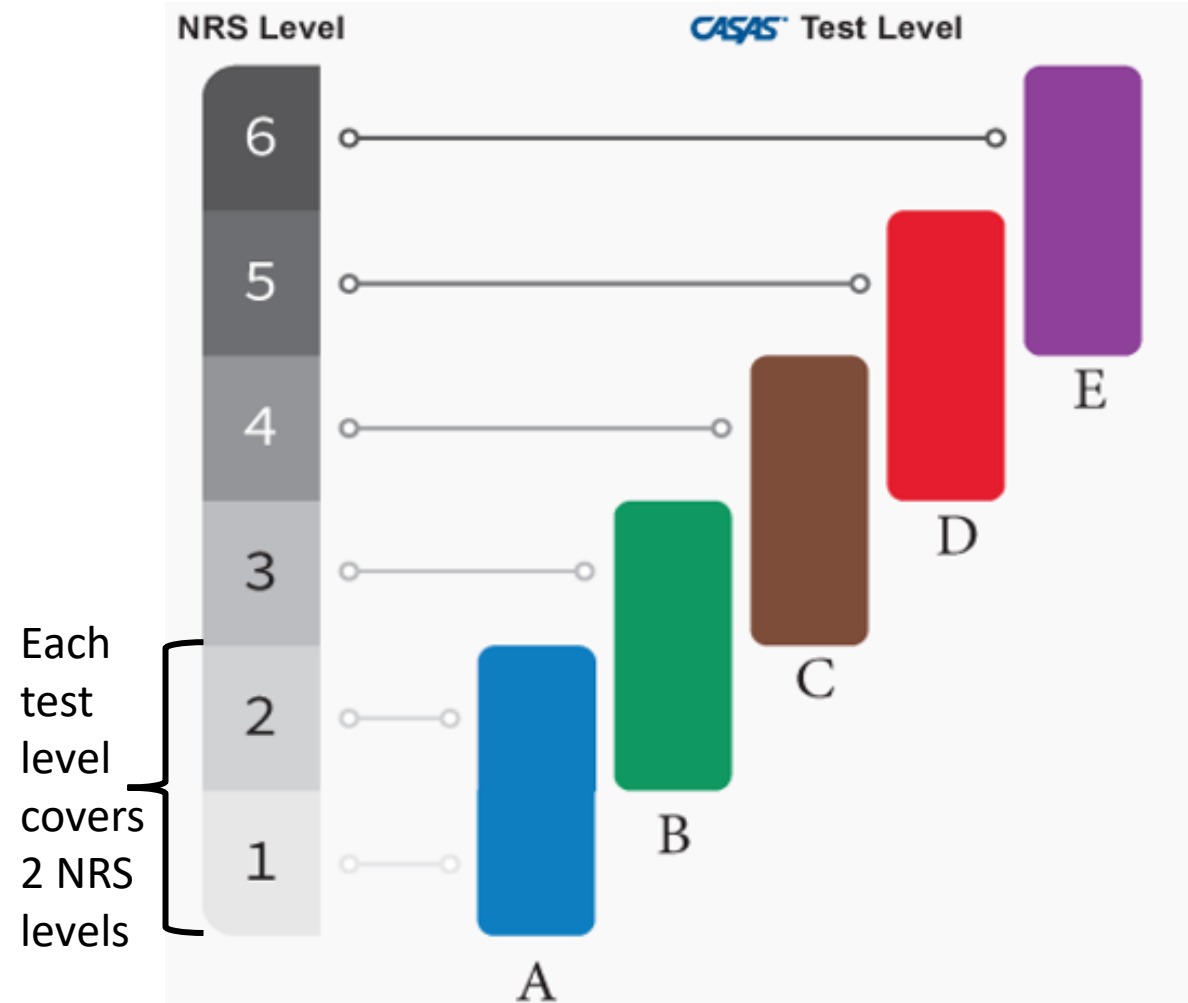
Reading STEPS and Listening STEPS



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

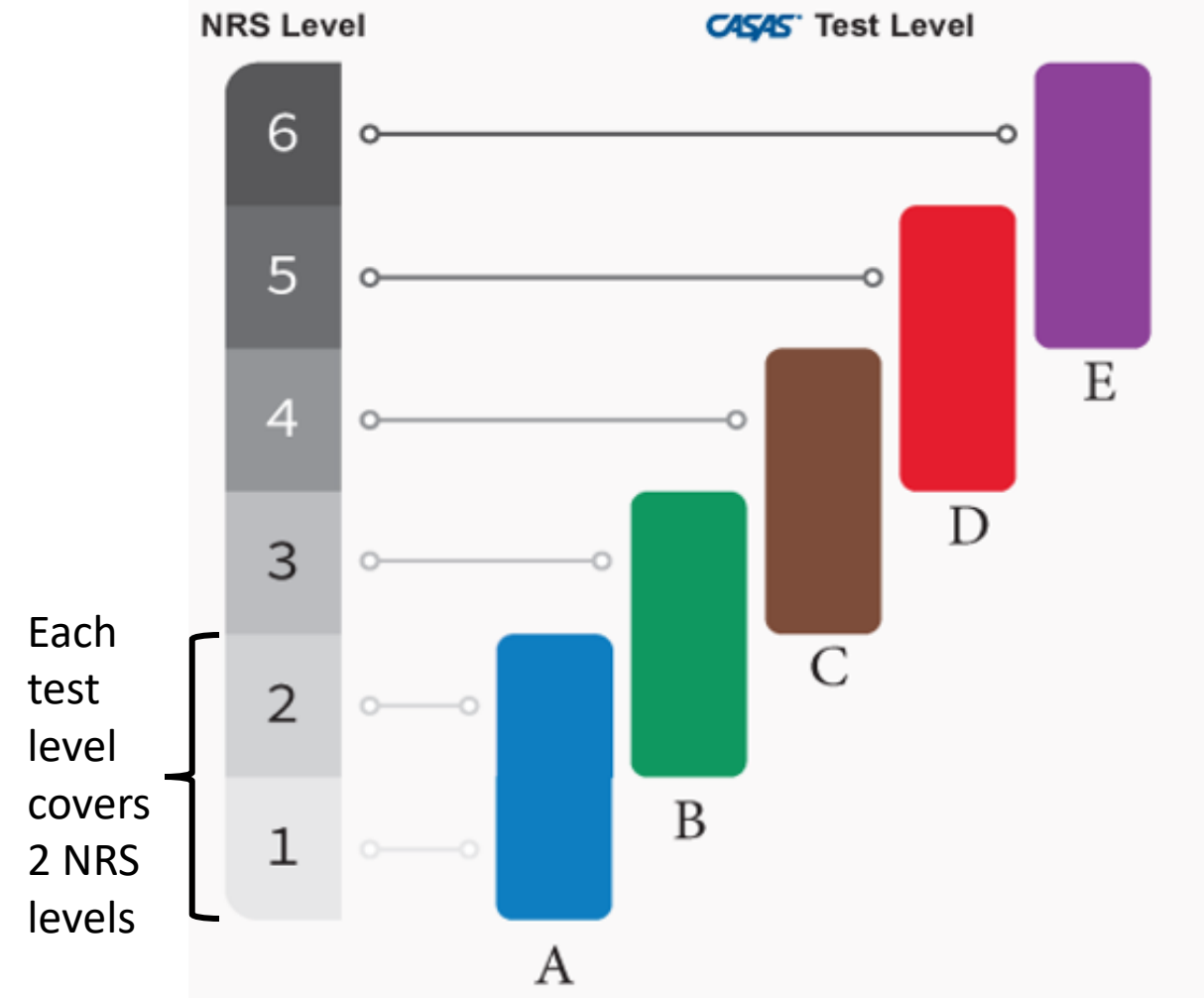


Listening STEPS

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





1. Each numbered test form is progressively more difficult than the previous numbered test. (T or F?)
 - **False (Test forms within a level are equivalent in difficulty.)**
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 (Strengthened link to standards and one more test level)**
3. The Reading and Listening STEPS test series are based on the English Language Proficiency Standards (ELPS). (T or F?)
 - **True (And the ELPS correspond to the College & Career Readiness Standards.)**
4. Each test level covers one Educational Functioning Level. (T or F?)
 - **False (Each test level covers 2 NRS levels, creating a progression in difficulty and an opportunity for scaffolding instruction.)**
5. Post-testing should occur after 70-100 hours of instruction (but not less than 40 hours). (T or F?)
 - **True (More instructional hours allows increased student progress.)**

GOALS 2 CASAS

Reading GOALS 2

NRS-approved through
June 30, 2032

Math GOALS 2

NRS-approved through
2030

**Reading and
Math GOALS are
no longer NRS-
approved and
should be
destroyed.**

- 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

GOALS 2 Series for ABE Learners

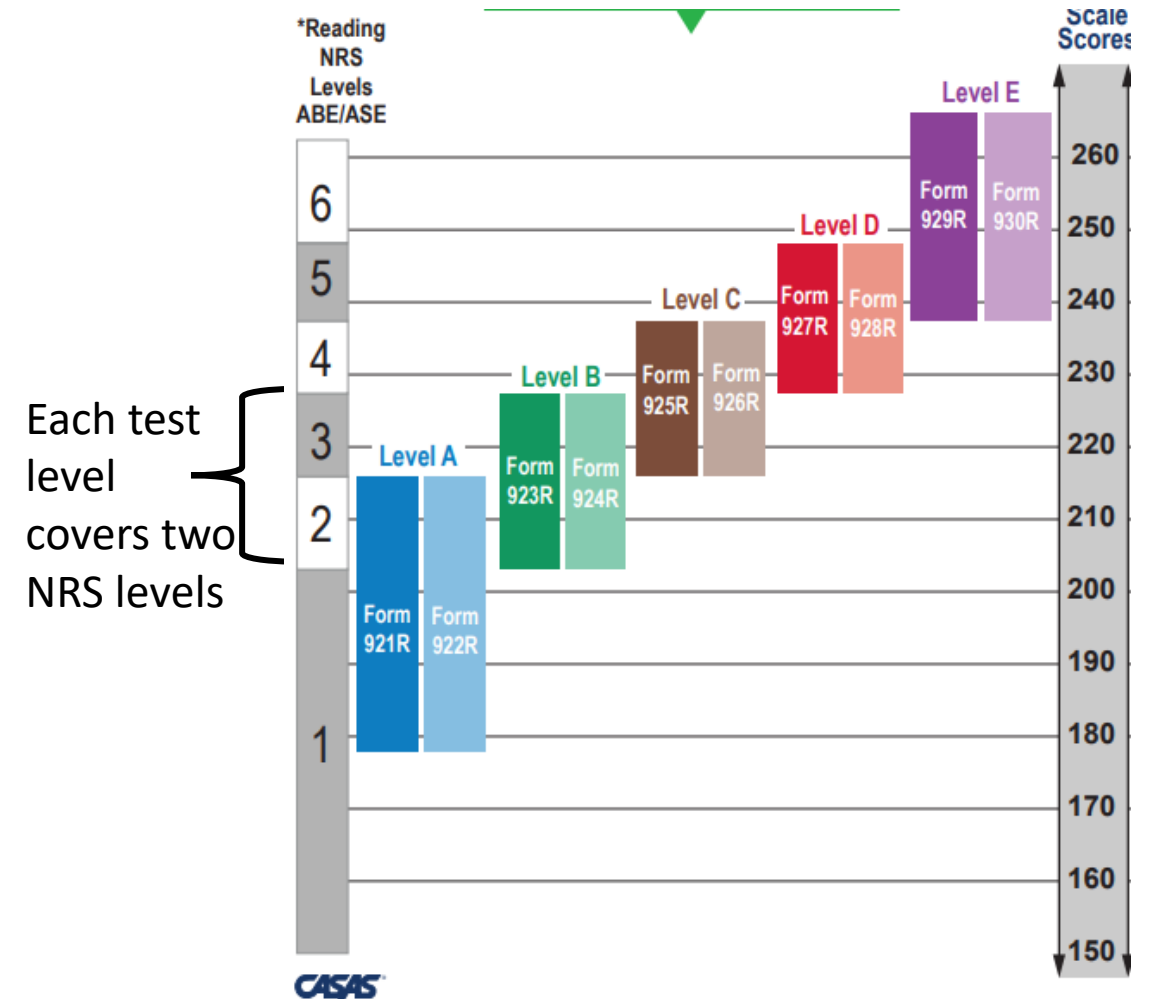


Reading GOALS 2

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

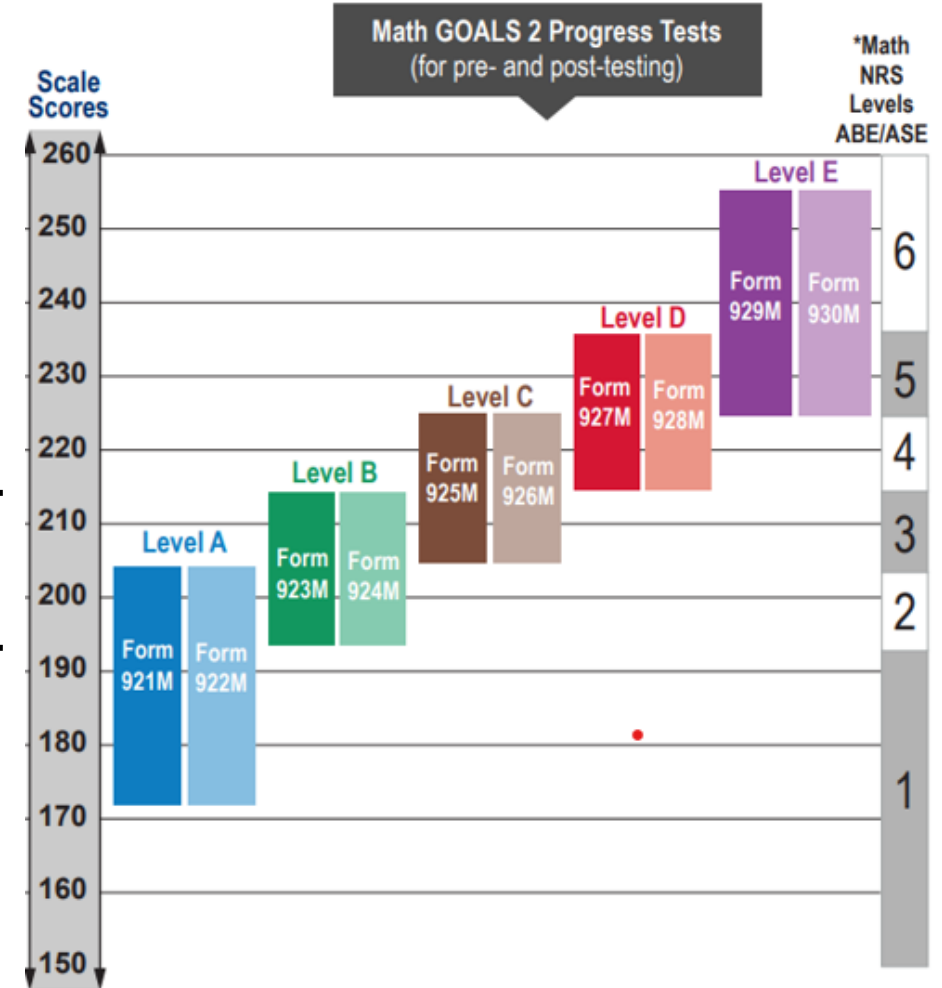
Test Level Breakdown



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



Check for Understanding

1. Each GOALS 2 test covers one NRS level. (True or False?)
 - False (Each test level covers 2 NRS levels)
2. CASAS competencies are only aligned to the STEPS tests. (T or F)
 - False (The competencies identify more than 360 essential life skills the adults need to be functionally competent members of their community, their family, and the workforce.)
3. 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” to learner needs)
4. If Reading GOALS was used for a pretest, Reading GOALS 2 can be used as a posttest. (True or False?)
 - False (Pre and Post tests must 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
- Test booklets for pre- and post-testing
- Answer sheets



Detailed pricing is available for each series in the [CASAS catalog](#):

- [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 | → Standardized test administration procedures and policies |
| → Scoring guidelines | → Test security protocols and procedures |
| → Score conversion charts | → Educational Functioning Level Descriptors |
| → Next assigned test charts | |
-

STEPS FOR TESTING DAY

Test Administration	CASAS®
Steps for Testing Day – Paper	
As a CASAS <i>Paper Tests</i> 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	
<i>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.</i>	
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.	



- 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.

- 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*



For learners with *documented disabilities*,

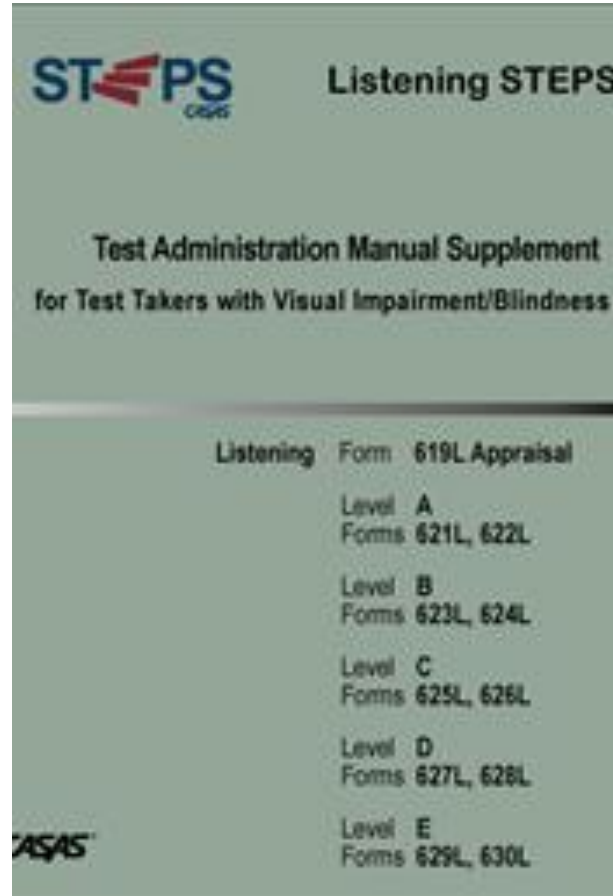
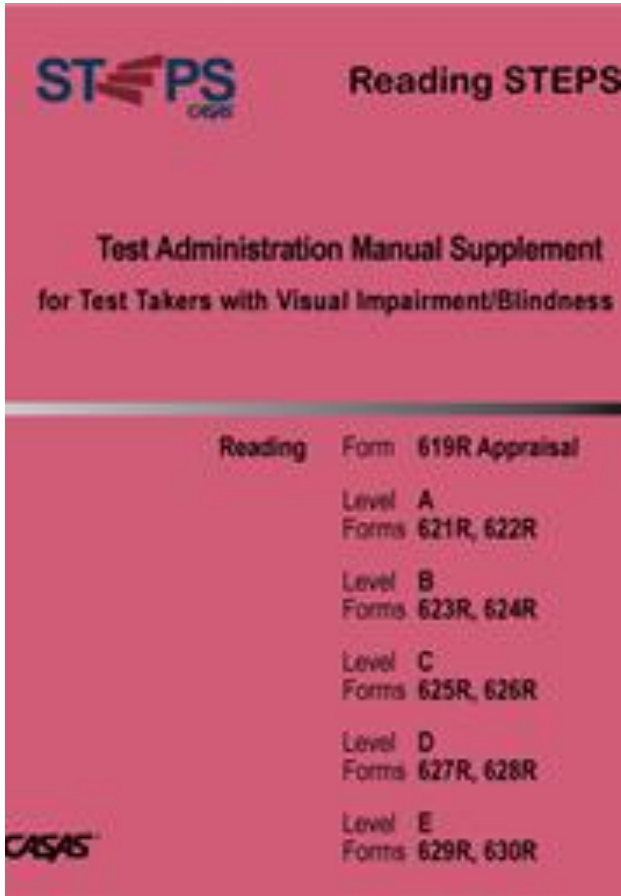
- local assessment staff may provide accommodations in test administration procedures.

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/>



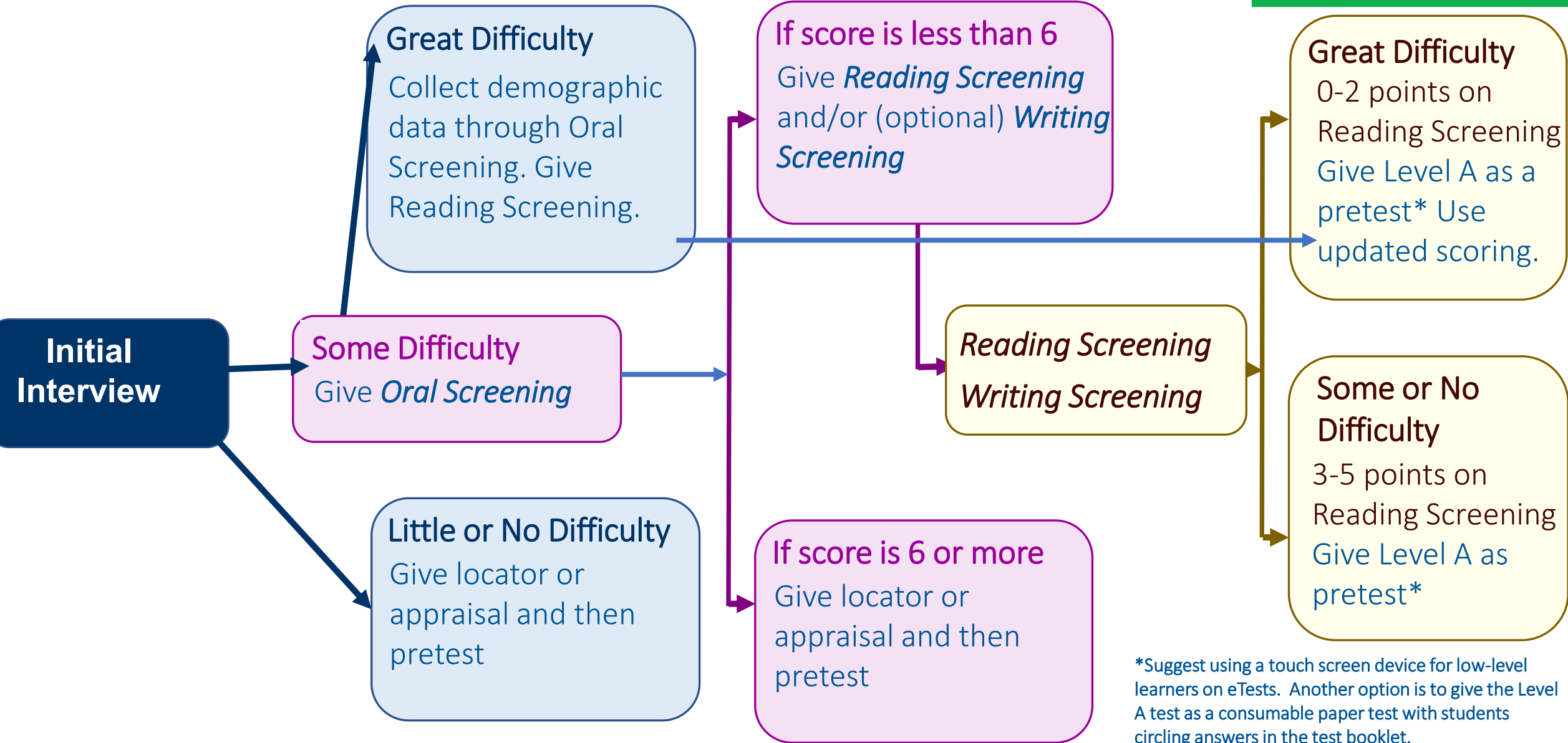
These materials can also be used to provide accommodations for test takers with other documented disabilities who require a human reader (or use of an eTests screen reader) during assessments.

The Intake Screening



- 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](#)

Updated Intake Screening Guidelines for STEPS



*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.

Oral and Writing Screening for ELLs

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



CASAS Intake Screening Process for STEPS

Oral, Writing, and Reading Tools

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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

Points	Guidelines
0	<i>No answer, incomprehensible, or does not answer the question.</i> 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	<i>Comprehensible but not grammatically correct.</i> Note: Comprehensible = understandable and relevant
2	<i>Comprehensible and grammatically correct.</i> 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](#))

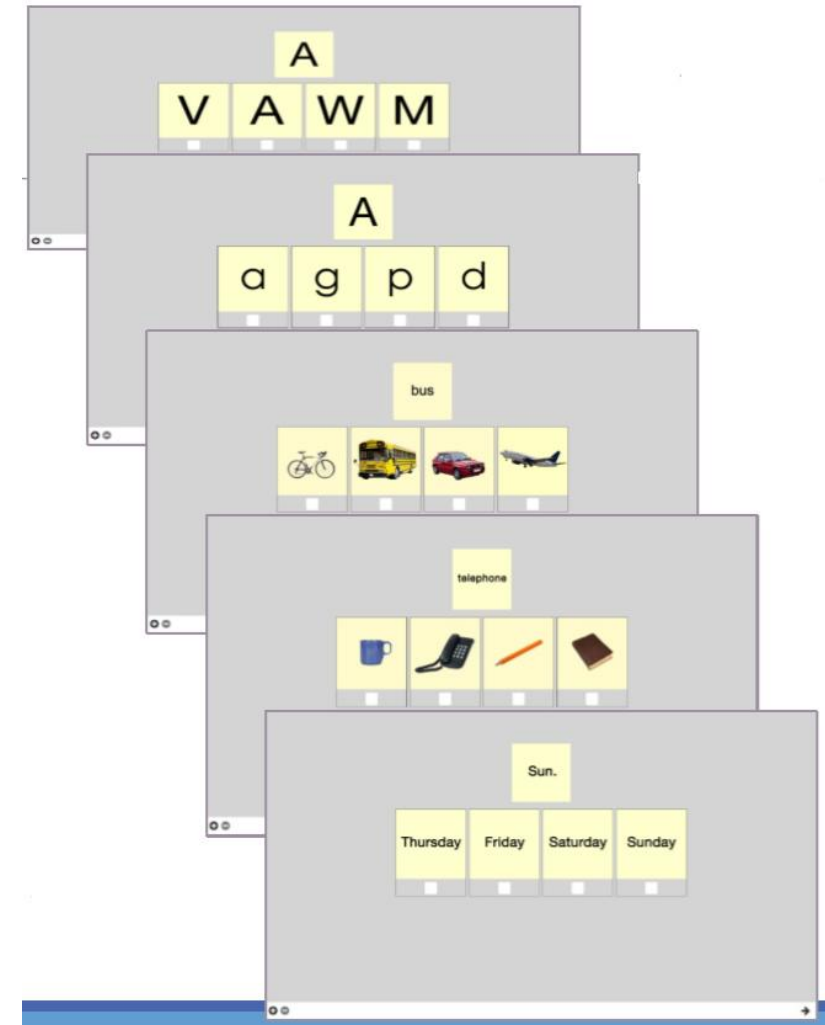
Great Difficulty

- 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)



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.

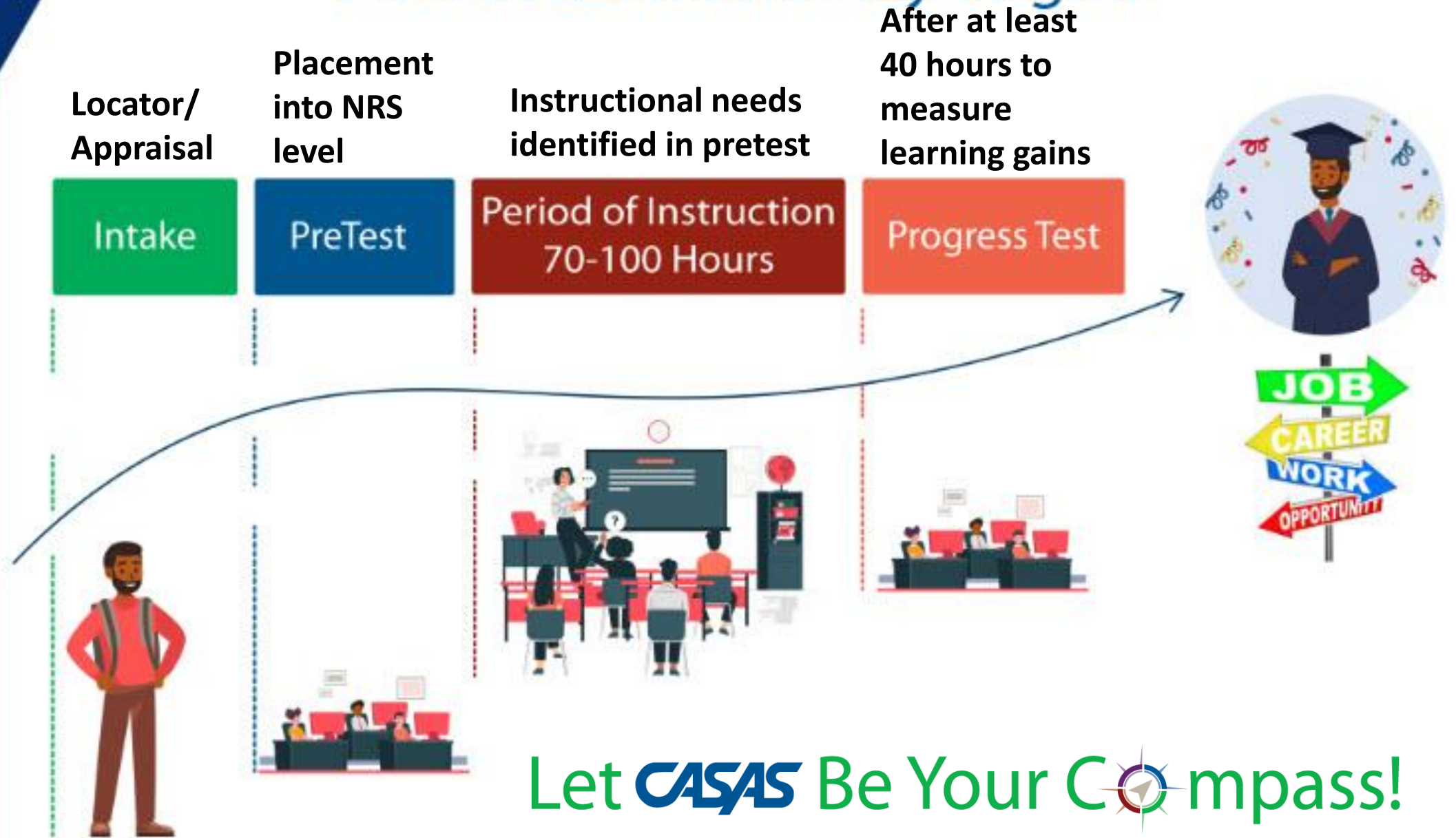
**Time for a
break!**



The Testing Process



The Student Journey Begins



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





APPRAISALS: A SMART START

Appraisals provide a quick, general indicator of **reading**, **math**, or **listening** abilities.



READING



MATH



LISTENING

APPRAISAL SCORES CAN HELP TO DETERMINE:



Program eligibility

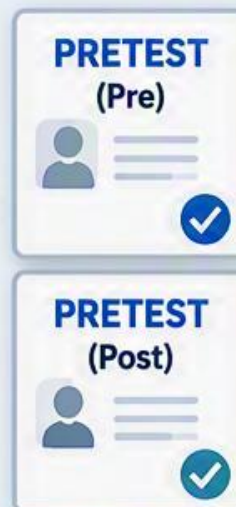


The best program for a student



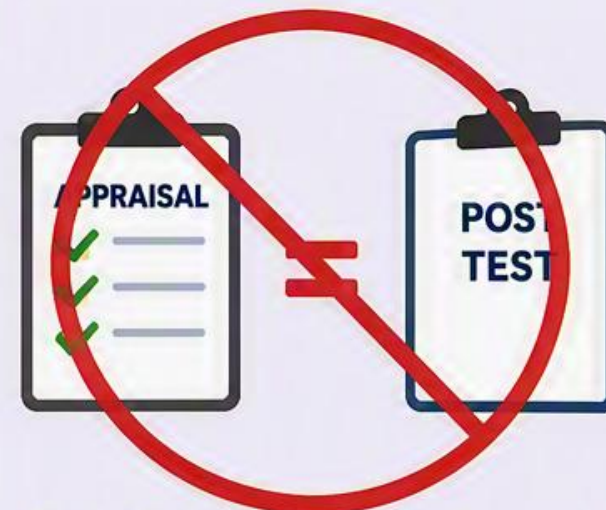
A student's level within the program

ALSO USED TO CHOOSE THE RIGHT PRETEST



Appraisal scores help determine which pretest to administer for progress testing (pre- and post).

NOT FOR MEASURING PROGRESS



Appraisals may **never** be used as a pre- and post-test to measure progress.

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 52

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

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

Source: www.casas.org

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 7 is a scale score of 207.
- The final column indicates what test to administer.

Form 919R Reading GOALS 2 Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Tests (Pre- and Post-test)
0	187	Level A Form 921R Form 922R
1	187	
2	187	
3	192	
4	197	
5	201	
6	204	
7	207	Level B Form 923R Form 924R
8	210	
9	213	
10	215	
11	218	
12	220	Level C
13	223	
14	225	

Appraisal Activity

Form 919R Reading GOALS 2 Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Tests (Pre- and Post-test)
0	187	Level A Form 921R Form 922R
1	187	
2	187	
3	192	
4	197	
5	201	
6	204	
7	207	Level B Form 923R Form 924R
8	210	
9	213	
10	215	
11	218	
12	220	Level C
13	223	
14	225	

1. What is the scale score of a student with a raw score of 12 on the Reading GOALS 2 Appraisal **220**
2. What Reading GOALS level test should you give a student with a scale score of 210?
Level B
3. What Reading GOALS pretest form should you administer to a student with a raw score of 11? **Form 923R**

Progress Test Score Ranges

Below Accurate Range (*)	Reading GOALS Level C Example		Below Accurate Range
	Raw Score	Scale Score	
	1	*	
	2	*	
	3	*	
	4	*	
	5	*	
	6	*	
	7	*	
	8	*	
	9	*	
	10	*	
Accurate Range	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	
Conservative Estimate Range (♦)	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.

Always ensure that you are using the correct score conversion chart for the test form that was administered!

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		Below Accurate Range
Raw Score	Scale Score	
1	*	
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	*	
11	210	Accurate
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 (*)

- 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.**

23	224	Range
24	225	
25	227	
26	228	
27	229	
28	230	
29	232	
30	233	
31	235	
32	236	
33	237	Conservative Estimate Range
34	238♦	
35	238♦	
36	238♦	
37	238♦	
38	238♦	
39	238♦	
40	238♦	

Conservative Estimate (♦)

- **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.**

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



Retest Inaccurate Scores

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	*		Level A Form 621R or 622R
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		
7	*		
8	*		
9	*		
10	184		



Levels B - E
Inaccurate Scores (*)

- **Reading GOALS 2**
- **Math GOALS 2**
- **Reading STEPS**
- **Listening STEPS**



Reducing Retesting

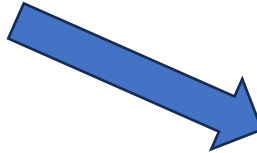
***New* Lower-End Estimate Scores** ♦

- **Modifying the top of the inaccurate range to include new lower-end estimate scores.**
- **Reportable scale scores and NRS level classification**
- **Operationally similar to Conservative Estimates** ♦
- **Retesting NOT required**

Reading GOALS 2 Level B, Form 923R

Next Assigned Tests – Level B, Form 923R

Approx. 75% of all tests
requiring retesting



Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		Level A Form 921R or 922R
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		
7	*		
8	*		
9	*		
10	204		Level B <u>Form 924R</u>
11	205		
12	206		
13	207	2	
14	208		

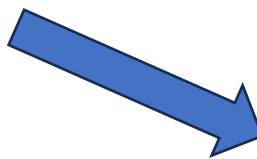
Updated Reading GOALS 2

Level B, Form 923R

Next Assigned Tests – Level B, Form 924R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		Level A Form 921R or 922R
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		
7	204 ♦	2	Retest Now: Level A, Form 921R or 922R Or After instruction: Level B, Form 923R
8	204 ♦		
9	204 ♦		
10	204		
11	205		
12	206		

Lower-End
Estimate





Additional Information

When: Tests taken July 1, 2026 and beyond. **Not retroactive.**

Which tests: GOALS 2/STEPS

Already have a TAM? Contact CASAS to get a PDF of updated scoring tables.

Need a new TAM? Contact orders@casas.org

eTests User? The change is seamless and automatic.

Valid Score Activity



Comprehensive Adult Student Assessment Systems

Next Assigned Tests – Level C, Form 925R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
0	*		Level B Form 923R or 924R
1	*		
2	*		
3	*		
4	*		
5	*		
6	*		
7	217 ♦	3	Retest Now: Level B, Form 923R or 924R Or After instruction: Level C, Form 926R
8	217 ♦		
9	217 ♦		
10	217	3	Level C Form 926R
11	218		
12	219		
13	220		
14	221		
15	222		
16	223		
17	224		
18	225		
19	226		
20	227		
21	228	4	Level D Form 927R or 928R
22	230		
23	231		
24	232		
25	233		
26	234		
27	235		
28	236		
29	237		
30	238		
31	238 ♦	4	Level D Form 927R or 928R
32	238 ♦		
33	238 ♦		
34	238 ♦		
35	238 ♦		
36	238 ♦		

* Inaccurate score. The student has scored too low on the test to receive a scale score. The student must be retested with the next assigned test to receive an accurate score and NRS classification.

♦♦Diamond scores (Lower-End/Conservative Estimates) may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next assigned test level to see if they might score higher or lower.

Use the Form 925R Next Assigned Test chart to answer the following questions.

- Maria received a raw score of 13 on her Form 925 pretest. What is her scale score? 220 Is this a valid score? Yes
- Sandra received a raw score of 6 on her Form 925 assessment. What is her Scale Score? * Is this a valid score? No What would you suggest as a next step? Retest with 923 or 924
- Samuel earned a raw score of 8 on Form 925R. What is his scale score? 217 Is this valid? Yes
- Andre took Form 925 as a pretest and got a raw score of 27. What is his scale score? 235 What posttest should be given? 927 or 928
- Allison took form 925 as a posttest and got a raw score of 34. What is her scale score? 238 Is this a valid score? Yes

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.

What Do You Need to Know About Post-testing?

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

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

<https://mnabe.org/accountability/performance-measures/>

(scroll down and click on “Minnesota Adult Education Performance Targets (2026-2028)”

Minnesota Adult Education Performance Targets (2026-28)

Draft Date: July 22, 2026

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 2024	MN Outcomes reported in 2025	Target for 2026-27	Target for 2027-28
Measurable Skill Gain (MSG): Periods of Participation (POPs) that completed an educational functioning level (via NRS-approved pre- and post-test, by entering postsecondary education or training after entering Adult Education, by earning a diploma, or (for IET and workplace literacy programs) by earning an MSG 3, 4, or 5	35.88%	40.59%	40.7%	40.8%
Employment Rate (Q2): Periods of Participation (POPs) that are employed 6 months after exiting Adult Education	33.70%	31.91%	32.0%	32.1%
Employment Rate (Q4): Periods of Participation (POPs) that are employed 12 months after exiting Adult Education	34.61%	32.65%	32.7%	32.8%
Median Earnings: Median Quarterly Earnings for Periods of Participation (POPs) that are employed	\$8,609	\$8,939	\$8,400	\$8,500
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	32.24%	38.28%	32%	32.1%

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.
- When English language learners earn a “Completed ESL”, which is considered a level gain, they can immediately be tested in GOALS 2 or TABE 13&14.
- Check SiD to ensure that all students have an Educational Functioning Level in FY 2027. If they don't, they may have a pretest that is too old (prior to July 1, 2025), or, if they have earned a “Completed ESL” level, they need to be tested immediately with CASAS GOALS 2 or TABE 13&14.

CASAS Aids for Instruction



**Sample
Test Items**

**Competency
Blueprints**

**Content
Standard
Blueprints**

**TASK Area
Blueprints**

**TOPSpro
Reports**



[casas.org](https://www.casas.org)



	Blueprints	• Content Standards • Competencies • Tasks
	Sample Items	• Field Tested Items • Aligned to Standards
	Other Resources	• FAQs • Scoring Information • Grade Level Equivalency Charts

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<https://www.casas.org/>

Where is test
series
information?

mpass!

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ABE/ASE



IET / CTE



Workforce



Citizenship



Additional Assessments and Resources



Appraisals



Answer sheets



Visual Impairment Braille

eTests®
CASAS

Assessments

Discover the CASAS assessment

Documentation

File	Type	Size	Download
Reading GOALS 2 FAQs	PDF	328.24 KB	 Download
		264.85 KB	 Download
		375.09 KB	 Download
		761.34 KB	 Download
		121.78 KB	 Download

Test Specifics

Reading GOALS 2 assessments correlate to [CASAS Competencies](#) and to the [College and Career Readiness Standards \(CCRS\) for Adult Education](#).

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	178 - 216
B	Forms 923R - 924R	36	60 minutes	204 - 227
C	Forms 925R - 926R	36	70 minutes	217 - 238
D	Forms 927R - 928R	36	70 minutes	228 - 248
E	Forms 929R - 930R	33	70 minutes	239 - 268

Appraisals

Answer sheets

Size	Download
3.32 MB	 Download
4.94 MB	 Download



Visual Impairment/Blindness

Sample Test Items

Reading GOALS 2

Math GOALS 2

STEPS Reading

STEPS Listening

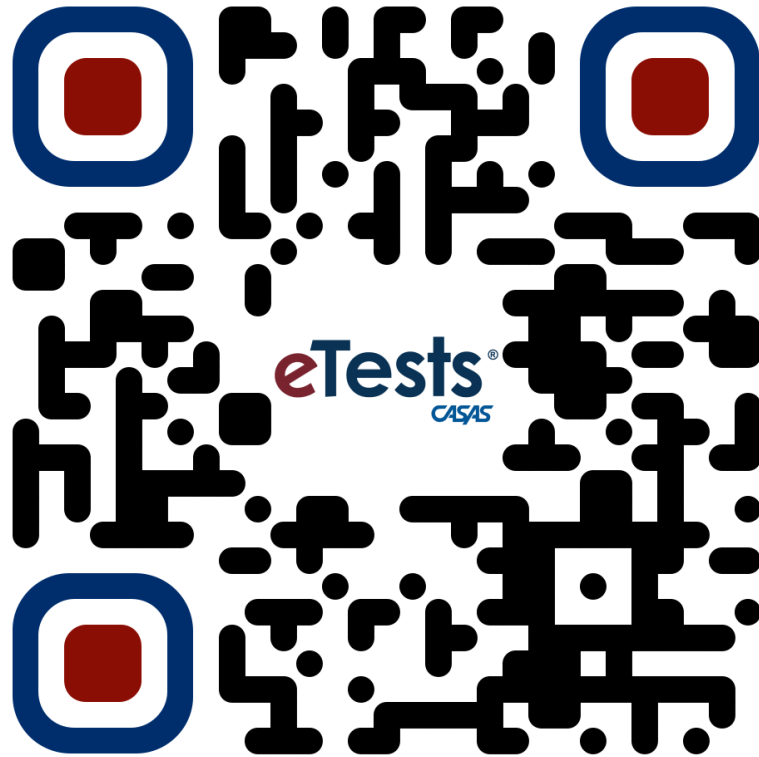
Sample Test Items:

- ❖ 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

Sample Test Items



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

- 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

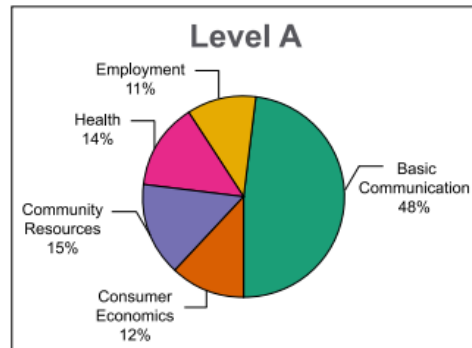
Learning and
Thinking Skills

Independent
Living

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



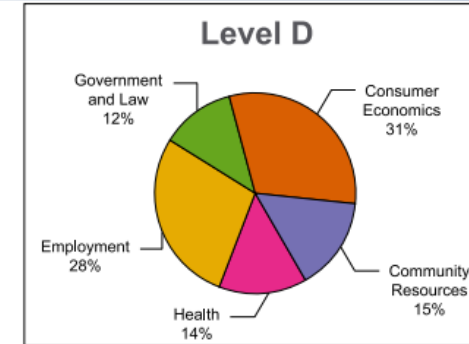
Reading STEPS Competency Blueprint



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%



Reading STEPS Competency Blueprint



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%

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

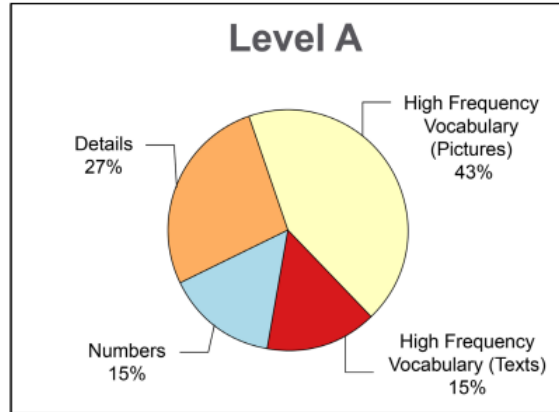
- High-frequency Vocabulary (Pictures)
- High-frequency Vocabulary (Text)
- Numbers
- Vocabulary
- Details
- Main Idea
- Inference
- Point of View and Supporting Evidence

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

Content Standards Blueprints



Reading STEPS Content Standard Blueprint



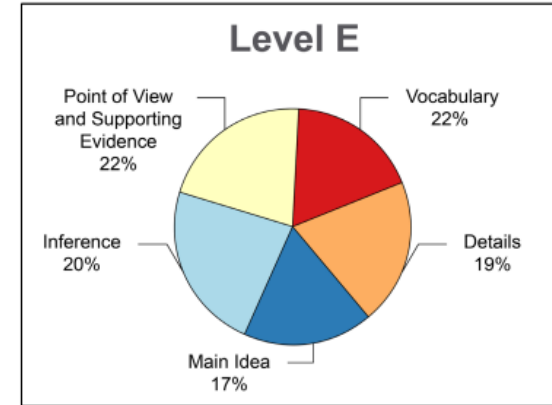
NRS Educational Functioning Levels
Levels 1 and 2

English Language Proficiency Standards
Level 1

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%



Reading STEPS Content Standard Blueprint



NRS Educational Functioning Levels
Levels 5 and 6

English Language Proficiency Standards
Levels 4 and 5

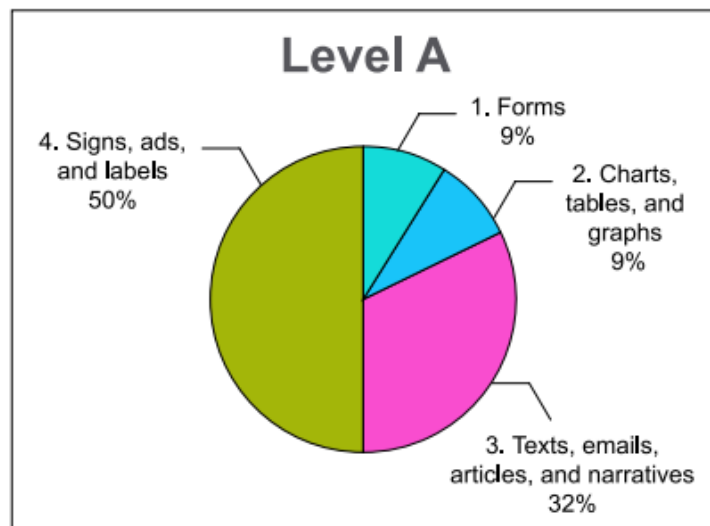
Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	19%
Main Idea Identify the main topic Identify an author's purpose	1	17%
Inference Infer/Draw conclusions	1	20%
Point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

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

GOALS 2 CASAS

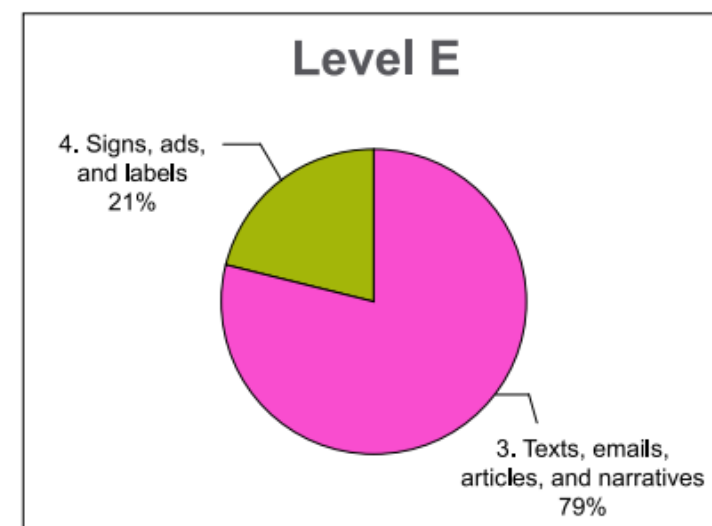
Reading GOALS 2 Task Area Blueprint



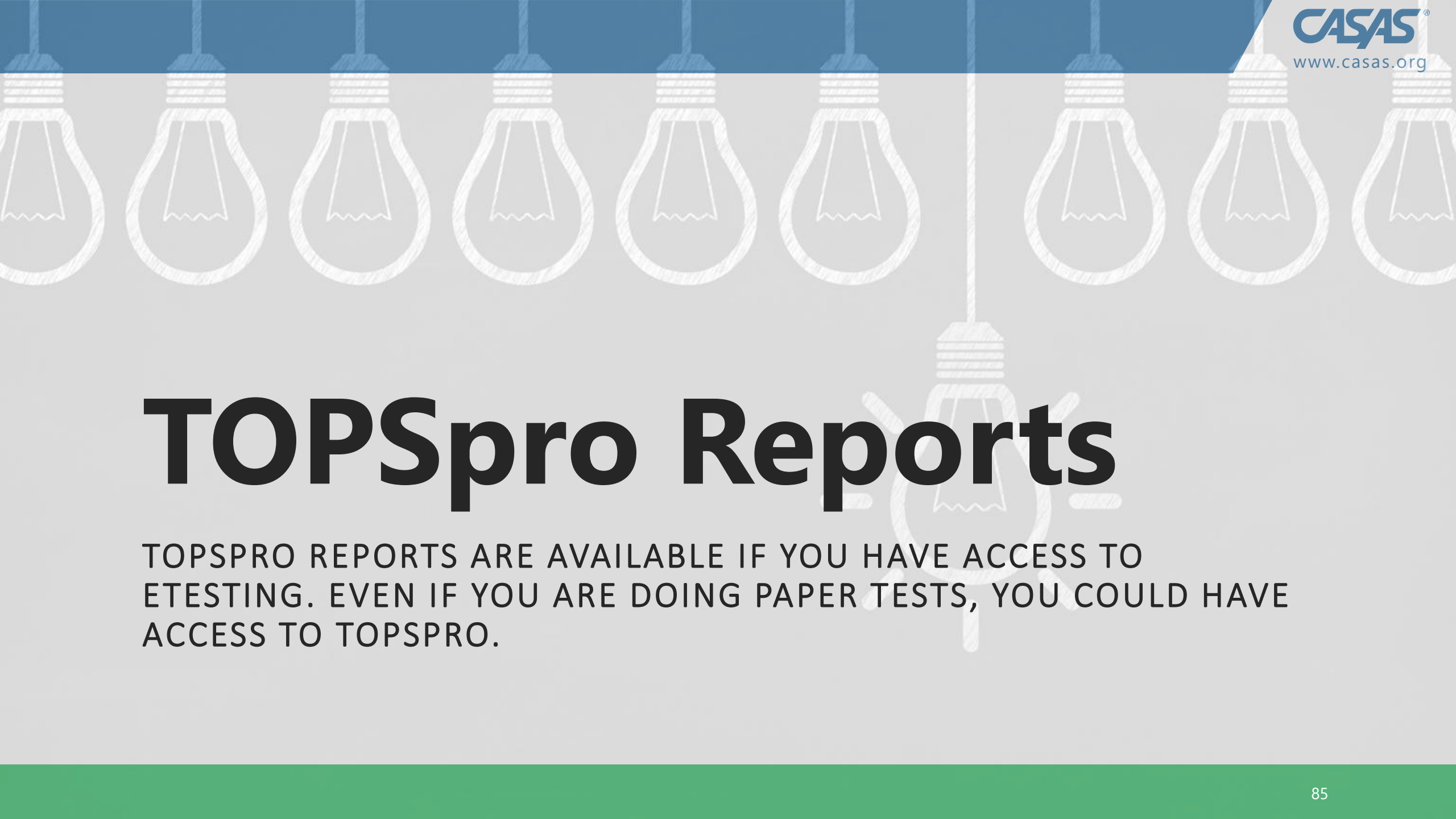
Task Areas	% of test items
1. Forms	9%
2. Charts, tables, and graphs	9%
3. Texts, emails, articles, and narratives	32%
4. Signs, ads, and labels	50%

GOALS 2 CASAS

Reading GOALS 2 Task Area Blueprint



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

A row of light bulbs hanging from a cord. The bulbs are white with blue outlines. The background is a gradient of blue and green. The title 'TOPSpro Reports' is centered in large, bold, black text.

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.

TOPSpro Enterprise (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

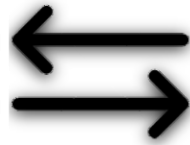
Data Management System

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



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

How data for test reports is managed – eTests vs. Paper



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

Scan or manually enter student data and answers into TE

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

To learn more, contact techsupport@casas.org

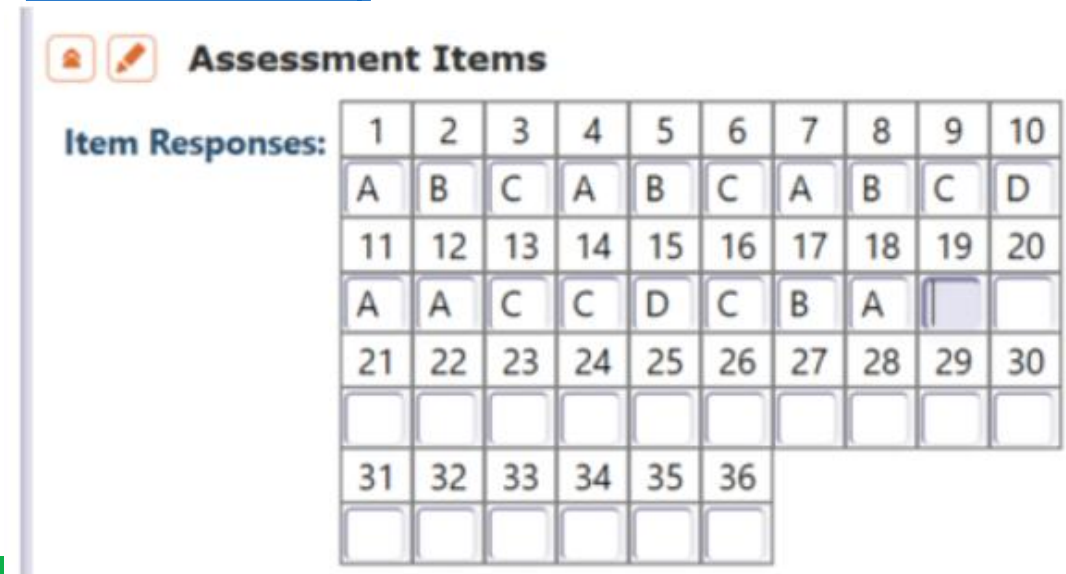
TOPSpro Enterprise (TE)



The screenshot shows the TOPSpro Enterprise login page. On the left is the TOPSpro enterprise logo with the CASAS logo below it. On the right is a login form titled 'Login with TOPSpro Enterprise'. The form includes fields for 'Server' (a dropdown menu showing 'Global - https://etestsonlin...'), 'State/Agency(/Site):' (a text field with 'Agency ID#' placeholder), 'User:' (a text field with 'User Name Here' placeholder), and 'Password:' (a text field). Below the password field is a link that says 'Forgot your password?'. A green 'Connect' button is at the bottom of the form. Below the form, the text 'or' is centered. Below 'or' is a box titled 'Login with Active Directory' with a blue 'Connect' button. At the bottom of the page, a disclaimer reads: 'Unauthorized access to personally identifiable information is a violation of state and federal law.'

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](#))



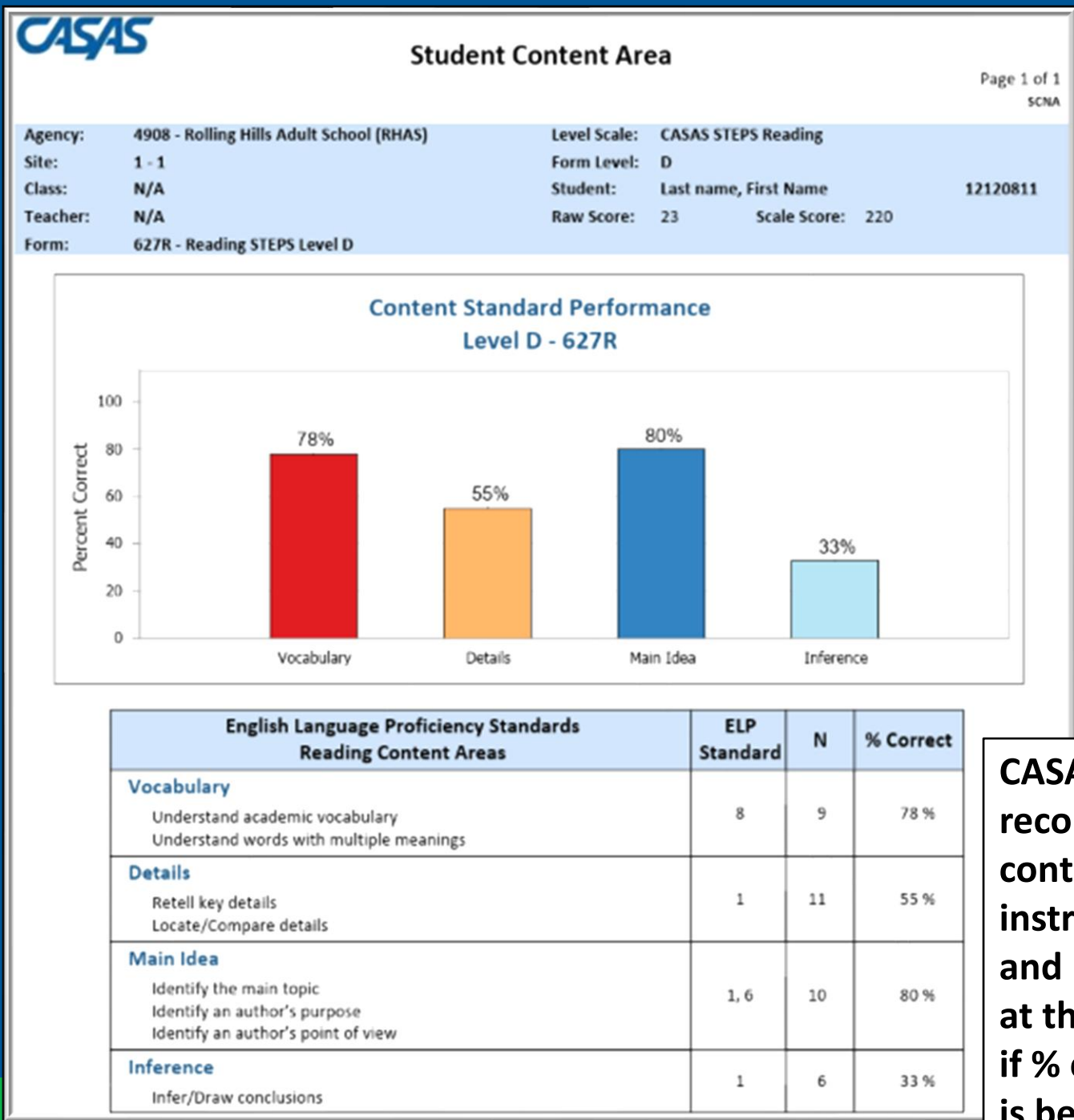
The screenshot shows the 'Assessment Items' manual entry interface. It features a header with two icons (a house and a pencil) and the title 'Assessment Items'. Below the header is the label 'Item Responses:'. To the right of the label is a grid for entering responses. The grid has 10 columns numbered 1 through 10, and rows numbered 1 through 36. The first row contains the letters A, B, C, A, B, C, A, B, C, D. The second row contains the numbers 11 through 20. The third row contains the letters A, A, C, C, D, C, B, A, followed by two empty cells. The fourth row contains the numbers 21 through 30. The fifth row contains six empty cells. The sixth row contains the numbers 31 through 36. The seventh row contains six empty cells.

1	2	3	4	5	6	7	8	9	10
A	B	C	A	B	C	A	B	C	D
11	12	13	14	15	16	17	18	19	20
A	A	C	C	D	C	B	A		
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36				



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%**

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

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.



01/05/2020
03:16:15

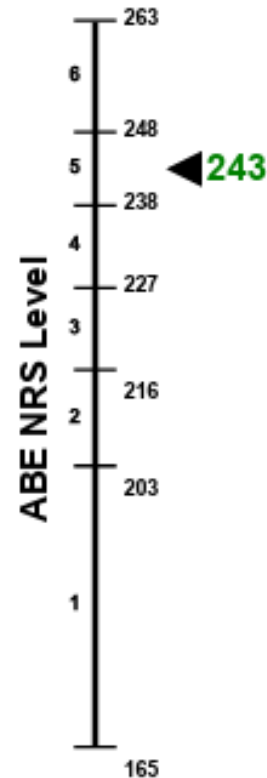
Personal Score Report

Page 1 of 2
PSR3

Student Sample - 5615969

Agency:	4908 - Rolling Hills Adult School (RHAS)	Class:	020101 - AM: HSD/HSE
Site:	01 - RHAS: North Campus	Teacher:	Teacher20@rhas.org

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Reading	907R	D	12/10/2019	243	ABE Level 5



ABE Level 5

Has a range of vocabulary adequate for reading material related to life and work needs, such as common workplace communications. Interprets forms, instructions and manuals with moderately complex formatting. Reads diagrams with familiar content. Understands some technical vocabulary related to work needs. Is able to apply reading skills to computer and Internet use, including searching for and identifying documents and information and understanding standard Web site organization.

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	WTU-0001	\$3.50
501-1000		\$2.80
1001-5000		\$2.60
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!

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

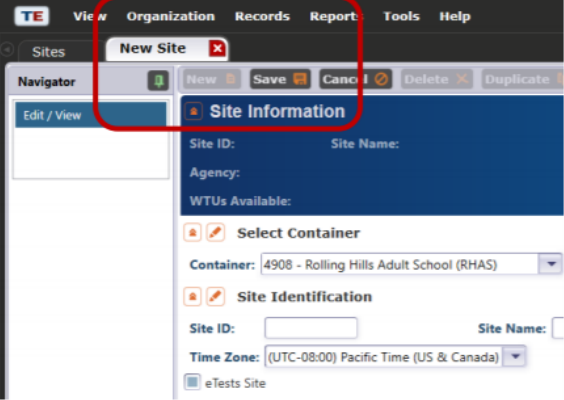
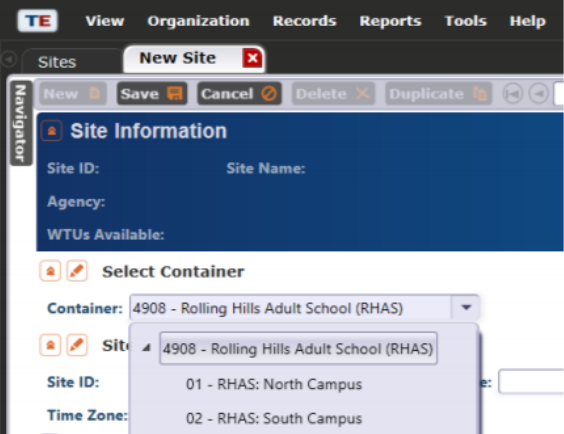
CASAS will send an email:

- 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

Step	Screen	Description
3.		• A new tabbed Page opens to add information about the new Site for your agency. • Sites are added to Containers, which 'contain' records of activity occurring at that site. ○ Your Agency is the 'parent' container for your online account.
4.		• Sites are 'child' records of your Agency. • Sites are typically added to the 'parent' container but may also be a Sub-Site. • The determination of 'where' to add a new Site depends on How? you plan to track and record outcomes. • Click the Container field down-arrow. ○ Select the Container to add the new

CASAS TOPSpro

Reports –

Individual Skills

Profile



06/05/2025
17:21:53

Individual Skills Profile Summary

ISPS2

by Agency

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		4	54	66 %
Understand academic words				
Details		1, 5, 9	72	73 %
Retell key details Understand text features and structure Compare details between texts				
Main Idea		2, 6	72	69 %
Identify the main topic Identify an author's purpose Identify an author's point of view				
Inference		1	18	50 %
Infer/Draw conclusions				

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

College & Career Readiness Standards		N	Correct
Math Content Areas			
Number Sense and Operations		117	41 %
Understand place value for whole numbers and decimals			
Compute using the four operations			
Perform operations with whole numbers, decimals, and fractions			
Algebraic Thinking		54	53 %
Apply properties of the four operations			
Use a symbol to represent variables, and solve simple one-variable equations			
Geometry and Measurement		90	51 %
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			
Data Analysis and Statistics		63	50 %
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			

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 %

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

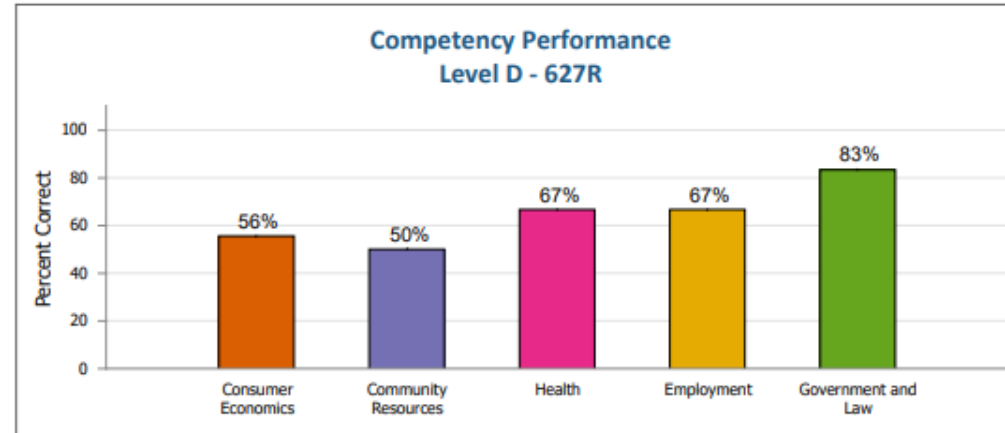


Student Competency Area



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
Form:	627R - Reading STEPS Level D	Scale Score:	220



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

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

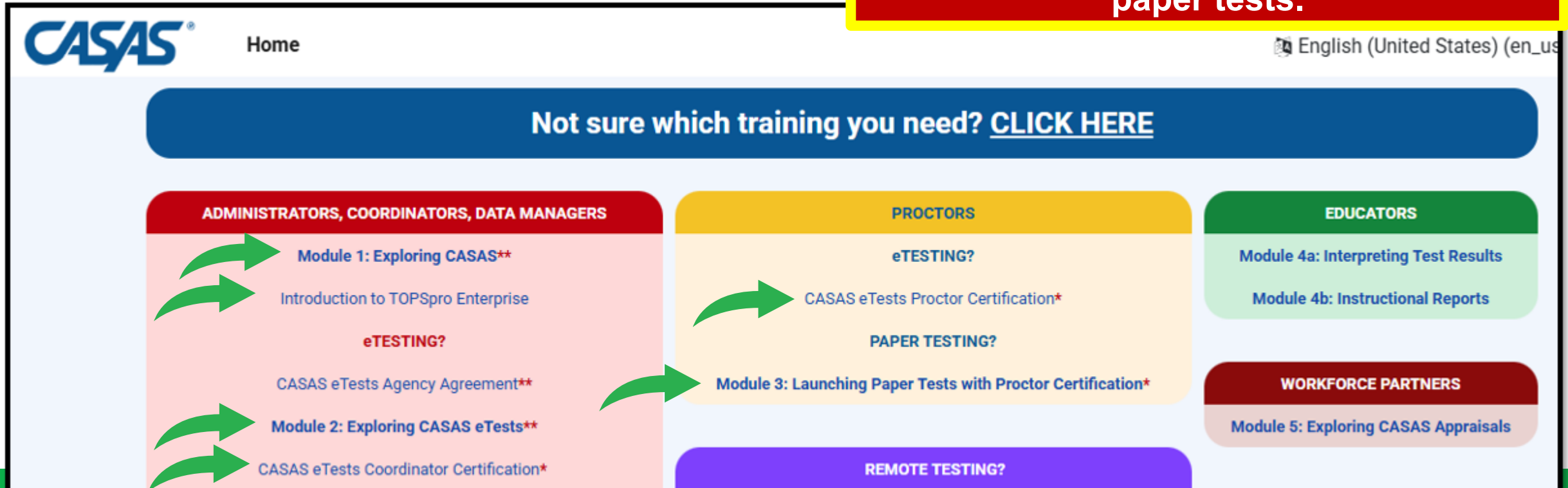
- Paper Tests must be secured in a locked cabinet
- Appraisal and pretests are two separate testing events
- Manual scoring in between appraisal and pretest
- Manual scoring requires Test Administration Manual
- Proctor has to manually determine next assigned test
- Student data and test results must be entered manually or scanned in TE to access reports
- Large print paper tests are additional purchase

NEW! Online Training Requirements – Simplified!

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.



CASAS Ongoing Support



CASAS Ongoing Support

News and Updates Webinars
CASAS Live! Office Hours
Tech Support
Help Desks

We're here for you!



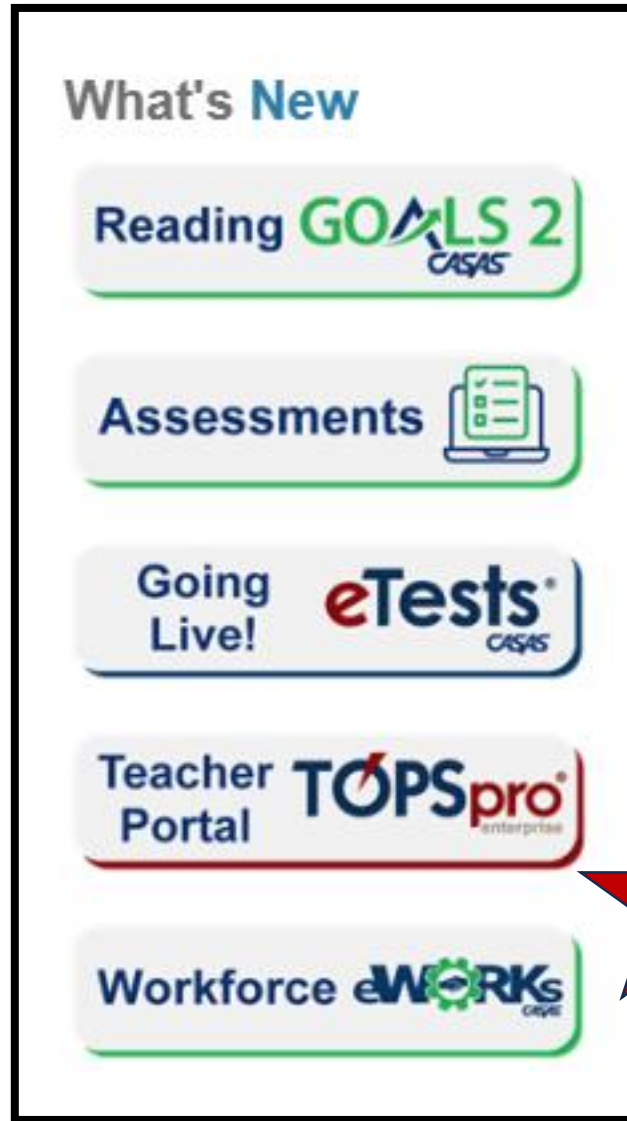
Training and Support

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



But wait...
there's more!

Teacher Portal
eWORKs





eTests® TOPS^{pro}
CASAS enterprise

Complimentary **Tech Support**

If you have any questions or need assistance

techsupport@casas.org

1 (800) 255-1036, option 2



- ❑ 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!



Select Wednesdays
11 am Pacific/1 pm Central
<https://tinyurl.com/CASAS-webinar>

We are here for you!

- Summer Institute, casas-si@casas.org
- General CASAS Information, info@casas.org
- Order Department – orders@casas.org
- Field Testing – fieldtesting@casas.org
- Tech Support – techsupport@casas.org
- Training – training@casas.org
- eTests Implementation – golive@casas.org
- Remote Testing – remotetesting@casas.org

CASAS Test Security Agreement

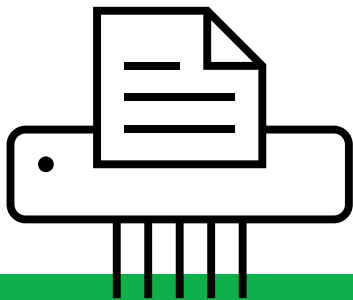
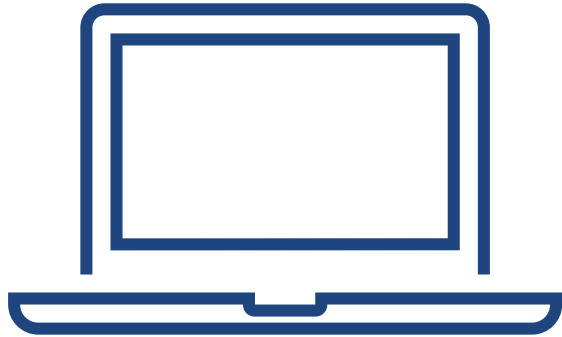
What does keeping a test "secure" mean?



- 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.

- 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).





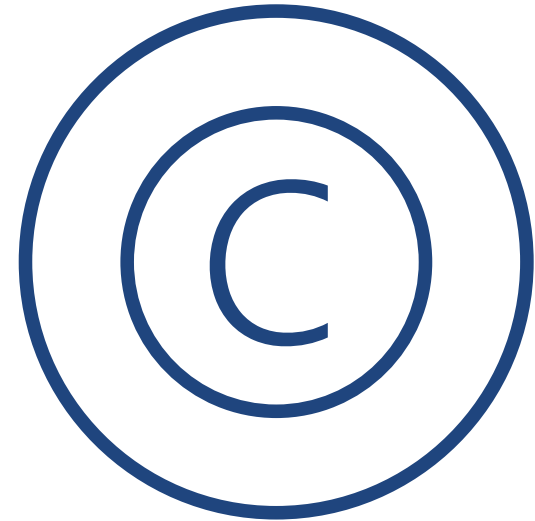
No agency, school, or other entity may use any CASAS test or test item – published or unpublished – as a tool to prepare examinees for testing.

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

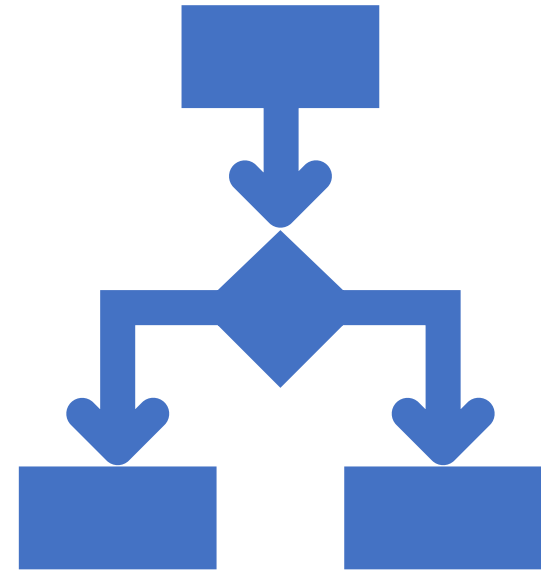
Test items may not be reviewed, discussed, or explained to anyone at any time.

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.

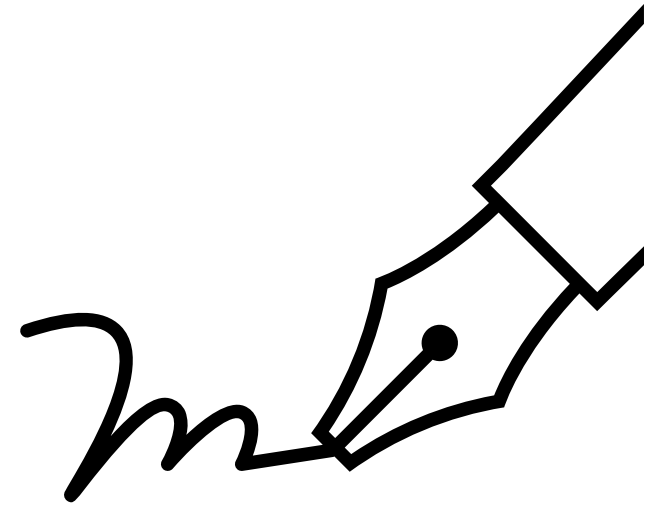
- No test materials may be duplicated, photocopied, reproduced, or altered in any manner.
- Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials.



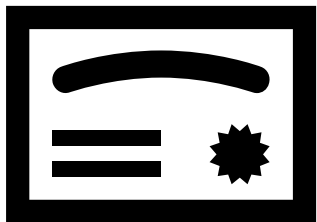
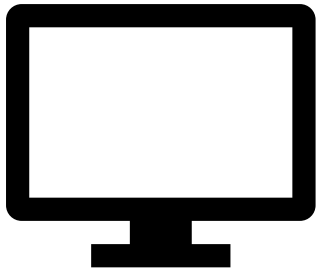
- Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of testing materials.
- All testing personnel must sign the Test Security Policy agreeing to uphold the security policies of the agency, school, 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.



Virtual



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 **()**
5. **Log in** OR Click on the Create a new account button and activate your account
6. Enter the **Training Passcode** – **()**
7. Click the **Enroll Me** button
8. Click the **Test Security Agreement** link, SUBMIT
9. Click the **Get Your Certificate!** button

Questions?





THANK YOU

Chrysti Nielsen – cnielsen@nwservice.org