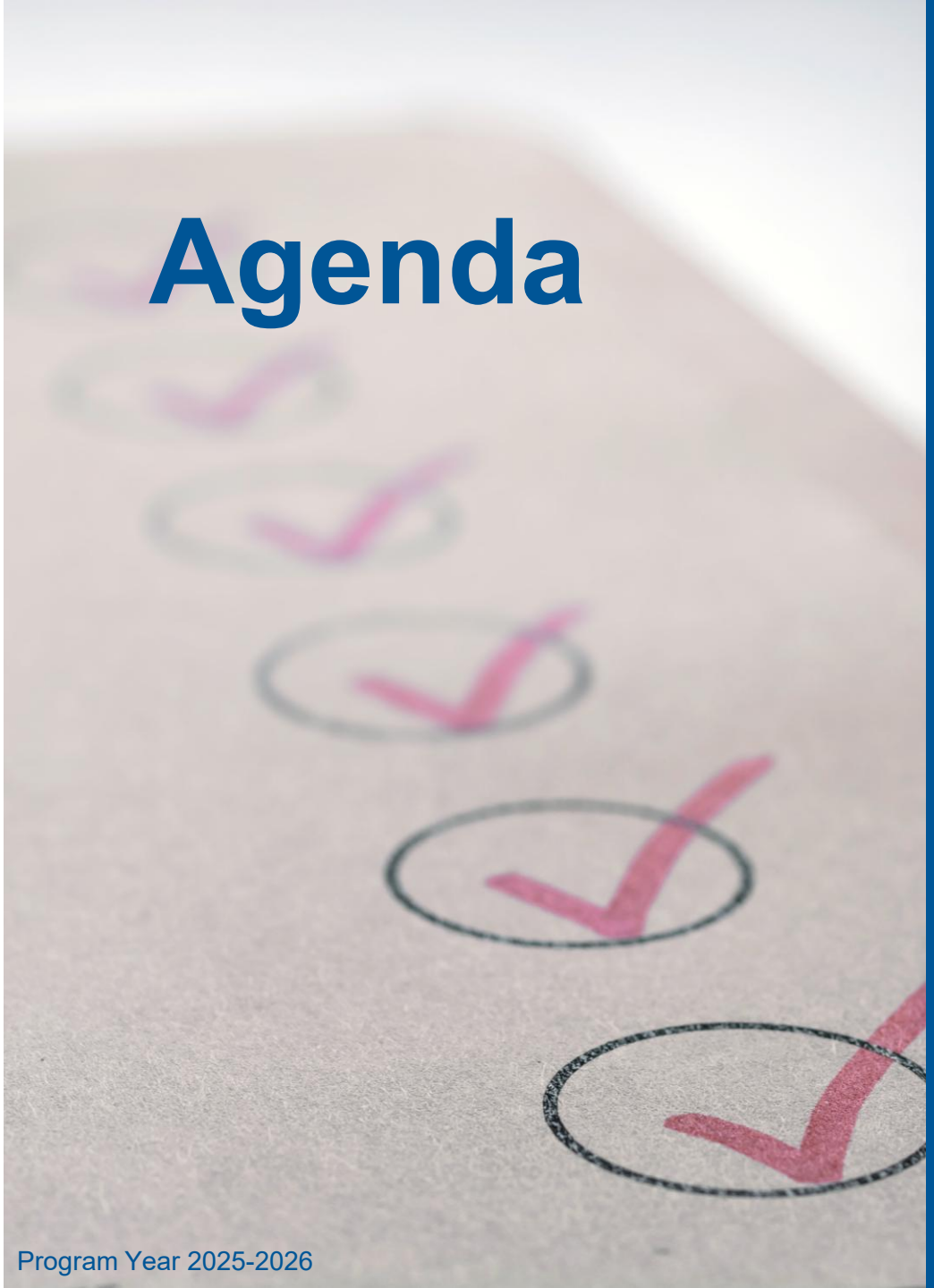
Minnesota ABE Summer Institute 2025

CASAS Recertification

Marty Olsen – martha.olsen@gmail.com

Test Implementation for Recertification

- *This session is appropriate for currently certified, experienced CASAS test users and counts as **recertification**. This is **not for initial** certification.*
- ***Recertification** is required every five years after completion of the Initial Implementation training.*
- *You are responsible for letting your administrator/data person know that you attended this training today. To ensure that I am able to verify that, make sure that you signed in on the sign-in sheet.*



Agenda

- Introductions
- Review updated information regarding CASAS approved assessments
- Test Implementation Review
- Review CASAS tools to assist in targeting instruction
- Reports, Resources and Support

CASAS Basics Review

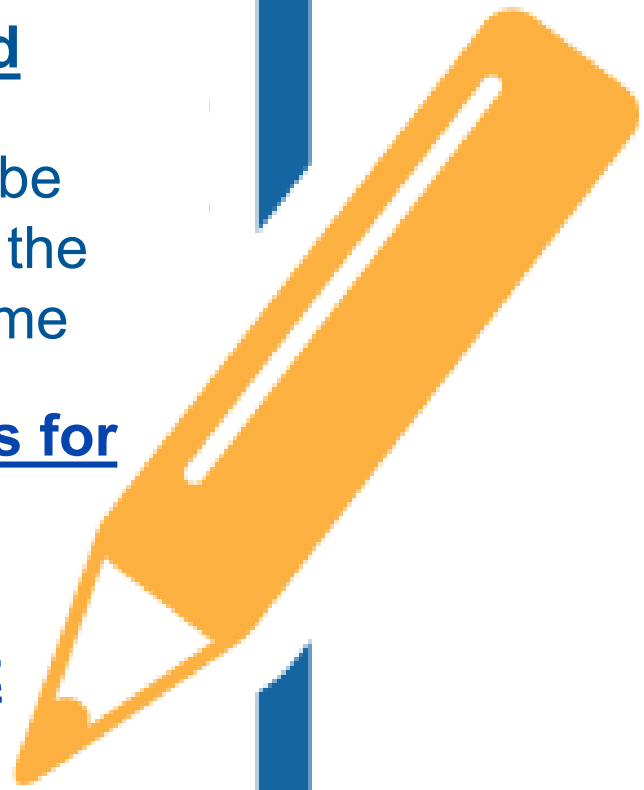
Standardized Test

*__CASAS tests__ are __standardized__

Tests should be administered the same each time

*Follow __Steps for Test Day__

*Read __Script__ verbatim



Steps for Testing Day – Paper

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

STEP 1: PREPARE TO TEST

Prepare Test Materials

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

Prepare Students

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

Test Administration

Suggested Verbal Instructions – Paper

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

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

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

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

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

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

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

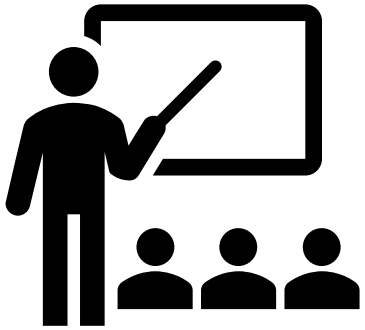
If you don't know the answer, that's OK.
- You don't have to mark an answer.
- Just go to the next question.
- Stop when the questions get too difficult.

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

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

Who Is Eligible to Administer Assessments?

- Staff who have gone through a CASAS Implementation 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 Review and New

Standardized Test

NRS Approval Dates

ESL Assessments - NRS Approved

Reading STEPS

NRS-approved through

2030

Listening 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

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

NRS Approved ABE / ASE Assessments

GOALS 2
CASAS

Reading GOALS 2

NRS-approved through

June 30, 2032

Reading GOALS *NRS Approval extended* through June 30, 2026 to allow transition time.

Math GOALS 2

NRS-approved through

2030

- 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

CASAS Review and New

Standardized Test

NRS Approval Dates

In-person/Online Training

Virtual, In-person Training with State Trainers

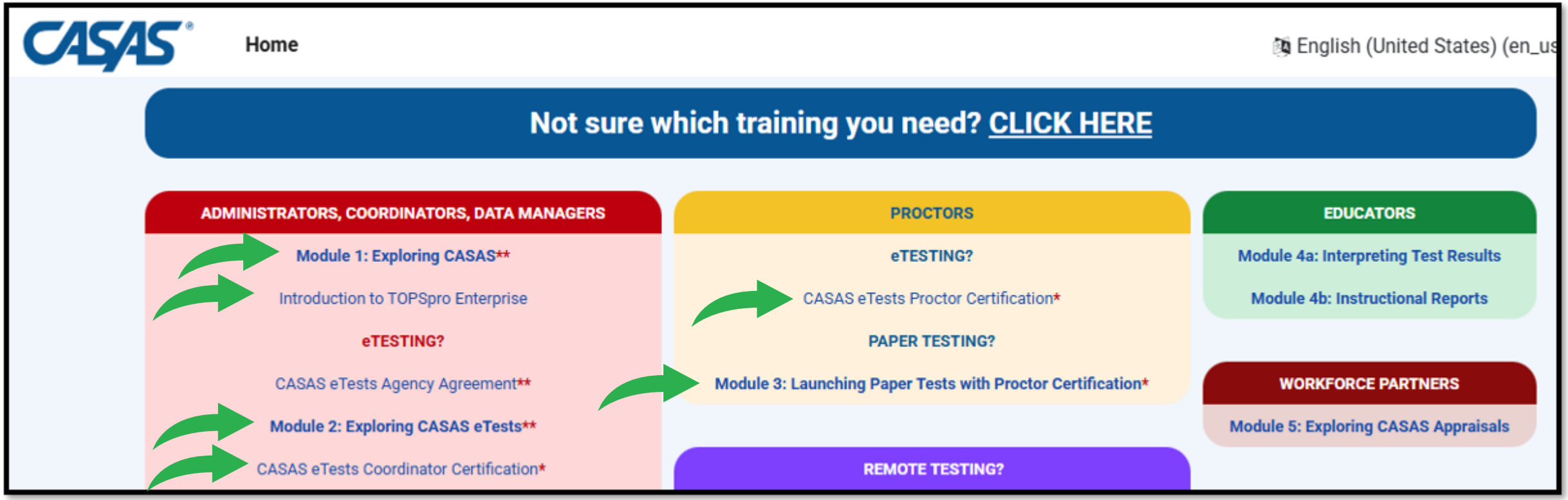
CASAS Implementation Training (Virtual)
Wednesday, August 27, 2025
9:00 a.m. to 12:00 noon
Register: **https://us06web.zoom.us/meeting/register/X-QF7D0-T2y7hyInXHO0Gg**

TABE Implementation Training (Virtual)
Wednesday, August 27, 2025
1:00 to 4:00 p.m.
Register: **https://us06web.zoom.us/meeting/register/yEvm2BBcQ5OSAgUm7h3NTg**

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* ***e/tests Proctor Certification***
- ***Introduction to TOPSpro*** *Enterprise*



CASAS Review and New

- Standardized Test
- NRS Approval Dates
- In-person/Online Training
- New Test Series Resources

New Test Series & Links

https://www.casas.org/

RESOURCES

Assessments

Reading GOALS 2 CASAS

Math

Documentation

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

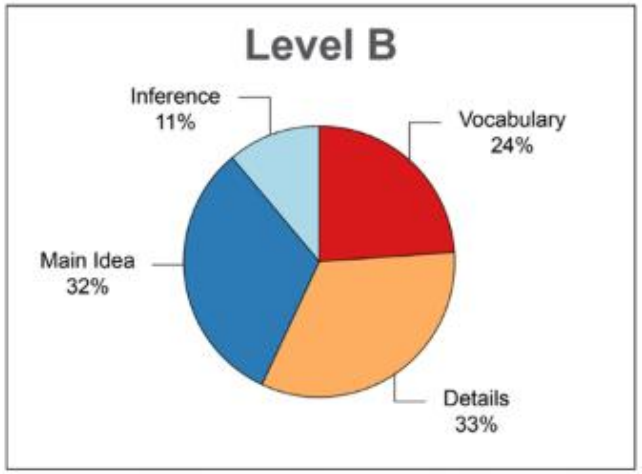
Sample Test Items

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

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

CONTENT STANDARD BLUEPRINTS

GOALS 2 Reading GOALS 2 Content Standard Blueprint

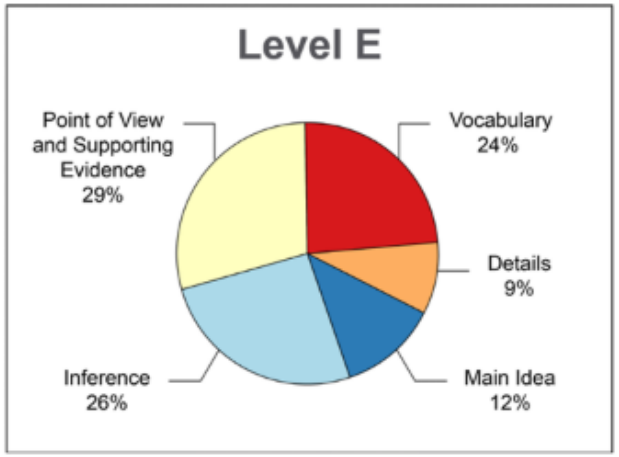


NRS Educational Functioning Levels
Levels 2 and 3

College and Career Readiness Standards
Levels B and C

Content Areas	CCR Anchor Standard	% of test items
Vocabulary Understand academic words	4	24%
Details Retell key details Understand text features and structure Compare details between texts	1, 5, 9	33%
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	2, 6	32%
Inference Infer/Draw conclusions	1	11%

GOALS 2 Reading GOALS 2 Content Standard Blueprint



NRS Educational Functioning Levels
Levels 5 and 6

College and Career Readiness Standards
Level E

Content Areas	CCR Anchor Standard	% of test items
Vocabulary Understand academic words Understand figurative language	4	24%
Details Compare details between texts	9	9%
Main Idea Identify an author's purpose Summarize	2, 6	12%
Inference Infer/Draw conclusions	1	26%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence	6, 8	29%

GRADE LEVEL EQUIVALENTS – STEPS

Reading STEPS

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+

Listening STEPS

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+

GRADE LEVEL EQUIVALENTS – GOALS 2

Reading GOALS 2

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

Math GOALS 2

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

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*

TRUE OR FALSE?

Let’s Think!

Image by ivabalk from Pixabay

True or False?

Local programs can certify their own Test Proctors on ‘their way’ of using CASAS tests and give them access to CASAS test materials.

False!

BEFORE Test Proctors are trained on agency-specific policies and have access to CASAS Tests (either paper or eTests), local programs must have their test administrators (proctors):

1) Create a CASAS website login
2) Complete CASAS Online Training, (Module 2 and eTest Proctor certification for eTests or Module 3 for paper tests)
3) Submit the Test Security Agreement (online at the end of Module)

True or False?

Local programs can give some accommodations without contacting CASAS.

True

Local programs* can give some accommodations without contacting CASAS.

***Minnesota is fortunate to have PANDA, our disability supplemental services provider.**

https://pandamn.org/category/accommodations/

File	Type	Size	Download
CASAS Assessment Accommodations and Accessibility Guidelines	PDF	299.95 KB	Download
Screen Reader Proctor Script for Reading STEPS Math GOALS 2 Test Sessions in CASAS eTests	PDF	191.70 KB	Download
CASAS Testing Accommodations and Accessibility Features FAQs	PDF	263.87 KB	Download
How To Guide _CASAS eTests with Screen Reader_Reading STEPS and Math GOALS 2	PDF	298.59 KB	Download
How To Guide _CASAS eTests for Visual Impairment_Listening STEPS	PDF	232.76 KB	Download

Allowed

Accommodations should be noted in SiD, so that the same accommodations can be used for post-testing

- Accommodations in test time
- Giving supervised breaks
- Providing a sign language interpreter for test administration directions
- Providing a distraction-free testing environment

True or False?

Old test series can be saved to use for practice and for instruction.

False!

CASAS requests that agencies shred old test booklets.

Procedures for shredding in Test Security Policy.

True or False?

Test takers can finish the last question they are working on, even if the time is “up”.

True!

CASAS policy states,

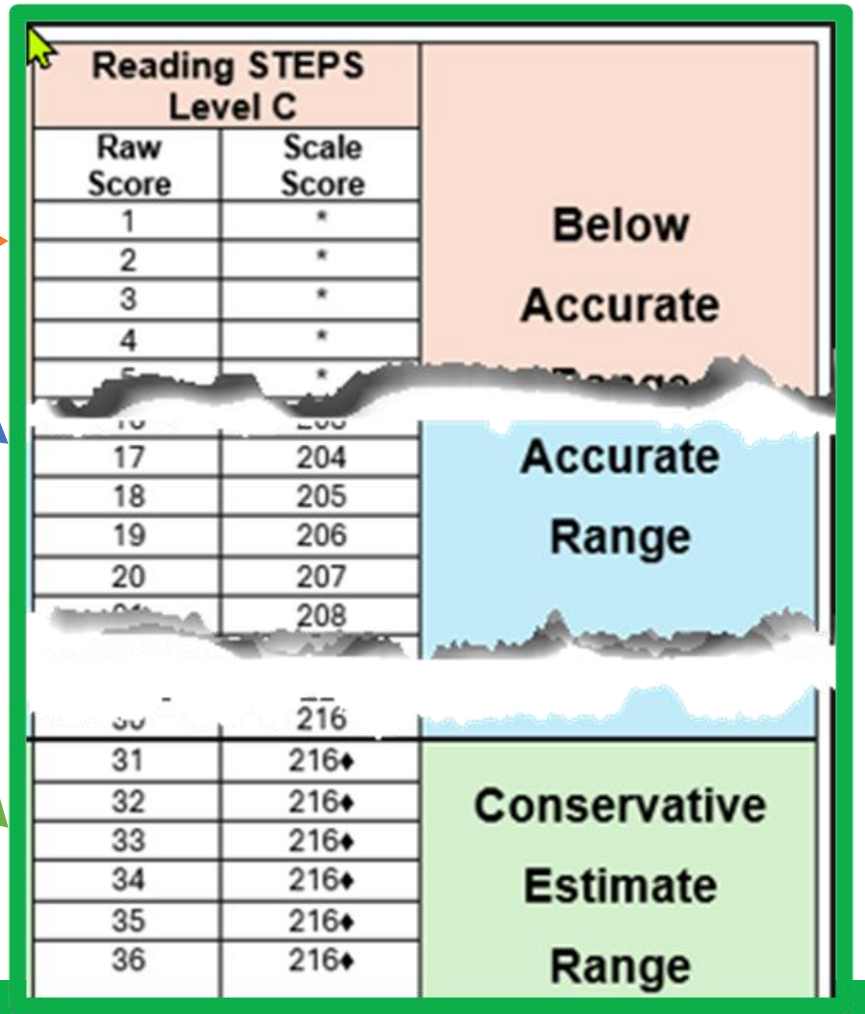
“Those taking a paper test who are unable to complete a test in the allotted time may have a few minutes… to finish the question they are working on.”

CASAS Review and New

- Standardized Test
- NRS Approval Dates
- Online Training
- New Test Series Resources
- Scoring

Understand the Score Ranges

- **Accurate scores**
  - Reportable for measuring learning gains
- **Inaccurate scores (*Asterisk Scores)**
  - Below accurate range
  - No Scale score is generated
  - Not reportable for measuring learning gains
  - Retesting required
- **Conservative estimate scores (◆Diamond Scores)**
  - Reportable for measuring learning gains
  - Student scored at high end of the range for test form
    - May not reflect student's knowledge
  - Retesting not required - recommended with pretests



Level A Inaccurate Scores: Change to Assign a Scale Score

CASAS
www.casas.org

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

CASAS Review and New

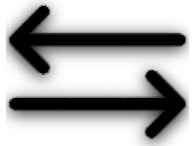
- Standardized Test
- NRS Approval Dates
- Online Training
- New Test Series Resources
- Scoring
- Analyzing/Reporting

Analyzing Test Results…

- STEPS and GOALS 2 TAMs no longer have item by item analysis checklists.

- A student's answers must be entered into TOPSpro Enterprise (TE) to generate the Individual Skills Profile and the NEW! Content Standard Report, for example.

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



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

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

Scan or manually enter student data and answers into TE

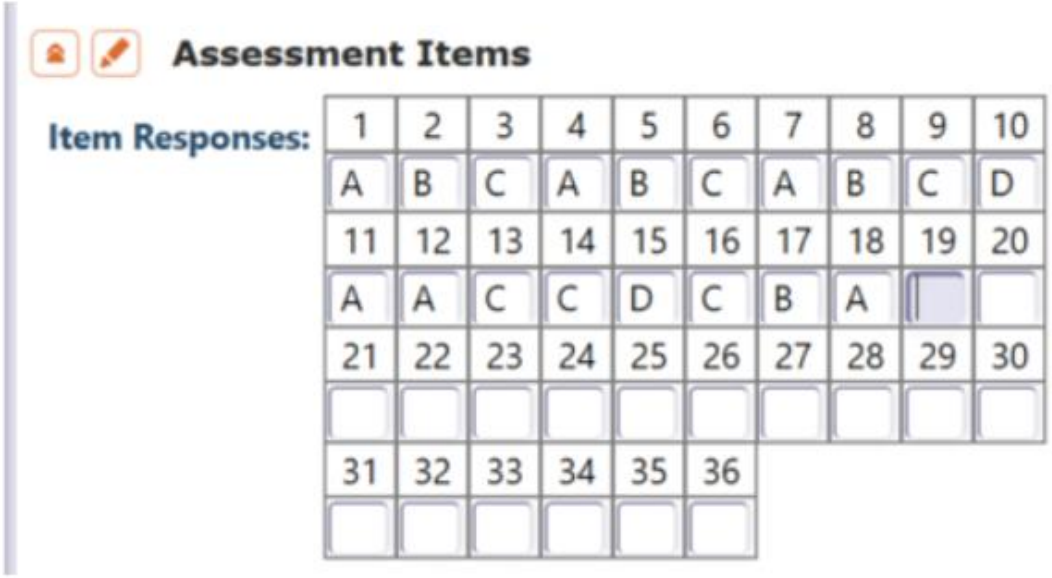
To learn more, contact techsupport@casas.org

Options for Generating Test Results and Reports

TOPSpro Enterprise (TE)

Manual Entry into TOPSpro

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

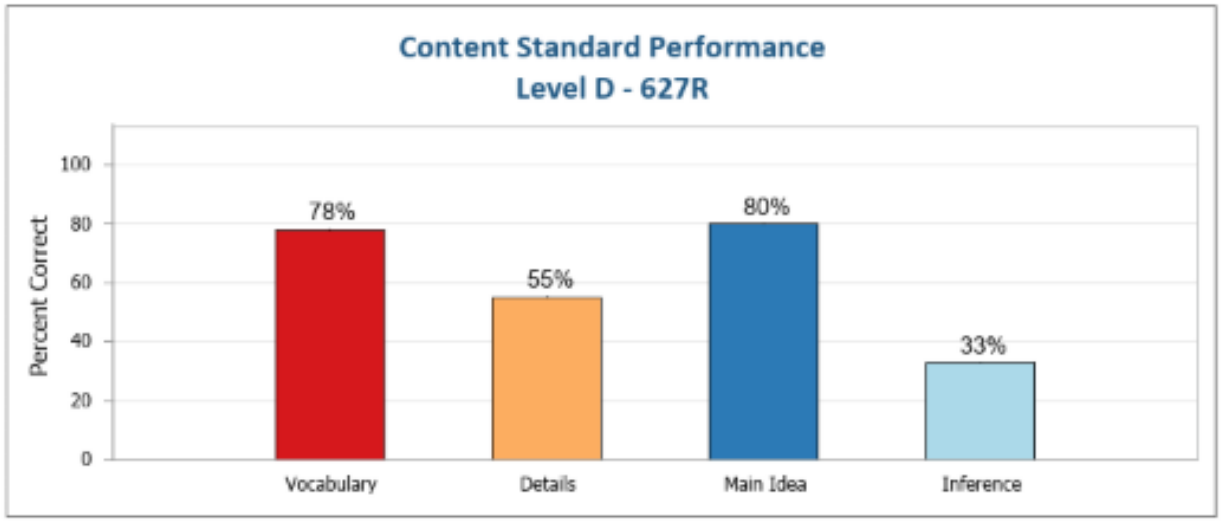


CASAS Reading STEPS Student Content Standard Performance - LEVEL D

Shows student's performance on a given test form

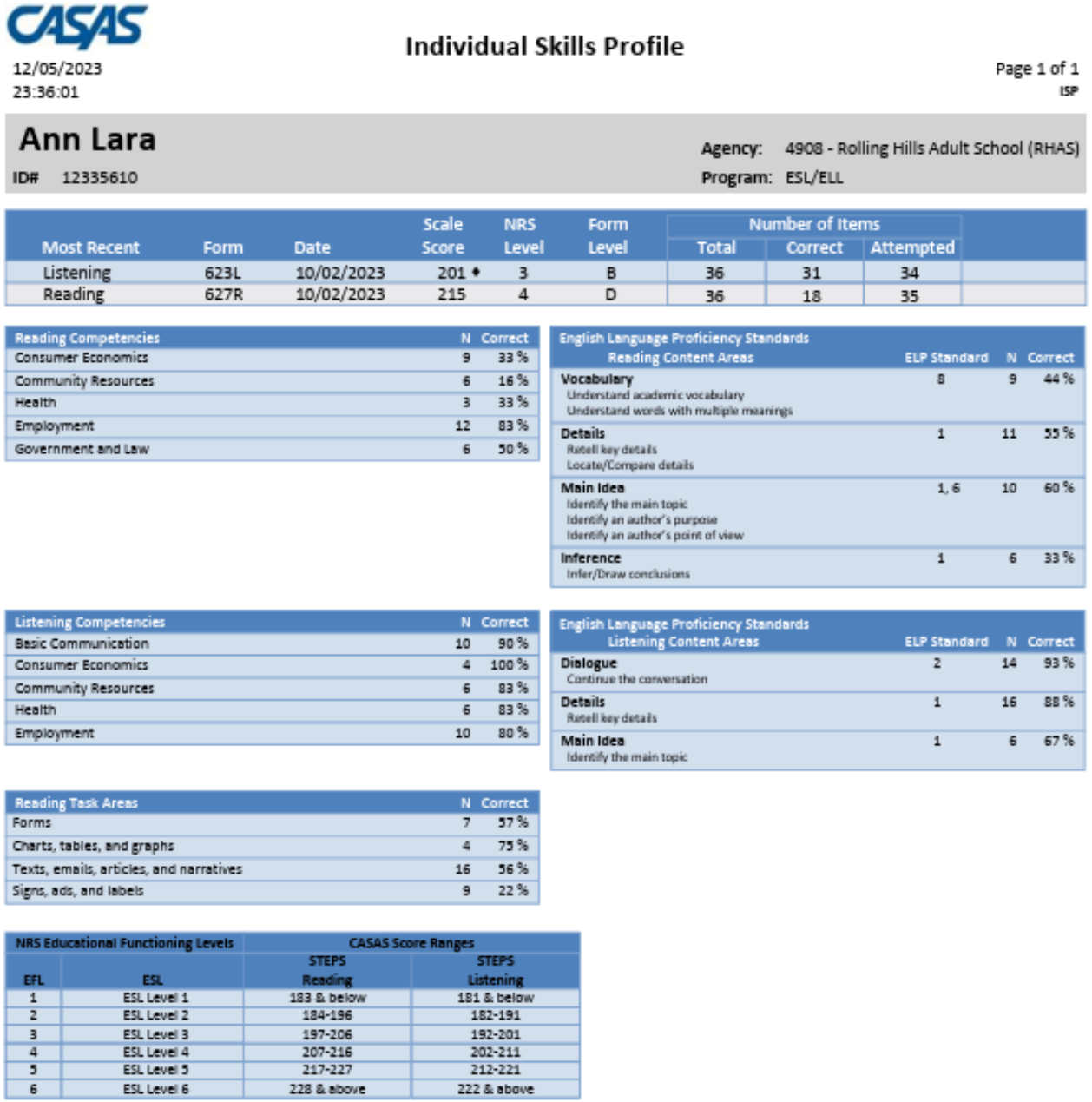
Student Content Area

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



English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	9	78 %
Details Retell key details Locate/Compare details	1	11	55 %
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	10	80 %
Inference Infer/Draw conclusions	1	6	33 %

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



CASAS

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Individual Skills Profile

Page 1 of 1
ISP

Ann Lara
ID# 12335610

Agency: 4908 - Rolling Hills Adult School (RHAS)
Program: ESL/ELL

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items Total	Correct	Attempted
Listening	623L	10/02/2023	201 ♦	3	B	36	31	34
Reading	627R	10/02/2023	215	4	D	36	18	35

Reading Competencies	N	Correct
Consumer Economics	9	33 %
Community Resources	6	16 %
Health	3	33 %
Employment	12	83 %
Government and Law	6	50 %

English Language Proficiency Standards Reading Content Areas	ELP Standard	N	Correct
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	9	44 %
Details Retell key details Locate/Compare details	1	11	55 %
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	10	60 %
Inference Infer/Draw conclusions	1	6	33 %

Listening Competencies	N	Correct
Basic Communication	10	90 %
Consumer Economics	4	100 %
Community Resources	6	83 %
Health	6	83 %
Employment	10	80 %

English Language Proficiency Standards Listening Content Areas	ELP Standard	N	Correct
Dialogue Continue the conversation	2	14	93 %
Details Retell key details	1	16	88 %
Main Idea Identify the main topic	1	6	67 %

Reading Task Areas	N	Correct
Forms	7	57 %
Charts, tables, and graphs	4	75 %
Texts, emails, articles, and narratives	16	56 %
Signs, ads, and labels	9	22 %

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ESL	STEPS Reading	STEPS Listening
1	ESL Level 1	183 & below	181 & below
2	ESL Level 2	184-196	182-191
3	ESL Level 3	197-206	192-201
4	ESL Level 4	207-216	202-211
5	ESL Level 5	217-227	212-221
6	ESL Level 6	228 & above	222 & above

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.

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.

CASAS

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

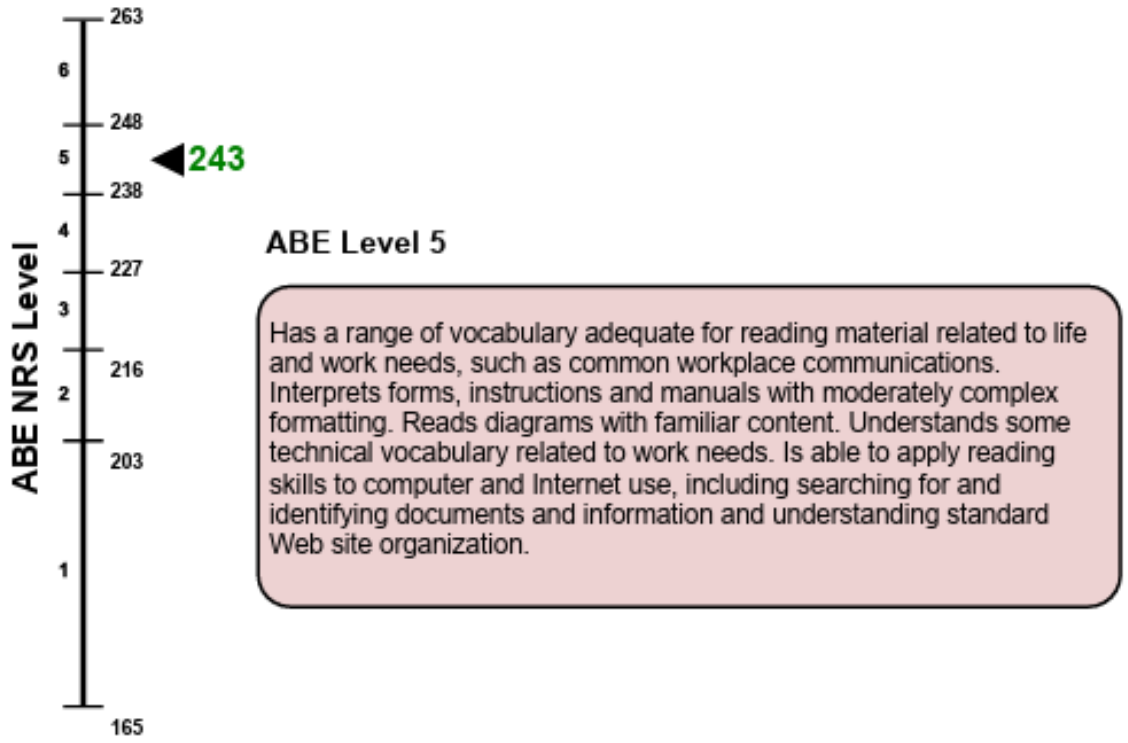

Photo by Unknown Author is licensed under CC BY-NC

Now that you've completed Recertification…… Next Steps

- **ADVISE YOUR DATA MANAGER** to record your CASAS Recertification Training in SiD (under the Staff History → Training Tab)
- If you need a **"Certificate of Attendance"** (CEU) to verify today's attendance, send an email request to Marty at martha.olsen@gmail.com

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

CASAS Homepage

eTests CASAS TOPSpro enterprise

Complimentary
Tech Support

If you have any questions or need assistance

techsupport@casas.org

1 (800) 255-1036, option 2

Office Hours with CASAS Staff

- Your Questions – Our Answers
- One-to-one or small group
- Select Fridays
- 11am Pacific/2pm Eastern
- 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/2 pm Eastern

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

THANK YOU