CASAS

CORRELATION OF CASAS COMPETENCIES –

VERSION 2003 TO VERSION 2008

Correlation of CASAS Competencies – Version 2003 to Version 2008

CASAS, together with the CASAS National Consortium, has just completed a yearlong competency revalidation process. The CASAS Competencies are reviewed and updated periodically to ensure that they address critical skills required for learner success in the workplace, community and family.

In preparing the revisions, CASAS considered extensive feedback and suggestions from national subject matter experts, CASAS National Consortium members representing 30 states, and field-based focus groups of adult educators. The complete updated competencies document, *CASAS Competencies ̶ Essential Life and Work Skills for Youth and Adults 2008,* is available at www.casas.org.

The changes update the life and work skills needed by youth and adults in today's society and reflect the increased role of technology in the 21st century. Competency areas that have been expanded or added include:

- education
- financial literacy
- technology
- health and medical information
- media literacy

This comprehensive list of competencies can serve as a framework for:

- curriculum development and instruction
- standardized and informal classroom-based test development
- organization of instructional materials and resources

The 2008 version includes competencies that were revised, added, moved, or subsumed in others. Revisions ranged from minor wording changes to changes in content and scope. Many instructional programs use CASAS Competencies as a framework for structuring curriculum and for organizing their library. Many publishers code their materials to the CASAS Competencies. Updating and expanding the competencies necessitates updating such correlations.

Recoding Guidelines

CASAS understands the amount of effort involved in recoding materials to competencies, and appreciates the patience and understanding of CASAS users in our efforts to reflect the changing needs of adult learners clearly and comprehensively.

Competencies from the 2003 version that did **not** change are not included in the following tables.

As a general note, there is occasional overlap among competency statements. When coding materials, use professional judgment in deciding on the degree of redundancy desired.

Table 1 shows new competency statements added in the 2008 revision as well as statements that were significantly expanded in scope.

Table 2 shows correspondences between old and new competency numbers. It includes those 2003 competencies that were altered; eliminated; and moved and renumbered.

Coding of material to competencies that were not changed may also be affected by the revisions, as now there are other competencies that may be more appropriate than the original coding. For example:

- Dates may have been coded to *2.3.2 Identify the months of the year and the days of the week*; there is now a new competency *2.3.4 Interpret and write dates*.

- Information about medications may have been coded to *3.3.1 Identify and use necessary medications* or *3.3.2 Interpret medicine labels*; there is now competency *3.3.4 Interpret information about medications and their proper and safe use*.

- Information about legal rights of employees may have been coded to *4.2.3 Interpret employment contract and union agreements* or *4.2.4 Interpret employee handbooks, personnel policies, and job manuals*; there is now *4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment*.

- Content dealing with domestic abuse may have been coded to 5.3.1, 5.3.7 or 5.3.8 – there is now *5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems*.

Table 1 – New and expanded CASAS Competencies

New	Expanded		
		0.	**Basic Communication**
x		0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
x		0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
x		1.2.6	Identify places to purchase goods and services, including the Internet
	x	1.3.1	Identify, compare and use methods for purchasing goods and services, including online purchasing
	x	1.3.6	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
x		1.6.5	Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
x		1.6.6	Interpret information about consumer privacy rights and policies
x		1.6.7	Identify risks such as identity theft and ways to safeguard personal and financial information
x		1.7.6	Place a notice or ad to sell items
	x	1.8.1	Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
	x	1.8.3	Interpret information about types of bank accounts, including fees and interest
	x	1.8.5	Interpret information about investments and financial planning, including type and purpose of investments
x		1.8.6	Interpret information about credit and debt, including interest rates, payment terms and credit reports
x		1.8.7	Identify and use services to send money or exchange currency
	x	1.9.1	Interpret highway and traffic signs and signals, including parking information
x		1.9.9	Identify types of vehicles and basic car parts and features, including safety equipment
		2.	**Community Resources**
	x	2.1.4	Interpret information related to telephone, cable, and other communications services, including plans, rates and billing
	x	2.1.6	Interpret information about using a pay telephone and phone cards
	x	2.1.8	Use a telephone or similar device to make and receive calls and for other functions
	x	2.2.5	Use maps relating to travel needs, including Internet-based map systems
x		2.2.6	Identify and interpret documentation requirements for travel, including applying for documents and completing forms
x		2.2.7	Interpret and follow security policies and procedures, and regulations related to travel and transport
x		2.3.4	Interpret and write dates
x		2.4.7	Interpret postal regulations and mailing and shipping procedures and requirements
x		2.5.8	Identify community organizations and their purpose and functions

New	Expanded	
x		2.7.7 Obtain and interpret news from a variety of media sources (see also 7.6)
x		2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see also 7.6)
x		2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment
x		**2.8 Understand how to access and use educational systems and services**
x		2.8.1 Interpret information about the educational system, from early childhood to post-
x		secondary
x		2.8.2 Identify, evaluate, and access schools and other learning resources
x		2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
x		2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
x		2.8.5 Interpret school-related forms, such as registration and application forms
x		2.8.6 Interpret information from schools and communicate with school personnel
x		2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
x		2.8.8 Interpret information related to student and school performance, and identify ways to promote change
		2.8.9 Identify ways to get involved or volunteer in an educational setting
		3. Health
x		3.1.4 Identify common types of medical and health practitioners and specialists
x		3.1.5 Identify and access counseling services
x		3.1.6 Interpret information about health care plans, insurance, and benefits
x		3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions
x		3.3.4 Interpret information on medications and their proper and safe use
x		3.4.7 Interpret health and danger alerts
x		3.4.8 Interpret information regarding disaster preparedness
	x	3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
	x	3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
x		**3.6 Understand basic health and medical information**
x		3.6.1 Identify parts of the body
x		3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
x		3.6.3 Interpret information about illnesses, diseases, and health conditions, and their
x		symptoms
x		3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
x		3.6.5 Interpret information on the development, care, and health and safety concerns of children
x		3.6.6 Interpret information about health issues related to aging
x		3.6.7 Interpret information about sexuality
x		3.6.8 Interpret information about medical procedures and the considerations and risks involved
x		3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet

New	Expanded	
		4. Employment
x		4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment
	x	4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
	x	4.9.2 Identify an organization's goals and priorities, and factors that affect its operation
		5. Government and Law
x		5.1.7 Identify how to contact public officials about issues and concerns
x		5.2.6 Identify the U.S. flag, other national symbols, and principal monuments
x		5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems
x		5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local
x		5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
x		5.6.5 Identify volunteer agencies and opportunities in the community
x		5.7.5 Interpret information about issues related to social sciences, such as psychology
x		5.7.6 Interpret information related to ethical and philosophical issues
		7. Learning and Thinking Skills
x		7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors
x x x x x		**7.6 Demonstrate the ability to view the media critically** 7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations 7.6.4 Interpret rating systems for media content
x x x x x x x		**7.7 Demonstrate the ability to use information and communication technology** 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together 7.7.2 Demonstrate basic skills in using a computer, including using common software applications 7.7.3 Demonstrate ability to use the Internet 7.7.4 Demonstrate ability to use e-mail and other messaging systems 7.7.5 Identify safe and responsible use of information and communication technology 7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

Table 2 – Correspondences between 2003 and 2008 competency numbers

2003 Competency		Correlating 2008 Competency (numbers refer to 2008 Competency List)
0.	**Basic Communication**	
0.1.2	Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)	If pertaining to commands, use 0.1.7. If pertaining to asking permission, use 0.1.4. Use 0.2.1, 0.2.2, 0.2.4 as appropriate.
0.1.3	Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)	If pertaining to requests, use 0.1.7.
1.	**Consumer Economics**	
1.1.2	Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)	Code to appropriate competency in area 6.0 Math, and to other statements relating to the context.
1.1.3	Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)	For maps use 2.2.5. For graphs use appropriate competency in category 6.7.
1.1.4	Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)	Use 1.1.4 only if consumer-related, whether standard or metric. If measurement is for other purposes, use math or other appropriate competency.
1.1.5	Interpret temperatures (see also 6.6.4)	Code to context; for example: If medical, use 3.6.4. If weather, use 2.3.3. If regarding cooking, use 1.1.1. If reading a thermometer, use 6.6.4. If math is involved, code to appropriate math competency.
1.1.7	Identify product containers and interpret weight and volume	Use 1.1.7 only for containers and related units of measure. For weight and volume use appropriate math competency.
1.1.8	Compute averages (see also 6.7.5)	Use 6.7.5.
1.1.9	Interpret clothing and pattern sizes and use height and weight tables	Use 1.2.1.
1.3.2	Interpret credit applications and recognize how to use and maintain credit	If credit applications, use 1.3.2. If pertaining to buying on credit, use 1.3.1. If about concept of credit and related information, use 1.8.6
1.3.3	Identify or use various methods to purchase goods and services, and make returns and exchanges	If about purchasing, use 1.3.1. If about returns and exchanges, use 1.3.3.
1.3.4	Use catalogs, order forms, and related information to purchase goods and services	Use 1.3.1 if more appropriate.

	2003 Competency	Correlating 2008 Competency (numbers refer to 2008 Competency List)
1.3.7	Interpret information or directions to locate merchandise (see also 2.5.4)	1.2.7 (moved)
1.3.8	Identify common food items	1.2.8 (moved)
1.3.9	Identify common articles of clothing	1.2.9 (moved)
1.6.1	Interpret food packaging labels (see also 1.2.1, 3.5.1)	Use 1.6.1 basically only for expiration labels. For general informational labels use 1.2.1. For nutritional labels use 3.5.1.
1.6.2	Identify consumer protection resources available when confronted with fraudulent practices	Use 1.6.2, or 1.6.5, 1.6.6 or 1.6.7 if more appropriate.
1.8.2	Interpret the procedures and forms associated with banking services, including writing checks	Use 1.8.1.
1.9.4	Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)	Use 2.2.5.
2.	**Community Resources**	
2.1.3	Interpret information about time zones (see also 2.3.1)	2.3.5 (moved)
2.1.5	Interpret telegram rates and procedures	Deleted
2.2.1	Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)	Use 2.2.1 only for directions to go to a place. Use 0.1.7 if regarding general instructions. Use 2.2.2 if pertaining to public transportation signs. Use 4.3.1 if regarding workplace safety signs. Use 4.6.1 if workplace instructions.
2.2.2	Recognize and use signs related to transportation (see also 1.9.1)	Use 2.2.2 if pertaining to public transportation signs. Use 1.9.1 for traffic and highway signs.
2.4.2	Interpret postal rates and types of mailing services	Use 2.4.2, or 2.4.7 if appropriate.
2.4.3	Interpret postal service forms and instructions on returned mail	Use 2.4.7 if more appropriate.
2.5.2	Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers	Use 2.5.8 for community-based services.
2.5.3	Locate medical and health facilities in the community (see also 3.1.3)	Use 3.1.3.
2.5.4	Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)	Use 2.2.1.
2.5.5	Locate and use educational services in the community, including interpreting and writing school-related communications	Use appropriate competency in category 2.8.
2.5.7	Interpret permit and license requirements (see also 1.9.2)	5.4.5 (moved)

	2003 Competency	Correlating 2008 Competency (numbers refer to 2008 Competency List)
3.	**Health**	
3.1.1	Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions	Use 3.6.1, 3.6.3 or 3.6.4 as appropriate.
3.2.2	Interpret immunization requirements	3.4.6 (moved)
3.2.3	Interpret information associated with medical, dental, or life insurance	Use 3.1.5 for health insurance. If pertaining to life insurance, use 1.8.5. Use 3.2.3 for forms associated with health insurance.
3.3.1	Identify and use necessary medications (see also 3.3.2, 3.3.3)	Use 3.3.4 if appropriate.
3.3.3	Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1)	Use 3.3.1.
3.5.7	Identify child-rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)	If pertaining to child development and care, use 3.6.5. If pertaining to educational resources, use 2.8.2.
4.	**Employment**	
4.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms	For benefits use 4.2.5.
4.3.3	Identify safe work procedures and common safety equipment, including wearing safe work attire	If pertaining to procedures, use 4.3.2. If regarding equipment and attire, use 4.3.3.
4.5.3	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)	4.7.5 (moved)
4.5.5	Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts	If work-related, use 4.5.5. If general computer use, use 7.7.2.
5.	**Government and Law**	
5.1.6	Communicate one's opinions on a current issue	Use 5.1.7 if relating to contacting public officials.
5.3.4	Interpret laws affecting door-to-door sales	Use 1.6.2, 1.6.5 or 5.3.1 as appropriate.
5.3.5	Interpret information about traffic tickets	Use 5.3.7.
6.	**Computation**	Coding to Computation (Math) competencies will carry through to the 2008 list unchanged. Math skills are covered in greater detail by the CASAS Math Content Standards.
7.	**Learning to Learn**	**Learning and Thinking Skills** Changes not likely to alter existing coding to this area; but see additions in Table 1.
8.	**Independent Living**	No changes.