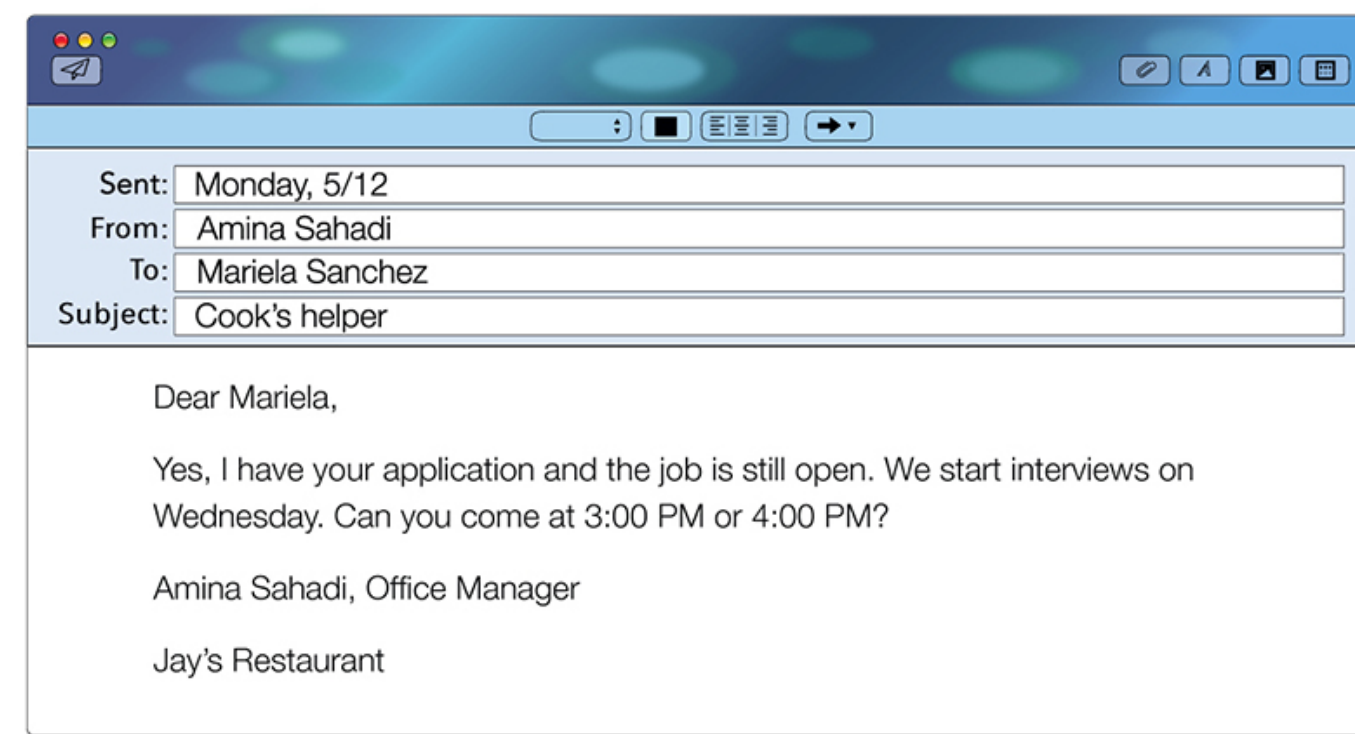


New CASAS GOALS Reading Series

Introduction

CASAS is developing a new ABE/ASE reading test series for release in 2017.

- Test content is aligned with College and Career Readiness (CCR) Standards for Adult Education.
- Comprehension questions draw on higher order reading skills, including citing evidence from complex texts and summarizing.
- New question types include Sentence Completion and an "Item Families" approach.
- Both computer-based and paper-based testing will be available.
- NRS ABE/ASE levels will be covered in four test levels.



Amina Sahadi wrote the e-mail ____.

A. on Wednesday
B. at 3:00 PM
C. to Mariela Sanchez
D. to Jay's Restaurant

Sentence Completion

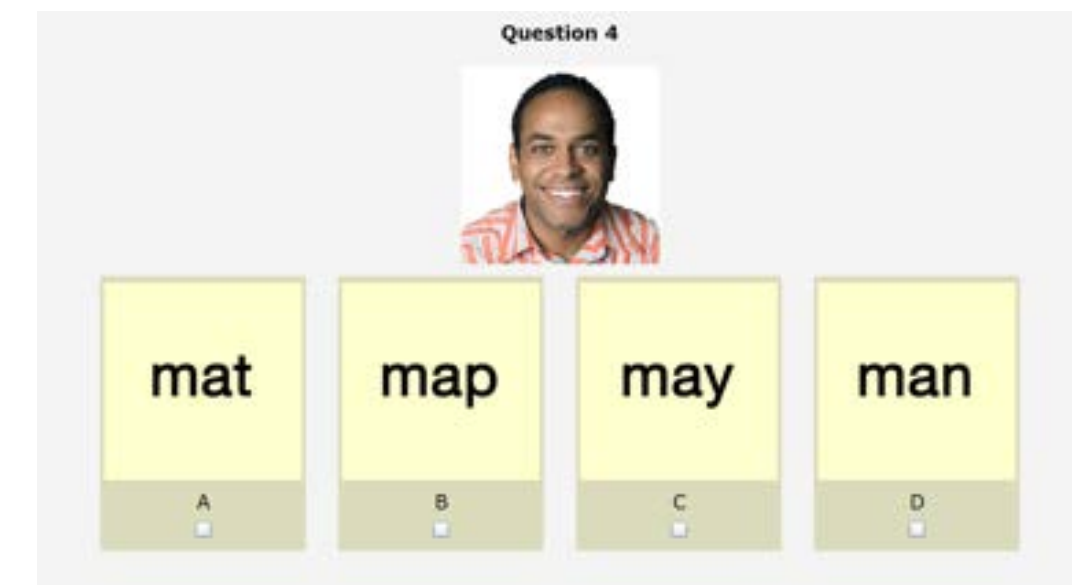


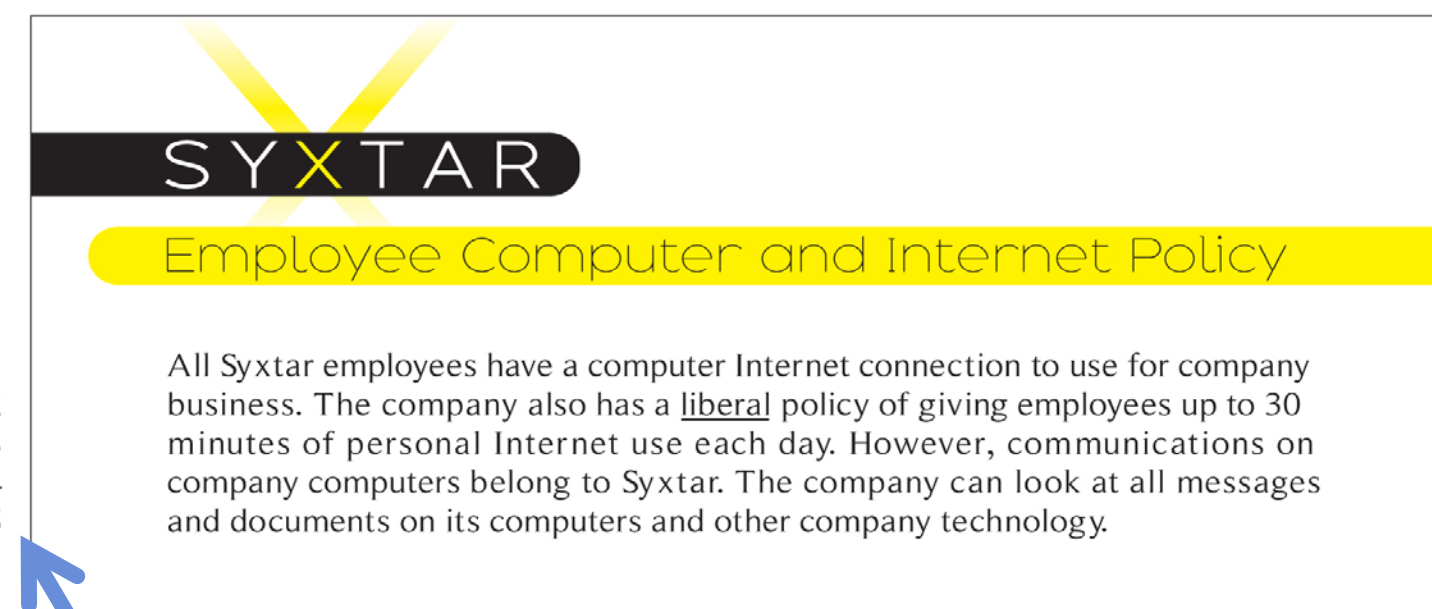
Photo Prompts
(Level A Only)

Multiple-Choice
(all levels)

Comprehension Questions

Item Families Approach

Vocabulary in
Context



Numbered lines in text
passages
(Levels B, C, D)

Which statement *best* summarizes this announcement?

- A. The company requires a more straightforward computer-use policy.
B. Too many employees have violated proper computer-use standards.
C. The company plans to prohibit sending and receiving personal e-mail.
D. **There are restrictions to the use of company computers by employees.**

Which lines explain that the company is inspecting employees' use of computers and the Internet?

- A. lines 1 - 2
B. lines 2 - 3
C. lines 3 - 4
D. **lines 4 - 5**

In line 2, which word means the same as the underlined word liberal in this announcement?

- A. **generous**
B. radical
C. traditional
D. widespread

Timeline



For sample test items, go to www.casas.org and search for "CASAS Sample Test Items."

CASAS Assessment Update

New CASAS GOALS Reading and Math Test Series

- Strongly aligned to CCRS (College and Career Readiness Standards for Adult Education)
- Reading GOALS assesses higher order thinking skills (Depth of Knowledge), complex informational text, and vocabulary, including academic language.
- Math GOALS assesses Number Sense, Algebra, Geometry, Measurement, and Statistical Reasoning.
- Currently undergoing OCTAE NRS Test Review (ABE/ASE Reading and Math)
- New ELL Reading development and research studies dependent on release of new NRS ELL Descriptors by OCTAE

CASAS Math Content Standards – available at casas.org

Revised CASAS Reading Content Standards (2016)

- Streamlined, re-organized, shortened
- Incorporate CCRS standards
- Posted on CASAS website. Go to “Product Overviews,” then “Curriculum Management and Instruction,” then “CASAS Basic Skills Content Standards”.

CASAS NRS-approved Assessments -- Approved through **February 2019:**

- Life and Work Reading (80 series) and Beginning Literacy, Forms 27 and 28
- Life and Work Listening (980 series)
- Life Skills Math (30 series)

CASAS eTests and TOPSpro Enterprise

- New: test delivery via tablets, starting with Chromebooks.
- All computer-delivered test forms can be used with a touch screen.
- Beginning Literacy Forms 27 and 28 are on eTests and can also be used with a touch screen.

CASAS Reading GOALS Series Blueprint

Reading GOALS Content Areas	CCRS*	CASAS Level A	CASAS Level B	CASAS Level C	CASAS Level D
Vocabulary <ul style="list-style-type: none"> • High frequency sight words • Academic vocabulary • Meaning from context 	R4	25%	20%	20%	20%
Reading Comprehension Skills <ul style="list-style-type: none"> • Locate information/detail; cite evidence • Main idea 	R1 R2	75%	50%	40%	20%
Higher Order Reading Skills <ul style="list-style-type: none"> • Cite evidence; infer; draw conclusions; summarize • Text structure and features • Author’s purpose and point of view • Analyze claim/argument 	R1, R2 R5 R6 R8		30%	40%	60%

*CCRS Reading Standards R7, R9 and R10 are measured across content areas.

CASAS Math GOALS Series Blueprint

CASAS Content Domains	CASAS Level* A/B	CASAS Level* C/D	College and Career Readiness Standards covered by
M1: Number Sense	22%	20%	At the A/B level, use basic concepts of <i>number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions.</i> At the C/D level, use advanced number concepts such as <i>comparing fractions, using operations with rational numbers and exponents.</i>
M2: Algebra	15%	30%	At the A/B level, <i>understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</i> At the C/D level, <i>generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.</i>
M3: Geometry	10%	10%	At the A/B level, <i>identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</i> At the C/D level, <i>solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</i>
M4: Measurement**	28%	25%	At the A/B level, <i>measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</i> At the C/D level, <i>understand/apply Pythagorean theorem, use volume measurements for complex modeling.</i>
M5: Statistics and Probability**	25%	15%	At the A/B level, <i>understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</i> At the C/D level, <i>understand probability, sampling, draw inferences, summarize and interpret categorical and quantitative data, draw inferences, investigate associations in bivariate data.</i>

* New CASAS Math Goals series includes (4) pre and post-test forms at two (2) levels. They cover all six (6) NRS levels for mathematics.

- A/B Levels - 2 alternate forms; 40 items each; covers CCRS Levels A-C
- C/D Levels - 2 alternate forms; 38 items each; covers CCRS Levels C-E

** CCRS has one content domain - *Measurement and Data*. It is equivalent to the combination of CASAS content domains *M4: Measurement* and *M5: Statistics and Probability*.

For a more detailed test blueprints for the GOALS series, go to “What’s New” on the home page of casas.org. For sample test items for the GOALS series, go to casas.org and search for “CASAS Sample Test Items.”

Free CASAS Training modules -- Go to “Online Training” at casas.org. Email: training@casas.org

General questions about the CASAS system: casas@casas.org

CASAS phone: 800-255-1036; **CASAS Tech Support:** press 2

CASAS Reading Standards:

***The Relationship to the
College and Career Readiness
Standards for Adult Education
and the
NRS Educational Functioning Levels
for ABE/ASE***

2016



Introduction

Reading standards for adult education programs define the underlying basic reading skills that adult learners need to succeed in everyday life, in academic courses, and in the workplace. Reading standards help programs plan the scope and sequence of instruction, and help learners master specific competencies to attain their goals. CASAS has supported the implementation of reading standards, as well as the integration of *CASAS Reading Content Standards* and *CASAS Competencies*, since 2004.

From 2004 – 2006, at the request of the CASAS National Consortium, CASAS initiated the *Basic Skills Content Standards Project* to assist Consortium states to develop and implement reading and math content standards. A committee of adult education practitioners, administrators, and policy makers representing 13 states participated in this project. At the time, as in the No Child Left Behind Act of 2001, the impending reauthorization of federal adult education legislation made it important for states to have a content standards continuum to guide the teaching and learning process from ESL and ABE through high school completion and beyond.

In 2009, the *CASAS Reading Content Standards* were revised based on field input from the CASAS National Consortium states using them. In 2013, as part of its cycle of review of the *CASAS Reading Content Standards* (2009), CASAS began reviewing and revising these standards, resulting in this document, the 2016 version of the standards. **This 2016 version, re-named *CASAS Reading Standards***, combines and streamlines the standards based on field input. The 2016 version incorporates standards from the *College and Career Readiness Standards for Adult Education* (2013) (<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>), derived from the *Common Core State Standards* (2010) (<http://www.corestandards.org/>).

Why are the *Common Core State Standards* (2010) important for Adult Education?

The Common Core State Standards Initiative is a multi-state project that was coordinated by the Chief Council of State School Officers (CCSSO), the National Governors Association (NGA), and the Center for Best Practices. The *Common Core State Standards* (2010) were developed in collaboration with teachers, school administrators, employers, and content experts to provide a uniform framework to successfully prepare K-12 learners for postsecondary education and the workforce. The standards define the knowledge and skills high school graduates need to be able to succeed in academic courses and in the workplace. They include rigorous content and involve applying knowledge through higher-order skills. Content experts and national review panels validated a set of anchor standards called the College and Career Readiness Standards. This initial set of anchor standards was expanded into a document which is referred to as the *Common Core State Standards* (CCSS) (2010). The CCSS identified three key shifts in instruction as an overlay to the standards: Complexity—regular practice with complex text and its academic language; Evidence—reading, writing, and speaking grounded in evidence from text, both literary and informational; and Knowledge—building knowledge through content-rich non-fiction. Forty-six states and the District of Columbia originally adopted the *Common Core State Standards* for K-12 education.

How did the 2009 CASAS Reading Content Standards align with the CCSS?

In 2010, CASAS commissioned Questar Assessment, Inc., a leading educational assessment provider for states, school districts, and higher education institutions, to conduct an independent, qualitative, comparative analysis of the *Common Core State Standards* (2010) and the *CASAS Reading Content Standards* (2009). CASAS also conducted an internal review as part of the validation process.

The overall analysis indicated both broad and specific alignment between the *Common Core State Standards* (2010) and *CASAS Reading Content Standards* (2009). As noted in the summary document titled *CASAS Content Standards and Common Core Standards: A Comparative Analysis*, the *CASAS Reading Content Standards* (2009) covered the important knowledge, skills, and abilities of literacy and numeracy as designated in the *Common Core State Standards* (2010).

The College and Career Readiness Standards for Adult Education (2013)

In April 2013, the Office of Career, Technical and Adult Education (OCTAE) published a report that provided benchmarks aligned to the CCSS for states to consider in creating or evaluating their own adult education standards. This report, titled *College and Career Readiness Standards for Adult Education* and referred to as “CCRS” in this document, contains the results of a study that reviewed evidence from student performance data, academic research, assessment data, and results of large-scale surveys of post-secondary instructors and employers. The study focused on determining the content that was most helpful in preparing adult students for success in higher education and training programs in the areas of English language arts and literacy (ELA). In addition to raising the standards by adding rigor to the adult education curriculum, participating in this national level movement has been an historic opportunity for adult education to be recognized as an integral part of the U. S. education system.

The 2013 OCTAE study used the College and Career Readiness Standards, the anchor standards that are part of the CCSS, as the framework for creating standards that are appropriate for adult learners. Level-specific standards (A-E) delineate what a learner must know at each level of instruction from Beginning Adult Basic Education through Advanced Adult Secondary Education. ESL is not considered.

In May 2013, CASAS commissioned Questar to update the CASAS/CCSS alignments to show the relationship to the April 2013 *College and Career Readiness Standards for Adult Education* report. Strong alignment was found between the CCR ELA anchor standards and the 2009 *CASAS Reading Content Standards*.

CASAS Reading Standards (2016) Summary of Revisions

CASAS revised the 2009 *CASAS Reading Content Standards* and re-named them *CASAS Reading Standards*.

The *CASAS Reading Standards (2016)*

- incorporate field input gathered since 2009;
- combine some related CASAS reading standards to streamline and shorten the document, including reducing the number of literature-related standards;
- re-name and re-organize the categories and standards;
- reference the *CASAS Reading GOALS* Task Areas; and
- include some new standards gleaned from the CCRS.

The categories and standards in the *CASAS Reading Standards (2016)* were re-named and re-organized in the following ways:

- The number of categories was reduced (from 9 to 5). These categories relate directly to the new *CASAS Reading GOALS* test series reporting categories (test series expected 2018);
- The number of standards was greatly reduced (from 125 to 50);
- Most standards related to the category of Language were moved into Category 2;
- *CASAS Reading GOALS* Task Areas were specifically referenced in Categories 3 and 4;
- Literary and informational text were integrated within standards in Categories 3 and 4; and
- Standards related only to literary text were placed in Category 5.

To streamline and shorten the document and to make it more user-friendly, some standards from the 2009 *CASAS Reading Content Standards* were combined.

- Separate standards that referred to simple and complex text were combined into one standard.
 - Example: RDG 3.1 -- Interpret **written instructions** that are **simple** (e.g., follow a recipe) or **complex** (e.g., operating instructions, procedures in a scientific experiment).
- Similar standards were combined.
 - Example: RDG 3.10 -- Locate specific information by using text features (e.g., boldface print, icons, headings, sidebars) or items in an alphabetical, numeric, or other ordered list (e.g., table of contents, department store directory, electronic menus) by **scanning** or using digital search tools (e.g., key words, hyperlinks).
- Literature standards were combined and reorganized.
 - The number of standards that relate only to literature was reduced from 39 to 6 to more accurately reflect the content coverage of literary text in adult education programs.
 - Some standards that applied only to literary text in the 2009 *CASAS Reading Content Standards* were integrated with standards that can also address informational text.
 - Example: RDG 4.4 -- Analyze **how and why individuals, events, and ideas develop and interact** over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).

Referencing the *College and Career Readiness Standards for Adult Education (2013)*

In this document, the revised *CASAS reading standards* are referenced to the *College and Career Readiness Standards for Adult Education (2013)*. There is generally one CCR anchor standard referenced for each CASAS reading standard, though in two cases, there is more than one. Each appropriate CCRS level-specific standard is also noted A-E. This is an example of how the two sets of standards are referenced:

CCRS:	R4. A, B
CASAS:	RDG 4.1

The CCR level-specific standards are referenced from the lowest level for which they are instructionally appropriate as well as higher levels, as appropriate. It is important to refer to the CCR level-specific standards to understand how an anchor standard is defined at each level. Also, in some cases, and especially in the Language and Vocabulary sections, the CASAS standard corresponds to only part of the CCR anchor standard. There are a few instances in which the CCR anchor standard describes a productive skill such as writing while the CASAS standard is related to reading only (e.g., RDG 2.6 and 2.9).

CASAS reading standards that are **not** covered in the CCRS are noted as “N/A” (not applicable). Many of these are important for adult education learners and are missing from the *College and Career Readiness Standards for Adult Education* (2013), such as:

- RDG 1.2 -- Identify letters of the English **alphabet** – upper and lower case.
- RDG 3.7 -- Glean important information about a text by **previewing** it (e.g., looking at key elements, such as the title, headings, visuals, captions, author’s name, and source). Relate the text to one’s own personal experience, as appropriate.
- RDG 5.3 -- Analyze interactions between **main and supporting characters** in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.

Aligning to CASAS Tests and Test Items

To align assessment with instruction, the categories for reporting test results for the new *CASAS Reading GOALS* test series (expected in 2018) will be the same as the categories in the revised *CASAS Reading Standards* (2016). To achieve this, the *CASAS Reading Standards* (2016) distinguish certain reading skills that are combined in the CCRS in order to more appropriately relate them to test items. For example, the CCRS combines finding the main idea and identifying key details, but in the *CASAS Reading Standards* (2016), the standards for these two reading skills are separated because they are generally tested in separate test items.

CASAS Reading GOALS test series Task Areas are assessed in CASAS tests. Reading Task Areas describe how reading texts are formatted and displayed in CASAS tests. The five *CASAS Reading GOALS* Task Areas are:

- 1) forms
- 2) charts, tables, graphs, etc.
- 3) text
- 4) signs, ads, labels, etc.
- 5) measurement scales, diagrams

These Reading Task Areas are now referenced in Categories 3 and 4. Student performance in CASAS Reading Task Areas is contained in CASAS test reports.

About the *CASAS Reading Standards* (2016)

There are 50 CASAS reading standards in five categories (*See definition of DOK in the next section.).

Category	Number of Standards
1 – Foundational Literacy	8
2 – Language and Vocabulary	11
3 – Reading Comprehension Skills Literal Comprehension (DOK 1) Informational and Literary Text	16
4 – Higher Order Reading Skills (DOK 2 and higher)* Informational and Literary Text	9
5 – Higher Order Reading Skills (DOK 2 and higher)* Literary Text Only	6
Total	50

Depth of Knowledge

The third category, Reading Comprehension Skills, contains reading standards for both informational and literary text that require literal comprehension. In Webb’s Depth of Knowledge (DOK) system, which describes levels of cognitive difficulty, these standards are classified as Level 1 because they only require literal comprehension.

The fourth and fifth categories, both labeled Higher Order Reading Skills, contain reading standards that require higher order thinking skills, or critical thinking. These standards are classified as Level 2 or higher in Webb’s DOK system. Category 4 contains reading standards that pertain to both informational and literary text. The Category 5 reading standards pertain only to literary text.

Higher Order Reading Skills (Categories 4 and 5) were separated out from the Reading Comprehension Skills (Category 3) in order to call teachers’ attention to the higher order reading skills and encourage teachers to use them in instruction. Learners must learn to use the skills in Category 3 as well as in Categories 4 and 5.

Literary Text

The third key instructional shift in the *College and Career Readiness Standards for Adult Education* (2013) places special emphasis on the use of nonfiction or informational text. In fact, the CCR anchor standards refer to literary text only in very limited ways. Since adult education programs already emphasize informational text, it was thought that literary text should be included in the *CASAS Reading Standards* (2016) in order to give teachers and learners the opportunity to work with literary text albeit for a much smaller percentage of instructional time. Working with literary text is an important aspect of preparing students for post-secondary education. The *CASAS Reading Standards* (2016) Category 5 only contains standards related to literary text.

Text Complexity and Formats

CCR reading anchor standards 1 through 9 contain the following guidance about text complexity at the end of each standard: *Apply this standard to texts of appropriate complexity as outlined by Standard 10.*

Some CCR reading anchor standards use terms such as “sufficient accuracy” or “sufficient,” which should be understood to refer to the level-appropriate proficiency level. The National Reporting System (NRS) has described ABE/ASE proficiency levels on a scale of 1-6. Those levels are indicated on the table by filled-in dots.

All CASAS reading standards can be applied to print or digital formats.

Relationship of *College and Career Readiness Standards for Adult Education* (2013) to *CASAS Reading Standards* (2016)

All of the CCRS anchor standards in Reading, Reading Foundational Skills, and Language are referenced to one or more CASAS -reading standards. The table below shows which CASAS reading standards relate to the CCRS Reading, Reading Foundational Skills, and Language anchor standards. The number of CASAS reading standards related to one CCR anchor standard is not meant to indicate importance.

CCRS Anchor Standard References in CASAS Reading Standards (2016)

CCRS Anchor Standard	CASAS Reading Standard Numbers	Number of CASAS Reading Standards Referenced
Reading Foundational Skills (RF)		
RF 2	RDG 1.5	1
RF 3	RDG 1.6, 1.7	2
RF 4	RDG 1.8	1
	Sub-total	4
Reading (R)		
R1	RDG 3.1, 3.2, 3.3	3
R2	RDG 3.11, 3.12, 4.1, 4.2, 5.1	5
R3	RDG 3.13, 4.4	2
R4	RDG 2.7, 2.4, 5.5	3
R5	RDG 3.10, 4.5	2
R6	RDG 3.14, 4.6, 5.6	3
R7	RDG 3.4, 3.5, 3.6, 4.9	4
R8	RDG 3.15, 4.7	2
R9	RDG 3.16, 4.8	2
	Sub-total	26
Language (L)		
L1	RDG 2.6, 2.9	2
L2	RDG 2.1	1
L3	RDG 2.10, 5.6	2
L4	RDG 2.5, 2.8, 2.11	3
L5	RDG 2.7	1
L6	RDG 2.2, 2.3, 2.4	3
	Sub-total	12
No CCRS Reference		
N/A	RDG 1.1, 1.2, 1.3, 1.4, 3.7, 3.8, 3.9, 5.2, 5.3, 5.4	9
	Total	51

Note: CASAS reading standards RDG 2.7 and RDG 5.6 refer to two CCRS Standards.

Presentation of the CASAS Reading Standards

This document shows the CASAS reading standards in the left-hand column. In the right hand column, it shows the CCRS anchor standard number and level-specific standards letters (e.g., R1. A, B, C) related to the CASAS reading standards. In the middle column, there is a grid showing the levels of difficulty of each CASAS reading standard, represented by “dots” in the grid. The filled-in dots (●) indicate that the CASAS Reading Standard is covered at the same level in the NRS ABE/ASE Levels, the CASAS levels and the College and Career Readiness Standards for Adult Education (2013). The hollow dots (○) indicate levels of ability that are not noted in CCRS or NRS for the CASAS standard; these levels were added by CASAS. N/A indicates that the CASAS reading standard is not represented in the CCR Standards for Adult Education but is important for low literate adult education learners. CASAS estimates that the CCRS levels relate to CASAS levels in this way: CASAS A = CCRS A; CASAS Low B = CCRS B; CASAS High B = CCRS C; CASAS C = CCRS D; CASAS D = CCRS E; CASAS E = CCRS E.

CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs (EXAMPLE)

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 3	Reading Comprehension Skills Literal Comprehension (DOK 1) Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 3.11	Determine the main idea of a simple text or the central ideas or themes of a complex text.	●	●	○	○	○	○	R2. A, B Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RDG 3.12	Determine the key details and explain how they support the main ideas or central themes of a text.	●	●	●	○	○	○	R2. A, B, C Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 1	Foundational Literacy	1	2	3	4	5	6	CCRS Reading Foundations (RF)
		A	B	B	C	D	E	
RDG 1.1	Demonstrate understanding of the organization and basic features of print (e.g., reading from left to right, top to bottom, knowing that letters make words, and words make sentences), including reading simple handwriting.	○						N/A (Not in CCRS for Adult Ed but important for low literate Adult Education learners.)
RDG 1.2	Identify letters of the English alphabet – upper and lower case.	○						N/A
RDG 1.3	Interpret common symbols (e.g., restroom signs, traffic signs, #, ►, ↑).	○						N/A
RDG 1.4	Read numbers commonly encountered in daily life (e.g., clock times, dates, phone numbers, street addresses, and money amounts).	○						N/A
RDG 1.5	Demonstrate phonemic (sound units that form words) and phonological awareness , an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words).	●						RF2. A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)
RDG 1.6	Demonstrate understanding of and apply phonics and word analysis skills in decoding words.	●	●	●				RF3. A, B, C Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)
RDG 1.7	Read common high-frequency words by sight (e.g., the, is, of, to, you).	●						RF3. A Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)
RDG 1.8	Read with sufficient accuracy and fluency to support comprehension.	●	●	●				RF4. A, B, C Read with sufficient accuracy and fluency to support comprehension. (Fluency)

Note: The filled-in dots (●) reflect the *College and Career Readiness Standards for Adult Education* (2013) and NRS ABE/ASE Levels. The hollow dots (○) are not noted in CCRS or NRS but are added by CASAS.

CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 2	Language and Vocabulary	1	2	3	4	5	6	CCRS Reading and Language Standards
		A	B	B	C	D	E	
RDG 2.1	Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks,) and capitalization (e.g., at the beginning of a sentence, proper nouns).	●	●	●	●	●	●	L2. A, B, C, D, E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
RDG 2.2	Read and interpret common high-frequency words and phrases in everyday contexts (e.g., street signs, ads, food labels), and abbreviations (e.g., SSN, lb.).	●	●					L6. A, B Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
RDG 2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context.		○	●	●	●	●	L6. C, D, E Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Note: The filled-in dots (●) reflect the *College and Career Readiness Standards for Adult Education* (2013) and NRS ABE/ASE Levels. The hollow dots (○) are not noted in CCRS or NRS but are added by CASAS.

CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 2	Language and Vocabulary	1	2	3	4	5	6	CCRS Reading and Language Standards
		A	B	B	C	D	E	
RDG 2.4	Interpret words that signal text organization (e.g., first... then...next, it's important that...), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/ after, The former statement...), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	●	●	●	●	●	●	L6. A, B, C, D, E Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
RDG 2.5	Interpret roots, prefixes, and suffixes that are common (e.g., <u>looks/ looked/ looking, unhappy, worker</u>) or less common (e.g., <u>conceive/ conception/ conceivable, impossible, employee</u>) to determine the meaning of words.	●	●	●	●	●	●	L4. A, B, C, D, E Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RDG 2.6	Interpret meaning from word forms (e.g., regular and irregular verbs, adjectives, plurals, possessives, abstract nouns, comparative forms, perfect tenses, phrases, and clauses).	●	●	●	●	●	●	L1. A, B, C, D, E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RDG 2.7	Interpret word relationships (e.g., collocations) nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	●	●	●	●	●	●	L5. A, B, C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. R4. C, D, E Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 2	Language and Vocabulary	1	2	3	4	5	6	CCRS Reading and Language Standards
		A	B	B	C	D	E	
RDG 2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., sentence-level, paragraph or complete text context, known affix, root words).	●	●	●	●	●	●	L4. A, B, C, D, E Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RDG 2.9	Interpret sentence structure and grammar that is basic (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	●	●	●	●	●	●	L1. A, B, C, D, E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RDG 2.10	Recognize and interpret the differences between the conventions of spoken and written standard English including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language.	○	●	●	●	○	○	L3. B, C, D Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RDG 2.11	Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).	○	●	●	●	●	●	L4. B, C, D, E Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 3	Reading Comprehension Skills Literal Comprehension (DOK 1) Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 3.1	Interpret written instructions that are simple (e.g., follow a recipe) or complex (e.g., operating instructions, procedures in a scientific experiment). CASAS Reading Task Area 3*	●	●	●	●	●	●	R1. A, B, C, D, E Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RDG 3.2	Interpret texts that are simple (e.g., short narratives, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records) and determine what the text says explicitly . CASAS Reading Task Area 3*	●	●	●	●	●	●	R1. A, B, C, D, E Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RDG 3.3	Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements). CASAS Reading Task Area 1*	●	●	●	●	●	●	R1. A, B, C, D, E Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RDG 3.4	Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts). CASAS Reading Task Area 2*	●	●	●	○	○	○	R7. A, B, C Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*The CASAS Reading Task Area defines the format of a reading passage.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 3	Reading Comprehension Skills Literal Comprehension (DOK 1) Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 3.5	Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams). CASAS Reading Task Area 5*	●	●	●	○	○	○	R7. A, B, C Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RDG 3.6	Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1 – 3.5. CASAS Reading Task Area 4*	●	●	●	○	○	○	R7. A, B, C Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RDG 3.7	Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author’s name, and source). Relate the text to one’s own personal experience, as appropriate.	○	○	○	○	○	○	N/A (Not in CCRS for Adult Ed but important for Adult Education learners.)
RDG 3.8	Use the information learned by previewing a text or by reading parts of a text to predict information about the text (e.g., What is the text about? What will happen next in the text?).	○	○	○	○	○	○	N/A
RDG 3.9	Determine the general meaning, subject matter, organization, or other content in a text by skimming .		○	○	○	○	○	N/A

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 3	Reading Comprehension Skills Literal Comprehension (DOK 1) Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 3.10	Locate specific information by using text features (e.g., boldface print, icons, headings, sidebars) or items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) by scanning or using digital search tools (e.g., key words, hyperlinks).	●	●	○	○	○	○	R5. A, B Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RDG 3.11	Determine the main idea of a simple text or the central ideas or themes of a complex text . [See also R4.1.]	●	●	○	○	○	○	R2. A, B Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RDG 3.12	Determine the key details and explain how they support the main ideas or central themes of a text.	●	●	●	○	○	○	R2. A, B, C Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RDG 3.13	Identify, describe or explain the connection and/or relationship between individuals, events or information in a text.	●	●	●	○	○	○	R3. A, B, C Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RDG 3.14	Identify the author's point of view and purpose including what the author wants to answer, explain or describe. Identify the register the author uses (e.g. formal, informal). Distinguish own point of view, including personal experience, from the author's point of view.		●	○	○	○	○	R6. B Assess how point of view or purpose shapes the content and style of a text.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 3	Reading Comprehension Skills Literal Comprehension (DOK 1) Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 3.15	Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points. Explain how an author uses reasons and evidence to support points.	●	●	●	○	○	○	R8. A, B, C Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RDG 3.16	Identify, compare, and contrast key details in two texts on the same topic.	●	●	○	○	○	○	R9. A, B Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 4	Higher Order Reading Skills Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 4.1	Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details . Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.			●	●	●	●	R2. C, D, E Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RDG 4.2	Summarize central ideas, concepts, and processes in a text.	○	○	●	●	●	●	R2. C, D, E Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RDG 4.3	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	○	○	●	●	●	●	R1. C, D, E Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RDG 4.4	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).				●	●	●	R3. D, E Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RDG 4.5	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).			●	●	●	●	R5. C, D, E Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RDG 4.6	Analyze how the author’s point of view and purpose, register, and voice , including political or cultural perspective, shape the content and style of a text for its intended audience.			●	●	●	●	R6. C, D, E Assess how point of view or purpose shapes the content and style of a text.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1-6) CASAS Levels (A-E)						CCR Standards for Adult Education
RDG 4	Higher Order Reading Skills Informational and Literary Text	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 4.7	Explain, delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).		○	●	●	●	●	R8. C, D, E Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RDG 4.8	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.			●	●	●	●	R9. C, D, E Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RDG 4.9	Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words. Evaluate credibility of sources. *CASAS Reading Task Area 4			○	●	●	●	R7. D, E Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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CASAS Reading Standards Aligned to CCR Standards for Adult Education and the NRS EFLs

CASAS Reading Standards		ABE/ASE NRS Levels (1 - 6) CASAS Levels (A - E)						CCR Standards for Adult Education
RDG 5	Higher Order Reading Skills Literary Text Only	1	2	3	4	5	6	CCRS Reading Standards
		A	B	B	C	D	E	
RDG 5.1	Identify story elements including theme, setting, plot, character, conflict, and resolution in literary texts.			●	●	●	●	R2. C, D, E Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RDG 5.2	Determine characters' traits by what the characters convey about themselves in narration, dialogue, monologue, and soliloquy.			○	○	○	○	N/A (Not in CCRS for Adult Ed but important for Adult Education learners.)
RDG 5.3	Analyze interactions between main and supporting characters in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.			○	○	○	○	N/A
RDG 5.4	Trace an author's development of time and sequence , including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.			○	○	○	○	N/A
RDG 5.5	Interpret and analyze the significance of literary devices (figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone.			●	●	●	●	R4. C, D, E Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RDG 5.6	Compare works of literature from different genres, cultures, and traditions in order to analyze how these factors inform content, style, point of view, and theme.			●	○	●	●	R6. C, E Assess how point of view or purpose shapes the content and style of a text. L3. C Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Spring & Summer
2017

CASAS FIELD-TESTING ANNOUNCEMENT

*Thank you in advance
for supporting
CASAS efforts to
create relevant
tests for adults.*

Your agency can participate with CASAS in field-testing our new Reading and Math GOALS tests linked to the College and Career Readiness Standards and aligned with the NRS Educational Functioning Levels for adults.

Field-testing update

Over the past year, more than 200,000 adult students nationwide participated in field-testing. There are still opportunities for your agency to be a part of this exciting initiative!

FOR STUDENTS: Field-Testing CASAS New Math GOALS Assessment Series

CASAS New Math GOALS Series Parallel Forms Study

Participants: Students enrolled in ABE, HSE and HSD programs and ESL students at intermediate and advanced levels.

Methodology: Students will be administered a new CASAS Math GOALS Series assessment. Within one week, each student will be administered the alternate parallel form.

Time Commitment: Allow approximately 10-15 minutes to collect demographic information. Allow 90 minutes for the 1st test and 90 minutes for the 2nd test.

Gift Card: Students will receive a \$10 gift card for participating.

CASAS New Math GOALS Series Paper vs. Web Study

Participants: Students enrolled in ABE, HSE and HSD programs and ESL students at intermediate and advanced levels.

Methodology: Students will be administered a new CASAS Math GOALS Series assessment either on paper or on eTests. Within one week, each student will be administered the same test in the opposite format. For example, if their first test was on eTests, the second will be on paper and vice versa.

Time Commitment: Allow approximately 10-15 minutes to collect demographic information. Allow 90 minutes for the 1st test and 90 minutes for the 2nd test.

Gift Card: Students will receive a \$10 gift card for participating.

CASAS New Math GOALS Series and HiSET Study

Participants: Students enrolled in ABE, HSE, and HSD programs.

Methodology: Student will be administered the HiSET Math and the CASAS Math Goals Series assessment.

Gift card & Test Voucher: Students will receive a voucher for the HiSET test and a \$5 gift card for participating.

FOR TEACHERS: CASAS Teacher Feedback Study

Participants: Teachers who have students participating in one of the new Math GOALS Series studies.

Purpose: To examine how well students' ability as measured on the tests relates to students' ability according to the independent judgment of their teachers (concurrent validity), CASAS will ask ABE, HSE and HSD teachers to classify their students into the appropriate NRS Educational Functioning Level based on the students' observed skills. These classifications will be compared to student performance on a new CASAS GOALS Math Series assessment.

Methodology:

- Teachers will complete a training to learn the descriptors and skills associated with each NRS Educational Functioning Level.
- Teachers will assign an NRS Educational Functioning Level to each student based on their knowledge of the student's ability.
- Teachers will make these judgments without knowing the score the student has received on the New CASAS Math GOALS Series Test.

Time Commitment: The training will last approximately 1.5 hours. The teacher should spend approximately 5 minutes per student to classify them into the appropriate NRS Level.

Stipend: Teachers will receive a stipend to compensate for the time spent in the training and for the classification of students.

Upcoming CASAS Field Testing Opportunities

CASAS Reading for English Language Learners

CASAS Beginning Literacy for English Language Learners

CASAS Listening for English Language Learners

If interested, please send an email to fieldtesting@casas.org with the name of your agency, contact name and number of the person(s) in your agency who can help us successfully complete this project. A member of our field-testing team will contact you to answer any questions you may have and to discuss next steps.

Or contact Karen Burger: kburger@casas.org

Kay Hartley: khartley@casas.org

English Language Proficiency Standards for Adult Education, October 2016 (Excerpts)

English Language Proficiency Standards, Guiding Principles, page 8

Guiding Principles

Although panelists drew on their individual expertise throughout the standards selection process, they also were informed by a set of guiding principles. These guiding principles were intended to ensure that the selected standards will help adult educators like you to recognize both the strengths and needs of adult ELLs. The principles (presented in Table 1) represent foundational understandings about adult ELLs and English language teaching that influenced the panel’s selection of the ELP Standards for AE.⁴

Table 1. Guiding Principles

-
1. Adult ELLs have the potential to meet state-adopted challenging academic standards.

 2. Adult ELLs represent a diverse population of learners.

 3. Adult ELLs’ funds of knowledge are a resource for their learning.

 4. Social language has an important role in ELLs’ English language acquisition process.

 5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.

 6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.

 7. Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.

 8. ELLs with disabilities have specific instructional needs.

 9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.

 10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.
-

⁴These reflect many of the same guiding principles included in the ELPA21 English Language Proficiency (ELP) Standards (CCSSO, 2014). They were adapted for relevance to an adult education context.

The 10 English Language Proficiency Standards for Adult Education

The ELP Standards for AE are divided into two groups: Standards 1–7 and Standards 8–10. Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing*). As a whole, the ELP Standards for AE focus on all four domains of language acquisition: listening, speaking, reading, and writing. ELP Standards 1 and 8 focus on receptive skills (i.e., listening and reading). The focus of ELP Standards 3, 4, and 7 is on productive skills (i.e., speaking and writing). ELP Standards 2, 5, and 6 are interactive in that they require collaborative use of both receptive and productive skills. ELP Standards 9 and 10 focus on the linguistic structures of English. Table 2 lists the 10 ELP Standards for AE and summarizes their functions.⁹

Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards

ELP Standards for AE An ELL can...	Functions of standards
<ol style="list-style-type: none"> 1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 3. speak and write about level-appropriate complex literary and informational texts and topics. 4. construct level-appropriate oral and written claims and support them with reasoning and evidence. 5. conduct research and evaluate and communicate findings to answer questions or solve problems. 6. analyze and critique the arguments of others orally and in writing. 7. adapt language choices to purpose, task, and audience when speaking and writing. 	<p>Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
<ol style="list-style-type: none"> 8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. 	<p>ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p>

⁹ Adapted from Table 1, Organization of the ELP Standards in Relation to Participation in Content-Area Practices, in “English Language Proficiency Standards,” by Council of State School Officers, 2014, p. 4. Retrieved from www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf