

Reading Basic Skills Content Standards by Instructional Level

Categories

- R1 Beginning literacy / Phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary analysis

Key to NRS Educational Functioning Levels

- | ESL | ABE |
|----------------------|----------------------|
| 1 Beginning Literacy | 1 Beginning Literacy |
| 2 Beginning Low | 2 Beginning |
| 3 Beginning High | 3 Intermediate Low |
| 4 Intermediate Low | 4 Intermediate High |
| 5 Intermediate High | ASE |
| 6 Advanced Low | 5 Low |
| Advanced High | 6 High |

CS #	Content Standard	ABE/ASE NRS Level							
		ESL NRS Level							
		CASAS Level							
		A	A	A	B	B	C	D	E
R1	Beginning literacy / Phonics								
R1.1	Identify the letters of the English alphabet (upper and lower case)	•	•	•					
R1.2	Recognize that letters make words and words make sentences	•	•	•					
R1.3	Read from left to right, top to bottom, front to back	•	•	•					
R1.4	Relate letters to sounds	•	•	•					
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	•	•	•	•				
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	•	•	•					
R2	Vocabulary								
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)	•	•	•	•				
R2.2	Read basic sight words (e.g., the, is)	•	•	•					
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	•	•	•				
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)	•	•	•					
R2.5	Interpret contractions		•	•	•				
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•	•	•				
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)			•	•	•	•		
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		•	•	•	•			
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)			•	•	•			
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, <u>attende</u> e)					•	•		
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)			•	•				
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)			•	•	•	•	•	•

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General reading comprehension									
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•	•	•					
R3.2	Read and understand simple sentences that contain familiar vocabulary		•	•	•				
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)			•	•				
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)				•	•	•	•	•
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)						•	•	•
R3.6	Interpret simple written instructions		•	•	•				
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)					•	•	•	•
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)		•	•	•				
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)					•	•	•	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)		•	•	•				
R3.11	Make connections between related information across different sections of a text					•	•	•	•
R3.12	Use supporting illustrations to interpret text	•	•	•	•	•	•	•	•
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> .)			•	•	•			
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)			•	•	•	•	•	•
R3.15	Interpret idioms and collocations from context				•	•	•	•	
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)						•	•	•
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)					•	•	•	•
R3.18	Interpret analogies in familiar contexts						•	•	•
R3.19	Interpret meaning of metaphors and similes in context							•	•
R4	Text in format								
R4.1	Read numbers	•	•	•					
R4.2	Read clock times	•	•	•	•				
R4.3	Read dates	•	•	•	•				
R4.4	Read money amounts	•	•	•	•				
R4.5	Read simple handwriting		•	•	•				
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)		•	•	•	•	•		
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)					•	•	•	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)		•	•	•	•	•	•	•

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		A	A	A	B	B	C	D	E
R4.9	Interpret maps, diagrams, and graphs			•	•	•	•	•	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)		•	•	•	•	•	•	•
R5	Reference materials								
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)		•	•	•	•	•		
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)				•	•	•	•	•
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)			•	•	•	•	•	•
R5.4	Use a picture dictionary	•	•	•					
R5.5	Use a simplified dictionary or glossary		•	•	•				
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word					•	•	•	•
R5.7	Use reference tools such as a print or online encyclopedia							•	•
R6	Reading strategies								
R6.1	Predict the content of a text from title, pictures, type of material		•	•	•	•			
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information		•	•	•	•			
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information					•	•	•	•
R6.4	Skim simple text for general meaning				•	•			
R6.5	Skim complex text for general meaning or to determine subject matter or organization					•	•	•	•
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information				•	•	•	•	•
R6.7	Increase reading fluency (accuracy, speed)				•	•	•	•	•
R7	Reading and thinking skills								
R7.1	Identify the main idea of a simple paragraph			•					
R7.2	Identify the main idea of a multi-paragraph text				•	•	•	•	•
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic						•	•	•
R7.4	Determine the sequence of events in a simple narrative		•	•	•				
R7.5	Determine the sequence of events in a complex narrative					•	•	•	•
R7.6	Paraphrase information					•	•	•	•
R7.7	Summarize a text					•	•	•	•
R7.8	Make inferences and draw conclusions from simple text			•	•	•			
R7.9	Make inferences and draw conclusions from complex text						•	•	•
R7.10	Differentiate fact from opinion in a written text					•	•		
R7.11	Identify the writer, audience, and purpose of a text						•	•	•

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R7.12	Determine a writer's point of view						•	•	•
R7.13	Compare related information from various sources (e.g., consumer ads)			•	•	•	•	•	•
R7.14	Verify and clarify facts in written information (e.g., advertising claims)						•	•	•
R8	Academic-oriented skills								
R8.1	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings							•	•
R8.2	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)								•
R8.3	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)								•
R8.4	Generate relevant questions about readings on issues that can be researched							•	•
R8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents							•	•
R8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration							•	•
R8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations								•
R8.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)							•	•
R8.9	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject								•
R8.10	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension							•	•
R8.11	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text								•
R9	Literary analysis								
R9.1	Identify the story elements such as setting, character, plot, and resolution				•				
R9.2	Draw from personal experiences in responding to a work of literature (i.e., the learner recognizes similarities between the experiences of fictional characters in non-complex events and his/her own experiences)				•				
R9.3	Identify uncomplicated themes in reading selections				•				
R9.4	Differentiate between factual and fictional elements				•				
R9.5	Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction				•				

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R9.6	Identify the function of introductory and concluding paragraphs in an essay				•				
R9.7	Identify cause-and-effect relationships in literary texts					•			
R9.8	Identify the impact of language such as literary devices that are characteristic of an author's work						•		
R9.9	Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life						•		
R9.10	Identify the major theme in increasingly more complex stories						•		
R9.11	Use specifics from literary passages to support his/her ideas formed from reading literary text						•		
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)						•		
R9.13	Interpret a work of literature and relate the information to contemporary experiences						•		
R9.14	Identify more complex elements of plot, setting, character development, conflict, and resolution						•		
R9.15	Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)						•		
R9.16	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)							•	
R9.17	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic							•	
R9.18	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)							•	
R9.19	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot							•	
R9.20	Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy							•	
R9.21	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work							•	
R9.22	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)							•	
R9.23	Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal							•	
R9.24	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text							•	
R9.25	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text							•	
R9.26	Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature							•	

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R9.27	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)							•	
R9.28	Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)							•	
R9.29	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)							•	
R9.30	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres								•
R9.31	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim								•
R9.32	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both								•
R9.33	Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions								•
R9.34	Analyze recognized works of American literature representing a variety of genres and traditions								•
R9.35	Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings								•
R9.36	Analyze recognized works of world literature from a variety of authors								•
R9.37	Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work								•
R9.38	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor (Political approach)								•
R9.39	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)								•

CASAS Life and Work Reading Test Series Competency Content

- This matrix presents a compilation of the competencies addressed by items on each test form.
- Numbers in parentheses show the number of test items addressing the competency, if more than one.
- Most test items address more than one competency.
- See CASAS Competencies at www.casas.org

Beg. Literacy		Test Level A				Test Level B	
27	28	81	82	81X	82X	83	84
30 items	30 items	24 items	24 items	28 items	28 items	32 items	35 items
0.2.2 (8)	0.2.2 (8)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 (2) 0.2.2 (2) 0.2.4	0.2.2 (2)	0.1.4 0.1.8 0.2.1 (2)	0.2.1 (3) 0.2.4	0.2.1 1.1.6
1.1.4 1.1.6 1.2.1 (2) 1.7.3 (2) 1.9.1 (2)	1.1.4 1.1.6 1.2.1 (2) 1.7.3 (2) 1.9.1 (2)	1.1.6 (2) 1.2.1 1.2.8 1.2.9 1.4.1 (2) 1.4.2 1.4.7	1.1.6 (2) 1.2.1 1.2.8 1.2.9 1.4.1 (2) 1.4.2 1.4.7 1.8.1 1.9.1	1.2.1 1.2.2 1.9.1 (3)	1.1.4 1.1.6 (5) 1.2.1 (3) 1.2.2 1.3.1 1.4.1 (2) 1.8.1 (2) 1.9.1 1.9.2 (2)	1.1.6 (2) 1.2.2 1.3.1 (3) 1.3.3 (3) 1.4.2 1.4.3 (3) 1.4.7 (3)	1.4.1 1.4.2 (2) 1.4.6 (2) 1.7.1 (2)
2.2.1 (3) 2.2.2 2.3.1 2.3.2 (4)	2.2.1 (3) 2.2.2 2.3.1 2.3.2 (3)	2.2.1 (4) 2.2.2 2.3.1 (3) 2.3.2 (2) 2.5.2 2.8.5 (2)	2.2.1 (4) 2.2.2 2.3.1 (2) 2.3.2 (3) 2.5.2 2.8.2 2.8.5 (2)	2.1.2 2.1.7 (2) 2.2.1 (6) 2.2.2 2.2.5 (2) 2.3.1 2.3.2 (5) 2.6.4	2.2.1 (3) 2.2.2 2.2.5 2.3.1 (2) 2.3.2 (4) 2.6.4 (2)	2.2.5 (2) 2.3.1 2.3.2 2.3.2 (2) 2.8.3 (2)	2.2.3 2.2.5 (2) 2.3.1 2.3.2 (2) 2.8.3 (2)
		3.6.1 3.6.3	3.6.1 3.6.3	3.1.2 (2) 3.1.3 (5) 3.2.3 (3) 3.6.1 3.6.3 3.6.4		3.1.6 3.2.1 (2) 3.3.2	3.1.2 (2) 3.1.3 3.2.1 (3) 3.3.2 (2) 3.4.1 3.4.6
		4.1.3 4.2.1 4.4.3	4.1.3 4.2.1 4.4.3 4.4.4	4.1.6 4.1.8 (2) 4.2.1 (2) 4.3.1 4.4.1 4.4.3 (5) 4.4.4 (2)	4.1.2 4.1.3 4.1.6 (3) 4.2.1 (3) 4.3.1 4.4.3 (3) 4.4.4 (2) 4.7.4 4.8.4	4.1.2 (2) 4.1.3 (2) 4.1.6 (2) 4.1.8 4.1.9 4.2.1 (5) 4.4.3 (3)	4.1.2 4.1.3 (2) 4.1.4 4.1.5 4.1.6 (3) 4.1.8 (2) 4.1.9 4.2.1 (3) 4.4.1 4.4.3 (2)
		5.3.1	5.3.1			5.3.8 (3)	5.3.8 (2)
		6.0.1	6.0.1	6.6.2			
						7.1.1 (2) 7.2.1 (9) 7.2.2 (5) 7.2.3 7.2.4 7.3.1	7.1.1 7.2.1 (11) 7.2.2 7.2.4 (2) 7.4.8

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Test Level C				Test Level D	
85	86	185	186	187	188
37 items	37 items	38 items	38 items	32 items	32 items
1.1.6	1.1.6	0.2.2	1.1.1	1.1.6	1.2.1
1.2.1 (3)	1.2.1 (2)	1.1.1	1.2.1 (2)	1.4.3 (2)	1.4.3 (2)
1.6.5	1.6.5	1.2.1 (2)	1.4.8 (2)	1.4.5 (2)	1.4.5 (2)
		1.3.6	1.6.2 (3)	1.4.7 (2)	1.4.7
		1.4.5 (2)	1.6.3 (3)	1.8.1	1.6.1
		1.6.5	1.7.3 (5)		1.7.4
		1.7.3	1.8.6 (3)		
		1.9.6 (2)			
2.1.8 (2)	2.1.8 (3)	2.1.1 (2)	2.1.7 (2)	2.1.8 (2)	2.1.7
2.2.1 (2)	2.2.1 (2)	2.1.7	2.1.8 (4)	2.5.2 (4)	2.3.1
2.2.5 (2)	2.2.5 (2)	2.1.8 (2)	2.2.1 (2)	2.5.9	2.5.2 (2)
		2.2.1 (2)	2.2.5	2.7.2 (3)	2.5.9
		2.2.5	2.3.1	2.7.3 (5)	2.7.2 (2)
		2.3.1 (2)	2.3.2 (3)	2.7.5 (2)	2.7.3 (5)
		2.3.2	2.5.2		
		2.5.2	2.7.3 (2)		
		2.7.3 (2)	2.8.2		
		2.8.2 (3)	2.8.3		
		2.8.3 (3)			
3.1.6 (2)	3.1.6 (2)	3.1.3 (2)	3.4.1	3.4.4	3.1.3
3.4.5 (3)	3.4.5 (3)	3.4.3 (2)	3.4.2 (3)	3.4.5 (2)	3.3.1 (2)
		3.4.5 (2)		3.5.9 (2)	3.4.1 (2)
				3.6.3	3.5.1
					3.6.3 (2)
4.2.1 (2)	4.1.2 (3)	4.1.2 (2)	4.1.2 (3)	4.1.3 (2)	4.2.4 (4)
4.2.4 (6)	4.2.4 (6)	4.2.4 (2)	4.1.8 (3)	4.2.4 (2)	4.2.5 (4)
4.3.2 (3)	4.2.5 (2)	4.3.2 (6)	4.2.1	4.2.5 (4)	4.4.2 (2)
4.3.4 (2)	4.3.2 (2)	4.3.4	4.3.1	4.3.1	4.4.3 (2)
4.4.1 (3)	4.3.4 (2)	4.4.2 (2)	4.3.2 (3)	4.3.2	4.5.1 (2)
4.4.3 (9)	4.4.1 (2)	4.4.3 (7)	4.3.3	4.4.3 (5)	4.5.4 (2)
4.4.4 (3)	4.4.2 (3)	4.4.5 (2)	4.3.4	4.5.1 (2)	4.6.2 (3)
4.4.8 (3)	4.4.3 (9)	4.5.6 (2)	4.4.2	4.5.4	
4.5.5 (3)	4.4.5 (3)	4.5.7 (2)	4.4.3 (8)	4.6.1 (2)	
4.5.6 (5)	4.5.4 (2)	4.6.1 (2)	4.4.4 (3)	4.6.2 (4)	
4.5.7 (2)	4.5.5 (2)	4.6.2 (6)	4.5.6 (4)		
4.6.3 (3)	4.5.6 (5)	4.6.3 (3)	4.6.2 (2)		
4.7.2 (6)	4.5.7 (2)	4.8.3 (2)	4.6.3 (2)		
4.8.1 (3)	4.6.2 (9)	4.9.3 (2)	4.7.2 (2)		
4.9.4 (3)	4.6.3 (3)		4.8.3 (2)		
	4.8.1 (2)		4.9.3 (2)		
	4.8.3 (3)				
	4.9.3 (3)				
		5.1.6 (2)	5.3.1 (2)	5.1.6 (5)	5.1.3 (3)
		5.3.1	5.3.3	5.4.4 (2)	5.1.6 (2)
		5.3.2	5.3.6	5.5.2 (2)	5.7.3
		5.3.3	5.6.1 (2)	5.6.1 (2)	5.8.1 (2)
				6.6.5 (2)	6.6.5 (2)
				6.7.4	6.7.1
					6.7.4
7.1.1 (3)	7.2.1 (4)	7.2.1 (2)	7.2.3	7.2.2 (4)	7.2.1 (2)
7.2.1 (5)	7.2.4 (5)	7.2.2	7.2.4 (2)	7.2.4 (3)	7.2.2 (3)
7.2.2	7.3.2	7.2.5 (2)	7.7.6 (2)	7.4.6 (2)	7.2.4 (6)
7.2.4 (4)	7.7.6 (3)				7.4.6 (2)
7.7.6 (2)					



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Basic Skills Content Standards by Test Item - Form 081R

Content Standards		CASAS Competencies for each item																												
		Task #																												
		Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4				
R1	Beginning literacy / Phonics																													
R1.1	Identify the letters of the English alphabet (upper and lower case)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R1.2	Recognize that letters make words and words make sentences		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R1.3	Read from left to right, top to bottom, front to back		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R1.4	Relate letters to sounds		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R2	Vocabulary																													
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)			•														•												
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																									•				
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																									•				
R2.2	Read basic sight words (e.g., the, is)				•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)			•																				•	•	•				
R2.5	Interpret contractions											•	•		•															
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)			•														•	•		•		•		•	•				
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																•							•						
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)											•	•	•					•	•						•				
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																			•		•								
R3	General reading comprehension																													
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
R3.12	Use supporting illustrations to interpret text		•	•		•	•	•	•	•	•	•	•	•	•		•	•												
R3.2	Read and understand simple sentences that contain familiar vocabulary							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
R4	Text in format																													
R4.1	Read numbers			•	•		•	•									•	•	•		•		•	•	•	•				
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																•	•	•	•	•	•	•	•	•	•				
R4.2	Read clock times							•									•	•						•	•	•				
R4.3	Read dates																•													
R4.4	Read money amounts																•	•												
R4.5	Read simple handwriting																					•	•		•	•				
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																					•	•		•	•				



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Basic Skills Content Standards by Test Item - Form 081R

Content Standards		CASAS Competencies for each item																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

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Basic Skills Content Standards by Test Item - Form 081RX

Content Standards		CASAS Competencies for each item																									
		Task #		Item #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2
R4.2	Read clock times																										
R4.3	Read dates																										
R4.4	Read money amounts																										
R4.5	Read simple handwriting																										
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																										
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																										
R4.8	Interpret information in charts and tables (e.g., bus schedules)																										
R4.9	Interpret maps, diagrams, and graphs																										
R5	Reference materials																										
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																										
R6	Reading strategies																										
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information																										
R7	Reading and thinking skills																										
R7.4	Determine the sequence of events in a simple narrative																										
R7.8	Make inferences and draw conclusions from simple text																										



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Basic Skills Content Standards by Test Item - Form 082R

Content Standards		CASAS Competencies for each item																									
		Task #	Item #	14.1	13.9	5.3.1	6.0.1	0.2.2, 2.4.1	2.3.2	1.1.6	2.5.4, 2.5.5	2.5.4, 1.8.1	0.2.4	3.1.1	1.4.7, 1.4.1	1.4.2	2.5.4	2.5.4	1.1.1, 1.4.1	1.2.1	1.3.8	2.5.5, 0.2.2	2.5.5, 0.2.1, 0.2.2	4.1.3, 4.4.4	2.5.2, 2.3.1	4.2.1, 2.3.2	4.4.3, 2.3.1
				3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	1	1	2	2	2	2
R1	Beginning literacy / Phonics																										
R1.1	Identify the letters of the English alphabet (upper and lower case)			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R1.2	Recognize that letters make words and words make sentences			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R1.3	Read from left to right, top to bottom, front to back			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R1.4	Relate letters to sounds			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R2	Vocabulary																										
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)																•	•									
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																									•	
R2.2	Read basic sight words (e.g., the, is)							•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)							•	•															•	•	•	•
R2.5	Interpret contractions												•	•	•												
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)						•										•	•								•	•
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)														•									•			
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)							•							•						•	•					
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)					•																	•				
R3	General reading comprehension																										
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)									•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R3.12	Use supporting illustrations to interpret text			•	•	•				•	•	•	•	•	•	•	•	•									
R3.2	Read and understand simple sentences that contain familiar vocabulary									•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)									•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
R4	Text in format																										
R4.1	Read numbers						•	•	•						•	•	•	•	•	•	•	•	•	•	•	•	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)														•	•	•	•	•	•	•	•	•	•	•	•	•
R4.2	Read clock times																•								•	•	•
R4.4	Read money amounts																			•							
R4.5	Read simple handwriting																					•	•	•	•	•	•
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																					•	•	•	•	•	•
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																									•	
R4.8	Interpret information in charts and tables (e.g., bus schedules)																			•					•	•	•



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Content Standards		CASAS Competencies for each item																			
		Task #																			
		Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
R5	Reference materials																				
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																				
R6	Reading strategies																				
R6.1	Predict the content of a text from title, pictures, type of material				•													•	•	•	•
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information												•		•			•	•	•	•



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Basic Skills Content Standards by Test Item - Form 082RX

Content Standards		CASAS Competencies for each item																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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		Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9



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Basic Skills Content Standards by Test Item - Form 082RX

Content Standards		CASAS Competencies for each item																							
		Task #		Item #		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4
R4.4	Read money amounts																								
R4.5	Read simple handwriting																								
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																								
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																								
R4.8	Interpret information in charts and tables (e.g., bus schedules)																								
R4.9	Interpret maps, diagrams, and graphs																								
R5	Reference materials																								
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																								
R6	Reading strategies																								
R6.1	Predict the content of a text from title, pictures, type of material																								
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information																								



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Content Standards		CASAS Competencies for each item																									
		Task #		Item #		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
R2	Vocabulary																										
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)																										
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																										
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																										
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																										
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																										
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																										
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																										
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)																										
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																										
R3	General reading comprehension																										
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)																										
R3.11	Make connections between related information across different sections of a text																										
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)																										
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																										
R3.15	Interpret idioms and collocations from context																										
R3.2	Read and understand simple sentences that contain familiar vocabulary																										
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)																										
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																										
R3.6	Interpret simple written instructions																										
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																										
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)																										
R4	Text in format																										
R4.1	Read numbers																										
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																										
R4.2	Read clock times																										
R4.3	Read dates																										
R4.4	Read money amounts																										
R4.5	Read simple handwriting																										
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																										



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Content Standards		CASAS Competencies for each item																									
		Task #		Item #		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
		3	4	1	2	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																										
R4.8	Interpret information in charts and tables (e.g., bus schedules)																										
R4.9	Interpret maps, diagrams, and graphs																										
R5	Reference materials																										
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																										
R6	Reading strategies																										
R6.1	Predict the content of a text from title, pictures, type of material																										
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information																										
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																										
R7	Reading and thinking skills																										
R7.2	Identify the main idea of a multi-paragraph text																										
R7.4	Determine the sequence of events in a simple narrative																										
R7.7	Summarize a text																										
R7.8	Make inferences and draw conclusions from simple text																										

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Content Standards		CASAS Competencies for each item																																
		Task #																																
		Item #	7.1.1, 7.2.1	0.2.1, 4.1.8	4.1.3, 4.1.6	4.1.3, 4.1.6	4.1.2, 4.1.6	4.2.1, 1.1.6	4.2.1, 2.3.2	1.4.1, 7.2.1	1.4.6, 7.2.1	1.4.2	1.4.2	3.3.2, 3.3.1	3.3.2, 3.4.1	4.4.1, 7.2.1	4.1.4, 7.2.1	4.2.1, 7.2.1	4.4.3, 2.3.1, 2.3.2	4.4.3, 4.1.8	1.7.1	1.7.1	3.2.1	3.2.1, 7.2.4	3.1.2, 3.1.3	3.1.2, 3.2.2, 7.2.1	2.2.3, 7.2.1	5.3.8, 7.2.2	5.3.8, 7.2.1	2.5.5, 4.1.5, 7.2.1	2.5.5, 7.2.4	1.1.3, 1.9.4, 2.2.5	1.1.3, 7.4.8	
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3
R2	Vocabulary																																	
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)																																	
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																																	
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)																																	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																																	
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																																	
R2.5	Interpret contractions																																	
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																																	
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)																																	
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)																																	
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)																																	
R3	General reading comprehension																																	
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)																																	
R3.11	Make connections between related information across different sections of a text																																	
R3.12	Use supporting illustrations to interpret text																																	
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																																	
R3.2	Read and understand simple sentences that contain familiar vocabulary																																	
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)																																	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																																	
R3.6	Interpret simple written instructions																																	
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)																																	
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																																	
R4	Text in format																																	
R4.1	Read numbers																																	
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																																	
R4.2	Read clock times																																	
R4.4	Read money amounts																																	
R4.5	Read simple handwriting																																	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																																	
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)																																	
R4.8	Interpret information in charts and tables (e.g., bus schedules)																																	



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Content Standards		CASAS Competencies for each item																									
		Task #		Item #		7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1	7.1.1, 7.2.1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
R4.9	Interpret maps, diagrams, and graphs																										
R5 Reference materials																											
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																										
R6 Reading strategies																											
R6.1	Predict the content of a text from title, pictures, type of material																										
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information																										
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																										
R6.5	Skim complex text for general meaning or to determine subject matter or organization																										
R7 Reading and thinking skills																											
R7.2	Identify the main idea of a multi-paragraph text																										
R7.4	Determine the sequence of events in a simple narrative																										
R7.8	Make inferences and draw conclusions from simple text																										



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Content Standards		CASAS Competencies for each item																									
		Task #																									
		Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
R2	Vocabulary																										
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																										
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																										
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																										
R3	General reading comprehension																										
R3.12	Use supporting illustrations to interpret text																										
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																										
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																										
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																										
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																										
R4	Text in format																										
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																										
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																										
R4.8	Interpret information in charts and tables (e.g., bus schedules)																										
R4.9	Interpret maps, diagrams, and graphs																										
R5	Reference materials																										
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																										
R6	Reading strategies																										
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																										
R7	Reading and thinking skills																										
R7.11	Identify the writer, audience, and purpose of a text																										
R7.8	Make inferences and draw conclusions from simple text																										
R7.9	Make inferences and draw conclusions from complex text																										

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Content Standards		CASAS Competencies for each item																																
		Task #																																
		Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
R2 Vocabulary																																		
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																																	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																																	
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																																	
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																																	
R3 General reading comprehension																																		
R3.11	Make connections between related information across different sections of a text																																	
R3.12	Use supporting illustrations to interpret text																																	
R3.15	Interpret idioms and collocations from context																																	
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)																																	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																																	
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																																	
R3.6	Interpret simple written instructions																																	
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																																	
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																																	
R4 Text in format																																		
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																																	
R4.2	Read clock times																																	
R4.5	Read simple handwriting																																	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																																	
R4.8	Interpret information in charts and tables (e.g., bus schedules)																																	
R4.9	Interpret maps, diagrams, and graphs																																	
R5 Reference materials																																		
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																																	
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																																	
R6 Reading strategies																																		
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																																	
R7 Reading and thinking skills																																		
R7.11	Identify the writer, audience, and purpose of a text																																	

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Content Standards		Task #		Item #		CASAS Competencies for each item	
		1	2	1	2	1	2
R7.2	Identify the main idea of a multi-paragraph text		•			25.2, 23.1 13.6, 25.4 4.6.2, 4.3.4, 7.2.2 2.5.4, 23.2, 25.2 4.3.2, 4.6.1 4.3.2, 4.4.1 3.1.3, 21.1 3.1.3, 21.1 4.6.3, 4.4.3, 4.4.5 4.2.4, 3.4.5, 4.4.3, 4.6.3 4.2.4, 3.4.5, 4.4.3, 4.6.3 4.4.3, 4.6.2 4.4.3, 4.6.2 2.1.7, 4.4.3, 4.6.2 3.1.1, 3.4.3 3.1.1, 3.4.3 5.3.2, 5.6.2 1.9.6, 4.3.2, 4.5.7 1.9.6, 4.3.2, 4.5.7 1.1.1, 1.7.3 4.3.2, 12.1 4.3.2, 12.1 4.4.3, 2.1.8, 4.5.3, 4.8.3 4.4.3, 2.1.8, 4.5.3, 4.8.3 1.9.4, 2.2.1, 2.2.5 4.6.2, 4.1.2, 4.4.2 4.6.2, 4.1.2, 4.4.2 2.5.5 4.2.5.5 4.2.5.5 5.3.3, 5.3.1 4.5.6, 4.4.3, 4.4.8 4.5.6, 4.4.3, 4.4.8 5.6.1, 2.7.3 5.6.1, 2.7.3 5.1.6, 1.4.5 5.1.6, 1.4.5	
R7.9	Make inferences and draw conclusions from complex text		•				



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Content Standards		CASAS Competencies for each item																																
		Task #		Item #																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
R2	Vocabulary																																	
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)																																	
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																																	
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)																																	
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)																																	
R3	General reading comprehension																																	
R3.11	Make connections between related information across different sections of a text																																	
R3.12	Use supporting illustrations to interpret text																																	
R3.15	Interpret idioms and collocations from context																																	
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)																																	
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																																	
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																																	
R3.6	Interpret simple written instructions																																	
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																																	
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																																	
R4	Text in format																																	
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																																	
R4.2	Read clock times																																	
R4.3	Read dates																																	
R4.5	Read simple handwriting																																	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)																																	
R4.8	Interpret information in charts and tables (e.g., bus schedules)																																	
R4.9	Interpret maps, diagrams, and graphs																																	
R5	Reference materials																																	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																																	
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																																	
R6	Reading strategies																																	
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																																	



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Content Standards		CASAS Competencies for each item																								
		Task #		Item #																						
		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
R7	Reading and thinking skills	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
R7.2	Identify the main idea of a multi-paragraph text																									
R7.9	Make inferences and draw conclusions from complex text																									



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Content Standards		CASAS Competencies for each item																									
		Task #		Item #		4.2.4, 4.4.3	4.2.4, 4.4.3	3.4.5, 2.7.3, 3.5.9	3.4.5, 2.7.3, 3.5.9	1.8.2, 1.1.6	1.4.5, 1.4.7	4.4.3, 2.1.8, 4.6.1	4.4.3, 2.1.8, 4.6.1	4.6.2, 4.1.3	2.5.2, 4.2.1, 4.8.1	4.2.1, 2.5.2, 3.2.3, 4.4.3	4.2.1, 2.5.2, 3.2.3, 4.4.3	2.7.5, 7.2.2	2.7.5, 7.2.2	4.6.2, 4.6.3	4.6.2, 4.6.3	3.1.1, 3.4.4	5.4.4, 5.5.2, 5.6.1	5.4.4, 5.5.2, 5.6.1	7.4.6	7.4.6	5.1.6, 2.7.2, 2.7.3, 7.4.2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
R2	Vocabulary																										
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																										
R3	General reading comprehension																										
R3.11	Make connections between related information across different sections of a text																										
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																										
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)																										
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																										
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																										
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																										
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																										
R4	Text in format																										
R4.8	Interpret information in charts and tables (e.g., bus schedules)																										
R4.9	Interpret maps, diagrams, and graphs																										
R5	Reference materials																										
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)																										
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																										
R6	Reading strategies																										
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																										
R7	Reading and thinking skills																										
R7.11	Identify the writer, audience, and purpose of a text																										
R7.12	Determine a writer's point of view																										
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic																										
R7.6	Paraphrase information																										
R7.9	Make inferences and draw conclusions from complex text																										



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Content Standards		CASAS Competencies for each item																									
		Task #		Item #		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6
R2	Vocabulary																										
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																										
R3	General reading comprehension																										
R3.11	Make connections between related information across different sections of a text																										
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)																										
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)																										
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)																										
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)																										
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)																										
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)																										
R4	Text in format																										
R4.8	Interpret information in charts and tables (e.g., bus schedules)																										
R4.9	Interpret maps, diagrams, and graphs																										
R5	Reference materials																										
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)																										
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																										
R6	Reading strategies																										
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																										
R7	Reading and thinking skills																										
R7.12	Determine a writer's point of view																										
R7.2	Identify the main idea of a multi-paragraph text																										
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic																										
R7.6	Paraphrase information																										
R7.9	Make inferences and draw conclusions from complex text																										



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Basic Skills Content Standards by Form

Page 21 of 21
CSF

Reading/Math Task Legend

- Task 1 - Forms
- Task 2 - Charts, maps, consumer billings, matrices, graphs, tables
- Task 3 - Articles, paragraphs, sentences, directions, manuals
- Task 4 - Signs, price tags, advertisements, product labels
- Task 5 - Measurement scales, diagrams

Listening Item Type Legend

- Type 1 - Picture Prompt
- Type 2 - Comprehension question
- Type 3 - Predict next line of dialogue
- Type 4 - Identify true statement based on prompt

Criteria

Base container is: Agency (C) 10382 - (CLOSED) Boston OWD: Hull Lifesaving Museum
Interrogation mode is: 'Data from sub-sites'
Include Prepared By: Yes
Include Print Time: Yes
Include Criteria Info: Yes
Report Sort Order: Form
Page Sort Order: Content Standard
Report Style Option: Blue
Warn if too many pages: Yes
Page Orientation: Landscape

Implementation Training

Summer Institute 2017



Think About It

What is your agency's process for intake?

Warm-Up

Purpose

- To certify participants to administer CASAS tests.
- To meet the yearly training requirement (if applicable in your state.)
- To ensure uniform test administration practices.



Why are our Certified testers so great?

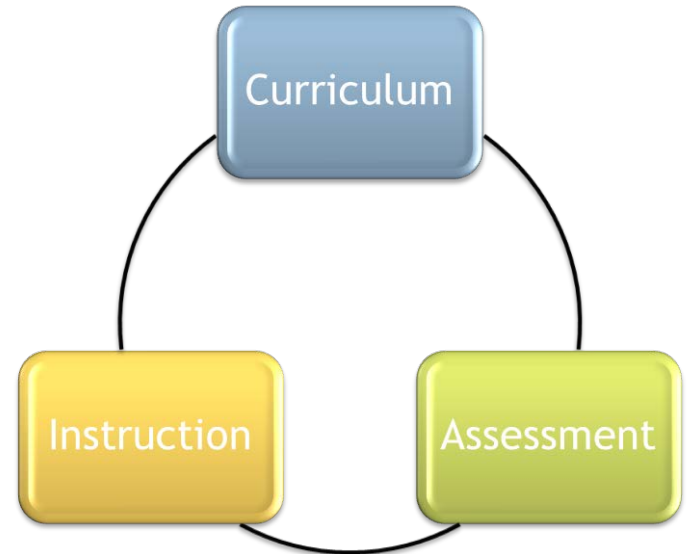
- Accurate testing provides proof of your agencies' ability to serve students

You are an important part of their success!

Table ES-1. Adult Education National Performance Report Percentage and Number of Students Completing Educational Functioning Levels and Core Outcome Measures From Program Year 2009–10 to Program Year 2011–12				
	Percentage Achieving Educational Functioning Levels and Core Outcome Measures (National Averages)			Number Achieving Educational Functioning Levels and Core Outcome Measures
	PY 2009–10	PY 2010–11	PY 2011–12	PY 2009–10 to PY 2011–12 (Three-Year Total)
Educational Gain ABE/ASE ^a	40%	42%	43%	1,326,797
Educational Gain EL ^a	44%	44%	46%	1,110,204
High School Completion ^b	52%	61%	61%	468,894

Agenda

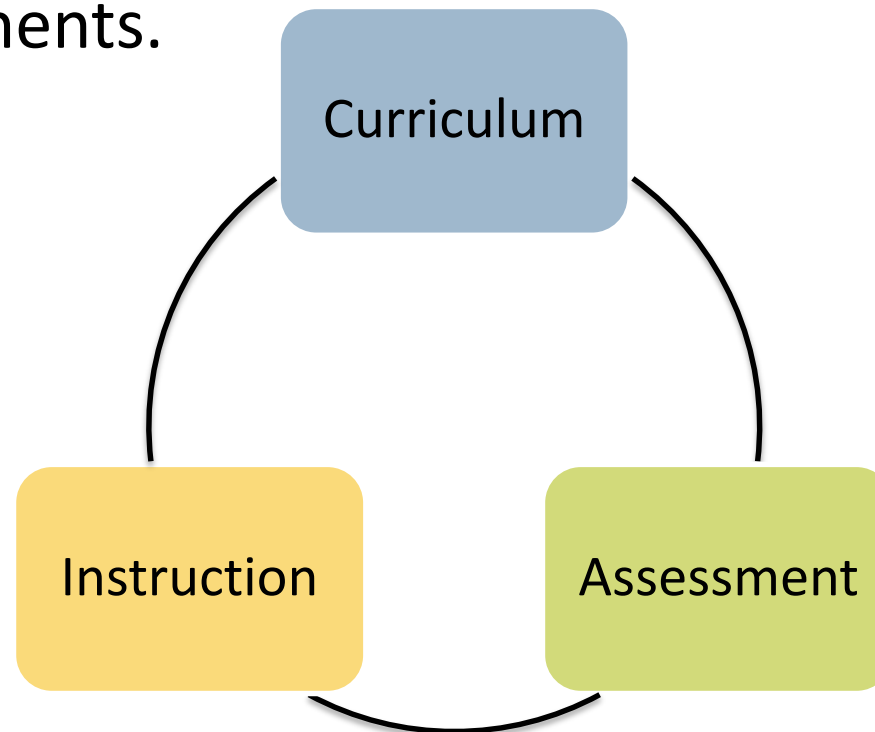
- CASAS Program Overview
 - What is CASAS?
- Curriculum
 - Competencies
 - Content Standards
 - Tasks
- Assessment
 - Administering the Appraisal
 - Reading and Writing Screening for ESL/ELL
 - Administering Pre- and Post Tests
- Instruction
 - Testing Reports



What is CASAS?

Comprehensive Adult Student Assessment Systems

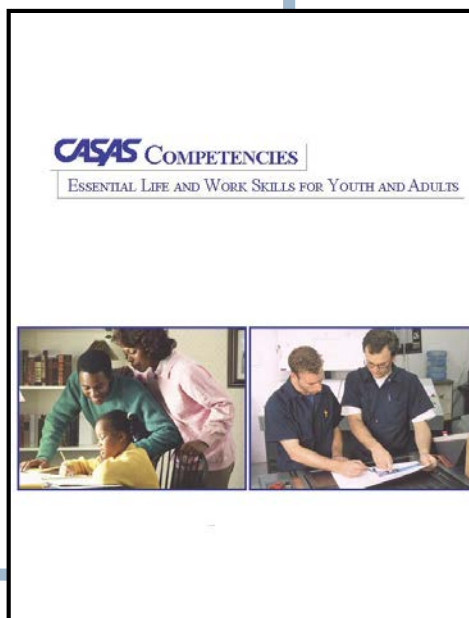
- CASAS is a nonprofit organization dedicated to improving youth and adult education services.
- CASAS is an integrated systems approach with three key components.



What are Competencies?

Competency Content Areas

0. Basic Communication
1. Consumer Economics -
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Computation
7. Learning to Learn
8. Independent Living Skills



CASAS Competencies are measurable learning objectives written in a functional life skills context.

CASAS tests are aligned to these competencies.



CASAS Web site: [www.casas.org/AboutCASAS / CASAS Competencies](http://www.casas.org/AboutCASAS/CASASCompetencies)

The Competency Coding System



Content Area

3. Health

Competency Area

3.4 Understand basic health & safety procedures

Competency Statements

3.4.1. Interpret product label directions and safety warnings

3.4.2. Identify safety measures that can prevent accidents and injuries



- Every test item in the CASAS system is associated with a specific competency.
- Instructional Reports display test items and coordinating competencies.

Importance of Competencies?

Competencies provide

- instructional objectives for curriculum
- direct links to test content for monitoring student learning
- criteria for program evaluation
- a referencing system for instructional materials

3. Health

3.1 Understand how to access and use the health care system

3.1.1 See 3.6.1, 3.6.3, 3.6.4

3.1.2 Identify information necessary to keep medical and dental appointments

3.1.3 Identify and use health care services, including interacting with facilities, including interacting with

3.1.4 Identify common types of medical health practitioners and specialists

3.1.5 Identify and access counseling services

3.1.6 Interpret information about health plans, insurance, and benefits

3.1.7 Interpret information about patient decisions such as confidentiality and health decisions

Competency Area

Content Area

Competency Statement

The numbering systems for Competencies, Tasks and Content Standards are reflected in testing reports for your students and classes.



Using CASAS Competencies

Problem: You should start work at 9:00 a.m., but you have a car that won't start.

What skills would you need to teach your students?

Basic Communication

- 0.1.2 -- Understand or use appropriate language for information purposes (to call a tow truck, identify location)
- 0.1.3-- Understand or use appropriate language to influence or persuade (to call employer)
- 0.2.1-- Respond appropriately to common personal information questions

Community Resources

- 2.1.8 --Use a telephone or similar device to make and receive calls
- 2.1.1 --Use a telephone directory
- 2.3.1 --Interpret clock time

Consumer Economics

- 1.9.6 -- Interpret information related to automobile maintenance
- 0.1.7 -- Understand, follow or give instructions
- 1.9.8 --Interpret information about automobile insurance
- 1.7.5 -- Interpret information to obtain repairs

Activity:

Selecting CASAS Competencies

In small groups or pairs:

- Choose one problem-solving scenario from your handout.
- In your CASAS Competencies, choose at least 3 competencies that would help students solve the problem.

What are Content Standards?

- **Basic Skills Content Standards** identify the underlying basic skills (literacy and academic skills) associated with CASAS Competencies.

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

Reading



- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

Listening



- M1 Number Sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Statistics, Data Analysis and Probability

Math



- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

Writing



- S1 Phonology/ Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

Speaking



Skills needed to find auto repair

CASAS Competency - Community Resources 2.1.1 --Use a telephone directory
Reading Task Areas – advertisements (4), paragraphs and directions (3), maps (2)

The image shows a Google Maps search for "auto repair Rolling Hills, CA". The search results are displayed in a list format with columns for "Sort By", "Cities", "Distance", "Features", and "Category". The first result is "Hilltop Automotive" in Rancho Palos Verdes, CA, with 18 reviews. The second result is "Hiro Auto Service" in Torrance, CA. A map on the right shows the location of the search results in the Los Angeles area. Annotations in brown boxes point to specific elements on the page, linking them to CASAS Competency 2.1.1 skills.

Content Standards

Locate information organized in groups or categories
R5.3

Use capitalization as a clue to interpret words
R2.4

Find a word or number in an alphabetical, numeric or other ordered listing
R5.1

R3.12 Use supporting illustrations to interpret text
R3.12

R6.2 Scan simple text to find specific information
R6.2

What are Task Areas?

Reading Tasks

- Forms
- Charts, maps, consumer billings, matrices, graphs, or tables
- Stories, articles, paragraphs, sentences, directions, or pictures
- Signs, price tags, ads, or product labels
- Measurement scales and diagrams

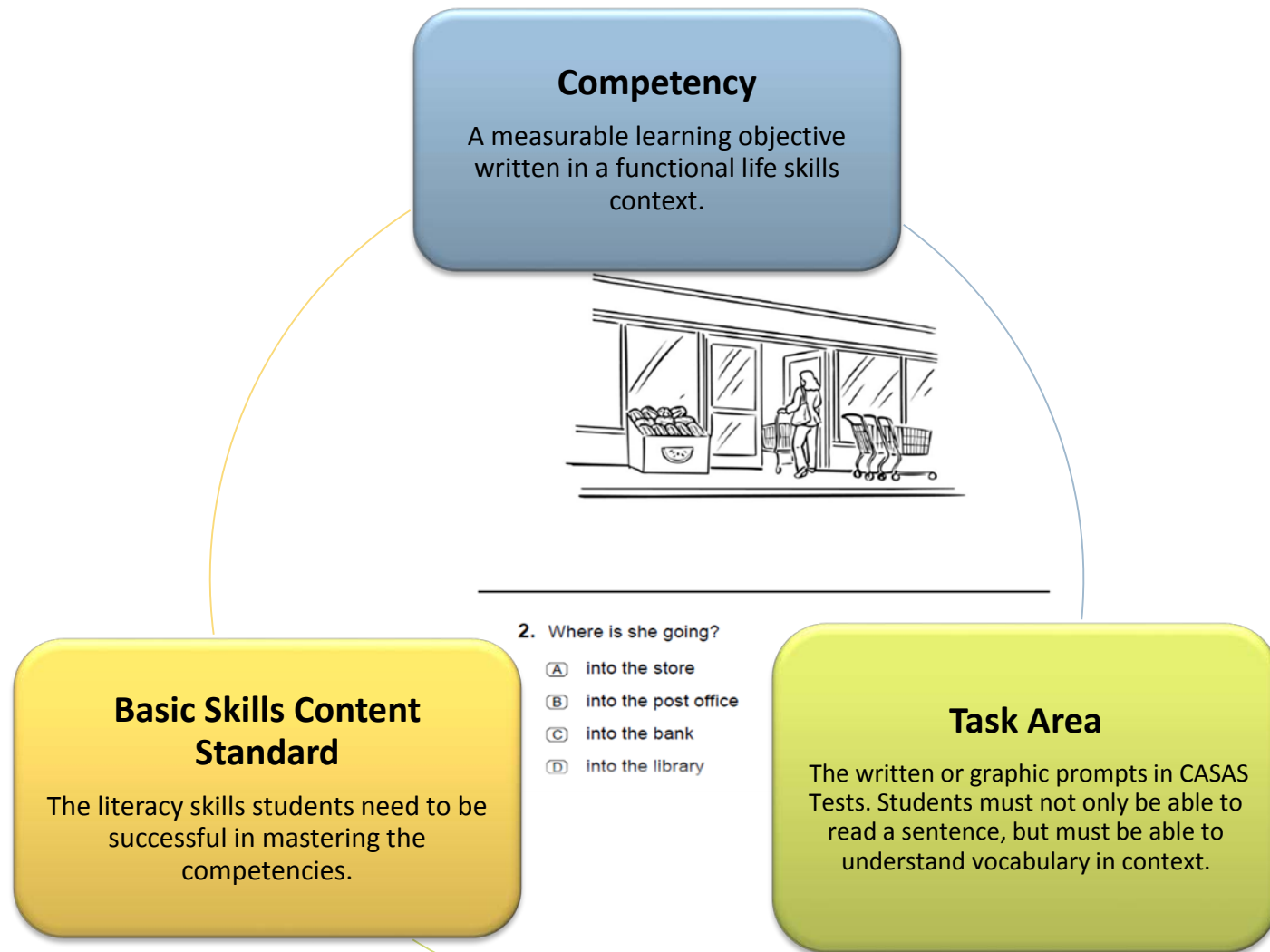
Listening Tasks

- Picture prompt
- Comprehension question
- Predict next line of dialogue
- Identify true statement based on prompt

Tasks are how test items are presented. It's important that these tasks are practiced in the classroom.



Competencies, Task Areas and Content Standards



CASAS Tests

OVERVIEW

SCREENING FOR ESL/ELL : SPEAKING AND WRITING

APPRAISAL

PRETEST

POST-TEST

Computer-delivered tests and Paper-based tests

While CASAS eTesting and Paper-based testing have many similarities, there are some significant differences when administering the tests.

For this training, items specific to

- **Computer-delivered tests** are in **Yellow**
- **Paper-based** are in **Brown**

Items that apply to ***both*** are in **Blue**

The Assessment Process

Place

Appraisal

Identifies the Pretest students should take.

Diagnose

Pre-Test

Establishes a baseline score and begins to diagnose learning needs

Instruct

Informal Assessment

Includes targeted instruction based on information from tests

Monitor

Post Test

Given after 70-100 hours of instruction. Results compared to previous test. Progress determined.





Intake

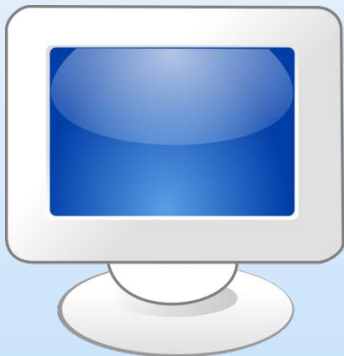
For all incoming students:

- observe how well the student communicates and fills out forms
- consider number of years of formal schooling and other information on demographic records
- administer CASAS writing screening or other writing assessment
- consider other factors affecting class placement (years of schooling, any certificates or degrees...)

Informally assess student's basic writing and reading ability by observing how well the student can complete your agency's registration form.

Little or no difficulty?

Administer
Computer Adaptable Test (CAT) in
eTests to determine Pre-test.



Administer
Appraisal
to determine Pre-test.



Difficulty completing the registration form or answering basic questions?

Administer the
Oral and Writing Screening
located in your
Appraisal Form 80
Test Administration Manual (TAM.)

- Each take 5 minutes
- Helps eliminate misplacing the student in tests and classes

The image displays the cover of the CASAS Appraisal Manual Form 80, 2nd Edition. The cover is purple and white, featuring the CASAS logo and a list of screening areas: Reading, Math, Listening, Oral Screening, and Writing Screening. Below the cover, there is a black and white photograph of a smiling woman with glasses. To the right of the photograph is a sample 'Oral/Writing Screening Response Sheet'. This sheet includes fields for Date, Student Name (First and Last), and Instructor Name (First and Last). It also has a section for Oral Screening with a Total Points box. Below the response sheet is a sample 'CASAS APPRAISAL Writing Sample Scoring Practice' form. This form contains two prompts: '1. The flag is red, white, and blue.' and '2. New York is the largest city in the United States.' The first prompt has a handwritten response: 'The flag is white and blue'. The second prompt has a handwritten response: 'The flag is red white and blue'. A score of (0-2) is indicated next to the prompts.

CASAS
Appraisal Manual Form 80
2nd Edition

- Reading
- Math
- Listening
- Oral Screening
- Writing Screening

Oral/Writing Screening Response Sheet

Date _____

Student Name _____ First _____ Last _____

Instructor Name _____ First _____ Last _____

Oral Screening Total Points

1. 0 1 2 3 4 5 6 7 8 9 10

2. 0 1 2 3 4 5 6 7 8 9 10

3. 0 1 2 3 4 5 6 7 8 9 10

CASAS APPRAISAL
Writing Sample Scoring Practice

1. The flag is red, white, and blue. Score (0-2)

2. New York is the largest city in the United States.

1. [The flag is white and blue]

2. [The flag is red white and blue]

ESL/ELL - If the student has difficulty completing registration forms

Unable to answer?



Go directly to practice items on Form 27/28.

- If the student has great difficulty, mark their test record as “Too Low to Test.” Try testing again in a couple of weeks.
- **Some difficulty?** Pretest with ***Form 27 or 28***

Little or no difficulty?

- Pretest with **Form 81 or 82** for Reading

Able to answer?



Administer the
CAT or Form 80 Reading Appraisal

Oral and Writing Screening

Oral/Writing Screening Response Sheet

Date _____

Student Name _____
First Last

Instructor Name _____
First Last

Oral Screening **Total Points**

1. ⓐ ⓑ ⓓ
2. ⓐ ⓑ ⓓ
3. ⓐ ⓑ ⓓ
4. ⓐ ⓑ ⓓ
5. ⓐ ⓑ ⓓ
6. ⓐ ⓑ ⓓ

☐

Writing Screening

1. _____
2. _____

Writing **Total Points**

1. ⓐ ⓑ ⓓ
2. ⓐ ⓑ ⓓ

☐

Comments

CASAS Duplication for test administration purposes is permitted. 40 Test Administration Manual/ CASAS Appraisal

Found on page ____ of the 80 Appraisal TAM

The **Oral Screening** is an optional one-on-one oral interview used to screen ESL/ELL learners for taking the listening and reading appraisal tests.

- six questions
- 5 minutes

Refer to page ____ of the 80 Appraisal TAM

The **Writing Screening** is an additional (and optional) tool to screen ESL/ELL learners for taking reading and listening appraisals. Examinees write

- two sentences that are dictated
- 5 minutes

Refer to page 40 of the 80 Appraisal TAM

Question	Response
What's your name?	This question is not scored. It may be omitted if the tester knows the examinee.
1. How long have you been in the United States? <i>To clarify, ask:</i> When did you come to the United States?	Some possible responses: Four years; 1987; etc.
2. Tell me why you want to learn English. <i>To clarify, ask:</i> Why do you want to study English?	Any appropriate reason may be acceptable.
3. Do you read in your native language? <i>If Yes, ask: What do you like to read?</i> <i>If No, ask: Why not?</i>	Yes. Some possible responses: names of books, types of books, subjects. No. Some possible responses: I didn't go to school in my country; I can't read; I have no time to read; etc.
4. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
5. How many years did you go to school in your country? <i>To clarify, ask:</i> How long did you go to school in your country?	Any appropriate response is acceptable.

- Administered one-on-one
- Introduce yourself
- Ask the questions
 - Repeat the question once, if needed
 - Use the clarification question, if needed

Appraisal TAM pg. 20 & 21

Scoring Rubric – Oral Screening

Points	Guidelines
0	<p><i>No answer, incomprehensible, or does not answer the question.</i></p> <p>Note: If the examinee responds, “I don’t know,” it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.</p>
1	<p><i>Comprehensible but not grammatically correct.</i></p> <p>Note: <i>Comprehensible = understandable and relevant</i></p>
2	<p><i>Comprehensible and grammatically correct.</i></p> <p>Note: <i>Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.</i></p>

Activity: Oral Screening Scoring

Activity Oral Screening Samples

Below are the Oral Screening questions with optional follow up questions and answers from three different students. Using the rubric (in your Oral Screening directions), score each answer.

	Student Response	SCORE 0, 1, 2
What's your name?	Maria Alvarez.	
1. What country are you from?	I from Peru.	
2. How long have you been in the United States? When did you come to the United States?	Two year. Last time.	
3. Tell me why you want to learn English. Why do you want to study English?	Because I want a better job. English. Good.	
4. Do you read in your native language? What do you like to read? Why not?	Not much. Oh, book, magazine. [No response]	
5. What work did you do in your country? What work are you doing now?	Uh . . . work. Now work mechanic.	
6. How many years did you go to school in your country? How long did you go to school in your country?	School? Ten year.	

Oral Screening Scoring Rubric

Points	Guidelines
0	<p>No answer, incomprehensible, or does not answer the question.</p> <p>Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.</p>
1	<p>Comprehensible but not grammatically correct.</p> <p>Note: Comprehensible = understandable and relevant</p>
2	<p>Comprehensible and grammatically correct.</p> <p>Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.</p>

Writing Screening

- Use the Oral/Writing Screening Response Sheet (*Appraisal TAM* page 40)

To begin the test, say:

“You will write two sentences. I will say each sentence three times. Now listen, and write Sentence 1.”

- Dictate the first sentence: ***The flag is red, white and blue.***
 - After a brief pause, repeat it.
 - Pause again and repeat again.
- Do the same with the second sentence:
New York is the largest city in the United States.

The examinees should not get help from other students or look at other students' responses.

Scoring Rubric - Writing Screening

Points	Guidelines
0	<i>Nothing written, completely illegible or wrote the wrong sentence.</i>
1	<i>Wrote some words correctly.</i>
2	<i>Wrote the complete sentence correctly.</i>

Activity: Writing Screening Scoring Practice

In groups or pairs, score the Writing samples using the Writing rubric. 10 minutes

CASAS APPRAISAL Writing Sample Scoring Practice

1. The flag is red, white, and blue.
2. New York is the largest city in the United States.

Score
(0-2)

1. [The flag is white and blue]

—

2. [The flag is red white and blue]

—

3. [white and blue]

—

4. [The flowers is red light and blue]

—

5. [YES]

—

6. [New York is the largest city in the U.S]

—

7. [A you like to stay]

—

8. [New york is the large and nice]

—

9. [New York is largest city in the United States]

—

10. [New York is a large city in The us]

—

Points	Guidelines
0	Nothing written, completely illegible or wrote the wrong sentence.
1	Wrote some words correctly.
2	Wrote the complete sentence correctly.



CASA'S APPRAISAL
Writing Sample Scoring Practice

	<u>Score</u>
1. The flag is red, white, and blue.	
2. New York is the largest city in the United States.	(0-2)
1. [The flag is white and blue]	<u>1</u>
2. [The flag is red white and blue]	<u>2</u>
3. [white and blue]	<u>0</u>
4. [The flower is red light and blue]	<u>1</u>
5. [YES]	<u>0</u>

6. [New York is the largest city in the U.S] 2

7. [Do you like to stay] 0

8. [New York is the large and nice] 1

9. [New York is largest city in the United States] 1

10. [New York is a large city in the US] 1



Using Screening Results

- 7 or more: Give the CASAS Appraisal for Reading or Listening
- 6 or fewer:
 - Do not give the CASAS Appraisal
 - Pre-test with either the
 - Beginning Literacy Reading Assessment, Form 27 or 28
 - Level A Reading Test, Form 81R or 82R
 - Level A Listening Test, Form 981L or 982L



General Testing Guidelines

CASAS APPRAISAL

CASAS Testing Requirements

Computer-delivered tests

- Computers
- Internet access or agency-based server
- Test Administration Manuals
 - By series
 - By test type:
 - Appraisal
 - Progress

Paper-based

- Reusable test booklets
 - By series
 - By form/level
- Test Administration Manuals
 - By series
 - By test type:
 - Appraisal
 - Progress
- Answer sheets
- Scanner

CASAS Appraisals

Computer-delivered

Form 101 – Long CAT

- Computer Adaptive Test (CAT)
- Reading, Math, Listening (fixed form)
- 17-20 randomly selected items
- Levels A – D
- 30-40 minutes

Form 102 - Locator

- Computer Adaptive Test (CAT)
- Reading, Math, and Listening (fixed form)
- 10-15 minutes
- Leads students seamlessly into the appropriate Pre-Test.

Paper-based

Form 80 – Reading, Listening & Math

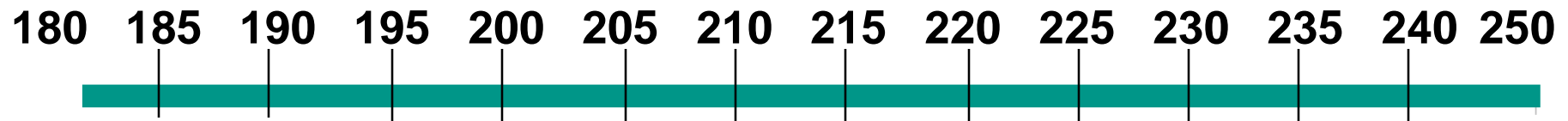
- Reading test for all programs Levels A-D
- Listening for ESL/ELL/ELL programs Levels A-C
- Math for ABE/ASE programs Levels A - D
- 30 minutes each

Form 130 - Math

- Math for ABE and ASE programs
- Levels A – D
- 25 minutes



What's the difference between the Appraisal and the Pretest?



Appraisals (Placement tests)

Appraisal test items are widely distributed along the CASAS scale. The items range from very easy items to difficult items.

Level B



Pre- and Post-Tests (Progress Tests)

Progress test items are clustered at a specific level.



General Testing Guidelines

- Allow adequate space between students.
- Ask students to turn off their cell phones.
- All personal items must be off the tables.
- Tell students not to talk or get help from other students during the test.
- Scratch paper is allowed for math tests, but not for listening tests. All scratch paper must be collected and shredded after the test.
- No cell phones, dictionaries, translators, or any other items allowed.

Testing Procedures

Computer-delivered tests

- Demonstrate how to input demographics information
- Demonstrate “Applying Item Responses” in the eTest administration manual

Paper-based tests

- Demonstrate on the whiteboard how to fill in the bubbles properly.
- Have students bubble in any demographics you are collecting.
- Have students write the form number in the box marked **Form Number** and fill in the **Test Date**.

Test Security

Computer-delivered tests

- eTest Coordinator or Proctor starts and stops testing sessions so that tests cannot be accessed by students outside testing sessions.
- Each computer used for eTesting will be registered and only those testing stations will be active where a proctor is present.

Paper-based tests

- Keep all testing materials, including test booklets, CDs, answer sheets, test manuals and related materials in secure storage, available only to those involved in test administration.
- Develop a system to distribute and collect testing materials, including numbering the test booklets.
- Test administrators are responsible for the security of all test materials in their possession.

Test Security Policy

Found on pages 30 & 31 in the LWR TAM

Keep signed copies on file at your agency

CASAS Test Security Policy

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist all testing personnel and other agency staff with the implementation of and adherence to the test security practices contained in this document. Administrators and testing personnel are responsible for following these practices and ensuring that additional agency staff are aware of and follow said practices.

All testing materials, including but not limited to test booklets, CDs, cassette tapes, answer sheets, answer keys, and CASAS eTests dongles must be kept in a secure, locked storage area at all times outside the testing situation. This process must begin when materials are signed for upon delivery at the testing agency. It is the immediate legal responsibility of the agency director, principal, or other primary administrator to enforce securing testing materials upon taking delivery of materials and at all times afterward. Only testing personnel and others qualified as part of the testing process may have access to any and all testing materials while in the possession of the testing agency. Between test administrations all testing materials must be kept in a secure, locked storage facility. No unauthorized personnel should be allowed access to testing materials.

No agency, school, or other entity may use any CASAS test or test item as a tool to prepare students for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be reviewed, discussed, or explained to students at any time. No test materials may be duplicated, photocopied, or reproduced in any manner. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. Reproducing test materials is a violation of federal copyright law.

At the time of the testing event and prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes and ensure that each test booklet is returned before students may leave the testing facility. As students finish the test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session. The test administrator must ensure collection of all test booklets and all answer sheets before students leave the testing facility.

Testing personnel must ensure that they follow all test administration directions and language as dictated in the appropriate CASAS Test Administration Manual.

Testing personnel must remain in the testing room throughout an entire test session. Personnel must ensure that students follow all testing rules during the testing session. Students must sit three to five feet apart and must refrain from talking during the testing session or seeking help from other students.

No agency, school, or other testing entity may share or provide any testing materials to another agency or school. Testing materials must remain at the testing site at all times.

Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of test materials at their testing entity. All testing personnel must sign a test security statement agreeing to uphold the security policies of the agency, school, or testing entity. Administrators should see the Sample Test Security Policy for a statement example.

Should CASAS determine that any agency, school, or other testing entity has violated any provision of this test security policy or that testing materials have been compromised in any manner, purposely or otherwise, CASAS reserves the right to take appropriate action to rectify the violation of its test security policy.

Agency Test Security Policy (Sample)

I agree to follow all security procedures as dictated by my agency, school, or testing entity and my CASAS Test Administration Manual. I understand that my failure to do so could result in disciplinary action by my agency, school, or testing entity. I recognize that the list below identifies many, but not all, violations of test security policy. I, therefore, agree to:

1. Follow all test procedures as stated in CASAS test administration manuals.
2. Refrain from duplicating or in any way reproducing or any CASAS testing materials including, but not limited to, test booklets, answer keys, answer sheets, CDs, cassette tapes, and CASAS eTests dongles.
3. Advise any agency, school, or testing entity to contact CASAS and not my agency with any inquiry about sharing or duplicating CASAS testing materials.
4. Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, students, or others not responsible for test administration.
5. Secure all CASAS eTests dongles under lock and key except during testing sessions.
6. Disallow use of any CASAS assessments as practice tests or as instructional tools.
7. Refrain from assisting students with test answers on any test before or during the testing event.
8. Refrain from reviewing test questions with students after the testing event.
9. Ensure that students do not use dictionaries, calculators, or other prohibited test aids as stated in CASAS test administration manuals.
10. Ensure that students sit at least three to five feet apart and do not talk or seek help from other students during the testing event.
11. Remain in the testing room at all times during the testing event and monitor all student activity as appropriate and in compliance with test security procedures.
12. Report any violation of this test security policy.

My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in my CASAS Test Administration Manual, and agree to abide by all test security procedures.

Signature

Position/Title

Date

Print Name



Accommodations in Test Administration Procedures

You may provide these accommodations in testing conditions for documented disabilities without contacting CASAS:

- *allowing extended time*
- *giving supervised breaks*
- *providing a sign language interpreter (for test administration directions only.)*
- *testing in an alternate room*

It is *not* an appropriate accommodation to *read a CASAS test* or to allow use of a vocabulary pen, dictionaries, calculators or other electronic devices.

Computer-delivered

- Display options (font size, color)
- Time allowed

Paper-based

- a colored overlay
- Large-Print testing booklet
- Large-Print Answer Sheet
- Braille Test

Accommodations, cont.

Contact CASAS at 1-800-255-1036 for information on other test formats. ***Do not change a test format locally.*** Alternate test formats must meet standardized test development procedures.

For more information, go to www.casas.org and refer to the *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities*. The paper includes a matrix with sample accommodations for specific disabilities.





Testing Procedures for both Formats

- **Guessing by the examinees should be discouraged.** Explain that if they can't answer a question they don't need to mark an answer, and can go on to the following questions.
- **Circulate during testing** to make sure examinees are marking answers at the correct number on the answer sheet.
- **Maintain a positive attitude and atmosphere** about the testing, as your attitude can influence students' attitudes and performance.
- **For students with disabilities**, please refer to the CASAS guidelines for making the appropriate accommodations



Administer the Appraisal

Computer-delivered tests (Locator or Long CAT)

- Two practice items will be presented on the screen. Students will have two chances to answer.

Paper-based (Form 80)

- Have examinees open their test booklets to the test directions and practice items. Read aloud the directions.
- Point out the location of the box on the answer sheet for answering the practice items.
- Take the time to have everyone answer the practice items, then discuss as needed.

- Advise them to do their best but not to spend more than a few minutes on any one question.
 - Don't guess
 - Stop when you can't answer any more questions
- Walk around the room to check students' work



Appraisal Instructions Script

- *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.]*
- *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 25 items on the test . You have **25 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. No calculators.*
- *When you're finished, or if you can't answer any more questions, put your pencil down and wait and I will take your test. Any questions?*
- *Turn the page and begin the test.*
- *Is anyone not finished? You can take a little extra time if you need it.*



During the Test

Check periodically to make sure that everyone is working individually and marking their answers correctly.

Computer-delivered tests

- Time left shows on the screen.
- Examinees will see a prompt to allow them to finish the question they are working on before test ends.

Paper-based tests

- As examinees finish, have them put their answer sheet inside their test booklet and wait.
- Announce when time is up. Allow examinees who are not finished to answer ***the question they are working on.***



After the Test

- Pick up all test booklets and answer sheets and any scratch paper (math tests.)
- Check answer sheets to see that answers are clearly marked and that changed answers are completely erased.
- Check that the correct test form is on the answer sheet.
- Check the test booklets and erase any pencil marks.
- Shred all scratch paper.
- Return all test booklets and answer sheets to a secure location. Test administrators are responsible for the security of all test materials in their possession



Activity

Administer the Appraisal

Pairs

Role-Play: Administer the test as you would in a classroom.

Designate 1 teacher and 1 student

Teacher documents:

Appraisal Testing Script

Form 20 Appraisal Reading Test Booklet

Student documents:

Test Record Answer Sheet (Self-Scoring)

(Answer the first 5 questions only)

Interpreting CASAS Test Results

The three main uses of CASAS test results are:

- To identify the learner's skill level.
 - All CASAS tests are scored on a common scale that is correlated to a continuum of instructional levels and learner skill levels.
- To measure learning gains.
 - Test scores identify the correct CASAS progress test level into which students should be placed. Some programs use test scores and skill levels to place students into the appropriate class level or to track educational progress.
- As input to targeting instruction.
 - Reports of test results show student and class performance on specific competencies and basic skills can provide useful information on learner strengths and weaknesses.

Raw Scores and Scale Scores*

Raw Score: The number of questions students answered correctly

Converting the Raw Score: Use the chart to determine Scale Score.

- Each CASAS Test Form has its own Raw to Scale Score chart in their Test Administration Manuals. Charts cannot be used interchangeably.

For example, on this test form, if the raw score is 12, then the scale score is 216.

**Raw to Scale Score
Reading Appraisal Form 20**

Raw Score	Scale Score
1	176
2	185
3	190
4	194
5	198
6	201
7	204
8	206
9	209
10	211
11	213
12	216
13	218
14	221
15	224
16	227
17	228♦
18	230♦
19	231♦
20	233♦

Activity

Determining the Pre-test

Using the ***Raw to Scale Score Chart*** and the ***Next Assigned Test Level Chart***, what Pre-test form should your student take?

Activity - Determining the Pre-Test

Step 1: From the appraisal test (Raw) score, find the Scale Score for your student.

Step 2: Using the Scale Score, find the Next Assigned Pre-Test Level to administer.

Step 3: Then refer to the **CASAS Test Forms chart** below to identify appropriate test form numbers for that test level.

1

Raw to Scale Score Reading Appraisal Form 20	
Raw Score	Scale Score
1	176
2	185
3	190
4	194
5	198
6	201
7	204
8	206
9	209
10	211
11	213
12	216
13	218
14	221
15	224
16	227
17	228 ♦
18	230 ♦
19	231 ♦
20	233 ♦

2

Next Assigned Test Level Reading Appraisal Form 20R	
Scale Score	Give Pre-Test Level
176	A
185	A
190	A
194	A
198	A
201	AX
204	AX
206	AX
209	AX
211	B
213	B
216	B
218	B
221	B
224	B
227	C
228	C
230	C
231	C
233	C

3

Life & Work Reading Series	
Level	Form
Beg. Lit.	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R *
D	187R, 188R

PRE AND POST TESTS



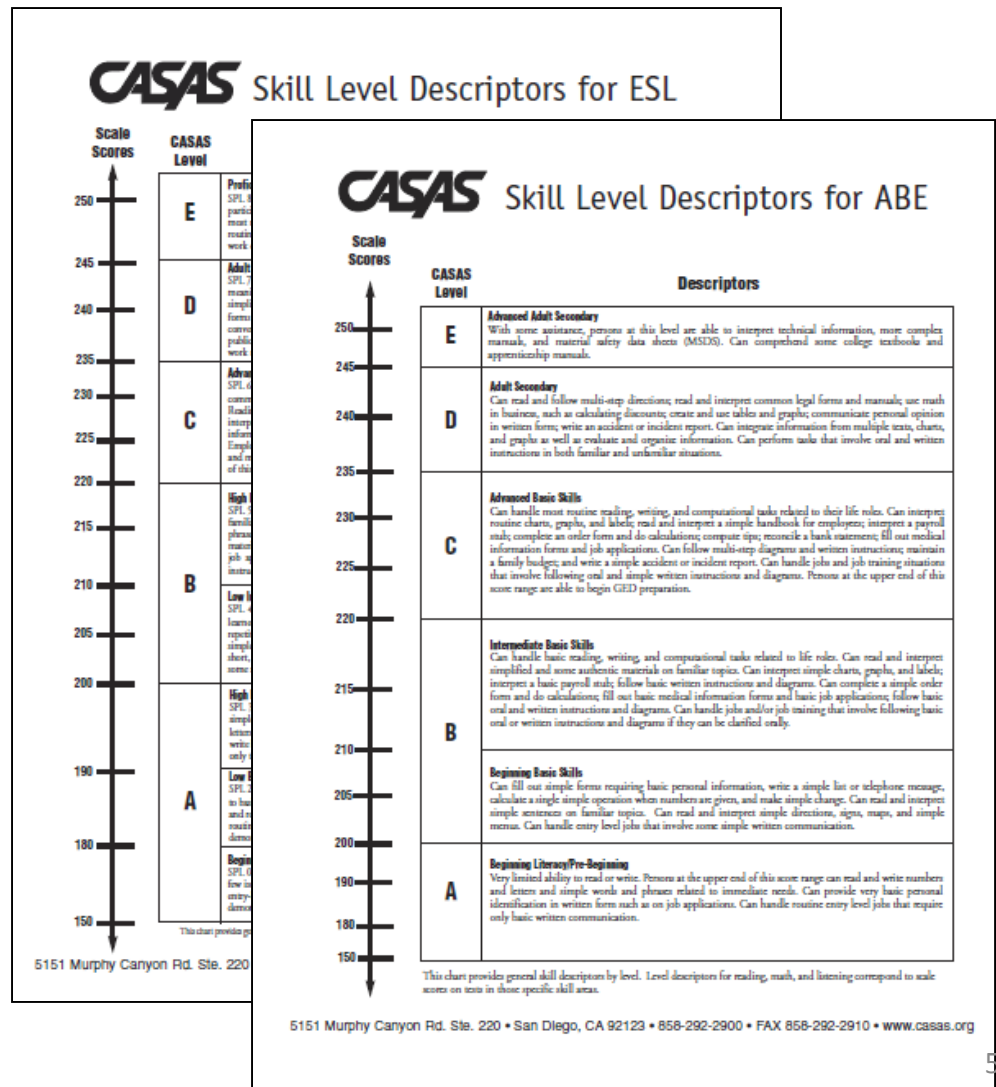
CASAS Progress Tests

- for program placement and monitoring educational progress
- two forms (versions) at each level of testing to alternate testing (pre- and post)
- 3 series to choose from*:
 - ***Life and Work*** (Reading and Listening)
 - ***Secondary Level*** Assessment Series (Reading and Math)
 - ***Life Skills*** (Math)

**All NRS approved until July 2017*

Skill Level Descriptors

- The **Skill Level Descriptors** provide general information on how an adult learner's scale score to the job-related and life skill tasks this person generally can accomplish.





Life and Work Reading Tests

Level A

27R

28R

81R

82R

81RX

82RX

200 190 180 150 ↓	A	High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
		Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
		Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening correspond to scaled scores on tests in those specific skill areas.



Level B

Form 83R

Form 84R

220		of this score range are able to begin ESL preparation.
215	B	High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
210		
205		Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
200		



Level C

185 R

186 R

85R

86 R

235		Work needs
230	C	Advanced ESL
225		SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics.
220		Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries.
		Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.

Level D

187 R

188 R

245	D	Adult Secondary SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
240		
235		

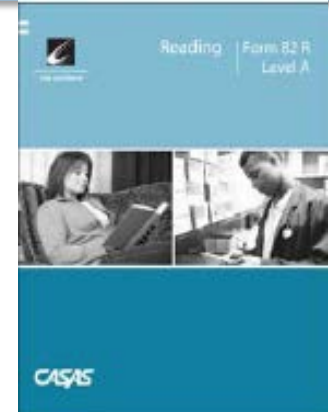
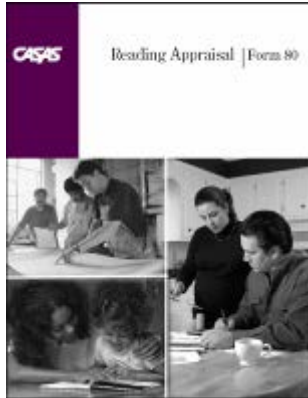
Test Administration Manuals

Essential in administering tests – paper-based and computer-based.

A test administration manual (TAM) contains the

- answer keys
- scoring guidelines
- score conversion charts
- next assigned test charts
- competency and content standard content
- class and student profiles
- standardized test administration procedures and policies
- test security protocols
- resources for testing and instructional support

Assessment Process



1. Place

Screening and Appraisal

- Determine program, level placement
- Identify pretest level

2. Diagnose

Pretest

- Diagnose learning needs based on pretest score

3. Instruct

Instruction

- Use *TE Reports* to identify instructional needs

4. Monitor

Post-test

- Select based on pretest score
- Monitor progress



California Assessment Policy

- *The CDE requires WIA Title II funded local agencies to test all students enrolled in ABE, ESL/ELL, and ASE instructional programs.
- Pre-tests are recommended as soon as the student enrolls in the program
- Post tests are *recommended* at the end of each quarter, semester, or term to document continuous learner improvement – after approximately 70-100 hours of instruction.
- Document is available for download on the CDE and CASAS Web sites [Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > California Accountability
 - *For other states, please contact your reporting agency



Key Points for Testing

Computer-delivered tests

- If a student is answering a question at the end of the hours, the student will see a prompt that will allow him to complete that **question**, but then the test will end.

Paper-based

- Go over the practice questions with students. If testing different levels at the same time, start with the highest level: Hand out booklets for the D Level, go over practice items and then have the start. Then do the same with each level.
- If a student is answering a question at the end of the hour, that student is allowed to complete that **question**, but then you must end the test.

- **Time allotment: 1 hour**
- **Students are not allowed to stop testing and continue at another time.**
- **No dictionaries, calculators or cell phones are allowed. Scratch paper ONLY for math tests. (Must be collected and shredded after testing.)**
- **You may not read questions or answers to students.**



Testing Guidelines



Appropriate

- Review practice questions together
- Provide start and end times on the board
- Provide a relaxed, unhurried atmosphere.
- Provide scratch paper (for math tests only) and pencils



Inappropriate

- Reading questions to students
- Calculators
- Translation devices
- Limiting time for testing
- Allowing students to stop and take the test at a later time.



Activity

Pre-testing

In groups of 3 or more, designate one participant as “Teacher.”
Role-play testing of students at different levels.

Teacher documents

- How to Test document
- Life and Work test booklets
- 4 CASAS Test Answer Sheets
- Raw – to – Scale Score Charts for 80 series reading

Once your “students” have taken the pre-test, take the Raw Score and find the Scale Score on the ***Scale Score Charts*** in your folder.



Valid Scores

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

Inaccurate Re-test immediately whether a pre or posttest

Accurate

Valid score and works for benchmarks. If a pre-test, you should re-test at a higher level, but not required.

- **Accurate Pretest**
 - Test score is within the accurate range **or** **conservative estimate** range (high end or ♦ score)

Scale Scores

- Each appraisal and test form has its own raw to scale score conversion chart. The left column displays the raw score, or number correct a student earned on the test. The right side of the chart displays the scale score.
- When standardized progress tests are developed, at least two alternate forms of the test for each instructional level are developed to measure progress so that students take one form as a pre test and the alternate form as a post test.
- It is important to use the raw to scale score conversion chart for the specific form of the test administered.

Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205+	20	205+
21	206+	21	206+
22	208+	22	208+
23	209+	23	209+
24	210+	24	210+

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218+	24	218+
25	220+	25	220+
26	222+	26	222+
27	224+	27	224+
28	227+	28	227+

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230+	29	230+
30	231+	30	231+
31	232+	31	232+
32	234+	32	234+

- For example, Rosa Hernandez takes a CASAS Level A Form 81R, which has 24 questions. She earns raw score of 12.
- Teo Gonzalez takes a Level A Form 81RX – a Level A test with an extended range of 28 questions. He earns a raw score of 7.
- While they both took Level A tests, they took different forms, each student earned a raw score of 186. They have the same level of skills in reading.

Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205+	20	205+
21	206+	21	206+
22	208+	22	208+
23	209+	23	209+
24	210+	24	210+

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218+	24	218+
25	220+	25	220+
26	222+	26	222+
27	224+	27	224+
28	227+	28	227+

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230+	29	230+
30	231+	30	231+
31	232+	31	232+
32	234+	32	234+

Activity ***What can your students do?***
Determining Skills and Levels

- Use your ***Skill Level Descriptors*** and determine what your students can do based on their Pre-test scale score and their level.
- Remember that if the student took a Reading test, only the reading descriptors apply.

A scale score of 186 in each of these test levels have the same meaning:

ESL/ELL

Low Beginning

Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address.

ABE

Beginning Literacy/Pre-Beginning

Very limited ability to read or write. Persons at the upper end of this score range (150-200) can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications.

Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205+	20	205+
21	206+	21	206+
22	208+	22	208+
23	209+	23	209+
24	210+	24	210+

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218+	24	218+
25	220+	25	220+
26	222+	26	222+
27	224+	27	224+
28	227+	28	227+

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230+	29	230+
30	231+	30	231+
31	232+	31	232+
32	234+	32	234+

WIOA Title II NRS/CASAS Levels

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below	200 and below
2	Beginning Basic Education	B	201 - 210	201 - 210
3	Low Intermediate Basic Education	B	211 - 220	211 - 220
4	High Intermediate Basic Education	C	221 - 235	221 - 235
5	Low Adult Secondary Education	D	236 - 245	236 - 245
6	High Adult Secondary Education	E	246 and above	246 and above

Revised July 2014

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ESL

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Listening (980 series) Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181 - 190	181 - 189
3	High Beginning ESL	A	191 - 200	190 - 199
4	Low Intermediate ESL	B	201 - 210	200 - 209
5	High Intermediate ESL	B	211 - 220	210 - 218
6	Advanced ESL	C	221 - 235	219 - 227

Revised July 2014

Preparing for WIOA



Comprehensive Adult Student Assessment Systems

WIA I Funded Youth Programs

NRS Educational Functioning Levels to CASAS Scale Scores and Grade Levels

NRS Educational Functioning Levels				CASAS Score Ranges*	Grade Level
EFL	ABE	ESL			
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205	2
5	Low Intermediate Basic Education	High Intermediate ESL		206-210	3
6	High Intermediate Basic Education	Advanced ESL		211-215	4
				216-220	5
				221-225	6
				226-230	7
				231-235	8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240	9
				241-245	10
8	High Adult Secondary Education			246-250	11
				251 and above	12

TOPSPRO Enterprise

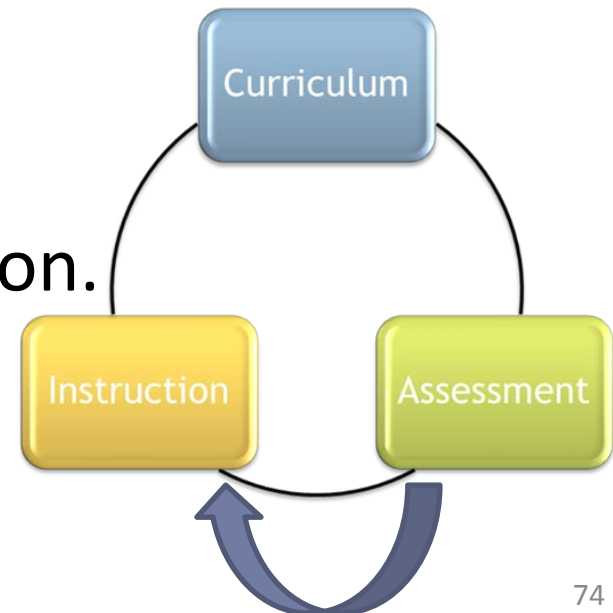
INSTRUCTION

Targeting Instruction Using TE Reports

Reports on test results give instructors valuable information to help their students.

- Reports show students' strengths and weaknesses, and more specifically, which
 - *Competencies*
 - *Content standards and*
 - *Task areas*

instructors should target instruction.



TOPSpro Report: Class Performance by Competency



08/24/2015
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SCPSTIC4

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus
Class: 424 - ESL morning

Teacher: 124 - Ruben, Mr
Form: 081R - Life and Work Reading Level A
Total Tests: 9 Total Students: 7

The **Task Number** tells you the format in which the question was asked.

Test Question Number

Percentage of students who answered this question correctly

The **Competency Number** on which this question was based

The **Competency Description** gives more detail of the **Competency Number**

Position	Correct?	Comp No.	Task	Competency Description
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
2	55 %	1.3.9	3	Identify common articles of clothing
3	55 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
4	22 %	2.4.1	3	Address letters and envelopes
5	66 %	6.0.1	3	Identify and classify numeric symbols
6	22 %	5.3.1	3	Interpret common legal forms, rules, and ordinances
7	55 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and)
8	33 %	2.3.1	3	Interpret clock time
		2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		1.8.1		Demonstrate ability to use and manage savings and investments
	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions
	55 %	0.2.4	3	Converse about activities and personal interests
	0 %	0.2.4	3	Converse about activities and personal interests
	77 %			Interpret info. about home maintenance; comm. w/landlord
14	33 %			Identify kinds of housing, areas of home, home items
15	55 %			Select housing by interpreting ads, signs, and other info.
16	55 %			Read, interpret, follow public signs, building directories
17	22 %	1.2.1	4	Read, interpret, follow public signs, building directories
18	66 %	1.3.8	4	Interpret ads, labels, charts, etc to select goods, services
19	33 %	2.5.5	1	Identify common food items
		0.2.2		Locate, use educational services in the community
20	44 %	2.5.5	1	Complete a personal information form
		0.2.2		Locate, use educational services in the community
				Complete a personal information form

TOPSpro Reports: Class Performance by Test Item and Competency

CASAS

05/17/2016
14:56:26

Class Performance
by Test Item & Competency

Page 5 of 13
SCPSM04

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus
Class: 424 - ESL morning

Teacher: 124 - Ruben, Mr
Form: 081R - Life and Work Reading Level A
Total Tests: 9 Total Students: 7

Position	Correct?	Comp No.	Task	Competency Description
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
12	0 %	0.2.4		Identify interests
4	22 %	6.0.1		Identify symbols (\$ and .)
6	22 %	1.1.6		Identify goods, services
17	22 %	1.2.1		Identify signs, ads
21	22 %	3		Identify timekeeping forms
23	22 %	2.3.1		Identify the months of the year and the days of the week
		2.3.2		Identify the months of the year and the days of the week
24	22 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week
8	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
9	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		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
10	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions
14	33 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
19	33 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
20	44 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
2	55 %	1.3.9	3	Identify common articles of clothing
3	55 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
		2.4.1		Address letters and envelopes

Reports can be printed in a variety of ways. Here it's printed by items correct.

Reports can be printed in a variety of ways. Here it's printed by items correct.



TOPSpro Report: Class Performance by Competency



08/24/2015
09:08:08

Class Performance

by Test Item & Competency

Page 7 of 17
SCPSTIC4

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus
Class: 424 - ESL morning

Teacher: 124 - Ruben, Mr
Form: 081R - Life and Work Reading Level A
Total Tests: 9 Total Students: 7

Position	Correct?	Comp No.	Task	Competency Description
3	55 %	2.4.1		Address letters and envelopes
8	33 %	2.5.3		Locate medical services
		3.1.3		Identify, use a calendar
9	33 %	1.8.1		Demonstrate knowledge of the community
		1.8.2		Identify kinds of housing, areas of home, home items
		1.8.3		Complete a personal note, invitation, or letter
20	44 %	0.2.2		Complete a personal note, invitation, or letter
22	55 %	2.3.1		Interpret clock time
23	22 %	2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	22 %	2.3.2		Identify the months of the year and the days of the week
19	33 %	2.5.5	1	Locate, use educational services in the community
20	44 %	2.5.5	1	Locate, use educational services in the community
22	55 %	2.5.2	2	Identify how to obtain social and governmental services
23	22 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
24	22 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
2	55 %	1.3.9	3	Identify common articles of clothing
3	55 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
4	22 %	6.0.1	3	Identify and classify numeric symbols
5	66 %	5.3.1	3	Interpret common legal forms, rules, and ordinances
6	22 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
7	55 %	2.3.1	3	Interpret clock time
8	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
9	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
10	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions

Here it's printed by Task.

Competency Task Number Legend

- Task 1 – Forms
- Task 2 – Charts, maps, consumer billings, matrices, graphs, tables
- Task 3 – Articles, paragraphs, sentences, directions, manuals
- Task 4– Signs, price tags, advertisements, product labels
- Task 5 – Measurement scales, diagrams
- Task 6 – Oral Cue



TOPSpro Report: Student Performance by Competency

The same report, but now it's printed not by class, but by individual student.



08/24/2015
09:11:25

Student Performance

by Test Item & Competency

Page 7 of 30
SCPMC

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus
Class: 424 - ESL morning
Teacher: 124 - Ruben, Mr

Form: 081R - Life and Work Reading Level A
Student: Ellis, Norberta ID: 098503953
Test Date: 09/01/2015
Raw Score: 11 Scale Score: 184

Position	Correct?	Comp No.	Task	Competency Description
1	No	1.4.1	3	Identify kinds of housing, areas of home, home items
2	Yes	1.3.9	3	Identify common articles of clothing
3	No	0.2.3	3	Interpret or write a personal note, invitation, or letter
		2.4.1		Address letters and envelopes
4	Yes	6.0.1	3	Identify and classify numeric symbols
5	Yes	5.3.1	3	Interpret common legal forms, rules, and ordinances
6	No	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
7	Yes	2.3.1	3	Interpret clock time
8	Yes	2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
9	No	2.5.4	3	Read, interpret, follow public signs, building directories
		1.8.1		Demonstrate ability to use and manage savings and checking accounts,
10	No	3.1.1	3	Describe symptoms, identify body parts, interpret directions
11	Yes	0.2.4	3	Converse about activities and personal interests
12	No	0.2.4	3	Converse about activities and personal interests
13	Yes	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		1.4.1		Identify kinds of housing, areas of home, home items
14	No	1.4.2	4	Select housing by interpreting ads, signs, and other info.
15	Yes	2.5.4	4	Read, interpret, follow public signs, building directories
16	No	2.5.4	4	Read, interpret, follow public signs, building directories
17	No	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
18	Yes	1.3.8	4	Identify common food items
19	No	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
20	Yes	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
21	Yes	4.1.3	4	Identify, use information in job descriptions, ads
22	No	2.5.2	2	Identify how to obtain social and governmental services
		2.3.1		Interpret clock time
23	No	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	No	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week

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



TOPSpro Report: Individual Skills Profile

This is a good report for teachers and students, especially ASE students.



Individual Skills Profile

03/09/2015
13:33:17

Page 1 of 2
ISP

Jesse Campos

ID# 610101494

Agency: 4908 - Rolling Hills Adult School

Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	086L	10/30/2014	224	6	C	31	19	31
Reading	188R	10/11/2014	236	6	D	32	17	32

Reading Competencies	N	Correct
Consumer Economics	17	38 %
Community Resources	30	46 %
Health	20	65 %
Employment	67	49 %
Government and Law	16	43 %
Learning and Thinking Skills	22	27 %

Reading Content Standards	N	Correct
Vocabulary	32	50 %
General reading comprehension	104	48 %
Text in format	9	66 %
Reference materials	9	44 %
Reading strategies	21	66 %
Reading and thinking skills	20	40 %

Listening Competencies	N	Correct
Basic Communication	20	50 %
Consumer Economics	24	34 %
Community Resources	27	31 %
Health	33	31 %
Employment	52	39 %
Government and Law	6	0 %

Listening Content Standards	N	Correct
Phonology	11	27 %
Vocabulary	36	42 %
Grammar	36	61 %
General Discourse	13	53 %
Informational Discourse	23	52 %
Strategies and Critical Thinking	55	50 %

Reading Tasks	N	Correct
Forms	2	0 %
Charts, maps, consumer billings, matrices, graphs, ...	14	37 %
Articles, paragraphs, sentences, directions, manuals	47	31 %
Signs, price tags, advertisements, product labels	1	100 %

Listening Tasks	N	Correct
Comprehension question	16	75 %
Predict next line of dialogue	24	62 %
Identify true statement based on prompt	22	9 %

Jesse Campos has a likelihood of ...	to pass this GED 2002 subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
More study needed	Math

POST-TESTING

Next Assigned Test Report



05/17/2016
15:05:16

Next Assigned Test

by Class

Page 2 of 3
NAT4

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus

Class: 424 - ESL morning
Teacher: 124 - Ruben, Mr

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	
Armolos, Vicky	984759387	1/424	10/15/2015	084R	B	11	200	083R	
Ellis, Norberta	098503953	1/424	09/01/2015	081R	A	11	184	082R	
Espirituiste, Francine A	432431243	1/424	12/14/2015	082RX	A	24	218 ♦	084R	
Evans, Filbert A	098538348	1/424	09/01/2015	082R	A		*		
Gomez, Jaime	092409833	1/424	11/18/2015	082R	A	11	184	081R	
Limpia, Lourdes	987459873	1/424	03/24/2016	083R	B	25	222	085R	
								185R	
Milibiritschi, Cornieasta	908309830	1/424	09/01/2015	081R	A	7	176	082R	
Olmos, Ed J	834848484	1/424	10/09/2015	082R	A	14	191	081R	
Ramos, Ricky A	987439875	1/424	03/10/2016	082RX	A	18	206	084R	
Rodriguez, Carmen	034903948	1/424	11/12/2015	028R	A	17	175	027R	
Sanchez, Jurdan	405933949	1/424	11/19/2015	082R	A	8	178	081R	
Screbicizi, Ronald	093182584	1/424	11/18/2015	082R	A	17	197	081R	
								082RX	
Trazainicibrn, Iri	098359843	1/424	01/06/2016	081R	A	14	191	082R	
Zritpab, Humil	092340934	1/424	01/15/2016	081R	A	8	178	082R	

* Score outside of accuracy range

♦ Score is a conservative estimate; retesting is recommended

Test Preparation Guidelines



Appropriate

- Use diagnostic information from test results to “teach to”:
 - Task Areas
 - CASAS Competencies
 - Content Standards
- Quick Search
- CASAS Practice Tests



Inappropriate

- Teaching to a particular test item
- Teaching specific vocabulary in a test item
- Limiting curriculum to what the test covers



Determining Schedule for Post-Testing

We suggest post-testing more than once a year.

- Base your testing calendar on your school schedule:
 - managed enrollment schedule
 - at the end of the quarter or semester or term
- CASAS recommends 70 – 100 hours of instruction be provided between pre- and post-testing.
 - A minimum of 40 hours of instruction between pre- and post-testing is allowed.
 - That does NOT mean that you test at the 40-hour mark
- Your ***Local Assessment Policy*** must clearly state the instructional hours between pre- and post-tests and how often tests will be given



Activity - Giving the Post-test

- What are your next steps??
 - What are you going to do first?
 - What information do you need?
 - What materials do you need?



What do you need for Post-testing?

Computer-delivered tests

- Send students to the eTest lab.

Paper-based

- Use your ***Next Assigned Test (NAT)*** report.
- Gather test booklets for class.
- Hand out answer sheets.
- Go over directions.
- Go over practice questions.
- Administer the test as you did the pre-test.

Case Study

Implementing at Your Agency

NEXT STEPS

Now what?

- Assign Testers
 - make sure they've completed IT and if using computer-delivered tests, Coordinator and Proctor training, also.
- Calendar testing for the year
 - make sure everyone at your agency knows
- Have everyone who helps with testing sign the testing agreement (at the back of your TAMS)

Congratulations!

You are now a certified Test Administrator!

- You have –
 - Administered the Oral Screening and Writing Screening to students who you determined needed it
 - Administered a Reading Appraisal
 - Used the raw score to determine the scale score
 - Used the scale score to determine the Pre-Test
 - Administered the Pre-Test
 - Read Instructional Reports to analyze skills and target instruction
 - Prepared students appropriately for Post-testing
 - Administered Post-tests



Want to Learn More?

- Sign up for online training at
[Home > Training and Support Register for Trainings and Meetings](#)
- Online Resources for Teachers
- The Teacher's Handbook
- CASAS From the Inside Out
- Assessment to Instruction
- Using CASAS Resources to Improve Instruction

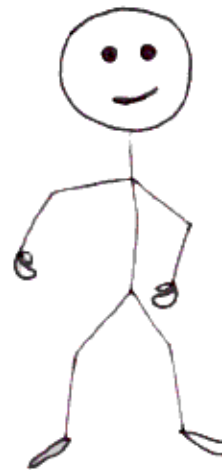
Starting September 2017

Thank you!

CASAS Certified Trainers
are incredibly important to us!

- Let us know if you have any questions or need more information about the training

This is
my
thank you
dance!



Implementation Training – Activity Packet



A word cloud containing various terms related to CASAS implementation training. The words are arranged in a roughly rectangular shape, with some words oriented vertically and others horizontally. The colors of the words range from light yellow to dark red. The words include: Initial Implementation, CASAS, Content Standards, Pre-Test, Post-Test, Tasks, Training, Instructional Reports, Writing Screening, Oral Screening, Forms, CASAS Competencies, Test Series, TAMs, Appraisal, and Levels.

Initial Implementation
CASAS
Content Standards
Pre-Test
Post-Test
Tasks
Training
Instructional Reports
Writing Screening
Oral Screening
Forms
CASAS Competencies
Test Series
TAMs
Appraisal
Levels

Activity – Selecting CASAS Competencies

Choose one of the scenarios below. Use the **CASAS Competencies** in your training materials to determine which competencies could relate to the scenario.

Problem to Solve	Competencies
You need to figure out paycheck deductions.	
You've read in the newspaper that there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	
You bought a bottle of cold tablets and need to know how many to take.	
You want to plan a surprise birthday party for your child.	
You want to take nursing classes at the community college.	

❖ 7. ADMINISTERING AND SCORING THE ORAL SCREENING (Optional)

Description

The Oral Screening is intended to provide a quick measure of an examinee's speaking ability. It is optional and should not be given to those who obviously can speak English well. It may be used at the beginning of testing with examinees who cannot write their name and other information on the answer sheet, in order to screen from the reading and listening appraisals those examinees who should be referred directly to beginning ESL instruction. Alternatively, the test may be given as examinees finish the reading test, or at a separate time.

The Oral Screening is individually administered and consists of six questions. The examiner asks the questions, the examinee answers, and the examiner rates each response, marking a score in the ORAL section of the examinee's answer sheet (or on the Oral/Writing Screening Response Sheet, page 40). Agencies may expand the oral screening for a fuller assessment of speaking ability. The script of the Oral Screening instrument appears on page 21.

Administration Instructions

- Set up two chairs in a quiet corner, out of earshot of other examinees, who should be occupied with other activities.
- Introduce yourself, if appropriate. Then ask the questions as shown on the Oral Screening Script.
- If the examinee does not respond or asks for clarification, repeat the entire question once, exactly as written, or use the clarification questions provided.
- Score each item after the examinee has given a response. Following the scoring guidelines, assign a **0**, **1** or **2** to each of the six oral screening questions (see the scoring rubric below). Mark scores on the answer sheet in the column labeled ORAL.
- If examinees are not able to answer one of the questions, go on to the next. For those who are having apparent difficulty, terminate the oral screening at any time and score the unanswered questions **0**.

Scoring the Oral Screening

Score the oral screening according to the following guidelines. See also the script and scoring samples on the following pages.

Points	Guidelines
0	No answer, incomprehensible, or does not answer the question. Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
2	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.

Record the score for each response under ORAL on the first page of the answer sheet. Total the number of points for the six questions and record the total score in the box labeled ORAL SCORE (second page of the self-scoring answer sheet).

ORAL SCREENING SCRIPT

Question	Response
What's your name?	This question is not scored. It may be omitted if the tester knows the examinee.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.
4. Do you read in your native language? If <i>Yes</i> , ask: What do you like to read? If <i>No</i> , ask: Why not?	<i>Yes.</i> Some possible responses: names of books, types of books, subjects. <i>No.</i> Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>
5. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.

Activity Oral Screening Samples

Below are the Oral Screening questions with optional *follow up* questions and answers from three different students. Using the rubric (in your Oral Screening directions), score each answer.

	Student Response	SCORE 0, 1, 2
What's your name?	Maria Alvarez.	
1. What country are you from?	I from Peru.	
2. How long have you been in the United States? When did you come to the United States?	Two year. Last time.	
3. Tell me why you want to learn English. Why do you want to study English?	Because I want a better job. English. Good.	
4. Do you read in your native language? What do you like to read? Why not?	Not much. Oh, book, magazine. [No response]	
5. What work did you do in your country? What work are you doing now?	Uh . . . work. Now work mechanic.	
6. How many years did you go to school in your country? How long did you go to school in your country?	School? Ten year.	

❖ 6. ADMINISTERING AND SCORING THE WRITING SCREENING (Optional)

Examinees will need the self-scoring answer sheet, the TOPSpro Form 80 Appraisal answer sheet, or the Oral/Writing Screening Response Sheet (page 40) to write the dictated sentences.

The test administrator should have a native or near-native accent in spoken English, and should speak in a loud, clear voice with an easy, natural pace when dictating the sentences. The sentences are:

1. **The flag is red, white and blue.**
2. **New York is the largest city in the United States.**

To begin the test, say: "You will write two sentences. I will say each sentence three times. Now listen, and write Sentence 1." Dictate the first sentence. After a brief pause, repeat it; pause again and repeat again. Do the same with the second sentence. The examinees should not get help from other students or look at other students' responses.

Scoring

Score the Writing Screening according to the following guidelines:

Points	Guidelines
0	Nothing written, completely illegible or wrote the wrong sentence.
1	Wrote some words correctly.
2	Wrote the complete sentence correctly.

Practice scoring using the Writing Sample Scoring Practice worksheet on page 18; correct scoring is shown on page 19. Those who will be scoring the Writing Screening in your agency should discuss their ratings and come to consensus before proceeding to score actual examinee samples.

Record the scores in the WRITING section of the answer sheet. Total the number of points for both sentences and record the total score in the box labeled WRITING SCORE (second page of the self-scoring answer sheet).

CASAS APPRAISAL
Writing Sample Scoring Practice

1. The flag is red, white, and blue.
2. New York is the largest city in the United States.

Score
(0-2)

1. [The fly is white and blue]

2. [The flag is red white and blue]

3. [white and blue]

4. [The flowers is red light and blue]

5. [YES]

6. [New York is the largest city in the U.S]

7. [Do you like to stay]

8. [New York is the large and nice]

9. [New York is largest city in the United States]

10. [New York is a large city in the US]

Directions for Administering CASAS Tests

Please read the following directions in preparation for testing. The Appraisal will take approximately 25 minutes to administer, plus time for instructions and practice items. For Pre- and Post-tests, allow an hour.

Testing materials needed:

- answer sheets
- one test booklet per examinee
- number 2 pencils with erasers

BEFORE TESTING

1. Review the test materials.

TEST INSTRUCTIONS

1. Allow adequate space between students.
2. Ask students to turn off their cell phones.
3. Tell students not to talk or get help from other students during the test.
4. Explain to students that this is a reading test. They will mark answers A, B, C, or D on an answer sheet.
5. Pass out the answer sheets and pencils.
6. Have students fill out their name at the top of the answer sheet.
7. Demonstrate on the whiteboard how to fill in the bubbles properly.
8. Have students bubble in any demographics you are collecting.
9. Have students write the form number in the box marked Form Number and fill in the Test Date.

GIVING THE TEST

1. When the class is ready, have examinees open their test booklets to the test directions and practice items. Read aloud the directions.
2. Point out the location of the box on the answer sheet for answering the practice items. Have everyone answer the practice items, then discuss as needed. Take as much time as you need to make sure everyone understands what to do.
3. Tell examinees there are 25 items on the test and that they will have 25 minutes to complete the test. Advise them to do their best but not to spend more than a few minutes on any one question.
4. Write the starting and ending times on the board.
5. Begin the test. Check periodically to make sure that everyone is working individually and marking their answers clearly. Announce when ten minutes are left.
6. As examinees finish, have them put their answer sheet inside their test booklet and wait.
7. Announce when time is up. Allow examinees who are not finished an extra few minutes to answer the question they are working on.
8. If this is the last test to be administered, collect all test booklets and answer sheets.

AFTER THE TEST

1. Return all test booklets and answer sheets to a secure location. Test administrators are responsible for the security of all test materials in their possession.
2. Check answer sheets to see that answers are clearly marked and that changed answers are completely erased. Check the test booklets and erase any pencil marks.

Activity - Determining the Pre-Test

- Step 1:** From the appraisal test (Raw) score, find the Scale Score for your student.
- Step 2:** Using the Scale Score, find the Next Assigned Pre-Test Level to administer.
- Step 3:** Then refer to the *CASAS Test Forms chart* below to identify appropriate test form numbers for that test level.

1

Raw to Scale Score <i>Reading Appraisal Form 20</i>	
Raw Score	Scale Score
1	176
2	185
3	190
4	194
5	198
6	201
7	204
8	206
9	209
10	211
11	213
12	216
13	218
14	221
15	224
16	227
17	228♦
18	230♦
19	231♦
20	233♦

2

Next Assigned Test Level <i>Reading Appraisal Form 20R</i>	
Scale Score	Give Pre-Test Level
176	A
185	A
190	A
194	A
198	A
201	AX
204	AX
206	AX
209	AX
211	B
213	B
216	B
218	B
221	B
224	B
227	C
228	C
230	C
231	C
233	C

3

Life & Work Reading Series	
Level	Form
Beg. Lit.	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R*
D	187R, 188R



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Class Performance

by Test Item & Competency

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SCPSTIC4

Agency:	4908 - Rolling Hills Adult School	Teacher:	124 - Ruben, Mr
Site:	1 - North Campus	Form:	081R - Life and Work Reading Level A
Class:	424 - ESL morning	Total Tests:	9
		Total Students:	7

Position	Correct?	Comp No.	Task	Competency Description
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
12	0 %	0.2.4	3	Converse about activities and personal interests
4	22 %	6.0.1	3	Identify and classify numeric symbols
6	22 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
17	22 %	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
21	22 %	4.1.3	4	Identify, use information in job descriptions, ads
23	22 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	22 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week
8	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
9	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		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
10	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions
14	33 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
19	33 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
20	44 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
2	55 %	1.3.9	3	Identify common articles of clothing
3	55 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
		2.4.1		Address letters and envelopes
7	55 %	2.3.1	3	Interpret clock time
11	55 %	0.2.4	3	Converse about activities and personal interests
15	55 %	2.5.4	4	Read, interpret, follow public signs, building directories
16	55 %	2.5.4	4	Read, interpret, follow public signs, building directories
22	55 %	2.5.2	2	Identify how to obtain social and governmental services
		2.3.1		Interpret clock time
5	66 %	5.3.1	3	Interpret common legal forms, rules, and ordinances
18	66 %	1.3.8	4	Identify common food items
13	77 %	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		1.4.1		Identify kinds of housing, areas of home, home items

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



Next Assigned Test

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by Class

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NAT4

Agency:	4908 - Rolling Hills Adult School	Class:	424 - ESL morning
Site:	1 - North Campus	Teacher:	124 - Ruben, Mr

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Armolos, Vicky	984759387	1/424	10/15/2015	084R	B	11	200	083R	CIT, LW-1, LW-2, LW-3
Ellis, Norberta	098503953	1/424	09/01/2015	081R	A	11	184	082R	ALS, LW-1, LW-2, LW-3
Espirituiste, Francine A	432431243	1/424	12/14/2015	082RX	A	24	218 ♦	084R	LW-1, LW-2, LW-3
Evans, Filbert A	098538348	1/424	09/01/2015	086R	C	15	218	085R	LW-1
								185R	LW-3
								186R	CIT, LW-2
Gomez, Jaime	092409833	1/424	11/18/2015	082R	A	11	184	081R	ALS, LW-1, LW-2, LW-3
Limpia, Lourdes	987459873	1/424	03/24/2017	083R	B	25	222	085R	LW-1
								185R	CIT, LW-2, LW-3
Milibiritschi, Cornieasta	908309830	1/424	09/01/2015	081R	A	7	176	082R	ALS, LW-1, LW-2, LW-3
Olmos, Ed J	834848484	1/424	10/09/2015	082R	A	14	191	081R	ALS, LW-1, LW-2, LW-3
Ramos, Ricky A	987439875	1/424	03/10/2017	082RX	A	18	206	084R	LW-1, LW-2, LW-3
Rodriguez, Carmen	034903948	1/424	11/12/2015	028R	A	17	175	027R	ALS, CIT, ECS, LW-1, LW-2, LW-3, WLS
Sanchez, Jurdan	405933949	1/424	11/19/2015	082R	A	8	178	081R	ALS, LW-1, LW-2, LW-3
Screbicizi, Ronald	093182584	1/424	11/18/2015	082R	A	17	197	081R	ALS
								082RX	LW-1, LW-2, LW-3
Trazainicibrn, Iri	098359843	1/424	01/06/2017	081R	A	14	191	082R	ALS, LW-1, LW-2, LW-3
Zritpab, Humil	092340934	1/424	01/15/2017	081R	A	8	178	082R	ALS, LW-1, LW-2, LW-3

* Score outside of accuracy range

♦ Score is a conservative estimate; retesting is recommended



Learning Gains

05/20/2017
13:00:49

First to High

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LGFH

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus
Class: 424 - ESL morning

Teacher: 124 - Ruben, Mr
Modality: CASAS Reading

Student		Status	First Test			High Test			Gain	Test Hours of Instruction
			Date	Form	Score	Date	Form	Score		
Armolos, Vicky	984759387	Active	09/14/2015	083R	199	10/15/2015	084R	200	1	254
Ellis, Norberta	098503953	Active	09/01/2015	081R	184					0
Espirituiste, Francine A	432431243	Active	09/01/2015	085R	216					105
Gomez, Jaime	092409833	Active	09/01/2015	081R	182	11/18/2015	082R	184	2	43
Limpia, Lourdes	987459873	Active	11/01/2015	037R	221	03/27/2017	038R	234	13	175
Milibiritschi, Cornieasta	908309830	Active	09/01/2015	081R	176					0
Olmos, Ed J	834848484	Active	09/20/2015	081R	195	10/09/2015	082R	191	-4	129
Ramos, Ricky A	987439875	Active	11/08/2015	082R	197	12/10/2015	082RX	200	3	73
Rodriguez, Carmen	034903948	Active	09/09/2015	027R	165	11/12/2015	028R	175	10	105
Sanchez, Jurdan	405933949	Active	09/01/2015	081R	173	11/19/2015	082R	178	5	52
Screbicizi, Ronald	093182584	Active	09/01/2015	081R	170	11/18/2015	082R	197	27	61
Trazainicbrn, Iri	098359843	Active	09/01/2015	081R	182	01/06/2017	081R	191	9	105
Zritpab, Humil	092340934	Active	09/01/2015	081R	178	11/06/2015	082R	180	2	97
No of Students: 13										
			N	Mean		N	Mean	Mean	Mean	
All test scores:			13	187.54		10	193.00	~	92.23	
Paired accurate scores:			10	186.20		10	193.00	6.80	109.40	

* Score(s) outside of accuracy range: gain not completed

** The learning gain from this pair of forms is invalid because the forms used are identical, and there was no other form administered in between
In order to generate valid learning gains, the posttest must be an alternate of the pretest form

◆ Score is a conservative estimate; retesting is recommended

~ Gain not computed

Note: Raw and Scale Scores of zero are not used in the computation of means



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Class Performance

by Test Item & Competency

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SCPSTIC4

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		1.4.1		Identify kinds of housing, areas of home, home items

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

Case Study

CASAS Implementation Training

Purpose

- Review the CASAS assessment process by following a student's records from program entry through post-testing and evaluating the information.

Tools for Activity

- Oral Screening, Writing Sample and Appraisal results for Ricky Ramos
- CASAS IT PowerPoint and attachments

Appraisal

- What is Ricky's Scale Score?

Demographic Detail

- What might you keep in mind when looking at Ricky's appraisal results and his demographic information?
- What might you do based on this information?

Determining the Pre-Test

- What Pre-Test would you give Ricky?
- Using the Level Descriptors, what can Ricky do?

Student Competency Report

- What Test Form did Ricky take?
 - What was his Raw Score? _____
 - Scale Score? _____
- List three competencies that Ricky should focus on before his Post-test?
- Any other observations from the information on this report?

Next Assigned Test Report

- What Post-test would you give Ricky?

Learning Gains Report

- Did Ricky make any gains?
 - Pre-test score _____
 - Post-test score _____
 - Gain? _____
 -
- Based on this information, would you move him to a higher-level class at your agency at this point?
- According to the ***State Assessment Policy Guidelines***, did Ricky have enough hours to Post-test? How many? _____
- Using the Level Descriptors, what can Ricky do?

What are your next steps?