

# State and Local Assessment Policies: The Roadmap to Effective Pre-and Post-testing

<Presenter Name>

<Presenter Agency/Organization>

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- Identify the CDE Statewide Assessment Policy and its purpose
- Define key statewide and local agency assessment guidelines
- Review basic pre- and post-test guidelines
- Relate critical assessment decisions local agencies should address in their Local Assessment Policy
- Describe testing accommodations for learners with disabilities
- Identify resources that assist with the administration of assessments

Download the Assessment Policy document on the CDE or CASAS Web site.

For agencies outside of California, please contact your state or local administration for policy documentation specific to your program.

**Workforce Innovation and Opportunity Act, Title II:  
Adult Education and Family Literacy Act**

## **Assessment Policy Guidelines**

This document identifies key policies on selection and use of appropriate

- assessments
- test administration
- scoring
- reporting of test scores
- test results to inform instruction and improve programs.

- WIOA Title II agencies must use
  - assessments with proven validity and reliability
  - assessments that correlate to the *National Reporting System* (NRS) for adult education

## ***CASAS standardized assessments:***

- Place learners at accurate level of instruction
- Diagnose strengths and weaknesses to inform instruction
- Monitor learner progress
- Certify mastery at specific instructional levels

## Highlights of 2016-17 CDE Assessment Policy

- Lists authorized CASAS assessments for use for WIOA II reporting.
- Details policies for appropriate test administration, scoring, and reporting.
- Describes appropriate use of test results to inform instruction and improve instructional program outcomes.
- Documents CDE training attendance policy for WIOA II agencies.
- Includes Local Assessment Policy guidelines

- Establishes uniform pre-/post-test policy for California WIOA II learners
- Mandates that all learners now must have a valid pretest for placement on NRS Federal Table 4 and 4B.
- Continues the 40 minimum hours requirement between CASAS pre- and post-tests. *This will be monitored by item #22 on the TE Data Integrity Report.*
- Establishes a statewide performance goal of at least 50 percent paired test scores.

- Reviews important issues that agencies should address in local guidelines
- Identifies distance learners as those with more than 50% of their instruction in a distance learning environment.
- Defines appropriate curricula and proxy hours for distance education.

# Testing Policy

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- Appraisals
- Authorized Tests
- Scores
- Testing Schedules
  - 40-hour rule



- The CDE requires that WIOA Title II funded agencies pre- and post-test **all** students enrolled in ABE, ESL, and ASE instructional programs.
  - Pretests 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.
- Testing conditions and time permitted for all learners must be uniform for both pretests and post-tests.
- Assessment data must be entered quarterly for all students who tested during that quarter.

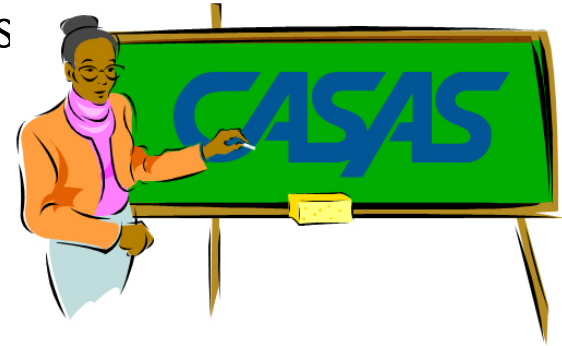
- Use to place learners in appropriate instructional level
- Use to ensure appropriate pretest
  - Decrease likelihood of conservative estimate (◆) pretest scores
  - Decrease likelihood of retesting
- Agencies may use any screening tool, but it must accurately determine the correct CASAS pre-test.

*\*\* Appraisals cannot be used as a pretest to document learner progress\*\**



- Appraisals
  - Please check with the Appraisal Administration Manual for the times allotted for each section.
  
- Pre- and post-tests
  - These tests are not strictly timed, but agencies must allow an hour.
  - Students who are not able to complete the test within the hour can be given a few extra minutes to finish the question they are working on.
  - If students are having a great deal of difficulty with test items, and obviously cannot complete them, they may be dismissed. *They do not need to complete a test to have an accurate score.*
  
- Listening tests
  - Timing of listening tests is pre-determined by the recording in CASAS eTests or the CD.
  - Do not stop the recording until the end of each section.

- Select test series based on learner goals, instructional program focus and any requirements made of the funding source.
- Administer pretest as soon as possible after enrollment in program
  - Retest immediately if first pretest is inaccurate
  - Identify strategies to address too many conservative estimate pretest scores (tracked on the DIR)
- Use Next Assigned Test report to determine correct post-test.



# Appropriate Pre- and Post-Test Selection

## Appropriate

- 81R-82R-81R
- 81R-82RX-81R
- 82R-82RX-84R

## Inappropriate

- 81R-81R-81R
- 81R-87R
- 85R-83R



### Next Assigned Test

05/12/2017  
00:52:12

by Class

Page 3 of 6  
NAT4

Agency: 4908 - Rolling Hills Adult School  
Site: 11 - North City

Class: 110 - Low Intermediate ESL  
Teacher: 1110 - Askew, Elisa

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Gomorra, Miguel	61770499	11/110	05/25/2017	084R	B	23	218	083R	CIT, LW-1, LW-2, LW-3
Gonzalez, Alex	565635167	11/110	05/10/2017	084L	B	14	203	083L	LW
		11/110	05/23/2017	083R	B	18	210	084R	CIT, LW-1, LW-2, LW-3
Her, U	515155719	11/110	04/11/2017	082L	A	18	193	081L	LW
		11/110	11/23/2016	081RX	A	22	214	083R	LW-1, LW-2, LW-3
Hin, Hinoru	545444489	11/110	04/10/2017	084L	B	16	206	083L	LW
		11/110	05/27/2017	085R	C	17	221	086R	LW-1, LW-3
								185R	CIT, LW-2
Huata, Mianda	599990603	11/110	08/04/2016	082RX	A	15	200	081RX	LW-1, LW-2, LW-3
Jaruleski, Doris	636650368	11/110	05/01/2017	082L	A	21	197	081L	LW
		11/110	12/03/2016	081RX	A	21	212	083R	LW-1, LW-2, LW-3

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♦

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## ■ Accurate Pretest

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

## ■ Appropriate Post-Test

- Score within the accurate or conservative estimate range
- Post-test form must be of equal or higher level, but not administered consecutively

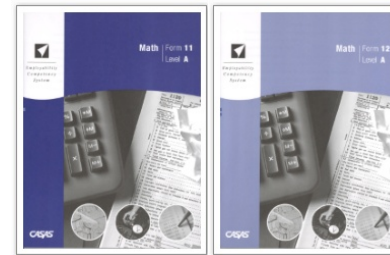
Conservative Estimate

- Conservative estimate scores continue to qualify as valid pre- and post-tests
- Agencies can monitor their performance by reviewing Item #21 on the Data Integrity Report.

21	Learners with a pretest in the conservative estimate range	9	3.9
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- Currently, an acceptable percentage of students with conservative estimate (♦ score) pretests is about 12 - 15%.

- ABE/ASE: Use Reading or Math modalities



- ESL: Use Reading or Listening modalities



- Pre- and post-test pairs must always be from the same test modality.
- The pre- and post-test pair with the lowest accurate NRS level determines benchmark attainment



- CASAS recommends post-testing learners after approximately 70-100 hours of instruction
- Low-intensity courses with fewer than 70 total hours may post-test at the end of an instructional period
- High intensity courses may post-test after more than 100 instructional hours
- Programs may post-test learners who leave the program before the scheduled post-test time, but this typically should not occur before at least 40 hours of instruction

## ■ Inappropriate Strategies

- Teaching to a particular test item
- Teaching specific vocabulary in a test item
- Limiting curriculum to only what the test covers
- Copying test items
- Reviewing tests with students after testing.



- Effective 2009-10, and continuing in 2017-18, a minimum of 40 hours of instruction is required between the pretest and the first post-test.
  - 40 hours is not the “starting gun” for testing.
  - Agencies can monitor this by reviewing Item #22 on the Data Integrity Report.
  
- The CA Assessment policy defers to the test publisher (CASAS) regarding the appropriate instructional hours between tests. This number remains 70-100 hours.

- Exceptions to this policy may be indicated in the agency's Guidelines for Local Assessment.
  
- The Local Agency Administrator (LEA) must approve and sign for each exception to this policy.
  - The recommended method to address exceptions to this policy is to generate a list of students directly from item #22 on the TE Data Integrity Report and have the LEA sign the list printed from the report. (example on next screen)

# Generate the DIR

The screenshot shows the 'Data Integrity' application interface. The main table lists various items with their counts and percentages. Item 22, 'Learners with a pre-/post-test pair but less than 40 hours of instruction', is highlighted. A context menu is open over item 22, with 'Students - In Program Years Population' selected. Other items in the list include 'Enrolled in HSD program but did not qualify for high school diploma cohort', 'Number eligible for Post-secondary cohort', etc.

Item	Count	Percentage
14f	1	0.4
15a	5	2.2
15b	10	4.3
15c	5	2.2
15d	0	0.0
15e	0	0.0
16	1	0.4
17	19	8.2
18	28	12.1
19	173	74.9
19a	117	50.6
19b	54	23.4
19c	2	0.9
19d	58	
20	0	
21	9	3.9
22	113	
23	26.8	

Go to Item 22. Right-click on the total number of students for that item, and choose "In Program Years."

A list will open. Under "More," choose "Export." Print the document and have your administrator sign it. Keep it for your records.

The screenshot shows a detailed report for Item 22: 'Learners with a pre-/post-test pair but less than 40 hours of instruction'. The report is displayed in a table with columns for Program year, Site, Student ID, Student Name, Birth Date, Gender, and Races. The 'Export' button is highlighted in the top right corner of the report viewer.

Program year	Site	Student ID	Student Name	Birth Date	Gender	Races
7/1/2016 - 6/30/2017	4908 - Rolling...	092340934	Humil Znitpab	5/25/1994	Female	White
7/1/2016 - 6/30/2017	4908 - Rolling...	093548385	Phat Lam	1/31/1993	Female	Asian
7/1/2016 - 6/30/2017	4908 - Rolling...	21194049	Mary Hernandez	9/13/1994	Female	America...
7/1/2016 - 6/30/2017	4908 - Rolling...	298349872	Autumn River		Female	America...
7/1/2016 - 6/30/2017	4908 - Rolling...	364363453	Veronica A Jipper	1/9/1986	Female	White
7/1/2016 - 6/30/2017	4908 - Rolling...	431213432	Jan Zimmer	10/24/1987	Female	White
7/1/2016 - 6/30/2017	4908 - Rolling...	452234543	Smythy Y Jimson	5/18/1980	Male	White
7/1/2016 - 6/30/2017	4908 - Rolling...	515119987	Walter Przesmicki	6/28/1975	Male	White
7/1/2016 - 6/30/2017	4908 - Rolling...	515565322	Lena Delgado	10/5/1982	Female	White
7/1/2016 - 6/30/2017	4908 - Rolling...	516160359	Jose Cristobal	12/20/1984	Male	White
7/1/2016 - 6/30/2017	4908 - Rolling...	523232615	Daniela Martz	5/28/1989	Female	White
7/1/2016 - 6/30/2017	4908 - Rolling...	555158044	Alex Fuentes	1/21/1974	Female	White
7/1/2016 - 6/30/2017	4908 - Rolling...	555565723	Jaime Garcia	1/6/1990	Male	White

# Local Assessment Policy Guidelines

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- WIOA Title II agencies must develop and implement a Local Agency Assessment Policy, and update it annually.
- All agencies should develop their own local assessment policy guidelines, but must address, at a minimum, all CDE assessment policy guidelines and those included in the Local Agency Assessment template.
  - Download the template at the California Accountability page, at [www.casas.org](http://www.casas.org)
  - CDE will review local policy and implementation during program monitoring.

- All agencies should have a Local Assessment Policy.
  - For CA, WIOA II and AEBG agencies are required to have one and update it every year.

- Establish procedure for appropriate instructional placement, and pre- and post-testing
- Define conditions for program enrollment, retention, and exiting program (such as the “90 day rule”)
- Designate person(s) responsible for maintaining test booklets and coordinating pre-/post-testing
- Specify test security precautions and uniform test administration procedures for all programs, including having staff sign the Test Security Agreement
- Identify appropriate test series and modalities, and effective strategies for ensuring learner progress
- Relate assessment selection and instructional strategies to defined regional priorities



## Establish process for enrollment, placement, and pre- and post-testing

- Complete CASAS appraisal and pretest for each learner immediately upon class enrollment
- Implement informal assessment(s) in conjunction with CASAS
  - Provide a formal or informal orientation
  - Assist students with registration
  - For ESL, agencies can use the screening tools in the Appraisal Form 80 Test Administration Manual
- Define preferred test selections for your program
- Consider assessment results when determining appropriate program placement
  - The pre-test results should not be the sole determiner of where you place students in your program.

# Procedures for Pre- and Post-testing

- Stipulate process and timeline for pre- and post-test administration, instructional hours and recording follow-up outcomes
- Specify recommended hours between tests for each program, including appropriate exceptions to 40 hours rule and procedure for approving them
- Define procedures for assessment for special programs such as distance learning
- Authorize guidelines for accommodating learners with disabilities
- Ensure all personnel are trained on testing procedures and sign the Test Security Agreement (available online and in your Test Administration Manuals)

- Assign person(s) responsible for test security and administration
- Specify assessment-related assignments as much as possible
  - Who are the proctors/coordinators for eTests?
  - Who checks out/in testing booklets to teachers?
  - Who manages the inventory?
- Where are the CASAS materials securely stored?
  - Treat all answer sheets, writing samples, and assessment manuals as confidential material
- **Do not** duplicate any CASAS test form or any portion of one
- **Do not** use displays, questions, or answers that appear on CASAS materials

# Strategies for Obtaining More Pre/Post Test Pairs

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- Maintain a calendar of the year's testing dates.
  - Plan specific dates as "testing dates."
  - Schedule specific "make up" days for students who are absent.
- Carefully track students' attendance.
  - Ensure those leaving programs early complete testing.
  - Follow up on students who miss three+ days of class.
  - Provide a clear line of communication between teacher and students.
  - Tell students upon entry that they need to tell the teacher if there are leaving the class.
  - Ensure students are aware of testing dates and understand the importance of testing.

- Federal policy: “90 day rule.” If learner is no call/no show for 90+ days, then by definition that learner has “left program.”
- Agencies can establish their own policy on this, as long as the policy is a consistent, written policy.
  - Ideally local policy should be consistent with how the agency manages “blocks of instruction” (such as semester, quarter, term)

# Strategies for Obtaining More Pre-/Post-test Pairs

- Maintain a clear line of communication among testing staff, teachers and administration.
  - Work as a group to determine the following: Who does what? When does it happen? What are each staff person's responsibilities in completing testing?
  - Discuss critical decisions with team, such as which assessments to administer, when to test, how much time between testing dates.
- \*\*Use State and Local Assessment Policy to designate testing responsibilities and specify times for testing\*\*

# Strategies for Improving Learner Performance

- Use TE Instructional Reports and disseminate to teachers promptly
- Monitor instructional hours to ensure there is enough time between test administrations
- Solicit feedback from both teachers and students
- Assign appropriate student goals and review them regularly
- Compare placement level with learner's assigned class, and verify whether it is consistent
- Evaluate performance by class and identify best practices of top performers



# Strategies for Improving Learner Performance

- Recognize student accomplishments
- Ensure learner expectations match what is actually presented in class
- Review “test taking skills” with students
- Individualize instruction based on class results
- Review, review, review...
- Align instruction to agency-specific population
- Establish firm adherence to state and local assessment policies to ensure consistency - meeting minimum data standards does not guarantee success

- CASAS Quick Search
- CASAS practice test items
- CASAS handbooks for ABE/ASE/ESL Teachers
- Continuous Improvement Measures
- TE Instructional Reports:
  - Competency Reports
  - Content Standards Reports
  - Individual Skills Profile
  - Learning Gains/Test History

- Get input from local district, school board, college board, regional government
- Establish goal-setting process that responds to the needs of learners and link it to lesson planning
- Develop NRS Performance Goals for your agency
- Target assessment/instruction to specific regional development or learning populations
  1. Student Characteristics. Attributes of learning population specific to agency or region (culture, ethnicity, program focus)
  2. Local Program Elements. Institutional factors such as program calendar, budget, or physical dynamic of the facility.
  3. External Conditions. Community factors such as the regional economy or demographics.

# Testing for Distance Learning Programs

- Distance Learners must fulfill the same assessment requirements as other learners.
- If possible, a learner should go to the program site to complete the assessment.
- If a distance learner is unable to, then the agency must ensure that qualified program staff goes to the learner's home (or other remote location) to proctor the test.
- Must follow the same appropriate procedures at the remote site as outlined for onsite testing.
- Staff must be especially careful to follow all applicable test security precautions.

# Testing Accommodations

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- Student must have documentation for a disability that interferes with ability to complete testing
- Individual is responsible for providing documentation
- Agencies are responsible for ensuring services are accessible, and may allow the following accommodations without contacting CASAS:
  - Altering test time
  - Additional breaks
  - Sign language interpreter to assist with directions only




*Providers cannot read a CASAS reading test to a learner with a visual impairment or other disability*

- In eTests, enlarge font color, size and background color
- Paper/Pencil tests are available in large print
  - Answer sheets are available in large print
- Reading Assessments and answer sheets are available in Braille
  
- For more information on accommodations, please visit:
  - [www.casas.org](http://www.casas.org) > Training and Support > Testing Guidelines > Accommodation Guidelines

- States' Assessment Policies delineate rules for appropriate test administration, scoring, and reporting.
- Agencies must pre- and post-test all learners in ABE, ASE, and ESL programs
- Each agency must create its own local assessment policy
  - Agencies must establish a uniform assessment process, including making accommodations for learners with disabilities
- Resources in TOPSpro and on the CASAS Web site help agencies meet assessment requirements.



# Thank You for Attending!

- Be sure to visit the CASAS website at [www.casas.org](http://www.casas.org)
- Follow us on Twitter  [twitter.com/CASASsystem](https://twitter.com/CASASsystem) and use the hashtag [#casassi2017](https://twitter.com/hashtag/casassi2017) to tweet updates, photos, and stories.
- Keep in touch with Facebook  [facebook.com/CASASsystem](https://facebook.com/CASASsystem) use the hashtag [#casassi2017](https://facebook.com/hashtag/casassi2017) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)

# CASAS from Inside Out

Veronica Pavon-Baker

Louann Gigante

Celeste Goodwin

Cristina Urena

Susan Yamate

- Competencies
- Content Standards
- Tasks
- CASAS Assessments
  - Test Form
  - Test Level
  - Test Administration Manual
- Appraisal, Pre-Test, Post-Test
- Raw Scores
- Scale Scores

# The CASAS System

CASAS is a nonprofit organization dedicated to improving youth and adult education services.

CASAS is an integrated systems approach with four key components.



- learner-centered curriculum management
- used nationwide in
  - Adult Basic Education (ABE)
  - English as a Second Language (ESL)
  - workplace literacy
  - family literacy
  - employment and training
  - welfare reform/TANF
  - citizenship
  - correctional programs
- meets Workforce Innovative Opportunity Act (WIOA) and Adult Education Block Grant (AEBG) requirements.
- appropriate for native and non-native English speaking youth and adults

- **Life and Work**
  - Basic Communication
  - Consumer Economics
  - Community Resources
  - Health
  - Employment
  - Government and Law
  
- **Academic Subjects** for secondary level programs
  - English/Language arts
  - Mathematics
  
- **Citizenship**

- “Educators of adults have long recognized that relating instructional content to the specific contexts of learners’ lives and interests increases motivation to learn”
- By integrating academic content with situations or issues that are meaningful to students, instructors can help adults acquire skills more rapidly than through approaches that focus only on subjects

(Dirkx and Prenger 1997, p. 2).

## Content Validity

- Reviewed and approved by adult education practitioners as valid indicators of student mastery
- revalidated periodically by the CASAS National Consortium, representing more than 30 states
- Aligned to ***NRS Educational Functioning Levels, Common Core*** and other state and national standards

## Test Development

- All CASAS multiple-choice tests and calibrated item test banks are based on the ***Rasch Model of Item Response Theory (IRT)***, the same model used to develop the GRE and GMAT.
- All items and forms are evaluated and developed according to the industry standards and guidelines outlined by the **American Educational Research Association (AERA)**, **American Psychological Association (APA)** and **National Council on Measurement in Education (NCME)**.

## Reliability

- Studies indicate CASAS tests yield consistent results in student placement and measurement of student educational progress with respect to NRS Educational Functioning Levels.

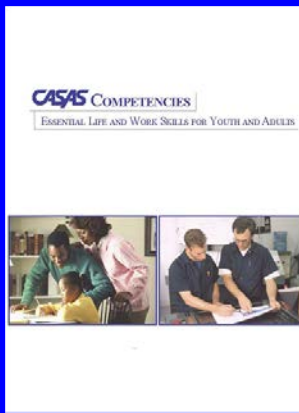
## Construct Validity:

- Designed to measure basic skills in the context of adult functional tasks
- Tests are appropriate for students in adult education and workforce programs

*Additional information on the psychometric properties of CASAS tests can be found in the CASAS Technical Manuals.*

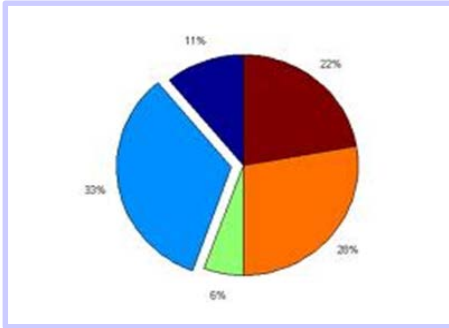


**CASAS Test Items are based on the application of functional language skills in realistic, everyday life or workplace contexts.**



# Competencies

# Task Areas



Every test item addresses

- one or more *competencies*,
- a *task area*,
- and several *content standards*.

Reading Basic Skills Content Standards by Instructional Level

Categories	Key to SRS Educational Functioning Levels		
	ESL	ABE	
R1 Beginning literacy/ Phonics	1 Beginning Literacy	1 Beginning Literacy	
R2 Vocabulary	2 Beginning Low	2 Beginning	
R3 General reading comprehension	3 Beginning High	3 Intermediate Low	
R4 Text in format	4 Intermediate Low	4 Intermediate High	
R5 Reference materials	5 Intermediate High	5 ASE	
R6 Reading strategies	6 Advanced Low	5 Low	
R7 Reading and thinking skills	Advanced High	6 High	
R8 Academic-oriented skills			
R9 Literary analysis			

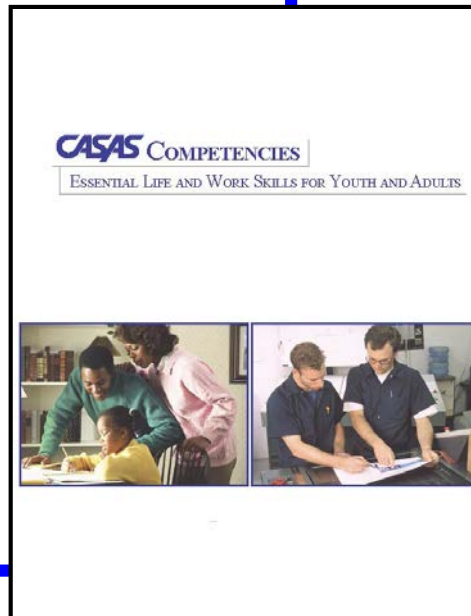
# Content Standards



# 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/](http://www.casas.org/) About CASAS / CASAS Competencies

# 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.**



# Why Use Competencies?

These 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

Competency Area

Content Area

Competency Statement

## 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 make or keep medical and dental appointments
- 3.1.3 Identify and use health care services and facilities, including interacting with staff
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.1.5 Identify and access counseling services
- 3.1.6 Interpret information about health care plans, insurance, and benefits
- 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions

The numbering systems for Competencies, Tasks and Content Standards are reflected in TOPSpro Enterprise© instructional reports for your students and classes.

## CASAS Competency 4.4.3 at two levels:

Interpret job-related signs, charts, diagrams, forms and procedures, and record information on forms, charts and checklists, etc.

### Level A

Name	_____ ①
Address	_____ ②
Telephone	_____ ③
ID #	_____ ④

4. Where do you write your identification number?

- (A) ①
- (B) ②
- (C) ③
- (D) ④

### Level D

#### AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

##### Employee's Agreement

I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve in the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

3. What obligation does an employee agree to in point 1?

- A. to complete at least one month of unpaid training
- B. to serve in the agency at least three times during the training period
- C. to continue working for a specified period of time after training
- D. to attend training classes part-time or full-time as assigned

# What are Content Standards?

The literacy and academic skills that students need to be successful in mastering the 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



# Community Resources 2.1.1 --Use a telephone directory

auto repair Rolling Hills, CA

Browse Category: Auto Repair

Hide Filters

Locate information organized in groups or categories  
R5.3

Showing 1-10 of 2104

Sort By

- Best Match
- Highest Rated
- Most Reviewed

Cities

Use capitalization as a clue to interpret words  
R2.4

Distance

- Bird's-eye View
- Driving (5 mi.)
- Biking (2 mi.)
- Walking (1 mi.)
- Within 4 blocks

Features

- Offering a Deal
- Open Now 4:12 PM
- More Features

Category

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



1. Hilltop Automotive

★★★★☆ 18 reviews

Auto Repair, Tires

Rancho Palos Verdes, CA 90274  
(310) 377-2010



Recently found Steve and Hilltop Automotive. They pointed out stuff I didn't know needed to be fixed. They were thorough and even checked my Check Engine light. Nothing gets past them! They...



2. Hiro Auto Service

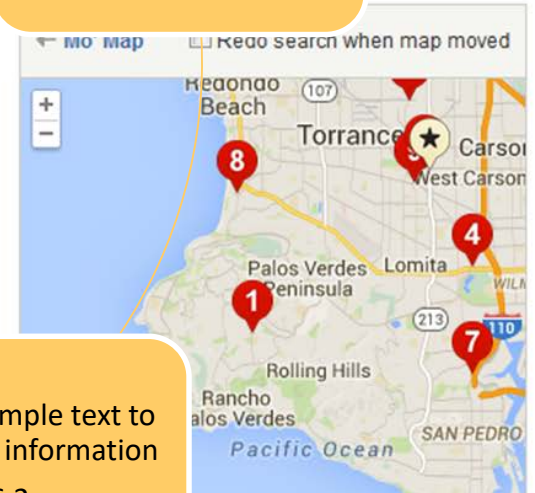
★★★★★

Auto Repair

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


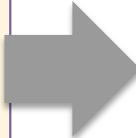
Torrance  
768 223rd St  
Torrance, CA 90501  
(310) 371-9174

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



# CASAS Basic Skills Content Standards

What reading skills are embedded in this CASAS Level A test question?



2. Where is she going?

- (A) into the store
- (B) into the post office
- (C) into the bank
- (D) into the library

## Beginning Literacy/Phonics

- Identify the letters of the English alphabet (upper and lower case)
- Relate letters to sounds
- Recognize that letters make words and words make sentences
- Read from left to right, top to bottom, front to back

## Vocabulary

- Interpret common symbols (e.g., restroom signs, traffic signs, #, >, ?)
- Read basic sight words (e.g., the, is)
- Interpret common high frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

## General Reading Comprehension

- Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
- Read and understand simple sentences that contain familiar vocabulary
- Interpret basic sentence structure and grammar (e.g., statements, questions, negative; adjectives modifying nouns)
- Use supporting illustrations to interpret text

## Reading Strategies

- Scan simple text (e.g., ads, schedules, forms, paragraphs to find specific information)





# CASAS Basic Skills Content Standards

What reading skills are embedded in this CASAS Level D test question?

## Vocabulary

- Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

## General Reading Comprehension

- Make connections between related information across different sections of a text
- Read and understand complex texts
- Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- Make connections between related information across different sections of a text
- Interpret signal words as clues to the organization and content of a text
- Interpret figurative meanings of words from context
- Interpret analogies in familiar contexts
- Interpret meaning of metaphors and similes in context

## Reading Strategies

- Scan complex or extended text to find specific information
- Skim complex text for general meaning or to determine subject matter or organization

## Reading and Thinking Skills

- Identify the writer, audience, and purpose of text
- Make inferences and draw conclusions from complex text
- Paraphrase information

### AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

#### Employee's Agreement

I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

3. What obligation does an employee agree to in point 1?

- A. to complete at least one month of unpaid training
- B. to serve in the agency at least three times during the training period
- C. to continue working for a specified period of time after training
- D. to attend training classes part-time or full-time as assigned

# Task Areas

Task areas show how a test item is displayed: a fillable form, a graph, or a sign, etc.

This helps measure how well students can read, or listen, in a variety of formats.

## Reading Tasks

- Task 1: Forms
- Task 2: Charts, maps, consumer billings, matrices, graphs, or tables
- Task 3: Stories, articles, paragraphs, sentences, directions, or pictures
- Task 4: Signs, price tags, ads, or product labels
- Task 5: Measurement scales and diagrams

## Listening Tasks

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

## CASAS Task Areas at 2 Levels

### Level A Task 3 - Paragraphs

John works in Lakeview. He rides the bus to work every day. It usually takes him about 20 minutes to get to work.

---

5. How does John get to work?
- (A) He drives.
  - (B) He works in Lakeview.
  - (C) It takes 20 minutes.
  - (D) He rides the bus.

### Level D Task 3 - Paragraphs

#### AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

##### Employee's Agreement

I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve in the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

---

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- A. to complete at least one month of unpaid training
  - B. to serve in the agency at least three times during the training period
  - C. to continue working for a specified period of time after training
  - D. to attend training classes part-time or full-time as assigned

# Review: What's in a CASAS test question?

## Competency

A measurable learning objective written in a functional life skills context.



2. Where is she going?

- (A) into the store
- (B) into the post office
- (C) into the bank
- (D) into the library

## Basic Skills Content Standard

the literacy skills that students need to be successful in mastering the competencies.

## Task Area

Prompts such as photos, graphs, texts in CASAS Tests. Students must not only be able to read a sentence, but must be able to understand vocabulary in context.

# What's in this Level A CASAS test question?



2. Where is she going?

- (A) into the store
- (B) into the post office
- (C) into the bank
- (D) into the library

## Competency

- Community Resources
  - Read, interpret, follow public signs, building directories

## Task Area

- Task 4
  - Signs, price tags, ads or product labels

## Content Standards

- Beginning Literacy/Phonics
- Vocabulary
- General Reading Comprehension
- Reading Strategies

# What's in this Level D CASAS test question?

## AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

### Employee's Agreement

I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve in the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

- 
3. What obligation does an employee agree to in point 1?
- A. to complete at least one month of unpaid training
  - B. to serve in the agency at least three times during the training period
  - C. to continue working for a specified period of time after training
  - D. to attend training classes part-time or full-time as assigned

## Competency

- Employment
  - Interpret Employee handbooks, personnel policies, and job manuals

## Task Area

- Task 3
  - Articles, paragraphs, sentences, directions and manuals

## Content Standards

- General Reading Comprehension
- Reading Strategies

## In Summary.....

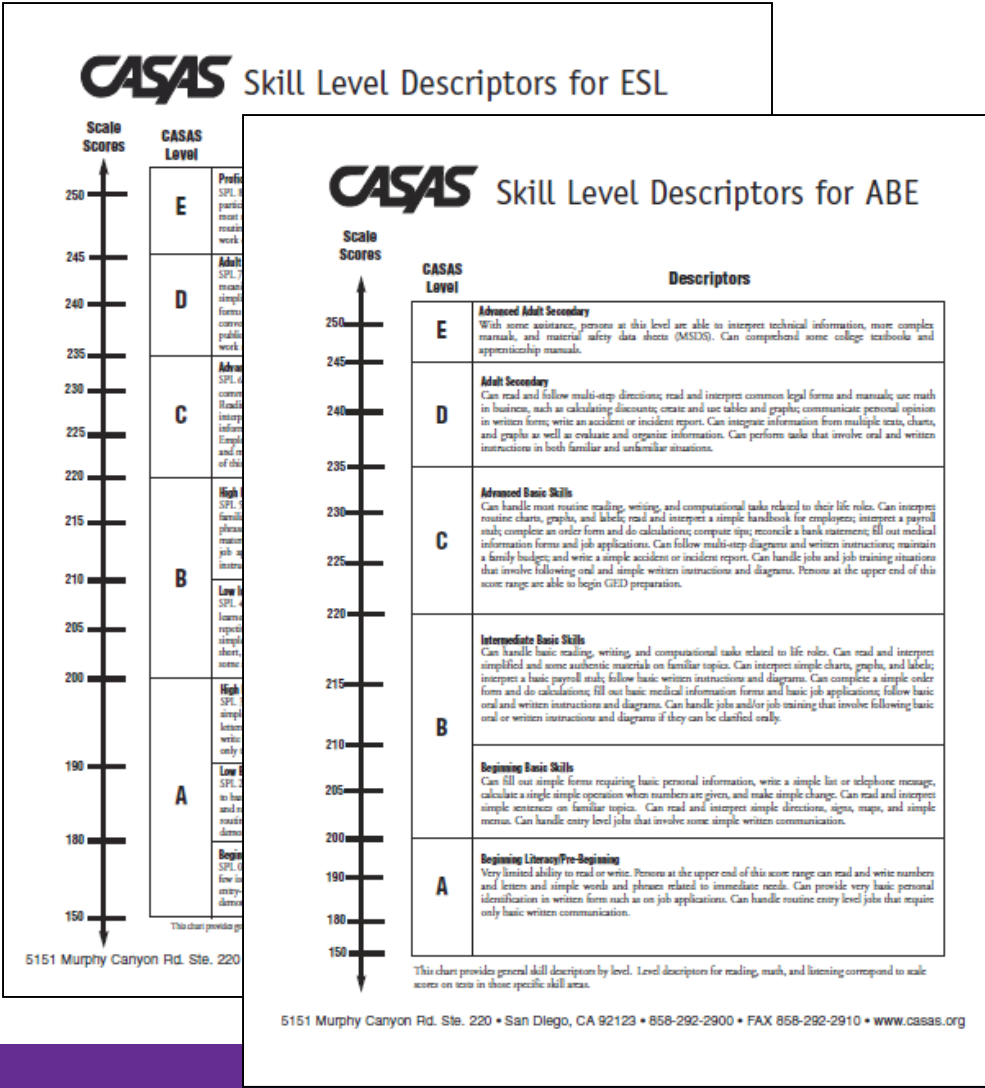
Competencies, Content Standards and Tasks  
create the foundation of the CASAS System.

Separately, they provide

- life and work skills contexts
- a variety of visual prompts
- the underlying basic literacy skills instruction that together work as the ladder to successful attainment of the learning objectives.

# What can students do? 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.





## What can a CASAS Level A student do?

### ESL – Beginning Low

- **180-190 CASAS Scale Score**
- **Reading/Writing:** 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.

### ABE – Beginning Literacy

- **150-200 CASAS Scale Score**
- **Reading/Writing:** Very limited ability to read or write. Persons at the upper end of this score range 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. Can handle routine entry level jobs that require only basic written communication.

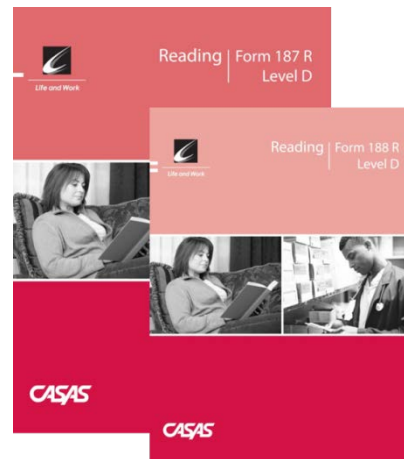
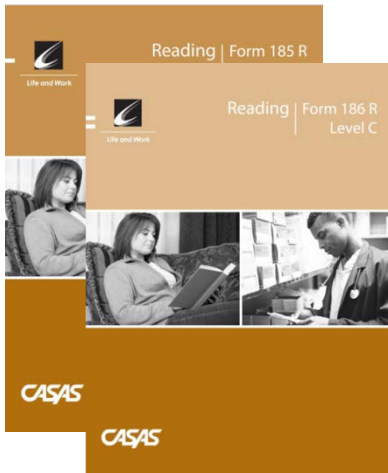
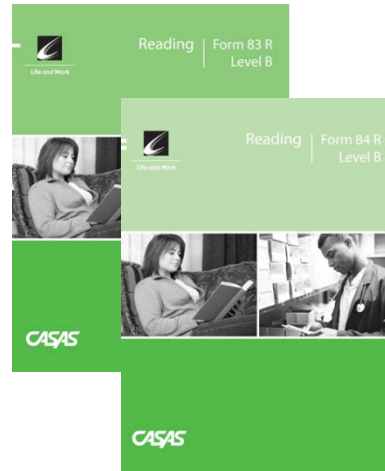
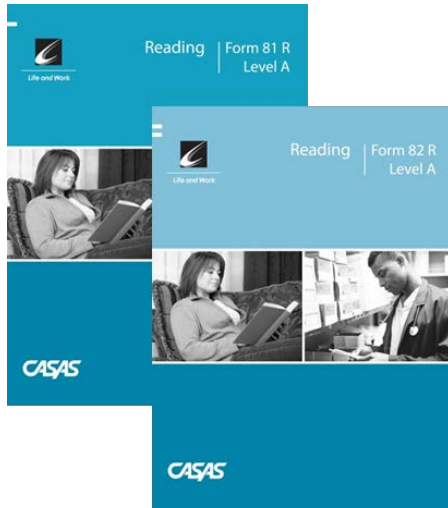
## What can a CASAS Level D student do?

### ESL – Adult Secondary

- **235 - 245 CASAS Scale Score**
- **Reading/Writing:** Can read and interpret non-simplified materials on everyday subjects; can interpret routing charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report.

### ABE – Adult Secondary

- **235-245 CASAS Scale Score**
- **Reading/Writing:** Can read and follow multi-step directions; read and interpret common legal forms and manuals; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.



- CASAS progress tests (pretests and post-tests) have three principal uses:
  - to identify a student's skill level
  - to guide instruction
  - to measure learning progress

# Raw Scores and Scale Scores

**Raw Scores:** Students' scores are found by counting the number they got correct on the test. This score is called a raw score.

**Converting the Raw Score:** raw scores are always converted to scaled scores. Scaled scores are used to determine students' levels.

- The CASAS Skill Level Descriptor charts provide descriptions of the abilities a person scoring at any particular level may be expected to have. The levels correspond to instructional levels commonly used in ESL and ABE adult education programs and correlate to the National Reporting System Educational Functioning Levels (see [www.casas.org](http://www.casas.org)).
  - For example, on this test form, if the raw score is 15, then the scale score is 206.

*Scale scores from different tests (reading and listening) should never be averaged!*

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♦

# Why use different forms?

Monitoring students' growth requires multiple test forms. To prevent students from taking the same set of questions for both pre and post testing, tests designed to measure progress after an instructional period of time need to have two alternate forms. The scale score standardizes the progress measure across forms.

LEVEL A				LEVEL A EXTENDED			
Form 81 R		Form 82 R		Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
1		1		1	-	1	-
2		2		2	-	2	-
3		3		3	-	3	-
4		4		4	-	4	-
5	170	5	170	5	182	5	182
6	173	6	173	6	184	6	184
7	176	7	176	7	186	7	186
8	178	8	178	8	188	8	188
9	180	9	180	9	190	9	190
10	182	10	182	10	192	10	192
11	184	11	184	11	194	11	194
12	186	12	186	12	196	12	196
13	189	13	188	13	197	13	197
14	191	14	191	14	199	14	199
15	193	15	193	15	201	15	200
16	195	16	195	16	202	16	202
17	197	17	197	17	204	17	204
18	200	18	200	18	206	18	206
19	203	19	203	19	208	19	208
20	205♦	20	205♦	20	210	20	210
21	206♦	21	206♦	21	212	21	212
22	208♦	22	208♦	22	214	22	214
23	209♦	23	209♦	23	216	23	216
24	210♦	24	210♦	24	218♦	24	218♦
				25	220♦	25	220♦
				26	222♦	26	222♦
				27	224♦	27	224♦
				28	227♦	28	227♦

Pretest

**Second Post-test**  
Student now has a high enough scale score to move to Level AX.

First Post-Test

**Third Post-Test**  
Student now has a high enough scale score to move to Level AX or B tests for next post-test.



# 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.

If you are using paper-based tests, It is important to use the raw to scale score conversion chart for the specific form of the test administered. CASAS eTests does the conversion automatically.

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+

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+

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

### ESL

#### *Low Beginning*

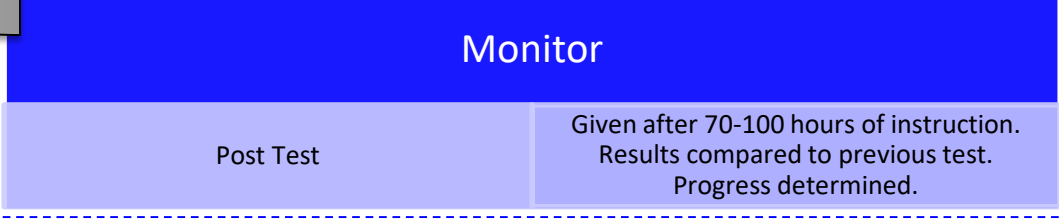
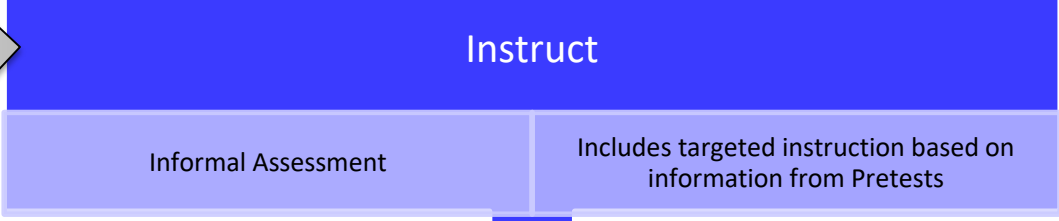
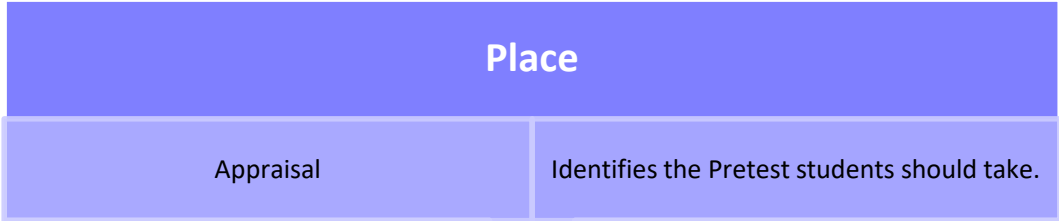
Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address.

### ABE

#### *Beginning Literacy/Pre-Beginning*

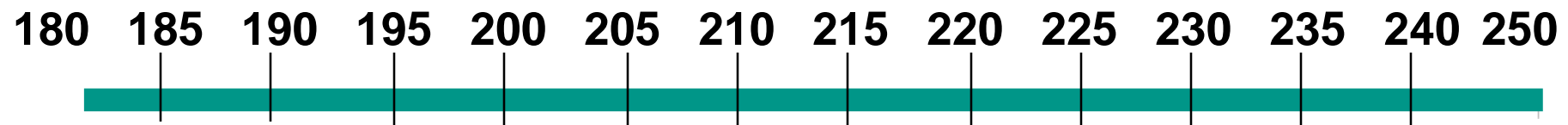
Very limited ability to read or write. Persons at the upper end of this score range (150-200) can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications.







# 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.





# Sample Test Items at Three Levels

## Competency 2.1.7: Take or interpret telephone messages

150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 240 245 250

### A Level

Who is coming?

- A. today
- B. Sara
- C. Dan
- D. Amy

### B Level

When does the caller want to meet?

- A. at 8:20
- B. on 3/15
- C. on Monday
- D. downtown

### C Level

What should be done with this message?

- A. Paula should give it to Mr. Harper.
- B. Mr. Harper should give it to Lisa.
- C. Lisa should give it to Mr. Harper.
- D. Paula should give it to Lisa.

**8:30**

**Sara -**  
**Dan is coming**  
**today at 11:00.**

**Amy**

**WHILE YOU WERE OUT**

Date: 3/15 Time: 8:20

To: Lisa

From: Mr. Harper

Of: Lofton College

Phone: \_\_\_\_\_

Telephoned       Returned your call

Please call       Will call again

Urgent

Message: Can you meet  
him downtown on  
Mon. at 1:30?

\_\_\_\_\_

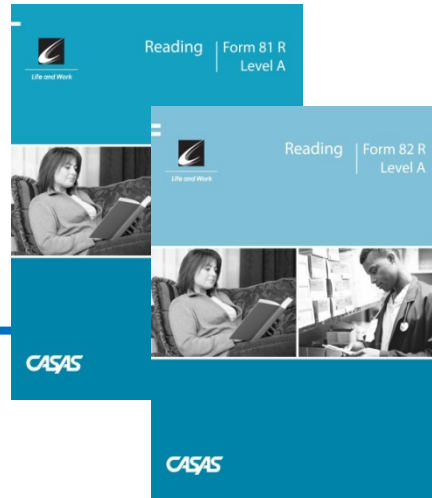
\_\_\_\_\_

Taken by: Paula



# Level A

Scale Score Range <150-200



John works in Lakeview. He rides the bus to work every day. It usually takes him about 20 minutes to get to work.

5. How does John get to work?

- (A) He drives.
- (B) He works in Lakeview.
- (C) It takes 20 minutes.
- (D) He rides the bus.

## 150-180 = Beginning Literacy

- May not be literate in any language.

## 181-190 = Low Beginning ESL

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

## 191-200 = High Beginning ESL

- 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**.

# Level B

Scale Score Range  
201-220

## 201-210 Low Intermediate

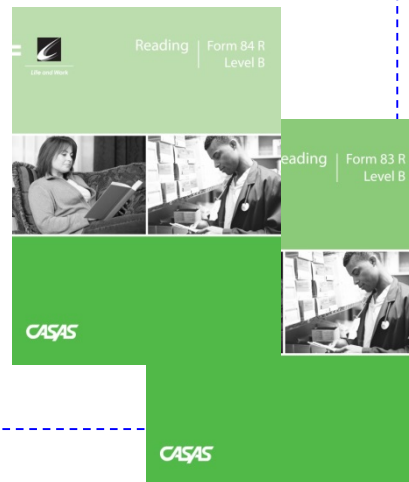
Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus.

## 211-220 High Intermediate

Can read and interpret simplified and some authentic material on familiar subjects.

Jason and Amanda are married and have a 7-year-old son named Ben. Jason works as a cook in a restaurant full-time during the day. Amanda has a part-time job five days a week as a cashier. Amanda begins work at 8:00 in the morning and finishes at 2:30 in the afternoon. On the way home from work, she picks Ben up from school. She likes her schedule because she is able to work and still be home with Ben after school. In the future she would like to work full-time but wants to wait until Ben is older.

- What does Amanda like about her work schedule?
- A. She can be with Ben after school.
  - B. She likes working in a restaurant.
  - C. She has time to attend school.
  - D. She is able to work full-time.



# Level C

Scale Score Range  
221-235

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.

From: Gary Tan  
To: Building tenants  
Subject: Status of the elevator

As you may know, over the last few months I have received complaints from tenants in many of the offices in our building that the elevator has been malfunctioning. When the elevator first stopped working in June, I called the service manager at the elevator company, who sent out a technician. The technician got the elevator working again, but three weeks later I received more reports of employees getting stuck in the elevator. I again called in a technician for repairs.

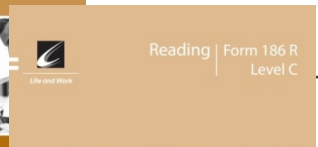
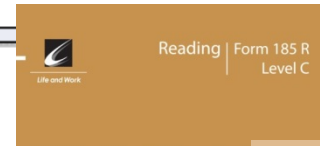
After another breakdown two weeks ago I asked for a thorough assessment of the elevator to see why problems are recurring. The company reported that they would need to replace a set of relays in the controller and said they had ordered the parts. Repairs are scheduled for next week.

I am very concerned that your employees, a number of whom are disabled, still cannot use the elevator. I understand that this situation is frustrating for all, and I apologize for the inconvenience to your staff. I do hope the next repair will be the last one.

Gary Tan  
Property Manager

What is delaying the next repairs on the elevator?

- A. The elevator company has not responded.
- B. The technicians are not available now.
- C. The parts needed are not in stock.
- D. The exact problem needs to be identified.

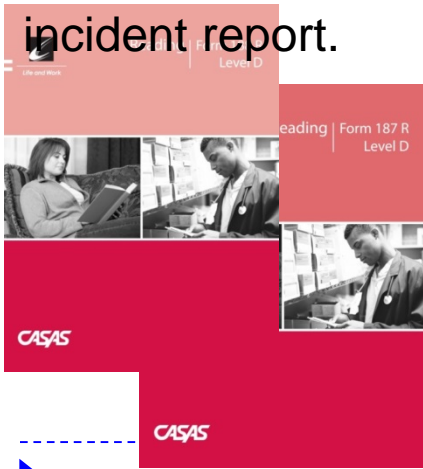


# Level D

Scale Score Range 236-245

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.

Coffee – To Drink or Not to Drink?	
<p>Most of us know little about caffeine other than that it is in coffee, tea, cola and chocolate and that it is stimulating. Is it healthy? Is it unhealthy? Some people drink bottomless cups of coffee, while others avoid caffeine because they fear potential health risks. The most common and accurate perception is that caffeine is not exactly good for you, but it isn't really bad for you either.</p> <p>Caffeine is a stimulant, however, and a mild form of addiction can occur with heavy consumption. There is no question that the coffee habit produces withdrawal symptoms when people suddenly quit. They experience drowsiness, headaches, and restlessness for a short time after abruptly stopping. Even with moderate</p>	<p>consumption, its stimulant effects cause most people, especially as they age, to limit their intake of caffeine and not drink it too late in the day so it does not interfere with their sleep. The most negative aspect of caffeine seems to be that it can create nervousness or stomach discomfort in some individuals. Researchers state that there is no link between coffee and high blood pressure, although people with those conditions should check with their physician about whether or not to drink coffee. For most people, though, moderate consumption has no ill effects, and that cup of coffee first thing in the morning or as a late afternoon "pick-me-up" is just fine.</p>
<p>4. What claim is supported by the above information?</p> <ul style="list-style-type: none"><li>A. Caffeine addiction poses considerable health risks.</li><li>B. The benefits of caffeine outweigh perceived risks to health.</li><li>C. There is no reason for most people to fear caffeine.</li><li>D. Not enough research has been done on the positive effects of caffeine.</li></ul>	<p>5. What is the tone of the article?</p> <ul style="list-style-type: none"><li>A. objective and balanced</li><li>B. uncertain and tentative</li><li>C. generally biased towards caffeine</li><li>D. generally biased against caffeine</li></ul>



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.



# TOPSpro Report: Class Performance by Competency



05/11/2017  
17:08:10

The **Task Number (Item Type)** tells you the format in which the question was asked.

## Class Performance

by Test Item & Competency

Page 1 of 39  
SCPSTIC4

<b>Agency:</b>	4908 - Rolling Hills Adult School	<b>Teacher:</b>	1110 - Askew, Elisa
<b>Site:</b>	11 - North City	<b>Form:</b>	081L - Life and Work Level A Listening
<b>Class:</b>	110 - Low Intermediate ESL	<b>Total Tests:</b>	23
		<b>Total Students:</b>	23

Position	Correct?	Comp No.	Item Type	Competency Description
1	95 %	3.6.1	1	Identify parts of the body
		0.1.8		Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
		3.6.3		Interpret information about illnesses, diseases, and health conditions, and their symptoms
2	26 %	1.2.9	1	Identify common articles of clothing
		0.1.2		Identify or use appropri. lang. for informat
3	78 %	4.7.3	1	Identify or demonstrate effective mgmt. of human resources
		0.1.7		Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
				Select, analyze, communicate work-related information
				Demonstrate ability to work as a member of a team
	69 %	0.2.4	1	Converse about activities and personal interests
		0.1.2		Identify or use appropri. lang. for informational purposes
		2.6.1		Interpret information about recreation and entertainment
5	69 %	4.6.1	1	Follow, clarify, give, or provide feedback to instructions; give and respond

Test Question Number

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

Percentage of Students who answered this question correctly

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



# TOPSpro Report: Individual Skills Profile



## Individual Skills Profile

05/11/2017  
17:12:39

Page 4 of 9  
ISP

**Matt O'Happ**  
ID# 095898383

Shows the most recent tests the student has taken

Agency: 4908 - Rolling Hills Adult School  
Program: HSE

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Reading	187R	09/21/2016	247	6	D	32	24	32

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	100 %
Employment	16	81 %
Government and Law	5	20 %
Learning and Thinking Skills	9	44 %

When a student scores 225 and above, the "likelihood of passing the GED" is shown. There will be a similar chart for the HiSet.

Reading Content Standards	N	Correct
Vocabulary	16	81 %
General reading comprehension	28	75 %
Text in format	4	75 %
Reference materials	3	66 %
Reading strategies	12	91 %
Reading and thinking skills	9	44 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs, ...	6	66 %
Articles, paragraphs, sentences, directions, manuals	25	76 %

Matt O'Happenstance has a likelihood of ...	to pass this GED 2014 subsection
87 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

Competencies, Content Standards and Task Area performance is shown.  
*N=number of times the item was presented in some way in the test (not equal to the number of test questions – several items occur several times in each question.)*



- Assessment results provide feedback to learners and instructors to target further instruction.
- Incorporating *CASAS Competencies and Content Standards* into curriculum and using the CASAS assessment system can help programs better meet learner, community, and program needs and fulfill federal, state, and local reporting requirements.
- 
- The CASAS resource *QuickSearch Online* database lists more than 2,300 print, audio, visual and computer-based instructional materials, and correlates them to the *CASAS Competencies, Content Standards and Tasks*.



# Quick Search

- Quick, easy access to database of more than 2,000 instructional materials
- Includes print, audio, video, and software materials
- Correlated to CASAS Competencies (and to Content Standards in 2008)
- Search by
  - Title
  - Competency
  - Program, Level, and Skill
  - Publisher
  - CASAS Assessment





# Use Quick Search to find Resources

- Leading text series' titles are correlated by CASAS competencies, instructional level, type of learner (ESL, ABE, ASE), mode of instruction and linked within the database to selected CASAS pre- and post assessments.


“Quick Searches” can be done for instructional materials by:

- Competency
- Content Standard
- Skill area
- Program (including ESL, ABE, ASE and work-focused)
- Specific CASAS assessment series, i.e. *Life and Work*
- Websites for learners



# Quick Search by Competencies

Competency selected for this report: 4.1.2



A Database of Instructional Materials for Youth and Adult Educational and Training Programs

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**Quick Search by**

- Titles
- Competencies
- Program, Level, & Skill
- Publishers
- Tests
- Get more information
- Quick Search Tutorial
- Reports & Other Tools
- Exit

**CASAS**

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**Selected Competencies**




**4.1.2** Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application

Matches	Title	Publisher	Level
1	<a href="#">A Conversation Book - English in Everyday Life. Book 1 New Edition</a>	LONGMAN ESL/PEARSON ADULT	A
1	<a href="#">Downtown. Four. English for Work and Life.</a>	HEINLE/THOMSON	C
1	<a href="#">Downtown. One. English for Work and Life</a>	HEINLE/THOMSON	A
1	<a href="#">Downtown.Three. English for Work and Home</a>	HEINLE/THOMSON	B
1	<a href="#">Foundations Activity Workbook</a>	LONGMAN ESL/PEARSON ADULT	Pre - A/A
1	<a href="#">Foundations. Second Edition</a>	LONGMAN ESL/PEARSON ADULT	Pre - A/A
1	<a href="#">Grammar in Context. Basic.</a>	HEINLE/THOMSON	A
1	<a href="#">New Land. New Language</a>	NEW READERS PRESS	C/B
1	<a href="#">Picture This! Learning English through Pictures. Book One.</a>	LONGMAN ESL/PEARSON ADULT	A
1	<a href="#">Picture This! Learning English through Pictures. Book Two.</a>	LONGMAN ESL/PEARSON ADULT	A
1	<a href="#">WORKmatters: Complete Work-to-School Curriculum</a>	MCGRAW- HILL/CONTEMPORARY	E





# Thank You for Attending!

- Be sure to visit the CASAS website at [www.casas.org](http://www.casas.org)
- Follow us on Twitter  [twitter.com/CASASsystem](https://twitter.com/CASASsystem) and use the hashtag [#casassi2017](https://twitter.com/hashtag/casassi2017) to tweet updates, photos, and stories.
- Keep in touch with Facebook  [facebook.com/CASASsystem](https://facebook.com/CASASsystem) use the hashtag [#casassi2017](https://facebook.com/hashtag/casassi2017) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)



# CASAS Test Security Guidelines

Veronica Pavon-Baker

Louann Gigante

Celeste Goodwin

Cristina Urena

Susan Yamate

- Security of Testing Materials
- Appropriate Test Administration
  - CASAS eTests
  - CASAS Paper-based Test Booklets
  - Confidentiality of Tests and Test Items
- Copyright Infringement
- Test Security Policy Agreement

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**

# Security of Testing Materials

---

- What is the process at your agency to keep tests secure?
  - Paper/Pencil?
  - eTests

- “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 testing materials.



## How to secure your testing materials

### Paper/Pencil

- Number all your testing booklets
  - Have staff assigned to “check out” materials to teachers and to make sure all have been returned. Check booklets for marks. Erase what you can; if not, shred.

### eTests

- Computers are locked until the proctor starts the testing session. Once the testing session is over, the proctor must close the program.
  - Have a double-check system in place.

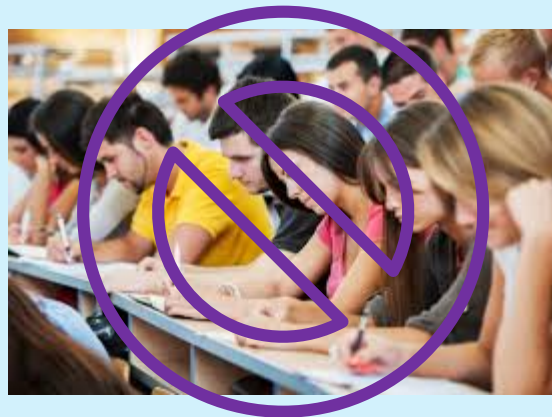
# Test Administration

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- 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 to ensure that students follow all testing rules.
  - Examinees must
    - sit three to five feet apart
      - Not enough room? Use desk dividers between students.
    - refrain from talking during the testing session
    - not seek help from others in any way.



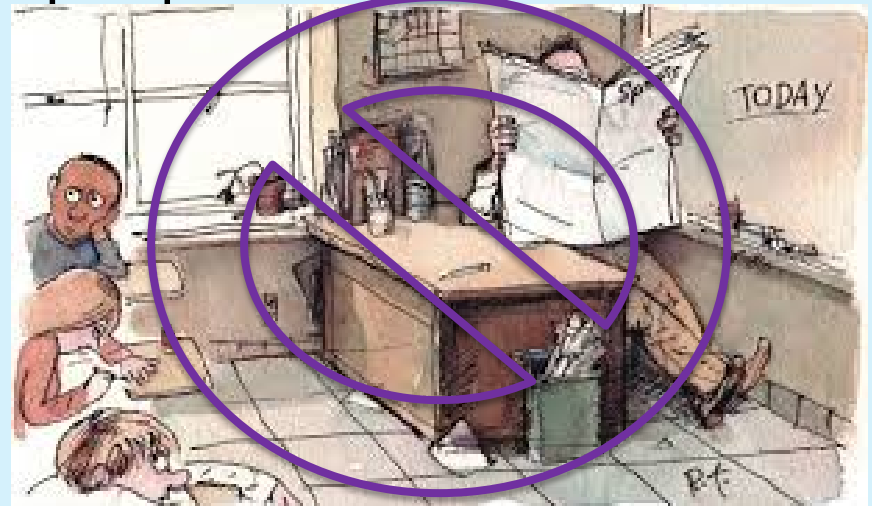
- Make sure that there is nothing on the students' desks:
  - No cell phones
  - No calculators
  - No dictionaries
  - No "smart" watches

All personal items should be under the desk or tables.



- Keep a calm, relaxed atmosphere in the room. You rush, they panic.
- Remind students that CASAS Assessments are not “pass/fail” tests. The results tell you what you (the teacher) may need to focus on in class.
- Take your time reviewing the practice questions. Walk around the room to make sure students are answering them correctly.
- Double-check for any questions the students may have.
- Write the start time and end time on the board (1 hour.)

- eTests and Paper/pencil tests
  - A Proctor or other trained staff must be in the testing room at all times during testing. No exceptions.
  - *Actively* monitor testing by circulating throughout the room.
  - No more than 25 students per proctor.



A test administration manual (TAM) contains

- *Answer keys\**
- Standardized test administration procedures and policies
- Test security protocols
- Scoring guidelines
- Score conversion charts
- Next Assigned Test charts
- Competency and Content Standards content
- Class and student profiles
- Resources for testing and instructional support

Order at least one test administration manual for the test series you use. Multiple sites? Order manuals for each site.

Using eTests also requires the use of a TAM.

*\*For this reason, TAMs must be kept in a secure location*

- All staff administering tests, or overseeing the administration of tests (both eTests and paper-based) must complete Implementation Training.
  
- Training can be completed
  - online
  - through face-to-face trainings
  - By qualified staff at agencies

- Staff trainings that must be completed before using eTests:

Role	Job	Training Required
Coordinator	staff member who will create the test sessions for the site(s)	Coordinator Certification & Proctor Certification
Proctor	Staff who will administer and monitor test sessions	Proctor Certification
Site Administrator	Manager or director of the agency	Sign the online test agreement

- *CASAS will occasionally embed unpublished test items into operational CASAS eTests in order to maintain and build its item bank. These items are not scored. The security of these items cannot be compromised and must be maintained in the same manner as all testing materials.*

# Test Security





- Paper test booklets and related test support materials must be kept in locked storage at all times when not in use.
- The test administrator must number each test booklet for tracking purposes.
- As examinees finish the test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session.
- The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.
- Scratch paper must be collected and shredded. (Scratch paper is only allowed for math assessments.)

- If test booklets have been marked in or torn, agencies should shred these test booklets.
  - Email [capm@casas.org](mailto:capm@casas.org) with the list of items shredded
- If an agency is transitioning to a new test series, CASAS requests that agencies shred old test booklets and destroy related testing materials including CDs.

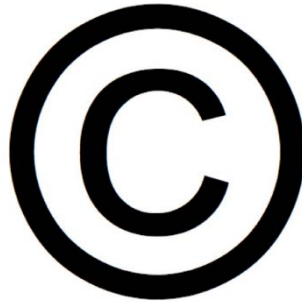
*It is never appropriate to retain test materials for use as a practice test or for instructional purposes.*

# Copyright Infringement



- No agency, school, or other entity may use any CASAS test or test item - published or unpublished - as a tool to prepare examinees 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 anyone at any time.
  - You may read the test directions to students, but not test questions or answers.

- 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.



# There are three types of infringers:

- **Innocent Infringement:** Someone who unknowingly violates copyright law. This is still punishable and ignorance does not exempt anyone from the law.
- **Standard Infringement:** Someone knows about the law but fails to obtain permission to use the material.
- **Willful Infringement:** Someone who knows about copyright law, is denied permission to use materials and proceeds to use it anyways.

# Test Security Policy Agreement



## Test Security Policy

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist 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 agency staff are aware of and follow said practices.

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 testing materials.

### **Security of Testing Materials**

All testing materials, including but not limited to computerized-testing versions of CASAS eTests, whether online or desktop, test booklets, CDs, answer sheets, and answer keys, must be kept *secure*.

No unauthorized personnel should be allowed access to CASAS eTests or to paper test booklets. Security procedures for computerized-testing and paper test booklets must be held to the same standard.

- 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.
- All testing personnel must sign the ***Test Security Policy Agreement*** below agreeing to uphold the security policies of the agency, school, or testing entity.
- 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.
- CASAS Test Security Policy [CASAS Test Security Policy](#)






- Most times, violations of this testing policy are due to a lack of staff training. Reporting issues helps us at CASAS to refine our trainings, and helps your agency get the training you need.
  
- Contact your Program Specialist to discuss any issues.
  - Jay Wright - [jwright@casas.org](mailto:jwright@casas.org)
  - Patty Long - [plong@casas.org](mailto:plong@casas.org)
  - Barbara Lehman - [blehman@casas.org](mailto:blehman@casas.org)
  - Lori Howard - [lbhoward@casas.org](mailto:lbhoward@casas.org)
  - Rhonda Slota - [rslota@casas.org](mailto:rslota@casas.org)

# Test Security Guidelines

- To protect the quality and standardization of CASAS assessments, I agree to:
- Follow all test procedures as required in this Test Security Policy document.
- Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during testing sessions.
- Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
- Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
- Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
- Refrain from assisting examinees with test answers on any test before or during the testing event.
- Refrain from reviewing test questions with examinees after the testing event.
- Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals.
- Disallow use of any CASAS assessments as practice tests or as instructional tools.
- Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
- Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests.
- Report any violation of this test security policy.

# Thank You for Attending!

- Be sure to visit the CASAS website at [www.casas.org](http://www.casas.org)
- Follow us on Twitter  [twitter.com/CASASsystem](https://twitter.com/CASASsystem) and use the hashtag [#casassi2017](https://twitter.com/hashtag/casassi2017) to tweet updates, photos, and stories.
- Keep in touch with Facebook  [facebook.com/CASASsystem](https://facebook.com/CASASsystem) use the hashtag [#casassi2017](https://facebook.com/hashtag/casassi2017) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)



# Basic Skills Content Standards by Form

01/06/2017  
21:45:28

Page 1 of 21  
CSF

## Basic Skills Content Standards by Test Item - Form 081R

Content Standards		CASAS Competencies for each item																										
		Task #	Competency IDs																									
		Item #	1.4.1	1.3.9	0.2.3, 2.4.1	6.0.1	5.3.1	1.1.6	2.3.1	2.5.4, 2.5.3, 3.1.3	2.5.4, 1.8.1	3.1.1	0.2.4	0.2.4	1.4.7, 1.4.1	1.4.2	2.5.4	2.5.4	1.2.1	1.3.8	2.5.5, 0.2.2	2.5.5, 0.2.2	4.1.3	2.5.2, 2.3.1	4.2.1, 2.3.1, 2.3.2	4.4.3, 2.3.2		
<b>R1</b>	<b>Beginning literacy / Phonics</b>																											
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	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
<b>R2</b>	<b>Vocabulary</b>																											
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)																				•	•						
<b>R3</b>	<b>General reading comprehension</b>																											
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)																											
<b>R4</b>	<b>Text in format</b>																											
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)																									•	•	•









# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 082R

Content Standards		CASAS Competencies for each item																										
		Task #	Item #	1.4.1	1.3.9	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	1.1.1	1.3.1, 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	
<b>R1</b>	<b>Beginning literacy / Phonics</b>																											
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																											
<b>R2</b>	<b>Vocabulary</b>																											
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)																											
<b>R3</b>	<b>General reading comprehension</b>																											
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)																											
<b>R4</b>	<b>Text in format</b>																											
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)																											



Basic Skills Content Standards by Test Item - Form 082R

Content Standards		CASAS Competencies for each item																																
		Task #	14.1	1.3.9	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	1.9.1, 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								
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
<b>R5</b>	<b>Reference materials</b>																																	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)																																	
<b>R6</b>	<b>Reading strategies</b>																																	
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																																	



# Basic Skills Content Standards by Form

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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	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>R1</b>	<b>Beginning literacy / Phonics</b>																										
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	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>R2</b>	<b>Vocabulary</b>																										
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
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)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>R3</b>	<b>General reading comprehension</b>																										
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
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...)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
R3.15	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)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>R4</b>	<b>Text in format</b>																										
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	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.



# Basic Skills Content Standards by Form

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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	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
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																												
<b>R5</b>	<b>Reference materials</b>																												
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																												
<b>R6</b>	<b>Reading strategies</b>																												
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																												







# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 084R

Content Standards	CASAS Competencies for each item																											
	Task #	Item #																										
	3	3	3	4	4	4	5	6	7	8	8	9	9	1	1	1	1	1	1	2	2	2	2	2	2	2	2	
<b>R2 Vocabulary</b>																												
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)																												
<b>R3 General reading comprehension</b>																												
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)																												
<b>R4 Text in format</b>																												
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)																												



## Basic Skills Content Standards by Test Item - Form 085R

Content Standards	Task #	Item #	CASAS Competencies for each item																																							
			2.2.5, 2.2.1	2.2.5, 2.2.1	4.5.7	4.5.7	4.2.4, 3.4.5	4.2.4, 3.4.5	4.2.4, 3.4.5	4.3.4, 7.2.2	4.3.4	4.5.5	4.5.5	4.5.5	4.7.2, 4.9.4, 7.1.1	4.7.2, 4.9.4, 7.1.1	4.7.2, 4.9.4, 7.1.1	4.2.4, 4.4.3	4.2.4, 4.4.3	4.2.4, 4.4.3	4.3.2, 1.2.1	4.3.2, 1.2.1	4.3.2, 1.2.1	4.8.1, 4.4.1	4.8.1, 4.4.1	4.8.1, 4.4.1	4.4.3, 4.6.3, 4.7.2	4.4.3, 4.6.3, 4.7.2	4.4.3, 4.7.2, 7.3.3	4.5.6, 4.4.3, 4.4.8	4.5.6, 4.4.3, 4.4.8	4.5.6, 4.4.3, 4.4.8	4.4.4	4.4.4	4.4.4	4.5.6, 4.5.4	4.5.6, 4.5.4	4.2.1				
			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			
<b>R2 Vocabulary</b>																																										
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.)																																										
<b>R3 General reading comprehension</b>																																										
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)																																										
<b>R4 Text in format</b>																																										
R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)																																										
R4.3 Read dates																																										
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																																										
<b>R5 Reference materials</b>																																										
R5.3 Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)																																										
<b>R6 Reading strategies</b>																																										
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																																										
<b>R7 Reading and thinking skills</b>																																										
R7.11 Identify the writer, audience, and purpose of a text																																										
R7.2 Identify the main idea of a multi-paragraph text																																										
R7.8 Make inferences and draw conclusions from simple text																																										
R7.9 Make inferences and draw conclusions from complex text																																										





## Basic Skills Content Standards by Test Item - Form 185R

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
<b>R2</b>	<b>Vocabulary</b>																				
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.)																				
<b>R3</b>	<b>General reading comprehension</b>																				
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)																				
<b>R4</b>	<b>Text in format</b>																				
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																				
<b>R5</b>	<b>Reference materials</b>																				
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)																				
<b>R6</b>	<b>Reading strategies</b>																				
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																				
<b>R7</b>	<b>Reading and thinking skills</b>																				
R7.11	Identify the writer, audience, and purpose of a text																				



# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 185R

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							2.5.2, 2.3.1 1.3.6, 2.5.4 4.6.2, 4.3.4, 7.2.2 2.5.4, 2.3.2, 2.5.2 4.3.2, 4.6.1 4.3.2, 4.4.1 3.1.3, 2.1.1 3.1.3, 2.1.1 4.6.3, 4.4.3, 4.4.5 4.6.3, 4.4.3, 4.4.5 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, 1.2.1 4.3.2, 1.2.1 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 2.5.5 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							



# Basic Skills Content Standards by Form

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## Basic Skills Content Standards by Test Item - Form 186R

Content Standards		CASAS Competencies for each item																
		Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6
<b>R2</b>	<b>Vocabulary</b>																	
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.)																	
<b>R3</b>	<b>General reading comprehension</b>																	
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)																	
<b>R4</b>	<b>Text in format</b>																	
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																	
<b>R5</b>	<b>Reference materials</b>																	
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)																	
<b>R6</b>	<b>Reading strategies</b>																	
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																	

## Basic Skills Content Standards by Test Item - Form 186R

Content Standards		Task #		Item #		CASAS Competencies for each item	
		1	2	1	2	1	2
<b>R7</b>	<b>Reading and thinking skills</b>						
R7.2	Identify the main idea of a multi-paragraph text						
R7.9	Make inferences and draw conclusions from complex text						



## Basic Skills Content Standards by Test Item - Form 188R

Content Standards		CASAS Competencies for each item																		
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
Task #	Item #	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
<b>R2</b>	<b>Vocabulary</b>																			
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)																			
<b>R3</b>	<b>General reading comprehension</b>																			
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)																			
<b>R4</b>	<b>Text in format</b>																			
R4.8	Interpret information in charts and tables (e.g., bus schedules)																			
R4.9	Interpret maps, diagrams, and graphs																			
<b>R5</b>	<b>Reference materials</b>																			
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)																			
<b>R6</b>	<b>Reading strategies</b>																			
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information																			
<b>R7</b>	<b>Reading and thinking skills</b>																			
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																			



## Basic Skills Content Standards by Form

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### 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



## 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](http://www.casas.org)

<b>Beg. Literacy</b>		<b>Test Level A</b>				<b>Test Level B</b>	
<b>27</b>	<b>28</b>	<b>81</b>	<b>82</b>	<b>81X</b>	<b>82X</b>	<b>83</b>	<b>84</b>
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

## 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](http://www.casas.org)

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

## Appendix B

***[Local Agency Name]***  
**Workforce Investment Act, Title II: Adult Education and Family  
Literacy Act**  
**Local Guidelines for Implementing State Assessment Policy  
Program Year *[2014-2015]***

*[Local agency name]* developed and implemented the following local procedures for assessment and data collection consistent with the California Department of Education's (CDE) *Workforce Investment Act, Title II: Adult Education and Family Literacy Act, Assessment Policy Guidelines*.

### **I. Training and Dissemination of Local Guidelines for Implementing the California Assessment Policy**

The CDE requires annual training of local agency staff and dissemination of the agency's assessment guidelines. Please refer to the CASAS website [https://www.casas.org/online\\_registration/](https://www.casas.org/online_registration/) for the list of regional and online trainings.

*[Instructions for local agencies: Provide a description of the local agency's guidelines to provide training to agency staff and disseminate local assessment guidelines, e.g., who will be trained and frequency of training and timeline. Training of staff may include any of the following: individual, group, electronic, bound paper format, PowerPoint, video, or other means of conveying appropriate assessment and data collection procedures. Use a sign-in sheet to document staff participation.]*

### **II. Initial Orientation and Placement into Program and Instructional Level**

The CDE strongly encourages the use of appraisal tests for newly enrolled adult learners whenever feasible to ensure appropriate educational placement, appropriate administration of pretest forms, and appropriate selection of short- and long-term instructional goals.

*[Instructions for local agencies: Provide the following: (1) a description of the local agency's initial class and level placement process for Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE), and (2) the names and/or titles of the person or persons responsible for student orientation, initial appraisal, and placement.]*

### III. Progress Testing: Pretest and Post-Test

Adult education local agency staff must administer pretests for learners as soon as feasible after enrollment but no later than two weeks after enrollment into the program: either during the intake process after an appraisal is given or after placing the learner into the appropriate instructional level.

- *Instructions for local agencies: Provide a description of the following: (1) how the local agency administers a pretest as soon as feasible after enrollment into the program, and (2) the local agency testing schedule for pretesting and post-testing, including the number of hours between pretesting and post-testing.*

### IV. Use of Test Administration Manuals

The CDE requires that local adult literacy providers follow the test administration guidelines in each Test Administration Manual (TAM) published by CASAS for each **test series** used. All local adult literacy providers must maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results.

*[Instructions for local agencies: Provide the following: (1) a description of how the local agency follows the test administration guidelines in each TAM, (2) a copy of TAM inventory, and (3) the storage and safekeeping process, and the name or title of the person responsible for maintaining the security of the TAMs.]*

### V. Training Requirements for Administering Standardized Assessments

The CDE requires all adult literacy providers to comply with the CASAS training policy. The CDE also requires each agency to participate annually in California Accountability Training, which provides guidance on specific state data and accountability requirements, including timelines. Training in CASAS assessments is also required to ensure accurate use of tests and appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CDE requires that at least one person from each agency using the CASAS system successfully complete CASAS Assessment Implementation Training. Once trained, this individual will train others within his or her respective agency but may not train outside that agency. Agencies may use the packet titled *California Teachers New to CASAS*, which is included in the CASAS Implementation Training packet, to train others within the agency. Please refer to the CASAS website [https://www.casas.org/online\\_registration/](https://www.casas.org/online_registration/) for the list of regional and online trainings.

*[Instructions for local agencies: Provide the following: (1) the names and/or titles of persons responsible for attending CASAS Implementation Training and California Accountability Training and for providing training to other agency staff, if appropriate, and (2) a*

*description of how the local agency trains all staff within the agency on implementation and accountability procedures. Include dates and times, location, and sign-in sheets.]*

## VI. Test Security Agreements

The CDE requires that all WIA, Title II: AEFLA funded adult literacy providers sign an annual test security agreement. The following stipulations must be part of the local assessment guidelines:

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.
2. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during testing sessions.
3. Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals.
9. Disallow use of any CASAS assessments as practice tests or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests.
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	Agency Name	



## Test Security Policy

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist 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 agency staff are aware of and follow said practices.

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 testing materials.

### Security of Testing Materials

All testing materials, including but not limited to computerized-testing versions of CASAS eTests, whether online or desktop, test booklets, CDs, answer sheets, and answer keys, must be kept *secure*.

No unauthorized personnel should be allowed access to CASAS eTests or to paper test booklets. Security procedures for computerized-testing and paper test booklets must be held to the same standard.

### Test Administration

Testing personnel must remain in the testing room throughout an entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices.

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

***CASAS eTests:*** CASAS will occasionally embed unpublished test items into operational CASAS eTests in order to maintain and build its item bank. These items are not scored. The security of these items cannot be compromised and must be maintained in the same manner as all testing materials.

***Paper test booklets:*** Paper test booklets and related test support materials should be kept in locked storage at all times when not in use. Prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheet inside their test booklet and wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

### Confidentiality of Tests and Test Items

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

***Paper test booklets:*** If test booklets have been marked in or torn, agencies should shred these test booklets. If an agency is transitioning to a new test series, CASAS requests that



agencies shred old test booklets and destroy related testing materials including CDs. It is never appropriate to retain test materials for use as a practice test or for instructional purposes.

No agency, school, or other testing entity may share or provide any testing materials to another agency or school. Agencies that make such requests should be advised to contact CASAS directly. Testing materials must remain at the testing site at all times.

### **Copyright Infringement**

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.

### **Test Security Policy Agreement**

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.

All testing personnel must sign the **Test Security Policy Agreement** below agreeing to uphold the security policies of the agency, school, or testing entity.

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.





### Test Security Policy Guidelines

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.
2. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during testing sessions.
3. Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals.
9. Disallow use of any CASAS assessments as practice tests or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests.
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

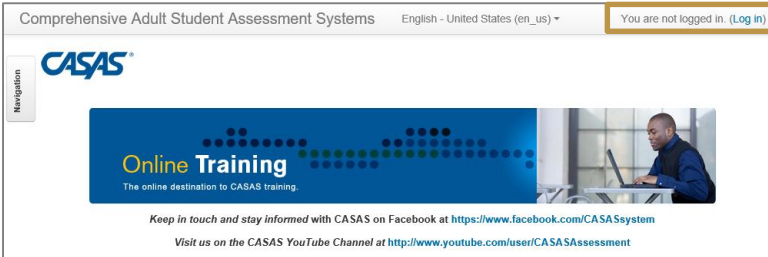
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Agency Name

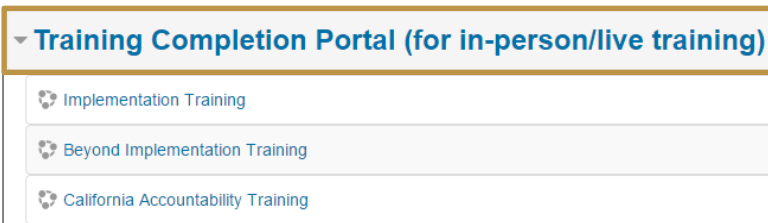
Workshop ID: \_\_\_\_\_ Date of Training: \_\_\_\_\_

Name of Trainer(s): \_\_\_\_\_



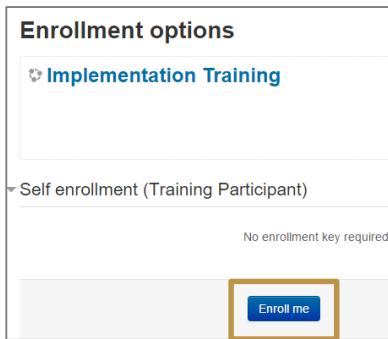
1. Go to: CASAS Training website at <http://training.casas.org/>

2. Click: Login



3. Click: Training Completion Portal (for in-person/live training)

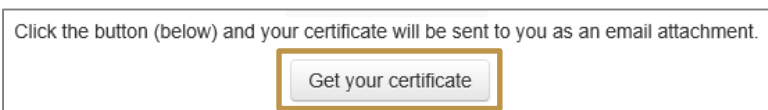
4. Click: Training Title



5. Click: Enroll me



6. Click & Submit: Training Verification



7. Click: Get your certificate

# Beyond the Basics: *From Implementation to Practice*

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We have three sections to our new training:

- **CASAS From the Inside Out:** How CASAS tests are created – the process and the content
- **Assessment Policy Guidelines:** What California requires, locating the requirements of other states, and defining your own agency guidelines.
- **Test Security Guidelines:** An in-depth analysis of CASAS test security for agencies and staff

Each section will take about an hour, with time for reflecting and sharing, along with creating an action plan for your agency. Use the questions below for discussion after each presentation:

## *Questions for Discussion*

### **CASAS From the Inside Out:**

- **How can CASAS assessments work for learners that require higher level “academic skills” in addition to the information that CASAS provides about “life skills” via CASAS Competencies?**
- **How might you use the information in “CASAS From the Inside Out” at your agency?**

### **Assessment Policy Guidelines:**

- **Does your agency have an assessment policy? Is it shared with the staff?**
- **What items discussed in the training might you include in your assessment policy?**
- **Did you find any valuable information in this section of the training?**

### **Test Security Guidelines:**

- **Share some things you look for during actively monitoring a test session.**
- **Share something you can do during actively monitoring a test session.**
- **What are some activities you do with your students to prepare them for post-testing?**