CASAS ESL Intake Process

Guidelines for determining level placement

1. Assess student’s basic English language proficiency
   - observe how well the student communicates and fills out forms
   - consider number of years of formal schooling and other information on demographic records
   - administer CASAS oral screening or other oral assessment
   - administer CASAS writing screening or other writing assessment
   - consider other factors affecting level placement

   ... then evaluate information and determine next step

Scores on CASAS Oral Screening and Writing Screening or other factors

<table>
<thead>
<tr>
<th>Oral Screening</th>
<th>Writing Screening</th>
<th>Other Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;6</td>
<td>0-1</td>
<td>poor</td>
</tr>
<tr>
<td>&lt;6</td>
<td>1-2</td>
<td>good</td>
</tr>
<tr>
<td>6 or more</td>
<td>0-1</td>
<td>poor</td>
</tr>
<tr>
<td>6 or more</td>
<td>1-2</td>
<td>good</td>
</tr>
</tbody>
</table>

2A. Skip the locator or appraisal and administer the five practice items from Beginning Literacy Reading, Form 27, one-on-one.

Results
- some difficulty
- little or no difficulty

Test form to administer
- Administer Form 27 as pretest
- Administer Level A reading and listening forms as pretests

2B. Administer the locator or appraisal for reading and listening:
- Locator + pretest, or
- Appraisal + pretest, or
- Appraisal (alone)

3. Place student in an instructional level according to the lower of two pretest scores.
   - The pretest score serves as the initial point of comparison for progress testing.
   - The appraisal score (alone) provides accurate placement information.