CASAS

Comprehensive Adult Student Assessment Systems

CASAS Reading and Math GOALS
June 2019

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Agenda

- CASAS Overview

- Reading and Math GOALS Overview
- Reading and Math GOALS Test Blueprint

- **New** CASAS eTests Sample Items

- **New** CASAS Reading Standards 2016, Second Edition

- Field testing and research study opportunities

Integrated System Approach

- CASAS Competencies
- Basic Skills Content Standards
  - Reading, Listening & Math

- NRS-approved Assessments
  - Reading, Listening & Math
- Computer-delivered CASAS eTests (includes Chromebooks and iPads) and Paper

- QuickSearch Online - Instructional Material Titles

- TOPSpro Enterprise software
  - Automatically scores tests
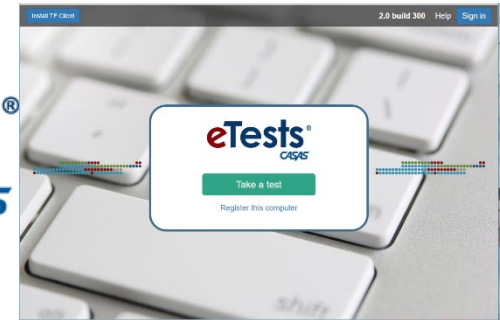 - Produces student, class and agency level reports
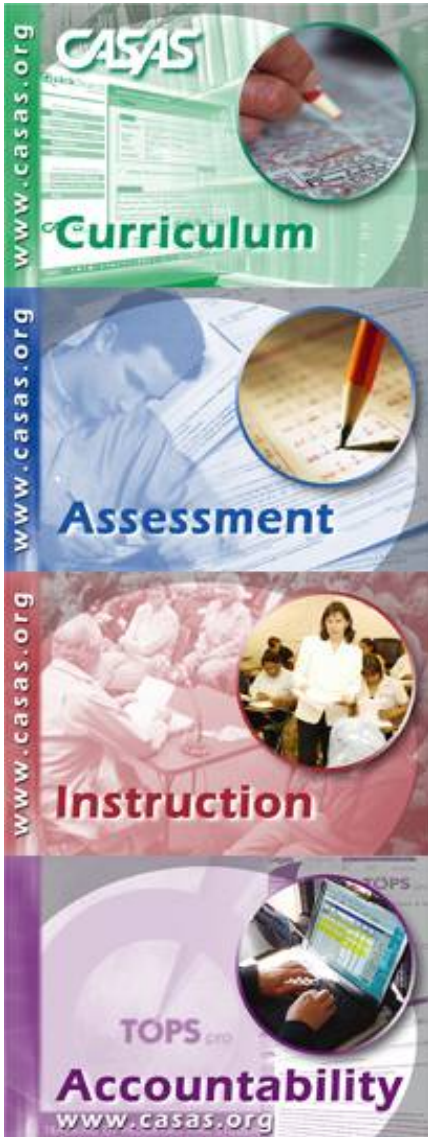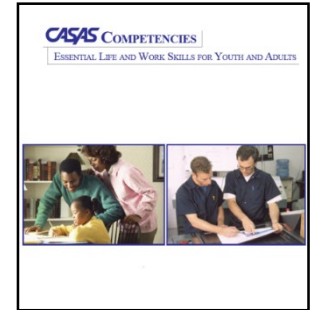
Our Products

- Paper-based Assessments

- Computer-based Assessments

- Data Accountability Software

How the **CASAS** System Works

Placement	Pretest	Instruction	Post-test

- Use CASAS Locator or Appraisal to find appropriate pretests and place students in program.

- Use CASAS pretests to place students into NRS Educational Functioning Levels (EFLs) and identify instructional needs.

- Use pretest results to guide teaching.

- Use QuickSearch Online to find curriculum resources.

- Use CASAS post-tests to measure learning gains and document completion of NRS EFLs.

CASAS NRS-approved Assessments **for ABE**

- NRS-approved through 2025
  - Reading GOALS (900 series)

- NRS-approved through 2022
  - Math GOALS (900 series)

CASAS NRS-approved Assessments **for ESL**

NRS-approved through **February 2021**

(like all other NRS-approved ESL tests)

- Life and Work Reading (80 series)
- Beginning Literacy, Forms 27 and 28 and
- Reading for Language Arts (Forms 513/514)

- Life and Work Listening (980 series)

Next Steps for GOALS

- **Reading GOALS for ESL**
  OCTAE has requested additional data

- **Math GOALS**
  OCTAE has requested additional data

- **Listening GOALS**
  In development

Test Timing
To test in two modalities, it takes 2.5 – 3 hours

Intake
- Short Locator (for each modality) --15 minutes – eTests only
- Appraisal -- 30 minutes -- Paper (and eTests)

Pre- and post-tests
- Reading GOALS for ABE/ASE
  - 75 minutes each (60 minutes for Level A)
- Math GOALS
  - 60 minutes for Level A/B; 75 minutes for Level C/D

Post-testing
- Administer post-test(s) after 70 -100 hours of instruction but no less than 40 hours

Reading GOALS Series

CASAS Level	Form Number	Number of Test Items	Timing
Locator	104R	12	15 min.
Appraisal	900R	28	30 min.
A	901 902	39	60 min.
B	903 904	40	75 min.
C	905 906	40	75 min.
D	907 908	40	75 min.

- Reading GOALS Locator: 104R (12 questions) – fixed form (not CAT)

- Aligned to the CCR Standards for Adult Education and CASAS Competencies

- Measures rigorous academic skills in contexts relevant to lives of adult learners

Math GOALS Series

CASAS Level	Form Number	Number of Test Items	Timing
Locator	104M	10	15 min.
Appraisal	900M	20	30 min.
A/B	913 914	40	60 min.
C/D	917 918	38	75 min.

- Aligned to the CCR Standards for Adult Education and CASAS Competencies

- Formulae are provided so focus is on math concepts and skills, not memorization.

Transitioning Students to GOALS

- Students transitioning from Life and Work Reading **to the GOALS series must take a pretest in the new GOALS series.**
    - Pre- and post-test results must always be in the same test series.
    - Recommend giving the GOALS Locator (104R and 104M)

- The same CASAS testing procedures and reports apply for Reading and Math GOALS.

- Agencies may create their own testing sessions or contact CASAS Tech Support for assistance with adding new templates for GOALS test sessions (800-255-1036, ext. 2).

- Intake screening for new ABE students should be done only for writing, and not for not oral skills -- before deciding about administering a Locator

GOALS Series Reports and Content Standards

- CASAS Content Standards reports and CASAS Competency reports are similar for the GOALS test series.
    - Reading GOALS reports are available now.
    - Math GOALS reports will be available in late May.

- CASAS Reading Standards, version 2 has been uploaded to the CASAS website.

- CASAS Math Standards are available on the CASAS website.
    - They are both strongly aligned to the CCRS.

- In addition…
    - New CCRS reports will be available this summer for the Reading and Math GOALS series.

Current and Upcoming Research Studies

- Additional data collection for Math GOALS

- Ongoing studies for Reading GOALS for ESL
  and Listening GOALS

- HiSET/CASAS Comparison Study (Level C/D Students)

- GED/CASAS Comparison Study (Level C/D Students)

- See the "CASAS Field Testing Update" handout for more details.

- **To participate in CASAS field testing and research studies, send an email to: fieldtesting@casas.org**
  - Or contact:
  - Karen Burger (kburger@casas.org)
  - Kay Hartley (khartley@casas.org)

Reading GOALS Series

NRS EFLs and Reading GOALS Scale Score Ranges

| NRS EFL	ABE/ASE Levels	Reading GOALS Scale Score Ranges	Life and Work Reading Scale Score Ranges
1	Beginning ABE Literacy	203 and below	200 and below
2	Beginning Basic Education	204 - 216	201 - 210
3	Low Intermediate Basic Education	217 - 227	211 - 220
4	High Intermediate Basic Education	228 - 238	221 - 235
5	Low Adult Secondary Education	239 - 248	236 - 245
6	High Adult Secondary Education	249 and above	246 and above

New Test Series Content

CASAS new Reading Series Blueprint reflects:

• CASAS Competencies

• Content Standards
    • CASAS Reading Standards
    • CCR Standards for Adult Education in the areas of:
        • Reading
        • Reading Foundations

• Reading Task Areas

• Depth of Knowledge (DOK)

Content Standards, Competencies, and Task Areas
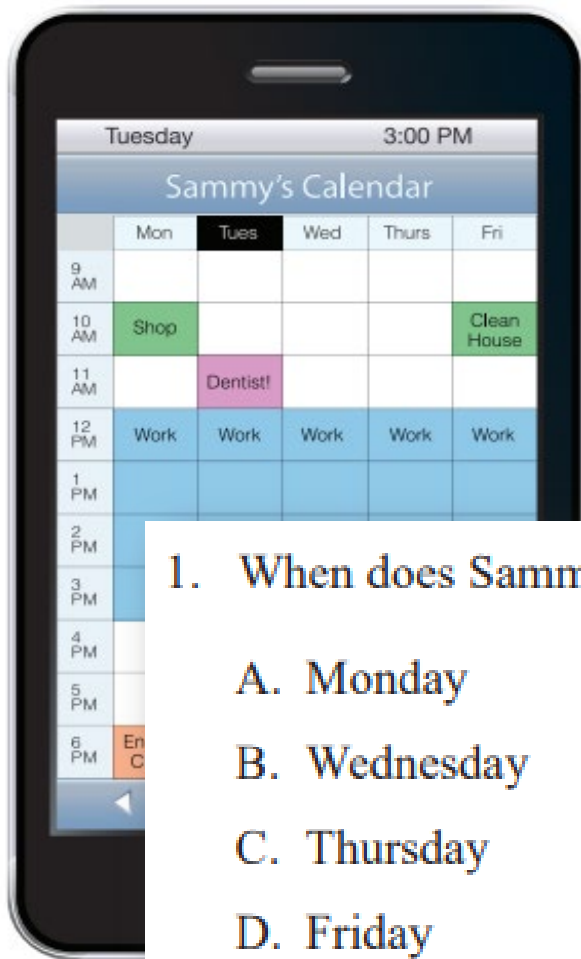
Basic Skills Content Standard
Academic skill measured (e.g., locate detail)

Competency
A measurable learning objective in a functional life skills context (e.g., read an activity schedule)

Task Area
Format of the test item prompt (read a chart)

Alignment of CASAS Reading Standards and College and Career Readiness Standards (CCRS)

CASAS Reading GOALS Content Areas	CCRS Reading Anchor*
Vocabulary	R4
Reading Comprehension Skills	
Locate detail	R1
Main idea; Author's purpose	R2, R6
Higher Order Reading Skills	
Locate/compare details; Infer/draw conclusions	R1
Text structure and features	R5
Author's point of view	R6
Analyze claim/argument	R8
***CCRS Reading Standards R7, R9 and R10 are measured across content areas.**	

Depth of Knowledge (DOK)

Describe levels of cognitive processing and higher-order thinking required in the *College and Career Readiness Standards*.

Four DOK levels:

1. Recall, Reproduction, Recitation
2. Application of Skill/Concept
3. Strategic Thinking
4. Extended Thinking

The Academic Word List (AWL)

- Developed by Averil Coxhead at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand.

- The list contains 570 word families which were selected because they appear with great frequency in a broad range of academic texts.

- The list does not include words that are in the most frequent 2000 words of English (the General Service List), thus making it specific to academic contexts.

- An alphabetized version is available online.

- CASAS used the AWL list for the GOALS Reading series.

Reading GOALS Item Types

- Multiple choice – All levels
  - Comprehension (in existing Reading tests)
  - Sentence completion

- New text and item features – Levels B, C, D
  - Numbered lines in text passages
  - Underlined words embedded in passage

- Level A only
  - Photo prompts and distractors in beginning of the test

- Item Families – Multiple items related to one reading passage makes efficient use of test time

Level D Reading Sample Test Item – Analyze claim

Lease vs Buy

Read This Before Leasing or Buying a Car!

1   Choosing between leasing or buying a car is one task in life that many
2   individuals face. Some experts believe buying is the preferred choice because
3   consumers have the freedom to sell the car at any time and are able to determine
4   the asking price for themselves. Others respond that leasing is the better
5   option because consumers often can select newer makes and models that may
6   not be within their reach when purchasing a car. More importantly, leasing
7   means lower monthly payments. Those who favor buying are quick to point
8   out that the payments never end with leasing, and after the endless payments,
9   consumers have nothing to call their own.

The writer distinguishes between leasing and buying by emphasizing the _____.

    A. affordability of leasing a car

    B. high cost of purchasing a car

    C. similarities of both options

    D. pros and cons of the options

Level D Reading Sample Test Item – Infer/draw conclusions

Lease VS Buy

Read This Before Leasing or Buying a Car!

1 Choosing between leasing or buying a car is one task in life that many
2 individuals face. Some experts believe buying is the preferred choice because
3 consumers have the freedom to sell the car at any time and are able to determine
4 the asking price for themselves. Others respond that leasing is the better
5 option because consumers often can select newer makes and models that may
6 not be within their reach when purchasing a car. More importantly, leasing
7 means lower monthly payments. Those who favor buying are quick to point
8 out that the payments never end with leasing, and after the endless payments,
9 consumers have nothing to call their own.

Which statement would make the best conclusion to this article?

A. Leasing the newest model beats owning an older one.

B. The decision depends on each person's situation.

C. It is obvious that leasing involves too many costs.

D. Most experts see little difference between leasing and buying.

Level C Reading Sample Test Item – Academic Vocabulary

Star Tech

Employee Computer and Internet Policy

1 All Star Tech employees have a computer Internet connection to use for company
2 business. The company also has a <u>liberal</u> policy of giving employees up to 30
3 minutes of personal Internet use each day. However, communications on
4 company computers belong to Star Tech. The company can look at all messages
5 and documents on its computers and other company technology.

Which word means the same as <u>liberal</u> as used in this announcement?

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

NEW Sample Test Items in eTests format – CASAS eTests Sampler

- Go to the CASAS Portal to view Sample Test Items in the eTests format at:

https://casasportal.org/eTests

Sample Test Items

Review and compare sample test items. Sample eTests and paper test formats are available at www.casas.org:

Home > Product Overviews > Curriculum Management & Instruction > Sample Test Items

- Use sample test items to:
  - familiarize and give students practice with CASAS items
  - make future testing go more smoothly
  - help reduce student test-taking anxiety

CASAS eTests Sampler

Reading GOALS

Math GOALS

Life and Work Reading

Life and Work Listening

NEW
CASAS Reading Standards 2016, Second Edition

- Combined, reduced, re-named and re-organized the categories and standards
    - Number of categories reduced from 9 to 5
    - Number of standards reduced from 125 to 51

- Added new standards from the CCR Standards for Adult Education in the English Language Arts and Literacy areas of Reading, Reading Foundations and Language.
    - All CCRS Standards in these 3 areas are referenced at least once in the revised CASAS Reading Standards.

- To align assessment with instruction, the categories in the revised CASAS Reading Standards will be the same as the categories for reporting test results for the new CASAS Reading series.

- Posted on www.casas.org – with dots for ABE/ASE and ESL

CASAS Reading Standards Categories

RDG 1 - Foundational Literacy

RDG 2 - Language and Vocabulary

RDG 3 - Reading Comprehension Skills and Strategies

RDG 4 - Higher Order Reading Skills and Strategies

RDG 5 - Higher Order Reading Skills and Strategies – Literary Texts Only

CASAS Reading Standards – CCR Alignment

| | | ABE/ASE NRS Level | | | 1 | 2 | 3 | 4 | 5 | 6 |
| | | ESL NRS Level | 1 | 2 | 3 | 4 | 5 | 6 | | |
CS #	Content Standard CASAS Instructional Level		A	A	A	B	B	C	D	E
RDG 2.7	Interpret **nuances, connotative meaning of words, and figurative language** (e.g., analogies, idioms, similes and metaphors) as used in the text. [L5. A, B, C] [R4. C, D, E]				●	●	●	●	●	●
RDG 2.8	Interpret **unknown and multiple-meaning words** as used in the text, choosing from level-appropriate strategies (e.g., context clues). [L4. A, B, C, D, E] [R4. A, B, C, D, E]		●	●	●	●	●	●	●	●

CCR Anchor R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Example of CCR Reading Standard

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A	B	C	D	E
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze cumulative impact of specific word choices on meaning and tone.

Math GOALS Series

EFLs in Math GOALS
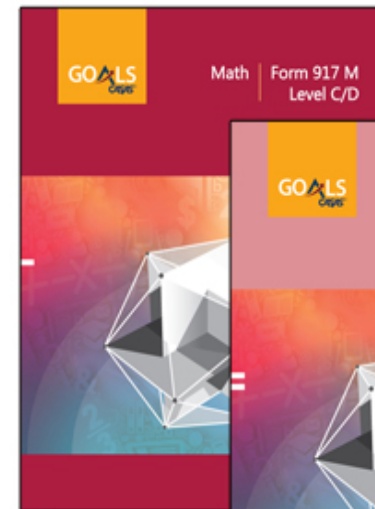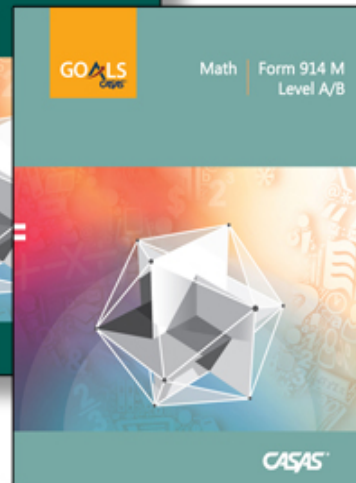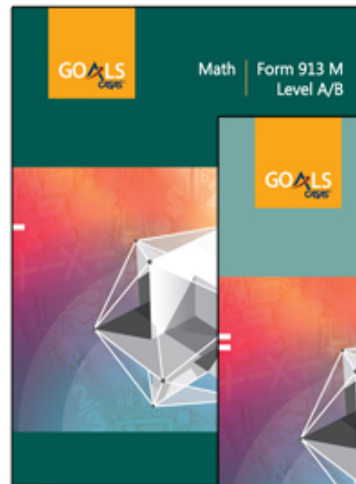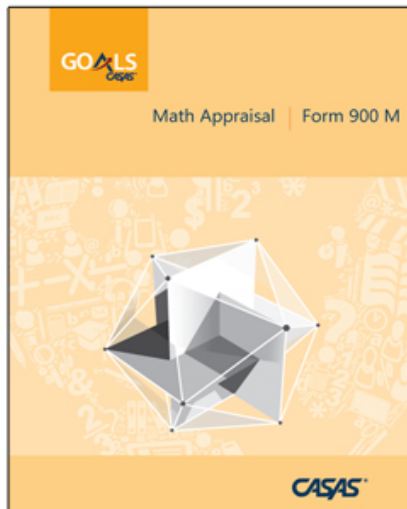
GOALS
CASAS
Math Series

NRS EFL Level	NRS EFL for Mathematics	A/B Forms	C/D Forms
1	Beginning Literacy	Enter & Complete	
2	Beginning Basic	Enter & Complete	
3	Low Intermediate	Enter & Complete	
4	Middle Intermediate	*Entry into Level 4*	Enter & Complete
5	High Intermediate		Enter & Complete
6	Adult Secondary		*Entry into Level 6*

Old to New NRS Math EFLs and Scale Score Ranges

NRS EFL	Old ABE/ASE EFLs	Life Skills Math Scale Score Ranges		NRS EFL	New ABE/ASE EFLs for Mathematics	Math GOALS Scale Score Ranges
1	Beginning Literacy	200 & below		1	Beginning Literacy	193 & below
2	Beginning Basic	201 - 210		2	Beginning Basic	194 - 203
3	Low Intermediate	211 - 220		3	Low Intermediate	204 - 214
				4	Middle Intermediate	215 - 225
4	High Intermediate	221 - 235		5	High Intermediate	226 - 235
5	Low Adult Secondary	236 - 245		6	Adult Secondary	236 & above
6	High Adult Secondary	246 & above				

Math Series

The Math GOALS Series was built to address:

- CASAS Competencies
  - provides the context for assessing skills used in academic and employment settings, as well as everyday life skills

- Content Standards
  - CASAS Math Standards
  - CCR Standards for Adult Education
    - Number Sense
    - Algebra
    - Geometry and Geometric Measurement
    - Data, Probability, Statistical Measurement
    - Mathematical Practices

- NRS Educational Functioning Level (EFL) Descriptors for Math

CASAS and CCR Math Standards

CASAS Math Content Areas	CCR Standards*
M1: Number Sense	Number and Ratio
M2: Algebra	Algebra and Functions
M3: Geometry	Geometry
M4: Measurement	Data, Probability and Statistical Measurement
M5: Statistics, Data Analysis, Probability	

* CCRS domains of **Geometry** and **Statistics** include content from CASAS category *M4: Measurement*

CASAS Math Blueprint

CASAS Content Domains	CASAS Level A/B	CASAS Level C/D	College and Career Readiness Standards (CCRS) Covered by CASAS Math Goals Series
M1: Number Sense	31%	17%	**At the A/B level**, use basic concepts of number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions. **At the C/D level**, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.
M2: Algebra	11%	29%	**At the A/B level,** understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations. **At the C/D level,** generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.
M3: Geometry	9%	12%	**At the A/B level,** identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume. **At the C/D level**, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.
M4: Measurement*	31%	25%	**At the A/B level,** measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements. **At the C/D level,** understand/apply Pythagorean theorem, use volume measurements for complex modeling.
M5: Statistics and Probability**	18%	17%	**At the A/B level,** understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions. **At the C/D level,** understand probability, sampling, draw inferences, summarize and interpret data categorical and quantitative data, draw inferences, investigate associations in bivariate data.

* CCRS domains of **Geometry** and **Statistics** include content from CASAS category *M4: Measurement*

On-screen calculator in CASAS

Midtown Gym costs $40 per month to join but is having a half-price special for August.

1 of 2 ➔　　Practice　　Review　🖩

Click on icon

How much would it cost to join for April, May and June?

☐ $20

☐ $40

☐ $60

☐ $120

On-screen calculator

Calculator opens and can be moved to any position on the screen.

Includes only basic functions.

Calculators in Math GOALS

- Students may use a calculator throughout the entire math test.

- CASAS eTests provides an on-screen calculator, but students may use physical calculators (not graphing calculators) while testing on CASAS eTests, if preferred.

- Programs that use paper-based tests should provide students with a calculator.

- Students may not use a personal calculator nor their cell phone calculator.

- Examples of appropriate calculators are Texas Instruments TI-30XS, TI-108 and TI 503SV, Casio SL-300SV, and other approved calculators for use on high school equivalency exams such as the GED, HiSET, and TASC assessments.

Focus of CCR Math Standards

- Deeper understanding of key mathematical foundations, concepts, procedural fluency

- Rigorous application of conceptual understanding, *procedural* skill, and *application* to real-world contexts... students employ concepts from several perspectives... know more than "how to get the answer".

- In a nutshell, emphasis is now on:
    - "seeing the bigger picture"
    - knowing the meaning of answers (not just having numbers)
    - applying concepts to solve problems

New Math GOALS Features

A range of item types is provided, including:

- Situational scenarios that reflect real-world applications

- Word problems (reading complexity and cognitive load are consistent with level-specific expectations)

- Simple to advanced calculation

- Traditional academic contexts
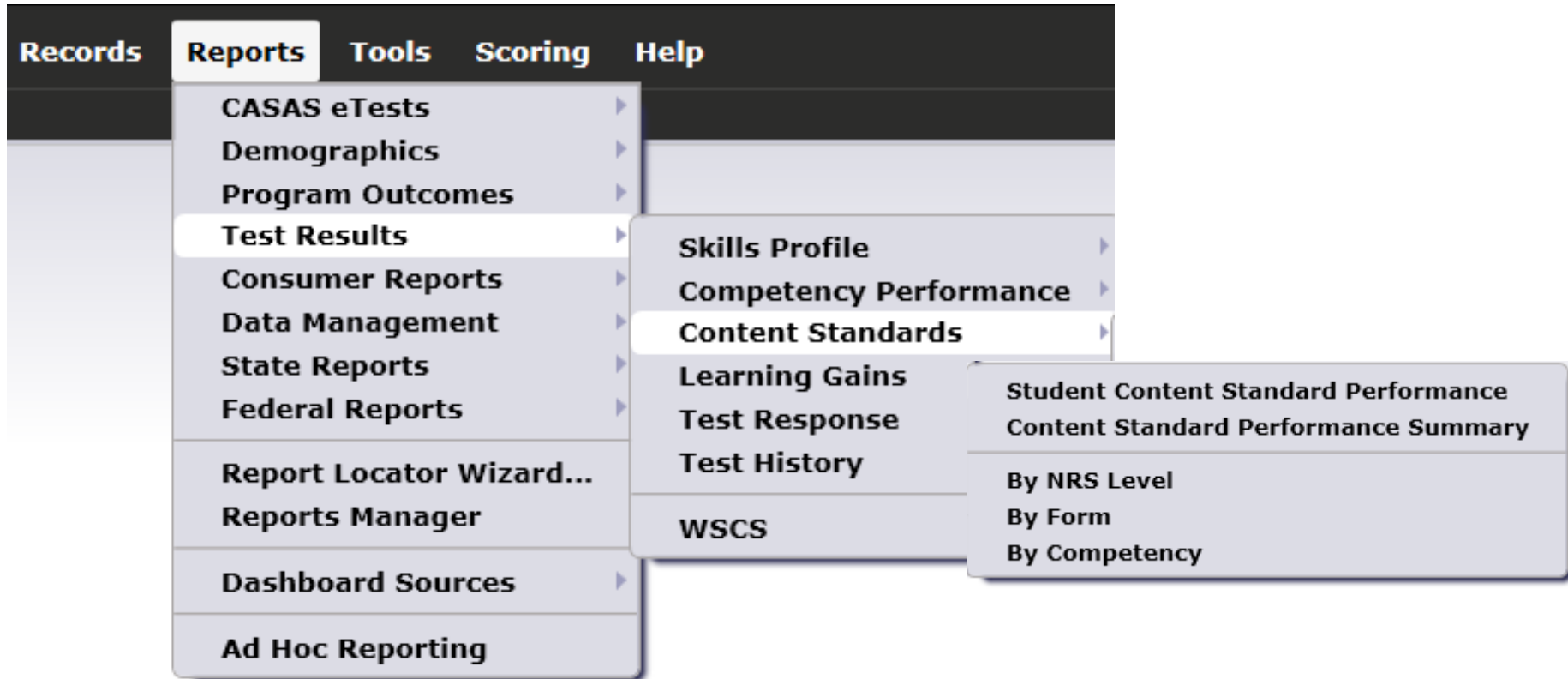
Skill Reports

Student Content Standard Performance

- provides detailed information on student test results by
  - test item
  - CASAS content standard

Content Standard Performance Summary

- a class-level report teachers use to target the areas of greatest need for the entire class.

Content Standard Reports

CASAS

SI2019

01/06/2019
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Agency:	4908 – Rolling Hills Adult School (RHAS)	**Form:** 906R - Reading GOALS Level C
Site: Class:	11 – RHAS: North City	**Student:** Perez, Maria **ID:** 123456
Course:	61392 - Reading Skills 3	**Test Date:** 01/06/2019
Teacher:	RS3BEE	**Raw Score:** 19 **Scale Score:** 220

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	50 %	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context.
RDG2.8	3	0 %	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., sentence-level, paragraph or complete text context, known affix, root words).
RDG3.11	2	50 %	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.12	13	38 %	Identify the key details and cite evidence from a text.
RDG3.14	3	100 %	Identify the author's purpose including what the author wants to answer, explain or describe.
RDG4.3	2	100 %	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.4	7	43 %	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).
RDG4.6	1	0 %	Analyze how the author's purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience. Distinguish own point of view, including personal experience, from the author's point of view.
RDG4.7	2	50 %	Explain, delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
RDG4.8	3	67 %	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.

Class Content Standard Performance Summary

CASAS

Class
Performance

by Test & Content Standard

Agency:	4908 – Rolling Hills Adult School (RHAS)
Site: Class:	11 – RHAS: North City
Course:	61392 - Reading Skills 3
	RS3BEE

Teacher:	521457 - Goldberg, C
Form:	906R - Reading GOALS Level C
Total Tests: 13	**Total Students:** 13

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	56 %	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
RDG2.8	3	51 %	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).
RDG3.11	2	65 %	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.12	13	57 %	Identify the key details and cite evidence from a text.
RDG3.14	3	59 %	Identify the author's point or purpose including what the author wants to answer, explain or describe.
RDG4.3	2	58 %	Determine what texts says explicitly by comparing details from multiple sources or parts of a text.
RDG4.4	7	52 %	Determine what texts says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.6	1	23 %	Use text features (e.g., bold face print, symbols) to locate key details and interpret how these features influence meaning.
RDG4.7	2	65 %	Describe and analyze the overall structure and organization of a text (e.g., chronology, case and effect, comparison and contrast, problem and solution.
RDG4.8	3	67 %	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.

Skill Reports

Competency Performance Summary

- a class-level report teachers use to target the areas of greatest need for the entire class.

Student Competency Performance

- provides detailed information on student test results by
  - test item
  - competency
  - task area

Student Competency Performance

Student Competency Performance

Agency:	4908 – Rolling Hills Adult School (RHAS)	Form:	906R - Reading GOALS Level C
Site:	11 – RHAS: North City	Student:	Perez, Maria ID: 123456
Class:	61392 - Reading Skills 3	Test Date:	01/05/2019
Course:	RS3BEE	Raw Score:	19 Scale Score: 220
Teacher:	521457 - Goldberg, C		

Position	Correct?	Comp No.	Task	Competency Description
1	No	4.2.5	2	Interpret information about employee benefits
2	No	4.2.5	2	Interpret information about employee benefits
3	Yes	4.2.5	2	Interpret information about employee benefits
4	No	4.2.5	2	Interpret information about employee benefits
5	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
6	No	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
7	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
8	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
9	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
10	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
11	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
12	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
13	No	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
14	Yes	1.7.3	3	Interpret product instructions, directions, labels
15	No	1.7.3	3	Interpret product instructions, directions, labels

Class Competency Performance Summary

CASAS

Class Performance
by Test Item & Competency

01/6/2019
23:09:16

Page 1 of 5
SCPSTIC4

Agency:	4908 – Rolling Hills Adult School (RHAS)
Site:	11 – RHAS: North City
Class:	61392 - Reading Skills 3
Course:	RS3BEE

Teacher: 521457 - Goldberg, C

Form: 906R - Reading GOALS Level C

Total Tests: 13 **Total Students:** 13

Position	Correct?	Comp No.	Task	Competency Description
1	61 %	4.2.5	2	Interpret information about employee benefits
2	61 %	4.2.5	2	Interpret information about employee benefits
3	69 %	4.2.5	2	Interpret information about employee benefits
4	69 %	4.2.5	2	Interpret information about employee benefits
5	69 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
6	92 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
7	46 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
8	53 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
9	46 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
10	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
11	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
12	69 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
13	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
14	38 %	1.7.3	3	Interpret product instructions, directions, labels
15	76 %	1.7.3	3	Interpret product instructions, directions, labels
16	46 %	1.7.3	3	Interpret product instructions, directions, labels
17	61 %	1.7.3	3	Interpret product instructions, directions, labels
18	46 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement
19	76 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement
20	53 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement

Student Performance
by Competency Category

Student
Performance

01/06/2019
20:22:49

by Competency Category

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SCPCC

Agency:	4908 – Rolling Hills Adult School (RHAS)	**Teacher:**	521457 - Goldberg, C
Site:	11 – RHAS: North City	**Form Level:**	C
Class:	61392 - Reading Skills 3	**Student:**	Perez, Maria **ID: 123456**
Course:	RS3BEE	**Total Tests:**	1

Comp No.	Correct	Competency Description	No. of Items
1.7	25 %	Understand procedures for care of personal possessions	4
4.2	25 %	Understand wages, benefits, and employee organization	4
5.4	33 %	Understand information about taxes	6
4.4	46 %	Understand concepts and materials related to job performance	13
3.6	50 %	Understand basic health and medical information	4
5.6	75 %	Understand civic responsibilities and activities	4
4.6	80 %	Communicate effectively in the workplace	5

Class Performance Summary by Competency Category

Student Performance Summary

by Competency Category

01/06/2019
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Agency: 4908 – Rolling Hills Adult School (RHAS)	**Teacher:** 521457 - Goldberg, C
Site: 11 – RHAS: North City	
Class: 61392 - Reading Skills 3	**Form:** 906R - Reading GOALS Level C
Course: RS3BEE	**Total Tests:** 13 **Total Students:** 13

Comp No.	Correct	Competency Description	No. of Items
5.4	50 %	Understand information about taxes	78
4.4	52 %	Understand concepts and materials related to job performance	169
1.7	55 %	Understand procedures for care of personal possessions	52
5.6	55 %	Understand civic responsibilities and activities	52
4.6	60 %	Communicate effectively in the workplace	65
3.6	65 %	Understand basic health and medical information	52
4.2	65 %	Understand wages, benefits, and employee organization	52

Skill Reports

- Individual Skills Profile
  - student-level report that includes performance on competencies, task areas, and content standards by skill area

- Individual Skills Profile Summary
  - class-level report that includes performance on competencies, task areas, and content standards by skill area

Individual Skills Profile Report

Individual Skills Profile

Erica Kim

ID#   274564719

Agency: 4908 - Rolling Hills Adult School (RHAS)
Program: HSE

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	035M	10/17/2017	223	4	C	35	17	35	6.5
Reading	187R	08/28/2017	240	5	D	32	20	32	9.9

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	80 %
Employment	16	81 %
Government and Law	5	0 %
Learning and Thinking Skills	9	22 %

Reading Content Standards	N	Correct
Vocabulary	16	62 %
General reading comprehension	28	67 %
Text in format	4	75 %
Reference materials	3	0 %
Reading strategies	12	83 %
Reading and thinking skills	9	33 %

Math Competencies	N	Correct
Computation	35	48 %

Math Content Standards	N	Correct
Number sense	17	58 %
Measurement	17	29 %
Statistics, Data Analysis and Probability	7	57 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs, ...	6	33 %
Articles, paragraphs, sentences, directions, manuals	25	68 %

Erica Kim has a likelihood of ...	to pass this GED 2014 subsection
79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

Individual Skills Profile Summary

CASAS

Individual Skills Profile Summary

by Site

Agency:	4908 – Rolling Hills Adult School (RHAS)		
Site:	001 - RSCCD: Centennial Education Center (CEC) 11 11 – RHAS: North City	**Form Level:** C	
Program:		**Total Tests:** 26	**Total Students:** 26

Most Recent	Students	Date Range	Mean Score	Mean Number of Items		
				Total	Correct	Attempted
Reading	26	07/13/2018 - 12/04/2018	225	40	24	40

Reading Competencies	N	Correct
Consumer Economics	134	62 %
Community Resources	30	73 %
Health	80	58 %
Employment	566	60 %
Government and Law	230	57 %

CASAS Reading Standards (2016)	N	Correct
Language and Vocabulary	182	54 %
Reading Comprehension Skills	462	61 %
Higher Order Reading Skills	396	61 %

Reading Tasks	N	Correct
Forms	178	57 %
Charts, maps, consumer billings, matrices, gra…	598	59 %
Articles, paragraphs, sentences, directions, m…	252	62 %
Signs, price tags, advertisements, product labe…	12	75 %