Implementation Training

Activity Packet and Case Study

TRAINER COPY

Activity 1: Take Appraisal
Activity 2: Select Pretest

Level	Life and Work	Employability Competency System (ECS)	Workforce Learning Systems (WLS)
Beginning Literacy	27R, 28R	27R, 28R	27R, 28R
A	81R, 82R	11R, 12R	11R, 12R
AX	81RX, 82RX	--	--
B	83R, 84R	13R, 14R, 114R	213R, 214R
C	85R*, 86R* 185R, 186R	15R, 16R, 116R	215R, 216R
D	187R, 188R	17R, 18R	17R, 18R
	*Content is worked-oriented		

1. Ludmila took a Reading appraisal and scored 226. She can take a level C pretest. Which ECS Reading pretest form could she take?

   15R, 16R

2. Juan took a Reading Appraisal and scored 214. He can take a level B or C pretest. Which Life and Work Reading pretest forms could he take?

   83R, 84R, 85R, 86R, 185R, 186R

3. How would you decide the appropriate form for Juan?

   (open discussion)

4. Sam took a Reading Appraisal and scored 193. He can take a level A pretest. Which ECS Reading pretest form could he take?

   11R , 12R

5. Michelle took a Reading Appraisal and scored 233. She can take a level C or D pretest. Which ECS Reading pretest form could she take?

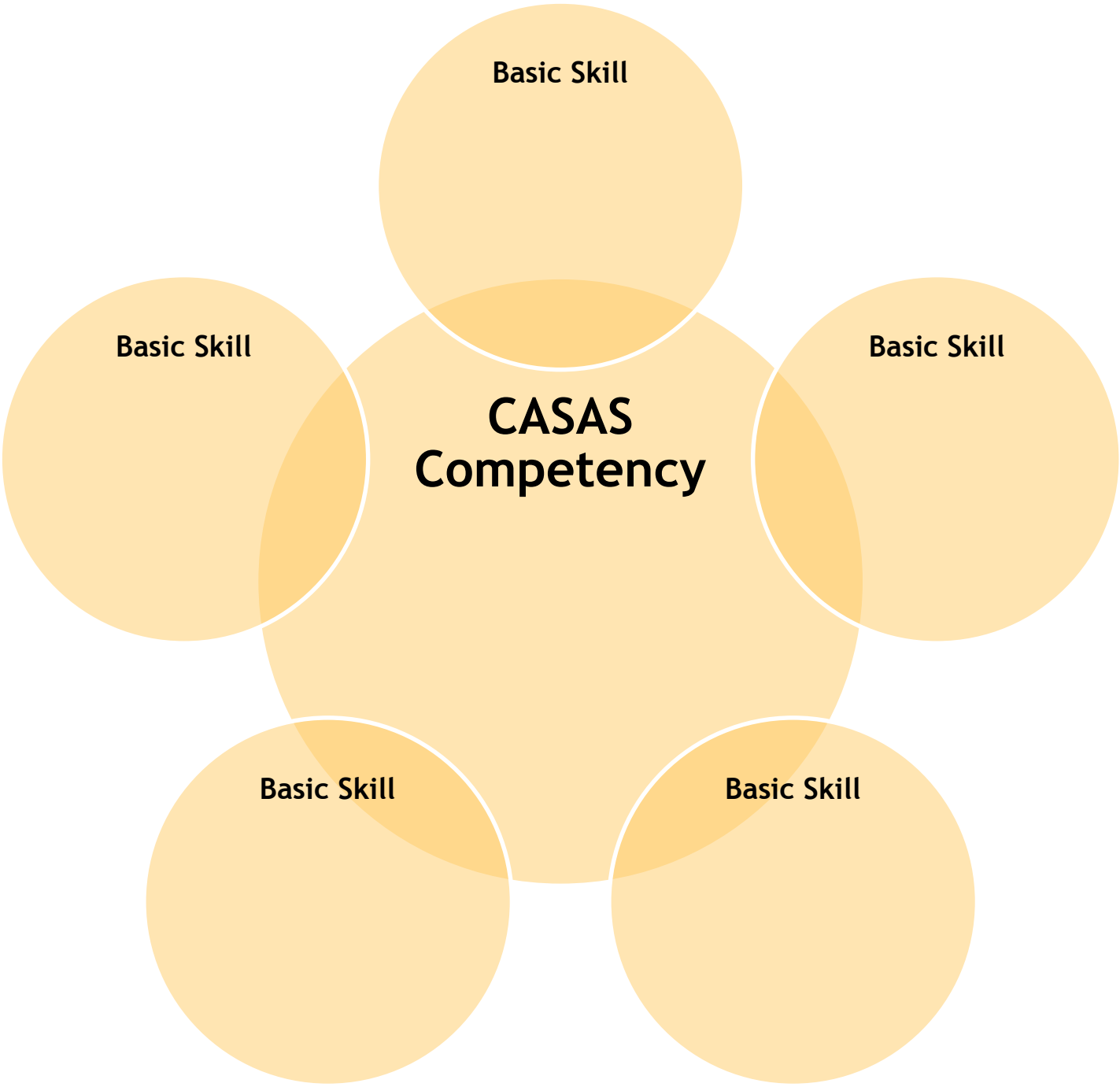
   15M ,16M, 17R, 18R

Activity 3:
Selecting CASAS Competencies

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

Role: Worker	Competencies
You should start work at 9:00 a.m., but you have a car that won't start.	**4.6.4** Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
You must write a memo but have never done this.	
You need to figure out paycheck deductions.	
You must collaborate with a group of people you have not worked with before.	
Role: Community Member	**Competencies**
You are interested in attending a musical at the Civic Center.	**2.6.1** Interpret information about recreational and entertainment facilities and activities.
You haven't received the birthday card Mom sent. It could be lost in the mail.	
You've read in the newspaper there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	
Role: Family Member	**Competencies**
You bought a bottle of cold tablets and need to know how many to take.	
Your child asks for help with math homework.	
You want to plan a surprise birthday party for your child.	**3.3.2** Interpret medicine labels.
A spouse may retire, grown children may move home, the house may have termites, a family member changed jobs, and taxes have gone up. You are under stress.	

Content Standards Support CASAS Competencies



Activity 4: Identify Purpose and Type of Assessment

Directions: Match each description to a letter below. Use information from the training and the charts on the next page.

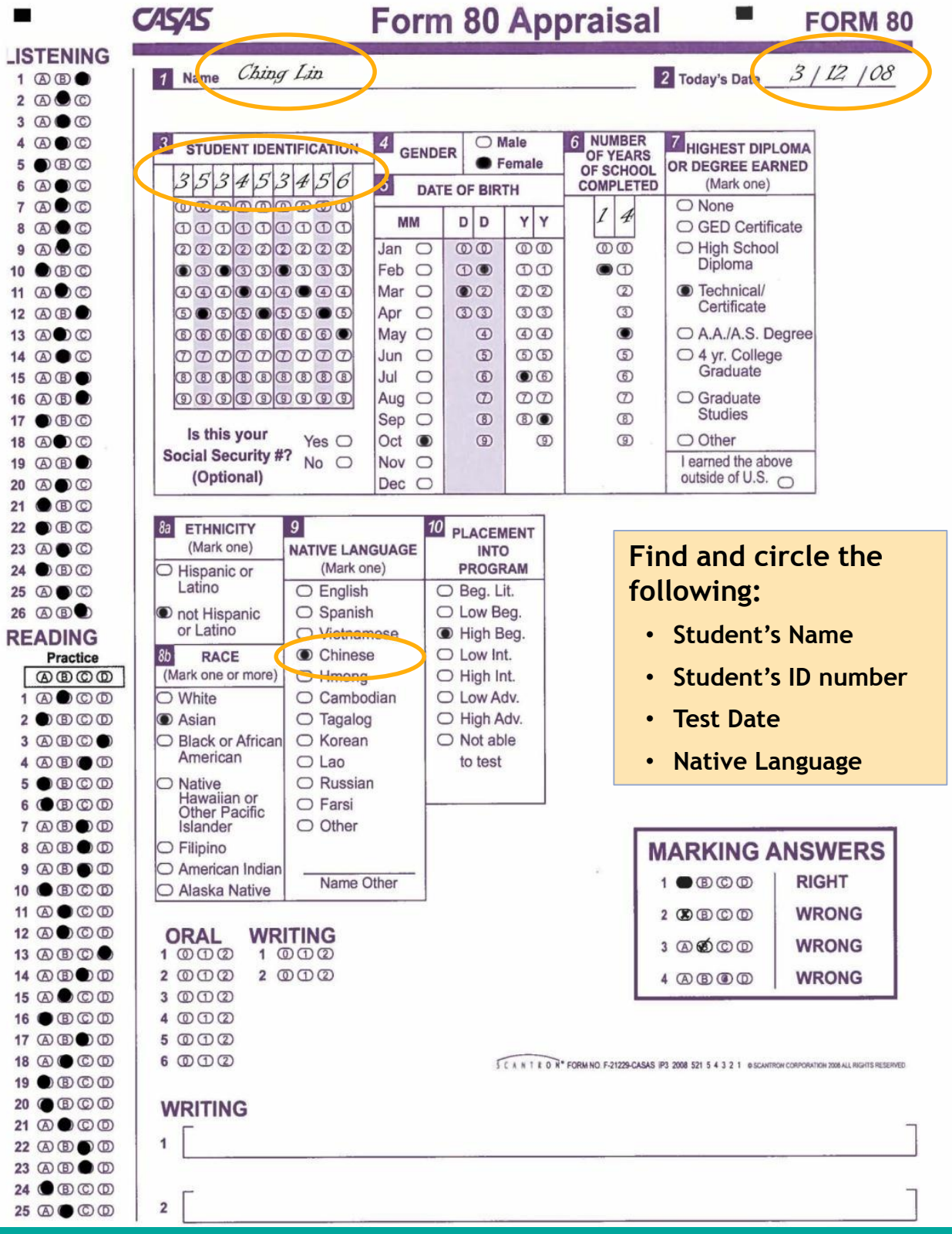
G	1.	A test to determine placement or level.
C	2.	A test to determine a learner's instructional needs.
D	3.	A time for ongoing informal assessment.
F	4.	A test to determine progress.
E	5.	A chart to correlate scale scores, levels, and descriptions.
B	6.	Assessments that are available in a web-based format.
A	7.	A chart to help determine what test to give based on a scale core.

A. Next Assigned Test chart
B. CASAS eTests
C. CASAS pretest
D. Instruction
E. Skill Level Descriptors
F. CASAS post-test
G. CASAS appraisal

Case Study

- The purpose of this case study is to review the CASAS assessment process.
- You will:
  - Follow a student from program entry and appraisal testing.
  - Identify appropriate pre- and post-tests.
  - View test results reports.
  - Evaluate test results.
  - Make decisions about level placement.

Form 80 Appraisal



CASAS Form 80 Appraisal FORM 80

1 Name: Ching Lin

2 Today's Date: 3 / 12 / 08

3 STUDENT IDENTIFICATION: 3 5 3 4 5 3 4 5 6

Is this your Social Security #? (Optional) Yes ○ No ○

4 GENDER: ○ Male ● Female

5 DATE OF BIRTH: MM: Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○ Jul ○ Aug ○ Sep ○ Oct ● Nov ○ Dec ○; D D: 0 0 / 1 ● / 2 ● / 3 3 / 4 4 / 5 5 / 6 ● / 7 7 / 8 ● / 9 9; Y Y: 0 0 / 1 1 / 2 2 / 3 3 / 4 4 / 5 5 / 6 ● / 7 7 / 8 9 / 9

6 NUMBER OF YEARS OF SCHOOL COMPLETED: 1 4

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
○ None
○ GED Certificate
○ High School Diploma
● Technical/ Certificate
○ A.A./A.S. Degree
○ 4 yr. College Graduate
○ Graduate Studies
○ Other
I earned the above outside of U.S. ○

8a ETHNICITY (Mark one)
○ Hispanic or Latino
● not Hispanic or Latino

8b RACE (Mark one or more)
○ White
● Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ Filipino
○ American Indian
○ Alaska Native

9 NATIVE LANGUAGE (Mark one)
○ English
○ Spanish
○ Vietnamese
● Chinese
○ Hmong
○ Cambodian
○ Tagalog
○ Korean
○ Lao
○ Russian
○ Farsi
○ Other
Name Other

10 PLACEMENT INTO PROGRAM
○ Beg. Lit.
○ Low Beg.
● High Beg.
○ Low Int.
○ High Int.
○ Low Adv.
○ High Adv.
○ Not able to test

ORAL: 1 ① 2; 2 ① 2; 3 ① 2; 4 ① 2; 5 ① 2; 6 ① 2

WRITING: 1 ① 2; 2 ① 2

LISTENING: 1 A ● C; 2 A ● C; 3 A ● C; 4 A ● C; 5 ● B C; 6 A ● C; 7 A ● C; 8 A ● C; 9 A ● C; 10 ● B C; 11 A ● C; 12 A B ●; 13 A ● C; 14 A ● C; 15 A B ●; 16 A B ●; 17 ● B C; 18 A ● C; 19 A B ●; 20 A ● C; 21 ● B C; 22 ● B C; 23 A ● C; 24 ● B C; 25 A ● C; 26 A B ●

READING: Practice A B C D

1 A ● C D; 2 ● B C D; 3 A B C ●; 4 A B ● D; 5 ● B C D; 6 ● B C D; 7 A B ● D; 8 A B ● D; 9 A B ● D; 10 ● B C D; 11 A ● C D; 12 A ● C D; 13 A B C ●; 14 A B ● D; 15 A ● C D; 16 ● B C D; 17 A B ● D; 18 A ● C D; 19 ● B C D; 20 ● B C D; 21 A ● C D; 22 A B ● D; 23 A B ● D; 24 ● B C D; 25 A ● C D

MARKING ANSWERS

1	● B C D	RIGHT
2	⊗ B C D	WRONG
3	A ⊘ C D	WRONG
4	A B ● D	WRONG

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WRITING
1
2

Find and circle the following:

- Student's Name
- Student's ID number
- Test Date
- Native Language

Form 80 Appraisal
Score Conversion Chart

Listening

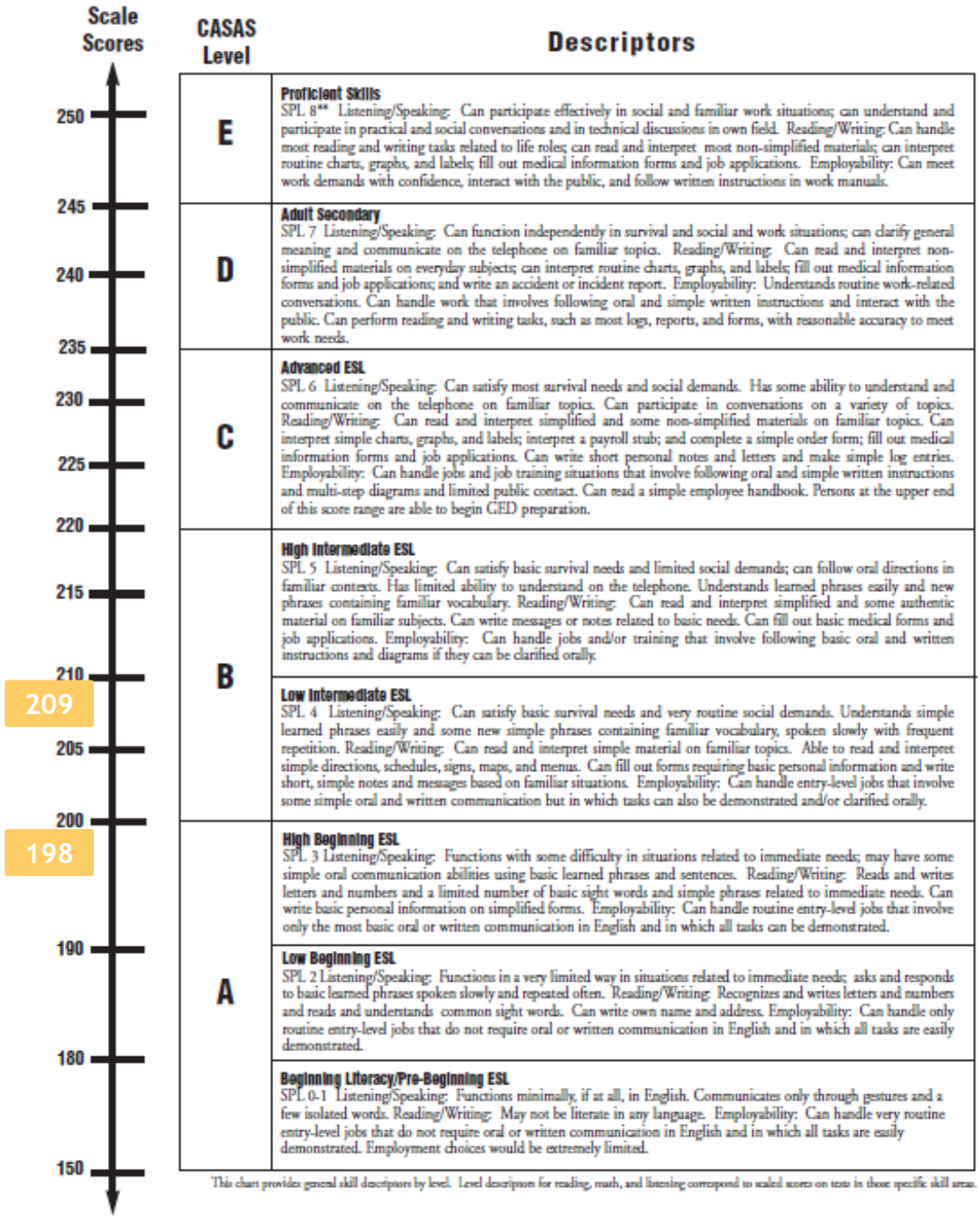
Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	179*
3	184*
4	188
5	191
6	193
7	196
8	198
9	200
10	202
11	204
12	206
13	208
14	210
15	212
16	214
17	216
18	218
19	220
20	223
21	225
22	229
23	233
24	235♦
25	237♦
26	239♦

Reading

Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240♦
23	242♦
24	244♦
25	246♦

1. Ching Lin's listening raw score is 8 . Find and circle the corresponding scale score.
2. Ching Lin's reading raw score is 11 . Find and circle the corresponding scale score.

CASAS
Skill Level Descriptors for ESL



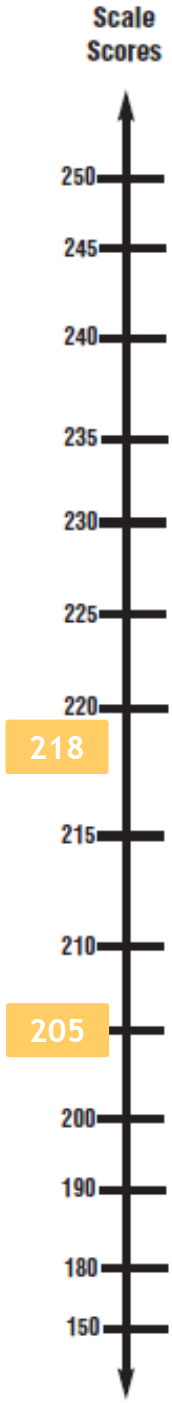
CASAS Level	Descriptors
E	**Proficient Skills** SPL 8** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
D	**Adult Secondary** SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
C	**Advanced ESL** SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
B	**High Intermediate ESL** SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
	Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
A	**High Beginning ESL** SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
	Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
	Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

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

Find the CASAS skill levels for Ching Lin using her scale scores.

Listening **High Beginning ESL** Reading **Low Intermediate ESL**

CASAS
Skill Level Descriptors for ABE



CASAS Level	Descriptors
E	**Advanced Adult Secondary** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
D	**Adult Secondary** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; 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.
C	**Advanced Basic Skills** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
B	**Intermediate Basic Skills** Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
	Beginning Basic Skills Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.
A	**Beginning Literacy/Pre-Beginning** 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.

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

1. Find the CASAS skill levels for the following scale scores.
2. Give examples of jobs at those levels.

Math 205 **Beginning Basic Skills**

Reading 218 **Intermediate Basic Skills**

Form 80 Appraisal
Next Assigned Test

LISTENING	
Form 80L	
Score	Next Assigned Test
171	Level A **981L**
179	
184	
188	
191	
193	
196	
198	
200	Level B **983L**
202	
204	
206	
208	
210	
212	
214	
216	Level C **985L**
218	
220	
223	
225	
229	
233	
235	
237	
239	

READING	
Form 80R	
Score	Next Assigned Test
171	Level A **081R**
180	
185	
189	
193	
196	Level AX **081RX**
199	
201	
204	
207	Level B **083R**
209	
212	
214	
216	
219	
222	Level C* **085R or 185R**
224	
227	
230	
234	
237	Level D **187R**
240	
242	
244	
246	

*Use either Forms 085R and 086R (work emphasis) **or** Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Look at the Reading Chart

Find Ching Lin's reading appraisal score. (Hint: find her scale score on page 8.)

1. What level pretest should she take?

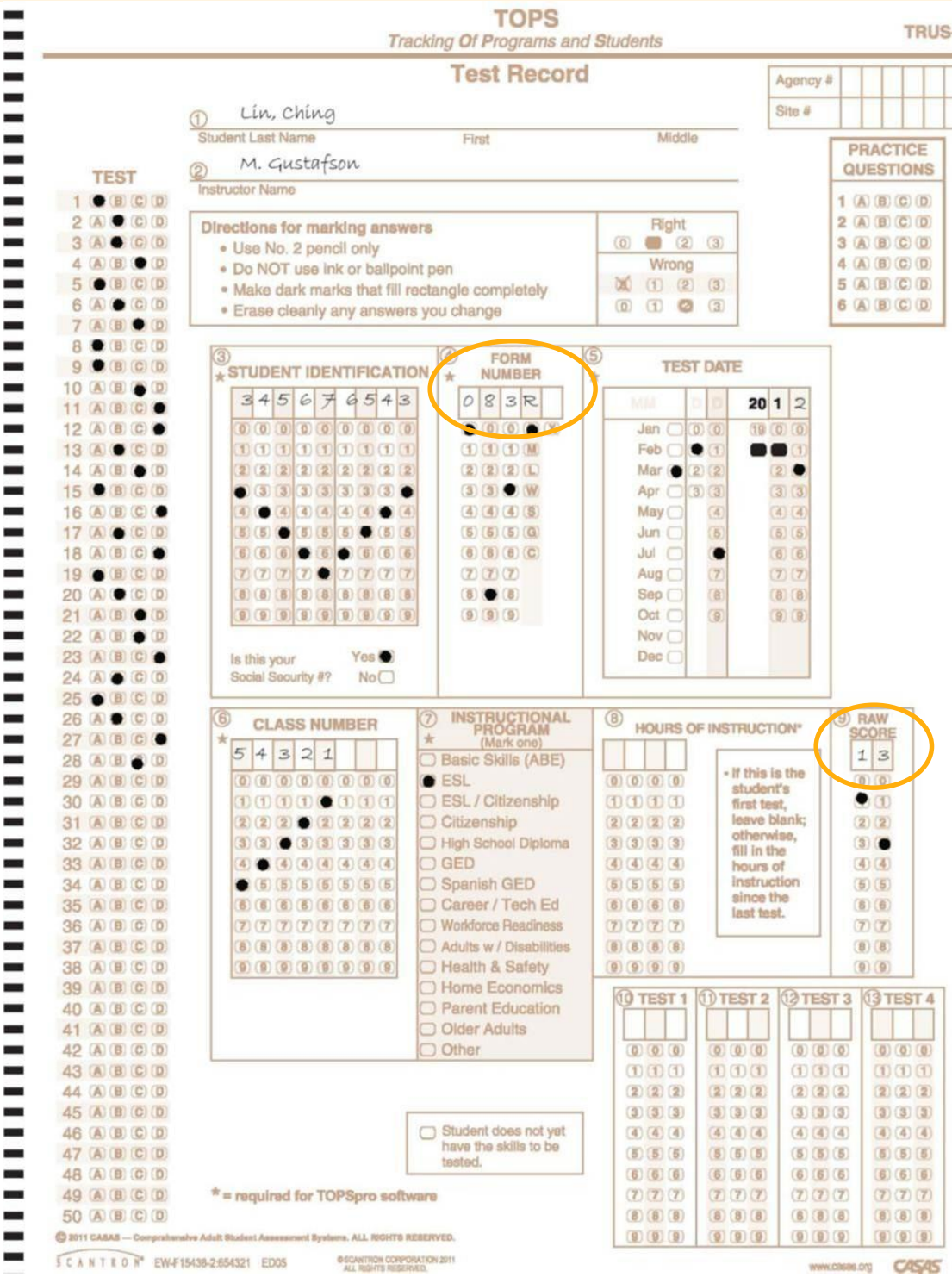
   Level B

2. What is the **Next Assigned Test** (NAT) form number for that level in the Life and Work reading series?

   083R

	Alternate CASAS Test Forms by Level			
	READING			
Level	Life Skills Series	Citizenship Series	ECS Series	WLS Series
Beg. Lit.	027R	027R	027R	027R
A	031R	951R	011R	011R
AX	032RX	951RX	- -	- -
B	033R	- -	013R	013R
C	035R	- -	015R	015R
D	037R	- -	017R	017R

Ching Lin's Pretest



1. What form number did Ching Lin take as her reading pretest? **083R**
2. What is Ching Lin's pretest reading raw score? **13**

Form 83R
Level B – Reading

Ching Lin's pretest raw score is 13.

1. What is the corresponding scale score for Ching Lin's pretest? 203

Score Conversion Chart	
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◆

accurate

Class Performance Competency Summary

CASAS

04/28/2013
19:17:07

Class Performance
by Class

Agency: 4908 - Rolling Hills Adult School
Site: 11 - North City ESL
Class: 110 - Low Beginning
Teacher: 1110 - Askew, Elisa
Form: 083R - Life and Work Reading Level B
Total Tests: 30 Total Students: 30

Position	Correct?	Comp No.	Task	Competency Description
30	10 %	1.1.3	2	**Interpret maps and graphs**
		1.9.4		Interpret maps related to driving
		2.2.5		Use maps relating to travel needs
27	13 %	1.3.3	3	Identify, use methods to buy goods, services, make returns
32	23 %	4.2.1	3	**Interpret wages, deductions, benefits, timekeeping forms**
		3.2.3		Interpret info. for medical, dental, life insurance
14	26 %	3.3.2	4	**Interpret medicine labels**
		3.3.1		Identify and use necessary medications
26	26 %	1.3.3	3	**Identify, use methods to buy goods, services, make returns**
		7.2.1		Identify and paraphrase pertinent information
20	30 %	4.2.1	2	**Interpret wages, deductions, benefits, timekeeping forms**
		1.1.6		Count, convert, use coins, currency and symbols ($ and .)
28	30 %	1.3.3	3	Identify, use methods to buy goods, services, make returns
29	30 %	1.1.3	2	**Interpret maps and graphs**
		1.9.4		Interpret maps related to driving
		2.2.1		Ask for, give, follow, or clarify directions
		2.2.5		Use maps relating to travel needs
31	30 %	3.2.1	1	**Fill out medical health history forms**
		7.2.4		Identify, make inferences: inductive, deductive reasoning
21	33 %	4.2.1	2	**Interpret wages, deductions, benefits, timekeeping forms**
		7.2.3		Make comparisons of items, information, ideas
19	36 %	4.4.3	2	**Interpret job-related signs, charts, diagrams, forms, etc.**
		2.3.2		Identify the months of the year and the days of the week
		7.2.2		Analyze a situation, statement, or process
22	36 %	4.2.1	2	**Interpret wages, deductions, benefits, timekeeping forms**
		1.1.6		Count, convert, use coins, currency and symbols ($ and .)
23	36 %	5.3.8	3	**Identify procedures for reporting a crime**
		7.2.2		Analyze a situation, statement, or process
11	40 %	1.4.3	1	Interpret lease and rental agreements
13	40 %	1.4.3	1	Interpret lease and rental agreements
16	40 %	4.1.8	3	**Identify common occupations, skills and education req'd**
		4.1.9		Identify procedures for career planning, self-assessment
		7.2.1		Identify and paraphrase pertinent information
24	40 %	5.3.8	3	**Identify procedures for reporting a crime**
		7.2.2		Analyze a situation, statement, or process
10	43 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
7	46 %	1.4.7	3	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
		7.3.1		Identify a problem and its possible causes
6	50 %	4.1.2	1	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
		2.3.2		Identify the months of the year and the days of the week
25	50 %	5.3.8	3	**Identify procedures for reporting a crime**
		7.2.1		Identify and paraphrase pertinent information
5	53 %	4.1.2	1	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
12	60 %	1.4.3	1	Interpret lease and rental agreements
18	60 %	4.4.3	2	**Interpret job-related signs, charts, diagrams, forms, etc.**
		2.3.1		Interpret clock time
		7.2.2		Analyze a situation, statement, or process
4	63 %	4.1.3	4	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary

1. Which items did the greatest number of students miss? **30, 27, 32**
2. What competencies are addressed by these items? **1.1.3, 1.9.4, 2.2.5, 1.3.3, 4.2.1, 3.2.3**
3. What are corresponding task areas for these items? **2, 3**

Life and Work Reading Next Assigned Test Charts

1. Use the **Next Assigned Test** chart for Forms 83R and 84R to identify the appropriate post-test for Ching Lin.
2. Refer to Ching Lin's pretest score on Form 83R (hint: see page 13).

Life and Work Reading Series

Level B – Form 83R & 84R

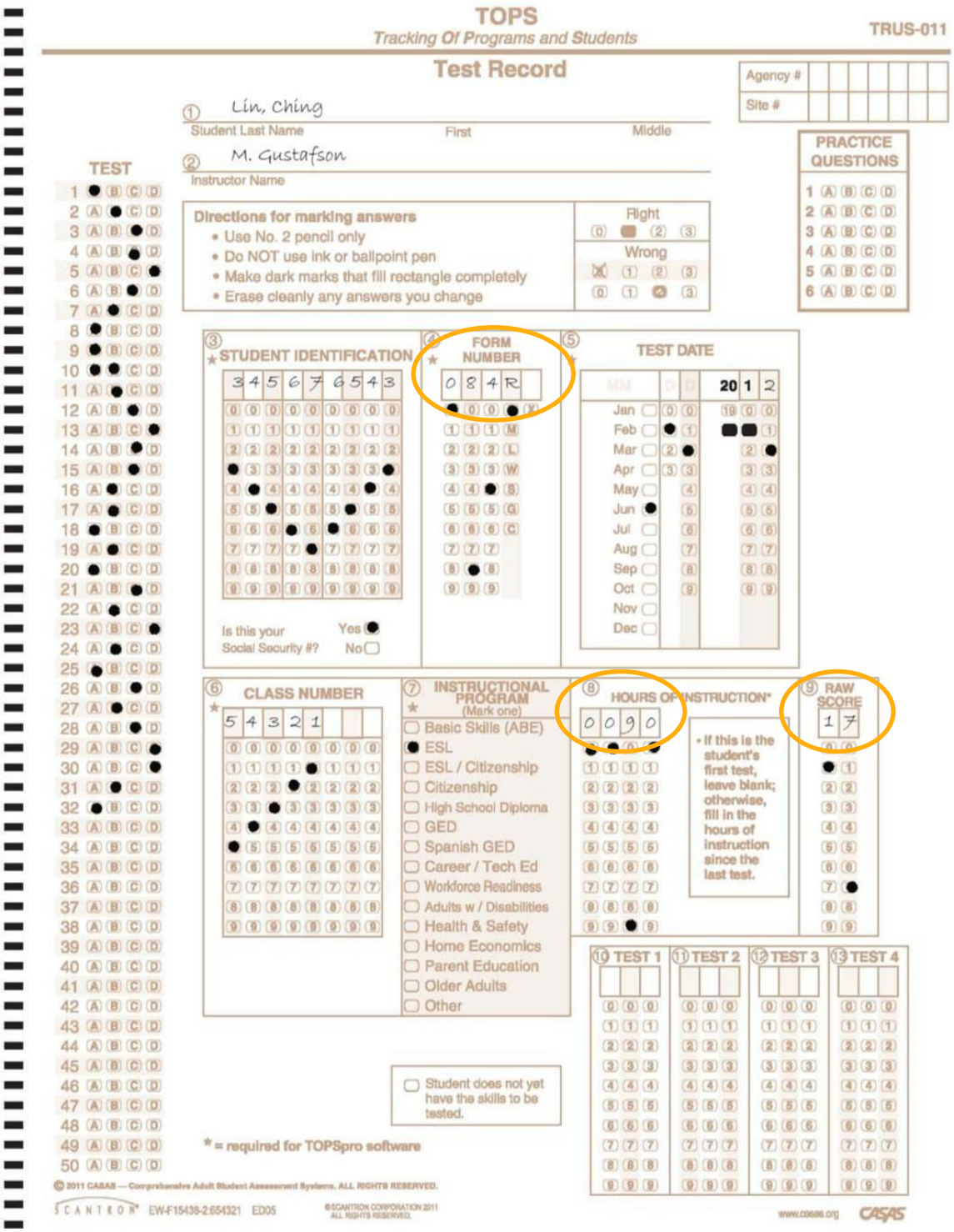
FORM 83R		
Score	**NRS EFL**	**NAT**
*		Level A **Form 81R**
*		
*		
*		
186	2	Level AX **Form 81RX**
189		
191	3	
194		
195		
197		
199		Level B **Form 84R**
200		
202	4	
203		
205		
206		
208		
209		
210		
212	5	
213		
215		
216		
218		
220		Level C** **Form 85R or 185R**
222	6	
224		
226		
229		
230♦		
231♦		
232♦		
234♦		

FORM 84R		
Score	**NRS EFL**	**NAT**
*		Level A **Form 82R**
*		
*		
*		
186	2	Level AX **Form 82RX**
189		
191	3	
193		
195		
197		
199		Level B **Form 83R**
200		
202	4	
203		
205		
206		
208		
209		
210		
212	5	
213		
215		
216		
218		
220		Level C** **Form 85R or 185R**
222	6	
224		
226		
229		
230♦		
231♦		
232♦		
234♦		

* Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

** Use either Forms 085R and 086R (work emphasis) **or** Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Ching Lin's Post-test


TOPS
Tracking Of Programs and Students
TRUS-011

Test Record

Agency #
Site #

① Lin, Ching
Student Last Name First Middle

② M. Gustafson
Instructor Name

TEST

Directions for marking answers
- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right
Wrong

PRACTICE QUESTIONS

③ ★STUDENT IDENTIFICATION: 3 4 5 6 7 6 5 4 3
Is this your Social Security #? Yes ● No ○

④ ★FORM NUMBER: 0 8 4 R

⑤ ★TEST DATE: Jan Feb ● Mar Apr May Jun ● Jul Aug Sep Oct Nov Dec; 20 1 2

⑥ ★CLASS NUMBER: 5 4 3 2 1

⑦ ★INSTRUCTIONAL PROGRAM (Mark one)
- Basic Skills (ABE)
- ● ESL
- ESL / Citizenship
- Citizenship
- High School Diploma
- GED
- Spanish GED
- Career / Tech Ed
- Workforce Readiness
- Adults w / Disabilities
- Health & Safety
- Home Economics
- Parent Education
- Older Adults
- Other

⑧ ★HOURS OF INSTRUCTION*: 0 0 9 0
• If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ RAW SCORE: 1 7

⑩ TEST 1 ⑪ TEST 2 ⑫ TEST 3 ⑬ TEST 4

○ Student does not yet have the skills to be tested.

* = required for TOPSpro software

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1. Find the following information for Ching Lin's reading post-test.

Form Number 084R Hours of Instruction 90 Raw Score 17

Form 84R
Level B – Reading

Ching Lin's post-test raw score is **17**.

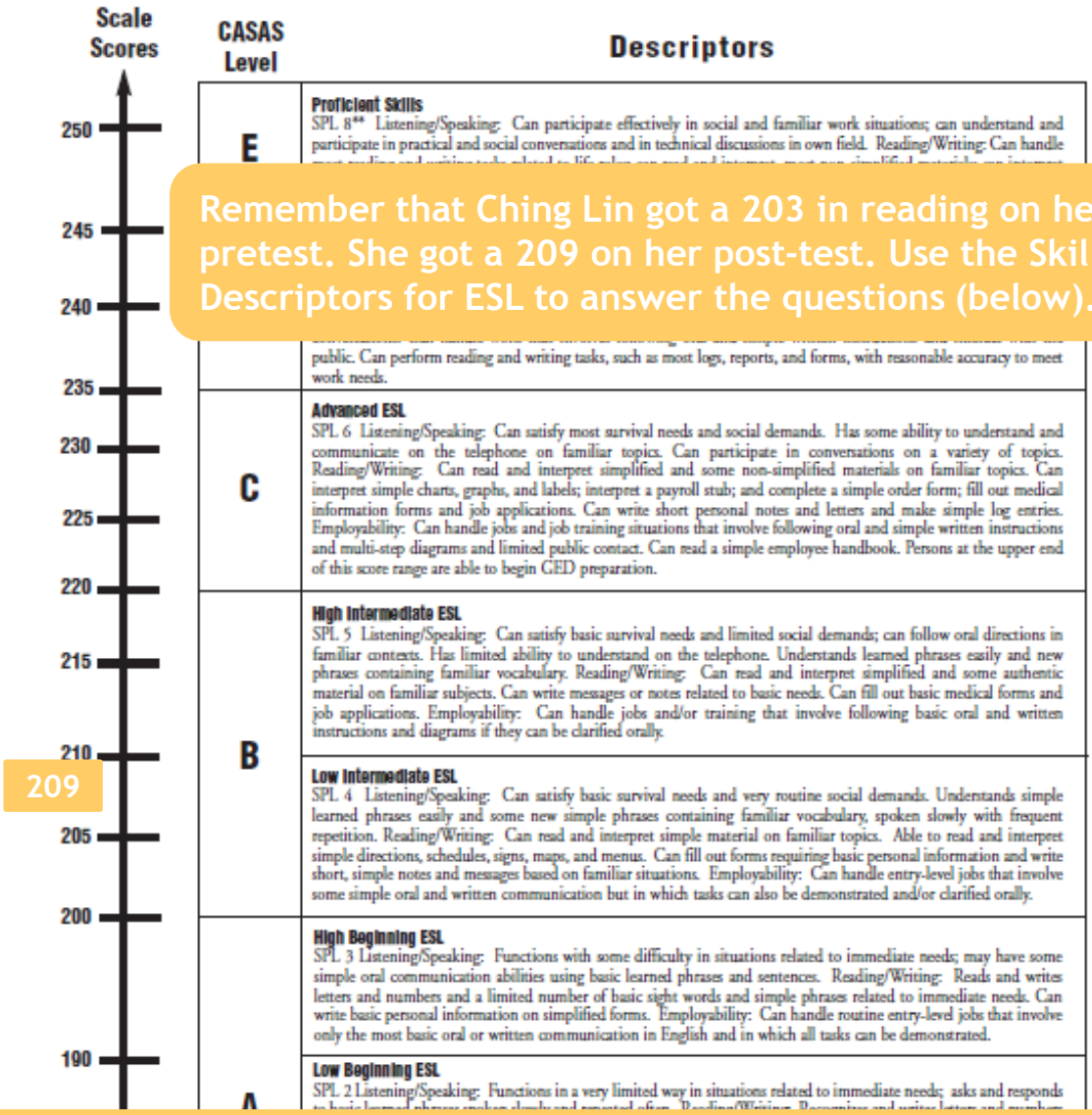
1. What is the corresponding scale score for Ching Lin's post-test? **209**

Score Conversion Chart

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◆

accurate

CASAS
Skill Level Descriptors for ESL



Scale Scores	CASAS Level	Descriptors
250	E	**Proficient Skills** SPL 8** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle
245		
240		
235		public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
230	C	**Advanced ESL** SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215	B	**High Intermediate ESL** SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
210		
209		**Low Intermediate ESL** SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
205		
200		
190	A	**High Beginning ESL** SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
		Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds

Remember that Ching Lin got a 203 in reading on her pretest. She got a 209 on her post-test. Use the Skill Level Descriptors for ESL to answer the questions (below).

Calculate Ching Lin's learning gains between pre- and post-tests.

Post-test Scale Score	–	Pretest Scale Score	=	Learning Gains
209	–	**203**	=	**6**

1. In which reading level should Ching Lin be placed next semester?

   Remain in Low Intermediate ESL or move to High Intermediate ESL

2. What might influence your decision on placement?

   (open discussion)

Resources for Your Program

- Checklists
  - The Testing Process
  - Building Your Program
- CASAS Website
  - Training and Support
  - Education Providers
  - Workforce Development
  - Business and Industry
  - Social Media Newsroom

Checklist:
The Assessment Process

- Follow an intake plan; administer **Appraisal** or eTests **Locator**.
- Select appropriate level pretest from **Next Assigned Test** chart.
  eTests does this automatically.
- Administer pretest.
- Generate reports and identify **Competency** areas for instruction or training.
  TOPSpro automates this process.
- Use variety of resources to help identify instructional or training materials.
  QuickSearch can help.
- Conduct instruction or training.
  can help with **Adult Low-Level Literacy**.
- Select appropriate level post-test from **Next Assigned Test** chart.
  eTests does this automatically.
- Administer post-test.
- Generate reports and analyze results.
  TOPSpro automates this process.
- Move students to next level if appropriate.
- Repeat the process and administer additional progress tests as needed.

Checklist:
Building Your Program

- [ ] Identify intake and placement strategies for your agency.
- [ ] Identify appropriate assessments for your agency.
- [ ] Use content standards, competencies, and data to inform instruction.
- [ ] Identify reports useful for administrators, instructors and students.
- [ ] Identify strategies for student retention.
- [ ] Identify appropriate materials for instruction.

CASAS Website — www.casas.org

Follow the path from www.casas.org for unlimited access to these complimentary resources.

Home > Product Overviews > Curriculum Management & Instruction > **CASAS Basic Skills Content Standards**

Home > Product Overviews > Curriculum Management & Instruction > **CASAS and Common Core State Standards**

Home > Product Overviews > Curriculum Management & Instruction > **CASAS Competencies**

Home > Product Overviews > Curriculum Management & Instruction > **CASAS Scale, Skill Levels, and Descriptors**

Home > Product Overviews > Curriculum Management & Instruction > **Curriculum Modules (Low Level Literacy)**

Home > Product Overviews > Curriculum Management & Instruction > **Instructional Materials: QuickSearch Online**

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

Home > Product Overviews > Software > TOPSpro Enterprise > **Sample Reports**

Home > Social Media Newsroom > **Success Stories**

Contact Information

Mail

CASAS
5151 Murphy Canyon Rd.,
Suite 220
San Diego, CA 92123-4339

Website: www.casas.org

Telephone

(858) 292-2900 or
(800) 255-1036 (toll free)

Fax

(858) 292-2910

E-Mail

General questions:
casas@casas.org

Websites:
Click Feedback at bottom of any web page

Technology Support Team:
techsupport@casas.org

Workshops:
http://www2.casas.org/online_registration/