



CASAS News and Updates August 2019



Agenda

- Reading and Math GOALS overview and test blueprints
- **New** CASAS Reading Standards 2016, Second Edition
- Accessing Training on the CASAS Training website (training.casas.org)
- **New** CASAS eTests Sampler
- GOALS Test Reports – Content Standards, CCR, and CASAS Competency reports
- Field testing and research study opportunities

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)

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

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

Listening GOALS – in development

Reading GOALS Series CASAS





Reading GOALS Series

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

- 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

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, R9
Text structure and features	R5
Author's point of view	R6
Analyze claim/argument	R8
*CCRS Reading Standards R7 and R10 are measured across content areas.	

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

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

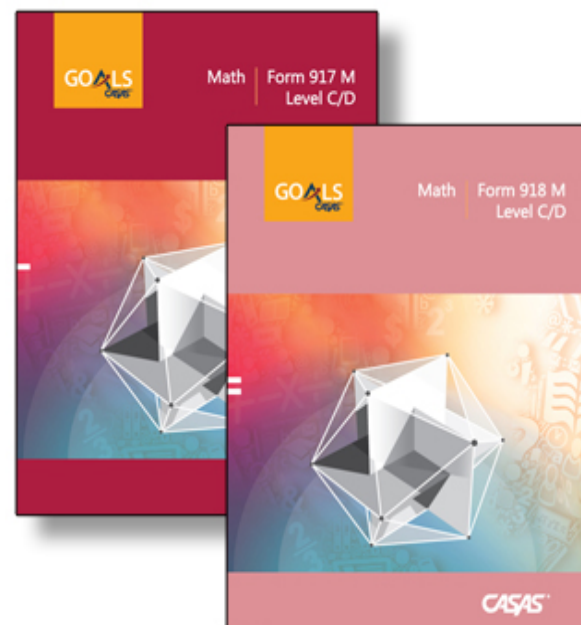
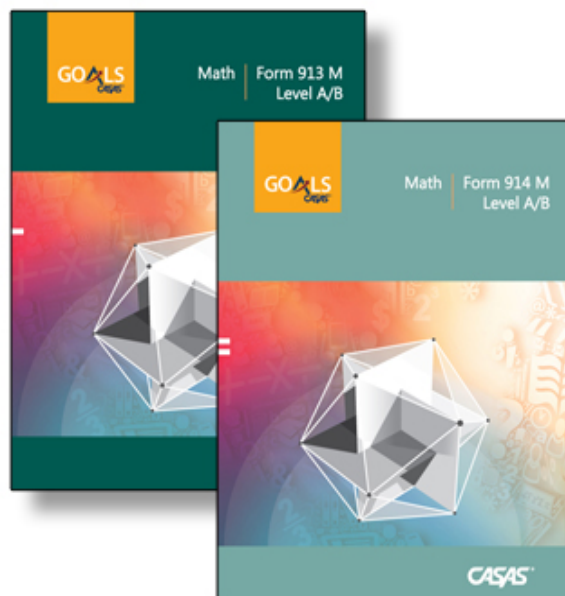
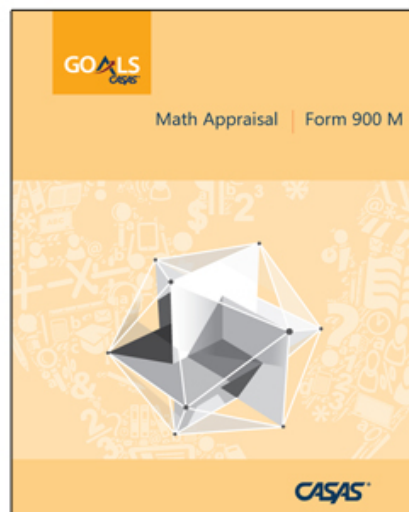
CASAS Reading Standards – CCR Alignment

ABE/ASE NRS Level			1	2	3	4	5	6
ESL NRS Level		1	2	3	4	5	6	
CS #	Content Standard Instructional Level	CASAS						
		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.

Math GOALS CASAS

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.

On-screen calculator

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

1 of 2 → Practice Review 

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

☐ \$20

☐ \$40

☐ \$60

☐ \$120

Calculator ×

←	±	√	C	
7	8	9	/	%
4	5	6	*	1/x
1	2	3	-	=
0				
		.	+	

Click on icon

Calculator opens!

It can be moved to any position on the screen. It includes 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.

Math GOALS Test Design

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	<i>Entry into Level 4</i>	Enter & Complete
5	High Intermediate		Enter & Complete
6	Adult Secondary		<i>Entry into Level 6</i>

CASAS Math Blueprint – **NEW version on website**

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	28%	15%	<p>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.</p> <p>At the C/D level, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.</p>
M2: Algebra	14%	30%	<p>At the A/B level, understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</p> <p>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.</p>
M3: Geometry	10%	11%	<p>At the A/B level, identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</p> <p>At the C/D level, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</p>
M4: Measurement*	30%	28%	<p>At the A/B level, measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</p> <p>At the C/D level, understand/apply Pythagorean theorem, use volume measurements for complex modeling.</p>
M5: Statistics and Probability**	18%	16%	<p>At the A/B level, understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</p> <p>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.</p>

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

Old to New NRS Math EFLs and Scale Score Ranges



NRS EFL	Old ABE/ASE EFLs	Life Skills Math Scale Score Ranges
1	Beginning Literacy	200 & below
2	Beginning Basic	201 - 210
3	Low Intermediate	211 - 220
4	High Intermediate	221 - 235
5	Low Adult Secondary	236 - 245
6	High Adult Secondary	246 & above

NRS EFL	New ABE/ASE EFLs for Mathematics	Math GOALS Scale Score Ranges
1	Beginning Literacy	193 & below
2	Beginning Basic	194 - 203
3	Low Intermediate	204 - 214
4	Middle Intermediate	215 - 225
5	High Intermediate	226 - 235
6	Adult Secondary	236 & above

Transitioning Continuing Students to GOALS

Continuing students transitioning from Life and Work Reading and Life Skills Math to Reading and Math GOALS 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 Reading GOALS Locator (104R)

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

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

Test timing:
an average of **2.5 – 3 hours to test in two modalities**
at Intake

NEW - Sample Items in CASAS eTests Format and HTML Enhancements

[Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Sample Test Items](#)

Students and teachers can have direct access to the new CASAS eTests Sampler

New HTML version with

- clearer images
- + and – buttons to easily enlarge prompt (e.g., reading passage) and question/answer options
- new test navigation features in GOALS series

[CASAS eTests Sampler](#)

[Reading GOALS](#)

[Math GOALS](#)

[Life and Work Reading](#)

[Life and Work Listening](#)

NEW – CASAS eTests Format and HTML Enhancements

Progress bar shows how many items are in the test and how many items have been taken

Shows how many items relate to the same display

The screenshot displays the CASAS eTests interface. At the top, there is a header bar with a pink up arrow, fields for 'ID:' and 'Name:', and a progress bar showing '8' out of '9' items. To the right of the progress bar are navigation arrows and the text '2 of 3'. The main content area is divided into two sections. The left section contains a reading passage with a yellow background. The text of the passage is: 'Ryan, I stopped by earlier but you were not home. I am upset that you have not fixed the problem we talked about last week. There is still a lot of garbage in your yard. I'm asking you again to please put it in the trash where it belongs. I don't like to complain but I want to resolve this problem. I am trying to sell my house and people who come to look at it are not happy about the litter in your yard.' The right section contains a question: 'The main reason Clara wrote to Ryan was to ____.' Below the question are two answer options, each in a rounded rectangle: 'ask him to remove the litter' (with a checked checkbox) and 'complain about their neighbors' (with an unchecked checkbox).

↑ ID: Name: 8 9 ← 2 of 3 →

Ryan,

1 I stopped by earlier but you were not home.
2 I am upset that you have not fixed the problem
3 we talked about last week. There is still a lot of
4 garbage in your yard. I'm asking you again to
5 please put it in the trash where it belongs. I
6 don't like to complain but I want to resolve this
7 problem. I am trying to sell my house and people
8 who come to look at it are not happy about the
9 litter in your yard.

The main reason Clara wrote to Ryan was to ____.

☒ ask him to remove the litter

☐ complain about their neighbors

GOALS Series Reports and Content Standards

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.

CASAS Content Standards reports and CASAS Competency reports are similar for the GOALS test series.

- These Reading and Math GOALS reports are available.

New CCR reports in Individual Skills Profile

- Reading GOALS CCR report just released.
- Math GOALS CCR report available soon.

Skill Reports



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

Competency Performance Summary

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

New for GOALS:

Only one competency for each set of test questions

- Makes reports easier to interpret and use
- Results are more meaningful -- with more items related to the same competency.
- Recommend using “Competency Category” reports

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



01/6/2019
23:09:16

Class Performance by Test Item & Competency

Page 1 of 5
SCPSTIC4

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

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



01/06/2019
20:22:49

Student Performance

by Competency Category

Page 1 of 1
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



01/06/2019
20:22:49

Student Performance Summary by Competency Category

Page 1 of 1
SCPPC

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

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



Student Content Standard Performance

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

Content Standard Performance Summary

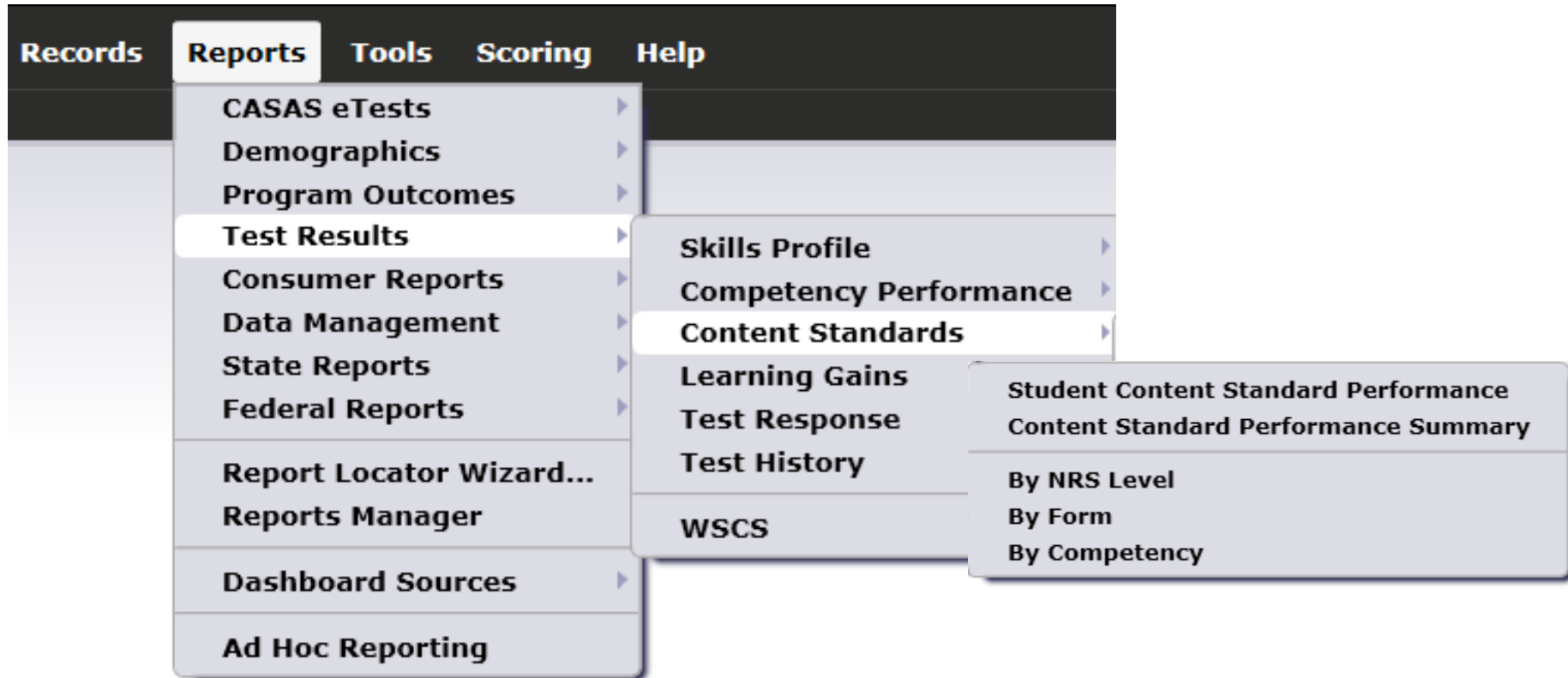
- a class-level report teachers use to target the areas of greatest need for the entire class.

New for GOALS:

Only one content standard per test item

- Makes reports easier to interpret and use

Content Standard Reports



The screenshot displays a software interface with a top navigation bar containing the following tabs: **Records**, **Reports**, **Tools**, **Scoring**, and **Help**. The **Reports** tab is currently selected, revealing a dropdown menu with the following options:

- CASAS eTests
- Demographics
- Program Outcomes
- Test Results** (highlighted)
- Consumer Reports
- Data Management
- State Reports
- Federal Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
- Ad Hoc Reporting

From the **Test Results** option, a secondary dropdown menu is visible, containing:

- Skills Profile
- Competency Performance
- Content Standards** (highlighted)
- Learning Gains
- Test Response
- Test History
- WSCS

From the **Content Standards** option, a third dropdown menu is displayed, showing the following report types:

- Student Content Standard Performance
- Content Standard Performance Summary
- By NRS Level
- By Form
- By Competency



Student Performance

01/06/2019

23:30:59

by Test & Content Standard

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SCSTC

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



01/06/2019
23:34:49

Class Performance

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SCSSTC4

by Test & Content Standard

Agency: 4908 – Rolling Hills Adult School (RHAS)

Teacher: 521457 - Goldberg, C

Site: Class: 11 – RHAS: North City

Form: 906R - Reading GOALS Level C

Course: 61392 - Reading Skills 3
RS3BEE

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



- 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



07/25/2019
15:10:54

Individual Skills Profile

Page 1 of 1
ISP

Jason Lee

Agency: 1111 - Marrington City

ID# 0142578

Program: Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Reading	906R	12/01/2018	238 ♦	4	C	40	37	40

Reading Competencies	N	Correct
Consumer Economics	4	100 %
Health	4	75 %
Employment	22	90 %
Government and Law	10	100 %

Reading Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	6	83 %
Articles, paragraphs, sentences, directions, manuals	28	96 %
Signs, price tags, advertisements, product labels	6	83 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	75 %
Meaning from context	R4	3	100 %
Reading Comprehension Skills			
Locate details	R1	13	92 %
Identify main idea, Author's purpose	R2, R6	5	100 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusions	R1, R9	9	100 %
Text structure, Text features	R5	3	100 %
Author's point of view	R6	3	66 %

CASAS is collaborating with GED Testing Service and ETS HiSET on research studies.

Purpose

- Provide adult education programs with information to determine student readiness to take the HiSET and GED reading and math sections based on CASAS test scores.

Benefit

- Cut scores will be established on CASAS Reading and Math GOALS tests that will indicate student readiness to take the corresponding HiSET and GED sections.

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)

Certify work readiness skills for job seekers

Enhance career pathways


Prepare local talent to meet local business needs

Generate WSCS Certificates with TOPSpro



Work-related Academic Skills

Soft Skills



**Workforce Skills
Certification System**
a program of **CASAS** and **LRI**

Workforce Skills Profile

Awarded to: ARRIANA MILAS

By Agency: Valley Adult School

Date Issued: May 26, 2017

Work-related Academic Skills

Basic									Advanced
1	2	3	4	5	6	7	8		
<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="width: 60%;"><div style="width: 100%; height: 10px; background: linear-gradient(to right, green 45%, black 45%);"></div></div> <div style="width: 5%; text-align: center;">◆</div> </div>									
Work-related Academic Skills typically demonstrated at this level									
Reading									
<ul style="list-style-type: none"> Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information Interprets detailed policies and procedures Reads complex diagrams and graphs Uses print materials and communications related to job without significant difficulty Uses most Internet-based references and interpret complex Web sites 									
Math									
<ul style="list-style-type: none"> Applies and calculates percent Finds mean, range, median, and mode for a data set Compares and extracts information from a variety of graphs. Creates simple table or chart to record data Calculates with customary US measure for linear dimensions, weight and capacity. Estimates equivalents between US and metric measurement systems. Calculates perimeter and area of common figures. Interprets simple scale drawings Reads scales and meters on common measuring devices 									

Soft Skills

Basic									Advanced
1	2	3	4	5	6	7	8		
<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="width: 60%;"><div style="width: 100%; height: 10px; background: linear-gradient(to right, green 45%, black 45%);"></div></div> <div style="width: 5%; text-align: center;">◆</div> </div>									
Personal Quality Skills demonstrated									
Integrity									
<ul style="list-style-type: none"> Has the opportunity to break a rule and probably get away with it, but decides to follow the rule. 									
Responsibility									
<ul style="list-style-type: none"> Doesn't say "That's not my job," when something unusual or unexpected comes up that needs to be done. Willing to ask for help, more information or clearer instructions. Responds by helping out when needed, even if it means giving up some personal time. Makes sure the job is done before leaving, does not leave extra work for next shift. 									
Self-Esteem									
<ul style="list-style-type: none"> Stands up for self where appropriate; on the other hand, doesn't take it personally when a manager points out incomplete or poorly done work, accepts suggestions for ways to do the job better. Willing to try new things, learn new skills and ask for help when needed. 									
Self-Management									
<ul style="list-style-type: none"> When things get slow, finds something to do rather than wait to be told what to do. Asks for help when he/she can't do something, whether it's because of a lack of training or information, or things are just too busy to get everything done. 									
Sociability									
<ul style="list-style-type: none"> Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along. 									

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