CASAS News and Updates
July 2019

Agenda

- Current Trends in Adult Education

- Reading and Math GOALS

- **New** CASAS eTests Sample Items

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

- Technology Update

- Test Reports

- Field testing and research study opportunities

Measuring Success and Reporting Outcomes

WIOA Program Trends

- Integration of Education and Training (IET)
- Career pathways, transitions, co-enrollment
- EL Civics- Civic Participation and Citizenship Preparation

Common Measures across WIOA Programs:

- Measurable Skill Gains for all partners
- Diplomas, credentials, degrees, industry certifications
- Employment and wages
- Transition to post secondary education and training

Technology Trends Impacting Adult Education

- Use of mobile devices and apps for delivering education on demand, blended learning, distance learning, communicating with students. (X-Prize for Adult Literacy)

- Open learning resources easily accessible via the Internet to incorporate into the learning process

- Expansion of Data systems and data sharing, along with concerns about privacy and security (SSN to track employment and wages)

CASAS Strategies to Support States in Measuring Success and Reporting Outcomes

New CASAS GOALS Assessments
- Aligned with Adult CCR Standards
- Documenting skills gains and workforce skills
- Reports to guide instruction and improve programs
- Reports for local agency and state accountability
- Practice tests available in new student portal

Technology: e-Test and TE
- On-line e-test delivery with immediate test results
- Electronic sharing of data with WIOA partners
- New: mobile attendance reporting module
- New: Student Portal for follow up employment surveys and more!
- In Development: Case management portal for Counselors/transition specialists.

EL Civics

- New: Civic Objective and Additional Assessment Plan (COAAP) for the 2020 Census
- New COAAPs for supporting IET Programs
- Alignment with Indicators of Immigrant Integration
- In development: Instructional resources for COAAPs available online in collaboration with OTAN

Writing

- Automated essay scoring of writing samples

NRS-approved through 2025

- Reading GOALS   (900 series)

NRS-approved through 2022

- Math GOALS   (900 series)

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

GOALS *Series*

CASAS

Reading Appraisal | Form 900 R

Reading | Form 901 R Level A

Reading | Form 902 R

Reading | Form 903 R Level B

Reading | Form 905 R Level C

Reading | Form 907 R Level D

Reading | Form 908 R Level D

CASAS

Reading GOALS Series

CASAS Level	Form Number	Number of Test Items	Timing
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)

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

  - Shift to increased focus on measuring content standards

  - NEW: Targeted assessment of vocabulary

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 *Series*
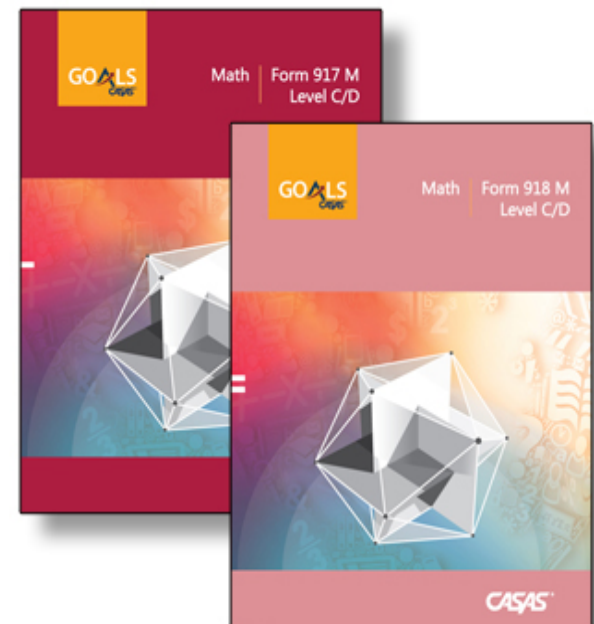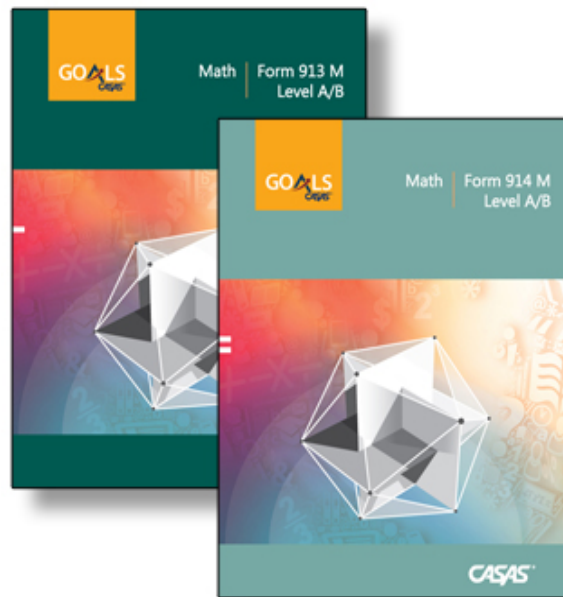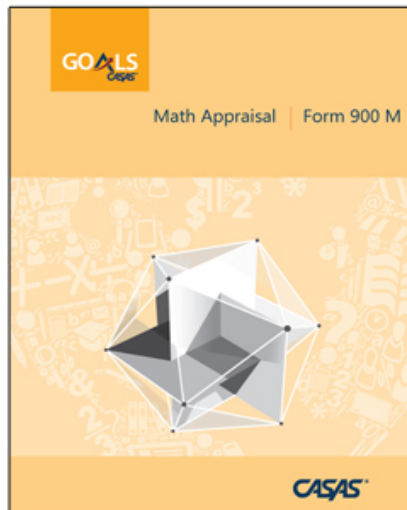
Math GOALS Series

CASAS Level	Form Number	Number of Test Items	Timing
A/B	913 914	40	60 min.
C/D	917 918	38	75 min.

- Math GOALS Locator: 104M (10 questions)

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

  - Shift to increased focus on measuring mathematical concepts

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

- Basic calculators are provided on screen (eTests) or by the site location for paper testing.

On-screen calculator

eTests CASAS

Click on icon

1 of 2 → Practice **Review**

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

- [ ] $20
- [ ] $40
- [ ] $60
- [ ] $120

Calculator ✕

| 0 |

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

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

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	*Entry into Level 4*	Enter & Complete
5	High Intermediate		Enter & Complete
6	Adult Secondary		*Entry into Level 6*

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%	**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	14%	30%	**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	10%	11%	**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*	30%	28%	**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%	16%	**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*

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				

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

CASAS

GOALS Series Reports and Content Standards

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

In addition…
- **NEW** CCRS reports will be available in July 2019 for the Reading and Math GOALS series.
- CASAS Reading Standards, **Second Edition** has been uploaded to the CASAS website.
- CASAS Math Standards are available on the CASAS website.
  - They are both aligned to the CCRS.
- **NEW** CASAS Listening Standards are in development

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

CASAS

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

Writing Assessment Update

CASAS has successfully piloted automated scoring for the CASAS Written Prompt with clients entering the diagnostic phase of the NEDP program.

Initial validation studies showed 80% exact agreement between the CASAS Written Prompt scored by CASAS master scorers and the automated essay scoring engine -- a very good result.

Automated scoring will be offered for all NEDP clients starting in June 2019.

CASAS has plans to offer the CASAS Written Prompt in CASAS e-Tests for non-NEDP test takers. Stay tuned!

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)

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)

The National External Diploma Program (NEDP)

Competency-based

applied performance assessment system

series of performance tasks that parallel job and life situations

NEDP State Expansion

Professional Development Series

Marketing

Written Prompt Autoscore

NEDP Changing Lives Scholarships

Workforce Skills Certification System (WSCS)

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

QuickSearch®

Provides an essential link between assessment and instruction in the CASAS system.

An easy-to-use database of 2,300+ commercially available instructional materials.

Titles coded to

- Skill levels
- CASAS Competencies
- Content standards

QuickSearch by

Titles

Competencies/
Content Standard

Program, Level, & Skill

Publishers

Tests

Get more information

Quick Search Tutorial

Reports & Other Tools

Exit

Visit
Online
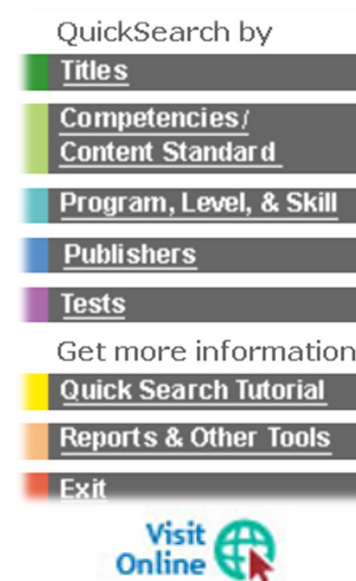
Mobile Attendance

Student Portal

Executive Dashboard

API Gateway – Badges first

Case Management

Phase 1

- NRS Core Performance Follow Up Survey
- Unique Student IDs across agencies
- Sample GOALS items in simulated test

Phase 2

- Student Registration
- Monitor Educational Progress
- Interact with Education Provider

Student Portal- Benefits

Students able to access own records

New channel of communication

Uses mobile devices

Helps retain students

Find students after leaving program

Ability to follow up on student outcomes

Practice taking a test with CASAS eTests

Allow students to register for classes

Complete demographics from home

Better engage students in their education

Assist students in meeting goals

Offer services including distance learning

CASAS Implementation Training

Reformatted and updated to:

Meet the needs of the field

Train for specific roles in the assessment process

Provide more detailed guidance for agencies starting to implement eTests

Provide targeted guidance for teachers that do not conduct testing

Module 1. Implementation Basics

Module 2. CASAS eTests Implementation

Module 3. Paper Test Implementation

Module 4. Interpreting Test Results and Reports

User Role*	Module 1	Module 2	Module 3	Module 4
Tester – Administer eTests only	x	x		Optional
Tester – Administer Paper only	x		x	Optional
Tester – Administer eTests & Paper	x	x	x	Optional
Teachers	X			x

*Testers must complete at least two modules, including Module 1.

Skill Reports

Student Content Standard Performance

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

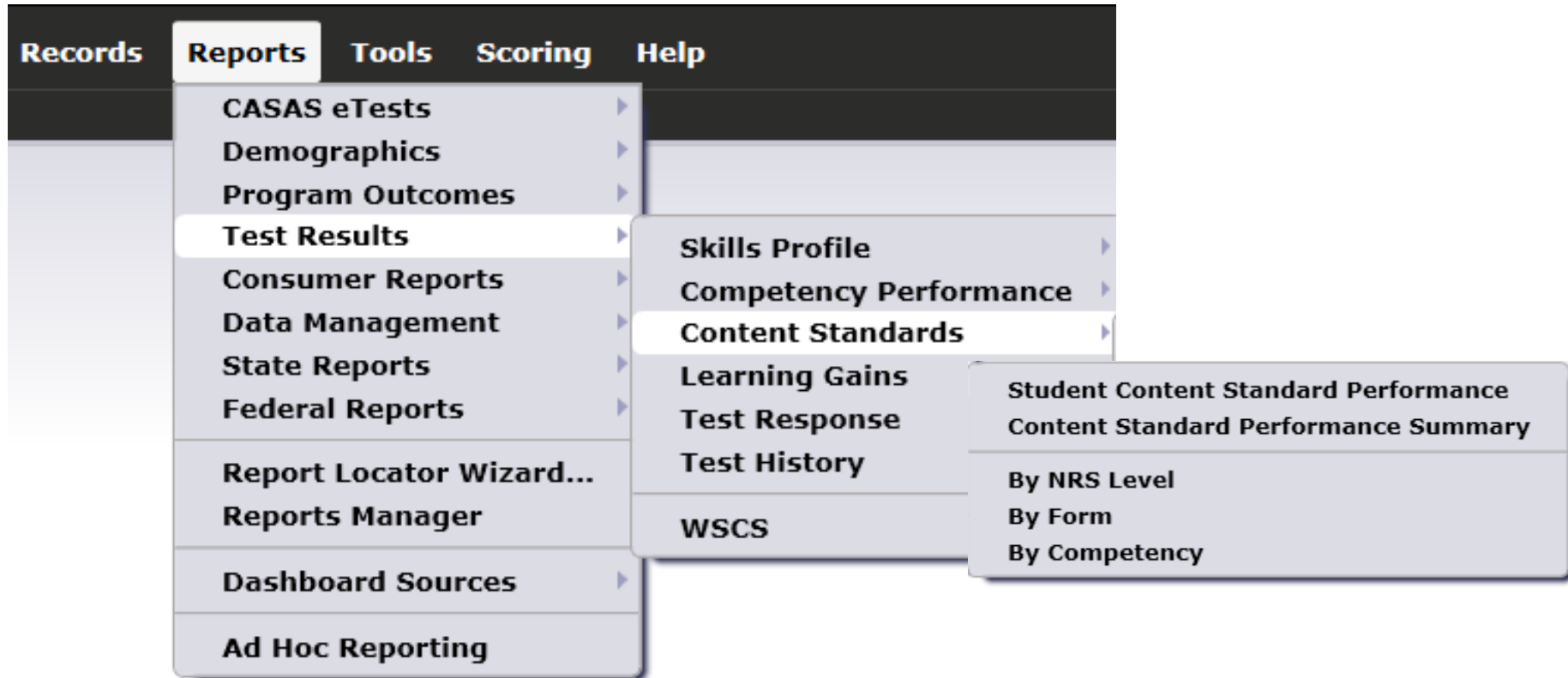# Content Standard Performance Summary

- 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

Student Performance
by Test & Content Standard

CASAS   SI2019

01/06/2019
23:30:59

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

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.

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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

CASAS

01/6/2019
23:09:16

Class Performance
by Test Item & Competency

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

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

by Competency Category

01/06/2019
20:22:49

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

CASAS

Student Performance Summary

by Competency Category

01/06/2019
20:22:49

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

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