

CASAS News and Updates September 2019

Agenda

CASAS Tests Overview

New TRUS-19 Answer Sheets – must start using by January 2020

Out of Range scores and Use of the Locator/Appraisal

Test Reports

- New Test Score Overview report
- New CCR Reports
- New HSE "Likelihood of Passing" report
- Content Standards and CASAS Competency reports

New CASAS Reading Standards 2016, Second Edition

New access to training on the CASAS Training website (training.casas.org)

New CASAS eTests Sampler

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)

Next Steps for GOALS

Reading GOALS for ESL – OCTAE has requested additional data

Math GOALS – OCTAE has requested additional data

Listening GOALS – in development

New TRUS19 Answer Sheets

For programs doing paper testing and scanning:

- New TRUS 19 answer sheets are available to order.
- They are still brown.
- The old ones TRUS16 cannot be used after December 2019.

Reading GOXLS Series





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

- Reading GOALS Locator: 104R (12 questions) fixed form
- Aligned to the CCR Standards for Adult Education and CASAS Competencies
- Measures rigorous academic skills in contexts relevant to lives of adult learners

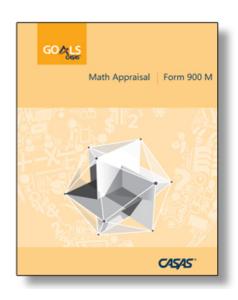
NRS EFLs and Reading GOALS Scale Score Ranges



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

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.

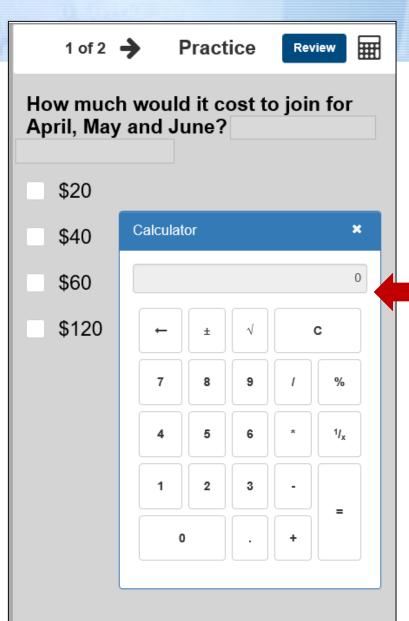
Old to New NRS Math EFLs and Scale Score Ranges



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			

On-screen calculator

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.



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	32%	24%	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	10%	26%	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	14%	24%	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*	22%	10%	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**	22%	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*

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

Interpreting Scale Score Charts

- Raw Score: the number of questions a student answers correctly
- Scale Score: converts a student's raw score to a common scale that allows for comparison between students
- Each test form has its own Raw to Scale Score chart.
- For example, a raw score of 12 is a scale score of 213.

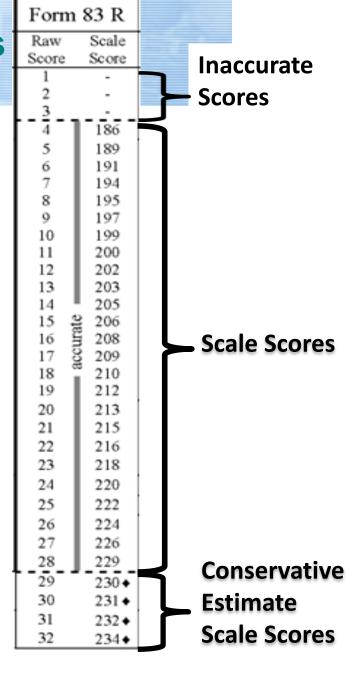
Reading GOALS Appraisal Next Assigned Test				
Raw Score	Scale Score	Progress Test (Pre- and Post-test)		
1	*			
2	*			
3	*	Level A		
4	*	Form 901R		
5	*	Form 902R		
6	*			
7	200			
8	203			
9	206			
10	209	Level B Form 903R		
11	211	Form 903R		
12	213	10111170111		
13	216			
14	218			
15	221			
16	223	Level C Form 905R		
17	226	Form 905R		
18	228	10111170011		
19	231			
20	234			
21	237			
22	240			
23	243	Level D		
24	244◆	Form 907R		
25	244◆	Form 908R		
26	244◆			
27	244◆			
28	244◆			

Interpreting Scale Score Charts

Inaccurate scores are out of range scores that are marked with an asterisk (*). There is no scale score. These scores cannot be used for pre- or post-testing.

Accurate range scale scores are between the dotted lines on score conversion charts.

Conservative estimate (♠) scale scores are provided for test takers that perform very well on a test. These scores are very conservative estimates of the test takers' ability and can be used for reporting purposes for post-testing.



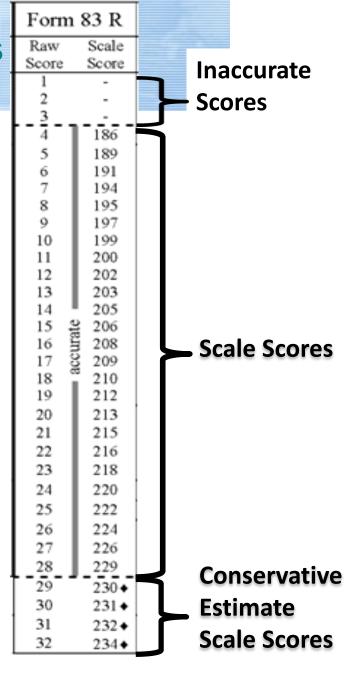
Interpreting Scale Score Charts

For pretesting,

if the score is out of range
 (* or ♦ score), retest to get a valid
 score.

For post-testing,

- conservative estimate (♦ scores)
 can be used for reporting purposes.
- inaccurate scores marked with an asterisk (*) cannot be used for post-testing. Retest to get a valid score on a lower test form.



The Locator/Appraisal and Out of Range Scores

The locator is a reliable method to guide test-takers into the appropriate CASAS pretest.

With any assessment, a small percentage of test-takers will score in the inaccurate or conservative estimate range on their indicated pretest. These test-takers will need to be tested at a higher or lower test level according to CASAS test administration guidelines.

CASAS continually monitors the locator placement into pretests, and adjusts the locator cut point, if necessary, for improved placement.

CASAS is committed to implementing improvements, to increase the accuracy of examinee placement.

The Locator/Appraisal and Out of Range Scores

While CASAS does everything we can to ensure valid placement by the locator, there are some ways that local programs can strengthen the locator's effectiveness.

CASAS recommends that new CASAS test-takers

- have an opportunity to preview <u>CASAS sample test items</u> before testing
- be cautioned against guessing so the test is a more accurate reflection of their skills.

It is also important for agencies to review their intake process to carefully screen extremely low level ESL students from taking the locator and instead place them directly into a Beginning Literacy or Level A pretest form.

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.

New CCR reports in Individual Skills Profile

- Reading GOALS CCR report is available.
- Math GOALS CCR report available on Friday, Sept. 20th.

New Test Score Overview report – with Enhanced TE Access



Test Score Overview

09/12/2019 07:18:29 Page 1 of 1

Agency:

Course:

Site:

Class:

Teacher:

Modality: Reading

Scale:

CASAS RML

					NRS	Grade
Student		Test Date	Form	Scale Score	EFL	Equiv.
Ibarra, Isabel	032000134	10/16/2018	081R	205 ◆	4	2.9
Torres, Rosa	032959454	07/01/2018	083R	210	4	3.9
Gutierrez, Alma Rosa	082577284	06/06/2019	081RX	212	5	4.3
Gonzalez, Guillermina	041089677	10/17/2018	081RX	214	5	4.7
Huerta, Sandra	080374696	06/18/2019	082RX	214	5	4.7
Granados, Dora	083167022	01/17/2019	084R	215	5	4.9
Alvarez, Gabriel	071164643	06/06/2019	083R	215	5	4.9
Castellanos, Gabriela	091876925	03/12/2019	083R	216	5	5.1
Arambula, Evangelina	122065511	06/18/2019	082RX	216	5	5.1
Villagomez, Noemi	100481598	06/27/2019	083R	220	5	5.9
Fuentes, Maria	041354376	01/31/2019	083R	222	6	6.3

^{*} Score outside of accuracy range

[◆] Score is a conservative estimate



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

Page 1 of 1 ISP

Jason Lee

Agency: 0000 - Rolling Hills Adult School

(RHAS)

ID# 103854 Program: Basic Skills (ABE)

			Scale	NRS *	Form	Number of Items		
Most Recent	Form	Date	Score	Level	Level	Total	Correct	Attempted
Math	917M	07/18/2019	238	6	C/D	38	27	38
Reading	907R	07/18/2019	248	5	D	40	28	40

Reading Competencies	N	Correct
Community Resources	4	50 %
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclus	ions R1, R9	11	81%
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

Math Competencies	N	Correct
Consumer Economics	12	75 %
Community Resources	2	50 %
Employment	16	68 %
Computation	8	75 %

College & Career Readiness Standards Math		
Content Areas	N	Correct
Base Ten; Fractions and Ratios Number and Operations: Base Ten Number System	9	66 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions	10	70 %
Geometry Geometry	9	55 %
Measurement; Data Analysis Measurement and Data	5	80 %
Statistics and Probability Statistics and Probability	5	100 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	78 %
Articles, paragraphs, sentences, directions, manuals	18	77 %
Measurement scales, diagrams	5	40 %

Jason Lee has a	to pass this
likelihood of	HiSET subsection
78 %	Language Arts, Reading



Individual Skills Profile

09/16/2019 15:18:31 Page 1 of 1 ISP

Jason Lee

Agency: 0000 - Rolling Hills Adult School

(RHAS)

ID# 103854 Program: Basic Skills (ABE)

			Scale	NRS *	Form	Nu	ımber of Itei	ms
Most Recent	Form	Date	Score	Level	Level	Total	Correct	Attempted
Reading	907R	07/18/2019	248	5	D	40	28	40

Reading Competencies	N	Correct
Community Resources	4	50 ⅓
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

College & Career Readiness Standards	CCR Reading		
Content Areas	Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusi	ons R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

Jason Lee has a likelihood of	to pass this HiSET subsection
78 %	Language Arts, Reading



Assessment and Research-High School Equivalency Studies

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

To provide information about a student's "Likelihood of Passing" the HiSET and GED reading and math sections based on CASAS test scores.

Results appear in the Individual Skills Profile report.

HiSet Reading and Math studies are completed!

HiSet Reading report table has been available.

HiSet Math report table to be released on Friday, Sept. 20th.

GED Reading and Math studies in final stages – available soon.



NEW

CASAS Reading Standards 2016, Second Edition

- Combined, reduced, re-named and re-organized
 - 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.
- To align assessment with instruction, the categories in the revised CASAS Reading Standards are 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		
	Content Standard CASAS								
CS#	Instructional Level	A	A	A	В	В	C	D	E
RDG	Interpret nuances, connotative meaning of				•	•	•	•	•
2.7	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	Interpret unknown and multiple-meaning words	•	•	•	•	•	•	•	•
2.8	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.



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.

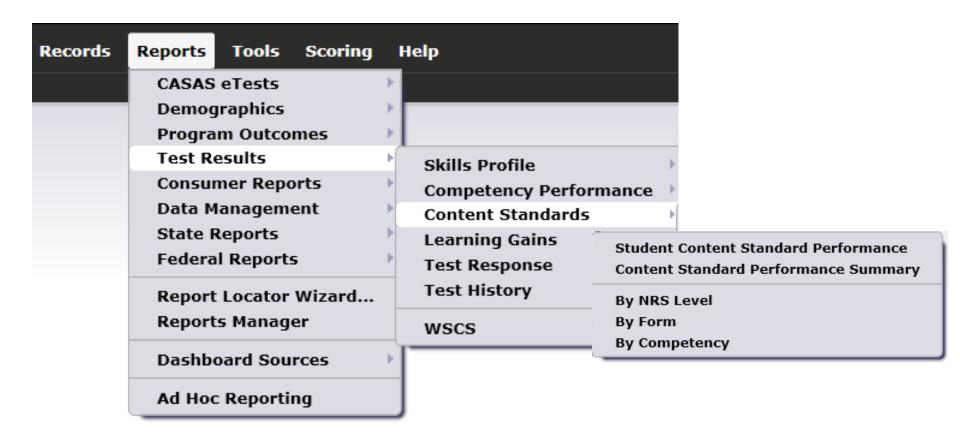
New for GOALS:

Only one content standard per test item

Makes reports easier to interpret and use



Content Standard Reports





Student Performance



Page 1 of 1

SCSTC

by Test & Content Standard

23:30:59 Agency:

4908 – Rolling Hills Adult School (RHAS)

Form: 906R - Reading GOALS Level C

Site: Class: 11 – RHAS: North City

Perez, Maria **ID:** 123456 **Student:**

Course:

61392 - Reading Skills 3

01/06/2019 **Test Date:**

Teacher:

RS3BEE Raw Score: 19 Scale Score: 220

CASAS Reading Standards	No. of		
(2016)	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



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SCSSTC4



Class Performance

01/06/2019 23:34:49

by Test & Content Standard

Agency: 4908 – Rolling Hills Adult School (RHAS)

Teacher: 521

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			Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical
KDG2.3	4	56%	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 levelappropriate 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





- 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.

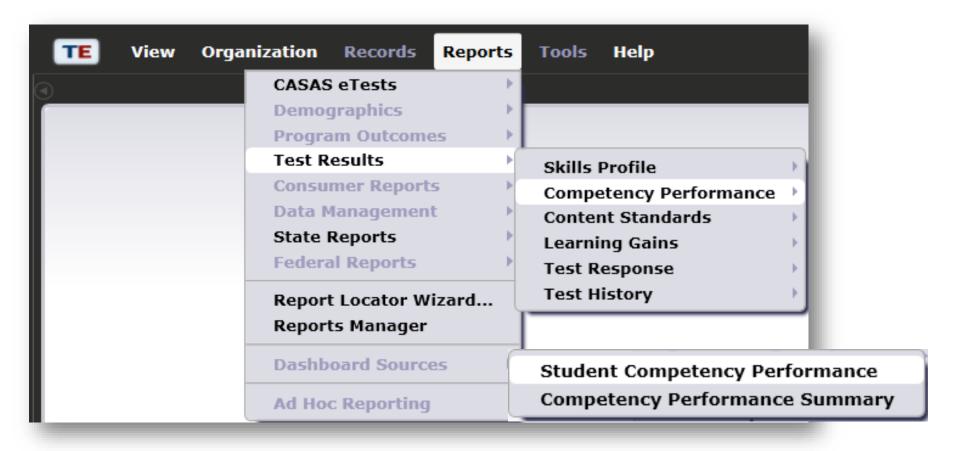
New for GOALS:

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)

11 – RHAS: North City

Class: 61392 - Reading Skills 3

Course: RS3BEE

Site:

Teacher: 521457 - Goldberg, C

Form: 906R - Reading GOALS Level C

Student: Perez, Maria ID: 123456

Test Date: 01/05/2019

Raw Score: 19 Scale Score: 220

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





Class Performance

01/6/2019 23:09:16

Class:

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

13

61392 - Reading Skills 3 Total Tests:

Total Students: 13

Course: RS3BEE

Position	Correct?	Comp No.	Task			
1	61 %	4.2.5	2	Interpret information about employee benefits		
2	61 %	4.2.5	2	Interpret information about employee benefits Interpret information about employee benefits Interpret information about employee benefits Interpret job-related signs, charts, diagrams, forms, etc. Interpret work-related correspondence, e.g. memos and e-mail		
3	69 %	4.2.5	2	· · ·		
4	69 %	4.2.5	2			
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			
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			
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 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

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

Current and Upcoming Research Studies

Ongoing studies for Reading GOALS for ESL and Listening GOALS

Additional data collection for Math GOALS

HiSET/CASAS Comparison Study (Level C/D Students) – Completed! 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 (<u>kburger@casas.org</u>)

Training

New ways to access to training on the CASAS Training website



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

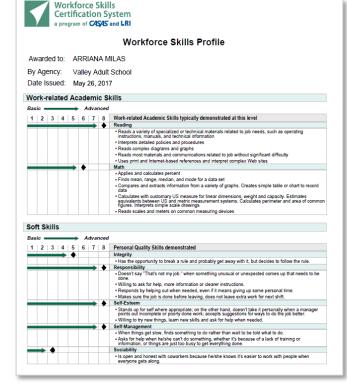
Interested? Contact kmains@casas.org







Soft Skills



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

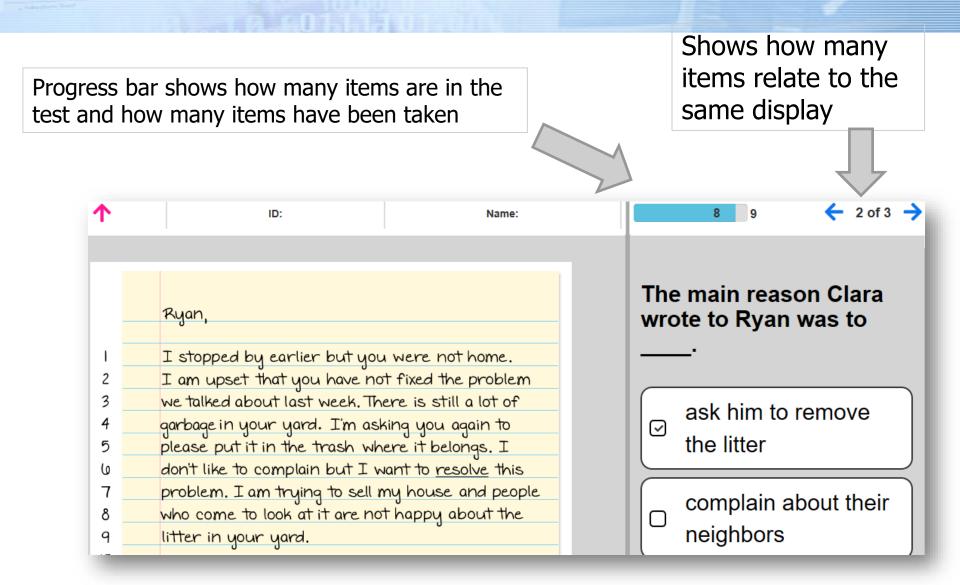
Reading GOALS

Math GOALS

Life and Work Reading

Life and Work Listening

NEW – CASAS eTests Format and HTML Enhancements



Join us at the 2020 CASAS National Summer Institute!

June 23-25, 2020 Orange County, California

Thank you for attending!

Help improve the Summer Institute, take the <u>survey!</u>



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