



Comprehensive Adult Student Assessment Systems

For WIOA Title I Funded Agencies and Youth Providers

CASAS recommends agencies use grade level information *only* for administrative purposes when state or federal regulations call for a grade level.

CASAS ABE Reading Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading ABE/ASE EFLs		Reading GOALS Score Ranges	Reading GOALS 2 Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	193 and below 194 - 203	193 and below 194 - 203	K 1
2	Beginning Basic		204 – 210 211 - 216	204 – 210 211 - 216	2 3
3	Low Intermediate		217 – 222 223 – 227	217 – 222 223 – 227	4 5
4	High Intermediate		228 – 230 231 – 234 235 – 238	228 – 230 231 – 234 235 – 238	6 7 8
5	Low Adult Secondary	Not Basic Skills Deficient	239 – 243 244 – 248	239 – 243 244 – 248	9 10
6	High Adult Secondary		249 – 253 254 and above	249 – 253 254 and above	11 12

CASAS ABE Math Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Mathematics ABE/ASE EFLs		Math GOALS Score Ranges	Math GOALS 2 Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	184 and below 185 – 193	183 and below 184 – 192	K 1
2	Beginning Basic		194 – 198 199 – 203	193 – 198 199 – 203	2 3
3	Low Intermediate		204 – 209 210 – 214	204 – 208 209 – 213	4 5
4	Middle Intermediate		215 – 221 222 – 225	214 – 220 221 – 224	6 7
5	High Intermediate		226 – 228 229 – 235	225 – 228 229 – 235	7 8
6	Adult Secondary	Not Basic Skills Deficient	236 – 240 241 – 244 245 – 248 249 and above	236 – 240 241 – 244 245 – 248 249 and above	9 10 11 12

CASAS ESL Reading Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading ESL EFLs		Reading STEPS Score Ranges	Grade Level
1	Beginning ESL Literacy	Basic Skills Deficient	183 and below	K
2	Low Beginning ESL		184 – 189 190 – 196	K 1
2	High Beginning ESL		197 – 206	1
4	Low Intermediate ESL		207 – 211 212 – 216	2 3
5	High Intermediate ESL		217 – 222 223 – 227	4 5
6	Advanced ESL		228 – 230 231 – 234 235 – 238	6 7 8
	Exit Advanced ESL	Not Basic Skills Deficient	239 and above	9+

CASAS ESL Listening Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading ESL EFLs		Listening STEPS Score Ranges	Grade Level
1	Beginning ESL Literacy	Basic Skills Deficient	181 and below	K
2	Low Beginning ESL		182 – 186 187 – 191	K 1
3	High Beginning ESL		192 – 201	1
4	Low Intermediate ESL		202 – 206 207 – 211	2 3
5	High Intermediate ESL		212 – 216 217 – 221	4 5
6	Advanced ESL		222 – 224 225 – 227 228 – 231	6 7 8
	Exit Advanced ESL	Not Basic Skills Deficient	232 and above	9+

CASAS ESL Reading Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading ESL EFLs		Reading Life and Work Score Ranges	Grade Level
1	Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2	Low Beginning ESL		181 - 190	1
3	High Beginning ESL		191 – 200	1
4	Low Intermediate ESL		201 – 205 206 – 210	2 3
5	High Intermediate ESL		211 – 215 216 – 220	4 5
6	Advanced ESL		221 – 225 226 – 230 231 – 235	6 7 8
	Exit Advanced ESL	Not Basic Skills Deficient	236 and above	9+

CASAS ESL Listening Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Listening ESL EFLs		Listening Life and Work Score Ranges	Grade Level
1	Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2	Low Beginning ESL		181 - 189	1
3	High Beginning ESL		190 – 199	1
4	Low Intermediate ESL		200 – 204 205 – 209	2 3
5	High Intermediate ESL		210 – 214 215 – 218	4 5
6	Advanced ESL		219 – 221 222 – 224 225 – 227	6 7 8
	Exit Advanced ESL	Not Basic Skills Deficient	228 and above	9+

*Adapted from the amended DOL-only Participant Individual Record Layout (PIRL) ETA #9172 and the [Training and Employment Guidance Letter \(TEGL\) 10-16 Change 1](#) published August 23, 2017 developed jointly by the U.S. Departments of Labor (DOL) and Education (ED) (the Departments).

From the ETA 9172 DOL PIRL (Data element #804)

Mark as Basic Skills Deficient/Low Levels of Literacy at Program Entry if the participant is, at program entry:

- A) a youth, who has English reading, writing, or computing skills **at or below the 8th grade level** on a generally accepted standardized test; or
- B) a **youth or adult**, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant’s family, or in society.