



## 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          | Grade Level |
|------------|------------------------|----------------------------|-------------------------------------|-------------|
| 1          | Beginning ABE Literacy | Basic Skills Deficient     | 193 and below<br>194 - 203          | K<br>1      |
| 2          | Beginning Basic        |                            | 204 – 210<br>211 - 216              | 2<br>3      |
| 3          | Low Intermediate       |                            | 217 – 222<br>223 – 227              | 4<br>5      |
| 4          | High Intermediate      |                            | 228 – 230<br>231 – 234<br>235 – 238 | 6<br>7<br>8 |
| 5          | Low Adult Secondary    | Not Basic Skills Deficient | 239 – 243<br>244 – 248              | 9<br>10     |
| 6          | High Adult Secondary   |                            | 249 – 253<br>254 and above          | 11<br>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<br>185 – 193                           | 183 and below<br>184 – 192                           | K<br>1              |
| 2          | Beginning Basic          |                            | 194 – 198<br>199 – 203                               | 193 – 198<br>199 – 203                               | 2<br>3              |
| 3          | Low Intermediate         |                            | 204 – 209<br>210 – 214                               | 204 – 208<br>209 – 213                               | 4<br>5              |
| 4          | Middle Intermediate      |                            | 215 – 221<br>222 – 225                               | 214 – 220<br>221 – 224                               | 6<br>7              |
| 5          | High Intermediate        |                            | 226 – 228<br>229 – 235                               | 225 – 228<br>229 – 235                               | 7<br>8              |
| 6          | Adult Secondary          | Not Basic Skills Deficient | 236 – 240<br>241 – 244<br>245 – 248<br>249 and above | 236 – 240<br>241 – 244<br>245 – 248<br>249 and above | 9<br>10<br>11<br>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<br>190 – 196              | K<br>1      |
| 2          | High Beginning ESL     |                            | 197 – 206                           | 1           |
| 4          | Low Intermediate ESL   |                            | 207 – 211<br>212 – 216              | 2<br>3      |
| 5          | High Intermediate ESL  |                            | 217 – 222<br>223 – 227              | 4<br>5      |
| 6          | Advanced ESL           |                            | 228 – 230<br>231 – 234<br>235 – 238 | 6<br>7<br>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<br>187 – 191              | K<br>1      |
| 3          | High Beginning ESL     |                            | 192 – 201                           | 1           |
| 4          | Low Intermediate ESL   |                            | 202 – 206<br>207 – 211              | 2<br>3      |
| 5          | High Intermediate ESL  |                            | 212 – 216<br>217 – 221              | 4<br>5      |
| 6          | Advanced ESL           |                            | 222 – 224<br>225 – 227<br>228 – 231 | 6<br>7<br>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<br>206 – 210              | 2<br>3      |
| 5          | High Intermediate ESL  |                            | 211 – 215<br>216 – 220              | 4<br>5      |
| 6          | Advanced ESL           |                            | 221 – 225<br>226 – 230<br>231 – 235 | 6<br>7<br>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<br>205 – 209               | 2<br>3      |
| 5          | High Intermediate ESL  |                            | 210 – 214<br>215 – 218               | 4<br>5      |
| 6          | Advanced ESL           |                            | 219 – 221<br>222 – 224<br>225 – 227  | 6<br>7<br>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.