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## **CASAS Intake Process for ABE and ESL Programs**





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## Intake Process

*This document provides a step-by-step tutorial on how to implement an **intake process** using CASAS eTests Online.*

- Intake and orientation is your opportunity to welcome students to your program and determine their needs, goals, skill levels, and education and work backgrounds.
- With an effective intake and orientation process, you will create a learning environment that works with each of these factors. You can promote student retention rates, improve learning gains, and build overall program success.
- Engage your students at the beginning and they are more likely to have higher retention and completions rates. Use those proven intake strategies – building relationships, ensuring that students understand *their* options and *your* program expectations, and helping them identify the steps in their learning journey – and you will have students more engaged in and responsible for their education.

### *Initial Screening*

The top section of the answer sheet (Name, Date, etc.) may be used as a screening device to identify learners who cannot read or write at all in English. Any examinees that have difficulty completing the first few fields should not be given the, reading, listening, or math Locator or Appraisal. However, they generally can be assessed using the CASAS Beginning Literacy Reading Assessment, Form 27 or 28 to further refine their placement and to determine their baseline reading level. The Oral Screening can be used to check their basic conversational ability. See *ESL Intake Process* on [page 32](#).

Once an examinee has been screened in English, assistance can be provided in English or in the native language, if necessary. Demographic data should still be collected for students with minimal language skills and the “Not able to test” bubble should be marked in the “Placement into Program” field on the answer sheet.

**Oral Screening – see page 20.**

**Writing Screening – see page 17.**

## Administering and Scoring the Oral Screening

### *Description*

The Oral Screening is intended to provide a quick measure of an examinee's speaking ability. It is optional and should not be given to those who obviously can speak English well. It may be used at the beginning of testing with examinees who cannot write their name and other information on the answer sheet, in order to screen from the reading and listening appraisals those examinees who should be referred directly to beginning ESL instruction. Alternatively, the test may be given as examinees finish the reading test, or at a separate time.

The Oral Screening is individually administered and consists of six questions. The examiner asks the questions, the examinee answers, and the examiner rates each response, marking a score in the ORAL section of the examinee's answer sheet (or on the Oral/Writing Screening Response Sheet, page 40). Agencies may expand the oral screening for a fuller assessment of speaking ability. The script of the Oral Screening instrument appears on page 21.

### *Administration Instructions*

- Set up two chairs in a quiet corner, out of earshot of other examinees, who should be occupied with other activities.
- Introduce yourself, if appropriate. Then ask the questions as shown on the Oral Screening Script.
- If the examinee does not respond or asks for clarification, repeat the entire question once, exactly as written, or use the clarification questions provided.
- Score each item after the examinee has given a response. Following the scoring guidelines, assign a **0**, **1** or **2** to each of the six oral screening questions (see the scoring rubric below). Mark scores on the answer sheet in the column labeled ORAL.
- If examinees are not able to answer one of the questions, go on to the next. For those who are having apparent difficulty, terminate the oral screening at any time and score the unanswered questions **0**.

### *Scoring the Oral Screening*

Score the oral screening according to the following guidelines. See also the script and scoring samples on the following pages.

<b>Points</b>	<b>Guidelines</b>
<b>0</b>	No answer, incomprehensible, or does not answer the question. Note: If the examinee responds, “I don’t know,” it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
<b>1</b>	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
<b>2</b>	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.

Record the score for each response under ORAL on the first page of the answer sheet. Total the number of points for the six questions and record the total score in the box labeled ORAL SCORE (second page of the self-scoring answer sheet).

## Oral Screening Script

Question	Response
What's your name?	This question is not scored. It may be omitted if the proctor knows the examinee.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.
4. Do you read in your native language? If Yes, ask: What do you like to read?  If No, ask: Why not?	Yes. Some possible responses: names of books, types of books, subjects.  No. Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>
5. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.



## Oral Screening Samples

	SCORE		
	0	1	2
<b>What's your name?</b> <b>NOT SCORED</b>		My name Robert Torres.	Maria Alvarez.
<b>1. What country are you from?</b>	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
<b>2. How long have you been in the United States?</b> <b>When did you come to the United States?</b>	¿Cómo?  Last time.	Two year.	I've been here since 1980.
<b>3. Tell me why you want to learn English.</b> <b>Why do you want to study English?</b>	Want? Learn?  English. Good.	Improve study.	Because I want a better job.
<b>4. Do you read in your native language?</b> <b>What do you like to read?</b> <b>Why not?</b>	Sí.  Yes. Read. . . . I no understand.	In Spanish? Yes.  Oh, book, magazine.	Not much.  I try to practice my English.
<b>5. What work did you do in your country?</b> <b>What work are you doing now?</b>	Uh . . . work.  [No response]	Before, right? Before I'm here? Fix machine.  Now work mechanic.	I never worked in Mexico.
<b>6. How many years did you go to school in your country?</b> <b>How long did you go to school in your country?</b>	School?  [No response]	Go school six year.	Ten years.

## Administering and Scoring the Writing Screening

### *Description*

The Writing Screening is an optional exercise in which examinees are asked to write two sentences that are dictated to them. This short test provides a very general assessment of a person's ability to aurally comprehend and write basic English sentences. Items are scored holistically on a three-point scale.

### *Administration Instructions*

Examinees will need the Oral/Writing Screening Response Sheet (**page ##**) to write the dictated sentences.

The test administrator should have a native or near-native accent in spoken English, and should speak in a loud, clear voice with an easy, natural pace when dictating the sentences. The sentences are:

- 1. The flag is red, white and blue.**
- 2. New York is the largest city in the United States.**

To begin the test, say: "You will write two sentences. I will say each sentence three times. Now listen, and write Sentence 1." Dictate the first sentence. After a brief pause, repeat it; pause again and repeat again. Do the same with the second sentence. The examinees should not get help from other students or look at other students' responses.

### *Scoring the Writing Screening*

Score the Writing Screening according to the following guidelines:

Points	Guidelines
<b>0</b>	Nothing written, completely illegible or wrote the wrong sentence.
<b>1</b>	Wrote some words correctly.
<b>2</b>	Wrote the complete sentence correctly.

Practice scoring using the Writing Sample Scoring Practice worksheet on **page 18**; correct scoring is shown on **page 19**. Those who will be scoring the Writing Screening in your agency should discuss their ratings and come to consensus before proceeding to score actual examinee samples.

Record the scores in the Writing Screening section of the answer sheet, page ##. Total the number of points for both sentences and record the total score in the box labeled Total Points.

## Writing Sample Scoring Practice Worksheet

1. The flag is red, white, and blue.
2. New York is the largest city in the United States.

Score  
(0-2)

1. [The flag is white and blue]

\_\_\_\_\_

2. [The flag is red white and blue]

\_\_\_\_\_

3. [white and blue]

\_\_\_\_\_

4. [The flower is red light and blue..]

\_\_\_\_\_

5. [YES]

\_\_\_\_\_

6. [New York is the largest city in the U.S]

\_\_\_\_\_

7. [Do you like to stay]

\_\_\_\_\_

8. [New York is the large and nice]

\_\_\_\_\_

9. [New York is largest city in the United States]

\_\_\_\_\_

10. [New York is a large city in The US]

\_\_\_\_\_

## Writing Sample Scoring Practice Scores

3. The flag is red, white, and blue.

4. New York is the largest city in the United States.

Score

(0-2)

1. [The flag is white and blue]

1

2. [The flag is red white and blue]

2

3. [white and blue]

0

4. [The flower is red light and blue..]

1

5. [YES]

0

6. [New York is the largest city in the U.S]

2

7. [Do you like to stay]

0

8. [New York is the large and nice]

1

9. [New York is largest city in the United States]

1

10. [New York is a large city in the US]

1

# CASAS ESL Intake Process

## Guidelines for determining level placement

1

Assess student's basic English language proficiency

- ✓ observe how well the student communicates and fills out forms
- ✓ consider number of years of formal schooling and other information on demographic records
- ✓ administer CASAS oral screening or other oral assessment
- ✓ administer CASAS writing screening or other writing assessment
- ✓ consider other factors affecting level placement

... then evaluate information and determine next step

Scores on CASAS Oral Screening and Writing Screening or other factors

Oral Screening

Writing Screening

Other Factors

<6

0-1

poor

<6

1-2

good

6 or more

0-1

poor

6 or more

1-2

good

2A

**Skip the locator or appraisal** and administer the five practice items from Form 27 or 28, one-on-one.

Results

Test form to administer

- some difficulty
- little or no difficulty

- Administer **Form 27** or **28** as pretest
- Administer **Level A reading** and **listening** forms as pretest

**Administer the locator or appraisal** reading and listening forms:

2B

- Locator + pretest, or
- Appraisal + pretest, or
- Appraisal (only)

3

**Place student in an instructional level** according to the lower of the two reading and listening scores.

- The pretest score serves as the initial point of comparison for progress testing.
- The appraisal score (only) provides accurate placement information.

## CASAS ABE Intake Process

### Guidelines for determining level placement

1

Assess student's basic English language proficiency

- ✓ observe how well the student can fill out forms and perform other writing tasks
- ✓ consider number of years of formal schooling and other information on demographic records
- ✓ administer CASAS writing screening or other writing assessment
- ✓ consider other factors affecting level placement

**... then evaluate information and determine next step**

Student has difficulty writing name and address and in completing writing sample, or has other significant limitations

Student writes name and address, and produces basic writing sample

2A

**Skip the locator or appraisal** and administer the five practice items from Form 27 or 28, one-on-one.

#### Results

- some difficulty
- little or no difficulty

#### Test form to administer

- Administer **Form 27** or **28** as pretest
- Administer **Level A reading** and **listening** forms as pretest

**Administer the locator or appraisal**  
reading and listening forms:

- Locator + pretest, or
- Appraisal + pretest, or
- Appraisal (only)

2B

3

**Place student in an instructional level** according to the lower of the two reading and listening scores.

- The pretest score serves as the initial point of comparison for progress testing.
- The appraisal score (only) provides accurate placement information.

## Interpretation of Results

The CASAS Appraisal has several uses: basic skills education referral, placement into instructional program or class, and identification of pre-/post progress test level.

### *Basic Skills Education Referral*

The CASAS Appraisal can be used to determine basic skills proficiency. The scores assist in determining eligibility and in developing an EDP (Educational Development Plan) or ISS (Individual Service Strategy). The goal is to place students into a training or educational program where they can succeed.

### *Program Placement*

The flowchart *CASAS ESL Intake Process* on page 32 provides guidelines for determining class placement and pretest level based on results of the CASAS Appraisal. It also provides guidance in screening, testing, and placing learners with minimal language ability.

CASAS Appraisal test results help identify a student's general skill level in listening and reading. CASAS scale scores are correlated to the CASAS Skill Levels (see pages 34-35), which describe expected performance in realistic contexts. The descriptions serve as benchmarks that are useful in interpreting CASAS scale scores. The skill levels are based on many years of achievement data and experience with students enrolled in Basic Education programs, and are valid for both native English-speaking students (in ABE classes) and non-native English speakers (in ESL).

Programs should bear in mind that the levels are presented as general guidelines and should be adapted to local class levels and program focus. When the level descriptions are used as references for student placement, program purpose and focus of instruction should be taken into consideration, since a learner may score higher in one skill area than another – attaining a higher score in reading than in listening, for example. The lower test score is generally used for program placement. However, if a program places greater emphasis on listening and speaking skills at the beginning levels of ESL instruction, the listening score may be given greater weight in determining learners' placement into lower levels in that program. Conversely, if there is emphasis on reading and writing skills at the intermediate and advanced ESL levels in a program, then the reading score could be given greater weight for learner placement into these higher levels. Please note that the listening and reading scales are distinct and cannot be averaged to determine learner placement.

The CASAS Appraisal is one measure by which a program can make decisions on appropriate program or class placement. In any program, final determination should involve a combination of assessments looking at a variety of skills.



Many agencies are required to interpret and report student test performance in terms of grade level. While CASAS has not advocated such interpretation for adult learners, references have been established for use when required. *CASAS Scale Score References for Grade Levels* (page 38) shows grade levels corresponding to CASAS scale scores for reading.

## Greater Determining Pretest Level

Agencies implementing CASAS progress testing may use the appraisal results to determine what level achievement pretest a student should take. It is important that students take the progress test most appropriate for their particular skill level in order for their learning gains to be accurately measured. Use the flowchart and the *Suggested Next Test* chart it contains to determine which pretest to give based on appraisal score. Note: The appraisal score should not be used as a pretest score in measuring learning progress.

## Score Interpretation for the Oral Screening

As shown in the flowchart, examinees who score less than 6 points on the Oral Screening should not be given the Listening or Reading sections of the CASAS Appraisal. Those who score less than 6 points can be given one or more of the following tests:

- Beginning Literacy Reading Assessment, Form 27 or 28
- Level A Reading Test, Form 81 R
- Level A Listening Test, Form 81 L

## Scope of Assessment

The content of any ABE or ESL curriculum will be broader than the content of a standardized progress test, though as long as assessment and curriculum are both grounded in relevant learning objectives and established content standards, there should be a match between what is tested and what is taught. CASAS standardized progress tests assess a subset of what programs teach and provide an accurate measure of a learner's skill level.

While CASAS provides a range of standardized tests and informal assessment measures to meet different needs and purposes, it is not possible for one test to meet all instructional testing needs. When agencies are making important, high-stakes decisions about individual learners, they should use multiple measures. These can include standardized tests, informal interviews, checklists, performance assessment, or other measures that provide information that can assist in decision-making. Tests assessing other aspects of proficiency, such as speaking skills and grammar, contribute additional information about learners and can be used effectively along with CASAS tests. For example, a math computation test could be given to determine which basic math skills learners need to strengthen.

Ongoing assessment of specific material covered in class is an important component of an assessment system. Such curriculum-based tests may be developed by the instructor or may include

tests drawn from textbooks used in class. These encompass formal unit tests as well as more informal tests and quizzes, and can include performance-based assessment in addition to paper-and-pencil tests.

Applications of standardized and more informal non-standardized assessment include:

Standardized tests	Non-standardized tests	
√	√	. . . help learners to: <ul style="list-style-type: none"> <li>- determine progress toward goals</li> <li>- verify goal attainment</li> </ul>
√	√	. . . help instructors to: <ul style="list-style-type: none"> <li>- plan instruction</li> <li>- determine appropriate placement</li> </ul>
√		. . . help program administrators to: <ul style="list-style-type: none"> <li>- evaluate the impact of instruction</li> <li>- plan staff development</li> <li>- allocate resources</li> </ul>
√		. . . help funding sources to: <ul style="list-style-type: none"> <li>- establish program accountability</li> <li>- identify effective practices</li> </ul>

## 9. TESTING ACCOMMODATIONS

Testing accommodations provide learners with disabilities an opportunity to demonstrate their skills and abilities without interference from sensory, motor, language, or psychological skills caused by the disability itself. Accommodations may alter the conditions for administering a test such as changes in timing, setting or responding, or they may change the format of the test such as use of a Braille version or text enlarger. Appropriate accommodations meet the needs of learners without changing what a test is intended to measure. It is important to note that not all learners with disabilities will need testing accommodations.

### Legislation regarding Accommodations

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998, which aim to improve access to adult programs and achieve employment outcomes for learners with disabilities. Section 504 in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004, have provisions related to testing accommodations for learners with disabilities. The No Child Left Behind Act of 2001 ensures equal access for all learners in education programs, including learners with disabilities.

### Local Agency Responsibility

Local agencies are responsible for providing fully accessible services and reasonable accommodations for learners with documented disabilities. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Education Plan (IEP), Individual Program Plan (IPP) or Individualized Plan for Employment (IPE). The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

### **Accommodations in Test Administration Procedures**

Local test administrators may provide accommodations in testing conditions for documented disabilities without contacting CASAS. Examples of accommodations in testing conditions are testing in an alternate room, using a colored overlay, allowing extended time, giving supervised breaks, or providing a sign language interpreter (for test administration directions only). Test administrators do not need to contact CASAS for permission to make these particular accommodations. It is *not* an appropriate accommodation to *read a CASAS reading test* or to allow use of a vocabulary pen.

### **Use of Appropriate CASAS Test Forms**

CASAS provides tests in a format appropriate for learners with disabilities, such as computer-adaptive and computer-based tests, a Braille test, and large-print tests. All CASAS test booklets are available in large-print format. A version of the Life and Work reading test is available in Braille. Computer-adaptive and computer-based tests are available in reading, math and listening. Contact CASAS at 1-800-255-1036 for information on other test formats. Do not change a test format locally. Alternate test formats must meet standardized test development procedures.

For more information, go to [www.casas.org](http://www.casas.org) and refer to the *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities*. The paper includes a matrix with sample accommodations for specific disabilities.

## **10. RESOURCES**

### **Training and Technical Assistance**

CASAS requires agency staff who administer CASAS tests to receive training. Training sessions are held at the state, regional, and local level and are tailored to meet the needs of the agencies being served. CASAS staff trainers are supported by a nationwide network of certified CASAS trainers.

Distance training options are also available. The National Consortium of agencies using CASAS is another source of assistance. CASAS holds an annual National Summer Institute that provides a venue for training and information dissemination. The *CASAS Connection* newsletter contains information on recent developments in the CASAS assessment system. The CASAS Web site at [www.casas.org](http://www.casas.org) contains detailed information about the CASAS system, training, products, services, research, and current projects, as well as implementation support.

The CASAS staff is available to answer questions on test administration, score interpretation, data collection and analysis, and other concerns related to testing. Advice on teacher training and on competency-based curriculum and instructional materials is available.

## Ordering

Please use a CASAS order form when ordering materials. Call CASAS at 1-800-255-1036 or 1-858-292-2900 for information about orders and CASAS products and services or to request a CASAS Resource Catalog. Visit [www.casas.org](http://www.casas.org) to view the catalog and download the order form or to learn about the CASAS system.

## NRS Educational Functioning Levels to CASAS Scale Scores and Grade Levels

NRS Educational Functioning Levels				CASAS
EFL	ABE	ESL		Score Ranges*
1		Beginning ESL Literacy	<b>Basic Skills Deficient</b>	180 and below
2		Low Beginning ESL		181-190
3	Beginning ABE Literacy	High Beginning ESL		191-200
4	Beginning Basic Education	Low Intermediate ESL		201-210
5	Low Intermediate Basic Education	High Intermediate ESL		211-220
6	High Intermediate Basic Education	Advanced ESL		221-235
7	Low Adult Secondary Education		<b>Not Basic Skills Deficient</b>	236-245
8	High Adult Secondary Education			246 and above

\* Reading, Numeracy, and Listening

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug. 13, 2007

## CASAS Skill Level Descriptors for ABE

Scale Scores	CASAS Level	Descriptors
250	<b>E</b>	<b>Advanced Adult Secondary</b> With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		<b>Adult Secondary</b> Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
240	<b>D</b>	<b>Advanced Basic Skills</b> Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
235	<b>C</b>	<b>Intermediate Basic Skills</b> Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
230	<b>B</b>	
225		<b>Beginning Basic Skills</b> Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
220	<b>A</b>	<b>Beginning Literacy/Pre-Beginning</b> Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
<b>Note:</b> This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.		

## CASAS Skill Level Descriptors for ESL

Scale Score	CASAS Level	Descriptors
250	E	<b>Proficient Skills</b>
245		<b>Listening/Speaking:</b> Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. <b>Reading/Writing:</b> Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. <b>Employability:</b> Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals. (SPL 8)
240	D	<b>Adult Secondary</b>
235		<b>Listening/Speaking:</b> Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. <b>Reading/Writing:</b> Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. <b>Employability:</b> Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
230	C	<b>Advanced ESL</b>
225		<b>Listening/Speaking:</b> Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. <b>Reading/Writing:</b> Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. <b>Employability:</b> Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation. (SPL 6)
220		
215	B	<b>High Intermediate ESL</b>
210		<b>Listening/Speaking:</b> Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. <b>Reading/Writing:</b> Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. <b>Employability:</b> Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
205		<b>Low Intermediate ESL</b>
200		<b>Listening/Speaking:</b> Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. <b>Reading/Writing:</b> Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. <b>Employability:</b> Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)

190		<b>High Beginning ESL</b>  <b>Listening/Speaking:</b> Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. <b>Reading/Writing:</b> Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. <b>Employability:</b> Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
180	A	<b>Low Beginning ESL</b>  <b>Listening/Speaking:</b> Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. <b>Reading/Writing:</b> Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. <b>Employability:</b> Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
150		<b>Beginning Literacy/Pre-Beginning ESL</b>  <b>Listening/Speaking:</b> Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. <b>Reading/Writing:</b> May not be literate in any language. <b>Employability:</b> Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.



## Oral / Writing Screening Response Sheet

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_  
First Last

Test Administrator Name: \_\_\_\_\_  
First Last

### Oral Screening

### Total Points

- 1 (0) (1) (2)
- 2 (0) (1) (2)
- 3 (0) (1) (2)
- 4 (0) (1) (2)
- 5 (0) (1) (2)
- 6 (0) (1) (2)

### Writing Screening

1 | \_\_\_\_\_

2 | \_\_\_\_\_

### Writing Scores

### Total Points

- 1 (0) (1) (2)
- 2 (0) (1) (2)

### Comments

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## CASAS Contact Information

<b>Mail:</b>	CASAS 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339
<b>Website:</b>	<a href="http://www.casas.org">www.casas.org</a>
<b>Telephone:</b>	858-292-2900 or 1-800-255-1036
<b>Fax:</b>	858-292-2910
<b>E-mail:</b>	
<b>General questions:</b>	<a href="mailto:casas@casas.org">casas@casas.org</a>
<b>Training questions:</b>	<a href="mailto:training@casas.org">training@casas.org</a>
<b>Ordering questions:</b>	<a href="mailto:orders@casas.org">orders@casas.org</a>
<b>California Accountability:</b>	<a href="mailto:capm@casas.org">capm@casas.org</a>
<b>CASAS Technology Support Team:</b>	<a href="mailto:techsupport@casas.org">techsupport@casas.org</a>

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