

CASAS Implementation Training Modules 1 and 3

CASAS Paper Test Implementation

August 2024

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PDF of Powerpoint and Links

<https://www.mnabeassessment.com/presentations>

WELCOME to Implementation Training!

Getting Credit for Completing Training ~ You will need to follow the instructions at the end of this session to confirm your participation in this training.

- **IMPORTANT** – You will need your unique CASAS website login and password (Create an account at www.casas.org).
- You must submit your Test Security Agreement online. You will need your Workshop Code, which we will give you.



Introductions

Marty Olsen – SW ABE

PDF of Powerpoint and Links

<https://www.mnabeassessment.com/presentations>

Who is here? Introduce yourselves!

- Role at your agency
- Years in your position
- eTests, paper tests, or both
- Test ELL or ABE learners
- Have you implemented newly-approved tests



Module 1: Implementation Basics

Module 2: CASAS eTests Implementation

Module 3: Paper Test Implementation

****NEW MODULE: CASAS Paper Test Proctor Certification**

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

**Our training today will cover Modules 1 and 3.

Training Objectives

After completing this training, you will be able to:

- Identify the key components of the CASAS system
- Identify NRS-approved CASAS tests for ESL and ABE learners
- Recognize the important components of Test Administration Manuals (TAMs)
- Understand the Standardized Testing Process
- Identify the roles and responsibilities for staff involved with implementing paper testing.
- Identify the process of administering, scoring, and reporting test results
- Locate resources to support CASAS Paper Test Implementation in your program.
- View a brief Introduction to CASAS eTests

Module 1 Overview

CASAS Background, Products, and How the CASAS System Works

Assessment Policy & NRS Approved Tests

Test Administration Manuals

Steps for Testing Day Overview

CASAS Background

Comprehensive Adult Student Assessment Systems

Non-profit organization

started in 1980 to develop a competency-based basic skills assessment system for adult education programs

National leader

in adult basic education and adult ESL assessment in 36 states and internationally.

Approved for WIOA

by the US Dept. of Education and US Dept. of Labor.

For more information **About CASAS**, go to: [Home > About CASAS](#)

CASAS Products

Paper-based Assessment



Computer-based Assessment



Data and Accountability Software



Integrated Systems Approach



Curriculum

Link curriculum and assessment

Critical Content Standards and Competencies built into the CASAS assessment system.



Assessment

Assess Basic Skills

Standardized CASAS tests measure basic reading, math, listening, speaking, and writing skills in everyday contexts.



Instruction

Identify Instructional Materials

Educators use CASAS test results to identify materials that target learning needs using QuickSearch.

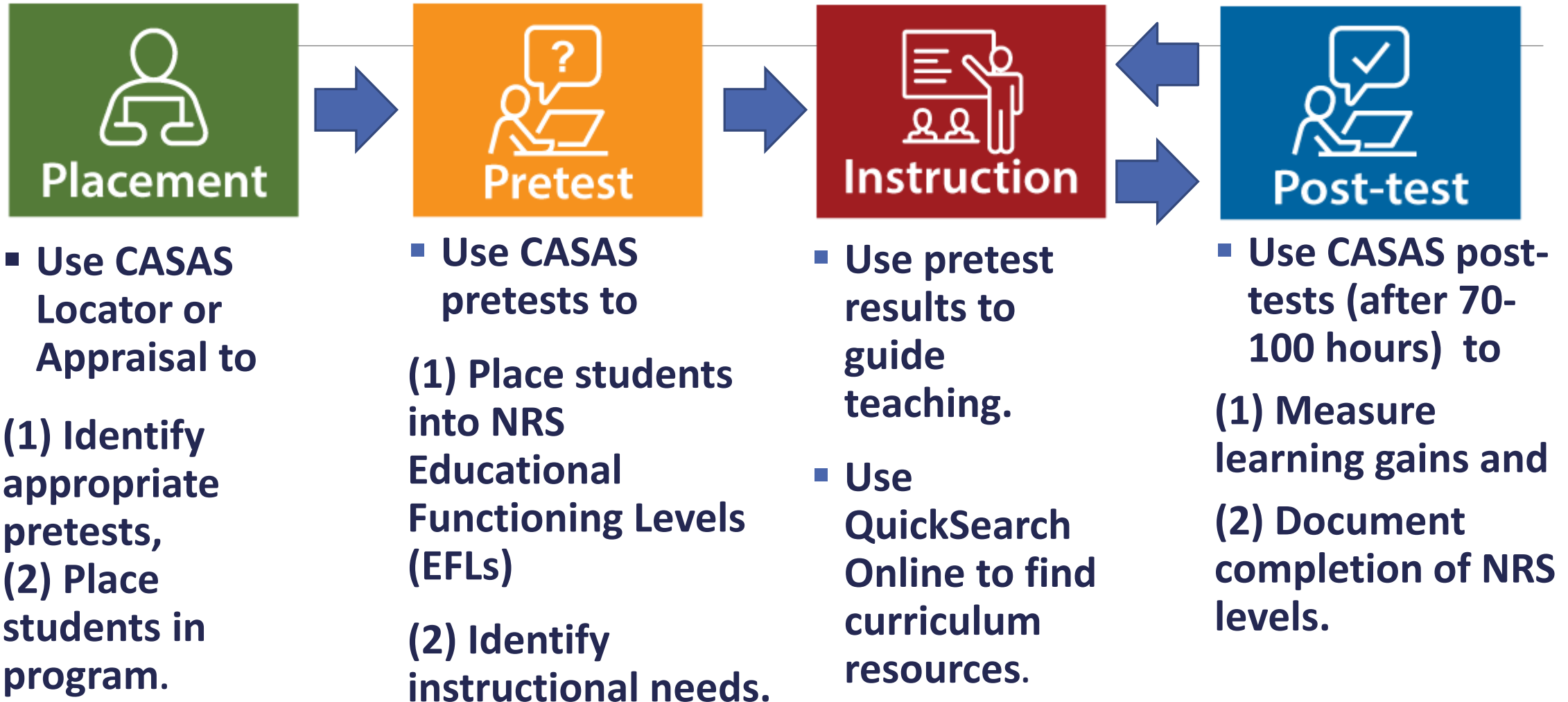


Accountability

Track Student Progress

Use TOPSpro Enterprise (TE) data collection and accountability software for Tracking Of Programs and Students (TOPS).

How the CASAS System Works



CASAS Tests

CASAS Appraisals

- Determine the appropriate level pretest to administered
- Determine basic instructional level
- Cannot be used to report scaled score

CASAS progress tests (pre- and post-tests) have four principal uses:

- to identify a student's skill level
- to guide instruction
- to measure learning progress
- for accountability reporting

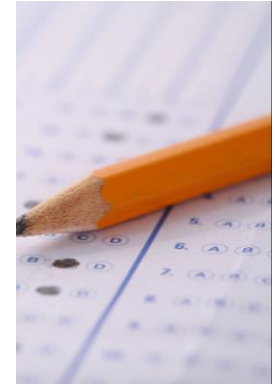
About All CASAS Assessments (GOALS and STEPS)

- Measure academic skills in the context of contemporary themes and adult situations
- Group or individual administration – practical for large or small groups
- Reusable paper test booklets are cost effective
- eTests (computer-delivered)
 - Reduces staff time
 - Affordable (\$1.95 to \$3.80 per test, depending on package and number purchased)
 - Can be used for remote testing



CASAS Is a Standardized Test

- Every student should have the same experience every time
- Use proper timing
- Read script verbatim
- Assist students with demographics only
- Do not review test questions before testing session – only practice items
- Students may not use cell phones, translators or dictionaries
- Do not allow breaks in the middle of testing session
- Do not review correct test answers with examinees



CASAS Levels and Forms

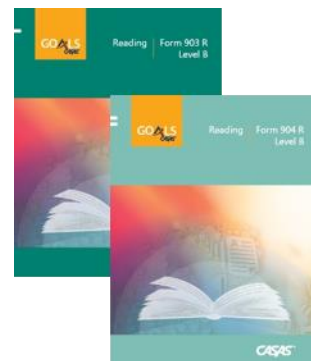
All CASAS tests have the same color scheme.

- There are two alternate forms at each level (e.g., Reading GOALS Forms 903 and 904 are both at Level B).
- Both tests at each level have the same level of difficulty (e.g., Reading GOALS Form 904 is *not* a higher-level test than 903).

Level A – Blue



Level B – Green





Level C – Brown



Level D – Red



Approved NRS Test Status for ABE Learners

ABE / ASE Assessments		
	Reading	Math
	<p>Reading GOALS</p> <p>Approved through June 30, 2025</p>	<p>CASAS GOALS Math is no longer approved for NRS reporting. All copies should be shredded.</p>
	<p><i>(In development)</i></p>	<p>New! Math GOALS 2</p> <p>Approved through July 13, 2030!</p>



CASAS Assessments for ABE

CASAS Reading GOALS – CASAS Math GOALS 2

- Greater Opportunities for Addult Learning Success
- Designed for learners for whom English is their first language, OR English language learners who have earned a 239 or higher on STEPS
- Both series are aligned with the College and Career Readiness Standards
- ELLs can be given Math GOALS 2 if math skills are going to be addressed. The learner could have an ESL Reading EFL* and an ABE Math EFL*.

* EFL – Educational Functioning Level



Math

2 Levels
AB and CD

Levels 1-6

CCR Standards
and CASAS
Competencies

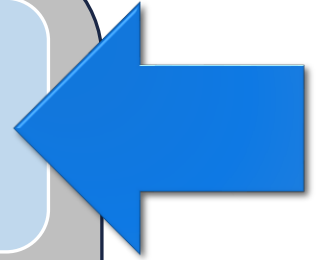


Math

5 Levels
A, B, C, D, E

Levels 1-6

CCR Standards
and CASAS
Competencies



TEST Levels

NRS Levels

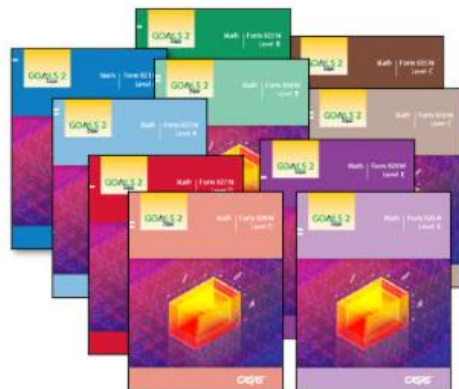
**Proficiency
Standards &
Competencies**

Newly Approved Math GOALS 2 series



Math GOALS 2 for ABE/ASE

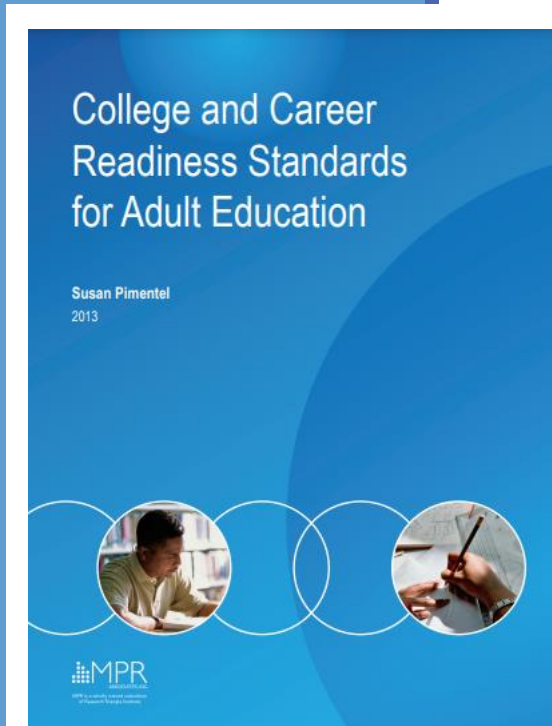
<https://www.casas.org/product-overviews/assessments/math-goals-2>



- 5 levels in the series (A to E), 2 forms per level
- Aligned to the College and Career Readiness (CCR) standards
- Similar content and item as in Math GOALS, expanded
- CASAS GOALS 2 is the only **CASAS** math test approved for NRS reporting. If ELL curriculum will include a math focus, this test can be used for your learners. Learners will have an ABE Educational Functioning Level.
- Administration protocol will remain the same as Math GOALS.



CASAS GOALS Math 2



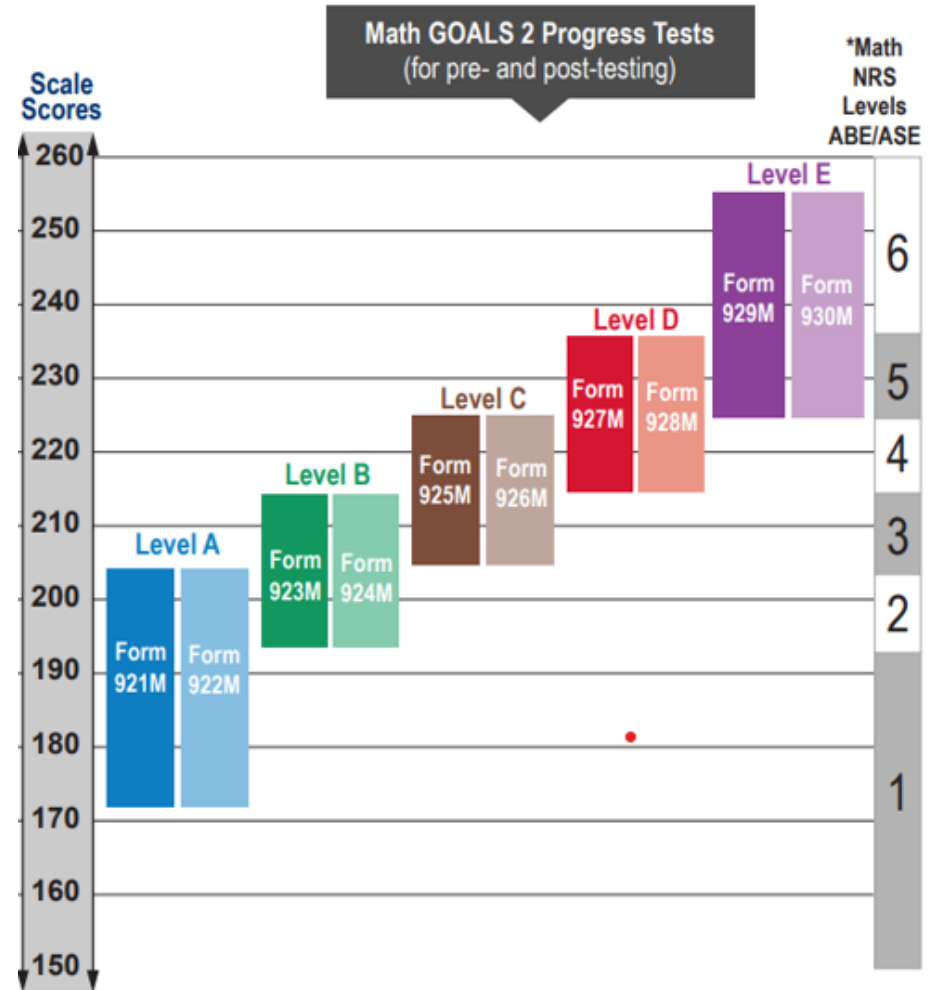
Content Area and CCRS Content Descriptions
Number Sense and Operations Number and Operations: Base Ten Number and Operations: Fractions Number System Ratios and Proportional Relationships Number and Quantity: The Real Number System
Algebraic Thinking Operations and Algebraic Thinking Expressions and Equations Functions Algebra: Arithmetic and Polynomials and Rational Exponents Algebra: Reasoning with Equations and Inequalities Algebra: Creating Equations Functions: Interpreting Functions Functions: Linear, Quadratic, and Exponential Models
Geometry and Measurement Geometry Measurement and Data Geometry: Congruence Geometry: Similarity, Right Triangles, and Trigonometry Geometry: Geometric Measurement and Dimension Geometry: Modeling with Geometry
Data Analysis, Statistics, and Probability Measurement and Data Statistics and Probability Statistics and Probability: Interpreting Categorical and Quantitative Data

Math GOALS 2

NRS Level Breakdown

NRS ABE/ASE Levels	ABE/ASE Level Names	Math GOALS 2 Scale Score Ranges
1	Beginning ABE Literacy	183 and below
		184 – 192
2	Beginning Basic Education	193 – 198
		199 – 203
3	Low Intermediate Education	204 – 208
		209 – 213
4	Middle Intermediate Education	214 – 220
		221 – 224
5	High Intermediate Education	225 – 228
		229 – 235
6	Adult Secondary Education	236 – 240
		241 – 244
		245 – 248
		249 and above

Test Level Breakdown




Each test level covers two NRS levels



Check for Understanding

1. Each Math GOALS 2 test covers one NRS level. (True or False?)
 - False (**Each test level covers 2 NRS levels**)
2. Math GOALS 2 gives you a more accurate measure of learners' skill gains than previous versions. (True or False?)
 - True
3. Reading GOALS 2 is ready for use. (True or False?)
 - False (**It's in development**)
4. Students that took a pretest in Math GOALS can posttest in Math GOALS 2. (True or False?)
 - False (**Pre- and Post- tests must be in the same series**)

NRS Test Status for English Language Learners

ESL Assessments		
	Reading	Listening
	<p>New! Reading STEPS Approved through July 13, 2030!</p>	<p>New! Listening STEPS Approved through July 13, 2030!</p>

CASAS Life & Work is no longer approved for NRS reporting in Minnesota. All L&W tests should be shredded.

Newly Approved STEPS Reading and Listening Series



Reading STEPS for ESL

<https://www.casas.org/product-overviews/assessments/reading-steps>

Listening STEPS for ESL

<https://www.casas.org/product-overviews/assessments/listening-steps>

- **STEPS** – Student Test of English Progress and Success
- Both Reading and Listening series have 5 levels, 2 forms per level
- Aligned to the ELP standards (English Language Proficiency standards)
- Increased focus on content standards together with competencies
- Similar item types as found in Reading GOALS
- The process of administering these tests will remain the same.

Who Should be Given a CASAS **STEPS** Reading?

- Only appropriate for learners for whom English is not their first language
- Only appropriate for ELLs who score less than **239** on STEPS
- Once an English language learner scores **239+ on a post-test** SiD will give them a level completion – they will be marked “Completed ESL”
- Those learners must be given a new Reading test, using either CASAS GOALS or TABE 11&12 as soon as possible. It will be impossible to record more than 12 additional hours without a new EFL (Educational Functioning Level).

Reading Test: Life & Work vs. STEPS



Life and Work

Life and Work Reading



4 Levels
A (AX), B, C, D

Levels 1-6

CASAS Content Standards
CASAS Competencies

Test Levels

NRS Levels

Proficiency Standards & Competencies

5 Levels
A, B, C, D, E

Levels 1-6

English Language Proficiency Standards
CASAS Competencies



Correspond to College and Career Readiness Standards (CCRS)

English Language Proficiency Standards - Reading

ELP Standards assessed in Reading STEPS

- ELP Standard 1
Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.
- ELP Standard 6
Analyze and critique the arguments of others orally and in writing.
- ELP Standard 8
Determine the meaning of words and phrases in oral presentations and literary and informational text.



ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016



AIR



College and Career Readiness Standards for Adult Education

Susan Pimentel
2013



MPP

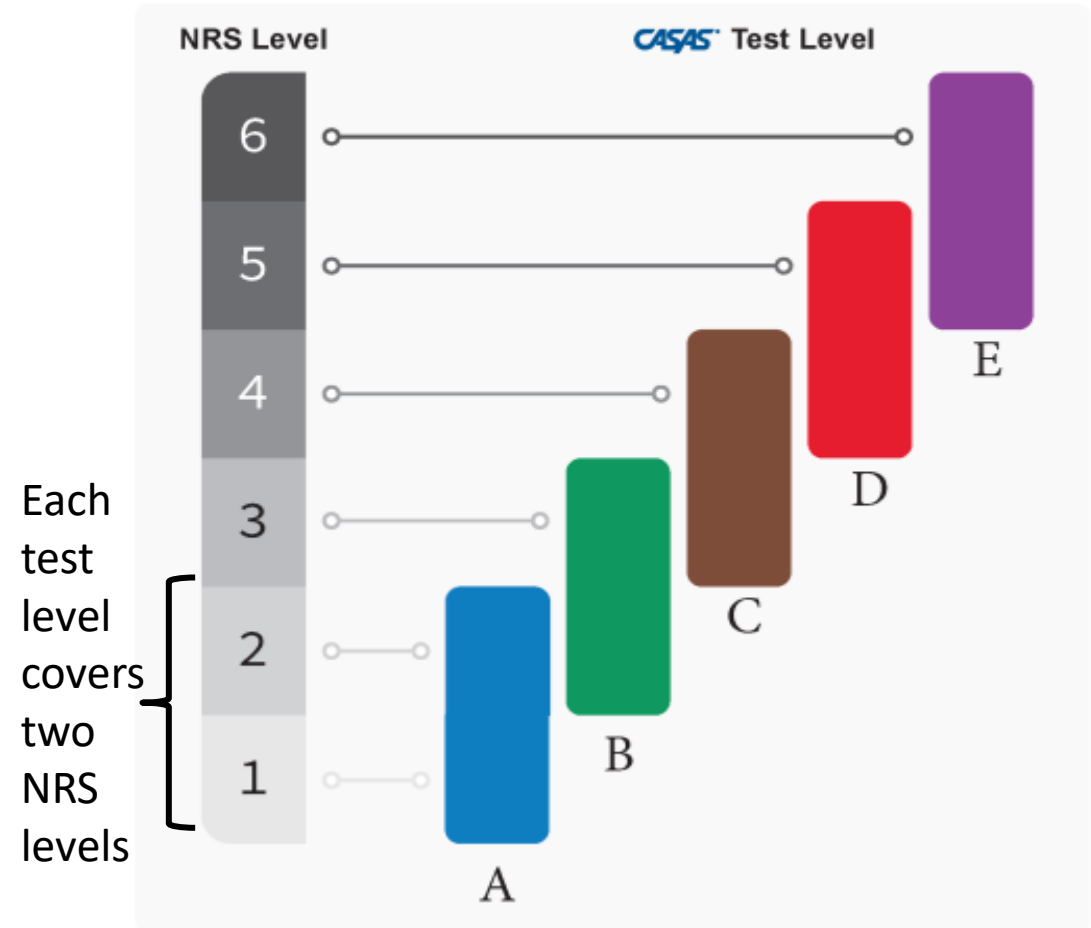
*citation: image taken from CASAS SI-2023

Reading STEPS

NRS Level Breakdown

NRS EFL	ESL Level	Reading STEPS Scale Score Ranges
1	Beginning ESL Literacy	183 and below
2	Low Beginning ESL	184 - 196
3	High Beginning ESL	197 - 206
4	Low Intermediate ESL	207 - 216
5	High Intermediate ESL	217 - 227
6	Advanced ESL (Completed Advanced ESL)	228 - 238 239+

Test Level Breakdown



Listening Test: Life & Work vs. STEPS



Life and Work

Life and Work Listening



Listening STEPS

3 Levels
A, B, C

Levels 1-6

CASAS Content Standards
CASAS Competencies

Test Levels

NRS Levels

Proficiency Standards & Competencies

5 Levels
A, B, C, D, E

Levels 1-6

English Language Proficiency Standards
CASAS Competencies



Correspond to College and Career Readiness Standards (CCRS)

English Language Proficiency Standards - Listening

ELP Standards assessed in Listening STEPS

- ELP Standard 1
Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing
- ELP Standard 2
Participate in level-appropriate oral (and written) exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.



ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016



College and Career Readiness Standards for Adult Education

Susan Pimentel
2013



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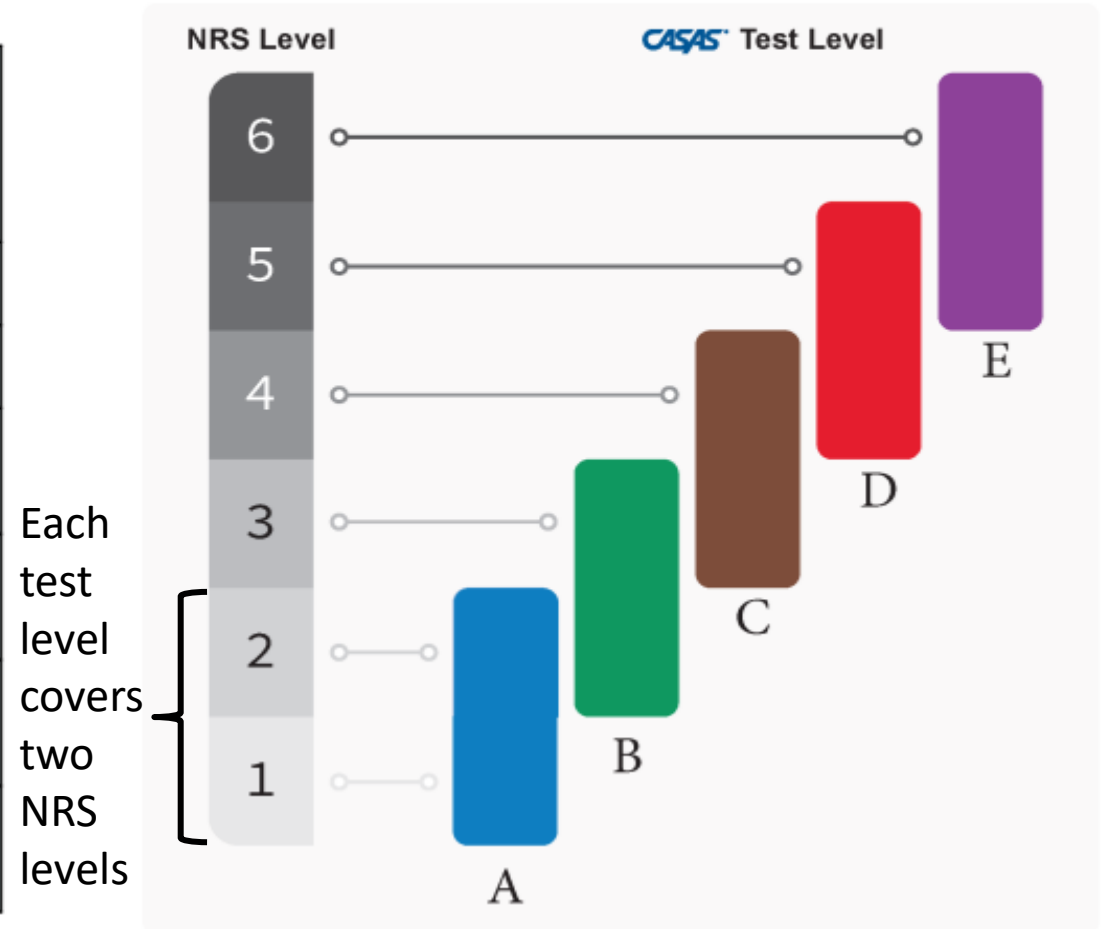
*citation: image taken from CASAS SI-2023

Listening STEPS

NRS Level Breakdown

NRS EFL	ESL Level	Listening STEPS Scale Score Ranges
1	Beginning ESL Literacy	181 and below
2	Low Beginning ESL	182 - 191
3	High Beginning ESL	192 - 201
4	Low Intermediate ESL	202 - 211
5	High Intermediate ESL	212 - 221
6	Advanced ESL (Completed Advanced ESL)	222 - 231 232+

Test Level Breakdown





Check for Understanding

1. If you administered a pretest in Life and Work in FY 2024, it's OK to give a STEPS test as post-test in FY 2025. (T or F?)
 - False (Life and Work is no longer approved AND all post-tests must be in the same series as the pretest)
2. Reading and Listening STEPS test series give you a more accurate measure of learner skill gains than previous test series (T or F?)
 - True (Based on new standards and more test levels)
3. The Reading and Listening STEPS test series are based on the newer English Language Proficiency Standards (ELPS). (T or F?)
 - True (which correspond to the College & Career Readiness Standards)
4. Post-testing should occur after 70-100 hours of instruction (but not less than 40 hours). (T or F?)
 - True (More hours allows more student progress)



Check for Understanding

Choose the best answer:

A. Use old tests and old test questions for practice.

A. Old test questions are not to be used for practice. Only use Sample Test Items.

B. Allow students to preview test materials prior to testing.

B. Only allow authorized staff to view the tests as needed. Use practice test items when testing.

C. Hang on to old test materials or toss in the trash.

C. Take care to shred old test materials.

D. None of the above.

Where to Start?

Test Administration Manual (TAM)

Testing Guidelines Overview

Test Timing

Test Security

Accommodations

Intake Screening

Testing Guidelines Overview

Each site offering CASAS testing should have a **Test Administration Manuals (TAM)** kept in a secure location and made available for testing staff.

Each Test Administration Manual (TAM) contains:

- | | |
|-----------------------------|--|
| ➡ Answer keys | Standardized test administration procedures and policies |
| ➡ Scoring guidelines | Test security protocols and procedures |
| ➡ Score conversion charts | Educational Functioning Level Descriptors |
| ➡ Next assigned test charts | |
-

Test Timing for STEPS Test Series

**Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time.

Source: www.casas.org

Reading STEPS – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes 15	160 - 196
B	Forms 623R - 624R	36	50 minutes 30	184 - 206
C	Forms 625R - 626R	36	75 minutes 45	197 - 216
D	Forms 627R - 628R	36	75 minutes 51	207 - 227
E	Forms 629R - 630R	36	75 minutes 56	217 - 251

*Average Actual Test Time in Red

Listening STEPS – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes 16	158 - 191
B	Forms 623L - 624L	36	45 minutes 29	182 - 201
C	Forms 625L - 626L	39	52 minutes 35	192 - 211
D	Forms 627L - 628L	39	56 minutes 40	202 - 221
E	Forms 629L - 630L	39	38 minutes 31	212 - 235

*Average Actual Test Time in Red 36

Test Timing for Reading GOALS and Math GOALS 2 Test Series

**Students must be allowed up to the time listed to complete the test, but most students will finish the test in less time.

Source: www.casas.org

Reading GOALS – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges
Locator	104 R	12	15 minutes	
Appraisal	900R	28	30 minutes	
A	Forms 901R – 902R	39	60 minutes	165 - 212
B	Forms 903R – 904R	40	75 minutes	196 - 225
C	Forms 905R – 906R	40	75 minutes	210 - 238
D	Forms 907R – 908R	40	75 minutes	228 - 262

Math GOALS 2 – Forms/Timing/Score Ranges

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	919M	28	30 minutes	
Locator	920M	14	15 minutes	
A	Forms 921M - 922M	33	50 minutes	171 - 203
B	Forms 923M - 924M	36	65 minutes	193 - 213
C	Forms 925M - 926M	36	75 minutes	204 - 224
D	Forms 927M - 928M	36	75 minutes	214 - 235
E	Forms 929M - 930M	36	90 minutes	225 - 255



Test Security – Paper Delivered tests

- All CASAS testing materials are copyrighted and are not to be reproduced or transmitted by any means.
- Permission is granted to duplicate only pages in the TAM that have “Duplication Permitted” at the bottom of the page.
- Testing can only occur when a Test proctor is present.
- Keep all test administration manuals secure.
- Keep all testing materials in secure storage, and available only to those involved in test administration.
- Develop a system to distribute and collect testing materials, including numbering test booklets.
- Test administrators are responsible for the security of all test materials in their possession.

CASAS Privacy, Copyright, and Security Policy: [Home>>About CASAS>>Privacy, Copyright, and Security Policy](#)

Accommodations



For learners with *documented disabilities*, local assessment staff may provide accommodations in test administration procedures – for example:

- Allowing extra time to time-and-a-half (1.5x) or double time (2.0x)
- Giving supervised breaks
- Providing a sign language interpreter (for test administration directions only)
- Testing in an alternate room (with proctor present)
- Using accommodations materials for test-takers with visual impairment/blindness (paper-based testing and CASAS eTests)

Important! Document in student record which accommodations have been granted to the student.

***CASAS eTests are compatible with screen reader software!**

MN Disabilities Website: <https://pandamn.org/accommodations/casas-comprehensive-adult-student-assessment-system/> Details specific accommodations that may be used that will not decrease the validity of the test.

Intake Screening Overview

An **Intake Screening** process is crucial to identify test takers who should NOT take a locator or appraisal because they may have very low (beginning level) basic skills.

The **Intake Screening** process can also include gathering valuable information about a student's speaking and writing skills and previous education.

Following the recommended CASAS Intake Process will help to:

- determine if a locator or appraisal is suitable for a student.
- determine which pretest to give a student with beginning level skills.
- provide valuable information about a student's speaking and writing skills and previous education.

For more information, go to: [CASAS Home > Training and Support > Testing Guidelines > Intake Process](#)

Oral and Writing Screening for ELLs



The **Oral Screening** is an optional one-on-one oral interview used to screen ESL/ELL learners for taking listening and reading locators or appraisal tests.

- six questions
- 5 minutes

The **Writing Screening** is an additional optional tool to screen ESL/ELL learners for taking reading and listening locators or appraisals.

Examinees write

- two sentences that are dictated
- 5 minutes

Comprehensive Adult Student Assessment Systems



CASAS Intake Screening Process for STEPS

Oral, Writing, and Reading Tools

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Question	Response
What's your name?	This question is not scored. It may be omitted if the tester knows the examinee.
1. How long have you been in the United States? <i>To clarify, ask:</i> When did you come to the United States?	Some possible responses: Four years; 1987; etc.
2. Tell me why you want to learn English. <i>To clarify, ask:</i> Why do you want to study English?	Any appropriate reason may be acceptable.
3. Do you read in your native language? <i>If Yes, ask: What do you like to read?</i> <i>If No, ask: Why not?</i>	Yes. Some possible responses: names of books, types of books, subjects No. Some possible responses: I didn't go to school in my country; I can't read; I have no time to read; etc.
4. What work did you do in your home 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.
5. How many years did you go to school in your country? <i>To clarify ask:</i> How long did you go to school in your country?	Any appropriate response is acceptable.

Administering the Oral Screening

- **Administer one-on-one**
- **Introduce yourself**
- **Ask the questions**
 - **Repeat the question once, if needed**
 - **Use the clarification questions, if needed**

Scoring Rubric – Oral Screening

Points	Guidelines
0	<p><i>No answer, incomprehensible, or does not answer the question.</i></p> <p>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.</p>
1	<p><i>Comprehensible but not grammatically correct.</i></p> <p>Note: <i>Comprehensible = understandable and relevant</i></p>
2	<p><i>Comprehensible and grammatically correct.</i></p> <p>Note: <i>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.</i></p>

Using Oral Screening results to select pretest for Beginning Level ELLs

Score of 6 or more:

- Give the Locator online or the paper-based Appraisal for Reading and/or Listening

Score of 6 or less:

- Give Reading Screening (found on www.casas.org)

Great Difficulty

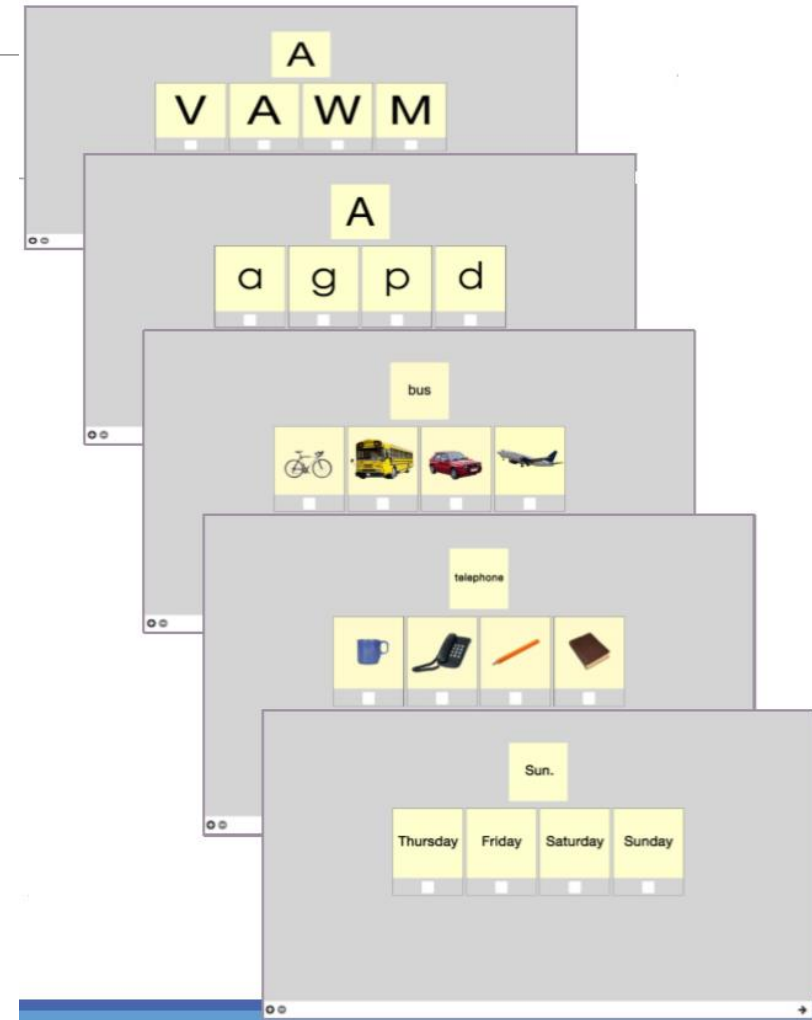
- Give Level A as a pretest after some instruction

Some or No Difficulty

- Give Level A as a pretest

Beginning Literacy Screening

- Administer 5 reading questions from www.casas.org
- If some difficulty, after some instruction administer Level A (Form 621 or 622)
- If little or no difficulty, administer Level A (Form 621 or 622)



Check for Understanding

Local agencies are responsible for providing accommodations for learners who have documented disabilities. Indicate whether or not each accommodation below is allowed for students with special needs.

1. Allowing a student extended time for the test. **Allowed**
2. Using a sign language interpreter for test directions. **Allowed**
3. Translating unfamiliar words in test items. **Not Allowed**
4. Allowing a student to take the test in an alternate room. **Allowed**
5. Giving the student a supervised break. **Allowed**
6. Leaving a student alone to take a test. **Not Allowed**

Check for Understanding

What is the purpose of the Intake Screening?

1. It determines if an appraisal is suitable for a student.
2. It determines which pretest to give student with beginning skills.
3. It can provide valuable information about a student's speaking and writing skills and previous education.
4. All of the above.

BREAK



Proctor Responsibilities and Duties



PROCTOR
RESPONSIBILITIES



PROCTOR DUTIES



PROCTOR
CERTIFICATION

CASAS Tests are Standardized Tests

- A **standardized test** is a test that is administered, scored, and interpreted in the same way for all test-takers.
- Each student that takes the test should receive the same instructions.
- Each time a student takes the test they should receive the same instructions.

Responsibilities and Duties – Overview

- Paper test proctors serve an essential role in ensuring that paper testing occurs fairly and uniformly.
- Certified proctors must do their part to maintain a controlled testing environment that will allow test-takers to perform to the very best of their abilities.
- Proctors follow the same procedures before, during, and after testing to assure the validity of test results and reduce the likelihood of confusion or error during test administration.



Why are Proctor standards so important?

Proctors must properly administer tests so that the test results provide an independent, uniform source of reliable and valid information that enables:

- **Test-takers** - to know the extent to which they have mastered expected knowledge and skills.
- **Workforce training, education, and literacy providers** - to know if their test-takers have acquired the knowledge and skills needed to succeed.
- **Community leaders and policymakers** - to know if workforce training, education, and literacy programs improve their performance.
- **Citizens** - to assess the performance of workforce training, education, and literacy programs.

Proctor Responsibilities - Overview



Maintaining **test security & student confidentiality** at all times.

Ensuring appropriate **physical conditions & accommodations** for testing.

Making sure CASAS **test booklets** are managed appropriately.

Following appropriate **test administration procedures**.

Monitoring students & assisting with emergencies during testing.

Understanding the **policy on cheating**.



Test Security & Confidentiality

Maintain test security & test-taker confidentiality at all times.

Test Security

- CASAS tests contain copyrighted material that may not be reviewed, discussed, or explained to test-takers at any time during the test-taking process or shared with test-takers or site personnel outside the testing environment.

Confidentiality

- The primary role of a proctor is to help the test site coordinator conduct a fair test administration. Any information about individual test-takers that a proctor may become aware of as a result of serving in this capacity is considered confidential information.



Physical Conditions

The testing room should remain quiet, orderly, comfortable, and have adequate seating, lighting, and temperature.

Information regarding the content measured on the test or test-taking strategies displayed in the room must be covered or removed.

Proctors should be able to easily view the testing area of all test takers.

Seating should be arranged approximately three feet apart.



Prohibited Items in Testing Room

Proctors must maintain order and minimize distractions

All phone ringers (i.e., cell phones, class phones) must be turned off.

Test-takers are not to have any of the following during the test administration but are not limited to:

Calculators	Dictionaries	Smart Watches
Cameras	MP3 players/music	Smart Pens
Cell/Smart Phones	References/Thesauruses	Textbooks

Best practices for workspace areas should prohibit the use of the following but are not limited to:

Candy/gum	Drink Containers	Food
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Accommodations

Ensure appropriate accommodations for testing.

- Test-takers who use accommodations normally require special attention.
- The test site coordinator should review with the proctor any pertinent information regarding test-taker accommodations before the test administration.

Information that should be discussed ahead of testing includes the following:

- type of accommodation(s) the test-taker(s) will receive;
- how test administration may be different from how test-takers would otherwise take the test.
- special procedures necessary to provide the accommodation(s).

https://www.casas.org/docs/pagecontents/ada_casas_guidelines_matrix_rev05_10.pdf?sfvrsn=e8a69e79_1



Access to CASAS Test Materials

Make sure CASAS test materials remain secure.

- Every effort must be made to minimize public access to CASAS testing materials before and after each test administration.
- Test proctors are not to hand out testing materials before the beginning of the test administration.
- Testing materials not used during test administration must remain secure.
- After each test event, all CASAS testing materials must be collected and accounted for.
- The test proctor is to notify the test site coordinator immediately of any unauthorized access to CASAS testing materials.



Test Administration Procedures

Follow appropriate test administration procedures.

- Help test-takers find practice items and test question #1.
- Frequently move quietly throughout the room and scan test-taker workspace areas.
- Remain in the room throughout the entire testing session.



Avoid Distracting Behaviors

Monitoring is an area where well-meaning proctors may create problems.

Avoid the following distracting behaviors:

- holding extended conversations with the test center coordinator or other site personnel;
- reading newspapers or novels;
- eating or drinking;
- carrying out other personal or professional duties; and
- talking or texting on cell phones.



Monitoring Test Administration

Monitoring throughout the entire test administration will ensure that test-takers are:

- bubbling answers in the appropriate area on the test record answer sheet.
- not marking answers in the test booklet.
- progressing through the test administration at an even pace and are not speeding.
- receiving needed assistance with minimal disturbance to other test-takers.



Monitoring Test Administration, cont.

Proctors cannot indicate answers to test-takers. Examples:

- telling test-takers to *“look at that question again”* or offering a similar statement;
- making a facial expression, hand gesture, or utterance (e.g., coughing, clearing throat) as a test-taker chooses an answer to indicate approval or disapproval at his or her response; or
- standing beside the test-taker, reading a question, looking at the test-taker response, and then pointing to the correct answer or pointing to the question as if to indicate, *“read that question again because you have selected the wrong answer.”*



Monitoring Test Administration, cont.

Proctors cannot help test-takers by:

- explaining the directions in their own words;
- explaining the meaning of any word in the directions, test questions, or the answer choices;
- rephrasing test questions;
- translating a word or phrase into another language; or
- providing synonyms for unknown words.



Emergencies During Test Administration

The proctor must notify the test site coordinator immediately.

- If a test-taker must leave the room during the test administration because of an emergency (e.g., becomes ill or must go to the restroom), the immediate priority is to create as little disturbance to others as possible.
- Summon the test site coordinator or other site personnel to assist test-takers with emergencies during testing.
- Suspend the test in progress until further instructed by the test site coordinator.



Policy on Cheating

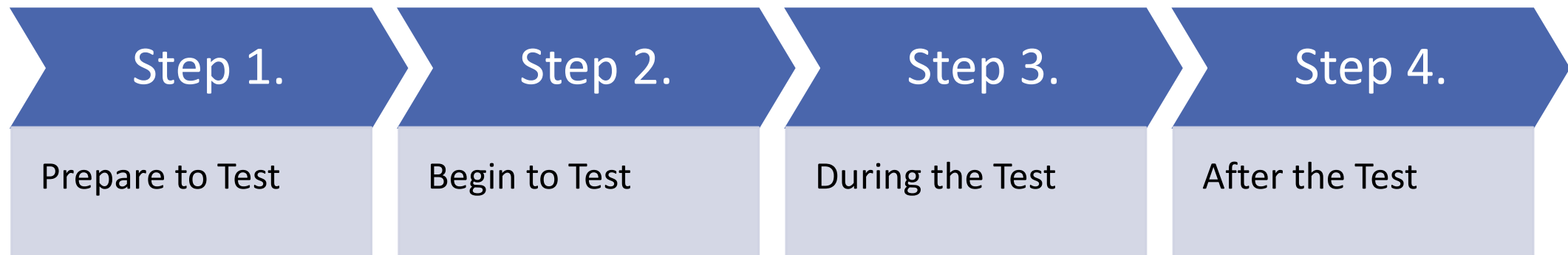
Cheating or suspected cheating is taken very seriously.

However, incidents of this occurring ideally should be none, but at least very few, if proctor protocol is followed.

- If a test-taker is caught blatantly cheating, the proctor may immediately bring the test to an end followed by immediately notifying the test site coordinator.
- If a test-taker is suspected of cheating, but this is not made blatant or obvious and leaves doubt in the proctor's mind, the proctor should continue test administration.

In either case, the proctor must document such action(s). The decision to take appropriate action against a test-taker is at the test site coordinator's discretion.

Steps for Testing Day



Steps for Testing Day Overview

On testing day...

- Test administrators should maintain a positive attitude to create a successful testing environment.
- Their attitude can significantly influence a student's test performance.

CASAS recommends testing no more than 20-25 students per proctor.

- Coordinators need to be sure and have enough proctors to cover the testing session.

Steps for Testing Day – Paper

As a *CASAS Paper Tests* proctor, you serve a very important role. All proctors must do their part to maintain a controlled testing environment that allows test-takers to do their very best. Proctors should follow the same procedures before, during, and after testing. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during test administration.

STEP 1: PREPARE TO TEST

PREPARE TEST MATERIALS

1. Review **Test Administration Directions**.
2. Print **Next Assigned Test Report** to determine which test booklets are needed from inventory for each student.
3. **Gather the following materials:**
 - One Test booklet per student
 - Answer sheets
 - #2 pencils with erasers
 - Scratch paper for math only

PREPARE STUDENTS

4. Allow adequate space between students.
5. Ask students to turn off their cell phones.

Steps for Testing Day

https://www.mnabeassessment.com/files/ugd/0405eb_62251e7aac53415fa028206ed011d969.pdf

Step 1. Prepare to Test

Prepare Test Materials

- Print the Next Assigned Test report to determine which test booklets are needed from inventory for each student (if post-testing).
- Pick up / check out one test booklet per student from a secure location.
- Gather (1) Answer sheets, (2) #2 pencils with erasers, (3) Scratch paper for math only, (4) Basic calculators for Math GOALS/GOALS 2 only.

Prepare Students

- Tell students that no cell phones, dictionaries, translators, or other items are allowed during testing.
- Ask students to turn off their cell phones and remove all personal items from the tables.
- Tell students not to talk or get help from others during the test.
- Explain to students that they will mark answers A, B, C, or D on an answer sheet.

Step 1. Prepare to Test, cont.

Prepare the Answer Sheet

- Pass out the answer sheets and pencils.
- Have examinees fill out their names at the top of the answer sheet.
- Demonstrate how to fill in the bubbles properly.
- Have examinees bubble in any demographics you are collecting.

Hand Out Test Booklets

- Ask students to turn over their answer sheets.
- Have students write the test booklet form number on the answer sheet in the Form Number box and fill in the Test Date.

Students taking Math

- Hand out scratch paper to students taking math.
- Hand out basic calculators only for students taking Math GOALS/GOALS 2.

Step 2. Begin to Test

Maintain a positive attitude about testing.

- Your attitude can influence student attitudes and test performance.

Purpose for Testing

- When everyone is comfortable and ready to begin, explain that the test's purpose is to find out what they know and what they need to study.

About Guessing...

- Tell students to skip a test item if they do not know the answer, leave it blank.

About Test Timing...

- Post start and end times.
- Encourage students to use the full recommended time per test.

About Practice...

- Review practice items pointing out where to bubble answers on the answer sheet.

Suggested Verbal Instructions

On testing day...

- When everyone is comfortable and ready to begin, explain that the test's purpose is to find out what they know and what they need to study.
- Please encourage students to relax and do their best.
- Instruct students to skip a test item if they do not know the answer and continue to the next question without answering – i.e., leave it blank and not guess. Tell students that they might be placed at a level that is too difficult for them if they guess.

Use the **Suggested Verbal Instructions** script when administering the Appraisal and Progress Tests.

Suggested Verbal Instructions – Paper

When everyone is comfortable and ready to begin, explain that the purpose of the test is to find out what they know and what they need to study. Encourage students to relax and do their best. Instruct students to skip a test item if they do not know the answer and continue to the next question without answering – i.e., leave it blank and not guess. Tell students that if they guess, they might be placed in a level that is too difficult for them.

You can use this script when administering Appraisals and Progress Tests.

Open your test booklet to page 1.

- Find the directions at the top of the page.
- Look at the directions as I read them. [Read directions.]

Look at the practice questions.

- Find the box on your answer sheet for answering the practice questions.
- Go ahead and read practice 1 and 2 and mark your answers.

What's the answer to the first practice question?

- The answer is _____. Did you mark _____? [Explain.]
- The answer to the second practice item is _____. [Explain and help and students that need assistance.]

We're ready to begin the test.

- You will mark your answer for the first question on line 1 of your answer sheet.
- Do not write in the test booklet.

There are _____ items on the test.

- You have _____ minutes.

If you don't know the answer, that's OK.

- You don't have to mark an answer.
- Just go to the next question.
- Stop when the questions get too difficult.

Do your own test

- Don't get help from other people.
- No dictionaries or other electronic devices.

When you're finished, or if you can't answer any more questions, put your pencil down and wait.

- I will collect your testing materials.
- Any questions?
- **Turn the page and begin the test.**

Suggested Verbal Instructions

https://www.mnabeassessment.com/files/ugd/0405eb_7090a21754e34133ba1a4c3b928f24b5.pdf

Step 3. During the Test

Circulate during testing

- Make sure that everyone is working individually.
- Make sure students mark answers at the correct number on the answer sheet.
- Make sure students are not marking in the test booklets.

Ending the test

- Announce when ten minutes are remaining.
- As students finish, have them put their answer sheet inside their test booklet and wait.
- Allow students who are not finished an extra few minutes to answer the question they are working on.

Students are not allowed to stop testing and continue at another time.

Step 4. After the Test

Test Booklets

- Check each test booklet and erase any pencil marks.
- Return all test booklets to inventory in a secure location.

Answer Sheets

- Check all answer sheets to see that answers are clearly marked.
- Check that changed answers are completely erased.
- Erase any stray marks on answer sheets.
- Return all unused answer sheets to inventory in a secure location.
- Submit student answer sheets to the data manager for processing.

Pencils, Calculators & Scratch Paper

- Return pencils and calculators to inventory and shred scratch paper.

Step 4. After the Test, cont.

Scoring Tests

- Answer sheets can be hand-scored using answer keys in the Test Administration Manual.
- If you have access to TOPSpro Enterprise, the scores can be uploaded into that system in addition to SiD.

Test Results & Reports

- If available, generate reports from TOPSpro Enterprise.
- Enter test results on worksheets provided in the Test Administration Manual.



Enroll in **Module 4: Test Results and Reports** and learn how to use test results to benefit students and teachers.

Appraisals

Appraisal Overview

Scoring Appraisals

Determining the Pretest

Activity

Appraisal Overview

An **Appraisal** score will help to...

- get a preliminary assessment of a learner's skill level.
- place a student into an appropriate instructional program.
- place a student at a level within the program.
- identify the appropriate pretest to administer.

Students need to know the purpose of taking an Appraisal.

- Since test items get progressively more challenging quickly, students do not need to worry if they cannot answer all questions.
- Students can stop taking a test if it becomes too difficult to continue.

Note: Appraisals may *not* be used for measuring learning gains.

Scoring Appraisals

Hand scored

- Use the answer key in the **Test Administration Manual (TAM)**.
- Count the number of correct answers to determine the raw score.
- Convert the raw score into a scale score. The scale score relates to the NRS Educational Functioning Level (EFL) Descriptors.
- Use the **Next Assigned Test** chart to select the pretest.

Online tests are automatically scored

- Many reports are available to ascertain student strengths and weaknesses.

Appraisal Test Scores

Raw Score

The number of questions a student answers correctly. This score is never reported.

Scale Score

Converts a student's raw score on a test to a reportable, common scale that allows for comparison between students.

Each test form has its own **Raw to Scale Score** chart.

- These charts are in the Test Administration Manual for each CASAS test series.
- For example, on this chart, a raw score of 12 is a scale score of 213.

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

Determining the Pretest

- Always ensure that you are using the correct Next Assigned Test chart for the test that you administered.
- Using the Raw to Scale Score Chart and the Next Assigned Test Level Chart, what pretest form should this student take, if they got 12 correct on the Appraisal?

GOALS Reading Series	
Level	Form
A	901R, 902R
B	903R, 904R
C	905R, 906R
D	907R, 908R

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

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

Appraisal Activity

1. What is the scale score of a student with a raw score of 7 on the Reading GOALS Appraisal
200
2. What Reading GOALS level test should you give a student with a scale score of 228? Level C
3. What Reading GOALS pretest form should you administer to a student with a raw score of 11?
Form 903R

What the test results tell you

Test Score Ranges

Determining Validity

Conservative Estimate Scores

Activity

Below Accurate Range (*)	Reading GOALS Level C Example		Below Accurate Range
	Raw Score	Scale Score	
<ul style="list-style-type: none"> These score points are below the accurate range of a test form and marked with an asterisk (*). These score points are inaccurate and cannot be reported for pre- or post-testing. Retesting is required to get an accurate range score. <ul style="list-style-type: none"> Retest on a lower-level form. 	1	*	
	2	*	
	3	*	
	4	*	
	5	*	
	6	*	
	7	*	
	8	*	
	9	*	
	10	*	
Accurate Range <ul style="list-style-type: none"> These score points are within the accurate range of a test form. These are valid scores. Scale scores can be used – <ul style="list-style-type: none"> For Pretest results to set the baseline score for measuring growth at time of next test. For Post-test results to document learning gains. Results are reportable for pre- and post-test scores. Retesting is not required. 	11	210	
	12	211	
	13	213	
	14	214	
	15	215	
	16	216	
	17	217	
	18	219	
	19	220	
	20	221	
	21	222	
	22	223	
	23	224	
	24	225	
	25	227	
	26	228	
	27	229	
	28	230	
	29	232	
	30	233	
	31	235	
	32	236	
	33	237	
33	237		
Conservative Estimate Range (♦) <ul style="list-style-type: none"> Diamond scores (♦) are a conservative estimate of the ability of students who perform very well on a test form. Retesting is recommended for pretests. Diamond scores are reportable unless your state or local program does not allow it. 	34	238♦	
	35	238♦	
	36	238♦	
	37	238♦	
	38	238♦	
	39	238♦	
	40	238♦	

Test Score Ranges

Every test form has a unique raw-to-scale score conversion.

Raw score = the number of correct answers on the test.

Scale score = the converted score from the raw score that allows for comparison between students and tests.

You will use the scale score (not the raw score) when reporting results.

CASAS eTests automatically scores each test and calculates the raw and scale score.

Reading GOALS Level C Example		Below Accurate Range
Raw Score	Scale Score	
1	*	
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	*	
11	210	
12	211	
13	213	
14	214	
15	215	
16	216	
17	217	
18	219	
19	220	
20	221	
21	222	
22	223	

Accurate

Below Accurate Range (*)

- These score points are **below the accurate range** of a test form and marked with an **asterisk (*)**.
 - These score points are **inaccurate** and **cannot be reported** for pre- or post-testing.
 - **Retesting is required** to get an accurate range score.
- **Retest on a lower-level form.**

8	*
9	*
10	*
11	210
12	211
13	213
14	214
15	215
16	216
17	217
18	219
19	220
20	221
21	222
22	223
23	224
24	225
25	227
26	228
27	229
28	230
29	232
30	233
31	235
32	236
33	237
33	237
34	238♦
35	238♦
36	238♦

Accurate Range

Conservative

Accurate Range

- These score points are **within the accurate range** of a test form.
- These are **valid scores**.
- Scale scores **can be used** –
 - For **Pretest** results to set the baseline score for measuring growth at the time of the next test.
 - For **Post-test** results to document learning gains.
- Results are **reportable** for pre- and post-test scores.
- **Retesting is not required.**

23	224	Range
24	225	
25	227	
26	228	
27	229	
28	230	
29	232	
30	233	
31	235	
32	236	
33	237	Conservative Estimate Range
33	237	
34	238♦	
35	238♦	
36	238♦	
37	238♦	
38	238♦	
39	238♦	
40	238♦	

Conservative Estimate (♦)

- **Diamond scores (♦)** are a **conservative estimate** of the ability of students who perform very well on a test form.
- Diamond scores are **reportable** unless your state or local program does not allow the conservative estimate score.
 - **Retesting is recommended for pretests.**
 - **Score can be reported for posttests.**

Valid Score Activity

Next Assigned Tests - Level C, Form 906R

Student Raw Score	Student Scale Score	NRS EFL	Next Assigned Test
1	*		Level B, Form 903R or 904R
2	*		
3	*		
4	*		
5	*		
6	*		
7	*		
8	*		
9	*		
10	*		
11	210	2	Level C, Form 905R
12	211		
13	213		
14	214		
15	215		
16	216		
17	217	3	Level C, Form 905R
18	219		
19	220		
20	221		
21	222		
22	223		
23	224		
24	225		
25	227		
26	228	4	Level D, Form 907R or 908R
27	229		
28	230		
29	232		
30	233		
31	234		
32	236		
33	238		
34	238♦		

Use the Form 906 Next Assigned Test chart to answer the following questions.

1. Maria received a raw score of 13 on her Form 906 pretest. What is her scale score? 213 Is this a valid score? Yes
2. Sandra received a raw score of 6 on her Form 906 assessment. What is her Scale Score? -- Is this a valid score? No What would you suggest as a next step? Retest with 903 or 904
3. Andre took Form 906 as a pretest and got a raw score of 27. What is his scale score? 229 What posttest should be given? 907 or 908
4. Allison took form 906 as a posttest and got a raw score of 34. What is her scale score? 238 Is this a valid score? Yes

Progress Testing (Pre- and Post-testing)

What do you need to know?

What is a level gain?

Accountability performance targets

Progress Testing Overview

Progress test is the general term for pre- and post-tests.

- Pre- and post-test pairs must always be from the **same test modality**.
- You must also use the **same assessment series** (e.g., Reading GOALS) when progress testing a student in the same test modality but **not the same form**.

Pretests

- Administer pretests as soon as feasible upon entry into the program and **before** any substantial instructional intervention (12 hours!)

Post-tests

- Administer post-tests at the end of a semester, term, quarter, or another substantial instruction block to document learning gains. The student must have at least 40 hours, but CASAS recommends 70 to 100 hours for best results.

What Do You Need to Know About Post-testing?

- Student must have at least 40 hours of instruction. (CASAS recommends 70-100 hours of instruction)
- Use the **Next Assigned Test** chart found in the Test Administration Manual (TAM) to determine the appropriate post-test.
 - Paired tests must always be in the same series and modality.
 - You must always give a different form than the previous test administered (even if it's been years) so use the correct chart.
- Ask “Can the learner get a level gain with the same level test as the pretest?”
 - If not, it is best to administer a test from the next higher level

Next Assigned Test Charts and Raw to Scale Score Conversion for Reading STEPS

Next Assigned Tests – Level A, Form 621R

Student Raw Score	Student Scale Score	NRS Level	Next Assigned Test
0	*		
1	*		
2	*		
3	*		
4	160		
5	162		
6	165		
7	167		
8	169		
9	171		
10	172	1	Level A Form 622R
11	174		
12	175		
13	177		
14	178		
15	180		
16	181		
17	183		
18	184		
19	186		
20	187		
21	188		
22	189		
23	190	2	Level B Form 623R or 624R
24	191		
25	192		
26	193		
27	194		
28	195		
29	196		
30	196♦		
31	196♦	2	Level B Form 623R or 624R
32	196♦		
33	196♦		

* Inaccurate score. The student has scored too low on the test to receive a scale score. Instruction is recommended prior to retesting the student.

♦ Conservative estimate. Conservative estimate (diamond) scores may be used for pre- and post-testing. Retesting is not required. Some programs may wish to retest students at the next test level to see if they might score higher.

What is a Level Gain?

A level gain is earned by a student when they move from one educational functioning level to a higher educational functioning level.

Why are level gains important?

- Federal targets have been negotiated, and each program, and ultimately the state results, are judged based on attainment of targets.
- See 2024-2026 targets on next slide.

ACCOUNTABILITY: PERFORMANCE TARGETS

<http://mnabe.org/accountability-reporting/performance-targets-results>

(click on “Minnesota Adult Education Performance Targets (2024-2026) (Posted July 8, 2024)”

Minnesota Adult Education Performance Targets (2024-26)

Posted: July 8, 2024

Adult (Basic) Education (ABE), Title II of the Workforce Innovation and Opportunity Act (WIOA)
Targets set in negotiation between the U.S. Department of Education and the Minnesota Department of Education.

WIOA Indicator	MN Outcomes reported in 2022	MN Outcomes reported in 2023	Target for 2024-25	Target for 2025-26
Measurable Skill Gain (MSG): Periods of Participation (POPs) that completed an educational functioning level (via NRS-approved pre- and post-test or by exiting Adult Education and entering postsecondary education and training by July) or earned a diploma	30.58%	36.62%	36.7%	36.8%
Employment Rate (Q2): Periods of Participation (POPs) that are employed 6 months after exiting Adult Education	36.16%	36.68%	36.8%	37%
Employment Rate (Q4): Periods of Participation (POPs) that are employed 12 months after exiting Adult Education	34.06%	38.98%	39.1%	39.2%
Median Earnings: Median Quarterly Earnings for Periods of Participation (POPs) that are employed	\$6,889	\$7,750	\$7,602	\$7,603
Credential Attainment Rate: Periods of Participation (POPs) that either: 1. earned a diploma (high school or high school equivalency) and were employed or enrolled in postsecondary education and training 12 months after exiting Adult Education; or 2. Were co-enrolled in Adult Education and postsecondary education and completed postsecondary education within 12 months of exiting Adult Education	17.13%	17.79%	20%	20.3%

Important Considerations: Level Gains



Consider your program's level gains!

- **Make sure all Advanced ESL students pre-tested on STEPS have the opportunity to post-test in STEPS.**
- **Advanced ESL students can continue to test in STEPS until a score of 239+ has been achieved.**
- **Check SiD to ensure that all students have an Educational Functioning Level in FY 2025. If they don't, they may have a pretest that is too old (prior to July 1, 2023), or, if they have earned a "Completed ESL" level, they need to be tested immediately with CASAS GOALS or TABE 11&12.**

BREAK



Instructional Considerations

Sample Test Items Overview

Sample Test Items – Examples

Grade Level Equivalents

Leveled Materials Online

Sample Test Items

[Reading GOALS](#)

[Math GOALS 2](#)

[STEPS Reading](#)

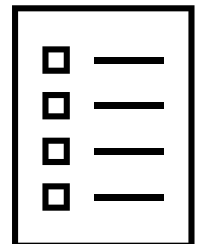
[STEPS Listening](#)

Sample Test Items:

- ❖ Not actual tests
- ❖ Not predictors of student performance
- ❖ Not valid for level placement, assessment, or for reporting standardized scores

Use Sample Test Items to:

- ❖ Familiarize and give students practice with CASAS items
- ❖ Make future testing go smoothly
- ❖ Help reduce student test-taking anxiety



Sample Test Items

Reading STEPS

What should I do for my pre-lit learners since 27/28 are going away?

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#1	High-frequency Vocabulary (Pictures) Photo items	8	1.2	4	D



- A. shirts
- B. shoes
- C. shorts
- D. socks

Sample Test Items

Reading STEPS

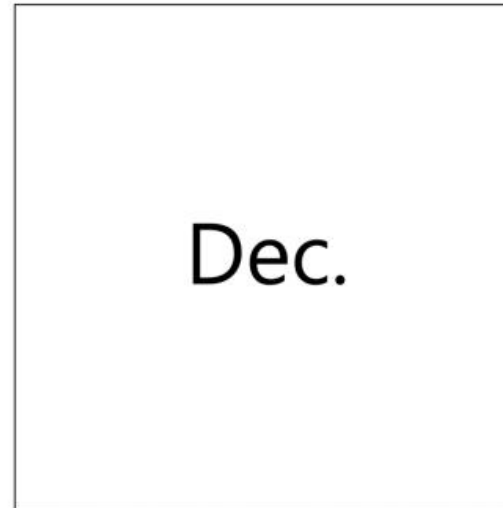
What should I do for my pre-lit learners since 27/28 are going away?



Reading STEPS Sample Items NRS Level 1



Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#2	High-frequency Vocabulary (Texts) Abbreviations	8	2.3	3	C



- A. October
- B. November
- C. December
- D. January

Sample Test Items

Reading STEPS

What should I do for my pre-lit learners since 27/28 are going away?



Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#3	Numbers Number formatting	8	2.3	3	A

March 29, 1984

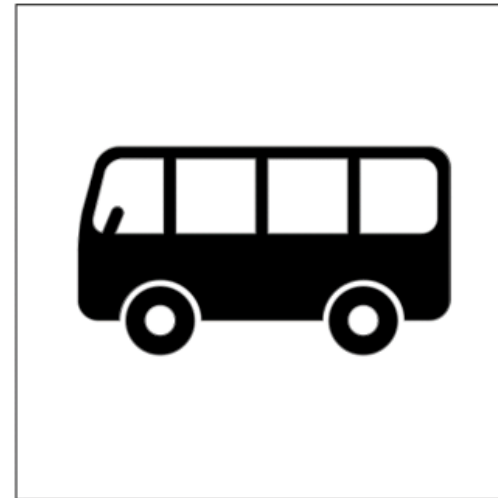
- A. 3-29-84
- B. 5-29-84
- C. 7-29-84
- D. 9-29-84

Sample Test Items

Reading STEPS

What should I do for my pre-lit learners since 27/28 are going away?

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#4	High-frequency Vocabulary (Pictures) Symbols	8	2.2	4	A



- A. bus
- B. train
- C. plane
- D. bike

Sample Test Items

Reading STEPS

How will STEPS assess academic vocabulary?

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#17	Vocabulary Understand academic vocabulary	8	4.1	4	B

Job Search

Job Title, Keywords Location

1 Result

Position: Zoo Helper
234 Zoo Drive, Townsville PA
Posted: 2 days ago Salary: \$12.41 - \$27.84 per hour Part Time

The Zoo Helper will answer questions from zoo visitors and provide information about the animals. The Zoo Helper does not take care of the animals. During the summer, the Zoo Helper will teach at the children's summer camps.
Hours: Monday – Friday, 8 a.m. to 12 p.m.

The word provide means _____.


- A. learn
- B. give
- C. take
- D. read

Sample Test Items

Reading STEPS

How will STEPS assess
academic vocabulary?

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#26	Vocabulary Understand academic vocabulary	8	4.1	4	A

 **North Coast Dental Center is Hiring!**

<p>Wanted: Dental Assistants Duties include:</p> <ul style="list-style-type: none"> - Provide administrative support - Sterilize instruments - Process dental x-rays taken by hygienist - Prepare patients for treatment - Schedule appointments - Fill out insurance forms <p>Requirements:</p> <ul style="list-style-type: none"> - Certificate of attendance for at least 6 months in dental assistant training - At least 2 years' work experience as a dental assistant 	<p>Wanted: Dental Hygienists Duties include:</p> <ul style="list-style-type: none"> - Treat oral disease - Educate patients on disease prevention - Perform routine dental exams - Provide regular dental care - Take and interpret dental x-rays - <u>Document</u> patient health history - Work as a dental assistant when necessary <p>Requirements:</p> <ul style="list-style-type: none"> - Associate or bachelor's degree in dental hygiene - At least 2 years' work experience as a dental hygienist
---	---

Apply online at northcoastdds@health.com

What does document mean in this notice?

- A. record
- B. download
- C. question
- D. communicate

Sample Test Items

Reading STEPS

How will STEPS assess author's purpose?

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#27	Main Idea Identify an author's purpose	1	4.6	3	A

Send

To: Brianna Sanders

Subject: Leave of Absence

Hi Brianna,

1 I approved your request for a two-week leave of absence. I understand
 2 your need to take time off to help your mother recover from her
 3 surgery. I talked to Isaiah Moran from the Online Training team about
 4 being your temporary replacement. He said he would gladly help out
 5 while you are gone. Please make sure you take the time to meet with
 6 him before you leave. He's not prepared as of today.
 7

8 Let's meet tomorrow afternoon at 2:00 p.m. to complete the
 9 paperwork. Let me know if you have any concerns. We look forward to
 10 your return. You are a valued employee.

Amira Safar
Senior Manager, Ludlow Inc.

What is the main purpose of this e-mail?

- A. to approve Brianna's request for time off
- B. to request that Brianna find a replacement
- C. to schedule a meeting with Brianna
- D. to ask Brianna to fill in for an absent co-worker

Sample Test Items

Math GOALS 2

Is algebra tested at all levels?

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#2	Algebraic Thinking	OA	1.2	0	A

Josie had 8 cookies. She ate some cookies after dinner. Now she has 5 cookies left.

Before Dinner



After Dinner



How many cookies did Josie eat?

- A. 3
- B. 4
- C. 5
- D. 6


Sample Test Items

Math GOALS 2

Is algebra tested at all levels?

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#6	Algebraic Thinking	OA	2.6	5	D

Nicole is planting a vegetable garden. The garden will have 8 equal parts. In each part, Nicole will plant 1 tomato plant and 4 onion plants.



How many total plants will Nicole have in her garden?

- A. 5
- B. 8
- C. 32
- D. 40

Sample Test Items

Math GOALS 2

Is algebra tested at all levels?



Math GOALS 2 Sample Items NRS Level 5

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#18	Algebraic Thinking	EE	2.6	3	B

The community pool had an event to raise money. The price to go in the pool was \$6 for adults and \$2 for students. 220 people went in the pool. The event raised \$720.

How many adults went in the pool?

- A. 50
- B. 70
- C. 120
- D. 150

Sample Test Items

Math GOALS 2

Is algebra tested at all levels?



Math GOALS 2 Sample Items NRS Level 6

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#22	Algebraic Thinking	A.APR	6.0	0	C

$$(2x^3 + x^2 + 4x - 6) + (2x^2 + 3x + 3) =$$

- A. $4x^5 + x^2 + 12x - 18$
- B. $2x^3 + 2x^2 + 7x + 9$
- C. $2x^3 + 3x^2 + 7x - 3$
- D. $x^3 + 6x^2 + x - 3$

Reading GOALS Grade Level Equivalents

<https://www.casas.org/product-overviews/assessments/reading-goals>



NRS ABE/ASE Levels	ABE/ASE Level Names	Reading GOALS Scale Score Ranges	Grade Level
1	Beginning ABE Literacy	193 and below	K
		194 – 203	1
2	Beginning Basic Education	204 – 210	2
		211 – 216	3
3	Low Intermediate Basic Education	217 – 222	4
		223 – 227	5
4	High Intermediate Basic Education	228 – 230	6
		231 – 234	7
		235 – 238	8
5	Low Adult Secondary Education	239 – 243	9
		244 – 248	10
6	High Adult Secondary Education	249 – 253	11
		254 and above	12

Math GOALS 2 Grade Level Equivalents

<https://www.casas.org/product-overviews/assessments/math-goals-2>



NRS ABE/ASE Levels	ABE/ASE Level Names	Math GOALS 2 Scale Score Ranges	Grade Level
1	Beginning ABE Literacy	183 and below	K
		184 – 192	1
2	Beginning Basic Education	193 – 198	2
		199 – 203	3
3	Low Intermediate Education	204 – 208	4
		209 – 213	5
4	Middle Intermediate Education	214 – 220	6
		221 – 224	7
5	High Intermediate Education	225 – 228	7
		229 – 235	8
6	Adult Secondary Education	236 – 240	9
		241 – 244	10
		245 – 248	11
		249 and above	12

Reading STEPS Grade Level Equivalents

<https://www.casas.org/product-overviews/assessments/reading-steps>



NRS ESL Levels	ESL Level Names	Reading STEPS Scale Score Ranges	Grade Level
1	Beginning ESL Literacy	183 and below	K
2	Low Beginning ESL	184 – 189	K
		190 – 196	1
3	High Beginning ESL	197 – 206	1
4	Low Intermediate ESL	207 – 211	2
		212 – 216	3
5	High Intermediate ESL	217 – 222	4
		223 – 227	5
6	Advanced ESL	228 – 230	6
		231 – 234	7
		235 – 238	8
	Exit Advanced ESL	239 and above	9+

Listening STEPS Grade Level Equivalents

<https://www.casas.org/product-overviews/assessments/listening-steps>



NRS ESL Levels	ESL Level Names	Listening STEPS Scale Score Ranges	Grade Level
1	Beginning ESL Literacy	181 and below	K
2	Low Beginning ESL	182 – 186	K
		187 – 191	1
3	High Beginning ESL	192 – 201	1
4	Low Intermediate ESL	202 – 206	2
		207 – 211	3
5	High Intermediate ESL	212 – 216	4
		217 – 221	5
6	Advanced ESL	222 – 224	6
		225 – 227	7
		228 – 231	8
	Exit Advanced ESL	232 and above	9+

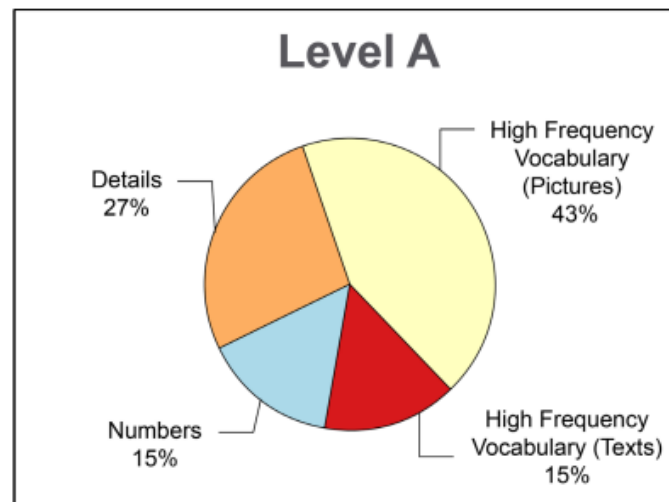
CASAS Aids to Utilize Test Results

Test Blueprints (content standards and competencies)

TOPSpro Reports

Websites

CASAS Reading STEPS Test Content Standard Blueprint – LEVEL A



NRS Educational Functioning Levels
Levels 1 and 2

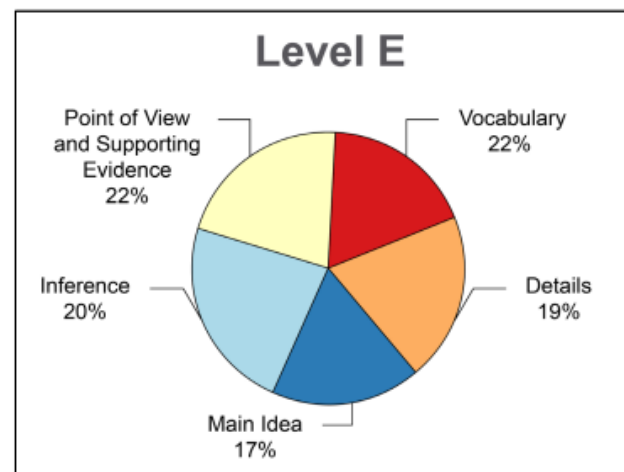
English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

DOWNLOAD AT

<https://www.casas.org/product-overviews/assessments/reading-steps>

CASAS Reading STEPS Test Content Standard Blueprint – LEVEL E



NRS Educational Functioning Levels
Levels 5 and 6

English Language Proficiency Standards
Levels 4 and 5

Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	19%
Main Idea Identify the main topic Identify an author's purpose	1	17%
Inference Infer/Draw conclusions	1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence	6	22%

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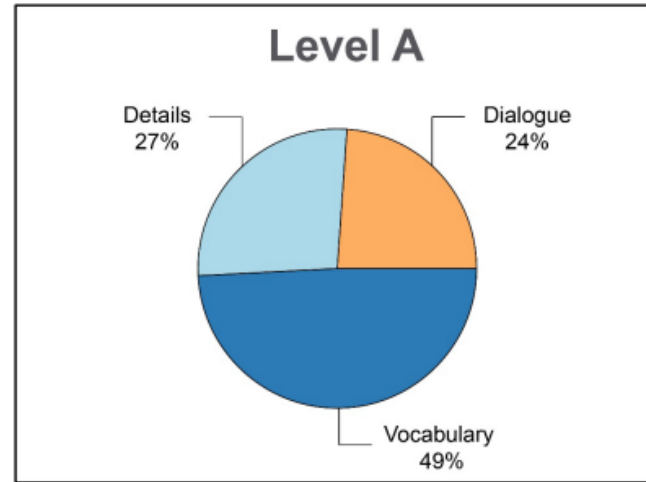
<https://www.casas.org/product-overviews/assessments/reading-steps>

CASAS Listening STEPS Test Content Standard Blueprint - LEVEL A



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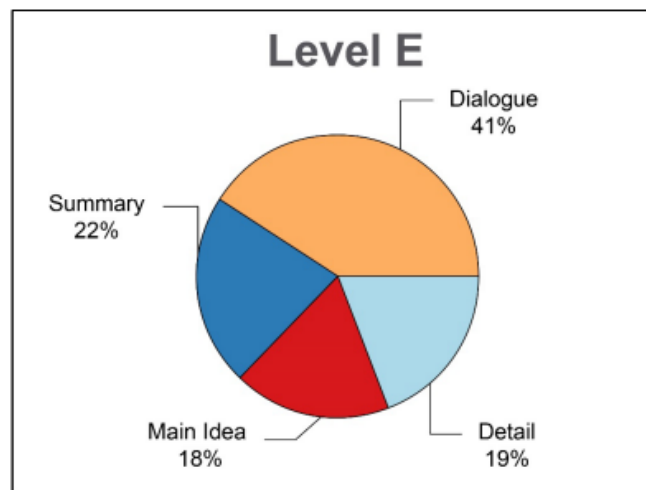


NRS Educational Functioning Levels
Levels 1 and 2

English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
Dialogue Continue the conversation	2	24%
Vocabulary Understand high-frequency words	1	49%
Details Retell key details	1	27%

CASAS Listening STEPS Test Content Standard Blueprint – LEVEL E



NRS Educational Functioning Levels
Levels 5 and 6

English Language Proficiency Standards
Levels 4 and 5

Content Areas	ELP Standard	% of test items
Dialogue Continue the conversation	2	41%
Details Retell key details	1	19%
Main Idea Identify the main topic	1	18%
Summary Summarize	1	22%

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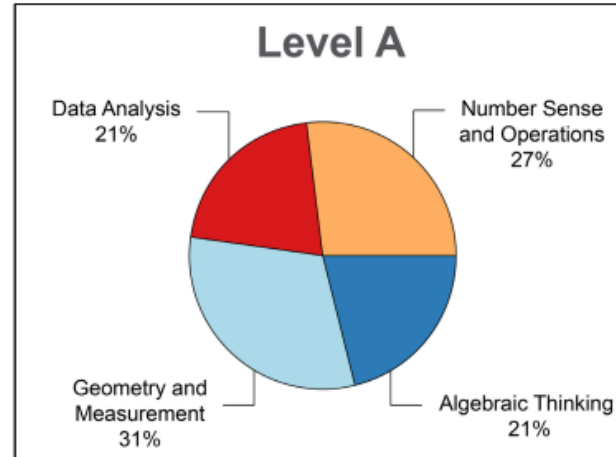
<https://www.casas.org/product-overviews/assessments/reading-steps>

CASAS GOALS Math 2 Content Standard Blueprint - LEVEL A



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<https://www.casas.org/product-overviews/assessments/math-goals-2>



NRS Educational Functioning Levels
Levels 1 and 2

College and Career Readiness Standards (CCRS)
Levels A and B

Content Area	CCRS	% of test items
Number Sense and Operations Understand place value Compute using the four operations	NBT	27%
Algebraic Thinking Apply properties of the four operations Determine unknown numbers	OA	21%
Geometry and Measurement Compare shapes Solve perimeter and area problems Measure with non-standard and metric units Solve problems using time and liquid volumes	G MD	31%
Data Analysis Interpret simple data sets, bar graphs and line graphs Solve one- and two-step problems using bar graphs	MD	21%

Competency Blueprints

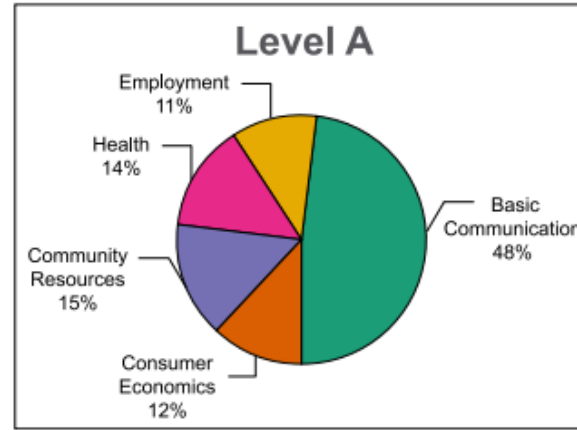
[Reading STEPS Competency Blueprints](#)

[Listening STEPS Competency Blueprints](#)

[Math GOALS 2 Competency Blueprints](#)

[Reading GOALS Competency Blueprints](#)

CASAS Reading STEPS Test Competency Blueprint - LEVEL A



Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	48%
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.5 Understand how to manage household finances	12%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.5 Use community agencies and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.2 Understand forms related to health care 3.5 Understand basic principles of health maintenance	14%
4. Employment 4.1 Understand basic principles of getting a job 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	11%

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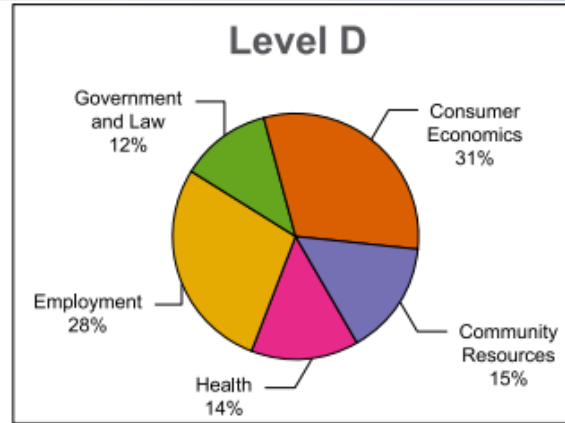
<https://www.casas.org/product-overviews/assessments/reading-steps>

CASAS Reading STEPS Test Competency Blueprint - LEVEL E



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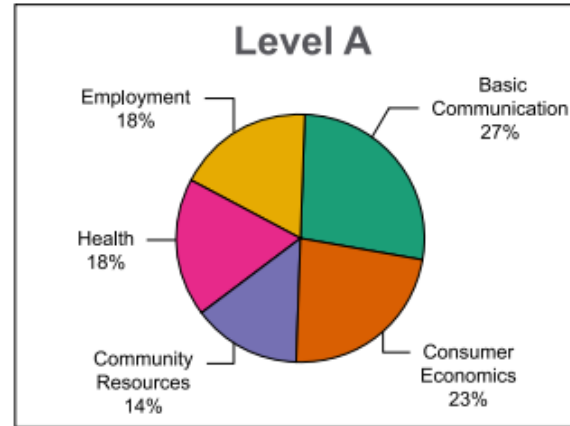
Competency Areas	% of test items
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.5 Understand how to manage household finances 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	31%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.5 Use community agencies and services 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.4 Understand basic safety measures and health risks 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	14%
4. Employment 4.1 Understand basic principles of getting a job 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	28%
5. Government and Law 5.4 Understand information about taxes and fees 5.6 Understand civic responsibilities and activities	12%

CASAS Listening STEPS Test Competency Blueprint - LEVEL A



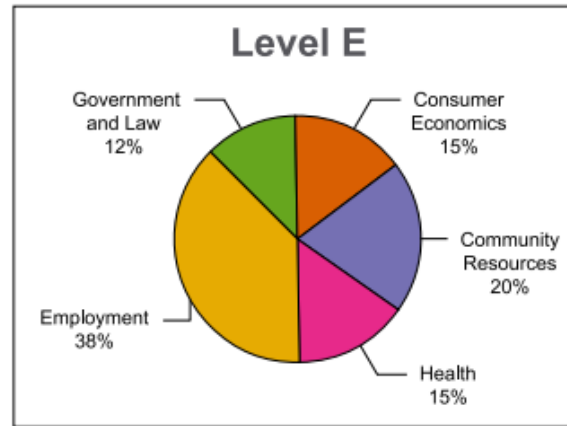
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Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate personal information	27%
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services	23%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.5 Use community agencies and services 2.6 Use leisure time resources and facilities	14%
3. Health 3.1 Understand how to access and use the health care system 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	18%
4. Employment 4.1 Understand basic principles of getting a job 4.8 Demonstrate effectiveness in working with other people	18%

CASAS Listening STEPS Test Competency Blueprint - LEVEL E



Competency Areas	% of test items
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	15%
2. Community Resources 2.6 Use leisure time resources and facilities 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	20%
3. Health 3.1 Understand how to access and use the health care system 3.4 Understand basic safety measures and health risks 3.6 Understand basic health and medical information	15%
4. Employment 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace 4.7 Effectively manage workplace resources 4.8 Demonstrate effectiveness in working with other people 4.9 Understand how organizational systems function, and operate effectively within them	38%
5. Government and Law 5.6 Understand civic responsibilities and activities 5.8 Understand concepts of economics	12%

DOWNLOAD AT

<https://www.casas.org/product-overviews/assessments/listening-steps>

Sample, Student

ID# 5615969

Agency: 4908 – Rolling Hills Adult School
Program: High School Diploma

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	918M	12/10/2019	221	4	C/D	38	13	38	6.9
Reading	907R	12/10/2019	243	5	D	40	24	40	9.9

Reading Competencies	N	Correct
Community Resources	4	100 %
Health	2	0 %
Employment	17	47 %
Government and Law	12	58 %
Learning and Thinking Skills	5	100 %

College & Career Readiness Standards Reading 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	71 %
Identify main idea, Author's purpose		R2, R6		3	100 %
Higher Order Reading Skills					
Locate/Compare details, Infer/Draw conclusions		R1, R9		11	36 %
Text structure		R5		3	100 %
Author's point of view		R6		4	50 %
Analyze claim		R8		4	75 %

Math Competencies	N	Correct
Consumer Economics	8	50 %
Community Resources	5	20 %
Employment	17	35 %
Government and Law	1	0 %
Computation	7	28 %

College & Career Readiness Standards Math Content Areas		N	Correct
Base Ten; Fractions and Ratios			
Number and Operations: Base Ten		8	50 %
Number System			
Algebra			
Operations and Algebraic Thinking		9	22 %
Expressions and Equations			
Functions			
Geometry			
Geometry		11	36 %
Measurement; Data Analysis			
Measurement and Data		4	25 %
Statistics and Probability			
Statistics and Probability		6	33 %

Reading Tasks	N	Correct
Forms	4	50 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	64 %
Signs, price tags, advertisements, product labels	2	0 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	11	45 %
Articles, paragraphs, sentences, directions, manuals	18	11 %
Signs, price tags, advertisements, product labels	1	0 %
Measurement scales, diagrams	7	71 %

GED subsection:	Student Sample's likelihood to pass is:		
Reasoning through Language Arts	Medium	May pass – more study may be needed	
Mathematical Reasoning	Low	More study needed	

HISSET subsection:	Student Sample's likelihood to pass is:		
Language Arts - Reading	Medium	May pass – more study may be needed	
Mathematics	Low	More study needed	

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ABE	900R	900M
1	ABE Level 1	203 & below	193 & below
2	ABE Level 2	204-216	194-203
3	ABE Level 3	217-227	204-214
4	ABE Level 4	228-238	215-225
5	ABE Level 5	239-248	226-235
6	ABE Level 6	249 & above	236 & above

Individual Skills Profile

The **Individual Skills Profile (ISP)** shows student performance in several areas. It lists the tests taken, form numbers, scale scores, NRS levels, and grade level equivalents (optional).

The report displays the CASAS Competency areas on the left side. On the right side, the report shows content standards results. The report also indicates student performance in the CASAS Task Areas.

A High School Equivalency (HSE) Predictor would display automatically if the student achieved an appropriate score to indicate the likelihood of passing an HSE test.

Available in both TE Basic and Enhanced Packages.

Agency:	4908 - Rolling Hills Adult School (RHAS)	Form:	907R - Reading GOALS Level D
Site:	01 - RHAS: North Campus	Student:	Sample, Student ID: 5615969
Class:	020101 - AM: HSD/HSE	Test Date:	12/10/2019
Teacher:	Teacher20@rhas.org	Raw Score:	24
		Scale Score:	243

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
2	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
3	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
4	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel
7	Yes	5.1.6	3	Communicate one's opinion on a current issue
9	Yes	5.1.6	3	Communicate one's opinion on a current issue
10	Yes	5.1.6	3	Communicate one's opinion on a current issue
13	Yes	5.7.1	2	Interpret information on environmental issues
14	Yes	5.7.1	2	Interpret information on environmental issues
15	Yes	4.6.3	3	Interpret written workplace announcements and notices
17	Yes	4.6.3	3	Interpret written workplace announcements and notices
19	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
20	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
21	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
22	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
23	Yes	7.7.5	3	Identify safe and responsible use of information and communication technology
24	Yes	4.4.4	1	Interpret job responsibilities, performance reviews
27	Yes	4.4.4	1	Interpret job responsibilities, performance reviews
29	Yes	4.1.9	3	Identify procedures for career planning, self-assessment
33	Yes	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
34	Yes	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
36	Yes	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
37	Yes	5.8.2	3	Interpret information on economic issues and trends
38	Yes	5.8.2	3	Interpret information on economic issues and trends
5	No	3.3.4	4	Interpret information on medications and their proper and safe use
6	No	3.3.4	4	Interpret information on medications and their proper and safe use
8	No	5.1.6	3	Communicate one's opinion on a current issue
11	No	5.1.6	3	Communicate one's opinion on a current issue
12	No	5.7.1	2	Interpret information on environmental issues
16	No	4.6.3	3	Interpret written workplace announcements and notices
18	No	4.6.3	3	Interpret written workplace announcements and notices
25	No	4.4.4	1	Interpret job responsibilities, performance reviews
26	No	4.4.4	1	Interpret job responsibilities, performance reviews
28	No	4.1.9	3	Identify procedures for career planning, self-assessment
30	No	4.1.9	3	Identify procedures for career planning, self-assessment
31	No	4.1.9	3	Identify procedures for career planning, self-assessment
32	No	4.1.9	3	Identify procedures for career planning, self-assessment
35	No	4.9.2	3	Identify an organization's goals and priorities, and factors that affect its
39	No	5.8.2	3	Interpret information on economic issues and trends
40	No	5.8.2	3	Interpret information on economic issues and trends

* Score(s) outside of accuracy range; gain not completed
 † Score is a conservative estimate; retesting is recommended

Student Competency Performance

The **Student Competency Performance (SCP)** report shows how a student responded to the competencies measured on a test form. This report displays the **competency number** and **description** for each test item and whether the student correctly answered the item.

Available in both Basic and TE Enhanced packages

Agency:	4908 - Rolling Hills Adult School (RHAS)	Teacher:	Teacher20@rhas.org
Site:	01 - RHAS: North Campus	Form:	903R - Reading GOALS Level B
Class:	020101 - AM: HSD/HSE	Total Tests:	2
		Total Students:	2

Position	Correct?	Comp No.	Task	Competency Description
10	0%	1.3.3	3	Identify, use methods to buy goods, services, make returns
11	0%	1.7.2	4	Interpret clothing care labels
19	0%	4.1.4	4	Identify, use info. about training opportunities
24	0%	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
33	0%	1.3.2	1	Interpret credit apps./recognize how to use, maintain credit
35	0%	4.3.2	4	Interpret work safety manuals and related publications
36	0%	4.1.9	3	Identify procedures for career planning, self-assessment
38	0%	4.1.9	3	Identify procedures for career planning, self-assessment
3	50%	2.8.6	3	Interpret information from schools and communicate with school personnel
5	50%	2.8.6	3	Interpret information from schools and communicate with school personnel
7	50%	4.2.5	3	Interpret information about employee benefits
8	50%	4.2.5	3	Interpret information about employee benefits
9	50%	1.3.3	3	Identify, use methods to buy goods, services, make returns
12	50%	4.1.3	4	Identify, use information in job descriptions, ads
14	50%	3.4.1	3	Interpret product label directions and safety warnings
15	50%	3.4.1	2	Interpret product label directions and safety warnings
16	50%	1.9.5	4	Interpret information related to selecting, purchasing a car
17	50%	1.9.5	4	Interpret information related to selecting, purchasing a car
20	50%	4.1.4	4	Identify, use info. about training opportunities
21	50%	4.1.4	4	Identify, use info. about training opportunities
25	50%	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
31	50%	1.3.2	1	Interpret credit apps./recognize how to use, maintain credit
34	50%	4.3.2	4	Interpret work safety manuals and related publications
37	50%	4.1.9	3	Identify procedures for career planning, self-assessment
39	50%	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
40	50%	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
1	100%	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
2	100%	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
4	100%	2.8.6	3	Interpret information from schools and communicate with school personnel
6	100%	2.8.6	3	Interpret information from schools and communicate with school personnel
13	100%	4.1.3	4	Identify, use information in job descriptions, ads
18	100%	1.9.5	4	Interpret information related to selecting, purchasing a car
22	100%	1.3.6	4	Use coin-operated machines
23	100%	1.3.6	4	Use coin-operated machines
26	100%	1.4.2	4	Select housing by interpreting ads, signs, and other info.
27	100%	1.4.2	4	Select housing by interpreting ads, signs, and other info.
28	100%	2.8.3	1	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
29	100%	2.8.3	1	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
30	100%	2.8.3	1	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
32	100%	1.3.2	1	Interpret credit apps./recognize how to use, maintain credit

Note: Test records using raw score override are not represented.

Competency Performance Summary

The **Competency Performance Summary** summarizes how a **class** performed on a given test. With this report, teachers can see the percentage of students who correctly answered each item or competency. Teachers use this report as a lesson planning tool to focus on the needs of the entire class.

Available only in TE Enhanced package.

Where to Find Leveled Materials

<https://www.commonlit.org/>

<https://www.readworks.org/>

<https://newsela.org>

<https://www.readtheory.org>

<https://www.activelylearn.com/>

<https://www.crowdedlearning.org/skillblox>

<https://www.crowdedlearning.org/learn/projects>

Review and Application

Testing Scenarios

Testing Decisions

Transitions to New Tests

Testing Transitions Scenario #1

Student A, an English language learner, registered for your program on May 1st. They were given a CASAS Reading STEPS, Level D, and scored 227 (High Intermediate ELL). They attended for 26 hours in May and June.

The student returned in September and after 15 additional hours of instruction, the student was given a CASAS Reading GOALS, Level D, and scored 240 (Adult Secondary).

1. Is this a level gain?
2. How could this student show a level gain?

Answers:

1. This is not a level gain because it was two different test series.
2. Since the learner is an English language learner, the appropriate post-test would be a CASAS STEPS, level E. If the learner scored 241 on that test, they would earn a level completion.

Testing Transitions Scenario #2

A student was given a STEPS posttest in November and scored 241, earning them a level completion. They continued to attend class.

Later in November, when entering hours, you received an error message that indicated that you couldn't enter any additional hours for this student.

Q: What happened? And how could this be avoided?

Answer: The student achieved a level completion, which is the highest level that can be reported for the STEPS assessment. This is not a reportable level, so they no longer have a valid Educational Functioning Level. Only 12 hours of attendance can be entered.

To avoid this, when an ESL student completes level 6, you should immediately administer a CASAS GOALS appraisal and pretest – no need to wait 40 hours.

Testing Decisions

- What test series would you start with for the following students? STEPS or GOALS?
- What additional information do you need to make the decision?
- CONSIDER: Time in U.S.; First language literacy level; Education in home country

1. Estela arrived in the U.S. from Nicaragua 5 weeks ago.
2. Sandra was born in Minnesota, attended through grade 11 there, and needs a GED.
3. Solomon was born in Ethiopia, attended high school in the U.S., and wants a GED.
4. Fernando was born in California, attended school in San Diego, and dropped out of high school at age 17.
5. Thelma came to the U.S. at age 15. She attended school until age 17, and now would like to work on a GED in Spanish.
6. Martin has been in the U.S. for 20 years but has only a 3rd grade education.



Question Time

What questions do you have?
Please post them in the chat.

If you have questions later,
please feel free to email me:

martha.olsen@gmail.com



All materials for today can be found at:

<https://www.mnabeassessment.com/presentations>

Training Options

By Request

Contact Marty Olsen

Martha.Olsen@gmail.com

Support Staff Conference

Thursday, November 14, 2024

CASAS Online Training

At your own pace

<http://training.casas.org>



ADMINISTRATORS, COORDINATORS, DATA MANAGERS

Module 1: Exploring CASAS**

Introduction to TOPSpro Enterprise

eTESTING?

CASAS eTests Agency Agreement**

Module 2: Exploring CASAS eTests**

CASAS eTests Coordinator Certification*

PAPER TESTING?

Module 3: CASAS Paper Tests Implementation*

CITIZENSHIP

CASAS Citizenship Interview Test Certification*

CASAS Citizenship Interview Test Recertification*

Citizenship Program Resources

PROCTORS

eTESTING?

CASAS eTests Proctor Certification*

PAPER TESTING?

CASAS Paper Test Proctor Certification*

REMOTE TESTING?

Agency Remote Testing Agreement (Non-CA)*

CA Agency Remote Testing Agreement*

Proctor Remote Testing Agreement*

Proctor Remote Testing Certification

Remote Testing Resources (Non-CA)

CA Remote Testing Resources

EDUCATORS

Module 4a: Interpreting Test Results

Module 4b: Instructional Reports

WORKFORCE PARTNERS

Module 5: Exploring CASAS Appraisals

BUSINESS AND INDUSTRY

CASAS eWORKS Implementation

IN-PERSON TRAINING PORTAL

Training Completion Portal (by State)

Training Completion Portal Request

[CLICK HERE TO NAVIGATE THE CASAS STEPS AND GOALS 2 TEST SERIES](#)

* REQUIRED

** REQUIRED BY AT LEAST ONE STAFF MEMBER PER NEW AGENCY



FORUM

Training Announcements

Course categories

[Navigating CASAS STEPS & GOALS 2 Test Series \(4\)](#)

[CASAS eTests Implementation \(9\)](#)

[CASAS Paper Test Implementation \(7\)](#)

[CASAS Instructional Implementation \(7\)](#)

CASAS STEPS and GOALS 2 Test Series info

CASAS eTest Implementation

CASAS Paper Test Implementation

Expand all



Going live! Checklist

Going Live! Checklist – Step 1

System Requirements

1. Confirm system requirements for each online application

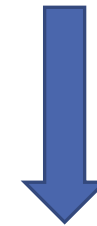
- CASAS eTests Online System Requirements
- TOPSpro Enterprise Online System Requirements

Step 1. System Requirements

eTests[®]
CASAS



TOPS[®]
pro
enterprise



CASAS eTests Online

Used to administer to tests.

TOPSpro Enterprise

Used to manage data and user access, retrieve test results and generate reports.

Going Live! Checklist – Step 2

Complete Training

2. Complete training, agency agreement, and certifications

- Module 1: Implementation Basics
- Module 2: CASAS eTests Implementation
- New Agency Online Implementation Agreement
- eTests Coordinator Certification
- eTests Proctor Certification

At least one person per agency must complete each of these. Additionally, each coordinator and/or proctor must complete the appropriate training.

Going Live! Checklist – Step 3

Order Your Tests

3. Order your tests

- If you do not already have them, you should order **Test Administration Manuals (TAMs)** for each test series and modality that you intend to administer via eTests – at least one per site.
- CASAS will verify that your program has completed the training requirements.

eTest Software options



TE Basic Package

Supports student-level implementation

Basic Web-test Units (WTUs)

Quantity	Code	Price each
100 - 500	WTU-0001	\$3.50
501-1000		\$2.40
1001-5000		\$2.20
5001+		\$1.95

Reports for individual students:

- Skills Profile
- Content Standards
- Competency Performance
- Learning Gains
- Next Assigned Test
- Personal Score Report
- Student Profile
- Test History
- Test Administrations
- Check your WTU Remaining Balance!



TE Enhanced Package

Supports student, class, program, and accountability-level implementation

Enhanced TOPSpro Enterprise Units (TEUs)

Quantity	Code	Price each
100 - 500	TEU-0001	\$3.80
501-1000		\$3.10
1001-5000		\$2.85
5001+		\$2.60

Reports for students, classes, programs, and accountability:

- **All Basic Package Reports plus**
- Class Summary Reports
- Class Attendance
- Demographics
- WSCS Reports
- Site / Agency-Level Reports
- Program Outcomes
- Data Integrity
- State Reports
- Federal Reports
- Check your TEU Remaining Balance!

Step 4. Online Account Setup and Access

When you complete initial prerequisites for eTests implementation (Steps 1 – 3)

- Send an email to golive@casas.org and request CASAS to set up your online account.

CASAS will set up your online account with the following:

- TEU purchase record
- One eTests site
- Default testing session templates and sessions at the eTests site
- Default set of TE access groups for the DM to add and manage users

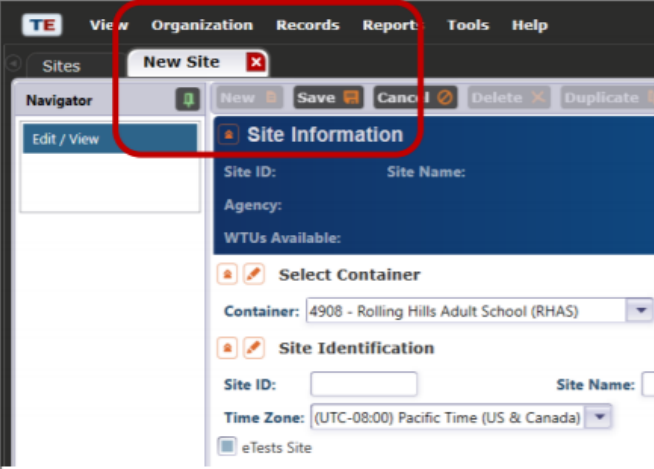
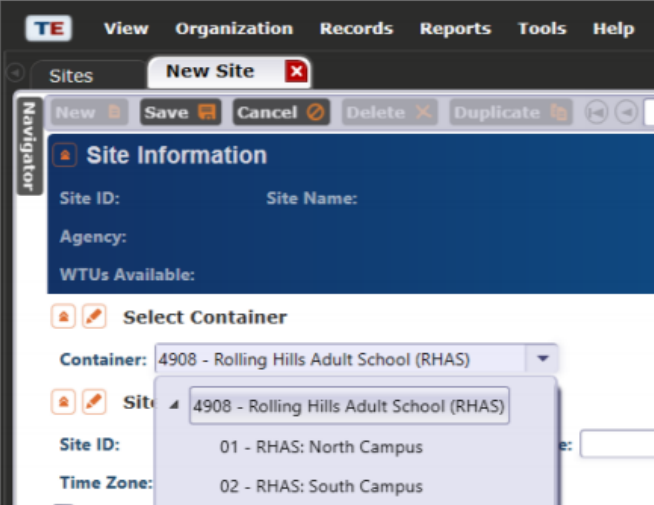
CASAS will send an email:

- In 2-3 business days, the MPOC and DM will receive an email from CASAS with access information.

Going Live! Checklist

- 5. Connect to your online account
- 6. Add Sites
- 7. Add Users
- 8. Register testing stations
- 9. Replicate testing sessions
- 10. Conduct a trial run
- 11. Go live! and begin testing
- 12. Retrieve results and generate reports

All steps are linked to pictorial instructions

Step	Screen	Description
		<ul style="list-style-type: none">• A new tabbed Page opens to add information about the new Site for your agency.• Sites are added to Containers, which 'contain' records of activity occurring at that site.<ul style="list-style-type: none">○ Your Agency is the 'parent' container for your online account.
		<ul style="list-style-type: none">• Sites are 'child' records of your Agency.• Sites are typically added to the 'parent' container but may also be a Sub-Site.• The determination of 'where' to add a new Site depends on How? you plan to track and record outcomes.• Click the Container field down-arrow.<ul style="list-style-type: none">○ Select the Container to add the new

CASAS eTESTS – Reports – Individual Skills Profile



Individual Skills Profile

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Page 1 of 2
ISP

Adonias Bernal

ID# 2150497

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program: Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	917M	05/30/2020	220	4	C/D	38	12	38	6.7

Math Competencies	N	Correct
Consumer Economics	12	25 %
Community Resources	2	0 %
Employment	16	43 %
Computation	8	25 %

College & Career Readiness Standards Math Content Areas	N	Correct
Base Ten; Fractions and Ratios Number and Operations: Base Ten Number System	9	55 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions	10	20 %
Geometry Geometry	9	22 %
Measurement; Data Analysis Measurement and Data	5	40 %
Statistics and Probability Statistics and Probability	5	20 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	28 %
Articles, paragraphs, sentences, directions, manuals	18	33 %
Measurement scales, diagrams	5	20 %

Adonias Bernal has a likelihood of ...	to pass this HiSET subsection
More study needed	Mathematics

NRS Educational Functioning Levels		CASAS Score Ranges
EFL	ABE	900M
1	ABE Level 1	193 & below
2	ABE Level 2	194-203
3	ABE Level 3	204-214
4	ABE Level 4	215-225
5	ABE Level 5	226-235

CASAS eTESTS – Reports – Student Performance

Articulates specifics regarding the content standards that student needs to focus on.

Note:

- ❖ Number of items
- ❖ Percent correct
- ❖ Content Standard Description



06/10/2011
19:55:24

Student Performance

by Test Item & Competency

Page 1 of 4
SCPTIC

Agency:	4908 - Rolling Hills Adult School	Student:	000130472	Martinez, Isabel
Site:	6 - Southwest Campus	Test Date:	03/19/2012	
Class:	001 - ESL - Intermediate Low	Raw Score:	19	Scale Score: 212
Form:	083R - Life and Work Reading Level B			

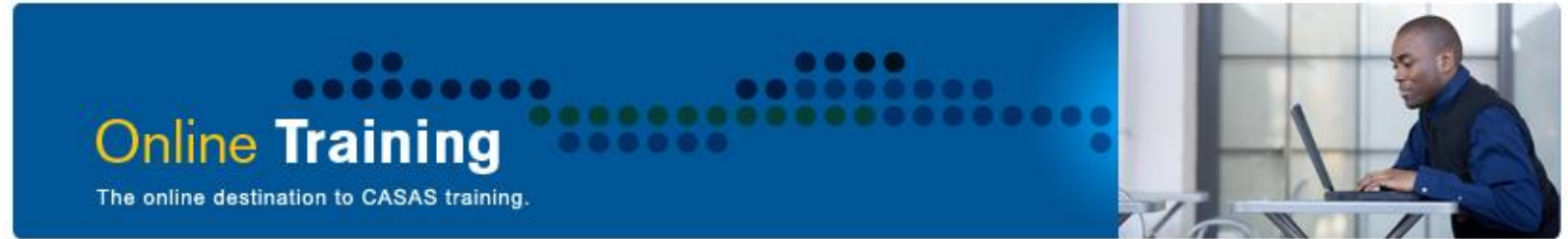
Position	Correct?	Comp No.	Task	Competency Description
1	No	0.2.1 7.2.1	3	Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information
2	Yes	4.2.1 7.2.1	3	Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information
3	No	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
4	Yes	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
5	Yes	4.1.2 0.2.1	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions
6	Yes	4.1.2 0.2.1 2.3.2	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions Identify the months of the year and the days of the week
7	Yes	1.4.7 7.2.1 7.3.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes
8	No	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information

Wrap Up! What's Next?

- Help Documentation and Videos
- Live Office Hours
- News & Updates Webinars
- Contact Information
- Training Completion

Looking for something?

- eTests
- TOPSpro Enterprise (TE)
- Steps for Testing Day



Help Documentation & Videos

- Access an index of helpful training materials, [click here](#).



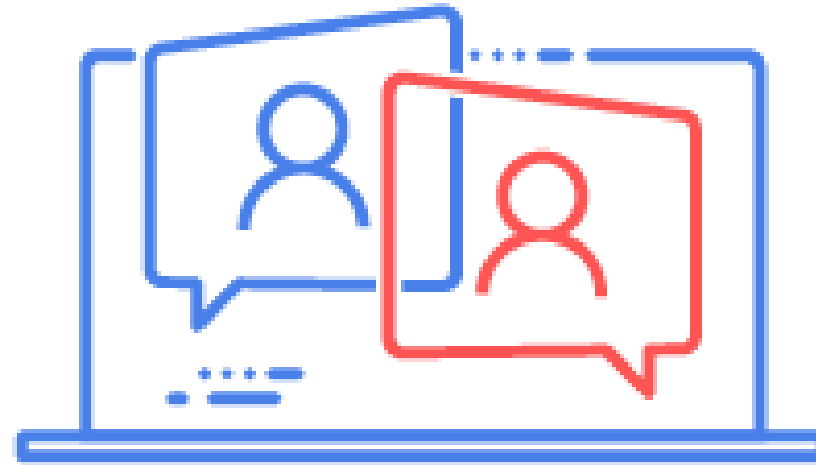
Live Office Hours

- Ongoing customer service and technical support for every client.
- Fridays at 11 a.m. PT / 2 p.m. ET.
- Participants guide session content with their questions and needs.
- Registration required.

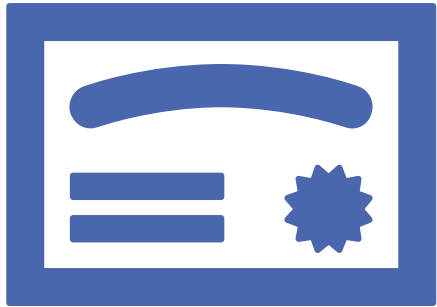


News & Updates Webinars

- Informational overview and updates on new CASAS assessments, guidelines, and training resources.
- Webinars are mid-month on Wednesday at 11:00 am (Pacific Time).
- Registration required.



Live webinar

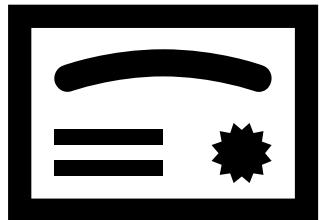
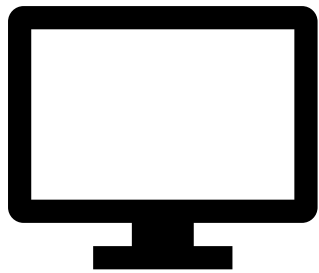


Training Completion

Test Security Agreement
Certification



Getting a Certificate for Completing This Training



- **IMPORTANT** – You will need your unique CASAS website login and password.
- If you do not submit your Test Security Agreement, you will not be able to print a certificate for this session.
- You should report your completion of this training to your supervisor so that it can be noted in your employee record.

Test Security Agreement

Follow these steps to access, complete, and submit your **Test Security Agreement** so that you can generate your Certificate!

1. Go to <http://training.casas.org/>
2. Click **In-Person Training Completion Portal**
3. Click **Minnesota (MN) Implementation Training**
4. Click the **Date** of your training (**8/12/2024**)
5. **Log in** OR Click on the Create a new account button and activate your account
6. Enter the **Training Passcode** –
7. Click the **Enroll Me** button
8. Click the **Test Security Agreement** link, SUBMIT
9. Click the **Get Your Certificate!** button

When you click “Get your certificate”...



This certificate is automatically sent to the email used to register your CASAS account.

Who Should You Contact?

In Minnesota

Email

Marty Olsen

martha.olsen@gmail.com

Linda Keller

lindam.keller@ahschools.org

Who Should You Contact?

CASAS Desk

CASAS Information

Field Testing

Going Live! with eTests

Getting Ready! with Paper Tests

Orders Department

Remote Testing

Tech Support

Training

General Questions

Email

info@casas.org

fieldtesting@casas.org

golive@casas.org

info@casas.org

orders@casas.org

remotetesting@casas.org

techsupport@casas.org

training@casas.org

casas@casas.org

Thank you for attending!



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[www.casas.org](#)

[casas@casas.org](#)

1-800-255-1036