

Let **CASAS** Be Your **Compass!**

Navigating CASAS New Test Series

Karen Burger

National Program and Field Studies Specialist

Kristine Kruczek Mains

National Program and Training Specialist



- **CASAS Approved Assessments**
- **Reading and Listening STEPS**
- **Math GOALS 2**
- **Sample Items & Test Blueprints**
- **CASAS Reports & Resources**

HELLO North Carolina Educators!

In the Jello salad of
Adult Education,
which ingredient are
you?



TYKYK

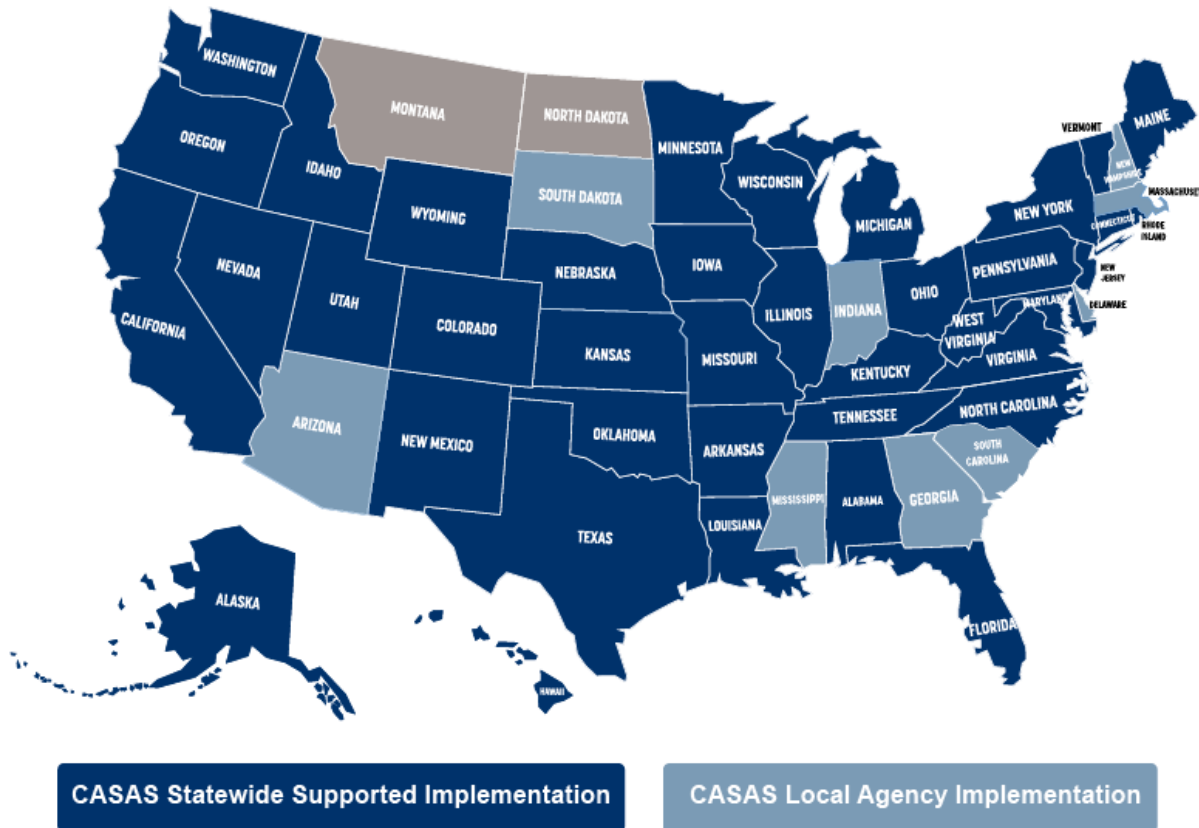


In the Jello salad of Adult Education, which ingredient are you?

- **The JELLO:** the main flavor, setting the tone, solid and present in the background
- **The Cool Whip:** Adding body and keeping things running smooth and sweet
- **The Fruit Chunks:** you make it healthy, adding the vitamins and a surprise burst of flavor in every bite, perfectly complementing the other ingredients.

CASAS Overview

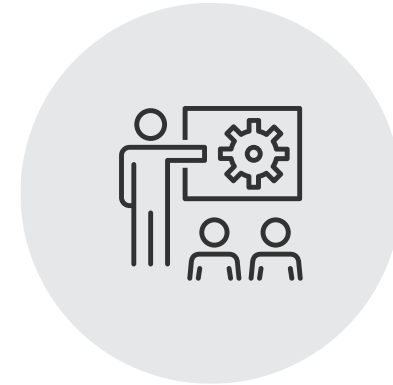
States using CASAS



- The Comprehensive Adult Student Assessment System (CASAS) was established in 1980 by adult educators for adult learners.
- Over 43 states and three territories use CASAS to assess literacy and numeracy skills.
- Non-profit company dedicated to workforce development and adult education.

What makes CASAS different?

- Fully integrated assessment and data management system
- Current, culturally relevant, and competency-based test content
- No expiration for CASAS eTests
- Free customized just-in-time training and technical support



Our Assessments



Customer Service



NRS Approved Assessments

ESL Assessments - NRS Approved

Reading STEPS

Ready for use!

NRS-approved through

2030

Listening STEPS

Ready for use!

NRS-approved through

2030



ESL Assessments

NRS APPROVAL EXTENDED

Life and Work Reading

**80 series and
Forms 27/28, 513/514**

Approval extended through

~~**June 30, 2024**~~

June 30, 2025

Life and Work Listening

980 series

Approval extended through

~~**June 30, 2024**~~

June 30, 2025

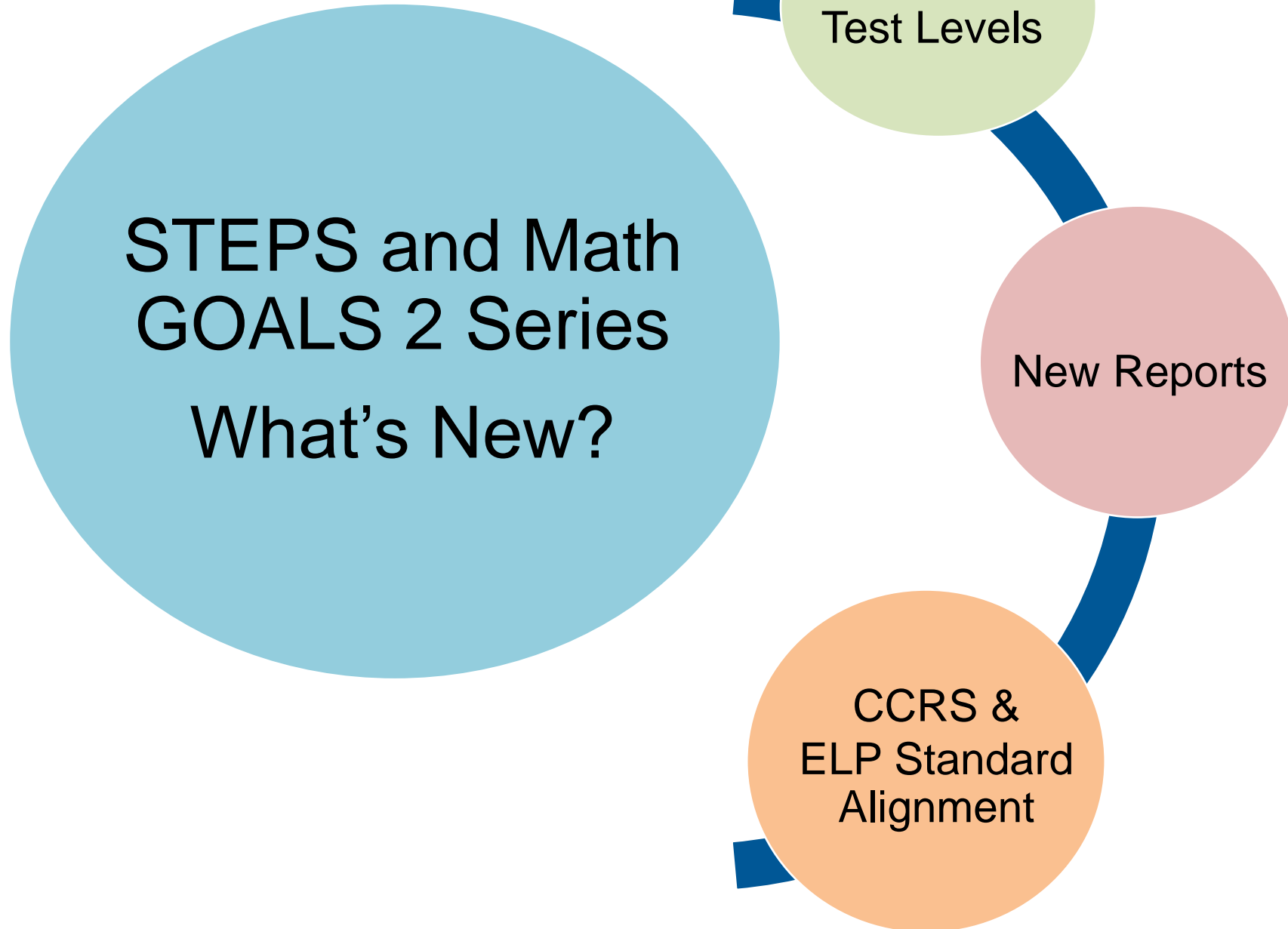
Math GOALS
CASAS

Math GOALS 2
CASAS

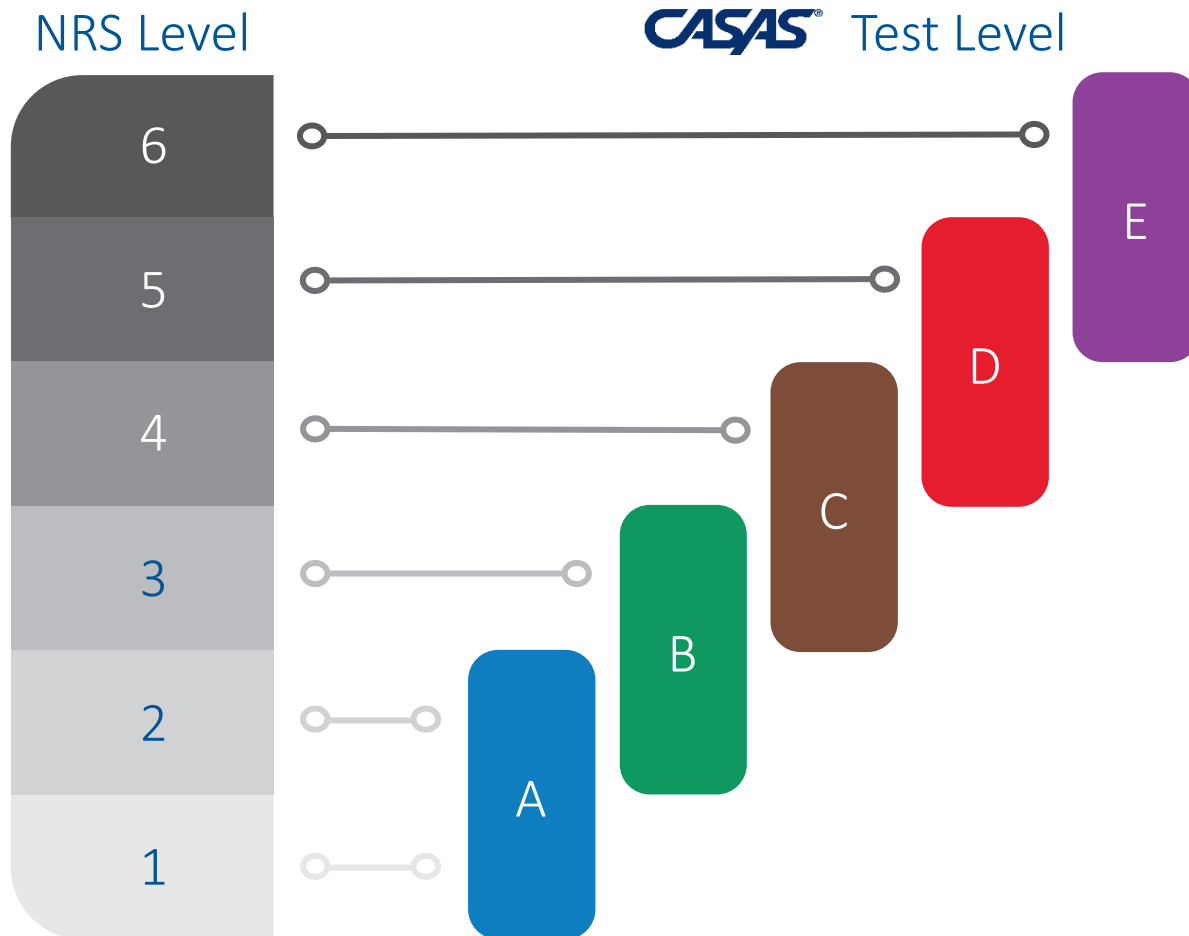
NRS-approved through
June 30, 2024

Ready for Use!
NRS-approved through **2030**

Math GOALS will no longer be NRS-reportable after June 30, 2024



Levels Breakdown



- Each modality (Reading and Listening) has five levels and overlaps the adjacent level.
- Covers the full range of all 6 NRS levels.
- Students always have the opportunity to make an MSG.
- Data shows decreased scoring in the inaccurate and conservative estimate ranges (asterisk and diamond) so less re-testing.

Strengths of the New Test Series

1

Fewer test questions

33 to 39 items

2

Higher accuracy

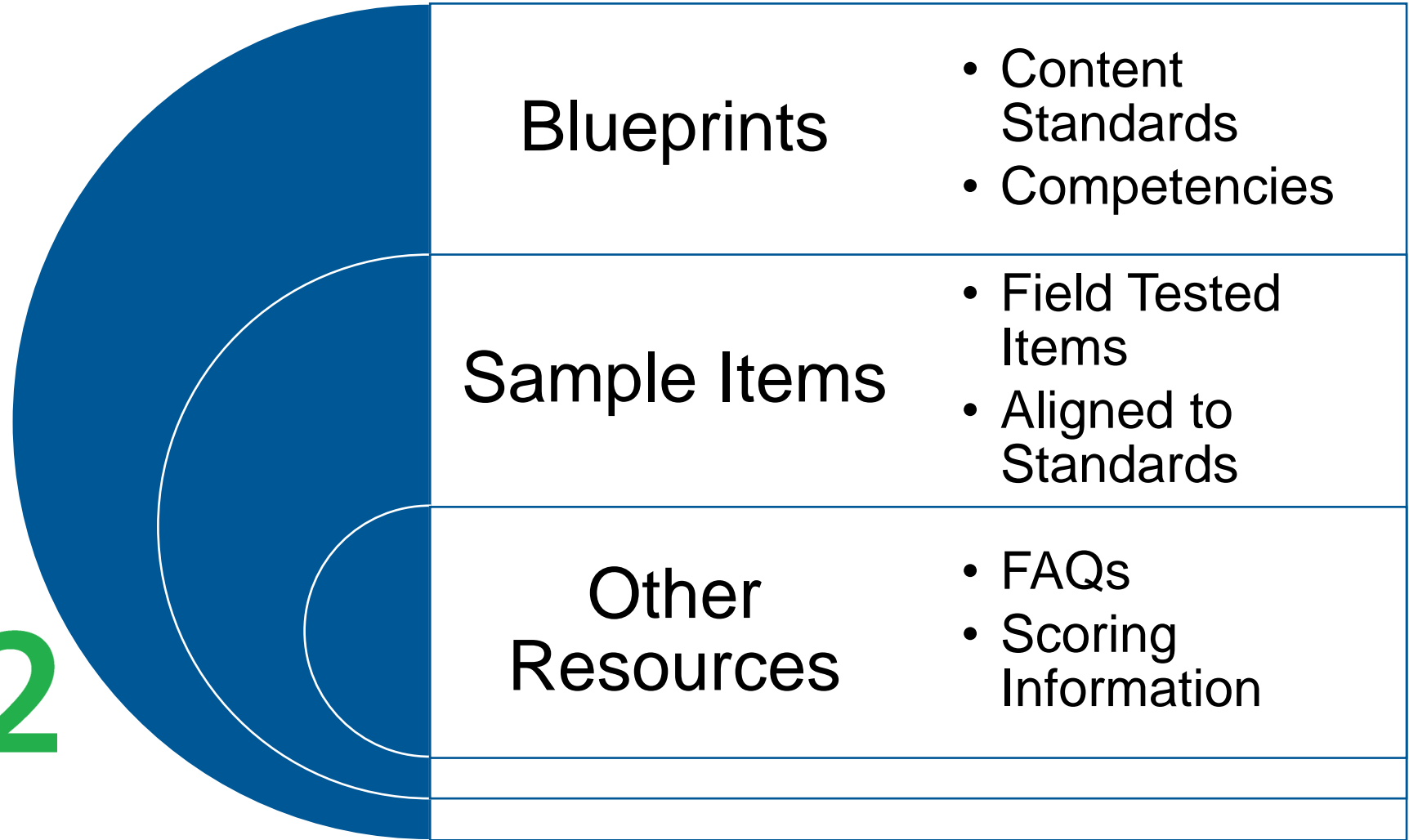
Tests cover fewer performance levels (NRS Levels)

3

More accurate placement



casas.org



Correlates to the English Language Proficiency Standards and to the CASAS Competencies.

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

Listening STEPS Test Specifics

Correlates to the English Language Proficiency Standards and to the CASAS Competencies.

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

What if I pre-tested my students with Life and Work Reading and/or Listening? Can I post-test with Reading and/or Listening STEPS?

No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be retested in the next lower test form.

What if they get an asterisk score on Level A Reading?


Place them in a low-level class for up to 12 hours of instruction before retesting.

NOTE: LEVEL A READING TEST BOOKLETS CAN BE USED AS A CONSUMABLE!

What about a diamond (◆) score?

Pretest: CASAS recommends but does not require testing at a higher level. The score is NRS-reportable. If on a post-test, student can be retested at next highest level.

What about Form 27/28?

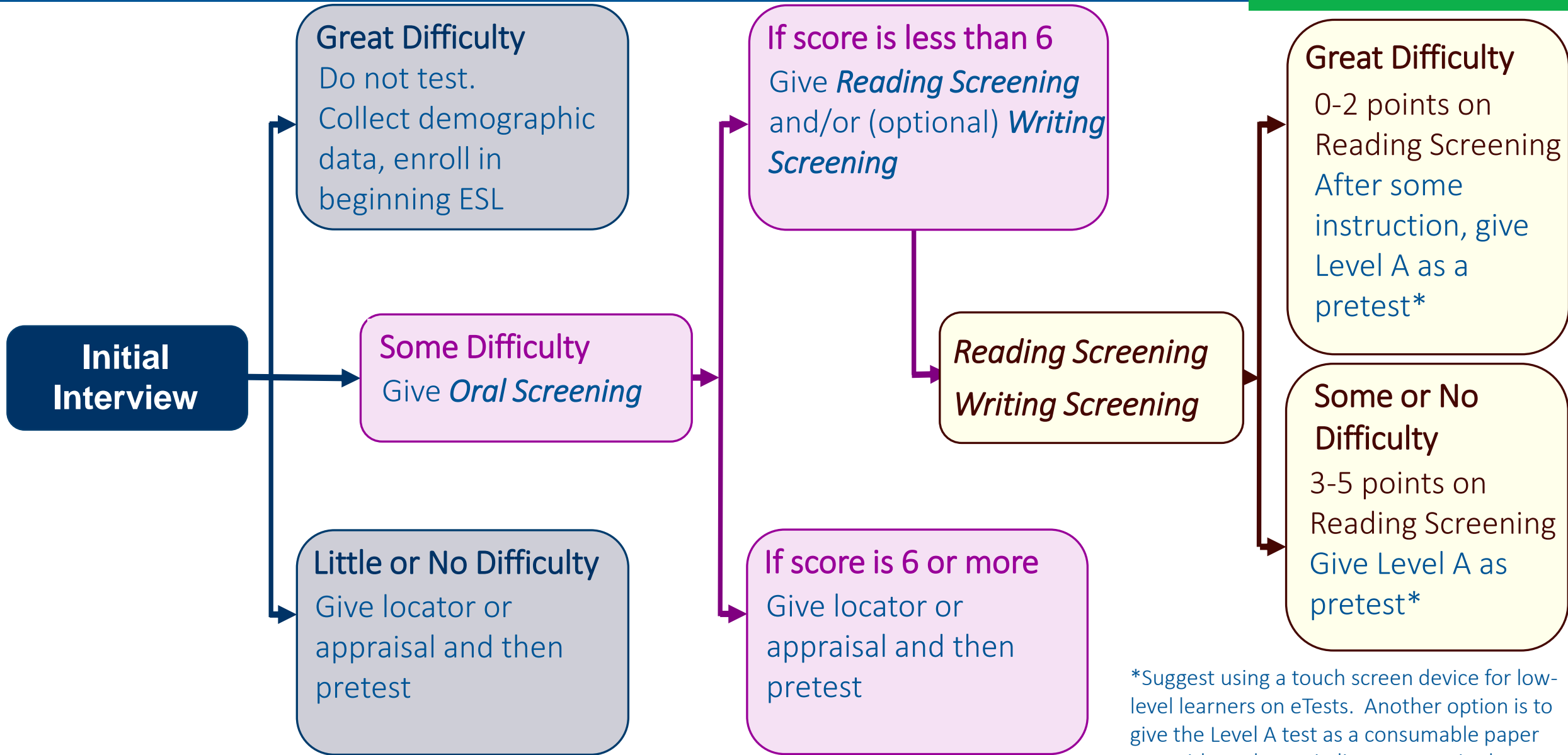
A photograph of a man with dark hair and a beard, looking upwards and to the right with a thoughtful expression, his hand resting on his chin. A green thought bubble originates from his head, containing text.

Forms 27/28 are gone? What do I do with my low-literacy ESL students when they come into the program?

The STEPS Level A test may be administered as a consumable paper test with students circling answers in the test booklet.

A touch screen device is suggested for low-level learners on eTests.

Updated Intake Screening Guidelines for STEPS



*Suggest using a touch screen device for low-level learners on eTests. Another option is to give the Level A test as a consumable paper test with students circling answers in the test booklet.

Correlates to the College and Career Readiness Standards and to the CASAS Competencies.

CASAS Level	Form Number	Number of Test Items	Test Time (minutes)	Average Test Time (minutes)	Scale Score Ranges
Appraisal	919M	28	30	--	
Locator	920M	14	15	--	
A	921M – 622M	33	50	32	171 - 203
B	923M – 924M	36	65	38	193 - 213
C	925M – 926M	36	75	44	204 - 224
D	927M – 628M	36	75	47	214 - 235
E	929M – 930M	36	90	58	225 - 255

What if I pre-tested my students with Math GOALS? Can I post-test with GOALS 2?

No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?

Place them in a low-level class for up to 12 hours of instruction before retesting.

What about a diamond (◆) scores?

Conservative estimate 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.

Are calculators allowed? How about scrap paper?

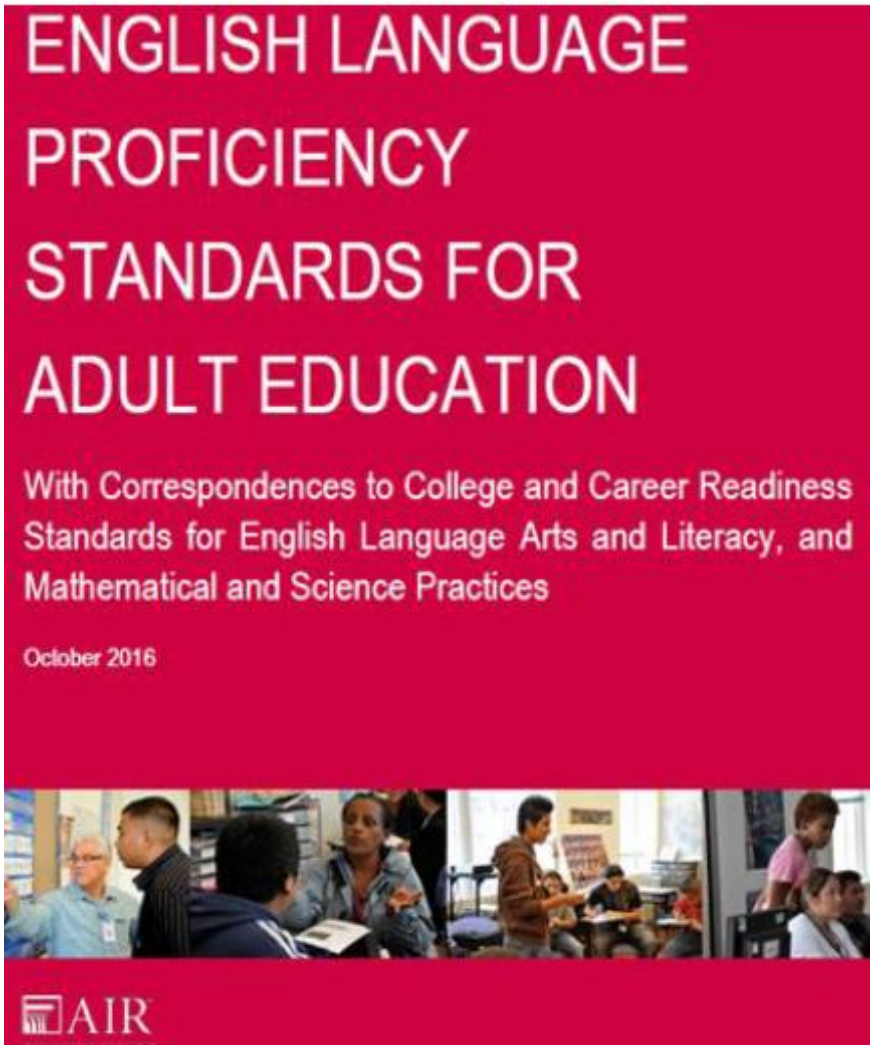
Yes, throughout the whole test! On-screen calculator, OR a scientific calculator provided by agency. Scrap paper is to be provided by the agency. Proctors, remember to collect it after testing!



Student Test of English Progress and Success

ELP Standards Unlocked

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>



➤ Have you received training on the ELPs?

Yes or No

➤ On a scale of 1-5 how comfortable do you feel with using ELP Standards in your instruction?

1 = not comfortable at all

5 = very comfortable



The ELP Standards address the skills of the four areas of language acquisition (listening, speaking, reading, and writing) as well as the linguistic features of the English language.

- ❑ **Interpretive** refers to the learner's ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning
- ❑ **Productive** refers to the learner's ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning.
- ❑ **Interactive** refers to the learner's ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning.

Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p>By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. 	<p>By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	<p>By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. 	<p>By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. 	<p>By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

English Language Proficiency Standards (ELPS) Explained by Kathryn Powell, Harper College

RECEPTIVE skills



PRODUCTIVE skills



INTERACTIVE skills




LINGUISTIC STRUCTURES



An English Language Learner can...

ELP 1 
Understand Main Ideas

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

ELP 2 
Ask/Answer Questions

Participate in level-appropriate oral and written exchanges of information, ideas, analysis, in various social and academic contexts, responding to peer, audience, or reader comments and questions.



ELP 3 
Talk/Write About Information

Speak and write about level-appropriate complex literary and informational texts and topics.



ELP 4 
Supporting Ideas

Construct level-appropriate oral and written claims and support them with reasoning and evidence.



ELP 5 
Find Information

Conduct research and evaluate and communicate findings to answer questions or solve problems.



ELP 6 
Evaluate Information

Analyze and critique the arguments of others orally and in writing.



ELP 7 
Adapt Language

Adapt language choices to purpose, task, and audience when speaking and writing.



ELP 8 
Understand Vocabulary

Determine the meaning of words and phrases in oral presentations and literary and informational text

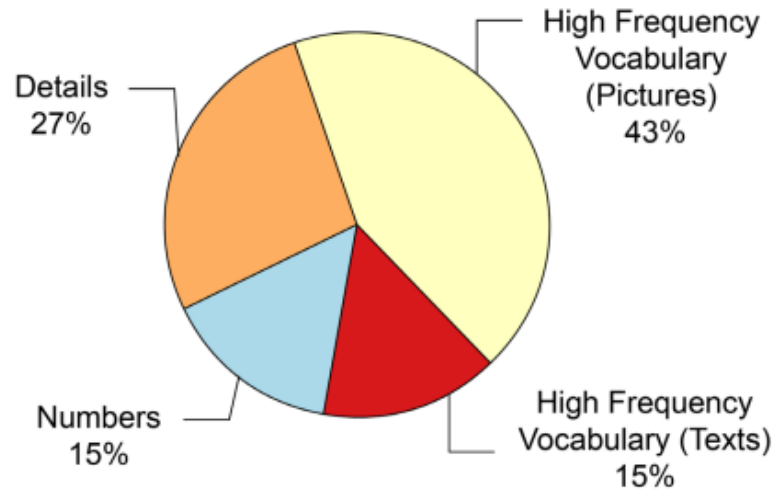


Let's Look at Some Test Series Blueprints and Sample Test Items

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

Reading STEPS Content Standard Blueprint: **Level A**

Level A



ELP Standard 8:
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

NRS Educational Functioning Levels
 Levels 1 and 2

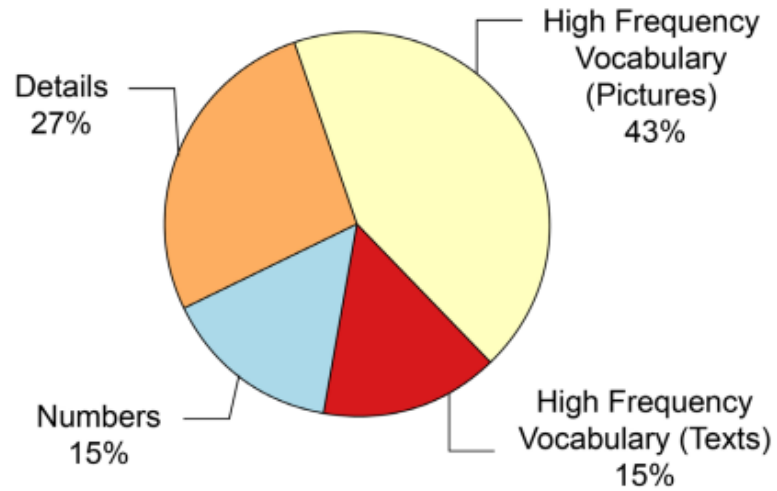
English Language Proficiency Standards
 Level 1

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%

Level 1: relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Reading STEPS Content Standard Blueprint: **Level A**

Level A



ELP Standard 1:

An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

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%

Level 1: use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts.

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

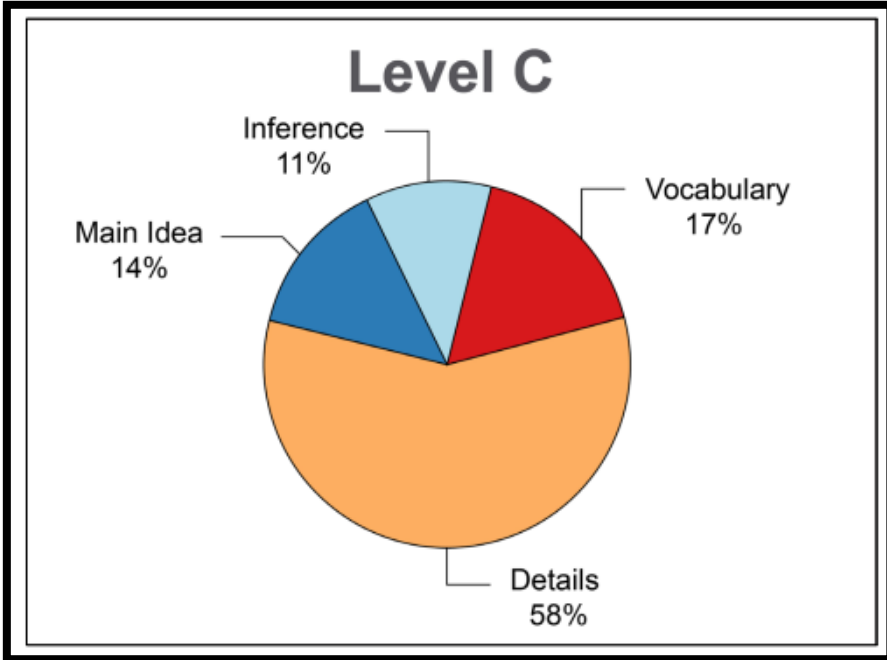


Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#3	Numbers Number formatting	8	2.3	3	A

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

March 29, 1984

Reading STEPS Content Standard Blueprint: **Level C**



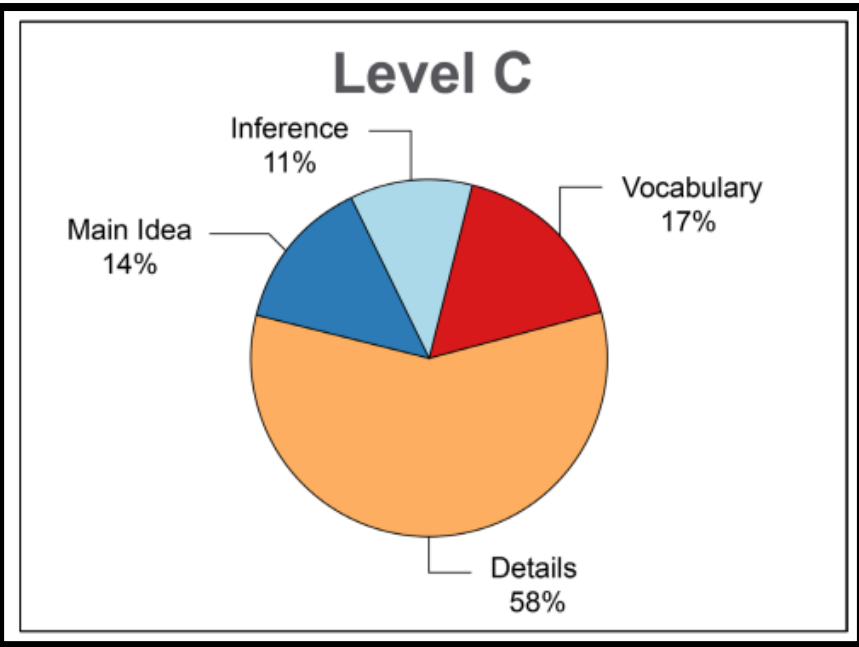
ELP Standard 8:
 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

NRS Educational Functioning Levels Levels 3 and 4		English Language Proficiency Standards Levels 2 and 3	
Content Areas	ELP Standard	% of test items	
Vocabulary Understand high-frequency words Understand academic vocabulary	8	17%	
Details Retell key details	1	58%	
Main Idea Identify the main topic Identify an author's purpose	1	14%	
Inference Infer/Draw conclusions	1	11%	

Level 2: using context, questioning, and knowledge of morphology in their native language(s), • determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Level 3: using context, questioning, and a developing knowledge of English and their native language(s)' morphology, • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Reading STEPS Content Standard Blueprint: **Level C**



ELP Standard 1:
 An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing

NRS Educational Functioning Levels Levels 3 and 4		English Language Proficiency Standards Levels 2 and 3	
Content Areas	ELP Standard	% of test items	
Vocabulary Understand high-frequency words Understand academic vocabulary	8	17%	
Details Retell key details	1	58%	
Main Idea Identify the main topic Identify an author's purpose	1	14%	
Inference Infer/Draw conclusions	1	11%	


Level 2: using context, questioning, and knowledge of morphology in their native language(s), • determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Level 3: using context, questioning, and a developing knowledge of English and their native language(s)' morphology, • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Reading STEPS Sample Item: NRS Level 3

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#8	Main Idea Identify the main topic	1	2.2	4	D

IVY VINE COLLEGE
New service starting October 10!



park&ride
free shuttle bus service
from all student parking lots to all classroom buildings

Buses run every 15 minutes
Monday - Friday
6:00 am - midnight

Students only
Students must show Student ID

What is this sign about?

- A. locating parking spots
- B. getting student ID cards
- C. student class schedules
- D. a transportation service



1

Family Fitness Center

Physical Fitness Profile

Section 1
 Name Barry Marooki Height 5' 8" Weight 240
 Age 31 Occupation: construction

Section 2
 What is your fitness goal? Check which applies:
 Overall fitness Cardiovascular improvement
 Weight loss Other

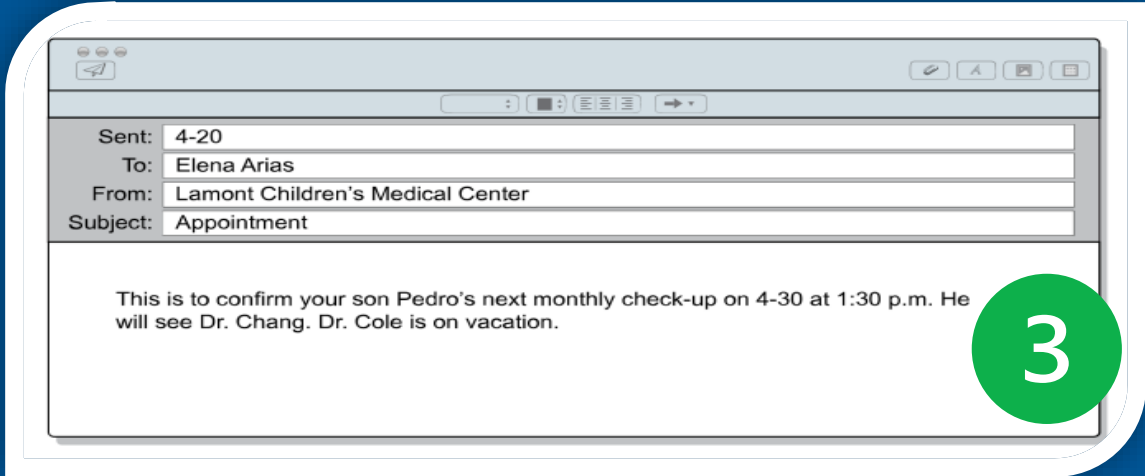
Section 3
 Have you ever followed a physical fitness program? (Yes) No (circle one)
 If yes, please explain: Played high school football.

Section 4
 How much time do you have available to exercise on your own?
 Minutes per day 30 45 60 75 90
 Days of the week SUN MON TUE WED THU FRI SAT
 Time of day AM PM

Section 5
 Additional Information: I am interested in an exercise routine and techniques to help prevent pain and swelling in my knee, which I injured on a construction job three years ago.



4



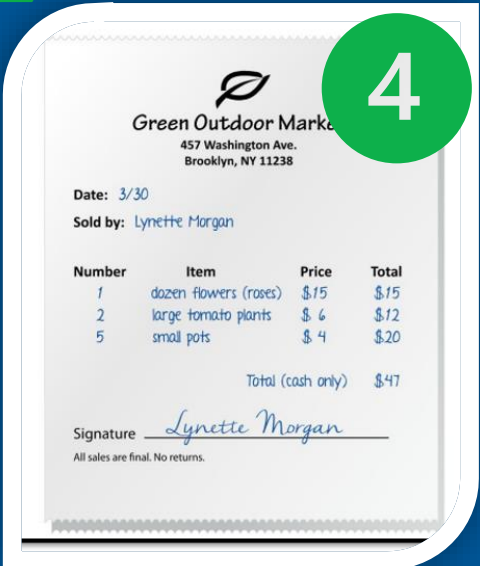
3

CASAS Task Areas

3

Date:

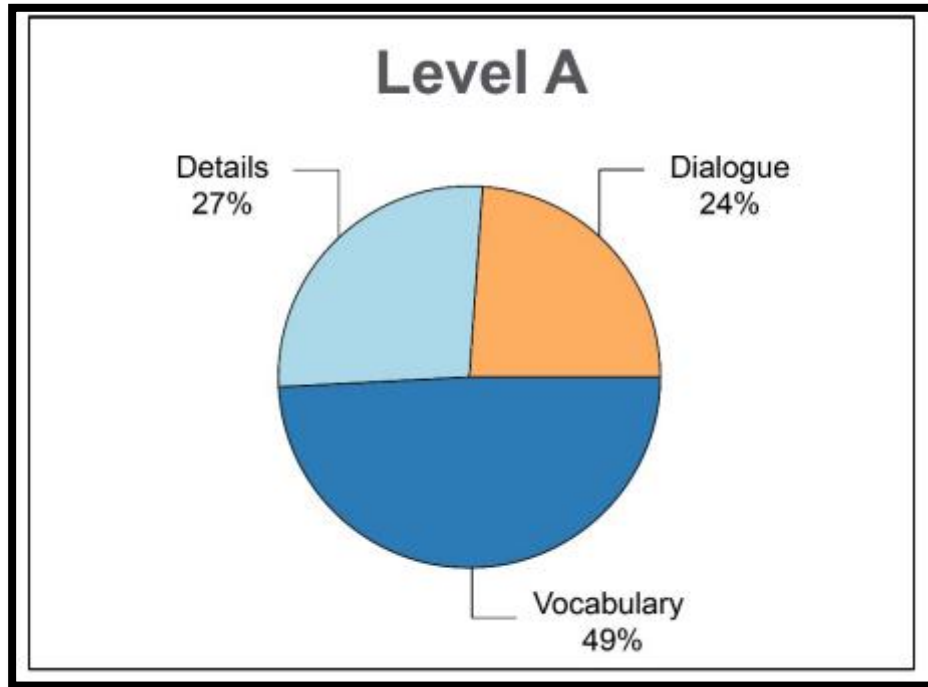
4



TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3 – Texts, emails, articles, narratives
- 4 – Signs, ads, and labels
- 5 – Diagrams and measurement scales

Listening STEPS Content Standard Blueprint: **Level A**



NRS Educational Functioning Levels
Levels 1 and 2

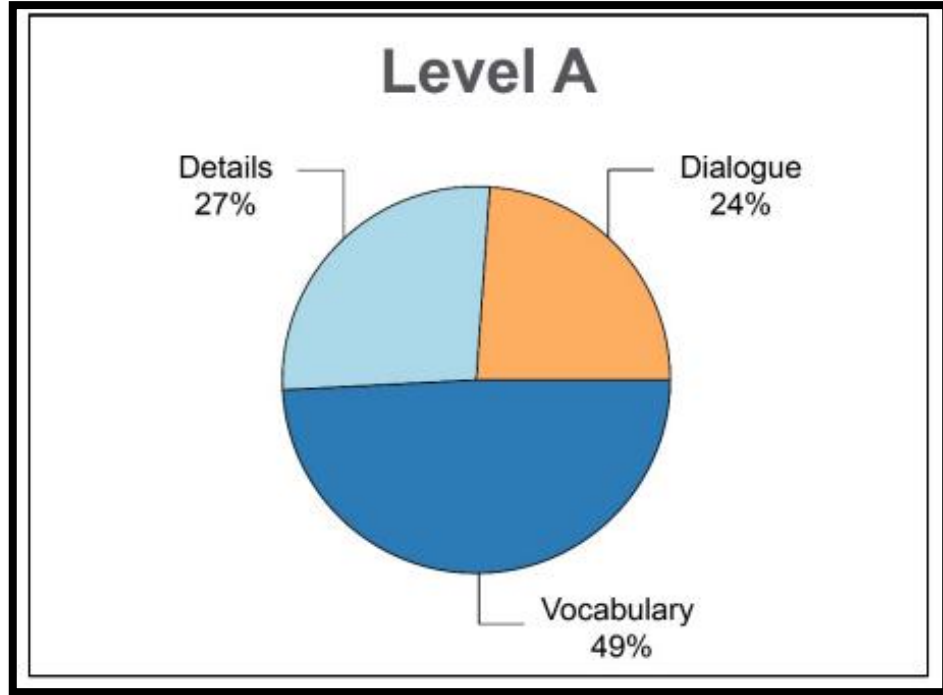
English Language Proficiency Standards
Level 1

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

ELP Standard 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Level 1: use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts.

Listening STEPS Content Standard Blueprint: **Level A**



<i>NRS Educational Functioning Levels</i> Levels 1 and 2		<i>English Language Proficiency Standards</i> 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%	

ELP Standard 2: An ELL can...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.

Level 1: actively listen to others • participate in short conversations and written exchanges about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some wh-questions.

Listening STEPS Sample Item: NRS Level 1

Item	Content Area	ELP Standard	CASAS Competency	Key
#1	Vocabulary Understand high frequency words	1	1.4	A

Umbrella

A.



B.



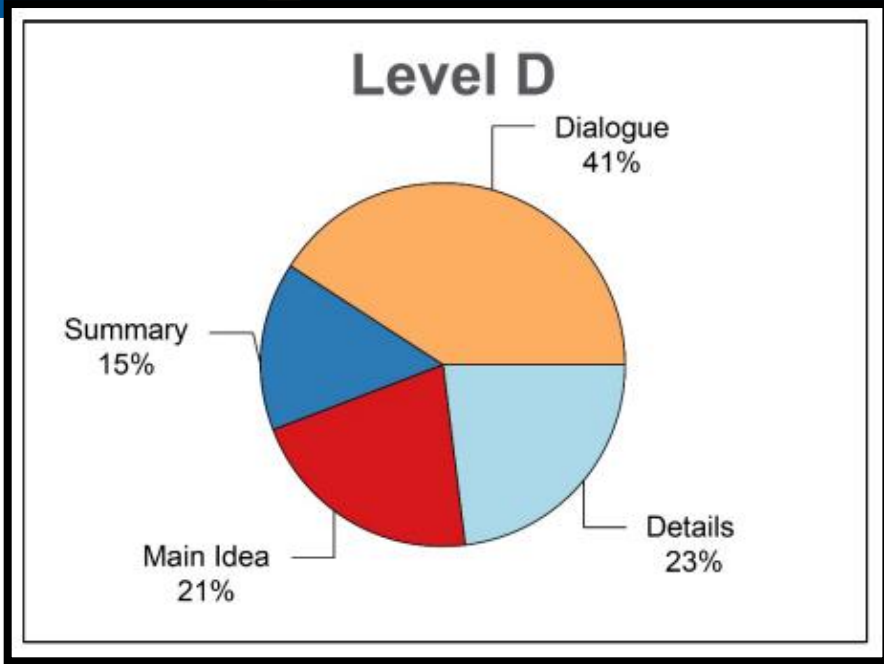
C.



Audio Transcript:

“umbrella”

Listening STEPS Content Standard Blueprint: **Level D**



NRS Educational Functioning Levels Levels 4 and 5		English Language Proficiency Standards Levels 3 and 4	
Content Areas	ELP Standard	% of test items	
Dialogue Continue the conversation	2	41%	
Details Retell key details	1	23%	
Main Idea Identify the main topic	1	21%	
Summary Summarize	1	15%	

ELP Standard 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Level 3: use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text.

Level 4: use an increasing range of strategies to: • determine a central idea or them in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

Listening STEPS Content Standard Blueprint: **Level D**

ELP Standard 2: An ELL can...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.

Level 3: • participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding.

Level 4: participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas • clearly support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed.

Listening STEPS Sample Item: NRS Level 5

Item	Content Area	ELP Standard	CASAS Competency	Key
#16	Dialogue Continue the conversation	2	4.8	C

M: Hello everyone. This meeting is about ways to improve our business.

F: I think we should give discounts to seniors over sixty-five.

M: Can we afford to do that?

F: Yes. Lower prices will only increase business.

M:

A. But we need more business right now.

B. Seniors probably won't want to pay more, though.

C. Then we should consider student discounts, too.



Audio Transcript



Math GOALS 2 Blueprints and Sample Test Items

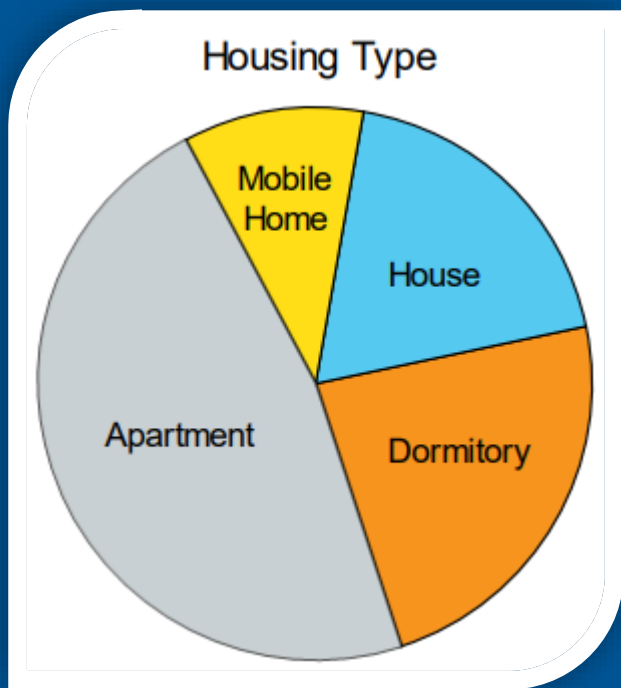
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Content Standard Areas for Math GOALS 2

Content Area and CCRS Content Descriptions	CCRS Abbreviation
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	NBT NOF NS RPR RN
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	OA EE F A.APR A.REI A.CED F.IF F.LE
Geometry and Measurement Geometry Measurement and Data Geometry: Congruence Geometry: Similarity, Right Triangles, and Trigonometry Geometry: Geometric Measurement and Dimension Geometry: Modeling with Geometry	G MD G.CO G.SRT G.GMD G.MG
Data Analysis, Statistics, and Probability Measurement and Data Statistics and Probability Statistics and Probability: Interpreting Categorical and Quantitative Data	MD SP S.ID

CCR Math Standards – Number Sense and Operations

NRS 1 CCR Level A	NRS 2 CCR Level B	NRS 3 CCR Level C	NRS 4 CCR Level D	NRS 5 CCR Level D	NRS 6 CCR Level E
<p>have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare <u>two-digit</u> numbers; are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations; are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that</p>	<p>understand place value for whole numbers to <u>1000</u> and can use that understanding to read, write, count, compare, and round <u>three-digit whole numbers</u> to the nearest 10 or 100; are able to compute fluently with all four operations with whole numbers within 100; use place value and properties of operations to explain why addition and subtraction strategies work; can demonstrate an understanding of the inverse relationship between multiplication and division; can solve</p>	<p>understand place value for both multi-digit whole numbers and decimals to <u>thousandths</u>, and use their understanding to read, write, compare, and <u>round decimals</u>; are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals; are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations; can find common factors</p>	<p>have an understanding of the rational number system, including how rational numbers can be represented on a <u>number line</u> and pairs of rational numbers can be represented on a <u>coordinate plane</u>; can apply the concept of absolute value to find horizontal and vertical distances; are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots; Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional</p>	<p>Reason about and solve real-world and mathematical problems that involve the four operations with rational numbers; Apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical</p>	<p>have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers; are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision</p>

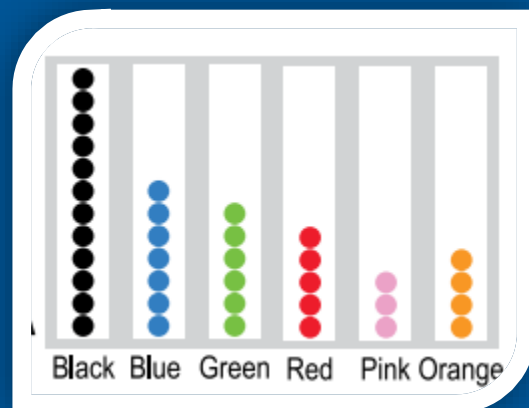
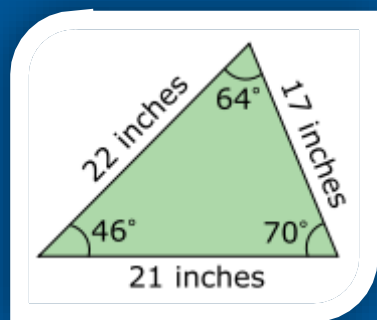


$$(2x^3 + x^2 + 4x - 6) + (2x^2 + 3x + 3) =$$

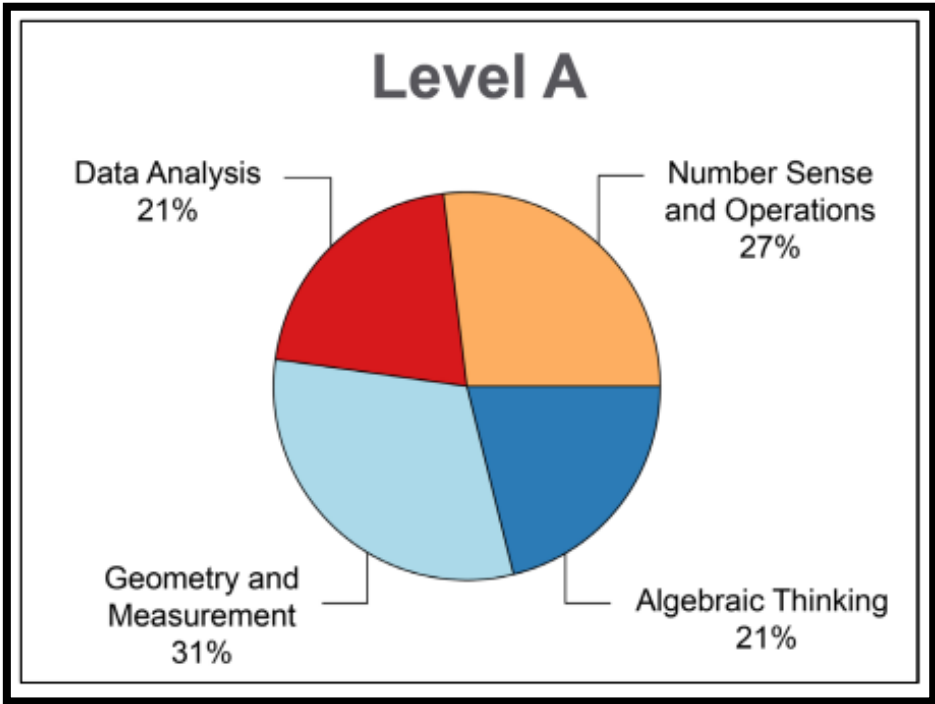
Content Standard Areas for Math GOALS 2

TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3 – Texts, emails, articles, narratives
- 4 – Signs, ads, and labels
- 5 – Diagrams and measurement scales



Math GOALS 2 Content Standard Blueprint: **Level A**



<i>NRS Educational Functioning Levels</i> Levels 1 and 2	<i>College and Career Readiness Standards (CCRS)</i> 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%

Number and Operations: Base Ten	Geometry
Operations and Algebraic Thinking	Measurement and Data

Math GOALS 2 Sample Item: NRS Level 1

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#1	Number Sense and Operations	NBT	4.7	2	B

Lunch Orders	
Pizza	15
Sandwiches	5
Salads	10

TASK AREAS:

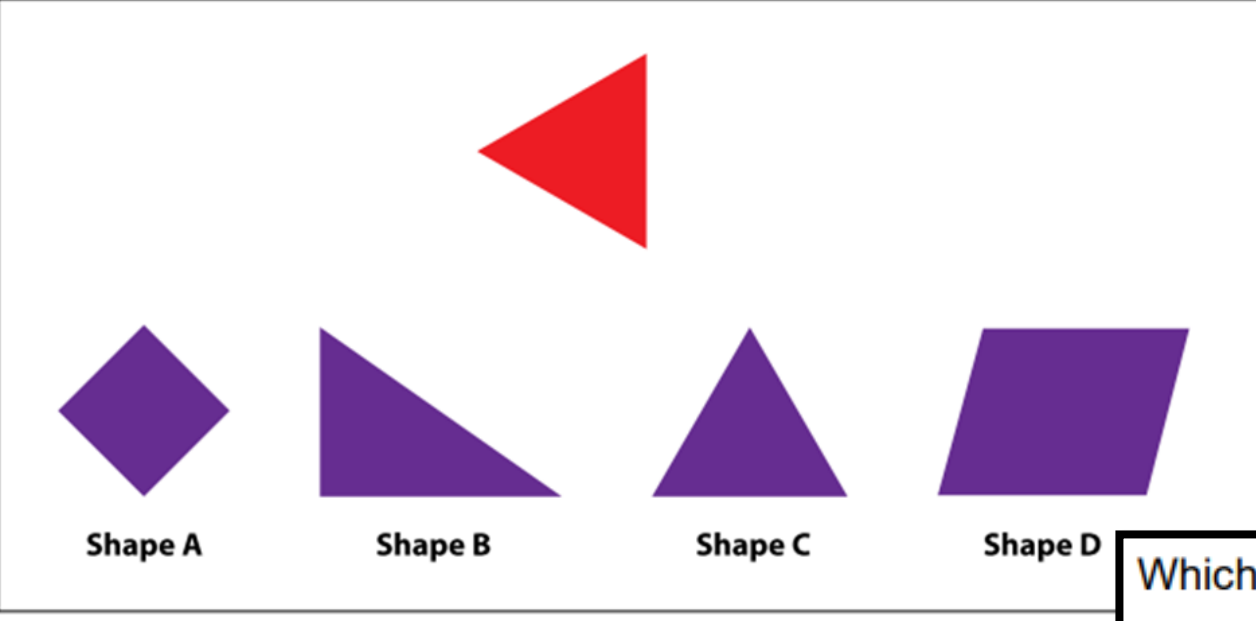
- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3 – Texts, emails, articles, narratives
- 4 – Signs, ads, and labels
- 5 – Diagrams and measurement scales

How many total lunch orders are there?

- A. 25
- B. 30
- C. 35
- D. 75

Math GOALS 2 Sample Item: NRS Level 1

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#3	Geometry and Measurement	G	6.0	0	C



TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3 – Texts, emails, articles, narratives
- 4 – Signs, ads, and labels
- 5 – Diagrams and measurement scales

Which shape has the same shape and size as the shape at the top?

- A. A
- B. B
- C. C
- D. D

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#5	Number Sense and Operations	NBT	4.7	3	B

A preschool teacher wants to put the same number of toys in each toy box. There are 20 toys and 4 toy boxes.

TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3** – Texts, emails, articles, narratives
- 4 – Signs, ads, and labels
- 5 – Diagrams and measurement scales

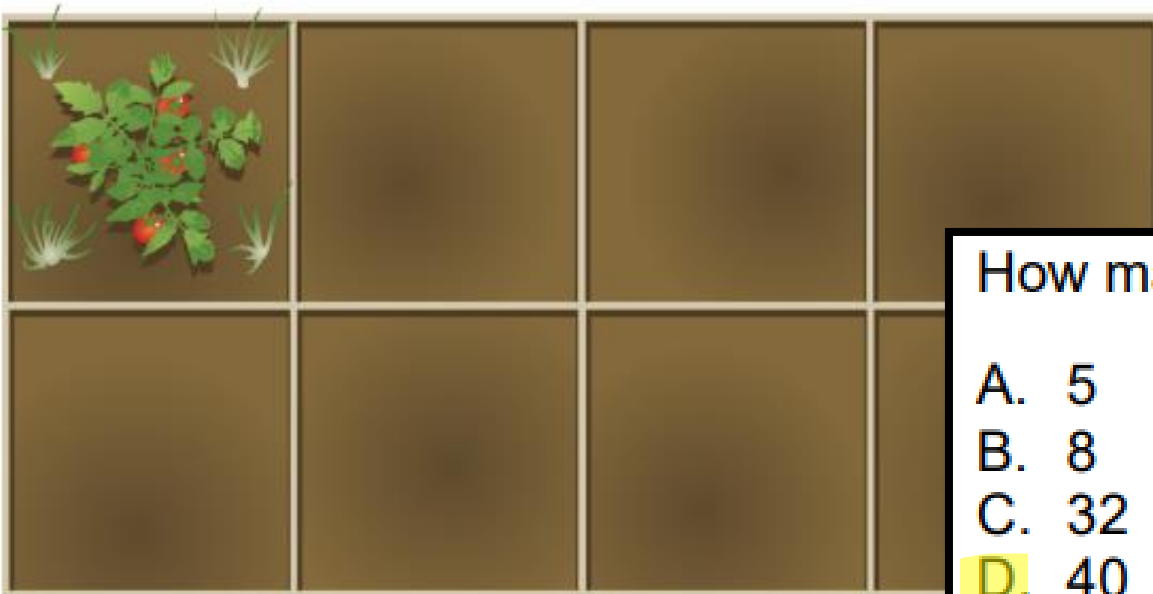
How many toys should the teacher put in each toy box?

- A. 4
- B. 5**
- C. 6
- D. 7

Math GOALS 2 Sample Item: NRS Level 2

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**

TASK AREAS:

0 – General

1 – Forms

2 – Charts, Tables, Graphs

3 – Texts, emails, articles, narratives

4 – Signs, ads, and labels

5 – Diagrams and measurement scales

Score Reports

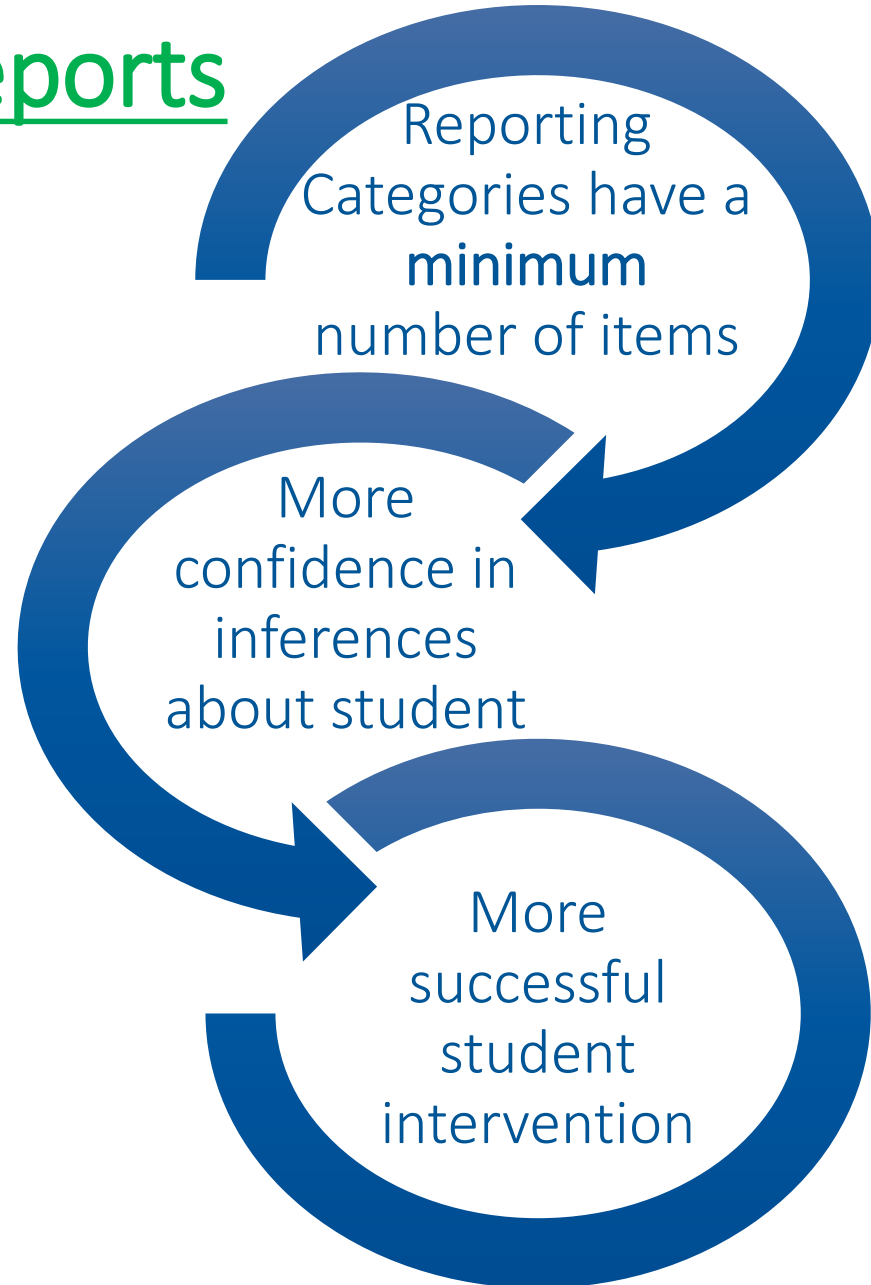
- Personal Score Report
- Next Assigned Test
- Test History
 - Student Test Summary
 - Test Score Overview
- Learning Gains

Skill Reports

- **Indiv. Skills Profile**
- Content Standard
- Competency Performance
- Task Area

Benefit of New Reports

- Better identification of strengths and weaknesses



- At least 3

- Targeted Instructional decisions
- Less teaching to the test

STEPS Content Area Reports

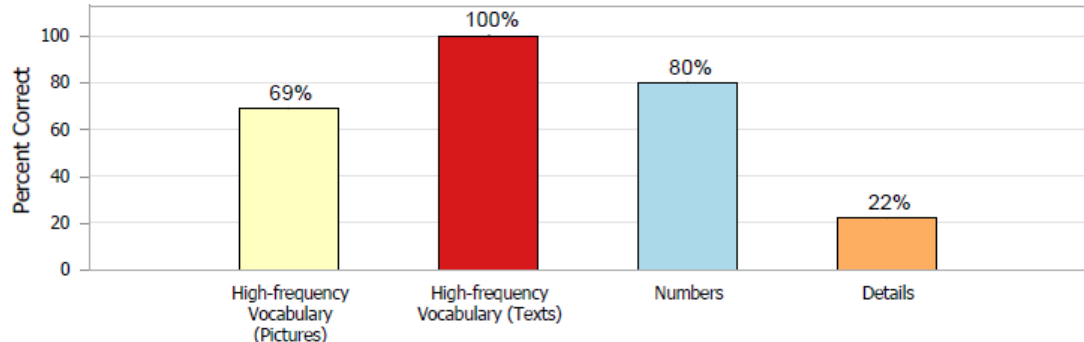


5

Student Content Area

Agency: [Redacted] Level Scale: CASAS STEPS Reading
 Site: [Redacted] Form Level: A
 Class: N/A Student: [Redacted]
 Teacher: N/A Raw Score: 21 Scale Score: 188
 Form: 621R - Reading STEPS Level A

Content Standard Performance
Level A - 621R



English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
High-frequency Vocabulary (Pictures) Photos Symbols	8	13	69%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	5	100%
Numbers Time Number words Money and prices Number formatting	8	5	80%
Details Retell key details	1	9	22%

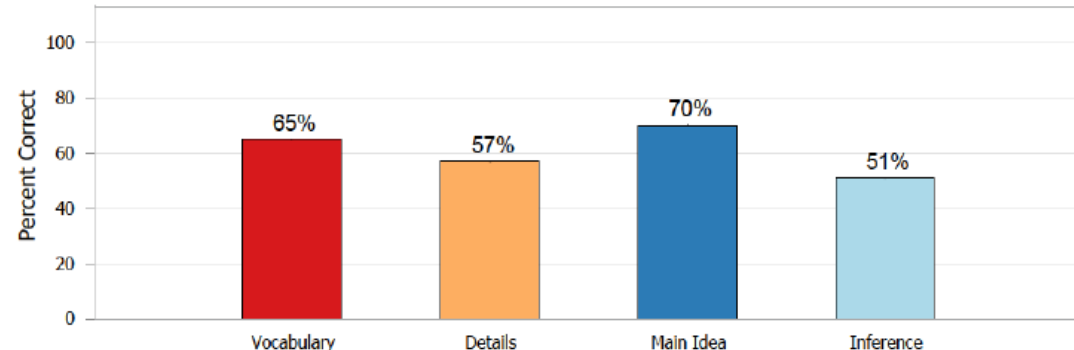


Class Content Area

by Class

Agency: [Redacted] Form: 628R - Reading STEPS Level D
 Site: [Redacted] Level Scale: CASAS STEPS Reading
 Class: N/A Form Level: D
 Teacher: N/A Total tests: 9

Content Performance
Level D - 628R



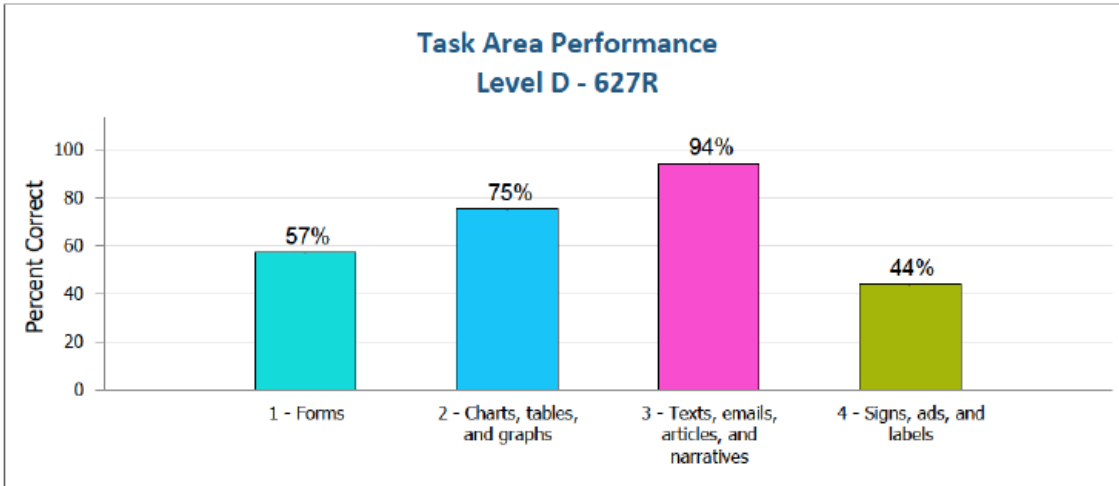
English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	72	65%
Details Retell key details Locate/Compare details	1	99	57%
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	90	70%
Inference Infer/Draw conclusions	1	63	51%

STEPS Task Area Reports



Student Task Area

Agency: [Redacted] **Level Scale:** CASAS STEPS Reading
Site: 077 - [Redacted] **Form Level:** D
Class: N/A **Student:** [Redacted]
Teacher: N/A **Raw Score:** 26 **Scale Score:** 223
Form: 627R - Reading STEPS Level D



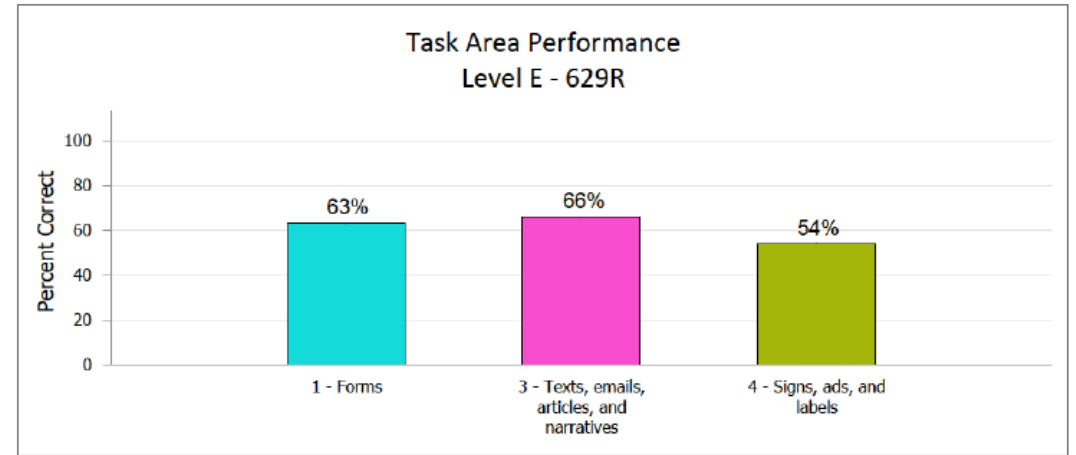
Task Areas	N	% Correct
1 - Forms	7	57%
2 - Charts, tables, and graphs	4	75%
3 - Texts, emails, articles, and narratives	16	94%
4 - Signs, ads, and labels	9	44%



Task Area Summary

by Class

Agency: [Redacted] **Form:** 629R - Reading STEPS Level E
Site: [Redacted] **Level Scale:** CASAS STEPS Reading
Class: N/A **Form Level:** E
Teacher: N/A **Total tests:** 16



Task Areas	N	% Correct
1 - Forms	48	63%
3 - Texts, emails, articles, and narratives	480	66%
4 - Signs, ads, and labels	48	54%

Sample Math GOALS 2 Student Reports

CASAS Student Content Area Page 9 of 110
SCNA

09/25/2023 20:35:01

Agency: [Redacted] Level Scale: CASAS GOALS 2 Math

Site: [Redacted] Form Level: E

Class: N/A Student: [Redacted]

Teacher: N/A Raw Score: 21 Scale Score: 237

Form: 929M - Math GOALS 2 Level E

Content Standard Performance
Level E - 929M

College & Career Readiness Standards Math Content Areas	N	% Correct
Number Sense and Operations Solve multi-step problems using rates and proportional relationships Understand irrational numbers and rational exponents	7	71 %
Algebraic Thinking Solve problems involving inequalities, pairs of simultaneous linear equations, and quadratic expressions Understand and use function notation Rearrange formulas to highlight a quantity of interest	12	42 %
Geometry Solve real-world problems involving volume and surface area Apply the Pythagorean theorem in real-world contexts and on the coordinate plane Understand the concept of density based on area and volume	9	78 %
Data Analysis, Statistics, and Probability Understand and apply the concept of probability Use 2-way tables to interpret bivariate data Interpret and compare data sets, including comparisons of statistical variability	8	50 %

CASAS Student Competency Area Page 3 of 110
SCMA

09/13/2023 20:18:21

Agency: [Redacted] Level Scale: CASAS GOALS 2 Math

Site: [Redacted] Form Level: B

Class: N/A Student: [Redacted]


Teacher: N/A Raw Score: 25 Scale Score: 208

Form: 923M - Math GOALS 2 Level B


Competency Performance
Level B - 923M

Competency Areas	N	% Correct
1. Consumer Economics 1.1 Use weights, measures, measurement scales, and money 1.5 Apply principles of budgeting and management of money 1.9 Understand procedures for purchase and use of automobile	14	64%
2. Community Resources 2.3 Understand concepts of time and weather 2.6 Use leisure time resources and facilities 2.8 Interpret information about the educational system, from early childhood to post-secondary	5	60%
4. Employment 4.2 Understand wages, benefits, and employee organization 4.6 Communicate effectively in the workplace 4.7 Effectively manage workplace resources	13	77%
6. Pure Mathematics	4	75%

So How Should Programs Use These Reports?

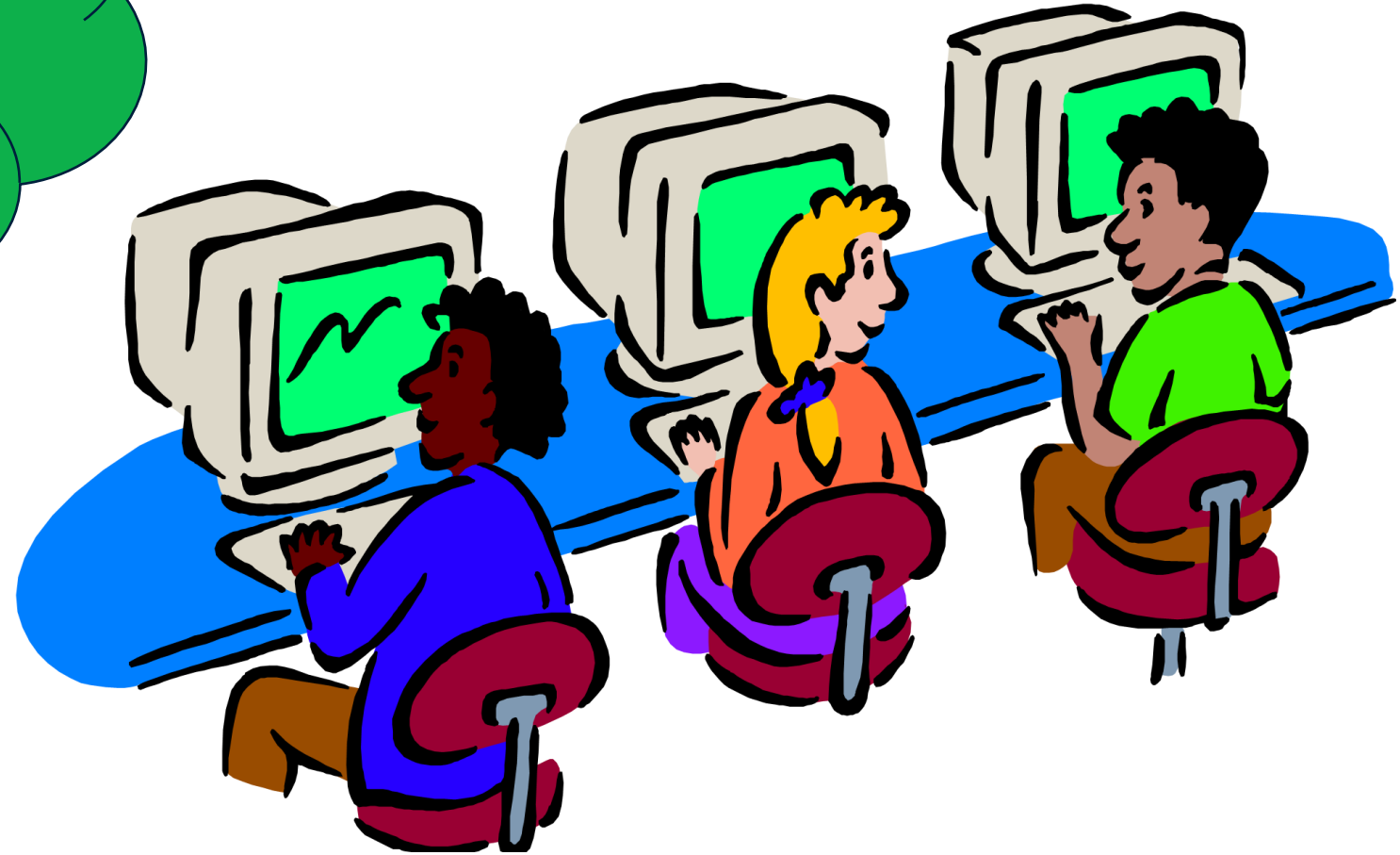


She said I have to take a test.
I'm really nervous!



Welcome, Jose!
We need to find out where your
strengths are, and what areas we
can help you improve. Come with
me to the computer lab.

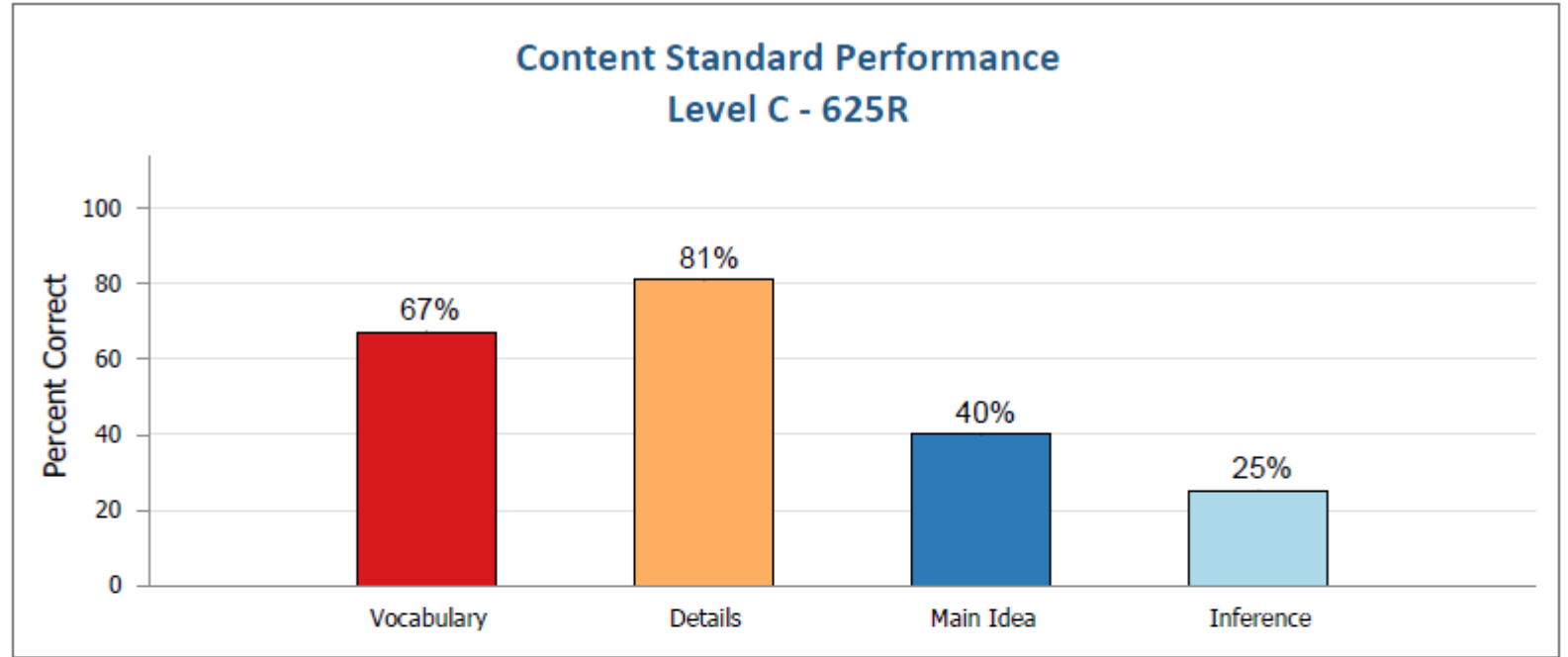
I need to get Jose set up to take a CASAS eTest. Since he's an ESL student, I'll give him the Reading STEPS. He's a new student so Locator first!



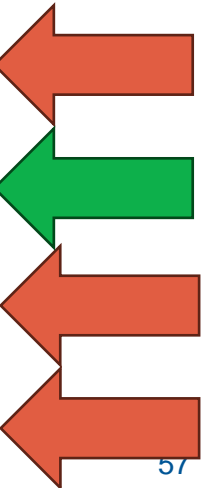
CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

Remember:

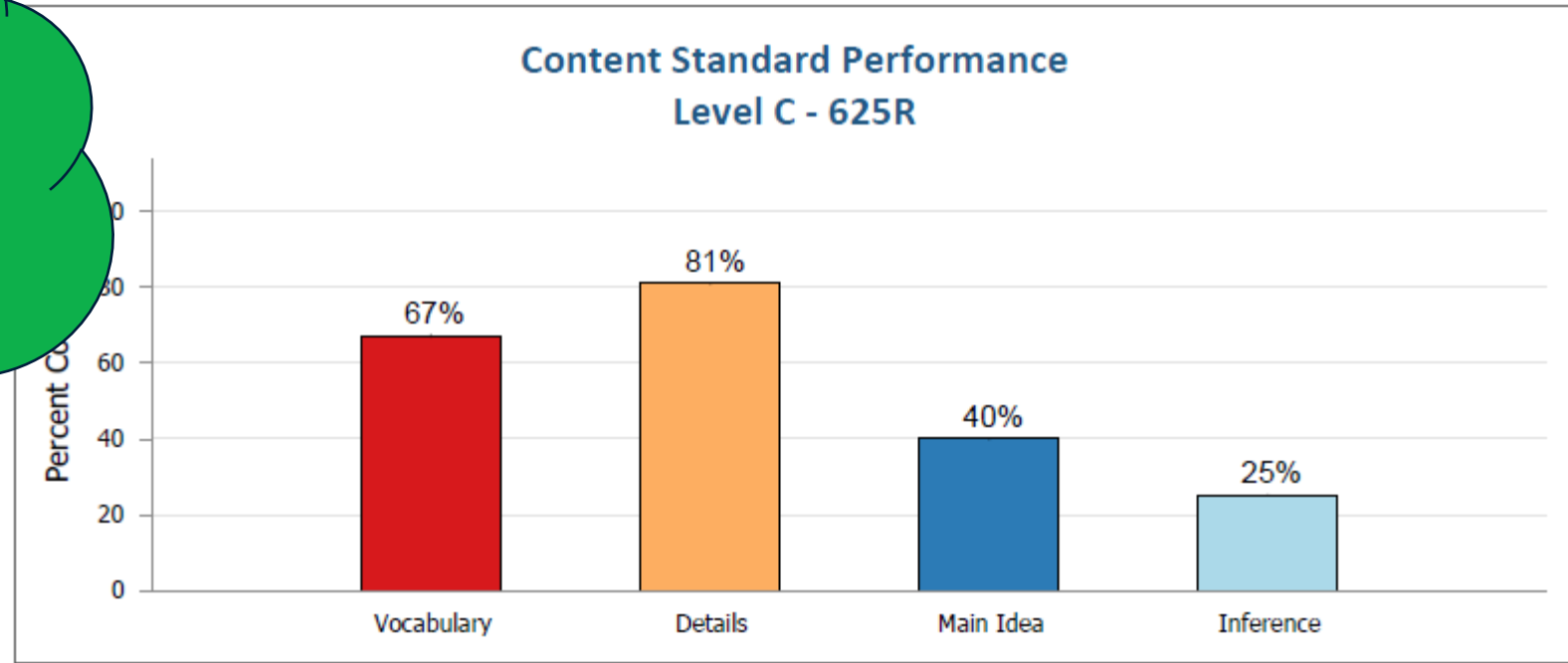
Red = Review at level
Green = Go Up a level
 during instruction



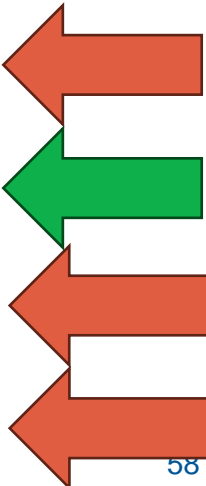
English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67%
Details Retell key details	1	21	81%
Main Idea Identify the main topic Identify an author's purpose	1	5	40%
Inference Infer/Draw conclusions	1	4	25%



Got it.
 So, I'll have Jose review
Vocabulary, Main idea
 concepts, and **Inferences** at
 NRS 3.
 But let's start **practicing reading**
texts and retelling key details at
 NRS 4.

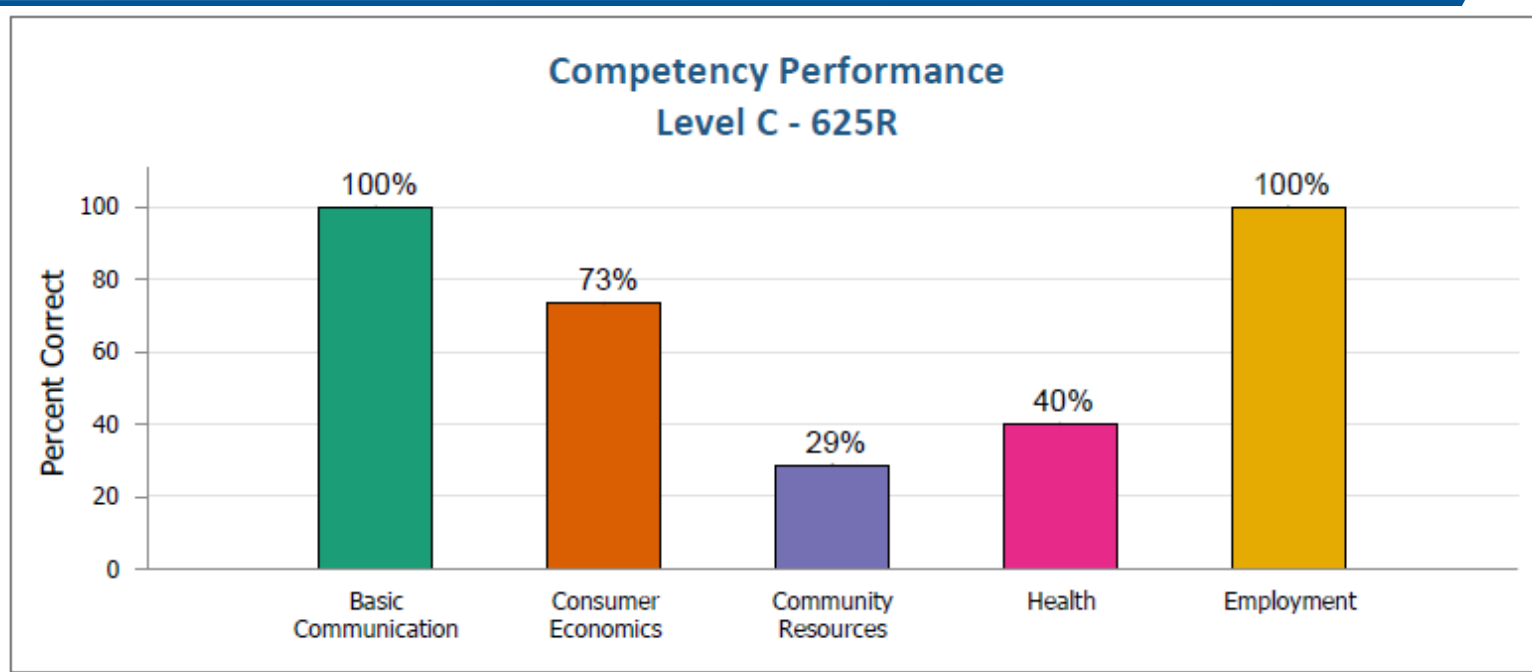


English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %

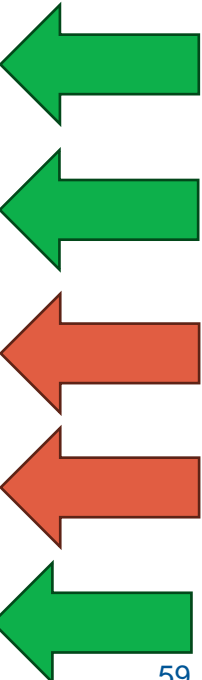




Don't forget about the CASAS Competencies! Same rules apply!



Competency Areas	N	% Correct
0. Basic Communication 0.1 Communicate in interpersonal interactions	4	100%
1. Consumer Economics 1.1 Use weights, measures, measurement scales, and money 1.3 Understand methods and procedures to buy goods & services 1.4 Understand methods and procedures to obtain housing	15	73%
2. Community Resources 2.7 Understand aspects of society and culture 2.8 Interpret information about the educational system, from early childhood to post-secondary	7	29%
3. Health 3.1 Understand how to access and utilize the health care system 3.5 Understand basic principles of health maintenance	5	40%
4. Employment 4.2 Understand wages, benefits, and employee organization 4.6 Communicate effectively in the workplace	5	100%



Remember:

Red = Review at level

Green = Go Up a

level during instruction



So what does this mean for your program and instruction?

IT IS **CRUCIAL** THAT CLASSROOM TEACHERS HAVE ACCESS TO THE REPORTS! **SHARE THEM!** MAKE SURE THEY UNDERSTAND HOW TO READ THEM! Share at staff meetings, PD sessions, etc.

ELP standards must be an integral part of curriculum at all levels

Overwhelmed? Simplify!

- If a specific Content Area is problematic for one cohort, chances are it's a problem for others in the agency.
- With colleagues, analyze Content Summary Reports across a program area.
- Choose ONE area of focus to develop your students' skills.



New Test Series Reflection

- What's one takeaway?
- What's one thing you are looking forward to?

Any Questions?

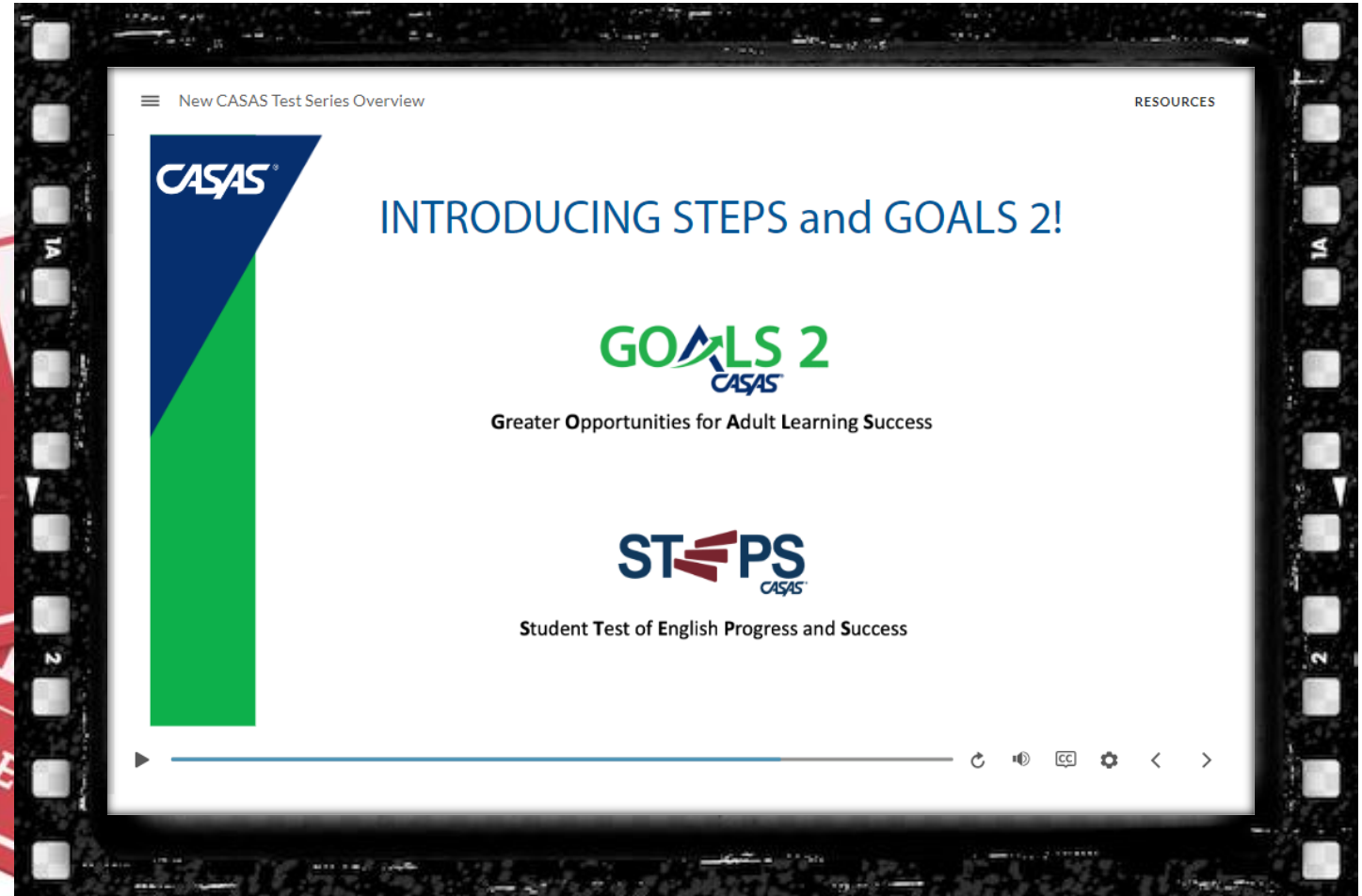




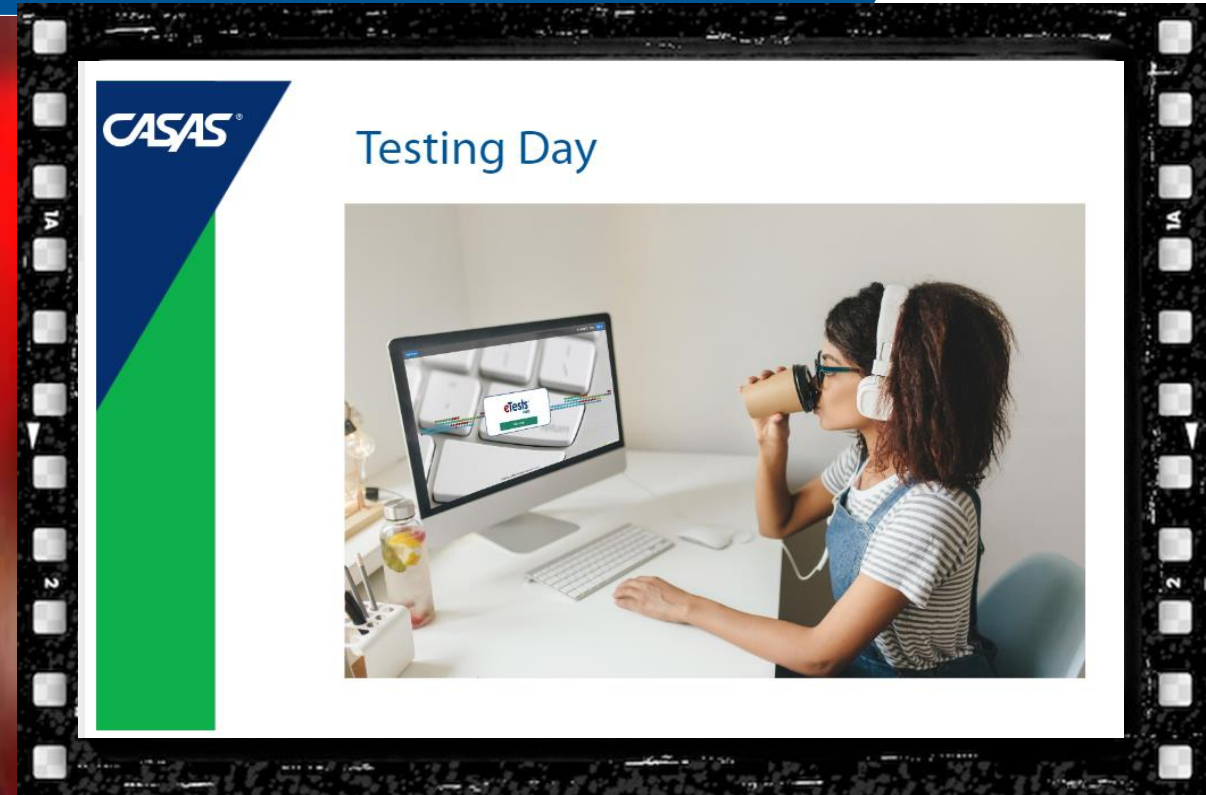
Resources and Upcoming Events




March 25, 2024

Have you checked out our new release?



Navigating the New Test Series:
<https://training.casas.org/course/view.php?id=207>



-  Interactive and multi-media
-  For new eTests Proctors AND recertifications
-  Available soon.... Stay tuned!

Navigating to the new test series:

Let CASAS be your Compass!

Use CASAS QuickSearch to find instructional materials



Don't forget our partners:



Need help adding the new testing sessions?

Email golive@casas.org

Our GoLive! Team is ready and willing to help you set sail to STEPS





CASAS eTests Sampler

<https://teportal.org/eTests>

“Office Hours” with CASAS Staff



- ❑ Attendees drive the sessions with their questions
- ❑ Join us for one-to-one support
- ❑ Fridays, 11am Pacific/2pm Eastern
- ❑ Register: <https://www.casas.org/training-and-support/casas-live-office-hours>

We hope to see you at our next News and Information Webinar!



Wednesday, April 17, 2024

11 am Pacific/2 pm Eastern

<https://tinyurl.com/CASAS-webinar>

Thank you, North Carolina!

