



Comprehensive Adult Student Assessment Systems

CASAS Test Results & Reports Overview

Presented by

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CASAS Project Specialist

- Kristine has been working in education for the past 25 years. She has significant experience with the CASAS assessment system, beginning with her first field test in 1991. She has taught ESL/ELL and ABE/GED students in both rural and urban settings.



Objectives for today

- Understand some basic information that TOPSpro Enterprise (TE) instructional reports provide
- Recognize what reports are most helpful
 - To determine where students are succeeding
 - To analyze areas for improvement
- Practice reading and interpreting reports
- Analyze competencies, content standards, and tasks needed to develop lessons

Topics

- CASAS Assessments
 - Content standards, competencies, and task areas
- Score Reports
 - Student results on given test forms
- Skill Reports
 - Students performance on a given test form
- TE Teacher Access
 - Track results and generate reports

CASAS Assessments

- ❖ Content Standards
- ❖ Competencies
- ❖ Task Areas
- ❖ Sample Test Items

Integrated Systems Approach



Curriculum

- Basic Skills Content Standards and CASAS Competencies



Assessment

- Reading, Listening, Math Assessments
Paper or computer-based testing (eTests)



Instruction

- QuickSearch Online – free resource to find instructional material titles



Accountability

- TOPSpro Enterprise (TE) – data accountability software to score and track student test scores and generate reports

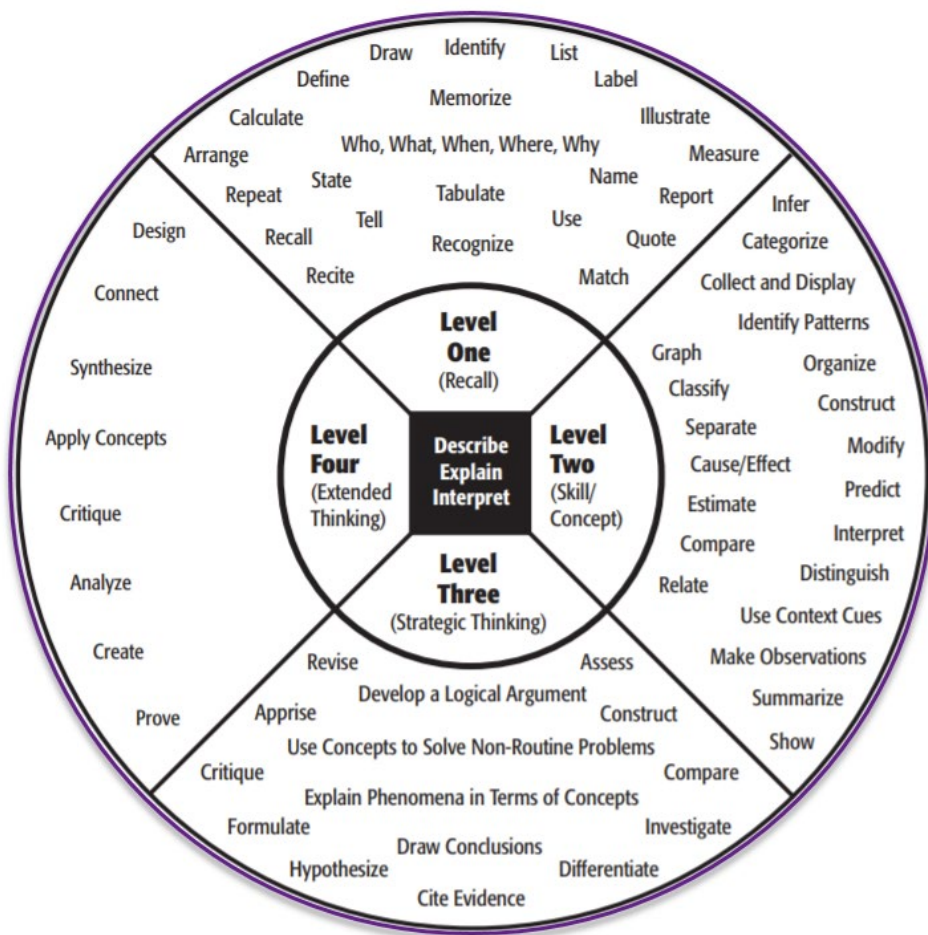
The Foundation of the CASAS system

CASAS Content Standards

CASAS Competencies

Task Areas

Additional Content Considerations



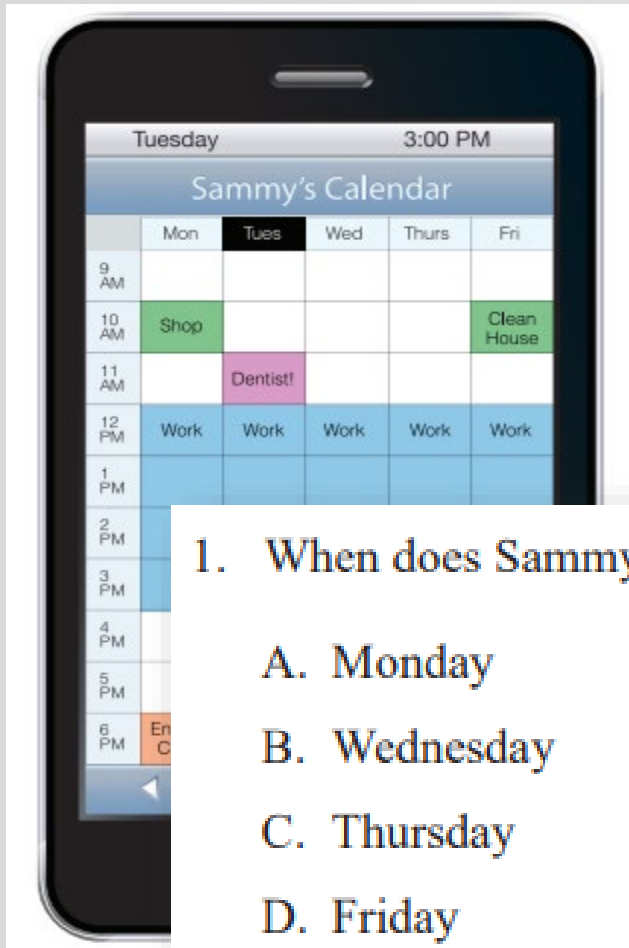
DOK wheel from WordPress.com

Depth of
Knowledge

College and
Career Readiness
Standards*

*Pimentel, Susan, 2013,
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>, Accessed 16 January 2020

Content Standards, Competencies, and Task Areas



Basic Skills Content Standard

Academic skill measured
(e.g., locate detail)

Competency

A measurable learning objective in
a functional life skills context
(e.g., read an activity schedule)

Task Area

Format of the test item prompt
(read a chart)

CASAS Content Standards Categories

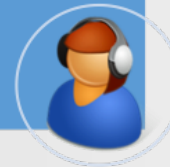
- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

Reading



- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

Listening



- M1 Number Sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Statistics, Data Analysis and Probability

Math



- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

Writing



- S1 Phonology/ Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

Speaking



CASAS Reading Content Standards

Categories

- R1 Phonics -Beginning literacy (ESL/ABE)
- R2 Vocabulary – All levels (ESL/ABE)
- R3 General reading comprehension –All levels(ESL/ABE)
- R4 Text in format – All levels (ESL/ABE)
- R5 Reference materials – All levels (ESL/ABE)
- R6 Reading strategies – High Beg to Advanced (ESL/ABE)
- R7 Reading and thinking skills – Beg to Adv (ESL/ASE)
- R8 Academic-oriented skills – Advanced (ABE/ASE)
- R9 Literary analysis – ASE only

CASAS Reading Content Standards

Category	Number of Standards
1 - Foundational Literacy	9
2 - Language and Vocabulary	11
3 - Reading Comprehension Skills and Strategies <ul style="list-style-type: none"> • Literal Comprehension (DOK 1) • Informational and Literary Text 	15
4 - Higher Order Reading Skills and Strategies (DOK 2 and higher) <ul style="list-style-type: none"> • Informational and Literary Text 	11
5 - Higher Order Reading Skills and Strategies (DOK 2 and higher) <ul style="list-style-type: none"> • Literary Text Only 	6
Total	52

(2016, Second edition)

CASAS Reading Content Standards

RDG 2 Language and Vocabulary

		ABE/ASE NRS Level							
		1	2	3	4	5	6		
		ESL NRS Level							
		1	2	3	4	5	6		
CS #	Content Standard Instructional Level	CASAS							
		A	A	A	B	B	C	D	E
RDG 2	Language and Vocabulary								
RDG 2.1	Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns). [L2. A, B, C, D, E]	•	•	•	•	•	•	•	•
RDG 2.2	Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms). [L6. A, B] [R4.A]	•	•	•	•				
RDG 2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to). [L6. B, C, D, E] [R4. B, C, D, E]				•	•	•	•	•

College and Career Readiness (CCR) Standards*

Key Goals:

- Ensure core college and career readiness requirements for adult learners are represented but *also* keep the overall content demands manageable
- Include standards that are:
 - *relevant* to preparing adult students for success in higher education and training programs
 - most important for adult learners

**College and Career Readiness (CCR) Standards for Adult Education* – published by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) - April 2013.

CASAS SAMPLE TEST ITEM

Star Tech

Employee Computer and Internet Policy

- 1 All StarTech employees have a computer Internet connection to use for company
2 business. The company also has a liberal policy of giving employees up to 30
3 minutes of personal Internet use each day. However, communications on
4 company computers belong to Star Tech. The company can look at all messages
5 and documents on its computers and other company technology.

In line 2, which word means the same as the underlined word liberal in this announcement?

- A. generous
- B. radical
- C. traditional
- D. widespread

CASAS Content Standards

CASAS Competencies

Task Areas

CASAS Content Standards

What
STANDARDS
are being
tested?

Star Tech

Employee Computer and Internet Policy

1 All Star Tech employees have a computer Internet connection to use for company
2 business. The company also has a liberal policy of giving employees up to 30
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CASAS Content Standard (Reading)

- RDG.8 Interpret multiple-meaning words

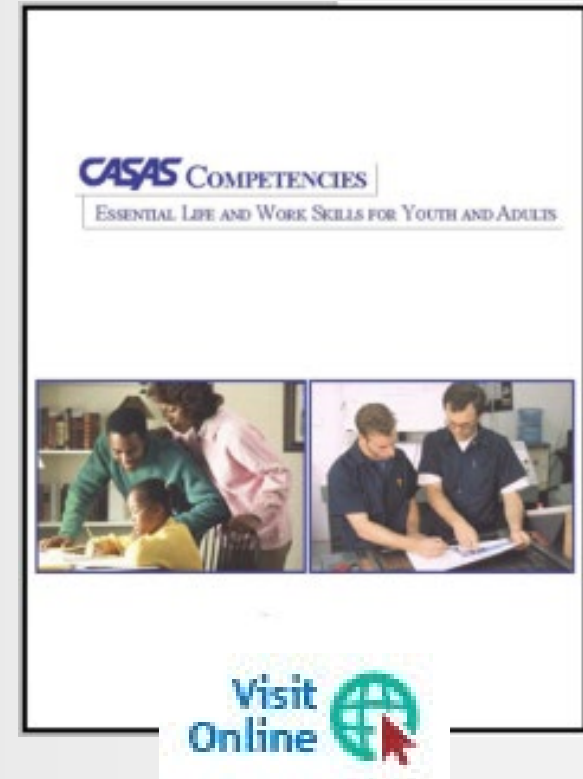
CCR Standard

- R4.B, C: Interpret words and phrases in a text

What are Competencies?

Competency Content Areas

0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Computation
7. Learning to Learn
8. Independent Living Skills



The Competency Coding System



Content Area

3. Health

Competency Area

3.4 Understand basic health & safety procedures

Competency Statements

3.4.1. Interpret product label directions and safety warnings

3.4.2. Identify safety measures that can prevent accidents and injuries



Every test item in the CASAS system is associated with a specific competency.

CASAS Competencies – example

4. Employment

4.6 Communicate effectively in the workplace

- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
- 4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion. Select and analyze work-related information for a given purpose and communicate it to others orally or in writing



<https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies>

CASAS Competencies

Star Tech

Employee Computer and Internet Policy

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3 minutes of personal Internet use each day. However, communications on
4 company computers belong to Star Tech. The company can look at all messages
5 and documents on its computers and other company technology.

What
COMPETENCY
is being
tested?

In line 2, which word means the same as the underlined word liberal in this announcement?

- A. generous
- B. radical
- C. traditional
- D. widespread

4.2.4 Interpret employee handbooks, personnel policies, and job manuals.

Task Areas

Task Legend - Reading / Math

Task 1 – Forms

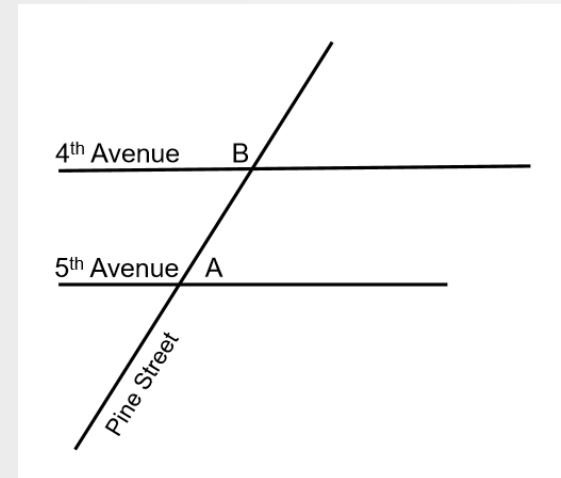
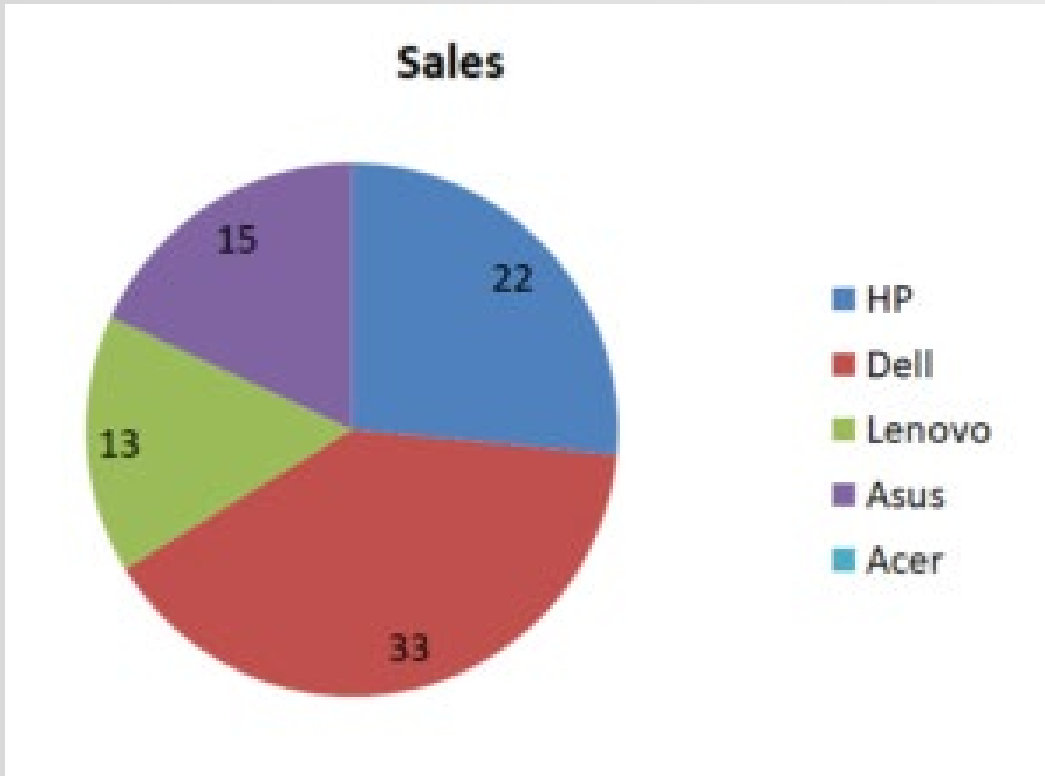
Task 2 – Charts, maps, consumer billings, matrices, graphs, tables

Task 3 – Articles, paragraphs, sentences, directions, manuals

Task 4 – Signs, price tags, advertisements, product labels

Task 5 – Measurement scales, diagrams

Sample Task Areas



CASAS Task Areas

Star Tech

Employee Computer and Internet Policy

- 1 All Star Tech employees have a computer Internet connection to use for company
2 business. The company also has a liberal policy of giving employees up to 30
3 minutes of personal Internet use each day. However, communications on
4 company computers belong to Star Tech. The company can look at all messages
5 and documents on its computers and other company technology.

What TASK
is being
tested?

In line 2, which word means the same as the underlined word liberal in this announcement?

- A. generous
- B. radical
- C. traditional
- D. widespread

**Task 3 – Articles,
paragraphs, sentences,
directions, manuals.**

Sample Tests

- Use sample test items to:
 - familiarize and give students practice with CASAS items
 - make future testing go more smoothly
 - help reduce student test-taking anxiety
 - provide teachers with more insight into test items

CASAS eTests Sampler

Reading GOALS

Math GOALS

<https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items>

Scores, Skills, and Instruction

- ❖ Raw scores and scale scores
- ❖ Skills level descriptors
- ❖ Quick Search Online

Raw Scores and Scale Scores - Review

- Raw Score: the number of questions a student answers correctly
- Scale Score: converts a student's raw score on a test to a common scale that allows for comparison between students and instructional grouping
 - Each test form has its own Raw to Scale Score chart.
 - Raw score of 12 is a Scale score of 213
- <https://casasportal.org/eTests>



Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
1	*	Level A Form 901R Form 902R
2	*	
3	*	
4	*	
5	*	
6	*	
7	200	
8	203	Level B Form 903R Form 904R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	Level C Form 905R Form 906R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	Level D Form 907R Form 908R
21	237	
22	240	
23	243	
24	244♦	
25	244♦	
26	244♦	
27	244♦	
28	244♦	



Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

	Educational Functioning Levels	CASAS Level	Reading GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	203 and below
2	Beginning Basic Education	B	204 - 216
3	Low Intermediate Basic Education	B	217 - 227
4	High Intermediate Basic Education	C	228 - 238
5	Low Adult Secondary Education	D	239 - 248
6	High Adult Secondary Education	E	249 and above

Revised April 2019

	Educational Functioning Levels	CASAS Level	Math GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	193 and below
2	Beginning Basic Education	A/B	194 - 203
3	Low Intermediate Basic Education	B	204 - 214
4	Middle Intermediate Basic Education	C	215 - 225
5	High Intermediate Basic Education	C	226 - 235
6	Adult Secondary Education	D/E	236 and above

Revised April 2019

NRS EFLs/CASAS Reading Score Ranges for ABE/ASE

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

NRS EFLs/CASAS Math Score Ranges for ABE/ASE

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

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ESL



CASAS ESL Reading and Listening Scores by EFLs

NRS Levels	Reading and Listening ESL Educational Functioning Levels	Life and Work Reading Score Ranges	Life and Work Listening Score Ranges
1	Beginning ESL Literacy	180 and below	180 and below
2	Low Beginning ESL	181 - 190	181 – 189
3	High Beginning ESL	191 – 200	190 – 199
4	Low Intermediate ESL	201 – 210	200 – 209
5	High Intermediate ESL	211 – 220	210 – 218
6	Advanced ESL	221 – 235	219 – 227
	Exit Advanced ESL	236 and above	228 and above

Skill Level Descriptors

- The Skill Level Descriptors provide general information on how to interpret a learner's scale score with respect to the common job-related and life skill tasks.

CASAS® Skill Level Descriptors for ELL

Scale Scores	CASAS Levels	Descriptors
250	E	Proficient Skills Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence; interact with the public; and follow written instructions in work manuals. (SPL 6)
245		Adult Secondary Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret unsimplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
240	D	Advanced ELL Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form. Fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin HSE preparation. (SPL 8)
235	C	High Intermediate ELL Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
230		Low Intermediate ELL Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary; spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)
225	B	High Beginning ELL Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
220		Low Beginning ELL Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
215	A	Beginning Literacy/Pre-Beginning ELL Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

www.casas.org

CASAS® Skill Level Descriptors for ABE

Scale Scores	CASAS Levels	Descriptors
250	E	Advanced Adult Secondary With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		Adult Secondary Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts, credits and use tables and graphs; communicate personal opinions in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
240	D	Advanced Basic Skills Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin HSE preparation.
235	C	Intermediate Basic Skills Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations. Fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams if they can be clarified orally.
230		Beginning Basic Skills Can fill out simple forms requiring basic personal information; write a simple list or telephone message; calculate a simple simple operation when numbers are given; and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
225	B	Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
220	A	
215		
210		
205		
200		
190		
180		
150		

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

www.casas.org

Quick Search Online

- Excellent tool for finding materials related to competencies or content standards
- Easy-to-use database of 2,300+ instructional materials
- Find it on the CASAS website – log in to use it

QuickSearch A Database of Instructional Materials for Youth and Adult Educational and Training Programs

QuickSearch by

- Titles
- Competencies/Content Standard
- Program, Level, & Skill
- Publishers
- Tests
- Get more information
- Quick Search Tutorial
- Reports & Other Tools
- Exit

Competencies: 0 Basic Communication, 1 Consumer Economics, 2 Community Resources, 3 Health, 4 Employment, 5 Government and Law, 6 Math, 7 Learning and Thinking Skills, 8 Independent Living

4 - Employment

4.1 - Understand basic principles of getting a job

<input type="checkbox"/>	4.1.1	Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
<input type="checkbox"/>	4.1.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
<input type="checkbox"/>	4.1.3	Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market
<input type="checkbox"/>	4.1.4	Identify and use information about training opportunities (see also 2.8.2)
<input type="checkbox"/>	4.1.5	Identify how to interview appropriately for a job
<input type="checkbox"/>	4.1.6	Interpret general work-related vocabulary (e.g., supervisor, shift)
<input type="checkbox"/>	4.1.7	Identify appropriate behavior and attitudes for getting a job
<input type="checkbox"/>	4.1.8	Identify common occupations and the skills and education required for them
<input type="checkbox"/>	4.1.9	Identify procedures for career planning, including self-assessment

4.2 - Understand wages, benefits, employee rights, and concepts of employee organizations

<input type="checkbox"/>	4.2.1	Interpret wages, deductions, pay statements, and timekeeping forms
<input type="checkbox"/>	4.2.2	Interpret information about employee organizations
<input type="checkbox"/>	4.2.3	Interpret employment contract and union agreements
<input type="checkbox"/>	4.2.4	Interpret employee handbooks, personnel policies, and job manuals
<input type="checkbox"/>	4.2.5	Interpret information about employee benefits
<input type="checkbox"/>	4.2.6	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

4.3 - Understand work-related safety standards and procedures

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<http://training.casas.org/>



A Database of Instructional Materials for Youth and Adult Educational and Training Programs

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Selected Competencies - (Employment)

4.1.0 - Understand basic principles of getting a job

4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)

Matches	Title	Publisher	Level
Found: 103 Record(s)			
1	A Conversation Book. English in Everyday Life. Book 2	PEARSON ELT	B/C
1	All-Star Post-Testing Study Guide	MCGRAW-HILL ESL/ELT	B
1	American Vocabulary Builder Book 2	PEARSON ELT	A
1	American Vocabulary Builder Book 1	PEARSON ELT	A
1	Americans at Work	INTERCULTURAL PRESS	C
1	Apple Pie. Book 1-B	DELTA SYSTEMS COMPANY, INC. (DISTRIBUTORS)	A/B
1	Apply Yourself	PEARSON ELT	B/C
1	Basic Grammar in Action	NATIONAL GEOGRAPHIC LEARNING	A
1	Career English/Talk-a-Job	SOFTSTUDY,INC.	C/D/E
1	Composition Practice. Book 1: Third Edition	NATIONAL GEOGRAPHIC LEARNING	A
1	Contact USA 2 : Reading and Vocabulary	PEARSON ELT	B
1	Day by Day: English for Employment Communication	PEARSON ELT	A
1	Developing Everyday Reading Skills. Book 1	TRIUMPH LEARNING/EDUCATIONAL DESIGN	B
1	Developing Everyday Reading Skills. Book 2	TRIUMPH LEARNING/EDUCATIONAL DESIGN	B
1	Downtown Basic: English for Work and Life	HEINLE CENGAGE LEARNING	A
1	Downtown One: English for Work and Life	NATIONAL GEOGRAPHIC LEARNING	A
1	English - No Problem! Book 2	NEW READERS PRESS	A
1	English - No Problem! Book 4	NEW READERS PRESS	B

<http://training.casas.org/>

CASAS Instructional Implementation & Resources

 Module 1: CASAS Implementation Basics

 Module 4: Test Results and Reports

 California EL Civics Exchange

 CASAS eTests Sampler

 CASAS Sample Test Items

 Curriculum Modules (Low Level Literacy)

 QuickSearch Online (Instructional Materials Database)

Student Reports

- ❖ Personal Score Report
- ❖ Individual Skills Profile

Student Reports

To distribute and review with students individually

- **Personal Score Report**
- **Individual Skills Profile**





01/05/2020
03:16:15

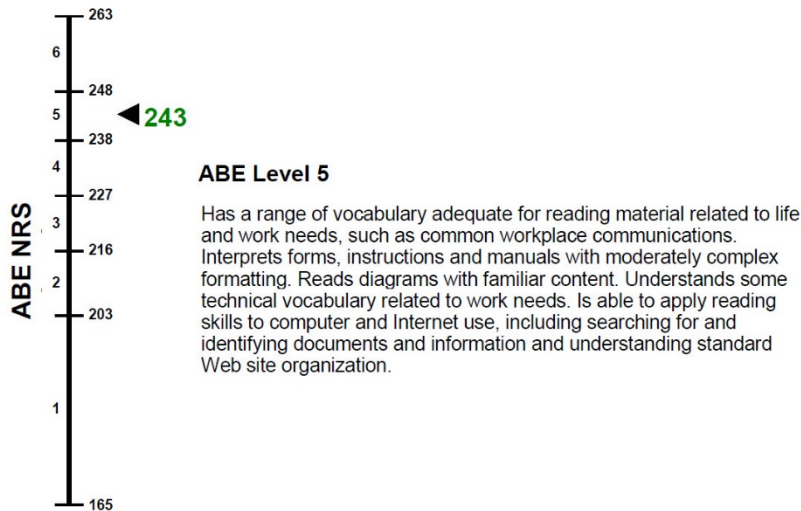
Personal Score Report

Page 1 of 2
PSR

Student Sample - 5615969

Agency:	4908 - Rolling Hills Adult School (RHAS)	Class:	020101 - AM: HSD/HSE
Site:	01 - RHAS: North Campus	Teacher:	Teacher20@rhas.org

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Reading	907R	D	12/10/2019	243	ABE Level 5



Personal Score Report

- Immediate results displayed on testing station screen after ending test
- Can also be printed from TE
- May be customized to remove the levels bar and skills description

Personal Score Report



- Gives a summary of the student's results on a given test form
- Commonly provided after initial placement

Personal Score Report

Page 1 of 1

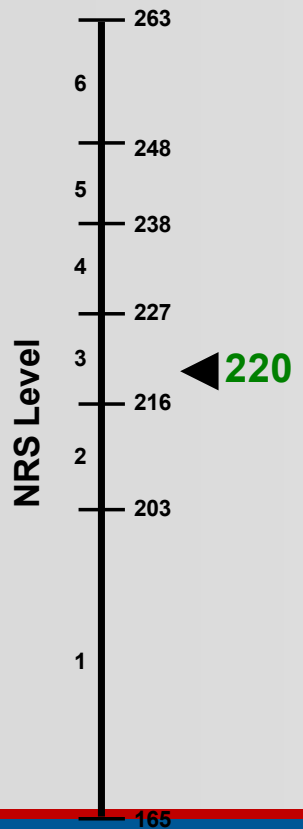
01/01/2019
15:36:29

Jennifer Lee

PSR

Agency: 4908 – Rolling Hills Adult School **Class:** 220 - ABE
Site: (RHAS) 11 – RHAS: North City **Teacher:** N/A

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Reading	905R	C	05/05/2019	220	ABE Level 3



ABE Level 3

Understands common vocabulary on familiar subjects. Locates specific information in short familiar text and in ordered lists. Interprets a variety of simple forms in common life and work contexts. Understands simple written instructions. Understands basic terms in common computer applications.

Individual Skills Profile



Individual Skills Profile

12/19/2019
09:54:50

Page 3 of 191
ISP

Anese Bohlmann

ID# 6427166

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program: High School Diploma

Most Recent	Form	Date	Scale Score	NRS *	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	S05M	10/01/2019	232	4	D	38	21	38	8.3
Reading	18SR	10/01/2019	238	5	C	38	31	38	9.5

Reading Competencies	N	Correct
Consumer Economics	9	66 %
Community Resources	14	78 %
Health	6	100 %
Employment	20	85 %
Government and Law	6	50 %
Learning and Thinking Skills	1	100 %

CASAS Reading Content Standards (2009)	N	Correct
Vocabulary	21	85 %
General reading comprehension	30	80 %
Text in format	25	88 %
Reference materials	7	85 %
Reading strategies	12	83 %
Reading and thinking skills	4	75 %

Math Competencies	N	Correct
Consumer Economics	9	22 %
Community Resources	2	50 %
Health	7	42 %
Government and Law	5	20 %
Computation	37	56 %
Learning and Thinking Skills	5	40 %

CASAS Math Content Standards (2009)	N	Correct
Number sense	3	33 %
Measurement	2	50 %
Statistics, Data Analysis and Probability	6	33 %

Reading Tasks	N	Correct
Forms	2	50 %
Charts, maps, consumer billings, matrices, graphs, tables	10	80 %
Articles, paragraphs, sentences, directions, manuals	21	85 %
Signs, price tags, advertisements, product labels	5	80 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	11	36 %
Articles, paragraphs, sentences, directions, manuals	15	53 %
Signs, price tags, advertisements, product labels	2	0 %
Measurement scales, diagrams	10	90 %

Anese Bohlmann	to pass this
has a likelihood of ...	GED 2014 subscore
79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

To Review...

- CCRS content knowledge
- Competency analysis
- Content standard analysis
- Task familiarity
- GED/HiSet predictor

NRB Educational Functioning Levels		CASAS Score Ranges
EFL	ABE	RJM, O&OL
1	ABE Level 1	200 & below
2	ABE Level 2	201-210
3	ABE Level 3	211-220
4	ABE Level 4	221-235
5	ABE Level 5	236-245
6	ABE Level 6	246-275



Individual Skills Profile

01/05/2020
01:17:48

Page 1 of 1
ISP

Sample, Student

ID# 5615969

Agency: 4908 - Rolling Hills Adult School (RHAS)

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		8	50%
Number and Operations: Base Ten Number System			
Algebra		9	22%
Operations and Algebraic Thinking Expressions and Equations Functions			
Geometry		11	36%
Geometry			
Measurement; Data Analysis		4	25%
Measurement and Data			
Statistics and Probability		6	33%
Statistics and Probability			

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%

Sample Student has a likelihood of ...	to pass this HISET subsection
78%	Language Arts, Reading
More study needed	Mathematics

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

By CCR Standards

Skills Profiles inform the individual student and teacher on areas of strength and weakness to focus their attention and instruction.

The report shows student performance in a number of areas. It shows,

- tests that were taken
- form numbers
- scale scores
- NRS levels
- grade level equivalents (optional)
- High School Equivalency (HSE) Predictor



Individual Skills Profile

01/05/2020
01:25:37

Page 1 of 1
ISP

Student Sample

ID# 5615969

Agency: 4908 - Rolling Hills Adult School (RHAS)

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	CASAS Reading Standards (2016)		N	Correct
Community Resources		4	100%	Language and Vocabulary		8	50%
Health		2	0%	Reading Comprehension Skills		10	80%
Employment		17	47%	Higher Order Reading Skills		22	54%
Government and Law		12	58%				
Learning and Thinking Skills		5	100%				

Math Competencies		N	Correct	CASAS Math Content Standards		N	Correct
Consumer Economics		8	50%	Number sense		6	66%
Community Resources		5	20%	Algebra		11	27%
Employment		17	35%	Geometry		5	60%
Government and Law		1	0%	Measurement		9	11%
Computation		7	28%	Statistics, Data Analysis and Probability		7	28%

Reading Tasks		N	Correct	Math Tasks		N	Correct
Forms		4	50%	Charts, maps, consumer billings, matrices, graphs, tables		11	45%
Charts, maps, consumer billings, matrices, graphs, tables		3	66%	Articles, paragraphs, sentences, directions, manuals		18	11%
Articles, paragraphs, sentences, directions, manuals		31	64%	Signs, price tags, advertisements, product labels		1	0%
Signs, price tags, advertisements, product labels		2	0%	Measurement scales, diagrams		7	71%

Student Sample has a likelihood of ...	to pass this HISET subsection
78%	Language Arts, Reading
More study needed	Mathematics

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

By CASAS Standards

This report displays the CASAS competency areas on the left side.

On the right side, the report shows content standards results.

The report shows task areas per skill.

So Min Lee

ID# 2152227

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program: HSE

Most Recent	Form	Date	Scale Score	NRS *	Form Level	Number of Items		
						Total	Correct	Attempted
Math	917M	05/30/2020	226	5	C/D	38	17	38
Reading	907R	05/30/2020	254	6	D	40	32	40

Reading Competencies	N	Correct
Community Resources	4	75 %
Health	2	50 %
Employment	17	82 %
Government and Law	12	83 %
Learning and Thinking Skills	5	80 %

Math Competencies	N	Correct
Consumer Economics	12	25 %
Community Resources	2	100 %
Employment	16	37 %
Computation	8	75 %

College & Career Readiness Standards Reading Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	75 %
Meaning from context	R4	4	75 %
Reading Comprehension Skills			
Locate details	R1	7	57 %
Identify main idea, Author's purpose	R2, R6	3	100 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	100 %
Analyze claim	R8	4	75 %

College & Career Readiness Standards Math Content Areas	N	Correct
Base Ten: Fractions and Ratios Number and Operations: Base Ten Number System	9	33 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions	10	40 %
Geometry Geometry	9	66 %
Measurement; Data Analysis Measurement and Data	5	60 %
Statistics and Probability Statistics and Probability	5	20 %

Reading Tasks	N	Correct
Forms	4	50 %
Charts, maps, consumer billings, matrices, graphs, tables	3	100 %
Articles, paragraphs, sentences, directions, manuals	31	83 %
Signs, price tags, advertisements, product labels	2	50 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	42 %
Articles, paragraphs, sentences, directions, manuals	18	33 %
Measurement scales, diagrams	5	80 %

GED subsection:	So Min Lee's likelihood to pass is:	
Reasoning through Language Arts	High	Ready to pass
Mathematical Reasoning	Medium	May pass – more study may be needed

HiSET subsections:	So Min Lee's likelihood to pass is:	
Language Arts - Reading	High	Ready to pass
Mathematics	Medium	May pass – more study may be needed

CASAS Competencies

Reading Competencies		
	N	Correct
Community Resources	4	75 %
Health	2	50 %
Employment	17	82 %
Government and Law	12	83 %
Learning and Thinking Skills	5	80 %
Math Competencies		
	N	Correct
Consumer Economics	12	25 %
Community Resources	2	100 %
Employment	16	37 %
Computation	8	75 %

Content Standards

College & Career Readiness Standards Reading Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	75 %
Meaning from context	R4	4	75 %
Reading Comprehension Skills			
Locate details	R1	7	57 %
Identify main idea, Author's purpose	R2, R6	3	100 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	100 %
Analyze claim	R8	4	75 %
College & Career Readiness Standards Math Content Areas			
		N	Correct
Base Ten; Fractions and Ratios Number and Operations: Base Ten Number System		9	33 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions		10	40 %
Geometry Geometry		9	66 %
Measurement; Data Analysis Measurement and Data		5	60 %
Statistics and Probability Statistics and Probability		5	20 %

Tasks

Reading Tasks	N	Correct
Forms	4	50 %
Charts, maps, consumer billings, matrices, graphs, tables	3	100 %
Articles, paragraphs, sentences, directions, manuals	31	83 %
Signs, price tags, advertisements, product labels	2	50 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	42 %
Articles, paragraphs, sentences, directions, manuals	18	33 %
Measurement scales, diagrams	5	80 %

Individual Skills Profile

- GED and HiSet Predictor at the bottom of the page

GED subsection:		So Min Lee's likelihood to pass is:
Reasoning through Language Arts	High	Ready to pass 
Mathematical Reasoning	Medium	May pass – more study may be needed

HiSET subsection:		So Min Lee's's likelihood to pass is:
Language Arts - Reading	High	Ready to pass 
Mathematics	Medium	May pass – more study may be needed

Activity: ISP report

Objective: Become familiar with the ISP.

1. Review the **Individual Skills Profile** report
2. What test has the student taken?
3. What competencies/content areas are strong? Need attention?
4. (ABE/ASE) What CCRS content areas need attention?
5. What do you know about Tasks?
6. How you would approach your student(s) with this information?

More Score Reports

- ❖ Next Assigned Test
- ❖ Test History
- ❖ Learning Gains

Next Assigned Test



Next Assigned Test

01/05/2020
03:45:17

by Class

Page 1
NAT4

Agency:	4908 - Rolling Hills Adult School (RHAS)	Class:	020101 - AM: HSD/HSE
Site:	01 - RHAS: North Campus	Teacher:	Teacher20@rhas.org

Student	Class Administered	Last Test					Next Assigned Test	
		Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Sample, Student 5615969	N/A	12/10/2019	918M	C/D	13	221	917M	GOALS
	N/A	12/10/2019	907R	D	24	243	908R	GOALS
Sample, Student 7312932	N/A	10/16/2019	913M	A/B	35	223	917M	GOALS
	N/A	10/16/2019	907R	D	30	251	908R	GOALS
Sample, Student 7081697	N/A	08/05/2019	913M	A/B	11	189	914M	GOALS
	N/A	08/05/2019	905R	C	23	224	906R	GOALS
Sample, Student 7151132	N/A	12/10/2019	917M	C/D	19	228	918M	GOALS
	N/A	12/10/2019	905R	C	24	225	906R	GOALS
Sample, Student 7213865	N/A	12/11/2019	913M	A/B	28	212	914M	GOALS
	N/A	12/11/2019	908R	D		*	906R	GOALS
Sample, Student 7259223	N/A	10/16/2019	913M	A/B	34	222	917M	GOALS
	N/A	10/16/2019	907R	D	19	238	908R	GOALS
Sample, Student 6627171	N/A	12/10/2019	917M	C/D	16	225	918M	GOALS
	N/A	12/10/2019	908R	D	14	232	907R	GOALS
Sample, Student 6327504	N/A	08/15/2019	913M	A/B	24	206	914M	GOALS
	N/A	07/22/2019	903R	B	28	216	904R	GOALS
Sample, Student 7338637	N/A	11/05/2019	913M	A/B	32	218	914M	GOALS
	N/A	11/05/2019	905R	C	35	238 ♦	907R	GOALS
Sample, Student 7012503	N/A	10/08/2019	914M	A/B	28	212	913M	GOALS
	N/A	10/08/2019	908R	D	24	243	907R	GOALS
Sample, Student 7283177	N/A	10/16/2019	917M	C/D	16	225	918M	GOALS
	N/A	10/16/2019	907R	D	16	234	908R	GOALS
Sample, Student 7125485	N/A	10/08/2019	918M	C/D	26	237	917M	GOALS
	N/A	10/08/2019	908R	D	31	252	907R	GOALS
Sample, Student 7306169	N/A	10/16/2019	917M	C/D	19	228	918M	GOALS
	N/A	10/16/2019	907R	D	34	258	908R	GOALS
Sample, Student 7139487	N/A	12/10/2019	918M	C/D	24	234	917M	GOALS
	N/A	12/10/2019	908R	D	25	244	907R	GOALS
Sample, Student 3963084	N/A	07/23/2019	913M	A/B	27	210	914M	GOALS
	N/A	07/23/2019	905R	C	14	214	906R	GOALS
Sample, Student 3963140	N/A	11/20/2019	917M	C/D	33	249	918M	GOALS
	N/A	11/20/2019	905R	C	31	235	907R	GOALS
Sample, Student 3963723	N/A	11/08/2019	913M	A/B	35	223	917M	GOALS
	N/A	11/08/2019	907R	D	22	241	908R	GOALS
Sample, Student 7344368	N/A	12/10/2019	918M	C/D	25	235	917M	GOALS
	N/A	12/10/2019	908R	D	27	247	907R	GOALS
Sample, Student 3962778	N/A	11/20/2019	908R	D	30	251	907R	GOALS
Sample, Student 7295942	N/A	10/16/2019	913M	A/B	15	195	914M	GOALS
	N/A	10/16/2019	903R	B	18	205	904R	GOALS

Based on the form and score of the last test, TE assigns the next test form in each modality that a student tested (reading, math, and listening).

TE searches the database to find the last test a student took across sites to display the Next Assigned Test (NAT).

* Score outside of accuracy range
♦ Score is a conservative estimate, retesting is recommended

Next Assigned Tests (NAT)

Student		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Sample, Student	5615969	N/A	12/10/2019	918M	C/D	13	221	917M	GOALS
		N/A	12/10/2019	907R	D	24	243	908R	GOALS
Sample, Student	7312932	N/A	10/16/2019	913M	A/B	35	223	917M	GOALS
		N/A	10/16/2019	907R	D	30	251	908R	GOALS
Sample, Student	7081697	N/A	08/05/2019	913M	A/B	11	189	914M	GOALS
		N/A	08/05/2019	905R	C	23	224	906R	GOALS
Sample, Student	7151132	N/A	12/10/2019	917M	C/D	19	228	918M	GOALS
		N/A	12/10/2019	905R	C	24	225	906R	GOALS
Sample, Student	7213865	N/A	12/11/2019	913M	A/B	28	212	914M	GOALS
		N/A	12/11/2019	908R	D		*	906R	GOALS
Sample, Student	7259223	N/A	10/16/2019	913M	A/B	34	222	917M	GOALS
		N/A	10/16/2019	907R	D	19	238	908R	GOALS
Sample, Student	6627171	N/A	12/10/2019	917M	C/D	16	225	918M	GOALS
		N/A	12/10/2019	908R	D	14	232	907R	GOALS
Sample, Student	6327504	N/A	08/15/2019	913M	A/B	24	206	914M	GOALS
		N/A	07/22/2019	903R	B	28	216	904R	GOALS
Sample, Student	7338637	N/A	11/05/2019	913M	A/B	32	218	914M	GOALS
		N/A	11/05/2019	905R	C	35	238 ♦	907R	GOALS

NAT - Scores Outside Accurate Range

Sample, Student	7213865	N/A	12/11/2019	913M	A/B	28	212	914M	GOALS
		N/A	12/11/2019	908R	D		*	906R	GOALS

Asterisk – Is not reportable, retesting is necessary

Sample, Student	7338637	N/A	11/05/2019	913M	A/B	32	218	914M	GOALS
		N/A	11/05/2019	905R	C	35	238 ♦	907R	GOALS

Diamond – Is reportable

- If diamond score is progress test...re-test at the higher level to target instruction at the appropriate level AND show progress at the end of the program/exit.
- If exit/post-testing, then no need to re-test...report Diamond Score!



RHAS: North Campus

ABE/ASE

LAB:??? - Retest: Scores Outside Accurate Range

Returning Student Pre-Test Session

RHAS: North Campus

ABE/ASE

LAB:??? - Returning Students: Pretest

- Enforces a New Locator (i.e. GOALS Locator, 104R), which may result in student getting the same Form Number that they were previously placed in.
- Use only when a student already exists in your system with a prior test history.
- Only use this Testing Session when you no longer plan to include past testing history, and you are starting over as if the student is a new registration.

Select Form to Override in eTests

Student: 1664463 (Henrik Claude Riser) configuration

Modalities Options Registration Data Layout Admin

✓ Reading
Locator/Appraisal: [Select (Practice by Default)]
[Select Form to Override with ...]
Adult Life Skills
Citizenship
ECS
Life and Work (both life and work emphasis at Level C)

Config: Edit Clear

Config: Edit Clear

Reset

- Requires a Coordinator to override and assign the alternate form (i.e. 905R override to 906R)



Student Test Summary

01/05/2020
04:20:37

by Class

Page 1 of 2
STS4

Agency:	4908 - Rolling Hills Adult School (RHAS)	Class:	020101 - AM: HSD/HSE
Site:	01 - RHAS: North Campus	Teacher:	Teacher20@rhas.org

Student	Status	Date	Form	Score	Daily Hours of Instruction	
Sample, Student	5615969	Active	07/22/2019	907R	234	
			07/22/2019	913M	208	
			10/08/2019	908R	236	
			10/08/2019	914M	220	
			12/10/2019	907R	243	
Sample, Student	7312932	Active	10/16/2019	907R	251	
			10/16/2019	913M	223	
Sample, Student	7081697	Inactive	08/05/2019	905R	224	
			08/05/2019	913M	189	
Sample, Student	7151132	Active	08/12/2019	905R	219	
			08/12/2019	917M	219	
			10/08/2019	906R	220	
			10/08/2019	918M	218	
			12/10/2019	905R	225	
Sample, Student	7213865	Active	12/10/2019	917M	228	
			09/04/2019	907R	233	
			09/04/2019	913M	209	
			11/05/2019	914M	207	
			11/06/2019	906R	229	
Sample, Student	7259223	Active	12/11/2019	908R	*	
			12/11/2019	913M	212	
			10/16/2019	907R	238	
			10/16/2019	913M	222	
			08/15/2019	905R	225	
Sample, Student	6627171	Active	08/15/2019	917M	226	
			10/24/2019	906R	230	
			10/24/2019	918M	223	
			12/10/2019	908R	232	
			12/10/2019	917M	225	
Sample, Student	6327504	Inactive	07/22/2019	903R	216	
			08/15/2019	913M	206	
Sample, Student	7338637	Active	11/05/2019	905R	238♦	
			11/05/2019	913M	218	
Sample, Student	7012503	Active	08/06/2019	907R	251	
			08/06/2019	913M	215	
			10/08/2019	908R	243	
			10/08/2019	914M	212	
Sample, Student	7283177	Active	10/16/2019	907R	234	
			10/16/2019	917M	225	
Sample, Student	7125485	Active	08/06/2019	907R	262	
			08/06/2019	917M	230	
			10/08/2019	908R	252	

TOPSpro Enterprise 3.0 build 70

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Prepared by: CASAS Training

Student Test Summary

This report lists who have taken a test and displays the test history for each student.

Tests are listed in the test date order per modality.

The report displays the test date, the tests taken (e.g., Form number), and the scale score.

The report also identifies test scores below the accuracy range by using the asterisk (*) and high-end conservative estimate scores as shown with a diamond (♦) symbol.



Learning Gains

01/05/2020
03:39:47

First to High

Page 1 of 2
LGFH

Agency: 4908 - Rolling Hills Adult School (RHAS) Teacher: Teacher20@rhas.org
 Site: 01 - RHAS: North Campus Modality: CASAS Math
 Class: 020101 - AM: HSD/HSE

Student	Status	First Test			High Test			Gain	Test Hours of Instruction
		Date	Form	Score	Date	Form	Score		
Sample, Student	5615969	07/22/2019	913M	208	12/10/2019	918M	221	13	0
Sample, Student	7312932	10/16/2019	913M	223					0
Sample, Student	7081697	08/05/2019	913M	189					0
Sample, Student	7151132	08/12/2019	917M	219	12/10/2019	917M	228	9	0
Sample, Student	7213865	09/04/2019	913M	209	12/11/2019	913M	212	3	0
Sample, Student	7259223	10/16/2019	913M	222					0
Sample, Student	6627171	08/15/2019	917M	226	12/10/2019	917M	225	-1	0
Sample, Student	6327504	08/15/2019	913M	206					0
Sample, Student	7338637	11/05/2019	913M	218					0
Sample, Student	7012503	08/06/2019	913M	215	10/08/2019	914M	212	-3	0
Sample, Student	7283177	10/16/2019	917M	225					0
Sample, Student	7125485	08/06/2019	917M	230	10/08/2019	918M	237	7	0
Sample, Student	7306169	10/16/2019	917M	228					0
Sample, Student	7139487	09/04/2019	917M	231	12/10/2019	918M	234	3	0
Sample, Student	3963084	07/23/2019	913M	210					0
Sample, Student	3963140	11/20/2019	917M	249					0
Sample, Student	3963723	11/08/2019	913M	223					0
Sample, Student	7344368	11/08/2019	917M	227	12/10/2019	918M	235	8	0
Sample, Student	7295942	10/16/2019	913M	195					0

No of Students:	19							
All test scores:	N	Mean	N	Mean	Mean	Mean		
Paired accurate scores:	19	218.58	8	225.50	~	~	0	0
	8	220.63	8	225.50	4.88		0	

** The learning gain from this pair of forms is invalid because the forms used are identical, and there was no other form administered in between
 In order to generate valid learning gains, the posttest must be an alternate of the pretest form
 ♦ Score is a conservative estimate, retesting is recommended
 ~ Gain not computed

Note: Raw and Scale Scores of zero are not used in the computation of means

25+ years of research show that students can demonstrate an average gain of 5 points after 70 -100 hours of instruction.

Learning Gains

This report displays scores from the **first test** a student took and the **highest test** a student took in the same modality.

Other customization options include:

- First to Last
- Last to First
- First to Second
- Highest to First
- Last Two Tests

Learning Gains by Class (First to Highest)



Learning Gains

11/30/2020
12:53:22

First to High

Page 3 of 5
LGFH

Agency: 4908 - Rolling Hills Adult School (RHAS)
Site: N/A
Class: 031201 - ESL - Intermediate

Course: 0312
Teacher: N/A
Modality: CASAS Reading

Student	Status	First Test			High Test			Gain	Test Hours of Instruction
		Date	Form	Score	Date	Form	Score		
Albachan, Rosina	6665828	01/25/2021	083R	222	04/16/2021	185R	229	7	0
Andetsion, Dimitris	6665729	01/25/2021	081RX	212	04/16/2021	083R	208	-4	0
Cedillo, Loreno	6804368	03/14/2021	083R	220	05/14/2021	185R	214	-6	0
Dearte, Tran	6305028	09/13/2020	081R	178					0
Fuell, Maylene Leticia	6665733	01/25/2021	083R	216	04/16/2021	084R	229	13	0
Geovani, Braian	6635030	01/17/2021	083R	229					0
Khan, Anushvan	6665818	01/25/2021	185R	212	04/16/2021	186R	211	-1	0
Noia, Loo	6665750	01/25/2021	083R	215	05/09/2021	084R	213	-2	0
Sashchenko, Marizel	6802779	03/14/2021	083R	229	05/14/2021	185R	237	8	0
Workshop, Havhannes Omar	3346476	01/10/2021	082RX	214	04/16/2021	084R	209	-5	0

No of Students: 10

	N	Mean	N	Mean	Mean	Mean
All test scores:	10	214.70	8	218.75	~	0
Paired accurate scores:	8	217.50	8	218.75	1.25	0

More Skill Reports

- ❖ Content Standards
- ❖ Competency Performance



Activity: SCPS report

Objective: Identify a student's strengths & weaknesses.

1. Review the **Student Competency Performance Summary** report.
2. What test form did the student take?
3. What competencies are most important and need attention?
 - a) Discuss how you would find materials to address them.
 - b) What activities could you incorporate into your lessons?

by Test & Content Standard

Agency: 4908 – Rolling Hills Adult School (RHAS)	Form: 906R - Reading GOALS Level C
Site: Class: 11 – RHAS: North City	Student: Perez, Maria ID: 123456
Course: 61392 - Reading Skills 3	Test Date: 01/06/2019
Teacher: RS3BEE	Raw Score: 19 Scale Score: 220

Student

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	50%	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical e.g., phlebotomist), and domain-specific words and phrases(e.g., endangered species, peace treaty) in context.
RDG2.8	3	0%	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., sentence-level, paragraph or complete text context, known affix, root words).
RDG3.11	2	50%	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.12	13	38%	Identify the key details and cite evidence from a text.
RDG3.14	3	100%	Identify the author’s purpose including what the author wants to answer, explain or describe.
RDG4.3	2	100%	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.4	7	43%	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).
RDG4.6	1	0%	Analyze how the author’s purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience. Distinguish own point of view, including personal experience, from the author’s point of view.
RDG4.7	2	50%	Explain, delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
RDG4.8	3	67%	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.

Module 4: Interpreting Test Results



Student Performance

01/05/2020
02:11:40

by Test & Content Standard

Page 1 of 3
scstc

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

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG3.11	2	100 %	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.14	1	100 %	Identify the author's point or purpose including what the author wants to answer, explain or describe.
RDG4.7	3	100 %	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).
RDG4.9	4	75 %	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
RDG3.12	7	71 %	Identify the key details and cite evidence from a text.
RDG2.3	4	50 %	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
RDG2.8	4	50 %	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).
RDG4.8	4	50 %	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.
RDG4.4	9	44 %	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.3	2	0 %	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.

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

Student Performance

By Test & Content Standard

This report indicates the percentage of correct responses to items corresponding with each listed basic skills content standard in which the student demonstrated proficiency.

Teachers can then determine the content standards areas in which the student performed well overall.

Sort the report by correct answers in **descending order** to display student strength areas at top of the report.

Students are encouraged when you use the report to celebrate strength areas before discussing areas that need improvement.



Student Performance

01/05/2020
02:32:04

by Test Item & Content Standard

Page 1 of 3
scstc

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

CASAS Reading Standards (2016)	Task # Rem #	Correct % No Answer	Incorrect %	CASAS Competencies for each item																															
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				28.6	28.6	28.6	28.6	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4
RDG2 Language and Vocabulary																																			
RDG2.3 Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	50	0	50																																
RDG2.8 Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	50	0	50																																
RDG3 Reading Comprehension Skills																																			
RDG3.11 Identify the main idea of a simple text or the central ideas or themes of a complex text.	100	0	0																																
RDG3.12 Identify the key details and cite evidence from a text.	71	0	29																																
RDG3.14 Identify the author's point or purpose including what the author wants to answer, explain or describe.	100	0	0																																
RDG4 Higher Order Reading Skills																																			
RDG4.3 Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	0	0	100																																
RDG4.4 Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	44	0	56																																
RDG4.7 Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).	100	0	0																																
RDG4.8 Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.	50	0	50																																
RDG4.9 Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).	75	0	25																																

- Correct answer ✖ Incorrect answer - No answer
- * Score(s) outside of accuracy range, gain not completed
- ◆ Score is a conservative estimate; retesting is recommended

Student Performance

By Test Item & Content Standard

This report indicates the students' performance on each content standard by showing the percentage of correct responses to items that relate to each basic skills content standard.

Each row contains a reading content standard number and description.

Each dot indicates a test item that relates to the content standard on the same row.

Each red "X" indicates the student's incorrect response to the item relating to the content standard on that row.

Columns contain a test item and the corresponding CASAS competency number(s), displayed sideways at the top of the grid on the right.

The task area is also shown in the columns.



Student Performance

01/05/2020
10:55:27

by Test Item & Competency

Page 1 of 3
SCPTC

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 Performance

By Test Item & Competency

This report displays:

- the competency number
- the competency description for each test item
- the task area
- whether or not the student correctly answered the item

Sort the report by correct answers in **descending order** to display student strength areas at top of the report.

Students are encouraged when you use the report to celebrate strength areas before discussing areas that need improvement.



Student Performance

by Test & Competency

Page 1 of 2
SCPTC

01/05/2020
10:56:23

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

Comp No.	Task	No. of Items	Correct	Competency Description
2.8.6	3	4	100 %	Interpret information from schools and communicate with school personnel
7.7.5	3	5	100 %	Identify safe and responsible use of information and communication technology
4.9.2	3	4	75 %	Identify an organization's goals and priorities, and factors that affect its
5.7.1	2	3	66 %	Interpret information on environmental issues
5.1.6	3	5	60 %	Communicate one's opinion on a current issue
4.4.4	1	4	50 %	Interpret job responsibilities, performance reviews
4.6.3	3	4	50 %	Interpret written workplace announcements and notices
5.8.2	3	4	50 %	Interpret information on economic issues and trends
4.1.9	3	5	20 %	Identify procedures for career planning, self-assessment
3.3.4	4	2	0 %	Interpret information on medications and their proper and safe use

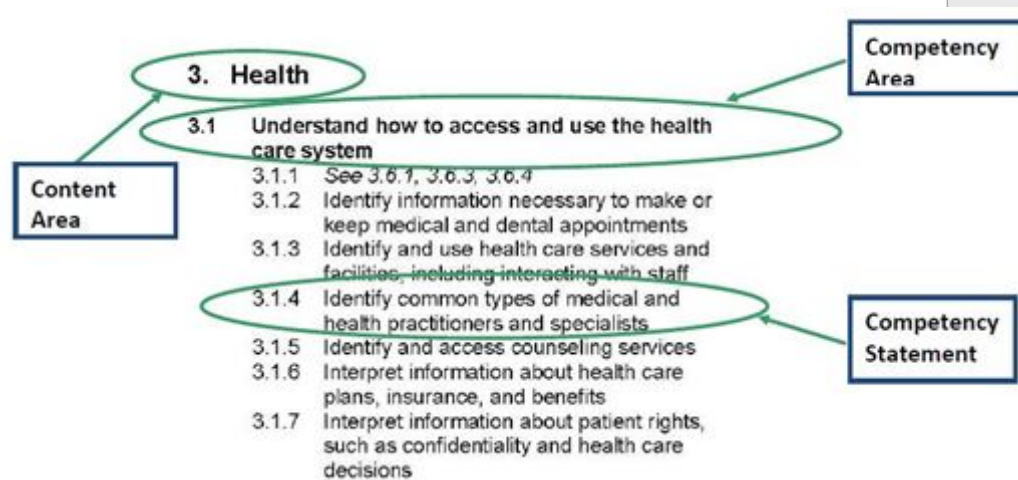
* Score(s) outside of accuracy range, gain not completed
 ♦ Score is a conservative estimate, retesting is recommended

Student Performance

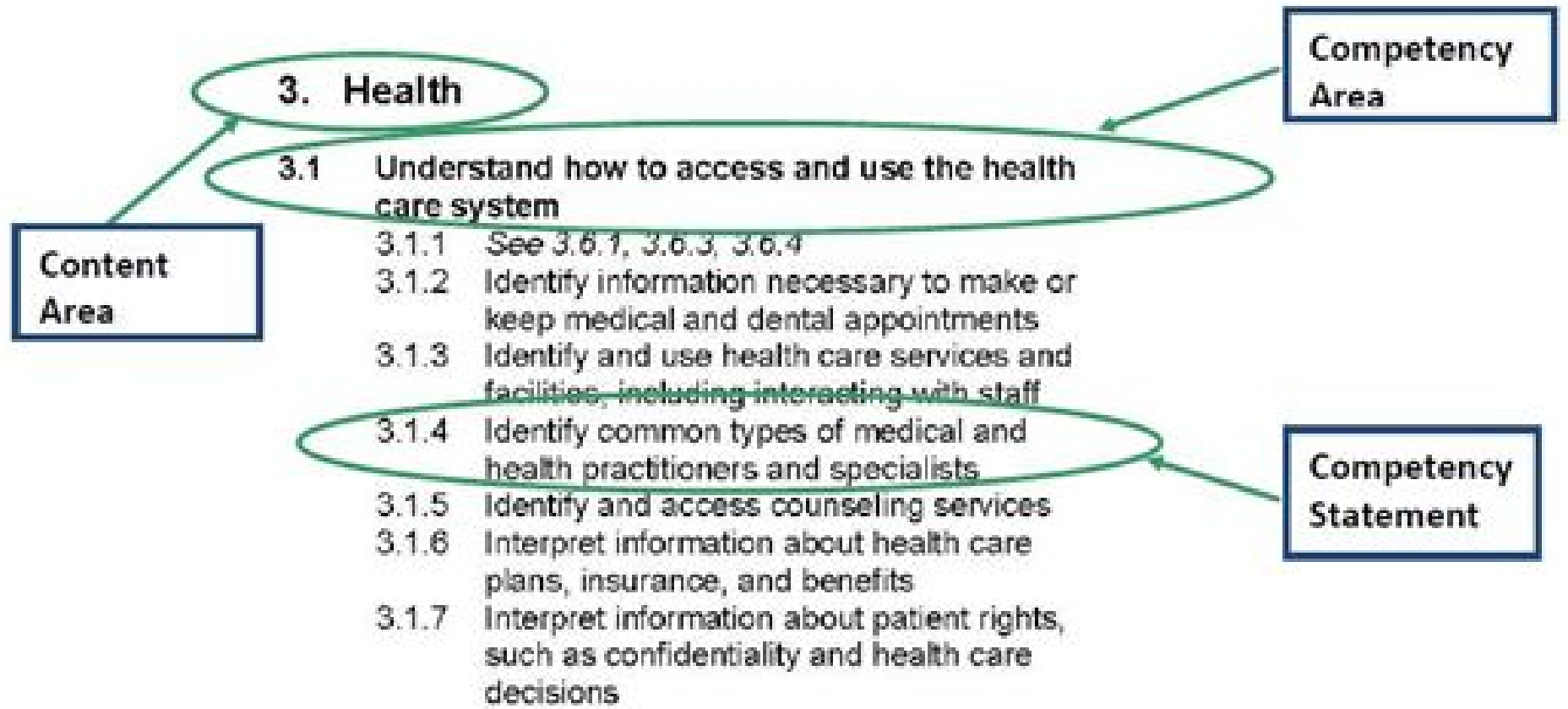
By Test & Competency

There are three levels of CASAS Competencies.

1. The first digit refers to the **content area**.
2. The second digit corresponds to a **competency area**.
3. The third-digit **competency statement** describes a measurable action.



3 Levels – Competency Coding System





Student Performance

01/05/2020
10:57:38

by Competency Category

Page 1 of 2
scppc

Agency:	4908 - Rolling Hills Adult School (RHAS)	Teacher:	Teacher20@rhas.org
Site:	01 - RHAS: North Campus	Form Level:	D
Class:	020101 - AM: HSD/HSE	Student:	Sample, Student ID: 5615969
Course:	020101	Total Tests:	1

Comp No.	Correct	Competency Description	No. of Items
2.8	100 %	Interpret information about the educational system, from early childhood to post-secondary	4
7.7	100 %	Identify common information and communication technology and other electronic devices and their uses, and how they work together	5
4.9	75 %	Understand how social and technological systems work	4
5.7	66 %	Understand environmental and science related issues	3
5.1	60 %	Understand voting and political process	5
4.4	50 %	Understand concepts and materials related to job performance	4
4.6	50 %	Communicate effectively in the workplace	4
5.8	50 %	Understand concepts of economics	4
4.1	20 %	Understand basic principles of getting a job	5
3.3	0 %	Understand how to select and use medications	2

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

Student Performance

By Competency Category

These are meaningful reports to give to individual students because the competencies put learning in a functional life skills context.

0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Math
7. Learning and Thinking Skills
8. Independent Living

This list is not a power list. The numbering system does not mean that 0. *Basic Communication* is easier than in other content areas. It is just a method of organizing the competencies. This is the master list of Competency Areas. There is not a test that addresses all of these areas. Also, you would not be expected to teach every single competency area.



Student Performance

01/05/2020
10:58:11

by Task

Page 1 of 2
SCTR

Agency:	4908 - Rolling Hills Adult School (RHAS)	Teacher:	Teacher20@rhas.org
Site:	01 - RHAS: North Campus	Form Level:	D
Class:	020101 - AM: HSD/HSE	Student:	Sample, Student ID: 5615969
Course:	020101	Total Tests:	1

Task	Correct	Task Description	No. of Items
2	66 %	Answering questions based on information contained in consumer billings, maps, charts, matrices, graphs or tables	3
3	64 %	Answering questions based on information contained in stories, articles, paragraphs, sentences, directions, or pictures	31
1	50 %	Completing fill-in-the-blank forms	4
4	0 %	Answering questions based on information in signs, price tags, advertisements or product labels	2

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

Student Performance By Task

Task Areas are written or graphic prompts in CASAS reading and math tests. Test items are presented in a variety of display formats.

Task areas are vital to student instruction, as students must not only be able to read a sentence but must also be able to interpret text displayed in a variety of formats.

Task Legend - Reading / Math

Task 1 – Forms

Task 2 – Charts, maps, consumer billings, matrices, graphs, tables

Task 3 – Articles, paragraphs, sentences, directions, manuals

Task 4 – Signs, price tags, advertisements, product labels

Task 5 – Measurement scales, diagrams

Communicating with Students about Data

Do you share with students about the purpose of the test, overall class results, and individual results?

Why is it important to communicate with students about the test and data in general?

Communicating with students about CASAS Tests

Before Testing

- Involve students in the goal
- Tell them the “what” and “why” of CASAS
- Use explanations appropriate to their instructional level

After Testing

- Provide assessment results privately
- Encourage students to focus on effort and improvement, not on the number; compare to their previous scores, not to the class average (mastery over performance)
- Have students chart their test results over time so that they can see progress over time

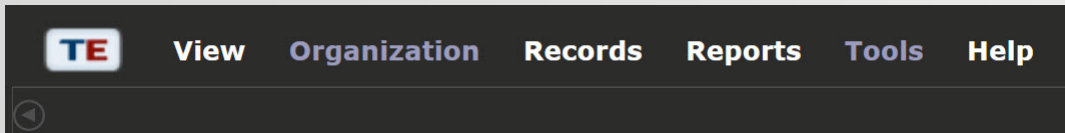
CASAS Test Results: Personal Record Sheet			
			Student _____
Pre-Test	Post-Test 1	Post-Test 2	Post-Test 3
Date:	Date:	Date:	Date:
Score:	Score:	Score:	Score:
Goal for next test:	Goal for next test:	Goal for next test:	Goal for next test:

CASAS Test Results: Personal Record Sheet			
			Student _____
Pre-Test	Post-Test 1	Post-Test 2	Post-Test 3
Date:	Date:	Date:	Date:
Score:	Score:	Score:	Score:
Goal for next test:	Goal for next test:	Goal for next test:	Goal for next test:

TE Teacher Access

- ❖ Track Results
- ❖ Generate Reports
- ❖ Monitor Progress

TE Teacher Access



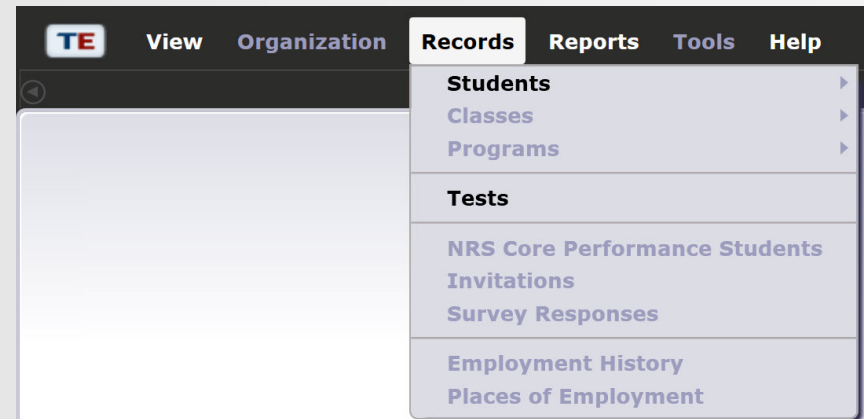
- Access TE at any time with...
 - Windows based machine
 - Internet connection
 - TE Teacher log in credentials

- TE Data Managers give access



Track Pre- and Post-test Results

- TE > Records > Students
 - Customize / filter
 - Ad hoc reporting
- TE > Records > Tests
 - Customize / filter
 - Ad hoc reporting
- Monitor Test Integrity
 - Assessment duration in minutes
 - Accurate / Conservative Estimate scores



Generate TE Reports

- CASAS eTests Category
 - Score Reports
- Test Results Category
 - Skill Reports
- My Reports
 - Reports Locator Wizard
- Reports Manager
 - Saved Reports



Monitor Progress & Target Instruction



**What are the
BENEFITS of
using TE
Reports?**

Why TE Reports?



- Students value **immediate feedback**.
- Teachers appreciate **timely reports**.
- Students are **encouraged** by displaying their areas of strength at the top of reports.
- Teachers can **reinforce** student **achievement**.
- Teachers can easily help students **identify specific areas for improvement** when displayed at the end of reports.

Questions?



ronneb.com

Reflection – Post in Chat

- For me, a surprise has been _____?
- I still wonder _____.
- What will appeal to my learners is _____.
- I'd like more information about _____.
- What I may need help with is _____.

Wrap up!

- ❖ MODULE 4: Test Results and Reports
- ❖ CASAS HELP Documentation & Resources
- ❖ For a copy of the Presentation, visit <https://adulted.events.education.ne.gov/>

Thank you for attending!

For **Training Inquiries**, send an email to training@casas.org.

For more information on this topic, enroll in Module 4: Test Results and Reports at training.casas.org.



Assessment (CASAS eTests Online and Paper)



National External Diploma Program



Annual National Summer Institute



TOPSpro Enterprise Accountability Software



Online and face-to-face training



QuickSearch Online curriculum materials database



Workforce Skills Certification System

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