



Assessment Policy Guidelines

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Assessment Policy Guidelines

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1. Introduction and Context

This document provides [Name of State Agency's] guidelines for developing and implementing a comprehensive state and local assessment policy for as classroom-based as well as distance learning ABE, ESL and Adult Secondary Education (ASE)/GED programs, including workforce and family literacy programs. This document identifies key assessment policies that support:

1. Selection and use of appropriate assessment instruments – including paper-based and computer-based assessments.
2. Appropriate test administration, scoring, and reporting of test scores
3. Appropriate use of test results to inform instruction and improve programs
4. Reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers

[Name of State Agency's] assessment policy guidelines include the selection and use of appropriate learner assessment and procedures for:

1. Accurate learner placement into appropriate program and instructional level
2. Diagnostic information to inform instruction
3. Pre- and post- testing to monitor progress toward goals
4. Certification of level and program completion.

These policy guidelines also include staff training and test security requirements for all staff who administer CASAS assessment and use the results from these assessments.

A. Need for Assessment Policy

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills for adult learners. To ensure accuracy and consistency, [Name of State Agency] prescribes that adult education agencies use CASAS assessments with proven validity and reliability that correlate to the National Reporting System (NRS). CASAS assessment data are used to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education.

Validity and Reliability

All CASAS assessment instruments undergo rigorous test development and validation procedures and meet the standards of the American Education Research Association (AERA), the National Council for Measurement in Education (NCME), and the American Psychological Association (APA). The *CASAS Technical Manual, Third Edition, 2004* contains detailed information about test validity and reliability

Validity

The Standards for Educational and Psychological Testing (1999) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. There are various evidences of validity, with construct validity encompassing the overriding issue of proper use and construction of test items, and with content-related and

criterion-related validity as subcomponents. Item content evidence is a measure of the extent to which test items measure what they are intended to measure. For a detailed discussion of CASAS content validity evidence, see the *CASAS Technical Manual*.

Criterion-related validity, sometimes referred to as predictive validity, assesses the ability or effectiveness of an instrument in predicting something it should theoretically be able to predict. CASAS created ABE Skill Level Descriptors (reading, math, and writing skills) to show a continuum of skills from beginning ABE through advanced adult secondary levels; CASAS also created ESL Skill Level Descriptors (listening, reading, writing, and speaking skills) for ESL from beginning literacy/pre-beginning ESL through proficient skills. Skill Level Descriptors provide general content information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skills tasks a person can generally accomplish.

Results from most CASAS tests are reported on a common numerical scale. This scale has been used successfully with more than three million adult and youth learners. The CASAS scale is divided into five broad levels: A (beginning literacy) to E (advanced secondary), each encompassing a range of scores. Levels A and B have been further subdivided to guide instructional placement and to monitor learner progress. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

The CASAS Skill Level Descriptors have been validated by expert teachers, members of the CASAS National Consortium, as well as through external validation studies. See the **CASAS Technical Manual**, pages 57–70. During the late 1990s staff from the Center for Applied Linguistics and CASAS worked together to review and update the correlation between Student Performance Levels (SPLs) and CASAS levels to ensure that the NRS Skill Level Descriptors used for reporting learner gains were consistent with research already done in the field. Large-scale CASAS implementing states such as California, Connecticut, and Oregon participated in a national-level NRS advisory committee and provided guidance in the initial development and implementation of the NRS.

Once the NRS educational functioning levels were finalized, CASAS conducted a review and confirmed that the CASAS Skill Level Descriptors align with the skill levels of the NRS. The relationship among CASAS levels and score ranges and NRS Performance Levels is presented in Table 1 -. This table also shows how CASAS, the National Adult Literacy Survey (NALS), SPLs, and years of schooling completed are related:

Table 1 Relationship Between CASAS, NRS*, NALS, SPL***, and Years of Schooling Completed**

CASAS Levels	CASAS Score Ranges	NRS Levels and Names for ABE	NRS Levels and Names for ESL	NALS Levels	SPL Levels	Years of School Completed
A	180 and below		1 Beginning ESL Literacy	1	1	1 to 2
A	181 - 190		2 Low Beginning ESL	1	1	1 to 2
A	191 – 200	1 Beginning ABE Literacy	3 High Beginning ESL	1	2 and 3	1 to 2
B	201 – 210	2 Beginning Basic Education	4 Low Intermediate ESL	1	4	3 to 5
B	211 – 220	3 Low Intermediate Basic Education	5 High Intermediate ESL	1	5	6 to 7
C	221 – 235	4 High Intermediate Basic Education	6 Low Advanced ESL	2	6	8 to 10
D	236 – 245	5 Low Adult Secondary Education		2/3	7	11 to 12
E	246 and above	6 High Adult Secondary Education		3	8	13+

* National Reporting System (WIA Title II)

** National Adult Literacy Survey

*** Student Performance Levels

Reliability

The *CASAS Technical Manual* provides data on the reliability of the item bank (Chapter 3) and specific test series (Chapters 4 and 5). The test administration manuals for each test series also contain information about reliability.

Reliability (test accuracy) has two major subcomponents — consistency and stability. For each scale score attained on a CASAS test, a standard error of measurement (SEM) is given. In addition to reporting a scale score for raw scores attained on a test, CASAS established a range of accuracy for each test form. For every score in the accurate range, a SEM for each scale score is given. For scale scores exceeding the accurate range, CASAS provides a usable, conservative scale score estimate. However, administrators are encouraged to administer a test at the next more difficult test level to obtain a more accurate scale score estimate. CASAS does not report scale scores for raw scores falling below the accurate range. In addition to the SEMs, the Test Information Function is displayed for each of the test forms in Chapters 4 and 5 of the *CASAS Technical Manual*.

CASAS uses the most currently researched and recommended methodology in educational measurement practice — Item Response Theory (IRT) — to establish indexes of item bank, test, and test score reliability. For indexes of consistency, CASAS tests for the unidimensionality of the item bank ensuring items all measure the same underlying construct. See pages 29 through 50 of the *CASAS Technical Manual* for results of these analyses. Traditional item statistics, including item point biserial correlations and their p-values, are presented for all the test series.

The test for item stability is found under “parameter invariance” (pages 51–52) and “differential item functioning” (pages 52–56). Parameter invariance analyses test whether the item difficulties have changed over time. The 2002 findings show that the item difficulties have maintained their relative difficulties since their original calibrations in the 1980s. Differential item functioning (DIF) tests whether the item difficulties change in the measurement of different kinds of learners, such as learners of different gender and different ethnicity. The findings show that the item difficulties have remained stable regardless of gender or ethnicity.

Studies Conducted

Three claims of CASAS implementation were evaluated and upheld by the Program Effectiveness Panel, U.S. Department of Education (1993) for evaluating the effectiveness of educational programs. Each claim centered on adult learners in adult and alternative education programs. The degree of program implementation was determined by the adoption of key elements of the CASAS system. These key elements include identifying CASAS Competencies necessary for learners to meet their goals, linking these competencies to instructional materials using the CASAS Instructional Materials Quick Search, and linking these competencies to appropriate CASAS assessment tools. Learners within education programs that adopted the key elements demonstrated:

1. Significant learning gains
2. Increased hours of participation
3. Achievement of higher goal attainment compared to programs that have not adopted the key elements

Numerous studies such as the National Evaluation of Adult Education Programs (1991) have repeatedly confirmed this claim. In addition, two California studies, an Oregon study as well as a North Carolina study, among others, confirm these three claims (For a detailed literature review, refer to the *CASAS Technical Manual*.)

Another important study examined the relationship of CASAS to the 2002 version of the GED. This study used data from California, Iowa, Oregon, Kansas, and Hawaii (n = 4801). A clear monotonic increasing relationship was found between CASAS reading scores and GED reading scores and CASAS math scores and GED math scores. Moreover, a similar relationship was found between CASAS reading and overall GED results averaged across the five test content areas. (See the *CASAS Technical Manual*, pages 63–65.)

There have been a number of recent studies conducted across the United States to reaffirm that the content and competencies addressed in the initial development of the item banks are still valid and relevant to the current needs of learners, instructors, administrators, employers, and social service agencies:

- The Iowa Basic Skills Survey (IABSS), 1995
- Validation of Foundation Skills (Indiana Department of Education), 1996
- Targeting Education: The Connecticut Basic Skills Survey, 1997
- CABSS Report: California Adult Basic Skills Survey, 1999

Readers should refer to the *CASAS Technical Manual*, pages 24–26 and Appendix C, pages 213–225 for more detailed information about these validation studies.

For the past two years CASAS has undertaken the development of a content standards framework on behalf of CASAS National Consortium states. The project uses the expertise of adult education professionals across the country to determine the essential content standards in reading and math for ABE and ASE and in reading and listening for ESL. The project identifies the basic skills content standards at each NRS level embedded in CASAS Competencies and links them to appropriate CASAS assessments.

B. Purposes and Uses of Assessment

CASAS Assessments

Subsequent sections of this document provide a more detailed discussion of the purposes, descriptions, policies, and test administration procedures of CASAS standardized assessments. In general, CASAS assessments are used to ensure accuracy in learner placement (appraisal tests), in diagnosis of learner strengths and weaknesses, to inform instruction (pretests), in monitoring progress (post-tests), and in certifying learner mastery (certification tests). These tests are administered in a standardized fashion, and assessment results provide the basis for state and federal accountability reporting.

Use of Informal Assessments

[Name of State Agency] encourages local adult education agencies to use a variety of informal assessments to assist in informing instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations should be encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

C. Summary and Overview

Appraisal Tests: Initial Orientation and Placement into Program and Instructional Level

Initial placement with an appraisal gauges a learner's reading, math, listening comprehension, writing, and speaking skills. The test results guide placement into the appropriate program or instructional level, and also identify the appropriate progress pretest level. [Name of State Agency] strongly encourages the use of appraisals whenever feasible to ensure that appropriate decisions are made regarding:

1. Educational placement
2. Pretest form to administer
3. Selection of short- and long-term instructional goals

Learners who are placed in an instructional level that is not at their ability level may be frustrated or bored and leave the program. Learners who take an inappropriate level pretest may “top out” or score below the accurate range of the test level, and agencies will not have accurate baseline pretest information to inform instruction and monitor progress. Learners who have low skill levels and identify secondary diploma or GED as a goal will not achieve their goal within a reasonable timeframe and may become discouraged. Establishing short-term goals in addition to long-term goals enables the learner to document success leading to the long-term goal. Federal reporting is based on learning gains and achievement of learner goals within a program year, although some longer-term learner goals are not reported until the learner exits the program.

[Name of State Agency] encourages local adult education agencies to use one of the following appraisals in the skill areas indicated in Table 2A and Table 2B:

Table 2A CASAS Appraisal Tests for English as a Second Language ESL

<i>Skills Areas</i>	<i>Form 80</i>	<i>ESL Form 20</i>	<i>CASAS eTests CAT Appraisal</i>
Reading	✓	✓	✓
Listening	✓	✓	✓
Writing	✓	✓	
Speaking	✓	✓	

Table 2B CASAS Appraisal Tests for Adult Basic Education (ABE) and Adult Secondary Education (ASE)

<i>Skills Areas</i>	<i>Form 80</i>	<i>Life Skills Form 30</i>	<i>Employability Form 120 or 130</i>	<i>Workforce Learning Form 220 or 230</i>	<i>CASAS eTests CAT Appraisal</i>
Reading	✓	✓	✓	✓	✓
Math		✓	✓	✓	✓

Appraisals may not be used as a pretest or to measure learner progress. Each CASAS test administration manual includes specific recommendations about which level of pretest to administer, based on the appraisal test score. CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. Agencies should administer CASAS appraisal tests prior to learner placement and prior to administering the appropriate pretest.

Progress Testing: Pretest and Post-Test

CASAS standardized progress tests are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. There are several test series that monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

[Name of State Agency] encourages agencies to select the test series based on a learner's goals and the instructional focus of the program (general life and work skills, employability, and workplace). Pretests should be administered as soon as feasible after enrollment into the program: either during the intake process after an appraisal is given, or after the learner is placed into the appropriate instructional level. Suggested Next Test Charts provided by CASAS or the TOPSpro Suggested Next Test Report by Learner and Class should be consulted to guide pre- and post-test selection. If using CASAS eTests the pre- and post-test selection happens automatically. Post-testing will be at either the same level or a higher level, depending on the pretest score. An alternate test form within the same test series is recommended for post testing. Additionally, the post-test must be in the same skills area as the pretest, that is, programs cannot use a reading pretest and a math post-test to determine learner gains.

Post-testing policies and procedures are covered at greater length in a later section of this document.

Assessments for Different Types of Learners

[Name of State Agency] recommends that the CASAS assessments in Table 3 be used with the types of adult learners indicated below:

Table 3 CASAS Series Approved for Use by WIA Funded Local Agencies

CASAS ASSESSMENT Series								
Basic skills assessed in each series		<i>Citizenship</i>	<i>Employability Competency System</i>	<i>Life and Work</i>	<i>Life Skills</i>	<i>POWER</i>	<i>Secondary Assessment</i>	<i>Workforce Learning Systems (WLS)</i>
Reading		✓	✓	✓	✓	✓	✓	<i>Standardized Multiple Choice</i>
Math			✓	*	✓	✓	✓	
Listening			✓	✓	✓		✓	
Writing			✓	✓	✓		✓	<i>Standardized Performance Based</i>
Speaking		✓	✓	✓	✓	✓	✓	
Programs that may use each series								
ESL		✓	✓	✓	✓			✓
ABE			✓	✓	✓	✓		✓
ASE			✓	✓	✓		✓	✓

* In development

Tables 4A and 4B show the relationship between CASAS levels, CASAS test levels, scale score ranges, and NRS levels for ESL and ABE and ASE learners.

Scoring and Alignment with NRS Levels

Table 4A CASAS Relationship to National Reporting System (NRS) Levels for Adult Basic Education (ABE) and Adult Secondary Education (ASE)

	NRS Level	CASAS Level	Reading and Math Scale Score Ranges	Functional Writing Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below	136* - 200
2	Beginning Basic Education	B	201-210	201 – 225
3	Low Intermediate Basic Education	B	211-220	226 - 242
4	High Intermediate Basic Education	C	221-235	243 - 260
5	Low Adult Secondary Education	D	236-245	261 - 270
6	High Adult Secondary Education	E	246 and above	271 and above

* Estimated score below the accurate range

Table 4B CASAS Relationship to National Reporting System (NRS) Levels for English as a Second Language (ESL)

	NRS Level	CASAS Level	Reading and Listening Scale Score Ranges	Functional Writing Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	N/A
2	Low Beginning ESL	A	181 - 190	136* - 146
3	High Beginning ESL	A	191 - 200	147 - 200
4	Low Intermediate ESL	B	201 - 210	201 - 225
5	High Intermediate ESL	B	211 - 220	226 - 242
6	Low Advanced ESL	C	221 - 235	243 – 260

* Estimated score below the accurate range

D. Resources for Information and Assistance

Individuals requiring information or assistance related to assessment policy or procedures in [Name of State] should contact [list contact information].

Individuals should contact Linda Taylor, Director of Assessment Development, at CASAS for more specific information about CASAS assessments. Call 1-800-255-1036, ext. 186, or e-mail <ltaylor@casas.org>.

2. General Assessment Requirements

A. Learners to be Assessed

All learners, including distance learners, reported in the National Reporting System must be assessed using WIA-approved standardized assessments. [Name of State] has authorized the CASAS standardized assessments presented in Table 3, CASAS Series Approved for Use by WIA Funded Programs for use in [Name of State].

B. Assessments Permitted

All assessments listed in Table 3, CASAS Series Approved for Use by WIA Funded Programs, meet NRS requirements. Additionally, CASAS assessments:

- Are appropriate for measuring literacy and language development of adult learners
- Have standardized administration and scoring procedures
- Have alternate, equivalent, forms for pre- and post-testing
- Have evidence linking them to the NRS Educational Functioning Levels

For more specific information refer to 5A–5G, CASAS Test Forms by Skills Areas, Levels and Series, in Section 3, Guidelines for Each Assessment.

Uniform Test Administration Times

The majority of CASAS assessments have appraisal tests that learners should take prior to taking a pretest. Appraisal tests indicate the appropriate level for instruction, as well as which pretest form agencies should administer. Learners should take a pretest as soon as possible upon entry into the program and before the occurrence of any substantial instructional intervention. Learners should be assessed in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, writing, speaking, or listening comprehension. Agencies should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing after approximately 70-100 hours of instruction, however:

- Programs offering **high** intensity courses (for example, a class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- Programs offering **low** intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to administer a post-test at the end of the instructional period.

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction.

Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, provided that the interim does not exceed three to six months. Similarly, the most recent assessment results for “stop outs” returning to adult education classes may be used, provided that the last test administered does not exceed the same three to six month window. This policy is designed to reduce or eliminate unnecessary testing.

Program personnel may wish to retest “stop outs” or students returning the following semester or reporting period if they have reason to believe that during the learner’s absence or over the summer recess a significant learning intervention occurred that may invalidate the learner’s previous assessment results. In such circumstances, retesting is always an option

Testing for Distance Learning Programs

Learners in distance learning settings must fulfill the same assessment requirements as all other learners. CASAS strongly encourages agencies to require distance learners to complete appraisals and pre- and post-tests at the adult education site.

OVAE Required Pre-/Post-Match Percentages

[Name of State Agency] requires that local adult education providers have a pre-post match of no less than _____ percent.

Testing for Citizenship Certification

Agencies that use the Citizenship Interview Test for certification should follow the guidelines in the *CASAS Citizenship Interview Test Manual*. If retesting is necessary, a significant amount of intervening instructional hours must occur before retesting.

C. Training for Administering Assessments

Training is essential to a quality CASAS implementation. CASAS assessments cannot be used by agencies that have not completed CASAS training by certified personnel. For a detailed discussion of CASAS trainings and training requirements and procedures, refer to Section 3, Guidelines for Each Assessment.

For local training purposes, instructors may examine CASAS tests for review purposes only. It is essential that this occurs in a controlled, supervised environment with test security safeguards in place. Agencies should take special care to ensure the collections of all test booklets at the completion of training.

D. Accommodations for Learners with Disabilities or Other Special Needs

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what a test is intended to measure.

Local Adult Education Agencies

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

Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting CASAS. Examples include accommodations in test time, giving supervised breaks, or providing a sign language interpreter for test administration directions only. It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness.

Use of Appropriate CASAS Test Forms

CASAS test forms that are appropriate for learners with a disability include computer-based tests and large-print tests, such as the Employability Competency System (ECS) and Life and Work reading pre- and post-tests, and tests with enhanced print such as the Life Skills Beginning Literacy Reading Assessment and Reading for Citizenship test forms. CASAS Functional Auditory and Braille tests to measure basic literacy skills for learners who are blind or have a visual impairment are in development.

The paper *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities* provides more detailed information on providing accommodations. This document is available at <www.casas.org>.

3. Guidelines for Each Assessment

A. Test Administration Manuals

[Name of State Agency] requires that local adult education programs follow the test administration guidelines in each test administration manual (TAM) published by CASAS for each test series used. All local adult education agencies must maintain copies of TAMs onsite for all assessments used. Test administration manuals provide quality control guidelines to ensure proper test use, administration, scoring, and interpretation of results. These manuals typically contain information about the following:

- The CASAS Assessment System
- Overview of CASAS Progress Testing
- Description of Tests
- Determining Pre- and Post-Test Level
- Test Security (See Section 3.F below)
- Instructions for Administering Tests
- Scoring
- Data Collection
- Interpretation of Results
- Curriculum Planning, Instruction, and Assessment
- Resources
- Testing Accommodations
- Skill Level Descriptors
- Suggested Next Test Charts
- Answer Keys and Score Conversion Charts (for converting raw scores to scale scores)
- Learner Profile Sheets

- Learner Performance by Competency
- Class Profile by Competency

B. Information Included for Each Assessment

Table 3 in Section 1 — CASAS Series Approved for Use by WIA Funded Programs — provides information about which assessments are appropriate for which learner populations. Tables 5A through 5G — CASAS Test Forms by Skill Areas, Levels, and Series — are presented below. At each level multiple forms are listed; these are alternate forms for post-testing. In some instances an “X” follows a test form number (e.g., 32X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 32 and 32X are alternative forms for 31, all at level A). This table also lists the appropriate appraisal test(s) to accompany different CASAS test series.

Tables 5A -5G: CASAS Test Forms by Skill Areas, Levels, and Series

Table 5A Reading (R) (ABE / ASE / ESL)

Level	Life & Work Series Form #	ECS Series Form #	WLS Series Form #	Citizenship Series Form #	Life Skills Series Form #
Beg. Literacy	27 28	27 28		27 28	27 28
A	81 82	11 12		951 952	31 32
AX	81 X 82 X			951 X 952 X	32 X
B	83 84	13 14 114	213 214		33 34
BX	83 X (id)				34 X
C	85, 86* 185 186	15 16 116	215 216	Secondary Assessment Series Form #	35 36
D	187 188	17 18	217 (id) 218 (id)	513 514	37 38

Appraisal	80, 120, 130, or CASAS eTests CAT	80 120, 130, or CASAS eTests CAT	220, 230, or CASAS eTests CAT
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20, 30, or CASAS eTests CAT

*workplace focused

id = in development

Table 5B Math (Ma) (ABE / ASE)

Level	Life Skills Series Form #	ECS Series Form #	WLS Series Form #	Secondary Assessment Form #
A	31	11		
	32	12		
B	33	13	213	
	34	14	214	
C	35	15	215	
	36	16	216	
D	37	17	217 (id)	505
	38	18	218 (id)	506

Appraisal	30, or CASAS eTests CAT	120, 130, or CASAS eTests CAT	220, 230, or CASAS eTests CAT	
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Table 5C Listening (L) (ESL)

Level	Life and Work Series Form #	Life Skills Series Form #	ECS and WLS Series Form #
A	81	51	51
	82	52	52
B	83	53	63
	84	54	64
C	85	55	65
	86	56	66

Appraisal	80 or CASAS eTests CAT	20, or CASAS eTests CAT	20, or CASAS eTests CAT
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Table 5D Writing (W) (ABE/ASE/ESL)

Level	Form #	Task	Notes
A - D	410 411	Form Form	Tests "filling out a form" (consumable)
A - D	460 461 462 463	Picture Prompts: Grocery Store (revised) Accident (revised) Department Store (revised) Street Scene (revised)	Tests "writing a narrative" Prompts are laminated and reusable
A - D	464 465 466	Workplace Picture Prompts: Restaurant Warehouse Hotel	Tests "writing a narrative" Prompts are laminated and reusable
A	430 431	Inventory Inventory	Tests "filling out a simple inventory form" (consumable)
A	440 441	Note Note	Tests "writing a short note" (consumable)
B - D	450	Letter	Write letter to a mayor

Table 5E Speaking (S) (ESL)

Level	Form #	Series	Content
A - D	973 974	Citizenship	Simulates USCIS oral citizenship interview
A - D	273 274	WLS	Assesses speaking ability in workplace contexts, including workplace safety and customer service

Table 5F Government and History for Citizenship (C) (ESL)

Level	Form #	Series	Content
B - C	963, 964 (through June 09 965, 966 (starting July 09)	Citizenship	Multiple-choice questions Tests knowledge of U.S. government and history

Table 5G Special Needs (for learners with developmental disabilities)

Level	POWER Form #	Adult Life Skills (R) Form #
Beginning Literacy	306	27
	307 (for Corrections only) Advanced Independent Living Skills	28
AA	305 Workplace and Employability Skills	312 313
AAA	303 Community Access	322 323
AAAA	302 Basic Living Skills	332 333
AAAAA		342 343
Appraisal		352

C. Training Requirements for Administering CASAS Assessments

Training in CASAS assessment is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. CASAS requires that minimally one person from each agency using the CASAS system successfully complete CASAS Implementation training. Once trained, this individual can train others within his or her respective agency but may not train outside that agency.

Separate CASAS Implementation trainings have been developed for ABE/ASE, ESL, and Employability Skills. These trainings focus on teaching participants to administer, score, and interpret CASAS reading, listening, and math assessments. Implementation trainings also address how to use the CASAS competency system as well as how to use CASAS resources, such as Quick Search, to facilitate instruction.

Separate trainings are available for CASAS Functional Writing, POWER (for developmentally disabled adults), Citizenship, and Workplace Speaking, among others. [Name of State Agency] requires all local agencies to comply with the CASAS training policy presented

above. [List additional requirements in your state that you may have—state level trainers, specifics on accessing trainings, contacts, etc].

It is critical that states have a formalized CASAS recertification policy in place to ensure that local adult education agency personnel are current relative to accountability and assessment issues. CASAS proposes that states formalize these recertification requirements in their assessment policy. Some suggested activities are provided below to assist states in developing or refining a state-level recertification process.

Recertification

All local agencies funded by the [Name of State Agency] are required to comply with a CASAS recertification process to ensure that local personnel are current relative to assessment and product developments, are familiar with the most current state agency policies, guidelines and procedures and other relevant assessment and accountability issues. [Name of State Agency] requires at a minimum that designated representatives from local programs comply with at least one of the following activities: [Selected examples of recertification activities; state agencies should insert their specific requirements below:

- Attendance at an annual or bi-annual state-sponsored professional development meeting which provides a refresher training in CASAS assessment and the most recent products and services developed to improve instructional delivery;
- Attendance annually or bi-annually at the CASAS Summer Institute;
- Participation annually or bi-annually by a representative from a local agency in a Beyond Implementation (recertification) Training (BIT) conducted by a state or national-level CASAS trainer; and/or
- Participation in an annual CASAS-sponsored inter-rater reliability workshop to ensure scoring consistency as well as precision (CASAS writing and speaking)

[Name of State Agency] requires all local agencies to comply with the CASAS training policy presented above. [List additional requirements in your state that you may have—state level trainers, specifics on accessing trainings, contacts, etc.

D. Post-Testing

Post-testing requirements are presented in the section Uniform Test Administration Times.

E. Guidelines for Raw Score Conversion to Scale Scores and Using Scale Scores to Place Learners into NRS Levels

Each CASAS Test Administration Manual (TAM) provides charts and guidelines for converting raw scores to scale scores. [Name of State Agency] requires adult education agencies to use these as reference points. The CASAS scale has been subdivided into ranges that correspond to the NRS levels. NRS guidelines prescribe that learners whose pretests place them in different instructional categories (for example, reading and math) be placed in the area with the lower score, if the learner is to receive instruction in the skill related to the lower

instructional level. Placement at the lower instructional level should be the basis of determining which pretest to administer.

F. Test Security Agreements

(Name of State Agency) requires that all programs it funds sign an annual test security agreement. This agreement includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all CASAS-developed paper-based and computer-based assessment materials, including test administration manuals, and answer sheets (which contain marks or responses).
- All CASAS materials should be stored in a locked, preferably fireproof, file cabinet accessible to the program director or the director's designee(s).
- Staff who administer assessments should return all materials immediately after use to the program director or the director's designees.
- All answer sheets and writing samples are treated as confidential until destroyed.
- No duplication of any test form or any portion of any test form is permitted for any reason.
- Inventory information concerning CASAS materials will be supplied to (Name of State Agency) when requested.
- Defaced materials may not be destroyed unless authorized by (Name of State Agency).
- Agencies may not use displays, questions, or answers that appear on any CASAS test to create materials designed to teach or prepare learners to answer CASAS test items. Instead, programs should use instructional resources provided by CASAS, Quick Search and other support materials, to link curriculum, assessment and instruction.

G. Quality Control Procedures

With an increased emphasis on accountability, standardized testing used to make important decisions in high stakes situations can encourage questionable and unethical assessment practices. CASAS proposes that states include the following in their assessment policies to identify explicit examples of testing misuse.

Quality Control Procedures: (Name of State Agency) has the following quality control procedures in place to ensure that appropriate assessment procedures have been followed:

[examples: data integrity checks; system logic to prevent inappropriate assessments being entered, incorrect scale score gains, data verification procedures, etc.]

Improper use of CASAS Tests

- Teaching to the actual CASAS test item
- Copying and distributing a CASAS test item or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide
- Administering a lower level test to artificially increase the learning gain between pre- and post-tests
- Reducing the amount of time given on a pretest (e.g., less than 20 minutes) while increasing the amount of time on a post-test (e.g., 40-60 minutes)

- Deleting test answers on the pretest to lower the test score
- Deleting accurate tests to manipulate the learning gains
- Duplicating or copying the test of one learner and replacing the identification number of another learner
- Altering test items or test score information
- Providing the answers to test questions
- Translating test items and answers into another language
- Administering tests in quick succession without sufficient time for instructional intervention (every 3 weeks) to maximize gains
- Failing to administer tests at specific agency sites or in certain program areas
- Excluding certain individuals or groups who have attended 12 hours or more from pre-post testing.

Entry of Assessment Data: [Name of State Agency] requires that assessment data be entered into the [name of database]. [State frequency and other conditions].

Purchasing Procedures for Each Assessment: [Name of State Agency] requires local agencies to order CASAS assessments authorized for use in [Name of State] directly from CASAS. [Name of State Agency] provides CASAS with a list of approved assessments to ensure that local adult education agencies order appropriate materials.