

An Overview of the New CASAS Assessments: Reading and Listening STEPS Math GOALS 2

VAACE 2024

Janita McNemar
CASAS/ NEDP Trainer



© 2024 CASAS — Comprehensive Adult Student Assessment Systems. All rights reserved.

1

Which of these iconic Virginia menu items best reflects your familiarity with CASAS?



Ham biscuit



BBQ



Oysters

2

Ham Biscuit

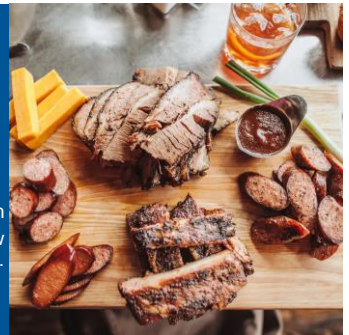
Simple
Basic
Satisfying start



3

BBQ

Medium
Know enough to know
there's more to know.



4

Oysters

Experienced
Assessment
connoisseur



5

What best describes our knowledge of CASAS?



Ham Biscuit



BBQ



Oysters



6

CASAS
www.casas.org

Agenda

- 1 Why CASAS?
- 2 ESL – Reading & Listening STEPS
- 3 ABE – Reading GOALS and Math GOALS 2
- 4 Sample test items, Blueprints & Reports
- 5 Next Steps - CASAS Resources

7

7

CASAS
www.casas.org

CASAS Statewide Supported Implementation CASAS Local Agency Implementation

8

8

*Assessments for the **WHOLE** student journey*

- > ESL
- > IET
- > ABE
- > CTE
- > HS Diploma
- > Work Readiness

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

CASAS assessments map your students' existing skills, and together you can design a unique pathway for success.

www.casas.org | info@casas.org

9

9

*The advantages of one CASAS assessment system for **ALL** adult learners*

- > Seamless delivery of assessments across **ALL** programs and **ALL** NRS levels
- > Leverage computer lab space with multiple programs and modalities
- > Save time and money on one standardized assessment training for proctors, teachers, and staff
- > Reduce student test anxiety by building familiarity with one assessment delivery software system

www.casas.org | info@casas.org

10

10

CASAS
www.casas.org

STEPS

CASAS

STEPS: Reading and Listening Assessments for ESL

Student Test of English Progress and Success

11

11

CASAS

?

Your Turn!

Please turn to your elbow partner and discuss:

Has your program started using Reading STEPS or Listening STEPS?

What are some differences that you've noticed from Life & Work?

12

12

Reading STEPS NRS approved for ESL through 2030



STEPS
CASAS



13

NRS Approved: ESL Assessments



Reading STEPS

Listening STEPS

Available Now!

Available Now!

NRS-approved through
2030

NRS-approved through
2030

STEPS
CASAS

14

NRS Approved: ESL Assessments



Life and Work Reading

Life and Work Listening

80 series and
Forms 27/28, 513/514

980 series

Approved through
June 30, 2025

Approved through
June 30, 2025

15

STEPS: What's New?



5 Test Levels

- Levels A - E

Aligned to ELP Standards

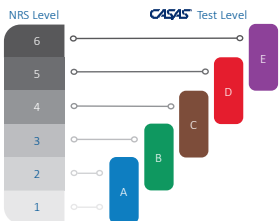
- More academic focus
- Meet demands of changing workforce

New Reports

- Graphic format
- Easier to interpret to inform instruction

16

Levels Breakdown



17

17

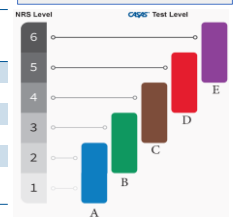
Test Structure Breakdown – Reading STEPS



NRS Level Breakdown

Test Level Breakdown

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



18

18

Test Structure Breakdown –Listening STEPS

NRS Level Breakdown

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

Test Level Breakdown

19

Reading STEPS Test Specifics

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

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

20

Listening STEPS Test Specifics

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

CASAS Level	Form Number	Number of Test Items	Test Time (minutes)	Average Test Time (minutes)	Scale Score Ranges
Appraisal	619L	28	35	--	
Locator	620L	14	20	--	
A	621L – 622L	33	32	16	158 - 191
B	623L – 624L	36	50	29	182 - 201
C	625L – 626L	39	57	35	192 - 211
D	627L – 628L	39	62	40	202 - 221
E	629L – 630L	39	41	31	212 - 235

21

STEPS FAQs

What if I pre-tested my students with Life and Work Reading? Can I post-test with Reading STEPS?
 No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?
 This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?
 Place them in a low-level class for up to 12 hours of instruction before retesting.
NOTE: LEVEL A READING TEST BOOKLETS CAN BE USED AS A CONSUMABLE!

What about a diamond (♦) scores?
 Pretest: CASAS recommends but does not require testing at a higher level. The score is NRS-reportable. If on a post-test, student can be retested at next highest level.

22

What about Form 27/28?

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

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

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

23

Updated Intake Screening Guidelines for STEPS

Great Difficulty
 Do not test. Collect demographic data, enroll in beginning ESL.

Some Difficulty
 Give Oral Screening

Little or No Difficulty
 Give locator or appraisal and then pretest

Reading Screening
Writing Screening

If score is less than 6
 Give Reading Screening and/or (optional) Writing Screening

If score is 6 or more
 Give locator or appraisal and then pretest


Great Difficulty
 0-2 points on Reading Screening. After some instruction, give Level A as a pretest*

Some or No Difficulty
 3-5 points on Reading Screening. Give Level A as pretest*

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

24

CASAS
www.casas.org




Your Turn!

Please turn to your elbow partner and discuss:

What percentage of your ESL learners move on to ABE and ASE classes?

How can programs help their ESL students with this transition?



25

CASAS
www.casas.org

GOALS

CASAS

GOALS: Reading and Math Assessments for ABE/ASE

Greater Opportunities for Adult Learner Success

26

CASAS
www.casas.org

Math GOALS 2 NRS approved for ABE/ASE through 2030













27

CASAS
www.casas.org



NRS Approved: ABE Reading Assessments

Reading GOALS	Reading GOALS 2
<p style="color: green; font-weight: bold;">Available Now!</p> <p style="font-size: small;">NRS-approved through</p> <p style="color: green; font-weight: bold; font-size: large;">2025</p> 	<p style="color: green; font-weight: bold;">Finalizing!</p> <p style="font-size: small;">Submission to Dept. of Ed 2024</p> <p style="color: green; font-weight: bold; font-size: large;">GOALS 2</p> 

28

CASAS
www.casas.org

NRS Approved: ABE Math Assessments

Math GOALS	Math GOALS 2
<p style="color: red; font-weight: bold;">Expired!</p> <p style="font-size: small;">NRS-approved until</p> <p style="color: red; font-weight: bold; font-size: large;">June 30, 2024</p> 	<p style="color: green; font-weight: bold;">Available Now!</p> <p style="font-size: small;">NRS-approved through</p> <p style="color: green; font-weight: bold; font-size: large;">2030</p> 

29

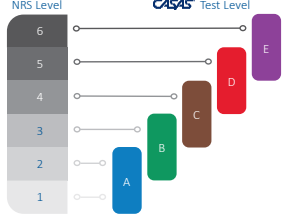
CASAS
www.casas.org

Levels Breakdown

NRS Level

6
5
4
3
2
1

CASAS Test Level



30

Test Structure Breakdown – Math GOALS 2

NRS Level Breakdown

NRS EFL	ABE/ASE Level	Math GOALS2 Scale Score Ranges
1	Beginning ABE Literacy	192 and below
2	Beginning Basic Education	193 – 203
3	Low Intermediate Education	204 – 213
4	Middle Intermediate Education	214 – 224
5	High Intermediate Education	225 – 235
6	Adult Secondary Education	236+

Test Level Breakdown

31

Math GOALS 2 Test Specifics

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

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

32

Math GOALS 2 FAQs

What if I pre-tested my students with Math GOALS? Can I post-test with GOALS 2?
No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?
This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?
Place them in a low-level class for up to 12 hours of instruction before retesting.

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

Are calculators allowed? How about scrap paper?
Yes, throughout the whole test! On-screen calculator, OR a scientific calculator provided by agency. Scrap paper is to be provided by the agency.

33

GOALS 2: What's New?

- 5 Test Levels**
 - Levels A - E
- Aligned CCR Standards**
 - More academic focus
 - Meet demands of changing workforce
- New Reports**
 - Graphic format
 - Easier to interpret to inform instruction

34

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

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

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

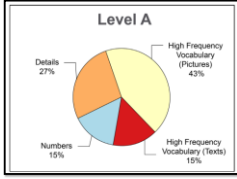
36

Three Ways to Look at a CASAS Item

Content Standards Assessed skills Solve multi-step problem, apply concept of probability	Competencies/Competency Areas Context Employment, community resources, etc.	Task Areas Format Charts, word problems, diagrams, forms, etc.
---	--	---

37

Reading STEPS Content Standard Blueprint: Level A

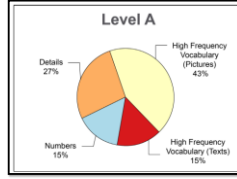


NRS Educational Functioning Levels Levels 1 and 2		English Language Proficiency Standards Level 1	
Content Areas	ELP Standard	% of test items	
High-Frequency Vocabulary (Pictures)	8	43%	
High-Frequency Vocabulary (Texts)	8	15%	
Numbers	8	15%	
Details	1	27%	

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

38

Reading STEPS Content Standard Blueprint: Level A



NRS Educational Functioning Levels Levels 1 and 2		English Language Proficiency Standards Level 1	
Content Areas	ELP Standard	% of test items	
High-Frequency Vocabulary (Pictures)	8	43%	
High-Frequency Vocabulary (Texts)	8	15%	
Numbers	8	15%	
Details	1	27%	

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

39

Reading STEPS Sample Item: NRS Level 1



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

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

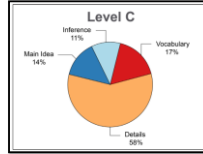
Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#3	Numbers Number formatting	8	2.3	3	A

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

March 29, 1984

40

Reading STEPS Content Standard Blueprint: Level C



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

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

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

41

Reading STEPS Sample Item: NRS Level 3



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

What is this sign about?

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

42

NRS EFL for ESL Reading: 1-3



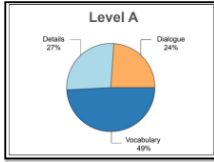
Level 1: use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts.

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

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

43

Listening STEPS Content Standard Blueprint: Level A



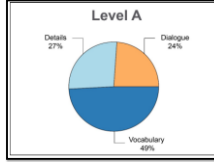
NRS Educational Functioning Levels Levels 1 and 2		English Language Proficiency Standards Level 1	
Content Areas	ELP Standard	% of test items	
Dialogue Continue the conversation	2	24%	
Vocabulary Understand high-frequency words	1	49%	
Details Retell key details	1	27%	

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

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

44

Listening STEPS Content Standard Blueprint: Level A



NRS Educational Functioning Levels Levels 1 and 2		English Language Proficiency Standards Level 1	
Content Areas	ELP Standard	% of test items	
Dialogue Continue the conversation	2	24%	
Vocabulary Understand high-frequency words	1	49%	
Details Retell key details	1	27%	

ELP Standard 2: An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

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

45

Listening STEPS Sample Item: NRS Level 1



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

Umbrella

A.

B.

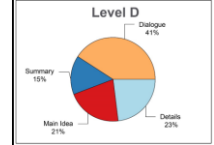
C.

Audio Transcript:

"umbrella"

46

Listening STEPS Content Standard Blueprint: Level D



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

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

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

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

47

Listening STEPS Content Standard Blueprint: Level D



ELP Standard 2: An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

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

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

48

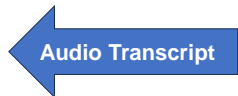
Listening STEPS Sample Item: NRS Level 5



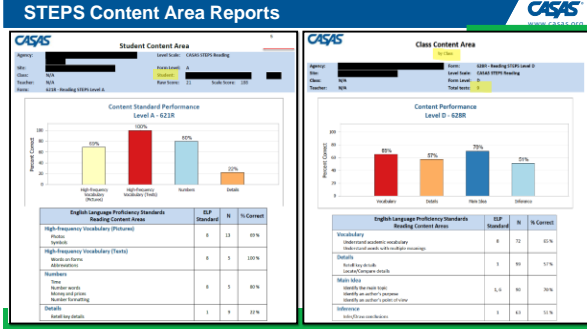
Item	Content Area	ELP Standard	CASAS Competency	Key
#16	Dialogue Continue the conversation	2	4.8	C

M: Hello everyone. This meeting is about ways to improve our business.
 F: I think we should give discounts to seniors over sixty-five.
 M: Can we afford to do that?
 F: Yes. Lower prices will only increase business.
 M:

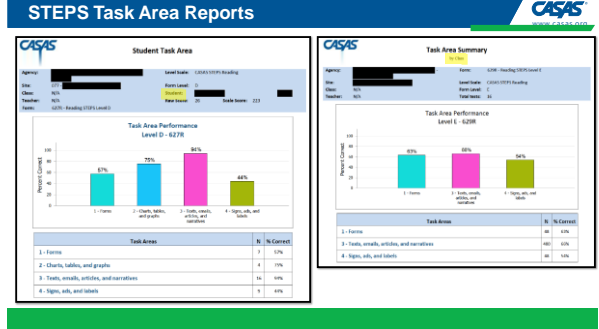
A. But we need more business right now.
 B. Seniors probably won't want to pay more, though.
 C. Then we should consider student discounts, too.



49



50



51



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

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

52

Content Standard Areas for Math GOALS 2

Content Area and CCRS Content Descriptions	CCRS Abbreviation
Number Sense and Operations	
Number and Operations: Base Ten	NBT
Number and Operations: Fractions	NOF
Number System	NS
Ratios and Proportional Relationships	RPR
Number and Quantity: The Real Number System	RN
Algebraic Thinking	
Operations and Algebraic Thinking	OA
Expressions and Equations	EE
Functions	F
Algebra: Arithmetic and Polynomial and Rational Equations	A.APR
Algebra: Reasoning with Equations and Inequalities	A.REI
Algebra: Creating Equations	A.CED
Functions: Interpreting Functions	F.IF
Functions: Linear, Quadratic, and Exponential Models	F.LE
Geometry and Measurement	
Geometry	G
Measurement and Data	MD
Geometry: Congruence	G.CO
Geometry: Similarity, Right Triangles, and Trigonometry	G.SRT
Geometry: Geometric Measurement and Dimension	G.GMD
Geometry: Modeling with Geometry	G.MG
Data Analysis, Statistics, and Probability	
Measurement and Data	MD
Statistics and Probability	SP
Statistics and Probability: Interpreting Categorical and Quantitative Data	S.ID

53

Task Areas for Math GOALS 2

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

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

54

Math GOALS 2 Sample Item: NRS Level 6

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#21	Number Sense and Operations	RN	6.0	0	C

$\sqrt{2x + 6} - 4 = 0$

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

What is x in this equation?

A. -11
 B. -1
 C. 5
 D. 6

55

Math GOALS 2 Sample Item: NRS Level 6

Item #24	Content Area	CCR Standard	CASAS Competency	Task Area	Key
	Data Analysis, Statistics, and Probability	S.ID	4.7	2	A

A company tracks monthly sales of its products. The 4 most popular products are shown in the graph.

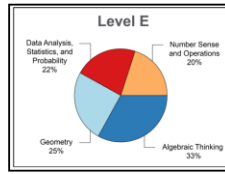
Top Selling Products Monthly Total Sales

Based on the current trends, which product will most likely have the biggest growth in sales next month?

Product A
 Product B
 Product C
 Product D

56

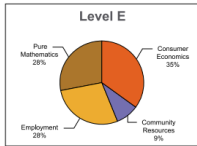
Math GOALS 2 Content Standard Blueprint: Level E



Content Area	CCRS	% of test items
Number Sense and Operations Solve multi-step problems using rates and proportional relationships Understand radicals and irrational numbers	NS RN	20%
Algebraic Thinking Solve problems involving inequalities, pairs of simultaneous linear equations, and quadratic expressions Understand and use function notation Rearrange formulas to highlight a quantity of interest	EE F A, APR A, RE A, CE F, E	33%
Geometry Solve real-world problems involving volume and surface area Apply the Pythagorean theorem in real-world contexts and on the coordinate plane Solve problems involving similarity and congruence Understand the concept of density based on area and volume	G G, CO G, SRT G, MD G, MG	25%
Data Analysis, Statistics, and Probability Understand and apply the concept of probability Use 2-way tables to interpret bivariate data Interpret and compare data sets, including comparisons of statistical variability	SP S, ID	22%

57

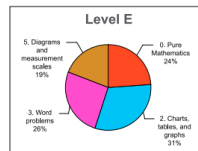
Math GOALS 2 Competency Blueprint: Level E



Competency Areas	% of test items
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.5 Understand how to manage household finances 1.9 Understand how to purchase and maintain an automobile and interpret driving regulations	35%
2. Community Resources 2.5 Use leisure time resources and facilities 2.9 Understand how to access and use educational systems and services	9%
4. Employment 4.2 Understand wages, benefits, and employee rights, and concepts of employee organizations 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace 4.7 Efficiently manage workplace resources 4.8 Demonstrate effectiveness in working with other people 4.9 Understand how organizational systems function, and operate effectively within them	28%
6. Pure Mathematics	28%

58

Math GOALS 2 Task Area Blueprint: Level E



Task Areas	% of test items
0. Pure Mathematics	24%
2. Charts, tables, and graphs	31%
3. Word problems	26%
5. Diagrams and measurement scales	19%

59

Sample Math GOALS 2 Student Reports


60

CASAS Math GOALS 2 Task Area Summary Report

Task Area	Score	% Correct
0. Pure Mathematics	24	19%
2. Charts, tables, and graphs	31	31%
3. Word problems	26	26%
5. Diagrams and measurement scales	19	19%

61


- By Class- 17 students took the Level D Assessment
- Indicates how the question was presented
- The "N" indicates how many questions of that Task type in all 17 tests combined.



So what does this mean for your program and instruction?

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

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



62

News & Updates Webinars

Stay up-to-date on the latest news!
Wednesdays
11:00 am Pacific / 2:00 pm Eastern
Register today!

What's New

Coming soon:
[Reading STEPS](#)
[Listening STEPS](#)
[Math GOALS 2](#)

Ongoing:
[Field Testing Opportunities](#)
[Getting started - CASAS eTests](#)
[Office Hours](#)
[Live Facilitated Training](#)
[News & Updates Webinars](#)

64

CASAS Office Hours


Join us for one-to-one support!
Fridays
11:00 am Pacific / 2:00 pm Eastern
Register today!

What's New

Coming soon:
[Reading STEPS](#)
[Listening STEPS](#)
[Math GOALS 2](#)

Ongoing:
[Field Testing Opportunities](#)
[Getting started - CASAS eTests](#)
[Office Hours](#)
[Live Facilitated Training](#)
[News & Updates Webinars](#)

65



Thank you for attending!

Janita McNemar
jmcnemar@casas.org
 800-255-1036, ext. 190

66