CASAS

Comprehensive Adult Student Assessment Systems

WIOA Title II ABE, ASE, and ESL/ELL funded programs

Relationship to NRS Educational Functioning Levels (EFLs) for ABE and ASE for WIOA Title II

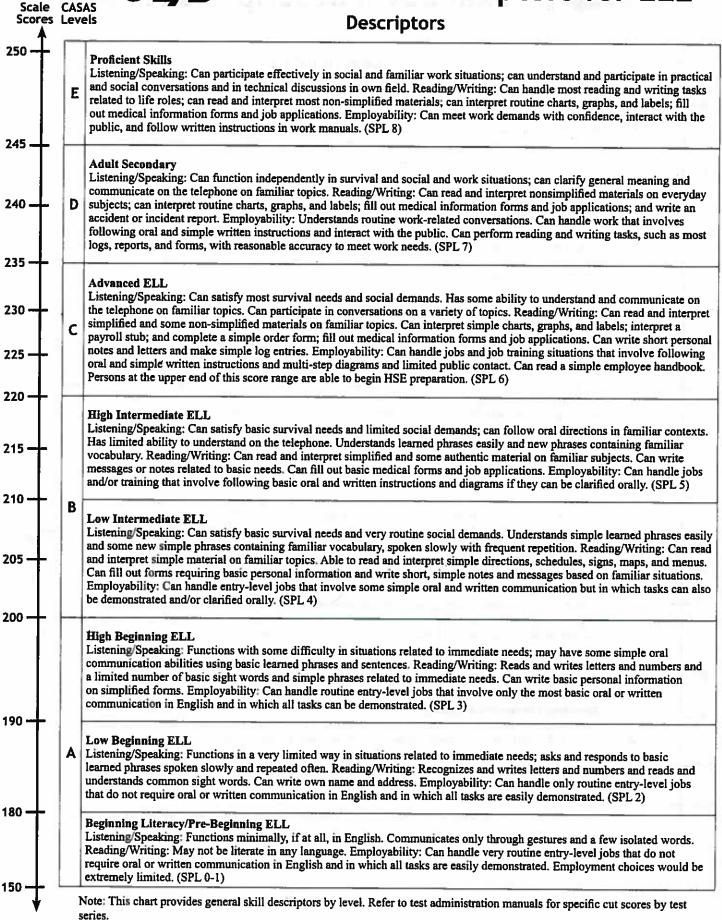|	Educational Functioning Levels	CASAS Level	Life and Work Reading 80 series Scale Score Ranges	Reading GOALS 900 series Scale Score Ranges	Life Skills Math 30 series Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below	203 and below	200 and below
2	Beginning Basic Education	B	201 - 210	204 - 216	201 - 210
3	Low Intermediate Basic Education	B	211 - 220	217 - 227	211 - 220
4	High Intermediate Basic Education	C	221 - 235	228 - 238	221 - 235
5	Low Adult Secondary Education	D	236 - 245	239 - 248	236 - 245
6	High Adult Secondary Education	E	246 and above	249 and above	246 and above

Revised March 2018

Relationship to NRS Educational Functioning Levels (EFLs) for ESL/ELL for WIOA Title II

	Educational Functioning Levels	CASAS Level	Life and Work Reading 80 series Scale Score Ranges	Life and Work Listening 980 series Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181 - 190	181 - 189
3	High Beginning ESL	A	191 - 200	190 - 199
4	Low Intermediate ESL	B	201 - 210	200 - 209
5	High Intermediate ESL	B	211 - 220	210 - 218
6	Advanced ESL	C	221 - 235	219 - 227

Revised July 2014

CASAS® Skill Level Descriptors for ELL

Scale Scores | **CASAS Levels**

Descriptors

Scale Scores	CASAS Level	Descriptor
250 – 245	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 8)
245 – 235	D	**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 nonsimplified 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)
235 – 220	C	**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 6)
220 – 210	B	**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)
210 – 200	B	**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)
200 – 190	A	**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)
190 – 180	A	**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)
180 – 150	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.

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CASAS® Skill Level Descriptors for ABE

Scale Scores	CASAS Levels	Descriptors
250 — 245 —	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 — 240 — 235 —	D	**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; create and use tables and graphs; communicate personal opinion 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.
235 — 230 — 225 — 220 —	C	**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.
220 — 215 — 210 —	B	**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. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
210 — 205 — 200 —		**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single 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.
200 — 190 — 180 — 150 —	A	**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.

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

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CASAS Descriptions for Reading

The following chart describes what a person typically can do at each skill level. The full range of Academic Skill scores can be reported on *TOPSpro* reports as well as on a *Workforce Skills Profile*.

CASAS Level	NRS Level	READING Skills typically demonstrated at this level
A	1	Recognizes very common sight words Identifies and follows basic directions on public signs and buildings
A	2	Recognizes and writes letters and numbers Reads and understands common sight words
A	3	Reads familiar words, phrases, and many other common words related to immediate needs Recognizes sight words on the computer Reads common signs with familiar words and symbols, including many transportation-related and workplace signs Recognizes some unfamiliar words even though unsure of meaning Makes sense of simple notes and messages Interprets simple forms and locate familiar information in simple lists
B	4	Reads and interprets simple material on familiar topics Reads and interprets simple directions, schedules, signs, maps, and menus
B	5	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
C	6	Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts. Interprets text in standard organizational formats, including tables and checklists Finds information in directories and simple reference materials Interprets illustrations and simple diagrams Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content
D	7	Has a range of vocabulary adequate for reading material related to life and work needs, such as common workplace communication Interprets forms, instructions and manuals with moderately complex formatting. Reads diagrams with familiar content Understands some technical vocabulary related to work needs Is able to apply reading skills to computer and Internet use, including searching for and identifying documents and information and understanding standard Web site organization
E	8	Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information Interprets detailed policies and procedures Reads complex diagrams and graphs Reads most materials and communications related to job without significant difficulty Uses print and Internet-based references and interpret complex Web sites

CASAS Basic Skill Level Descriptors for Writing

CASAS Level	NRS Level	Description
A	Beg. ESL Lit.	**Pre-Beginning ABE/Pre-Beginning ESL** Copies letters and numbers. Copies basic personal identification information onto a form with assistance. Copies lists of familiar words. May not be literate in any language. No writing ability whatsoever.
A	Beg. ABE Lit./ Beg. ESL	**Pre-Beginning ABE/Low Beginning ESL** Recognizes and writes letters and numbers. Writes and signs own name. Writes own address and date correctly. Fills in basic personal information forms with some assistance. Writes simple lists of familiar items (e.g., telephone numbers, shopping lists). Writes simple phrases based on familiar vocabulary.
A	Beg. ABE Lit./ Beg. ESL	**Beginning Literacy ABE/High Beginning ESL** Individuals at this level generally can write letters, numbers and a limited number of basic sight words and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms including signature and date; writing very simple notes (e.g., writing a note to a co-worker or child's teacher); making simple entries on a work log form; completing a simple inventory form. Can handle only the most basic written communication in English in routine entry-level jobs in which all tasks can be demonstrated.
B	Beg. Basic Ed. & Low Int. Basic Ed./ Low & High Int. ESL	**Beginning/Int. Basic Skills ABE/Intermediate ESL** Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include: completing short work orders; filling out forms requiring basic personal information; taking simple phone messages. Can handle jobs or job training that involve some simple written communication.
C	High Int. Basic Ed./ Low Adv. ESL	**Advanced Basic Skills ABE/Advanced ESL** Individuals at this level generally can write short routine work memos or reports. Other skills may include: writing e-mail messages; filling out basic medical forms and job applications; describing basic work procedures in writing; completing incident report forms; making log entries to document work activities; taking notes and phone messages; writing personal notes or letters. Persons at this level are generally able to begin General Education Development (GED) preparation, and *may* be able to pass the writing section of the GED test.
D	Low & High Adult Sec./ High Adv. ESL	**Adult Secondary** Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages; describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals. Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).

Relationship between CASAS Functional Writing Assessment Picture Task Scale Score Ranges and NRS Educational Functioning Levels for ESL and ABE

NRS ABE Educational Functioning Level	NRS ESL Educational Functioning Level	CASAS Functional Writing Assessment Scale Score Ranges
Beginning ABE Literacy	Beginning ESL Literacy	N/A
	Low Beginning ESL	136 – 145*
	High Beginning ESL	146 - 200
Beginning Basic Education	Low Intermediate ESL	201 – 225
Low Intermediate Basic Education	High Intermediate ESL	226 - 242
High Intermediate Basic Education	Low Advanced ESL	243 - 260
Low Adult Secondary Education	High Advanced ESL	261 - 270
High Adult Secondary Education	N/A	271+

* Estimated score below the accurate range

CASAS Writing Content Standards (with NRS levels)

Categories

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

CS#	Content Standard	NRS ABE/ASE Levels							
		1	1	1	2	3	4	5	6
	CASAS Level	A	A	A	B	B	C	D	D
W1	**Beginning Literacy**								
W1.1	Write the letters of the English alphabet (upper and lower case)	•							
W1.2	Combine letters to make words and words to make sentences	•							
W1.3	Write from left to right, top to bottom, front to back	•							
W1.4	Use letters to represent sounds	•	•						
W1.5	Spell common sound blends (diphthongs, triphthongs and simple consonant blends, e.g. <pl>, <tr> etc.)	•	•						
W1.6	Spell words in the same phonics-related word families (e.g., man/can/tan)	•	•	•					
W1.7	Write name and other personal and very familiar words	•	•	•					
W1.8	Write numbers in numerals and words	•	•	•					
W1.9	Complete simple forms (e.g., appointment sign-in sheet, class registration)	•	•	•	•				
W2	**Spelling and Mechanics**								
W2.1	Demonstrate legible handwriting	•	•						
W2.2	Write clock times in different formats	•	•						
W2.3	Write money amounts	•	•						
W2.4	Use capitalization and end punctuation to mark the beginning and end of sentences	•	•						
W2.5	Use capitalization to write proper nouns (e.g., names, place names, other proper nouns)	•	•	•					
W2.6	Write dates in different formats	•	•	•					
W2.7	Use spacing or indentation to show paragraph divisions	•	•	•					
W2.8	Write common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	•	•	•				
W2.9	Produce text using a word processor		•	•	•				

CASAS Writing Content Standards (with NRS levels)

CS#	Content Standard	1	1	1	2	3	4	5	6
	CASAS Level	A	A	A	B	B	C	D	D
W2.10	Spell regular morphemes including plural –s, third person singular –s, possessive –'s, past –ed, gerund-ing		•	•	•				
W2.11	Use commas in a series		•	•	•				
W2.12	Use commas with relative and dependent clauses, as well as other types of punctuation (e.g., semi-colons, colons, quotation marks)					•	•	•	
W2.13	Write basic abbreviations (e.g., Mr., apt., lb.)		•	•	•				
W2.14	Write abbreviations in specialized contexts (e.g., tsp., bnfts.)					•	•		
W2.15	Write using the appropriate prefixes and suffixes (e.g., un-happy, work-er, employ-ee, anti-war)			•	•	•			
W2.16	Spell homonyms in context (e.g., *There's a hole in the bag. / Get a whole bag.*)			•	•	•			
W2.17	Format written material (e.g., headings, captions, bullets, print features such as bold)			•	•	•	•		
W2.18	Write information for charts and tables (e.g., bus schedules)				•	•	•	•	•
W2.19	Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)		•	•	•	•	•	•	•
W3	**Grammar and Sentence Structure**								
W3.1	Demonstrate knowledge of grammar (rules governing use of language)	•	•	•					
W3.2	Demonstrate knowledge of syntax (grammatical arrangement of words in sentences)	•	•	•					
W3.3	Use basic grammar and structures with present tense verbs and modals in high-frequency usage (e.g., *to be, to do, to need, to have, can*)	•	•	•					
W3.4	Use contracted forms	•	•	•					
W3.5	Produce simple questions (e.g., *WH- & yes/no*) and statements	•	•	•					
W3.6	Use noun plurals	•	•	•					
W3.7	Use the possessive form of nouns and pronouns	•	•	•					
W3.8	Write in complete sentences (e.g., avoiding fragments and comma splices)	•	•	•	•				
W3.9	Use imperative constructions	•	•	•	•				
W3.10	Use pronouns and follow pronouns across a statement or passage (e.g., *John lives with his mother.*)	•	•	•	•	•			
W3.11	Use intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)				•	•	•	•	

CASAS Writing Content Standards (with NRS levels)

GS#	Content Standard	NRS ABE/ASE Levels 1	1	1	2	3	4	5	6
	CASAS Level	A	A	A	B	B	C	D	D
W3.12	Use comparative forms of adjectives (e.g., *faster, fastest*)			•	•	•			
W3.13	Use comparative forms of adverbs (e.g., *more quickly, the most quickly*)				•	•			
W3.14	Use signal words and cohesive devices that give clues to organization and content of message related to time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose (e.g., *first, then, however, it's important that, well, anyway, that being said*, etc.)			•	•	•	•	•	•
W3.15	Use advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)						•	•	•
W4	**Vocabulary/Word Choice**								
W4.1	Use common basic vocabulary (e.g., the, is, here)	•	•	•					
W4.2	Use simple words and phrases from familiar contexts (e.g., boy, girl, man, woman, at home, at work)	•	•	•					
W4.3	Use common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels, simple descriptions)	•	•	•	•				
W4.4	Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)	•	•	•	•	•			
W4.5	Use specialized vocabulary (e.g., consumer, work, field of interest)				•	•	•	•	•
W4.6	Use common prefixes and suffixes to add meaning to words (e.g., un-happy, work-er)		•	•	•				
W4.7	Use words that are appropriate for informal (colloquial, slang) written discourse vs. formal written discourse				•	•	•	•	•
W4.8	Use precise and appropriate vocabulary to convey intended meaning				•	•	•	•	•
W4.9	Use idioms and collocations appropriately				•	•	•	•	•
W4.10	Use a wide range of vocabulary such as synonyms (e.g., *doctor* vs. *physician*), antonyms (e.g., *concern* vs. *indifference*), precise terminology (e.g., *home* vs. *condominium*), phrasal verbs and idioms (e.g., *to be late* vs. *running behind schedule*) on a variety of topics						•	•	•
W5	**Organization**								
W5.1	Plan writing by brainstorming and/or using graphic organizers		•	•	•	•			
W5.2	Present information in a logical sequence		•	•	•	•			
W5.3	Write related sentences to form a cohesive paragraph			•	•	•			

CASAS Writing Content Standards (with NRS levels)

CS#	Content Standard	1	1	1	2	3	4	5	6
	CASAS Level	A	A	A	B	B	C	D	D
W5.4	Write and make connections between related information across different sections of a text			•	•	•	•		
W5.5	Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)			•	•	•	•	•	•
W5.6	Organize text in paragraphs with clear beginning, middle and end				•	•	•		
W5.7	Use an appropriate organizational structure which unifies relevant main ideas				•	•	•		
W5.8	Organize and summarize information using a variety of organizational patterns: list, sequence, comparison, contrast, classification, cause and effect				•	•	•	•	•
W5.9	Synthesize information using a variety of organizational patterns: sequence, comparison, contrast, classification, cause and effect, chronology, hierarchy, topic				•	•	•	•	•
W6	**Content**								
W6.1	Write simple sentences that contain familiar vocabulary	•	•	•					
W6.2	Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc).			•	•	•	•	•	•
W6.3	Write the main idea of a simple paragraph			•					
W6.4	Write the main idea of a multi-paragraph text				•	•	•		
W6.5	Write the sequence of events in a simple narrative		•	•	•				
W6.6	Write the sequence of events in a complex narrative					•	•	•	•
W6.7	Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)			•	•	•			
W6.8	Use details that elaborate on main ideas: examples, descriptions, personal experiences			•	•	•	•	•	•
W6.9	Use a range of different styles of writing for different purposes			•	•	•	•	•	•
W6.10	Use appropriate terms of address				•	•	•	•	
W6.11	Draft, review and revise a text				•	•	•	•	
W6.12	Proof-read, revise for accuracy and meaning				•	•	•	•	
W6.13	Write supporting points or details for a statement, position or argument on a familiar topic					•	•	•	•
W6.14	Present information and ideas concisely, logically and persuasively					•	•	•	•
W6.15	Use appropriate tone					•	•	•	•
W6.16	Convey humor, jokes, irony					•	•	•	•
W6.17	Identify and apply strategies used to influence audiences (e.g. pathos, logos, ethos)					•	•	•	•

CASAS Writing Content Standards (with NRS levels)

CS#	Content Standard	NRS ABE/ASE Levels							
		1	1	1	2	3	4	5	6
	CASAS Level	A	A	A	B	B	C	D	D
W7	**Writing for Varied Purposes**								
W7.1	Complete simple forms	•	•	•					
W7.2	Complete complex forms (e.g., rental, insurance, pay statements)			•	•	•	•	•	•
W7.3	Write simple instructions		•	•	•				
W7.4	Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)						•	•	•
W7.5	Write moderately complex texts (e.g., general informational materials, common workplace materials)					•	•	•	
W7.6	Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports)							•	•
W7.7	Write explanations (e.g., reference information)			•	•	•	•		
W7.8	Write short functional texts (e.g., formal / informal letters, postcards, e-mail, notices)		•	•	•	•	•		
W7.9	Write factual recounts (e.g., news reports, eye-witness accounts)						•	•	•
W7.10	Write informational materials (e.g., brochures, advertisements)			•	•	•			
W7.11	Write lists (e.g. to-do, action plans)	•	•	•	•				
W7.12	Write personal recounts (e.g., oral anecdotes, diary entries)	•	•	•	•				
W7.13	Create media messages with visual support (e.g., blogs, web pages)				•	•	•	•	•
W7.14	Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., powerpoint slides, video presentations)				•	•	•	•	•
W8	**Academic-oriented Skills**								
W8.1	Paraphrase information				•	•	•	•	•
W8.2	Summarize a text				•	•	•	•	•
W8.3	Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)							•	•
W8.4	Generate relevant research questions							•	•
W8.5	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents							•	•
W8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration							•	•

CASAS Writing Content Standards (with NRS levels)

CS#	Content Standard	NRS ABE/ASE Levels							
		1	1	1	2	3	4	5	6
	CASAS Level	A	A	A	B	B	C	D	D
W8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations							•	•
W8.8	Position the argument using appropriate structure and tone based on the intention (e.g. professional journals, editorials, political speeches, primary source materials)							•	•
W8.9	Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics							•	•

5	**HIGHLY EFFECTIVE RESPONSE TO TASK** • Superior essay with highly developed ideas and support skillfully presented with a strong introduction and conclusion; may contain a distinctive style. • Exceptional range and richness of word choice. • Varied and complex sentence structure. • Almost no errors in grammar and mechanics.
4	**EFFECTIVE RESPONSE TO TASK** • Thesis or main idea is clearly stated and developed with relevant details and examples. • Ideas are well-organized and well-developed with effective transitions. • Word choice demonstrates variety and richness of expression. • May have few minor errors in grammar and mechanics, with variety and some complexity of sentence structure.
3	**ADEQUATE RESPONSE TO TASK** • Thesis or main idea shows some support and relevant detail, although some ideas may not be well-stated and may require minimal inference. • Generally cohesive with some effective transitions. • Few word choice errors and some variety and richness of expression. • Some minor errors in grammar and mechanics generally do not interfere with the reader's understanding. Some variety in sentence structure.
2	**WEAK RESPONSE TO TASK** • Contains a thesis or main idea with little support, and may be unfocused or unclear. Many ideas may not be well-stated. Requires inference in most cases. • A basic organizational structure is evident with some sequencing of ideas. • There may be some errors in word choice with some variety of expression. • May contain distracting errors in grammar and mechanics that may interfere with the reader's understanding. Sentence structure may be simple.
1	**MINIMAL OR POOR RESPONSE TO TASK** • Minimal response to task, or writing lacks a thesis or main idea and may require a substantial degree of inference. • Cohesion is limited, but contains some related sentences. • Word choice errors may require the reader to infer meaning. • Serious errors in grammar or mechanics that may interfere with the reader's understanding.

5	**HIGHLY EFFECTIVE RESPONSE TO TASK** • Superior essay with highly developed ideas and support skillfully presented with a strong introduction and conclusion; may contain a distinctive style. • Exceptional range and richness of word choice. • Varied and complex sentence structure. • Almost no errors in grammar and mechanics.
4	**EFFECTIVE RESPONSE TO TASK** • Thesis or main idea is clearly stated and developed with relevant details and examples. • Ideas are well-organized and well-developed with effective transitions. • Word choice demonstrates variety and richness of expression. • May have few minor errors in grammar and mechanics, with variety and some complexity of sentence structure.
3	**ADEQUATE RESPONSE TO TASK** • Thesis or main idea shows some support and relevant detail, although some ideas may not be well-stated and may require minimal inference. • Generally cohesive with some effective transitions. • Few word choice errors and some variety and richness of expression. • Some minor errors in grammar and mechanics generally do not interfere with the reader's understanding. Some variety in sentence structure.
2	**WEAK RESPONSE TO TASK** • Contains a thesis or main idea with little support, and may be unfocused or unclear. Many ideas may not be well-stated. Requires inference in most cases. • A basic organizational structure is evident with some sequencing of ideas. • There may be some errors in word choice with some variety of expression. • May contain distracting errors in grammar and mechanics that may interfere with the reader's understanding. Sentence structure may be simple.
1	**MINIMAL OR POOR RESPONSE TO TASK** • Minimal response to task, or writing lacks a thesis or main idea and may require a substantial degree of inference. • Cohesion is limited, but contains some related sentences. • Word choice errors may require the reader to infer meaning. • Serious errors in grammar or mechanics that may interfere with the reader's understanding.

12+2 = (14)

COAAP 50 Intermediate High/Advanced Task 3 Assessment

You took a vocabulary pretest, used strategies to study the words, and then took a posttest. Please write two paragraphs about your learning. In the first paragraph, describe which strategy or strategies helped you learn best and which strategy or strategies did not work well for you. In the second paragraph, write a plan for studying in the future. You may wish to include how, when, and with whom you will study. (student may write below or attach a handwritten or typed and printed response.)

Using some strategies is very important method to learn English.

For instance, quizlet can help me to remember the meaning of the word. If you don't know the meaning of the words in context, you may guess the meaning of the words according to the description of whole sentences. The strategy "make the word go away" is a boring method for me.

I'm going to take ESL class at community college. In addition, Sometimes I like to learn English by watching TV and GED shows. Learning English in the library is a good choice because of quiate enviroment and many resouses. I prefer learning English aloue, In this case, nobody disturbs me. It makes me better to study English

15

5	**HIGHLY EFFECTIVE RESPONSE TO TASK** • Superior essay with highly developed ideas and support skillfully presented with a strong introduction and conclusion; may contain a distinctive style. • Exceptional range and richness of word choice. • Varied and complex sentence structure. • Almost no errors in grammar and mechanics.
4	**EFFECTIVE RESPONSE TO TASK** • Thesis or main idea is clearly stated and developed with relevant details and examples. • Ideas are well-organized and well-developed with effective transitions. • Word choice demonstrates variety and richness of expression. • May have few minor errors in grammar and mechanics, with variety and some complexity of sentence structure.
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COAAP 50 Intermediate High/Advanced Task 3 Assessment

You took a vocabulary pretest, used strategies to study the words, and then took a posttest. Please write two paragraphs about your learning. In the first paragraph, describe which strategy or strategies helped you learn best and which strategy or strategies did not work well for you. In the second paragraph, write a plan for studying in the future. You may wish to include how, when, and with whom you will study.   (student may write below or attach a handwritten or typed and printed response.)

Off the three strategies, I liked Quizlet the most for several reasons. It helped me learn vocabulary words in efficient ways. I can practice the pronunciation, learning the meaning and spelling at the same time. Also I preferred Quizlet because it is very easy to use at any time and repeat more times. Knowing a valuable strategy to study vocabulary words is helpful for all students.

In the future, I will study vocabulary words by foucing on both Quizlet and other apps and study skills. I like google translate because I can search on any words. In addition I study best in the morning because I have more time. I study best on my own because it is easier to concentrate, and I don't want to be disturbed while I memorize the vocabulary words. I am so happy that Quizlet, other apps and study skills will improve my English quickly.

(E)

5	**HIGHLY EFFECTIVE RESPONSE TO TASK** • Superior essay with highly developed ideas and support skillfully presented with a strong introduction and conclusion; may contain a distinctive style. • Exceptional range and richness of word choice. • Varied and complex sentence structure. • Almost no errors in grammar and mechanics.
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Christina Vlastiuk

E

From dream to real life

My personal goal is to get a job as a Visual Designer because I am a creative person. I like to work on the computer and solve the problems which my clients have. I am currently attending an ESL class at MVLA Adult School. I plan to attend University and take a few classes about UX Design, Animation, and Illustrations. in order to get an internship at IT company.

There are many steps to take to attend University with an internship program. First step which I should do is to get more jobs on freelance to save money for University. Also, I need to take more online courses to improve my skills. In addition, I have to take a TOEFL test. For me is very important to find a University with an internship program because my goal is to get a job.

My goal to get a job as a Visual Designer will take some time and a lot of hard work. Attending University will help me get internship program and a job. When my goal changes „From dream to real life" I will be happy and independent which is very important for me.

5	**HIGHLY EFFECTIVE RESPONSE TO TASK** • Superior essay with highly developed ideas and support skillfully presented with a strong introduction and conclusion; may contain a distinctive style. • Exceptional range and richness of word choice. • Varied and complex sentence structure. • Almost no errors in grammar and mechanics.
4	**EFFECTIVE RESPONSE TO TASK** • Thesis or main idea is clearly stated and developed with relevant details and examples. • Ideas are well-organized and well-developed with effective transitions. • Word choice demonstrates variety and richness of expression. • May have few minor errors in grammar and mechanics, with variety and some complexity of sentence structure.
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My personal goal is M.A.
because in my job. I look in the area.
they need a lot of people. to work.
Now I study E.SL.English.
And also read books in English.
I want to study C.N.A and M.A to.
find a bette job.
I wan to pass the test M.A.
I need to take GED diploma too.
I need to take information about that
Then I need figurate my time and also.
I have my job right now.
I need to figurate the time will be study
when I get my M.A. License I will
find a good job.
I will very apround to my self.

Rubric for ESL Placement Exams

<u>Note: All papers must respond to the prompt. If they do not, give them a "no score". All papers except for ESL 200, ESL 234 and ESL 244 papers must include 10 unified sentences. If a paper is below the 200 level, score as *Adult Education.*</u>

ESL 200 High Beginning   Not Being offered 6/19

An ESL 200 paper is severely limited. The writer needs high beginning level grammar instruction, including an introduction to parts of speech, simple present tense, simple past tense, future tense and simple sentence structure. The paper:
●has a very limited amount of writing, but must have at least five sentences that respond to the prompt.
●contains extremely limited vocabulary.
●contains some comprehensible sentences, but may not include any completely grammatically correct sentences.
●must show some command of basic sentence structure.

ESL 234 Low Intermediate

An ESL 234 paper is very limited and undeveloped. The writer needs low intermediate grammar instruction, including parts of speech, simple present tense, simple past tense, future tense and simple sentence structure. The paper:

●has a limited amount of writing, but must have at least five sentences that respond to the prompt.
●must have at least three sentences which are correct with only minor grammatical errors.
●must show some command of basic sentence structure.
●uses very limited/simple vocabulary.
●contains mostly simple sentence structures.
●contains frequent errors with simple present tense and simple past tense.

ESL 244 Intermediate

An ESL 244 paper responds to the prompt superficially. It is disorganized, underdeveloped, and contains frequent grammar errors. It does not demonstrate knowledge of proper paragraph organization. The paper shows fairly good use of simple present tense, simple past tense, and future tense, and demonstrates fair control of simple sentences. The writer needs intermediate grammar instruction, including progressive tenses, present perfect tense, compound sentences, complex sentences, and modals. The writer only needs a review of simple present, past, and future tenses, and simple sentence structure. The paper:

- May include many run-on errors.
- Includes mostly simple vocabulary, although it may include a few sophisticated words.
- Has some grammatically correct sentences.
- Includes some compound sentences, but these sentences may have errors.
- May include some complex sentence structures, but these sentences may have errors.
- Does not demonstrate understanding of present perfect tense, or may show a very limited understanding.
- May show limited understanding of progressive tenses.

ESL 253 High Intermediate Grammar and Writing *d structure, explicit grammar*

An ESL 253 paper responds to the prompt in some depth, but contains some gross grammar errors and does not demonstrate a clear idea of paragraph formation. The paper shows accurate use of simple and compound sentence structure, and accurate use of simple verb tenses. The writer has fairly good control at the sentence level, but would benefit from more high level grammar instruction that included perfect tenses, passive voice, conditional sentences, noun clauses, adjective clauses, adverb clauses and modals with perfect aspect. Place a student in 253 if they would benefit from this high level grammar instruction before writing paragraphs and essays. The paper:
- Is fairly developed.
- Contains mostly grammatically correct sentences—simple, compound, and some complex.
- Contains some sophisticated vocabulary.
- Contains some gross grammar errors.
- Demonstrates some understanding of present perfect tense.
- Does not demonstrate understanding of past perfect tense or past progressive tense.

ESL 263 Low Advanced Grammar and Writing *d structure, editing, topic sentence, conclusion*

An ESL 263 paper responds to the prompt in some depth, and demonstrates good control of grammar. It demonstrates basic paragraph formation, i.e., it may have a good topic sentence, but may not have strong support, or it may have strong support, but not have a strong topic sentence. Place a student in 263 if their grammar is strong, but they need to work on paragraph structure-- topic sentences, concluding sentences, coherence and development. Students at this level also need additional high-level grammar instruction, including sentence boundaries, parallelism, clauses and transitions. The 263 paper:
- Is adequately developed.
- Contains some sophisticated vocabulary.
- Demonstrates understanding of simple verb tenses, progressive tenses, modals, and perfect verb tenses.
- Contains grammatically correct sentences with only a few errors.
- Demonstrates accurate use of simple, compound, and complex sentences.

ESL 273 Introduction to the Essay

An ESL 273 paper responds to the prompt in depth, contains good paragraph structure, and demonstrates very good control of grammar. Place a student in 273 if the student understands how to write paragraphs, but needs instruction on essay writing, including thesis statements, introductions, and conclusions. Note: ESL 273 is not a grammar course, so the student should not need additional explicit grammar instruction. The 273 paper:

- Is well-developed overall, but does not demonstrate good essay writing techniques
- Contains sophisticated vocabulary
- Shows very good control of grammar and sentence structure
- Contains no gross grammatical errors
- Contains a variety of sentence structures

ESL 5 Advanced Composition and Reading / Eng 1 A

An ESL 5 paper is well-developed, grammatically accurate, and demonstrates good essay writing structure. Place a student in ESL 5 if the student understands the structure of an essay, but would benefit from additional practice in writing a more developed essay which incorporates quotes, paraphrases, and synthesizing and analyzing information in order to better support ideas, arguments and opinions. The ESL 5 paper:

- Is well-developed overall and demonstrates good essay writing techniques
- Contains sophisticated vocabulary
- Is fluent
- Shows very good control of grammar and sentence structure
- Contains no gross grammatical errors

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Functional Writing

Order Now

As writing ability becomes increasingly crucial for both personal and on-the-job success in a challenging economy, look to CASAS Functional Writing Assessment as your guide to establishing a strong, practical writing program.

Today CASAS Functional Writing Assessment is the premier system for assessing the writing skills of adults, whether they are enrolled in education and training programs or are already on the job.

The system uses dynamic picture task prompts that allow for creative demonstration of writing abilities while allowing instructors to focus on key writing skills:

Content

Organization

Word choice

Grammar and sentence structure

Punctuation, spelling, and capitalization

The Functional Writing Assessment was only approved for NRS reporting purposes through June 30, 2014. However, it can continue to be used for state and local accountability purposes.

Delivery Formats

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Scoring Options

Manual Scoring

Advantages and Benefits

Appropriate for assessing beginning to advanced-level writing skills

Administered through thought-provoking picture task prompts

Easy to administer, score, and interpret results

Innovative balance between life skills and workplace-focused writing

Picture task prompts strongly focused on the everyday lives of today's adult learners

Appropriate for use with native and non-native English speakers

Writing Assessment Specifics

CASAS Functional Writing Assessment provides the tools you need for:

Placement

Monitoring writing progress

Screening for employment or training referrals

Determining program exit or level advancement

Certifying the completion of a level or a program

Norming across levels

Writing

Functional Writing Assessment

Target Population	Adult Basic Education, Adult Secondary Education, English As a Second Language, or other programs offering writing instruction
Writing Skills Focus	Content, word choice, grammar and sentence structure, punctuation, spelling, and capitalization
Uses	Classroom tool to determine general writing level or an assessment to measure progress in writing skills
Difficulty Level	Beginning to advanced level writing skills
Training Requirement	Writing training, use of detailed writing rubric, and annotated scoring anchors (Call CASAS for details)
Scoring Service	Agencies with a limited number of writing tests to score may purchase the CASAS scoring service

Title	Code	Price
Functional Writing Assessment Manual – Picture Tasks 460-466	FWAP-MAN	$86.00
Life Skills Picture Task Prompts in Color (laminated, reusable, set of 25)		
• Form 460 (grocery store)	FWPC-460	$75.00
• Form 461 (accident)	FWPC-461	$75.00
• Form 462 (department store)	FWPC-462	$75.00
• Form 463 (park)	FWPC-463	$75.00
Workplace Picture Task Prompts in Color (laminated, reusable, set of 25)		
• Form 464 (restaurant)	FWPC-464	$75.00
• Form 465 (warehouse)	FWPC-465	$75.00
• Form 466 (hotel)	FWPC-466	$75.00
Picture Task Prompts, Assortment in Color (laminated, reusable), set of 35 (5 each of 7 prompts)	FWPC-S05	$125.00
Picture Task Response and Scoring Sheet (pad of 100)	FWAP-TRS	$20.00
Picture Task Starter Kit Color contains: Forms 460-463 (set of 25 each), Picture Task Response and Scoring Sheet (pad of 100), and the Functional Writing Assessment Manual	FWPC-KIT	$360.00
Scoring Service, First-time processing fee	SS-FPF	$75.00
Scoring Service, Per examinee	SS-WAB	$15.00

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