Adult/Dislocated Worker Basic Skills Assessment Procedure

Policy

This Procedure augments the Illinois Department of Commerce and Economic Opportunity (DCEO) policy, section 5.9 on how to assess basic skills for WIOA eligibility and training suitability. ***Please read the DCEO full policy in addition to this procedure.*** To access the DCEO policy:

1. Go to the WIOA Works Policy portal: https://apps.illinoisworknet.com/WIOAPolicy/Policy/Print
2. Make sure you are on the "Print" tab.
3. Click on the ">" symbol next to "Chapter 5. Program Eligibility" to expand the sections.
4. Check the box next to section 5.9-Basic Skills Deficiency Assessment Requirements
5. Click the "Print" icon and print to a pdf.
6. To access the attachments to the policy, go to the "ePolicy Chapters and Sections" tab and click on the 5.9 link. Use the right-had menus to expand and access Technical Assistance Resources, Policy/References, Attachments, and Forms.

Overview

This procedure covers how to use and document Basic Skills Assessments for eligibility and Training Certification for Adults and Dislocated Workers in Career Connect. It updates, combines, and replaces the following procedures:

- Temporary Basic Skills Assessment,
- Educational Functioning Level for Measurable Skills Gain (Literacy/Numeracy), and
- Language for English Language Learner

This procedure It is divided into 3 sections:

- Section 1: Basic Skills Assessment Requirements, including:
  - o Basic Skills Screening Tool
  - o Training Assessments and Justification
  - o Training Certification
- Section 2: How to Enter Educational Functional Level (EFL) Test Scores
- Section 3: Documenting an English Language Learner (ELL)

SECTION 1: BASIC SKILLS ASSESSMENT

A. Basic Skills Screening Tool

The Basic Skills Screening Tool is **required at intake for all WIOA applicants**, unless they have:

- have an Associate Degree or higher at WIOA enrollment, or
- within the last year, have taken a Post-Secondary Entrance/Placement Exam for the school they plan to attend with scores that do not require developmental or remedial courses.

Applicants that answer "No" to any of the questions on the tool (including being a high school drop-out) should be considered **basic skills deficient (BSD) for the purposes of eligibility / priority of service only**. (The screening tool **cannot** be used for Training Certification or to determine a measurable skills gain.)

All Adult/DW participants determined BSD based on the screening tool must either be:

1) referred for adult basic education services (as documented in the IEP and case notes); or
2) further assessed using the TABE 11-12, CASAS Goals or an approved ELL test to determine their educational needs.

Adult/DW participants who are **not** BSD based on the screen tool and who can meet their career goals **without enrolling in training-level services** (as documented in the IEP based on the objective assessment and career exploration) do not need to take further adult basic education (ABE) or ELL tests.

In Career Connect:

1) If the individual is considered basic skills deficient based on the Screening Tool and ABE/ELL tests are not yet available, on the Barriers screen of the WIOA Application, set Basic Skills Deficient to "Yes", and select "Completed, signed and dated Basic Skills Screening Tool" as the verification.

Basic Skills Deficient/Low Levels of Literacy: ● Yes ○ No

Verify: [**Verify** | **Scan** | **Upload** | **Link**]
✔ Completed, signed & dated Basic Skills Screening Tool (Adult, DW or Youth)

2) If ABE or ELL test scores are available at eligibility, record test scores and basic skills deficiency based on the instructions in Section 2 of this Procedure.

3) If the client is not considered basic skills deficient based either the tool or test scores, set "Basic Skills Deficient" to "No" and do not verify.

4) For all applicants who were assessed based on the tool, add a Case Note as follows:

   a) Click on "Add a new Case Note."
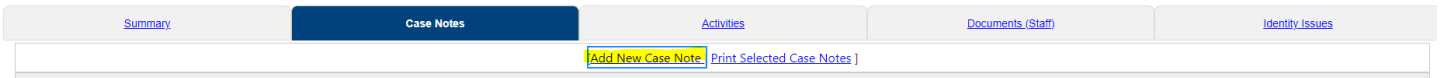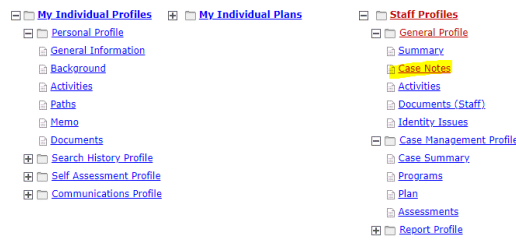
b) Select Case Note Template called "BSD Assessed with Screening Tool (Revised)".

Case Note Template

Autofill by Template: BSD Assessed with Screening Tool (Revised) ▼

c) Scroll down and add the date and select the Office Location and Contact Type. Everything else in this section will be pre-populated.

Case Note Details

☐ Please check to suppress this Case Note

* Contact Date: [   ] 📅 Today

* LWDB/Region: Chicago Cook Workforce Partnership ▼

* Office Location: None Selected ▼

* Program: Title I - Workforce Development (WIOA) ▼

App ID: None Selected ▼

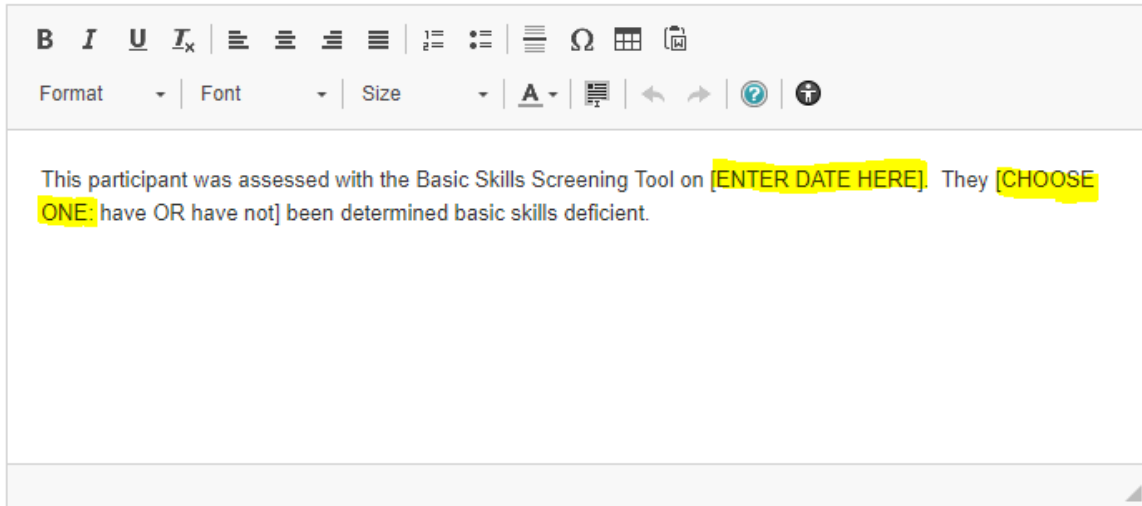**Partner Program:** None Selected ▼

* Subject: BSD Assessed with Screening Tool

Contact Type: None Selected ▼

d) Next make the following edits to the Case Note Description and click SAVE when finished.
- Date of the Screening Tool
- Have OR Have not

Case Note Description:

Some HTML tags such as embedded videos are not allowed in this text box and will not be saved.

This participant was assessed with the Basic Skills Screening Tool on [ENTER DATE HERE]. They [CHOOSE ONE: have OR have not] been determined basic skills deficient.

[Text Templates | Clear Text | Remove All Formatting]

NOTE: If the client is basic skills deficient, the IEP/ISS must include how the individual's deficiency will be addressed.

5) Place a completed, signed copy of the Basic Skills Screening Tool in the individual's file.

B. Training Justification

All Adult/DW participants who will be receiving training-level services, including Work Experience, On-the-Job Training, or an Individual Training Account (ITA), must be assessed for training suitability prior to certifying for and enrolling in training.

The Individual Employment Plan (IEP)/Individual Service Strategy (ISS) alone is not considered a comprehensive assessment.

Training suitability assessment **must** include:
- Information obtained from the Career Connect [Objective Assessment Summary (OAS)](), which must be completed before the IEP/ISS.
- Literacy / Numeracy tests using one of the approved tests listed in the DCEO policy (unless the participant meets one of the exceptions listed in the "Training Certification" section below).
- Skills Inventory Worksheet (SIW - available as an attachment at: https://workforceboard.zendesk.com/hc/en-us/articles/360046803691)

Additionally, the following tools and assessments may be used for ITA training suitability and justification:
- Prove It, Aztec and/or another assessment method your agency currently subscribes to.
- Conducting other assessments that demonstrate vocational skills, career aptitudes and interests, and suitability for the chosen training program located in Illinois workNet, Career Connect, or www.careeronestop.org

Training Suitability for all participants must be documented in a case note as follows:

Case Note Subject Line: "Training Justification."

The case note must include:
- The mechanisms used to evaluate and identify the participant's employment goal, appropriate objectives, and the needed combination of services to address their barriers, as reflected in the IEP/ISS and OAS.
- Job readiness, career exploration testing, and assessment of the participant's aptitude and interests related to the selected training program.
- If the participant has an associate degree or above; passed the school entrance/placement exam which is related to the program description in Illinois workNet; or is only going to participate in an OJT, Customized Training, or Work Experience, include this in the case note. (You still need to explain why the participant is suitable for the specified training program.)

C. Training Certification

Prior to completing the Training Certification screen in the WIOA Application > State Specific page, staff must enter a reading and a math assessment from an approved testing instrument on the Educational Functional Level for Measurable Skills Gain screen as described in **Section 2** of this document.

Testing is not required for participants who meet one of the following exceptions:
- have an Associate Degree or higher at WIOA enrollment;
- have taken a Post-secondary Entrance/Placement exam (as defined below)*;
- the training program does not require a math test (a reading test is still required); or
- the customer is enrolling in On-the-Job Training, Work Experience, or Customized Training.

Instead use the "Other Assessment Methods" field on the WIOA Application State Specific Tab to record the testing exception.

In Career Connect, in order to complete the Training Certification for Adults and Dislocated Workers that meet one of the above testing exceptions:

1. If the training program does not require a Math test, enter a Reading test on the EFL screen. If the reading test indicates that the participant is basic skills deficient, record it as a barrier on the Barriers page of the WIOA application and indicated in the IEP how the individual's deficiency will be addressed.
2. On the State Specific screen of the WIOA Application, scroll down to the WIOA Training Criteria (Adults and Dislocated Workers) Section. As appropriate, select from the "Other Assessment Method" drop down menu:
    - College Graduate,
    - College Placement Test*,
    - Training Program does not require Math test, or
    - Enrolling in OJT/WEX/Customized Training.
3. Complete the rest of the Training Certification screen as usual to certify the customer for training.
4. Add a Case Note with the subject "Assessment Exception" and include which "Other Assessment" option was used and why.
5. For College Graduate or College Placement test maintain a copy of the degree and or placement test in the individual's file.

*For "College Placement Test" Adults and Dislocated Workers must have taken a post-secondary entrance/placement exam **within the last year** for the post-secondary institution that they intend to attend and *passed with scores that do not need developmental or remedial courses in their chosen area of study*.

If the customer does not meet one of the above exceptions, then a Reading **and** a Math test must be entered on the EFL screen (see Section 2 below), and staff will select "Not Applicable" for "Other Assessment Method".

Enter the "Comprehensive Assessment for Training Suitability" case note described above.

WIOA Training Criteria (Adults and Dislocated Workers)

* Other Assessment Method:

Enrolling in OJT/WEX/Customized Training ▼
None Selected
Not Applicable
College Graduate
College Placement Test
Training Program does not require Math test
Enrolling in OJT/WEX/Customized Training

Assessment:

* Assessment Completed By:

Initial IEP: ● Yes ○ No

* IEP Completed By:: | By LWDA ▼ |

Meets qualifications for selected training program: ● Yes ○ No

Selected training program is in demand: ● Yes ○ No

Other grant resources are unavailable: ● Yes ○ No

* Training Certification Date: | 09/11/2020 | 📅 Today

SECTION 2: HOW TO ENTER TEST SCORES

If valid Adult Basic Education or English Language Acquisition test scores are available and are dated within 6 months of eligibility or within one year of the training start date, please follow these steps below.

Entering Pre-Tests

- Pre-tests should be entered after the WIOA Application is completed, but <u>before the Participation/First Service is entered</u>.
- The Date of Pre-Test can be up to 6 months before the WIOA Eligibility Date, and up to one year before the Actual Begin Date of the first training-level service.)

1. Go to Case Management Profile > Programs > WIOA and click the (+) to expand the Educational Functioning Level for Measurable Skills Gain bar. Click on the "Create Educational Functioning Level Record" link.

Funct Area - Assess Category	Pre-Test		Year 1 Post		Year 2 Post		Year 3 Post	
	Date	Funct Lvl	Date	Funct Lvl	Date	Funct Lvl	Date	Funct Lvl
Reading	05/30/2018	7						
Mathematics	05/30/2018	8						

2. Data in the General Information section will be pre-filled.

3. In the Pre-Test section, add the Pre-Test date – the exact date that the test was administered. The date cannot be more than 6 months prior to the WIOA eligibility date or 1 year prior to the Actual Start Date of the first training service.

4. Select the Assessment Category:
   - ABE = Adult Basic Education
   - ESL = English as a Second Language

Pre-Test

Date of Pre-Test: 08/19/2020 📅 Today

Assessment Category: ABE ▼
- None Selected
- ABE
- ESL

Type of Assessment: ▼

5. Select the Type of Assessment.

   The only Type of Assessments that are accepted by the State of Illinois are:
   - ***ESL Assessments*** *(not pictured)*
     - BEST Literacy,
     - BEST Plus 2.0
     - CASAS Life and Work Reading
   - ***ABE Assessments*** *(pictured below)*
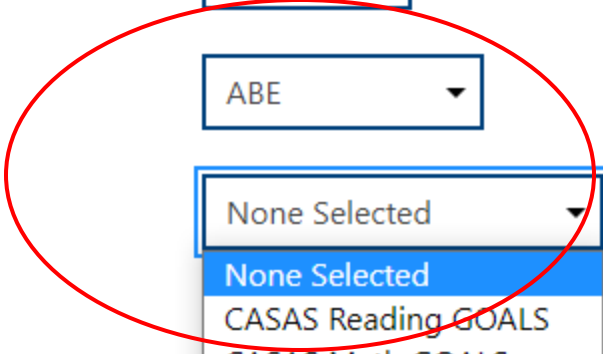   - CASAS Reading and Math GOALS
     - TABE 11-12

Pre-Test

* Date of Pre-Test: 06/25/2021   🔳 Today

* Assessment Category: ABE ▼

* Type of Assessment: None Selected ▼

     None Selected
     CASAS Reading GOALS
     CASAS Math GOALS
     TABE 11-12

* Functional Area:

Assessment Form/Version info:

6. Select the Functional Area:
   - Reading
   - Mathematics
   - Language

7. ***If TABE 11-12 is selected*** as the Type of Assessment, enter the Assessment Form/Version as follows. Note that although this is not marked as a required field on the screen, the **state requires the Form/Version for TABE 11-12**.
   - L for Literacy
   - E for Easy
   - M for Medium
   - D for Difficult
   - A for Advanced

Pre-Test

*Date of Pre-Test: 08/19/2020 📅 Today

*Assessment Category: ABE ▾

*Type of Assessment: TABE 11-12 ▾

*Functional Area: Reading ▾

Assessment Form/Version info: M

8. Add the Pre-Test score (also referred to as the Scale Score). The system will automatically calculate the Educational Functioning Level and whether the score reflects Basic Skills deficient, based on the test score.

9. **Add the Pre-test Grade Level.** **Even though this field is not required on the screen, it is required by the state and impacts how basic-skills deficient is set in IWDS (the state WIOA system of record).**

   For TABE 11-12 and CASAS Goals tests, use the Grade Range Scale Score Guidance provided in Appendix A and Appendix B below to translate the Scale Score into a Grade. Enter the grade as a **whole number (no decimal point)**. For example, if the customer is reading at a ninth-grade level enter the grade level as 9.

Pre-Test

Date of Pre-Test: 08/19/2020 [📅] Today

Assessment Category: ABE ▾

Type of Assessment: TABE 11-12 ▾

Functional Area: Reading ▾

Assessment Form/Version info: M

Pre-Test Score: 475

Educational Functioning Level: Beginning Basic Education (Level 2)

Grade Level Equivalent (GLE): 3

Score reflects Basic Skills deficient: Yes

10. Scroll to the bottom of the screen & click "Save".

Entering Post Tests

To enter a Post-Test:

1. Click an existing assessment link within the Educational Functioning Level Record to access the screen to add a Post-test.

2. Scroll down to the bottom of the page and click the "Create Post Assessment Record" link.

3. In the expanded Post Assessment area, the Test Type, Assessment Category, and Type of Assessment will be pre-filled based on the Pre-Test. ***NOTE that the Post-test Assessment Type and Assessment Form/Version must be the same as the Pre-Test.***

4. Enter the:
   - Assessment Form/Version (required by DCEO for TABE 11/12),
   - Date Assessed,
   - Post Test Score (scale score), and
   - **Grade Level** (or the EFL increase will not be picked up in IWDS)

   The system will automatically set the Education Functioning Level and indicate if the participant remains deficient in basic skills based on the score.

5. Click on "SAVE" to secure your edits.

6. A Participant who is below post-secondary grade level at program entry and achieves a gain of at least one EFL on an acceptable Adult Basic Education (ABE) or English as a Second Language (ESL) post-test, will earn an EFL Measurable Skills Gain. Please see the Measurable Skills Grain (MSG) procedure for more information on which participants are included in the MSG measure and instructions on running MSG reports to see EFL gains.

Post Assessments

Test Type:	Post-Test
*Assessment Category:	ABE
*Type of Assessment:	TABE 11-12
Assessment Form/Version info:	M
*Date Assessed:	10/14/2020 📅 Today
*Post Test Score:	575
*Educational Functioning Level:	Middle/High Intermediate Basic Education (Level 4)
Grade Level Equivalent (GLE):	8
Participant remains Basic Skills deficient:	Yes

SECTION 3: ENGLISH LANGUAGE LEARNER

DCEO requires the language when "English Language Learner" is selected as a barrier in the WIOA application. In Career Connect, the primary language question is in the General Profile. To record primary language for English Language Learners in Career Connect, follow the steps below.
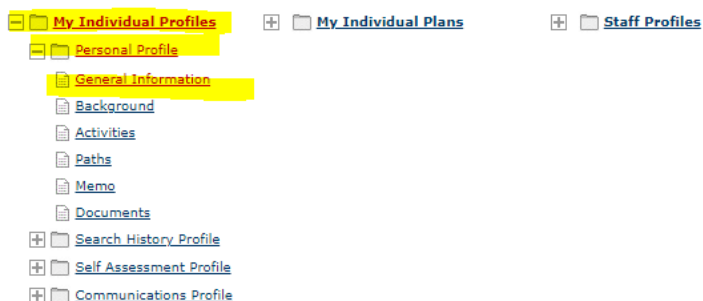
Navigation

Primary Language is set in the *My Individual Profile > Personal Profile > General Information > Ethnic Origin section*.

English Language Learner is set in the *WIOA Application > Barriers* tab.

Steps for Recording Language

Step 1: Add the primary language spoken in the General Profile **BEFORE** completing the WIOA Application. You can either add it when creating the customer registration or by editing the *General Information* section of the existing *Personal Profile*.

[Assist an individual | Staff Services | Individual Portfolio]

My Individual Profiles   My Individual Plans   Staff Profiles
- Personal Profile
  - General Information
  - Background
  - Activities
  - Paths
  - Memo
  - Documents
- Search History Profile
- Self Assessment Profile
- Communications Profile

Step 2: In the "Ethnic Origin" section of the General Information, select "Yes" for "Do you primarily speak a language other than English?" This will cause the follow-up questions to display.

Ethnic Origin

* Are you of Hispanic or Latino heritage?   ○ Yes   ● No   ○ I do not wish to answer.

* Race - Please check all that apply:
☐ African American/Black
☐ American Indian/Alaskan Native
☑ Asian
☐ Hawaiian/Other Pacific Islander
☐ White
☐ I do not wish to answer.

Language

Do you primarily speak a language other than English?   ● Yes   ○ No

* What is that language?   [None Selected ▼]

Step 3: Record the primary language spoken in "What is that language?" Answer the other follow-up questions as appropriate.

Language

Do you primarily speak a language other than English?   ● Yes ○ No

* What is that language? [Cantonese ▾]

* How well do you speak that language? [Very Well ▾]

* Do you require English language assistance? ● Yes ○ No

* How well do you speak English? [I speak and understand English well enough to communicate ▾]

Step 4: If you are editing the General Information, scroll to the bottom of the page and click "Save".

Step 5: Once you have added the language in the profile, complete the WIOA Application as you normally would. On the Barriers page of the Application, select "Yes" for "English Language Learner" and select the appropriate verification documentation.

Start	Contact	Demographics	Veteran	Employment	Education	Public Assistance	**Barriers**
✓	✓	✓	✓	✓	✓	✓	✓

Income Worksheet	Family Income	Miscellaneous	State Specific	Eligibility and Grants
✓	✓	✓	✓	✓

Individual Barriers

*English language learner   ● Yes ○ No
[**Verify** | Scan | Upload | Link]
✔ Results from an Authorized Assessment

English Learner Verification
● Results from an Authorized Assessment
○ WIOA Application (signed & dated)
○ Case notes from Career Planner

(Reset)

Step 6: Once the Career Connect application is completed, it will transmit to IWDS along with the language specified in the personal profile.

Characteristics and Barriers

Vnineteen Testone   Application Summary

SSN: 1281   **App LWA:**7   **App Date:**09/15/2018   **Exit Date:**12/14/2018

Drug/Alcohol Dependency:
English Language Learner: Yes
Language of Preference: Other
Language Other: Cantonese
Offender, Felon: No
Offender, Misdemeanor: No
Homeless: No
Single Parent Barrier: No
Facing Substantial Cultural Barriers: No

[Cancel]

What if I add the language AFTER completing the WIOA Application?

It is best to add the Language to the General Profile **BEFORE** completing the WIOA Application. However, if you add the Language in the General Profile **AFTER** completing the WIOA Application, you must re-save the WIOA Application in order for the Language to transmit to IWDS. To resave:

Step 1: Go to the WIOA Application and click on the "Pencil" icon to edit the application.

Title I - Workforce Development (WIOA)   Apps: 1

Create Title I - Workforce Development (WIOA) Application

WIOA #316091 (Source ID: 10009184) - Case Exited

LWDB:	07 - Chicago Cook Workforce Partnership	Application Date	09/15/2018
		Participation Date:	09/15/2018
Onestop:	10 - Arlington Heights Workforce Center (8100)	Closure Date:	12/14/2018
		Exit Date:	12/14/2018
Open/Total Activities:	0 / 4		

Step 2: Use the top navigation bar/tabs of the application to go to the "Barriers" tab. Then click "Next" at the bottom of the screen. DO NOT MAKE ANY EDITS.

⊞ Individual Details   ⊞ Preferences   * indicates required fields.
                                                                                    WIOA Wizard

Start	Contact	Demographics	Veteran	Employment	Education	Public Assistance	**Barriers**

Income Worksheet	Family Income	Miscellaneous	State Specific	Eligibility and Grants

Individual Barriers

*English language learner   ◉ Yes   ○ No

[**Verify** | **Scan** | **Upload** | **Link**]
✔ Results from an Authorized Assessment

Step 3: Use the top navigation bar/tabs to go to the "Eligibility and Grants" screen. Click "Finish" at the bottom of the screen.

⊞ Individual Details   ⊞ Preferences   * indicates required fields.
                                                                                    WIOA Wizard

Start	Contact	Demographics	Veteran	Employment	Education	Public Assistance	Barriers

Income Worksheet	Family Income	Miscellaneous	State Specific	**Eligibility and Grants**

Applicant Eligibility

Step 4: If you have access to IWDS, we recommend checking that the data transmits to the IWDS *WIOA Application > Characteristics & Barriers* screen. It takes approximately 10 minutes for data to transfer. If your data does not transmit, please email the help desk (helpdesk@chicookworks.org) and include the customer name, customer State ID, and a description of what data is not transmitting.

Characteristics and Barriers

Vnineteen Testone   Application Summary

SSN: 1281   App LWA:7   App Date:09/15/2018   Exit Date:12/14/2018

Drug/Alcohol Dependency:
English Language Learner:Yes
Language of Preference:Other
Language Other:Cantonese
Offender, Felon:No
Offender, Misdemeanor:No
Homeless:No
Single Parent Barrier:No
Facing Substantial Cultural Barriers:No

Cancel

APPENDIX A – TABE 11-12 GRADE RANGE & SCALE SCORE GUIDANCE

TABE 11&12 Grade Range
Scale Score Guidance

To help programs and agencies transition from Grade Equivalent scores to Scale Scores, DRC has provided the following TABE 11&12 Scale Score guidance.

The information below is intended to help programs that previously used Grade

Equivalent scores to identify appropriate Scale Scores or Scale Score ranges as the programs transition to TABE 11&12. TABE 11&12 Scale Scores will continue to be used to track educational gains under the U.S. Department of Education's National Reporting System (NRS). Other uses of TABE 11&12 Scale Scores, such as acceptance into a program, hiring, or promotion, are at the discretion of state or local agencies.

Please note: each form of TABE 11&12 assesses only for a specific range of NRS levels and grade levels. No one TABE test assesses for all levels of the test. Refer to the column titled *Test Forms Assessing Each Grade Level* for more information.

READING

NRS Level	Grade Range Guideline	Grade	Test Forms Assessing Each Grade Level	Scale Score Range
1	K–1	K	TABE L TABE E	300–371
1	K–1	1	TABE L TABE E	372–441
2	2–3	2	TABE L TABE E TABE M	442–471
2	2–3	3	TABE L TABE E TABE M	472–500
3	4–5	4	TABE E TABE M TABE D	501–518
3	4–5	5	TABE E TABE M TABE D	519–535
4	6–8	6	TABE M TABE D TABE A	536–549
4	6–8	7	TABE M TABE D TABE A	550–562
4	6–8	8	TABE M TABE D TABE A	563–575
5	9–10	9	TABE D TABE A	576–596
5	9–10	10	TABE D TABE A	597–616
6	11–12	11	TABE A	617–709
6	11–12	12	TABE A	710–800

MATHEMATICS

NRS Level	Grade Range Guideline	Grade	Test Forms Assessing Each Grade Level	Scale Score Range
1	K–1	K	TABE L TABE E	300–374
1	K–1	1	TABE L TABE E	375–448
2	2–3	2	TABE L TABE E TABE M	449–472
2	2–3	3	TABE L TABE E TABE M	473–495
3	4–5	4	TABE E TABE M TABE D	496–516
3	4–5	5	TABE E TABE M TABE D	517–536
4	6–8	6	TABE M TABE D TABE A	537–556
4	6–8	7	TABE M TABE D TABE A	557–576
4	6–8	8	TABE M TABE D TABE A	577–595
5	9–10	9	TABE D TABE A	596–626
5	9–10	10	TABE D TABE A	627–656
6	11–12	11	TABE A	657–729
6	11–12	12	TABE A	730–800

LANGUAGE

NRS Level	Grade Range Guideline	Grade	Test Forms Assessing Each Grade Level	Scale Score Range
1	K–1	K	TABE L TABE E	300–379
1	K–1	1	TABE L TABE E	380–457
2	2–3	2	TABE L TABE E TABE M	458–484
2	2–3	3	TABE L TABE E TABE M	485–510
3	4–5	4	TABE E TABE M TABE D	511–529
3	4–5	5	TABE E TABE M TABE D	530–546
4	6–8	6	TABE M TABE D TABE A	547–559
4	6–8	7	TABE M TABE D TABE A	560–571
4	6–8	8	TABE M TABE D TABE A	572–583
5	9–10	9	TABE D TABE A	584–607
5	9–10	10	TABE D TABE A	608–630
6	11–12	11	TABE A	631–716
6	11–12	12	TABE A	717–800

APPENDIX B – CASAS READING & MATH GOALS GRADE RANGE & SCALE SCORE GUIDANCE

CASAS®

Comprehensive Adult Student Assessment Systems

For WIOA Title I Funded Agencies and Youth Providers

CASAS recommends agencies use grade level information *only* for administrative purposes when state or federal regulations call for a grade level.

CASAS ABE Reading Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

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

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CASAS ABE Math Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

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

August 2019

Adapted from the amended DOL-only Participant Individual Record Layout (PIRL) ETA #9172 and the Training and Employment Guidance Letter (TEGL) 10-16 Change 1 published August 23, 2017 developed jointly by the U.S. Departments of Labor (DOL) and Education (ED) (the Departments).