



## Youth 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-hand 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 suitability for Youth 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:
  - Basic Skills Screening Tool
  - Testing Exceptions for Youth
  - Training Assessments and Justification
- Section 2: How to Enter Educational Functional Level (EFL) Test Scores
- Section 3: Documenting an English Language Learner (ELL)



# Case Note Template

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**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.

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## Case Note Details

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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 ▼

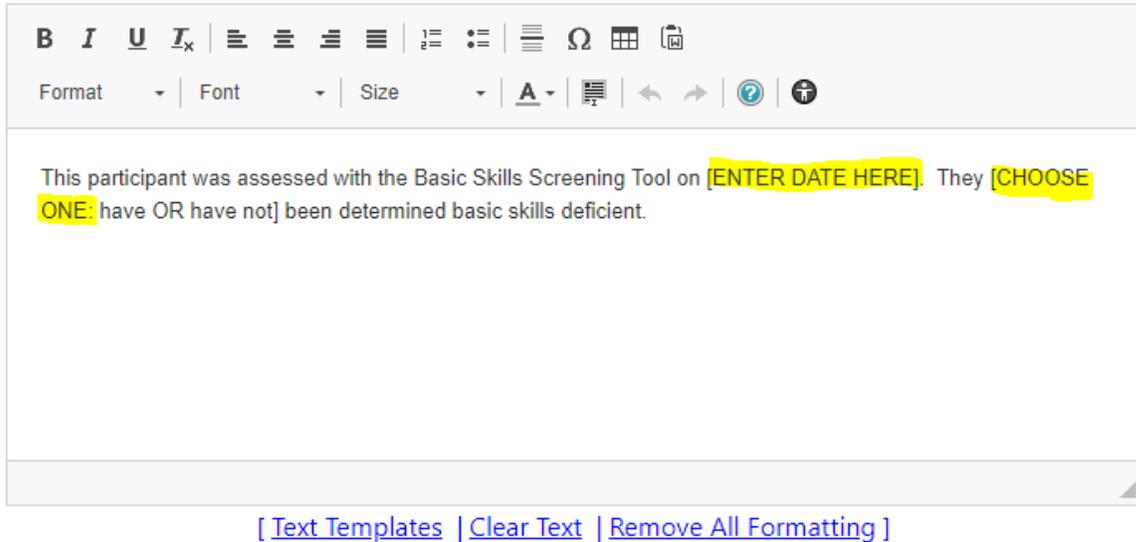
\* **Subject:** BSD Assessed with Screening Tool

\* **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.



The screenshot shows a rich text editor interface. At the top is a toolbar with various icons for text formatting (bold, italic, underline, strikethrough), alignment (left, center, right, justified), list creation (bulleted, numbered), indentation, link, unlink, and help. Below the toolbar are dropdown menus for Format, Font, and Size, followed by a color selection tool and undo/redo buttons. The main text area contains the following text: "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." The placeholder text is highlighted in yellow. At the bottom of the text area, there are three blue links: "[ 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. Testing Exceptions for Youth

Literacy/numeracy testing using an approved test (as defined in the DCEO Policy) **is required for all youth**, unless the youth meets one of the following exceptions:

- has an Associate’s Degree or higher at WIOA enrollment,
- within the last 6 months, has taken a Post-Secondary Entrance/Placement Exam for the school they plan to attend with scores that do not require developmental or remedial courses, or
- has disabilities that prevent taking an approved ABE or ELL test.

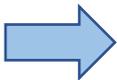
To Enter Test Exceptions for Youth:

1. Go to the **State Specific screen** of the WIOA Application.
2. Scroll down to the Additional Barriers Information section and select the appropriate option from the “Youth Alternate Assessment” drop down menu:
  - College Placement Test
  - College Graduate
  - Assessment for Youth with Disabilities.

### Additional Barriers Information

\* Youth - Subject to juvenile or adult justice system:  Yes  No

Youth - Subject to juvenile or adult justice system: [ [Verify](#) | [Scan](#) | [Upload](#) | [Link](#) ]



\* Youth Alternate Assessment: College Graduate

\* Youth Reading Assessment Date: 06/17/2020 [Today](#)

Youth Reading Assessment GLE (Format as 1.0 – 12.9):

\* Youth Reading Assessment Type Comment: Bachelor's degree

\* Youth Math Assessment Date: 06/17/2020 [Today](#)

Youth Math Assessment GLE (Format as 1.0 – 12.9): 12.0

\* Youth Math Assessment Type Comment: Bachelor's degree

3. Complete the fields as indicated in the chart below, based on the “Other Assessment Type” selected.

**Youth Assessment Exception Data Requirements**

| Other Assessment Type:                | College Degree  | College Placement Test   | Youth w/Disability*  |
|---------------------------------------|---|--|--|
| Reading Assessment Date:              | Date of application   | Date of Test   | Date of Assessment   |
| Reading Grade Level Equivalent (GLE): | Leave blank   | Leave blank  | Enter if it was part of the assessment; otherwise leave blank  |
| Reading Comment:                      | Type of degree  | Name of placement test   | Type of assessment & if participant has a high school diploma  |
| Math Assessment Date:                 | Date of WIOA application  | Date of Test   | Date of Assessment   |
| Math Grade Level Equivalent (GLE):    | Leave blank   | Leave blank  | Enter if it was part of the assessment; otherwise leave blank  |
| Math Comment:                         | Type of degree  | Name of placement test   | Type of assessment & if participant has a high school diploma  |
| Case Note                             | <p><b>Subject:</b> “Youth College Graduate”</p> <p><b>Case Note Description:</b></p> <ul style="list-style-type: none"> <li>• Date the College Degree was received</li> <li>• Institution/school and program/area of study</li> </ul> | <p><b>Subject:</b> “Youth Post-Secondary Entrance / Placement Exam”</p> <p><b>Case Note Description:</b></p> <ul style="list-style-type: none"> <li>• Date of the entrance/placement exam</li> <li>• Institution/school and program/area of study</li> <li>• Verification that the score was high enough that the youth will not need to take developmental or remedial courses</li> </ul> | <p><b>Subject:</b> “Youth BSD Assessment”</p> <p><b>Case Note Description:</b></p> <p>Specify how the assessment was conducted and how basic skills status was determined.</p> |

\*For Youth with disabilities, on the Barriers screen of the WIOA Application:

- **If the alternate assessment used provides a Grade-level Equivalent (GLE) score:**
  - set Basic Skills Deficient to “Yes” if the GLE in either reading or math was below 9<sup>th</sup> grade.
  - set Basic Skills Deficient to “No” if the GLE for **both** reading and math were 9<sup>th</sup> grade or above.
- **If the alternate assessment used does not provide a Grade-level Equivalent (GLE) score:**
  - set Basic Skills Deficient to “No”

### C. Training Justification

All participants who receive training services, including 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 \(OAS\)](#).
- 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 Exceptions for Youth” section above.
- 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.
- 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](http://www.careeronestop.org)

Training Suitability 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.)

## 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 before the Participation/First Service is entered.
  - 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.

Case Manager: [Brittany Jones \(5377\)](#) Temporary Case Manager: N/A

**Eligibility Summary**

**Participation** 06/04/2018

**Activities / Enrollments / Services** 12

**Measurable Skills Gain** 0

**Educational Functioning Level for Measurable Skills Gain** 2

[Create Educational Functioning Level Record](#)

Search:

| 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 |
| <a href="#">Reading</a>      | 05/30/2018 | 7         |             |           |             |           |             |           |
| <a href="#">Mathematics</a>  | 05/30/2018 | 8         |             |           |             |           |             |           |

**Credentials** 0

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



This page will help you gather WIOA Literacy Numeracy information. Please fill in the required fi

**General Information**

|   |                                      |
|---|--------------------------------------|
| <b>Participant - Last 4 SSN:</b>              | Phil Harris (***)-(**)-5555          |
| <b>Case ID:</b>                               | 981                                  |
| <b>* Customer Group:</b>                      | Adult ▼                              |
| <b>Participation Year:</b>                    | 1                                    |
| <b>* LWIA/Region:</b>                         | Chicago Cook Workforce Partnership ▼ |
| <b>One Stop Location:</b>                     | Chicago Cook Workforce Partnership ▼ |
| <b>Basic Skills Deficient at Eligibility:</b> | Yes                                  |
| <b>School Status at Participation:</b>        | Not attending school,H.S. Dropout    |

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

|                               |                                  |
|-------------------------------|----------------------------------|
| <b>* Date of Pre-Test:</b>    | 08/19/2020 <a href="#">Today</a> |
| <b>* Assessment Category:</b> | ABE ▼                            |
| <b>* Type of Assessment:</b>  | None Selected<br>ABE<br>ESL ▼    |

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

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\* **Date of Pre-Test:**   [Today](#)

\* **Assessment Category:**

\* **Type of Assessment:**  

\* **Functional Area:**  

**Assessment Form/Version info:**

None Selected

**None Selected**

CASAS Reading GOALS

CASAS Math GOALS

TABE 11-12

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:           | <input type="text" value="08/19/2020"/>  <a href="#">Today</a> |
| * Assessment Category:        | <input type="text" value="ABE"/>  |
| * Type of Assessment:         | <input type="text" value="TABE 11-12"/>   |
| * Functional Area:            | <input type="text" value="Reading"/>  |
| Assessment Form/Version info: | <input type="text" value="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

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\* 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.

■ Educational Functioning Level for Measurable Skills Gain 2

[Create Educational Functioning Level Record](#)

Search:

| 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 |
| <a href="#">Reading</a>      | 05/30/2018 | 7         |             |           |             |           |             |           |
| <a href="#">Mathematics</a>  | 05/30/2018 | 8         |             |           |             |           |             |           |

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

## Post Assessments

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No post test records found.

**Assessments beyond Year 3 are not reportable in the federal extract file, and will not count in federal performance calculations.**

[Create Post Assessment Record](#)

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

---

|  |   |
|--|---|
| <b>Test Type:</b>                                  | Post-Test   |
| <b>* Assessment Category:</b>                      | ABE   |
| <b>* Type of Assessment:</b>                       | TABE 11-12  |
| <b>Assessment Form/Version info:</b>               | <input type="text" value="M"/>  |
| <b>* Date Assessed:</b>                            | <input type="text" value="10/14/2020"/>  <a href="#">Today</a> |
| <b>* Post Test Score:</b>                          | <input type="text" value="575"/>  |
| <b>* Educational Functioning Level:</b>            | Middle/High Intermediate Basic Education (Level 4)  |
| <b>Grade Level Equivalent (GLE):</b>               | <input type="text" value="8"/>  |
| <b>Participant remains Basic Skills deficient:</b> | 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](#) ]



**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  Yes  No language other than English?

\* What is that language?

\* How well do you speak that language?

\* Do you require English language assistance?  Yes  No

\* How well do you speak English?

**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.



## 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.

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## Characteristics and Barriers

[Nineteen 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 |
| Onestop:               | 10 - Arlington Heights Workforce Center (8100) | Participation Date: | 09/15/2018 |
| Open/Total Activities: | 0 / 4  | Closure Date:       | 12/14/2018 |
|                        |  | Exit Date:          | 12/14/2018 |

**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 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.



## 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](mailto:helpdesk@chicookworks.org)) and include the customer name, customer State ID, and a description of what data is not transmitting.

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## Characteristics and Barriers

[Nineteen 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<br>TABE E                      | 300-371           |
|           |                       | 1     |                                       | 372-441           |
| 2         | 2-3                   | 2     | TABE L<br>TABE E<br>TABE M            | 442-471           |
|           |                       | 3     |                                       | 472-500           |
| 3         | 4-5                   | 4     | TABE E<br>TABE M<br>TABE D            | 501-518           |
|           |                       | 5     |                                       | 519-535           |
| 4         | 6-8                   | 6     | TABE M<br>TABE D<br>TABE A            | 536-549           |
|           |                       | 7     |                                       | 550-562           |
|           |                       | 8     |                                       | 563-575           |
| 5         | 9-10                  | 9     | TABE D<br>TABE A                      | 576-596           |
|           |                       | 10    |                                       | 597-616           |
| 6         | 11-12                 | 11    | TABE A                                | 617-709           |
|           |                       | 12    |                                       | 710-800           |

## MATHEMATICS

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

## LANGUAGE

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

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



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 Equivalent (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<br>194 - 203          | K<br>1      |
| 2          | Beginning Basic Education      |                            | 204 – 210<br>211 - 216              | 2<br>3      |
| 3          | Low Intermediate               |                            | 217 – 222<br>223 – 227              | 4<br>5      |
| 4          | High Intermediate              |                            | 228 – 230<br>231 – 234<br>235 – 238 | 6<br>7<br>8 |
| 5          | Low Adult Secondary Education  | Not Basic Skills Deficient | 239 – 243<br>244 – 248              | 9<br>10     |
| 6          | High Adult Secondary Education |                            | 249 – 253<br>254 and above          | 11<br>12    |

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

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

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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).