

**TITLE: WIOA Youth Assessments – CASAS for
Basic Skills Deficiency
3.2.1-P**

Type: Program Procedure

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Status: Final

Supersedes: N/A

Procedural Guidelines

All Youth program staff will utilize PacMtn approved assessments to clarify participant need, career goals, and skill gaps that can be addressed with program services through the WIOA 14 Required Elements.

Contractors must ensure that all “approved” assessments are in accordance with the current legislative regulations for youth assessment and eligibility.

Contractors using the CASAS tests to determine Basic Skills Deficiency (BSD) for the allowable program enrollments (See PacMtn Assessment Policy #3.2.1), must adhere to the following procedures:

Administering the CASAS

- i. When using the paper test format, administering the CASAS to determine BSD requires two steps: (1) appraisal test and (2) proper pre-test as indicated by the appraisal.
- ii. When using the e-test format (called Locator), administration of the CASAS to determine BSD is one step. The Locator is a short computer-adaptive test (CAT) that will quickly adapt to a test-taker’s responses and present an appropriate level pretest in one sitting. Note: The Locator is not a stand-alone test and cannot be used for placement.

Training Requirements for Staff Administering the CASAS

- i. To ensure accurate use of tests, appropriate interpretation of test results, and to maintain the validity, reliability, and integrity of the assessment process, testing is to only be administered by someone who has received state-recognized online *CASAS Implementation* training at casas.org.

- ii. CASAS test administrators must also complete the on-line *CASAS Beyond Implementation Training* at least every two years.
- iii. Local providers must retain certificates of completion for all staff persons trained in CASAS assessment for review by state monitors as requested.
- iv. Providers must ensure the integrity of the testing process and security of materials aligns with the [security policy](#) outlined at [casas.org](#).

Appraisal Test

- i. The appraisal test must be given first (prior to the pre-test) to determine the appropriate level and form of the pre-test to be used.
- ii. The CASAS appraisal test cannot be used in lieu of the CASAS pre-test to determine BSD.
- iii. Note: If using the Locator (e-test), the appraisal and pre-test are combined into one computer-adaptive test.

Note: If using the Locator (e-test), the appraisal and pre-test are combined into one computer-adaptive test (see Administering the CASAS, above).

Pre-test

- i. Pre-tests determine BSD and Educational Functioning Level (EFL).
 - ii. The proper pre-test form is indicated by the appraisal test results.
- iii. Basic Skills Deficient is denoted by a CASAS score of 238 or below in reading and 235 or below in math.

Minimum Documentation Requirements

- i. BSD must be documented in the Efforts to Outcomes (ETO) WIOA Eligibility Application. To document BSD in ETO, staff must do the following:
 - 1. On the “Barriers” tab of the WIOA Eligibility Application, click the “yes” radio button for Basic Literacy Skills Deficiency.
 - 2. On the dropdown list for BSD Verification, choose “Standardized Assessment Test”

3. Go to the “Notes” tab of the WIOA Eligibility Application and document the date of the test, score(s), name of the person or entity administering the test and any other supporting details.
- ii. Staff must not upload into the case management system or retain in hard files any CASAS document(s) that contain test questions or other sensitive testing information. (See casas.org’s [test security policy](#)).

Accommodations for Participants with Disabilities or Other Special Needs

- i. Participants with documented disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. Local providers are responsible for providing fully accessible services and reasonable accommodations for participants with documented disabilities.
- ii. For participants who do not have disability documentation, or who choose not to disclose their disability, testing aids may be utilized when and where appropriate. These test-taking aids do not affect the administration of the test. Test aids include:
 1. Magnifying glasses/lenses/sheet
 2. Clear and/or colored overlays
 3. Straight-edge
 4. Adhesive notes/flags
 5. Highlighters
 6. Visor
 7. Earplugs
- iii. Local providers must ensure that all Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Learners (ELL) participants with disabilities have equal access to test accommodations, have equal opportunities to test, and receive equal treatment in testing situations. Each provider must follow the Americans with Disabilities Act (ADA) processes and procedures set forth at their organization in determining how to best serve participants with documented disabilities. However, participants are *not required* to reveal their disability and may elect to participate in a program without special accommodations.
- iv. The Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities provides more detailed information on providing accommodations and is available at www.casas.org.

Definitions:

Basic Skills Deficient (WIOA Section 3(5)) means, with respect to an individual –

- (a) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- (b) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual 's family, or in society.

Any discrepancies arising between PacMtn policy and or procedures with federal and state provisions due to current or future revisions will default to the current minimum federal and state regulations and guidance available. PacMtn policy and or procedures may set forth stricter requirements than provided by federal and state guidance, but in no case will PacMtn policy and or procedures not meet minimum federal and state policy.

References

Workforce Innovation and Opportunity Act of 2014

WIOA Final Rule; 20 CFR Parts 676,677, and 678; Federal Register, Vol. 81 No. 161 August 19, 2016

WIOA Final Rule; 20 CFR Parts 603, 651, 652, et al; Federal Register Vol. 81 No. 161 August 19, 2016

Training and Employment Guidance Letters (TEGL's) TEGL 22-15 & 19-16

WIN 0045 - Educational Functioning Levels of the Literacy and Numeracy Measure

WorkSource System Policy 1019 (Rev12) – Eligibility Policy and Handbook

WorkSource System Policy 1011 (Rev6) - CASAS for Basic Skills Deficiency

WorkSource System Policy 1016 (Rev1) - One-Stop Assessment and Certification

Washington State Basic Education for Adults Assessment Policy, State Board for Community and Technical Colleges, 2017-2018

National Reporting System (NRS) State Assessment Policy Guidance in 34 CFR 462 Subpart D, revised June 6, 2011

PacMtn Youth Assessments Policy #3.2.1-v1

Compliance with the state's eligibility policy will be based on the version of the handbook in effect at the time of the action or activity that may be at issue.

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