

CASAS New Series Aligned to College and Career Readiness (CCRS) & English Language Proficiency Standards (ELPS): Focus on Assessment

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AGENDA



- Reading and Listening STEPS and Math GOALS 2: What's New?
- Alignment to ELP Standards and CASAS Competencies
- Alignment to College and Career Readiness Standards
- Sample Test Items
- CASAS Website Resources
- Reflection/Questions


GOALS 2:

An updated math assessment for ABE and ASE Learners

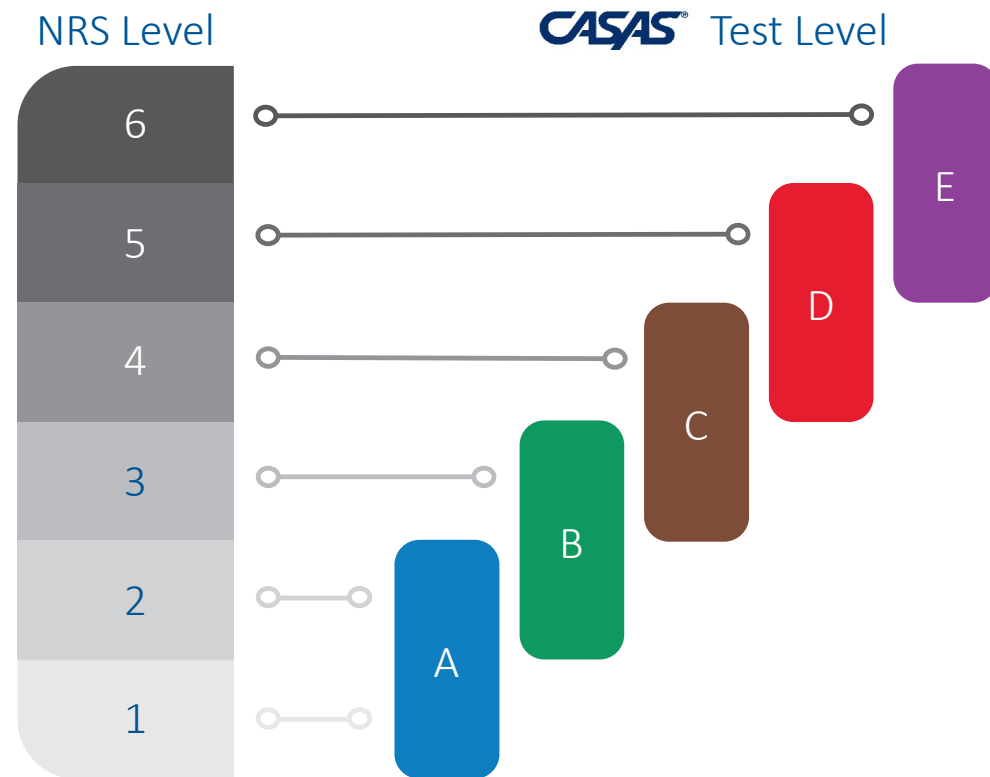


Greater Opportunities for Adult Learning Success

ABE Math Assessments - NRS Approved

Math 	Math 
NRS-approved through June 30, 2024	Ready for use! NRS-approved through 2030

Levels Breakdown



Math GOALS 2 Test Specifics

Correlates to the [College and Career Readiness Standards](#) and to the [CASAS Competencies](#).

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	919M	28	30 minutes	
Locator	920M	14	15 minutes	
A	Forms 921M - 922M	33	50 minutes	171 - 203
B	Forms 923M - 924M	36	65 minutes	193 - 213
C	Forms 925M - 926M	36	75 minutes	204 - 224
D	Forms 927M - 928M	36	75 minutes	214 - 235
E	Forms 929M - 930M	36	90 minutes	225 - 255

Math GOALS 2 FAQs

What if I pre-tested my students with Math GOALS? Can I post-test with GOALS 2?

No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?

Place them in a low-level class for up to 12 hours of instruction before retesting.

What about a diamond (◆) scores?

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

Are calculators allowed? How about scrap paper?

Yes, throughout the whole test! On-screen calculator, OR a scientific calculator provided by agency. Scrap paper is to be provided by the agency. Proctors, remember to collect it after testing!

What are the Math GOALS 2 Scale Score Ranges in relation to NRS Levels for ABE/HSE?

NRS Mathematics Educational Functioning Levels	Math GOALS 2 Scale Score Ranges
1 Beginning ABE Literacy	192 and below
2 Beginning Basic Education	193-203
3 Low Intermediate Basic Education	204-213
4 Middle Intermediate Basic Education	214-224
5 High Intermediate Basic Education	225-235
6 Adult Secondary Education	236 and above

STEPS: Strengths of the New Test Series:

1

Fewer test questions

33 to 39 items

2

Higher accuracy

Tests cover fewer
performance levels (NRS
Levels)

3

Less inaccurate scoring

Less retesting



CASAS Website Resources

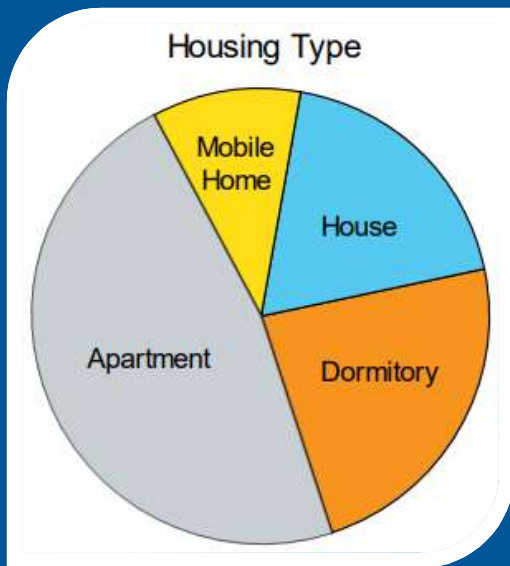


Math GOALS 2 Blueprints and Sample Test Items

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

Content Standard Areas for Math GOALS 2

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

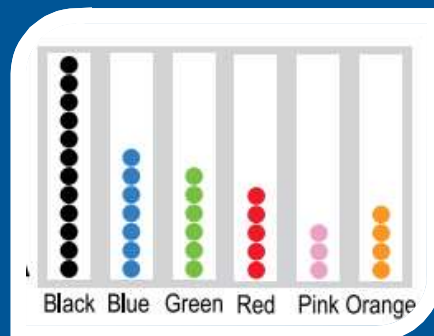
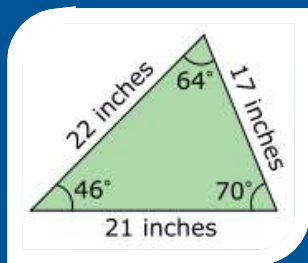


$$(2x^3 + x^2 + 4x - 6) + (2x^2 + 3x + 3) =$$

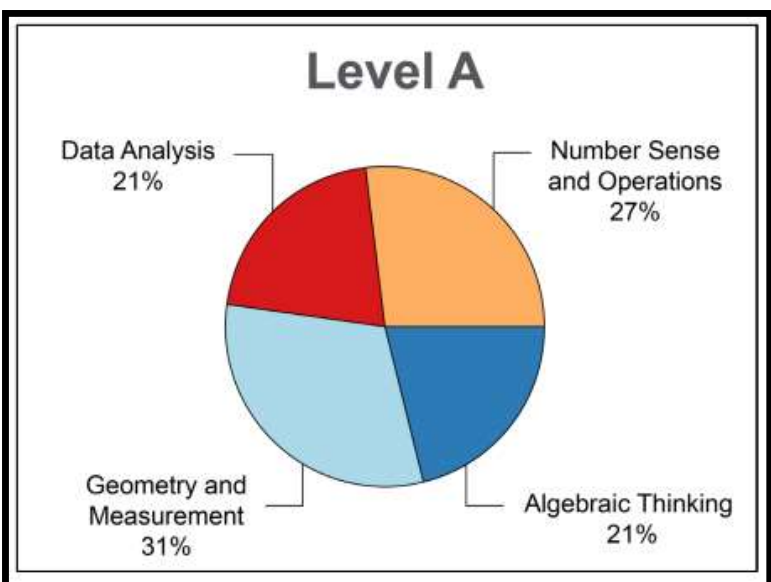
Content Standard Areas for Math GOALS 2

TASK AREAS:

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



Math GOALS 2 Content Standard Blueprint: **Level A**



NRS Educational Functioning Levels Levels 1 and 2		College and Career Readiness Standards (CCRS) Levels A and B	
Content Area		CCRS	% of test items
Number Sense and Operations Understand place value Compute using the four operations		NBT	27%
Algebraic Thinking Apply properties of the four operations Determine unknown numbers		OA	21%
Geometry and Measurement Compare shapes Solve perimeter and area problems Measure with non-standard and metric units Solve problems using time and liquid volumes		G MD	31%
Data Analysis Interpret simple data sets, bar graphs and line graphs Solve one- and two-step problems using bar graphs		MD	21%

Number and Operations: Base Ten

Geometry

Operations and Algebraic Thinking

Measurement and Data

Math GOALS 2 Sample Item: NRS Level 1

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#1	Number Sense and Operations	NBT	4.7	2	B

Lunch Orders	
Pizza	15
Sandwiches	5
Salads	10

TASK AREAS:

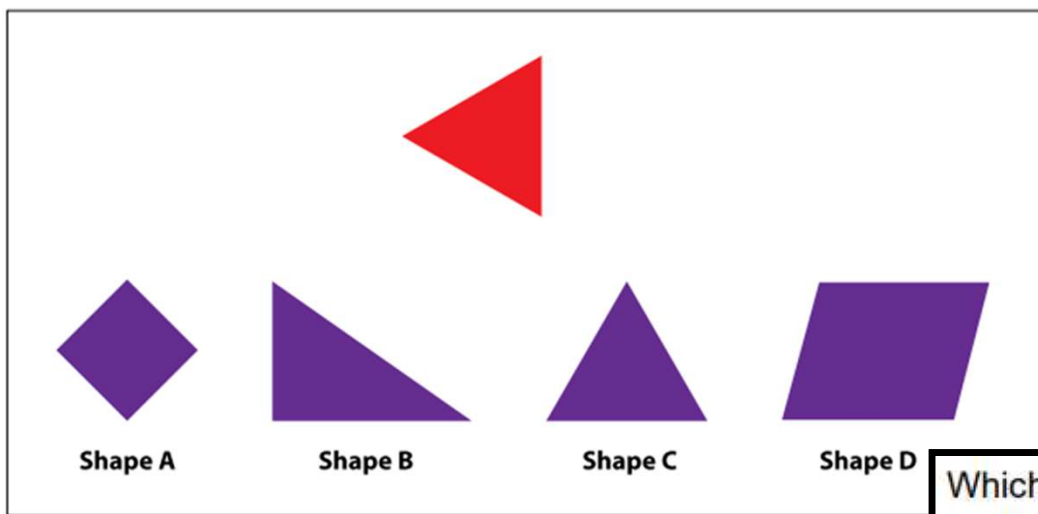
- 0 – General
- 1 – Forms
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How many total lunch orders are there?

- A. 25
- B. 30
- C. 35
- D. 75

Math GOALS 2 Sample Item: NRS Level 1

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#3	Geometry and Measurement	G	6.0	0	C



TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
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Which shape has the same shape and size as the shape at the top?

- A. A
- B. B
- C. C
- D. D

Math GOALS 2 Sample Item: NRS Level 2

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#5	Number Sense and Operations	NBT	4.7	3	B

A preschool teacher wants to put the same number of toys in each toy box. There are 20 toys and 4 toy boxes.

TASK AREAS:

- 0 – General
- 1 – Forms
- 2 – Charts, Tables, Graphs
- 3 – Texts, emails, articles, narratives
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How many toys should the teacher put in each toy box?

- A. 4
- B. 5
- C. 6
- D. 7

Math GOALS 2 Sample Item: NRS Level 2

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#6	Algebraic Thinking	OA	2.6	5	D

Nicole is planting a vegetable garden. The garden will have 8 equal parts. In each part, Nicole will plant 1 tomato plant and 4 onion plants.



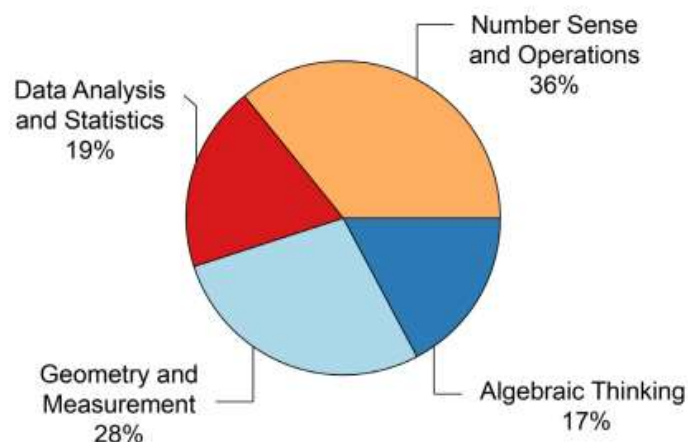
How many total plants will Nicole have in her garden?

A. 5
B. 8
C. 32
D. 40

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

Math GOALS 2 Content Standard Blueprint: **Level B**

Level B



NRS Educational Functioning Levels
Levels 2 and 3

College and Career Readiness Standards (CCRS)
Levels B and C

Content Areas	CCRS	% of test items
Number Sense and Operations Understand place value for whole numbers and decimals Compute using the four operations Perform operations with whole numbers, decimals, and fractions Understand ratio concepts and use ratios to solve problems	NBT NOF NS RPR	36%
Algebraic Thinking Apply properties of the four operations Use a symbol to represent variables, and solve simple one-variable equations	OA EE	17%
Geometry and Measurement Solve perimeter and area problems Measure with non-standard and metric units, and convert within a given measurement system Solve measurement word problems, including with time and volumes	G MD	28%
Data Analysis and Statistics Interpret simple data sets, bar graphs, line graphs, and histograms Solve one- and two-step problems using bar graphs Understand statistical variability concepts like center and spread	MD SP	19%

Num. & Op: Base Ten

Ratios & Proportions

Geometry

Number System

Num. & Op: Fractions

Expressions/Equations

Statistics and Probability

Operations and Algebraic Thinking

Measurement and Data

Math GOALS 2 Sample Item: NRS Level 3

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#10	Algebraic Thinking	EE	4.7	3	A

At Coney's Ice Cream shop, 3 times as many customers bought ice cream today compared to yesterday.

y = number of customers yesterday

Which expression represents how many customers bought ice cream today?

- A. $3y$
- B. $y/3$
- C. $3 + y$
- D. $y - 3$

TASK AREAS:

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

Math GOALS 2 Sample Item: NRS Level 3

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#11	Geometry and Measurement	G	1.1	5	B



5 feet

Area of Circle = πr^2
 r = radius

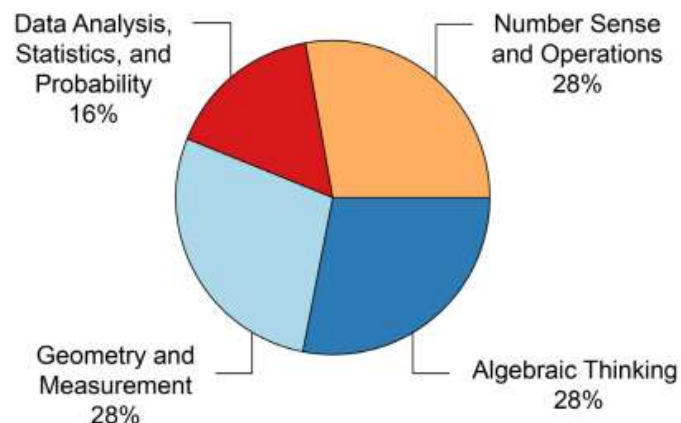
- TASK AREAS:**
- 0 – General
 - 1 – Forms
 - 2 – Charts, Tables, Graphs
 - 3 – Texts, emails, articles, narratives
 - 4 – Signs, ads, and labels
 - 5 – Diagrams and measurement scales

What is the approximate area of the table surface?

- A. 16 square feet
- B. 20 square feet
- C. 25 square feet
- D. 79 square feet

Reading STEPS Content Standard Blueprint: **Level C**

Level C



NRS Educational Functioning Levels
Levels 3 and 4

College and Career Readiness Standards (CCRS)
Levels C and D

Content Area	CCRS	% of test items
Number Sense and Operations Perform the four operations with whole numbers, decimals, and fractions Understand ratio, rate, and percent concepts Understand properties of integer exponents	NBT NOF NS RPR	28%
Algebraic Thinking Solve simple one-variable equations and simple inequalities Understand relationships between dependent and independent variables Understand proportional relationships and linear equations	OA EE	28%
Geometry and Measurement Solve problems involving perimeter, area, surface area, and volume Solve problems with measurement and scale drawings Understand the Pythagorean theorem and concepts of congruence and similarity	G MD	28%
Data Analysis, Statistics, and Probability Understand statistical variability concepts like center and spread, and recognize deviations from patterns Understand and apply the concept of probability	MD SP	16%

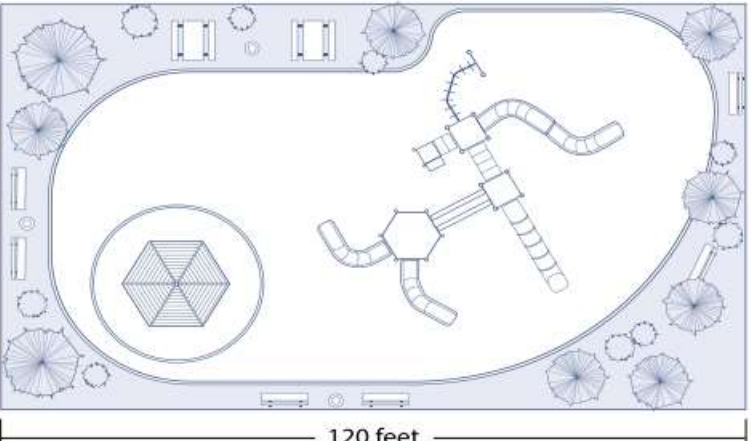
Num. & Op: Base Ten	Ratios & Proportions	Geometry	Number System
Num. & Op: Fractions	Expressions/Equations	Statistics and Probability	
Operations and Algebraic Thinking		Measurement and Data	

Math GOALS 2 Sample Item: NRS Level 4

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#15	Geometry and Measurement	G	1.1	5	B

A new playground is being built. The playground will be a rectangle with dimensions of 100 feet by 120 feet. The playground designer is creating a scale drawing.

The scale of the drawing of the playground will be $\frac{1}{4}$ inch (in.) for every foot.



Scale: $\frac{1}{4}$ inch = 1 foot

TASK AREAS:

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

What will the dimensions of the playground scale drawing be?

- A. 10 in. × 12 in.
- B. 25 in. × 30 in.
- C. 100 in. × 120 in.
- D. 400 in. × 480 in.

Math GOALS 2 Sample Item: NRS Level 4

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#16	Data Analysis, Statistics, and Probability	SP	1.2	2	C

Amy sells bread at her bakery.

Bread	Price
Wheat	\$3.99
Sourdough	\$4.99
White	\$4.19
Rye	\$4.19

TASK AREAS:

0 – General

1 – Forms

2 – Charts, Tables, Graphs

3 – Texts, emails, articles, narratives

4 – Signs, ads, and labels

5 – Diagrams and measurement scales

What is the mean price of bread at the bakery?

A. \$4.19

B. \$4.25

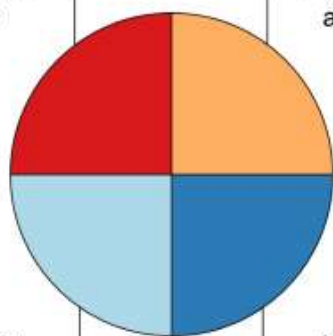
C. \$4.34

D. \$4.49

Math GOALS 2 Content Standard Blueprint: **Level D**

Level D

Statistics and
Probability
25%



Number Sense
and Operations
25%

Geometry
25%

Algebraic Thinking
25%

NRS Educational Functioning Levels
Levels 4 and 5

College and Career Readiness Standards (CCRS)
Level D

Content Area	CCRS	% of test items
Number Sense and Operations Solve real-world mathematical problems involving the four operations and rational numbers Understand ratio, rate, and percent concepts Understand properties of integer exponents, square roots, and cube roots	NS	25%
Algebraic Thinking Solve problems involving proportional relationships, linear equations, and pairs of simultaneous linear equations Use algebraic expressions to solve real-world mathematical problems Use linear functions to model relationships between quantities	EE F	25%
Geometry Compare shapes Solve real-world problems involving volume and surface area Solve problems with measurement and scale drawings Understand the Pythagorean theorem and concepts of congruence and similarity	G	25%
Statistics and Probability Understand statistical variability concepts and recognize deviations Understand and apply the concept of probability Use 2-way tables to interpret bivariate data	SP	25%

Number System

Geometry

Functions

Expressions/Equations

Statistics and Probability

Math GOALS 2 Sample Item: NRS Level 5

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#17	Number Sense and Operations	NS	1.3	4	B

Ricky wants to go biking and kayaking with his wife and 2 children. He will rent bikes for the entire family for 1 hour each. He will also rent kayaks for each person for 2 hours. He has a coupon for the rentals.




TASK AREAS:

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

How much will Ricky pay in total?

- A. \$76.80
- B. \$92.80**
- C. \$96.00
- D. \$116.00

Math GOALS 2 Sample Item: NRS Level 5

Item	Content Area	CCR Standard	CASAS Competency	Task Area	Key
#20	Data Analysis, Statistics, and Probability	SP	2.6	5	B
<p>Josh rolls a six-sided die. The first time he rolls the die, he gets a 6.</p> 					

TASK AREAS:

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

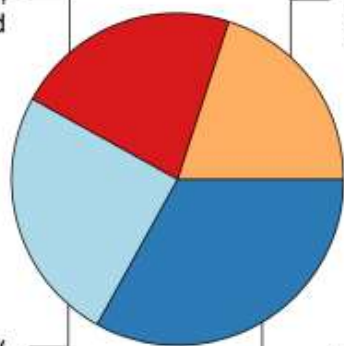
What is the approximate probability Josh will get a 5 or higher on his second roll?

- A. $\frac{1}{6}$
- B. $\frac{1}{3}$
- C. $\frac{2}{3}$
- D. $\frac{5}{6}$

Math GOALS 2 Content Standard Blueprint: **Level E**

Level E

Data Analysis,
Statistics, and
Probability
22%



Number Sense
and Operations
20%

Geometry
25%

Algebraic Thinking
33%

NRS Educational Functioning Levels
Levels 5 and 6

College and Career Readiness Standards (CCRS)
Levels D and E

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

Math GOALS 2 Content Standard Blueprint: Level E

Number System	Functions: Linear, Quadratic, and Exponential Models
Number and Quantity: The Real Number System	Geometry
Expression and Equations	Geometry: Congruence
Functions	Geometry: Similarity, Right Triangles, Trigonometry
Algebra: Arithmetic and Polynomials and Rational Expressions	Geometry: Geometric Measurement and Dimension
Algebra: Reasoning with Equations and Inequalities	Geometry: Modeling with Geometry
Algebra: Creating Equations	Statistics and Probability
Functions: Interpreting Functions	Statistics and Probability: Interpreting Categorical and Quantitative Data

Math GOALS 2 Sample Item: NRS Level 6

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

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

TASK AREAS:

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

What is x in this equation?

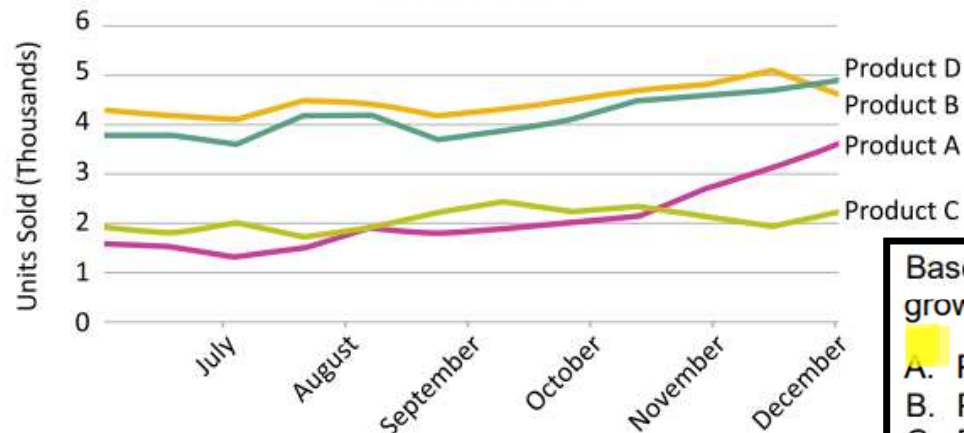
- A. -11
- B. -1
- C. 5
- D. 6

Math GOALS 2 Sample Item: NRS Level 6

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

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

Top Selling Products
Monthly Total Sales



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

- ☒ A. Product A
- B. Product B
- C. Product C
- D. Product D

TASK AREAS:

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



CASAS eTests Sampler

<https://teportal.org/eTests>

STEPS:

Reading and Listening Assessments for ESL



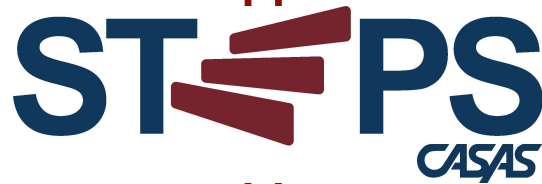
Student Test of English Progress and Success

ESL Assessments - NRS Approved

Reading STEPS

Ready for use!

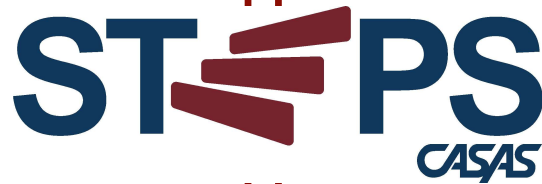
NRS-approved through
2030



Listening STEPS

Ready for use!

NRS-approved through
2030



ESL Assessments - NRS Approved

Life and Work Reading

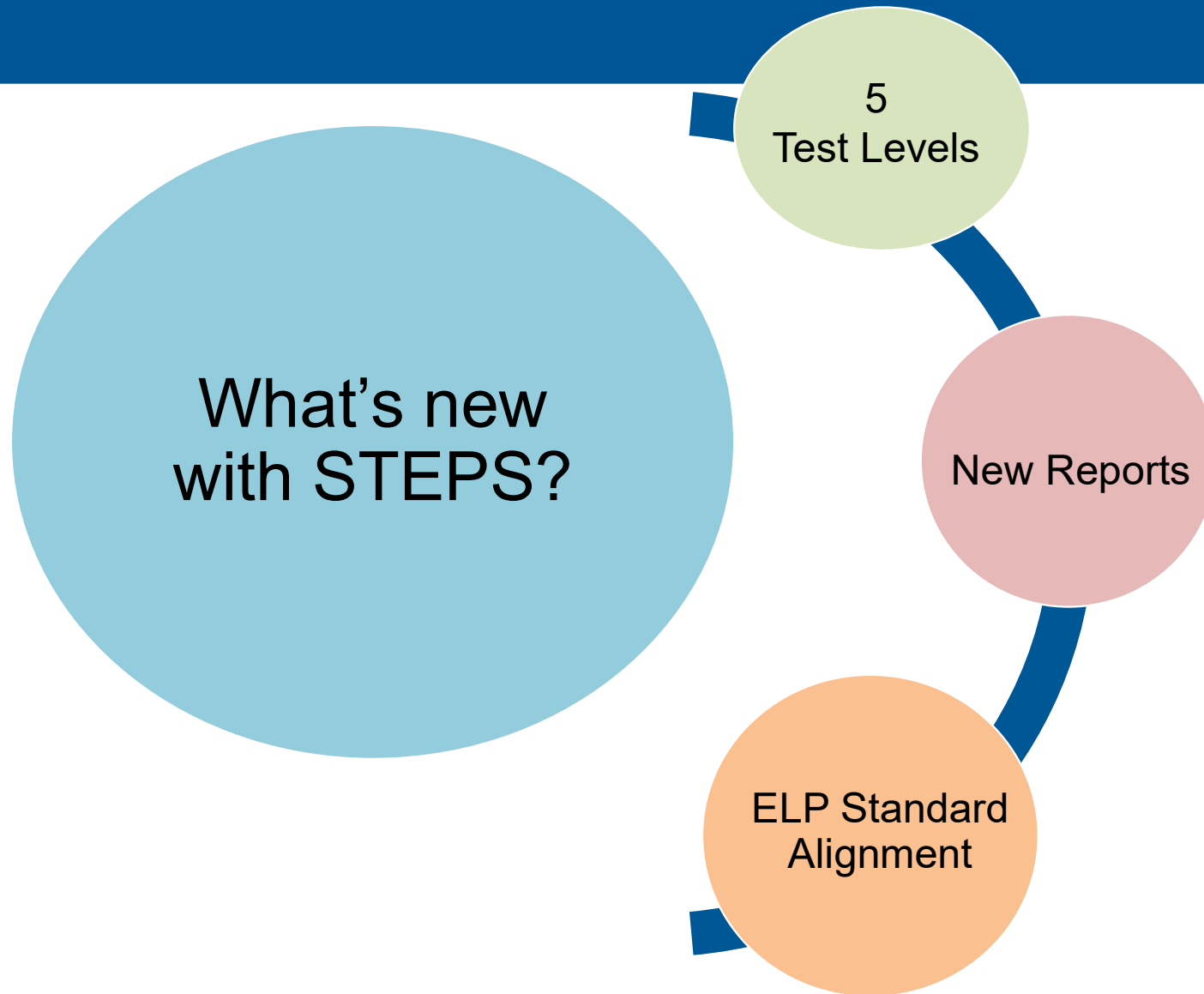
**80 series and
Forms 27/28, 513/514**

**Approved through
June 30, 2024**

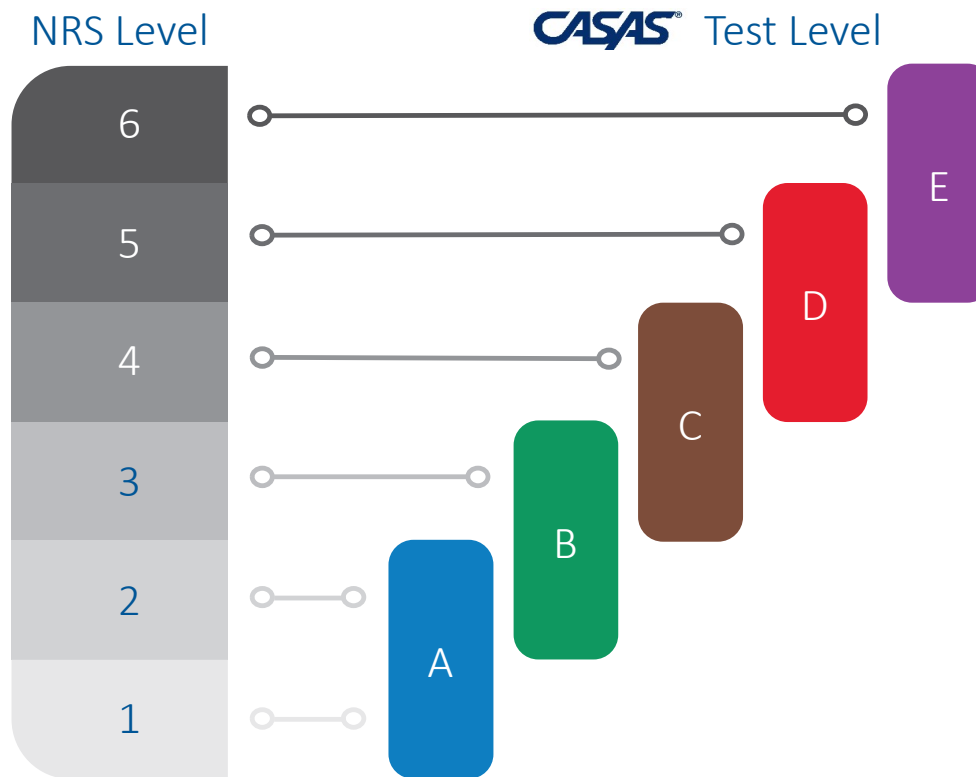
Life and Work Listening

980 series

**Approved through
June 30, 2024**



Levels Breakdown



Reading STEPS Test Specifics

Correlates to the [English Language Proficiency Standards](#) and to the [CASAS Competencies](#).

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes	160 - 196
B	Forms 623R - 624R	36	50 minutes	184 - 206
C	Forms 625R - 626R	36	75 minutes	197 - 216
D	Forms 627R - 628R	36	75 minutes	207 - 227
E	Forms 629R - 630R	36	75 minutes	217 - 251

What if I pre-tested my students with Life and Work Reading? Can I post-test with Reading STEPS?

No; pre-and post testing must always occur with in the same series for test reliability.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.

What if they get an asterisk score on Level A?

Place them in a low-level class for up to 12 hours of instruction before retesting.

NOTE: LEVEL A TEST BOOKLETS CAN BE USED AS A CONSUMABLE!

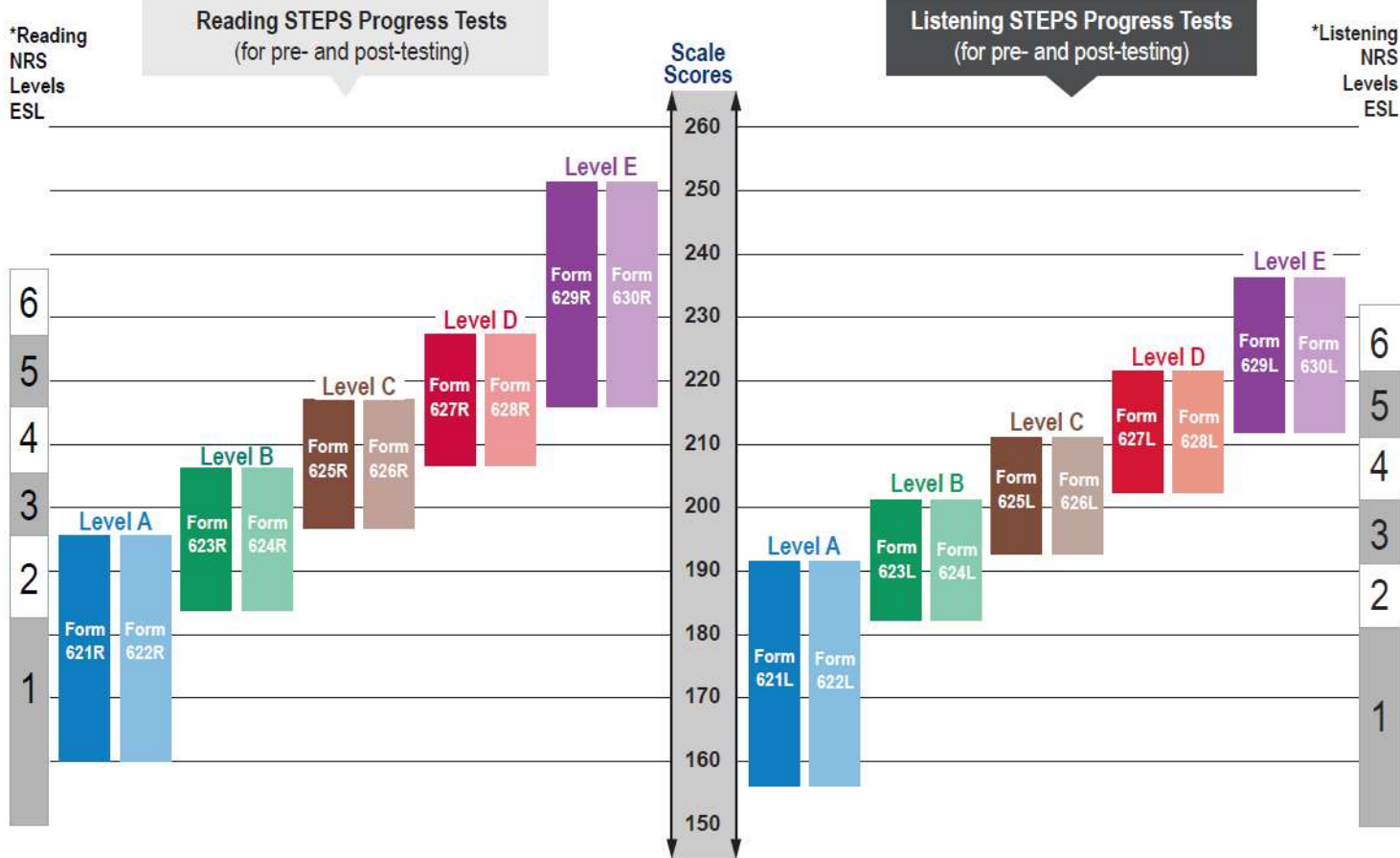
What about a diamond (◆) scores?

Conservative estimate scores may be used for pre- and post-testing. Retesting is not required.

Some programs may wish to retest students at the next test level to see if they might score higher.

What are the Reading STEPS Scale Score Ranges in relation to NRS Levels for ESL?

NRS Reading Educational Functioning Levels for ESL	Reading STEPS Scale Score Ranges
1 Beginning ESL Literacy	183 and below
2 Low Beginning ESL	184-196
3 High Beginning ESL	197-206
4 Low Intermediate ESL	207-216
5 High Intermediate ESL	217-227
6 Advanced ESL	228-238
(Exit Advanced ESL)	239 and above



*This chart presents an overview of the relationship between NRS levels and scale score ranges for the Reading STEPS and Listening STEPS series. For more information on placement using locators or appraisals, score interpretation and precise ranges, please refer to the CASAS test administration manual for each series.

- Each modality (Reading and Listening) has five levels and overlaps the adjacent level.
- Covers the full range of all 6 NRS levels.
- Students always have the opportunity to make an MSG.
- Data shows decreased scoring in the inaccurate and conservative estimate ranges (asterisk and diamond) so less re-testing.

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1

Fewer test questions

33 to 39 items

2

Higher accuracy

Tests cover fewer
performance levels (NRS
Levels)

3

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Less retesting



Reading STEPS Blueprints and Sample Test Items

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



Family Fitness Center

Physical Fitness Profile

Section 1
Name Barry Marooki Height 5' 8" Weight 240
Age 31 Occupation: construction

Section 2
What is your fitness goal? Check which applies:
☐ Overall fitness ☐ Cardiovascular improvement
☒ Weight loss ☐ Other

Section 3
Have you ever followed a physical fitness program? ☒ Yes No (circle one)
If yes, please explain: Played high school football.

Section 4
How much time do you have available to exercise on your own?
Minutes per day 30 ☒ 45 60 75 90
Days of the week ☒ SUN ☐ MON ☐ TUE ☒ WED ☐ THU ☐ FRI ☒ SAT
Time of day AM ☐ PM ☒

Section 5
Additional Information: I am interested in an exercise routine and techniques to help prevent pain and swelling in my knee, which I injured on a construction job three years ago.



Sent: 4-20
To: Elena Arias
From: Lamont Children's Medical Center
Subject: Appointment

This is to confirm your son Pedro's next monthly check-up on 4-30 at 1:30 p.m. He will see Dr. Chang. Dr. Cole is on vacation.

Date:

Green Outdoor Market
457 Washington Ave.
Brooklyn, NY 11238

Date: 3/30

Sold by: Lynette Morgan

Number	Item	Price	Total
1	dozen flowers (roses)	\$15	\$15
2	large tomato plants	\$6	\$12
5	small pots	\$4	\$20

Total (cash only) \$47

Signature Lynette Morgan

All sales are final. No returns.

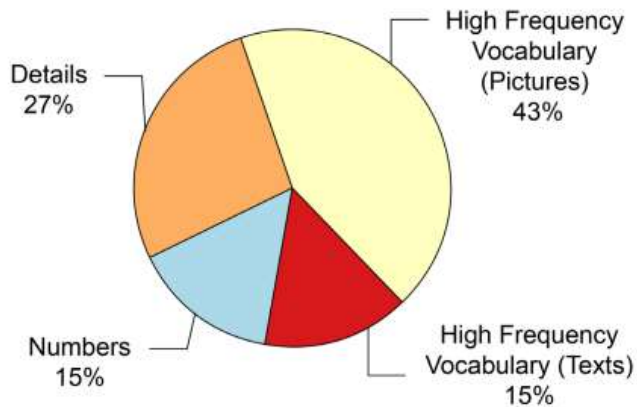
CASAS Task Areas

TASK AREAS:

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

Reading STEPS Content Standard Blueprint: **Level A**

Level A



ELP Standard 8:

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

NRS Educational Functioning Levels
Levels 1 and 2

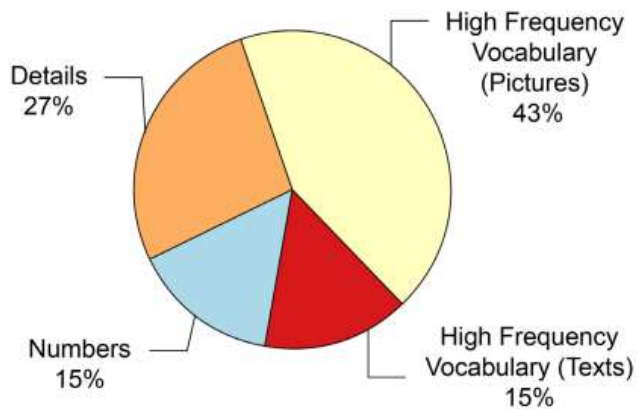
English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

Level 1: relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Reading STEPS Content Standard Blueprint: **Level A**

Level A



ELP Standard 1:

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

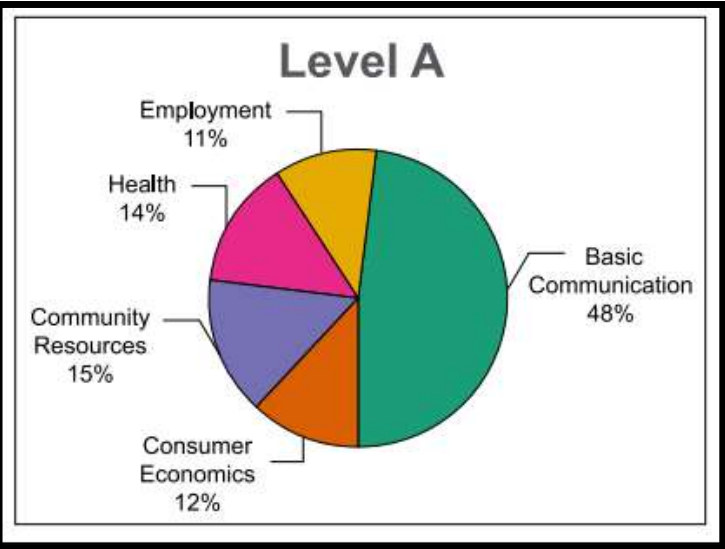
NRS Educational Functioning Levels
Levels 1 and 2

English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

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

Reading STEPS Competency Blueprint: **Level A**

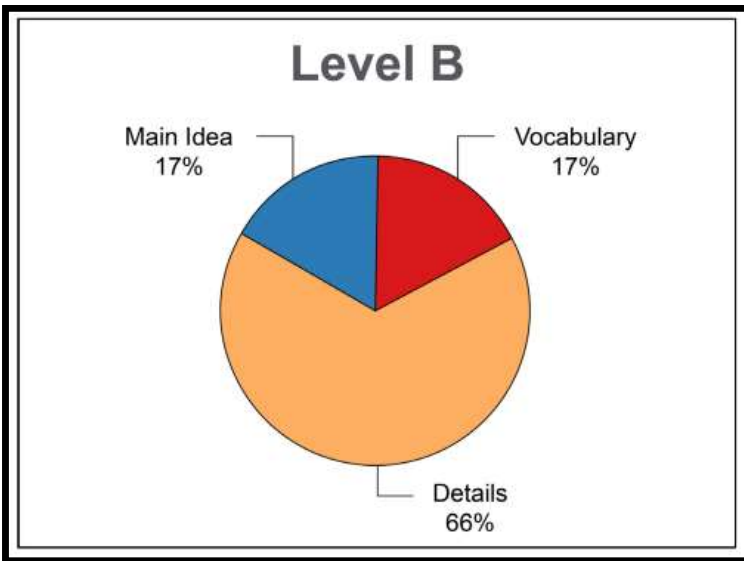


Don't forget about the CASAS Competencies! Both Reading and Listening STEPS are aligned to the [CASAS Competencies](#) as well as the ELPs.

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	48%
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.5 Understand how to manage household finances	12%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.5 Use community agencies and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.2 Understand forms related to health care 3.5 Understand basic principles of health maintenance	14%
4. Employment 4.1 Understand basic principles of getting a job 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	11%

Level A: Largest emphasis on Basic Communication Competency Area

Reading STEPS Content Standard Blueprint: **Level B**



ELP Standard 8:

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

NRS Educational Functioning Levels
Levels 1 and 2

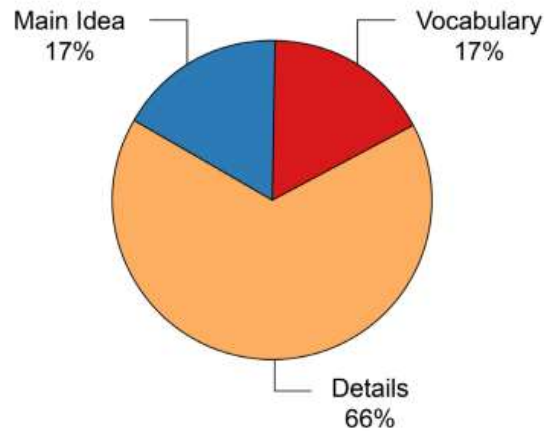
English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

Level 1: relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Reading STEPS Content Standard Blueprint: **Level B**

Level B



ELP Standard 1:

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

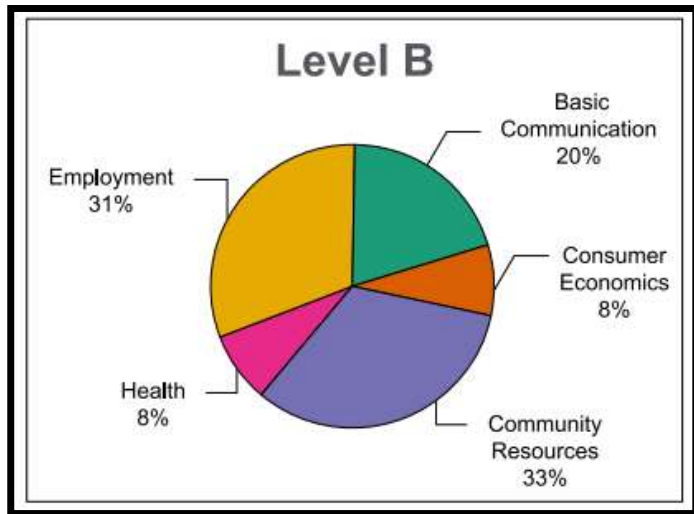
NRS Educational Functioning Levels
Levels 1 and 2

English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

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

Reading STEPS Competency Blueprint: Level B



Level B:
Emphasis on the **Employment** and **Consumer Resources** Competency Areas

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	20%
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.5 Understand how to manage household finances	8%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.5 Use community agencies and services 2.6 Use leisure time resources and facilities 2.8 Understand how to access and use educational systems and services	33%
3. Health 3.1 Understand how to access and use the health care system 3.5 Understand basic principles of health maintenance	8%
4. Employment 4.1 Understand basic principles of getting a job 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	31%

Reading STEPS Sample Item: NRS Level 1


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

A. shirts

B. shoes

C. shorts

D. socks



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

A. 3-29-84

B. 5-29-84

C. 7-29-84

D. 9-29-84

March 29, 1984

Reading STEPS Sample Item: NRS Level 2

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#6	Details Retell key details	1	1.6	4	D


Green Outdoor Market
457 Washington Ave.
Brooklyn, NY 11238

Date: 3/30
Sold by: Lynette Morgan

Number	Item	Price	Total
1	dozen flowers (roses)	\$15	\$15
2	large tomato plants	\$ 6	\$12
5	small pots	\$ 4	\$20
Total (cash only)			\$47

Signature Lynette Morgan
All sales are final. No returns.

What is the total price for everything?

- A. \$12
- B. \$15
- C. \$20
- D. \$47

Reading STEPS Sample Item: NRS Level 2

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#5	High-frequency Vocabulary (Texts) Words on forms	8	0.2	3	A
<div>Date: <hr/></div>					

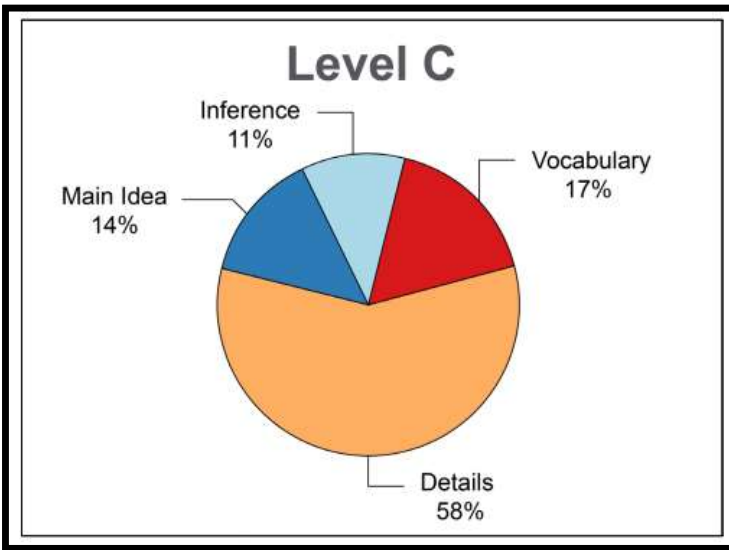
- A. 6/23/20

B. 510-555-0769

C. #000892

D. 44032

Reading STEPS Content Standard Blueprint: **Level C**



ELP Standard 8:

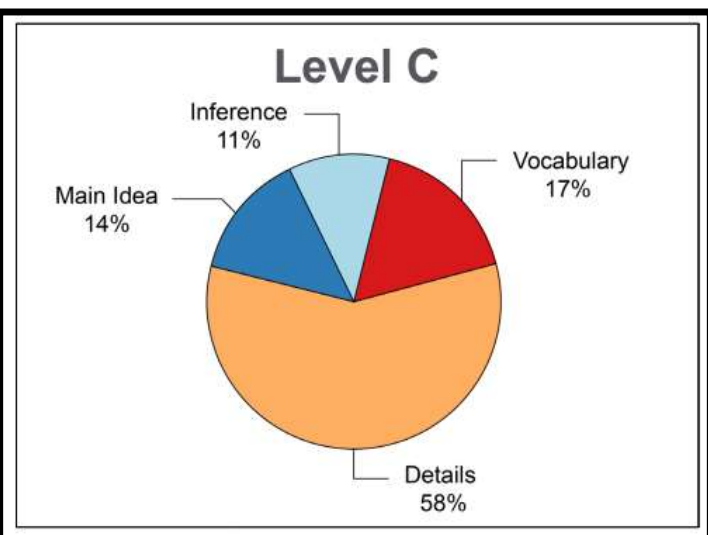
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

NRS Educational Functioning Levels Levels 3 and 4		English Language Proficiency Standards Levels 2 and 3	
Content Areas		ELP Standard	% of test items
Vocabulary Understand high-frequency words Understand academic vocabulary		8	17%
Details Retell key details		1	58%
Main Idea Identify the main topic Identify an author's purpose		1	14%
Inference Infer/Draw conclusions		1	11%

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

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

Reading STEPS Content Standard Blueprint: **Level C**



ELP Standard 1:

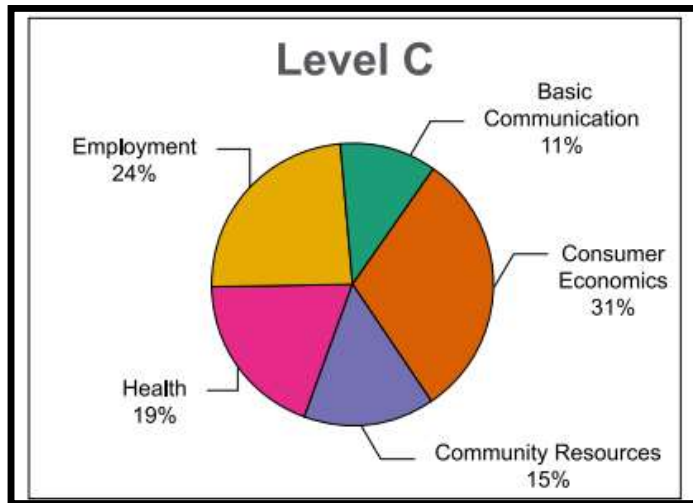
An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing

NRS Educational Functioning Levels Levels 3 and 4		English Language Proficiency Standards Levels 2 and 3	
Content Areas		ELP Standard	% of test items
Vocabulary Understand high-frequency words Understand academic vocabulary		8	17%
Details Retell key details		1	58%
Main Idea Identify the main topic Identify an author's purpose		1	14%
Inference Infer/Draw conclusions		1	11%

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

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

Reading STEPS Competency Blueprint: **Level C**




Level C:
Emphasis on the **Employment** and **Consumer Economics** Competency Areas

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	11%
1. Consumer Economics 1.1 Use measurement and money 1.2 Use information to identify and purchase goods and services 1.3 Understand methods and procedures used to purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.9 Understand how to purchase and maintain an automobile and interpret driving regulations	31%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.2 Understand forms related to health care 3.3 Understand how to select and use medications 3.4 Understand basic safety measures and health risks 3.5 Understand basic principles of health maintenance	19%
4. Employment 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	24%

Reading STEPS Sample Item: NRS Level 3

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



What is this sign about?

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

Reading STEPS Sample Item: NRS Level 4

In Section 5, which word *best* matches the meaning of techniques?

- A. events
- B. machines
- C. schedules
- D. strategies

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#14	Vocabulary Understand academic vocabulary	8	3.5	1	D



Family Fitness Center

Physical Fitness Profile

Section 1

Name Barry Marooki Height 5' 8" Weight 240
Age 31 Occupation: construction

Section 2

What is your fitness goal? Check which applies:

☐ Overall fitness ☐ Cardiovascular improvement
☒ Weight loss ☐ Other

Section 3

Have you ever followed a physical fitness program? (Yes) No (circle one)

If yes, please explain: Played high school football.

Section 4

How much time do you have available to exercise on your own?

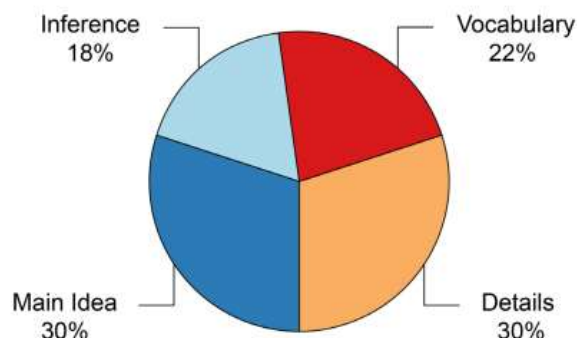
Minutes per day 30 (45) 60 75 90
Days of the week (SUN) MON TUE (WED) THU FRI (SAT)
Time of day AM (PM)

Section 5

Additional Information: I am interested in an exercise routine and techniques to help prevent pain and swelling in my knee, which I injured on a construction job three years ago.

Reading STEPS Content Standard Blueprint: **Level D**

Level D



ELP Standard 8:

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

NRS Educational Functioning Levels
Levels 4 and 5

English Language Proficiency Standards
Levels 3 and 4

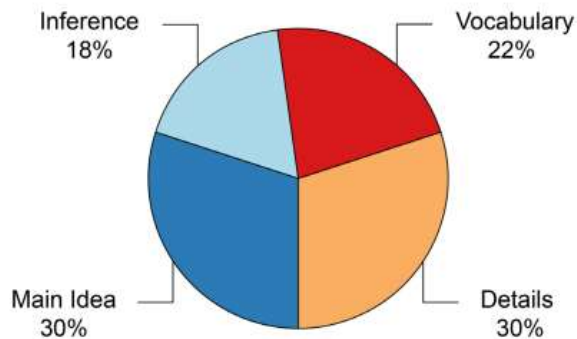
Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	30%
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	30%
Inference Infer/Draw conclusions	1	18%

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

Level 4: using context, questioning, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Reading STEPS Content Standard Blueprint: **Level D**

Level D



ELP Standard 1:

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

NRS Educational Functioning Levels
Levels 4 and 5

English Language Proficiency Standards
Levels 3 and 4

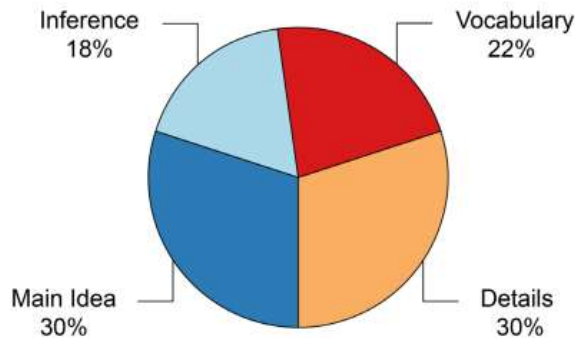
Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	30%
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	30%
Inference Infer/Draw conclusions	1	18%

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

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

Reading STEPS Content Standard Blueprint: **Level D**

Level D



ELP Standard 6:

An ELL can... analyze and critique the arguments of others orally and in writing.

NRS Educational Functioning Levels
Levels 4 and 5

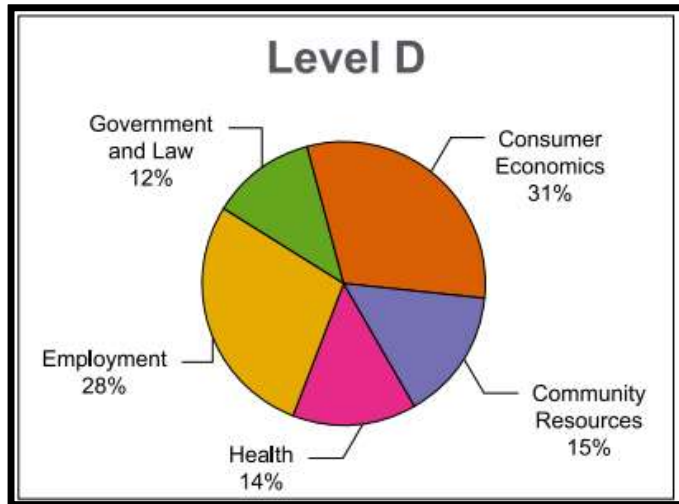
English Language Proficiency Standards
Levels 3 and 4

Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	30%
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	30%
Inference Infer/Draw conclusions	1	18%

Level 3: with support, • explain the reasons an author or a speaker gives to support a claim
• identify one or two reasons an author or a speaker gives to support the main point.

Level 4: analyze the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite textual evidence to support the analysis.

Reading STEPS Competency Blueprint: Level D




Level D:
Continued emphasis on the **Employment** and **Consumer Economics** Competency Areas, but **Government and Law** replaces **Basic Communication**.

Competency Areas	% of test items
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.5 Understand how to manage household finances 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	31%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.5 Use community agencies and services 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.4 Understand basic safety measures and health risks 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	14%
4. Employment 4.1 Understand basic principles of getting a job 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	28%
5. Government and Law 5.4 Understand information about taxes and fees 5.6 Understand civic responsibilities and activities	12%

Reading STEPS Sample Item: NRS Level 4

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#15	Main Idea Identify the main topic	1	4.1	4	A

 **Job Search**

Job Title, Keywords

Location

Townsville

Search

1 Result

Position: Zoo Helper
234 Zoo Drive, Townsville PA
Posted: 2 days ago Salary: \$12.41 - \$27.84 per hour Part Time

The Zoo Helper will answer questions from zoo visitors and provide information about the animals. The Zoo Helper does not take care of the animals. During the summer, the Zoo Helper will teach at the children's summer camps.
Hours: Monday – Friday, 8 a.m. to 12 p.m.

Apply Now!

What is this information about?

- A. a new job
- B. new summer camps
- C. the zoo hours
- D. a zoo program

Reading STEPS Sample Item: NRS Level 5

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#32	Point of View and Supporting Evidence	6	3.6	3	D

Identify supporting evidence

The Consequences of Lack of Sleep



Sam Adelson

We have all heard that it is important to get at least seven to nine hours of sleep each night. But what are the consequences if you don't get enough sleep? First, you can have an increased risk of serious health problems like heart issues and unhealthy weight gain. But getting sufficient sleep isn't just important for your health, it also lowers your risk for accidents. Research studies have shown that drivers who miss just one or two hours of sleep are about twice as likely to get into a car accident! So, to stay healthy and stay safe, it is important to make sure you get plenty of sleep each night.

The writer claims that people who lack sleep are more likely to get into car accidents. How does the writer support this claim?

- A. He provides quotes from sleep experts.
- B. He describes the results from a driver survey.
- C. He gives a personal example from his life.
- D. He gives results from research studies.

Reading STEPS Sample Item: NRS Level 5

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#26	Vocabulary Understand academic vocabulary	8	4.1	4	A

 **North Coast Dental Center is Hiring!**

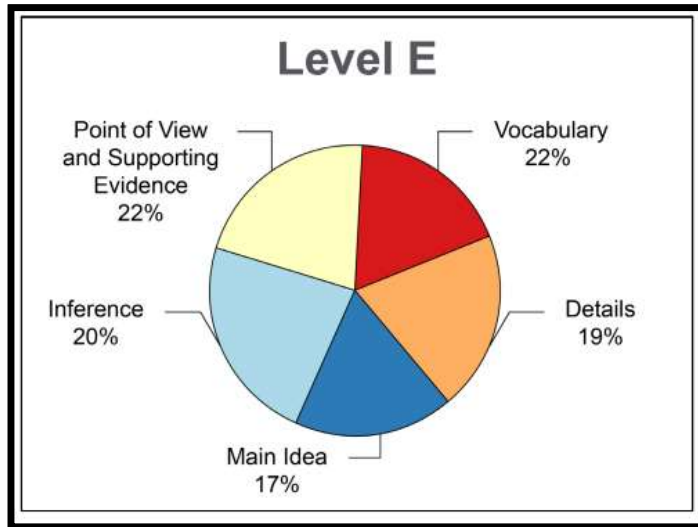
Wanted: Dental Assistants Duties include: <ul style="list-style-type: none">- Provide administrative support- Sterilize instruments- Process dental x-rays taken by hygienist- Prepare patients for treatment- Schedule appointments- Fill out insurance forms Requirements: <ul style="list-style-type: none">- Certificate of attendance for at least 6 months in dental assistant training- At least 2 years' work experience as a dental assistant	Wanted: Dental Hygienists Duties include: <ul style="list-style-type: none">- Treat oral disease- Educate patients on disease prevention- Perform routine dental exams- Provide regular dental care- Take and interpret dental x-rays- <u>Document</u> patient health history- Work as a dental assistant when necessary Requirements: <ul style="list-style-type: none">- Associate or bachelor's degree in dental hygiene- At least 2 years' work experience as a dental hygienist
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Apply online at northcoastdds@health.com

What does document mean in this notice?

- A. record
- B. download
- C. question
- D. communicate

Reading STEPS Content Standard Blueprint: **Level E**



ELP Standard 8:

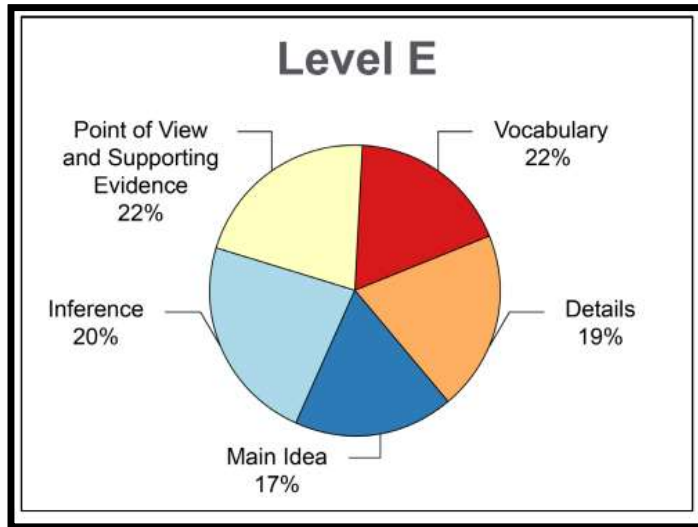
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

NRS Educational Functioning Levels Levels 5 and 6		English Language Proficiency Standards Levels 4 and 5	
Content Areas		ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings		8	22%
Details Retell key details Locate/Compare details		1	19%
Main Idea Identify the main topic Identify an author's purpose		1	17%
Inference Infer/Draw conclusions		1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence		6	22%

Level 4: using context, questioning, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Level 5: using context, questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Reading STEPS Content Standard Blueprint: **Level E**



ELP Standard 1:

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

NRS Educational Functioning Levels
Levels 5 and 6

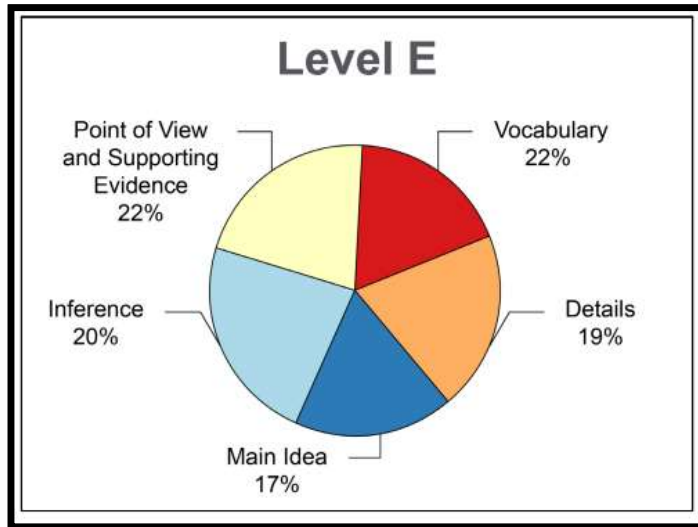
English Language Proficiency Standards
Levels 4 and 5

Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	19%
Main Idea Identify the main topic Identify an author's purpose	1	17%
Inference Infer/Draw conclusions	1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence	6	22%

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

Level 5: use a wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

Reading STEPS Content Standard Blueprint: **Level E**



ELP Standard 6:

An ELL can... analyze and critique the arguments of others orally and in writing.

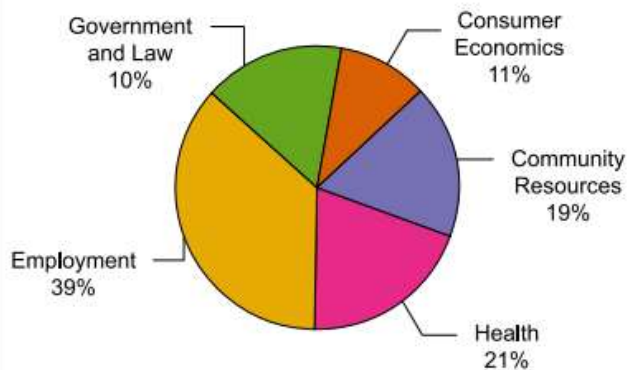
NRS Educational Functioning Levels Levels 5 and 6		English Language Proficiency Standards Levels 4 and 5	
Content Areas		ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings		8	22%
Details Retell key details Locate/Compare details		1	19%
Main Idea Identify the main topic Identify an author's purpose		1	17%
Inference Infer/Draw conclusions		1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence		6	22%

Level 4: analyze the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite textual evidence to support the analysis.

Level 5: analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.

Reading STEPS Competency Blueprint: **Level E**

Level E



Level E:
Increased emphasis on the **Employment, Health and Community Resources** Competency Areas, while **Consumer Economics** decreases by nearly 2/3.

Competency Areas	% of test items
1. Consumer Economics 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	11%
2. Community Resources 2.5 Use community agencies and services 2.6 Use leisure time resources and facilities 2.8 Understand how to access and use educational systems and services	19%
3. Health 3.1 Understand how to access and use the health care system 3.2 Understand forms related to health care 3.3 Understand how to select and use medications 3.6 Understand basic health and medical information	21%
4. Employment 4.1 Understand basic principles of getting a job 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	39%
5. Government and Law 5.1 Understand voting and the political process 5.8 Understand concepts of economics	10%

Reading STEPS Sample Item: NRS Level 5

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#30	Vocabulary Understand academic vocabulary	8	4.6	3	C

1
2
3
4
5
6
7
8
9
10

Send

To: Brianna Sanders

Subject: Leave of Absence

Hi Brianna,

I approved your request for a two-week leave of absence. I understand your need to take time off to help your mother recover from her surgery. I talked to Isaiah Moran from the Online Training team about being your temporary replacement. He said he would gladly help out while you are gone. Please make sure you take the time to meet with him before you leave. He's not prepared as of today.

Let's meet tomorrow afternoon at 2:00 p.m. to complete the paperwork. Let me know if you have any concerns. We look forward to your return. You are a valued employee.

Amira Safar
Senior Manager, Ludlow Inc.

In line 4, the word replacement means _____.

- A. assistant
- B. co-worker
- C. substitute
- D. trainee

Reading STEPS Sample Item: NRS Level 6

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#34	Main Idea Identify an author's purpose	1	4.6	3	C

To: All February New Staff
From: Lily MacKinnon, Payroll Manager
Subject: Payroll Direct Deposit

It has come to my attention that the information about our direct-deposit payroll option was omitted in error from the February new staff orientation package. Please find below the instructions for enrolling in this program.

For the convenience of our employees, Bloom Enterprises offers a direct-deposit payroll option for employees with accounts at most local banks. To participate, fill out and sign a Direct-Deposit Authorization Form DI available from Payroll. Include the bank's name and address, your account number and routing number, and the amount you wish to be deposited directly into the checking account. Staple a blank check to this form and return it to Sandy Althaus at Mail Code 6-3711. Be sure to write VOID across the front of the check.

Normally, direct deposit goes into effect in the second pay period following receipt of the form in Payroll. Participating employees will continue to receive a pay stub as a record of each deposit. If you have any questions, or would like a form mailed to you, please call Sandy at extension 7045 or e-mail salthaus@blooment.net.

What is the purpose of this e-mail?

- A. to correct wrong information in the staff orientation package
- B. to give Payroll enough time to process each employee's Form D1
- C. to provide information left out of the staff orientation package
- D. to explain the benefits of the company's direct-deposit payroll system

Reading STEPS Sample Item: NRS Level 6

Which statement from the article *best* shows the author’s main point?

- A. An arts curriculum is shown to increase cognitive development.
- B. A mind that learns to form new ideas is much better prepared to absorb them.
- C. With the increasing demands to boost test scores in other subjects, art is left out.
- D. When the arts are integrated with other subjects, they can enhance learning.

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#40	Point of View and Supporting Evidence Identify an author’s point of view	6	2.8	3	D



New Ideas in Education
Monthly Newsletter

The Arts and Academic Achievement
By Alejandro Garcia

As schools are challenged by budget cuts, the number of classes in the visual arts, music, and drama are often reduced. When there is so much pressure to increase test scores in subjects such as English, math and science, schools view the arts as a luxury. Although classes in other subjects are important, the view that art instruction isn't necessary is misinformed; research shows there is a direct correlation between the arts and academic achievement. An arts curriculum is shown to increase cognitive development. Professor Wilde of Wells University has done extensive research on the impact of arts curriculum on academic achievement. Professor Wilde states, "The arts can be like a window into other subjects that brings greater understanding and depth. A mind that learns to form new ideas is much better prepared to absorb them."

One obstacle that schools commonly cite as being the reason for reducing the number of art classes is lack of time in the school day. With the increasing demands to boost test scores in other subjects, the number of choices in the arts is often first to go. But time doesn't need to be an obstacle if art is directly linked to other subjects. In addition to existing classes, when the arts are integrated with other subjects, they can enhance learning. For example, music can be used to teach fractions in a math class, and a theatrical performance can be used to teach important events in history. The gains from involvement in the arts can lead to student success well beyond the benefits of self-expression.



Listening STEPS Blueprints and Sample Test Items

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

Listening STEPS Test Specifics

Correlates to the [English Language Proficiency Standards](#) and to the [CASAS Competencies](#).

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes	158 - 191
B	Forms 623L - 624L	36	45 minutes	182 - 201
C	Forms 625L - 626L	39	52 minutes	192 - 211
D	Forms 627L - 628L	39	56 minutes	202 - 221
E	Forms 629L - 630L	39	38 minutes	212 - 235

Listening STEPS FAQs

What if I pre-tested my students with Life and Work Listening? Can I post-test with Listening STEPS?

No; pre-and post testing must always occur within the same series for test reliability.

How is Listening STEPS structured?

Three test item types: photo prompts, comprehension questions, and next-response questions. Level A requires a booklet; Levels B – E do not. For paper testing, audio is delivered via CD.

What does an asterisk (*) score mean?

This means that the student scored at the inaccurate range. It can't be reported to NRS, and the student should be tested in the next lower test form.



What if they get an asterisk score on Level A?

Place them in a low level class for up to 12 hours of instruction before retesting.

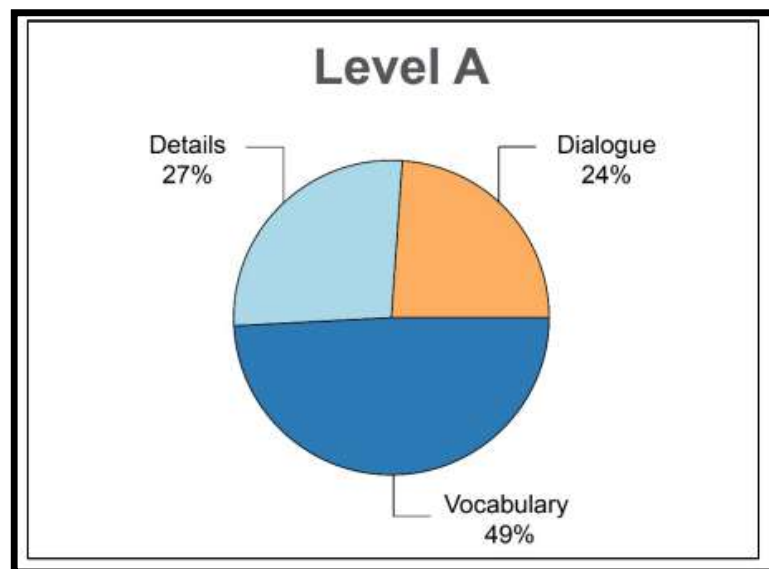
What about a diamond () scores?

Pretest: CASAS recommends but does not require testing at a higher level. The score is NRS-reportable. If on a post-test, student can be retested at next highest level.

What are the Listening STEPS Scale Score Ranges in relation to NRS Levels for ESL?

NRS Educational Functioning Levels for ESL	Listening STEPS Scale Score Ranges
1 Beginning ESL Literacy	181 and below
2 Low Beginning ESL	182-191
3 High Beginning ESL	192-201
4 Low Intermediate ESL	202-211
5 High Intermediate ESL	212-221
6 Advanced ESL	222-231
(Exit Advanced ESL)	232 and above

Listening STEPS Content Standard Blueprint: **Level A**



NRS Educational Functioning Levels
Levels 1 and 2

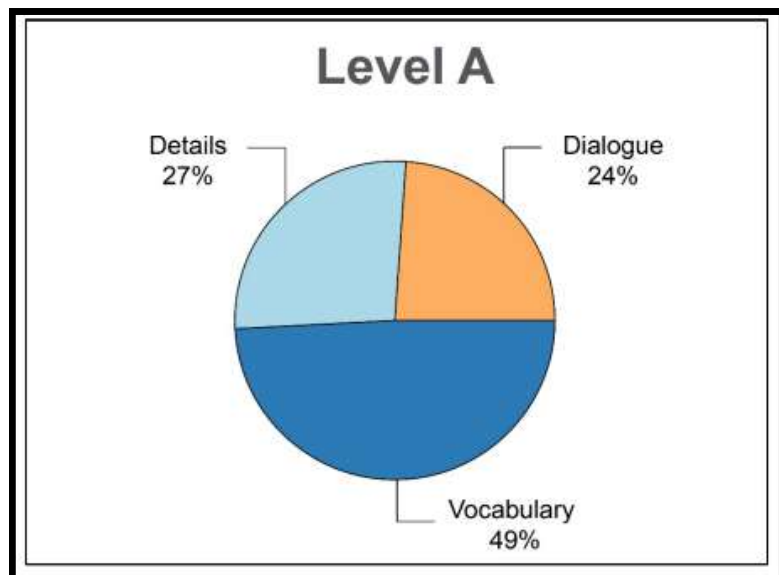
English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
Dialogue Continue the conversation	2	24%
Vocabulary Understand high-frequency words	1	49%
Details Retell key details	1	27%

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

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

Listening STEPS Content Standard Blueprint: **Level A**



NRS Educational Functioning Levels
Levels 1 and 2

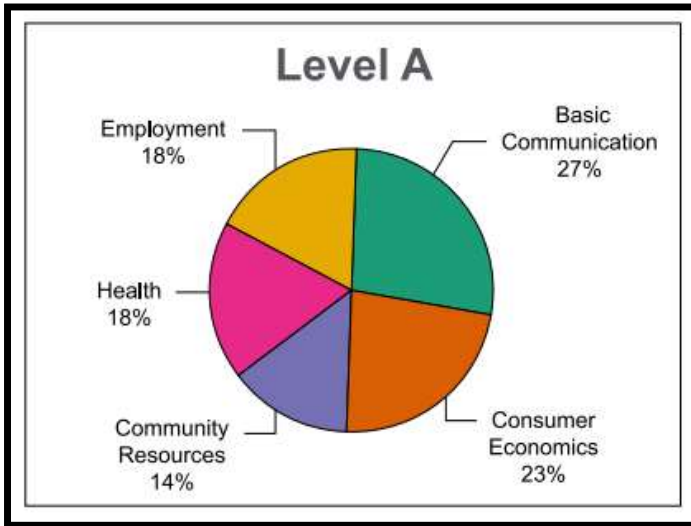
English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
Dialogue Continue the conversation	2	24%
Vocabulary Understand high-frequency words	1	49%
Details Retell key details	1	27%

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

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

Listening STEPS Competency Blueprint: Level A



Don't forget about the CASAS Competencies!
Both Reading and Listening STEPS are aligned to the [CASAS Competencies](#) as well as the ELPs.

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate personal information	27%
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services	23%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.5 Use community agencies and services 2.6 Use leisure time resources and facilities	14%
3. Health 3.1 Understand how to access and use the health care system 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	18%
4. Employment 4.1 Understand basic principles of getting a job 4.8 Demonstrate effectiveness in working with other people	18%

Level A: Largest emphasis on **Basic Communication** and **Consumer Economics** Competency Areas.

Listening STEPS Sample Item: NRS Level 1

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

Umbrella

A.



B.



C.



Audio Transcript:

“umbrella”

Listening STEPS Sample Item: NRS Level 1

Item	Content Area	ELP Standard	CASAS Competency	Key
#3	Dialogue Continue the conversation	2	4.1	C

(Ring!)

F: Sally's Diner. May I help you?

M: Hi, I'm looking for a job. Are you hiring?

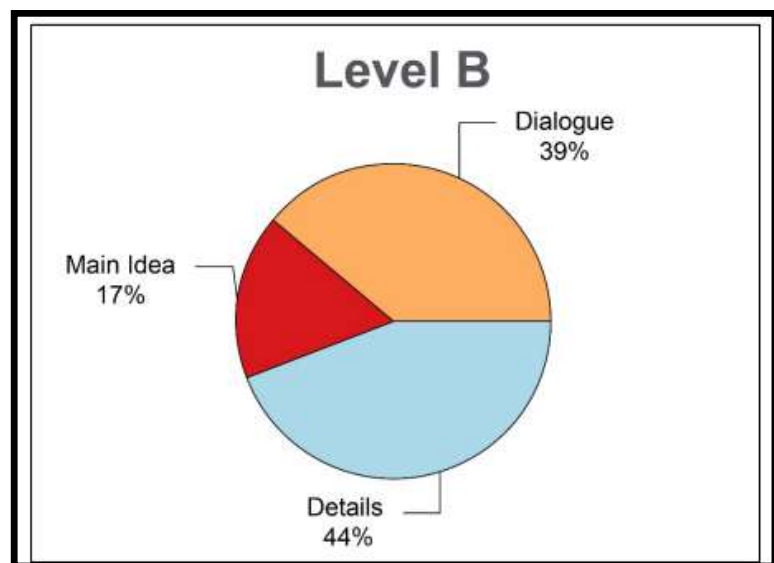
F:

- A.** Sorry, she's not here.
- B.** No. I leave work soon.
- C.** Yes. We need a cook.



Audio Transcript

Listening STEPS Content Standard Blueprint: **Level B**



NRS Educational Functioning Levels
Levels 2 and 3

English Language Proficiency Standards
Levels 1 and 2

Content Areas	ELP Standard	% of test items
Dialogue Continue the conversation	2	39%
Details Retell key details	1	44%
Main Idea Identify the main topic	1	17%

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

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

Level 2: use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details.

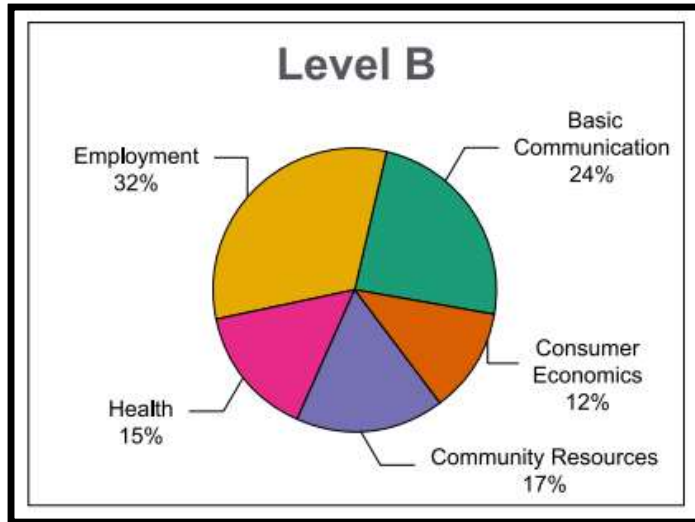
Listening STEPS Content Standard Blueprint: **Level B**

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

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

Level 2: participate in short conversations and written exchanges about familiar topics and texts • present information and ideas • appropriately take turns in interactions with others • respond to simple questions and wh- questions

Listening STEPS Competency Blueprint: **Level B**



Level B: Employment
Competency Area increases,
and **Basic Communication**
and **Consumer Economics**
Competency Areas decrease
slightly.

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	24%
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.3 Understand methods and procedures used to purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services	12%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.8 Understand how to access and use educational systems and services	17%
3. Health 3.1 Understand how to access and use the health care system 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	15%
4. Employment 4.1 Understand basic principles of getting a job 4.7 Effectively manage workplace resources 4.8 Demonstrate effectiveness in working with other people	32%

Listening STEPS Sample Item: NRS Level 2

Item	Content Area	ELP Standard	CASAS Competency	Key
#5	Details Retell key details	1	2.6	C

What will Louise do on the cooking show today?

M: On Channel 4 today watch, "Cooking with Louise." On today's show, Louise cooks chicken with fresh vegetables from her garden.

What will Louise do on the cooking show today?

- A.** watch Channel 4
- B.** work in her garden
- C.** cook chicken



Audio Transcript

Listening STEPS Sample Item: NRS Level 2

Item	Content Area	ELP Standard	CASAS Competency	Key
#4	Dialogue Continue the conversation	2	1.4	A

M: I'm moving to a new house.

F: That's great! How many bedrooms does it have?

M:

- A.** It has two.
- B.** It is small.
- C.** It is new.



Audio Transcript

Listening STEPS Sample Item: NRS Level 3

Item	Content Area	ELP Standard	CASAS Competency	Key
#7	Details Retell key details	1	2.6	C

Where will the friends go on Saturday?

M: Let's go see a movie on Saturday.

F: The weather should be nice. What about the park instead?

M: Or, we could go to a baseball game.

F: Good idea! Let's do that.

Where will the friends go on Saturday?

A. a movie

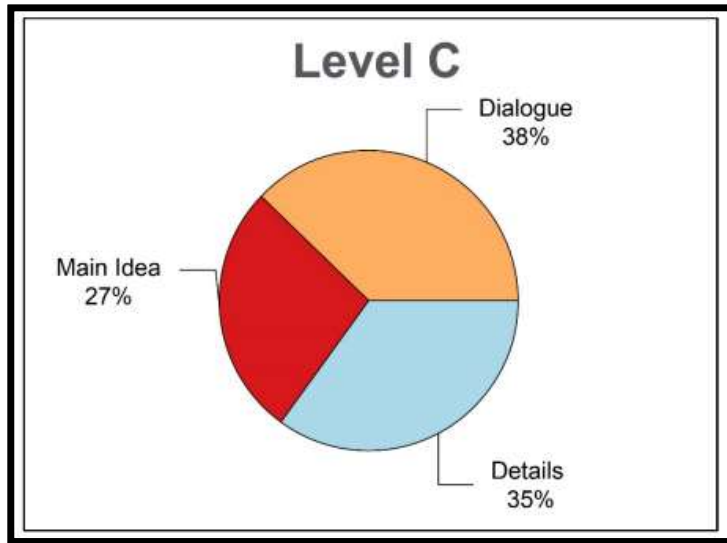
B. a park

C. a baseball game



Audio Transcript

Listening STEPS Content Standard Blueprint: **Level C**



NRS Educational Functioning Levels Levels 3 and 4		English Language Proficiency Standards Level 2 and 3	
Content Areas		ELP Standard	% of test items
Dialogue Continue the conversation		2	38%
Details Retell key details		1	35%
Main Idea Identify the main topic Summarize		1	27%

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

Level 2: use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details.

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

Listening STEPS Content Standard Blueprint: **Level C**

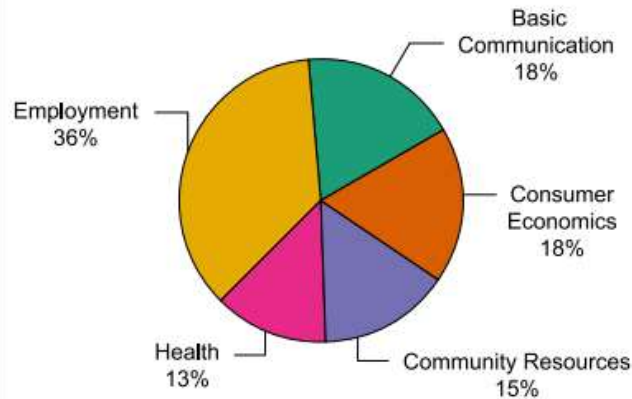
ELP Standard 2: An ELL can...participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Level 2: participate in short conversations and written exchanges about familiar topics and texts • present information and ideas • appropriately take turns in interactions with others • respond to simple questions and wh- questions

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

Listening STEPS Competency Blueprint: Level C

Level C



Level C: Employment
Competency Area increases further, now more than a third of the test.

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	18%
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.3 Understand methods and procedures used to purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.5 Understand how to manage household finances	18%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.6 Use leisure time resources and facilities 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	15%
3. Health 3.1 Understand how to access and use the health care system 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	13%
4. Employment 4.1 Understand basic principles of getting a job 4.3 Understand work-related safety standards and procedures 4.6 Communicate effectively in the workplace 4.7 Effectively manage workplace resources 4.8 Demonstrate effectiveness in working with other people	36%

Listening STEPS Sample Item: NRS Level 3

Item	Content Area	ELP Standard	CASAS Competency	Key
#4	Dialogue Continue the conversation	2	1.4	A

M: I'm moving to a new house.

F: That's great! How many bedrooms does it have?

M:

- A.** It has two.
- B.** It is small.
- C.** It is new.



Audio Transcript

Listening STEPS Sample Item: NRS Level 4

Item	Content Area	ELP Standard	CASAS Competency	Key
#11	Main Idea Identify the main topic	1	3.6	C

What is the advertisement mainly about?

(Announcer): Advanced Vision is your answer to eye care. Eyes often become dry, or irritated. Advanced Vision eye drops will make your eyes feel fresh again. Ask your doctor about Advanced Vision eye drops next time you have an exam.

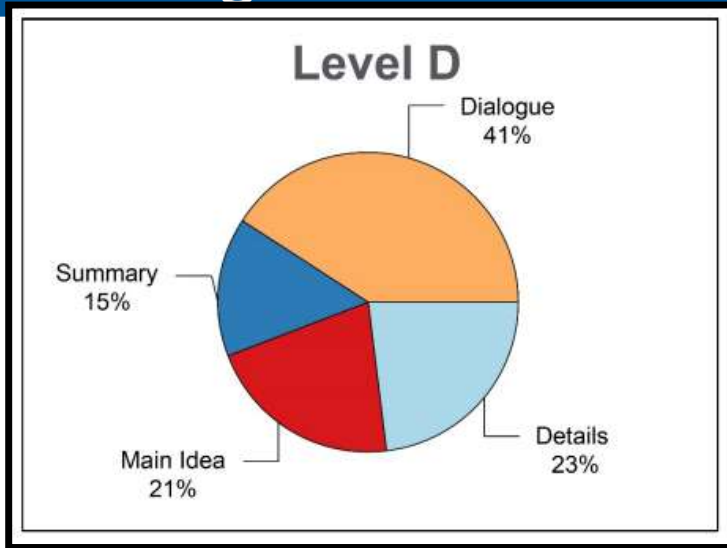
What is the advertisement mainly about?

- A. eye doctors
- B. eye exams
- C. eye drops



Audio Transcript

Listening STEPS Content Standard Blueprint: **Level D**



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

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

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

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

Listening STEPS Content Standard Blueprint: **Level D**

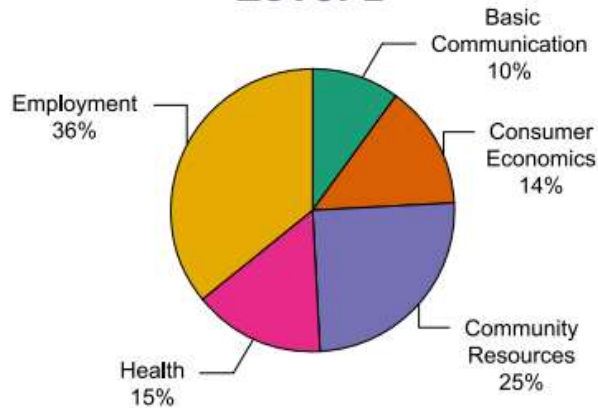
ELP Standard 2: An ELL can...participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

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

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

Listening STEPS Competency Blueprint: Level D

Level D



Level D: **Community Resources** Competency Area increases, while **Basic Communication** decreases by nearly half.

Competency Areas	% of test items
0. Basic Communication 0.1 Communicate in interpersonal interactions	10%
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.3 Understand methods and procedures used to purchase goods and services 1.4 Understand methods and procedures to obtain housing and related services 1.6 Understand consumer protection measures	14%
2. Community Resources 2.2 Understand how to locate and use different types of transportation and interpret travel-related information 2.3 Understand concepts of time and weather 2.6 Use leisure time resources and facilities 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	25%
3. Health 3.1 Understand how to access and use the health care system 3.4 Understand basic safety measures and health risks 3.5 Understand basic principles of health maintenance 3.6 Understand basic health and medical information	15%
4. Employment 4.1 Understand basic principles of getting a job 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace 4.7 Effectively manage workplace resources 4.8 Demonstrate effectiveness in working with other people	36%

Listening STEPS Sample Item: NRS Level 4

Item	Content Area	ELP Standard	CASAS Competency	Key
#12	Dialogue Continue the conversation	2	4.8	B

(Ring!)

F: Horizon Internet Services - technical support. How may I help you?

M: Hello. My Internet hasn't been working since the big rainstorm yesterday.

F: I can schedule an appointment for someone to come on Friday.

M: But that's three days from now! I work from home and I can't do anything without Internet service.

F:

A. Well, your connection should be fine during the storm.

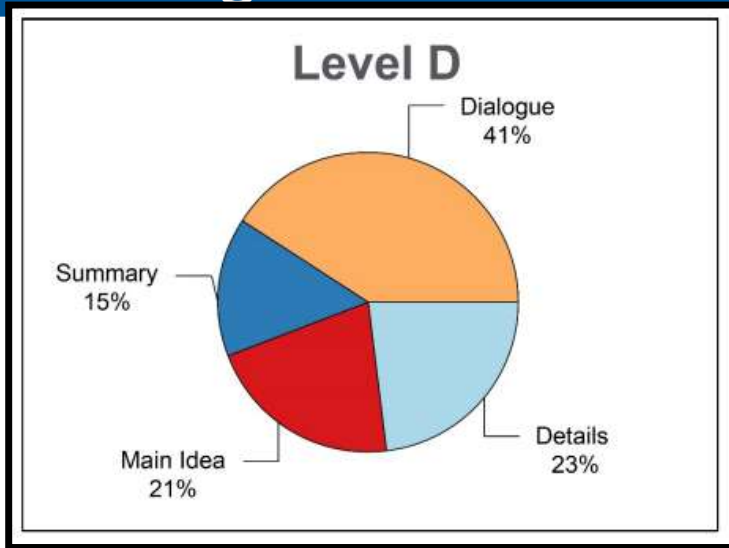
B. I'm sorry, but Friday's the earliest we can send someone.

C. Unfortunately, technical support is already closed.



Audio Transcript

Listening STEPS Content Standard Blueprint: **Level D**



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

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

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

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

Listening STEPS Content Standard Blueprint: **Level D**

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

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

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

Listening STEPS Sample Item: NRS Level 5

Item	Content Area	ELP Standard	CASAS Competency	Key
#14	Main Idea Identify the main topic	1	2.8	B

Why is the coach speaking to the players?

F: Before we start practice, I need to talk to you. We are a football team, but remember, you are still in high school. This means that you must keep up your grades during football season. If any grade drops below a C, you will not be allowed to play in games. We need everybody to be successful. So, what this means is that it's important that you work hard on and off the field.

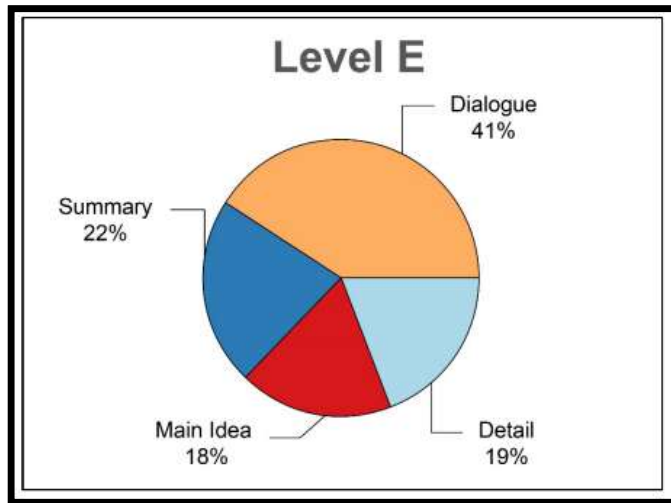
Why is the coach speaking to the players?

- A.** to tell them how to get on the football team
- B.** to remind them about the school's grade policy
- C.** to ask them to try harder during football practice



Audio Transcript

Listening STEPS Content Standard Blueprint: **Level E**



NRS Educational Functioning Levels Levels 5 and 6		English Language Proficiency Standards Levels 4 and 5	
Content Areas		ELP Standard	% of test items
Dialogue Continue the conversation		2	41%
Details Retell key details		1	19%
Main Idea Identify the main topic		1	18%
Summary Summarize		1	22%

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

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

Level 5: use a wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

Listening STEPS Content Standard Blueprint: **Level E**

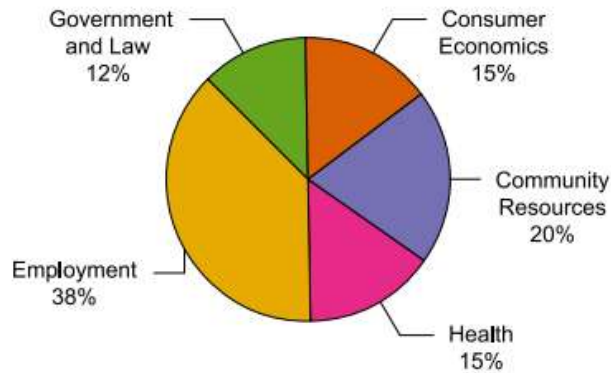
ELP Standard 2: An ELL can...participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

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

Level 5: • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

Listening STEPS Competency Blueprint: Level E

Level E



Level E: Employment
Competency Area continues to be the largest percentage of content.

Competency Areas	% of test items
1. Consumer Economics 1.2 Use information to identify and purchase goods and services 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	15%
2. Community Resources 2.6 Use leisure time resources and facilities 2.7 Understand aspects of society and culture 2.8 Understand how to access and use educational systems and services	20%
3. Health 3.1 Understand how to access and use the health care system 3.4 Understand basic safety measures and health risks 3.6 Understand basic health and medical information	15%
4. Employment 4.3 Understand work-related safety standards and procedures 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace 4.7 Effectively manage workplace resources 4.8 Demonstrate effectiveness in working with other people 4.9 Understand how organizational systems function, and operate effectively within them	38%
5. Government and Law 5.6 Understand civic responsibilities and activities 5.8 Understand concepts of economics	12%

Listening STEPS Sample Item: NRS Level 4

Item	Content Area	ELP Standard	CASAS Competency	Key
#10	Details Retell key details	1	2.2	A

What does the woman want?

M: Hi. Can I help you?

F: Yes, I'm going downtown. I need to buy a train ticket, please.

M: Okay. A train going downtown is arriving soon. You need to go to platform 2.

F: Great, thank you.

What does the woman want?

A. to buy a train ticket

B. to find the train station

C. to get directions downtown



Audio Transcript

Listening STEPS Sample Item: NRS Level 5

Item	Content Area	ELP Standard	CASAS Competency	Key
#16	Dialogue Continue the conversation	2	4.8	C
M: Hello everyone. This meeting is about ways to improve our business.				
F: I think we should give discounts to seniors over sixty-five.				
M: Can we afford to do that?				
F: Yes. Lower prices will only increase business.				
M:				
A. But we need more business right now.				
B. Seniors probably won't want to pay more, though.				
C. Then we should consider student discounts, too.				



Audio Transcript

Listening STEPS Sample Item: NRS Level 6

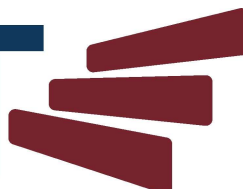
Item	Content Area	ELP Standard	CASAS Competency	Key
#19	Dialogue Continue the conversation	2	2.7	C
<p>F: I didn't know that you spoke Portuguese.</p> <p>M: I don't really. But I can understand quite a bit.</p> <p>F: Is that because Spanish is your native language?</p> <p>M: Yeah. Many native Spanish speakers can speak and understand some Portuguese, and the reverse is true too.</p> <p>F:</p> <p>A. I'm surprised you think Portuguese is easier than Spanish.</p> <p>B. It must've been hard not understanding Spanish.</p> <p>C. I didn't realize the languages were so much alike.</p>				



Audio Transcript



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