PROGRAM YEAR

2006

Iowa TOPS Pro Data Dictionary

Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary
Iowa TOPS Pro Data Dictionary

JULY 1, 2005 – JUNE 30, 2006

Iowa Department of Education
Division of Community Colleges and Workforce Preparation

April 2005

PROGRAM YEAR

2006

I O W A

TOPSpro
Data Dictionary

July 1, 2005 – June 30, 2006

Iowa Department of Education
Division of Community Colleges and Workforce Preparation

April 2005

The report was written and produced by the Iowa Department of Education. No official endorsement by any other agency or organization should be inferred. This document may be downloaded from the Iowa Literacy Resource Center's website located at *http://www.readiowa.org*. Proper credit for citation purposes should be given in accordance with accepted publishing standards.

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa
50319-0146

STATE BOARD OF EDUCATION

Gene E. Vincent, President, Carroll
Sally J. Frudden, Vice President, Charles City
James Billings, Spirit Lake
Charles C. Edwards, Jr. Des Moines
Sister Jude Fitzpatrick, Davenport
Rosie Hussey, Mason City
Wayne Kobberdahl, Council Bluffs
Gregory McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Megan Srinivas (Student Member), Ft. Dodge

ADMINISTRATION

Judy Jeffrey, Director and Executive Officer
of the State Board of Education
Gail Sullivan, Chief of Staff

DIVISION OF COMMUNITY COLLEGES AND WORKFORCE PREPARATION

Beverly Bunker, Bureau Chief
Janice Nahra Friedel, Ph.D., Administrator

Bureau of Community Colleges and Career & Technical Education

John Hartwig, Consultant
Sally Schroeder, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact Chief, Bureau of Administration and School Improvement Services, Grimes State Office Building, Des Moines, Iowa 50319-0146, (515) 281-5811.

TABLE OF CONTENTS

PREFACE ..... **vii**

OVERVIEW **1-1**

DATA DICTIONARY USAGE **1-1**

SECTION I: General Instructions **1-2**

TOPSpro Entry Record: Iowa Guidelines 1-2

TOPSpro Update Record: Iowa Guidelines 1-12

TOPSpro Test Record: Iowa Guidelines 1-20

SECTION II: Specialized Program Instructions **2-1**

State Corrections or Jail/Community Corrections 2-1

Family Literacy 2-1

Sheltered Workshops and Work Activity Centers 2-2

Alternative High School 2-2

Institutions 2-3

Iowa's Adult Literacy Program Assessment Policy 2-3

ECS 130 Appraisal and Pre-Test Guidelines 2-3

Post-Test Guidelines 2-4

Iowa's Adult Literacy Program CASAS/GED Referral Guidelines 2-5

TOPSpro Coding Guidelines for Sheltered Workshops and Work Activity Centers for Iowa's Federally Funded Adult Literacy Program 2-13

TOPSpro Coding Guidelines for Nonnative Speakers of English 2-15

SECTION III: POWER Instructions **3-1**

TOPSpro Consumer Profile Record: Iowa Guidelines 3-1

TOPSpro Observation Record: Iowa Guidelines 3-7

SECTION IV: Attachments **4-1**

Attachment A – Agency and Site Categories 4-1

Attachment B – Ethnicity/Racial Categories 4-5

Attachment C – CASAS/NRS Skill Level Descriptors for Adult Basic Education, English Literacy (EL), Writing, Oral Language, and Iowa's Basic Skills Certification Program 4-9

CASAS Skill Level Descriptors for ABE 4-11

CASAS Skill Level Descriptors for English Literacy 4-12

CASAS Skill Level Descriptors for Writing 4-13

CASAS Skill Level Descriptors for Oral Language 4-14

CASAS Skill Level Descriptors for Persons with Developmental Disabilities 4-15

Educational Functioning Level Descriptors and Outcome Measure Definitions for ABE & Adult Secondary Education 4-16

TABLE OF CONTENTS
(Continued)

SECTION IV: Attachments (Continued)

Attachment C – (Continued)

Educational Functioning Level Descriptors and Outcome Measure Definitions for English Literacy 4-19

CASAS Reading Skill Levels and Descriptions with Standard and Certification Scaled Score Ranges for Iowa's Basic Skills Certification Program 4-22

CASAS Mathematics Skill Levels and Descriptions with Standard and Certification Scaled Score Ranges for Iowa's Basic Skills Certification Program 4-23

CASAS Writing Level Descriptors for Iowa's Basic Skills Certification Program 4-24

CASAS Listening Skill Levels and Descriptions with Standard and Certification Scaled Score Ranges for Iowa's Basic Skills Certification Program 4-25

Attachment D – TOPSpro Forms 4-27

EUUS-002 Entry Record 4-29

EUUS-002 Update Record 4-30

TRUS-001 Test Record 4-31

COUS-002 Consumer Profile Record 4-32

COUS-002 Observation Record 4-33

PREFACE

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is "to increase the employability, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility;
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA), of the Workforce Investment Act of 1998 is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

- Assist adults become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

Adult education is an important part of the workforce investment system. Title II restructures and improves programs previously authorized by the Adult Education Act. AEFLA focuses on strengthening program quality by requiring States to give priority in awarding funds to local programs that are based on a solid foundation of research, address the diverse needs of adult learners, and utilize other effective practices and strategies.

To promote continuous program involvement and to ensure optimal return on the Federal investment, AEFLA also establishes a State performance accountability system. Under this system, the Secretary and each State must reach agreement on annual levels of performance for a number of "core indicators" specified in the law:

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
- Receipt of a secondary school diploma or its recognized equivalent.

Iowa's community college based adult basic education program has implemented a series of proactive strategies in order to effectively and systematically meet the challenges posed by WIA. The *Iowa TOPSpro Data Dictionary* is a direct result of Iowa's pro-active efforts in this educational arena.

OVERVIEW

The purpose of the *Iowa TOPSpro Data Dictionary* is to provide a statewide-standardized set of instructions and definitions for coding Tracking Of Programs And Students (TOPSpro) forms and effectively utilizing the TOPSpro software. This document is designed to serve as a companion document to the *TOPS Technical Manual* produced by the Comprehensive Adult Student Assessment System (CASAS). The data dictionary integrates information from various data systems to provide uniform data sets and definitions that meet local, state and federal reporting mandates. The sources for the data dictionary are: (1) the National Reporting System (NRS) Guidelines, (2) standard practices utilized in Iowa's adult literacy program, (3) selected definitions from the Workforce Investment Act of 1998, (4) input from the state level Management Information System (MIS) personnel, and (5) selected definitions from other Iowa state agencies.

The purpose of the companion document titled *TOPSpro/NRS Coding Guidelines* is to provide Iowa TOPSpro users with insights regarding the relationships between coding the TOPSpro Entry, Update, and Test Record forms and the National Reporting System (NRS) Federal tables reporting structure. However, the *Iowa TOPSpro Data Dictionary* serves as the primary guide for coding the TOPSpro Entry, Update, and Test Record forms.

DATA DICTIONARY USAGE

The data dictionary is divided into the following sections:

- **Section I: General Instructions--**This section contains standardized instructions, definitions and procedures for the following TOPSpro forms: (1) Entry Record (form # EUUS-002), (2) Update Record (form # EUUS-002), (3) Test Record (form # TRUS-001).

- **Section II: Specialized Program Instructions--**This section contains special coding instructions for the following programs: (1) State Corrections or Jail/Community Corrections, (2) Family Literacy, (3) Sheltered Workshops and Work Activity Centers, (4) Alternative High School, (5) Institutions.

- **Section III: POWER Instructions--**This section contains coding instructions for the POWER TOPSpro forms.

- **Attachments**---This section contains various attachments which provide detailed coding instructions and field definitions. The various attachments are referenced in Sections I, II and III.

The following sections are designed to provide step-by-step instructions for usage, definitions and coding of the TOPSpro forms. The instructions are designed to allow for local program policies, procedures and unique coding configurations to be integrated into the state wide standardized procedures.

SECTION I: General Instructions

TOPSpro Entry Record **Form EUUS-002**
Iowa Guidelines

General information: * Refers to mandatory fields that must be completed. It is important for the teacher to receive as complete and accurate information as possible. Explain that the form will be scanned and needs to be completed with a #2 pencil only.

Purpose/Usage: Collects valuable accountability data from the student **at time of enrollment**. The Entry Record collects student demographics, instructional program and level data, as well as reason for enrollment. The Entry Record serves as a benchmark from which student progress will be measured.

Agency # *This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. (See Attachment A for Agency Codes and Categories.)

Site # *This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). (See Attachment A for site codes and definitions.)

Field #	Name	Directions
1a	Student Name	*Print legibly. Middle initial is optional.
1b	Student Address	*Print legibly. Optional field.
2	Instructor Name	*Print legibly. May add the name of the class or student address on this line.
3	Student Identification	*All students must have an ID (social security number or substitute.) A suggested substitute for SSN: 1st three digits (999) 2nd two digits (community college district #) last four digits (any sequential numbers) An institution may use their own established method of assigning substitute social security numbers.
	Is this your Social Security #?	Bubble in "Yes" if this is the student's social security #. Bubble in "No" if a substitute identification number has been assigned.
	Is informed consent signed?	Do not code.
4	Gender	Bubble in either Male or Female.
5	Date of Birth	*Some students may not be used to using a zero before one digit numbers. (Example: if the student was born in May, enter 05).
6	Highest Year of School Completed	*This is **completed years of schooling**, not the last grade entered. Any number less than 10 should have a zero before the number. Example: If the student complete the 9th grade and was enrolled in the 10th grade, bubble "09". Coding "00" will indicate zero years of schooling completed. If the field is left blank, an "unknown" response is automatically recorded.

Field #	Name	Directions
7	Highest Diploma or Degree Earned	* None means has not earned any of the diplomas or degrees in this listing. GED certificate is the Iowa High School Equivalency Diploma or a high school equivalency diploma or certificate granted by another state. High school diploma refers to the traditional high school or adult secondary diploma. Technical/Certificate A certificate issued for completion of vocational or technical courses, each complete in itself, and designed for the specific purposes of training persons for employment, upgrading the skills of persons presently employed, and retraining of persons for new employment. A.A./A.S. is the degree issued from a two year college. 4 Year college graduate is a person who has received a baccalaureate degree. Graduate studies are advanced degrees beyond baccalaureate. Other means Iowa Basic Skills Certificate(s). I earned the above outside of the U.S. This field should be bubbled if the enrollee has earned any of the above listed credentials outside of the United States or related territories.
8a	Ethnicity	*Mark one. (See Attachment B)
8b	Race	*Mark one or more. (See Attachment B)
9	Native Language	* Indicate the prevalent language spoken in the home when the student was a child. If Other is bubbled, write the native language on the line provided.
10	Date of Entry Into This Class	* Write the month, date and year that the student first entered this class. Use leading zeros for the days that are fewer than 10. (Example: January 03 2000).
11	Instructional Program	*Indicate the instructional program in which the student is enrolled. Always use the lowest functioning level. **Note:** It is necessary to code an adult learner in one of the following instructional program categories in order to be included in the National Reporting System (NRS) Federal report: (1) Basic Skills (ABE), (2) EL, (3) EL /Citizenship, (4) High School Diploma, (5) GED. The remaining instructional program categories may be utilized for identifying other instructional programs not eligible for NRS reporting. Basic Skills (ABE) – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family. EL – An English literacy program of instruction designed to help adults who are limited English proficient achieve competence in the English language.

Field #	Name	Directions
11	Instructional Program (Continued)	EL /Citizenship – A program of instruction designed to help adults who are limited English proficient achieve competence in English with focus on language skills necessary to obtain citizenship. **Note: This instructional program category should be coded for adult learners enrolled in the English Language/Civics Education (EL/Civics) program. The Special Programs category "EL/Civics" (Field #13 on the Entry Record) must also be coded for adult learners enrolled in EL/Civics instructional programs.** Citizenship – Enrolled in a class to obtain U.S. citizenship. High School Diploma - Refers to the traditional high school diploma or alternative high school or adult high school diploma. GED – A program of instruction designed to assist adults prepare for the GED Test Battery. Spanish GED – Do not code. Vocational/Occupational Skills – Organized programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Workforce Readiness – An activity designed to help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include job seeking and job keeping skills, work habits training, career decision-making, career assessment, and job placement. Adults with Disabilities – Individuals who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program. Health and Safety – An instructional program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards. Home Economics – Family and consumer education instruction including the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school, and community including men, women, minorities and persons with disabilities. Parent Education – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency. Older Adults – A program whose services are provided primarily for adults 60 years and older. Other – The learner is enrolled in a program not listed.

Field #	Name	Directions
12	Attainable Goal Within Program Year	*Identify the **primary** and **secondary goals** which can be **reasonably attained** during the **current program year.** (i.e. program year means July 1st through June 30th of any given year.) Mark one in each column. Improve basic skills – Upgrade skills to enable retention of current job or obtain a better job. Improve English skills – Improve English literacy skills (e.g. speaking, listening, or writing) to enable better communication with others. H.S. Diploma/GED – Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the GED. Get a job – Obtain full or part-time employment. Retain job – Literacy skills needed to remain employed at a current job level or retain current employment. Enter college or training – Achieve skills to enable enrollment in the post secondary education program or a job training program. Work-based project – A short-term learning course designed to teach specific work-based skills. A short-term work-based course is an instructional program of at least 12 hours but no more than 30 hours duration. (NRS definition). Family goal – A goal intended to assist a learner to develop parenting skills or improve the condition of the learner's family, (i.e. interactive literacy activities between parents and their children, economic self-sufficiency, etc). U.S. Citizenship – Obtain U. S. citizenship or pass the citizenship test. Military – Obtain requirements for entry into the military service. Personal goal – Meet a personal goal related to a clearly defined outcome (i.e. such as passing a driver's test or improve reading ability). None – No secondary reason for enrollment. Other – Any other goal related to instruction with a clearly definable outcome.
13	Special Programs	Indicate all special instructional programs in which the student is enrolled. Mark all that apply. None – Learner is not enrolled in any special program listed below. Jail – A place of incarceration located in a city or county penal institution. Community corrections – A community-based rehabilitation facility or halfway house. (i.e. community juvenile facility, community half-way house). All state or federal corrections programs should be coded under the "State Corrections" category. State corrections – Any prison, jail reformatory, work farm, detention center, or any other similar institution designed for the confinement or rehabilitation of criminal defenders.

Field #	Name	Directions
13	Special Programs (Continued)	*Indicate all special programs in which the student is enrolled; mark all that apply. Homeless program – A program of instruction designed primarily for homeless individuals. A "homeless individual" is defined as a person lacking a fixed, regular, and adequate nighttime residence as well as an individual having a primary nighttime residence that is: (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations including welfare hotels, congregate shelters, and transition housing for the mentally ill); (2) an institution that provides a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. Family literacy – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) Interactive literacy activities between parents and their children. (b) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) Parent literacy training that leads to economic self-sufficiency. (d) An age-appropriate education to prepare children for success in school and life experiences. The national literacy model integrates adult education instruction, early childhood education, parent and child together time, and parent groups into one comprehensive program. Workplace education – A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by: ♦ Providing adult literacy and other basic skills services and activities, including basic computer literacy skills; ♦ providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; or ♦ meeting the literacy needs of adults with limited English proficiency. (NRS Definition). Persons enrolled in sheltered workshops or work activity centers should be coded under this category. Tutoring – A learning environment in which a trained volunteer tutor assists individuals or groups with specific learning tasks or assignments. A lead teacher or instructor supervises the activities of the volunteer tutors. Distance learning – Ability to establish a learning situation across wide geographical distances. Teacher and students may be in two or more classrooms connected by a common electronic delivery system such as a downlink, or fiber optic telecast. With fiber optics and satellite downlink capability, participants may interact in a two-way voice and video interactive environment.

Field #	Name	Directions
13	Special Programs (continued)	*Indicate all special programs in which the student is enrolled; mark all that apply. Special Needs – Specially designed instruction to meet the unique needs of an eligible individual. It includes the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings; instruction in physical education; and includes vocational education if it consists of specially designed instruction. The term includes the services described in division IX if the services consist of specifically designed instruction to meet the unique needs of an eligible individual, or are required to assist eligible individuals in taking advantage of, or responding to, educational programs and opportunities. Special education provides a continuum of services in order to provide the least restrictive intervention needed to meet the educational needs of each eligible individual regardless of the nature or severity of the educational needs. Alternative education [K-12] – An established environment within or apart from the regular high school with policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive high school education consistent with the goals established by school districts in the area. Non-traditional training – This category should be marked if the learner is enrolled in a program which is considered non-traditional for a particular gender, age, etc. EL/Civics – An instructional program designed to provide an integrated program of basic literacy skills which incorporates English Literacy and civics education. The instructional objectives are: (1) master English proficiency skills, (2) understand and navigate governmental, educational, workplace systems and key institutions such as banking and health care. **Note: This special program category should be coded for adult learners enrolled in the EL/Civics program. The instructional program category "EL /Citizenship" (field #11 on the Entry Record and field #6 on the Update Record) should be coded for EL/Civics enrollees.** Carl Perkins – The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 is to develop more fully the academic, vocational and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs. Other – The learner is enrolled in a special program not listed.
14	Personal Status	* Mark all that apply to the student. TANF/PROMISE JOBS –Temporary Assistance To Needy Families. Code if Learner is a PROMISE JOBS candidate. Other Public Assistance – mark if the student is receiving assistance from DHS, FIP (Family Investment Program), Office of Indian Education, Workforce Development, Public Housing/Rent assistance, Food Stamps, or School Lunch Programs.

Field #	Name	Directions
14	Personal Status (continued)	* Mark all that apply to the student. WIA/IB – An individual who is receiving employment training or assistance through WIA Title I Subtitle B for youth and adult employment activities, dislocated workers (displaced homemakers, low income individuals, non-traditional employment, older individuals or youths with significant barriers to employment, or individuals with disabilities). Also an individual who is receiving employment or assistance through WIA Title I Subtitle C Job Corps program, or WIA Title I Subtitle D National Programs for Native Americans; Migrant and Seasonal Farmworker; Veterans Workforce Investment; Youth Opportunity Grants; Demonstration, Pilot, Multiservice Research or Multistate Projects; or National Emergency Grants. Rehabilitation – The physical restoration of a sick or disabled person by therapeutic measures and re-education to participation in the activities of a normal life within the limitations of a physical disability. Concurrently enrolled in high school/K-12 – Mark if the learner is enrolled in high school or a K-12 system even if the person fits another category such as single parent, disabled, etc. Dislocated worker – An individual who has been terminated, laid off or received a notice of termination or is eligible for or has exhausted his or her entitlements to unemployment compensation. Is unlikely to return to previous industry occupation. Is self-employed but is unemployed as a result of general economic conditions in the community in which the individual resides. Is long term unemployed and has limited opportunity for employment. Veteran – A person who has honorably served in any branch of the military. Disabled – Learners who have a record of, or are regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, learning and working. Displaced homemaker: A displaced homemaker is an individual who: (a) has worked principally in the house providing unpaid services for family members; and (b) Is not gainfully employed; and (c) has had, or would apparently have, difficulty finding appropriate paid employment; and (d) has been dependent on the income of another family member but is no longer supported by that income is or has been dependent, on government assistance, or is supported as the parent of a child who is sixteen or seventeen years of age (JTPA definition.) Single parent – Single parent with a child under 19 years old. Other -- Other areas not listed (i.e. Homeless).

<table>
<tr><th>Field #</th><th>Name</th><th>Directions</th></tr>
<tr><td>15</td><td>Labor Force Status</td><td>*Mark appropriate category.

Employed are learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently workers, but who have jobs or businesses from which they are temporarily absent.

Unemployed are learners who are not working, but are seeking employment, have made specific efforts to find a job and are available for work.

Not employed and not seeking work are learners who are not employed and are not seeking employment.

Retired are learners who are retired and not seeking employment.</td></tr>
<tr><td>16</td><td>Home Zip Code</td><td>*Write in the student's zip code where they are currently living. Fill in the bubbles with the same numbers.</td></tr>
<tr><td>17</td><td>Class Number</td><td>Bubble in the appropriate class number. This field should be completed by a teacher or administrator. TOPSpro does not require all the class digits to be filled. Class numbers should be aligned starting on the left. Each community college should define their own coding structure. Note: The Class Number needs to be the same on the Update Record and Test Record as assigned on the Entry Record.</td></tr>
<tr><td>18</td><td>Instructional Level, EL</td><td>*Coding this field is not necessary unless required by the local Adult Literacy Program. If it is required, please code according to the following instructions. Code the appropriate Instructional Level. Report the lowest instructional level assessed at the time of class entry. (See Attachment C for CASAS/NRS Skill Level Descriptors.)

<table>
<tr><th>CASAS Levels</th><th>NRS Levels</th><th>Score Ranges</th><th>NRS/CASAS/EL Level Names</th></tr>
<tr><td>A</td><td>1</td><td>150-180</td><td>Beginning Literacy</td></tr>
<tr><td>A</td><td>2</td><td>181-200</td><td>Beginning [Low Beg. 181-190; High Beg. 191-200]</td></tr>
<tr><td>B</td><td>3</td><td>201-210</td><td>Intermediate Low</td></tr>
<tr><td>B</td><td>4</td><td>211-220</td><td>Intermediate High</td></tr>
<tr><td>C</td><td>5</td><td>221-235</td><td>Advanced Low</td></tr>
<tr><td>D, E</td><td>6</td><td>236 - 245</td><td>Advanced High</td></tr>
</table></td></tr>
</table>

<table>
<tr><th>Field #</th><th>Name</th><th>Directions</th></tr>
<tr><td>18</td><td>Instructional Level, Basic Skills (ABE)</td><td>* Coding this field is not necessary unless required by the local Adult Literacy Program. If it is required, please code according to the following instructions. Code the appropriate Instructional Level. Report the lowest instructional level assessed at the time of class entry. (See Attachment C for CASAS/NRS Skill Level Descriptors.)

<table>
<tr><th>CASAS Levels</th><th>NRS Levels</th><th>Score Ranges</th><th>NRS/CASAS/ABE Level Names</th></tr>
<tr><td>A</td><td>1</td><td>Under 200</td><td>Beginning Literacy</td></tr>
<tr><td>B</td><td>2</td><td>201-210</td><td>Beginning</td></tr>
<tr><td>B</td><td>3</td><td>211-220</td><td>Intermediate Low</td></tr>
<tr><td>C</td><td>4</td><td>221-235</td><td>Intermediate High</td></tr>
<tr><td>D</td><td>5</td><td>236-245</td><td>ASE Low</td></tr>
<tr><td>E</td><td>6</td><td>246+</td><td>ASE High</td></tr>
</table></td></tr>
<tr><td>19</td><td>Skill Level, ABE/GED</td><td>Coding this field is not necessary unless required by the local Adult Literacy Program. These Skill Level fields should only be used for ABE/GED enrollees. The Skill Level field should not be used for EL enrollees. The Skill Level categories are designed to benchmark Reading and Mathematics skill levels. Therefore, only the columns labeled “R” and “M” should be coded (R= Reading; M=Mathematics). A learner’s entry Skill Level should be coded based on initial assessment (i.e. ECS 130 Appraisal results) or pretest results at time of enrollment. Mark a maximum of one bubble in the Reading and Mathematics columns. Utilize the following chart to determine the correct Skill Level.

<table>
<tr><th>CASAS Levels</th><th>Score Ranges</th><th>NRS/CASAS/ABE Level Names</th><th>Skill Level (R=Reading; M=Math)</th></tr>
<tr><td>A</td><td>Under 200</td><td>Beginning Literacy</td><td>0 or 1</td></tr>
<tr><td>B</td><td>201-210</td><td>Beginning</td><td>2</td></tr>
<tr><td>B</td><td>211-220</td><td>Intermediate Low</td><td>3</td></tr>
<tr><td>C</td><td>221-235</td><td>Intermediate High</td><td>4</td></tr>
<tr><td>D</td><td>236-245</td><td>ASE Low</td><td>5</td></tr>
<tr><td>E</td><td>246+</td><td>ASE High</td><td>6</td></tr>
</table></td></tr>
<tr><td>19</td><td>Skill Level, EL</td><td>Coding this field is not necessary unless required by the local Adult Literacy Program. This Skill Level field should be used for English Literacy enrollees. The Skill Level categories are designed to benchmark Listening skill levels which are designated as Student Performance Levels (SPL’s). Therefore, only the column labeled “L” (L= Listening) should be coded. A learner’s entry skill level should be coded on initial assessment based on pretest results at time of enrollment. Mark only one bubble in the Listening column. Utilize the following chart to determine the correct skill level. Refer to Attachment C for a description of the SPL levels on the chart labeled “CASAS Skill Level Descriptors of English Literacy”.

<table>
<tr><th>CASAS Levels</th><th>Score Ranges</th><th>Descriptor Names</th><th>Skill Level (L=Listening)</th></tr>
<tr><td>A</td><td>165-180</td><td>Beginning Literacy</td><td>SPL 0-1</td></tr>
<tr><td>A</td><td>181-200</td><td>Beg. [Low Beg 181-190
High Beg. 191-200]</td><td>SPL 2
SPL 3</td></tr>
<tr><td>B</td><td>201-210</td><td>Intermediate Low</td><td>SPL 4</td></tr>
<tr><td>B</td><td>211-220</td><td>Intermediate High</td><td>SPL 5</td></tr>
<tr><td>C</td><td>221-235</td><td>Advanced Low</td><td>SPL 6</td></tr>
<tr><td>D</td><td>236-245</td><td>Advanced High (Adult Sec.)</td><td>SPL 7</td></tr>
<tr><td>E</td><td>246+</td><td>Proficient Skills</td><td>SPL 8</td></tr>
</table></td></tr>
</table>

Field #	Name	Directions
20	Provider Use	This field should be coded to indicate the **type of class** in which the learner is enrolled. The numbers from 0-5 in the first column marked "A" is the only column that should be coded (columns B-F are not to be coded). The following coding structure should be used: **Type of Class** — **Code** Adult Basic Education (ABE) — 0 English Literacy (EL) — 1 Adult Secondary Education (ASE/GED) — 2 EL/Civics — 3 Combination of ABE, ASE/GED — 4 Adult High School Diploma — 5

General information: * Refers to mandatory fields that must be completed. It is important for the teacher to receive as complete and accurate information as possible. Explain that the form will be scanned and needs to be completed with a #2 pencil only.

Purpose/Usage: Collects valuable accountability data from the student. Update Record collects student progress and results after a period of instructional intervention. Examples for using an Update Record would be when the learner has completed goals, attained another level of instruction or left the program. An Update Record for a student ***must be*** completed at the following times:

1. **When a student completes an instructional program.** An Update Record is completed when a student completes an instructional program and leaves or enters another program. (Example: An Update Record for an ABE student is required when the learner moves from an ABE program to a GED program.) [Bubble in appropriate categories in fields #7 and/or #13]
2. **When a student drops from an instructional program**. An Update Record should be completed soon after a student informs an instructor of plans to drop a program, or does not attend for more than 90 days. If an adult learner has been absent for a period of ninety (90) days and has not contacted the instructor or ABE coordinator as to intent, an Update Record should be submitted with field #7 bubbled in with the item labeled *Left before completed personal goal or level entered.*
3. **When a previously enrolled student fails to return to an instructional program.** If a student who was expected to continue enrollment does not return by the fourth week of a new term, an Update Record is then completed. [Bubble in appropriate categories in fields #7 and/or #13]
4. **At the end of a program year**. The Update Record needs to be submitted at the end of the program year on all adult learners who: (1) do not plan on returning the next program year, (2) advanced an instructional level, (3) advanced a skill level, or (4) attended a minimum of 12 instructional hours and were enrolled in one of the federally funded instructional programs. [Bubble in appropriate categories in fields #7 and #13.]

Agency # *This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. (See Attachment A for Agency Codes and Categories.)

Site # *This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). (See Attachment A for site codes and definitions.)

Field #	Name	Directions
1a	Student Name	*Print legibly. Middle initial is optional.
1b	Student Address	*Print legibly. Optional field.
2	Instructor Name	*Print legibly. May add the name of the class or student address on this line.
3	Student Identification	*All students must have an ID (social security number or substitute.) A suggested substitute for SSN: 1st three digits (999) 2nd two digits (community college district #) last four digits (any sequential numbers) An institution may use their own established method of assigning substitute social security numbers.
4	Date of Class Update	*The date the student record is updated for whatever reason. **NOTE:** If the category “Left Program” (field #7 under “Status” on the Update Record) is coded, the date the learner left the program is also coded in this field.

Field #	Name	Directions
5	Hours of Instruction	*This information is used to determine the hours of instruction as it relates to student progress and results. Indicate as closely as possible the total number of hours attended since the student enrolled in a class. If the student completed multiple Update Records, in this class, indicate the number of hours since the student completed the last Update Record in this class. TOPSpro will add the total hours of instruction on each Update Record that is completed by the student to summarize the number of hours of instruction in the program.
6	Instructional Program	*Indicate the instructional program in which the student is enrolled. Always use the lowest functioning level. The instructional program category must be the same as coded on the Entry Record. However, if an adult learner completes the original instructional program and begins another instructional program, an Update Record for the original instructional program needs to be submitted indicating completion status. At that point, a new Entry Record for the second instructional program needs to be submitted indicating the transition to the second instructional program. **Note:** It is necessary to code an adult learner in one of the following instructional program categories in order to be included in the National Reporting System (NRS) Federal report: (1) Basic Skills (ABE), (2) EL , (3) EL /Citizenship, (4) High School Diploma, (5) GED. The remaining instructional program categories may be utilized for identifying other instructional programs not eligible for NRS reporting. Basic Skills (ABE) – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family. EL – An English literacy program of instruction designed to help adults who are limited English proficient achieve competence in the English language. EL /Citizenship – A program of instruction designed to help adults who are limited English proficient achieve competence in English with focus on language skills necessary to obtain citizenship. **Note: This instructional program category should be coded for adult learners enrolled in the English Language/Civics Education (EL/Civics) program. The Special Programs category "EL/Civics" (Field #13 on the Entry Record) must also be coded for adult learners enrolled in EL/Civics instructional programs.** Citizenship – Enrolled in a class to obtain U.S. citizenship. High School Diploma - Refers to the traditional high school diploma or alternative high school or adult high school diploma. GED – A program of instruction designed to assist adults prepare for the GED Test Battery. Spanish GED – Do not code. Vocational/Occupational Skills – Organized programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Workforce Readiness – An activity designed to help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include job seeking and job keeping skills, work habits training, career decision-making, career assessment, and job placement.

Field #	Name	Directions
6	Instructional Program (Continued)	Adults with Disabilities – Individuals who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program. Health and Safety – An instructional program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards. Home Economics – Family and consumer education instruction including the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school, and community including men, women, minorities and persons with disabilities. Parent Education – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency. Older Adults – A program whose services are provided primarily for adults 60 years and older. Other – The learner is enrolled in a program not listed.
7	Status	*Mark one. Indicate the student's status since the completion of the Entry Record. Retained in program – This category should be coded for learners who: (1) are currently enrolled in the program and plan to continue in the program during the next program year beginning July 1, or (2) the instructor is not certain as to the learner's future program status If an instructor is uncertain about an adult learner's future program status, then this category should be coded instead of the category "Left Program". An example would be a situation where the learner may have finished the class or program but may return the following program year beginning July 1st. Left Program – This category should be coded for learners who: (1) left the program before completion, (2) left the program due to completion. **This category should only be coded in those situations where the instructor is reasonably certain that the adult learner will not be returning to the class or program. If the instructor is uncertain about the adult learner's status, refer to the instructions for the category "Retained in program".**

Field #	Name	Directions
7	Status (Continued)	**A learner left the program before completion, such as leaving a training program before completing all required classes.** A learner is considered to have left the program if no instructional services have been received for 90 consecutive days or no instructional services are scheduled. The date the adult learner left the program should be coded in Field # 4 (Date of Class Update) on the Update Record. **A learner left the program upon completion of instructional level or program.** A learner is considered to be a program completer if: (1) current instructional level has been successfully achieved, (2) the instructional goals and objectives of the current instructional program in which the learner is enrolled have been successfully completed. The date the adult learner left the program should be coded in Field # 4 (Date of Class Update) on the Update Record. No show or did not attend at least 12 hours – Learner did not show up for class or attend class for more than 12 instructional hours.
8	Progress	*This field should **not be coded unless it is required by the local ABE Program**. If it is required, please code according to the following instructions. Mark the highest level attained. Progressed within level or program – Learner has made instructional gains within the same instructional level as classified at program entry. Completed level or program – Learner has successfully achieved current instructional level or successfully completed the current program in which enrolled. Advanced to a higher level or program – Learner is working at a higher instructional level or advanced to another instructional program than classified at program entry (i.e. advanced from CASAS instructional level A to B or advanced from the ABE program to the GED program.
9	Learner Results	Entered military – Learner entered into one of the branches of the U.S. Armed Forces. Acquired workforce readiness skills – Learner obtained work experience that enabled the student to obtain future employment. Reduced public assistance – Learner received reduced financial assistance from state, federal or local government agencies while enrolled in the program or by the end of the program year. Other – Other work related results not listed.

Field #	Name	Directions
9	Learner Results (Continued)	**Personal/Family** Increased involvement in children's education -- Increased involvement in children's school, such as attending school activities, parent meetings or volunteering to work on school projects. Increased involvement in children's literacy related activities -- Completed a program with a literacy component for parents and children or other intergenerational components. Met other family goal – Made measurable improvement in diet, exercise for self and family and reduced or ceased any unhealthy habit or addiction, increased mobility in the community or other positive lifestyle change. Met personal goal – Met a personal goal while receiving instruction which was personal/family related and had a clear definable outcome. Other – Other personal/family results not listed. **Community** Achieved U.S. citizenship skills – Obtained U.S. citizenship during instruction. Registered to vote or voted for first time – Registered to vote or voted for the first time during instruction. Increased involvement in community activities – Increased involvement in community activities during instruction. Other – Other community results not listed. **Education** Returned to K-12 – A learner re-enrolled in the traditional K-12 school system or alternative high school program. Passed GED – Learners who obtain passing scores on the GED tests by Iowa State Standards. Earned certificate – Obtained basic skills certificate(s). Earned high school diploma – Learners who earn a traditional high school diploma, or an adult high school diploma. Entered college – Enrolled in community college or four-year institution. Entered training program – Enrolled in an educational or occupational skills training program that builds upon and does not duplicate other services or training received, regardless of whether the prior services were competed. Gained computer or technical skills – Gained knowledge of computer and computer related technical skills. Mastered course competencies/educational plan – Mastered specific literacy competencies or completed educational plan as documented by the Individual Educational Plan (IEP). Other – Other education results not listed.

<table>
<tr><th>Field #</th><th>Name</th><th>Directions</th></tr>
<tr><td>10</td><td>Class Number</td><td>Bubble in the appropriate class number. This field should be completed by a teacher or administrator. TOPSpro does not require all the class digits to be filled. Class numbers should be aligned starting on the left. Each community college should define their own coding structure. Note: The Class Number needs to be the same on the Update Record as assigned on the Entry Record.</td></tr>
<tr><td>11</td><td>Instructional Level</td><td>* Coding this field is not necessary unless required by the local Adult Literacy Program. If it is required, please code according to the following instructions. Code the appropriate Instructional Level. Report the highest instructional level assessed during the learner's class/program tenure. Bubble "Completed Advanced High" or "Completed ASE High" if either the category of "EL Advanced High" or "ASE High" were completed. (See Attachment C for CASAS/NRS Skill Level Descriptors.)

<table>
<tr><th>CASAS Levels</th><th>NRS Levels</th><th>Score Ranges</th><th>NRS/CASAS/EL Level Names</th></tr>
<tr><td>A</td><td>1</td><td>150-180</td><td>Beginning Literacy</td></tr>
<tr><td>A</td><td>2</td><td>181-200</td><td>Beginning [Low Beg. 181-190; High Beg. 191-200]</td></tr>
<tr><td>B</td><td>3</td><td>201-210</td><td>Intermediate Low</td></tr>
<tr><td>B</td><td>4</td><td>211-220</td><td>Intermediate High</td></tr>
<tr><td>C</td><td>5</td><td>221-235</td><td>Advanced Low</td></tr>
<tr><td>D, E</td><td>6</td><td>236 - 245</td><td>Advanced High
Completed Advanced High</td></tr>
</table>

<table>
<tr><th>CASAS Levels</th><th>NRS Levels</th><th>Score Ranges</th><th>NRS/CASAS/ABE Level Names</th></tr>
<tr><td>A</td><td>1</td><td>Under 200</td><td>Beginning Literacy</td></tr>
<tr><td>B</td><td>2</td><td>201-210</td><td>Beginning</td></tr>
<tr><td>B</td><td>3</td><td>211-220</td><td>Intermediate Low</td></tr>
<tr><td>C</td><td>4</td><td>221-235</td><td>Intermediate High</td></tr>
<tr><td>D</td><td>5</td><td>236-245</td><td>ASE Low</td></tr>
<tr><td>E</td><td>6</td><td>246+</td><td>ASE High
Completed ASE High</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th>Field #</th><th>Name</th><th>Directions</th></tr>
<tr><td>12</td><td>Skill Level, ABE/GED</td><td>Coding this field is not necessary unless required by the local Adult Literacy Program. The Skill Level field should only be used for ABE/GED enrollees. The Skill Level field should not be used for EL enrollees. The Skill Level categories are designed to benchmark Reading and Mathematics skill levels. Therefore, only the columns labeled “R” and “M” should be coded (R= Reading; M= Mathematics). A learner’s skill level should be coded based on the highest score obtained from post assessment in the skill areas of Reading and Mathematics for the current program year. This level may or may not reflect the most recent post-test score(s). Mark a maximum of one bubble in the Reading and Mathematics columns. Utilize the following chart to determine the correct Skill Level.
<table>
<tr><th><u>CASAS Levels</u></th><th><u>Score Ranges</u></th><th><u>NRS/CASAS/ABE Level Names</u></th><th><u>Skill Level (R=Reading; M=Math)</u></th></tr>
<tr><td>A</td><td>Under 200</td><td>Beginning Literacy</td><td>0 or 1</td></tr>
<tr><td>B</td><td>201-210</td><td>Beginning</td><td>2</td></tr>
<tr><td>B</td><td>211-220</td><td>Intermediate Low</td><td>3</td></tr>
<tr><td>C</td><td>221-235</td><td>Intermediate High</td><td>4</td></tr>
<tr><td>D</td><td>236-245</td><td>ASE Low</td><td>5</td></tr>
<tr><td>E</td><td>246+</td><td>ASE High</td><td>6</td></tr>
</table></td></tr>
<tr><td>12</td><td>Skill Level, EL</td><td>Coding this field is not necessary unless required by the local Adult Literacy Program. This Skill Level field should be used for English Literacy enrollees. The Skill Level categories are designed to benchmark Listening skill levels which are designated as Student Performance Levels (SPL’s). Therefore, only the column labeled “L” (L= Listening) should be coded. A learner’s skill level should be coded based on the highest score obtained from post assessment in the skill area of Listening for the current program year. This level may or may not reflect the most recent post-test score(s). Mark only one bubble in the Listening column. Utilize the following chart to determine the correct skill level. Refer to Attachment C for a description of the SPL levels on the chart labeled “CASAS Skill Level Descriptors of English Literacy”.
<table>
<tr><th><u>CASAS Levels</u></th><th><u>Score Ranges</u></th><th><u>Descriptor Names</u></th><th><u>Skill Level (L=Listening)</u></th></tr>
<tr><td>A</td><td>165-180</td><td>Beginning Literacy</td><td>SPL 0-1</td></tr>
<tr><td>A</td><td>181-200</td><td>Beg. [Low Beg 181-190
High Beg. 191-200]</td><td>SPL 2
SPL 3</td></tr>
<tr><td>B</td><td>201-210</td><td>Intermediate Low</td><td>SPL 4</td></tr>
<tr><td>B</td><td>211-220</td><td>Intermediate High</td><td>SPL 5</td></tr>
<tr><td>C</td><td>221-235</td><td>Advanced Low</td><td>SPL 6</td></tr>
<tr><td>D</td><td>236-245</td><td>Advanced High (Adult Sec.)</td><td>SPL 7</td></tr>
<tr><td>E</td><td>246+</td><td>Proficient Skills</td><td>SPL 8</td></tr>
</table></td></tr>
</table>

Field #	Name	Directions
13	Reason for Exiting	Complete for enrollees who left the program during the **current program year**. Mark only one reason. This field should **not be coded** if the enrollee is going to remain in the instructional program during the next program year beginning July 1st. Changed class or program – Entered into another educational or training program. Completed program -- Learner completed program goals. Met Goal -- Learner met personal goal(s). End of program year – The learner has left the program at the end of the program year ending June 30th of any given year and has not enrolled for the new program year beginning July 1st of any given year. Got a job – Learner obtained full or part-time paid employment prior to completing objectives. Moved – Changed residence to another geographic location outside the service area of the program. Schedule conflict – Learner is not available due to the time or location of instruction. Lack of transportation – Learner is without own means of transportation and is unable to arrange for private transportation between home and location of instruction. Lack of child care – Resources or facilities needed to meet the learner's childcare needs are not available. Family problems – Leaner cannot participate due to problems relating to family responsibilities or care of family members. Own health problems – Need or receiving medical or mental health treatment that precludes participation. Lack of interest – Learner declines to complete service due to lack of interest or perceived value of the program. Public safety – Learner concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, etc. Administratively separated – Dismissed by school administration for cause. Unknown reason – Learner cannot be contacted after utilizing address and phone number and alternative contact information provided by the learner. Other known reason – All other known reasons. The specific reason should be stated.
14	Sub-Sections of GED Passed	This should be marked **for GED students who only pass a sub-section** of the GED as defined by Iowa state standards.
15	High School Credits Earned	This field should be used to track progress in an adult high school diploma or alternative high school program by recording the number of credits earned.

General information: * Refers to mandatory fields that must be completed. It is important for the teacher to receive as complete and accurate information as possible. Explain that the form will be scanned and needs to be completed with a #2 pencil only.

Purpose/Usage: This form may be used to record pre/post assessment and entered into a student's record at that time. Used to administer any CASAS test and/or record the test scores of non-CASAS tests. When used with CASAS tests, the record collects item responses, form number, date and instructional program. The Test Record permits two CASAS tests to be administered, one on each side, and eight non-CASAS tests scores to be recorded, four on each side.

A Test Record should be submitted by June 1st of any given program year on all ABE enrollees who have not been tested since February 15th of the same program year and who also plan on continuing in the ABE program in the following program year beginning July 1st of any given program year. ABE enrollees who have Test Record updates submitted between February 15th and June 1st need not be retested if the instructor feels the last Test Record update reflects the most current Test Record information.

Things for Teachers to remember:

- Each student who completes the Test Record must complete the Entry Record.
- Use a #2 pencil only. Do not use ink.
- Make sure that students match the item number in the booklet with the item number on the Test Record.
- There are 50 spaces for the multiple choice item responses. Start each test with number 01.
- If the answer is changed, completely erase any undesired answers. Incomplete erasures may be scored as wrong answers.
- Erase any stray marks on the forms, or the form may be misread or unscannable. Check student's Test Record prior to submitting for scanning.
- Either side may be used for the pretest and the post-test. Be sure to indicate the correct test number where requested.
- Read the testing instructions in front of the test booklet to the students.

Agency # *This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. (See Attachment A for Agency Codes and Categories.)

Site # *This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). (See Attachment A for site codes and definitions.)

Field #	Name	Directions
1	Student Name	*Print legibly. Middle initial optional.
2	Instructor Name	*Print legibly. May add the name of the class or student address on this line.
3	Student Identification	*All students must have an ID (social security number or substitute.) A suggested substitute for SSN: 1st three digits (999) 2nd two digits (community college district #) last four digits (any sequential numbers) An institution may use their own established method of assigning substitute social security numbers.
	Is this your Social Security #?	Bubble in "Yes" if this is the student's social security #. Bubble in "No" if a substitute identification number has been assigned.

Field #	Name	Directions
4	Form Number	* Enter the CASAS test form number with the letter indicating the subject area. R = Reading W = Writing C = Citizenship M = Math S = Speech L = Listening G = Grammar The letter X is used for the extended range forms (Example: Form 32X). All CASA tests have a form number on the top cover. This form number **must** be used for the test to be scored. All form numbers are three (3) digits not including the type of test (e.g. 034R). Use a leading zero for form numbers that are only 2 digits.
5	Test Date	Indicate the date the student takes the pre/post assessment. Use leading zeros for the months and days that are less than "10". (Example: Jan-01-99.)
6	Class Number	**Bubble in the appropriate class number. This field should be completed by a teacher or administrator.** TOPSpro does not require all the class digits to be filled. Class numbers should be aligned starting on the left. Each community college should define their own coding structure. **Note: The Class Number needs to be the same on the Test Record as assigned on the Entry Record.**
7	Instructional Program	*Indicate the instructional program in which the student is enrolled. **Always use the lowest functioning level. The instructional program category must be the same as coded on the Entry/Update Record.** Basic Skills (ABE) – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family. EL – An English literacy program of instruction designed to help adults who are limited English proficient achieve competence in the English language. EL /Citizenship – A program of instruction designed to help adults who are limited English proficient achieve competence in English with focus on language skills necessary to obtain citizenship. Citizenship – Enrolled in a class to obtain U.S. citizenship. High School Diploma - Refers to the traditional high school diploma or alternative high school or adult high school diploma. GED – A program of instruction designed to assist adults prepare for the GED Test Battery. Spanish GED – Do not code. Vocational/Occupational Skills – Organized programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Workforce Readiness – An activity designed to help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include job seeking and job keeping skills, work habits training, career decision-making, career assessment, and job placement.

Field #	Name	Directions
7	Instructional Program (Continued)	Adults with Disabilities – Individuals who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program. Health and Safety – An instructional program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards. Home Economics – Family and consumer education instruction including the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school, and community including men, women, minorities and persons with disabilities. Parent Education – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency. Older adults –A program whose services are provided primarily for adults 60 years and older. Other – The learner is enrolled in a program not listed.
8	Hours of Instruction	* This information is used to track the number of hours as it relates to the pre-test learning gains. If this is a pre-test, leave it blank. If this is a post-test, enter the total number of instructional hours in the modality (i.e. Reading, Math, Writing) in which the student was post-tested. **Note these instructions are different than the Update Record, Field #5.**
9	Raw Score	Indicate the raw score in the space provided ONLY if the student did NOT take the pre/post test on this form. If a student does not bubble the answers on a Test Record answer strip, the Test Record may still be scanned if the raw score (number of correct items) for a CASAS test is entered here and the correct form number is entered in Field #4.
10-13	Other Test Scores 1-4	OPTIONAL. Other assessment results such as TABE or ABLE may be entered here. These test scores will appear as "**NCT**" (Not CASAS Test) on any TOPSpro Reports. These test scores are not available for computing learning gains.
	Student Does Not Yet Have the Skills to be Tested	If the student does not have the skills to be tested (including CASAS assessment), indicate in the space provided. **NOTE:** Coding this field **does not constitute a pre-test** due to the fact that no assessment has taken place.

SECTION II: Specialized Program Instructions

This section contains special coding instructions for the following programs: (1) Corrections, (2) Family Literacy, (3) Sheltered Workshops and Work Activity Centers, (4) Alternative High School, and (5) Institutions. Refer to Section I for Program Definitions.

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **State Corrections or Jail/Community Corrections**. **Use site code 02.**

Entry Record

Field #	Instructions
1-12	Follow instructions in Section I.
13	Enter appropriate category of Jail, Community Corrections or State Corrections.
14-20	Follow instructions in Section I.

Update Record

Field #	Instructions
1-12	Follow instructions in Section I. Enter all that apply.
13	Enter Reason for Exit.
14-15	Follow instructions in Section I.

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Family Literacy.** **Enter appropriate location by site code.**

Entry Record

Field #	Instructions
1-12	Follow instructions in Section I.
13	Enter Family Literacy.
14-20	Follow instructions in Section I.

Update Record

Field #	Instructions
1-8	Follow instructions in Section I.
9	Enter appropriate Personal/Family or Community
10-15	Follow instructions in Section I.

SECTION II: Specialized Program Instructions

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Sheltered Workshops and Work Activity Centers.** **Use site code 06.**

Entry Record

Field #	Instructions
1-12	Follow instructions in Section I.
13	Enter Workplace Education
14-20	Follow instructions in Section I.

Update Record

Field #	Instructions
1-8	Follow instructions in Section I. .
9	Enter appropriate Work or Education.
10-13	Follow instructions in Section I.
14-15	Follow instructions in Section I.

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Alternative High School**. **Use site code 11.**

Entry Record

Field #	Instructions
1-10	Follow instructions in Section I.
11	Enter High School Diploma.
12	Follow instructions in Section I.
13	Enter Alternative Education [K-12]
14-20	Follow instructions in Section I.

Update Record

Field #	Instructions
1-5	Follow instructions in Section I.
6	Enter High School Diploma.
7-8	Follow instructions in Section I.
10-15	Follow instructions in Section I. **(Note: Item #15 may be used to track high school credits.)**

SECTION II: Specialized Program Instructions

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs, **Institutions**. **Use site code 01 for the general category of "Institutions". Use site code 06 for sheltered workshops and work activity centers.**

Entry Record

Field #	Instructions
1-12	Follow instructions in Section I.
13	Enter "Other" for Institutional settings.
14-20	Follow instructions in Section I.

Update Record

Field #	Instructions
1-8	Follow instructions in Section I.
9	Enter the Work or Education category
10-15	Follow instructions in Section I.

Iowa's Adult Literacy Program Assessment Policy

The Iowa Department of Education requires all eligible adult literacy providers to utilize the Comprehensive Adult Student Assessment System (CASAS) standardized assessment instruments for the National Reporting System (NRS) to report the Educational Gains benchmark educational functioning levels. The CASAS standardized assessment instruments are the only approved instruments utilized for state and federal reporting purposes. The utilization of common assessment instruments based on the same standard score scale provides standardized data and progress reports across all of Iowa's adult literacy eligible providers. This assessment policy was implemented during Program Year 2001.

ECS 130 Appraisal and Pre-Test Guidelines

This section contains instructions for completing ECS 130 Appraisal and Pre-Test Guidelines. The ECS 130 Appraisal is designed as an **initial assessment instrument** that provides information on learners' basic functional literacy skills in reading and math in an employability context. The Form 130 is accurate up to a standard score of 245 (D Level). It includes two sections: Reading- 25 questions, 25 minutes [administration time]; Math-25 questions, 25 minutes [administration time]. Appraisal results determine whether participants should be placed into educational services such as English Literacy [formerly referred to as ESL], ABE, GED preparation classes, or vocational training programs. Appraisal results, based on the ECS 130, place adult learners into CASAS Levels A, B, C, or D. **The ECS Appraisal is not to be used for Pre/Post Testing.**

Given the above description of the ECS 130 Appraisal and common usage of the ECS Appraisal and CASAS pre-tests in Iowa's ABE programs, the following guidelines should be implemented in the appropriate use of the ECS 130 Appraisal and pre-tests:

- The ECS 130 Appraisal should be administered **only as an initial assessment** to adult learners to determine appropriate placement in CASAS Levels A-D. The ECS 130 **can not be used** as a substitute for pre-testing.
- Every learner should be pre-tested as soon as possible after **initial enrollment** in the instructional program or as a part of the **program/class orientation process.**
- The appropriate pre-test instruments for CASAS Levels A-D should be utilized as **a basis for initial placement** in the appropriate instructional level and to document the beginning skill level in reading and math.

- It is **not necessary** to administer the ECS 130 Appraisal if the instructor determines through other standardized assessment procedures a realistic instructional level in which to place the adult learner.
- It **is necessary** to administer the appropriate level pre-test once the appropriate instructional level and skill level has been determined through initial assessment procedures. The pre-test serves as the basis for initial instructional level placement and initial skill level placement.

The guidelines reflect the intent, CASAS policy, and common usage in the utilization of the ECS 130 Appraisal and CASAS Level pre-tests.

Post-Test Guidelines

This section contains instructions for completing post-test procedures. The purposes of post-test procedures are: (1) determine learner instructional gains within any given instructional level, (2) determine learner instructional gains between instructional levels, (3) determine learner skill level gains. The following guidelines should be implemented in the appropriate use of post-tests.

- Every learner should be post-tested to determine appropriate instructional level or skill level gains.
- On average, post-tests should be scheduled following approximately forty (40) hours of instructional intervention. However, GED level students may require a shorter period of instructional intervention time (i.e. 25-40 hours) prior to the administration of post-tests. Some learners may require up to 100 hours of instructional intervention to evaluate full instructional level or skill level gains.
- Post-tests should be administered whenever the instructor and learner determine that instructional level or skill level progress had been made. A post-test should also be administered when a learner leaves the program.

DATE: June 4, 2003

TO: ABE Coordinators, State Level CASAS Level Trainers, Chief GED Examiners

FROM: Division of Community Colleges and Workforce Preparation

SUBJECT: Iowa's Adult Literacy Program CASAS/GED Referral Guidelines

INTRODUCTION AND BACKGROUND

The purpose of this memorandum is to provide program guidelines to determine GED candidates' readiness to successfully complete the GED 2002 Test Battery based on performance on the Comprehensive Adult Student Assessment System (CASAS) reading and mathematics Level C and D forms. A three year multi state study designed to determine the relationship between CASAS and the GED 2002 Test Battery was examined utilizing data from California, Hawaii, Iowa, Kansas and Oregon (N=3,669). The participating states submitted CASAS reading and mathematics scores along with GED 2002 test results which represented the first year of national utilization (February 2002-February 2003) of the GED 2002 Test battery.

The skills assessed by the GED 2002 Test Battery in the subtests of *Language Arts, Reading* and *Mathematics* were examined in relation to the competencies assessed by the CASAS Level C and D reading and mathematics forms. The results of the analysis indicated a high degree of correspondence between the two instruments in the areas reading and mathematics. In other words, both instruments measured similar skills and abilities*. (See Exhibit 1).* As adult learners moved up the CASAS scale from level C to D to E, the data indicated a significant increase in GED 2002 pass rates at each level. (*See Tables 1-4).*

IOWA'S ADULT LITERACY PROGRAM REFERRAL GUIDELINES

The following guidelines are designed to provide guidance to Iowa's adult literacy program ABE coordinators, GED level instructional staff and Iowa's GED chief and alternate examiners to determine GED candidates' readiness to successfully complete the GED 2002 Test Battery or any one of the five (5) subtests.

- To insure the highest probability of successfully passing the GED 2002 Test Battery, GED candidates should score at **CASAS Level E (246+) on the reading or mathematics CASAS assessment instruments** before they are administered the individual GED subtests. *(See Tables 3 and 4).*

In some cases, GED candidates functioning at Level D (236-245) may be sufficiently prepared to successfully complete the GED 2002 Test Battery*. (See Tables 1 and 2).*

- Given Iowa's GED Testing Program benchmark of maintaining a **93-95% pass rate**, it is recommended that GED candidates not be referred to take any subtest of the GED 2002 Test Batty until performance on the appropriate CASAS form is either at **High Level D (240-245) or Level E (246+).** (*See Tables 1-4*)

- The results of the CASAS reading or mathematics assessments may be used in conjunction with results from other assessment instruments, such as the GED Official Practice Tests (OPT), to determine GED candidates' readiness to successfully complete the GED 2002 Test Battery. However, the CASAS results should be used as the **primary determinant.**

- The **final decision** as to the appropriate time to refer a GED candidate to be administered the GED 2002 Test Battery must ultimately be made in collaboration with the **GED instructor, GED candidate, ABE coordinator** and **GED examiner.**

TABLES AND GRAPHS

The tables and graphs are designed to serve as reference documents for GED instructors, ABE coordinators and GED chief and alternate examiners to determine GED candidates' readiness to successfully complete the GED 2002 Test Battery.

- **Table 1**: Table 1 delineates the GED pass rate percentage at CASAS Level D for each GED subtest based on performance on the CASAS reading and mathematics forms. For example, 75% of the GED candidates passed the *Language Arts, Reading* subtest. The "Number of Observations" column indicates the number of GED candidates reported for any given subtest area who were involved in the CASAS/GED Correlation Study. For example, a total of 1,676 GED candidates successfully completed the *Language Arts, Reading* subtest at CASAS Level D performance.

- **Table 2**: Table 2 depicts the GED pass rate percentage at CASAS Level D for the overall GED 2002 Test Battery based on performance on the CASAS reading and mathematics forms. For example, 78% of the GED candidates passed the overall GED 202 Test Battery at CASAS Level D. The "Number of Observations" column indicates the number of GED candidates reported for the entire GED 2002 Test Battery who were involved in the CASAS/GED Correlation Study. For example, a total of 1,163 GED candidates successfully completed the overall GED 2002 Test Battery at CASAS Level D based on reading assessment results.

- **Table 3**: Table 3 delineates the GED pass rate percentage at CASAS Level E for each GED subtest based on performance on the CASAS reading and mathematics forms. For example, 89% of the GED candidates passed the *Language Arts, Reading* subtest. The "Number of Observations" column indicates the number of GED candidates reported for any given subtest area who were involved in the CASAS/GED Correlation Study. For example, a total of 1,751 GED candidates successfully completed the *Language Arts, Reading* subtest at CASAS Level E performance.

- **Table 4**: Table 2 depicts the GED pass rate percentage at CASAS Level E for the overall GED 2002 Test Battery based on performance on the CASAS reading and mathematics forms. For example, 94% of the GED candidates passed the overall GED 202 Test Battery at CASAS Level D. The "Number of Observations" column indicates the number of GED candidates reported for the entire GED 2002 Test Battery who were involved in the CASAS/GED Correlation Study. For example, a total of 1,419 GED candidates successfully completed the overall GED 2002 Test Battery at CASAS Level E based on reading assessment results.

- **Exhibit 1**: Exhibit 1 presents the CASAS reading and mathematics skill level descriptors CASAS Levels D and E. This exhibit is designed to describe the competencies that are included in reading and mathematics at CASAS Levels D and E.

SUMMARY

The results of the CASAS/GED 2002 Correlation Study provide the necessary documentation to formulate reasonable guidelines for GED candidates' probability of successfully completing the GED 2002 Test Battery based on performance results of the CASAS reading and mathematics Levels C and D assessments. The guidelines are designed to be flexible but also to provide a frame work for reasonable decision making on the part of GED instructors, ABE coordinators and GED chief and alternate examiners. Please disseminate these guidelines to all instructional personnel and GED alternate examiners. The guidelines are effective as of **June 15, 2003.**

If there are questions, please contact me.

Sincerely,

John Hartwig
Iowa Adult Education State Director

Table 1

A Percentage Rate of Passing Each GED Subtest Based on the CASAS Assessments Based on CASAS Level D Standard Score Range

CASAS Level	CASAS Standard Score Range	GED Subtest	Percent Passing GED Subtest	Number of Observations
D	236-245	Language Arts, Reading	75%	1,676
D	236-245	Language Arts, Writing	70%	1,337
D	236-245	Mathematics	90%	1,015
D	236-245	Science	84%	1,705
D	236-245	Social Studies	84%	1,730

Notes:

1. The GED subtests of Language Arts Reading, Language Arts Writing, Science, and Social Studies were matched to the CASAS reading assessment.
2. The GED subtest of Mathematics was matched to the CASAS Mathematics assessment
3. The percent passing rates were based on a GED standard score of 450 or above for all subtests.
4. The CASAS standard score range corresponds at level D to the National Reporting System (NRS) Educational Functioning Level (EFL) categories of “Adult Secondary Education (ASE) Low” and “English as a Second Language (ESL) High Advanced”.

Source: Composite table based on the results of the CASAS/GED Correlation Study; 2003

Table 2

A Percentage Rate of Passing the GED Test Battery Based on the CASAS Reading and Mathematics Assessments Based on CASAS Level D Standard Score Range

CASAS Level	CASAS Standard Score Range	CASAS Assessment Area	Percent Passing GED Test Battery	Number of Observations
D	236-245	Reading	78%	1,163
D	236-245	Mathematics	93%	871

Notes:

1. The GED pass rate is based on a GED standard score of 410 on each subtest and an average standard score of 450.

Source: Composite table based on the results of the CASAS/GED Correlation Study; 2003

Table 3

A Percentage Rate of Passing Each GED Subtest Based on the CASAS Assessments Standard Score Based on CASAS Level E Standard Score Range

CASAS Level	CASAS Standard Score Range	GED Subtest	Percent Passing GED Subtest	Number of Observations
E	246+	Language Arts, Reading	89%	1,751
E	246+	Language Arts, Writing	85%	1,552
E	246+	Mathematics	97%	302
D	246+	Science	97%	1,778
D	246+	Social Studies	96%	1,799

Notes:

1. The GED subtests of Language Arts Reading, Language Arts Writing, Science, and Social Studies were matched to the CASAS reading assessment.
2. The GED subtest of Mathematics was matched to the CASAS Mathematics assessment
3. The percent passing rates were based on a GED standard score of 450 or above for all subtests.
4. The CASAS standard score range at Level E corresponds to the National Reporting System (NRS) Educational Functioning Level (EFL) category of “Adult Secondary Education (ASE) High”.

Source: Composite table based on the results of the CASAS/GED Correlation Study; 2003

Table 4

A Percentage Rate of Passing the GED Test Battery Based on the CASAS Reading and Mathematics Assessments Based on CASAS Level E Standard Score Range

CASAS Level	CASAS Standard Score Range	CASAS Assessment Area	Percent Passing GED Test Battery	Number of Observations
E	246+	Reading	94%	1,419
E	246+	Mathematics	99%	268

Notes:

5. The GED pass rate is based on a GED standard score of 410 on each subtest and an average standard score of 450.

Source: Composite table based on the results of the CASAS/GED Correlation Study; 2003

EXHIBIT 1

CASAS Reading and Mathematics Skill Level Descriptions

CASAS Level	Subject Area	CASAS Skill Level Descriptor
D	Reading	Individuals functioning at this skill level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts and graphs; evaluating and organizing information. They can also organize information and perform tasks that involve workplace communication skills.
D	Mathematics	Individuals functioning at this skill level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations.
E	Reading	Individuals functioning at this skill level are able to read most written material encountered in the workplace, including forms, work procedures, and personal manuals. They can interpret technical information, training materials, and some technical manuals. They can interpret computer-generated materials in the form of databases and spreadsheets. They can read articles on unfamiliar topics written in more complex language.
E	Mathematics	Individuals functioning at this skill level are able to apply multi-step operations involving percents; apply proportion and ration; using decimal time; apply formulas to determine volume; devise formulas. They can apply these skills to: compare quantities such as changes in sales and production totals; compare relative quantities of material resources used; interpret and record time in decimal format (e.g. 1.4 hours); calculate volume of material required or used in manufacturing or construction; devise algebraic formulas to facilitate calculations.

Source: CASAS/GED Correlation Study; 2003

DATE: July 21, 2003

FROM: Division of Community Colleges and Workforce Development

TO: ABE Administrators/Coordinators, TOPSpro Record's Specialist

SUBJECT: TOPSpro Coding Guidelines for Sheltered Workshops and Work Activity Centers for Iowa's Federally Funded Adult Literacy Program

INTRODUCTION AND BACKGROUND

The purpose of this memorandum is to provide a set of guidelines pertaining to the coding of adult learners who are located in sheltered workshops or work activity centers and are enrolled in Iowa's adult literacy program. The guidelines are designed to produce a series of options which Iowa's community college based adult literacy programs may utilize to insure that: (1) the reporting of adult learners served in sheltered workshops or work activity centers in the TOPSpro system is standardized, and (2) assist Iowa's adult literacy programs to determine appropriate coding strategies to insure that Iowa's adult literacy program will meet or exceed Iowa's National Reporting System (NRS) benchmark projection for the "ABE Beginning Literacy" Educational Functioning Level.

These guidelines were developed based on a series of field based individual and group discussions with Iowa's adult basic education (ABE) coordinators. It is important to note that these guidelines apply only to Iowa's Federally funded adult literacy program and are not designed to provide coding instructions for state reporting purposes utilizing the community college based Management Information System (MIS).

REPORTING GUIDELINES

The following guidelines are designed to provide a series of three (3) scenarios which may be used to make reasonable professional judgments regarding NRS reporting strategies. The scenarios are as follows:

- **Federally Funded Adult Literacy Classes Held in Sheltered Worships or Work Activity Centers.** Adult literacy classes which are conducted utilizing Federal adult literacy funds **must be reported** utilizing the TOPSpro electronic reporting system. It is important to note that only **up to 10% of a local program's adult literacy program allocation** can be utilized to fund adult literacy classes in sheltered workshops or work activity centers. It is recommended to utilize the instructional program designation of "Adult with Disabilities" to initially code adult learners enrolled in sheltered workshops or work activity centers. However, the instructional program designation can be changed at a later date to "Basic Skills (ABE)" for those adult learners who completed an Educational Functioning Level as indicated on NRS Tables 4 and 4B, Column D. Given Iowa's TOPSpro replication project, all adult literacy program data will be automatically transmitted to the Iowa Literacy Resource Center (ILRC) on a daily basis. However, only those adult learners who are coded with one of the five (5) NRS eligible instruction program designations will be reported on NRS Tables 1-4 and NRS Table 4B. The replication project will provide the necessary data to generate special reports for adult learners functioning below the NRS "ABE Beginning Literacy" Educational Functioning Level (CASAS standard score below 200) to demonstrate learning gains. In addition, special reports can be generated for those program which are utilizing Project POWER instructional strategies.

- **Locally Funded Adult Literacy Classes Held in Sheltered Workshops or Work Activity Centers.** Adult literacy classes which are conducted utilizing local (**non-federal adult literacy funds**) funds are not required to be reported on the NRS. However, it is encouraged that these adult learner be entered into the TOPSpro system so that the local and state adult literacy programs have the data to generate special reports on special populations to demonstrate learning gains below the NRS "ABE Beginning Literacy" Educational Functioning Level. It is recommended to utilize the instructional program designation of "Adult with Disabilities" to initially code adult learners enrolled in sheltered workshops or work activity centers. However, the instructional program designation can be changed at a later date to "Basic Skills (ABE)" for those adult learners who completed an Educational Functioning Level as indicated on NRS Tables 4 and 4B, Column D. It is also encouraged that the TOPSpro software be utilized to generate instructor based reports for those local program which utilize project POWER.

- **A Combination of Federally Funded and Locally Funded Adult Literacy Classes Held in Sheltered Workshops and Work Activity Centers.** In many cases, the funding patterns for any given adult literacy class may involve a combination of Federal adult literacy program funds and local/state funds. In those cases, the percentage portion of the class which utilizes Federal adult literacy funds must be reported utilizing the TOPSpro system. [Example: a sheltered workshop class has an enrollment of 50 adult learners which receives equal funding from Federally adult literacy program funds and local/state funds. A total of 25 adult learners must be reported in the TOPSpro system]. It is recommended that, whenever possible, sheltered workshop or work activity classes be funded from a single source and not a combination of Federal/local/state funds.

SUMMARY

It is the purpose of these guidelines to provide a standardized process for reporting attendance in sheltered workshops and work activity centers according to funding source. The guidelines are subject to reasonable interpretation by Iowa's ABE Coordinators/Administrators. The intent is to insure that Iowa's adult literacy program will meet or exceed Iowa's National Reporting System (NRS) benchmark projection for the "ABE Beginning Literacy" Educational Functioning Level. Please disseminate these guidelines to all effected personnel. If there are questions, please contact me.

Sincerely,

John Hartwig
Iowa Adult Education State Director

/skj

DATE: July 31, 2003

FROM: Division of Community Colleges and Workforce Development

TO: ABE Administrators/Coordinators, TOPSpro Record's Specialist

SUBJECT: TOPSpro Coding Guidelines for Nonnative Speakers of English

INTRODUCTION AND BACKGROUND

The purpose of this memorandum is to provide a TOPSpro coding guideline for nonnative speakers of English enrolled in Iowa's adult literacy program. Specifically, this guideline **only applies** to the National Reporting System (NRS) Educational Functioning Levels (EFL) of "**ESL Low Advanced**". This EFL is one of the highest levels in the NRS hierarchy for reporting educational gains for nonnative speakers of English enrolled in Iowa's adult literacy program. It has been determined that persons functioning at this level are generally highly proficient in English language reading, listening and writing skills. Therefore, it is not appropriate to classify these adult learners as being enrolled in an English-as-a-Second Language (ESL) instructional program. These adult learners are generally functioning at CASAS Level D (CASAS standard score range of 236-245) or, in some cases, CASAS Level E (CASAS standard score range of 246+). The CASAS Level D range is generally considered to be congruent with the Test of English as Foreign Language (TOEFL) high English language proficiency Level.

The purpose of the TOEFL test is to evaluate the English proficiency of people whose native language is not English. The TOEFL measures the ability of nonnative speakers of English to understand North American English as it is used in colleges and university settings. TOEFL scores are required for purposes of admission by more than 4,400 two and four-year colleges and universities worldwide. Therefore, the TOEFL is considered to be a valid and reliable standard for determining English proficiency levels of nonnative speakers of English.

TOPSpro CODING GUIDELINES

The following guideline is designed to provide a TOPSpro coding option for nonnative speakers of English enrolled in Iowa's adult literacy program. This guideline **only applies** to the NRS Educational Functioning Level of "**ESL Low Advanced**". The "**ESL High Advanced**" **EFL should not be coded since this instructional program is no longer offered.**

- A nonnative speaker of English should be coded in a **GED instructional program** instead of an **ESL or ESL/Citizenship instructional program** if the following criteria are met: (1) the "Attainable Goal Within the Program Year" is to obtain a GED **and** (2) the enrollee obtains a pretest CASAS standard score of 236+ (Level D) in **two** of the following three subject areas: Listening, Reading or Writing.

- The following illustrates two examples: (1) a nonnative speaker of English indicates that their goal is to obtain GED during the program year and the instructor feels this is a realistic goal. The person attains pretest scores of 236+ in the areas of Listening and Reading. Since this person met the established criteria, the "GED" instructional program category would be coded instead of the "ESL" or "ESL/Citizenship" instructional program category. (2) a nonnative speaker of English indicates that their goal is to obtain GED during the program year and the instructor feels this is a realistic goal. The person attains pretest scores of 236+ in the areas of Listening and Writing. Since this person met the established criteria, the "GED" instructional program category would be coded instead of "ESL" or "ESL/Citizenship".

SUMMARY

The implementation of this guideline will enable Iowa's adult literacy program to meet or exceed the NRS projected benchmark level for the EFL of "ESL Low Advanced". If there are questions, please contact me.

Sincerely,

John Hartwig
Iowa Adult Education State Director

/skj

SECTION III: POWER Instructions

TOPSpro Consumer Profile Record **Form COUS-002**
Iowa Guidelines

Purpose/Usage: Collects valuable personal information about the consumer including strengths and disability(ies). Employment Record section (#9-18 of the Consumer Profile Record) can be updated when consumer's employment situation changes. A Consumer Profile Record **must be** completed at the following times:

1. Before an initial POWER assessment of the consumer is completed.
2. When a change to the consumer's profile occurs.
3. When a change in the consumer's employment status or situation occurs.

Things for teachers to remember:

1. Each consumer for whom a Consumer Profile is completed, must have a TOPSpro™ Entry Record completed. **(NOTE: Only one Entry Record is required during the program year or if there is a change in instructional program.)**
2. Use a #2 pencil only. Do not use ink.
3. If the information is changed, completely erase any undesired answers. Incomplete erasures may be scored incorrectly.
4. Erase any stray marks on the form, or the form may be misread or unscannable.

Agency # This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. **(See Attachment A for Agency Codes and Categories.)**

Site # This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). **(See Attachment A for site codes and definitions.)**

Field #	Name	Directions
1a	Consumer Name	Print legibly. Middle initial is optional.
1b	Consumer Address	Print legibly.
2	Instructor Name	Print legibly. May add the name of class on this line.
3	Consumer Identification	All students must have an ID (Social Security number or substitute). A suggested substitute for SSN: 1st three digits – 999 2nd two digits – community college district # last 4 digits – any sequential numbers An institution may use their own established method for assigning substitute Social Security numbers.
	Is this your Social Security #?	Bubble in "Yes" if this is the student's Social Security #. Bubble in "No" if a substitute identification number has been assigned.
	Is informed consent signed?	Do not code.

Field #	Name	Directions
4	Individual Plan Goals were modified for this program year using an observation. If true, which form was used?	Bubble in if the agency used results from the POWER observation to determine goals and objectives for the consumer's annual plan. **Bubble in which form was used**. Form 301 – Independent Living Form 303 – Community Access Form 305 – Employability
5	Strengths of Consumer	Bubble in the consumer's primary strengths. **Limit selection to two or three major strengths.** **Strengths:** Physical – Strong, gross motor skills, can perform manual labor. Cognitive – Speaks words, verbal, learns quickly. Social – Acknowledges other people, sense of humor, friendly, outgoing. Bilingual – Speaks using native language and English. Independent – Does not rely on support specialists to complete tasks. Motivated – Likes to work, determined, wants to be at work and in community. Reliable – Responsible, listens to directions, stays with task until completion. Hygiene – Demonstrates pleasant appearance consistently. Self-Advocate – Requests assistance when needed, demonstrates leadership.
6	Special Needs	Bubble in the appropriate special needs categories that **must be considered** when placing and coaching the consumer in the program or on the job. **Limit selections to one or two categories.** **Special Needs Category:** Flexible Schedule - Restricted to certain days or times of day. Safety Restrictions – Unable to work near hazardous materials, open work areas, or otherwise restricted due to health and safety-related issues. Accessible Restroom – Restrictive to use of adapted equipment/facilities. Weight Restrictions – Can't lift more than 10 pounds. Transportation Restrictions – Uses handi-car or relies on parent transportation.

Field #	Name	Directions

7	Primary Disability Secondary Disability	**Bubble in the consumer's single most prominent disability using the general definitions below.** **Bubble in other disabilities that pertain to the consumer using the general definitions below. (Select as many definitions as apply).** *Note: the following are functional definitions defined for the purpose of using the POWER assessment system. They are adapted from various sources.* **Disabilities:** Mild Mental Retardation – Consumer requires **intermittent supports on as-needed basis and for a limited period of time**; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18. Moderate Mental Retardation - Consumer requires **limited supports that are required continually and for a limited period of time**; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18. Severe Mental Retardation – Consumer requires **continuous, extensive, and long-term supports that are used regularly**; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18. Physical Disability – Consumer has orthopedic impairment caused by disease and congenital abnormality such as paralysis, burns, and polio that affects educational functions. Hearing Impairment – Consumer has permanent or fluctuating ability to sense sound; may use amplification devices; affects ability to process linguistic information. Visual Impairment – Consumer has partial sight or blindness that limits sight affecting educational performance. Brain Injury – Consumer has traumatic injury caused by external physical force and open or closed head injuries affecting educational performance; does not include congenital or degenerative brain injuries. Autism – Consumer has a developmental disability that affects communication and social interaction; generally evident before age 3; often resists environmental change and has unusual responses to sensory experiences. Cerebral Palsy – Consumer has a medical condition caused by a permanent brain injury characterized by a lack of muscle control and body movement. Epilepsy – Consumer has a seizure disorder induced by temporary changes in the electrical functions of the brain affecting movement and sensation. Mental Illness – Consumer has condition that affects development of functional capacity preventing self-sufficiency related to three or more primary aspects of daily life, such as self-care, interpersonal relationships, and learning; includes disorders such as severe depression, self-injurious behavior, and anti-social behavior. Other – Consumer has another low incidence disability or chronic health condition such as attention deficit disorder, heart condition, and diabetes. Unknown – Consumer's documented disability is unknown.
Field #	**Name**	**Directions**

8	Communication	Complete this field if the consumer is not verbal. The completion of this field indicates the need for additional support from the support specialists. **Bubble in all categories that apply**. Non-Verbal – Does not communicate using oral language skills. ASL – Uses American Sign Language and/or reads lips. Modified Signs – Uses body language and gestures. Assistive Technology – Uses device such communication board and touch screen.
Employment Record		
	Instructions	If consumer is not currently employed **complete fields 9, 10 and 11**. If consumer is employed, or if start date in job is known, then **complete fields 10 through 18**. **Employment includes onsite job tasks contracted with a community employer or job tasks on location with a community-based employer.**
9	Unemployed	Bubble this field if the consumer is not currently employed with either a paid or volunteer employment position.
10	Record Date	Bubble in when updating the consumer's Employment Record. **Employment includes paid as well as volunteer employment.**
11	Instructional Program	Indicate the one program the consumer is enrolled in for this class. **Note:** It is necessary to code an adult learner in the **Basic Skills (ABE)** Category in order to be included in the National Reporting System (NRS) federal report: Basic Skills (ABE) – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family. Adults with Disabilities – Consumers who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program. Vocational/Occupational Skills – Organized programs offering a sequence of courses which are directly related to the preparation of consumers in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Parent Education – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency. Older Adults – A program whose services are provided primarily for adults 60 years and older.

Employment Record

Field #	Name	Directions
12	Start Date in Job Placement	Bubble in the date that the consumer started in current position. Complete this field only if the consumer has a paid or volunteer employment position. Use leading zeros for the days that are fewer than 10. **If the consumer started in current position BEFORE 2000, manually enter the start date in the TOPSpro Software.**
13	Hourly Wage	Bubble in the consumer's current wage if the consumer is currently employed. Complete this field only if the consumer has a paid or volunteer employment position. Use leading zeros for the numbers that are fewer than 10. **Enter $0.00 if the consumer has a volunteer position. If the work wage varies per week within a certain period, average the wage per hour.**
14	Average Work Hours per Week	Bubble in the consumer's number of hours on the job per week. **Complete this field only if the consumer has a paid or volunteer employment position. If the work hours vary per week within a certain period, average the number of hours per week.**
15	Non-traditional for Gender	Bubble this field if one or more of the consumer's assigned job tasks are those where less than 25 percent of the overall workforce performing these tasks (in your estimation) are of the consumer's own gender, such as a female doing plaster work or painting, or a male doing typing or filing in an office. **Bubble this field only if the person has a paid or volunteer employment position.**
16	Advancement/ Enhancement	Bubble this field only if the consumer made advancements on the job – such as assuming a higher level of work tasks, taking on additional tasks, receiving higher wages, or similar enhanced work – since the previous update to the Employment Record. **Bubble this field only if the consumer has a paid or volunteer employment position.**
17	This is an F+ job	Bubble this field to indicate if the consumer's job is in an area of employment **other than Food** (such as at a fast food restaurant), **Flowers** (landscaping, nursery) or **Filth** (janitorial). **Bubble this field only if the consumer has a paid or volunteer employment position. Do not bubble this field if the consumer is employed in fast food, landscaping, or janitorial related occupations.**
18	Employment Type	Indicate the person's group ratio at the place of employment. **Bubble only one response. Bubble this field only if the person has a paid or volunteer employment position. If the consumer has more than one job, enter the lowest ratio (least supervision) of all jobs; (i.e. if the consumer works at one job every week with closer supervision at a ratio of 1:3, and at another job every week with less supervision at a ratio of 1:5, enter 1:5 for this field).** The options include: Individual placement - Consumer works independently on the job. 1 to 1 - Consumer has one job coach or support specialist and is not teamed with other consumers. 1 to 2, 1 to 3 - Consumer has a job coach or support specialist and is teamed with one or two other consumers. 1 to 4 - Consumer has a job coach or support specialist and is teamed with three other consumers. 1 to 5+ - Consumer is assigned to a classroom, workshop, enclave, or job site with five or more consumers.

Employment Record		
Field #	**Name**	**Directions**
	Optional	**Complete this section if the person has a paid or volunteer employment position.** The name of the employer and specific job tasks should be entered in this section.

Purpose/Usage: This form is used to record POWER pre/post assessment results. Enter the information into a consumer's record at that time. The Observation Record collects consumer performance levels for one observation. This record collects observation date, form number, hours of instruction and class number.

Tips for teachers to remember:

1. TOPSpro™ Entry Record should be filled out for each consumer when entering a program. **(NOTE: Only one Entry Record is required for each consumer.)**
2. Use a #2 pencil only. Do not use ink.
3. If the observation level is changed, completely erase any undesired answers. Incomplete erasures may be scored incorrectly.
4. Erase any stray marks on the form, or the form may be misread or unscannable.

Agency # This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. **(See Attachment A for Agency Codes and Categories.)**

Site # This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). **(See Attachment A for site codes and definitions.)**

Field #	Name	Directions
1	Consumer Name	Print legibly. Middle initial is optional.
2	Instructor Name	Print legibly. May add the name of class on this line.
3	Consumer Identification	All students must have an ID (Social Security number or substitute). A suggested substitute for SSN: 1st three digits – 999 2nd two digits – community college district # last 4 digits – any sequential numbers An institution may use their own established method for assigning substitute Social Security numbers.
4	Observation Date	Enter the date that staff observed the person performing the POWER skills.
5	Class Number	**Bubble in the appropriate class number. This field should be completed by a teacher or administrator.** TOPSpro does not require all the class digits to be filled. Class numbers should be aligned starting on the left. Each community college should define its own coding structure. **Note: The Class Number must be the same on the Observation Record as on the Entry Record.**
6	Instructional Program	Indicate the one program the consumer is enrolled in for this class. **Note:** It is necessary to code an adult learner in the **Basic Skills (ABE)** Category in order to be included in the National Reporting System (NRS) federal report: Basic Skills (ABE) – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in a family. Adults with Disabilities – Consumers who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program.

<table>
<tr><th>Field #</th><th>Name</th><th>Directions</th></tr>
<tr><td>6</td><td>Instructional Program (continued)</td><td>Vocational/Occupational Skills – Organized programs offering a sequence of courses which are directly related to the preparation of consumers in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Parent Education – A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive literacy activities between parents and their children. (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) parent literacy training that leads to economic self-sufficiency.

Older Adults – A program whose services are provided primarily for adults 60 years and older.</td></tr>
<tr><td>7</td><td>Form Number</td><td>Bubble which POWER test was used to evaluate the consumer –

Form 301 - Independent Living
Form 303 - Community Access
Form 305 – Employability</td></tr>
<tr><td>8</td><td>Hours of Instruction</td><td>This information is used to track the number of hours as it relates to the pre-test learning gains. If this is a pre-test, enter 0. If this is a post-test, enter the total number of instructional hours the individual consumer has attended since taking the last test.</td></tr>
<tr><td>9</td><td>Provider Use</td><td>OPTIONAL. Use this field for any agency-specific date collection needs.</td></tr>
<tr><td></td><td>Rating Scale</td><td>Indicate the POWER performance level, based on the amount of assistance the person requires from a support person in order to perform the skill or task. Mark 2 bubbles in each item. One for performance level (0-4) and one for the Direct Observation level. Do not bubble in Previous Experience or 3rd Party. Only Direct Observation is used for the National Reporting System (NRS).
<table>
<tr><th>Performance Level:</th><th>Observation Level:</th></tr>
<tr><td>0. Cannot perform - The consumer cannot perform the task at this time and does not respond to any level of support, including full assistance. This also includes situations when the consumer refuses to initiate the task.

1. Full physical assistance - The instructor or support person assists by giving hands-on guidance or physical support at any time during the task. e.g., “I’ll help you take out your ID card.” This level is indicated when the assistance involves complete physical support or if it entails a partial or light physical prompt.</td><td>Use only Direct Observation to evaluate the consumer’s performance and bubble in only the Direct Observation level for each test item.</td></tr>
</table></td></tr>
</table>

Field #	Name	Directions	
	Rating Scale (Continued)	**Performance Level:** **2. Direct verbal/gestural prompts -** The **instructor** or support person gives specific commands or directions to provide instructions and gestures such as finger pointing or use of sign language specifically for non-verbal consumers. **3. Indirect prompts -** The instructor or support person makes a verbal statement, usually a question involving verbal cues, to guide the consumer; generally requires interpretation on the part of the consumer, e.g. “What’s the next step?” **4. Independence** - The consumer can perform the task independently without being given any support.	

SECTION IV: Attachment A

Agency and Site Categories

Agency and Site Categories

Agency #	Agency Name
01	Northeast Iowa Community College
02	North Iowa Area Community College
03	Iowa Lakes Community College
04	Northwest Iowa Community College
05	Iowa Central Community College
06	Iowa Valley Community College District
07	Hawkeye Community College
09	Eastern Iowa Community College District
10	Kirkwood Community College
11	Des Moines Area Community College
12	Western Iowa Tech Community College
13	Iowa Western Community College
14	Southwestern Community College
15	Indian Hills Community College
16	Southeastern Community College

Sites are defined as class locations. When data is entered into TOPSpro, each specific location should be given a unique site id (with the first two digits always being the site definition 01-14 and the remaining digits identifying the specific location) and then a detailed description should be entered in the site description field (these fields can be accessed on TOPSpro by going to file/new/ site). It needs to be emphasized that specific location refers to exactly where the class is held (i.e. Polk County Jail) and not the site definitions (i.e. Correctional Educational Agencies).

For example, the site location "Polk County Jail" could be entered as the Site ID # 0201 where the first two digits represent the site description, "Correctional Education Agencies", and the remaining digits are created/entered by the agency to identify the specific location, "Polk County Jail", then in the site description field, "Polk County Jail" is entered.

Site #	Site Definitions
01	Institutionalized agencies are defined as: institutionalized environments such as: orphanages, general or special institutions, hospitals; or residential schools for physical or mentally handicapped.
02	Correctional educational agencies are defined as: correctional institutions such as prisons, jails, reformatories, work farms, detention centers or halfway houses, community-based rehabilitation centers or any other institutions designed for the confinement and rehabilitation of criminal offenders including juvenile offenders.
03	Public housing authorities are defined as: any State, county, municipality, or other governmental entity or public body (or agency or instrumentality thereof) which is authorized to engage in or assist in the development or operation of lower income housing. The term includes any Indian housing authority.

Site #	**Site Definitions** (Continued)
04	Local Education Agency (LEA). A legally constituted local school authority having administrative control and direction of public elementary or secondary schools or a public educational institution or agency having administrative control and direction of educational programs, e.g., secondary school districts, and area education agencies.
05	Learning Center is an adult instructional setting that features: (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, and (3) being open for extended periods of time and on a daily basis.
06	Work Site may be public or private, as long as it is an operating place of employment for the participants. **Sheltered Workshops and work activity centers are included under this site.**
07	Library means a public library.
08	Community-based Organization Center is the center of an organization that is representative of the community or significant segments of the community and is controlled by members of the community it serves.
09	Home or Homebased is a private residence in which instruction is provided by a teacher or paraprofessional, usually at the home of a student(s).
10	Postsecondary Education Institution is an institution offering instruction which leads to an undergraduate or graduate degree (i.e. community colleges, four-year colleges, private educational institutions.)
11	Alternative Education is an established environment within or apart from the regular high school with policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive high school education consistent with the goals established by school districts in the area.
12	Faith-Based Organizations (FBO's) consist of the following: • A religious congregation (church, mosque, synagogue, or temple); • An organization, program, or project sponsored/hosted by a religious congregation (may be incorporated or not incorporated); • A nonprofit organization founded by a religious congregation or religiously-motivated incorporators and board members that clearly states in its name, incorporation, or mission statement that it is a religiously motivated institution; • A collaboration of organizations that clearly and explicitly includes organizations from the previously described categories.
13	Other includes those that do not fit into one of the above categories. Storefront locations would generally fall into this category.
14	Business and Industry: Special Projects include basic literacy skills assessment and training in a business or industry setting for the purpose of providing basic literacy skills training and/or upgrading of basic literacy skills. The basic literacy skills training and/or upgrading of basic literacy skills training can be taught in conjunction with other related training programs or as a stand alone basic literacy skills training program. **The following instructional programs should be included under this site: (1) Workplace Literacy, (2) Work-based Learner Projects, (3) other basic literacy skills programs located in a business or industry setting.** (See Definitions for Workplace Literacy and Work-based Learner Projects.)

SECTION IV: Attachment B

Ethnicity/Racial Categories

TOPSpro Entry Record **Field 8a** **Ethnicity**

*Indicate the group with whom the student primarily identifies:

Hispanic or Latino = A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. If this field is coded, it is **necessary to complete field 8b.**

Not Hispanic or Latino = A person not included in the above definition. If this field is coded, it is **necessary to complete field 8b.**

TOPSpro Entry Record **Field 8b** **Race**

*Mandatory field. Mark one or more.

WHITE – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, or of Hispanic culture or origin.

ASIAN - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent. These areas include, for example, China, India, Japan, and Korea.

BLACK or AFRICAN AMERICAN- A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.

NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER - A person having origins in any of the original peoples of the Pacific Islands. These areas include, for example, the Philippine Islands, and Samoa.

FILIPINO - A person having origins in any of the original peoples of the Philippine Islands.

AMERICAN INDIAN - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

ALASKAN NATIVE - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

SECTION IV: Attachment C

CASAS/NRS Skill Level Descriptors for Adult Basic Education, English Literacy (EL), Writing, Oral Language, and Iowa's Basic Skills Certification Program

CASAS Skill Level Descriptors for ABE

SCALED SCORES	CASAS LEVEL	DESCRIPTORS
250 245+	**E**	**Advanced Adult Secondary** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
240 235	**D**	**Adult Secondary** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
230 225 220	**C**	**Advanced Basic Skills** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
215 210	**B**	**Intermediate Basic Skills** Can handle basic reading, writing and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
205 200		**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, writes a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communications.
190 180 150	**A**	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification to written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening correspond to scaled scores on tests in those specific skill areas.

CASAS Skill Level Descriptors for English Literacy

SCALED SCORES	CASAS LEVEL	DESCRIPTORS
250 245+	E	**Proficient Skills** SPL 8** - Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
240 235	D	**Adult Secondary** SPL 7 - Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
230 225 220	C	**Advanced EL** SPL 6 - Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to under-stand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
215 210	B	**High Intermediate EL** SLP 5 - Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
205 200		**Low Intermediate EL** SPL 4 - Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Under-stands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/ Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle routine entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
190	A	**High Beginning EL** SPL 3 - Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/ Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employ-ability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
180		**Low Beginning EL** SPL 2 - Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/ Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
150		**Beginning Literacy/Pre-Beginning EL** SPL 0-1 - Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening correspond to scaled scores on tests in those specific skill areas.

CASAS Skill Level Descriptors for Writing

CASAS Level	Proficiency Level	Description
D	**5**	**ABE Advanced/EL Advanced** Individuals at this level generally can perform writing tasks, such as most letters, logs, reports, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from reading selection, lectures public announcements and interviews; writing creating or academic pieces such as a short story, research paper, or essay. Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).
C	**4**	**ABE Advanced/EL Intermediate High** Individuals at this level generally can write messages or notes related to basic needs. Other skills may include: filling out basic medical forms and job applications; writing short work memos or reports, and short paragraphs describing daily activities and past events; writing personal notes or letters. Persons at this level are generally able to begin General Educational Development (GED) preparation, and *may* be able to pass the GED writing section of the test.
B	**3**	**ABE Intermediate/EL Intermediate Low** Fills out forms requiring basic personal information. Writes a series of related sentences in paragraph form. Shows some evidence of planning, although the development may be insufficient. Writes simple notes and messages based on familiar situations including short reports and work orders.
A	**2**	**ABE Beginning/EL Beginning High** Individuals at this level generally can write letters, numbers and a limited number of basic sight words and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms; taking a simple telephone message; writing simple notes (e.g., note to child's teacher; work log).
A	**1**	**ABE Beginning/EL Beginning Literacy** Recognizes and writes letters and numbers. Writes own name and address. Completes basic personal information forms with some assistance. Writes simple lists of familiar items (e.g., telephone numbers, shopping lists). Writes simple phrases based on familiar vocabulary.
A	**0**	**ABE Beginning/EL Beginning Literacy** Copies letters and numerals. Copies basic personal identification information onto a form with assistance. Copies lists of familiar words. May not be literate in any language. No writing ability whatsoever.

CASAS Skill Level Descriptors for Oral Language

CASAS Level	Proficiency Level	Description*
E	**8**	**Proficient Skills** **SPL 8**: Participates effectively in most social and work situations; participates in practical and social conversations and in technical discussions in own field. Can meet work demands with confidence, and interact with the public including negotiating and compromising. Demonstrates control of grammatical patterns.
D	**7**	**High Advanced/Adult Secondary** **SPL 7**: Functions independently in everyday community, social and work situations except when under tension or pressure. Clarifies general meaning using a variety of strategies. Gives an oral report on a research topic. Takes a position on an issue and argues that position. Speaks with fluency on familiar technical subjects or special fields of interest. Expresses personal values and judgments. Engages in problem solving discussions including predicting consequences of actions.
C	**6**	**Low Advanced** **SPL 6:** Functions effectively in most survival, social and work situations. Participates in conversations and communicates on the telephone on a variety of topics using a variety of complex structures. (Errors are common and may inhibit communication). Clarifies meaning through strategies such as paraphrasing. Gives sequential oral directions to complete a complex task (personal or work-related) that involves multiple steps. Participates in group discussions of current issues in the news in a social or work setting. Adjusts language used according to the level of formality required by the situation. Demonstrates control of basic grammar.
B	**5**	**High Intermediate** **SPL 5:** Functions independently in most familiar personal and work situations. Participates in face-to-face conversations on topics beyond immediate survival needs. Clarifies meaning by rewording or repeating. Uses some spontaneity and creativity in producing language not previously learned or memorized. Demonstrates increasing but inconsistent control of grammar. Retells a story or gives a short oral report in a personal, school or work-related context. Participates in problem-solving activities. Participates as an applicant in a simulated job interview.
B	**4**	**Low Intermediate** **SPL 4:** Functions satisfactorily in basic survival and very routine social and work situations. Participates in simple face-to-face conversations dealing with familiar topics. Gives oral directions to do a familiar personal or work-related task of several steps. Participates in simple telephone conversations. Makes statements, asks and answers questions in the simple present, past and future tenses on familiar topics.
A	**3**	**High Beginning** **SPL 3:** Functions with some difficulty in situations related to immediate needs. Answers and asks simple questions related to basic personal or work needs using previously learned phrases or simple sentences. Gives simple oral directions for finding a specific location. Communicates simple personal information on the telephone. Has some control of basic grammar including the present, past and future tenses.
A	**2**	**Low Beginning** **SPL 2:** Functions in a very limited way in situations related to immediate needs; provides basic personal information and responds to simple learned phrases spoken slowly and repeated often. Asks simple questions. Makes statements related to basic needs using previously learned words and phrases.
A	**1**	**Pre-Beginning** **SPL 0:** No ability to functional orally in English. **SPL 1:** Functions minimally in English. Communicates only through gestures and a few isolated words. Provides limited personal information, (e.g., name, country of birth). Answers simple familiar questions with “yes”, “no”, or one-word responses.

* Description provides indicators of students’ skills upon completion of each level.

CASAS Skill Level Descriptors for Persons with Developmental Disabilities

SCALED SCORES	CASAS LEVEL	DESCRIPTORS
210		
200	**B**	**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
190	**A**	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job application. Can handle routine entry-level jobs that require only basic written communication
180	AA	**Beginning Literacy/Pre-Beginning:** Can use some very simple communication skills with others in daily activities and at work. Can handle most daily living skills such as dressing, hygiene and meal preparation. Can use some community services such as grocery, banking, and restaurant. Can handle jobs with milk level of support.
160	**AAA**	**Beginning Literacy/Pre-Beginning** Can follow some very simple safety practices in the home, community, and the job with help from support person. Can use some very basic community services with help, such as health, transportation, and telephone. Can handle jobs requiring moderate level of support
140	**AAAA**	**Beginning Literacy/Pre-Beginning** Can perform some minimum basic daily living skills, such as meal preparation, hygiene, and dressing with help from support person. Can handle community experiences and jobs requiring intensive level of support.
	AAAAA	**Beginning Literacy/Pre-Beginning** Can identify a few common household objects such as a comb, toothbrush, and shoes.

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy Test Benchmark: CASAS: 134-200 Skill Level: 0 or 1	Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education Test Benchmark: CASAS: 201-210 Skill Level: 2	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g. periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read basic want ads and complete simple job applications.

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education Test Benchmark: CASAS: 211-220 Skill Level: 3	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements
High Intermediate Basic Education Test Benchmark: CASAS: 221-235 Skill Level: 4	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert factions to decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

Educational Functioning Level Descriptors and
Outcome Measure Definitions for ABE & Adult Secondary Education

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education Test Benchmark: CASAS: 236-245 Skill Level: 5	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs; and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test benchmark: CASAS: 246 and higher Skill Level: 6	Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.

Educational Functioning Level Descriptors and Outcome Measure Definitions for English Literacy

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Beginning English Literacy Test Benchmark: CASAS: (Life Skills): 153-180 SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Beginning English Literacy Test Benchmark: CASAS: (Life Skills): 181-190 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.
Low Intermediate English Literacy Test Benchmark: CASAS: (Life Skills): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry levels jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Educational Functioning Level Descriptors and Outcome Measure Definitions for English Literacy

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
High Intermediate Beginning English Literacy Test Benchmark: CASAS: (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.
Low Advanced Beginning English Literacy Test Benchmark: CASAS: (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.

Educational Functioning Level Descriptors and Outcome Measure Definitions for English Literacy

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
High Advanced Beginning English Literacy Test Benchmark: CASAS: (Life Skills): 236-245 SPL (Speaking) 7 and higher SPL (Reading and Writing) 8 and higher	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.

CASAS Reading Skill Levels and Descriptions with Standard and Certification Scaled Score Ranges for Iowa's Basic Skills Certification Program

CASAS Basic Skills Level	CASAS Standard Score Range	CASAS Certification Level Scaled Score Range	CASAS Reading Skill Level Descriptor Statements
A	<200	195 to 200	Individuals at this level generally can read numbers, letters, simple words, and phrases related to immediate needs. Other skills may include reading and following directions found on signs and directories. Individuals at this level may be successful in entry-level jobs that require basic oral communication skills.
B	201 to 220	215 to 220	Individuals at this level generally can handle basic reading tasks related to their life roles. Other skills may include: reading and interpreting simplified and real-life materials on familiar topics; interpreting simple charts, graphs, maps, labels and menus; following basic written instructions and diagrams. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications or simple written instructions.
C	221 to 235	230 to 235	Individuals at this level generally can handle most routine reading tasks related to their life roles. Other skills may include: interpreting routine charts, graphs, maps, labels, and menus; reading and interpreting a simple employee handbook; interpreting a pay stub; following multi-step diagrams and written instructions. Individuals at this level may be successful in jobs that involve following basic oral communications, simple written instructions and diagrams. Persons at this level generally are able to begin General Education Development (GED) preparation.
D	236 to 245	240 to 245	Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting library materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs, evaluating and organizing information. They can also organize information and perform tasks that involve workplace communication skills. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).

CASAS Mathematics Skill Levels and Descriptions with Standard and Certification Scaled Score Ranges for Iowa's Basic Skills Certification Program

CASAS Basic Skills Level	CASAS Standard Score Range	CASAS Certification Level Scaled Score Range	CASAS Mathematics Skill Level Descriptor Statements
A	<200	195 to 200	Individuals at this level generally can add and subtract whole numbers. Other skills may include: interpreting clock time; counting and converting money. Individuals at this level may be successful in entry-level jobs that involve tasks such as counting items.
B	201 to 220	215 to 220	Individuals at this level generally can add, subtract, multiply and divide whole numbers. Other skills may include: interpreting simple charts, graphs, and labels; interpreting a basic payroll stub; interpreting clock time, counting, converting, and using money, interpreting restaurant menus and computing related costs. Individuals at this level generally can handle jobs that involve following basic oral communications or simple written instructions and diagrams if they can be clarified orally. Individuals at this level may be successful in entry-level jobs.
C	221 to 235	230 to 235	Individuals at this level generally can handle most computational tasks related to their life roles. Other skills may include: adding, subtracting, multiplying and dividing whole numbers; interpreting routine charts, graphs, and labels; interpreting a payroll stub; reconciling a bank statement and completing calculations on a simple order form. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications and simple written instructions and diagrams. Persons at this level generally are able to begin General Educational Development (GED) preparation.
D	236 to 245	240 to 245	Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts, comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).

CASAS Writing Level Descriptors for
Iowa's Basic Skills Certification Program

CASAS Level	Description
A	**Beginning Literacy ABE/High Beginning English Literacy** Individuals at this level generally can write letters, numbers, and a limited number of basic sight words, and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms, including signature and date; writing very simple notes (e.g., writing a note to a co-worker or child's teacher); making simple entries on a work log form; completing a simple inventory form. Persons at this level can handle only the most basic written communication in English in routine, entry-level jobs in which all tasks can be demonstrated.
B	**Beginning/Int. Basic Skills ABE/Intermediate English Literacy** Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include: completing short work orders, filling out forms requiring basic personal information, taking simple phone messages. Persons at this level can handle jobs or job training that involve some simple written communication.
C	**Advanced Basic Skills ABE/Advanced English Literacy** Individuals at this level generally can write short, routine work memos or reports. Other skills may include: writing e-mail messages, filling out basic medical forms and job applications, describing basic work procedures in writing, completing incident report forms, making log entries to document work activities, taking notes and phone messages, writing personal notes or letters. Persons at this level generally are able to begin General Educational Development (GED) preparation, and *may* be able to pass the writing section of the GED test.
D	**Adult Secondary** Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages, describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals. Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).

CASAS Listening Skill Levels and Descriptions with Standard and Certification Scaled Score Ranges for Iowa's Basic Skills Certification Program

CASAS Basic Skills Level	CASAS Standard Score Range	CASAS Certification Level Scaled Score Range	CASAS Listening Skill Level Descriptor Statements
A	<200	195 to 200	Individuals at this level can understand simplified conversation on everyday subjects containing frequently used words in context and very simple phrases, spoken slowly and repeated. They can respond to simple greetings and common social language, simple questions, instructions, warnings and requests (e.g., Be careful!) related to immediate needs, and questions about basic personal information. They frequently require assistance (rephrasing, explanation, demonstration) to understand even basic communication. They can understand on a limited basis language features such as negatives and question words that give clues to meaning.
B	201 to 220	215 to 220	Individuals at this level can participate in limited conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand on the telephone. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions.
C	221 to 235	230 to 235	Individuals at this level generally can comprehend communication in most routine survival and social contexts. They can participate in conversations on a variety of everyday subjects, including some involving unfamiliar vocabulary, but may need repetition or rewording. They have some ability to understand telephone conversations on familiar topics. They can follow detailed spoken directions on familiar topics. They can understand the main idea and some details of informational communication on non-technical topics, simple discussions, and descriptive narrative in familiar contexts. They can recognize tone and degree of formality in speech in many situations.

SECTION IV: Attachment D

TOPSpro Forms

TOPS

Agency # | *Tracking Of Programs and Students* | Site #

EUUS-002

Entry Record

1a Student Last Name | First | Middle | ( ) Phone Number

2 Instructor Name | 1b Student Address | City | State | Zip

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: (0) ● (2) (3)

Wrong: (X) (1) (2) (3) / (0) (1) (⊘) (3)

3 ★ STUDENT IDENTIFICATION

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

Is this your Social Security #? Yes ☐ No ☐

Is informed consent signed? ☐ ☐

4 GENDER

☐ Male ☐ Female

5 DATE OF BIRTH

MM	DD	YY
Jan ☐	01–31	00–99
Feb ☐		
Mar ☐		
Apr ☐		
May ☐		
Jun ☐		
Jul ☐		
Aug ☐		
Sep ☐		
Oct ☐		
Nov ☐		
Dec ☐		

6 HIGHEST YEAR OF SCHOOL COMPLETED

(00) (01) (02) (03) (04) (05) (06) (07) (08) (09)

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

- ☐ None
- ☐ GED Certificate
- ☐ High School Diploma
- ☐ Technical / Certificate
- ☐ A.A. / A.S. Degree
- ☐ 4 yr. College Graduate
- ☐ Graduate Studies
- ☐ Other

I earned the above outside of U.S. ☐

8a ETHNICITY (Mark one)

- ☐ Hispanic or Latino
- ☐ not Hispanic or Latino

8b RACE (Mark one or more)

- ☐ White
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Filipino
- ☐ American Indian
- ☐ Alaska Native

9 NATIVE LANGUAGE (Mark one)

- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Chinese
- ☐ Hmong
- ☐ Cambodian
- ☐ Tagalog
- ☐ Korean
- ☐ Lao
- ☐ Russian
- ☐ Farsi
- ☐ Other

Name other

10 ★ DATE OF ENTRY INTO THIS CLASS

MM	DD	YY
Jan ☐	01–31	200 0–9
Feb ☐		
Mar ☐		
Apr ☐		
May ☐		
Jun ☐		
Jul ☐		
Aug ☐		
Sep ☐		
Oct ☐		
Nov ☐		
Dec ☐		

11 ★ INSTRUCTIONAL PROGRAM (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Spanish GED
- ☐ Voc. / Occup. skills
- ☐ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

12 Attainable Goal Within Program Year

(Mark one in each column)

1	2	(1=Primary, 2=Secondary)
☐	☐	Improve basic skills
☐	☐	Improve English skills
☐	☐	H.S. Diploma / GED
☐	☐	Get a job
☐	☐	Retain job
☐	☐	Enter college or training
☐	☐	Work-based project
☐	☐	Family goal
☐	☐	U.S. Citizenship
☐	☐	Military
☐	☐	Personal goal
	☐	None
☐	☐	Other

13 SPECIAL PROGRAMS (Mark all that apply)

- ☐ None
- ☐ Jail
- ☐ Community Corrections
- ☐ State Corrections
- ☐ Homeless Program
- ☐ Family Literacy
- ☐ Workplace Ed.
- ☐ Tutoring
- ☐ Distance Learning
- ☐ Special Needs
- ☐ Alternative Ed. [K12]
- ☐ Non-traditional Training
- ☐ EL Civics
- ☐ Carl Perkins
- ☐ Other

14 PERSONAL STATUS (Mark all that apply or leave blank)

- ☐ TANF
- ☐ Other Public Assistance
- ☐ WIA IB
- ☐ Rehabilitation
- ☐ Concurrently Enrolled in high school / K12
- ☐ Dislocated Worker
- ☐ Veteran
- ☐ Disabled
- ☐ Displaced Homemaker
- ☐ Single Parent
- ☐ Other

15 LABOR FORCE STATUS (Mark one)

- ☐ Employed
- ☐ Unemployed
- ☐ Not employed and not seeking work
- ☐ Retired

16 HOME ZIP CODE

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

17 ★ CLASS NUMBER

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

18 INSTRUCTIONAL LEVEL (Mark one)

ESL	Basic Skills (ABE)
☐ Beg. Literacy	☐ Beg. Literacy
☐ Beginning	☐ Beginning
☐ Int. Low	☐ Int. Low
☐ Int. High	☐ Int. High
☐ Adv. Low	☐ ASE Low
☐ Adv. High	☐ ASE High

19 SKILL LEVEL

T=Tech, S=Speak, L=Listening, R=Reading, M=Math, W=Writing

T	S	L	R	M	W
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10

20 PROVIDER USE

A	B	C	D	E	F
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 2001

* = required for TOPSpro software

TOPS

EUUS-002

Agency # | *Tracking Of Programs and Students* | Site #

Update Record

1a Student Last Name | First | Middle | ( ) Phone Number

2 Instructor Name | 1b Student Address | City | State | Zip

3 ★ STUDENT IDENTIFICATION

4 ★ DATE OF CLASS UPDATE

MM: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

D D: 01 02 03 04 05 06 07 08 09

Y Y: 200 0 / 200 1 / 200 2 / 200 3 / 200 4 / 200 5 / 200 6 / 200 7 / 200 8 / 200 9

5 HOURS OF INSTRUCTION

6 ★ INSTRUCTIONAL PROGRAM (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Spanish GED
- ☐ Voc. / Occup. skills
- ☐ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

7 STATUS (Mark one)

- ☐ Retained in program
- ☐ Left program
- ☐ No show or did not attend at least 12 hours

8 PROGRESS (Mark highest)

- ☐ Progressed within level or program
- ☐ Completed level or program
- ☐ Advanced to a higher level or program

9 LEARNER RESULTS (Mark all that apply)

WORK

- ☐ Got a job
- ☐ Retained job
- ☐ Met work-based project goal
- ☐ Entered job training
- ☐ Entered apprenticeship
- ☐ Entered military
- ☐ Acquired workforce readiness skills
- ☐ Reduced public assistance
- ☐ Other

PERSONAL / FAMILY

- ☐ Increased involvement in children's education
- ☐ Increased involvement in children's literacy related activities
- ☐ Met other family goal
- ☐ Met personal goal
- ☐ Other

COMMUNITY

- ☐ Achieved U.S. Citizenship skills
- ☐ Registered to vote or voted for first time
- ☐ Increased involvement in community activities
- ☐ Other

EDUCATION

- ☐ Returned to K-12
- ☐ Passed GED
- ☐ Earned certificate
- ☐ Earned high school diploma
- ☐ Entered college
- ☐ Entered training program
- ☐ Gained computer or tech skills
- ☐ Mastered course competencies / educational plan
- ☐ Other

10 ★ CLASS NUMBER

11 INSTRUCTIONAL LEVEL (Mark one)

ESL	Basic Skills (ABE)
☐ Beg. Literacy	☐ Beg. Literacy
☐ Beginning	☐ Beginning
☐ Int. Low	☐ Int. Low
☐ Int. High	☐ Int. High
☐ Adv. Low	☐ ASE Low
☐ Adv. High	☐ ASE High
☐ Completed Adv. High	☐ Completed ASE High

12 SKILL LEVEL

T=Tech, S=Speak, L=Listening, R=Reading, M=Math, W=Writing

T S L R M W: 00 01 02 03 04 05 06 07 08 09 10

13 REASON FOR EXITING (Mark one or leave blank)

- ☐ Changed class or program
- ☐ Completed Program
- ☐ Met goal
- ☐ End of program year
- ☐ Got a job
- ☐ Moved
- ☐ Schedule conflict
- ☐ Lack of transportation
- ☐ Lack of child care
- ☐ Family problems
- ☐ Own health problems
- ☐ Lack of interest
- ☐ Public safety
- ☐ Administratively separated
- ☐ Unknown reason
- ☐ Other known reason _____

14 Sub-sections of GED passed

Mark one or more or leave blank ☐ Language Arts, Writing ☐ Science ☐ Social Studies ☐ Language Arts, Reading ☐ Math

15 High School credits earned

Multiple bubbles are added together ☐ 0.5 ☐ 1.0 ☐ 2.0 ☐ 3.0 ☐ 4.0 ☐ 5.0 ☐ 10.0 ☐ 20.0 ☐ 30.0 ☐ 40.0 ☐ 50.0 ☐ 60.00

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 2001

SCANTRON CUSTOM FORM NO. F-15436-CASAS

©SCANTRON CORPORATION 2001 ALL RIGHTS RESERVED.

P4 0302 -519 - 10 9 8 7 6 5 4 3 2 1

* = required for TOPSpro software

www.casas.org CASAS

TOPS

Tracking Of Programs and Students

TRUS-001

Test Record

Agency #							
Site #							

① Student Last Name ____ First ____ Middle ____

② Instructor Name ____

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: (0) ● (2) (3)

Wrong: (X) (1) (2) (3) / (0) (1) Ø (3)

PRACTICE QUESTIONS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

TEST

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

③ ★ **STUDENT IDENTIFICATION**

(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

Is this your Social Security #? Yes ☐ No ☐

④ ★ **FORM NUMBER**

(0)	(0)	(0)	(R)	(X)
(1)	(1)	(1)	(M)	
(2)	(2)	(2)	(L)	
(3)	(3)	(3)	(W)	
(4)	(4)	(4)	(S)	
(5)	(5)	(5)	(G)	
(6)	(6)	(6)	(C)	
(7)	(7)	(7)		
(8)	(8)	(8)		
(9)	(9)	(9)		

⑤ ★ **TEST DATE**

MM		D	D	Y	Y
Jan	☐	(0)	(0)	200	(0)
Feb	☐	(1)	(1)	200	(1)
Mar	☐	(2)	(2)	200	(2)
Apr	☐	(3)	(3)	200	(3)
May	☐		(4)	200	(4)
Jun	☐		(5)	200	(5)
Jul	☐		(6)	200	(6)
Aug	☐		(7)	200	(7)
Sep	☐		(8)	200	(8)
Oct	☐		(9)	200	(9)
Nov	☐				
Dec	☐				

⑥ ★ **CLASS NUMBER**

(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

⑦ ★ **INSTRUCTIONAL PROGRAM** (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Spanish GED
- ☐ Voc. / Occup. skills
- ☐ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

⑧ **HOURS OF INSTRUCTION***

(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)

* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

(0)	(0)
(1)	(1)
(2)	(2)
(3)	(3)
(4)	(4)
(5)	(5)
	(6)
	(7)
	(8)
	(9)

☐ Student does not yet have the skills to be tested.

⑩ **TEST 1**

(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

⑪ **TEST 2**

(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

⑫ **TEST 3**

(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

⑬ **TEST 4**

(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

*** = required for TOPSpro software**

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 2001

SCANTRON® CUSTOM FORM NO. F-15438-CASAS ©SCANTRON CORPORATION 2001 ALL RIGHTS RESERVED. P4 1001 - 519 - 5 4 3 2 1

www.casas.org CASAS

TOPS

Tracking Of Programs and Students

TRUS-001

Test Record

Agency #							
Site #							

① Student Last Name ____ First ____ Middle ____

② Instructor Name ____

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: (0) ● (2) (3)

Wrong: (X) (1) (2) (3) / (0) (1) ⊘ (3)

PRACTICE QUESTIONS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

TEST

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

③ ★**STUDENT IDENTIFICATION**

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

Is this your Social Security #? Yes ☐ No ☐

④ ★**FORM NUMBER**

0	0	0	R	X
1	1	1	M	
2	2	2	L	
3	3	3	W	
4	4	4	S	
5	5	5	G	
6	6	6	C	
7	7	7		
8	8	8		
9	9	9		

⑤ ★**TEST DATE**

MM	D	D	Y	Y
Jan ☐	0	0	200	0
Feb ☐	1	1	200	1
Mar ☐	2	2	200	2
Apr ☐	3	3	200	3
May ☐		4	200	4
Jun ☐		5	200	5
Jul ☐		6	200	6
Aug ☐		7	200	7
Sep ☐		8	200	8
Oct ☐		9	200	9
Nov ☐				
Dec ☐				

⑥ ★**CLASS NUMBER**

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

⑦ ★**INSTRUCTIONAL PROGRAM** (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Spanish GED
- ☐ Voc. / Occup. skills
- ☐ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

⑧ **HOURS OF INSTRUCTION***

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

0	0
1	1
2	2
3	3
4	4
5	5
	6
	7
	8
	9

☐ Student does not yet have the skills to be tested.

*** = required for TOPSpro software**

⑩ **TEST 1** / ⑪ **TEST 2** / ⑫ **TEST 3** / ⑬ **TEST 4**

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 2001

TOPS

Tracking Of Programs and Students

COUS-002

Agency # | Site #

Consumer Profile Record

1a Consumer Last Name | First | Middle | ( ) Phone Number

2 Instructor Name | 1b Consumer Address | City | State | Zip

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: ● | Wrong: ⊗ ⊘

3 ★ CONSUMER IDENTIFICATION

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

	Yes	No
Is this your Social Security #?	☐	☐
Is informed consent signed?	☐	☐

4

☐ Individual plan goals were modified for this program year using an observation.

If true, which Form was used?

- ☐ 301 - Independent Living
- ☐ 303 - Community Access
- ☐ 305 - Employability

5 Strengths of Individual *(select as many as apply)*

- ☐ Physical *(strong, mobility, can perform manual labor)*
- ☐ Cognitive *(speaks words, verbal, learns quickly)*
- ☐ Social *(acknowledges other people, sense of humor, friendly, outgoing)*
- ☐ Bilingual *(speaks words, verbal, learns quickly)*
- ☐ Independent *(does not rely on coach to complete tasks)*
- ☐ Motivated *(likes to work, determined, wants to be at work and in community)*
- ☐ Reliable *(responsible, listens to directions, stays with task until completion)*
- ☐ Hygiene *(demonstrates pleasant appearance consistently)*
- ☐ Self-advocate *(requests assistance when needed, demonstrates leadership)*

6 Special Needs *(select as many as apply)*

- ☐ Flexible Schedule *(restricted to certain days or times of days)*
- ☐ Safety Restrictions *(unable to work near hazardous materials or open work areas)*
- ☐ Accessible Restroom
- ☐ Weight Restrictions *(can't lift more than 10 pounds)*
- ☐ Transportation Restrictions *(uses handi-car or relies on parent transportation)*

7

Primary Disability *(select only one)*		Secondary Disability *(select as many as apply)*
☐	Mild Mental Retardation	☐
☐	Moderate Mental Retardation	☐
☐	Severe Mental Retardation	☐
☐	Physical Disability	☐
☐	Hearing Impairment	☐
☐	Visual Impairment	☐
☐	Brain Injury	☐
☐	Autism	☐
☐	Cerebral Palsy	☐
☐	Epilepsy	☐
☐	Mental Illness	☐
☐	Other	☐
☐	Unknown	

8 Communication *(select as many as apply)*

- ☐ Non verbal
- ☐ ASL *(American Sign Language, reads lips)*
- ☐ Modified Signs *(uses body language, gestures)*
- ☐ Assistive Technology *(communication board, touch screen)*

Employment Record

INSTRUCTIONS

If consumer is not currently employed complete fields 9, 10 and 11. If consumer is employed, or if start date in job is known, then complete fields 10 through 18.

9 ☐ Unemployed

10 ★ RECORD DATE (TODAY'S DATE)

MM	DD	YY
☐ Jan	00	200 0
☐ Feb	01	200 1
☐ Mar	02	200 2
☐ Apr	03	200 3
☐ May	04	200 4
☐ Jun	05	200 5
☐ Jul	06	200 6
☐ Aug	07	200 7
☐ Sep	08	200 8
☐ Oct	09	200 9
☐ Nov		
☐ Dec		

11 ★ INSTRUCTIONAL PROGRAM (Mark one)

- ☐ Basic Skills (ABE)
- ☐ Adults w / Disabilities
- ☐ Voc./Occup. skills
- ☐ Parent Education
- ☐ Older Adults

12 ★ START DATE IN JOB PLACEMENT

MM	DD	YY
☐ Jan	00	200 0
☐ Feb	01	200 1
☐ Mar	02	200 2
☐ Apr	03	200 3
☐ May	04	200 4
☐ Jun	05	200 5
☐ Jul	06	200 6
☐ Aug	07	200 7
☐ Sep	08	200 8
☐ Oct	09	200 9
☐ Nov		
☐ Dec		

13 HOURLY WAGE

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14 AVERAGE WORK HOURS PER WEEK

0	0
1	1
2	2
3	3
4	4
5	5
6	6
	7
	8
	9

15 ☐ Non-traditional for Gender

16 ☐ Advancement/Enhancement

17 ☐ This is an F+ job

18 ★ EMPLOYMENT TYPE (Mark one)

- ☐ Individual Placement
- ☐ 1 to 1
- ☐ 1 to 2, 1 to 3
- ☐ 1 to 4
- ☐ 1 to 5+

Optional

The following fields need to be manually entered in the TOPS software. You may also choose to enter them here.

Place of Employment: _____

Job Tasks: _____

* = required for TOPSpro software

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 2002

TOPS

Tracking Of Programs and Students

COUS-002

Agency # | Site #

Observation Record

① Consumer Last Name | First | Middle

② Instructor Name

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: (0) ● (2) (3)

Wrong: (⊗) (1) (2) (3) / (0) (1) (⊘) (3)

Rating Scale

		Direct Observation	Previous Experience	3rd party
1.	(0) (1) (2) (3) (4)	☐	☐	☐
2.	(0) (1) (2) (3) (4)	☐	☐	☐
3.	(0) (1) (2) (3) (4)	☐	☐	☐
4.	(0) (1) (2) (3) (4)	☐	☐	☐
5.	(0) (1) (2) (3) (4)	☐	☐	☐
6.	(0) (1) (2) (3) (4)	☐	☐	☐
7.	(0) (1) (2) (3) (4)	☐	☐	☐
8.	(0) (1) (2) (3) (4)	☐	☐	☐
9.	(0) (1) (2) (3) (4)	☐	☐	☐
10.	(0) (1) (2) (3) (4)	☐	☐	☐
11.	(0) (1) (2) (3) (4)	☐	☐	☐
12.	(0) (1) (2) (3) (4)	☐	☐	☐
13.	(0) (1) (2) (3) (4)	☐	☐	☐
14.	(0) (1) (2) (3) (4)	☐	☐	☐
15.	(0) (1) (2) (3) (4)	☐	☐	☐
16.	(0) (1) (2) (3) (4)	☐	☐	☐
17.	(0) (1) (2) (3) (4)	☐	☐	☐
18.	(0) (1) (2) (3) (4)	☐	☐	☐
19.	(0) (1) (2) (3) (4)	☐	☐	☐
20.	(0) (1) (2) (3) (4)	☐	☐	☐
21.	(0) (1) (2) (3) (4)	☐	☐	☐
22.	(0) (1) (2) (3) (4)	☐	☐	☐
23.	(0) (1) (2) (3) (4)	☐	☐	☐
24.	(0) (1) (2) (3) (4)	☐	☐	☐
25.	(0) (1) (2) (3) (4)	☐	☐	☐
26.	(0) (1) (2) (3) (4)	☐	☐	☐
27.	(0) (1) (2) (3) (4)	☐	☐	☐
28.	(0) (1) (2) (3) (4)	☐	☐	☐
29.	(0) (1) (2) (3) (4)	☐	☐	☐
30.	(0) (1) (2) (3) (4)	☐	☐	☐

③ ★ CONSUMER IDENTIFICATION

(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

④ ★ OBSERVATION DATE

MM		D	D	Y	Y
Jan ☐		(0)	(0)	200	(0)
Feb ☐		(1)	(1)	200	(1)
Mar ☐		(2)	(2)	200	(2)
Apr ☐		(3)	(3)	200	(3)
May ☐			(4)	200	(4)
Jun ☐			(5)	200	(5)
Jul ☐			(6)	200	(6)
Aug ☐			(7)	200	(7)
Sep ☐			(8)	200	(8)
Oct ☐			(9)	200	(9)
Nov ☐					
Dec ☐					

⑤ ★ CLASS NUMBER

(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

⑥ ★ INSTRUCTIONAL PROGRAM

- ☐ Basic Skills (ABE)
- ☐ Adults w / Disabilities
- ☐ Voc./Occup. skills
- ☐ Parent Education
- ☐ Older Adults

⑦ ★ FORM NUMBER

- ☐ Form 301 Independent Living
- ☐ Form 303 Community Access
- ☐ Form 305 Employability

⑧ ★ HOURS OF INSTRUCTION*

(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)

* Since last observation, or if this is the first, since start of program

⑨ PROVIDER USE

A	B	C	D	E	F
(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)

© ALL RIGHTS RESERVED. Foundation for Educational Achievement, CASAS 2002

* = required for TOPSpro software

www.casas.org CASAS

SCANTRON CUSTOM FORM NO. F-16713-CASAS

©SCANTRON CORPORATION 2002 ALL RIGHTS RESERVED.

P3 2902 -180 - 10 9 8 7 6 5 4 3 2 1