



WorkSource System Policy
Workforce & Career Development Division

Washington envisions a nationally recognized fully integrated One-Stop system with enhanced customer access to program services, improved long-term employment outcomes for job seekers and consistent, high quality services to business customers. In order to achieve this vision, the Workforce & Career Development Division sets a common direction and standards for Washington's WorkSource system through the development of WorkSource system policies, information notices, and technical assistance.

Policy Number: 1011 Revision 1
To: Washington WorkSource System
Date of Publication: July 30, 2013
Subject: CASAS for Basic Skills Assessments

1. Purpose:

To outline requirements and guidelines concerning the use of the Comprehensive Adult Student Assessment System (CASAS) for academic basic skills assessments within the WorkSource System.

2. Background:

This policy aligns with section 4.3 of Washington Works: Strengthening the Workforce for Washington's Future, which endorsed CASAS as the assessment tool of choice and recommended that the Employment Security Department (ESD) implement the same requirement for Workforce Investment Act programs.

The rationale for this recommendation aligns with the overall vision of the One-Stop System. Clients seeking employment and training services that require basic academic skills as a foundation for further training, such as vocational or technical training, should not have to take a multitude of basic assessment tests for each component of the One-Stop System. The client should be able to move through the one-stop system seamlessly and without unnecessary testing. Through a common assessment tool for basic academic skills, needless duplication is eliminated. In addition, the components of the system should be able to work together to reduce unnecessary duplication for the system itself. This recommendation and the policy it requires is another facet of the one-stop vision of system integration.

A basic academic skills assessment measures basic reading and writing in English and basic understanding of arithmetic. CASAS is a test to measure basic academic skills, but it does not measure vocational skills nor does it measure advanced technical skills. Other tests are appropriate for other purposes. This policy does not limit the appropriate use of other assessments for other purposes.

3. **Policy:**

a. CASAS Requirements

CASAS is the required assessment instrument for all basic skills assessments such as English reading, writing and arithmetic. All programs under Washington's WorkSource System are required to use CASAS Employability Competency Series (ECS) Appraisal Test 130, followed by the appropriate Pre-Test, as a first step in determining Basic Skills Deficiency.

DOL/ETA has established the following guidelines for basic skills deficiencies in math and reading:

- Learners scoring 236 or above are not basic skills deficient.
- Learners scoring 235 or below are basic skill deficient.

The results of the CASAS Appraisal Test determine the appropriate CASAS Pre-Test. The Pre-Test, not the Appraisal Test, determines the EFL level of an out-of-school youth, which then determines the basic skills level.

b. Testing Accommodations for Learners with Disabilities

Section 504 of the Rehabilitation Act and the ADA Amendments Act of 2008 require the provision of reasonable accommodations for learners with disabilities when needed to provide equal access. Testing accommodations level the playing field, but do not provide any advantage or make any measured task easier. Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument to allow students with disabilities an equal opportunity to demonstrate their skills and abilities. Proper accommodations meet the needs of students without changing what a test is intended to measure.

Testing aides and/or accommodations must be made available to individuals whether requested through formal documentation (i.e., documentation of a disability and/or past accommodations) or based on an undocumented need.

Learners with disabilities must be provided opportunities to test, including the use of needed testing accommodations. Learners with disabilities are not required to reveal their disability in order to participate in a program. However, to ensure appropriate accommodations are made, learners who request accommodations for disabilities may be required by staff to reveal the disability and/or provide documentation.

All documentation of individuals' needs for specific testing accommodations for disabilities must be confidentially and securely maintained in alignment with WorkSource Information Notice 0023.

NOTE: For additional guidance on test taking strategies and accommodations refer to [Attachment A](#).

4. **References:**

- TEGL 17-05.
- [Washington Works: Strengthening the Workforce for Washington's Future, January 2007.](#)
- [Washington State Adult Basic Education Assessment Policy, SBCTC, July 1, 2012.](#)
- Section 504 in the Rehabilitation Act of 1973.
- ADA Amendments Act of 2008 Individuals with Disabilities Education Improvement Act of 2004.
- The No Child Left Behind Act of 2001.
- WIN 0045 – Educational Functioning Levels and the Literacy Numeracy Measure.

5. **Supersedes:**

Policy 1011, CASAS for Basic Skills Assessments

6. **Policy Website:**

<http://www.wa.gov/esd/1stop/policies/systems.htm>

7. **Action:**

Workforce Development Councils (WDCs) and their contractors, as well as Employment Security Regional Directors, should distribute this guidance broadly throughout the system to ensure that WorkSource System staff are familiar with the content and requirements.

WDCs must establish CASAS as the exclusive assessment instrument in all WorkSource System programs for the measurement of basic academic skills. Alternative assessment tools must not be permitted to disrupt smooth and seamless participant services or to impede local service integration.

Direct Inquiries To:

Workforce and Career Development
(360)407-1300
WCDDPolicy@esd.wa.gov

Approved:

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Amy L. Smith, Director of Policy, Program Administration & Technical Assistance

Accommodating Learners with Disabilities or Other Special Needs – Attachment A

Alternate CASAS Test Formats:

CASAS provides specific tests in a format appropriate for students with disabilities. Alternate test forms developed by CASAS do not modify test standards.

- All CASAS test booklets are available in large-print format.
- A version of the Life and Work reading test is available in Braille.
- CBT are available in reading, math, and listening.

Finding the Appropriate Test Taking Strategy or Accommodation:

Below are some examples of test taking strategies that may be utilized when and where appropriate for all learners. These test-taking aides do not affect the administration of the test.

- One test per day
- Quiet room
- Magnifying glasses/lenses/sheet
- Clear and/or colored overlays
- Straight-edge
- Adhesive notes/flags
- Highlighters
- Visor
- Earplugs

The table below may help staff identify appropriate accommodations for learners with disabilities. The appropriate accommodation should be based on needs and requests of individual learners and not on a specific disability category. Any testing accommodation for a disability must address or remove the barrier that hampers the learner’s ability to demonstrate performance on the test.

To ensure appropriate accommodations are made, learners who request accommodations for disabilities may be required by staff to reveal the disability and/or provide documentation. Learners sometimes choose to submit documentation of disabilities (or past accommodations) on their own as a means of identifying appropriate accommodations and, when appropriate, staff may provide accommodations without requiring documentation.

The list is not an exhaustive list of disabilities or possible accommodations.

Disability	Test Administration Procedures	CASAS Test Forms Available and Approved
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder	Extended time Alternate schedule Frequent breaks Scribe Alternate room Computer (<i>with spelling and grammar check disabled</i>) Simple calculator (<i>for level A/B only</i>)	Large-print forms and Answer Sheet for ALL Approved CASAS tests

Deaf or Hearing Impaired	Sign language interpreter (<i>for test directions only</i>) Head phones (<i>for those taking the listening test</i>)	N/A
Blind or Visually Impaired	Magnifier/Template Text-to-speech software Video magnifiers Scribe/Reader	Level A/B Reading test in contracted Braille format Large-print CASAS tests CASAS listening test series (Levels A, B, and C)
Mobility Impairment	Extended time Alternate site/equipment Scribe/writer/communication board	N/A
Intellectual Disabilities such as traumatic brain injury, autism, cerebral palsy, epilepsy	One-on-one administration Extended time	Adult Life Skills Beginning Literacy forms 27/28

NOTE: The accommodations listed are suggestions only and can be used in addition to use of regular or alternate CASAS tests.

CASAS will provide advice regarding appropriate accommodations and use of test formats or test administration directions as alternative formats and directions are developed and approved. If a situation arises that is not covered by this assessment policy, contact Ginny Posey at CASAS:

Dr. Virginia Posey, Sr. Research Associate
5151 Murphy Canyon Rd. #220, San Diego, CA 92123-4339
1-800-255-1036 ext. 192
gposey@casas.org