



Comprehensive Adult Student Assessment Systems

For WIOA Title I Funded Agencies and Youth Providers

CASAS recommends agencies use grade level information *only* for administrative purposes when state or federal regulations call for a grade level.

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

NRS Levels	Reading ABE/ASE EFLs		Reading GOALS Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	193 and below	1
			194 - 203	2
2	Beginning Basic Education		204 – 210	3
			211 - 216	4
3	Low Intermediate		217 – 222	5
			223 – 227	6
4	High Intermediate		228 – 232	7
			233 – 238	8
5	Low Adult Secondary Education	Not Basic Skills Deficient	239 – 243	9
			244 – 248	10
6	High Adult Secondary Education		249 – 253	11
			254 and above	12

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

NRS Levels	Mathematics ABE/ASE EFLs		Math GOALS Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	193 and below	1
2	Beginning Basic Education		194 - 203	2
3	Low Intermediate		204 – 209	3
			210 – 214	4
4	Middle Intermediate		215 – 220	5
		221 – 225	6	
5	High Intermediate		226 – 230	7
			231 – 235	8
6	Adult Secondary Education	Not Basic Skills Deficient	236 – 240	9
			241 – 244	10
			245 – 248	11
			249 and above	12



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CASAS ESL Reading and Listening Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading and Listening ESL EFLs		Reading or Listening Life and Work Score Ranges	Grade Level
7	Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
8	Low Beginning ESL		181 - 190	1
9	High Beginning ESL		191 – 200	1
10	Low Intermediate ESL		201 – 205	2
			206 – 210	3
11	High Intermediate ESL		211 – 215	4
			216 – 220	5
12	Advanced ESL		221 – 225	6
		226 – 230	7	
		231 – 235	8	

*Adapted from the amended DOL-only Participant Individual Record Layout (PIRL) ETA #9172 and the [Training and Employment Guidance Letter \(TEGL\) 10-16 Change 1](#) published August 23, 2017 developed jointly by the U.S. Departments of Labor (DOL) and Education (ED) (the Departments).

From the ETA 9172 DOL PIRL (Data element #804)
 Mark as Basic Skills Deficient/Low Levels of Literacy at Program Entry if the participant is, at program entry:
 A) a youth, who has English reading, writing, or computing skills **at or below the 8th grade level** on a generally accepted standardized test; or
 B) a **youth or adult**, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant’s family, or in society.