Florida Department of Education
Division of Career and Adult Education

CASAS Procedures for Initial Placement of Adult General Education Students

The following procedures should be used when determining initial placement for new students using the CASAS assessment.

**State Policy:** New students must be tested and obtain a reportable initial educational functioning level (EFL) within the first 12 hours of instruction.

- **Out-of-Range Low**
  - OOR low: Returned as a (*) for scale score & no value for NRS Level. Initial pre-test scores **below the accurate range** are not usable for reporting the placement of new students in an EFL. Programs should re-test students by administering a test at the next less difficult level to obtain an accurate in-range scale score.
  - **Only an in-range score can be used to establish a new students EFL.**

- **In-Range**
  - Place student in the appropriate Adult Education Program based on EFL identified by the test.

- **Out-of-Range High**
  - OOR high on a level D or lower: Returned as a scale score with a diamond (e.g., 238♦). Initial pre-test scores **above the accurate range** are not usable for placement and reporting a new student. The student should be retested on a higher level to obtain an in-range scale score.
  - **Only an in-range scale score can be used for placement and to identify a new students initial EFL.**

- **OOR Low on lowest level test:** The student should be re-tested on the alternate form of that level to see if he/she can obtain a usable in-range scale score. If a student tests out-of-range low on both forms of the lowest level CASAS test – **meaning an in-range score is not obtainable** – in this situation only, the provider may use the OOR low for placement. See Appendix Q or the Technical Assistance document posted on the DOE website for guidance on reporting.
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CASAS Procedures for Post-testing and Determination of Learning Gains of Adult General Education Students

The state target is to post-test a minimum of 70% of students pre-tested. **CASAS publisher policies: Post-test after 70-100 hours of instruction; minimum of 40 hours. Approval by an administrator is required for post-testing at less than 70 hours of instruction. Educational gains can be determined by comparing the student’s pre-test and post-test scale scores.**

- **Post-Test**
  - Out-of-Range Low
  - In-Range
  - Out of Range High

**Returned as a (*) for scale score & no value for NRS Level. OOR low scores on a post-test are reportable to the state. Students who score OOR low should be re-tested once immediately on a lower-level assessment form. Providers should report the in-range score of the re-test.**

**If student tests OOR L on the lower-level re-test, report a leading 1 followed by the lowest scale score number possible on that assessment. See Appendix Q for OOR low value to report.**

**Report the test.**

**Determining Gains: A Gain is a Gain. Once a student earns a Measurable Skill Gain (MSG), they can never re-earn that same gain. If the student moves up an EFL for the first time, the state data system will recognize this as a Measurable Skill Gain (MSG) earned by the student.**

- Returned as a scale score with a diamond (e.g., 238♦). OOR High scores on a post-test are reportable to the state. If the student moves up an EFL for the first time, the state data system will recognize this as a Measurable Skill Gain (MSG) earned by the student.

  **For data reporting purposes the score should be reported with a leading 9 followed by the scale score. (E.g., A student earned an OOR high scale score of 238♦ on the CASAS Goals Reading level C test. It should be reported to the state as 9238).**

**Providers may re-test OOR high students once immediately on a higher-level assessment form.**