

PRIORITY OF SERVICE Basic Skills Deficiency Definitions

Under the proposed regulations for the Workforce Innovation and Opportunity Act (WIOA), basic skills deficiency is defined in two parts:

1. A youth who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test.
2. An adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

For number 1, “at or below the 8th grade level” will be determined by:

- TABE test score of 8.9 or below (TABE is the only assessment instrument that can be used to calculate the Basic Skills Deficiency for the Southwestern Region).

For number 2, Boards may:

- Select an assessment to determine an individual's inability to “compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society”; and
- Set benchmarks for assessment results that determine basic skills deficiency.

• For the Southwestern Region, it has been determined, based on Work Keys Crosswalks and Conversion Tables (attached), that the ***Basic Skills determination/definition for Adults will be at or below a Four (4) in Reading for Information or Applied Mathematics or both.***

NOTE: Documentation of the assessment(s) and results must be maintained in the hard participant file, in the case notes and scanned into the VOSS system.

Crosswalk for Adult Basic Education (ABE) Levels and Work Keys Assessments

NRS Educational Functioning Level Descriptors-ABE Levels and Work Keys Skill Descriptors				
NRS Functioning Levels	ABE Basic Reading and Writing	Work Keys <i>Reading for Information and Writing</i> Assessments	ABE Numeracy Skills	Work Keys <i>Applied Mathematics</i> Assessment
<p>High Intermediate Basic Education</p> <p>Work Keys scale scores:</p> <p><i>Reading for Information:</i></p> <p style="padding-left: 20px;">75 – 78</p> <p><i>Writing:</i></p> <p style="padding-left: 20px;">75 – 77</p> <p><i>Applied Mathematics:</i></p> <p style="padding-left: 20px;">75 – 77</p>	<p>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.</p> <p>The 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.</p>	<p>Individuals can read materials that include company policies, procedures, and notices. They are straightforward, but they have longer sentences and contain a number of details. These materials use common words, but do have some harder words, too.</p> <p>Individuals can:</p> <ul style="list-style-type: none"> • Identify important details that may not be clearly stated. • Use the reading material to figure out the meaning of words that are not defined for them. • Apply instructions with several steps to a situation that is the same as the situation in the reading materials. • Choose what to do when changing conditions call for a different action. For example, they can follow directions that include “if-then” statements. <p>Individuals can write clear messages. The writing may include incorrect structure and some errors in grammar and punctuation. Can produce writing:</p> <ul style="list-style-type: none"> • With most of the sentences complete. • With few mechanical, grammatical, and word usage errors so that the message is adequately conveyed. • That may be more casual than standard business English but never uses slang or is rude. • That exhibits some organization but may have inappropriate transitions and/or some information out of logical order. 	<p>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 fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individuals can solve problems that require one or two operations including add, subtract, or multiply using several positive or negative numbers and divide positive numbers</p> <p>Can figure out averages, simple ratios, simple proportions, or rates using whole numbers and decimals.</p> <p>Individuals can add commonly known fractions, decimals, or percentages. Add three fractions that share a common denominator.</p> <p>Can multiply a mixed number by a whole number or decimal.</p> <p>Can put the information in the right order before performing calculations.</p>

Educational Functioning Level Descriptors-ABE Levels and Work Keys Skill Descriptors

Literacy Levels	ABE Basic Reading and Writing	Work Keys <i>Reading for Information and Writing Assessments</i>	ABE Numeracy Skills	Work Keys <i>Applied Mathematics Assessment</i>
<p>Low Adult Secondary Education</p> <p>Work Keys scale scores:</p> <p><i>Reading for Information:</i></p> <p>79 – 81</p> <p><i>Writing:</i></p> <p>78 – 85</p> <p><i>Applied Mathematics:</i></p> <p>78 – 81</p>	<p>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 issues to determine meaning.</p> <p>Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individuals can read policies, procedures, and announcements that include all of the information that individuals need to finish a task. The information is stated clearly and directly, but the materials have many details. They also include jargon, technical terms, acronyms, or words that have several meanings. In addition to demonstrating the skills at the previous levels, individuals can:</p> <ul style="list-style-type: none"> • Figure out the correct meaning of a word based on how the word is used. • Identify the correct meaning of an acronym that is defined in the document. • Identify the paraphrased definition of a technical term or jargon that is defined in the document. • Apply technical terms and jargon and relate them to stated situations. • Apply straightforward instructions to a new situation that is similar to the one described in the material. • Apply complex instructions that include conditionals to situations described in the materials. <p>Individuals can write messages that are clear, with almost no errors. Can produce writing:</p> <ul style="list-style-type: none"> • With all sentences complete. • With very few mechanical, grammatical, and/or word usage errors. • That is professional in tone and consistent with standard business English most of the time. • With adequate writing style but that may be somewhat choppy. • That exhibits good organization with only minor transition or logical order problems. 	<p>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.</p>	<p>Individuals can decide what information, calculations, or unit conversions to use to find the answer to a problem.</p> <p>Can look up a formula and change from one unit to another in a single step within a system of measurement or between systems of measurement.</p> <p>Can calculate using mixed units, such as 3.50 hours and 4 hours 30 minutes.</p> <p>Can identify the best deal by doing one- and two-step calculations and then comparing to determine the solution that meets the stated conditions.</p> <p>Can calculate perimeters and areas of basic shapes like rectangles and circles. Calculate percent discounts or markups.</p> <p>Can divide negative numbers.</p>

Educational Functioning Level Descriptors-ABE Levels and Work Keys Skill Descriptors

Literacy Levels	ABE Basic Reading and Writing	Work Keys <i>Reading for Information and Writing Assessments</i>	ABE Numeracy Skills	Work Keys <i>Applied Mathematics Assessment</i>
<p>High Adult Secondary Education</p> <p>Work Keys scale scores:</p> <p><i>Reading for Information:</i></p> <p style="padding-left: 40px;">82 – 90</p> <p><i>Writing:</i></p> <p style="padding-left: 40px;">86 – 90</p> <p><i>Applied Mathematics:</i></p> <p style="padding-left: 40px;">82 – 90</p>	<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material.</p> <p>Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individuals can read materials that are very complex. The information includes a lot of details, and the concepts are complicated. The vocabulary is difficult. Unusual jargon and technical terms are used, but they are not defined. The writing often lacks clarity and direction. Readers must draw conclusions from some parts of the reading and apply them to other parts. In addition to demonstrating the skills at the previous levels, individuals can:</p> <ul style="list-style-type: none"> • Figure out the definitions of difficult, uncommon words based on how they are used. • Figure out the meaning of jargon or technical terms based on how they are used. • Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials. <p>Individuals can write messages that are clear, precise, and free of errors. The writing conveys the message in a professional, courteous manner. Can produce writing:</p> <ul style="list-style-type: none"> • That uses correct, complete sentences that are varied, smooth, and polished. • That has no mechanical, grammatical, or word usage errors. • That has a businesslike, courteous, and professional tone and uses language that is highly consistent with standard business English. • That has a smooth, flowing style. • That presents the information in a logical order. For example, they may rearrange the information so that the important part comes first. 	<p>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.</p>	<p>Individuals can use fractions, negative numbers, ratios, percentages, or mixed numbers.</p> <p>Can rearrange a formula before solving a problem. Look up and use two formulas to change from one unit to another unit within the same system of measurement.</p> <p>Can look up and use two formulas to change from one unit in one system of measurement to a unit in another system of measurement.</p> <p>Can find the best deal and use the result for another calculation. Can find the area of basic shapes (rectangles and circles) when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations.</p> <p>Can find the volume of rectangular solids. Can calculate multiple rates.</p>

Work Keys Conversion Tables
Scale Scores to Levels

Reading for Information	
Scale Score	Level
65-72	<3
73-74	3
75-78	4
79-81	5
82-84	6
85-90	7

Applied Mathematics	
Scale Score	Level
65-70	<3
71-74	3
75-77	4
78-81	5
82-86	6
87-90	7

Locating Information	
Scale Score	Level
65-71	<3
72-74	3
75-79	4
80-85	5
87-90	6

Applied Technology	
Scale Score	Level
65-72	<3
73-76	3
77-79	4
80-84	5
85-90	6

Teamwork	
Scale Score	Level
65-74	<3
75-77	3
78-80	4
81-83	5
84-90	6

Listening	
Scale Score	Level
50-59	<1
60-65	1
66-71	2
72-77	3
78-84	4
85-90	5

Writing	
Scale Score	Level
50-59	<1
60-66	1
67-71	2
72-77	3
78-85	4
86-90	5