

CASAS Implementation Training

2018 - 19

Purpose

- To certify participants to administer CASAS tests
- To ensure uniform test administration practices
- To meet the yearly training requirement (if applicable in your state)

Why are certified testers important?

- Accurate testing provides proof of your agency's ability to serve students

You are an important part of showing success!

**Table ES-1. Adult Education National Performance Report
Percentage and Number of Students Completing Educational Functioning Levels and Core Outcome Measures
From Program Year 2009–10 to Program Year 2011–12**

	Percentage Achieving Educational Functioning Levels and Core Outcome Measures (National Averages)			Number Achieving Educational Functioning Levels and Core Outcome Measures
	PY 2009–10	PY 2010–11	PY 2011–12	PY 2009–10 to PY 2011–12 (Three-Year Total)
Educational Gain ABE/ASE ^a	40%	42%	43%	1,326,797
Educational Gain EL ^a	44%	44%	46%	1,110,204
High School Completion ^b	52%	61%	61%	468,894

With someone you don't work with ask:

- What is your role at your agency?
- What is the size of your agency?
- What population do you serve?
- Do you use computer- and/or paper-based testing?
- Does testing take place in classrooms and/or test centers?
- Does testing takes place at end of session or “on demand”?

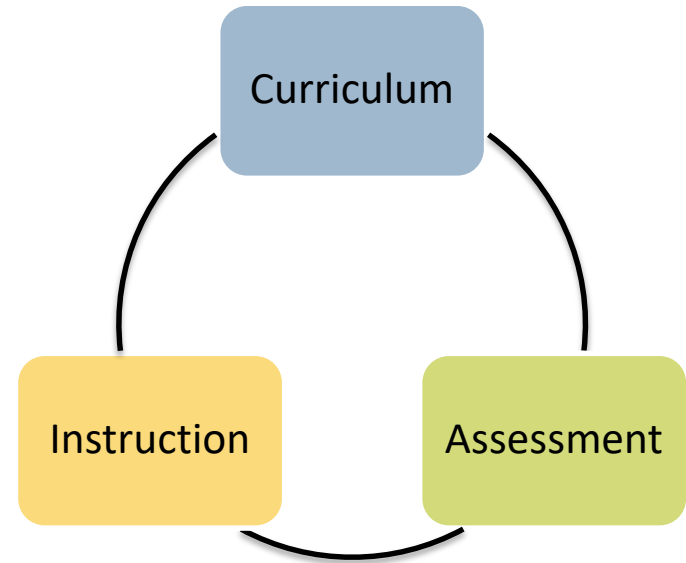
Think about this during the training:

What is your agency's assessment process?

How can it be improved to benefit students, teachers, and administrators?

Agenda

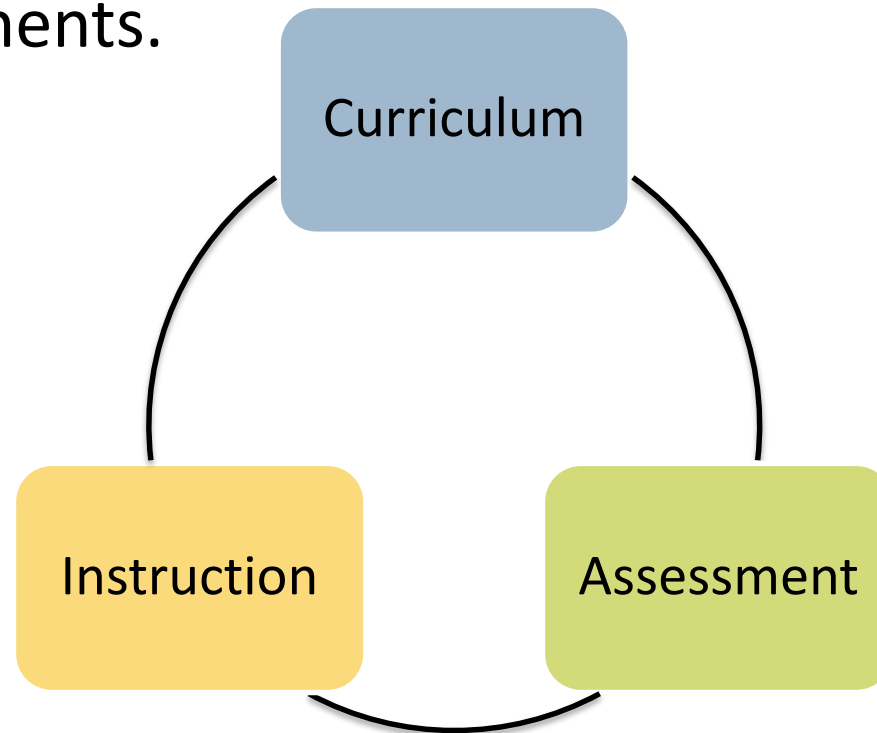
- CASAS Overview
- **Curriculum**
 - Competencies
 - Content Standards
 - Tasks
- **Assessment**
 - Intake Screening
 - Administering the Locator or Appraisal
 - Administering Pre- and Post-tests
- **Instruction**
 - Reports



What is CASAS?

Comprehensive Adult Student Assessment Systems

- CASAS is a nonprofit organization dedicated to improving youth and adult education services.
- CASAS is an integrated systems approach with three key components.



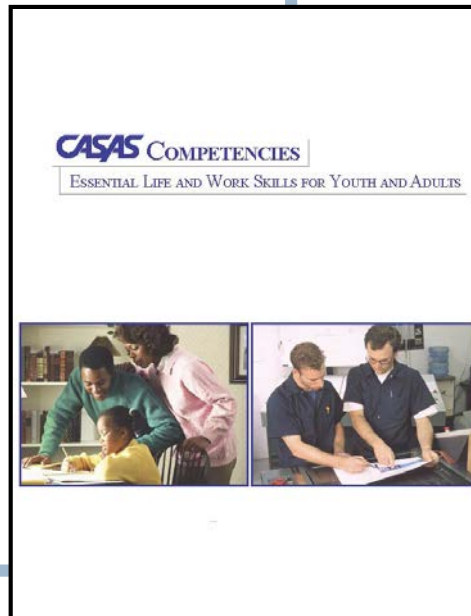
Common Misconceptions

- Not a proficiency test
- Not required to “finish” a test
- As a monitoring tool, CASAS assessments are used to determine skills a student has at entry and how much they’ve improved throughout the year.
- Not a “Life Skills” test. Literacy and academic skills are assessed in the context of adult situations.

What are CASAS Competencies?

Competency Content Areas

0. Basic Communication
1. Consumer Economics -
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Computation
7. Learning to Learn
8. Independent Living Skills



CASAS Competencies are measurable learning objectives written in a functional life skills context.

CASAS tests are aligned to these competencies.



www.casas.org

Importance of Competencies

Competencies provide

- instructional objectives for curriculum
- direct links to test content for monitoring student learning
- criteria for program evaluation
- a referencing system for instructional materials

Content Area

Competency Area

Competency Statement

3. Health

3.1 Understand how to access and use the health care system

3.1.1 See 3.6.1, 3.6.3, 3.6.4

3.1.2 Identify information necessary to keep medical and dental appointments

3.1.3 Identify and use health care services at various facilities, including interacting with staff

3.1.4 Identify common types of medical equipment and health practitioners and specialists

3.1.5 Identify and access counseling services

3.1.6 Interpret information about health insurance plans, insurance, and benefits

3.1.7 Interpret information about patient rights such as confidentiality and health care decisions

The numbering systems for Competencies, Tasks and Content Standards are used in test reports for your students and classes.

Using CASAS Competencies

Problem: You should start work at 9:00 a.m., but you have a car that won't start.

What skills would you need to teach your students?

Basic Communication

0.1.2 -- Understand or use appropriate language for information purposes
(to call a tow truck, identify location)

0.1.3 -- Understand or use appropriate language to influence or persuade (to call employer)

0.2.1 -- Respond appropriately to common personal information questions

Consumer Economics

1.2.6 – Identify places to purchase goods and services, including the internet

1.7.5 -- Interpret information to obtain repairs

1.9.6 -- Interpret information related to automobile maintenance

Community Resources

2.1.8 -- Use a telephone or similar device to make and receive calls

2.3.1 -- Interpret clock time

Activity: Select CASAS Competencies

In small groups or pairs:

- Choose one problem-solving scenario from Activity Packet – page 2.
- Using the CASAS Competencies, choose 2-3 competencies that would help students solve the problem.

What are Content Standards?

- **Basic Skills Content Standards** identify the underlying basic skills (literacy and academic skills) associated with CASAS Competencies.

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

Reading



- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

Listening



- M1 Number Sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Statistics, Data Analysis and Probability

Math



What are Task Areas?

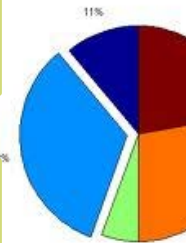
Reading Tasks

- Forms
- Charts, maps, consumer billings, matrices, graphs, or tables
- Stories, articles, paragraphs, sentences, directions, or pictures
- Signs, price tags, ads, or product labels
- Measurement scales and diagrams

Listening Tasks

- Picture prompt
- Comprehension question
- Predict next line of dialogue
- Identify true statement based on prompt

Tasks are how test items are presented. It's important to practice these tasks in the classroom.



JOB APPLICATION FORM						
PLEASE PRINT						
Name (Last, First, Middle)	Residence					
Address	Telephone					
City	State	Zip				
For which job are you applying?						
What will you do if hired?						
If you please explain in the space below:						
Date						
How do you rate your skills:						
Level	1	2	3	4	5	Other
Room Manager	Secretary					



Skills needed to find auto repair services

CASAS Competency: Community Economics 1.2.6 –Identify places to purchase goods and services, including the internet

Reading Task Areas: maps – 2; directions – 3; advertisements – 4

auto repair Rolling Hills, CA

Browse Category: Auto Repair

Hide Filters

Sort By

Best Match
Highest Rated
Most Reviewed

Cities

Distance

Features

Category

Use capitalization as a clue to interpret words
R2.4

Locate information organized in groups or categories
R5.3

Content Standards

Find a word or number in an alphabetical, numeric or other ordered listing
R5.1



1. Hilltop Automotive
★★★★★ 18 reviews
Auto Repair, Tires

Rancho Palos Verdes, CA 90274
(310) 377-2010



Recently found Steve and Hilltop Automotive. They pointed out stuff I didn't know needed to be fixed. They were thorough and even checked my Check Engine light. Nothing gets past them! They...

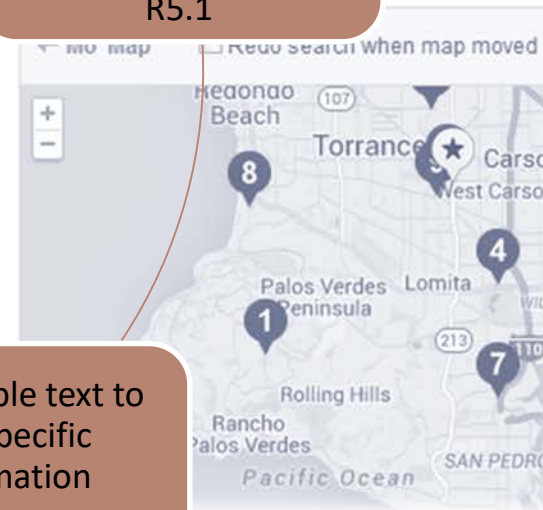


2. Hiro Auto Servi
★★★★★ 43
Auto Repair

ance
8 223rd St
ance, CA 90501
) 371-9174

Use supporting illustrations to interpret text
R3.12

Scan simple text to find specific information
R6.2



Competencies, Task Areas and Content Standards

Competency

A measurable learning objective in a functional life skills context.



Basic Skills Content Standards

are the underlying academic skills students need to be successful in mastering competencies (e.g., students must be able to understand vocabulary in context).

2. Where is she going?

- (A) into the store
- (B) into the post office
- (C) into the bank
- (D) into the library

Task Area

In CASAS Reading tests, these are the written or graphic prompts.

CASAS TESTS OVERVIEW

The Assessment Process

Place

Locator/Appraisal

Identifies the Pretest students should take.

Diagnose

Pre-Test

Establishes a baseline score and diagnoses learning needs

Instruct

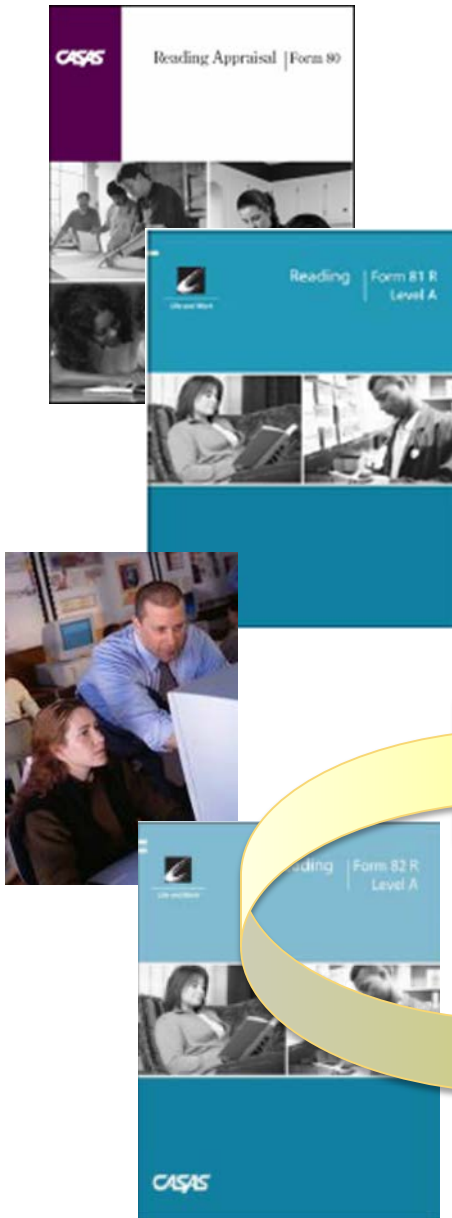
Informal Assessment

Includes targeted instruction based on information from tests

Monitor

Post Test

Given after 70-100 hours of instruction. Results compared to previous test to determine progress.



CASAS Assessments: Levels and Forms

Life and Work Reading Series



- Covers from Beginning Literacy to transition to post-secondary
- Two forms of each level test (e.g., Level A has Form 81 and Form 82).
- 82 is NOT a higher level test than 81. Both tests have the same level of difficulty.
- All forms are developed to national testing standards and are approved for NRS reporting.
- Forms are color-coded by level across all series.

Activity: Review and compare test items in the Sample Test Booklets at levels A, B, C, and D

NRS Tests for ESL, ABE and ASE*

(ASE includes GED, HiSet, TASC and HSD)

ESL

Give reading and/or listening

- *Life and Work Reading, 80 series*
- *Life and Work Listening, 980 series*

ABE and ASE

Give reading and/or math

- *Life and Work Reading, 80 series*
- *Life Skills Math, 30 series*
- *GOALS Reading, 900 series*

If student scores 235 + (D Level) on appraisal:

- *Secondary Level Assessment series*

Language Arts Forms 513-514 (Level D)

Math Forms 505-506 (Level D)

*All tests approved through June 2019 – except GOALS Reading approved through 2025

Computer-delivered tests and Paper-based tests

While CASAS eTesting and Paper-based testing have many similarities, there are some significant differences when administering the tests.

For this training, items specific to

- **Computer-delivered*** tests are in **yellow**
- **Paper-based** tests are in **brown**

Items that apply to ***both*** are in **blue**.

***NEW - test using Chromebooks now and iPads soon**

CASAS Testing Requirements

Computer-delivered tests

- Computers
- Internet access or agency-based server
- Test Administration Manuals
 - By test series
 - By test type:

Paper-based

- Reusable test booklets
 - By test series
 - By form/level
- Answer sheets
- Test Administration Manuals
 - By test series
 - By test type:
- Scanner/Staff to manually score

Test Administration Manuals

Essential for administering paper-based & computer-based tests

A Test Administration Manual (TAM) contains:

- answer keys
- scoring guidelines
- score conversion charts
- next assigned test charts
- competency and content standard content
- class and student profiles
- standardized test administration procedures and policies
- test security protocols
- resources for testing and instructional support

Test Security

Computer-delivered tests

- CASAS eTests Coordinator or Proctor starts and stops testing sessions so that tests cannot be accessed by students outside testing sessions.
- Each computer used for CASAS eTesting will be registered.
- Testing stations will only be active where a proctor is present.

Paper-based tests

- Keep all testing materials, including test booklets, CDs, answer sheets, test manuals and related materials in secure storage, available only to those involved in test administration.
- Develop a system to distribute and collect testing materials, including numbering the test booklets.
- Test administrators are responsible for the security of all test materials in their possession.

Accommodations in Test Administration Procedures

You may provide these accommodations in testing conditions for documented disabilities without contacting CASAS:

- *allowing extended time*
- *giving supervised breaks*
- *providing a sign language interpreter (for test administration directions only)*
- *testing in an alternate room*

It is *not* an appropriate accommodation to *read a CASAS test* or to allow use of a vocabulary pen, dictionaries, calculators or other electronic devices.

Refer to **CASAS Assessment Accommodations** at **CASAS.org** for more information

Computer-delivered

- Display options (font size, color)
- Time allowed

Paper-based

- A colored overlay
- Large-print testing booklet
- Large-print answer sheet
- Braille test

Accommodations

For up-to-date information, go to www.casas.org and refer to the *Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities*. The paper includes a matrix with sample accommodations for specific disabilities.

Email CASAS at casas@casas.org for information on other test formats. **Do not change a test format locally.** Alternate test formats must meet standardized test development procedures.



The screenshot shows the CASAS website's "Accommodations Guidelines" page. The page features a navigation menu with links for Home, Product Overviews, Training and Support, Education Providers, Workforce Development, Business and Industry, and Social Media Newsroom. A prominent "Training & Support" banner includes the tagline "Think of us as your adult assessment partner. We're invested in your success and are with you every step of the way." The main content area is titled "CASAS Assessment Accommodations" and "Accommodations Guidelines". It includes sections for "Assessment Policy", "Make Process", "Next Assigned Test Charts", "Pre- & Post Testing", "Scale Score Ranges", "Security Policy and Agreement", and "Test Forms by Skill Area, Level, and Series". The "Accommodations Guidelines" section explains that accommodations provide learners with disabilities an opportunity to demonstrate their skills and abilities without interference caused by the disability itself. It also mentions that accommodations change the way that an assessment is administered or how learners may respond to the assessment situation. A "Legislation Related to Accommodations" section discusses the 2014 Workforce Innovation and Opportunity Act (WIOA) and the Rehabilitation Act Amendments of 1998 (WIOA), effective July 2015, which focuses on learners most in need, such as learners with a low level of literacy skills, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including the ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004. An image of a hand pointing to Braille text is also visible.



www.casas.org

Intake Screening

Intake

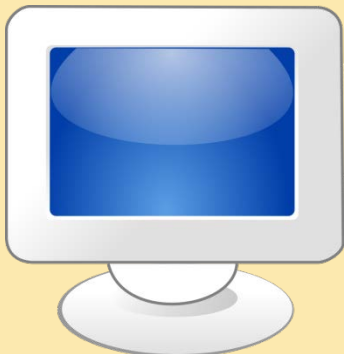
For all incoming students

- observe how well the student communicates and fills out registration forms
- administer CASAS writing screening or other writing assessment (optional)
- consider number of years of formal schooling and other information on demographic records
- consider other factors affecting class placement (any certificates or degrees...)

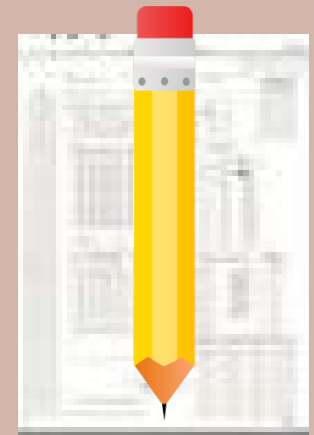
Informally assess student's basic writing and reading ability by observing how well the student can complete your agency's registration form.

Little or no difficulty?

Administer **Locator**
in CASAS eTests
to determine Pretest



Administer paper **Appraisal**
to determine Pretest



Oral and Writing Screening for ELLs

The **Oral Screening** is an optional one-on-one oral interview used to screen ESL/ELL learners for taking listening and reading locators or appraisal tests.

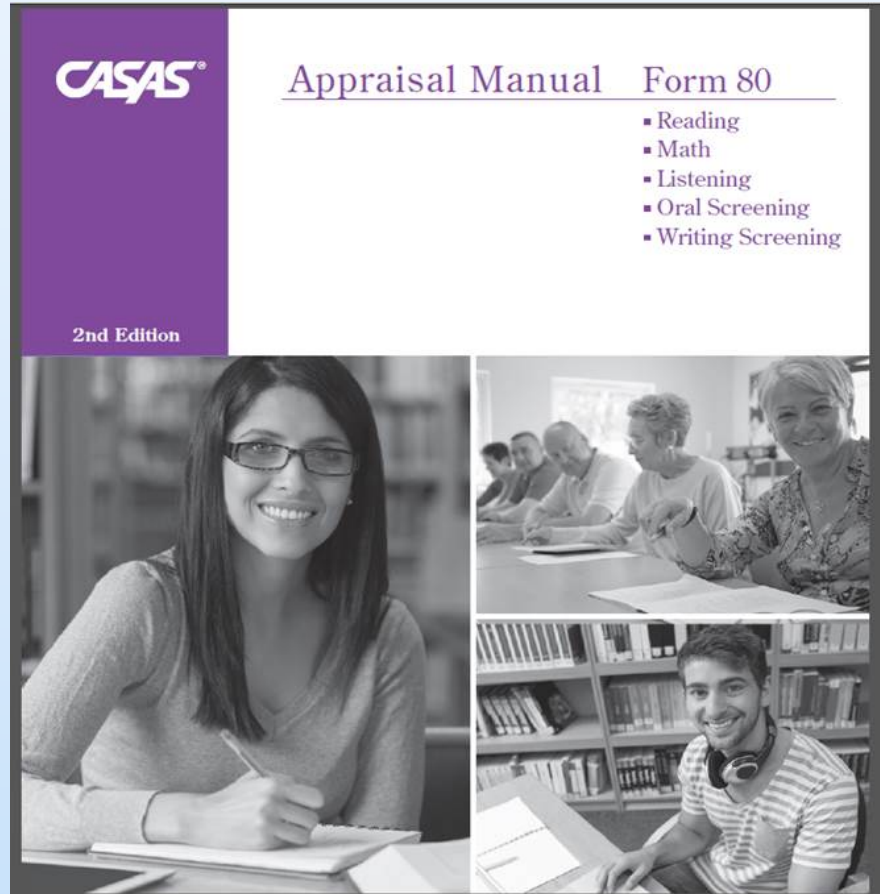
- six questions
- 5 minutes

Refer to p. 15 of the 80 Appraisal TAM

The **Writing Screening** is an additional optional tool to screen ESL/ELL learners for taking reading and listening locators or appraisals. Examinees write

- two sentences that are dictated
- 5 minutes

Refer to p. 11 of the 80 Appraisal TAM



Question	Response
What's your name?	This question is not scored. It may be omitted if the tester knows the examinee.
1. How long have you been in the United States? <i>To clarify, ask:</i> When did you come to the United States?	Some possible responses: Four years; 1987; etc.
2. Tell me why you want to learn English. <i>To clarify, ask:</i> Why do you want to study English?	Any appropriate reason may be acceptable.
3. Do you read in your native language? <i>If Yes, ask: What do you like to read?</i> <i>If No, ask: Why not?</i>	Yes. Some possible responses: names of books, types of books, subjects. No. Some possible responses: I didn't go to school in my country; I can't read; I have no time to read; etc.
4. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
5. How many years did you go to school in your country? <i>To clarify, ask:</i> How long did you go to school in your country?	Any appropriate response is acceptable.

Administering the Oral Screening

- Administer one-on-one
- Introduce yourself
- Ask the questions
 - Repeat the question once, if needed
 - Use the clarification questions, if needed

*Form 80 Appraisal TAM,
pages 14 & 15*

Scoring Rubric – Oral Screening

Points	Guidelines
0	<p><i>No answer, incomprehensible, or does not answer the question.</i></p> <p>Note: If the examinee responds, “I don’t know,” it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.</p>
1	<p><i>Comprehensible but not grammatically correct.</i></p> <p>Note: <i>Comprehensible = understandable and relevant</i></p>
2	<p><i>Comprehensible and grammatically correct.</i></p> <p>Note: <i>Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.</i></p>

Using Oral Screening results to select pretest for Beginning Level ELLs

- Score of 7 or more:
 - Give the Locator online or the Appraisal for Reading and/or Listening
- Score of 6 or less:
 - Give the Beginning Literacy Screening
 - Do not give the Locator or Appraisal
 - These items are the same as the Form 27 Practice Items

Using Beginning Literacy Screening results to select pretest for Beginning Level ELLs

Unable to answer?

If the student has...

- **Great difficulty**
Mark the test record as “Too Low to Test.”
Try testing again in a couple of weeks.
- **Some difficulty**
Pretest with **Form 27 or 28**
- **Little or no difficulty**
Pretest with **Form 81 or 82** for Reading



LOCATORS AND APPRAISALS

Locators and Appraisals

Computer-delivered

Locators

- Reading 102R and Math 102M -- Computer Adaptive Tests (CAT)
- Listening 89L -- Fixed Form
- Reading GOALS 900R – Fixed Form
- 10-15 minutes
- Leads students seamlessly into the appropriate pretest.

Paper-based

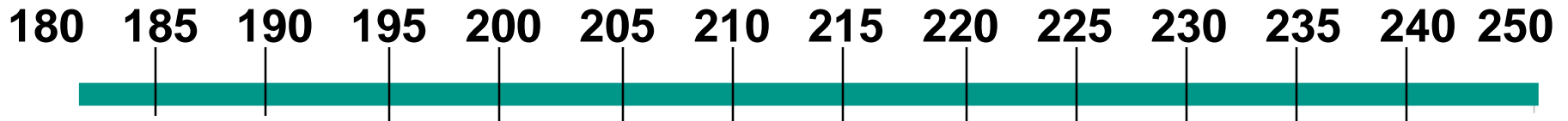
Form 80 Appraisals - Reading, Listening, and Math

- Reading for all programs, Levels A-D
- Listening for ESL/ELL, Levels A-C
- Math for ABE/ASE, Levels A-D
- 30 minutes each **OR**

Form 130 - Math Appraisal

- Math for ABE and ASE programs
- Levels A – D
- 25 minutes

What's the difference between Locators/Appraisals and Pretests?



Locators and Appraisals (Placement tests)

Test items are widely distributed along the CASAS scale and range from very easy items to difficult items.

These scores can not be used for pre- and post-testing.

Level B



Pre- and Post-Tests (Progress Tests)

Progress test items are clustered at a specific level.

General Testing Guidelines

- Allow adequate space between students.
- Ask students to turn off and put away their cell phones.
- All personal items must be off the tables.
- Tell students not to talk or get help from other students during the test.
- Scratch paper is allowed for math tests, but not for listening tests. All scratch paper must be collected and shredded after the test.
- No cell phones, dictionaries, translators, or any other items allowed.

Testing Procedures

Computer-delivered tests

- Demonstrate how to respond to test items
- Demonstrate how to input demographics information, if used in your agency

Paper-based tests

- Demonstrate on the whiteboard how to fill in the bubbles properly.
- Have students bubble in any demographics you are collecting.
- Have students write the form number in the box marked **Form Number** and fill in the **Test Date**. (This can also be filled in by testing staff in advance.)

Testing Procedures for Both Formats (CASAS eTests and Paper)

- **Guessing by the examinees should be discouraged.** Explain that if they can't answer a question they don't need to mark an answer, and can go on to the following questions.
- **Circulate during testing** to make sure examinees are marking answers at the correct number on the answer sheet.
- **Maintain a positive attitude and atmosphere** about the testing, as your attitude can influence students' attitudes and performance.
- **For students with disabilities**, please refer to the CASAS guidelines for making the appropriate accommodations

Administer the Locator or Appraisal

Computer-delivered Locators

- Two practice items will be presented on the screen. Students will have two chances to answer.
- Provide additional time and help with the practice items for any students that need it.

Paper-based Appraisals

- Have examinees open their test booklets to the test directions and practice items. Read the directions aloud.
- Point out the location of the box on the answer sheet for answering the practice items.
- Take the time to have everyone answer the practice items, then discuss and help as needed.

- Advise students to do their best but not to spend more than a few minutes on any one question.
 - Don't guess.
 - Stop when you can't answer any more questions.
- Walk around the room to check students' work.

Appraisal Instructions Script

- *Open your test booklet to page 1. Find the directions at the top of the page. Look at the directions as I read them. [Read directions.]*
- *Look at the practice questions. Find the box on your answer sheet for answering the practice questions. Go ahead and read practice 1 and 2 and mark your answers.*
- *What's the answer to the first practice question? The answer is __. Did you mark __? [Explain.] The answer to the second practice item is __. [Explain and help any students that need assistance.]*
- *We're ready to begin the test. You will mark your answer for the first question on line 1 of your answer sheet. Do not write in the test booklet.*
- *There are 25 items on the test . You have **25 minutes**.*
- *If you don't know the answer, that's OK. You don't have to mark an answer. Just go to the next question. Stop when the questions get too difficult.*
- *Do your own test; don't get help from other people. No dictionaries. No calculators.*
- *When you're finished, or if you can't answer any more questions, put your pencil down and wait and I will take your test. Any questions?*
- *Turn the page and begin the test.*
- *[After 25 minutes] Is anyone not finished? You can take a little extra time to answer the question you are working on if you need it.*

During the Test

Check periodically to make sure that everyone is working individually and marking their answers correctly.

Computer-delivered tests

- Time left shows on the screen.
- Examinees will see a prompt to allow them to finish the question they are working on before test ends.

Paper-based tests

- As examinees finish, have them put their answer sheet inside their test booklet and wait.
- Announce when time is up. Allow examinees who are not finished to answer ***the question they are working on.***

Scoring the Appraisal

Computer-delivered tests

- Scoring is done automatically and students begin their appropriate pre-test with no interruption

Paper-based tests

- Tests can be hand-scored or scanned into TE or use the NCR Appraisal sheets (for purchase.)
 - If scanned into TE, the raw score (the number correct) will be converted into a scale score
 - If hand-scored, the raw score must be converted into a scale score.
- Run ***Next Assigned Test*** report to see which pretest students should take.

After the Test

- Pick up all test booklets and answer sheets and any scratch paper (math tests).
- Check answer sheets to see that answers are clearly marked and that changed answers are completely erased.
- Check that the correct test form is on the answer sheet.
- Check the test booklets and erase any pencil marks.
- Shred all scratch paper.
- Return all test booklets and answer sheets to a secure location. Test administrators are responsible for the security of all test materials in their possession.

Raw Scores and Scale Scores

Raw Score: the number of questions a student answers correctly

Scale Scores: converts a student's raw score on a test to a common scale that allows for comparison between students.

Each test form has its own Raw to Scale Score chart.

Be sure to use the correct chart to convert the raw score to the scale score.

For example, if the raw score is 12, then the scale score is 212.

Raw to Scale Score Reading Appraisal Form 80

Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240♦
23	242♦
24	244♦
25	246♦

Determining the Pretest

Using the **Raw to Scale Score Chart** and the **Next Assigned Test Level Chart**, what pretest form should this student take?

Life & Work Reading Series	
Level	Form
Beg. Lit.	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R*
D	187R, 188R

Raw to Scale Score Reading Appraisal Form 80	
Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240
23	242
24	244
25	246

READING Form 80R	
Score	Next Assigned Test
171*	Level A 081R
180*	
185*	
189	
193	
196	Level AX 081RX
199	
201	
204	
207	
209	Level B 083R
212	
214	
216	
219	
222	Level C** 085R or 185R
224	
227	
230	
234	
237	Level D 187R
240♦	
242♦	
244♦	
246♦	

Appraisal Activity

- What is Manuel Ortiz' Form 80 Appraisal raw score? _____
- What is his appraisal scale score _____ ?
- What pretest form could he take _____ ?

PRETESTING

Key Points for Testing

Computer-delivered tests

- Circulate and help students with practice items as needed.
- If a student is answering a question at the end of the allowed testing time for that test, a prompt appears explaining that the student can finish working on that question, and then the test will end.

Paper-based

- Go over the practice questions with students.
- If a student is answering a question at the end of the hour, that student is allowed to ***finish working on that question***, but then you must end the test.

- **Time allotment: 1 hour (except new Reading GOALS, Levels B – D – 75 minutes)**
- **Students are not allowed to stop testing and continue at another time.**
- **No dictionaries, calculators or cell phones are allowed. Scratch paper ONLY for math tests. (Must be collected and shredded after testing.)**
- **You may not read questions or answers to students.**

Testing Guidelines



Appropriate

- Review practice questions together
- Provide start and end times on the board
- Provide a relaxed, unhurried atmosphere.
- Provide scratch paper (for math tests only) and pencils



Inappropriate

- Reading questions to students
- Calculators
- Translation devices
- Limiting time for testing
- Allowing students to stop and take the test at a later time.

Valid Scale Scores

Form 83 R	
Raw Score	Scale Score
1	-
2	-
3	-
Inaccurate Scale Scores	
Re-test immediately for a pre- or post-test	
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
Scale Scores	
29	230♦
30	231♦
31	232♦
32	234♦
Conservative Estimate Scale Scores	

- If pre-test score is in the conservative estimate range (high end or ♦ score), retest at a higher level.
- Conservative estimate post-test scores can be used for reporting purposes.

Scale Scores

- Each appraisal and test form has its own raw to scale score conversion chart. The left column displays the raw score, or number correct a student earned on the test. The right side of the chart displays the scale score.
- There are at least two alternate forms for each test level.
- It is important to use the raw to scale score conversion chart for the specific form of the test administered.

Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205*	20	205*
21	206*	21	206*
22	208*	22	208*
23	209*	23	209*
24	210*	24	210*

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218*	24	218*
25	220*	25	220*
26	222*	26	222*
27	224*	27	224*
28	227*	28	227*

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230*	29	230*
30	231*	30	231*
31	232*	31	232*
32	234*	32	234*

- For example, Rosa Hernandez takes a CASAS Level A Form 81R, which has 24 questions. She earns a raw score of 12 and a scale score of 186.
- Teo Gonzalez takes a Form 81RX – a Level AX test with an extended Level A range. He earns a raw score of 7 and also has a scale score of 186.
- Both students have the same skill level in reading -- 186. They took different test forms and got different raw scores but have the same scale score based on the score conversion charts.

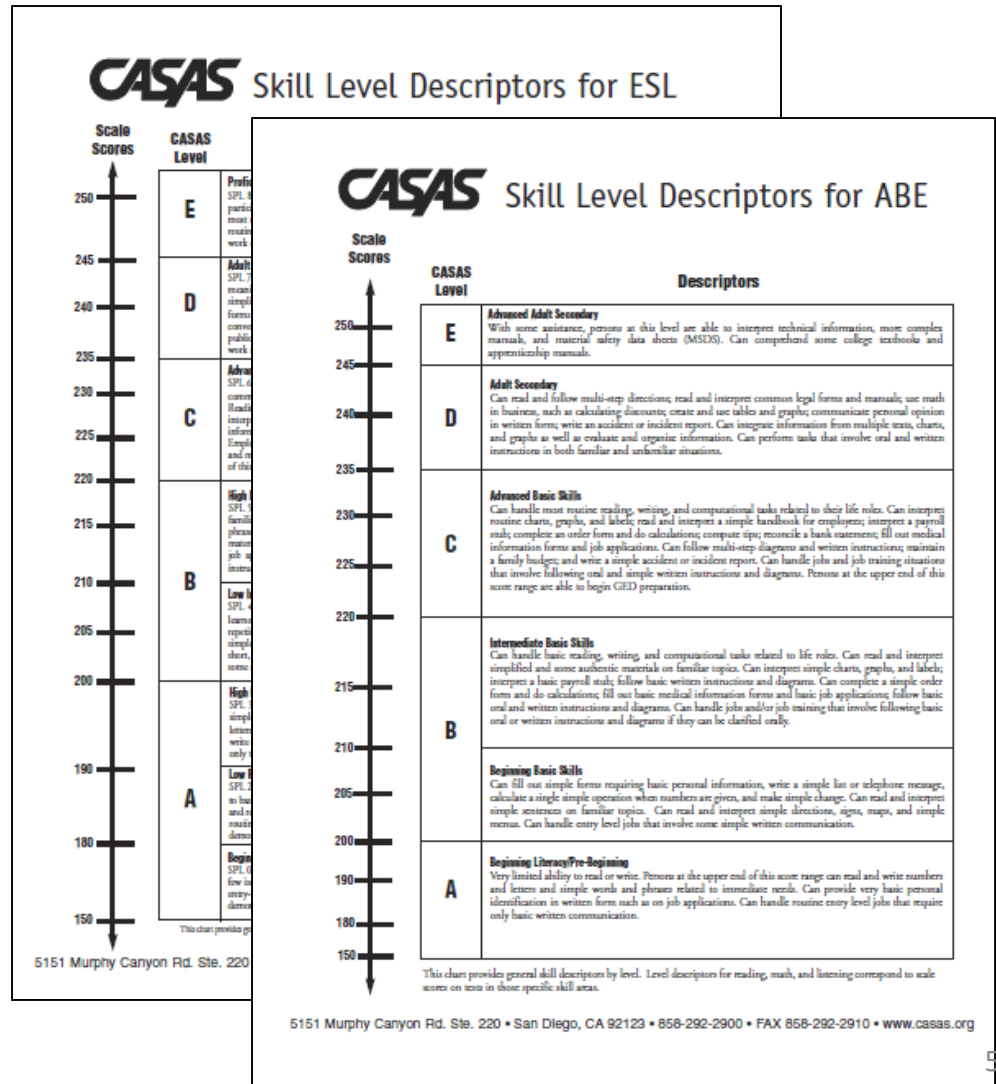
Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205+	20	205+
21	206+	21	206+
22	208+	22	208+
23	209+	23	209+
24	210+	24	210+

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218+	24	218+
25	220+	25	220+
26	222+	26	222+
27	224+	27	224+
28	227+	28	227+

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230+	29	230+
30	231+	30	231+
31	232+	31	232+
32	234+	32	234+

Skill Level Descriptors

- The **Skill Level Descriptors** provide general information on how to interpret an adult learner's scale score with respect to the job-related and life skill tasks this person generally can accomplish.



A student that scores a 186 on any test form has the reading skills described below.

ESL/ELL

Low Beginning

Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address.

ABE

Beginning Literacy/Pre-Beginning

Very limited ability to read or write. Persons at the upper end of this score range (150-200) 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 applications.

Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205+	20	205+
21	206+	21	206+
22	208+	22	208+
23	209+	23	209+
24	210+	24	210+

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218+	24	218+
25	220+	25	220+
26	222+	26	222+
27	224+	27	224+
28	227+	28	227+

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230+	29	230+
30	231+	30	231+
31	232+	31	232+
32	234+	32	234+

WIOA Title II NRS/CASAS Levels

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below	200 and below
2	Beginning Basic Education	B	201 - 210	201 - 210
3	Low Intermediate Basic Education	B	211 - 220	211 - 220
4	High Intermediate Basic Education	C	221 - 235	221 - 235
5	Low Adult Secondary Education	D	236 - 245	236 - 245
6	High Adult Secondary Education	E	246 and above	246 and above

Revised July 2014

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ESL

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Listening (980 series) Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181 - 190	181 - 189
3	High Beginning ESL	A	191 - 200	190 - 199
4	Low Intermediate ESL	B	201 - 210	200 - 209
5	High Intermediate ESL	B	211 - 220	210 - 218
6	Advanced ESL	C	221 - 235	219 - 227

Revised July 2014

WIOA Title I/CASAS Levels

NRS Educational Functioning Levels to CASAS Scale Scores and Grade Levels for WIOA Title I*

NRS Educational Functioning Levels				CASAS	Grade Level
EFL	ABE	ESL		Score Ranges**	
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205	2
				206-210	3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215	4
			216-220	5	
6	High Intermediate Basic Education	Advanced ESL		221-225	6
				226-230	7
				231-235	8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240	9
				241-245	10
8	High Adult Secondary Education			246-250	11
				251 and above	12

Pretest and Placement Activity

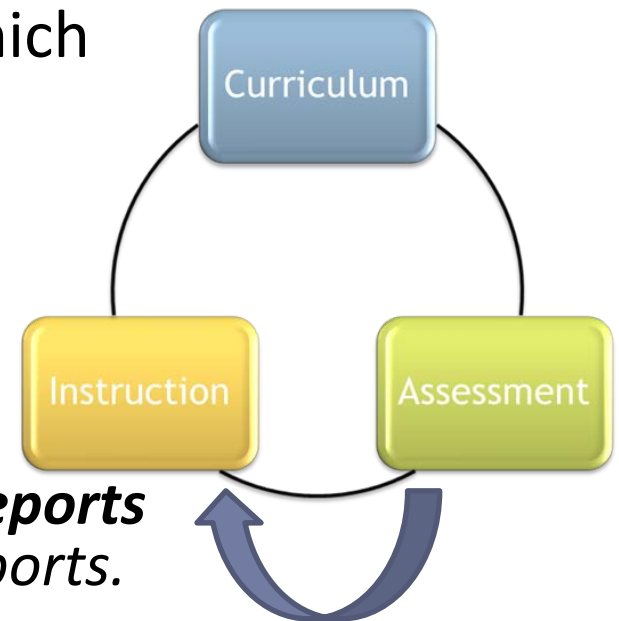
- Manuel took a Level A (extended) 82RX for a pretest.
 - What was his scale score?
 - Using the Skill Level Descriptors, what can Manuel do?
 - What level class should he be placed in using the NRS/CASAS Levels? (see slide 57)
 - If Manuel took both Reading and Listening tests, how would you place him?

See page 5 in the Activity Packet

INSTRUCTION

Targeting Instruction Using TE* Reports

- Reports on test results give instructors valuable information to help their students.
- Reports show students' strengths and weaknesses, and more specifically, which
 - *Competencies*
 - *Content standards and*
 - *Task areas*instructors should target instruction.



Go to **www.casas.org** and search on **Key Reports** to find the 10 most popular Instructional reports.

***TOPSpro Enterprise = TE**

Class Performance by Competency



08/17/2017
12:19:44

Class Performance

by Test Item & Competency

Page 1 of 2
SCPSTIC4

Agency:	4908 - Rolling Hills Adult School (RHAS)	Teacher:	calvarez@familycenters.org - Alvarez, Cynthia	
Site:	11 - RHAS: North City	Form:	082RX - Life and Work Reading Level A Extended	
Class:	110 - Low Intermediate ESL	Total Tests:	28	Total Students: 26

Position	Correct?	Comp No.	Task	Competency Description
1	82 %	1.9.1	4	Interpret highway and traffic signs
		2.2.2		Recognize and use signs related to transportation
2	60 %	1.2.1	4	Interpret ads, labels, charts, etc to select goods, s
3	82 %	2.5.4	4	Read, interpret, follow public signs, building directories
		2.3.1		Interpret clock time
4	46 %	4.8.4	3	Demonstrate ability to meet customer needs
		7.2.4		Identify, make inferences: inductive, deductive reasoning
	64 %	2.3.2	2	Identify the months of the year and the days of the week
	75 %	4.1.3	4	Identify, use information in job descriptions, ads
		2.3.1		Interpret clock time
	64 %	1.9.2		Interpret bus, train, and other public transportation reg., proc. to obtain
		2.3.1		Interpret clock time

The **Task Number** tells you the format in which the question was asked.

Percentage of students who answered this question correctly

The **Competency Number** on which this question was based

The **Competency Description** gives more detail of the **Competency Number**

See pages 6 & 7 in Activity Packet

Student Performance by Competency



08/17/2017
11:55:37

Student Performance

by Test Item & Competency

The same report printed by individual student

Page 3 of 7
SCPTIC

Agency:	4908 - Rolling Hills Adult School (RHAS)	Form:	082RX - Life and Work Reading Level A Extended	
Site:	11 - RHAS: North City	Student:	Ortiz, Manuel	ID: 599688888
Class:	110 - Low Intermediate ESL	Test Date:	08/04/2017	
Teacher:	calvarez@familycenters.org - Alvarez, Cynthia	Raw Score:	12	Scale Score: 196

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	1.9.1	4	Interpret highway and traffic signs
		2.2.2		Recognize and use signs related to transportation
2	Yes	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
3	No	2.5.4	4	Read, interpret, follow public signs, building directories
		2.3.1		Interpret clock time
4	No	4.8.4	3	Demonstrate ability to meet customer needs
		7.2.4		Identify, make inferences: inductive, deductive reasoning
5	Yes	2.3.2	2	Identify the months of the year and the days of the week
6	Yes	4.1.3	4	Identify, use information in job descriptions, ads
		2.3.1		Interpret clock time

See pages 8 & 9 in Activity Packet



08/17/2017
12:28:00

Class Performance

by Test & Competency

Page 1 of 2
SCPSTC4

Agency:	4908 - Rolling Hills Adult School (RHAS)	Teacher:	calvarez@familycenters.org - Alvarez, Cynthia	
Site:	11 - RHAS: North City	Form:	082RX - Life and Work Reading Level A Extended	
Class:	110 - Low Intermediate ESL	Total Tests:	28	Total Students: 26

Comp No.	Task	No. of Items	Correct	Competency Description
0.1.4	3	28	21 %	Identify or use appropr. lang. in general social situations
4.4.4	3	56	33 %	Interpret job responsibilities, performance reviews
4.3.1	4	28	39 %	Interpret safety signs found in the workplace
4.1.2	1	28	46 %	Follow proc. for applying for a job, incl. application forms
4.8.4	3	28	46 %	Demonstrate ability to meet customer needs
1.3.3	3	28	53 %	Identify, use methods to buy goods, services, make returns
1.8.2	1	56	57 %	Interpret bank procedures, forms, writing checks
4.4.3	2	84	58 %	Interpret job-related signs, charts, diagrams, forms, etc.
1.9.2	1	56	60 %	Identify driving regs., proc. to obtain a driver's license
2.3.2	2	28	64 %	Identify the months of the year and the days of the week
1.2.1	4	84	66 %	Interpret ads, labels, charts, etc to select goods, services
4.2.1	2	84	72 %	Interpret wages, deductions, benefits, timekeeping forms
2.5.4	4	56	73 %	Read, interpret, follow public signs, building directories
4.1.3	4	28	75 %	Identify, use information in job descriptions, ads
2.6.4	2	56	76 %	Interpret, order from restaurant menus, and compute costs
1.9.1	4	28	82 %	Interpret highway and traffic signs
2.2.1	2	28	82 %	Ask for, give, follow, or clarify directions

Note: Test records using raw score override are not represented.

This report shows class performance for one or more items that address the same competency.
("No. of Items" shows the number of student responses.)

Class Performance by Test Item and Competency



05/17/2016
14:56:26

Class Performance by Test Item & Competency

Page 5 of 13
SCPSMCA

Agency: 4908 - Rolling Hills Adult School Teacher: 124 - Ruben, Mr
Site: 1 - North Campus Form: 081R - Life and Work Reading Level A
Class: 424 - ESL morning Total Tests: 9 Total Students: 7

Position	Correct?	Comp No.	Task	Competency Description
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
12	0 %	0.2.4	3	Converse about activities and personal interests
4	22 %	6.0.1	3	Identify and classify numeric symbols
6	22 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
17	22 %	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
21	22 %	4.1.3	4	Identify, use information in job descriptions, ads
23	22 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	22 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week
8	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
9	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		1.8.1		Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
10	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions
14	33 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
19	33 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
			1	Locate, use educational services in the community
				Complete a personal information form
			3	Identify common articles of clothing
			3	Interpret or write a personal note, invitation, or letter
				Address letters and envelopes

Reports can be printed in a variety of ways. This is sorted by items correct.

Class Performance by Competency



08/24/2015
09:08:08

Class Performance

by Test Item & Competency

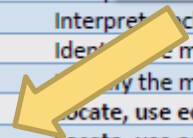
Page 7 of 17
SCPSTIC4

Agency:	4908 - Rolling Hills Adult School	Teacher:	124 - Ruben, Mr
Site:	1 - North Campus	Form:	081R - Life and Work Reading Level A
Class:	424 - ESL morning	Total Tests:	9
		Total Students:	7

Position	Correct?	Comp No.	Task	Competency Description
3	55 %	2.4.1		Address
8	33 %	2.5.3		Locate
		3.1.3		Identify
9	33 %	1.8.1		Demonstrate
13	77 %	1.4.1		Identify
19	33 %	0.2.2		Compare
20	44 %	0.2.2		Compare
22	55 %	2.3.1		Interpret
23	22 %	2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	22 %	2.3.2		Identify the months of the year and the days of the week
19	33 %	2.5.5	1	Locate, use educational services in the community
20	44 %	2.5.5	1	Locate, use educational services in the community
22	55 %	2.5.2	2	Identify how to obtain social and governmental services
23	22 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
24	22 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
2	55 %	1.3.9	3	Identify common articles of clothing
3	55 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
4	22 %	6.0.1	3	Identify and classify numeric symbols
5	66 %	5.3.1	3	Interpret common legal forms, rules, and ordinances
6	22 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
7	55 %	2.3.1	3	Interpret clock time
			3	Read, interpret, follow public signs, building directories
			3	Read, interpret, follow public signs, building directories
10	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions

Competency Task Number Legend

- 1 – Forms
- 2 – Charts, tables, graphs, maps
- 3 – Articles, paragraphs, sentences, directions
- 4 – Signs, price tags, advertisements, product labels
- 5 – Measurement scales, diagrams



This report is sorted by Task.

Individual Skills Profile



Individual Skills Profile

05/31/2018
11:46:19

Page 1 of 2
ISP

Erica Kim

ID# 274564719

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program: HSE

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	035M	10/17/2017	223	4	C	35	17	35	6.5
Reading	187R	08/28/2017	240	5	D	32	20	32	9.9

This is a good report for students and teachers. It includes a prediction of readiness to take and pass the GED.

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	80 %
Employment	16	81 %
Government and Law	5	0 %
Learning and Thinking Skills	9	22 %

Reading Content Standards	N	Correct
Vocabulary	16	62 %
General reading comprehension	28	67 %
Text in format	4	75 %
Reference materials	3	0 %
Reading strategies	12	83 %
Reading and thinking skills	9	33 %

Math Competencies	N	Correct
Computation	35	48 %

Math Content Standards	N	Correct
Number sense	17	58 %
Measurement	17	29 %
Statistics, Data Analysis and Probability	7	57 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs, ...	6	33 %
Articles, paragraphs, sentences, directions, manuals	25	68 %

Erica Kim has a likelihood of ...	to pass this GED 2014 subsection
79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

See page 10 in Activity Packet

Targeting Instruction

- Use these resources:
 - QuickSearch Online
 - CASAS Competencies
 - {Test series} Competency Content
(Refer to sample on pages 11 & 12 in Activity Packet)
 - CASAS Content Standards
 - Aligned with College and Career Readiness Standards for Adult Education



www.casas.org

QuickSearch

- Quick, easy access to database of more than 2,000 instructional materials
- Includes print, audio, video, and software materials
- Correlated to CASAS Competencies and Content Standards
- Search by
 - Title
 - Competency
 - Program, Level, and Skill
 - Publisher
 - CASAS Assessment
 - See pages



QuickSearch by Competencies

Competency selected for this report: 4.1.2

QuickSearch
Online Version BETA

A Database of Instructional Materials for Youth and Adult Educational and Training Programs

Quick Search by

- Titles
- Competencies**
- Program, Level, & Skill
- Publishers
- Tests

Selected Competencies

4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application

Get more information

- Quick Search Tutorial
- Reports & Other Tools
- Exit

CASAS

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Matches	Title	Publisher	Level
1	A Conversation Book - English in Everyday Life. Book 1 New Edition	LONGMAN ESL/PEARSON ADULT	A
1	Downtown. Four. English for Work and Life.	HEINLE/THOMSON	C
1	Downtown. One. English for Work and Life	HEINLE/THOMSON	A
1	Downtown.Three. English for Work and Home	HEINLE/THOMSON	B
1	Foundations Activity Workbook	LONGMAN ESL/PEARSON ADULT	Pre - A/A
1	Foundations. Second Edition	LONGMAN ESL/PEARSON ADULT	Pre - A/A
1	Grammar in Context. Basic.	HEINLE/THOMSON	A
1	New Land, New Language	NEW READERS PRESS	C/B
1	Picture This! Learning English through Pictures. Book One.	LONGMAN ESL/PEARSON ADULT	A
1	Picture This! Learning English through Pictures. Book Two.	LONGMAN ESL/PEARSON ADULT	A
1	WORKmatters: Complete Work-to-School Curriculum	MCGRAW- HILL/CONTEMPORARY	E



Test Preparation Guidelines



Appropriate

- Use diagnostic information from test results to target instruction in:
 - Task Areas
 - CASAS Competencies
 - Content Standards
- Quick Search
- CASAS Practice Tests



Inappropriate

- Teaching to a particular test item
- Teaching specific vocabulary in a test item
- Limiting curriculum to what the test covers

POST-TESTING

Determining Schedule for Post-Testing

We suggest post-testing more than once a year.

- Base your testing calendar on your school schedule:
 - managed enrollment schedule
 - at the end of the quarter or semester or term
- CASAS recommends 70 – 100 hours of instruction be provided between pre- and post-testing.
 - A minimum of 40 hours of instruction between pre- and post-testing is allowed for exceptional situations when needed (e.g. student is leaving the program early).
 - That does **NOT** mean that you test at the 40-hour mark.
- Your ***Local Assessment Policy*** must clearly state the instructional hours between pre- and post-tests and how often tests will be given.

What do you need for Post-testing?

Computer-delivered tests

- Arrange for students to take CASAS eTests.
- When students sign in, the appropriate post-test form will be automatically selected for the student to take.

Paper-based

- If you have scanned pretest results into TE, generate and use your **Next Assigned Test (NAT)** report.
- If you have hand-scored the pretests, use the **Next Assigned Test** chart in the TAM to select the post-test form for each student.
 - Paired tests always must be in the same skill area and same test series.
- Gather test booklets for class.
- Hand out answer sheets.
- Go over directions.
- Go over practice questions.
- Administer the test as you did the pretest.

Next Assigned Test Report

Agency: 4908 - Rolling Hills Adult School (RHAS) Class: 110 - Low Intermediate ESL
 Site: 11 - RHAS: North City Teacher: calvarez@familycenters.org - Alvarez, Cynthia

Student	Class Administered	Last Test					Next Assigned Test		
		Date	Form	Level	Raw Score	Scale Score	Form	Test Series	
Acosta, Melinda	555141083	11/110	09/30/2017	082L	A	19	194	081L	LW
		11/110	08/04/2017	082RX	A	25	220 ♦	086R	LW-1
								186R	LW-2, LW-3
Alcazar, Leo	501161426	11/110	08/04/2017	081L	A	17	191	082L	LW
		11/110	08/04/2017	082RX	A	20	210	084R	LW-1, LW-2, LW-3
Araiza, Roberto	511156803	11/110	08/04/2017	083L	B	13	201	084L	LW
Arteste, Geralde	613132728	11/110	08/04/2017	081L	A	12	184	082L	LW
		11/110	08/04/2017	082RX	A	17	204	081RX	LW-1, LW-2, LW-3
Bello, Rogelio	603605557	11/110	08/04/2017	083L	B	7	191	084L	LW
		11/110	08/04/2017	082RX	A	9	190	082R	LW-1, LW-2, LW-3
Cristobal, Jose	516160359	11/110	08/04/2017	082RX	A	19	208	084R	LW-1, LW-2, LW-3
Duarte, Zelmira	515518580	11/110	09/22/2017	082L	A	17	191	081L	LW
		11/110	08/04/2017	082RX	A	10	192	082R	LW-1, LW-2, LW-3
Gomes, Graciela	656557081	11/110	08/23/2017	082L	A	16	189	081L	LW
		11/110	08/04/2017	082RX	A	14	199	081RX	LW-1, LW-2, LW-3
Huata, Mianda	599990603	11/110	08/04/2017	082RX	A	15	200	081RX	LW-1, LW-2, LW-3
Jaruleski, Doris	636650368	11/110	08/04/2017	082RX	A	14	199	081RX	LW-1, LW-2, LW-3
Luzanov, Helena	688881084	11/110	08/04/2017	082RX	A	19	208	084R	LW-1, LW-2, LW-3
Mariscos, Roberto	662222266	11/110	08/04/2017	082RX	A	24	218 ♦	084R	LW-1, LW-2, LW-3
Martinez, Albello	575555204	11/110	08/23/2017	082L	A	16	189	081L	LW
		11/110	08/04/2017	082RX	A	23	216	084R	LW-1, LW-2, LW-3
Ortega, Florentino	567888969	11/110	08/23/2017	081L	A	13	185	082L	LW
		11/110	08/04/2017	082RX	A	18	206	084R	LW-1, LW-2, LW-3
		11/110	08/04/2017	082RX	A	12	196	081RX	LW-1, LW-2, LW-3
		11/110	08/01/2017	081L	A	17	191	082L	LW
		11/110	08/04/2017	082RX	A	16	202	081RX	LW-1, LW-2, LW-3

See page 13 in Activity Packet

Post-test Activity

- What post-test should you give Manuel?
- Use the Next Assigned Test Report – page 11 in Activity Packet.

Learning Gains Report

You'll find the Learning Gains report in TE under **Reports > Test Results > Learning Gains.**

There are several options for this report:

- **First to Last**
- Last to First
- **First to High**
- **First to Second**
- Highest to First
- Last Two Tests

See page 14 in Activity Packet

CASAS		Learning Gains							Page 4 of 7	
08/17/2017 15:44:41		First to Second							LGFS	
Agency: 4908 - Rolling Hills Adult School (RHAS)		Teacher: calvarez@familycenters.org - Alvarez, Cynthia								
Site: 11 - RHAS: North City		Modality: CASAS Reading								
Class: 110 - Low Intermediate ESL										
Student	Status	First Test			Second Test			Gain	Test Hours of Instruction	
		Date	Form	Score	Date	Form	Score			
Acosta, Melinda	555141083	Active	08/04/2017	082RX	220	12/01/2017	081RX	224	4	0
Alcazar, Leo	501161426	Active	08/04/2017	082RX	210					0
Altamirano, Pedro	502162564	Active	02/08/2018	082RX	214					0
Araiza, Roberto	511156803	Active	02/01/2018	084R	208					0
Arando, Azucena	615151288	Active	12/01/2017	081RX	216					0
Arteste, Geralde	613132728	Active	08/04/2017	082RX	204	12/01/2017	081RX	214	10	0
Barron, Joe	671222339	Active	11/23/2017	081RX	202	02/01/2018	084R	202	0	0
Bello, Rogelio	603605557	Active	08/04/2017	082RX	190	11/23/2017	081RX	202	12	0
Colin, Hilary	663456666	Active	05/23/2018	083R	191					0
Cristobal, Jose	516160359	Active	08/04/2017	082RX	208	11/15/2017	083R	213	5	0
Cruz, Frances	616116180	Active	02/06/2018	084R	200	05/23/2018	083R	197	-3	0
Delgado, Lena	515565322	Active	11/23/2017	081RX	196	05/16/2018	084R	212	16	0
Doha, Darius	510510043	Active	05/23/2018	083R	200					0
Duarte, Zelmira	515518580	Active	08/04/2017	082RX	192	11/23/2017	081RX	192	0	0
Ergodan, Erma	665559084	Active	11/23/2017	081RX	186	02/01/2018	084R	209	23	0
Ernst, Cap	10458	Active	11/23/2017	081RX	190	05/26/2018	083R	216	26	0
Foroshani, Oscar	55555201	Active	11/23/2017	081RX	197					0
Fraticeili, Sofia	544443236	Active	03/29/2018	081RX	190	05/29/2018	082RX	206	16	0
Gao, Zong	615657784	Active	11/23/2017	081RX	206	05/23/2018	083R	218	12	0
Garcia, Jaime	555565723	Active	11/23/2017	081RX	196	02/01/2018	084R	200	4	0
Gomes, Graciela	656557081	Active	08/04/2017	082RX	199					0
Gomorra, Miguel	61770499	Active	02/09/2018	082RX	220	05/25/2018	084R	218	-2	0
Gonzalez, Alex	565635167	Active	05/23/2018	083R	210					0
Her, U	515155719	Active	11/23/2017	081RX	214					0
Hin, Hinoru	545444489	Active	11/23/2017	081RX	218	02/01/2018	084R	218	0	0
Huata, Mianda	599990603	Active	08/04/2017	082RX	200					0
Jaruleski, Doris	636650368	Active	08/04/2017	082RX	199	12/03/2017	081RX	212	13	0
Le, Xiong	615778033	Active	05/23/2018	083R	195					0
Leng, Chu	569077777	Active	02/01/2018	084R	191	05/23/2018	083R	200	9	0
Lopez, Veronica	512333731	Active	11/23/2017	081RX	201	06/22/2018	083R	213	12	0
Luzanov, Helena	688881084	Active	08/04/2017	082RX	208	12/01/2017	083R	213	5	0
Maceda, Lara	555552850	Active	05/23/2018	083R	202	06/22/2018	086R	221	19	0
Mariscos, Roberto	662222266	Active	08/04/2017	082RX	218					0
Martinez, Albello	575555204	Active	08/04/2017	082RX	216	11/23/2017	081RX	212	-4	0
Martinez, Esmeralda	677899133	Active	02/23/2018	185R	216	05/25/2018	186R	219	3	0
Morales, Graciela	515519212	Active	02/01/2018	084R	203	05/23/2018	083R	209	6	0
Nievarra, Raquel	616182361	Active	05/23/2018	083R	195	06/22/2018	084R	212	17	0
Ortega, Florentino	567888969	Active	08/04/2017	082RX	206	11/23/2017	081RX	216	10	0
Ortiz, Manuel	599688888	Active	08/04/2017	082RX	196	11/23/2017	081RX	202	6	0

Activity - Learning Gains

- Did Manuel make a learning gain?
 - Pretest score _____
 - Post-test score _____
 - Learning Gain _____
- Based on this information, would you move him to a higher-level class at your agency at this point?
 - See Learning Gains report in Activity Packet – p. 12
 - Refer to slide 57 and discuss other considerations.

Implementing at Your Agency

NEXT STEPS

Now what?

- Identify and Assign Testers
 - All testers must complete Implementation Training – available 24/7 online.
 - Complete eTests computer-delivered training
 - Coordinator training (minimum one per site)
 - Proctor training (all testers)
 - Online Implementation Agreement (one per agency)
- Calendar testing for the year
 - Make sure everyone at your agency knows dates
- Have everyone who helps with testing sign the testing agreement (at the back of the TAM)

Closing Activity

Discuss with a partner

- What are two things you learned today that could improve your agency's assessment process?
- How will it benefit students, teachers, and administrators?

Congratulations!

You are now a certified Test Administrator!

- You have –
 - Learned about the Intake process that includes Oral Screening, Writing Screening, and Beginning Literacy Screening
 - Learned how to administer an appraisal and pretest
 - Used the raw score to determine the scale score
 - Used the scale score to determine the pre-test
 - Reviewed instructional reports to analyze skills and target instruction
 - Prepared students appropriately for post-testing
 - Learned how to administer post-tests

Want to Learn More?

- Sign up for online training at www.casas.org
- Online Resources for Teachers
- The Teacher's Handbook
- Assessment to Instruction
- Using CASAS Resources to Improve Instruction
- Send questions to trainer@casas.org

CASAS Certified Trainers

are incredibly important for quality programs!

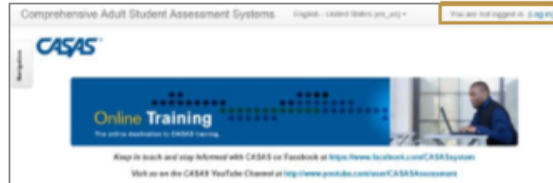
Thank you!

Training Completion Directions



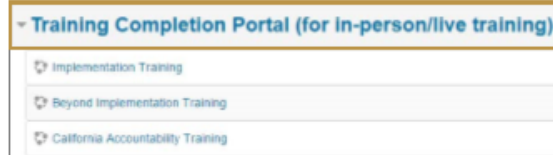
Workshop ID: _____ Date of Training: _____

Name of Trainer(s): _____



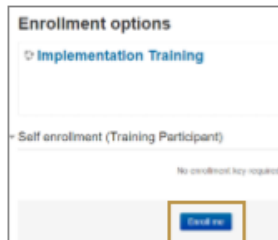
1. **Go to:** CASAS Training website at <http://training.casas.org/>

2. **Click:** Login



3. **Click:** Training Completion Portal (for in-person/live training)

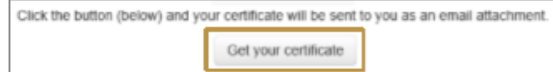
4. **Click:** Training Title



5. **Click:** Enroll me



6. **Click & Submit:** Training Verification



7. **Click:** Get your certificate

Would you like a certificate showing you completed CASAS Implementation Training?

Follow the instructions on your handout to print a certificate for your files.