



CASAS Intake Process

Presented by:

Margaret Kirkpatrick, NEDP Director
mkirkpatrick@casas.org

Joanna Botts, Kentucky State Certified Trainer
jbotts@moreheadstate.edu

Presentation Goals

- Review elements of Intake Process
 - *Oral Screening*
 - *Writing Screening*
 - *Reading Screening*
- Practice Intake Screening
- Interpret results of Intake Screening

Intake Process

- Identify speaking and writing skills
- Identify previous education
- Identify possible barriers to attendance
- Allow administrators to structure a program of study based on unique needs

Initial Screening

Initial Screening (1)

- Observe speaking ability during registration
- Observe writing ability completing registration form
- Consider the number of years of formal schooling
- Consider other factors affecting class placement

Initial Screening (3)

- If examinee has **great difficulty** answering, do not test.
 - Collect demographic data
 - Mark “Not able to test”
 - After some instruction, give *CASAS Reading Assessment*,
 - Provide assistance in English or native language, if necessary

Initial Screening (4)

- If examinee has **some difficulty** answering, administer the intake screening instruments
 - *Oral Screening* (ESL only)- 6 questions
 - *Writing Screening*- Name, date and Short Response
 - *Reading Screening*- 5 questions

Oral Screening

Oral Screening (ESL only)

- Optional - not given to those who obviously speak English well
- May be given to examinees who cannot write their name and other information, who may be referred directly to beginning ESL
- May be given as examinees finish reading test
- May be given at a separate time

Oral Screening Administration

- Administer individually in a quiet area, out of earshot of other examinees
- Ask questions in the *Oral Screening Script* with response notes and sample responses in *Appendix B*
- If examinee does not respond or asks for clarification, repeat entire question once or use clarifying questions provided
- Score each item after examinee has given response
- If examinee is not able to answer question, go on to next
- If examinee is having apparent difficulty, stop and score unanswered questions 0

Oral Screening Guidelines

Points	Guidelines
0	No answer, incomprehensible, or does not answer the question. 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.
1	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
2	Comprehensible and grammatically correct. Note: 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.

Oral Screening Script

APPENDIX B – Oral Screening Rubric, Script, and Response Notes - continued		SCORE		
Question	Response Notes	0	1	2
What's your name?	This question is not scored. Omit if you know the student.		My name Robert Torres.	Maria Alvarez.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>	¿Cómo? Last time.	Two year.	I've been here since 1980.
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.	Want? Learn? English. Good.	Improve study.	Because I want a better job.
4. Do you read in your native language? If Yes, ask: What do you like to read? If No, ask: Why not?	Yes. Some possible responses: names of books, types of books, subjects. No. Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>	Sí. Yes. Read. . . . I no understand.	In Spanish? Yes. Oh, book, magazine	Not much. I try to read in English to get more English practice.
5. What work did you do in your country? <i>or</i> What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that is also correct.	Uh . . . work. [No response]	Before, right? Fix machine. Now work mechanic.	I never worked in Mexico.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.	School? [No response]	Go school six year	Ten years.

Oral Screening Practice

Question	Response	Score
1. What country are you from?	Mexico City.	0
2. How long have you been in the United States? When did you come to the United States?	Last time.	0
3. Tell me why you want to learn English. Why do you want to study English?	Because I want a better job.	2
4. Do you read in your native language? What do you like to read? Why not?	In Spanish, yes. Book, magazine somethings	1
5. What work did you do in your country? What work are you doing now?	Fix machine. Now work mechanic.	1
6. How many years did you go to school in your country? How long did you go to school in your country?	Ten years.	2

Oral Screening- Interpret Results

- If the total score is **fewer than 6 points**
 - Skip the CASAS Locator or Appraisal
 - Give the *Writing Screening* and/or
 - Give the *Reading Screening*
 - Follow instructions about the Pretest based on the results of the *Writing* and/or *Reading Screening*.
- If the score is **6 or more points**
 - Give the Locator or Appraisal and then Pretest



Writing Screening

Writing Screening (1)

- Optional – write name, date, and a short answer to a simple question
- Provides general assessment of writing ability
- Used to determine whether a student has very limited reading and writing ability
- Provides information to guide student placement into an instructional level or program

Writing Screening (2)

- Student use *Writing Screening Response Sheet*
- Respond to “Why do you want to study here?”
 - Have students write their name, date
 - If student has difficulty, stop *Writing Screening* and proceed to *Reading Screening*
 - Say “Please read the question and write your answer”
 - Allow 5 – 10 minutes for response
 - If student writes only a few words, should also take the Reading screening
 - Response may be shared with student’s teacher to guide instruction

Writing Screening Results (3)

- Give the *Reading Screening* if the student
 - Had difficulty writing Name or Date on the *Writing Screening* or the program registration form,
 - Wrote nothing or a few words in response to the *Writing Screening* question
- If the student demonstrated basic or higher writing ability
 - Skip the *Reading Screening*
 - Give a Locator (paper) or Appraisal (eTest)



Reading Screening

Reading Screening (1)

- One-on-one
- Determine a student's literacy skill at most basic level
- Typically, student has minimal or no ability to read in English
- Typically, student has limited or no formal education
- Results will determine appropriate placement

Reading Screening (2)

- Give the *Reading Screening* **only** if a student
 - Scored **fewer than 6** points on the *Oral Screening*, or
 - Had difficulty writing Name or Date on the *Writing Screening* or program registration form
 - Wrote nothing or a few words in response to the *Writing Screening* question

Reading Screening Administration

- 1st question- point to the “Letter A” in the first row. Then point to the 4 capital letter choices (V, A, W, M)
- Ask “Is it the same?” while pointing from the letter A to the V, then from Letter A to the A, and so on
- After the student has indicated an answer, go on to the next question
- If a student cannot answer or says “I don’t know” for the first 3 questions, end the *Reading Screening*

Reading Screening Results

If a student has –

- Great difficulty
 - Provide some instruction, then give *Beginning Literacy Reading Form 27/28* as pretest
- Some difficulty
 - Give *Beginning Literacy Reading Form 27/28* as pretest
- Little or no difficulty
 - Give a Level A test form as the pretest



CASAS eTests Sessions

Intake Screening Results- eTests (1)

Based on screening results, choose from following testing sessions:

Intake Pretest- Beginning Literacy Reading

- Use with students who score **fewer than 6** on *Oral Screening* and **Some Difficulty** on *Reading Screening*. Session will deliver **Form 27**, not a locator or appraisal

Intake Screening Results- eTests (2)

Intake Pretest- Level A

- Use with students who scored **fewer than 6** on *Oral Screening* and **Little or No Difficulty** on *Reading Screening*. Session delivers **Level A** form- not a locator or appraisal

Intake Pretest- with Locator

- Use with students who are clearly High Beginning or above, or who score **6 or more** on *Oral Screening*. Session delivers locator and pretest together in same sitting.

eTests Intake Pre-Tests without a Locator

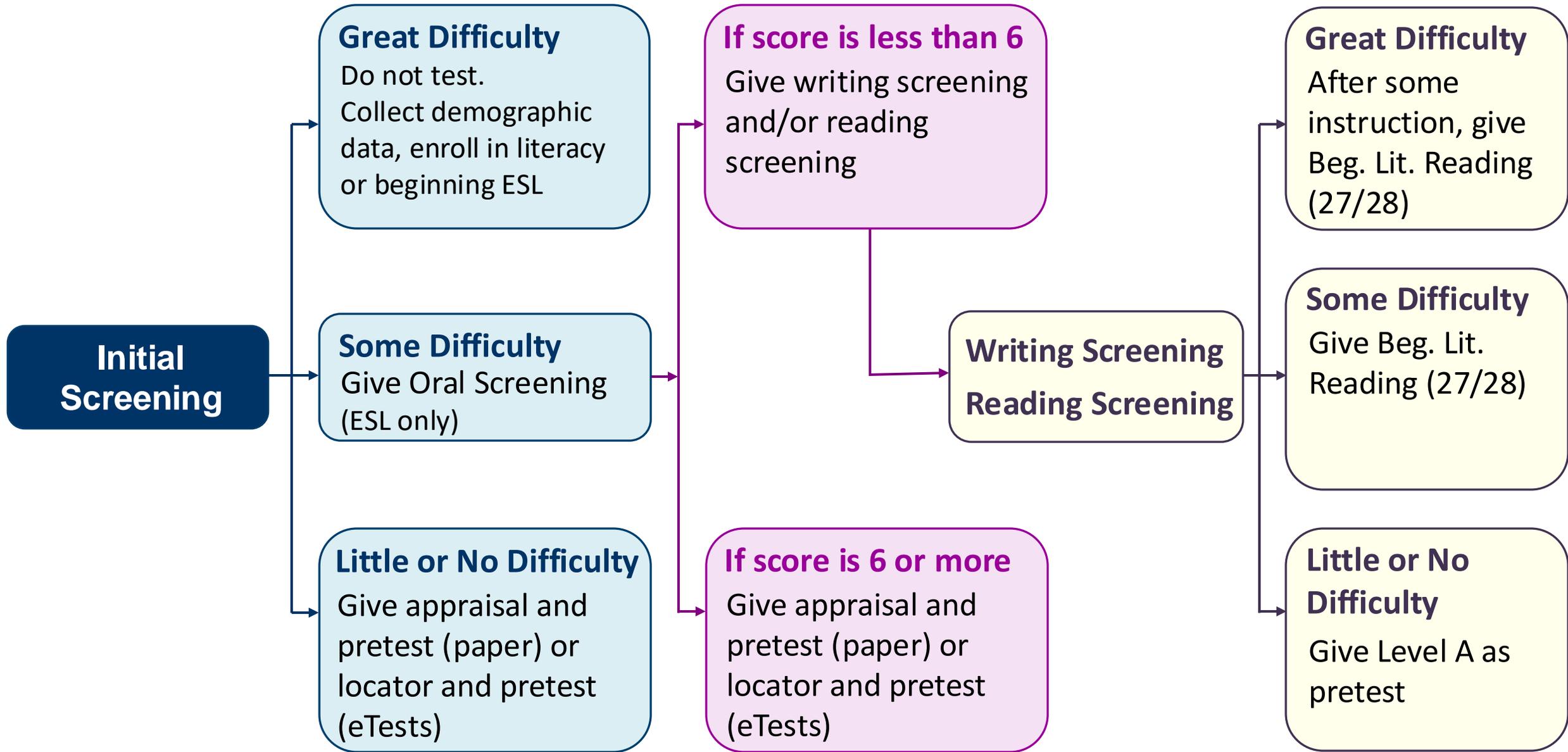
Testing Sessions

Template Name	Session Name
ESL/ELL ✕ ▾	Intake ✕ ▾
ESL/ELL	LAB:0 - Intake: Pretest - Beginning Literacy Reading
ESL/ELL	LAB:0 - Intake: Pretest - Level A
ESL/ELL	LAB:0 - Intake: Pretest - w/Locator

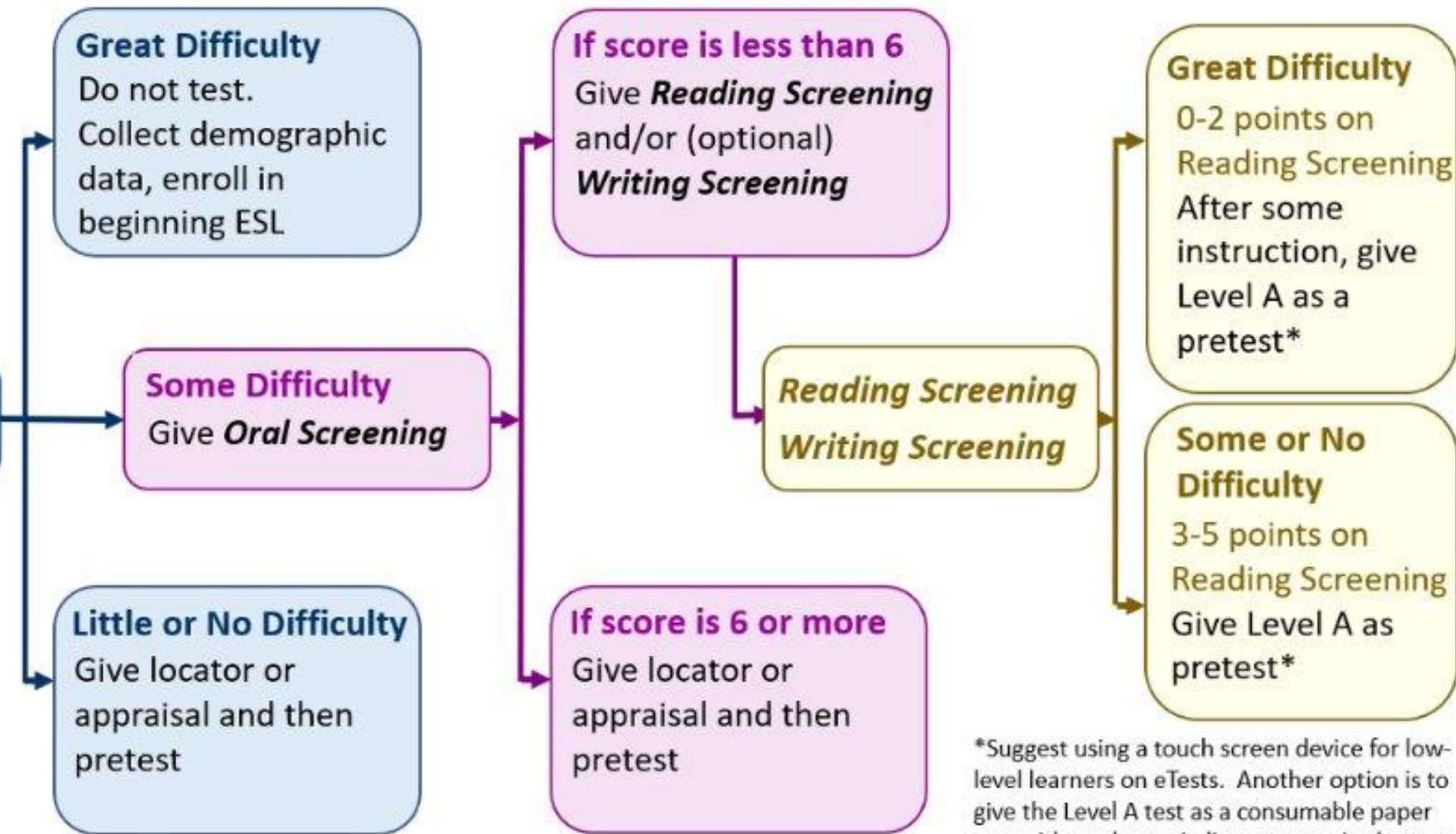
- For students screening out of taking the Locator, use the following Intake Sessions.
- techsupport@casas.org



Intake Screening Summary



Initial Interview



*Suggest using a touch screen device for low-level learners on eTests. Another option is to give the Level A test as a consumable paper test with students circling answers in the test booklet.

CASAS Intake Process (1)

- Place student in an instructional level according to the lower of two pretest scores.
 - The pretest score serves as the initial point of comparison for progress testing.
 - The appraisal score (alone) provides accurate placement information.

CASAS Intake Process (2)

- Program Placement

- [CASAS Intake Screening Process](#)
- [CASAS Scale Scores, and NRS Educational Functioning Levels \(EFLs\), charts-guidelines for program placement and pretest levels based on results from Intake Screening Process.](#)
- [CASAS Skill Level Descriptors](#) as references for student placement. The lower test score is generally the basis for program placement.



CASAS Test Security Agreement

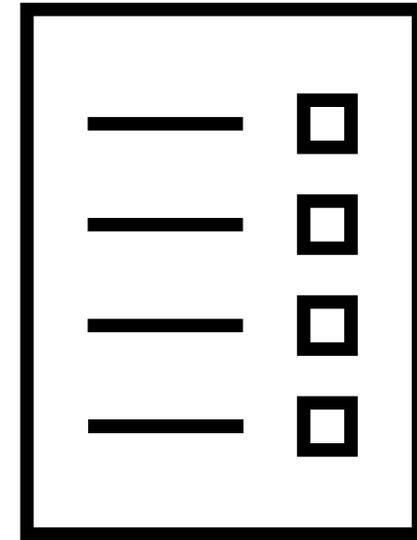
What does keeping a test "secure" mean?

Security of Testing Materials

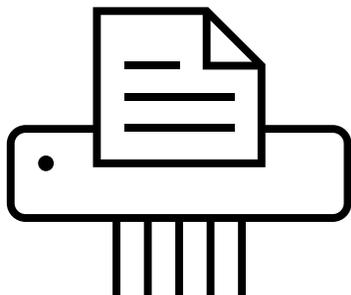
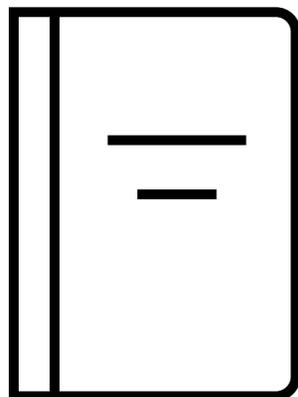
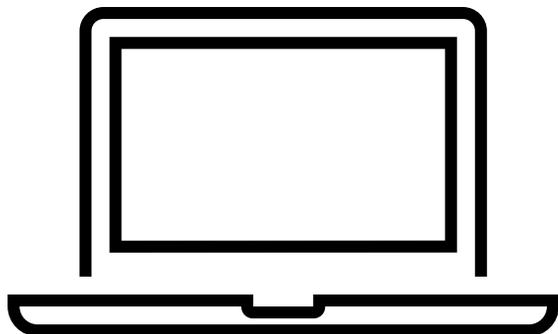


- Secure all CASAS test materials, before and after any test administration.
- This includes but is not limited to computerized-testing versions of CASAS eTests, paper test booklets, CDs, answer sheets, and answer keys.
- No authorized personnel should be allowed access to CASAS eTests or to paper test booklets at any time, for any reason.
- Security procedures for computerized-testing and paper test booklets must be held to the same standard.

- Remain in the testing room throughout an entire session.
- Seat examinees at least three to five feet apart.
- Do not allow anyone to talk or seek help for others during the testing event.
- Refrain from assisting examinees with test answers before or during the test.
- Do not review test questions with examinees after the testing event.
- Follow all specific testing procedures as stated in the appropriate Test Administration Manual(s).



Confidentiality of Tests and Test Items



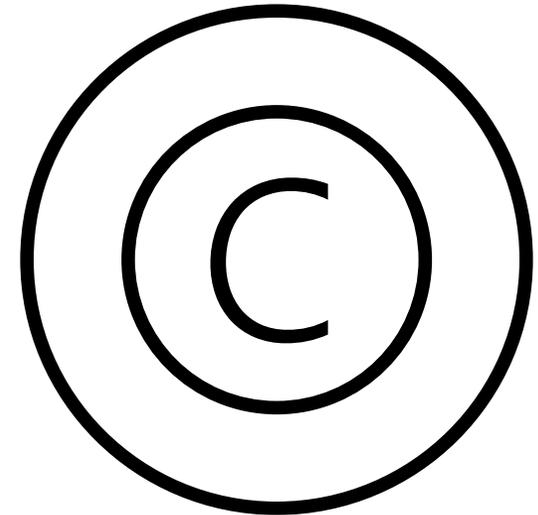
No agency, school, or other entity may use any CASAS test or test item – published or unpublished – as a tool to prepare examinees for testing.

CASAS tests may never serve as practice tests in any capacity or for any purpose.

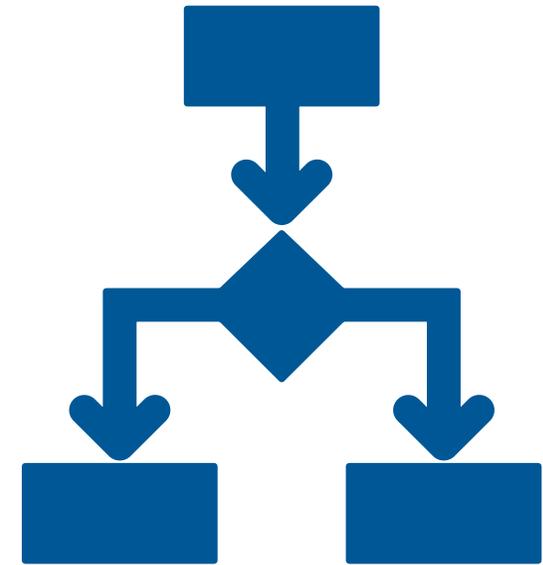
Test items may not be reviewed, discussed, or explained to anyone at any time.

CASAS requests agencies shred testing materials that have been marked in or torn. Shred old test booklets and destroy CDs. Retired series may not be used as practice tests or for instruction.

- No test materials may be duplicated, photocopied, reproduced, or altered in any manner.
- Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials.

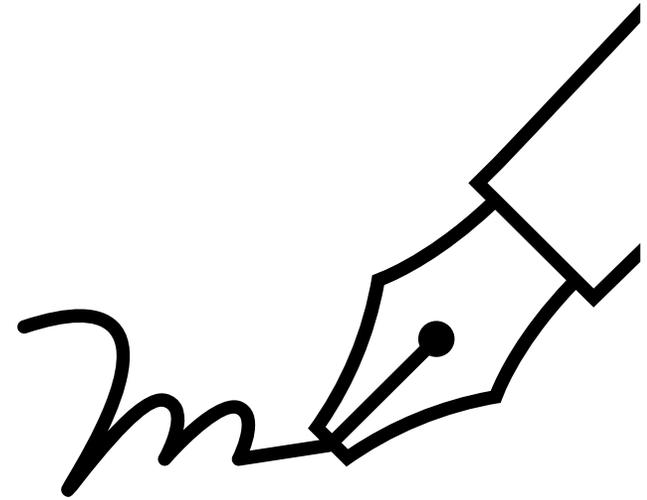


- Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of testing materials.
- All testing personnel must sign the Test Security Policy agreeing to uphold the security policies of the agency, school, or testing entity.



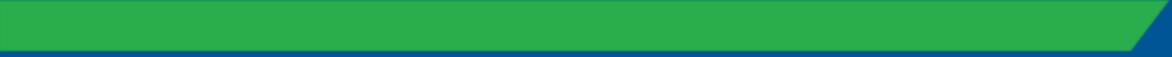
Statement of Agreement

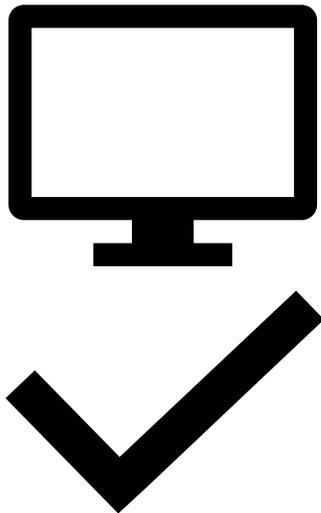
My signature certifies that I have read the Test Security Policy, will follow all test administration directions as stated in the CASAS Test Administration Manual (TAM), and agree to abide by all test security procedures.





Training Completion





Getting Credit for Completing This Training

- **IMPORTANT** – SCAN out at the end of this session before you leave the room.
- You will receive an email from training@casas.org confirming your training completion within the next few weeks.
- If you do not scan out, we will be unable to give you credit for this session. Thank you!

Contact Information

Margaret Kirkpatrick

mkirkpatrick@casas.org

NEDP Director

www.nedp.org

800-255-1036, ext. 181

Co-Trainer

Email

Title/State

(Optional) Contact Phone

