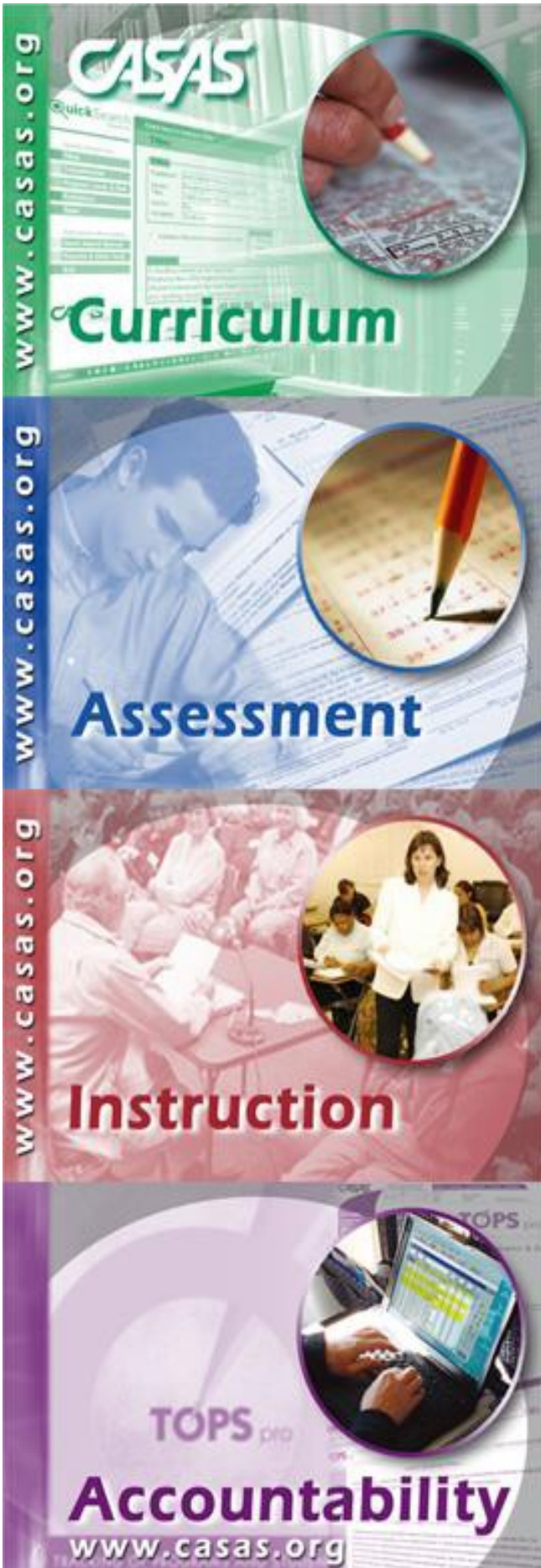**CASAS**

Handbook for
ESL/ELL Teachers

*Focus on
WIOA Title II
Accountability*

An Interactive Resource
Guide for
New and Experienced
Teachers

California Edition 2017

Introduction

The *CASAS Handbook for Adult ESL Teachers* provides new teachers the instructions and guidelines they need to fulfill program, state and federal accountability requirements. The Handbook gives some basic tools to maximize instruction based on information gained through CASAS testing and demographic data collection. It also functions as a reference guide for more experienced teachers.

As an ESL teacher, you will become familiar with a variety of procedures and terms.   After reading this manual, you should have a basic understanding of:

- The CASAS system
- CASAS Testing
- CASAS Reports
- How to determine class and students' needs based on CASAS testing and reports

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This manual is an interactive tool and a reference resource for teachers. It will help you become familiar with accountability procedures at your school site.

Where you see the icon, take time to answer the questions. You may need to ask for assistance from your supervisor or a lead teacher in order to gather all the information. There is an answer key at the end of this Handbook.

Where you see the icon, follow the link to the referenced document on the CASAS Web site at www.casas.org.

For the New Teacher

There is a wealth of information provided in this handbook. It is very important for you to understand how to use the CASAS system to help your students meet their learning goals. It is also important you understand what documents are required. This handbook will help you see how all your work in testing and data collection can benefit you, your students, and your agency.

For the Experienced Teacher

Much of this information may be review for you, but chances are you will find out some things you didn't know about CASAS. Tips are provided to help with data management, to read various reports, to target instruction based on testing outcomes, and to find corresponding instructional materials.

Contents

Section 1: What is Adult Education English as a Second Language (ESL)?

Adult Education ESL programs provide adults with literacy and language development skills necessary to participate effectively in the United States as productive citizens, workers, and family members. Reading, writing, speaking, and listening in English are taught in the context of real-life situations.

Types of agencies

In California, Adult Education ESL programs vary in size and program offerings. Agencies providing Adult Education can be
- School districts
- Community colleges Library
- literacy programs
- Correctional facilities
- County offices of education
- Community-based organizations (CBOs)
- Faith-based organizations

ESL program characteristics

Depending on the size of the program and community needs, agencies may provide
- One ESL class
- More than one hundred classes
- Classes at the main campus
- Classes at an off-agency location
- Different classes for each skill (reading, writing, listening, speaking)
- Integrated skill classes
- Single level classes (beginning low, beginning high….)
- Multilevel classes (students of multiple levels in the same class)

Adult ESL student characteristics

ESL students come to your program with
- A wide range of educational and cultural backgrounds
- Specific or generalized goals
- Widely varying levels of English language proficiency

How are programs funded?

Agencies may receive funding from a variety of sources, including
- Federal funds - Workforce Investment Opportunities Act (WIOA) Title II funds, including EL
- Civics
- Any number of state programs
- Grants, foundations, private donations for Community-Based Organizations (CBOs) and Faith-Based Organizations (FBOs)

Agencies receiving WIA Title II funding are required to collect
- student demographics, including education and labor force status (Entry Records)
- student progress and goals (Update Records)
- pre- and post-tests for each student (Test Records)

This handbook provides teachers with the information they need to meet federal accounting requirements for WIA Title II.

Gather the Information: Ask a Supervisor or Lead Teacher

1. What kind of agency do you work for (adult school, CBO, etc.)?

2. Is your class single-level or multi-level? Is it an EL Civics class? If so, is the focus Civic Participation or Citizenship Preparation?

3. Is your class a single-skill or an integrated skills class?

4. How many ESL classes are offered by your district or agency both on- and off-site?

Section 2: What is CASAS?

   CASAS — Comprehensive Adult Student Assessment Systems — is a nonprofit organization. It provides standardized assessments and other tools needed to collect and report student information and learning progress.

   With the CASAS system, agencies can establish measurable goals, place students into appropriate instructional levels, document student progress and outcomes, and report program success to students, staff, local boards, and policymakers, while meeting the requirements of the WIA Title II program.

   There are four key components of the CASAS system. This teacher's handbook will direct you through each of the components, and demonstrate how they work together.
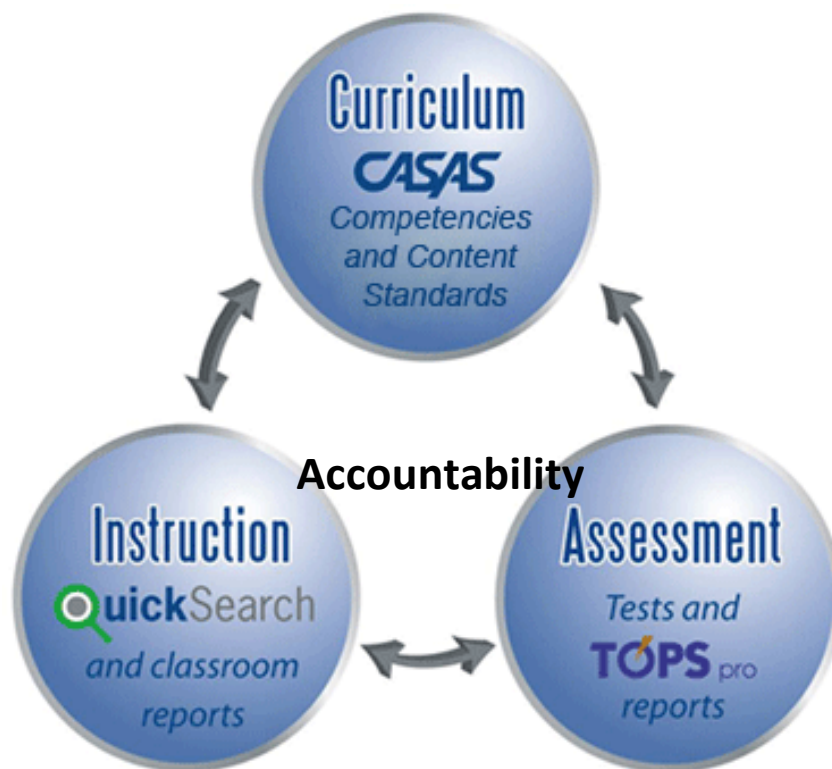
Accountability

   Gather the Information: Ask a Supervisor or Lead Teacher

CASAS Training and Accountability contacts at my site:

Name: _____   Phone: _____   Email: _____   Name: _____

Phone: _____   Email: _____   Name: _____

Phone: _____   Email: _____

What is TE?

California agencies use a computer-based management information system called Tracking of Programs and Students Program, or **TOPS Enterprise (TE)**, to track and process CASAS data. Information from Entry, Update, and Test Records are monitored through this software program.

TE can generate reports for students, teachers, and administrators. It also compiles data to meet both state and federal funding requirements. TE provides reports that help instructors target appropriate instruction based on what skills students have and need to have for level completion.

The *TE Management Information System*:

- Scores CASAS tests

- Identifies missing information in data collection

- Tracks student progress and goal attainment

- Suggests the next test

- Identifies inaccurate scores

- Generates reports for students, teachers, administrators and funding sources

Section 3: Competencies, Task Areas, and Content Standards
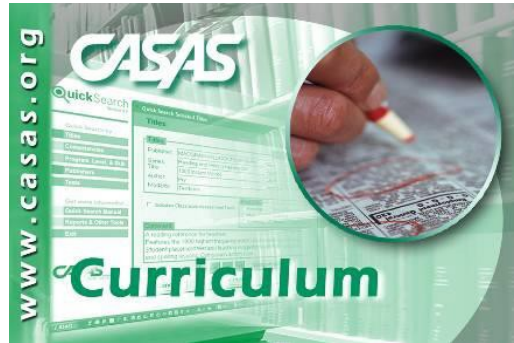
Competencies, Task Areas and Content Standards create the foundation for the CASAS curriculum. Separately, they provide life skills contexts, a variety of visual prompts, and the underlying basic literacy skills that together work as the ladder to successful attainment of the curriculum objectives.

What are Competencies?

A competency is a measurable learning objective written in a functional life skills context. CASAS Competencies specifically address essential skills for life and work. CASAS tests are aligned to these competencies.

There are nine CASAS Competency Content Areas:

0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Math
7. Learning and Thinking Skills
8. Independent Living
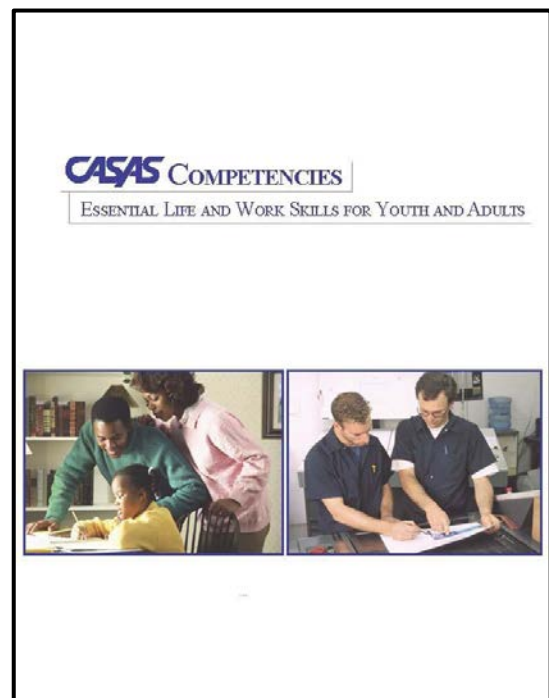
Under each of the nine *Content Areas* are *Competency Areas*. And finally, more specific *Competency Statements* give the clear objective for students to achieve.

Each *Content Area* is identified by a number, 0-8. This is followed by *Competency Area* and *Competency Statement* numbers, which creates the 3-digit **Competency Coding System.**

Competency Area

3. Health

3.1 Understand how to access and use the health care system

Content Area

3.1.1 See 3.6.1, 3.6.3, 3.6.4
3.1.2 Identify information necessary to make or keep medical and dental appointments
3.1.3 Identify and use health care services and facilities, including interacting with staff
3.1.4 Identify common types of medical and health practitioners and specialists
3.1.5 Identify and access counseling services
3.1.6 Interpret information about health care plans, insurance, and benefits
3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions

Competency Statement

CASAS Competencies serve as both a reference for program instructional content and as a link to CASAS assessment by providing a numbering system that links reports and curriculum. Agencies are encouraged to align curriculum to the CASAS Competencies so that agencies can identify strengths and weaknesses in their curriculum. The competencies can be used to measure English and Life Skills proficiency across a broad range of levels so programs can teach and measure competency attainment from beginning literacy through high school.

What are Task Areas?

Task Areas are the written or graphic prompts in CASAS tests. These *Task Areas* are vital to student instruction, as students must not only be able to read a sentence, but must be able to understand vocabulary in the context of advertisements, newspaper articles, utility bills, or recipes. Teachers need to be familiar with these *Task Areas* so that they can target instruction for students to learn and practice a competency or content standard within these *Task Areas.*

Note: Each *Task Area* shows as the fourth digit of the CASAS coding system, seen on many TE reports you will use to plan instruction.

Reading Task Areas
1. Forms
2. Charts, maps, consumer billings, matrices, graphs, or tables
3. Articles, paragraphs, sentences, directions, or pictures
4. Signs, price tags, ads, or product labels
5. Measurement scales and diagrams

Listening Task Areas
1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt

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The following sample test item assesses reading in the context of a telephone message. Each test item on a CASAS test is coded by competency and task area. This particular test item has been coded to both 2.1.7 – 3 and to 4.6.2 – 3.

```
                        8:30
    Sara -

    Dan is
    coming today at
    11:00.

         Amy
```

Who is coming?

A.   today

B.   Sara

C.   Dan

D.   Amy

Test Item Description and Code Number

Item Description	Telephone message			
Content Area	2	Community Resource	4	Employment
Competency Area	2.1	Use the telephone and similar communication systems	4.6	Communicate effectively in the workplace
Competency Statement	2.1.7	Take, interpret, and leave telephone messages	4.6.2	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
Task Type	3	Answer questions based on information found in articles, paragraphs, sentences, directions, manuals		
Difficulty Level	A			

What are Content Standards?

CASAS Basic Skills Content Standards are the underlying skills of the CASAS Competencies. Teaching CASAS *Content Standards* (e.g., reading numbers, then reading clock times) provide students the literacy skill foundation students need to be successful in mastering the competencies.

CASAS Content Standards are categorized by a letter and numbering system. The letter designates the skill area. For ESL, there are Content Standards for reading and listening skills. Content Standards for writing and speaking are in development.

Within each *Content Standard Category* there are a number of *content standards* listed in order of difficulty.

Reading
- 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)

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

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

Writing
- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

Speaking
- S1 Phonology/Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

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ⓘ **Tie It Together**

Imagine you're planning to teach a lesson on _reading medicine labels_ to an intermediate low class.

What are all the skills you must teach so that students can perform this task?

Look at the

> **Content Area**
> > **3.** Health
>
> **Competency Area**
> > **3.4** Understand basic health & safety procedures
>
> **Competency Statements**
> > **3.4.1.** Interpret product label directions and safety warnings

Once you determine student level and the Competency Statement, ask your agency's TE staff for your **Class by Competency Report** that will provide you with the

> **Task Area**
> > 3. Stories, articles, paragraphs, sentences, _directions_, or pictures
> > 4. Signs, price tags, ads, or _product labels_
>
> **Content Standards (Reading)**
> > **Vocabulary**
> > > R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., labels)
> > > R2.7 Interpret abbreviations in specialized contexts (e.g., tsp.)
> >
> > **General reading comprehension**
> > > R3.2 Read and understand simple sentences that contain familiar vocabulary
> > > R3.6 Interpret simple written instructions
> > > R3.10 Follow pronoun references within a text (e.g., This is important.)
> > > R3.12 Use supporting illustrations to interpret text
> >
> > **Text in format**
> > > R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
> >
> > **Reading strategies**
> > > R6.1 Predict the content of a text from title, pictures, type of material
> > > R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

Think About It

1. What are two or three things that caught your attention in this section?

2. How can you use CASAS Competencies?

3. How can you use Task Areas?

4. How can you use CASAS Content Standards?

Section 4: Student Registration, Orientation, and Placement

What is the process for student registration?

During the registration process, personal information as well as certain demographic information required by the program is collected from the students. Sometimes this is a scan form (scannable "bubble sheet" form), or a regular paper fill-in form, or an online form. The information obtained at registration is necessary for the student **Entry Record**.

Additionally, an appraisal (or placement test) of students' English language skills is conducted at this time for correct placement in their new class. Some agencies include a student orientation during the registration process.

What is the process for student orientation?

For students to meet their language-learning goals, a comprehensive orientation, including goal setting, needs to take place as close to the time of enrollment as possible. Some registration processes include orientations, while others expect teachers to provide an orientation for their students. Minimally, the following information should be shared with students:

- Programs offered/class schedules
- Rules and regulations
- Safety and emergency procedures
- Student expectations
- How to set learning goals and steps to reaching goals

Needs assessments and goal setting are an important part of orientation. Identifying students' needs and goals is a powerful way to guide instruction and encourage student motivation and retention. There are a variety of goal setting activities that the teacher can do at the beginning of a class. For example, teachers may use a goal-setting questionnaire and steps for goal achievement, list goals and record what students learn in each class in a daily log, or even have the students set a "whole-class" goal for each week or term.

What is the process for placement?

Students are generally placed in class by interest area (ESL, EL Civics, Transitions) and skill level in English or by proximity to a class site. Once a student registers, the student should take an appraisal followed by a CASAS pretest.

(?) Gather the Information

- Locate a registration form that your site uses and place it in this handbook. Is it a fill-in form, bubble-in form, or an online form?

(?) Ask a Supervisor or Lead Teacher – Registration and Placement

1. Where do students go to register at your site?

2. When can they register?

3. What type of appraisal is given?

4. Who gives the appraisal?

5. Who determines class placement for each student?

6. How is class placement determined?

(?) Ask a Supervisor or Lead Teacher – Orientation and Goal Setting

1. When is student orientation at your site?

2. Are there orientation materials available for you to use? If so, what are they? Place a master set in this packet for your reference.

3. What goal setting activities are conducted in your program?

4. What goal setting activities do you plan to use with your class?
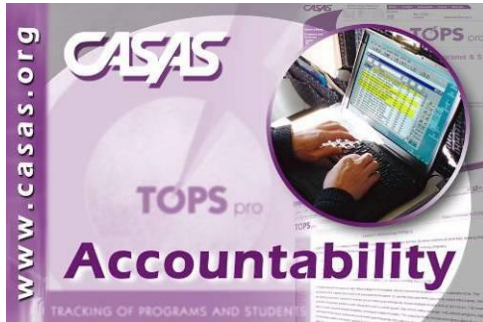
Section 5: Accountability

All students in WIA Title II programs who have accumulated 12 or more hours must have an Entry Record and an Update Record along with a Pre- and Post-Test. This section reviews the Entry and Update Records.

What is an Entry Record?

Entry Records are required for every student in your agency and include fields to collect demographics, such as student gender and date of birth. These records are used to monitor the student's reasons for enrollment, program they are enrolled in (ESL, EL Civics, CBET), and level.

Many agencies complete Entry Records through registration. However, if you are responsible for filling out the Entry Record with your students, remember that it is important to gather all the information. This information will help determine whether the students' needs are being met by your agency and are vital for state and federal funding.

(?) **Ask a Supervisor or Lead Teacher**

At your site, are teachers required to fill out the Entry Record form?

- If not, who completes it?

- When must it be completed?

Sample Entry Record
Required Elements for TOPSpro Enterprise

EUUS-016

Program Entry Record

Agency # [ ] Site # [ ]

(1a) Student Last Name | First | Middle | Phone Number ( ) | Cell Phone: ○ Yes ○ No

(2) Instructor Name

(1b) Student Address | City | State | Zip

(1c) Email Address

Directions for marking answers
- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill oval completely
- Erase cleanly any answers you change

Right: ⑩ ● ② ③   Wrong: ⓧ ① ② ③ / ⑩ ① ⊘ ③

(3) ★ **STUDENT IDENTIFICATION**

Is this your: Yes No
Social Security #? ○ ○
State Student ID? ○ ○
Is informed consent signed and granted? ○ ○

(4) **GENDER** ○ Male ○ Female

(5) **DATE OF BIRTH** — MM D D 19 Y Y
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

(6) **HIGHEST YEAR OF SCHOOL COMPLETED**

(7) **HIGHEST DIPLOMA OR DEGREE EARNED** (Mark one)
- ○ None
- ○ HSE Certificate
- ○ High School Diploma
- ○ Technical/Certificate
- ○ Some college, no degree
- ○ A.A. / A.S. Degree
- ○ 4 yr. College Graduate
- ○ Higher than B.A.
- ○ IEP
- ○ I earned the above outside of U.S.
- ○ Majority of my schooling was outside of U.S.

(8a) **ETHNICITY** (Mark one)
- ○ Hispanic or Latino
- ○ not Hispanic or Latino

(8b) **RACE** (Mark one or more)
- ○ White
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ Filipino
- ○ American Indian
- ○ Alaska Native

(9) **NATIVE LANGUAGE** (Mark one)
- ○ English
- ○ Spanish
- ○ Chinese
- ○ Tagalog
- ○ Vietnamese
- ○ Cambodian
- ○ Korean
- ○ Hmong
- ○ Arabic
- ○ Russian
- ○ Farsi
- ○ Somali
- ○ Other
Name other _____

(10) ★ **DATE OF ENTRY INTO THIS PROGRAM** — MM D D 20 1 Y
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

(11) ★ **INSTRUCTIONAL PROGRAM** (Mark one)
- ○ Basic Skills (ABE)
- ○ ESL / ELL
- ○ Citizenship
- ○ High School Diploma
- ○ High School Equivalency (HSE)
- ○ Career and Technical Education (CTE)
- ○ Workforce Readiness
- ○ Adults w / Disabilities
- ○ Pre-Apprenticeship
- ○ Adults supporting K12 student success

(12) **Attainable Goal Within Program Year** (Mark one in each column) 1 2 (1=Primary, 2=Secondary)
- ○○ Improve basic skills
- ○○ Improve English skills
- ○○ H.S. Diploma / HSE
- ○○ Get a job
- ○○ Retain job
- ○○ Get a better job
- ○○ Enter college or training
- ○○ Work-based project
- ○○ Family goal
- ○○ U.S. Citizenship
- ○○ Military
- ○○ Personal goal
- ○○ None
- ○○ Other

(13) **SPECIAL PROGRAMS** (Mark all that apply)
- ○ None
- ○ EL Civics (IELCE)
- ○ Jail
- ○ Community Corrections
- ○ State Corrections
- ○ Homeless Program
- ○ Family Literacy
- ○ Workplace Ed.
- ○ Tutoring
- ○ Distance Learning
- ○ Special Needs
- ○ Alternative Ed. [K12]
- ○ Non-traditional Training
- ○ Older Adults
- ○ Carl Perkins

(14) **EMPLOYMENT BARRIERS** (Mark all that apply or leave blank)
- ○ Cultural Barriers
- ○ Disabled
- ○ Displaced Homemaker
- ○ English Language Learner
- ○ Ex-Offender
- ○ Foster Care Youth
- ○ Homeless
- ○ Long-term Unemployed
- ○ Low Income
- ○ Low Levels of Literacy
- ○ Migrant Farmworker
- ○ Seasonal Farmworker
- ○ Single Parent
- ○ No TANF within 2 yrs

(15) **CLASS NUMBER**

(16) **PERSONAL STATUS** (Mark all that apply or leave blank)
- ○ WIOA, Title I
- ○ WIOA, Title III
- ○ WIOA, Title IV
- ○ TANF
- ○ Other public assist.
- ○ Concurrently enrolled in high school / K12
- ○ Dislocated worker
- ○ Veteran
- ○ Other

(17) **CLASSIFICATION OF INSTRUCTIONAL PROGRAMS - CIP CODE**

(18) **LABOR FORCE STATUS** (Mark one)
- ○ Unemployed
- ○ Employed
- ○ Employed, with notice
- ○ Not in labor force

(19) **INSTR. LEVEL** (Mark one or leave blank)
- ○ ASE Low
- ○ ASE High

(20) **PROVIDER USE** A B C D E F

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For full definitions and explanations, please see the Data Dictionary on our website.

What is an Update Record?

An **Update Record** provides important information about a student, including status in the program, progress, learner results, instructional level at update, and reason for changing or exiting the program or class. Teachers complete an **Update Record** to document completed student outcomes.

Ask a Supervisor or Lead Teacher

1. Are Update Records automatically generated for your dropped students or do you need to request them?

2. If you need to request them, from whom do you request them?
   Name: _____ Phone: _____
   Email: _____

3. List three ways you know if your students have reached their personal, family, and/or academic goals? (student portfolios, interviews, etc.)

Update Record Sample
*Required Items for TOPSpro Enterprise

Depending on your agency's procedures, you will need to complete an Update Record at the end of a semester, or end of the fiscal year, or once you have dropped a student from your class for various reasons.

Refer to the *CASAS Data Dictionary* on our website for definitions and explanations of these

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TOPS
Tracking Of Programs and Students
EUUS-016

Agency # | Site #

Program Update Record

- ⑱ Student Last Name | First | Middle | ( ) Phone Number
- ② Instructor Name | ⑯ Student Address | City | State | Zip

③ **STUDENT IDENTIFICATION** ★

④ **DATE OF PROGRAM UPDATE** ★

MM | D D | 20 1 Y

Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

⑤ **INSTRUCTIONAL PROGRAM** (Mark one) ★
- ○ Basic Skills (ABE)
- ○ ESL / ELL
- ○ Citizenship
- ○ High School Diploma
- ○ High School Equivalency (HSE)
- ○ Career and Technical Education (CTE)
- ○ Workforce Readiness
- ○ Adults w / Disabilities
- ○ Pre-Apprenticeship
- ○ Adults supporting K12 student success

⑥ **PROGRAM STATUS** (Mark one)
- ○ Retained in program
- ○ Left program
- ○ No show

⑦ **PROGRESS** (Mark highest)
- ○ Progressed within level or program
- ○ Completed level or program
- ○ Advanced to a higher level or program

⑧ **SERVICES RECEIVED** (Mark all that apply or leave blank)
- ○ Supportive
- ○ Training
- ○ Transition Career
- ○ Basic
- ○ Individualized
- ○ Information only
- ○ Follow up
- ○ Self-service Rehabilitation
- ○ Voc. Rehabilitation
- ○ Voc. Rehabilitation and education

⑨ **LEARNER RESULTS AND WIOA MILESTONES** (Mark all that apply)

WORK
- ○ Got a job
- ○ Increased wages
- ○ Retained job
- ○ Got a better job
- ○ Met work-based project goal
- ○ Entered job training
- ○ Entered training program
- ○ Training milestone
- ○ Entered apprenticeship
- ○ Entered military
- ○ Acquired workforce readiness skills
- ○ Reduced public assistance
- ○ Other work outcome

EDUCATION
- ○ Passed GED
- ○ Passed HiSET
- ○ Passed TASC
- ○ Earned High School diploma
- ○ Returned to K-12
- ○ Gained computer/tech skills
- ○ Completed course
- ○ Mastered course competencies
- ○ Earned certificate
- ○ Educational achievement
- ○ Skills progression
- ○ Transcript or report card
- ○ Secondary
- ○ Post secondary
- ○ Entered college
- ○ Transitioned to credit (transfer)
- ○ Transitioned to credit (non-transfer)
- ○ Attained credential
- ○ Attained A.A. or A.S. degree
- ○ Attained B.A. or B.S. degree
- ○ Entered graduate studies
- ○ Attained post graduate degree
- ○ Occupational skills licensure
- ○ Occupational skills certificate
- ○ Occupational certifications
- ○ Other recognized diploma, degree, or certificate

FAMILY / COMMUNITY
- ○ Increased involvement in children's education
- ○ Increased involvement in children's literacy activities
- ○ Met other family goal
- ○ Met personal goal
- ○ Obtained perm. residence
- ○ Attained U.S. citizenship
- ○ Achieved U.S. citizenship skills
- ○ Registered to vote or voted for first time
- ○ Increased involvement in community activities
- ○ Other family outcome
- ○ Other community outcome

⑩ **CLASS NUMBER**

⑪ **HOURS OF INSTRUCTION**

⑫ **LEADING TO CREDENTIAL**
- ○ Enrolled in post exit training program
- ○ Enrolled in post exit education program

⑬ **INSTR. LEVEL** (Mark one or leave blank)
- ○ ASE Low
- ○ ASE High

⑭ **LEADING TO POSTSECONDARY CREDENTIAL OR EMPLOYMENT**
- ○ Enrolled in education or training program

⑮ **REASON FOR EXITING** (Mark one or leave blank)
- ○ Changed class or program
- ○ Completed Program
- ○ Met goal
- ○ End of program year
- ○ Got a job
- ○ Moved
- ○ Schedule conflict
- ○ Lack of transportation
- ○ Released from incarceration
- ○ Lack of child care
- ○ Family problems
- ○ Own health problems
- ○ Lack of interest
- ○ Public safety
- ○ Administratively separated
- ○ Unknown reason
- ○ Other known reason

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★ = required for TOPSpro software   www.casas.org   CASAS
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Section 6: CASAS Testing

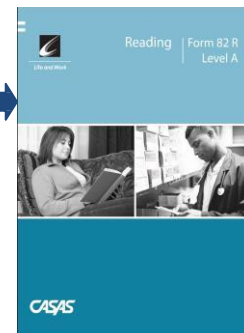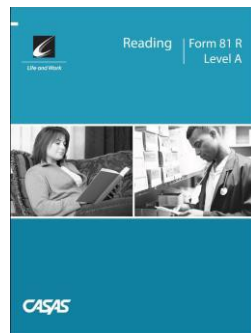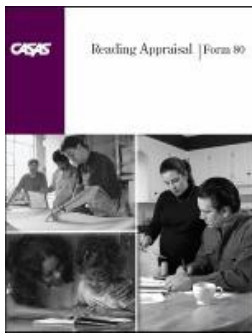*What is CASAS testing and what is my responsibility?*

Appraisal, pre- and post-testing overview

1. Place **2. Diagnose** **3. Instruct** **4. Monitor**

1. Place: Appraisals

The purpose of the Appraisal Process is to:
- determine readiness for a program (ESL, Civic Participation, Citizenship Preparation, VESL, etc.) and instructional level for the student
- identify the correct CASAS pretest level

At the time of registration, students should be given an appraisal to determine their English language skill and literacy level. Some agencies have developed their own appraisal system. Most often, the registration process for new ESL students includes the **CASAS Appraisal Form 80**.

The appraisal is not a pretest, but a tool to determine the correct pretest.

2. Diagnose: Pretest

The *pretest* is given upon entry into the program. "Pretest" denotes the first CASAS test administered to students after an appraisal. The pretest measures what a student knows at the beginning of your class. The results of the pretest help determine the learning needs of your students and help guide instruction.

3. Instruct

Instruction is a time for ongoing, informal assessment. Instruction is guided by pretest results. You will learn more about test results reports and finding appropriate instructional materials in Section 9.

4. Monitor: post-tests

The post-test measures what the student knows after completing a substantial number of hours in your class. These test results help you monitor the progress the student is making in your class.

Each student takes a minimum of two (2) CASAS tests while enrolled in your class: a pretest and a post-test. Additional post-tests may be administered throughout the year to continue to monitor progress.

> **You must be trained to administer these tests by someone at your agency that has been certified by CASAS. Only staff who has completed the CASAS Implementation Training may train you. These test trainers must re-certify their training each year.**

Testing students with standardized tests helps in correct placement for class or level, measures learning from one test to the next, and provides information regarding strengths and weaknesses in particular skill areas so that they can be addressed. While CASAS has also developed assessments that are appropriate to measure writing and speaking skills. California agencies only report reading and listening learning gains to meet federal requirements for ESL programs.

- For pre- and post-testing in **reading**, most ESL programs use the *Life and Work Series*. Some programs use the *Employability Competency Series* (ECS) to test reading if the students are focusing on job skills.

- For pre- and post-testing in **listening**, programs use the *Life Skills Series*.

Each CASAS test series has its own *Test Administration Manual*. It is very important to refer to the *Test Administration Manual* of test series you are using, as score charts and testing instructions are different for each test series.

It is important to remember that if a reading pretest is administered, the post-test must also be a reading test in the same series; a listening pretest must be followed by a listening post-test. They are not interchangeable. However, you may pre- and post-test with a reading test *and* a listening test. Check with your agency to find out what guidelines have been determined for your agency.

> ⑦ **Ask a Supervisor or Lead Teacher**
>
> 1. Which CASAS test series is used in your class?
>
> 2. Where can you access the Test Administration Manual?
>
> 3. Which skills are tested? Reading, Listening, or both?

How do I fill out the Test Record form?

To ensure that all paper/pencil testing data is submitted correctly, you must fill in the *Test Record form* accurately. On the Test Record form, there are important fields that need to be completed. Some agencies pre-print (or "pre-slug") the forms with students' information. Otherwise, each form needs to be filled in by hand.

Sample Test Record

① **Student Last Name**
Make sure that the name appears underline exactly as it does on your attendance records.

② **Instructor Name**
Please print if not pre-slugged for you.

Directions for marking answers
Use this box to review with your students how to bubble in their answers.

Practice
Use this box for students to mark their answers to the practice items in the test booklet.

④ **Form Number**
This number is found on front of the test booklets. Use a leading 0 – for example, write 082R or 082RX (Reading test).

③ **Student Identification**
Use the ID number found on your attendance records.

⑤ **Test Date**
Mark the date the student takes the test.

Is this your SSN?
Mark "No" if ③ is blank or if using a site-assigned number.

⑨ **Raw Score**
To scan information for forms 27R and 28R, write the number correct here.

⑥ **Class Number**
Mark your class number here.

⑧ **Hours of Instruction**
If this is a post-test, you can write the number of hours the student has attended class since the pre-test, or since the previous post-test.

⑦ **Instructional Program**
Mark the one that applies to your class. Check with your TE staff if you're not sure which one to mark.

If you have a student who is unable to get a valid score on a form 27R or 28R, mark this box. Don't forget to re-test the student after s/he has completed some class time!

The CASAS Scale and Skill Level Descriptors

Results from CASAS tests are translated from a raw score (the number correct) to a scale score, and relate to a unique numerical scale showing level of proficiency.

CASAS Levels - ESL		
Proficient Skills	E	246 +
Adult Secondary	D	236-245
Advanced ESL	C	221-235
High Intermediate ESL		211-220
Low Intermediate ESL	B	201-210
High Beginning ESL		191-200
Low Beginning ESL	A	181-190
Beginning Literacy ESL		150-180

Each proficiency level defined by this CASAS scale score range corresponds to descriptors of performance in terms of employment and adult life skills. These *Skill Level Descriptors* describe in positive terms what a person is able to do or learn within a range of the scale scores.

Keep in mind that the descriptors only apply to the type of test given. For example, if a student took a reading test, only the reading descriptors at that determined level are applicable to that student. Do not assume that the listening, speaking, or writing skills are at the same level.

Below is an excerpt from the Skill Level Descriptors for

High Intermediate ESL
   Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic materials on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)

Low Intermediate ESL
   Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly and with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.

Here are examples of test items (or questions) at three different levels along the CASAS scale. Each test question has a display (a picture or a cue) which the student reads, and then a question with four multiple choice answers to select from.

Competency 2.1.7: Take or interpret telephone messages

```
150  155  160  165  170  175  180  185  190  195  200  205  210  215  220  225  230  235  240  245  250
```

A Level
Who is coming?

A. today
B. Sara
C. Dan
D. Amy

B Level
When does the caller
want to meet?

A. at 8:20
B. on 3/15
C. on Monday
D. downtown

C Level
What should be done with this message?

A. Paula should give it to Mr. Harper.
B. Mr. Harper should give it to Lisa.
C. Lisa should give it to Mr. Harper.
D. Paula should give it to Lisa.

```
8:30

Sara -
Dan is coming
today at 11:00.

Amy
```

CASAS Implementation Training

```
WHILE YOU WERE OUT

Date: 3/15      Time: 8:20
To: Lisa
From: Mr. Harper
Of: Lofton College
Phone:

☐ Telephoned        ☐ Returned your call
☒ Please call       ☐ Will call again
        ☐ Urgent

Message: Can you meet
him downtown on
Mon. at 1:30?

Taken by: Paula
```

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A Level: The student reads a simple note, and selects the answer A, B, C, or D to a simple question: "Who is coming?" This question is at a reading level of 185 on the CASAS scale.

B Level: The student reads the message and selects the answer to "When does the caller want to meet?" This type of question is at a reading level of 205 on the CASAS scale.

C Level: The question may require some critical thinking. "What should be done with this message" is a question that is at a reading level of 221 on the CASAS scale.

Section 7: Administration and Storage of Tests

Anyone who administers CASAS tests must be trained by a staff person who has been certified by CASAS.

How do I Administer CASAS Tests?

Follow these guidelines to administer all CASAS tests (paper/pencil and *e*Tests.)

Needed for testing day:

- Test Administration Manual
- If using paper/pencil tests:
  - Test booklets (Number your booklets for tracking and security purposes.)
  - Answer sheets and #2 pencils
  - A reliable CD player and the test CD for listening tests
  - Overhead of the answer sheet (optional)

See the "Guidelines for Providing Accommodations for CASAS Assessment for Learners with Disabilities"

Home > Training and Support > Testing Guidelines > Accommodations Guidelines

(or find it in your *Test Administration Manual)* for alternate test forms available and for a list of approved accommodations.

Preparation for testing

- Students may not use dictionaries or calculators
- Teachers may not read questions or answers to the students

Getting started

- Provide a quiet testing room
- Space students apart
- Maximum of 25 learners per proctor
- Explain purpose for testing
- Ease student anxiety
- For paper/pencil testing:
  - Pass out pencils, answer sheets, and scratch paper
  - Assist in completing the demographic portion of the answer sheet
  - Demonstrate how to mark answer sheets

Give the test

- For paper/pencil:
    - Pass out test booklets
- Read the test directions and review practice items
- Encourage test-takers to review their own answers
- Write start and end times on the board
- Begin the test
- Monitor test-takers

Test timing guidelines

- **Appraisals** – check the appropriate administration manual for the suggested times allotted for each section of the appraisal.

- **Pre- and post-tests** -- allow about 45 minutes to one hour.
    - These tests are not strictly timed. See the Test Administration Manual for more information.
    - Allow the <u>same</u> amount of time for pre and post-tests.
    - Students who are not able to complete the test within the hour can be given a few extra minutes to complete the question they are working on.
    - Students are not allowed to "finish" the test at another time. However, please refer to the Test Accommodations section in the Test Administration Manual for students with disabilities.

- For **listening tests**, timing is determined by the CD used for the paper/pencil test.
    - Do not stop the CD once the test begins.

If students are having a great deal of difficulty with test items, and obviously cannot complete them, they may be dismissed. Submit the test as is to your TE staff. They will score the test and let you know if the student received an accurate score or if they need to be retested at a lower level.

Test security is vital. All CASAS test materials including test booklets and answer sheets (which contain marks or responses) must be stored in a locked, preferably fireproof file cabinet. After administering assessments, teachers must secure materials according to your local assessment policy. Duplication of any part of CASAS tests is prohibited.

Ask a Supervisor or Lead Teacher

1. Where are the CASAS test booklets stored at your site?

2. What is the check-in/check-out procedure when you take CASAS test booklets to your class?

Section 8: Appraisals, Pretest and Post-Tests

Appraisals

See the Form 80 ESL Appraisal Test Administration Manual for additional Appraisal tools for speaking and writing.

> The raw score is the number correct on the test. The raw score is not the score you will use. You will use a scale score. All CASAS test results are reported as scale scores, and all CASAS reports refer to scale scores, not raw scores
>
> Convert the raw score to the scale score using the *Score Conversion Chart* for the test that was administered. For example, if **Maria Gonzalez has a CASAS Appraisal Reading raw score of 7, _then her scale score is 204._**

Score Conversion Chart

Raw Score	Scaled Score
1	176*
2	185*
3	190*
4	194
5	198
6	201
7	204
8	206
9	209
10	211
11	213
12	216
13	218
14	221
15	224
16	227
17	228♦
18	230♦
19	231♦
20	233♦

There are different *Score Conversion Charts* for test types (reading, listening, etc.), test series and for appraisals. The test administration manuals contain the raw to scale score conversion charts for each type of test*. Use the Score Conversion Chart for the test you are using!*

Once the appraisal has been completed, students can be placed in a particular class or level. For more accurate placement, give the appraisal <u>and</u> the pretest before placing students in class and use the pretest score to place students in class.
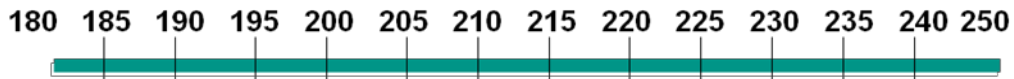
What's the difference between an Appraisal and a Pre/Post-test?

Appraisals

There are 20-25 test items in the CASAS Appraisals (depending on which one is administered.) The items are widely distributed along the CASAS scale. They range from very easy items to difficult items.

180 185 190 195 200 205 210 215 220 225 230 235 240 250

Pre- and Post-tests

There can be anywhere from 25 – 35 test items in the pre/post-tests. These test items are clustered at a specific proficiency level, and include items from low to high difficulty within that specified range. The comparison between pre and post-test scores documents learning gains.

Level B

200   220
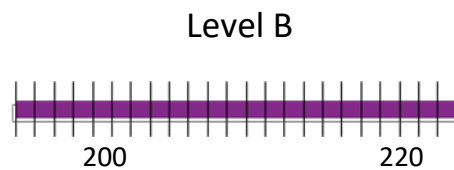
Pretests: How do you know which pretest to give?

TOPSpro Enterprise (TE) has a <u>Next Assigned Test Report</u> to help determine which test forms to give next.

Select a Pretest Level based on an Appraisal Score

From the appraisal test score, find the suggested next test level to administer in a CASAS testing progression. The chart below indicates which test level to give your student.

Appraisal Next Test Chart (excerpt)

Next Assigned Test Level Reading Appraisal Form 20R	
Scale Score	Give Pre-Test Level
176	A
185	A
190	A
194	A
198	A
201	AX
204	AX
206	AX
209	AX
211	B
213	B
216	B
218	B
221	B
224	B
227	C
228	C
230	C
231	C
233	C

Our student, Maria Gonzalez, had a score of 204 on her reading appraisal. Her pretest level is Level AX.

Then refer to the *CASAS Test Forms Chart* found in the Test Administration Manual to identify appropriate test form numbers. Select a pretest based on the series used at your agency. (This chart is for the *Life and Work Reading Series.*)

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

Maria Gonzalez should take an 81RX or 82X for her pretest.

(?) **Ask a Supervisor or Lead Teacher**

1. When is the pretest given at your site?

2. If the pretest is not given at the time of registration, when are you instructed to give the pretest in class?

3. Who is responsible for determining which post-test to give to each student?

Scores Outside the Accuracy Range

In spite of your best efforts to appraise students' skills, occasionally students will not perform on their pretest as anticipated. Sometimes, students may score lower than expected or higher than expected and "top out" of the test.

For low pretest scores, the student may have been ill, or skipped a line on the answer sheet and marked the rest of the answers on the wrong line, or the wrong Test Form Number was bubbled in on the student's answer sheet.

For higher than expected test scores, a student may have received "help" on the appraisal.

The technical errors can be easily remedied, but the others cannot. Sometimes you have to re-test the student. Other times a student is given a test form that is below their ability and they "top out" of the test. In any of these cases, the student does not have an accurate pretest score – the base line from which their progress is measured by the post-test.

Form 83 R	
Raw Score	Scale Score
1	-
2	-
3	-
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
29	230♦
30	231♦
31	232♦
32	234♦

Conservative Estimate

According to this score conversion chart, if a student only scores 1-3 answers correct on this test, the student should be given a test at a lower level. This test was too hard for them.

If another student scores 29 to 32 answers correct, the student should be given a test at the next higher level. This test was too easy for them.

A diamond ♦ score represents a "conservative estimate" of a student's true ability. This score may be used if there is no opportunity to re-test the student at a higher level.

For example, a student post-tests at the end of the school year and receives a diamond ♦ score. The agency will be able to document the student's learning gain by comparing the student's pretest score to this diamond ♦ score.

Post-tests

The *post-test* results show the progress the student is making in your class and are an excellent way to monitor that progress.

Post-tests can be given multiple times throughout the year. However, be mindful of under- and over-testing. The *California Assessment Policy Guidelines* state that students cannot be post-tested before 40 hours of class time has been completed, however 40 hours is not the optimal time to test your students. Research shows that students show learning gains after completing 70-100 hours of class time. Your agency will have a testing policy and/or schedule of post-testing based on how long students typically remain in the program, intensity of program, and program schedule.

Students pretest and post-test (and can continue to post-test) within a test level until they score high enough to move to the next test level. In other words, a student can continue taking tests within Level A, moving from 81R → 82R → 81R. When students score high enough to move to the next test level, according to the Suggested Next Test chart, they should take 81RX.

1. Pretest

2. First Post-Test

3. Second Post-test
Student now has a high enough score to move to Level AX.

4. Third Post-Test
Student now has a high enough score to move to Level AX or B tests for next post-test.

LEVEL A				LEVEL A EXTENDED			
Form 81 R		Form 82 R		Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
1		1		1	-	1	-
2		2		2	-	2	-
3		3		3	-	3	-
4		4		4	-	4	-
5	170	5	170	5	182	5	182
6	173	6	173	6	184	6	184
7	176	7	176	7	186	7	186
8	178	8	178	8	188	8	188
9	180	9	180	9	190	9	190
10	182	10	182	10	192	10	192
11	184	11	184	11	194	11	194
12	186	12	186	12	196	12	196
13	189	13	188	13	197	13	197
14	191	14	191	14	199	14	199
15	193	15	193	15	201	15	200
16	195	16	195	16	202	16	202
17	197	17	197	17	204	17	204
18	200	18	200	18	206	18	206
19	203	19	203	19	208	19	208
20	205♦	20	205♦	20	210	20	210
21	206♦	21	206♦	21	212	21	212
22	208♦	22	208♦	22	214	22	214
23	209♦	23	209♦	23	216	23	216
24	210♦	24	210♦	24	218♦	24	218♦
				25	220♦	25	220♦
				26	222♦	26	222♦
				27	224♦	27	224♦
				28	227♦	28	227♦

TE has a Next Assigned Test Report that determine which test forms to give. Here is an example.

CASAS

Next Assigned Test
by Class

07/10/2013
15:27:56

| Agency: | 4908 - Rolling Hills Adult School | Class: | 110 - Low Beginning |
| Site: | 11 - North City ESL | Teacher: | 1110 - Askew, Elisa |

| Student | | Last Test | | | | | | Next Assigned Test | |
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
544443236	Fraticelli, Sofia	110	05/29/2013	082L	A	16	189	081L	LW
		110	06/29/2013	081RX	A	11	194	083R	LW-1, LW-2, LW-3
555555223	Vang, Khamboon	110	05/23/2013	084L	B	16	206	083L	LW
		110	05/25/2013	084R	B	15	206	083R	CIT, LW-1, LW-2, LW-3
555666815	Reyes, Ramon	110	05/10/2013	084L	B	7	191	083L	LW
		110	05/25/2013	084R	B	19	212	083R	CIT, LW-1, LW-2, LW-3
616116180	Cruz, Frances	110	03/30/2013	084L	B	16	206	083L	LW
		110	05/23/2013	083R	B	9	197	081RX	LW-1, LW-2, LW-3
								951RX	CIT
61770499	Gomorra, Miguel	110	04/10/2013	082L	A	19	194	081L	LW
		110	05/25/2013	084R	B	23	218	086R	LW-1
								186R	CIT, LW-2, LW-3
677899133	Martinez, Esmeralda	110	05/10/2013	084L	B	16	206	083L	LW
		110	05/25/2013	186R	C	17	219	086R	CIT, LW-1, LW-3
								185R	LW-2

* Score outside of accuracy range

Ask a Supervisor or Lead Teacher: How are post-tests administered at your site?

1. Does your site have a testing calendar? If so, get a copy and place it in this handbook.

2. About how often do you post test your students? (Every quarter, before major holidays, etc.)

3. What can you do to ensure that students who are absent during post-testing get tested?

CASAS Test Preparation

CASAS encourages the use of the Competencies, CASAS Basic Skills Content Standards, QuickSearch (introduced later in this handbook), and other materials to link curriculum, assessment and instruction to prepare students for Post- testing.

Test Preparation Guidelines

Appropriate strategies:
- Use diagnostic information from test results to "teach to:"
    - Task Areas
    - CASAS Competencies
    - CASAS Content Standards
- Use other CASAS support materials to link curriculum, assessment and instruction (QuickSearch)
- Use CASAS answer sheets to practice test-taking skills
- Use the CASAS Sample Test Items for practice

Inappropriate strategies:
- Teaching to a particular test item
- Teaching specific vocabulary in a test item
- Limiting curriculum to what the tests cover

Sample Test Items

Sample Test Items are a resource available to help:
- Familiarize students and teachers with the CASAS test format
- Practice test taking skills and ease test-taking anxiety
- Practice marking the answer sheet (You may use TE Test Records for practice.)

There are Sample Test Items available for Levels A, B, and C in the Life and Work Reading Series and the Life and Work Listening Series. There are 5 to 6 test items for each of the three skill levels. Remember, these Sample Test Items are not a predictor of performance.

Gather the Information

1. Download the Reading Sample Test Items from the CASAS Website. Take the Reading sample test items. Then take the *e*Tests Online sample tests.

2. Identify the task area (type of question – forms, graphs, narratives) for each of the Reading Sample Test Items. See the list of task areas on page 7. There may be more than one task area for an item. Remember, the task area is as important for students to understand as the content of the question being asked.

❓ Section 8 Appraisals, Pretests, and Post-Tests Summary

1. How is what you've read about Appraisal and pre- and post-testing similar to what you're already doing?

2. What are some of the challenges you face with testing?

3. What are some ways you can improve the testing process in your classroom or agency?

Section 9: Using Test Results

Once all the students in class have taken the pretest, you will receive (or need to request) a report that helps identify the areas your students are having difficulty with, allowing you to target your instruction accordingly.

How do I use test results to guide instruction?

Following testing, TE can provide various reports to help you gauge student level, guide classroom instruction, and inform students of their progress. While there are approximately 150 reports to choose from, the most helpful TE reports for teachers are:

- Class Performance by Competency
    - shows percentage of correct answers for a class on a particular test

- Learning Gains First to Last
    - shows individual student progress between pretest and most recent test

---

Ask a Supervisor or Lead Teacher

- Who provides you with TE reports?

    Name: _____   Phone: _____

    Email: _____

- How often do you receive them?

The **Class Performance by Competency** report tells which Competencies your class needs to work on.

CASAS

Agency Performance

07/10/2013	by Agency	Page 1 of 8
15:45:59		SCPSTIC2

Agency:	4908 - Rolling Hills Adult School	**Total Tests:** 26	**Total Students:** 25
Form:	083R - Life and Work Reading Level B		

Position	Correct?	Comp No.	Task	Competency Description
1	65 %	**0.2.1**	**3**	**Respond appropriately to common pers. info. questions**
		7.2.1		Identify and paraphrase pertinent information
2	76 %	**4.2.1**	**3**	**Interpret wages, deductions, benefits, timekeeping forms**
		7.2.1		Identify and paraphrase pertinent information
3	38 %	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
4	69 %	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
5	57 %	**4.1.2**	**1**	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
6	69 %	**4.1.2**	**1**	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
		2.3.2		Identify the months of the year and the days of the week
7	80 %	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
		7.3.1		Identify a problem and its possible causes
8	65 %	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
9	84 %	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
10	61 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.

Refer to the Class by Competency Report above

1. Identify two competencies that this particular teacher should focus on:

2. *The task area shows how an item is presented. What is the task area for item #3? Refer to page 7 for the Reading Task Areas Chart.*

Teachers can use the **Learning Gains First to Last** report to check the gains for each student from their pretest to their most recent post-test, and to obtain each student's individual scale scores.

CASAS

07/10/2013
15:52:30

Learning Gains
First to Last

Agency: 4908 - Rolling Hills Adult School
Site: 6 - Southwest Campus
Class: 001 - ESL - Intermediate Low

Teacher: N/A
Modality: CASAS Reading

Student		Status	First Test			Last Test			Gain	Test Hours of Instruction
			Date	Form	Score	Date	Form	Score		
Avalos, Jessica P	567546456	Active	03/19/2013	083R	218	05/07/2013	084R	229	11	65
Baez, Pascuala	77766767	Active	09/25/2012	083R	205	05/19/2013	084R	213	8	45
Castro, Ilich .	776786786	Active	01/30/2013	083R	210					0
Chan, Du Van	626942396	Active	03/25/2013	083R	200					0
Donez, Alejandra	7876	Active	03/19/2013	083R	203	05/07/2013	084R	200	-3	69
Echevverria, Margarito	767897987	Active	09/25/2012	083R	220	11/26/2012	084R	230 ♦	10	0
Garcia, Andres G	455869707	Active	01/28/2013	083R	220	05/06/2013	084R	231 ♦	11	148
Ho, Chungwam	567567567	Active	11/26/2012	083R	215	05/19/2013	084R	230 ♦	15	0
Ho, Yee C	978243545	Active	01/28/2013	083R	216	05/06/2013	084R	229	13	226
Lamas, Orlando Tomas	089465737	Active	09/25/2012	083R	220	03/17/2013	084R	230 ♦	10	0
Lunes, Veronica	534534534	Active	03/19/2013	083R	212	05/07/2013	084R	218	6	69
Luong, Hoa Thuc	624090897	Active	03/25/2013	083R	197	05/07/2013	084R	193	-4	71
Martinez, Isabel	000130472	Active	03/19/2013	083R	212	05/07/2013	084R	222	10	51
Morales, Efren A	87013266	Active	03/19/2013	083R	209	05/07/2013	084R	226	17	60
Nguyen, Bang Thi	6796835	Active	03/25/2013	083R	*	05/07/2013	084R	*	0	54

(?) **Look at the report above**

1. What was the point gain between Yee C. Ho's pretest and post-test?

2. How will you use information about student gains?

3. How can you use information about individual student scale scores for instruction?

How do I share test results with my students?

Encourage your students to track their progress by helping them create charts or graphs, or simply keeping a list of test dates and scores.

The *Student Test History* report provides the students' scale scores from their first test of the fiscal year (July 1) to the most recent test. Share these scores with individual students using the *Skill Level Descriptors Chart* to explain what each score means. You can also give your students individual reports, such as the *Individual Skills Profile report* that shows how well they did by Competency Area, Content Standard and Task Area.

CASAS
07/10/2013
15:57:26

Individual Skills Profile

Page 2 of 25
ISP

Orlando Lamas
ID# 089465737

Agency: 4908 - Rolling Hills Adult School
Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Total	Correct	Attempted	
						Number of Items			
Reading	084R	03/17/2013	230♦	6	B	32	29	32	

Reading Competencies	N	Correct
Basic Communication	5	80 %
Consumer Economics	27	81 %
Community resources	13	84 %
Health	14	78 %
Employment	32	84 %
Government and law	5	80 %
Learning to learn	33	87 %

Reading Content Standards	N	Correct
Vocabulary	120	80 %
General reading comprehension	223	82 %
Text in format	89	76 %
Reference materials	12	66 %
Reading strategies	97	77 %
Reading and thinking skills	17	82 %

Reading Tasks	N	Correct
Forms	9	77 %
Charts, maps, consumer billings, matrices, graphs, t...	14	85 %
Articles, paragraphs, sentences, directions, manuals	31	77 %
Signs, price tags, advertisements, product labels	10	100 %

*Note: Remind students that if they receive a **negative gain** (their score drops from the Pretest score), not to be discouraged. It could be due to a variety of things, including an improper (or inflated) pretest score, personal distractions on the testing day, etc. Reassure the students that they will have another opportunity to post-test and to show gains at that time.*

When looking at your class test results, be aware that there are underlying skills that relate to more than that specific competency. Determine the task type (form, narrative, map, etc.) and think of other ways that the skills can be practiced in the competency area you are currently working on.

? Tie It Together

1. How does this information relate to what you're already doing?

2. What are some of the challenges you face with using test results?

3. What are some ways you can improve the process for getting and interpreting test results in your classroom or agency?

Practice Activity: Develop a way to practice a competency in another topic area

You've received your test results and have found that 58% of your students missed questions about "Filling out a Family Medical History Form" - Competency # 3.2.1

Your class studied Health two months ago. Under what other Competency Areas and Topic Areas could you practice similar skills?

Competency Number Tested	Competency Area of Test Item	Alternate Content Areas	Alternate Sample Tasks
3.2.1	Understand forms related to health care	Employment	Complete a job application
		Consumer Economics	Fill out forms related to banking
		Health	Complete a health plan application for their job

For Competency # 3.2.1, instead of students learning how to fill out a family medical history form, they could practice the same skill

  under "Employment" by

  ✓ completing a job application

Or under "Consumer Economics" by

  ✓ filling out forms related to banking

Or under "Health" by

  ✓ completing a health plan application for their job

How do I find appropriate instructional materials to teach the competencies?

The "**Scope and Sequence**" section in your textbook, generally found at the beginning of the text, can help you identify which CASAS Competencies are being addressed in each lesson. Most major publishers denote which CASAS competencies are addressed in each chapter.

Competencies are taught in conjunction with grammar, vocabulary, listening, and critical thinking activities.

CASAS offers a selection of helpful instructional resources that assist teachers in selecting appropriate instructional materials to meet the needs of their students.

These resources include:

- **QuickSearch Online**, a user-friendly database that includes more than 2,300 print, audio, visual and computer-based instructional materials that are commercially available. You can also use QuickSearch to find instructional materials that relate to competencies and task area found in TE reports.

- **The Bibliography of Citizenship Materials**, a bibliography that includes information on instructional materials for the following topics: knowledge of U.S. history and government, preparation for completing naturalization documents, and preparation for the CIS naturalization interview

- **EL Civics Objectives Correlated to Instructional Materials**, a bibliography that assists California EL Civics programs in identifying useful instructional materials that relate directly to EL Civics objectives and EL Civics language and literacy objectives

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? Gather the Information

1. Which core text series do you use?

2. What level?

3. Is there a "Scope and Sequence" section?

   a. On what page can it be found?

   b. List two ways you can use it:

CASAS QuickSearch Online

The CASAS Instructional Materials *QuickSearch Online* is a user-friendly database that includes more than 2,300 commercially available print, audio, visual and computer-based instructional materials. *QuickSearch Online* is updated annually to include new materials from publishers and software companies.

With your class or student test results, you can search for materials to address specific competencies and match curriculum by:

- Title of instructional material
- Competency number
- Program, Level, and Skill (reading, writing, listening or speaking)
- Publisher
- CASAS Test (both level and series)

Below is a sample report from *QuickSearch*

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

Get more information
- Quick Search Tutorial
- Reports & Other Tools
- Exit

CASAS

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Selected Competencies

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

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

Multiple measures of documenting student progress

While CASAS testing provides useful information about students' skills and progress, you should monitor student progress through a variety of means.

Keeping a student portfolio (e.g., CASAS scores, tests, quizzes, writing samples, handouts, etc.) is important to provide a comprehensive picture documenting student progress. Items to keep in the portfolio might include:

- a list or graph of CASAS test results
- instructor-generated tests & quizzes
- samples of student work
- needs assessments
- alternative (performance-based) assessments

Portfolios can be created and updated by your students during class. Have students update their portfolios at the end of each week or unit identifying goals they have met or skills they have attained. "Student Record Sheets" can be used to document other achievements. You can also use a copy of your textbook's table of contents to have students track what they have learned.

Ask a Supervisor or Lead Teacher

1. List two ways you monitor student progress:

2. What Student Portfolio items are required by your agency?

3. How do you have students participate in documenting their own progress?

Review

Review the Table of Contents for this Handbook. Are there any areas that you need more information about? If so, who could you ask at your agency?

_____

_____

_____

CASAS training opportunities

For additional training, consider completing one of the following, either in person or on-line:

- CASAS Initial Implementation Training
- California Accountability for New Users

Go to www.casas.org for a current list of regional and web-based training opportunities. You will also find a vast array of information, announcements, and documents about CASAS.

Reflection

Write two things you've learned from this handbook:

_____

_____

_____

Write two things you want to learn more about:

_____

_____

_____

If you would like to have a CASAS Teacher's Handbook with information that is state-specific, please have your state agency contact

Adriana Terry at aterry@casas.org