Civic Objective and Additional Assessment Plan Information
Program Year 2024-2025

I. Selecting Civic Objectives and Additional Assessment Plans (COAAPs) for 2024-2025

Option 1--Pre approved COAAPS

- Some 2023-24 pre-approved COAAPs may have been revised for 2024-2025.*

Option 2 and 3 – Submit for Approval

- Agencies that used option 2 or 3 previously to submit a new or revised COAAP(s) and received approval for that submission may use the same COAAP(s) in 2024-2025. Please select these new or revised COAAPs each year to keep them in the system, whether or not you plan to use them in the current program year.

- If your agency wishes to revise a pre-approved COAAP or an approved COAAP submitted into option 2 or 3 previously, contact elcivics@casas.org. After revision is approved, an agency may submit revisions into option 2 on the EL Civics Web site.

- If your agency wishes to create a new COAAP, contact elcivics@casas.org. If approved, an agency may submit a new COAAP into option 3 on the EL Civics Web site.

II. Utilizing Pre-approved COAAPs to develop Additional Assessments

▪ Once Agencies have selected a COAAP, please do the following:
-Check how instruction relates to the task(s).
-Verify how many tasks are required for the assessment.
- Make sure implementation of the tasks and use of the rubrics is fully understood.
- Check the passing scores to make sure they are realistic for students in the agency.
- Make sure that the assessment aligns with the needs expressed in the student needs survey and is appropriate for the levels of the students to be assessed.
- If there are questions or concerns, contact elcivics@casas.org.

* Find Revisions to COAAPs for 2024-2025, Pre-approved Additional Assessment Plan list or other important EL Civics documents go to the California Civic Participation and IELCE Webpage on the CASAS website.

III. General Information about COAAPs

A. Level Descriptors for English as a Second Language - All pre-approved COAAPS were originally based on the levels and criteria put forth in the ESL Model Standards for Adult Education Programs (1992).* With the development of the College and Career Readiness Standards and the English Language Proficiency Standards, agencies should use *Appendix B New Educational Functioning Level Descriptors for Adult Basic Education and English as a Second Language.* National Reporting System for Adult Education, 2016 for ESL level descriptors. https://www.casas.org/docs/default-source/el-civics/nrs-appendix-b-efl-esl-descriptors-extract.pdf?sfvrsn=bb79325a_2?Status=Master

B. Individual Assessment - Students must be assessed on an individual basis. All oral interview and/or role play assessments must take place in participation with an assessor asking or answering the questions or playing a role. No "student to student" interaction is acceptable for assessment purposes.

C. Revisions to COAAPS - Agencies may request revisions to pre-approved additional assessments with appropriate rationale. An agency should contact elcivics@casas.org to discuss. If approved, an agency may submit revisions into Option 2 on the EL Civics Web site.

IV. Interpreting Assessment Tasks

A. Number of Tasks Required – Students must do all tasks labeled with their level, Beginning Low-Advanced.

B. Use of Students' Personal Information - Many tasks which previously used a student's personal information have been changed to require the agency to provide a scenario, case study, or agency created personal/medical/employment history. This was done because it is sometimes embarrassing or difficult for students to share their personal information. Also, using a case study or other prompt ensures consistency in the assessment and allows for greater ease in scoring. When an assessment uses personal information, the assessor has no way of knowing if the entry is correct and sometimes students do not get all the points they should because they don't have the appropriate number of references, past jobs, etc. While personal information is appropriately used in instruction, it is strongly suggested that agencies use a case study or other prompt in these types of assessment tasks. However, if agencies have specific rationale for using personal information, they may discuss by contacting elcivics@casas.org.

* Find Revisions to COAAPs for 2023-2024, Pre-approved Additional Assessment Plan list, the ESL Model Standards for Adult Education or other important EL Civics documents go to the California Civic Participation and IELCE Webpage on the CASAS websit

C. **Demonstration of Understanding** - In COAAPs such as 12.4, in which the description has been changed from "identify" to "demonstrate understanding" of road signs, students must show they understand the meaning of the sign as well as being able to name it. For example, one could show a student a "one-way" sign which points to the right and ask "Can you turn left?" When the student answers "no," the student will be demonstrating understanding of the sign.

D. **Beginning Students' Use of Authentic Forms** - Beginning students are included on a range of authentic forms. It was the field representative committee's opinion that even BL students are in situations where they are presented with authentic forms. However, agencies are given 2 options to deal with beginning level students, for example: *"**BL will fill out an authentic medical history form with a reduced number of sections that they need to complete. This can be accomplished either by 1) giving BL the complete form and highlighting the sections students need to fill in, or giving BL a reduced form with only those sections that apply to them.**"* Beginning level students <u>must fill in some content sections </u>of the form (employment or educational history, medical history, personal reference) in addition to personal information.

E. **Role Play Tasks with Comprehension Questions** – In tasks that have role play assessments (e.g. 28.6 Task 1) in which a student asks questions of the assessor playing a role, students need to take notes or remember the information given and be able to respond to comprehension questions at the end of the role play. Beginning level students may be given a chart or list of items to circle instead of taking notes. Note-taking activities/comprehension checks have been added to role play assessments as appropriate.

F. **Flexibility**
     1. When the words "such as" precedes a list of sample questions etc., agencies can select any of the questions or utilize ones they write which better meet the needs of their students (e.g. 46.6 Task 3).
     2. In order to provide maximum flexibility, task descriptions for many chart activities which previously listed a specific number of items to put in the chart or categories to fill in have been changed to task descriptions such as: "Students will complete a chart which lists a level appropriate number of agencies." and "Assessor will assign a level appropriate number of categories for which student will enter information" (e.g. 45.4 Task 1). These changes allow agencies to select what they consider to be an appropriate number of agencies or items and an appropriate number of categories for each level. Suggested numbers of items for each level are often included. The percentage rubric in use in these tasks allows for any number of items to be used. Please note that if an agency used one of these tasks previously with a specific number of items listed, the agency can continue to use that number of items.

G. **Level Appropriateness** - When students are asked "level appropriate questions" or to do a "level appropriate task" it is expected that the question or task will elicit language types listed in ESL Model Standards for Adult Education Programs (1992) and/or Basic Skills Content Standards as appropriate and challenging for that level.

H. Research - Any research mentioned in tasks should be done as part of the instruction phase of the course, before assessment is given and may be used as a resource during the assessment task if appropriate.

V. Rubrics

A. Rubrics that use Percentages

    1. In Pre-approved COAAPs, most rubrics that use percentages use the following format:

Points possible 14

Scoring Rubric	Points
Content	
90% of the items assigned to the Intermediate Low-Advanced level students are correct	12
80% of the items assigned to the Intermediate Low-Advanced level students are correct	10
70% of the items assigned to the Intermediate Low-Advanced level students are correct	8
80% of the items assigned to the Beginning Low- Beginning High level students are correct	6
70% of the items assigned to the Beginning Low- Beginning High level students are correct	4
Less than 70% of the items assigned to the Beginning Low-Advanced level students are correct	0
Legibility, Neatness, and Spelling	
Neat and legible. Spelling errors do not interfere with meaning.	2
Not neat or legible, or spelling errors interfere with meaning.	0

The rubric above works in all cases in which IL-A are given one assessment form and BL-BH are given another assessment form with a lower number of items than IL-A (the majority of percentage rubrics are written this way). When using rubrics that do not follow this pattern or when writing new rubrics, use the following guidelines:
1. When three levels of students are given the same assessment task, students should be required to pass at the following percentages of the total number of items assigned, highest level, 90%, middle level, 80%, lowest level 70%.
2. When two levels of students are given the same assessment task they should be required to pass at the following percentages of the total number of items assigned, highest level, 80%, lowest level 70%.
3. When one level of students is given its own assessment task, students should be required to pass at 80% of the total number of items assigned.

Keep in mind that the highest number of points should be given to the highest level of students and fewer points should be awarded to lower levels as demonstrated in the scoring rubric above.

B. Percentages for Charts/Forms - The use of a percentage for charts and forms allows agencies flexibility in the number of items on a chart or form. Once the number of items is set, the percentage can be calculated and the number of correct items for each point value can be given to the assessor for ease of scoring.

C. "**In Between" Point Value** - If there is a point spread between 2 rubric items, an agency can decide to assign an "in between" point value (e.g. rubric item A is worth 8 points, rubric item B is worth 6 points, the agency can assign 7 points). In this case, the agency should assign a description to the intermediate value and train assessors regarding this new rubric item before testing begins so that all assessors will administer the assessment in the same way.

VI. Rating Scales/Passing Scores

▪**Rating Scales/Passing Scores** – Rating Scales show the passing scores for each assessment. Most passing scores on assessments that test students BL-A are based on the following percentages of the total possible points: A=90%, IH=80%, IL=70%, BH=60%, BL=50%. These percentages are adjusted if all levels do not do all the activities or if some levels only do certain portions of a task. When figuring the percentages, all passing scores have been rounded down, for example, both 25.35 and 25.75 became passing scores of 25.