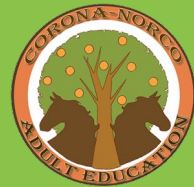




COAAP

# Remote testing at Corona-Norco Adult School



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# Overview

1. Getting Started
2. Creating the Assessment
3. Test Administration and Equity
4. Maximizing Learner Outcomes
5. Finding Support and Jumping In

# 1.

## Getting Started

- Review all resources provided by CASAS for CALIFORNIA REMOTE TESTING
- Determine your testing team and train/familiarize them with the process
- Identify COAAP to teach and assess

# Review all resources and instruction provided by CASAS for CALIFORNIA REMOTE TESTING

your success and are with you every step of the way.

Home > Training and Support > CASAS Peer Communities > California Adult Education Accountability and Assessment > California Remote Testing

California Remote Testing

Assessments and Curriculum

California Adult Education Program (CAEP)

CDE Accountability Requirements and Data Submission

California Program Evaluation Team

Training and Networking

California EL Civics

California Employment Follow Up Survey

California WIOA Title II AEFLA Program Implementation Survey

California State Reports and Research Briefs

Data Portal-CA Performance

TOPSpro Enterprise


Making a Difference Awards

Promising Practices

Ordering Guide

## California Remote Testing

### CDE Remote Testing Memorandum

 [CDE Remote Testing Memorandum](#)






### Remote Testing Agreements


- [Agency Remote Testing Agreement for California \(ARTA/CA\)](#)
- [Proctor Remote Testing Agreement \(PRTA\)](#)

### CASAS Multiple-Choice Tests

[www.casas.org/product-overviews/remote-testing](http://www.casas.org/product-overviews/remote-testing)

### EL Civics COAAPs

File	Type	Size	Download
COAAP Remote Testing Implementation Recommendations 1-27-21	PDF	584.58 KB	 <a href="#">Download</a>
EL Civics COAAPs Remote Testing Training Webinar	PDF	1.79 MB	 <a href="#">Download</a>
EL Civics COAAPs Remote Testing Guidelines	PDF	432.07 KB	 <a href="#">Download</a>
Going Remote! Checklist for EL Civics COAAPs Testing	PDF	250.44 KB	 <a href="#">Download</a>
EL Civics COAAPs Remote Testing FAQs	PDF	705.74 KB	 <a href="#">Download</a>



Determine your testing team and train/familiarize them with the process and take inventory of your school's resources



# Identify COAAP to teach and assess

- Reflect Needs Assessment / Student Needs
- Must work within the school's resources
- Ask yourself, “is this doable?”

<https://www2.casas.org/elc/index.cfm?fuseaction=COAAPSListDetails&ELCAssessStabalID=18050>

Task: 1			
Description:	<b>Identify Internet Uses (6 items, 12 points possible)</b> Student will label and/or describe (orally or in writing) up to 6 pictures (BL = 4; BH = 6) depicting common uses of the internet (such as online shopping, doing research, chatting with friends) and internet-safety problems (such as downloading a virus). Student will label each picture using words (BL) or phrases (BH).		
Points Possible:	12	Level:	Beginning Low - Beginning High
Scoring Rubric			Points
Picture is correctly and comprehensibly describe or labeled.			2
Picture is incorrectly or incomprehensibly labeled or no picture.			0

Task: 2			
Description:	<b>List Successful Online Safety Tips (5 items, 10 points possible)</b> Student will list 5 precautions they can take (or parents can help their children take) to avoid online risks and use the internet safely (For example: BL – label pictures of the 5 things with appropriate vocabulary words; BH –state a short phrase, e.g. “change password often”).		
Points Possible:	10	Level:	Beginning Low - Beginning High
Scoring Rubric			Points
Content			
Statement is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.			2
Statement is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the statement can be understood with inference.			1
Statement is inappropriate, incomprehensible, or incorrect, or there is no statement.			0

# Identify COAAP to teach and assess

- Reflect Needs Assessment / Student Needs
- Must work within the school's resources
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<https://www2.casas.org/elc/index.cfm?fuseaction=COAAPSListDetails&ELCAssessStatusID=18050>

## Task: 3

Description:	<b>Read &amp; Interpret Privacy Settings (6 items, 12 points possible)</b> Given an adapted, authentic set of privacy settings, student will respond orally or in writing to up to 6 level-appropriate questions (IL=5, IH/A=6), such as: <ul style="list-style-type: none"><li>- How can you control who sees your postings on this site?</li><li>- Does the company have permission to share your personal information with 3rd parties?</li><li>- Will advertising be targeted toward you while using this site?</li></ul>		
Points Possible:	12	Level:	Intermediate Low - Advanced
Scoring Rubric			Points
Answer is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.			2
Answer is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the answer can be understood with inference.			1
Answer is inappropriate, incomprehensible, or incorrect, or there is no answer.			0

## Task: 4

Description:	<b>Write About Internet Safety</b> Student will complete an authentic writing task, such as write an article for a student newsletter about internet safety. In the writing task, the student will include information such as (1) describe a common cyber crime, (2) give detailed examples to illustrate how to prevent it, and (3) give reasons why it is important to prevent that particular cyber crime. <u>Optimally, the writing task will be created on a computer and sent to the assessor electronically.</u>		
Points Possible:	20	Level:	Intermediate Low - Advanced

# 2.

## Create the Assessment

- Use backwards mapping to create the assessment and resources
- Utilize platforms and tools that the students are already using in their class
- Follow the Assessment Plan Tasks with an innovative mindset
- Be mindful of what we are assessing - Literacy Objectives not Digital Literacy



# Use backwards mapping to create the assessment and resources

## 13.6 Education Civics Instructions - ONLINE ASSESSMENT

Please have all assessments completed by 10/23

### Task 1 - Report an absence - ALL LEVELS

Students must role-play calling a school to report an absence. This absence can be for a child or for themselves. Here is an example of the scenario to explain to students.

#### Prompt for BL- BH

Your child is sick. Call the school to explain the absence. Use this information.

Name of your child	Jose Gonzalez
Reason for absence	Has a fever
Dates of absence	5 days
Teacher's name	Mrs. Smith
Grade or class	4 <sup>th</sup> Grade

#### Prompt for IL - Adv

Your son, Jose Gonzalez, is sick because he had to undergo a minor dental surgery. The doctor has recommended five days rest at home to recover and to control his diet. Call the school to explain this absence.

Your son is in fourth grade, in Mrs. Smith's class. He will return to school in 5 days. Please include proper greeting and closing when you call and remember to identify yourself.

Record the answers to the dialogue on the score sheet in the linked folder. Each teacher has their OWN file to open. [CLICK HERE](#) for the TASK 1 SCORE SHEETS. (If you need to view a completed sample - check out Fouton's. It is done perfectly)

OR - students call my google voice number and leave a message with - NAME, Spelling of LAST NAME, DATE, TEACHER, REASON FOR ABSENCE, WHEN STUDENT WILL RETURN. You are welcome to try it out! The number is (951) 268-0787. When you call, the message says to leave the above information. Let me know if you think this will work for your students. They will have to call the number while on video with you. (but not necessarily individually - you just need to verify that it is the student making the call) This must be done during your scheduled class time.

### Task 2 - ALL LEVELS

Students will complete an online quiz where they will identify things parents can do to help children be successful in school. Teachers need to "watch" students complete this form making sure they do not receive assistance from others.

**Task 3 - Int - Adv - Completed on the form above (students will type their answers on the quiz above as part 2) If your students are not comfortable with this format, they can email you, or write you a letter on paper and send you a picture - that you share with me.**

Directions - write a letter to a school office, teacher, principal, or counselor describing a situation or problem in school. Describe the problem, how the problem can be fixed, and ask for an appointment to discuss the situation.

Sample problems:

- Student does not have internet access or computer access to online learning resources
- Parent needs training on use of online school resources to assist or help with child's schoolwork
- Student needs to change schedule because of a work conflict
- Student is the victim of bullying
- Student has difficulty seeing the white board
- Student is not bringing homework home
- Student complains that the work is too easy

Here is the rubric:

Write a Letter Requesting Assistance (see grading rubric)

Content: \_\_\_\_\_ (14 points possible)

Format: \_\_\_\_\_ (2 points possible)

Grammar: \_\_\_\_\_ (4 points possible)

Points Possible: 20	Level: Intermediate Low - Advanced	Points
Scoring Rubric		
Content		
Addresses all parts of the task effectively. Ideas are well stated, clearly expressed and supported with concrete, relevant detail. No inference is required. (Written in a well-organized paragraph(s)).		14
Addresses all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. (Written in an adequately organized paragraph(s)).		12
Addresses the task in a general way but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May be written in a loosely-organized paragraph(s).		10
Addresses the task minimally but relation to the task is evident. May be unfocused or unclear. (Little or no supporting detail. May require a substantial degree of inference. May not be written in a paragraph(s)).		6
Nothing written or content is incomprehensible or inappropriate.		0
Format, Neatness and Legibility		
Letter: Uses standard letter format including a date, salutation, a closing and the writer's signature. May also include sender and recipient addresses. Writing is neat and legible. --Off-- (Expt): Uses standard email format including a header, an appropriate subject, salutation, closing, writer's contact information such as name, address, email address and phone number.		2
Not in standard letter or email format or writing is neither legible nor neat.		0
Grammar, Structure and Mechanics		
Absent no errors in grammar, structure, spelling, capitalization or punctuation.		4
Some errors in grammar, structure, spelling, capitalization or punctuation that do not distract the reader.		3
Errors make the writing difficult to understand even with inference.		2

# Utilize platforms and tools that the students are already using in their class

## Task: 2

Description:	<u>List Activities of Successful Learners</u> Student (BH-A) will list in writing 5 things students can do or parents can help their children do to be successful learners (e.g., BH - turn off the TV, use online learning resources, access virtual classrooms, monitor children's schoolwork) Student (BL) will label pictures of the 5 things with appropriate vocabulary words.		
Points Possible:	10	Level:	Beginning Low - Advanced

### 13.6 Education Civics Assessment- Beginning High

Fall 2020

\* Required

First Name \*

Your answer

Last Name \*

Your answer

Teacher

Choose

Directions - Think about what you have learned in class, write 5 things parents can do to help their children be successful in school. Type your answers below. Please use a complete sentence.  
EXAMPLE - Parents can limit TV use.

1. What can parents do to help their children in school?

2 points

Your answer

2. What can parents do to help their children in school?

2 points

Your answer

3. What can parents do to help their children in school?

2 points

Your answer

4. What can parents do to help their children in school?

2 points

Your answer

What can parents do to help their children in school?

2 points



Your answer

# Assessment Data is EASILY AC

BL Education 13.6 Civics Assessment BL (Responses) ☆ 📄 ☁  
File Edit View Insert Format Data Tools Form Add-ons Help

100% \$ % .0 .00 123 Default (Ari... 10 B I S A

Timestamp

	C	D	E	F	G	
1	Total Score	First Name	Last Name	Speaking Score	Score	Teacher
9		16 Pi	K	6/8	10 / 10	Craig, L
10		18 S	K	8/8	10 / 10	Craig, L
11		18 C	L	8/8	10 / 10	Craig, L
12		18 F	M	8/8	10 / 10	Craig, L
13		18 M	M	8/8	10 / 10	Craig, L
14		18 ka	ra	8/8	10 / 10	Craig, L
15		18 M	S	8/8	10 / 10	Craig, L
16		18 C	S	8/8	10 / 10	Craig, L
17		18 XI	W	8/8	10 / 10	Craig, L
18		18 H	Y	8/8	10 / 10	Craig, L
19		18 Ju	Z	8/8	10 / 10	Craig, L
20	18 / 10	Ju	A	8/8	10/10	Gunnel
21		Bl	A		0 / 10	Gunnel
22	16	B	B	8/8	8/10	Gunnel
23		A	B		0 / 10	Gunnel
24	12	Y	D	2/6	10/10	Gunnel
25	18	L	F	8/8	12 / 10	Gunnel
26	18	Noe	G	8/8	12 / 10	Gunnel, Pennie

Questions Responses 45

Total points: 10



Accepting responses ☒

Question

Individual

# 3.

## Assessing and Equity

- Be prepared and available for questions and support
- Start small and grow
- Be ready to make adjustments and accommodate
- Practice

# Be prepared and available for questions and support

- Identify help and support before the assessment and be ready
- Plan for technology problems
- Share the 'results' link so assessors can view test completion live



# Addressing Equity in Assessments

- Recognize that students may be using small screens. Text must be large and clear
- Some students may need a paper option, or may need to assess orally
- Listen to teachers to prepare for student needs



# 4.

## Maximizing Learner Outcomes

- Use resources provided by OTAN and CASAS
- Allow students to practice the skills necessary before the assessment
- Professional Development for Teachers and Staff
  - Synchronous Learning focusing on Civics

# Use resources provided by OTAN and CASAS



## Digital Resources for EL Civics Assessments

2020 EL Civics Conferences

### Websites where users can acquire digital skills

#### GCFLearnFree.org

- [Link to the website](#)
- Links to tutorials on [Computer basics](#), [Email basics](#), [Internet basics](#), and much more.

#### DigitalLearn.org

- [Link to the website](#)
- In addition to Learner resources, there are also [Tools and Resources for Trainers](#)

#### DigitalLiteracy.gov

- [Link to the website](#)

#### TechBoomers

- [Link to the website](#)

#### Northstar Digital Literacy Assessment

- [Link to the website](#)
- You can take assessments in Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life.



## List of digital resources for EL Civics assessments

### Email

- Gmail, Yahoo Mail, Outlook (formerly Hotmail), and others

### Microsoft Office

- This includes Microsoft Word, Excel, PowerPoint, and Outlook (and other apps)
- Microsoft OneDrive is used for file storage
- Check and see if your district is using this and your level of access
- There is a free version of [Office 365 Education](#) for schools

### G Suite

- This includes Google Docs, Sheets, Slides, and Gmail (and other apps)
- Google Drive is used for file storage
- Check and see if your district is using G Suite for Education and your level of access
- There is a free version of G Suite with the basic tools

### Forms, surveys, questionnaires, checklists

- Google Forms or Microsoft Forms, which can be turned into quizzes
- Commercial products, such as [Wufoo](#), [SurveyMonkey](#), and others – create a free account, or upgrade to a subscription with more features and options

### Infographics software

- Create free accounts at [Canva](#), [Piktochart](#), [Venngage](#), and others
- Upgrade to a subscription with more features and options



## EL Civics assessments chart

- The starting point is, "Optimally, the \_\_\_\_ will be created (or completed) on a computer and sent to the assessor electronically."








Assessment	Tool or tools	How to send to the assessor
Create a list	Microsoft Word doc	Email to assessor Share to OneDrive
	Google Doc	Email to assessor Share to Google Drive
	LMS (learning management system) assignment	Student can complete or upload assignment
Create a chart (to Find information, Identify, Compare)	Create a table in a Microsoft Word doc	Email to assessor Share to OneDrive
	Microsoft Excel spreadsheet	Email to assessor Share to OneDrive
	Create a table in a Google Doc	Email to assessor Share to Google Drive
	Google Sheet	Email to assessor Share to Google Drive
	LMS (learning management system) assignment	Student can complete or upload assignment
Write a letter or article	Microsoft Word doc	Email to assessor Share to OneDrive
	Google Doc	Email to assessor Share to Google Drive

[https://www.casas.org/docs/default-source/el-civics/elc-digital-resources/digital-resources-for-el-civics-assessments-2020.pdf?sfvrsn=50bd325a\\_2?Status=Master](https://www.casas.org/docs/default-source/el-civics/elc-digital-resources/digital-resources-for-el-civics-assessments-2020.pdf?sfvrsn=50bd325a_2?Status=Master)



# Use resources provided by OTAN and CASAS

## Digital Resources

File	Type	Size	Download
Digital Resources for EL Civics Assessments 2020	PDF	239.25 KB	 <a href="#">Download</a>
Digital Resources for EL Civics Instruction 2020	PDF	186.72 KB	 <a href="#">Download</a>
How to create fillable form 2020	PDF	901.56 KB	 <a href="#">Download</a>
Digital Literacy Guidelines	PDF	151.53 KB	 <a href="#">Download</a>
How to Create a Fillable Document	PDF	256.48 KB	 <a href="#">Download</a>
Getting a Gmail account	PDF	396.10 KB	 <a href="#">Download</a>
Make Strong Passwords	PDF	182.01 KB	 <a href="#">Download</a>



### Digital Resources for EL Civics Instruction

Helpful resources that you can use to create instructional materials

I want to use...	Tool or tools	Instructional material
An identification card	<a href="#">Badge Maker</a>	ID card with personal information
A profile	<a href="#">Fake Name Generator</a>	Profile with a variety of demographic information
A newspaper article	<a href="#">Newspaper Clipping Generator</a>	Article with date, headline, and story
An event ticket	<a href="#">Fun Ticket Generator</a>	Ticket with date, time, event name, location, etc.
An airline ticket	<a href="#">Ticket-o-matic</a>	Ticket with travel information
A text	<a href="#">iFake Text Message website</a>	Text message or text conversation
Social media	<a href="#">Simulator</a>	Facebook, Twitter, etc. post or chat
A Facebook page	<a href="#">Fakebook</a>	Facebook profile
A recipe	<a href="#">Recipe Cards</a>	Recipe with ingredients and

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics/california-civic-participation>

# Allow students to practice the skills necessary before the assessment

## Practice Test - 13.6 Education Civics Assessment-Beginning Low

Fall 2020

\* Required

First Name \*

Your answer

Last Name \*

## PLC Exit Ticket

\* Required

Which picture best describes your winter break?



☐ Option 1



☐ Option 2



☐ Option 3



☐ Option 4

Vivian's homework Inbox x

Vi to me

I like use burlingtoenglish after class is most helpful for me. I plan to use Burlington to study in the future . Becu don't like to study with others because it's not helpful to me

Sent from my iPhone

# Synchronous Learning focusing on Civics

Marci England + 1 - 3mo  
EL Civics - Education

**Sample Assessment**  
Practice - BH  
Practice Test - 13.6 Education Civics Assessment Beginning High  
Practice Test - 13.6 Education Civics As...  
Fall 2020  
google docs  
Practice - BL  
Practice Test - 13.6 Education Civics Assessment Beginning Low  
Practice Test - 13.6 Education Civics As...  
Fall 2020  
google docs  
Practice Int-Adv  
Practice Test - 13.6 Education Civics Assessment Intermediate to Advanced

**Beginning Level Resources**  
Activities from Burlington English - Talking About an Absence  
Beginning Burlington Education  
PDF document  
padlet drive  
Audio for Burlington English Worksheet - Talking About an Absence

**Intermediate Level Resources**  
Burlington - Reporting an Absence - Audio  
EIA\_Int\_Education\_Slt1\_RP\_Audio  
00:45 audio  
padlet drive  
Burlington - Filling Out a Student Registration Form

**Advanced Level Resources**  
Activities from Burlington - Explaining an Absence

**General Resources**  
Information about Adult Education  
EL CIVICS for ESL STUD

**How to Write a Letter**  
For Int and Adv Students

## Spring 2021 Civics Objectives and Resources

### 30.5 Pharmacy and Medicine

Complete by 2/12/21



30.5 Assessment Outline/Info

30.5 Curriculum

30.5 Curriculum

Pharmacy Resources for Students

Assessment - Beginning (not complete)

Assessment - Int/Adv (Not complete)

# 5.

## Finding Support and Jumping In

- Embrace failure - it takes practice and mistakes to figure out what is going to work
- Staff training and development - team effort
- Look for innovation and accept feedback
- Think about longevity, create systems not bandaids