EL Civics Basics
Part 2: Understanding, Implementing and Revising COAAPS

Facilitated by
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Goals and Objectives

- At the end of this session participants will be able to:
  - Select Civic Objectives and Additional Assessment Plans (COAAPS)
  - Implement COAAPS at your agency
  - Identify the important aspects of developing Integrated EL Civics (IELCE 243)

Please let me know if we can make the learning environment more pleasant for you.
COAAP* Selection Options

- How many COAAP* selection options are there?
  - Option 1: Pre-approved COAAPs
  - Option 2: Revised pre-approved or approved COAAPs
  - Option 3: Agency created new COAAPs

* Civic Objective and Additional Assessment Plans
Option 1 - Pre-Approved COAAPs

- How many pre-approved Civic Objectives are there?
  - 57 Pre-approved Civic Objectives
  - 1-53, 70, 71, 72, 73, 74 (#41 is deleted)
  - 3 COAAPS for each objective
Revisions to Pre-Approved COAAPs

- Some 2018-19 pre-approved COAAPs are revised for 2019-20
  - Agencies must use the 2019-20 version of a pre-approved COAAP (see Revisions list for more detail)
    - Go to the Civic Participation Webpage
    - Click on Revisions to COAAPs
  - View the Pre-Approved Additional Assessment Plan List
    - Go to the Civic Participation Webpage
    - Click on Pre-Approved Additional Assessment Plan List
16. Our agency wants to select more than one COAAP in single Civic Objective. Is that OK?

**Answer:** Agencies are permitted to select more than one COAAP per Civic Objective in the following situations:

- 1. An agency develops IET/IELCE curriculum including up to 3 COAAPS to support the English language needs of English language learners in a co-teaching or alternating teaching training environment.

- 2. An agency administers a community needs assessment which reveals student need for more than one COAAP in the same objective for reasons which could include level or content considerations.

Agencies must request permission to select more than one COAAP per Civic Objective by emailing Lori Howard, CASAS Program Specialist Coordinator at lbhoward@casas.org. The approval process may take up to 1 month.
Civic Objectives** are in 7 areas:

- Consumer Economics
- Community Resources
- Health
- Employment
- Government and Law
- Transition
- Workforce Training

**see Pre-approved Civic Objectives List
Civic Objective 33:

- Identify and access employment and training resources needed to obtain and keep a job.
Language and Literacy Objectives *(the focus of one or more lessons)*

- **CO 33:**
  - 1. Identify local employment opportunities and the skills, training, and education required for them.
  - 10. *Identify job titles, responsibilities, and places of work.*
  - 16. Identify personal strengths, weaknesses, skills and past work experience.

Assessment Types

- Oral, written, role play, portfolio, observation checklist
Assessment Tasks - what students need to complete to show competency in a Civic Objective

- Number of Tasks - 2-3 for most, 5+ for portfolios
- Task Descriptions
  - Describe what student needs to do to complete task
  - Exact content of the task will be determined by each Agency
    - Note “such as....”
- Levels of students
  - Beginning Low to Advanced (CASAS score vs. class name)
  - Note that some COAAPS and some Tasks are only for students at certain levels
- Points Possible - highest score any one student can achieve
Rubrics - describe what a student needs to demonstrate in order to get a certain score

<table>
<thead>
<tr>
<th>Description:</th>
<th>Identify Jobs and Job Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be presented with 5 pictures depicting various occupations and will respond to two questions from the examiner about each picture, such as: 1: What is the job/occupation? 2. What does this person do? (or What are the job duties/job responsibilities?)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Beginning Low - Beginning Low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response is correct and comprehensible.</td>
<td>1</td>
</tr>
<tr>
<td>Response is incorrect or incomprehensible or there is no response.</td>
<td>0</td>
</tr>
</tbody>
</table>
Rating Scales

- Total Points Possible - **highest points any one student can score**
- Points for each level - score a student needs to achieve in order to pass the assessment (must be 4 point spread between levels)

**COAAP 16.5**

- Task 1 - Beginning Low - Advanced - Points Possible = 5
- Task 2 - Beginning Low - Advanced - Points Possible = 18
- Task 3 - Beginning Low - Advanced - Points Possible = 14

- **Rating Scale** - Total Points Possible = 37
  - A = 33
  - IH = 29
  - IL = 24
  - BH = 20
  - BL = 15

**Note:** All COAAPS do not require ALL levels to do ALL tasks. This will affect total points possible.
Understanding Pre-Approved COAAPs cont.

COAAP 16.5

• Task 1 - Beginning Low - Advanced - Points Possible = 5
• Task 2 - Beginning Low - Advanced - Points Possible = 18
• Task 3 - Beginning Low - Advanced - Points Possible = 14

• Rating Scale - Total Points Possible = 37
  • A = 33 (90% of the total possible points)
  • IH = 29 (80% of the total possible points)
  • IL = 24 (70% of the total possible points - adjusted 1 point for 4 point spread)
  • BH = 20 (60% of the total possible points for BH - 31- adjusted 1 pt. for 4 pt. spread)
  • BL = 15 (50% of the total possible points for BL - 31)
Rating Scales - continued

COAAP 12.7 (not all levels do all tasks)

• Task 1 - Beginning Low-Beginning High - Points Possible = 10
• Task 2 - Beginning Low - Advanced - Points Possible = 13
• Task 3 - Intermediate Low - Advanced - Points Possible = 20

• Rating Scale - Total Points Possible = 33
  • A = 29
  • IH = 25
  • IL = 21
  • BH = 15
  • BL = 11
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, consult with your Program Specialist.
1. Create Assessment Materials
   • Examiner’s script:
     • exactly what examiner will say during assessment including rules for repetition, clarification and rephrasing
     • expected student utterances (oral assessment)
   • Written instructions for examiners (set up, implementation procedures, paper work procedures)
   • Assessment materials (pictures, charts, checklists, written instructions to students, etc.)
   • Score sheet with rubrics
## EL Civics Objective #7 Assessment Scoring Sheet

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Birth date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Teacher</td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td>CRN#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Points = 40</th>
<th>Task One Points</th>
<th>Assessment results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points needed to pass =</td>
<td>Task Two Points</td>
<td>Pass</td>
</tr>
<tr>
<td>A - 34</td>
<td>IL - 26</td>
<td>Not Pass</td>
</tr>
<tr>
<td>IH - 30</td>
<td>BH - 12</td>
<td></td>
</tr>
<tr>
<td>IL - 26</td>
<td>BL - 7</td>
<td></td>
</tr>
</tbody>
</table>

**Task One Beginning Low – Advanced:** Within a role-play, the learner will report an emergency or crime. The examiner will play the role of the police dispatcher. Pictures depicting emergency situations or crime scenes will be used as role-play prompts.
### Sample Score Sheet (cont.)

<table>
<thead>
<tr>
<th>BL, BH, IL, IH, A</th>
<th>State Problem</th>
<th>0 1 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL, BH, IL, IH, A</td>
<td>Identify self upon request</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BL, BH, IL, IH, A</td>
<td>Spell last name</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BL, BH, IL, IH, A</td>
<td>State location of incident</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BL, BH, IL, IH, A</td>
<td>Answer questions about the victim or situation</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BL, BH, IL, IH, A</td>
<td>Question #1</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BH, IL, IH, A</td>
<td>Question #2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BH, IL, IH, A</td>
<td>Question #3</td>
<td>0 1 2</td>
</tr>
<tr>
<td>BH, IL, IH, A</td>
<td>Question #4</td>
<td>0 1 2</td>
</tr>
<tr>
<td>IL, IH, A</td>
<td>Question #5</td>
<td>0 1 2</td>
</tr>
<tr>
<td>IL, IH, A</td>
<td>Question #6</td>
<td>0 1 2</td>
</tr>
<tr>
<td>IH, A</td>
<td>Question #7</td>
<td>0 1 2</td>
</tr>
<tr>
<td>IH, A</td>
<td>Question #8</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>
2. Write detailed directions for examiners
   • communicating with teacher before and after assessment
   • setting up of assessment environment
   • paper work following assessment

3. Produce demonstration video (oral assessment) or samples of written task
Align Assessment and Curriculum

- Develop curriculum that:
  - includes all vocabulary that will appear in assessment tasks
  - includes plentiful and varied practice activities that prepare students for assessment
  - Includes more language and literacy objectives than those listed in the COAAP
- Only 5 Language and Literacy Objectives are listed in COAAP 12.4 but there are many more to choose from for instruction in the Pre-Approved CO List:

<table>
<thead>
<tr>
<th>Civic Objective</th>
<th>Language/Literacy Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EL Civics Focus Area(s):</strong></td>
<td><strong>Civic Objective</strong></td>
</tr>
<tr>
<td>Civic Engagement Government</td>
<td>Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language/Literacy Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Identify and interpret traffic lights, and signals.</td>
</tr>
<tr>
<td>*Identify and interpret regulatory and warning signs.</td>
</tr>
<tr>
<td>List requirements for driver licensing and other licensing information.</td>
</tr>
<tr>
<td>Discuss law enforcement penalties related to child safety seats, seat belt regulations, etc.</td>
</tr>
<tr>
<td>Identify various types of vehicles for the purpose of reporting accidents.</td>
</tr>
<tr>
<td>Identify basic car parts for the purpose of reporting accidents.</td>
</tr>
<tr>
<td>Fill out application for DMV identification or driver’s license.</td>
</tr>
<tr>
<td>Respond to a police officer when stopped for a traffic violation.</td>
</tr>
<tr>
<td>Locate the nearest DMV and list the services the DMV provides.</td>
</tr>
<tr>
<td>Read and interpret written citations related to traffic or vehicle violations.</td>
</tr>
<tr>
<td>Prepare a list of questions for a guest speaker (CHP officer or police officer) on topics such as traffic regulations, safe driving, road signs, child safety seats or seat belts. Participate in the discussion by asking questions of the speaker and take notes on the information provided.</td>
</tr>
<tr>
<td>Research and interpret information on traffic court procedures and fees.</td>
</tr>
<tr>
<td>Take a practice DMV Drivers’ Test.</td>
</tr>
</tbody>
</table>
EL Civics Instructional Resources

- EL Civics Website
- California EL Civics Products (Mini Grants) listed on OTAN Website
  - [http://www.otan.us/browse/index.cfm?fuseaction=view&catid=3169](http://www.otan.us/browse/index.cfm?fuseaction=view&catid=3169)
EL Civics Instructional Resources cont.


- EL Civics Repository 2019-20 CASAS/OTAN collaboration
Agencies need to keep one folder for each EL Civics class (not individual student) that contains:

- the assessment
- the criteria that the teacher used to score the students
- the score sheets and samples of student work for at least one pass and one not pass.

These need to be kept for three years plus the current year for auditing purposes, unless an agency knows that they will be the subject of an ongoing audit, in which case they must keep records for 5 years.

See the CASAS Administration Manual for additional information related to saving and archiving documents.
Implementing COAAPs Other Issues*

- Who are assessors?
- Training of assessors
- Training of teachers
- Location and manner of testing
- Frequency of testing

* See Implementing Performance Based Assessments on the Civic Participation Webpage for more detailed information
EL Civics
Data Submission
Submitting Data

Once students have completed the assessment, create a Test Record

- Enter the Form Number: Each form must contain a three-digit number, followed by the letter “C” (as in “civics”).
  - **Option 1**: use a form number starting with a zero followed by the civic objective number (e.g., for COAAP 4 you would use 004C, for COAAP 11 you would use 011C).
  - **Option 2**: Previously Upgraded use form numbers in the 200 series followed by the civic objective number (e.g., 204C or 211C). Revised use form numbers in the 300 series followed by the civic objective number (e.g., 304C or 311C).
  - **Option 3**: use a form number in the 300 series followed by a number starting after the pre-approved civic objective number series (e.g., 355C or 362C).
If a Civic Participation Class will give instruction in both 231 and 243 designated Civic Objectives set up 2 classes in TE

In the Focus Area select one:

- Citizenship Preparation
- Civic Participation (231)
- IELCE (243)

Be sure to mark “ESL/ELL” for Instructional Program
How are classes set up to teach 231 or 243 Civic Objectives?

**Answer:** A different class must be set up to teach each differently funded type of Civic Objective, either 231 or 243.

- For example, an agency has planned a class for intermediate level learners M-Th 9am-12pm for the Fall Semester of 2018-19.
- This agency wants to teach one 231 funded Civic Objective and one 243 funded Civic Objective during the Fall Semester. This can be accomplished in two ways: (see next 2 slides for examples)
How are classes set up to teach 231 or 243 Civic Objectives?

Example 1:
- Set up one class from 9-10:30am M-TH designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that time period in the semester.
- Then set up another class from 10:30am-12:00pm M-Th and designate this class as 243 funded in TE (see FAQ #4). Teach the 30 hours of the 243 funded Civic Objective and assess it during that time period in the semester.
How are classes set up to teach 231 or 243 Civic Objectives?

Example 2:

- Split the class into two 8-10 week quarters. Set up one class from 9am-12pm M-TH for the first “quarter” designated as 231 funded in TE (see FAQ #4) and teach the 30 hours of the 231 funded Civic Objective and assess it during that quarter.

- Then set up another class from 9am-12pm M-TH for the second “quarter” and designate this class as 243 funded in TE (see FAQ #4). Teach the 243 funded Civic Objective and assess it during this time period in the quarter.
1. Go to Organization/Class/Class Instances
2. Double-click on the class where you want to add Additional Assessments.
3. In the Navigator bar, click on Tests. All the tests in that class will show.
4. Click on New.
Download COAAPs as you Select

- Go to **EL Civics Peer Community at www.casas.org**
- Go to Your Agency’s COAAP Selections / Download COAAPS

- Make sure you are logged in to the Website.
Download COAAPs as you Select cont.

- Go to View Your Agencies Current Selections

<table>
<thead>
<tr>
<th>Selections for Rolling Hills Adult School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Obj #</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

- Go to Download COAAPs for import to TOPSpro and follow instructions

Click here to download the assessments for Rolling Hills Adult School

When the system asks whether you would like to Open the file or Save As, choose Save As and browse to the desktop of your computer.

Save the file to your desktop

Open TOPSpro
Civic Participation Deadlines for Submission

- **All Options - October 31, 2019**
  - At least one civic objective and additional assessment plan must be submitted

- **Option 1 - April 30, 2020**
  - Last date to add, edit or delete Option 1 COAAPs

- **Option 2 - April 30, 2020**
  - Last date to add, edit or delete Option 2 COAAPs

- **Option 3 - January 31, 2020**
  - Last date to submit Option 3 COAAPs (The CDE approval process may take up to 60 days.)
Revising COAAPS
Option 2 and 3 COAAPs

- **Option 2: Revised COAAPS**
  - Agencies can revise approved or pre-approved COAAPS to meet the needs of their students.

- **Option 3: New COAAPS**
  - Agencies can write new COAAPS to meet a student need not covered in the pre-approved COAAPS.
Option 2

• If pre-approved COAAPs do not meet the needs of your students, you can revise pre-approved COAAPS by:

**First**
- replacing tasks with ones from other related COAAPS
- write new tasks
- use a combination of new and replaced tasks

**Then**
- revising the rating scale if needed
- submitting into Option 2 on the EL Civics Website

Contact Lori Howard at lbhoward@casas.org for assistance in revising or writing new COAAPS.
Important Note:

- Agencies that submitted an Option 2 or 3 COAAP previously may use the same COAAP(s) in 2019-20.
  
  - Select Option 2 & 3 COAAPs every year to keep in system, whether or not you use in current year.
Revising COAAPs for IELCE Instruction 2019-20

- Link EL Civics instruction/assessment to career pathways by including instruction and assessment tasks that directly relate to training or employment
  - Add tasks to COAAPs
  - Write new COAAPs that directly relate to Training models of Integrated Education and Training (IET)
    - Alternating Teaching
    - Co-teaching (IBEST model)
## Curriculum

### Skills
- Infection control
  - Hand washing
- Interpersonal skills
- Use good body mechanics
  - Lifting
  - Wheelchair positioning
  - Transferring
- Take vital signs

### Language
- Sequencing – first, second, third...
- Infinitives – want to, need to
- Offer advice, assistance
- Past was/were
- Negative past, requests
- Irregular past
- Record temperature

Example Civic Participation Plan

Example Civic Participation Plan for Personal Care Assistant course (260 hours)

- Write Three 243 Designated COAAPS that coincide with Personal Care Assistant VESL Instruction
  - Include content from 30 hours of instruction for each
  - Write tasks and assessments
  - Pay for instruction with payment points from 243 funds
Example COAAPs for Personal Care Course:

- **Infection Control** - identify, demonstrate, communicate about and utilize strategies to control infection
  - Task 1 - Demonstrate, describe orally and/or write about handwashing techniques and other infection control strategies
  - Task 2 - Report to a supervisor about steps taken to control infection (Role Play)
Example COAAPs for Personal Care Course:

- **Use Good Body Mechanics** - identify, demonstrate, communicate about and utilize good body mechanics
  - Task 1 - Demonstrate, describe orally and/or write about the use of good body mechanics while lifting, transferring and positioning wheelchairs
  - Task 2 - Communicate effectively with patients before, during and after, lifting, transferring or positioning wheelchairs (Role Play)
Example COAAPs for Personal Care Course:

- **Take Vital Signs** - identify, demonstrate, communicate about and utilize strategies for taking vital signs
  - Task 1 - Demonstrate, describe orally and/or write about how to effectively take vital signs and chart them
  - Task 2 - Communicate effectively with patients before, during and after taking vital signs (Role Play)
At the end of this session participants will be able to:

- Select Civic Objectives and Additional Assessment Plans (COAAPS)
- Implement COAAPS at your agency
- Identify the important aspects of developing Integrated EL Civics (IELCE 243)

Aha!! What new things have you learned and will use or implement at your agency? Write them down.
Reflection

- What will you do with the information from this meeting?
- What are you going to share with...
  - Administrators?
  - Teachers?
  - TOPSpro Enterprise staff?
  - Others?

- CASAS website at [www.casas.org](http://www.casas.org)
- Follow us on Twitter [twitter.com/CASASsystem](https://twitter.com/CASASsystem) use hashtag #casassi2019 to tweet updates, photos, and stories.
- Keep in touch with Facebook [facebook.com/CASASsystem](https://facebook.com/CASASsystem) use hashtag #casassi2019 to share photos and stories.
- Visit the CASAS [YouTube Channel](https://www.youtube.com)