

CASAS Assessment Update

New CASAS GOALS Reading and Math Test Series

- Strongly aligned to CCRS (College and Career Readiness Standards for Adult Education)
- Reading GOALS assesses higher order thinking skills (Depth of Knowledge), complex informational text, and vocabulary, including academic language.
- Math GOALS assesses Number Sense, Algebra, Geometry, Measurement, and Statistical Reasoning.
- Currently undergoing OCTAE NRS Test Review (ABE/ASE Reading and Math)
- New ELL Reading development and research studies dependent on release of new NRS ELL Descriptors by OCTAE

CASAS Math Content Standards – available at casas.org

Revised CASAS Reading Content Standards (2016)

- Streamlined, re-organized, shortened
- Incorporate CCRS standards
- Posted on CASAS website. Go to “Product Overviews,” then “Curriculum Management and Instruction,” then “CASAS Basic Skills Content Standards”.

CASAS NRS-approved Assessments -- Approved through **February 2019:**

- Life and Work Reading (80 series) and Beginning Literacy, Forms 27 and 28
- Life and Work Listening (980 series)
- Life Skills Math (30 series)

CASAS eTests and TOPSpro Enterprise

- New: test delivery via tablets, starting with Chromebooks.
- All computer-delivered test forms can be used with a touch screen.
- Beginning Literacy Forms 27 and 28 are on eTests and can also be used with a touch screen.

CASAS Reading GOALS Series Blueprint

Reading GOALS Content Areas	CCRS*	CASAS Level A	CASAS Level B	CASAS Level C	CASAS Level D
Vocabulary <ul style="list-style-type: none"> • High frequency sight words • Academic vocabulary • Meaning from context 	R4	25%	20%	20%	20%
Reading Comprehension Skills <ul style="list-style-type: none"> • Locate information/detail; cite evidence • Main idea 	R1 R2	75%	50%	40%	20%
Higher Order Reading Skills <ul style="list-style-type: none"> • Cite evidence; infer; draw conclusions; summarize • Text structure and features • Author’s purpose and point of view • Analyze claim/argument 	R1, R2 R5 R6 R8		30%	40%	60%

*CCRS Reading Standards R7, R9 and R10 are measured across content areas.

CASAS Math GOALS Series Blueprint

CASAS Content Domains	CASAS Level* A/B	CASAS Level* C/D	College and Career Readiness Standards covered by
M1: Number Sense	22%	20%	At the A/B level, use basic concepts of <i>number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions.</i> At the C/D level, use advanced number concepts such as <i>comparing fractions, using operations with rational numbers and exponents.</i>
M2: Algebra	15%	30%	At the A/B level, <i>understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</i> At the C/D level, <i>generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.</i>
M3: Geometry	10%	10%	At the A/B level, <i>identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</i> At the C/D level, <i>solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</i>
M4: Measurement**	28%	25%	At the A/B level, <i>measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</i> At the C/D level, <i>understand/apply Pythagorean theorem, use volume measurements for complex modeling.</i>
M5: Statistics and Probability**	25%	15%	At the A/B level, <i>understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</i> At the C/D level, <i>understand probability, sampling, draw inferences, summarize and interpret categorical and quantitative data, draw inferences, investigate associations in bivariate data.</i>

* New CASAS Math Goals series includes (4) pre and post-test forms at two (2) levels. They cover all six (6) NRS levels for mathematics.

- A/B Levels - 2 alternate forms; 40 items each; covers CCRS Levels A-C
- C/D Levels - 2 alternate forms; 38 items each; covers CCRS Levels C-E

** CCRS has one content domain - *Measurement and Data*. It is equivalent to the combination of CASAS content domains *M4: Measurement* and *M5: Statistics and Probability*.

For a more detailed test blueprints for the GOALS series, go to “What’s New” on the home page of casas.org. For sample test items for the GOALS series, go to casas.org and search for “CASAS Sample Test Items.”

Free CASAS Training modules -- Go to “Online Training” at casas.org. Email: training@casas.org

General questions about the CASAS system: casas@casas.org

CASAS phone: 800-255-1036; **CASAS Tech Support:** press 2

Spring & Summer
2017

CASAS FIELD-TESTING ANNOUNCEMENT

*Thank you in advance
for supporting
CASAS efforts to
create relevant
tests for adults.*

Your agency can participate with CASAS in field-testing our new Reading and Math GOALS tests linked to the College and Career Readiness Standards and aligned with the NRS Educational Functioning Levels for adults.

Field-testing update

Over the past year, more than 200,000 adult students nationwide participated in field-testing. There are still opportunities for your agency to be a part of this exciting initiative!

FOR STUDENTS: Field-Testing CASAS New Math GOALS Assessment Series

CASAS New Math GOALS Series Parallel Forms Study

Participants: Students enrolled in ABE, HSE and HSD programs and ESL students at intermediate and advanced levels.

Methodology: Students will be administered a new CASAS Math GOALS Series assessment. Within one week, each student will be administered the alternate parallel form.

Time Commitment: Allow approximately 10-15 minutes to collect demographic information. Allow 90 minutes for the 1st test and 90 minutes for the 2nd test.

Gift Card: Students will receive a \$10 gift card for participating.

CASAS New Math GOALS Series Paper vs. Web Study

Participants: Students enrolled in ABE, HSE and HSD programs and ESL students at intermediate and advanced levels.

Methodology: Students will be administered a new CASAS Math GOALS Series assessment either on paper or on eTests. Within one week, each student will be administered the same test in the opposite format. For example, if their first test was on eTests, the second will be on paper and vice versa.

Time Commitment: Allow approximately 10-15 minutes to collect demographic information. Allow 90 minutes for the 1st test and 90 minutes for the 2nd test.

Gift Card: Students will receive a \$10 gift card for participating.

CASAS New Math GOALS Series and HiSET Study

Participants: Students enrolled in ABE, HSE, and HSD programs.

Methodology: Student will be administered the HiSET Math and the CASAS Math Goals Series assessment.

Gift card & Test Voucher: Students will receive a voucher for the HiSET test and a \$5 gift card for participating.

FOR TEACHERS: CASAS Teacher Feedback Study

Participants: Teachers who have students participating in one of the new Math GOALS Series studies.

Purpose: To examine how well students' ability as measured on the tests relates to students' ability according to the independent judgment of their teachers (concurrent validity), CASAS will ask ABE, HSE and HSD teachers to classify their students into the appropriate NRS Educational Functioning Level based on the students' observed skills. These classifications will be compared to student performance on a new CASAS GOALS Math Series assessment.

Methodology:

- Teachers will complete a training to learn the descriptors and skills associated with each NRS Educational Functioning Level.
- Teachers will assign an NRS Educational Functioning Level to each student based on their knowledge of the student's ability.
- Teachers will make these judgments without knowing the score the student has received on the New CASAS Math GOALS Series Test.

Time Commitment: The training will last approximately 1.5 hours. The teacher should spend approximately 5 minutes per student to classify them into the appropriate NRS Level.

Stipend: Teachers will receive a stipend to compensate for the time spent in the training and for the classification of students.

Upcoming CASAS Field Testing Opportunities

CASAS Reading for English Language Learners

CASAS Beginning Literacy for English Language Learners

CASAS Listening for English Language Learners

If interested, please send an email to fieldtesting@casas.org with the name of your agency, contact name and number of the person(s) in your agency who can help us successfully complete this project. A member of our field-testing team will contact you to answer any questions you may have and to discuss next steps.

Or contact Karen Burger: kburger@casas.org

Kay Hartley: khartley@casas.org

English Language Proficiency Standards for Adult Education, October 2016 (Excerpts)

English Language Proficiency Standards, Guiding Principles, page 8

Guiding Principles

Although panelists drew on their individual expertise throughout the standards selection process, they also were informed by a set of guiding principles. These guiding principles were intended to ensure that the selected standards will help adult educators like you to recognize both the strengths and needs of adult ELLs. The principles (presented in Table 1) represent foundational understandings about adult ELLs and English language teaching that influenced the panel’s selection of the ELP Standards for AE.⁴

Table 1. Guiding Principles

1. Adult ELLs have the potential to meet state-adopted challenging academic standards.
2. Adult ELLs represent a diverse population of learners.
3. Adult ELLs’ funds of knowledge are a resource for their learning.
4. Social language has an important role in ELLs’ English language acquisition process.
5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.
6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.
7. Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.
8. ELLs with disabilities have specific instructional needs.
9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.

⁴These reflect many of the same guiding principles included in the ELPA21 English Language Proficiency (ELP) Standards (CCSSO, 2014). They were adapted for relevance to an adult education context.

The 10 English Language Proficiency Standards for Adult Education

The ELP Standards for AE are divided into two groups: Standards 1–7 and Standards 8–10. Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing*). As a whole, the ELP Standards for AE focus on all four domains of language acquisition: listening, speaking, reading, and writing. ELP Standards 1 and 8 focus on receptive skills (i.e., listening and reading). The focus of ELP Standards 3, 4, and 7 is on productive skills (i.e., speaking and writing). ELP Standards 2, 5, and 6 are interactive in that they require collaborative use of both receptive and productive skills. ELP Standards 9 and 10 focus on the linguistic structures of English. Table 2 lists the 10 ELP Standards for AE and summarizes their functions.⁹

Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards

ELP Standards for AE An ELL can...	Functions of standards
<ol style="list-style-type: none"> 1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 3. speak and write about level-appropriate complex literary and informational texts and topics. 4. construct level-appropriate oral and written claims and support them with reasoning and evidence. 5. conduct research and evaluate and communicate findings to answer questions or solve problems. 6. analyze and critique the arguments of others orally and in writing. 7. adapt language choices to purpose, task, and audience when speaking and writing. 	<p>Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
<ol style="list-style-type: none"> 8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. 	<p>ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p>

⁹ Adapted from Table 1, Organization of the ELP Standards in Relation to Participation in Content-Area Practices, in “English Language Proficiency Standards,” by Council of State School Officers, 2014, p. 4. Retrieved from www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf