

EL Civics Basics

Part 2: Understanding, Implementing and Revising COAAPS

Facilitated by
Lori Howard
Program Specialist Coordinator
lbhoward@casas.org

- 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) in 2018-19



Please let me know if we can make the learning environment more pleasant for you

- 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



- How many pre-approved objectives/COAAPs are there?
 - 54 Pre-approved Civic Objectives
 - 1-53, 70, 71 (#41 is deleted)
 - 3 COAAPs for each objective

- **Revisions to Pre-Approved COAAPs**
 - Some 2017-18 pre-approved COAAPs are revised for 2018-19
 - Agencies must use the 2018-19 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](#)

- 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

- 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 2018-19.
 - Select Option 2 & 3 COAAPs every year to keep in system, whether or not you use in current year



■ Civic Objectives** are in 7 areas:

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

**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

Description:	<u>Identify Jobs and Job Duties</u> 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?)		
Points Possible:	10	Level:	Beginning Low - Beginning Low
Scoring Rubric			Points
Response is correct and comprehensible.			1
Response is incorrect or incomprehensible or there is no response.			0



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.



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



- Let's look at Pre-approved Objective #33
 - How many Additional Assessment Plans are available to choose?
 - In Assessment 12.4, how many Language and Literacy Objectives are there?
 - What type of tasks must the student complete?
 - For which levels is this Assessment Plan designed?
 - How many points possible are there in Task 1?
 - How many total points are needed to pass the Objective at level Intermediate Low?



Utilizing Option 1— Check before Developing 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, 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

Name of Student _____

Birth date _____

Name of Teacher _____

Site _____ CRN# _____

Possible Points = 40	Task One Points _____	Assessment results:
Points needed to pass =	Task Two Points _____	Pass Not Pass
A - 34	Total _____	
IH - 30		
IL - 26		
BH - 12		
BL - 7		

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.)

BL, BH, IL, IH, A	State Problem	0 1 2
BL, BH, IL, IH, A	Identify self upon request	0 1 2
BL, BH, IL, IH, A	Spell last name	0 1 2
BL, BH, IL, IH, A	State location of incident	0 1 2
	Answer questions about the victim or situation	
BL, BH, IL, IH, A	Question # 1	0 1 2
BH, IL, IH, A	Question # 2	0 1 2
BH, IL, IH, A	Question # 3	0 1 2
BH, IL, IH, A	Question # 4	0 1 2
IL, IH, A	Question # 5	0 1 2
IL, IH, A	Question # 6	0 1 2
IH, A	Question #7	0 1 2
IH,A	Question #8	0 1 2

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

- 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:

Civic Objective EL Civics Focus Area(s)	Language/Literacy Objectives <ul style="list-style-type: none"> • Starred objectives (*) are suitable for Beginning Low (BL) • Bold print indicates revision, including levels, for 2015-16 • Italics print indicates new objectives
Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals. EL Civics Focus Area(s): Civic Engagement Government	<ol style="list-style-type: none"> 1. *Identify and interpret traffic lights, and signals. 2. *Identify and interpret regulatory and warning signs. 3. <u>List requirements for driver licensing and other licensing information.</u> 4. Discuss law enforcement penalties related to child safety seats, seat belt regulations, etc. 5. *Identify various types of vehicles for the purpose of reporting accidents. 6. *Identify basic car parts for the purpose of reporting accidents. 7. *Fill out application for DMV identification or driver's license. 8. *Respond to a police officer when stopped for a traffic violation. 9. *Locate the nearest DMV and list the services the DMV provides. 10. Read and interpret written citations related to traffic or vehicle violations. 11. 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. 12. Research and interpret information on traffic court procedures and fees. 13. Take a practice DMV Drivers' Test.

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

OTAN Outreach and Technical Assistance Network for Adult Educators

ED TECHNOLOGY & MEDIA | TEACHING TOOLS & RESOURCES | RESEARCH & REFERENCE | PEOPLE & ORGANIZATIONS | LAWS & LEGISLATION | FUNDING & JOBS | Search keyword

Path: [OTAN HOME](#) >> [ED TECH & MEDIA](#) >> [Teaching & Learning Resources](#) >> [OTAN Products](#) >> [California EL Civics Products](#) | Logged in as: Lori Howard

OTAN Products: California EL Civics Products

Results 1 - 20 of 45

Item	Material Type	Product Description	Price	Abstract
A community in action: California EL civics	Descriptive/Project Description	DVD + CD	\$15.00	The 11-minute DVD provides a glimpse of the spirit of innovation and creativity that characterizes EL Civics in California. Adult learners are seen involved in their communities through activities such as accessing various government and community agencies, interacting with school officials, and identifying and accessing employment and training resources. Likewise, participation in EL Civics instructional programs, including U.S. history and culture, by adult English language learners is depicted. The CD-Rom gives a program overview, as well as resource links, agencies, and the objectives of EL Civics.
Access to community and justice resource	Instructional Material	CD	\$15.00	This CD-ROM contains twenty complete lesson plans for English language learners and is also a guide to community resources for residents of the city and county



- EL Civics Lesson Plans - <http://www.otan.us/members/index.cfm?fuseaction=browse&catid=10792>

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Search keyword GO

Path: [OTAN HOME](#) >> [TEACHING TOOLS & RESOURCES](#) >> [By Program Type](#) >> [ESL/Cit/EL Civ](#) >> [LP - CA Adult Ed](#) >> [EL Civics](#)

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EL Civics

Results 1 - 6 of 6

Description
Consumer Economics
Community Resources
Health
Employment
Government and Law
EL Civics Curriculum Materials

- 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.

- 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

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

Manually Entering Students' Additional Assessments in TE

- 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.

The screenshot displays the TE system interface. The top navigation bar includes 'View', 'Organization', 'Records', 'Reports', 'Tools', and 'Help'. The main window is titled 'Class Instance Information' for '002 - ESL - Intermediate High'. It shows details such as 'Class Description', 'Program Year' (7/1/2012 - 6/30/2013), 'Class Start Date' (7/23/2012), and 'Class End Date'. Below this, the 'Tests' section is active, showing a table of test records. The table has columns for Site, Class ID, Student ID, Name, Assessment Date, Form, and Scale Score. The data is filtered for 'Agency/Site: 4908 - Rolling Hills Adult School' and 'Aggregated' tests.

Site	Class ID	Student ID	Name	Assessment Date	Form	Scale Score
6 - Southwest Ca...	002	8976	Alejandro Palacios	11/26/2012	084R	210
6 - Southwest Ca...	002	8976	Alejandro Palacios	9/25/2012	083R	218
6 - Southwest Ca...	003	786786786	Alice Ponce	3/17/2013	083R	208
6 - Southwest Ca...	003	786786786	Alice Ponce	5/19/2013	084R	224
6 - Southwest Ca...	001	35345345	Ana C. Ramos	3/17/2013	084R	224
6 - Southwest Ca...	001	35345345	Ana C. Ramos	3/19/2013	083R	216
6 - Southwest Ca...	002	769573645	Andreas Saldana	11/26/2012	083R	195
6 - Southwest Ca...	002	769573645	Andreas Saldana	3/17/2013	084R	210
6 - Southwest Ca...	001	455869707	Andres G Garcia	5/6/2013	084R	231
6 - Southwest Ca...	001	455869707	Andres G Garcia	1/28/2013	083R	220
6 - Southwest Ca...	002	000196111	Antonio Macgrady	3/17/2013	083R	210
6 - Southwest Ca...	002	000196111	Antonio Macgrady	5/19/2013	084R	230
6 - Southwest Ca...	003	876034251	Atsede Barak	5/19/2013	084R	213
6 - Southwest Ca...	003	876034251	Atsede Barak	9/25/2012	083R	209
6 - Southwest Ca...	002	46456544	Bertha De La Hoya	9/25/2012	083R	212
6 - Southwest Ca...	002	46456544	Bertha De La Hoya	5/19/2013	084R	226
6 - Southwest Ca...	002	566445646	Cecilia Aguilar	11/26/2012	084R	229
6 - Southwest Ca...	002	566445646	Cecilia Aguilar	9/25/2012	083R	224
6 - Southwest Ca...	002	4759605	Chi Peng Lan	2/20/2013	083R	222
6 - Southwest Ca...	002	4759605	Chi Peng Lan	3/17/2013	084R	220



- Go to [EL Civics Peer Community at www.casas.org](http://www.casas.org)
- Go to Your Agency's COAAP Selections / Download COAAPs

Citizenship Preparation

Civic Participation

WIA, Title II Program Specialists Contact Information

Civic Participation

Civic Objectives and Additional Assessment Plans

- [Guidelines for Civic Participation Programs](#)
- [Pre-Approved Civic Objectives List](#)
- [Pre-approved Additional Assessment Plan List](#)
- [Select Civic Objectives & Additional Assessment Plans \(COAAPs\)](#)
- [Your Agency's civic objectives and AAP selections / Download COAAPs](#)
- [How to select Pre-approved COAAPs](#)

- Make sure you are logged in to the Website.

We are unable to process your request for the following reason(s):

You must be logged in to access this area of the CASAS Web site. [Click here to login](#)



- Go to View Your Agencies Current Selections

Add, Edit, or Delete Selections Current Selections — Full Details Download COAAPs for Import to TOPSpro View Last Year's Selections				
Selections for Rolling Hills Adult School				
Civic Obj #	Civic Objective	AAP #	Date Submitted	Approval Status
1	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.	1.4	7/19/11	Approved
6	Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.	6.3	7/19/11	Approved
18	Access services in the community available to senior citizens. (This objective has only 2 AAPs)	18.4	7/29/11	Approved

- 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



- **All Options – October 31, 2018**
 - At least one civic objective and additional assessment plan must be submitted
- **Option 1 – April 30, 2019**
 - Last date to add, edit or delete Option 1 COAAPs
- **Option 2 – April 30, 2019**
 - Last date to add, edit or delete Option 2 COAAPs
- **Option 3 – January 31, 2019**
 - Last date to submit Option 3 COAAPs (The CDE approval process may take up to 60 days.)

Revising COAAPS for Integrated EL Civics IELCE 243

- 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)



- Expand COAAPS (243 designated) to include or lead to workforce training or career pathways
- Example additional or replacement task:
 - COAAP 46: Demonstrate safe practices in food sanitation and safety in order to prepare to take the ServSafe Certificate exam (Petaluma Adult School/Jefferson Adult School)
 - Task 5: Demonstrate and describe safe handwashing practices and describe how to prevent cross contamination of food.



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

https://www.quia.com/files/quia/users/donnapm/I-BEST_SDCCD_TESOL2011DPrice.pdf

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 wheel chairs(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)

Integrated EL Civics IELCE 243 Class Set Up



- 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 in PY 2018-19?
- 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 in PY 2018-19?
- 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 in PY 2018-19?
- 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.

Reflection

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