



Online System

ACTIVITY PACKET

TE for Teachers *Instructional Reports*

CASAS Technology Support Team

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Session Description

TOPSpro Enterprise (TE) Online offers teachers the access to performance reports that guide and support classroom instruction to improve student performance. This hands-on lab will help you learn how to access TE Online to retrieve results, generate reports, and use results to inform instruction and document progress. This session focuses on reports that instructors most commonly rely on:

- *Skills Profile*
- *Competency Performance*
- *Content Standards*
- *Learning Gains*
- *Test Response*
- *Test History*

This session is appropriate for teachers, program coordinators, and administrators involved with monitoring and tracking student performance.



Download this **Activity Packet** from the **Summer Institute Presentations** web page at [Home](#) > [Training and Support](#) > [National Summer Institute](#) > [Presentations](#)

Install and Open TE Online

From Windows machines,

To access TOPSpro Enterprise Online (TE) for the first time, launch the web browser and enter the URL for the CASAS Online System your program uses.*



Server	Use any modern web browser
*Global	https://etestsonline.org/html5/#/
*California	https://ca.etestsonline.org/html5/#/
*LARAEC	https://laraec.etestsonline.org/html5/#/
*Miami Dade	https://etestsonline.org/MiamiDade/html5/#/
*Washington	https://etestsonline.org/Washington/html5/#/

❖ For Training, go to [Rolling Hills Simulation](https://etestsonline.org/rollinghills/html5/#/) – <https://etestsonline.org/rollinghills/html5/#/>

Step	Screen	Description
1.		<ul style="list-style-type: none"> Access TE in one of three ways, from the – <ol style="list-style-type: none"> Web browser <ul style="list-style-type: none"> Click Install TE Client if first access on local machine. Taskbar icon Desktop icon
2.		<ul style="list-style-type: none"> Click the Server field down-arrow and from the drop-down menu, <ul style="list-style-type: none"> Select the Server for your online account.* Enter your Agency ID. Enter your User name. Enter your Password. Click Connect.

Steps to Generate Reports

Reports from TE Online are always available for you to generate for your class. The CASAS eTests report category gives you access to reports directly related to web-based testing. The Test Results report category gives you access to performance reports for students and classes. The State Reports category gives you access to monitor student gains (currently available for CA only).

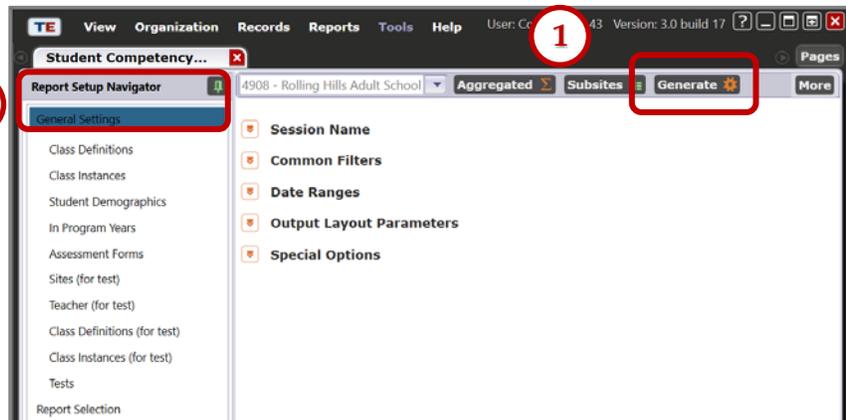


Whenever you select any report from the Reports menu, you are presented with the **Report Setup** screen, also known as the **Report Generator**. Each setup screen consists of **two** main sections.

1. With the **Report Setup Toolbar** along top of the setup screen, you can **Generate** the report.

2. With the **Report Setup Navigator**, you can:

- **Define** settings using the **General Settings** page.
- **Filter** the initial population using available listers.



With the report displayed, use the **Toolbar** to,

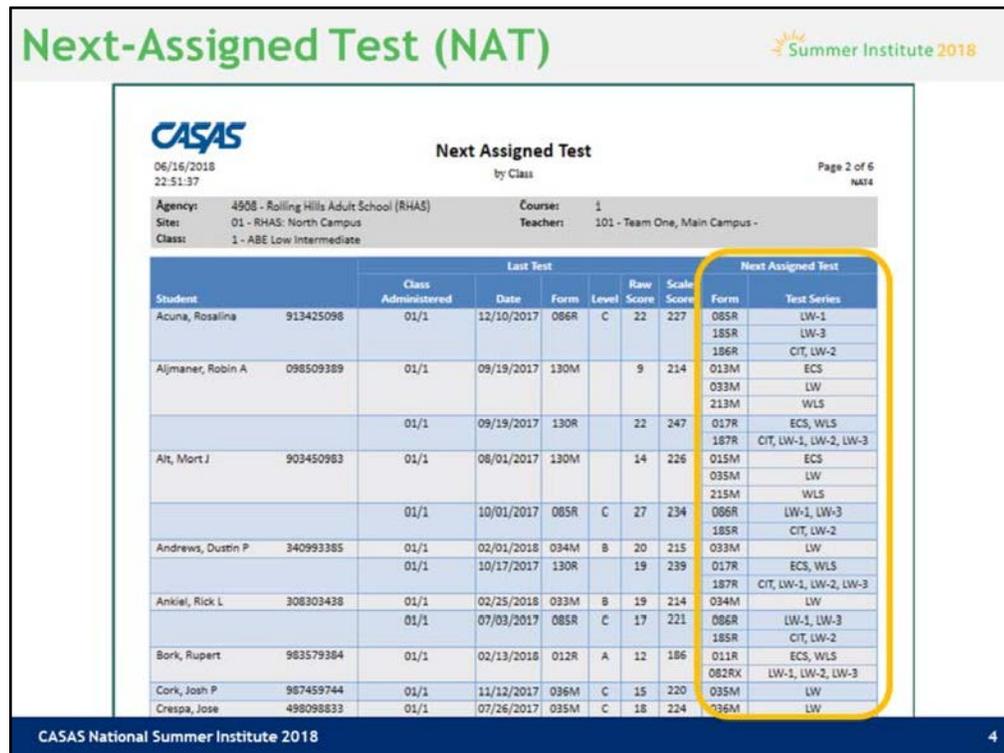
- **Print**.
- **Export** to save as a PDF, or other file type, on the local machine.
- **Keep Session** to save an electronic copy in the **TE Reports Manager**.

Tip! Before saving reports in TE, use **General Settings** and **Name** the report.

- Click **Edit Session**.
- Edit the **Session Name** in **General Settings**.
 - Click **[Re]Generate**.
- This will help to locate the report in the **Reports Manager**.

CASAS eTests – Next-Assigned Test (NAT)

Access TE: Reports > CASAS eTests > Next-Assigned Test



		Last Test						Next Assigned Test	
Student	Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series	
Acuna, Rosalina	913425098	01/1	086R	C	22	227	085R	LW-1	
							185R	LW-3	
							186R	CIT, LW-2	
Aljmaner, Robin A.	098509389	01/1	130M		9	214	013M	ECS	
							033M	LW	
							213M	WLS	
		01/1	130R		22	247	017R	ECS, WLS	
							187R	CIT, LW-1, LW-2, LW-3	
Alt, Mort J.	903450983	01/1	130M		14	226	015M	ECS	
							035M	LW	
							215M	WLS	
		01/1	085R	C	27	234	086R	LW-1, LW-3	
							185R	CIT, LW-2	
Andrews, Dustin P.	340993385	01/1	034M	B	20	215	033M	LW	
		01/1	130R		19	239	017R	ECS, WLS	
							187R	CIT, LW-1, LW-2, LW-3	
Ankiel, Rick L.	308303438	01/1	033M	B	19	214	034M	LW	
		01/1	085R	C	17	221	086R	LW-1, LW-3	
							185R	CIT, LW-2	
Bork, Rupert	983579384	01/1	012R	A	12	186	011R	ECS, WLS	
							082RX	LW-1, LW-2, LW-3	
Cork, Josh P.	987459744	01/1	036M	C	15	220	035M	LW	
Crespa, Jose	498098833	01/1	035M	C	18	224	036M	LW	

1. Use **General Settings > Special Options** and set **Display Class Based On > Class Enrollment**.
2. Use the **Navigator** to select a **Class Instance** and generate the NAT.

This report is designed to take the legwork out of deciding which test to administer to individual students. TE makes this process easier with the **Next-Assigned Test (NAT)** report.

TE searches the database to find the last test a student took in all classes across sites. Based on the form and score of the last test taken, TE assigns the next test form for tests in each modality that a student tested in such as reading, math and listening.

This report should be used along with other measures, such as hours of instruction, student class work, and teacher judgment. Administrators, database managers, and teachers should remember that the number of hours of instruction between pre- and post-test might affect a decision to post-test with the NAT or override the NAT at the same level or at the next higher level. In addition, the following should be taken into consideration:

- CASAS does not recommend a lower level form at post-test unless the pretest score was inaccurate.
- Extended range forms (081RX or 082RX) are utilized differently than other forms because they are measured across levels.

CASAS eTests – Personal Score Report (PSR)

Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile

Personal Score Report (PSR) Summer Institute 2018

CASAS
06/16/2018
22:55:13

Personal Score Report Page 1 of 2
PSR

Agency: 4908 - Rolling Hills Adult School (RHAS) Class: N/A
Site: 01 - RHAS: North Campus Teacher: N/A

eTests Online Personal Score Report
for Delgado, Lorena 71102892
Your Reading score on form 088R is 223.
Mar 15 2018

E
D
C
B
A

223

Advanced Basic Skills
Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts. Interprets text in standard organizational formats, including tables and checklists. Finds information in directories and simple reference materials. Interprets illustrations and simple diagrams. Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content.

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1. Use the **Navigator** to select a **Test** and generate the **PSR**.

This is a copy of the **Personal Score Report** that students see displayed on the testing station screen after ending a test. Information displayed to the student may be customized to remove the levels bar and skills description.

The report gives a summary of the student's results on a given form to provide them with immediate feedback after completing a test.

This is an optional report in eTests and if enabled, students may print the **PSR**.

Skills Profile – Student (ISP)

Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile Summary

Individual Skills Profile (ISP) Summer Institute 2018

CASAS Individual Skills Profile Page 1 of 2
06/16/2018 19:54:01

Erica Kim Agency: 4908 - Rolling Hills Adult School (RHAS)
ID#: 274564719 Program: HSE

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	035M	10/17/2017	223	4	C	35	17	35	6.5
Reading	187R	08/28/2017	240	5	D	32	20	32	9.9

Reading Competencies	N	Correct	Reading Content Standards	N	Correct
Consumer Economics	4	75 %	Vocabulary	16	62 %
Community Resources	14	71 %	General reading comprehension	28	67 %
Health	5	80 %	Text in format	4	75 %
Employment	16	81 %	Reference materials	3	0 %
Government and Law	5	0 %	Reading strategies	12	83 %
Learning and Thinking Skills	9	22 %	Reading and thinking skills	9	33 %

Math Competencies	N	Correct	Math Content Standards	N	Correct
Computation	33	48 %	Number sense	17	58 %
			Measurement	17	29 %
			Statistics, Data Analysis and Probability	7	57 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs...	6	33 %
Articles, paragraphs, sentences, directions, manuals	25	68 %

Erica Kim	to pass this
has a likelihood of ...	GED 2014 subsection
79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

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1. Use the **Navigator** to select a **Student** from **In Program Years** and generate the **ISP**.

The **Individual Skills Profile (ISP)** shows how an individual student performed on the most recent reading, math, and listening test.

The report displays the **CASAS Competency Content Areas** and **CASAS Basic Skills Content Standards Categories** assessed for each test modality.

The **Skills Profile** identifies by percentage the number of competencies within a content area the student answered correct; and by percentage, the number of underlying basic skills embedded in CASAS Competencies.

At far right is an optional setting that you may add to the report to indicate **Grade Level Equivalency**.

The **HSE Predictor** is included in the report when a test modality score is **236** and above to indicate the likelihood of the student passing a **High School Equivalency Exam**.

ACTIVITY:

1. Drill down to **Test Item and Competency**
2. Drill down to **Test Item and Content Standard**

Skills Profile – Class Summary (ISPS)

Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile Summary

Individual Skills Profile Summary Summer Institute 2018

CASAS
06/16/2018 21:58:39
by Agency Page 3 of 6 ISPS2

Agency: 4906 - Rolling Hills Adult School (RHAS) Form Level: C
Program: Basic Skills (ABE) Total Tests: 11 Total Students: 10

Most Recent	Students	Date Range	Mean Score	Mean Number of Items		
				Total	Correct	Attempted
Listening	1	01/22/2018 - 01/22/2018	215	31	13	31
Math	2	07/26/2017 - 11/12/2017	222	35	16	35
Reading	8	07/19/2017 - 03/15/2018	219	37	16	37

Reading Competencies		N	Correct	Reading Content Standards		N	Correct
Consumer Economics		21	33 %	Vocabulary		250	41 %
Community Resources		26	34 %	General reading comprehension		370	45 %
Health		24	62 %	Text in format		463	43 %
Employment		468	45 %	Reference materials		34	52 %
Learning and Thinking Skills		34	38 %	Reading strategies		37	35 %
				Reading and thinking skills		32	34 %

Math Competencies		N	Correct	Math Content Standards		N	Correct
Computation		136	44 %	Number sense		36	58 %
				Measurement		36	41 %
				Statistics, Data Analysis and Probability		11	45 %

Listening Competencies		N	Correct	Listening Content Standards		N	Correct
Basic Communication		8	37 %	Phonology		4	0 %
Consumer Economics		10	30 %	Vocabulary		27	40 %
Community Resources		17	29 %	Grammar		19	47 %
Health		18	50 %	General Discourse		5	20 %
Employment		24	41 %	Informational Discourse		9	44 %
Government and Law		2	50 %	Strategies and Critical Thinking		27	40 %

Reading Tasks		N	Correct	Listening Tasks		N	Correct
Charts, maps, consumer billings, matrices, gra...		67	46 %	Comprehension question		8	25 %
Articles, paragraphs, sentences, directions, m...		229	43 %	Predict next line of dialogue		12	55 %
				Identify true statement based on prompt		11	36 %

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1. Use **General Settings > Special Options** and set **Display Class Based On > Class Enrollment**.
2. Use the **Navigator** to select a **Class Instance** and generate the **ISPS**.

The **Individual Skills Profile (ISP) Summary** shows how groups of students performed on the same form level with their most recent reading, math, and listening test.

As with the **ISP**, this report also displays **CASAS Competency Content Areas** and **CASAS Basic Skills Content Standards Categories** assessed for each test modality at the given form level.

The **Skills Profile** identifies by percentage the number of competencies within a content area, and by percentage the number of underlying basic skills embedded in CASAS Competencies that the students answered correct.

ACTIVITY:

1. Drill down to **Form Level** to see the list of student functioning at that level.
2. Drill down to **Total Tests** to see the list of tests students took at the Form Level.

Competency Performance – Student (SCP)

Access TE: Reports > Test Results > Competency Performance > Student Competency Performance

Competency Performance (Student) Summer Institute 2018

CASAS Student Performance
by Test Item & Competency

06/16/2018 22:26:47 Page 1 of 3
SCPTC

Agency: 4508 - Rolling Hills Adult School (RHAS) Form: 083R - Life and Work Reading Level B
 Site: 01 - RHAS: North Campus Student: Acuna, Rosalina ID: 913425098
 Class: 1 - ABE Low Intermediate Test Date: 09/01/2017
 Course: 1 Raw Scores: 23 Scale Score: 218
 Teacher: 101 - Team One, Main Campus -

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	0.2.1	1	Respond appropriately to common pers. info. questions
		7.2.1		Identify and paraphrase pertinent information
2	Yes	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms
		7.2.1		Identify and paraphrase pertinent information
3	Yes	4.1.3	4	Identify, use information in job descriptions, ads
		4.1.6		Interpret work-related vocabulary
4	No	4.1.3	4	Identify, use information in job descriptions, ads
		4.1.6		Interpret work-related vocabulary
5	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms
		0.2.1		Respond appropriately to common pers. info. questions
6	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms
		0.2.1		Respond appropriately to common pers. info. questions
		2.3.2		Identify the months of the year and the days of the week
7	Yes	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		7.2.1		Identify and paraphrase pertinent information
		7.3.1		Identify a problem and its possible causes
8	Yes	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		7.2.1		Identify and paraphrase pertinent information
9	No	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		7.2.1		Identify and paraphrase pertinent information
10	Yes	1.4.2	4	Select housing by interpreting ads, signs, and other info.
11	No	1.4.3	1	Interpret lease and rental agreements
12	Yes	1.4.3	1	Interpret lease and rental agreements
13	Yes	1.4.3	1	Interpret lease and rental agreements

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1. Use the **Navigator** to select a **Test** and generate the **SCP** report.

The **Student Performance by Test Item & Competency** report shows how an individual student responded on a given test form. This report displays by test item the competency number and statement, the task area for how the item was presented, and if the student answered the item correct.

This is an excellent report to give to individual students to provide them with feedback for their performance on the test and the life skills competencies they need to learn.

Competency statements can be more meaningful to students than raw or scale scores.

How to use:

- Target weak areas of understanding.
- Spend less time on mastered competencies.
- Evaluate retest needs if the scale score falls below accurate range, or the student ran out of time to complete the test.
- Use the report to discuss the competency areas of need with the student.

Competency Performance – Class (SCPS)

Access: TE > Reports > Test Results > Competency Performance > Competency Performance Summary

Competency Performance (Class) Summer Institute 2018

CASAS
06/16/2018 21:29:17
Page 7 of 28 SCPS164

Class Performance
by Test Item & Competency

Agency: 4908 - Rolling Hills Adult School (RHAS) Teacher: N/A
Site: 07 - RHAS: Central Library Forms: 185R - Life and Work Reading Level C
Class: 300003 - ESL Advanced Total Tests: 8 Total Students: 8
Courses: 3000

Position	Correct?	Comp No.	Task	Comments
35	0 %	5.6.1	3	Interi
15	12 %	2.7.3	1	Take. Interi
22	12 %	2.1.7	3	Interi
33	12 %	4.4.3	3	Interi
20	25 %	4.6.2	2	Interi
37	25 %	4.3.2	3	Interi
38	25 %	1.2.1	3	Interi
23	37 %	4.5.6	3	Interi
26	37 %	4.4.3	2	Interi
27	37 %	4.4.8	3	Interi
		1.9.6	2	Interi
		4.3.2	2	Interi
		4.5.7	3	Interi
		5.1.6	3	Interi
		1.4.5	3	Interi
		5.1.6	3	Interi
		1.4.5	3	Interi
		4.3.2	3	Interi
		1.2.1	3	Interi
		1.5.4	2	Interi
		2.2.1	2	Interi
		2.2.5	2	Interi
		4.6.2	3	Interi
		4.1.2	3	Interi
		4.4.2	3	Interi

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1. Use **General Settings > Special Options** and set **Display Class Based On > Class Enrollment**.
2. Use the **Navigator** to select a **Class Instance** and generate the SCPS.

The **Class Performance by Test Item & Competency** report gives a summary of how students in the class performed on a given test.

- Identifies the position of each test item on the form.
- Indicates the percentage by which the number of students who took the form answered correct.
- Includes the competency number and statement assessed per test item.
- Specifies the task area for presenting each test item.

With this report, an instructor is able to see a percentage by which each item, or each competency, was successfully completed by the students who took the test.

How to use:

- Teachers use this report to inform instruction and plan lessons.
- Teachers also use this report to target the areas of greatest need to prepare their students for the next testing cycle.
- Teachers can identify the students who took a given test and group instruction to work on competencies the students need most to learn.
- Teachers can share the results with the class as a whole.

ACTIVITY: Drill down to the list of students who completed a given form.

Content Standards – Student Performance (SCS)

Access TE: Reports > Test Results > Content Standards > Student Content Standard Performance

Content Standard	No. of Items	Correct	Content Standard Description
R2.1	1	100 %	Interpret common symbols (e.g., restroom signs, traffic signs: #, >, ?)
R2.10	2	100 %	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)
R2.11	2	100 %	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
R2.12	16	69 %	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
R2.3	21	67 %	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
R2.6	1	100 %	Interpret basic abbreviations (e.g., Mr., apt., lb.)
R2.7	5	80 %	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
R2.8	16	69 %	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
R2.9	3	33 %	Interpret common prefixes and suffixes to determine the meaning of words (e.g., unhappy, work-er)
R3.10	13	77 %	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
R3.11	1	100 %	Make connections between related information across different sections of a text
R3.13	11	55 %	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)
R3.14	3	100 %	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
R3.15	1	0 %	Interpret idioms and collocations from context
R3.2	30	73 %	Read and understand simple sentences that contain familiar vocabulary
R3.3	14	71 %	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)

1. Use the **Navigator** to select a **Test** and generate the **SCS** report with its default **Layout** setting for **Test & Content Standard**.

The **Student Performance by Test & Content Standard** report is similar to the Student Performance by Test Item & Competency report except this report indicates the students' performance in each content standard by showing the percentage of correct responses to items that relate to each basic skills content standard.

The **SCS** report has two **Layout** options.

1. Test & Content Standard (default)
2. Test Item & Content Standard

Content Standards – Student Performance (SCS)

Access TE: Reports > Test Results > Content Standards > Student Content Standard Performance

The screenshot displays the 'Content Standards (Student)' report for CASAS National Summer Institute 2018. The report header includes the CASAS logo, the title 'Student Performance by Test Item & Content Standard', and the date '06/16/2018 22:44:16'. It also shows 'Page 1 of 3 SCS:IC'.

Key information provided includes:

- Agency: 4508 - Rolling Hills Adult School (RHAS)
- Site: 01 - RHAS: North Campus
- Class: 1 - ABE Low Intermediate
- Course: 1
- Teacher: 101 - Team One, Main Campus -
- Form: 083R - Life and Work Reading Level B
- Student: Acuna, Rosalina
- Test Date: 09/01/2017
- Raw Score: 23
- Scale Score: 218

The main table lists content standards and their corresponding test items. The 'Content Standards' column includes:

- R2 Vocabulary**
 - R2.1 Interpret common symbols (e.g., restroom signs, traffic signs, R, X, Y)
 - R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)
 - R2.11 Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
 - R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
 - R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
 - R2.6 Interpret basic abbreviations (e.g., Mr., apt., lb.)
 - R2.7 Interpret abbreviations in specialized contexts (e.g., top, berth)
 - R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
 - R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)
- R3 General reading comprehension**
 - R3.10 Follow pronoun references within a text (e.g., Mr. Smith... she; This is important.)
 - R3.11 Make connections between related information across different sections of a text

The table columns include 'Content #', 'No. Items', and 'No. Correct'. A yellow box highlights the 'CASAS Competencies for each item' column, which lists various competency numbers (e.g., 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 1.39, 1.40, 1.41, 1.42, 1.43, 1.44, 1.45, 1.46, 1.47, 1.48, 1.49, 1.50, 1.51, 1.52, 1.53, 1.54, 1.55, 1.56, 1.57, 1.58, 1.59, 1.60, 1.61, 1.62, 1.63, 1.64, 1.65, 1.66, 1.67, 1.68, 1.69, 1.70, 1.71, 1.72, 1.73, 1.74, 1.75, 1.76, 1.77, 1.78, 1.79, 1.80, 1.81, 1.82, 1.83, 1.84, 1.85, 1.86, 1.87, 1.88, 1.89, 1.90, 1.91, 1.92, 1.93, 1.94, 1.95, 1.96, 1.97, 1.98, 1.99, 2.00) corresponding to each test item.

1. Return to the **Report Setup Screen** and select **Test Item & Content Standard** for the **Output Layout**.
2. Regenerate the **SCS** report.

This alternate version of the **Student Performance by Test Item and Content Standard** report combines both **competencies** and associated basic skills **content standards** on the test in one report.

- Each row contains a reading content standard.
- The columns contain a test item and corresponding competency number(s).
- Each check mark indicates the student’s correct response to the test item that relates to that particular content standard.
- Each red “X” indicates the student’s incorrect response to the item relating to the content standard.

Content Standards – Class Performance Summary (SCSS)

Access TE: Reports > Test Results > Content Standards > Content Standard Performance Summary

Content Standards (Class) Summer Institute 2018

CASAS Class Performance by Test & Content Standard Page 6 of 20 SCSS1CA
06/16/2018 10:11:15

Agency: 4908 - Rolling Hills Adult School (RHAS) Teachers: 101 - Team One, Main Campus -
Site: 01 - RHAS: North Campus Forms: 033M - Life Skills Math Level B
Class: 1 - ABE Low Intermediate Total Tests: 5 Total Students: 5
Course: 1

Content Standard	No. of Items	Correct	Content Standard
M1.2.2	5	65 %	Add and subtract numbers
M1.2.3	6	46 %	Recognize and interpret the meaning of positive and negative integers in contexts, including representing zero as a point on a number line
M1.3.6	6	79 %	Recognize and interpret digit positive and negative integers and interpret their meaning in real-world situations, including representing zero as a point on a number line
M1.4.9	2	75 %	Calculate percents of a quantity; solve word problems involving money, simple interest, and compound interest
M4.1.1	1	100 %	Identify and use the appropriate units, instruments and techniques for measurement tasks
M4.1.4	2	75 %	Read and use analog scales: clocks, meters, gauges, (e.g. read to nearest lb., Kg, ½ lb., ½ Kg etc.)
M4.1.6	2	75 %	Read and use various indicators of time (e.g. place dates on time line, interpret numeric representations, compare 12- 24 hour clocks)
M4.2.13	5	50 %	Calculate with and convert between units of time: seconds, minutes, hours, days, months, years
M4.2.8	2	100 %	Calculate with and convert between customary US units of capacity: fluid ounces, cups, pints, quarts, gallons
M4.3.4	1	25 %	Calculate area of rectangles and other common figures, using a given formula
M4.5.2	1	50 %	Interpret, calculate and apply rates (e.g., cents/min, \$/sq. ft., mi/gal)
MS.1.1	7	68 %	Identify, count and extract relevant data in lists, tables and charts
MS.1.5	1	25 %	Use or construct a table that provides for calculation of data (e.g., units x price; totals, subtotals)

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1. Use **General Settings > Special Options** and set **Display Class Based On > Class Enrollment**.
2. Use the **Navigator** to select a **Class Instance** and generate the **SCSS**.

The **Class Performance by Test & Content Standard** report is also similar to the **Class Performance by Test Item & Competency** by giving a summary of how students in the class performed on a given test.

With this report, instructors are able to see a percentage by which each item or each content standard was successfully completed by the students who took the form.

How to use:

- Teachers can determine from the report the basic skills content standards in which the students performed well.
- Teachers use this report to inform instruction and plan lessons to target areas of need to prepare students for the next testing cycle.
- Teachers can identify the students who took a given test and group instruction to work on content standards the students need most to learn.
- Teachers can share the results with the class as a whole.

ACTIVITY: Drill down to the list of students who completed a given form.

Learning Gains – Student (LG)

Access TE: Reports > Test Results > Learning Gains > Student Learning Gains

Learning Gains by Class Summer Institute 2018

CASAS Learning Gains First to High Page 4 of 5 LGH

06/16/2018 18:02:47

Agency: 4906 - Rolling Hills Adult School (RHAS) Course: 1
 Site: 01 - RHAS: North Campus Teachers: 101 - Team One, Main Campus -
 Class: 1 - ABE Low Intermediate Modality: CASAS Reading

Student	Status	First Test			High Test			Gain	Test Hours of Instruction	
		Date	Form	Score	Date	Form	Score			
Acuna, Rosalina	913425098	Active	09/01/2017	083R	218	12/10/2017	086R	227	9	0
Alt, Mort J	903450983	Active	08/04/2017	086R	223	10/01/2017	085R	234	11	0
Ankial, Rick L	308303438	Active	07/03/2017	085R	221					0
Bork, Rupert	983579384	Active	09/01/2017	011R	169	02/13/2018	012R	186	17	0
Ford, Trayla B	023945893	Active	09/01/2017	086R	217					0
Garcia, Chuckie T	897345396	Active	10/16/2017	083R	210	01/15/2018	085R	223	13	0
Gilmore, Bill	908374598	Active	07/25/2017	086R	212	11/21/2017	037R	222	10	0
Hillen, Jasper	893593875	Active	09/21/2017	083R	206	12/21/2017	084R	205	-1	0
Jacob, Leean	938579834	Active	07/11/2017	082R	195	12/17/2017	085R	217	22	0
Jones, Jimmie Z	983598757	Active	09/28/2017	082R	182	10/11/2017	085R	221	39	0
Long, Bob A	536363636	Active	09/01/2017	037R	238					0
Mortimer, Sally	908354098	Active	07/01/2017	037R	240					0
River, Autumn	298349872	Active	10/23/2017	085R	226	11/20/2017	086R	237	11	0
Somnambulant, Amnota	983598547	Active	11/13/2017	085R	213					0
Thlime, Chanisha M	987548383	Active	07/19/2017	085R	224					0

No of Students:	15						
All test scores:	N	Mean	N	Mean	Mean	Mean	
Paired accurate scores:	15	212.93	9	219.11	-	0	
	9	204.56	9	219.11	14.56	0	

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1. Use **General Settings > Special Options** and set **Display Class Based On > Class Enrollment**.
2. Use the **Navigator** to select a **Class Instance** and generate **LG** with its default settings.

The **Learning Gains First to High** report computes progress (or setbacks) from the first test to the highest test given (in any class at any site) for a particular student.

The first test from which progress is measured is considered the anchor test. If a student changes classes several times, TE will locate the student’s highest test and match it with the first test.

The benefit is that a teacher does not need to know all other classes the student is taking to compute the gains.

TE also matches tests by form type. For example, if a student takes reading, listening, and math test, the report generator will selectively match reading tests to reading tests, listening tests to listening tests, and math tests to math tests.

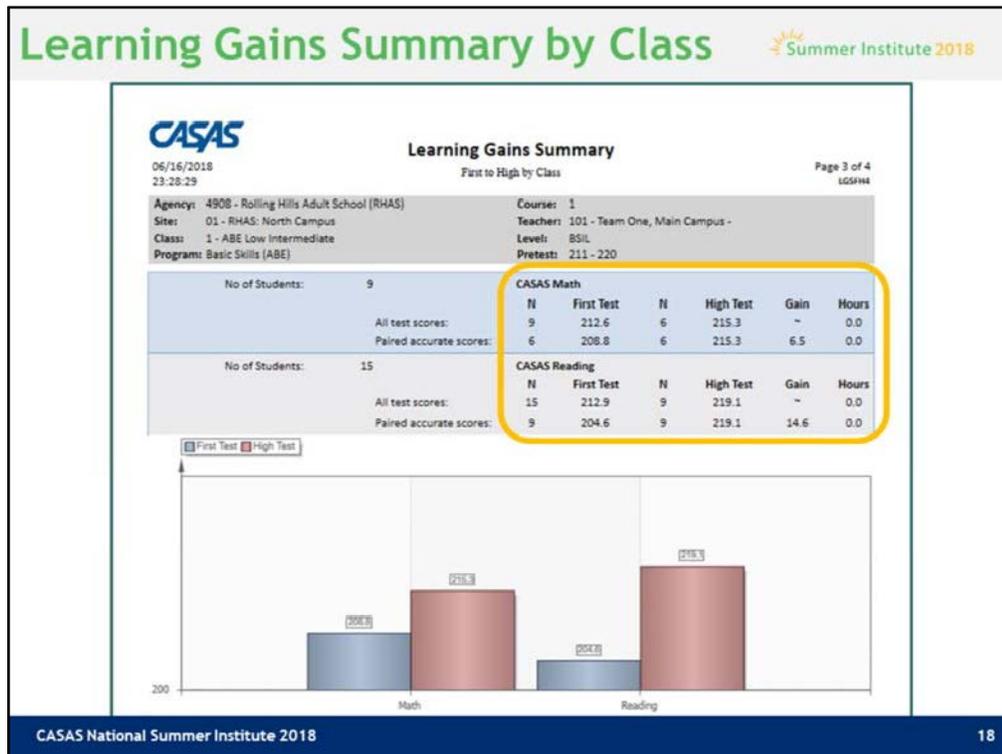
How to use:

- Use this report to determine the highest gain a student (or the class as a whole) received on a particular form type across classes.
- Use this report to see which students have a pretest, but no post-test.
- Use this report to see which students should be retested due to invalid test scores or high end conservative estimate scores.

ACTIVITY: Generate the report again using any of the other **Learning Gains Types**.

Learning Gains – Class Summary (LGS)

Access TE: Reports > Test Results > Learning Gains > Learning Gains Summary



1. In **General Settings > Output Parameters Layout**, set **Display Mode**.
2. In **General Settings > Special Options**, set **Display Class Based On > Class Enrollment**.

Use the **Navigator** to select a **Class Instance** and generate the **LGS**.

This report is designed to show, by Instructional Program and Modality (Reading, Math, Listening), the average gains (or setbacks) achieved between the scale scores of the First and the Last tests taken (not necessarily highest) within a defined period.

How to use:

- Determine the greatest amount of testing being done in different modality areas and Programs in a class.
- Administrators can see how well, on the average, that gains are being accomplished from class to class for each Instructional Program by modality.
- Teachers can compare their own class Learning Gains reports with other classes to see how well their own students compare

ACTIVITY: Drill down to the list of students who took the tests.

Test Response – Class Profile (CPL)

Access: TE > Reports > Test Results > Test History > Student Test Summary

Student	Raw/Score	1	2	3	4	5	6	7
Araiza, Roberto	511156803 16 208	*****	*****	*****	*****	*****	*****	*****
Artete, Geralde	612132728 12 202	*****	*****	*****	*****	*****	*****	*****
Barron, Joe	671222339 12 202	*****	*****	*****	*****	*****	*****	*****
Bello, Rogelio	603605557 13 203	*****	*****	*****	*****	*****	*****	*****
Cruz, Frances	616116180 11 200	*****	*****	*****	*****	*****	*****	*****
Delgado, Lena	515565322 19 212	*****	*****	*****	*****	*****	*****	*****
Ergodan, Erma	665555084 17 209	*****	*****	*****	*****	*****	*****	*****
Garcia, Jaime	555565723 11 200	*****	*****	*****	*****	*****	*****	*****
Gomorra, Miguel	61770499 23 218	*****	*****	*****	*****	*****	*****	*****
Hin, Hinoru	545444489 23 218	*****	*****	*****	*****	*****	*****	*****
Leng, Chu	569077777 6 191	*****	*****	*****	*****	*****	*****	*****
Morales, Graciela	515519212 13 203	*****	*****	*****	*****	*****	*****	*****
Nievarra, Raquel	616182361 19 212	*****	*****	*****	*****	*****	*****	*****
Ortiz, Manuel	599688888 19 212	*****	*****	*****	*****	*****	*****	*****
Pacheco, Andy	551784784 13 203	*****	*****	*****	*****	*****	*****	*****
Park, Kap	595979585 9 197	*****	*****	*****	*****	*****	*****	*****
Perez, Alberto	518204444 17 209	*****	*****	*****	*****	*****	*****	*****
Przesmicki, Walter	515119987 19 212	*****	*****	*****	*****	*****	*****	*****
Reyes, Ramon	555666815 19 212	*****	*****	*****	*****	*****	*****	*****
Rodriguez, Luis	581481381 8 195	*****	*****	*****	*****	*****	*****	*****
Rodriguez, Rodolfo	614615590 17 209	*****	*****	*****	*****	*****	*****	*****
Sandoval, Celia	616617747 19 212	*****	*****	*****	*****	*****	*****	*****
Santiago, Gomez	636342277 21 215	*****	*****	*****	*****	*****	*****	*****
Thomaston, Gennar	567899756 13 203	*****	*****	*****	*****	*****	*****	*****
Toleitino, Quentin	555566661 10 199	*****	*****	*****	*****	*****	*****	*****
Vang, Khamboon	55555223 15 206	*****	*****	*****	*****	*****	*****	*****
Vargas, Jorge	567899810 11 200	*****	*****	*****	*****	*****	*****	*****
Yang, Kee	640641103 16 208	*****	*****	*****	*****	*****	*****	*****
Zhou, Xai	663666666 20 213	*****	*****	*****	*****	*****	*****	*****
Total Tests:	29	Mean:	15.2					
Accurate Scores:	29	Mean:	15.2	206.3				

1. Use the Navigator to select a **Class Instance (for test)** and generate the CPL.

The **Class Profile** is a legacy report that is also included as a worksheet in some older Test Administration Manuals. This report requires a class assigned to the test record for the report to generate.

The **Class Profile** report shows teachers how individual students answered questions on specific tests within a specific class. The **Class Profile** report gives information at a glance on:

- Individual student achievement
- Class average
- Total number of students
- Correct (+) and incorrect (-) item responses as well as blank (!) responses
- Competency number for each test item
- Scores outside of accurate range (*)

How to use:

- Determine if all students have mastered specific competencies
- Determine competencies that still need attention
- Identify students who have taken the same test twice within the date range (listed twice)

Test History – Student Test Summary by Class (STS)

Access TE: Reports > Test Results > Test History > Student Test Summary

Student Test Summary (STS) Summer Institute 2018

CASAS Student Test Summary by Class

06/16/2018 23:09:58 Page 2 of 5 STS4

Agency: 4908 - Rolling Hills Adult School (RHAS) Course: 1
 Site: 01 - RHAS: North Campus Teachers: 101 - Team One, Main Campus -
 Class: 1 - ABE Low Intermediate

Student	Status	Date	Form	Score	Test Hours of Instruction
Acuna, Rosalina	Active	09/01/2017	083R	218	
	Active	12/10/2017	086R	227	
Ajmaner, Robin A	Active	09/19/2017	130M	214	0
	Active	09/19/2017	130R	247	0
Alt, Mort J	Active	08/01/2017	130M	226	0
	Active	08/01/2017	130R	229	0
	Active	08/04/2017	086R	223	0
	Active	10/01/2017	085R	234	0
Andrews, Dustin P	Active	10/17/2017	130M	212	0
	Active	10/17/2017	130R	239	0
	Active	10/23/2017	033M	212	0
	Active	02/01/2018	034M	215	0
Ankial, Rick L	Active	07/03/2017	085R	221	0
	Active	07/05/2017	031M	209*	0
	Active	02/25/2018	033M	214	0
Bork, Rupert	Active	09/01/2017	011R	169	0
	Active	02/13/2018	012R	186	0
Cork, Josh P	Active	10/09/2017	035M	212	0
	Active	11/12/2017	036M	220	0
Crespa, Jose	Active	07/25/2017	130M	217	0
	Active	07/25/2017	130R	233	0
	Active	07/26/2017	035M	224	0
Fabroso, Ruinistia L	Active	07/01/2017	033M	219	0
Ford, Trayla B	Active	09/01/2017	086R	217	0

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1. In **General Settings > Special Options**, set **Display Class Based On > Class Enrollment**.
2. Use the **Navigator** to select a **Class Instance** and generate the **STS**.

The **Student Test Summary by Class** report lists every student that has taken a test in the selected class and displays test history for each student.

Tests are listed in test date order for each student.

The report displays test date, the specific test given (Form number), scale score, and cumulative hours of instruction.

The report also identifies test scores below the accurate range with an asterisk (*) and high-end conservative estimate scores with a diamond symbol (◆).

How to use:

- Identify all tests each student has taken in a class.
- Identify test scores that are invalid (asterisk) in a class.
- Identify students who have taken a specific test (Form Number) in a class.
- Sort tests by form number to see what students have taken each test.

State / CA –Student Gains by Class (SG)

Access TE: Reports > State Reports > California > Student Gains

Student Gains
by Agency

06/14/2018 Page 3 of 6
PPSG172

Program Year: 2017-2018 Agency: 4908 - Rolling Hills Adult School (RHAS)

Student	Class Status	Hours of Instruction	Test/Obs. Date	Site - Class	Form	Score	Level	Gain	Completed Level	Drop Code
Martinez, Alberto	Active	158	08/04/2017	11 - 110	082RX	216	ESL 5	-4		
			11/23/2017	11 - 110	081RX	212	ESL 5			
Martinez, Esmeralda	Active	0	02/23/2018	11 - 110	185R	216	ESL 5	3		02
			05/25/2018	11 - 110	186R	219	ESL 5			
Morales, Graciela	Active	110	02/01/2018	11 - 110	084R	203	ESL 4	6		
			05/23/2018	11 - 110	083R	209	ESL 4			
Nivarra, Raquel	Active	81	05/23/2018	11 - 110	083R	195	ESL 3	17	Yes	
			06/22/2018	11 - 110	084R	212	ESL 5			
Ortega, Florentina	Active	160	08/04/2017	11 - 110	082RX	206	ESL 4	10	Yes	
			11/23/2017	11 - 110	081RX	216	ESL 5			
Ortiz, Manuel	Active	88	08/04/2017	11 - 110	082RX	196	ESL 3	16	Yes	
			11/23/2017	11 - 110	081RX	202	ESL 4			
			04/26/2018	11 - 110	084R	212	ESL 5			
Pacheco, Andy	Active	132	02/01/2018	N/A	981L	186	ESL 2	2		
			11/23/2017	11 - 110	081RX	201	ESL 4			
			02/01/2018	11 - 110	084R	203	ESL 4			

Drop Codes
 01. Missing birth date or age outside of 18-110
 02. Less than 1 hour of instruction
 03. Concurrently enrolled in High School/K12
 04. No Gender
 05. No Ethnicity/race
 06. No accurate placement test or self-reported ASE High level
 09. ESL Learner pretest score at ASE educational functional level

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1. Use the **Navigator** to select a **Class Instance** and generate the **SG** report.

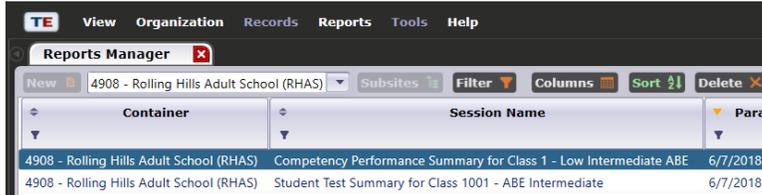
The **Student Gains** report combines two reports into one – **Student Test Summary & Learning Gains**.

The **Student Gains** report indicates if a student demonstrated learning gains in each modality and if the student completed an Educational Functioning Level (EFL).

The report also displays **Federal Table Drop Reasons** to indicate if the student is missing critical data elements for reporting their outcomes.

Reports Manager

The Reports Manager is a virtual file cabinet that you have access to at any time, and from any location with Internet access to retrieve your saved reports.

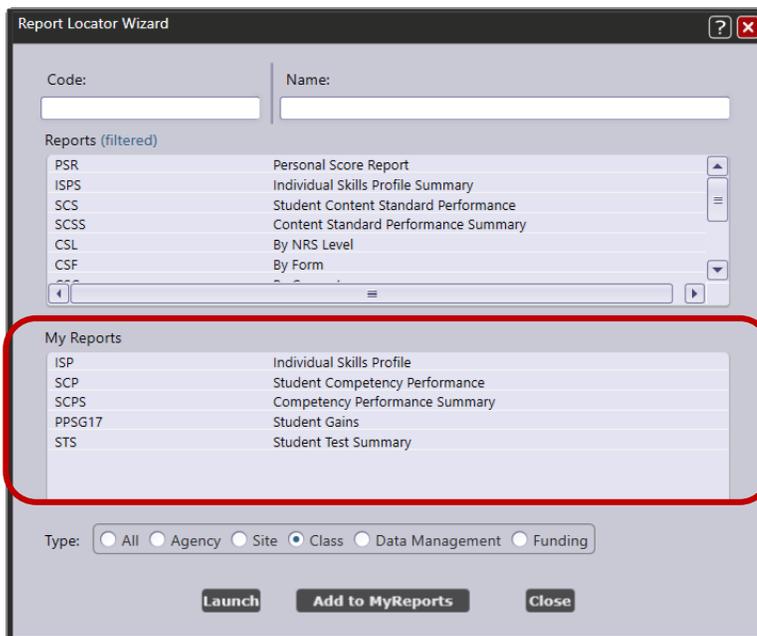
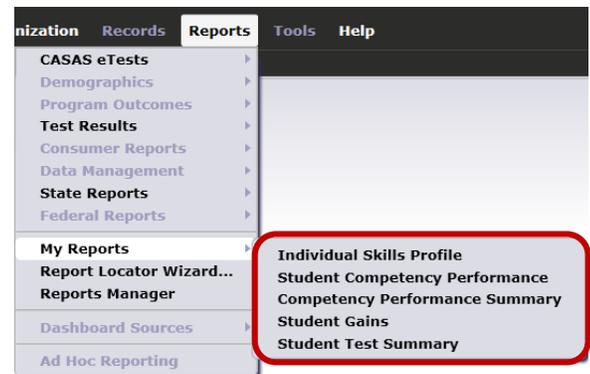


My Reports

The **My Reports** menu will become available after you set up shortcuts to your favorite reports using the **Report Locator Wizard**.

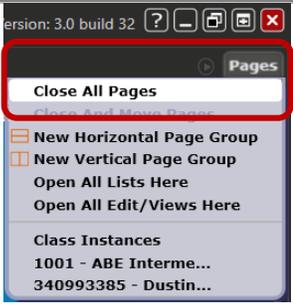
Report Locator Wizard

The **Report Locator Wizard** menu becomes available after you set up shortcuts to your favorite reports using the **Report Locator Wizard**.



Steps to Exit TE Online

To ensure data is secure and confidential and that unauthorized personnel are unable to gain access to personal data, it is important to disconnect from the server before exiting TE.

Step	Screen	Description
1.		<ul style="list-style-type: none"> • When you are finished working in TE, or at any time you have several tabbed pages open, <ul style="list-style-type: none"> ○ Click Pages at top right. • From the drop-down menu, <ul style="list-style-type: none"> ○ Click Close All Pages.
2.		<ul style="list-style-type: none"> • At top left of your screen, <ul style="list-style-type: none"> ○ Click the TE icon, and then ○ Click Disconnect.
3.		<ul style="list-style-type: none"> • Click the TE icon again. <ul style="list-style-type: none"> ○ Click Exit. ○ Or click the Red X Box at top right of your screen.

CASAS Contact Information

Mail:	CASAS 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339
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Training questions:	training@casas.org
Ordering questions:	orders@casas.org
Field Testing Opportunities	fieldtesting@casas.org
California Accountability:	capm@casas.org
California AEBG - Adult Ed Block Grant:	aebg@casas.org
CASAS Technology Support Team:	techsupport@casas.org

Training Support

Help documentation is available at [CASAS Home](#) > [Training and Support](#) >

- [eTests Online Help](#)
- [TOPSpro Enterprise Help](#)

Enroll in a complimentary workshop at: [CASAS Training Registration](#).

Technical Support

The **CASAS Technology Support Team** is available to provide technical assistance for successful online implementation and uninterrupted test delivery.

- 7:00 am – 5:00 pm (Pacific Time)
- Monday – Friday
- techsupport@casas.org
- (858) 292-2900 or toll free (800) 255-1036, option 2

Thank you for attending!

