CASAS Field Testing
What’s in it For You?

Karen Burger
CASAS Program Specialist and Field Test Coordinator

Kay Hartley
CASAS Program Specialist

kburger@casas.org / khartley@casas.org
Introductions

Tell us about yourself

- Name
- Agency or Organization
- State
THROUGH ATTENDING THIS WORKSHOP YOU WILL:

- Learn about CASAS Newly Approved Assessments
- Gain an understanding and learn benefits of involvement in CASAS test development through:
  - Field Testing and
  - Participation in CASAS assessment research studies.
- Discover how to get started and be a part of these important initiatives that affect your program and students.
CASAS NRS-approved Assessments for ABE

- NRS-approved through 2025
  - Reading GOALS  (900 series)

- NRS-approved through 2022
  - Math GOALS  (900 series)
Next Steps for GOALS

- Reading GOALS for ESL – OCTAE has requested additional data
- Math GOALS – OCTAE has requested additional data
- Listening GOALS – in development
Reading Series
## WIOA Title I/EFLs, CASAS scores, and GLEs

### Grade Level Equivalents (GLEs) for CASAS Reading GOALS Score Ranges

<table>
<thead>
<tr>
<th>Educational Functioning Levels</th>
<th>Reading GOALS Scale Score Ranges</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginning ABE Literacy</td>
<td>193 and below</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>194 - 203</td>
<td>2</td>
</tr>
<tr>
<td>2 Beginning Basic Education</td>
<td>204 - 210</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>211 - 216</td>
<td>4</td>
</tr>
<tr>
<td>3 Low Intermediate Basic Education</td>
<td>217 – 222</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>223 – 227</td>
<td>6</td>
</tr>
<tr>
<td>4 High Intermediate Basic Education</td>
<td>228 – 232</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>233 – 238</td>
<td>8</td>
</tr>
<tr>
<td>5 Low Adult Secondary Education</td>
<td>239 – 243</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>244 – 248</td>
<td>10</td>
</tr>
<tr>
<td>6 High Adult Secondary Education</td>
<td>249 – 253</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>254 and above</td>
<td>12</td>
</tr>
</tbody>
</table>

[Math GLEs also available on CASAS website]
Math GOALS Series
Math GOALS Series

<table>
<thead>
<tr>
<th>CASAS Level</th>
<th>Form Number</th>
<th>Number of Test Items</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B</td>
<td>913 914</td>
<td>40</td>
<td>60 min.</td>
</tr>
<tr>
<td>C/D</td>
<td>917 918</td>
<td>38</td>
<td>75 min.</td>
</tr>
</tbody>
</table>

- Math GOALS Locator: 104M (10 questions)
- Aligned to the CCCR Standards for Adult Education and CASAS Competencies
  - Shift to increased focus on measuring mathematical concepts
- Formulae are provided so focus is on math concepts and skills, not memorization.
- Basic calculators are provided on screen (eTests) or by the site location for paper testing.
On-screen calculator

Midtown Gym costs $40 per month to join but is having a half-price special for August.

Calculator opens!

It can be moved to any position on the screen. It includes basic functions.

How much would it cost to join for April, May and June?

- $20
- $40
- $60
- $120
Transitioning Continuing Students to GOALS

- Continuing students transitioning from Life and Work Reading and Life Skills Math to Reading and Math GOALS must take a pretest in the new GOALS series.
  - Pre- and post-test results must always be in the same test series.
  - Recommend giving the Reading GOALS Locator (104R)

- The same CASAS testing procedures and reports apply for Reading and Math GOALS.

- Agencies may create their own testing sessions for ABE or contact CASAS Tech Support for assistance with adding new templates for GOALS test sessions (800-255-1036, ext. 2).

- Test timing:
  an average of 2.5 – 3 hours to test in two modalities at Intake
NEW - Sample Items in CASAS eTests Format and HTML Enhancements

- Students and teachers can have direct access to the new CASAS eTests Sampler

- New HTML version with
  - clearer images
  - + and – buttons to easily enlarge prompt (e.g., reading passage) and question/answer options
  - new test navigation features in GOALS series
Why CASAS Field Tests

- To conduct ongoing research and evaluation

- To collect demographics on students to ensure that the population used in test development is representative of the broad demographic of adult learners in the US.

- A program’s participation provides valuable data helping include the broadest demographic possible in the research.
Why CASAS Field Tests (cont.)

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Why would I want to Field-Test?
BENEFITS FOR STUDENTS

- Items and tests are relevant to adult competency
- Field-testing
  - Helps build students’ test-taking confidence
  - Diminishes test anxiety
  - Provides opportunity for students to see how they perform on brand new tests aligned with the College and Career Readiness Standards and the NRS Educational Functioning Level Descriptors
Benefits for Teachers

- Pilot eTests Online
- Contributes to the creation of valid and reliable tests for future use throughout the country
- Gives an opportunity to look at new assessments
- Allows teachers to see how their current instruction is reflected in student achievement
- Provides opportunities for informal evaluation of students’ work
- Allows participation in a national study
- Contributes to the creation of valid and reliable tests for future use throughout the country
REFLECTIONS FROM THE FIELD
Assessment Life Cycle

**Test Specification**
- Needs assessment
- Definition of purpose and test construct
- Definition of target population
- Identification of priority content standards
- Alignment with NRS ABE EFLs for reading comprehension
- Item specification (types, format, difficulty distribution)
- Test blueprint

**Item Development Process**
- Drafting
- Editorial review
- Content alignment review
- Fairness and Sensitivity panel review

**Stage 1 Item Evaluation**
- Clinical tryout
- Pilot testing
- Item revision

**Field Testing (FT)**
- FT form construction
- FT guidelines
- FT sample design
- FT administration (representative of adult learner population)
- Adequacy of technical design (e.g., linking)

**Stage 2 Item Evaluation**

**Form Evaluation**
- Form performance
- Parallel forms evaluation
- Classification consistency
- Comparability studies (e.g., administration mode)
- Content & construct validity studies
- Speededness study

**Form Construction**
- Parallel forms by level
- Content and difficulty distributions
- TCCs & SEM
- Linking/equating
- Mode considerations
- Standard setting
- Testing & scoring guidelines

**Update Forms**
- Form Construction
- Form Evaluation
- OR Retire Forms

**Update Technical Manual**

**Operational Administration and Reporting**

**Technical Manual**

**Periodic Review**
- Parallel form equivalence
- Item parameter drift
- Evidence of exposure
- Form reliability
- Classification consistency
- Validity studies
- Learning gains analysis

**Item Bank Expansion**
- Item Development
- Stage 1 Item Evaluation
- Field Testing
- Stage 2 Item Evaluation
CASAS Field Testing Opportunities

- CASAS Listening Final Forms Studies for English Language Learners
Field test the new CASAS Listening Final Forms

- The GOALS series is designed to measure college and career readiness.
- Aligned with the English Language Proficiency Standards (ELPS) for Adult Education
- Also aligned with the recently published NRS Descriptors for ELLs.
### New Listening Series Item Types

<table>
<thead>
<tr>
<th>Item Type</th>
<th>CCRS</th>
<th>ELPS</th>
<th>Levels</th>
<th>Repeat Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo</td>
<td>1</td>
<td>2</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Next Line</td>
<td>1</td>
<td>2</td>
<td>A,B,C</td>
<td>A &amp; B</td>
</tr>
<tr>
<td>Comprehension Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Main idea</td>
<td>2</td>
<td>1</td>
<td>A,B,C</td>
<td>A &amp; B</td>
</tr>
<tr>
<td>• Detail</td>
<td>2</td>
<td>1</td>
<td>A,B,C</td>
<td>A &amp; B</td>
</tr>
<tr>
<td>• Inference</td>
<td>1</td>
<td>2</td>
<td>C</td>
<td>No repeat</td>
</tr>
<tr>
<td>Comprehension Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Author’s POV/ Evaluate evidence</td>
<td>3</td>
<td>6</td>
<td>B,C</td>
<td></td>
</tr>
</tbody>
</table>
Listening Final Forms Studies

- **Field test dates:** Now through August 2019
- **Target population:** Adult learners in ESL/ELL programs and ABE students whose first language is not English
- **Test delivery modes:** eTests and paper/pencil
- **Methodology:** Students will be administered three tests involving two studies.
- **Gift Card:** Students will receive a Target gift card in the amount of $5 per test completed
- **Technology requirements:** Agencies must have computers or Chromebooks with working audio and provide students with individual headphones for field testing.
Methodology:

- **Appraisal + CBT-PBT Comparison** (3 tests): Students take an appraisal followed by a level test and then the exact same test form on paper.

- **Appraisal + Parallel Forms** (3 tests): Students take an appraisal followed by parallel forms.

Time commitment:

- 10-15 minutes for collecting demographics.
- Up to 30 minutes for the Appraisal.
- Approx. 60 minutes for each Level test (paper or eTests).
- More than one test may be completed on the same day; a short break is recommended. The second test may also be administered within a week’s time of the first test.
Assessment and Research-High School Equivalency Studies

- CASAS is collaborating with GED Testing Service and ETS HiSET on research studies.

- Purpose
  - Provide adult education programs with information to determine student readiness to take the HiSET and GED reading and math sections based on CASAS test scores.

- Benefit
  - Cut scores will be established on CASAS Reading and Math GOALS tests that will indicate student readiness to take the corresponding HiSET and GED sections.

- States and local programs interested in being a part of these studies should contact Nicole Jordan njordan@casas.org or Karen Burger kburger@casas.org
Current and Upcoming Research Studies

- Additional data collection for Math GOALS
- Ongoing studies for Reading GOALS for ESL
- HiSET/CASAS Comparison Study (Level C/D Students)
- GED/CASAS Comparison Study (Level C/D Students)

To participate in CASAS field testing and research studies, send an email to: fieldtesting@casas.org

Or contact:
• Karen Burger (kburger@casas.org)
• Kay Hartley (khartley@casas.org)
I CAN’T WAIT! HOW DO I GET STARTED?

- Communicate with teachers/administrators at your program.
- Gather information about program numbers.
- Ask your students about their interest.
- Contact Karen Burger or Kay Hartley and they will get you set-up to start field testing.
- Sign-up now!
We hope you’ll consider these opportunities and join the field testing team!

- Contact:
  - Karen Burger: kburger@casas.org / 800.255.1036 ext. 177
  - Kay Hartley: khartley@casas.org / 707.290.3529
Thank you for attending!

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CASASAssessment

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