

Using CASAS Results to Inform Teaching – A Case Study

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Objectives for this Session

- Learn about a best practice from a local agency.
 - Inform instructors about CASAS performance reports available for their students.
 - Practice reading the reports.
 - Focus on areas for improvement.
 - Create lesson activities to improve students' knowledge.
 - Evaluate the effectiveness of the lessons.
- Reflect on how this presentation could affect your agency/class.

Data: Think - Pair - Share



<https://pixabay.com/illustrations/man-woman-question-mark-problems-2814937/>

- Does your program provide you with CASAS reports? If so, which?
- If you use the data from the reports, how?
- How do you know that the content you are teaching is relevant to students' needs and goals?
- How do you know when students are ready to move on to the next level of instruction?
 - What qualitative data do you use and how?
 - What quantitative data do you use and how?

What We Did

- Program Background
- Received reports from previous post-testing period
- CASAS Workshop and follow-up



Identify the Problem

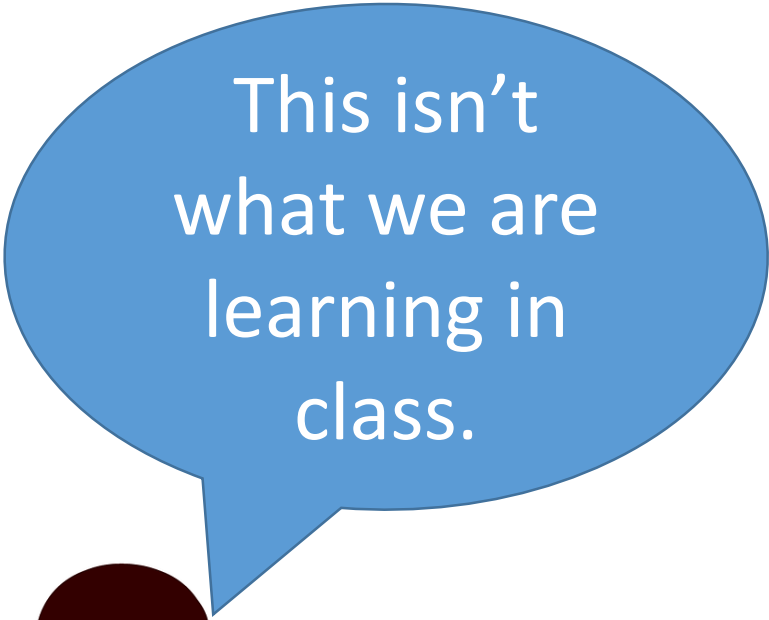
Student Learning Outcomes (Reading) for Leveled Classes

ESL Level	2014-15	2015-16	2016-17	2017-18
Low Beginning	85%	92%	88%	84%
High Beginning	94%	75%	77%	65%
Low Intermediate	94%	86%	85%	60%
High Intermediate	87%	82%	75%	59%
Advanced*	46%	71%	48%	42%

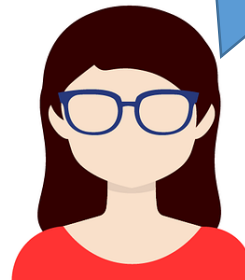
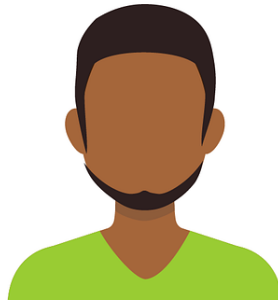
*Advanced divided into two levels with upper level being a bridging class (228–235). The reading assessment data are not broken out for our program levels 6 and 7. [Annual Fall Newsletter](#)

Potential Causes of the Problem

- Rapid Growth of Program
- New Teachers
- Many Multi-level Classes



This isn't
what we are
learning in
class.



WIOA PD Plan

In alignment with WIOA Title II, faculty will gain the ability to effectively **use assessment data to inform instruction**, select or create materials, and support post-secondary transition efforts, as evidenced by pre- and post-assessments.

WIOA PD Plan

- In noncredit ESL, half the faculty are either new teachers or ESL teachers without adult education teaching experience.
- The Adult High School is still fairly new to CASAS testing in all courses. Although, nearly all faculty in both ESL and AHS have taken the online CASAS Implementation training, faculty are not regularly provided with Class Performance Reports.
- **Providing faculty with these reports will help faculty target areas in which students are not performing to standards.** However, teachers need preparation in understanding the different skills that are tested and interpreting the results.

WIOA PD Plan - Steps

- The noncredit research analyst, WIOA faculty coordinators, and AHS and NCESL department chairs will collaboratively develop a self-assessment instrument for ESL and AHS teachers to document their understanding of CASAS test scores and results.
- Administer the developed instrument as a pre-assessment.
- Compile and analyze the results and report back to the teachers the overall findings.
- **Schedule and conduct at least one professional development workshop in which faculty receive training on using assessment data.**
- Re-administer the developed instrument as a post-self-assessment, compile and analyze the results. Report the results to the department and plan a follow-up session.

Before the Workshop: CASAS TOPSpro Reports

- Class Profile
- Competency Performance Summary by Category
- Competency Performance Summary by Test Item and Competency
- Individual Skills Profile Summary
- Individual Skills Profile (for one random student)
- Student Competency Performance
- Student Gains Student Test Summary

During the Workshop: CASAS Competencies

- Learned about our data and how to understand it and prioritize
- Selected one-two competency(cies) to focus on
- View [Online](https://www.casas.org/si)

CASAS COMPETENCIES

ESSENTIAL LIFE AND WORK SKILLS FOR YOUTH AND ADULTS

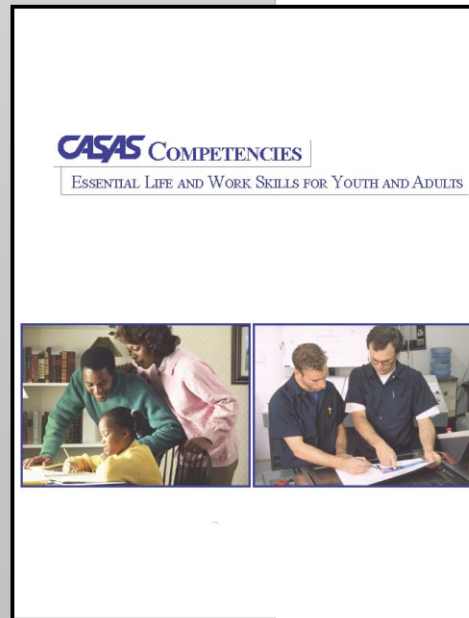


What are Competencies?

Measurable learning objectives written in a functional life skills context

Competency Content Areas

- 0. Basic Communication**
- 1. Consumer Economics**
- 2. Community Resources**
- 3. Health**
- 4. Employment**
- 5. Government and Law**
- 6. Computation**
- 7. Learning to Learn**
- 8. Independent Living Skills**



CASAS Web site: [www.casas.org/ About CASAS / CASAS Competencies](http://www.casas.org/AboutCASAS/CASASCompetencies)

The Competency Coding System



Content Area

3. Health

Competency Area

3.4 Understand basic health & safety procedures

Competency Statements

3.4.1. Interpret product label directions and safety warnings

3.4.2. Identify safety measures that can prevent accidents and injuries



Every test item in the CASAS system is associated with a specific competency.



04/23/2019
17:24:26

Class Profile

Page 1 of 5
CPL

Agency:		Teacher:	N/A
Site:		Form:	081R - Life and Work Reading Level A
Class:			

The competency number on which this question is based

Competency for each item (read down)

1 1 0 6 5 1 2 2 2 3 0 0 1 1 2 2 1 1 2 2 4 2 4 4
4 3 2 0 3 1 3 5 5 1 2 2 4 4 5 5 2 3 5 5 1 5 2 4
1 9 3 1 1 6 1 4 4 1 4 4 7 2 4 4 1 8 5 5 3 2 1 3

Student	Raw/Scale	1 . . . 5 . . . 1 . . . 1 . . . 2 . . . 2
		0 5 0 4
131334	15 193	++++-+++++-+++-+--+-
Total Tests:	1	Mean: 15.0
Accurate Scores:	1	Mean: 15.0 193.0

Note: Raw and Scale Scores of zero are not used in the computation of means.

* Score outside of accuracy range
♦ Score is a conservative estimate; retesting is recommended

+ Denotes an accurate item response
- Denotes an inaccurate item response
! Denotes no item response
m Denotes multiple marks

Task Types

Realia

Task areas show how a test item is displayed. This helps measure how well students can read, or listen, in a variety of formats

1. Forms
2. Charts, maps, consumer billings, matrices, graphs, tables
3. Articles, paragraphs, sentences, directions, manuals
4. Signs, price tags, advertisements, product labels
5. Measurement scales, diagrams

Now I know
what I can do
with all my
junk mail!



Skills Profile Summary (by Agency)



Individual Skills Profile Summary

04/08/2019
09:15:26

by Agency

Page 1 of 8
ISPS2

Agency: 4908 - Rolling Hills Adult School (RHAS)
Program: ESL/ELL

Form Level: A
Total Tests: 79
Total Students: 59

Most Recent	Students	Date Range	Mean Score	Mean Number of Items		
				Total	Correct	Attempted
Listening	35	01/05/2019 - 03/28/2019	191	35	19	35
Reading	44	01/06/2019 - 03/29/2019	201	26	17	26

Reading Competencies	N	Correct
Basic Communication	172	59 %
Consumer Economics	356	69 %
Community Resources	712	70 %
Health	184	68 %
Employment	428	55 %
Government and Law	20	80 %
Learning and Thinking Skills	32	40 %

CASAS Reading Content Standards (2009)	N	Correct
Beginning literacy / Phonics	5760	65 %
Vocabulary	4284	62 %
General reading comprehension	3896	64 %
Text in format	2564	65 %
Reference materials	52	76 %
Reading strategies	1076	62 %
Reading and thinking skills	32	37 %

Listening Competencies	N	Correct
Community Resources	468	52 %
Consumer Economics	468	42 %
Basic Communication	987	57 %
Health	225	65 %
Employment	479	52 %

CASAS Listening Content Standards (2009)	N	Correct
Informational Discourse	290	54 %
Vocabulary	1987	55 %
Grammar	5070	51 %
Strategies and Critical Thinking	927	50 %
Phonology	4134	55 %
General Discourse	1104	49 %

Reading Tasks	N	Correct
Forms	160	63 %
Charts, maps, consumer billings, matrices, gra...	268	62 %
Articles, paragraphs, sentences, directions, m...	396	68 %
Signs, price tags, advertisements, product lab...	328	65 %

Listening Tasks	N	Correct
Picture Prompt	350	69 %
Comprehension question	465	52 %
Predict next line of dialogue	435	43 %

Content Standards Categories

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

Reading



- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

Listening



- M1 Number Sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Statistics, Data Analysis and Probability

Math



- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

Writing



- S1 Phonology/ Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

Speaking



CASAS Reading Content Standards (2009)

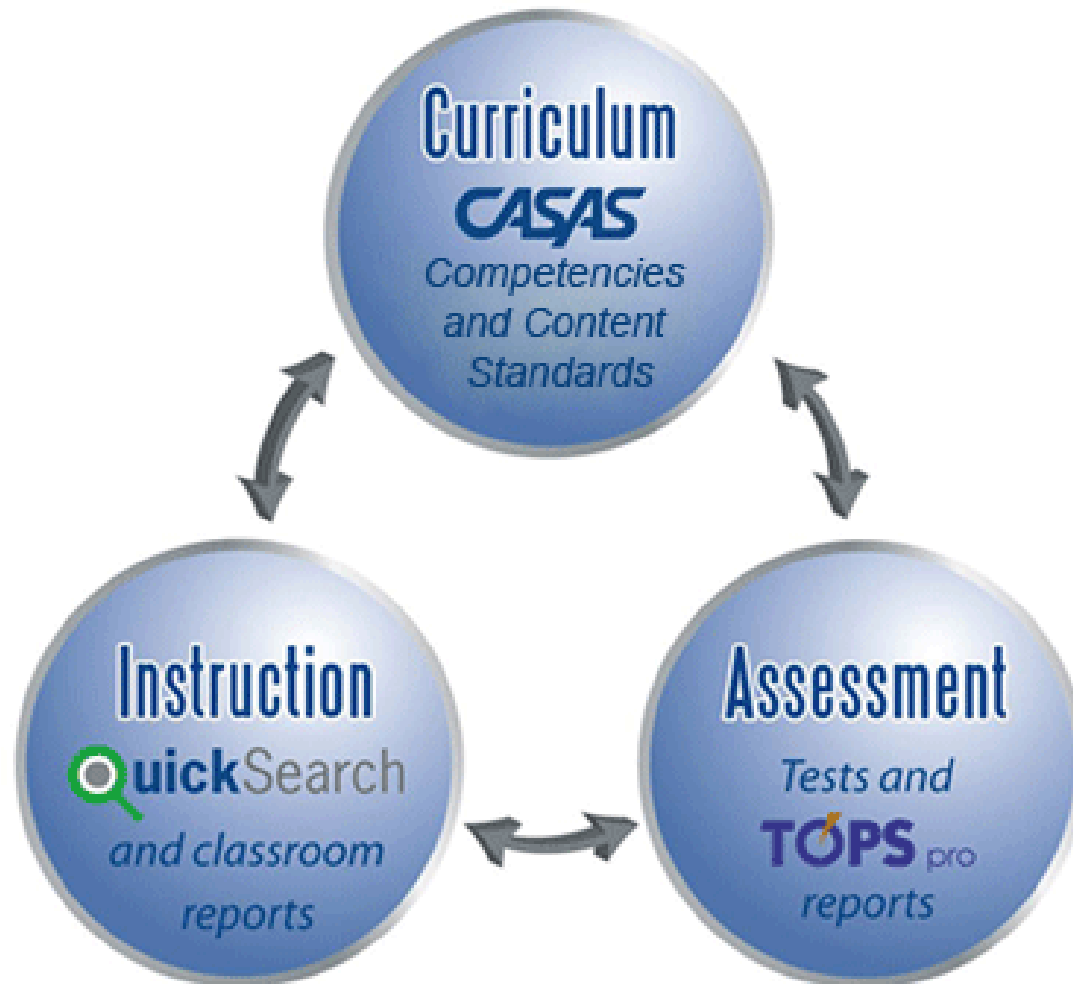
[illegible]

QuickSearch

- Quick, easy access to database of more than 2,000 instructional materials
- Includes print, audio, video, and software materials
- Correlated to CASAS Competencies (and to Content Standards in 2008)
- Search by
 - Title
 - Competency
 - Program, Level, and Skill
 - Publisher
 - CASAS Test



Working Together



Activity 1: Competency drill down

- Identify the competency area tested in a practice item
- Find the competency in the CASAS competencies list ([on the CASAS website](#))
- Practice with another test item



CASAS Sample Test Items

- An instructional tool to:
 - Familiarize students and teachers with CASAS format
 - Practice test taking skills using sample test items
 - Practice marking the answer sheet
 - Can use TOPSpro Test Record
- Sample test items for Levels A, B, and C
 - Life and Work Reading, Life Skills Listening
 - Life Skills Math, Reading GOALS, Math GOALS
- 5 to 6 test items per level for each skill area
- Not a predictor of performance
- Download from the CASAS Web site at www.casas.org.

Sample Reading Test Item

INSTRUCTIONS

1. Take out the screw that holds down the cover. Lift off the cover.
2. Pull out the filter and discard it. Put in a new filter.
3. Replace the cover and fasten it with the screw.

 Read

Question

What do you do after you put in a new filter?

- A. take the cover off
- B. pull the filter out
- C. remove the screw
- D. put the cover back on

<https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading>

Sample Listening Test Item

First, you will hear a question. Next, listen carefully to what is said.
You will hear the question again. Then choose the correct answer: A, B, or C.
You will hear everything one time.

Audio Question and Dialogue:

- What's the problem?
 - Joe, where's your hard hat?
 - Oh...sorry! I forgot to wear it.

Test Answer Audio: What's the problem?

- A. Joe can't find his hard hat.
- B. Joe doesn't want to wear a hard hat.
- C. Joe isn't wearing a hard hat.

Sample Math Item

VALLEY HEALTH CLUB

Members receive 10% discount
on clothing

What is the member price for a shirt
selling for \$19.50?

- A. \$17.55
- B. \$18.55
- C. \$19.00
- D. \$19.40

Activity 2: Small Group



- Instructors work in small groups
- Review the Competency Performance report provided
- Choose 1-2 competencies where students need improvement
- Reflect on what you already do to support students with class content on these competencies
- Create a plan for addressing each competency through class activities
- Identify resources to assist

After the Workshop

Surveyed teachers who attended and gave this assignment:

- By (date), find or create an activity, lesson, or other to teach students to help them prepare for the two skills areas that were weakest for your class.
- Teach the activity or lesson (it can be as short as 15 minutes). Observe the results – were students able to do the exercise / activity? Re-teach if necessary to see if there is improvement
- On (date, time) bring your lesson/activity with at least one photo copy. Be prepared to present the lesson/activity to your colleagues and explain the results.

Survey Results on First Workshop

Each of the following questions focuses on a topic covered at the CASAS Performance Reports workshop on April 12th, 2019.

The questions have two components:

(1) the first question about each key element asks you to assess your skill level *prior to attending* the workshop;

(2) the second question asks you to assess your skill level *following* the workshop.

Thinking about your skills with CASAS **BEFORE** attending this workshop, please indicate how much you agree with each of the following statements:

Post-Workshop Survey for Attendees

1. Thinking about your skills with CASAS **BEFORE** attending this workshop, please indicate how much you agree with each of the following statements:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I was familiar with the CASAS class performance reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my ability to understand the data on the performance reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a clear understanding of the different categories in the CASAS reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew how to use the CASAS class performance or test data to inform my classroom instruction strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

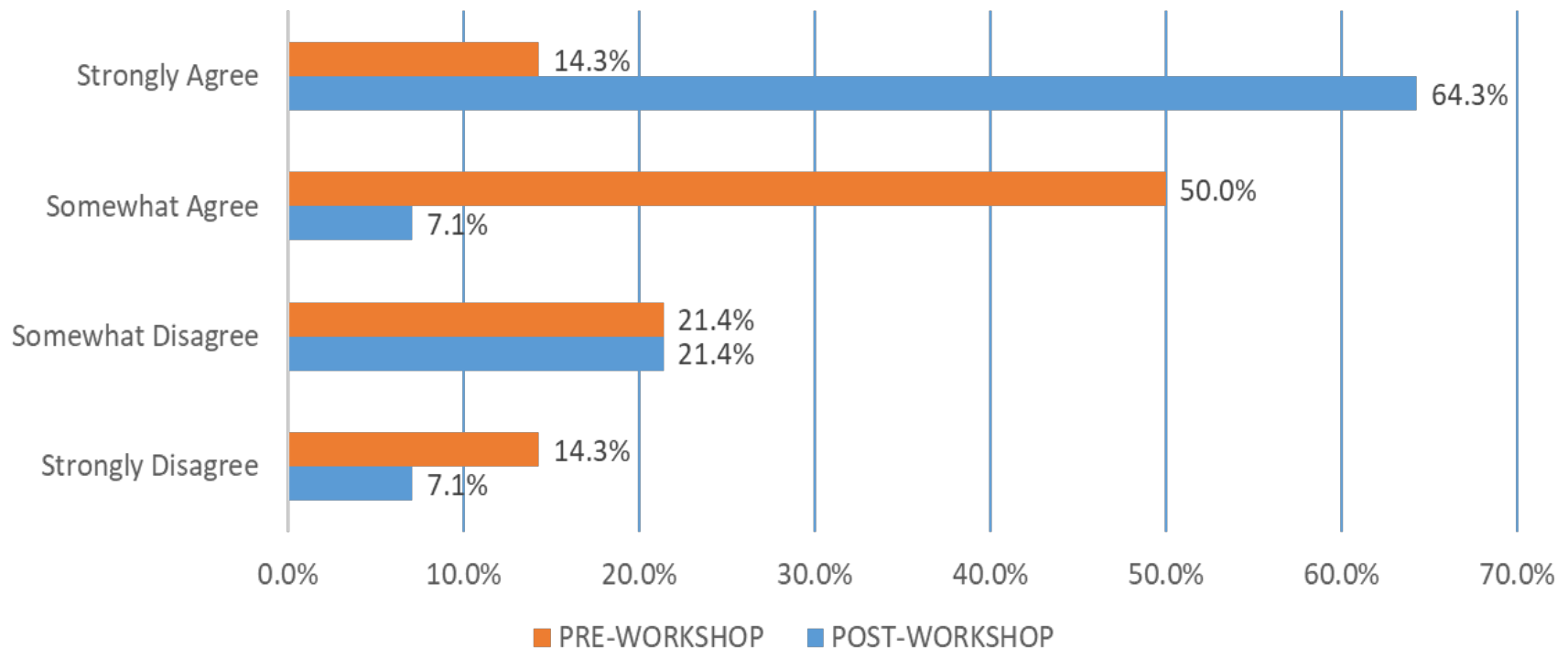
2. Thinking about your skills with CASAS **AFTER** attending this workshop, please indicate how much you agree with each of the following statements:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I am familiar with the CASAS class performance reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to understand the data on the performance reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear understanding of the different categories in the CASAS reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to use the CASAS class performance or test data to inform my classroom instruction strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you have any additional feedback or comments about the Workshop you would like to share?

I was/am:

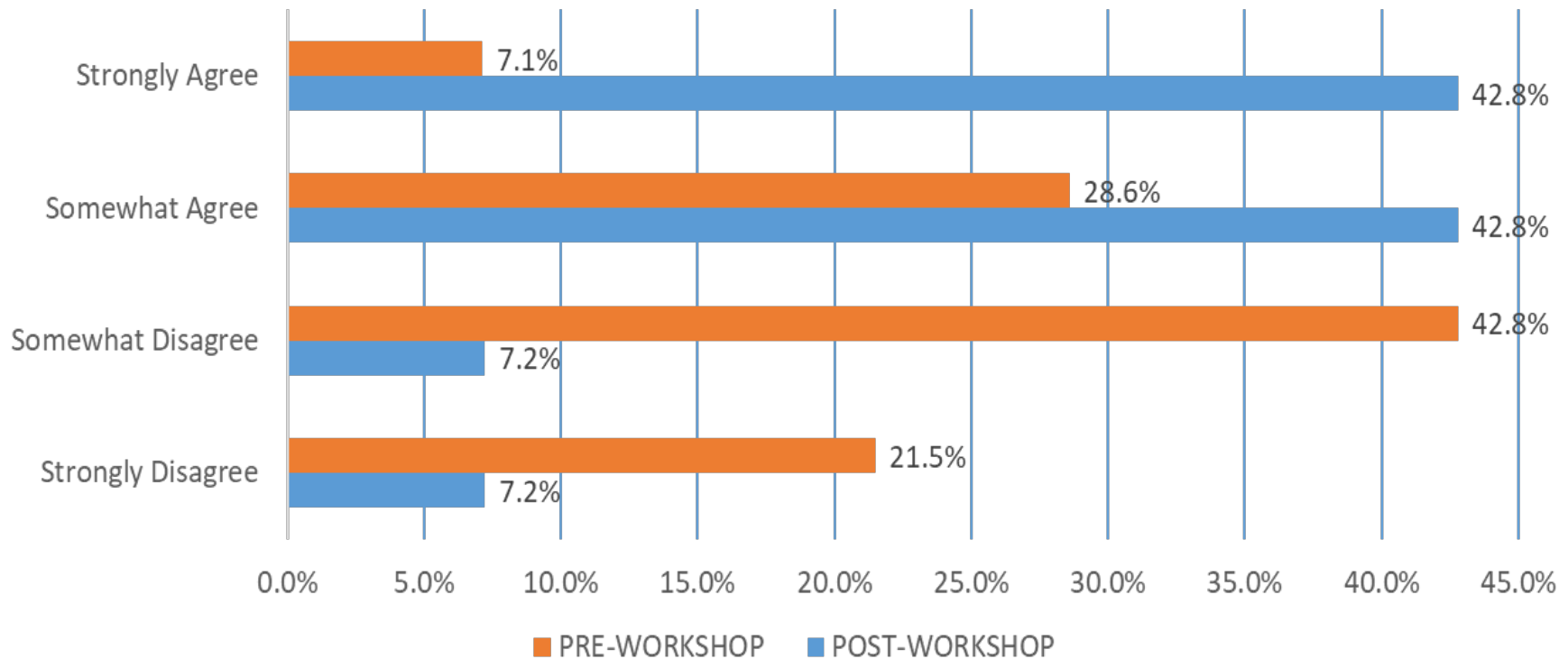
Familiar with the CASAS Class Performance Reports



Respondents n=14

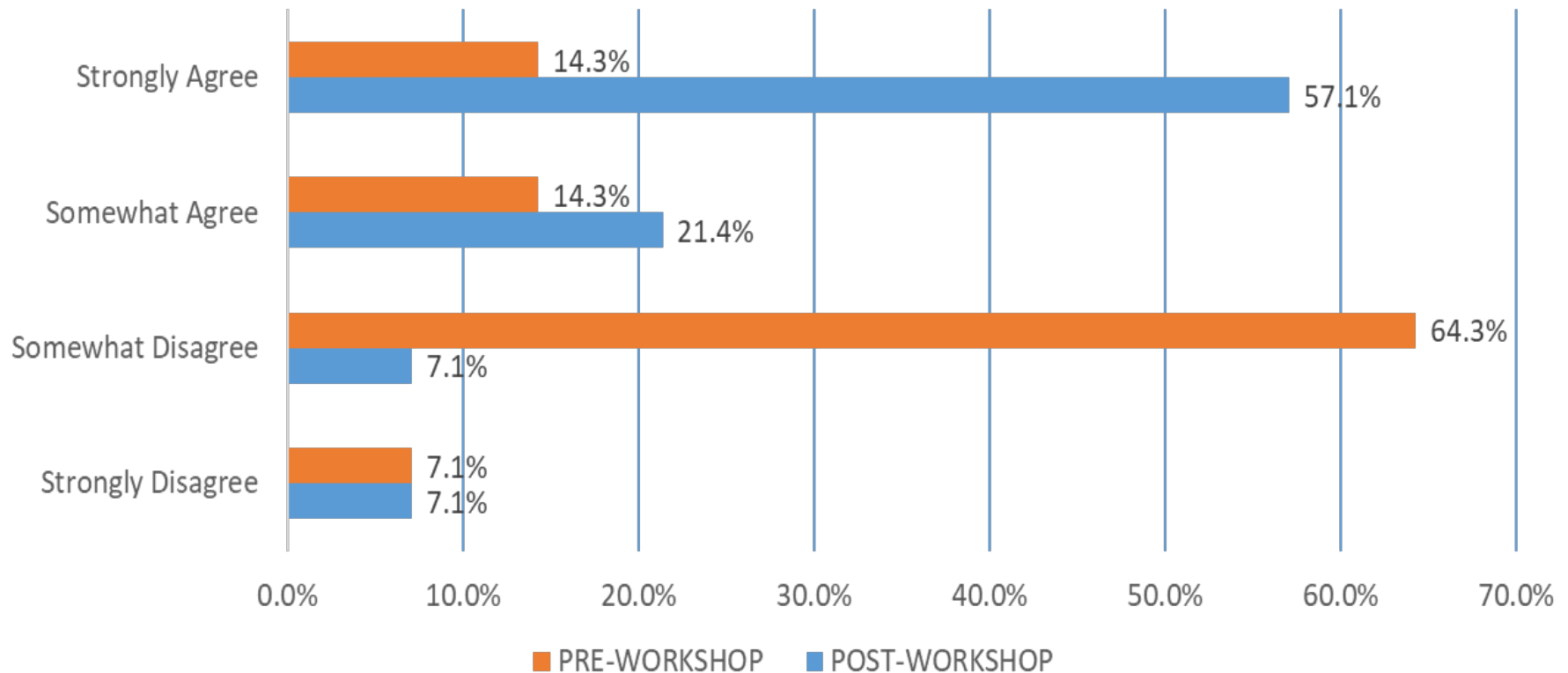
I was/am:

Confident in my ability to understand the data on the performance reports.



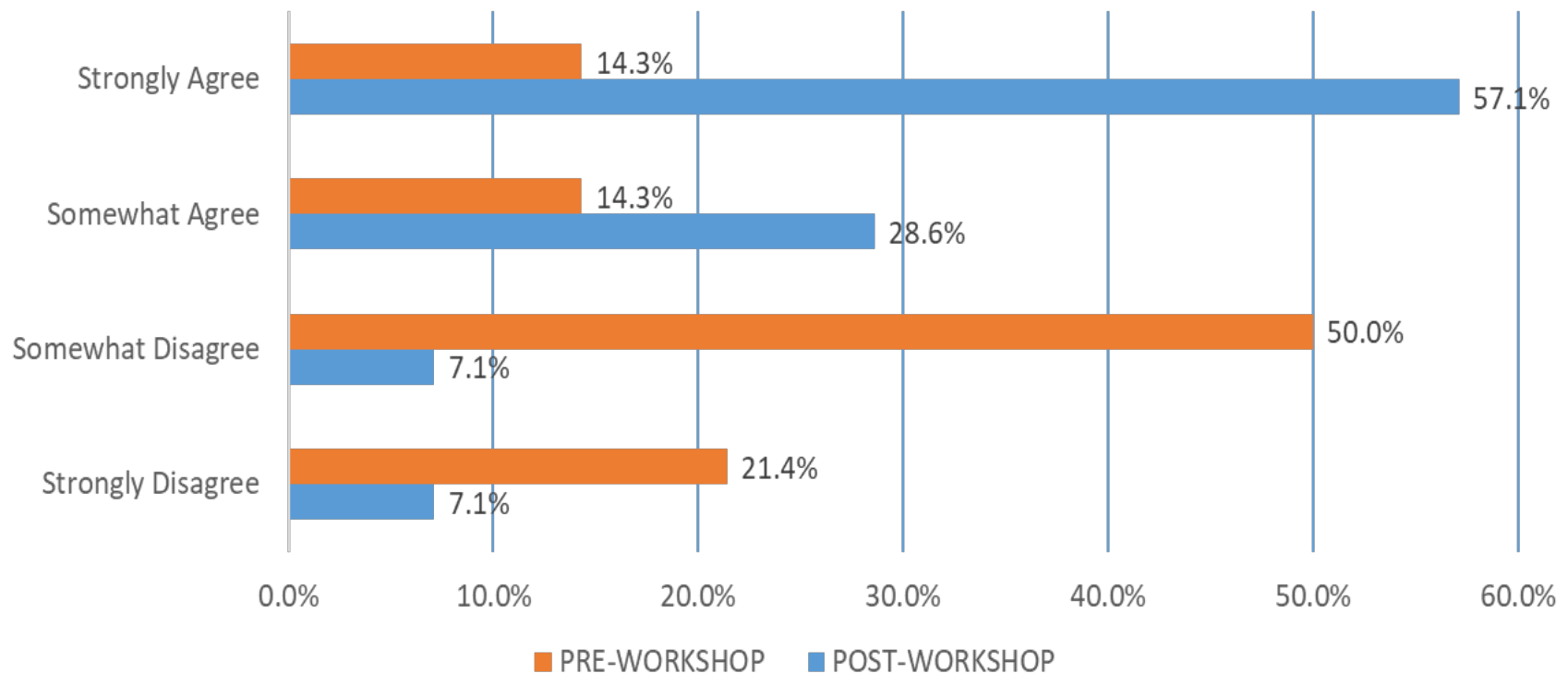
Respondents n=14

I had/have a:
Clear understanding of the different
categories in the CASAS reports.



Respondents n=14

I know how to use the CASAS class performance or test data to inform my classroom instruction strategies.



Respondents n=14

Comments

- *Very useful!*
- *This was an excellent opportunity to learn more about how to interpret the CASAS assessments and identify how to address specific applicable competencies. Thank you*
- *It would be extremely helpful to have the reports sorted by Competencies, or available in a format that I can sort to help me bridge between test scores and teaching. I also want the latest CASAS scores for the students enrolled in my course as early into the term as EARLY possible (not wait until we have scores for the pretest taken in my term).*
- *I would love to see a focused PD session that would teach faculty to run their own reports.*
- *Good solid presentation. Answered lots of individual questions - appreciated.*
- *I enjoyed being in a meeting with our other teachers. I loved the questions.*
- *So helpful!*

- My Drive > Using CASAS to Improve Instruction ▾

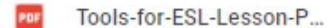


 Advanced Levels

 Beginning Levels

 Intermediate Levels

Files



Program-wide Need Identified

5. Government and Law

5.1 Understand voting and the political process

- 5.1.1 Identify voter qualifications
- 5.1.2 Interpret a voter registration form
- 5.1.3 Interpret a ballot
- 5.1.4 Interpret information about electoral politics, political parties, and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Identify, interpret, and express opinions on political and other public issues
- 5.1.7 Identify how to contact public officials about issues and concerns

Beginning

*My students needed help in the area of 5 Government and Law and more specifically **5.1.6 Identify, interpret, and express opinions on political and other public issues.** So, I used a few resources to help out.*

*I first went over general testing strategies for CASAS or testing in general with the **Sample Test questions** that CASAS provides online. Read the questions and know the key words in the questions and eliminate wrong answer choices by looking for the key word in the charts or information provided above. (Skills: POE - Process of elimination, Key words/Test Vocabulary, read the question first, etc.)*

Beginning

*Then I went over the difference between fact and opinion providing a definition of each using the PowerPoint and then reviewing the **Fact & Opinion** handout in pairs and then as a class.*

Last I had them watch a [short video](#) (Electing a U.S. President) since the broader category is understanding Government and Law and 5.1 is Understanding the voting and political process. We discussed as a class.

Fact and Opinion

How to Tell the Difference

Facts

Facts are statements that can be proven.

Facts may be true **or** false.

But facts can be **proven**.

Examples

1. Statistically, women live longer than men.
2. Most buses weigh more than most cars.
3. There are ten inches in a foot (false).

Intermediate

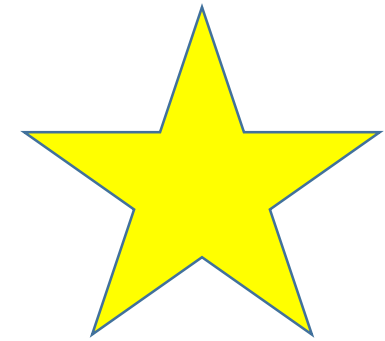
CASAS Competency 5.1.6 “Identify, interpret, and express opinions on political and other public issues”

Lesson:

- Pre-reading questions: Discuss as a class - What would you need to know to form an educated opinion on an issue? Where might you find information on an issue?
- Preview vocabulary: *fund, rival, think tank, political firestorm, incur*

Intermediate

- Read a current article on a political or public issue. Instructor reads aloud stopping after each paragraph to ask vocabulary, summary, and clarification questions. The article used for this lesson: [California governor's plan for drinking water tax faces resistance](#)
- Post reading questions: Discuss in small groups and then as a class - *What are the main ideas in the article? What is the issue presented in the article? What are the possible solutions presented? Can you think of any other solutions? What is your opinion on this issue and the solutions? If you felt strongly about this issue, what course of action could you take?*



Intermediate

This teacher reflected on her practice!

Personal reflection after the lesson

- *The competency addressed was “identify, interpret, and express opinions on political and other public issues.” This article/lesson met the three criteria.*
- *This article was challenging for the students. Upon initial reflection, I thought that next time I would choose a less challenging article. However, the next day we did a quick review of the main ideas of the article, and the students seemed to grasp the main ideas more easily after having time to ruminate on them. This led me to the idea of sending the article home with them the day before so that they could pre-read it. The downside to this is that I have done that in the past and very few come to class having actually read the article ahead of time. Also regarding the difficulty of the article, we do other reading in class that is more at their level, and I believe exposure to an occasional above level article is good mental and critical thinking stimulus. Additionally, I think students need to be introduced to authentic pieces of reading material that they will encounter in the real world in addition to the leveled reading in the textbooks.*
- *A pre-lesson on the vocabulary in the article would be helpful. There is a lot of higher level and precise language in this particular article. It would be helpful for the students to get a handle on these terms before reading the article so that the terms are at least familiar. This cannot be effectively achieved by a cursory review of vocabulary immediately before reading the article.*
- *I did this lesson at the end of the class rather than the beginning, and it was a bit rushed (not the amount of time listed above). I would allow more time in the future.*
- *There was a lot of listening and reading along on their part, too much. I would look for ways to help them process the ideas in a more active/interactive way.*
- *I had other possible questions to discuss which we didn’t fully address. I think this was fine because of the need for focus. Every possible idea that can be gleaned from a topic does not always have to be addressed every time. It is nice, however, to have additional questions as sometimes the make up and level of ability of a class calls for further exploration.*

Advanced

I have included three files:

- the promo flyer for the Community Resources Fair
- my worksheet for students to interview representatives at the Community Resources fair
- a similar worksheet for the recent Job Fair

The goal of the worksheets was to focus students' attention on the resources available to them and to give them a tool to interact with the representatives there. This is to help improve their abilities to meet these competencies:

- 2.5: Use community agencies and services
- 4.1: Understand basic principles of getting a job
- 4.4: Understand concepts and materials related to job performance and training.

We had a short follow-up lesson after each event where students could ask their questions and give feedback about their experiences with the people there.

Advanced

Job Fair Worksheet

Name _____

Talk with people at the different tables to learn information about the various employers who are participating in this job fair. Find answers for at least 4 of these questions:

1. What kind of jobs are available at Legoland?
2. What are two benefits offered by Wyndham to their employees?
3. What kind of work is available with Kate Spade?
4. What is Job Options?
5. What kind of training is available at Goodwill?
6. What does Volt Staffing do?
7. What is Partners With Industry?
8. What is the name of a representative you talked with today?
9. Which employer offered information/opportunities that were most interesting to you?

Advanced

Community Learning Center Student Resource Fair

April 18, 2019 - 9:30am-12:30pm
CLC Lobby and Community Room



- ✓ Education in the Home
- ✓ MAAC
- ✓ Changes Collaborative
- ✓ CalFresh - EBT
- ✓ UPRISE
- ✓ North County Health
- ✓ 211
- ✓ VCC Dad's Club
- ✓ YMCA Youth Services
- ✓ Aetna - Medi-Cal
- ✓ Leap to Success
- ✓ Goodwill Industries
- ✓ Blue Star Families
- ✓ San Diego Food Bank
- ✓ North County Lifeline and more!

**Community and College Resources
for all students and their families!**



MiraCosta College Community Learning Center
1831 Mission Ave, Oceanside, CA 92058
760-795-8710

9:30 – 12:30 Community Resource Fair

Name _____

Which agencies can help you if you need food?

Which agency can help you if you have a health problem?

Which agency can help military families?

Which agency can help women who are homeless or have been abused?

Which agency can help children to be ready to learn in school?

Which agency can help fathers to provide for their families?

Advanced

My class scored low (21%) on skill 5.1 Understanding Voting & Political Process. We reviewed pgs. 6 & 7 from "How to Be Heard" attached (Voting Rights and Who Can Vote), Fast Facts-Political Parties from "Easy Voter Guide" attached and we watched 2 short videos: "So You Think Can Vote & Citizen Next from PBS News Hour <https://www.pbs.org/newshour/extra/lessons-plans/to-vote-or-not-to-vote-lesson-plan/> We used Handout #2 for focused listening and discussion.



[Lesson Plan: To Vote or Not to Vote | Lesson Plan | PBS NewsHour Extra - PBS: Public Broadcasting Service](https://www.pbs.org/newshour/extra/lessons-plans/to-vote-or-not-to-vote-lesson-plan/)

Why is voting an important responsibility for citizens? Less than 60 percent of eligible voters voted in the 2012 general election. Yet, for other Americans, voting is a very meaningful, almost ...

www.pbs.org

Finally, we used Stand Out 4 Chapter 8 "Interpret the Electoral Process" which included a flow chart, requirements to be able to vote and a Voter Registration Form to fill out.

Fast FACTS

How to Choose a Political Party

When you sign up to vote, you can join a political party. A political party is a group of people who share the same ideas about how the government should be run and what it should do. They work together to win elections. You can also choose not to join any of the political parties and still be a voter. There is no cost to join a party.

How to choose a political party:

- Choose a political party that has the same general views you do. For example, some political parties think that government should do more for people. Others feel that government should make it easier for people to do things for themselves.
- If you do not want to join a political party, mark that box on your voter registration form. This is called "no party preference." Know that if you do, you may have limited choices for party candidates in Presidential primary elections.
- You can change your political party registration at any time. Just fill out a new voter registration form and check a different party box. The deadline to change your party is 15 days before the election.

If you are not registered with a political party and want to vote for a Presidential candidate from a party that lets you vote with their ballot, you must ask for that ballot when you go to your polling place on election day. If you plan to vote by mail, you must write on the application the name of the political party whose ballot you want to use.

Some parties require you to be registered in their party to vote for their candidates in a Presidential primary. If you want to vote for one of these candidates, fill out a new registration form to join that party by the registration deadline 15 days before the election. You can register to vote online through the Secretary of State's website, registertovote.ca.gov.

No Party Preference
If you do not want to register with a political party (you want to be "independent" of any political party), mark "I do not want to register with a political party" on the registration form. In California, you can still vote for any candidate in a primary election, except for Presidential candidates. Each political party will decide before the election whether you may vote in their Presidential primary.

YOUR VOTE COUNTS

©2017 Easy Voter Guide

Fast FACTS

POLITICAL PARTIES

AMERICAN INDEPENDENT

We believe in liberty and justice for all under God. We want to keep America independent and safe. We'll protect the family, marriage and work. We believe in individual responsibility and free enterprise. We must obey our Constitution and promote Declaration of Independence principles.

TOP PRIORITIES:

- Protect the right to life and strengthen families
- Secure the border and enforce immigration laws
- Balance the state budget

510,486 members / 707-359-4884 / aipca.org

DEMOCRATIC

Democrats believe the role of government is to ensure quality education and healthcare for all citizens; ensure justice for every person; protect the rights of immigrants, women, People of Color and the LGBT community; and create an economy that works for everyone, not just the most fortunate.

TOP PRIORITIES:

- Reduce income inequality
- Combat climate change/protecting the environment
- Protect and expand access to healthcare for everyone

8,700,440 members / 916-442-5707 / cadem.org

GREEN

Greens know that we can have healthier, safer and happier lives, and our government can help if it is uncorrupted. The Green Party takes no corporate money, and so Greens work for both environmental and social justice, and for peace.

TOP PRIORITIES:

- Implement living wages, Medicare for all, no student debt
- Promote clean environment and justice for all
- Improve democracy with ranked choice voting and open debates

94,720 members / 916-549-6788 / cagreens.org

LIBERTARIAN

The Libertarian Party stands for personal freedom, economic freedom, and a non-interventionist foreign policy. If you're socially tolerant and fiscally responsible, you're a libertarian. You, not the government, should decide how to run your life, finances, education, and family.

TOP PRIORITIES:

- Increase individual liberty and responsibility
- Shrink government: reduce taxes and regulation
- Liberate education, commerce and personal choice

141,461 members / 916-446-1776 / ca.lp.org

PEACE AND FREEDOM

We stand for equal rights and a good standard of living for everyone. We want to protect our earth, promote peace, and defend our rights. Let's practice democracy and cooperation. We can use our country's wealth to make life better for everyone.

TOP PRIORITIES:

- Bring all troops home now
- Provide good jobs at higher pay
- Tax the rich to give health care, housing, and education to all

76,021 members / 951-787-0318 / peaceandfreedom.org

REPUBLICAN

California Republicans believe in listening closely to the people and caring about their concerns. We believe in a back-to-basics approach, to meet the basic needs of citizens like good roads, good schools, good jobs, a clean environment and safe communities.

TOP PRIORITIES:

- Put students and teachers first to improve our education system
- Provide quality and affordable healthcare for all Californians
- Ensure everyone can attain a high quality job

5,027,714 members / 916-448-9496 / cagop.org

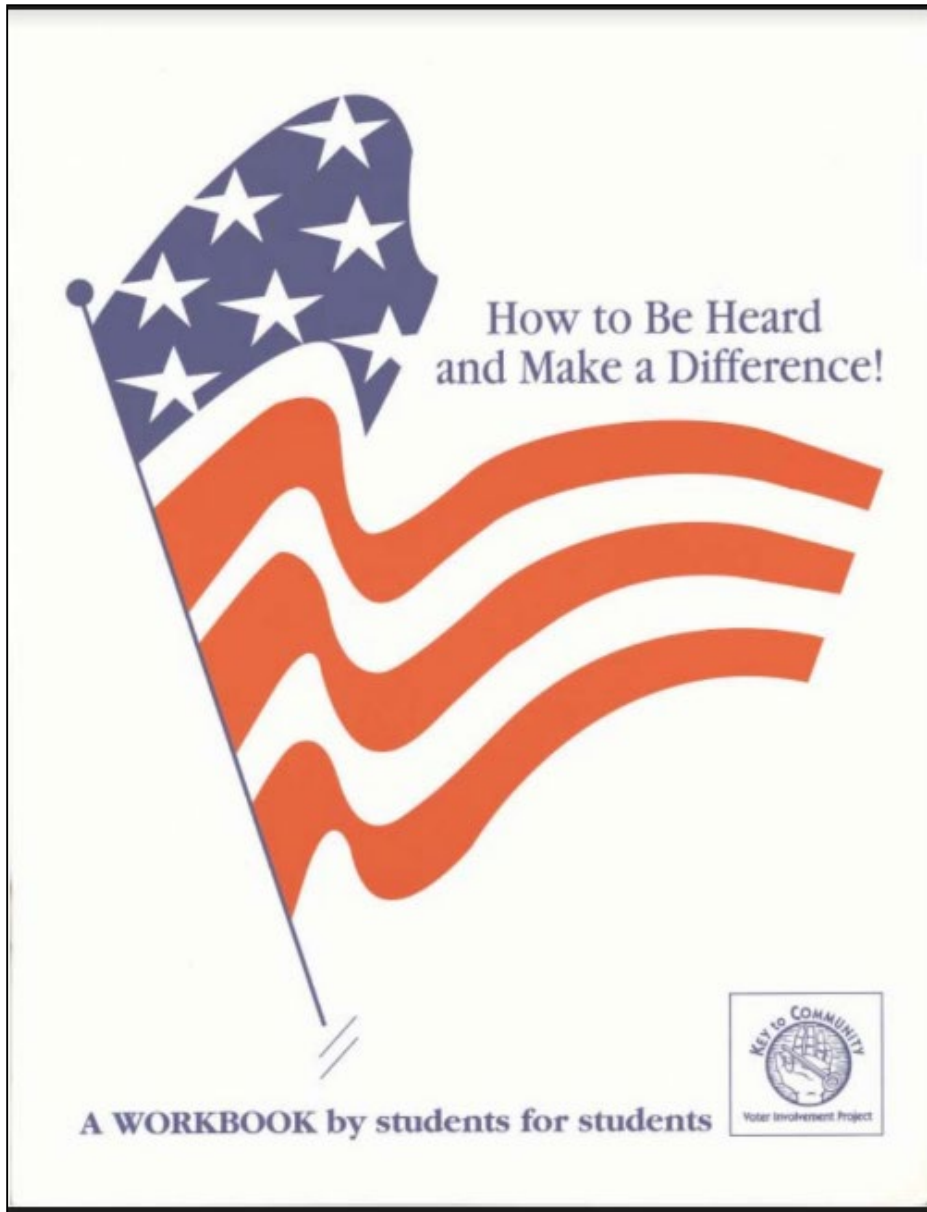
The statements and priorities were written by the political parties for the 2017 issue of this publication. The number of party members listed for each political party is from the Secretary of State's February 10, 2017 Report of Registration.

Easy Voter Guide

Video Clip from Lesson Plan



<https://www.pbs.org/newshour/extra/lessons-plans/to-vote-or-not-to-vote-lesson-plan/>



Key to Community Voter Involvement Workbook Series Workbooks for students by students Santa Clara County Public Library

CONTENTS

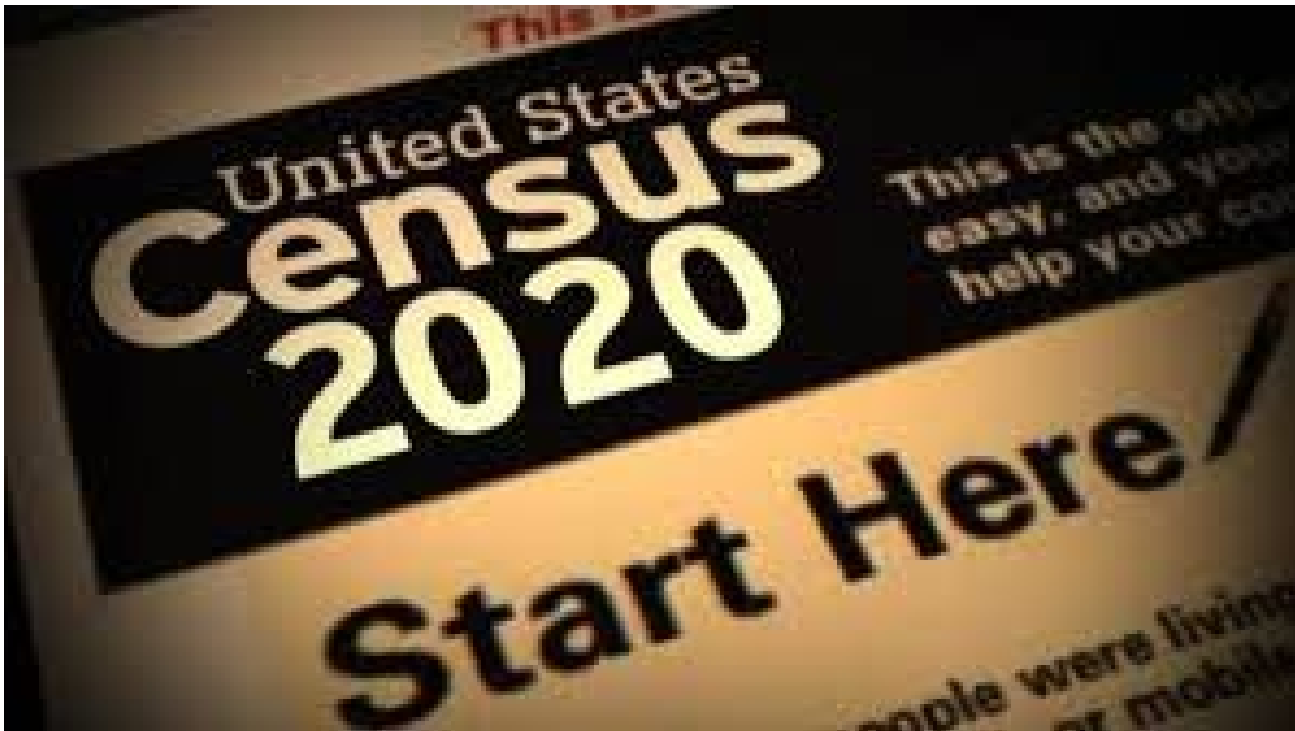
Adult learners put this workbook together to show other students how they can get involved in their communities and make a difference.

Introduction1
Step 1: Picking a problem2
Step 2: Who can help you?4
Step 3: Making a phone call7
Step 4: Writing a letter10
Other ways to make a difference12

If you like this workbook, check out our other one: *How to Vote!* It was also written for students by students.

Why Teach to the Government and Law Competency?

Wednesday, April 1, 2020



Advanced

- Seminole State College of Florida has some great tutorials to help students "prepare" for the CASAS test
- Teacher condensed original of Donna Price's (SDCCD ret.) presentation "Helping Students Succeed on Timed Life Skills Reading Tests" and used it with students as a very brief introduction to the test

Reading Comprehension Skills Practice

There are many different skills which can aid your reading comprehension and help you to more accurately interpret a reading passage. Some of the skills include:

- Inferences (drawing logical conclusions)
- Scanning and Key Word Recognition
- Parts of Speech and Context Clues
- Time Management (specifically used in timed tests)

SEMINOLE STATE COLLEGE
English Language Studies Department

Denise Douglass
ESL, Level 7

I posted four tutorials from Seminole State College on CANVAS. For homework, students were asked to review one tutorial after each class meeting to become more familiar with the CASAS reading test and skills to help with a timed reading test.

Helping Students Succeed on Timed Life Skills Reading Tests

Presented by:
Donna Price
San Diego Community College
Continuing Education
dprice@sdccd.edu

I used some of Donna Price's power point in class.

CASAS

Reading

Sample Test Items
Levels A, B, C, D
Administration Packet

CASAS Study Packet 187R Level D

Introduction

The *Compendium of Adult Student Assessment System (CASAS)* tests students' progress on required reading skills. It is approved by the US Department of Education and the US Department of Labor.

The materials included in this packet are for the tutor and student to do together. The materials show and sample questions address the specific test your student will take. The other materials are for the student to use on their own. The entire packet gives your students a chance to prepare for their upcoming test. This packet, however, does not take the place of your regular curriculum or other life skills, language or reading programs.

Your student may already be proficient in some areas, so follow using this packet. Review the student's CASAS Performance Summary to see which skills need improvement.

To use the packet effectively you should:

- Read and review the skills your student needs until the student has mastered them.
- When you are notified of the student's next test date, review these skills.

Don't try to teach everything at once. A basic guideline for using the components of the packet is to teach it down into small segments. Start right away. After 15 minutes or so, take a break. Repeat it and use sample questions. Teach vocabulary in a variety of ways, and in context or that your student can handle. After practice, use feedback to the next week.

Techniques are suggested on the first. Other methods are available. If these do not work, find the test and use materials you think would help your student.

We suggest learner-centered instruction, so adapt your materials and instruction to meet the individual needs of your student.

If you need additional materials or help with specific issues, call us:

Thank you,
Kathy Kuhn

Advanced

- 21 % -- 4.6.2 - Interpret work-related correspondence, e.g. memos and e-mail
- (*Note: this question was at the end – some students may have run out of time)
- [Article](#)
- [Lesson Plan](#)

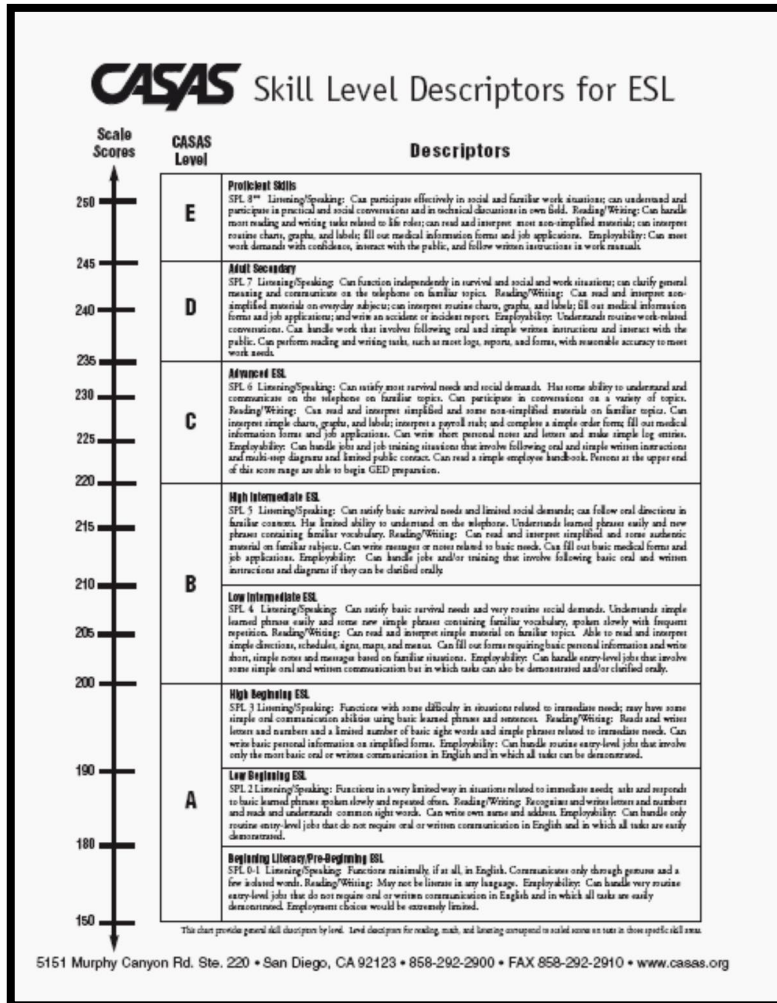


Communicating with Students about Data

- Do you share with students about the purpose of the test, overall class results, and individual results?
- Why is it important to communicate with students about the test and data in general?

CASAS Skill Level Descriptors

- CASAS Skill Level Descriptors
- Posted in classroom
- Teachers use to show students where they are in the program



Communicating with students about CASAS Tests

Before Testing

- Involve students in the goal
- Tell them the “what” and “why” of CASAS
- Use explanations appropriate to their instructional level

After Testing

- Provide assessment results privately
- Encourage students to focus on effort and improvement, not on the number; compare to their previous scores, not to the class average (mastery over performance)
- Have students chart their test results over time so that they can see progress over time
- When possible, allow students to complete the assessment again if they feel that the score doesn’t accurately reflect their ability

CASAS Test Results: Personal Record Sheet

Student _____

Pre-Test	Post-Test 1	Post-Test 2	Post-Test 3
Date:	Date:	Date:	Date:
Score:	Score:	Score:	Score:
Goal for next test:	Goal for next test:	Goal for next test:	Goal for next test:

CASAS Test Results: Personal Record Sheet

Student _____

Pre-Test	Post-Test 1	Post-Test 2	Post-Test 3
Date:	Date:	Date:	Date:
Score:	Score:	Score:	Score:
Goal for next test:	Goal for next test:	Goal for next test:	Goal for next test:

Next Steps

- Collected data
 - Qualitative
 - Quantitative
- Compared pre- and post-test results and data on reports
- Analyzed data

Second Workshop

- Report results (anecdotal and quantitative – student gains for competencies)
- Shared our activities and lessons
- Shared challenges and successes
- Previewed CASAS GOALS test items

Example Challenge

The competency my students have trouble with is at the end of the textbook I use.

There is never enough time to get to that chapter in the book.

I don't feel that I can jump to that chapter without doing the other chapters first because the content in the other chapters is the scaffolding students need before we get to the target competency.

Turn and Talk:
What would you suggest?

Another Challenge

- You use a textbook that includes CASAS competencies in the scope and sequence. The lesson plans you have prepared and have begun to teach are on a unit about **getting a job, which relates to 4.1 Understand basic principles of getting a job (identifying and using sources of info about job openings; applying, completing applications; interviews)**
- You receive the CASAS pre-test results, and these are the competencies for which your students scored the lowest:

8% - 1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager

13% - 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task

Students also had troubles with **task type 5: Measurement scales, diagrams**

Yet Another Challenge

Secondary program-wide
area of need:

Competency related to employment

- Many morning students are unemployed and not looking for work (stay-at-home parents, retired/elderly, only spouses authorized to work)
- Evening students performed much better

4. Employment

- 4.1 Understand basic principles of getting a job**
 - 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
 - 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

Another Challenge

4. Employment

4.1 Understand basic principles of getting a job

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

Turn and talk:

How do you address this issue? OR

How would you?

Is there a similar issue in your program (i.e., a competency that doesn't have immediate relevance for a particular group of students)? If so, what is it and what is your strategy for dealing with it?

Example Success



<https://pixabay.com/photos/learn-note-sign-directory-64058/>

Qualitative Results

- Teachers now understand better the importance of the CASAS test results
- Teachers better equipped to plan lessons, select materials, connect needs to class content and skills practice
- Teachers will have access to selected reports
- Unintended consequences:
 - Reflective teaching
 - A chance for teachers to talk about their craft
- More clarity of the connection between class content and CASAS tests for students

Quantitative Results

- Student outcomes? -- too soon to know
- Only three weeks between workshop 1 and CASAS Post-testing
- Anticipate improved results at end of fall 2020



Conclusion

- Faculty benefits:
 - Increased knowledge and understand → greater professionalization of teaching staff
 - Enhanced motivation and sense of efficacy
 - Improved chances of success with standards-based instructional planning and delivery
 - Developed team culture / camaraderie of like-minded educators with shared purpose
- Student benefits:
 - Better understanding of the purpose and reasons for CASAS testing
 - Improved perceptions of the links between instruction and assessment
 - Needs of widely diverse student population better met

Happy Teachers + Happy Students = Results



<https://pixabay.com/photos/mindmap-brainstorm-idea-innovation-2123973/>



Going Forward


- Make use of reports and reflection on instruction and CASAS testing results systematic:
 - Return to reports and recap from this past spring in the fall
 - Hold regular group meetings or at min. check-ins with faculty
 - Develop a procedure and process for training new teachers
 - Continue to share and compile lesson plans and activities related to targeted competencies



Thank you for attending!

Help improve the Summer Institute, take the [survey](#)!

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 [CASASAssessment](#)