CASAS ®

Evaluación de Comprensión de la Lectura

Spanish Reading Comprehension Test

Forms 653 and 654

Test Administration Directions

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EVALUACIÓN DE COMPRENSIÓN DE LA LECTURA
(Spanish Reading Comprehension Test)

DESCRIPTION OF THE TEST

Evaluación de Comprensión de la Lectura (Spanish Reading Comprehension Test) measures the ability to interpret written material in Spanish. The test uses reading selections drawn from authentic Spanish language material, chiefly informational material, and newspapers, in functional life skill contexts in which Spanish is commonly used in the United States. Students answer multiple-choice questions based on the selections they read.

The test assesses the Spanish reading skills of both native Spanish speakers living in the United States and those studying Spanish as a Foreign Language. The test uses items at a range of difficulty levels, corresponding to approximately three to nine years of schooling (through *secundaria)* in most Latin American countries.

The Spanish Reading Comprehension Test is appropriate to use as an Appraisal (placement) test or for pre-and post-testing to measure learning gains. The test can be used in educational, training, employability, and workplace programs. For example, Spanish literacy programs could use the test as an intake or exit measure, employability programs as a referral and placement tool, workplace programs as a tool to assess bilingual ability, and in Spanish language test preparation programs.

The test also can be used in programs offering instruction in Spanish for native English speakers.

Test scores are reported on a scale developed specifically for the Spanish Reading Comprehension Test using Item Response Theory (IRT).

There are two forms of the test, Forms 653 and 654. These forms are similar in content and level of difficulty. Each form contains 30 questions. *CASAS eTests allows 50 minutes to complete the test, although within the 50 minutes most students complete what they are capable of accomplishing*. Students who are proficient in reading Spanish may finish within 30 minutes.

This test is available online through CASAS eTests. There are no paper testing options with the Spanish Reading Comprehension Test.

TEST MATERIALS

The following test materials are necessary for **online test** administration.
- **CASAS eTests** (software system)
- A **clock** in the computer lab or testing room

TEST ADMINISTRATION INSTRUCTIONS

Before Test Day

- Inform everyone about the test and its purpose.

- Reserve a computer lab or testing room for at least 60 to 70 minutes.

- Arrange for one proctor for every 20 examinees.

- If the test is for native Spanish speakers, arrange to have a proctor who is proficient in Spanish.

- A proctor may assist with completing demographic information if necessary.

At the Start of Test Day

- The test administrator must be present at all times during testing.

- Be sure everyone is separated well so no one can see the answers of others. **Three to five** feet between each person is best for test security.

Once everyone is seated at a computer, explain **these points.** Do this preferably in Spanish with native Spanish speakers. If you are testing the Spanish language abilities of native English speakers, you may give instructions in English.

- The test measures reading comprehension but does not use literature or academic subjects as its basis. Readings in the test come from signs, ads, and newspapers — the materials that students most likely read in their everyday lives.

- Explain **that some people will find the test easy, some will find it hard, and most will probably find some items hard and others easy.** The reading material may seem easy, but identifying the correct answer to a question can be difficult, and everyone must read questions and possible answers carefully. All should **do their own work and try to do their best. Guessing should be avoided as it can inflate a student's score, which will not be representative of their true ability.**

- **Discuss the demographic information.** Demographic information covers where individuals come from, how many years they attended school, how long they have been in this country, and other details. **Explain that all personal information remains strictly confidential by law.**

- **Let everyone know that CASAS eTests allows 30 minutes to complete the test and most people do finish within 50 minutes.** Remind people that if they finish early, they may go back and check their answers.

- Be sure to remind everyone that once they start the test, they should continue until they finish or cannot answer any other questions.

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The Spanish Reading Test is available only as computerized testing in CASAS eTests, a software system that incorporates test scoring and reporting of results. Use of CASAS eTests does not require test booklets or answer sheets.

Before students see any test questions, the system will ask basic demographic questions about gender, ethnicity, race, and native language. As mentioned previously, **all personal information will remain strictly confidential by law.**

Once all students complete the demographic information, you may ask them to begin the test.

During the Test

Staff should circulate through the computer lab or testing room to ensure that everyone is progressing through the questions at an even pace and not spending too much time on any one question.

If someone has a question about an item, do not read the directions aloud or provide any assistance that would give away an answer. You may point.to the directions, point to the display, or point to a test question if necessary.

After approximately **30 minutes or when the first person finishes**, announce that each person should raise a hand upon finishing the test.

It is preferable for everyone to remain in the computer lab or testing room until the last person finishes the test. However, a test administrator may choose to dismiss people one at a time as each person finishes the test if circumstances allow.

SCORE INTERPRETATION

There are no CASAS Skill Level Descriptors for the Spanish Reading Comprehension Test. However, results may be interpreted in a number of ways.

- To use the test for **class placement**, programs should look at student performance both on the test and in a Spanish class, if they are currently enrolled in a Spanish class. After some experience with the test, programs may set their own cut-off scores for placement in beginning, intermediate, or advanced Spanish.

- Programs are able to **measure individual learning gains** in Spanish reading ability through pre- and post-testing with Form 653 and Form 654. Gains also can be compared across students and classes.

- Alternatively, the test can be given to a sample of **students functioning successfully at each program level** to decide appropriate score ranges for placement into each class level.

- After some experience with the test, programs may also set their own appropriate program exit levels based on the test scores of individuals who have completed the level successfully.

TRAINING AND TECHNICAL ASSISTANCE

CASAS recommends completion of CASAS eTests Implementation Training, for anyone who administers the Spanish Language Reading Comprehension Test and is unfamiliar with CASAS testing.

If you are currently a CASAS eTests user, no additional training is required. If you are new to CASAS eTests, please email golive@casas.org to get started with CASAS eTests.

The recommended CASAS eTests Implementation Training is available at no cost. Visit www.casas.org and see the left sidebar to register for CASAS eTests Implementation Training.

For more information or assistance, please contact CASAS at training@casas.org with your questions.

Spanish Reading Comprehension Test
Forms 653 and 654

TEST CONTENT BY CASAS COMPETENCIES

CASAS CODE♦	THE STUDENT WILL DEMONSTRATE THE ABILITY TO:
1.1.1.-3	Interpret recipes
1.2.1.-4	Interpret advertisements, labels, charts, and price tags in selecting goods and services
1.4.2.-4	Select appropriate housing by interpreting classified ads, signs, and other information
1.6.3.-1	Identify procedures the consumer can follow if merchandise or service is unsatisfactory
1.9.2.-3	Identify driving regulations and procedures to obtain a driver's license
2.2.5.-2	Use maps relating to travel needs
2.5.4.-4	Read, interpret, and follow directions found on public signs and building directories
2.5.5.-2	Locate and use educational services in the community, including interpreting and writing school-related communications
2.5.6.-4	Use library services
2.6.2.-2	Locate information in T.V., movie, and other recreational listings
2.7.3.-3	Interpret information about social issues
3.4.2.-3	Identify safety measures that can prevent accidents and injuries
3.5.2.-3	Select a balanced diet
4.3.1.-4	Interpret safely signs found in the workplace

♦ The **first** number represents **Content Area**: 1. Consumer Economics; 2. Community Resources; 3. Health; 4. Employment; 5. Government and History; 6. Computation. The **second** number represents **Competency Area**. The **first three** numbers identify a specific **Competency Statement**. See *QuickSearch Online* for curriculum resources linked to this three-digit code. The **fourth** number represents the **Competency Task Number**. Legend: Task 1 – Forms; Task 2 - Charts, maps, consumer billings, matrices, graphs, tables; Task 3 - Articles, paragraphs, sentences, directions, manuals; Task 4 - Signs, price tags, advertisements, product labels; Task 5 - Measurement scales, diagrams.