CASAS

Using Test Results to Inform Instruction

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Resources to Support Instruction

- Sample Test Items
- CASAS Competencies
- Task Areas
- Data and Reports
- Complimentary Online CASAS Resources

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CASAS Sample Test Items

- Sample test items
  - Reading
  - Listening
  - Math
  - Government and History for Citizenship
  - CASAS eTests Samplers
  - Pre-Employment / Work Maturity Checklists
  - Worksite Performance Rating
- Familiarize students and instructors with test item format
- Practice test-taking skills
- 5 to 6 test items per level for each skill area
- These items are not a predictor of performance
- Download at no cost from www.casas.org

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CASAS Competencies and Test Items

SHUTTLE BUS
Arrivals

Route A1	10:00
Route A2	10:30
Route B1	12:00
Route B2	12:30

3. What time does the Route B1 bus arrive?

(A) 10:00
(B) 10:30
(C) 12:00
(D) 12:30

- Every test item is correlated to at least one CASAS Competency.
- A competency is a measurable learning objective in a functional life skills context.
- CASAS Competencies and help maximize your curriculum design and instruction.

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Sample Test Items at Three Levels

Competency 2.1.7: Take or interpret telephone messages

150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 240 245 250

A Level
Who is coming?
A. today
B. Sara
C. Dan
D. Amy

B Level
When does the caller want to meet?
A. at 8:20
B. on 3/15
C. on Monday
D. downtown

C Level
What should be done with this message?
A. Paula should give it to Mr. Harper.
B. Mr. Harper should give it to Lisa.
C. Lisa should give it to Mr. Harper.
D. Paula should give it to Lisa.

8:30

Sara -
Dan is coming today at 11:00.

Amy

WHILE YOU WERE OUT
Date: 3/15 Time: 8:20
To: Lisa
From: Mr. Harper
Of: Lofton College
Phone:
☐ Telephoned ☐ Returned your call
☑ Please call ☐ Will call again
☐ Urgent
Message: Can you meet him downtown on Mon. at 1:30?
Taken by: Paula

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CASAS Competencies

Examples:
- Interpret medicine labels
- Check sales receipts
- Identify appropriate behavior, attire, attitudes and social interaction, and other factors that affect job retention and advancement
- Interpret information about traffic tickets

Competency Content Areas
0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Math
7. Learning and Thinking Skills
8. Independent Living

Download CASAS Competencies at www.casas.org

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The Competency Coding System

Content Area

2. Community resources

Competency Area

2.2 Understand how to locate and use transportation

Competency Statements

2.2.2 Recognize and use signs related to transportation

2.2.4 Interpret transportation schedules and fares

- Look at the competencies. What areas are relevant to the populations you serve?

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Activity - Selecting CASAS Competencies

Choose one of the scenarios listed below and on the next slide. Use the *CASAS Competencies* in your training materials to determine which competencies could relate to the scenario.

Role: Worker	**Competencies**
You should start work at 9:00 a.m., but you have a car that won't start.	4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
You must write a memo but have never done this.	
You need to figure out paycheck deductions.	
You must collaborate with a group of people you have not worked with before.	
Role: Community Member	**Competencies**
You are interested in attending a musical at the Civic Center.	2.6.1 Interpret information about recreational and entertainment facilities and activities
You haven't received the birthday card Mom sent. It could be lost in the mail.	
You've read in the newspaper there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	
Role: Family member	**Competencies**
You bought a bottle of cold tablets and need to know how many to take.	**3.3.2 Interpret medicine labels**
You child asks for help with math homework.	
You want to plan a surprise birthday party for your child.	
A spouse may retire, grown children may move home, the house may have termites, and taxes have gone up. You are under stress.	

Task Areas

- Test items are presented in a variety of task areas or display formats
- Task areas help to identify important skills that should be addressed during instruction
  - Example: A student may comprehend the language on a test item but not understand the item display. (bar chart, graph, pie chart, or other display formats)

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Task Areas and Item Types

- Reading and Math Task Areas
  1. Forms or fill-in-the-blank
  2. Charts, maps, consumer billings, matrices, graphs, or tables
  3. Stories, articles, paragraphs, sentences, directions, or pictures
  4. Signs, price tags, ads, or product labels
  5. Measurement scales and diagrams
- Listening Item Types
  1. Picture prompt
  2. Comprehension question
  3. Predict next line of dialogue
  4. Identify true statement based on prompt

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Student Performance by Competency Manual Report

STUDENT PERFORMANCE BY COMPETENCY
Form 83 R - Reading - Level B - Life and Work

Name _____ Site _____ Date _____

☑ *Check boxes of items the learner has answered correctly.*

	ITEM	COMP.*	THE LEARNER WILL DEMONSTRATE THE ABILITY TO:
☐	1. Narrative	0.2.1-3 7.2.1	Respond appropriately to common personal information questions Identify and paraphrase pertinent information
☐	2. Narrative	4.2.1-3 7.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms Identify and paraphrase pertinent information
☐	3. Job ad	4.1.3-4 4.1.6	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market Interpret general work-related vocabulary
☐	4. Job ad	4.1.3-4 4.1.6	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market Interpret general work-related vocabulary
☐	5. Job application form	4.1.2-1 0.2.1	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application Respond appropriately to common personal information questions
☐	6. Job application form	4.1.2-1 0.2.1 2.3.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application Respond appropriately to common personal information questions Identify the months of the year and the days of the week
☐	7. Narrative	1.4.7-3 7.3.1 7.2.1	Interpret information about home maintenance, and communicate housing problems to a landlord Identify a problem and its possible causes Identify and paraphrase pertinent information
☐	8. Narrative	1.4.7-3 7.2.1	Interpret information about home maintenance, and communicate housing problems to a landlord Identify and paraphrase pertinent information
☐	9. Narrative	1.4.7-3 7.2.1	Interpret information about home maintenance, and communicate housing problems to a landlord Identify and paraphrase pertinent information
☐	10. House ads	1.4.2-4	Select appropriate housing by interpreting classified ads, signs, and other information

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Class Profile by Competency Manual Report

CLASS PROFILE BY COMPETENCY
Form 83 R - Reading - Level B
Life and Work

Test date: _____

Enter names and scores at top of columns and check items answered correctly.

STUDENT NAMES: *Anaiskia, Marcella, Dimitri, Aldyah, Pete, Ching, Jing, Hortinsia, Mave, Phong*

Appraisal Score													
Raw Score			19	25	13	3	16	13	23	11	29	27	
Scale Score			203	222									
#	ITEM DESCRIPTION	COMPETENCY	T*										
1	Narrative	0.2.1, 7.2.1	3	+	+	+	+	+	+	+	+	+	+
2	"	0.2.1, 7.2.1	3	+	+	+	+	+		+		+	+
3	Job ad	4.1.3, 4.1.6	4	+	+	+	+	+	+	+	+	+	+
4	"	4.1.3, 4.1.6	4	+	+	+			+	+	+	+	+
5	Job application form	4.1.2, 0.2.1,	1	+	+			+		+		+	+
6	"	4.1.2, 0.2.1, 2.3.2	1	+	+	+		+	+	+		+	+
7	Narrative	1.4.7, 7.3.1, 7.2.1	3		+						+	+	+
8	"	1.4.7, 7.2.1	3	+	+	+		+	+	+		+	+
9	"	1.4.6, 7.2.1	3		+				+	+	+	+	
10	House ads	1.4.2	4	+	+	+		+		+			+
11	Rental application	1.4.3	1	+						+	+	+	+
12	"	1.4.3	1		+	+		+			+	+	+
13	"	1.4.3	1	+	+				+	+		+	
14	Medicine label	3.3.2, 3.3.1	4			+				+	+	+	+
15	Narrative	0.2.4, 7.2.1	3		+						+	+	+
16	"	4.1.8, 4.1.9, 7.2.1	3	+	+	+		+	+	+		+	+
17	Work schedule	4.4.3, 7.2.2	2		+				+	+		+	+
18	"	4.4.3, 2.3.1, 7.2.2	2	+	+	+		+				+	+

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Using TOPSpro Enterprise Reports

- Introducing **TOPSpro Enterprise** for data management and analysis
  - Scan and score answer sheets (or import from CASAS eTests)
  - Generate reports for students, teachers, and administrators
  - Quickly access actionable reports with drill-down capability
  - Readily define, identify and monitor hot spots using customized dashboard indicators
  - Accurately target instruction
  - Flexibly choose local installation or access your data via the Internet

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Individual Skills Profile TOPSpro Enterprise Report

CASAS

06/07/2011
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Individual Skills Profile

Page 1 of 1
ISP

Maria Gonzalez
ID# 6790435

Agency: 4908 - Rolling Hills Adult School
Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items Total	Correct	Attempted
Listening	083L	05/25/2010	204	4	B	36	21	30
Reading	084R	05/07/2010	212	5	B	34	19	24

Reading Competencies	N	Correct
Basic Communication	4	50 %
Consumer Economics	15	80 %
Community resources	3	33 %
Health	5	60 %
Employment	16	75 %
Learning to learn	12	75 %

Reading Content Standards	N	Correct
Vocabulary	31	70 %
General reading comprehension	36	72 %
Text in format	23	65 %
Reference materials	5	40 %
Reading strategies	34	70 %
Reading and thinking skills	4	75 %

Listening Competencies	N	Correct
Basic Communication	12	75 %
Consumer Economics	16	68 %
Community resources	18	50 %
Health	14	64 %
Employment	21	52 %
Government and law	1	100 %

Listening Content Standards	N	Correct
Phonology	9	44 %
Vocabulary	48	56 %
Grammar	48	56 %
General Discourse	42	57 %
Informational Discourse	18	55 %
Strategies and Critical Thinking	41	60 %

Reading Tasks	N	Correct
Forms	8	75 %
Charts, maps, consumer billings, matrices, graphs, tabl	4	50 %
Articles, paragraphs, sentences, directions, manuals	14	78 %
Signs, price tags, advertisements, product labels	10	70 %
Measurement scales, diagrams	0	N/A

Listening Tasks	N	Correct
Picture Prompt	0	N/A
Comprehension question	16	56 %
Predict next line of dialogue	16	56 %
Identify true statement based on prompt	16	56 %
Responds to oral cues	0	N/A

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Student Performance TOPSpro Enterprise Report

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06/10/2011
19:55:24

Student Performance
by Test Item & Competency

Page 1 of 4
SCPTC

Agency: 4908 - Rolling Hills Adult School
Site: 6 - Southwest Campus
Class: 001 - ESL - Intermediate Low
Form: 083R - Life and Work Reading Level B

Student: 000130472 Martinez, Isabel
Test Date: 03/19/2012
Raw Score: 19 Scale Score: 212

Position	Correct?	Comp No.	Task	Competency Description
1	No	0.2.1	3	**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	No	4.1.3	4	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
4	Yes	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	No	1.4.7	3	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
9	Yes	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.

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Competency Performance Summary TOPSpro Enterprise Report

CASAS

Class Performance

03/01/2012
09:34:52

Page 1 of 6
SCPSR2

Agency: 4900 - Rolling Hills Adult School
Form: 0808 - Life and Work Reading Level B

Total Tests: 37 Total Students: 35

Position	Correct?	Comp No.	Task	Competency Description
30	27 %	1.1.3	2	Interpret maps and graphs
		1.9.4		Interpret maps related to driving
		2.2.5		Use maps relating to travel needs
24	40 %	5.3.8	3	Identify procedures for reporting a crime
		7.2.2		Analyze a situation, statement, or process
32	40 %	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms
		3.2.3		Interpret info. for medical, dental, life insurance
29	45 %	1.1.3	2	Interpret maps and graphs
		1.9.4		Interpret maps related to driving
		2.2.1		Ask for, give, follow, or clarify directions
		2.2.5		Use maps relating to travel needs
31	45 %	3.2.1	1	Fill out medical health history forms
		7.2.4		Identify, make inferences: inductive, deductive reasoning
19	48 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week
		7.2.2		Analyze a situation, statement, or process
22	48 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		1.1.6		Count, convert, use coins, currency and symbols ($ and ¢)
26	48 %	1.3.3	3	Identify, use methods to buy goods, services, make refunds
		7.2.1		Identify and paraphrase pertinent information
13	54 %	1.4.3	1	Interpret lease and rental agreements
25	54 %	5.3.8	3	Identify procedures for reporting a crime
		7.2.1		Identify and paraphrase pertinent information
20	56 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms

Test Question Number

Percentage of Students who answered this question correctly

The **Competency Number** on which this question is based

The **Competency Description** gives more detail about the **Competency Number**

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Test Series Competency Content Matrix: The Big Picture

CASAS Life and Work Reading Test Series Competency Content

- This matrix presents a compilation of the competencies addressed by items on each test form.
- Numbers in parentheses show the number of test items addressing the competency, if more than one.
- Most test items address more than one competency.

Test Level A				Test Level B		Test Level C				Test Level D	
81	82	81X	82X	83	84	85	86	185	186	187	188
24 items	24 items	28 items	28 items	32 items	32 items	37 items	37 items	38 items	38 items	32 items	32 items
0.2.2 (2) 0.2.3 0.2.4 (2)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 0.2.2 (2)	0.1.4 0.2.1 (2)	0.2.1 (3) 0.2.4	0.2.1						
1.1.6 1.2.1 1.3.8 1.3.9 1.4.1 (2) 1.4.2 1.4.7 1.8.1	1.1.6 1.2.1 1.3.8 1.3.9 1.4.1 (3) 1.4.2 1.4.7 1.8.1 1.9.1	1.2.1 1.2.2 1.9.1	1.1.4 1.1.6 (3) 1.2.1 (3) 1.2.2 1.3.3 1.4.1 (2) 1.8.2 (2) 1.9.1 1.9.2 (2)	1.1.3 (2) 1.1.6 (2) 1.3.3 (3) 1.4.2 1.4.3 (3) 1.4.6 1.4.7 (2) 1.9.4 (2)	1.1.3 (2) 1.1.6 1.4.1 1.4.2 (2) 1.4.6 (2) 1.7.1 (2) 1.9.4	1.2.1 (3)	1.2.1 (2)	1.1.1 1.2.1 (2) 1.3.6 1.4.5 (2) 1.7.3 1.9.4 1.9.6 (2)	1.1.1 1.1.3 1.2.1 (3) 1.4.8 (2) 1.6.2 (3) 1.6.3 (3) 1.7.3 (5) 1.9.4	1.1.3 1.1.6 1.4.5 (2) 1.4.7 (2) 1.8.2	1.1.3 (2) 1.2.1 1.4.3 (2) 1.4.5 (2) 1.4.7 1.6.1 1.7.4
2.3.1 (3) 2.3.2 (2) 2.4.1 2.5.2 2.5.3 2.5.4 (4) 2.5.5 (2)	2.3.1 (2) 2.3.2 (2) 2.4.1 2.5.2 2.5.4 (4) 2.5.5 (3)	2.1.2 2.1.7 (2) 2.2.1 (3) 2.2.2 2.2.5 (2) 2.3.1 2.3.2 (5) 2.5.3 2.5.4 (4) 2.6.4	2.2.1 2.2.2 2.2.5 2.3.1 (2) 2.3.2 (3) 2.5.4 (2) 2.6.4 (2)	2.2.1 2.2.5 (2) 2.3.1 2.3.2 (2)	2.2.3 2.2.5 2.3.1 2.3.2 (2) 2.5.5 (2)	2.2.1 (2) 2.2.5 (2)	2.2.1 (2)	2.1.1 (2) 2.1.7 2.1.8 (2) 2.2.1 2.2.5 2.3.1 2.3.2 2.5.2 (2) 2.5.4 (2) 2.5.5 (3) 2.7.3 (2)	2.1.7 (2) 2.1.8 (4) 2.2.1 2.2.5 2.3.2 (3) 2.5.5 2.7.3 (2)	2.1.8 (2) 2.5.2 (4) 2.5.9 2.7.2 (3) 2.7.3 (5) 2.7.5 (2)	2.1.7 2.5.2 (4) 2.5.9 2.7.2 (2) 2.7.3 (5)
3.1.1 3.1.3	3.1.1	3.1.1 3.1.2 (2) 3.1.3 (3) 3.2.3 (3)		3.2.1 3.2.3 3.3.1 3.3.2	3.1.2 (2) 3.1.3 3.2.1 (2) 3.2.2 3.3.1 3.3.2 (2) 3.4.1	3.4.5 (3)	3.4.5 (3)	3.1.1 (2) 3.1.3 (2) 3.4.3 (2) 3.4.5 (2)	3.4.1 3.4.2 (3)	3.1.1 3.2.3 (3) 3.4.4 3.4.5 (2) 3.5.9 (2)	3.1.1 (2) 3.1.3 3.2.3 (2) 3.3.1 (2) 3.3.3 (2) 3.4.1 (2) 3.5.1

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Adult Low-Level Literacy Curriculum

- Use the curriculum modules with your low-level literacy learners, including those with intellectual disabilities
- Complimentary online access at http://www2.casas.org/LowLiteracyCurriculum/
- Features universal design principles for 10 themes and 40 lessons
- Currently Skill Levels A and Pre-A
- Includes enablers to learning content – metacognitive and self-determination strategies

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QuickSearch Online

- Quick, easy online access to a database of more than 2,300 instructional materials
- Includes print, audio, video, and software materials
- Identifies effective instructional materials and aligns materials to CASAS Competencies
- Search by
  - Title
  - Competency
  - Program, Level, and Skill
  - Publisher
  - CASAS Test

Use CASAS QuickSearch Online at www.casas.org!

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Find Instructional Materials by Competency

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Narrow Your Results by Program, Level, and Skill

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Find Out Which CASAS Competencies Are Addressed by Your Favorite Title

Details

Focus Instruction by Test Series

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Skill Level Descriptors

- What can learners do at different CASAS levels?
  - find out how a learner's scale score on a CASAS test corresponds to the job-related and life skill tasks someone generally can accomplish at that level.
  - Place learners into appropriate classes and levels.
  - Allow learners to see and track progress.

220
215
210
205
200

B

Intermediate Basic Skills

Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub, follow basic written instructions and diagrams. Can complete a simple order from and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral and written instructions and diagrams if they can be clarified orally.

Beginning Basic Skills

Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.

Excerpt from ABE Skill Level Descriptors

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Professional Development / Training

- Your state offers regularly scheduled CASAS Implementation training. Contact your state CASAS Certified Trainer for more information about upcoming training.
- Online Training at http://training.casas.org
  - Just-in-time training – access training immediately after registration.
  - Efficient – No travel time or cost. Work at your own pace and start and stop training as necessary.
  - Easy user-interface – step-by-step directions help you progress through courses.
  - Instant gratification –many courses offer a certificate upon completion.

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CASAS National Summer Institute

- Join us at the next Summer Institute – June 17 – 19, 2014
  Town and Country Resort & Convention Center
  San Diego, California
- www.casas.org/training-and-support/si
- Registration Fees Include
  - Choice of more than 20 professional development training sessions on Tuesday
  - Choice of more than 65 sessions on Wednesday and Thursday
  - Access to leading experts in policy, assessment, instructional strategy, and curriculum development

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What's New at CASAS?

- **Assessment**
  - Looking ahead: Planning for new Reading and Math test series in 2017 aligned with the Common Core State Standards – targeting adult education learners
  - Be a part of the test development process and share your ideas!
    - Participate in Field Testing new items using CASAS eTests Online.
    - Contact Andrea Shields at ashields@casas.org to get started!
- **Technology**
  - Introducing CASAS eTests Online
    - An alternative delivery option to paper-pencil tests
    - Use with a touch screen
    - Features
      - Expanded HELP menu
      - New and improved data filter options
      - Report enhancements
    - Complimentary training at http://training.casas.org

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Share Your Success Story

- CASAS is collecting videos and stories to highlight youth and adult education and training success across the country.
- Share how CASAS has helped your learners or program.
  - The challenge
  - The solution
  - The outcome

➔ Share your story at www.casas.org > Social Media Newsroom > Success Stories

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For more information…

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General questions:
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Websites:
Click Feedback at bottom of any web page

Technology Support Team:
techsupport@casas.org

Workshops:
http://www2.casas.org/online_registration/

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