Using Test Results to Inform Instruction

training@casas.org
1-800-255-1036

© 2013 CASAS. All rights reserved.

Resources to Support Instruction

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

© 2013 CASAS. All rights reserved. 2

PRESENTER/TRAINER NOTES:

Introduce key component – Curriculum.

Explain that CASAS does not have a fixed curriculum but provides a number resources to support curriculum design.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 3

PRESENTER/TRAINER NOTES:

Encourage participants to use these resources to help their students become comfortable with standardized tests and testing procedures.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

This slides shows an example of the integration of Curriculum, Assessment and Instruction as seen in the three circles on slide six.

•The curriculum might include a lesson on reading maps and schedules, and interpreting clock time.

•This item would assess a student's knowledge of what the teacher had taught.

•Have participants take out their Competency list and find the following two:

- Competency 2.2.2 - Recognize and use signs related to public transportation
- Competency 2.2.4 - Interpret transportation schedules, fares and payment procedures.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Explain that this slide shows how a competency may be assessed at different levels.

The item test display becomes more difficult and the test questions (or distractors) become increasingly more difficult.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 6

PRESENTER/TRAINER NOTES:

Take some time for participants to look through the Competencies.

"There are nine content areas.

Here are two things to remember:

1. The list is not a power list. The numbering system does not mean that 0 – Basic Communication – is easier than other content areas. It is just a method of organizing the competencies.

1. This is the master competency list – you would not be expected to teach every single competency!"

© 2013 CASAS. All rights reserved.

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?

© 2013 CASAS. All rights reserved. 7

PRESENTER/TRAINER NOTES:

Go over the coding system.

• Every competency is identified with a three-digit number. The first digit refers to the content area. Slide shows Content Area 2 – Community Resources.

• The second digit corresponds to a competency area. 2.2 represents the competency area of *Understanding how to locate and use different types of transportation and interpret travel related information.*

• The three-digit competency statement, 2.2.2, describes a measurable action, *Recognize and use signs related to transportation*. Competency statement 1.9.1 also addresses this content.

• Every test item in the CASAS system correlates to at least one specific competency.

•Handout CASAS Competencies document.

© 2013 CASAS. All rights reserved.

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.	

PRESENTER/TRAINER NOTES:

Important – *handout CASAS Competencies to complete this Activity.*

Have participants work in groups and select one set of scenarios.

Have each group report back on one specific scenario and the competencies they chose.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Review these bullet points with participants.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 10

PRESENTER/TRAINER NOTES:

This slide shows the Task Areas for reading and listening.

"Look at slide 12 and find test item numbers 5 and 6."

- What is the corresponding task area number? (Forms)
- Looking at this slide, what type of item display is reading task area 1? (Forms)
- This tells you that the students had to interpret information on a form in order to answer the test questions.
- Find test items 4 and 10 on slide 12. What is the corresponding task number? (Signs, price tags, ads, or product labels).
- What type of item display could these test items be?" (advertisements or signs)

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 11

PRESENTER/TRAINER NOTES:

This is a Student Performance by Competency Report.

Explain the information presented on this report.

"For programs that score answer sheets manually, these blank charts are available in the Test Administration Manuals.

• The first column shows a check box.

• The second column lists the item number. This sample shows the first 10 items only on this particular test (Form 83 Reading).

• The third column lists a brief item description.

• The fourth column lists the specific competency or competencies that are assessed in a particular test item and the task area. We will look more closely at task areas in the next two slides.

• The fifth column provides a more detailed description of the competency statements."

© 2013 CASAS. All rights reserved.

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

				Anabiza	Marcella	Dimitri	Afagh	Petr	Ching	Jong	Hortinda	Marco	Thang		
			Appraisal Score												
			Raw Score	18	25	13	3	16	13	23	11	29	27		
			Scale Score	210	222										
#	ITEM DESCRIPTION	COMPETENCY	T*												
1	Narrative	0.2.1, 7.2.1	3	+	+	+	+	+		+	+	+	+		
2	"	4.2.1, 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	+	+	+		+				+	+		

© 2013 CASAS. All rights reserved. 12

PRESENTER/TRAINER NOTES:

This is a Class Profile report by Competency.

"For programs that score answer sheets manually, these blank charts are in the Test Administration Manuals. The format is similar to report in the previous slide.
• The first column lists the item number. This sample shows the first 18 items only.
• The second column lists a brief item description.
• The third column lists the specific competency or competencies that are assessed in a particular test item.
• The fourth column shows the task area. We will look more closely at task areas in the next two slides.
• The remaining columns list student names, raw and scale scores, and how they performed on each item.
Which student scored the lowest? (Afagh) Do you think this test was an appropriate level for this student?
What level would you recommend for this student's next test?
Which student scored the highest? (Marco) Do you think this test was an appropriate level for this student?
What level would you recommend for this student's next test?

1. Which item or items did the greatest number of students miss? (7 and 15)
2. Which competency statement/statements are these items correlated to? (1.4.7, 7.3.1, 7.2.1 and 0.2.4, 7.2.1)

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 13

PRESENTER/TRAINER NOTES:

"We have looked at manual reports. Now let's look at TOPSPro Enterprise.

• TOPSpro Enterprise is a software program that scans and scores answer sheets, automatically converts the raw score to a scale score, and generates a variety of reports.

• The next two slides show samples of TOPSpro Enterprise reports."

© 2013 CASAS. All rights reserved.

Individual Skills Profile
TOPSpro Enterprise Report

CASAS

Individual Skills Profile

06/07/2011
15:37:20

Page 1 of 1
ISP

Maria Gonzalez
ID# 8760435

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

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Discuss report content.

© 2013 CASAS. All rights reserved.

Student Performance
TOPSpro Enterprise Report

CASAS

06/10/2011
19:55:24

Student Performance

by Test Item & Competency

Page 1 of 4
SCPTIC

Agency:	4908 - Rolling Hills Adult School	Student:	000130472	Martinez, Isabel	
Site:	6 - Southwest Campus	Test Date:	03/19/2012		
Class:	001 - ESL - Intermediate Low	Raw Score:	19	Scale Score:	212
Form:	083R - Life and Work Reading Level B				

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.

© 2013 CASAS. All rights reserved. 15

PRESENTER/TRAINER NOTES:

This is an excerpt of full report.

“This is a sample TOPSPro Enterprise report and shows an student performance by competency.

It is the electronic version of slide 38 and contains the same information.

TOPSpro reports may be sorted by item number (as shown in this slide), whether or not items are correct (yes or no), and by competency number.”

© 2013 CASAS. All rights reserved.

Competency Performance Summary
TOPSpro Enterprise Report

CASAS

Class Performance

03/01/2012
09:34:52

Page 1 of 6
SCPSTIC2

Agency: 4908 - Rolling Hills Adult School
Form: 083R - 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 returns**
		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

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

Percentage of Students who answered this question correctly

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

© 2013 CASAS. All rights reserved. 16

PRESENTER/TRAINER NOTES:

Discuss report content.

This is the same type of report a shown on the previous slide but instead of generating an individual report, this report is generated for a class and sorted by percent correct.

This report is a popular alternative to the Class Profile by Competency report and provides greater detail for targeting areas of greatest need.

© 2013 CASAS. All rights reserved.

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) 1.7.3 (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

© 2013 CASAS. All rights reserved. 17

PRESENTER/TRAINER NOTES:

This is the CASAS Life and Work Reading series Competency Content Matrix.
It shows the competencies addressed on each test form.

Numbers in parentheses show how many times the competency is assessed in a test level.

•For example, ask participants to find Test Level C, Form 185. Ask how many times Competency 4.4.3 is assessed.

Competencies without a number in parentheses are addressed only one time.
Most test items address more than one competency.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 18

PRESENTER/TRAINER NOTES:

Review slide content.

Visit website if Internet connection is available.

© 2013 CASAS. All rights reserved.

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!

© 2013 CASAS. All rights reserved. 19

PRESENTER/TRAINER NOTES:

Introduce QuickSearch Online.

- Demonstrate on website if Internet connection is available.
- Helps program coordinators and instructors select materials to match their curriculum.
- Participants may search by title, competency, program, level, skill area, publisher, and test form.
- Encourage participants to use QuickSearch to identify which competencies are targeted in the texts they are already using.
- Available Complimentary of charge on the CASAS Web site.
- If you have access to the Internet, you may wish to go to QuickSearch at this point and demonstrate how to use the database. Suggestion: ask participants for the title of a favorite instructional resource and “Search by Title” to see the CASAS Competencies addressed in that title.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.

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	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.
215		
210		**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.
205		
200		

Excerpt from ABE Skill Level Descriptors

© 2013 CASAS. All rights reserved. 25

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.

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.

© 2013 CASAS. All rights reserved. 26

PRESENTER/TRAINER NOTES:

Discuss slide content.

Visit website if Internet connection is available.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 27

PRESENTER/TRAINER NOTES:

Discuss slide content.

Visit website if Internet connection is available.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 28

PRESENTER/TRAINER NOTES:

Discuss slide content.

Visit website if Internet connection is available.

© 2013 CASAS. All rights reserved.

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

© 2013 CASAS. All rights reserved. 29

PRESENTER/TRAINER NOTES:

1. Visit the CASAS website to read how agencies and programs across the country are using CASAS to assist adults functioning at or below a high school level in attaining the basic literacy skills to function effectively on the job, in the community, and in the family.

2. See how programs establish comprehensive performance accountability systems, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs.

3. We invite you to Share Your Story!
   - The Challenge (briefly describe the challenge your program was facing)
   - The Solution (What did CASAS provide to help you overcome that challenge? Which CASAS assessments, resources, people/staff, etc. helped?)
   - The Outcome (what was the result of implementing CASAS?)

4. Visit linked resource if time permits and Internet connection is available.

© 2013 CASAS. All rights reserved.

For more information…

Mail

CASAS
5151 Murphy Canyon Rd., Suite 220
San Diego, CA 92123-4339

Website: www.casas.org

Telephone

(858) 292-2900 or (800) 255-1036

Fax

(858) 292-2910

E-Mail

General questions:

casas@casas.org

Websites:

Click Feedback at bottom of any web page

Technology Support Team:

techsupport@casas.org

Workshops:

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

© 2013 CASAS. All rights reserved. 30

PRESENTER/TRAINER NOTES:

Discuss slide content.

© 2013 CASAS. All rights reserved.