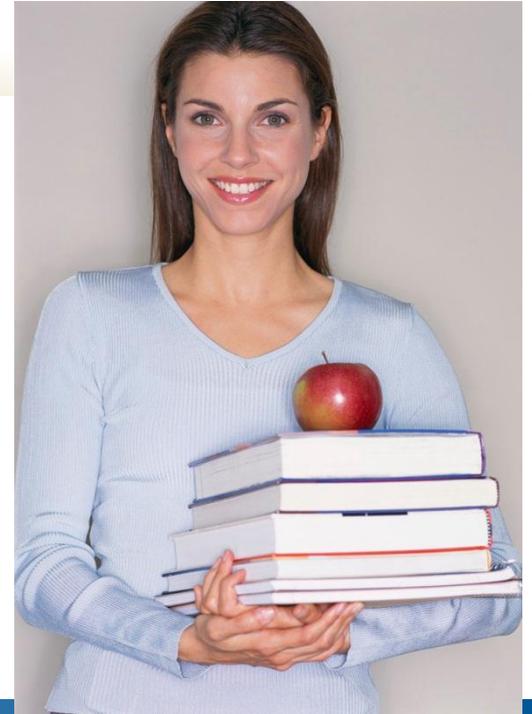




Using Test Results to Inform Instruction



training@casas.org

1-800-255-1036

Resources to Support Instruction



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

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

CASAS Competencies and Test Items

SHUTTLE BUS	
<u>Arrivals</u>	
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.

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

8:30

Sara -
Dan is coming
today at 11:00.

Amy

B Level

When does the caller
want to meet?

- A. at 8:20
- B. on 3/15
- C. on Monday
- D. downtown

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

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.

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

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



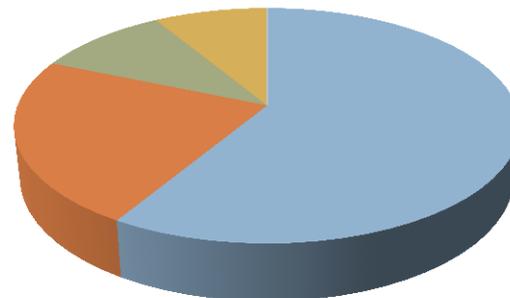
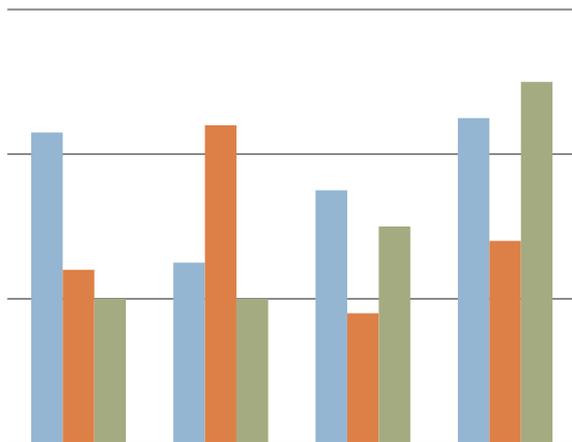
- Look at the competencies. What areas are relevant to the populations you serve?

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
Your 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.	

- 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)



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

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:
<input type="checkbox"/> 1. Narrative	0.2.1-3 7.2.1	Respond appropriately to common personal information questions Identify and paraphrase pertinent information
<input type="checkbox"/> 2. Narrative	4.2.1-3 7.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms Identify and paraphrase pertinent information
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 10. House ads	1.4.2-4	Select appropriate housing by interpreting classified ads, signs, and other information

Class Profile by Competency

Manual Report

CLASS PROFILE BY COMPETENCY

STUDENT NAMES

Form 83 R - Reading - Level B

Life and Work

Test date: _____

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

Appraisal Score
Raw Score
Scale Score

	Anahita	Marcella	Dimitri	Afagh	Petr	Ching	Jong	Herlinda	Marco	Thrang		
Appraisal Score												
Raw Score	18	25	13	3	16	13	23	11	29	27		
Scale Score	210	222										

#	ITEM DESCRIPTION	COMPETENCY	T ⁿ	+	+	+	+	+	+	+	+	+
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	+	+	+		+			+	+

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



Individual Skills Profile TOPSpro Enterprise Report



06/07/2011
15:37:20

Individual Skills Profile

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

Student Performance TOPSpro Enterprise Report



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 7.2.1	3	Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information
2	Yes	4.2.1 7.2.1	3	Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information
3	No	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
4	Yes	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
5	Yes	4.1.2 0.2.1	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions
6	Yes	4.1.2 0.2.1 2.3.2	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions Identify the months of the year and the days of the week
7	Yes	1.4.7 7.2.1 7.3.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes
8	No	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information
9	Yes	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information
10	Yes	1.4.2	4	Select housing by interpreting ads, signs, and other info.

Competency Performance Summary

TOPSpro Enterprise Report



03/01/2012
09:34:52

Class Performance

Page 1 of 6
SCPSTIC2

Agency:	4908 - Rolling Hills Adult School	Total Tests:	37	Total Students:	35
Form:	083R - Life and Work Reading Level B				

Test Question Number

Percentage of Students who answered this question correctly

The Competency Number on which this question is based

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

The Competency Description gives more detail about the Competency Number

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.

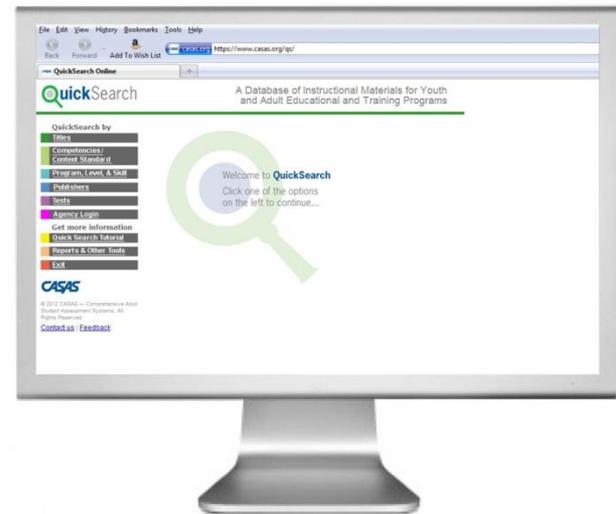
Test Level A				Test Level B		Test Level C				Test Level D	
81	82	81X	82X	83	84	85	86	185	186	187	188
24 items	24 items	28 items	28 items	32 items	32 items	37 items	37 items	38 items	38 items	32 items	32 items
0.2.2 (2) 0.2.3 0.2.4 (2)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 0.2.2 (2)	0.1.4 0.2.1 (2)	0.2.1 (3) 0.2.4	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) 2.7.5 (2)
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

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



- 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!](https://www.casas.org/)

Find Instructional Materials by Competency

Competencies
+



A Database of Instructional Materials for Youth and Adult Educational and Training Programs

QuickSearch by

- Titles
- Competencies/
Content Standard
- Program, Level, & Skill
- Publishers
- Tests
- Agency Login
- Get more information
- Quick Search Tutorial
- Reports & Other Tools
- Exit



© 2012 CASAS — Comprehensive Adult Student Assessment Systems. All Rights Reserved.

[Contact us](#) | [Feedback](#)

Competencies

Content Standard

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
-----------------------------	----------------------------	-----------------------------	-------------	-----------------	----------------------------	-----------	---	----------------------------

0 - Basic Communication

0.1 - Communicate in interpersonal interactions

<input type="checkbox"/>	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
<input type="checkbox"/>	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
<input type="checkbox"/>	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
<input type="checkbox"/>	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
<input type="checkbox"/>	0.1.5	Interact effectively in the classroom
<input type="checkbox"/>	0.1.6	Clarify or request clarification
<input type="checkbox"/>	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
<input type="checkbox"/>	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

0.2 - Communicate regarding personal information

<input type="checkbox"/>	0.2.1	Respond appropriately to common personal information questions
<input type="checkbox"/>	0.2.2	Complete a personal information form
<input type="checkbox"/>	0.2.3	Interpret or write a personal note, invitation, or letter
<input type="checkbox"/>	0.2.4	Converse about daily and leisure activities and personal interests

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
-----------------------------	----------------------------	-----------------------------	-------------	-----------------	----------------------------	-----------	---	----------------------------

Narrow Your Results by Program, Level, and Skill

 QuickSearch by Program, Level & Skill 

QuickSearch A Database of Instructional Materials for Youth and Adult Educational and Training Programs

QuickSearch by

- [Titles](#)
- [Competencies / Content Standard](#)
- [Program, Level, & Skill](#)**
- [Publishers](#)
- [Tests](#)
- [Agency Login](#)

Get more information

- [Quick Search Tutorial](#)
- [Reports & Other Tools](#)
- [Exit](#)


© 2012 CASAS — Comprehensive Adult Student Assessment Systems. All Rights Reserved.
[Contact us](#) | [Feedback](#)

Program, Level, & Skill

Program

- ABE Adult Basic Education
- ASE Adult Secondary Education
- Citizenship
- EL Civics
- Employability
- ESL English as a Second Language
- Family Literacy
- LD Learning Disabilities
- Workforce

CASAS Level

- 2A-5A Disabilities
- Pre-A Beginning Literacy
- A Beginning
- B Intermediate
- C Advanced
- D Adult Secondary
- E Advanced Adult Secondary

[CASAS Levels Descriptions](#)

Skills

- Reading
- Writing
- Speaking
- Listening
- Math
- Critical Thinking
- Grammar

Modality

- Textbook
- Textbook and Audio
- Web Site
- Multimedia
- Video/DVD
- Software
- Computer Courseware
- Game

Year of Publication

From To

Assessment Tools

- Included

Find Out Which CASAS Competencies Are Addressed by Your Favorite Title

QuickSearch Online — Titles



A Database of Instructional Materials for Youth and Adult Educational and Training Programs

QuickSearch by

Titles

Competencies/
Content Standard

Program, Level, & Skill

Publishers

Tests

Agency Login

Get more information

Quick Search Tutorial

Reports & Other Tools

Exit



© 2012 CASAS — Comprehensive Adult Student Assessment Systems. All Rights Reserved.

[Contact us](#) | [Feedback](#)

| [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

[Next set of titles starting with the letter A](#)

Displaying Titles 1 to 50 of a total of 155 Titles starting with the letter A

Title	Publisher
A Conversation Book - English in Everyday Life Book 1 New Edition	LONGMAN ESL/PEARSON ADULT
A Conversation Book. English in Everyday Life. Book Two	LONGMAN ESL/PEARSON ADULT
A Conversation Book. English in Everyday Life. Book One	LONGMAN ESL/PEARSON ADULT
A Day in the Life	FRANKLIN LEARNING SYSTEMS, INC.
A Day in the Life of the Gonzalez Family	DELTA SYSTEMS COMPANY, INC. (DISTRIBUTORS)
A Different Angle: Co-operActivities in Communication	JAG PUBLICATIONS
A Dream That Walks	GRASS ROOTS PRESS
A First Look at the USA	LONGMAN ESL/PEARSON ADULT
A Good Beginning. Enjoying Your Baby's First Year	NEW READERS PRESS
A Guide for Helping Refugees Adjust to Their New Life in the United States	CENTER FOR APPLIED LINGUISTICS
A Guide to Naturalization	U.S. GOVERNMENT PRINTING OFFICE
A Guide to Successful Naturalization	KNOWLEDGELENDERS, INC.
A New Day /Be Who You Are	CENTER FOR APPLIED LINGUISTICS
A Promise of Freedom	USCIS
A Reference Manual for Citizenship Instructors	U.S. GOVERNMENT PRINTING OFFICE
A Science Odyssey	WGBH

- QuickSearch by
- [Titles](#)
- [Competencies/Content Standard](#)
- [Program, Level, & Skill](#)
- [Publishers](#)
- [Tests](#)
- [Agency Login](#)
- Get more information**
- [Quick Search Tutorial](#)
- [Reports & Other Tools](#)
- [Exit](#)



© 2012 CASAS — Comprehensive Adult Student Assessment Systems. All Rights Reserved.

[Contact us](#) | [Feedback](#)

Title Details															
Title:	Ventures Basic Workbook														
Publisher:	CAMBRIDGE UNIVERSITY PRESS														
Author:	Bitterlin, Johnson, Price, Ramirez, Savage														
Year:	2009														
Series:	Ventures.														
Comments:	Provides extra classroom practice, homework, or independent learning for the Venture series. Includes 2 pages of exercises for each lesson in the Student Book. Contains grammar charts, answer keys for self-study, content-rich readings, and real life documents.														
In Print:	Yes														
Modality:	Textbook and Audio														
Level:	Pre-A														
Program:	ESL/Family Literacy/Workforce														
ISBN:	978052171983-4														
Basic Skills:	<table border="0"> <tr><td>Reading</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Math</td><td><input type="checkbox"/></td></tr> <tr><td>Speaking</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Listening</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Critical Thinking</td><td><input type="checkbox"/></td></tr> <tr><td>Writing</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Grammar</td><td><input checked="" type="checkbox"/></td></tr> </table>	Reading	<input checked="" type="checkbox"/>	Math	<input type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Listening	<input checked="" type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Grammar	<input checked="" type="checkbox"/>
Reading	<input checked="" type="checkbox"/>														
Math	<input type="checkbox"/>														
Speaking	<input checked="" type="checkbox"/>														
Listening	<input checked="" type="checkbox"/>														
Critical Thinking	<input type="checkbox"/>														
Writing	<input checked="" type="checkbox"/>														
Grammar	<input checked="" type="checkbox"/>														
Assessment Tools:	<table border="0"> <tr><td>Unit Assessment</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Pre-post test</td><td><input type="checkbox"/></td></tr> <tr><td>Performance Assessment</td><td><input type="checkbox"/></td></tr> <tr><td>Answer Key</td><td><input checked="" type="checkbox"/></td></tr> </table>	Unit Assessment	<input checked="" type="checkbox"/>	Pre-post test	<input type="checkbox"/>	Performance Assessment	<input type="checkbox"/>	Answer Key	<input checked="" type="checkbox"/>						
Unit Assessment	<input checked="" type="checkbox"/>														
Pre-post test	<input type="checkbox"/>														
Performance Assessment	<input type="checkbox"/>														
Answer Key	<input checked="" type="checkbox"/>														

Competencies

No.	Description	Section
0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)	All
0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)	All
0.1.5	Interact effectively in the classroom	All
0.2.1	Respond appropriately to common personal information questions	All
1.1.3	Interpret maps and graphs (See 2.2.5)	Ut.5
1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)	Ut.7,8
1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services	Ut.5,7

Focus Instruction by Test Series

CASAS QuickSearch by Tests



A Database of Instructional Materials for Youth and Adult Educational and Training Programs

QuickSearch by

[Titles](#)

[Competencies/
Content Standard](#)

[Program, Level, & Skill](#)

[Publishers](#)

[Tests](#)

[Agency Login](#)

Get more information

[Quick Search Tutorial](#)

[Reports & Other Tools](#)

[Exit](#)



© 2012 CASAS — Comprehensive Adult Student Assessment Systems. All Rights Reserved.

[Contact us](#) | [Feedback](#)

Tests

Series

- Citizenship
- ECS
- Life & Work
- Life Skills
- WLS

Assessments

- Reading
- Listening
- Math
- Speaking
- Writing
- Gov. & History

CASAS Levels

- 2A-5A Disabilities
- Pre-A Beginning Literacy
- A Beginning
- B Intermediate
- C Advanced
- D Adult Secondary
- E Advanced Adult Secondary

[CASAS Levels Descriptions](#)

Program

- ABE Adult Basic Education
- ASE Adult Secondary Education
- Citizenship
- EL Civics
- Employability
- ESL English as a Second Language
- Family Literacy
- LD Learning Disabilities
- Workforce

Modality

- Textbook
- Textbook and Audio
- Web Site
- Multimedia
- Video/DVD
- Software
- Computer Courseware
- Game

Year of Publication

From To

Assessment Tools

Included

Quick Search

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 form 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		
205		
200		

Excerpt from ABE Skill Level Descriptors

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.

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

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>

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](#)



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/](http://www2.casas.org/online_registration/)