



GUIDE

eTests[®]
CASAS

2014 National Summer Institute

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1. Implementation

[Implementing CASAS eTests Online](#) is quick and simple with three online self-paced training modules available 24 hours a day, seven days a week. Coordinators complete two modules prior to administering tests – coordinator certification and proctor certification. Proctors need to complete only proctor certification. All coordinators and proctors submit a [Test Security Policy Agreement](#) (Appendix A) at training completion. An administrator of the agency submits the [Online Site Agreement](#) through completion of the third module.

1.1. Coordinator Certification

[Coordinators](#) serve an important role to ensure that testing occurs fairly and uniformly. Certified coordinators manage site locations that use [CASAS eTests Online](#). This training outlines the duties and responsibilities of a coordinator, testing code of ethics, and the importance of test security. Coordinators should follow CASAS [test security policy and guidelines](#). Following these guidelines assures favorable conditions when administering CASAS web-based tests.



1.2. Proctor Certification



[Proctors](#) also serve an important role to ensure that testing occurs fairly and uniformly. Certified proctors administer CASAS web-based tests. This training outlines the responsibilities of a proctor, duties on testing days, and the importance of proctors following the same procedures before, during, and after testing sessions. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during test administration.

1.3. Online Site Agreement

The [Online Site Agreement](#) outlines the minimum requirements that a site must comply with to use CASAS eTests Online. Each site is authorized to administer CASAS web-based tests under the direction of a certified coordinator. Adhering to these requirements is vital for assuring the validity of CASAS tests.



1.4. Online Test Administration

[CASAS eTests Online](#) uses Web-Test Units (WTUs) per online test administration. WTUs apply to all test forms and modalities. For example, you administer a reading Appraisal followed by a reading pretest, this will consume two WTUs. You have the option to administer the Locator and pretest in one combined test event that uses only one WTU. A Locator is a short, computer-adaptive test (CAT) lasting approximately 10-15 minutes to quickly determine an appropriate-level pretest and administer in the same sitting. CASAS eTests Online also offers a longer CAT with accurate and quick test administration that averages 35 – 45 minutes for programs serving adults with Workforce Investment Act (WIA) Title I funds to determine basic skills levels and readiness for job training or job matching.

1.5. Production Server

The production server is where test administration takes place live. CASAS will set up your agency on the production server after processing a [WTU Order](#) and receiving an [Online Site Agreement](#). Access is granted to those who complete [coordinator](#) and [proctor](#) certification and who are authorized for access by the agency's Main Point-Of-Contact (MPOC) responsible for [implementing CASAS eTests Online](#). In other words, the set up of online user accounts is not automatic at the completion of training. The MPOC must request user access by sending an e-mail to the **CASAS Technology Support Team** at techsupport@casas.org.

Ready to Go Live!

2. Getting Started

Getting started with [CASAS eTests Online](#) is quick and straightforward. With the necessary components in place, you will be ready to launch your online testing program in no time. They are:

- 1) System compatibility
- 2) Facility verification
- 3) Staff preparedness
- 4) Test administration inventory

2.1. System Compatibility

Hardware / Software Requirements

No additional hardware or software is needed other than Internet connection and computers with a Microsoft Windows operating system (OS) and Microsoft [.NET Framework 4.5](#) (or later) to run [TOPSpro Enterprise \(TE\) Online](#) and Microsoft [Silverlight 5](#) (or later) to run [CASAS eTests Online](#). Silverlight is a free plug-in, powered by the .NET framework and compatible with multiple browsers and operating systems to create engaging, interactive user experiences for web applications.

The online system runs in Internet Explorer, Mozilla Firefox, and Google Chrome web browsers. CASAS maintains a [Hypertext Transfer Protocol Secure \(HTTPS\)](#) connection and secure browser environment. For optimum performance:

- Identify domain name address as <https://etestsonline.org/>.
- Enable JavaScript and cookies

Testing computers must meet these minimum system requirements.

		HARDWARE			SOFTWARE		
		Processor	RAM	Disk Space	Monitor	Windows†	Browser
Client	Pentium IV* or later	512 MB	2 GB	1028 x 1024	Vista / Windows 7 / Windows 8	Internet Explorer 7.0** Mozilla Firefox 3.6** Google Chrome 23.0**	
	<i>*or equivalent</i>					** or later version	



You can use Apple / Macintosh machines to run CASAS software if the necessary Microsoft Windows system is available via the [Boot Camp](#) utility.

Installation / Data Storage

Implementation does not require installation of any permanent files. Instead, one [executable file \(.exe\)](#) runs locally to initiate contact with the online-hosted server for station registration and test administration.

A test-delivery system downloads into the temporary memory on registered testing stations in order to administer tests. This includes a secure browser application that locks during test administration. When testing ends, the test-delivery system is removed from the temporary memory on the local machine returning the web browser to normal function.

A secure server managed by CASAS hosts the online system and stores all test data. Users may export data in a [comma-separated values \(.csv\)](#) file format for use in other database systems, or to store locally if desired.

Clock Synchronization

For uninterrupted test administration, computer clocks must be synchronized with an Internet [time server](#). Testing computers at a site may be members of a domain, in which case a network time server probably synchronizes computer clocks automatically. If testing computers are not members of a domain, you can synchronize computer clocks with an Internet time server. Refer to [Clock Synchronization](#) (Appendix B).

Lab Readiness Checks

Readiness checks are a “walk-through” to confirm computers meet system requirements to access the online system so that testing will proceed satisfactorily. This includes registering computers as testing stations and confirming a secure testing environment. Online users require only normal access rights to execute tests on a local machine registered to connect with the testing server and administer tests. Refer to [Lab Readiness Checks](#) (Appendix C).

2.2. Facility Verification

Online Site Agreement

The [Online Site Agreement](#) module is available at no additional cost for an agency to submit the agreement. Only one individual representing an agency needs to complete the module.

The agreement identifies the agency and associated site location(s), and the primary contact at each site. CASAS uses this information to set up and structure your agency online.

Adding More Sites

An agency representative who has worked through the Online Site Agreement module and submitted an initial agreement may at some point wish to add more sites. CASAS provides a fillable [Online Site Agreement](#) form for this purpose. Use this form to identify additional sites and submit the information to CASAS in one of three ways:

1. E-mail: **CASAS Technology Support Team** at techsupport@casas.org
2. FAX: (858)-292-2910
3. Mail: CASAS, 5151 Murphy Canyon Rd., Suite 220, San Diego, CA 92123-4339

Station Registration

Computers must be registered to administer a test. Registering computers is a one-time task per machine. Only registered testing stations are recognized by the online system to deliver CASAS web-based tests. Computer registration requires two certified individuals (two coordinators, two proctors, or one of each) to validate the registration of each machine to use for testing. Coordinators may unregister a testing station at any time through CASAS eTests Online Application Management (provided the machine is not assigned to a testing session).

2.3. Staff Preparedness

Administrative Planning

The [Administrative Planning Guide](#) (Appendix D) assists you with identifying the most appropriate settings available through CASAS eTests Online to meet the assessment needs of your programs. We encourage you to use this guide to engage in discussion with others involved with implementing CASAS eTests Online at your agency. The decisions you make together will establish your agency's local policy for administering CASAS web-based tests. Once established, session configurations should not be altered arbitrarily by anyone not authorized to do so unless a decision is made to change the local policy.

For more information about proper administration of CASAS assessments and use of results, visit [Testing Guidelines](#) on the CASAS website.

Defining Settings

Users must define testing sessions within [CASAS eTests Online](#) to adapt the application to their program(s). Defining or configuring sessions includes:

- **Scheduling** – session name, site, date, time
- **Assessment settings** – series, type, sequence
- **Assessment options** – timer, site, class
- **Registration collection** – demographics, statuses, goals, program
- **Display options** – toolbar, test summary
- **Administrative settings** – session start, supervise hours, days between modality/test

Simulation Server

To experience [CASAS eTests Online](#) together with [TOPSpro Enterprise Online](#) in a functional context, we provide access to a fictional database – **Rolling Hills Adult School (RHAS)**. The simulation server is pre-populated with fictional data to give you a realistic training experience. We encourage you to use RHAS to test-drive the application as a dry run of the testing environment by administering several tests to yourself to understand fully how the online application delivers various web-based tests in addition to understanding how to access data generated through test administration. You might also want to use the RHAS simulation server to conduct in-house staff training. The RHAS database restores nightly to its original state so you can experiment with making changes and yet be assured that you are working with the default database at the start of any given day. Refer to [RHAS Simulation Server](#) (Appendix E) to get started.

Required Training

Protecting the security and integrity of our assessments is a top priority at CASAS. Therefore, an agency must comply with related CASAS eTests training requirements. CASAS will set up your agency on the production database (<https://etestsonline.org/>) to administer tests after an [Online Site Agreement](#) is submitted and a [WTU Order](#) is processed. Access to CASAS eTests Online is granted to those who complete [Coordinator Certification](#) and [Proctor Certification](#) training and who are authorized for access by the agency's Main Point-Of-Contact (MPOC) responsible for implementing the online system. In other words, the set-up of online user accounts is not automatic at the completion of training. The MPOC must request user access by sending an e-mail to the **CASAS Technology Support Team** at techsupport@casas.org.

To achieve compliance, appropriate staff should complete one or more of the following online self-paced training modules (if not completed already) at no additional cost:

1. [CASAS Implementation](#) – (~ 3 hrs.) provides the foundational framework of the CASAS System
2. [Online Site Agreement](#) – (~ 30 min.) agency representative verifies site readiness
3. [Coordinator Certification](#) – (~ 1 hr.) registers computers and creates testing sessions
4. [Proctor Certification](#) – (~ 1 hr.) starts/stops and manages testing sessions

Administering Tests

Before test-takers sit down at a computer to take a test, you must define the test scenario. Do this by defining settings. Prior to administering tests at your agency or site location, CASAS will work with you to determine your best use of assessments. Test-takers select a test based on the options and settings you predefine.

- ❖ **Note!** The online test environment must be supervised when administering web-based tests as with administering paper-based tests.

Scoring and Reporting

The online system scores tests automatically for “real-time,” synchronized, up-to-date data accessible from any computer with Internet connection. [CASAS eTests Online](#) will produce a [Personal Score Report](#) (PSR) that gives test-takers immediate feedback after completing a test (this is an optional setting). Test results may be filtered and exported as a [*.csv](#) file from CASAS eTests Online Application Management > Test Results menu.

Purchase of [WTUs](#), one per test, includes *basic* access to the online system as described on in [Assessment and Database Management Features](#). To implement basic access simply purchase WTUs through [CASAS Online Ordering](#). WTUs do not expire.

Managing Data

You will use [CASAS eTests Online](#) to administer tests and you will use [TOPSpro Enterprise Online](#) to manage your data and generate reports. The reports available to you depend on if you are using the [basic or enhanced version](#) of TOPSpro Enterprise Online. You can export reports in Adobe [Portable Document Format \(PDF\)](#) or [*.csv](#) file format for use with other applications.

2.4. Test Administration Inventory

What's included in CASAS eTests Online?

CASAS eTests Online delivers two types of assessments:

1. **Computer-based tests (CBT)** – electronic versions of corresponding CASAS standardized paper-based tests.
2. **Computer-adaptive tests (CAT)** – draw from a test- item bank to customize assessment according to the test-taker's ability.

Programs (including WIA Title I and Title II-funded) confidently use CASAS eTests for appraisal and progress testing because the standard CASAS test forms available (CBT) are validated by the U.S. Departments of Education and Labor. Programs not required to administer parallel fixed-form tests often prefer CAT assessments because they provide maximum accuracy and speed.

Modalities	Included in CASAS eTests		Fixed Forms (CBT)
Reading	CAHSEE English Language Arts Readiness	CAHSEE	540R
Reading	Employability Reading	ECS	027R, 028R, 011R, 012R, 013R, 014R, 114R, 015R, 016R, 116R, 017R, 018R
Reading	Government and History for Citizenship	CIT	965C, 966C
	Life and Work Reading		
Reading	– Both Life and Work emphasis at Level C	LW-1	027R, 028R, 081R, 082R, 081RX, 082RX, 083R, 084R, 085R, 086R, 185R, 186R , 187R, 188R
Reading	– Life emphasis at Level C	LW-2	027R, 028R, 081R, 082R, 081RX, 082RX, 083R, 084R, 185R, 186R , 187R, 188R
Reading	– Work emphasis at Level C	LW-3	027R, 028R, 081R, 082R, 081RX, 082RX, 083R, 084R, 085R, 086R , 187R, 188R
Reading	Reading for Citizenship	CIT	027R, 028R, 951R, 952R, 951RX, 952RX , 083R, 084R, 185R, 186R, 187R, 188R
	Secondary Level Assessment	SLA	
Reading	– Language Arts		513R, 514R
Reading	– American Government		525R, 526R
Reading	– United States History		527R, 528R
Reading	– Biological Science		529R, 530R
Reading	– World History		533R, 534R
Reading	– Physical Science		535R, 536R
Reading	Spanish Reading Comprehension	SRC	653R, 654R
Reading	*Workforce Skills Certification	WSCS	551R
Reading	Workplace Reading	WLS	027R, 028R, 011R, 012R, 213R, 214R, 215R, 216R, 017R, 018R

*Requires additional training for implementation

Modalities		Included in CASAS eTests	Fixed Forms (CBT)
Math		CAHSEE Mathematics Readiness	CAHSEE 539R
Math		Employability Math - 10 series	ECS 011M, 012M, 013M, 014M, 015M, 016M, 017M, 018M
Math		Life Skills Math – 30 series	LS 031M, 032M, 033M, 034M, 035M, 036M, 037M, 038M
Math		Secondary Level Assessment – Mathematics	SLA 505M, 506M
Math		Employability Math - 10 series	ECS 011M, 012M, 013M, 014M, 015M, 016M, 017M, 018M
Math		*Workforce Skills Certification	WSCS 551M
Math		Workplace Math - 200 series	WLS 011M, 012M, 213M, 214M, 215M, 216M, 017M, 018M
Listening		Employability Listening – 60 series	ECS 061L, 62L, 063L, 064L, 065L, 066L
Listening		Life and Work Listening – 80 Series – 980 Series	LW 081L, 082L, 083L, 084L, 085L, 086L 981L, 982L, 983L, 984L, 985L, 986L
Listening		Life Skills Listening – 50 series	LS 051L, 052L, 053L, 054L, 055L, 056L
Problem Solving Problem Solving Problem Solving Problem Solving Problem Solving		*Workforce Skills Certification Processing Data and Money Transactions Helping People and Maintaining Safety Analyzing Production and Promoting Teamwork Providing Customer Service and Solutions Working with Materials and Measurement	WSCS 562P 572P 582P 583P 584P
Critical Thinking Critical Thinking Critical Thinking Critical Thinking Critical Thinking		*Workforce Skills Certification Processing Data and Money Transactions Helping People and Maintaining Safety Analyzing Production and Promoting Teamwork Providing Customer Service and Solutions Working with Materials and Measurement	WSCS 562T 572T 582T 583T 584T
Writing		*Functional Writing – Written Prompt	WP 900W, 901W, 902W, 903W, 904W
Reading, Math Reading, Listening Reading, Math		Appraisals Employability Competency System Life and Work Workforce Learning Systems	ECS 130R, 130M LW 080R, 080L WLS 230R, 230M
		*Requires additional training for implementation	

Modalities	Included in CASAS eTests	Computer-Adaptive Tests (CAT)	Forms						
Reading Math	<p>CAT Locator</p> <ul style="list-style-type: none"> – Appropriate for <i>WIA, Title I Youth</i> programs to determine eligibility (Basic skills deficient Y/N) and NRS Educational Functioning Level (EFL) placement > training > post-test fixed form (to determine EFL gain). – Appropriate for <i>WIA, Title II programs</i> to determine EFL placement level > training > post-test fixed form (to determine EFL gain). 	<p>7-9 randomly-selected test items to locate an appropriate-level fixed-form pretest and administer in the same sitting.</p> <p>Default test-administration time for the reading locator is 15 minutes followed by the default test administration time of 60 minutes for the pretest.</p>	102R 102M						
Listening	<p>Fixed-form Locator</p> <ul style="list-style-type: none"> – Appropriate for <i>WIA, Title I Youth</i> programs to determine eligibility (Basic skills deficient Y/N) and NRS Educational Functioning Level (EFL) placement > training > post-test fixed form (to determine EFL gain). – Appropriate for <i>WIA, Title II programs</i> to determine EFL placement level > training > post-test fixed form (to determine EFL gain). 	<p>9 fixed test items divided into three parts to locate an appropriate-level fixed-form pretest and administer in the same sitting.</p> <p>Default test-administration time for the listening locator is 15 minutes followed by the default test administration time of 60 minutes for the pretest.</p> <p>Listening tests auto-advance and actual test administration times vary.</p>	<table border="1"> <tr> <td>LS</td> <td>050L</td> </tr> <tr> <td>ECS</td> <td>060L</td> </tr> <tr> <td>LW</td> <td>089L</td> </tr> </table>	LS	050L	ECS	060L	LW	089L
LS	050L								
ECS	060L								
LW	089L								
Reading Math	<p>Long CAT</p> <ul style="list-style-type: none"> – Appropriate for <i>WIA, Title I Adults</i> for accurate and quick administration to determine basic skills levels; readiness for job training, job matching. 	<p>17-20 randomly selected test items. Use for placement, to determine eligibility, or for pre/post-testing. Average test-administration time is 35-45 minutes.</p>	101R 101M						

Placing Your Order

CASAS eTests WTUs are consumed depending on the type of tests administered (based on test sequence selected). Apply WTUs to Appraisals, pretests, and post-tests as best suited to meet assessment needs. Calculate required WTUs as follows:

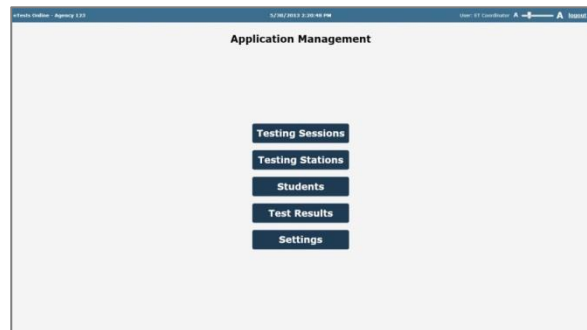
Common Test Administration Use				# WTUs
Test Sequence	Appraisal / Locator	Pretest	Post-Test	Required
	CAT Locator	CBT		1
	CBT Appraisal			1
		CBT		1
			CBT	1
		CAT		1
			CAT	1

Place your order for [CASAS eTests WTUs](#) directly from our website.

2.5. General Operations

The [CASAS eTests Online](#) sign-in page connects you to the application and opens to the management menu.

Application Management Menu



Testing Sessions

- Displays the list of sessions created by the coordinator for the corresponding agency or site location.

Testing Stations

- Displays the list of testing stations associated with corresponding agency or site location.

Students

- Offers a “Quick View” into the online database to display a list of students associated with the corresponding agency or site location.

Test Results

- Displays the list of test results associated with the corresponding agency or site location.

Settings

- Displays password settings for the logged-in coordinator or proctor.

Expandable / Advanced Filter

Each menu that contains a list includes an expandable filter with advanced filtering options.

1. **Filter by** – click the small “down” arrow to expand filtering options
2. **Export to CSV** – use to export filtered data to a [.csv](#) file
3. **Refresh** – use to display filtered data



Application Header

Each page header displays the following information (from left to right):

1. **Database** – identifies the server the user is logged onto.
2. **Agency** – identifies the name of the agency under which the user logged on.
3. **Date/Time*** – displays the current time at which the user is logged onto the application.

Note! If the date/time displays in **red**, this means that the computer clock on the testing station is *not* synchronized with an Internet [time server](#). This must be fixed to ensure test administration occurs within the scheduled time. Refer to [Clock Synchronization](#) (Appendix B).



1. **Logged-On User** – displays the name of the user who logged-onto the application.
2. **Sliding Scale** – a variable scale to adjust the page display to viewing preference.
3. **Navigation Links****:
 - **Back** – use this link to return to a previous page.
 - **Logout** – this link only displays on the Menu page to exit the application.

**Use navigation links located at upper-right of the [CASAS eTests Online Application Management](#) window. If you inadvertently click the back “arrow” of your web browser, the application automatically logs you out. If this happens, simply log back on to the application.

2.6.Going Live

Confirm your agency’s readiness to conduct live test administration with the [“Going Live” Checklist](#) form (Appendix F). You can also download a copy of the [“Going Live” Checklist](#) from the CASAS website.



3. Coordinator Duties

[Coordinators](#) must complete certification to coordinate the administration of [CASAS eTests Online](#) at a site location and understand and agree to fulfill the duties described. All coordinators must do their part to provide a professional, secure, quiet, and controlled testing environment that will allow test-takers to perform to the very best of their abilities and to meet a variety of testing needs. The coordinator can proctor the assessment (provided he or she is also a certified proctor), or he or she may assign proctors certified to administer CASAS eTests Online under his or her supervision.



CASAS has identified two primary duties of a certified CASAS eTests Online coordinator:

1. Register Computers
2. Create Sessions

Register for **CASAS eTests Online Coordinator Certification** with CASAS [Training Registration](#).

Basic Outline of Online Training Module Content:

- Introduction
- Readiness Checklist
- Certification & Responsibilities
- Testing Code of Ethics
- Unethical Testing Practices
- Coordinator Duties
- Training Completion (Test Security Agreement, Certificate of Completion)

The next sections present steps that a certified coordinator is responsible in performing, or supervising, for each site location implementing CASAS eTests Online

3.1. Registering Computers

A One-Time Task

Registering computers as testing stations “authorized” by agency staff to deliver CASAS web-based tests is a one-time task per machine. Only registered testing stations are recognized by the online system. Computers remain registered until making the decision to no longer use the machine for testing at which time the machine should be unregistered.



Verifying Station Registration

Each computer requires two certified individuals – two coordinators, two proctors, or one of each – to validate the registration of each machine as a testing station for delivering CASAS web-based tests. Coordinators and proctors perform this task at each machine through **Station Management**.

Unregistering a Station

Only a coordinator can unregister a machine. This is done in one of two ways from:

1. Application Management

- a. Sign in from any location with Internet connection and click “unregister” from the list of testing stations.

2. Station Management

- a. Log in at the machine and click “unregister.”

❖ **Note!** A computer can be unregistered *only* if not assigned to a testing session and is not in use.

Connecting Computers with the Online System

To make connection with the online system, users must “run” the CASASTests.[exe](#) file to initiate contact with the server to begin and complete the station registration process.

Step-by-Step Tutorial

The next few pages will lead you through a step-by-step tutorial on how to **register a computer** as a testing station.

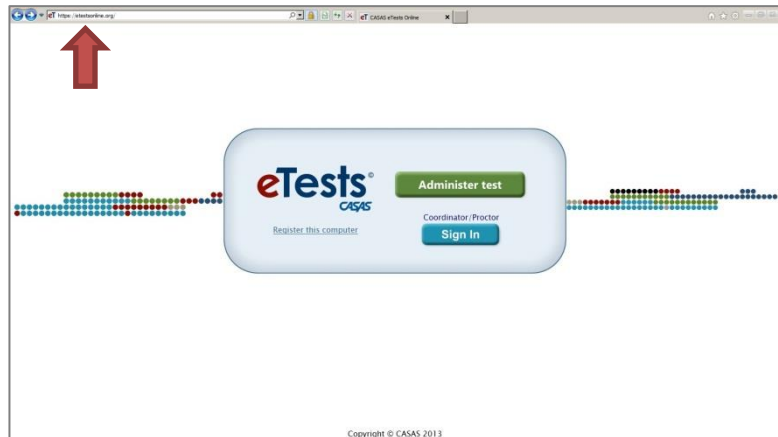


Download [Registering Computers](#) from the CASAS training material library.

Registering Computers

This section provides a step-by-step tutorial on how to **register a computer** as a testing station. Registering a computer is a one-time event for each computer. A certified [coordinator](#) is responsible for completing or overseeing these steps at each site location.

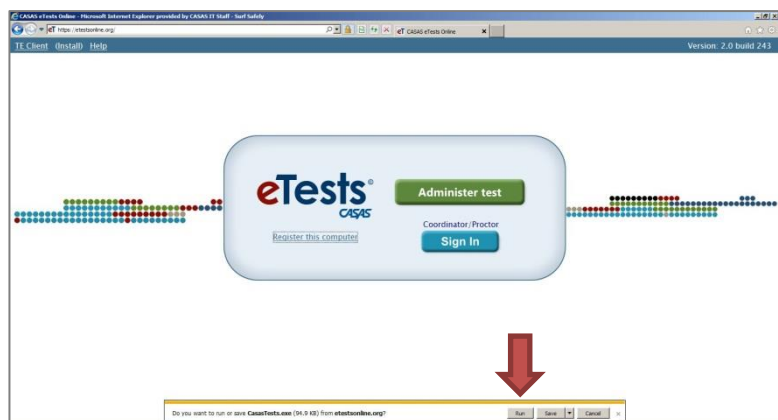
- 1) Go to: <https://etestsonline.org/>



- 2) Click **Register this computer**.



- 3) Click **Run**.
 - a. The **CASASTests.exe** file establishes connection with the online system.
 - b. You may be prompted to click **Run** a second time depending on your browser settings.
 - c. **Wait** for program to load.





❖ **Note!** Some web browsers present the prompt displayed at left. Click **Run** and wait for the program to load.

STATION MANAGEMENT

First person *initiates* registration

- 4) **Coordinator** enters user credentials.
 - a. **Agency ID**
 - i. Provided by CASAS.
 - b. **User**
 - i. Use e-mail address.
 - c. **Password**
 - i. Typically set with 10-digit passcode from certificate.

- 5) Click

STATION REGISTRATION

- 6) **Select Site**
 - a. Location of machine(s).
 - b. Established by:
 - i. CASAS for [Basic](#) users.
 - ii. Agency for [Enhanced](#) users.

- 7) Enter **Lab** name.
 - a. Building or room at the Site location where machine(s) is/are located.
 - b. Established by Agency for [Basic and Enhanced](#) users.

Station Registration

Site	Site 1
Lab	Assessment Center
Station Name	
Registration Status	Not Registered
Identification Info	MAC: "90-B1-1C-7A-FC-35", Model: "OptiPlex 990", CPU: "Intel(R) Core(TM) i5-2400 CPU @ 3.10GHz", OS: "6.1.7601"

- 8) Enter **Station Name**
 - a. Standard method for identifying computers within the building or room at the Site location.
 - b. Established by Agency for [Basic and Enhanced](#) users.

Station Registration

Site	Site 1
Lab	Assessment Center
Station Name	S1-AC-01
Registration Status	Not Registered
Identification Info	MAC: "90-B1-1C-7A-FC-35", Model: "OptiPlex 990", CPU: "Intel(R) Core(TM) i5-2400 CPU @ 3.10GHz", OS: "6.1.7601"

❖ **Note!** Additional identification information about the station, such as the machine's [media access control address \(MAC address\)](#), is recorded on the hosted server.

- 9) Click

eTests Online - Agency 123 5/31/2013 2:33:59 PM ET Coordinator Logout

Station Registration

Site	Site 1
Lab	Assessment Center
Station Name	S1-AC-01
Registration Status	Not Registered
Identification Info	MAC: "90-B1-1C-7A-FC-35", Model: "OptiPlex 990", CPU: "Intel(R) Core(TM) i5-2400 CPU @ 3.10GHz", OS: "6.1.7601"



Another user must confirm this registration!

10) Click

Second person *validates* registration

11) **Proctor** enters user credentials (or second coordinator)

- a. **Agency ID**
 - i. Provided by CASAS.
- b. **User**
 - i. Use e-mail address.
- c. **Password**
 - i. Typically set with 10-digit passcode from certificate.



12) Click



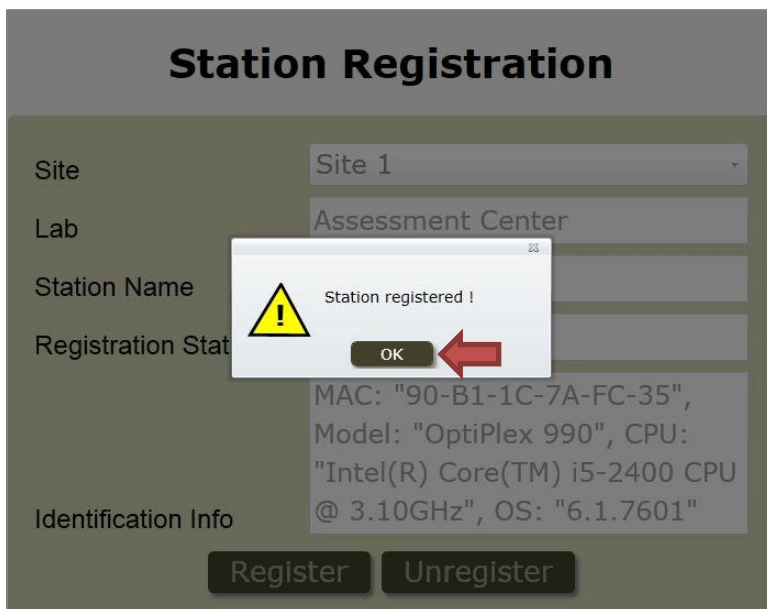
The Station Registration remains "Pending" until the second person *validates* the registration.


❖ **Note!** The second person should *only* click "Register." No registration information should be changed.

13) Click

Station registered!

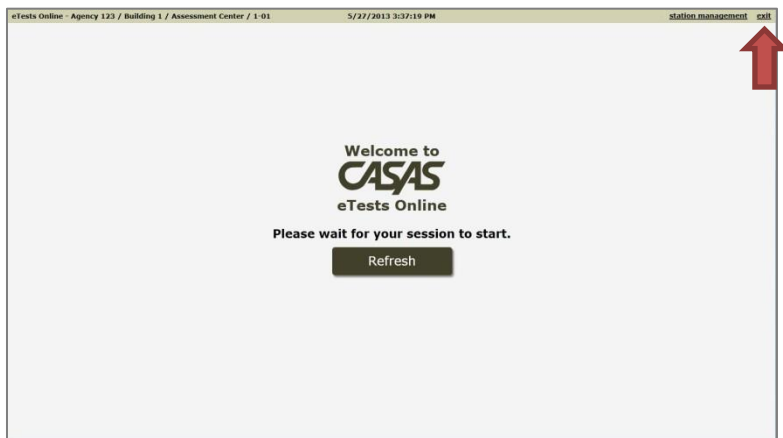
14) Click



❖ **Note!** To ensure test security, the  button displays on the registered **Testing Station** until the proctor:

1. **Signs in** to Application Management – **AND** –
2. **Starts** the testing session.

15) Click **Exit** at far right of browser window.



Repeat steps for [Registering Computers](#) at all locations – OR – proceed to [Creating Sessions](#)

❖ **Note!** Be sure to confirm that the computer clock (date and time) is synchronized with an Internet [time server](#) on all stations. An on-screen warning will display when the program launches if the online system detects a time difference between the station and the Internet time server. For directions on fixing any discrepancies, refer to [Clock Synchronization](#) (Appendix B).

The next steps performed by a certified [coordinator](#) are for [Creating Sessions](#) at each location that will use [CASAS eTests Online](#).

3.2. Creating Sessions

Creating sessions can be a one-time task as it is when registering a computer. When creating a session, consider the following:

1. Does the session meet the assessment needs of a class or program?
2. Does the session address certain types of test-takers such as new, current, and returning in the same program year?
3. Does the session have a specific purpose such as determining eligibility or placement?



After creating testing sessions, proctors then start and stop sessions whenever testing is needed. Use the **Copy** feature to quickly set up multiple sessions with the same or slightly modified configuration. Sessions cannot be deleted when testing has occurred. If a session is no longer needed, set the end date to the date of the last test so that the session drops off the “current” list of available testing sessions.

Creating sessions is quick and offers tremendous flexibility for delivering CASAS web-based tests. Sessions can be run simultaneously to test students – new (i.e., intake), current (i.e., post-testing), and returning (after absence from instruction) – in any program(s) using the availability of the same testing sessions in the same lab.

Proctors simply use the **Add Stations** button from the **Session Activity** window of any active (i.e., started) session to select stations as needed. It is the configuration of the session that dictates what gets delivered and how it gets delivered to the student. This ad hoc method gives proctors maximum flexibility to use any station at any time to deliver any tests to any students in any program simultaneously. This method also increases test security by not enabling all stations at once.

Template Configuration

Using **template configuration** is the quickest method to creating sessions for all your programs with the assurance of standardization. Making a edit to a template will simultaneously edit all sessions sharing the same template name.

Template Name should identify the program – ABE, ESL, etc. – for which you will create sessions configured to specify what gets delivered and how it gets delivered to the student with maximum flexibility to use any station at any time to deliver any tests to any students in any program simultaneously.

When using the online system for test administration, it is important to follow a recommended intake process – [ABE Intake Process](#) or [ESL Intake Process](#). As always, please consult your State Assessment Policy for best (and accepted) practices.

Testing Sessions											
▼ Filter by: Current Program Year, Status											
Refresh											
						Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Retest Same Day)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Returning - Locator + Next Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive

Selecting Sites

Testing sessions are created for each site location that will use [CASAS eTests Online](#). Sites are set up in the online system by:

- CASAS for [Basic](#) users who only purchase [WTUs](#) to use the online system primarily for administering tests, or
- Agency for [Enhanced](#) users who also purchase a [TOPSpro Enterprise Online](#) license

Template Name:

Site:

Stations Students

Configuration	Station Name	Laboratory Name

Assigning Stations

You have two options for using stations with testing sessions:

1. **Pre-assigned** to testing sessions – stations remain “reserved” per session.
2. **Un-assigned (Ad Hoc*)** – stations are not pre-assigned to testing sessions and instead are selected and added “as needed” to any active session.

*Recommended **Best Practices** does not assign stations to any sessions for maximum flexibility and availability of machines at the same site to be used at any time, any day, for any type of student and program, to deliver any type of test series and modality.

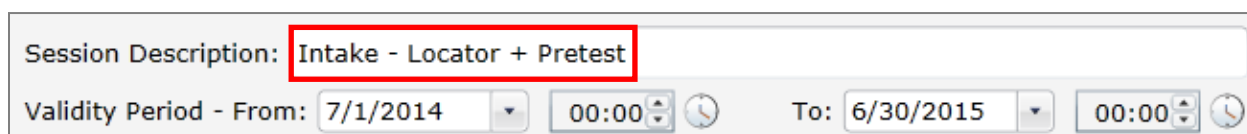
❖ **Note!** Computers must be registered as testing stations to administer tests. A computer will not appear on the list of stations if it is not registered or registration is “pending.” Stations cannot be unregistered if assigned to a testing session or part of an active session. A station must be removed from a testing session before it can be unregistered.

More information about *Station Configuration* can be found in Section 3.5.

Assigning Students

Refer to *Student Configuration*, Section 3.4.

Session Description



Session Description: **Intake - Locator + Pretest**

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Based on recommended **Best Practices**, describe sessions by the type of student(s) being tested (new, current, returning) and the test(s) administered.

1. **Intake** – these sessions will allow a “new” student record to be added to the database at time of testing. Students will be administered the locator and pretest together. (Refer to CASAS *Intake Process*, Appendix G).
2. **Post-Testing** – these sessions will look across your online database to automatically present the next appropriate test to students with a “current” record in the system. The test presented is based on the last test taken regardless of site location. In addition, this session will “lock creation of new students” so that students are required to correctly enter their existing ID and avoid duplicate records.
3. **Returning** – these sessions will re-administer the locator to determine an appropriate-level test at time when student returns. (i.e., student has been absent from instruction for several months).
4. **Retest Same Day** – this session allows administering another test of the same modality within the same day if a student scores below or above accurate range. A score below accurate range will display an asterisk (*) after the scale score and a score above accurate range will display a diamond (◆) after the scale score. When a score is below accurate range, it is considered an invalid score and retesting at a lower level is required. Scores above accurate range are valid however, the score is a conservative estimate and retesting is recommended (but not required). The online system will automatically assign an appropriate-level test.

Validity Period

Based on recommended **Best Practices**, setting the **Validity Period** to align with a program year maximizes the benefit of using the same sessions throughout the program year without creating new sessions. This practice gives you the assurance of persistent standardization throughout the program year.

If the “To” date is set, the testing session will no longer be available once the date passes. You can edit the “To” date to continue using the same session without creating a new session. It is not necessary to set a time for the session since the availability of a session is controlled when a proctor starts and stops a session. The time only applies to the date set in the “From” and “To” fields and does not apply to the validity period.

Selecting Modalities

Selections on the **Modalities Tab** become test buttons on the test-takers screen. By default, practice tests are enabled. The following test types are available for web-based testing.

- Reading
- Math
- Listening
- Writing
- Citizenship
- Problem solving
- Critical thinking

Refer to **Section 2.4 Test Administration Inventory** for a complete list of available CASAS web-based test series, types, and forms.

Test Sequence

A test sequence applies to initial administration of a CBT or CAT and subsequent tests administered at a future date. A sequence may consist of a single test form (or fixed-form); an Appraisal alone; or an Appraisal or Locator followed with a pretest in one sitting. The following test sequences and types go into effect from selections made on the **Modalities Tab**.

- If selecting test series with Locator – test sequence becomes:
 - Locator + CBT as pretest, and CBT as post-test
- If selecting test series with Appraisal – test sequence becomes:
 - CBT as Appraisal, pretest, and post-test
- If selecting CAT– test sequence becomes
 - CAT as pretest and post-test

The online system gives you the option to use either the standardized, fixed-form [Appraisal](#) or short computer-adaptive Locator to determine an appropriate-level pretest. An Appraisal or Locator is administered only once to initiate testing and establish the start of a student’s test history.

Computer-Based Test (CBT)

All standardized CASAS assessments are CBTs. These are electronic versions of the paper-based test booklets delivered over the web. This includes Appraisals and alternate fixed-forms from CASAS Levels A through Level D. Each fixed-form CBT is coded to [CASAS Competencies](#) and [Content Standards](#) that can be incorporated into curriculum and instruction, or training. Administration of a CBT form requires one WTU. The recommended test administration time for a standardized pre- or post-test is 60 minutes. The number of test items per alternate forms varies depending on the CASAS Level.

Locator

By design, a **Locator** places test-takers into the appropriate pretest during an initial testing session. The default test-administration time for the Locator is 15 minutes. The Locator cannot be used for placement. The Locator is designed to use in combination with a pretest in the same sitting. Placement into a program is determined from results of the pretest (not the Locator).

The Locator will repeat when there are not enough valid responses (correct or incorrect) chosen by the student in order for the Locator to make a determination of an appropriate-level pretest. The Locator also behaves the same when the “I don’t know” button is enabled and students choose this for all or too many responses. If a student is truthful in their responses on a Locator and enough valid responses were made, a pretest will be presented at a level based solely from the student’s performance on the Locator.

A Locator plus pretest is appropriate for WIA, Title I Youth programs and WIA, Title II Adult programs to determine eligibility, such as basic skills deficient (Y/N), and NRS Educational Functioning Level (EFL) placement for education and training where fixed form pre/post-testing is required to document progress.

Only one WTU is required when delivering both Locator and pretest in one testing session. The pretest following a Locator is a CBT and any subsequent test thereafter is a CBT within the same modality and test series. Each subsequent CBT requires one WTU. If the Locator and pretest are administered separately, then one WTU is required for the Locator and another WTU is required when the pretest is administered in a separate session.

Form 102 is the Locator for reading (R) and math (M). Form 102R and 102M are short CATs that present 7-9 randomly-selected test items drawn from the entire reading or math item banks in CASAS eTests. Its sole purpose is to “locate” an appropriate-level, fixed-form (CBT) pretest and administer in the same session. If a test-taker answers an item correctly, the application may draw the next item at a similar level of difficulty or higher. If the test-taker answers an item incorrectly, opts to skip an item, or selects the “I don’t know” option (if enabled), the application will draw the next test item at a similar level of difficulty or lower. Overall test administration time to administer a reading or math Locator plus pretest is 70-75 minutes (10-15 minutes for the Locator and up to 60 minutes for the pretest, per modality).

Form 89 is the listening (L) Locator for the 80 Series (LW); **Form 50** is the listening (L) Locator for the 50 Series (LS); and **Form 60** is the listening (L) for the 60 Series (ECS). Forms 89L, 50L, and 60L are not computer-adaptive. They are fixed-form Locators that present 9 fixed test items divided into two parts to “locate” an appropriate-level, fixed-form (CBT) pretest and administer in the same session. Listening tests auto-advance. Overall test administration times to administer a listening Locator plus pretest vary between 50-65 minutes depending on CASAS level (10-15 minutes for the Locator and 40-50 minutes for the pretest).

Appraisal

An [Appraisal](#) is a CBT to provide a quick, general indicator of reading, math, or listening abilities. Appraisal scores can help to determine program eligibility, the best program for a learner, or a learner's level within the program. Appraisals can never be used as pre- or post-test to measure progress.

Administration of an Appraisal requires one WTU. CASAS offers a choice of four Appraisals that address specific focus areas. Test administration times vary between 20 and 30 minutes depending on form.

FORM	SERIES	AUDIENCE
Form 80	Form 80 Appraisal	a listening Appraisal for ESL/ELL learners and a reading Appraisal for all learners
Form 30	Life Skills Appraisal	a math Appraisal for all learners
Form 130	Employability Competency System (ECS) Appraisal	a reading and math Appraisal for pre-employment and workforce development programs
Form 230	Workforce Learning Systems (WLS) Appraisal	a reading and math Appraisal for workplace settings

Computer-Adaptive Test (CAT)

Form 101 is the long CAT for reading (R) and math (M). Form 101R and 101M are full-length CATs that present 17-20 randomly-selected test items drawn from the entire reading or math item banks in CASAS eTests Online. The Long CAT functions the same as a Locator (or short CAT). Average test-administration time is 30-40 minutes. Administration of a 101 form requires one WTU.

CATs are appropriate for WIA, Title I Adult programs for accurate and quick administration to determine basic skills levels and readiness for job training, or job matching. CATs can also be used for pre- and post-testing to determine progress. Depending if your program allows, you may choose the long CAT in place of an Appraisal, or alternate fixed-forms.

Extended-Range Reading Tests

CASAS Life and Work test series incorporates extended-range reading tests – **Level A, Form 81X and 82X** – that serve as a "bridge" to facilitate movement between levels A and B. With some students the bridge between two levels can be significant. CASAS recommends these forms to ease the transition between levels. [CASAS eTests Online](#) may administer a bridge test as a pretest, or as a post-test to measure learning gains regardless if preceding or following an adjacent level. For example, a Level A bridge test may be administered after a Level A or Level B test form to document valid learning gains.

Secondary Level Assessment (SLA) Mathematics

If using [Secondary Level Assessment](#) (SLA) Mathematics **Form 505** and **Form 506**, you are required to provide test-takers with a formulas and equivalences handout to reference when answering questions throughout the test. In addition, you should provide test-takers with scratch paper for use during the test and collect afterwards to destroy. Refer to [SLA Math Test Supplement](#) (Appendix H).

California High School Exit Exam (CAHSEE) Readiness Tests

If using [CASAS CAHSEE Readiness Tests](#) **Form 539 – Mathematics** and **Form 540 – English Language Arts**, you should allow test-takers up to two hours to complete each test. Each test has 50 test items and can be administered on separate occasions.

Writing

The written prompt assesses the writing skills of adults. The prompts allow for creative demonstration of writing abilities while allowing instructors to focus on key writing skills:

- Content
- Organization
- Word choice
- Grammar and sentence structure
- Punctuation, spelling, and capitalization

Additional training is required to implement the written prompt. Learning to score the assessments and interpret results is provided as a key component of Written Prompt Certification training. CASAS anticipates a July 2014 release of an online, self-paced training module to address required training. If interested, please check the CASAS website for more information.

Citizenship

This test type is a test of U.S. civics for high beginning to advanced English language learners. This includes [Government and History for Citizenship](#) **Forms 965 and 966**. Each test takes 25 minutes. The tests reveal how much learners know about American government and history. Citizenship applicants must demonstrate a solid knowledge of U.S. civics to complete the citizenship process successfully.

The [Reading for Citizenship](#) test series is available from the reading modality list of assessments. This series is designed to motivate beginning readers to improve their citizenship-focused reading skills.

Critical Thinking and Problem Solving Assessments

These assessments are used with programs that implement the [Workforce Skills Certification System \(WSCS\)](#). The assessments are set in five different occupation/industry contexts to test an individual’s knowledge and application of the academic skills of critical thinking and problem solving.

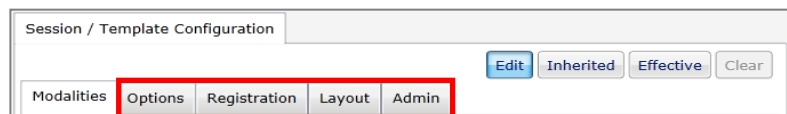
Critical Thinking & Problem Solving Test Forms*	Suggested Occupation/Industry Applications
Form 562: Processing Data and Money Transactions	Banking, retail, administrative, clerical, and other business occupations
Form 572: Helping People and Maintaining Safety	Health, education, safety, and other human/social service occupations
Form 582: Analyzing Production and Promoting Teamwork	Manufacturing, technology, investigative, scientific, and other analytical occupations
Form 583: Providing Customer Service and Solutions	Customer service, sales, hospitality, personal services, and other service occupations
Form 584: Working with Materials and Measurement	Construction, maintenance and repair, engineering, transportation, other hands-on occupations

Additional training is required to use critical thinking and problem solving assessments. Learning to score the assessments and interpret results is provided as a key component of [WSCS](#) training. The mechanism for scoring in the online system is in development. CASAS anticipates availability in the near future. For more information, visit the CASAS website at: www.casas.org > [Product Overviews](#) > [Assessments](#) > [Workforce Skills Certification](#).

3.3. Customizing Session / Template Configuration


CASAS eTests Online provides optional settings and features that allow you to customize your sessions to enhance the delivery of CASAS web-based tests. Testing sessions also may be configured to satisfy a specific purpose, such as for accommodations. Each testing session may be configured differently and run simultaneously among the same registered testing stations.


Defaults are built into the application and identified on the Options, Registration, Layout, and Admin tabs







Edit Configuration

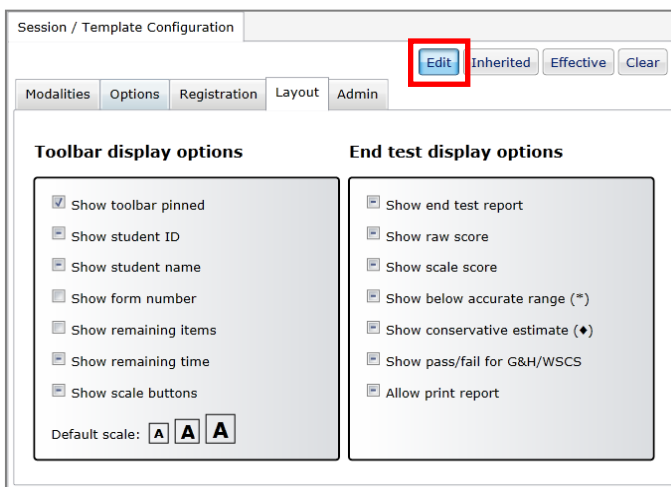
CASAS eTests Online has default settings for which you can deselect any that you do not want to use.

Click  to customize the configuration of a session by enabling or disabling settings.


A **three-state model** is used when displaying settings on the Options, Registration, and Layout tabs. By default, all settings display with a  box in Edit mode.

By default, all settings display with a  box in Edit mode.


-  = **Inherited state** → Setting is either enabled or disabled
-  = **Enabled state** → Setting is enabled
-  = **Disabled state** → Setting is disabled




Inherited Configuration


Click  to view default settings on each tab – Options, Registration, Layout, and Admin.

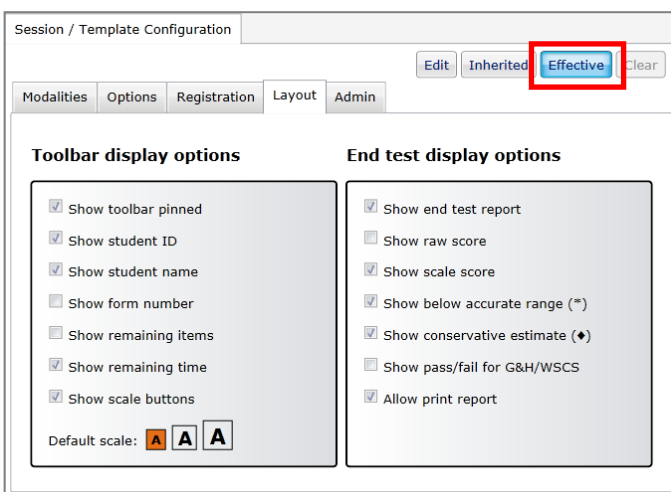
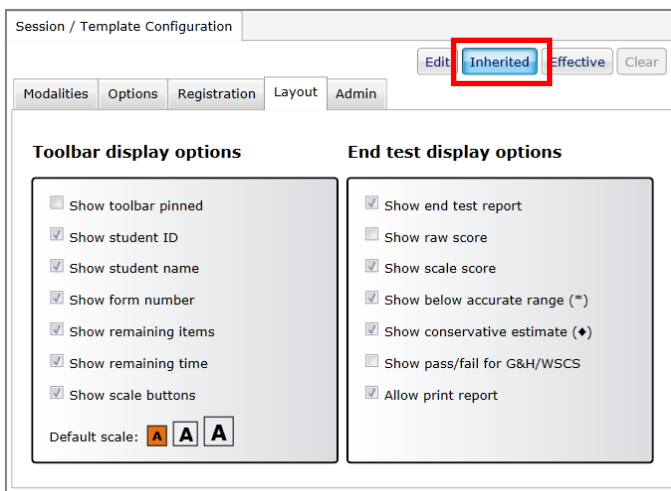
Effective Configuration

Click  to confirm session configuration settings. This will show user edits and system defaults combined and is what will be in effect when administering tests.

All settings with a  box are in “effect” for the session.

Clear Configuration

Click  to remove all user settings. Clearing settings does not remove system defaults, only user edits.

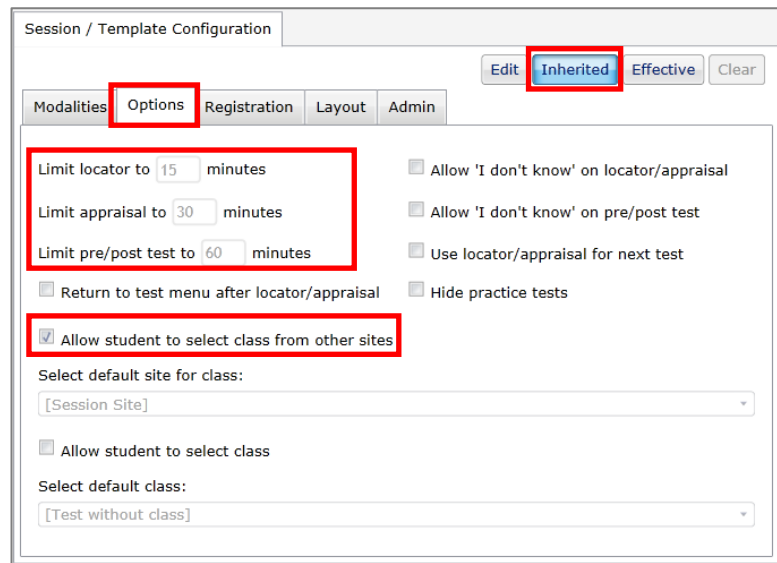


Options Tab

The **Options** tab gives you additional settings from which to choose to control delivery of tests.

Options Tab Default(s):

- Limit locator to 15 minutes
- Limit appraisal to 30 minutes
- Limit pre/post-test to 60 minutes
- Allow student to select class from other sites



Test Timer

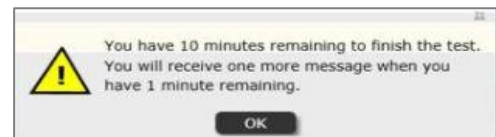
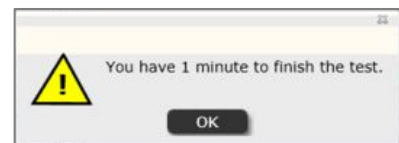
The locator, appraisal, and pre/post-test timer is enabled by default. Test timers will not start until the test-taker clicks **Begin** at the beginning of each test. Practice items embedded in tests are not timed. If the minimum and/or maximum time per type of test does not meet your needs as expected, you can disable the timer by entering '0':

- **Locator** = 15 – 25 minutes
- **Appraisal** = 20 – 45 minutes*
- **Pretest** = 50** – 90 minutes
- **Post-test** = 50** – 90 minutes

*Check the CASAS website for specific [Appraisal](#) test administration times per series and modality.

**CASAS recommends the standard 60 minutes for all pre- and post-tests. Agencies operating on the "academic" hour are allowed to set the pre/post-test timer to 50 minutes.

Two pop-up messages appear on the test-taker screen before the test-timer expires. The test is scored and recorded when the test ends. When the timer expires and the test-taker has not finished responding to all test items in the test, a final pop-up message appears to ask if the test-taker wants to answer the item open on the screen or end the test. If the test-taker answers the open item, the application closes, scores, and records the test.



Return to test menu after locator/appraisal

Enabling this option will return the test-taker to the test menu after the Locator or Appraisal ends. By design, the application will automatically present the pretest immediately

following the Locator or Appraisal unless this box is checked. Use this option only if not intending to administer the pretest in the same sitting.

Use locator/appraisal for next test

Enabling this option will present the test-taker with the Locator or Appraisal each time a post-test is administered.

Allow "I don't know" option on locator/appraisal, or pre/post-tests

Enable this option if you want to add an additional answer choice that allows test-takers to skip test items that may be too difficult. When a test item is skipped, the application records the item as an incorrect response. If a test-taker selects "I don't know" for all or too many responses on a Locator, the locator will repeat because the system must receive enough valid responses (correct or incorrect) to make a determination of an appropriate-level pretest.

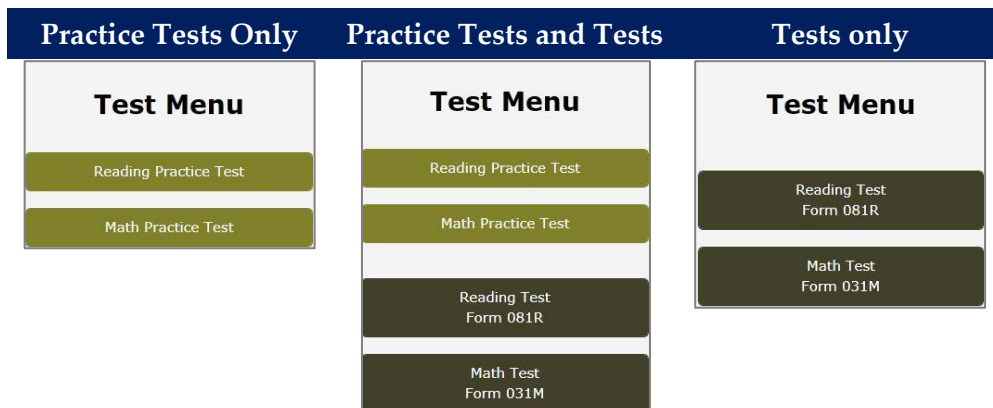


By default, test-takers may skip items on a CBT (i.e., standardized test) by clicking the forward arrow before responding. This produces a pop-up message asking for confirmation. The option to skip is not available on a CAT. To give test-takers the option to skip on a CAT (i.e., Locator or long CAT), the "I don't know" button must be enabled.



Hide Practice Tests

By default, practice tests appear at the top of all test menus (middle image below). Giving students the opportunity to practice before taking a test is recommended. You have the option to create sessions just for practice (first image below) as well as hide practice tests for regular sessions (last image below).



Classes and Sites

If you plan to generate class-based reports, you must first set up classes in [TOPSpro Enterprise Online](#) under corresponding site locations.

Allow student to select class from other sites

Select default site for class:

Allow student to select class

Select default class:

Once set up, classes appear in [CASAS eTests Online](#). By default, all students and tests will record at the **Session Site**. Class information will be included in the test record if set or students are allowed to select.

Test-takers may or may not be allowed to choose classes from other sites, but if a class is chosen from a different site, the Site ID of the test is not changed. In other words, a test can be recorded in a class from a different site.

You have four options to define Sites and Classes:

1. "Allow student to select class from other sites" – checked or not checked
2. "Allow student to select class" – checked or not checked
3. "Select default site for class" – further referred as "Default Site for Class"
4. "Select default class" – further referred as "Default Class for test"

Allow student to select class from other sites	Allow student to select class	Action
Checked	Checked	The test-taker will be allowed to select a class from other sites; The test will be recorded in student's site; The test will be recorded in selected class;
Checked	Not Checked	The test-taker will not be able to select classes from other sites. The test will be recorded in student's site; The test will be recorded in the "Default Class for test" (if any);
Not Checked	Checked	The test-taker will be able to select a class from "Default Site for Class"; The test will be recorded in student's site; The test will be recorded in selected class;
Not Checked	Not Checked	The test-taker will not be able to select classes from other sites. The test will be recorded in student's site; The test will be recorded in the "Default Class for test" (if any);

Registration Tab

The registration tab allows you to control how records are added to the database and the information collected.

Registration Tab Default(s):

- Collect program information
- Find students in other sites
- Allow update on student information

Lock creation of new students

If this setting is enabled, a test-taker whose ID does not pre-exist in the database cannot access the application. This option is recommended for post-test and returning students sessions to maximize data control and avoid risk of duplicated records.

Allow only specified students

If enabled, this setting prevents any student from testing who is not pre-selected for the testing session. Students must be listed on the Students Tab. Refer to *Student Configuration* (Section 3.4)

Collect student demographics

When enabled, test-takers are prompted to provide demographic information. The application does not require test-takers to provide demographics again even when this option remains checked. Refer to *Demographic Details* (Appendix I).

- ❖ **Note!** If this option is enabled after student records already exist in the database, test-takers will be prompted to enter demographics next time they log in to the testing application.

Screen samples are included with *Administering Tests* (Section 4.3).

Collect program information*

By default, this setting is enabled and the test-taker is prompted to select one or more programs in which he or she is currently enrolled, or seeking to enroll. This information is recorded with the student record and all tests administered will apply to the program selected. Refer to *Program Details* (Appendix J).

Program Info	
Basic Skills (ABE)	ESL
ESL/Citizenship	Citizenship
High School Diploma	HSE
Spanish GED	Career/Tech Ed
Workforce Readiness	Adults w/Disabilities
Health & Safety	Home Economics
Parent Education	Older Adults
Other Program	ROCP

Select default program*

Recommended **Best Practices** is to create testing sessions per program. When a session is created for a specific program, you can set the program as the default program. Setting a default program will allow you to disable the “Collect program information” option so that test-takers are not presented with the program selection screen (displayed above).

*Application behavior is as follows for Program information:

1. When “Collect program information” is checked,
 - a. The default program will appear on the Student Record Review page, and can be changed.
 - b. If a default program is *not* provided, a program will be required after login.
2. When “Collect program information” is unchecked,
 - a. The default program will appear on the Student Review page, but *cannot* be changed. Test-takers will need to click on the Save button to save changes and proceed to testing.
 - b. If a default program is *not* provided, no program will be assigned to test-takers on login.

Find students in other sites

By default, this setting is enabled to allow the system to search across all site locations set up in your online database to accurately identify a test-taker whose ID pre-exists. If a test-taker has prior test history, this setting will ensure that the test-taker is presented with the appropriate next test(s).

Allow update on student information

By default, this setting is enabled to give test-takers the ability to update their registration information before taking a test. If enabled, test-takers can click on the **Update Student Information** link located at the upper-right of the testing screen. Student information can also be updated by coordinators through the [TOPSpro Enterprise Online](#) user interface.

Collect statuses and goals

If enabled, this setting will prompt the test-taker to select a current personal and labor-force status and select primary and secondary goals that are attainable within the program year. Typically, the primary goal correlates with a program and the secondary goal correlates with the test-takers' current labor-force status. Refer to *Personal and Labor Force Status Details* (Appendix K) and *Primary and Secondary Goals* (Appendix L).

Collect Zip Code

Enabling this setting will prompt the test-taker to enter his or her zip code. Coordinators, through [TOPSpro Enterprise Online](#), can enter additional contact information such as address, phone, e-mail, etc.

Collect Ward

This setting is typically used by Workforce Development programs to identify the Ward in which a client resides. Enabling this setting will prompt the test-taker to enter this information. Coordinators, through [TOPSpro Enterprise Online](#), can enter additional workforce-related information such as services provided and income.

Layout Tab

The **Layout Tab** allows you to customize the retractable toolbar and control the display when a test ends.

The screenshot shows the configuration interface for the 'Layout' tab. At the top right, there are buttons for 'Edit', 'Inherited', 'Effective', and 'Clear'. Below these are tabs for 'Modalities', 'Options', 'Registration', 'Layout', and 'Admin'. The 'Layout' tab is active. The interface is divided into two main sections: 'Toolbar display options' and 'End test display options'. In the 'Toolbar display options' section, the following items are checked: 'Show student ID', 'Show student name', 'Show form number', 'Show remaining items', 'Show remaining time', and 'Show scale buttons'. In the 'End test display options' section, the following items are checked: 'Show end test report', 'Show scale score', 'Show below accurate range (*)', 'Show conservative estimate (♦)', and 'Allow print report'. At the bottom left, there is a 'Default scale' section with three 'A' buttons.

006061978 Jim Tester Time Remaining: 59:40	
---	--

Toolbar Display Options

The retractable toolbar displays along the top of the test-taker screen. You can customize the information displayed in the toolbar.

Toolbar Default(s):

- Show student ID
- Show name
- Show form number
- Show remaining items
- Show remaining time
- Show scale buttons (small, medium, large)

Recommended **Best Practices** is to *Show toolbar pinned*, and disable *Show form number* and *remaining items*.

Toolbar display options

<input checked="" type="checkbox"/> Show toolbar pinned
<input type="checkbox"/> Show student ID
<input type="checkbox"/> Show student name
<input type="checkbox"/> Show form number
<input type="checkbox"/> Show remaining items
<input type="checkbox"/> Show remaining time
<input type="checkbox"/> Show scale buttons
Default scale:

End Test Display Options

You have the option to display a summary of test-taker test results that includes the corresponding scale score [CASAS Skill Level Descriptor](#).

End Test Default(s):

- Show end test report
- Show scale score
- Show below accurate range/conservative estimate
- Allow print report

Show end test report

By default, the [Personal Score Report](#) (PSR) displays with print option after the test is ended, scored, and recorded. When disabled, the application no longer displays the results page. You also have the option to leave the report enabled and disable the print option. A copy of the PSR can be reprinted from [TOPSpro Enterprise](#).

eTests Online Personal Score Report
11111111
Thomas Weaver
Your Reading scaled score on form 083R is 213.
Jul 15 2013
Please see your CASAS facilitator to help understand your score.

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 topics. 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 or written instructions and diagrams if they can be clarified orally.

OK Print

Show raw score

Enable this option if want to include the raw score in the PSR header. If enabled, the number of correct responses is included for CBTs (i.e., standardized tests) however, the raw score is not available for CATs.

Show scale score

By default, the CASAS scale score is included in the PSR header. Reference [CASAS and NRS Educational Functioning Levels](#) on the CASAS website for accurate placement with WIA, Title I and Title II programs.

Show below accurate range ()*

A score below accurate range will display an asterisk (*) after the scale score. When a score is below accurate range, it is considered an invalid score and retesting at a lower level is required. The online system will automatically assign a lower-level test. Use the “Retest Same Day” session to retest students with the same modality in the same day.



Show conservative estimate (◆)

A score above accurate range will display a diamond (◆) after the scale score. When a score is above accurate range, it is considered a valid score however, the score is a conservative estimate and retesting is recommended (but not required). The online system will automatically assign a higher-level test. Use the “Retest Same Day” session to retest students with the same modality in the same day.

Show pass/fail for G&H/WSCS

This option is disabled by default and only applies to the [Government and History for Citizenship](#) (G&H) and [Workforce Skills Certification System](#) (WSCS) problem solving and critical thinking assessments.

Allow print report

By default, the  button is enabled and allows test-takers to print the [Personal Score Report](#). If disabled, the results page will not include the  button. You have the option to reprint PSRs from [TOPSpro Enterprise](#).

Admin Tab

All settings on the **Admin Tab** have a default setting to control proctor supervisory hours and restrict the number of days between tests. These settings should remain unedited unless a setting differs from your agency's local policy for web-based testing.

Modalities	Options	Registration	Layout	Admin	Edit	Inherited	Effective	Clear
Allow session to start in advance with <input type="text" value="30"/> minutes								
Supervise session for at least <input type="text" value="1"/> hours								
Supervise session for at most <input type="text" value="8"/> hours								
Days between tests of the same modality <input type="text" value="1"/>								
Days between repeating the same test <input type="text" value="1"/>								

Allow session to start in advance with ## minutes

The default is set at **30 minutes**. This setting allows the proctor to start a testing session ahead of schedule if needed. To adjust this time, enter the preferred number of minutes in the empty box.

Supervise session for at least ## hours

The default is set at **1 hour**. This setting represents the minimum number of hours allowed for a proctor to supervise a testing session. To adjust this time, enter the preferred number of hours. This will override the default setting.

Supervise session for at most ## hours

The default is set at **8 hours**. This represents the maximum number of hours allowed for a proctor to supervise a testing session. To adjust this time, enter the preferred number of hours. This will override the default setting.

Days between tests of the same modality ##

The default is set at **1 day**. This represents the minimum number of days allowed between administration of the same test modality – reading, math, listening, etc. To adjust this value, enter the number of preferred days. This will override the default setting. Changing this value to “0” is not recommended because test-takers can take another test of the same modality in the same day. Keeping this value set for at least “1” day will prevent this as indicated by shaded lettering on the test button.



Days between repeating the same test

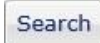
The default is set at **1 day**. This represents the minimum number of days allowed between administration of the same test form. To adjust this value, enter the number of days. This will override the default setting. Changing this value to “0” is not recommended because test-takers may repeat the same test in the same day. Keeping this value set for at least “1” day will prevent this.

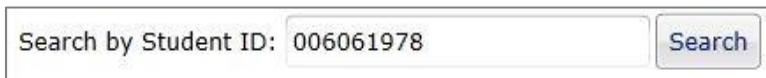
3.4. Student Configuration

A configuration may be applied to individual students without affecting the session configuration for all students. Student configuration edits may serve multiple purposes such as overriding the next-assigned test (ONAT) (Reference [Next Assigned Test Charts](#), Appendix M); or applying accommodations such as adjusted test times or screen display size (Refer to [Accommodations Guidelines](#) on the CASAS website).


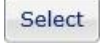

Search Students

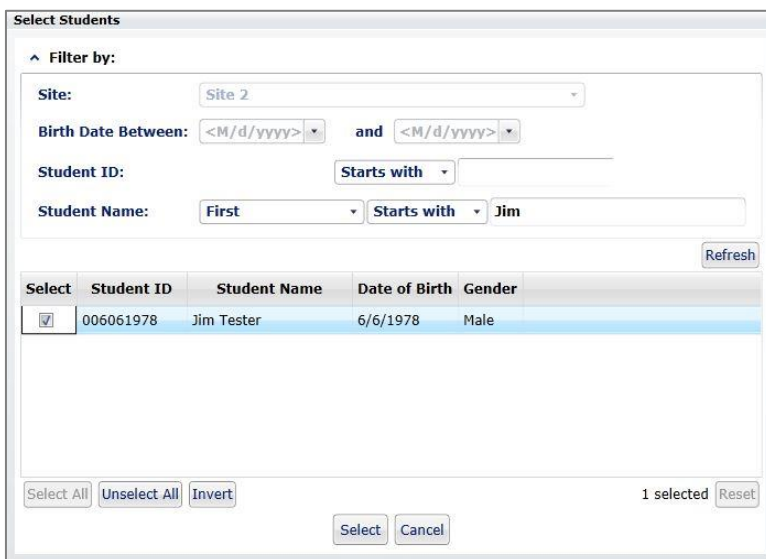
A record must pre-exist in the online database to **Search** and **Select** students. Follow these steps to search and select a student:

1. Enter the **Student ID** in the input field at the bottom of the **Students Tab**.
2. Click  (or Enter key) to apply the record to the **Students Tab**.



OR

1. Click  at the bottom of the **Students Tab**.
2. From the pop-up, check box(s) to pick student(s), or expand the filter to search for students.
3. Click  at the bottom of the pop-up or  to apply all students to the **Students Tab**.



Select	Student ID	Student Name	Date of Birth	Gender
<input checked="" type="checkbox"/>	006061978	Jim Tester	6/6/1978	Male

Edit Student Configuration

The **Edit** configuration button allows you to apply edits per student that will override the testing session configuration. Only edits applied per session will take effect. All other testing session configuration settings remain in effect.

Configuration	Student ID	Student Name
Remove Edit Clear	006061978	Jim Tester

1. Click **Edit** to apply a configuration per student.
2. From the pop-up, apply edits to:
 - a. **Modalities Tab** – *only if overriding the next-assigned test (ONAT)*. You must remember to clear the configuration after assigned tests are completed otherwise, the same tests are repeated.
 - b. **Options Tab** – *only if overriding the Session Options* such as setting different test-timers for accommodations.
 - c. **Registration Tab** – *only if overriding Session Registration settings*.
 - d. **Layout Tab** – *only if overriding the Session Layout settings* such as defaulting to the largest screen display for visually impaired test-takers.

Clear Student Configuration

You may keep a student's configuration on the **Students Tab** for future use; however, you should **Clear** a configuration if applied to modalities. If a modalities configuration is *not* cleared, the test-taker will repeat the same test(s).

Remove Student Configuration

To remove a student configuration, click **Remove** from the **Students Tab**. This does not remove the student record from the database.

- ❖ **Note!** A student configuration will remain in effect until it is cleared or the student is removed from the **Students Tab** of a Testing Session. A student configuration *only* applies to the individual student assigned to a testing session and has no effect on the testing session configuration or at any testing session.

3.5. Station Configuration

Similar to session and student configuration, you also have the option to apply separate configurations to testing stations. Applying configuration edits to individual stations will override *both* session and student configurations. Setting configurations on individual stations is not common unless equipping a station for accommodations such as screen display size.

❖ **Note!** Do not use station configuration to override a student’s next assigned test. Use student configuration for this.

Search Stations

Stations must be registered before you can **Search** for a station. Stations may be added to sessions if registered within the same site and lab location. Follow these steps to search and select a station:

1. Enter the **Station Name** in the input field at the bottom of the **Stations Tab**.
2. Click (or Enter key) to apply the station to the **Stations Tab**.

OR

1. Click at the bottom of the **Stations Tab**.
2. From the pop-up, check box(s) to pick station(s), or expand the filter to search for stations.
3. Click at the bottom of the pop-up or to apply all stations to the **Stations Tab**.

Select	Station Name	Laboratory Name
<input checked="" type="checkbox"/>	AC-01	Assessment Center
<input type="checkbox"/>	AC-02	Assessment Center
<input type="checkbox"/>	AC-04	Assessment Center
<input type="checkbox"/>	AC-05	Assessment Center
<input type="checkbox"/>	AC-06	Assessment Center
<input type="checkbox"/>	AC-07	Assessment Center
<input type="checkbox"/>	AC-09	Assessment Center
<input type="checkbox"/>	AC-10	Assessment Center

Configuration	Station Name	Laboratory Name
<input type="button" value="Remove"/> <input checked="" type="button" value="Edit"/> <input type="button" value="Clear"/>	AC-01	Assessment Center

Edit Station Configuration

The **Edit** configuration button allows you to apply edits per station that will override the testing session and any student configuration. Only edits applied to the station configuration in the testing session to which it is added will take effect. All other station and testing session configuration settings remain in effect.

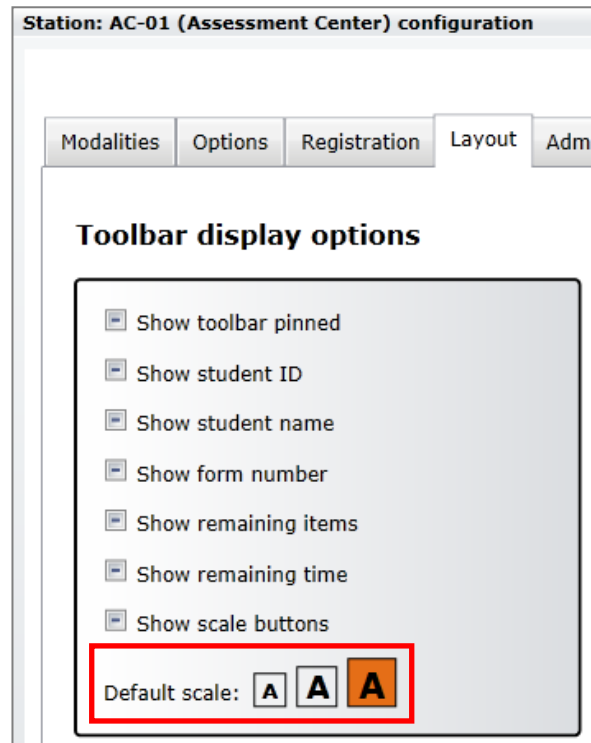
The most common configuration edit applied to a station is to default to the largest screen display.

Clear Station Configuration

A station configuration may remain in effect for as long as the specified configuration is needed. Click to remove a station configuration.

Remove Station Configuration

To remove a station from the **Stations Tab**, click . This does not remove the station registration from the online system.



- ❖ **Note!** A station configuration will remain in effect until it is cleared or the station is removed from the **Stations Tab** of a Testing Session. A station configuration *only* applies to the testing session where it is assigned.

Step-by-Step Tutorial

The next few pages will lead you through a step-by-step tutorial on how to **register a computer** as a testing station.



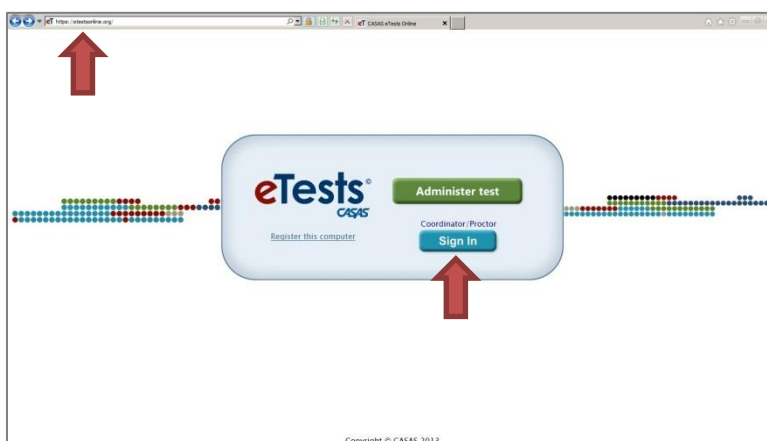
Download [Creating Sessions](#) from the CASAS training material library.

Creating Sessions

This section provides a step-by-step tutorial on how to **create a session** for CASAS web-based testing. This tutorial is based on **Best Practices** to create and build on program **templates** to ensure standardization and consistent test delivery among programs and student type (i.e., new, current, returning) across all site locations within the agency. Proctors start/stop and manage sessions at any time or day within the program year (PY).

1) Go to: <https://etestsonline.org/>

2) Click **Sign In**.

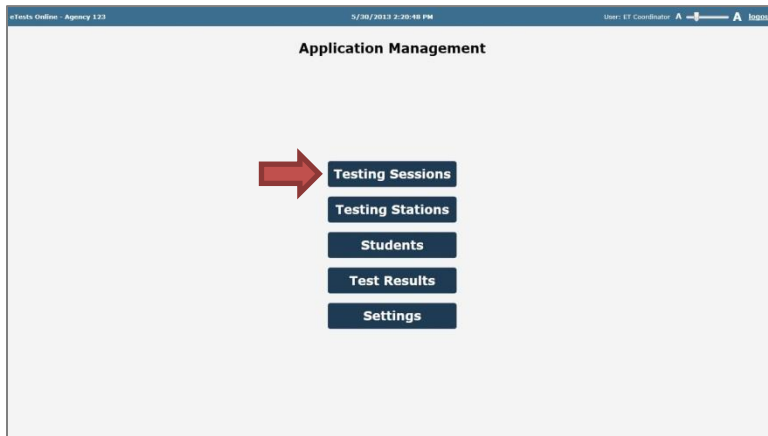


APPLICATION MANAGEMENT LOGIN

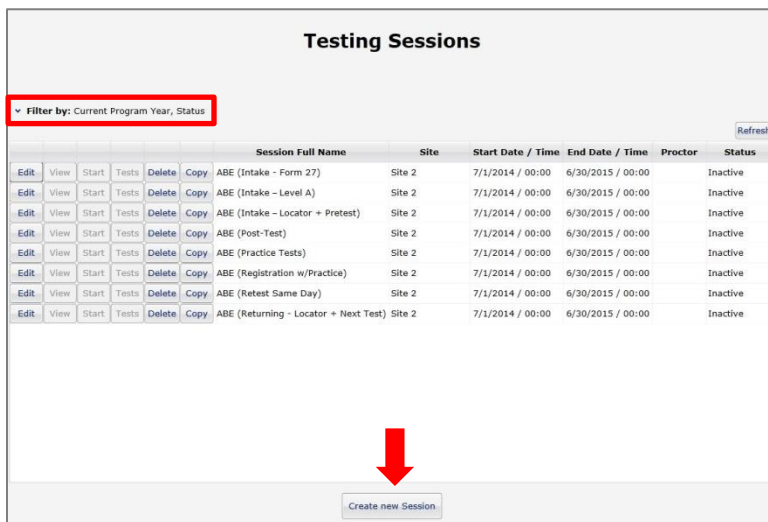
- 3) **Coordinator** enters user credentials.
- a. **Agency ID**
 - i. Provided by CASAS.
 - b. **User**
 - i. Use e-mail address.
 - c. **Password**
 - i. Typically set by CASAS with 10-digit passcode from certificate.

4) Click



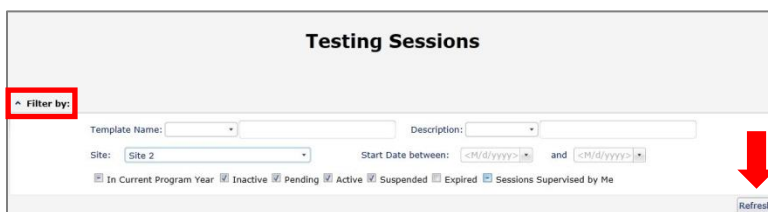


5) Click **Testing Sessions**



❖ **Note!** The **Testing Sessions** menu opens to a list of sessions filtered by the *Current Program Year*.

6) Click **Create new Session** at bottom of **Testing Sessions** window to configure a session and add to the list.



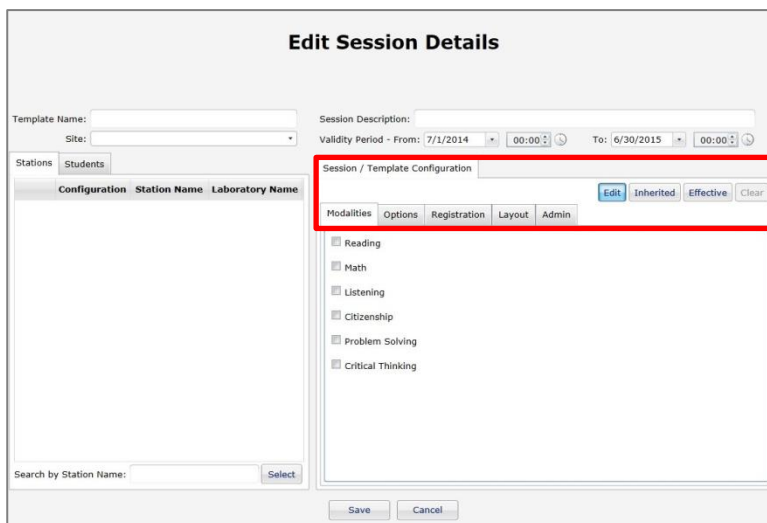
- Expand the filter to locate expired sessions.
- Enter filtering criteria and click **Refresh**.

ABE Template Family

The following examples are based on **Best Practices**. Each session in the **ABE Template Family** builds upon the last session to quickly create all sessions for the ABE program. Once completed, the ABE Template Family can be copied to other sites to standardize web-based testing established by the agency's local assessment policy at all sites.

TEMPLATE CONFIGURATION

❖ **Note!** By default, new sessions open in **Session/Template Configuration** and “user” **Edit** mode.



ABE Template Family

1) Template Name

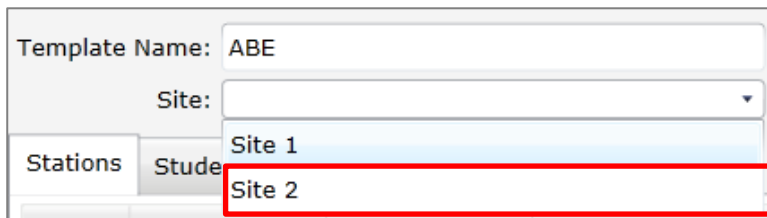
a. Enter **ABE**.



2) Site

a. From the drop-down menu, select **Site**.

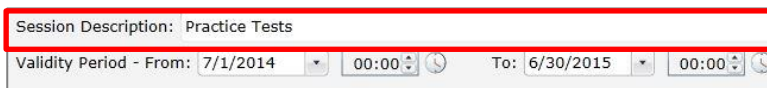
❖ **Note!** Session Templates are site-specific. Any edit to a template will *only* affect sessions within the same site.



ABE/Practice Session

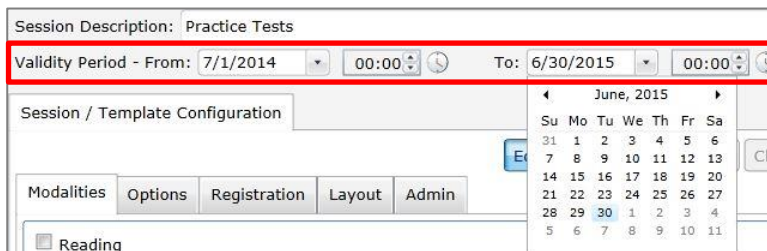
3) Session Description

a. Enter **Practice Tests**.



4) Validity Period

a. Select **Program Year** date range.
 i. **From:** 7/1/2014.
 ii. **To:** 6/30/2015).



❖ **Note!** It is not necessary to set time(s) since this only applies to the first and last date of the validity period. Instead, proctors start/stop sessions throughout the program year.

Session Description: Practice Tests
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

Reading [Select Series (only Practice by Default)] Config.: Edit Clear

Math [Select Series (only Practice by Default)] Config.: Edit Clear

ABE/Practice – Modalities

- 5) From the **Modalities Tab**,
 - a. **Reading**.
 - b. **Math**.

Session Description: Practice Tests
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session Configuration **Template Configuration**

Modalities Options **Registration** Layout Admin

Lock creation of new students Find students in other sites

Allow only specified students Allow update on student information

Collect student demographics Collect statuses and goals

Collect program information Collect zip code Collect ward

Select default program:
 Basic Skills (ABE)

ABE/Practice – Registration

- 6) From the **Registration Tab**,
 - a. Remove dash from **Collect program information** to disable default.
 - b. Select default program – **Basic Skills (ABE)**.

Session Description: Practice Tests
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration **Layout** Admin

Toolbar display options

Show toolbar pinned

Show student ID

Show student name

Show form number

Show remaining items

Show remaining time

Show scale buttons

Default scale: **A A A**

End test display options

Show end test report

Show raw score

Show scale score

Show below accurate range (*)

Show conservative estimate (♦)

Show pass/fail for G&H/WSCS

Allow print report

ABE/Practice – Layout

- 7) From the **Layout Tab**,
 - a. **Show toolbar pinned**.
 - b. Remove dash to disable **Show form number**.
 - c. Remove dash to disable **Show remaining items**.

❖ **Note!** No further configuration is needed for the **ABE/Practice Tests** session.

- 8) At bottom of **Edit Session Details** screen,

- a. Click .

- 9) From **Testing Sessions** list,

- a. Click for the **ABE (Practice Tests)** session to begin creating a session for *ABE/Registration w/Practice*.

Testing Sessions

Filter by: Site, Current Program Year, Site

Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Sta
<input type="button" value="Copy"/> ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactiv

ABE/Registration Session

Session Description: Registration w/Practice
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

10) Session Description

- a. Enter **Registration w/Practice**.

ABE/Registration - Registration

11) From the **Registration Tab**,

- a. **Collect student demographics.**
- b. **Collect statuses and goals.**
- c. **Collect zip code.**
- d. **Collect ward (if applies).**

Session Description: Registration w/Practice
 Validity Period - From: 6/9/2014 00:00 To: 6/12/2014 00:00

Session / Template Configuration

Modalities Options **Registration** Layout Admin

Lock creation of new students Find students in other sites
 Allow only specified students Allow update on student information
 Collect student demographics **Collect statuses and goals**
 Collect program information **Collect zip code** Collect ward


Select default program:
 Basic Skills (ABE)

12) At bottom of **Edit Session Details** screen,

- a. Click .

❖ **Note!** No further configuration is needed for the **ABE/Registration w/Practice** session.

13) From **Testing Sessions** list,

- a. Click  for the **ABE (Registration w/Practice)** session to begin creating a session for *ABE/Intake – Form 27*.

Testing Sessions

Filter by: Status

	Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
	ABE (Practice Tests)	Site 2	6/9/2014 / 00:00	6/12/2014 / 00:00		Inactive
	ABE (Registration w/Practice)	Site 2	6/9/2014 / 00:00	6/12/2014 / 00:00		Inactive

ABE/Form 27 Session

Session Description: Intake - Form 27
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

14) Session Description.

- a. Enter **Intake – Form 27**.

ABE/Form 27 – Modalities

15) From the **Modalities Tab**,

- a. Click arrow in **Reading** modality field.
 - i. From drop-down menu, click **Select Form to Override with...**

Session Description: Intake - Form 27
 Validity Period - From: 6/9/2014 00:00 To: 6/12/2014 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

Reading [Select Series (only Practice by Default)] **Config.:** Edit Clear
 Math [Select Series (only Practice by Default)]
 [Select Form to Override with ...]

Select Reading Fixed Form

Filter by: (nothing) Refresh

Form	Description	Type
011R	Employability Reading Level A	Fixed Form
012R	Employability Reading Level A	Fixed Form
013R	Employability Reading Level B	Fixed Form
014R	Employability Reading Level B	Fixed Form
015R	Employability Reading Level C	Fixed Form
016R	Employability Reading Level C	Fixed Form
017R	Employability Reading Level D	Fixed Form
018R	Employability Reading Level D	Fixed Form
027R	Life Skills Reading Beginning Literacy	Fixed Form
028R	Life Skills Reading Beginning Literacy	Fixed Form

ABE/Form 27 – Modalities cont.

- i. From popup, click **027R**.
- ii. Click Select at bottom of popup to set **Reading Form 27**.

Session Description: Intake - Form 27

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Edit Inherited Effective Clear

Modalities Options Registration Layout Admin

Reading [Override with Single Form - 27R] Config.: Edit Clear

Math

- b. Remove check to disable **Math** modality.

16) At bottom of Edit Session Details screen,

- a. Click Save.

❖ **Note!** No further configuration is needed for the **ABE/Intake – Form 27** session.

17) From Testing Sessions list,

- a. Click Copy for the **ABE (Intake – Form 27)** session to begin creating a session for *ABE/Intake – Level A*.

Testing Sessions

Filter by: Current Program Year, Status Refresh

	Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit View Start Tests Delete	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete	Copy ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive

ABE/Level A Session

Session Description: Intake - Level A

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

18) Session Description.

- a. Enter **Intake – Level A**.

ABE/ Level A – Modalities

Session Description: Intake - Level A

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Edit Inherited Effective Clear

Modalities Options Registration Layout Admin

Reading [Override with Single Form - 27R] ▼ Config.: Edit Clear

Math [Override with Single Form - 27R]

Listening [Select Series (only Practice by Default)]

[Select Form to Override with ...]

19) From the Modalities Tab,

- a. Click arrow in **Reading** modality field.
 - i. From drop-down menu, click **Select Form to Override with...**

ABE/Level A – Modalities cont.

- ii. From popup, click **081R**.
- iii. Click at bottom of popup to set **Reading Level A** form.
- b. **Math** modality.
 - i. Click arrow in **Math** modality field.
 - ii. From drop-down menu, click **Select Form to Override with...**
 - iii. From popup, click **031M**.
 - iv. Click at bottom of popup to set **Math Level A** form.

Form	Description	Type
027R	Life Skills Reading Beginning Literacy	Fixed Form
028R	Life Skills Reading Beginning Literacy	Fixed Form
080R	Life and Work Reading Appraisal Form 80	Appraisal
081R	Life and Work Reading Level A	Fixed Form
081RX	Life and Work Reading Level A Extended	Fixed Form

Session Description: Intake - Level A
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

<input checked="" type="checkbox"/> Reading	[Override with Single Form - 81R]	Config.: Edit Clear
<input checked="" type="checkbox"/> Math	[Override with Single Form - 31M]	Config.: Edit Clear

❖ **Note!** No further configuration is needed for the **ABE/Intake – Level A** session.

20) At bottom of **Edit Session Details** screen,

- a. Click .

21) From **Testing Sessions** list,

- a. Click for the **ABE (Intake – Level A)** session to begin creating a session for **ABE/Locator + Pretest**.

Testing Sessions									
Filter by: Current Program Year, Status									
			Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status	
Edit	View	Start	Tests	Delete	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive

ABE/Locator+Pretest Session

22) Session Description.

- a. Enter **Intake – Locator + Pretest**.

ABE/Locator+Pretest – Modalities

23) From the **Modalities Tab**,

- a. Click arrow in **Reading** modality field.
 - i. From drop-down menu, click **Life and Work** series.

Session Description: Intake – Locator + Pretest
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

<input checked="" type="checkbox"/> Reading	[Override with Single Form - 81R]	Config.: Edit Clear
<input checked="" type="checkbox"/> Math	[Override with Single Form - 81R]	Config.: Edit Clear
<input type="checkbox"/> Listening	[Select Series (only Practice by Default)]	
<input type="checkbox"/> Citizenship	Adult Life Skills	
<input type="checkbox"/> Problem Solving	Citizenship	
<input type="checkbox"/> Critical Thinking	ECS	
	Life and Work (both life and work emphasis at Level C)	
	Life and Work (life emphasis at Level C)	
	Life and Work (work emphasis at Level C)	

Session Description: Intake - Locator + Pretest
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

Reading Life and Work (both life and work emphasis: [Default]) Config.: Edit Clear
 Locator/Appraisal: [Default]
 Math [Default] Config.: Edit Clear
 [Select Form to Override with ...]

ABE/Locator+Pretest – Modalities cont.

- b. Click arrow in **Reading Locator/Appraisal** field.
 - i. From drop-down menu, click **Select Form to Override with...**
 - ii. From popup, click **102R**.
 - iii. Click **Select** at bottom of popup to set **Short CAT Reading Locator**.

Select Reading Locator/Appraisal

Filter by: Is Appraisal, Is Locator, Series

Form	Description	Type
080R	Life and Work Reading Appraisal Form 80	Appraisal
102R	Short CAT Reading Locator	CAT Locator
130R	ECS Appraisal Form 130 Reading	Appraisal
230R	Workplace Appraisal Form 230 Reading	Appraisal

Session Description: Intake - Locator + Pretest
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

Reading Life and Work (both life and work emphasis: [Override with Single Form - 102R]) Config.: Edit Clear
 Math LS Math 30 series Config.: Edit Clear
 Locator/Appraisal: [Default]
 [Select Form to Override with ...]

- c. **Math** modality.
- d. Click arrow in **Math modality** field.
 - i. From drop-down menu, click **LS Math 30 Series**.
- e. Click arrow in **Math Locator/Appraisal** field.

Session Description: Intake - Locator + Pretest
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Modalities Options Registration Layout Admin

Reading Life and Work (both life and work emphasis: [Override with Single Form - 102R]) Config.: Edit Clear
 Math LS Math 30 series Config.: Edit Clear
 Locator/Appraisal: [Override with Single Form - 102M]

- i. From drop-down menu, click **Select Form to Override with...**
- ii. From popup, click **102M**.
- iii. Click **Select** at bottom of popup to set **Short CAT Math Locator**.

ABE/Locator+Pretest – Options

24) From the **Options Tab**,

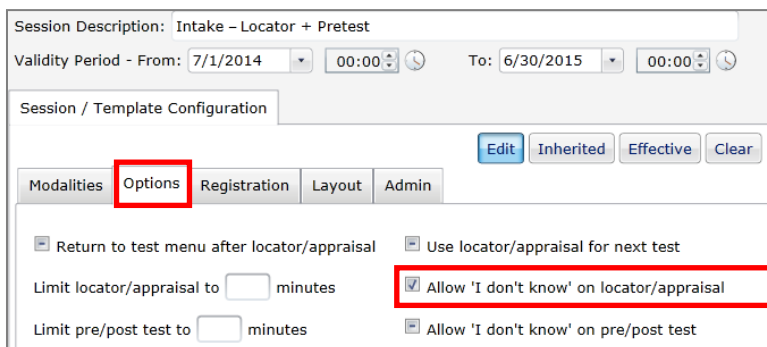
- Allow 'I don't know' on locator/appraisal.

25) At bottom of **Edit Session Details** screen,

- Click .

26) From **Testing Sessions** list,

- Click  for the **ABE (Locator + Pretest)** session to begin creating a session for *ABE/Post-Test*.



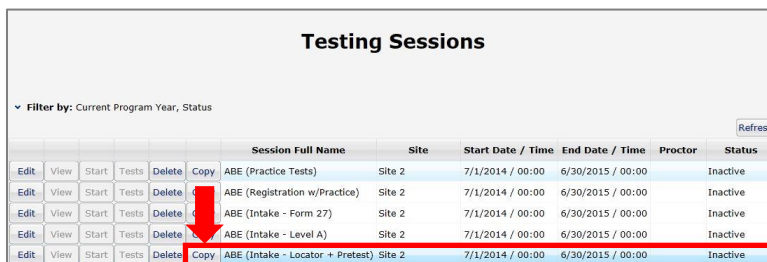
Session Description: Intake - Locator + Pretest
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00
 Session / Template Configuration
 Edit Inherited Effective Clear
 Modalities **Options** Registration Layout Admin
 Return to test menu after locator/appraisal Use locator/appraisal for next test
 Limit locator/appraisal to minutes Allow 'I don't know' on locator/appraisal
 Limit pre/post test to minutes Allow 'I don't know' on pre/post test

❖ **Note!** No further configuration is needed for the **ABE/Intake – Locator + Pretest** session.

ABE/Post-Test Session

27) **Session Description.**

- Enter **Post-Test**.



Testing Sessions
 Filter by: Current Program Year, Status Refresh

						Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit	View	Start	Tests	Delete	Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete		ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete		ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete		ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive

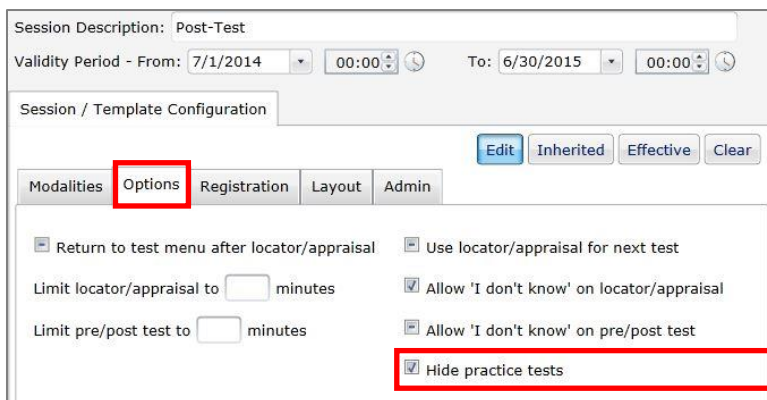


Session Description: **Post-Test**
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

ABE/Post-Test – Options

28) From the **Options Tab**,

- Hide practice tests.**

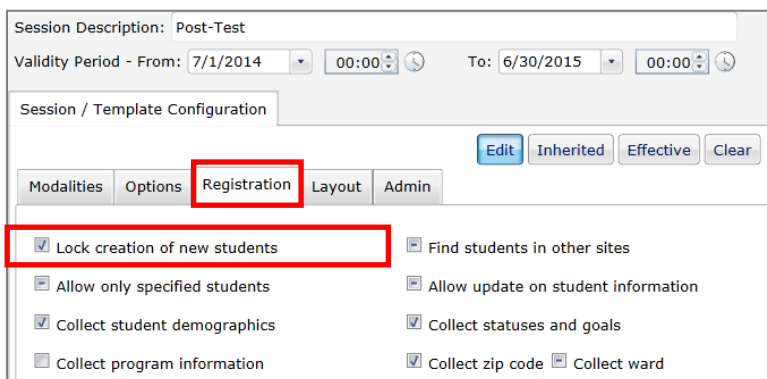


Session Description: Post-Test
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00
 Session / Template Configuration
 Edit Inherited Effective Clear
 Modalities **Options** Registration Layout Admin
 Return to test menu after locator/appraisal Use locator/appraisal for next test
 Limit locator/appraisal to minutes Allow 'I don't know' on locator/appraisal
 Limit pre/post test to minutes Allow 'I don't know' on pre/post test
 Hide practice tests

ABE/Post-Test – Registration

29) From the **Registration Tab**,

- Lock creation of new students.**



Session Description: Post-Test
 Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00
 Session / Template Configuration
 Edit Inherited Effective Clear
 Modalities Options **Registration** Layout Admin
 Lock creation of new students Find students in other sites
 Allow only specified students Allow update on student information
 Collect student demographics Collect statuses and goals
 Collect program information Collect zip code Collect ward

❖ **Note!** No further configuration is needed for the **ABE/Post-Test** session.

Testing Sessions										
Filter by: Current Program Year, Status										
					Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit	View	Start	Tests	Delete	Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive

30) At bottom of **Edit Session Details** screen,

a. Click .

31) From **Testing Sessions** list,

a. Click for the **ABE (Post-Test)** session to begin creating a session for *ABE/Returning – Locator + Next Test*.

Session Description: **Returning - Locator + Next Test**

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

ABE/Returning Session

32) **Session Description.**

a. Enter **Returning – Locator + Next Test**.

Session Description: **Returning - Locator + Next Test**

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Options

Return to test menu after locator/appraisal Use locator/appraisal for next test

Limit locator/appraisal to minutes Allow 'I don't know' on locator/appraisal

Limit pre/post test to minutes Allow 'I don't know' on pre/post test

Hide practice tests

ABE/Returning – Options

33) From the **Options Tab**,

a. **Use locator/appraisal for next test.**

34) At bottom of **Edit Session Details** screen,

a. Click .

❖ **Note!** No further configuration is needed for the **ABE/Returning – Locator + Next Test** session.

Testing Sessions										
Filter by: Current Program Year, Status										
					Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit	View	Start	Tests	Delete	Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Returning - Locator + Next Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive

35) From **Testing Sessions** list,

a. Click for the **ABE (Post-Test)** session to create the last session for *ABE/Retest Same Day*.

❖ **Note!** The Post-Test session is intentionally being copied twice – once to create the **Returning – Locator + Next Test** session and a second time to create the **Retest Same Day** session.

ABE/Retest Session

36) Session Description.

- b. Enter **Retest Same Day**.

ABE/Retest – Admin

37) From the Admin Tab,

- a. Enter '0' for **Days between tests of the same modality**.

38) At bottom of Edit Session Details screen,

- b. Click .

Session Description: Retest Same Day

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session Description: Retest Same Day

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

Session / Template Configuration

Allow session to start in advance with minutes

Supervise session for at least hours

Supervise session for at most hours

Days between tests of the same modality

Days between repeating the same test

❖ **Note!** No further configuration is needed for the **ABE/Retest Same Day** session.

ABE TEMPLATE FAMILY – COMPLETE

Testing Sessions											
▼ Filter by: Current Program Year, Status <input type="button" value="Refresh"/>											
						Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Retest Same Day)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
<input type="button" value="Edit"/>	<input type="button" value="View"/>	<input type="button" value="Start"/>	<input type="button" value="Tests"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy"/>	ABE (Returning - Locator + Next Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive

NEXT STEPS:

1. Copy **ABE Template Family** to additional **Site(s)** as needed.
2. Building an **ESL Template Family** from the ABE Template.

Copy a Template Family to Additional Site(s)

After configuring a Template Family at one Site, you can copy the family to other sites as needed. No future configuration is necessary other than editing the description of each session to remove the <copy> indicator.

- ❖ **Note!** Template configurations are contained within a site. If an edit needs to apply to a Template Family across all sites, then the same edit must be applied to each Template Family per site (i.e., ABE, ESL, etc.). Edit the template configuration of one session in a Template Family to simultaneously apply the edit to all sessions sharing the same template per site (i.e., ABE, ESL, etc.).

Testing Sessions										
Filter by: Current Program Year, Status										
					Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Retest Same Day)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Returning - Locator + Next Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive

- 1) From **Testing Sessions** list,
 - a. Click for the **ABE (Intake - Form 27)** session.

Template Name: ABE

Site: **Site 2**

Stations

Student

Config Site 3

Site 1

Site 2

- 2) **Site**
 - a. From the drop-down menu, select **Site**.

Session Description: Intake - Form 27 **<copy>**

Validity Period - From: 7/1/2014 00:00 To: 6/30/2015 00:00

- 3) **Session Description**
 - a. Remove **<copy>** from **Intake - Form 27** session description.

Testing Sessions										
Filter by: Current Program Year, Status										
					Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Retest Same Day)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Returning - Locator + Next Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 1	7/1/2014 / 00:00	6/30/2015 / 00:00	Inactive

- 4) At bottom of **Edit Session Details** screen,
 - a. Click .

Repeat steps (above) to copy remaining sessions in Template Family from one site to the next.

Quick Steps to Build an ESL Template Family

Follow steps in the order described to build your **ESL Template Family**. These are basic steps used when building the ABE Template Family but without corresponding images.

STEP	VALUE	STEP	VALUE
1. Template Name	ESL	18. Session Description	Intake – Level A
2. Site	2	19. Modalities Tab	Reading override: 081R
3. Session Description	Practice Tests		✓Listening
4. Validity Period	From: 07/01/2014	20. SAVE	Listening override: 981L
	To: 06/30/2015		
5. Modalities Tab	✓Reading	21. Copy	ESL (Intake – Level A)
	✓Listening	22. Session Description	Intake – Locator + Pretest
6. Registration Tab	Disable Collect program info.	23. Modalities Tab	Reading: Life and Work Series
	Default program: ESL		Reading Locator: 102R
7. Layout Tab	✓Show toolbar pinned		Listening: Life and Work 980
	✓Disable Show form number		Listening Locator: 89L
	✓Disable Show remaining items	✓ Allow 'I don't know' on locator/appraisal	
8. SAVE		24. Options Tab	
9. Copy	ESL (Practice Tests)	25. SAVE	
10. Session Description	Registration w/Practice	26. Copy	ESL (Intake – Locator+Pretest)
11.Registration Tab	✓Collect student demog.	27. Session Description	Post-Test
	✓Collect statuses and goals	28. Options Tab	✓Hide practice tests
	✓Collect zip code	29. Registration Tab	✓Lock creation/new students
	✓Collect ward (if applies)	30. SAVE	
12. SAVE		31. Copy	ESL (Post-Test)
13. Copy	ESL (Registration w/Practice)	32. Session Description	Returning-Locator+Next Test
14. Session Description	Intake – Form 27	33. Options Tab	✓Use locator for next test
15. Modalities Tab	Reading override: 027R	34. SAVE	
	Uncheck Listening	35. Copy	ABE (Post-Test)
16. SAVE		36. Session Description	Retest Same Day
17. Copy	ESL (Intake – Form 27)	37. Admin Tab	Days/same modality: 0
		38. SAVE	

The next steps are performed by a certified [proctor](#) for [Managing Sessions](#) and [Administering Tests](#).

4. Proctor Duties

[Proctors](#) must complete certification to administer [CASAS eTests Online](#). Proctors must also understand and agree to fulfill the duties described. All proctors must do their part to maintain a controlled testing environment that will allow test-takers to perform to the very best of their abilities.

Proctors should follow the same procedures before, during, and after conducting testing sessions. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during test administration.

CASAS has identified primary duties of a proctor:

1. Managing Sessions
2. Administering tests
3. Reporting Testing Irregularities

Register for **CASAS eTests Online Proctor Certification** with CASAS [Training Registration](#).

Basic Outline of Online Training Module Content:

- Introduction
- Readiness Checklist
- Proctor Responsibilities
- Proctor Duties
- Testing Day
- Training Completion (Test Security Agreement, Certificate of Completion)

The next sections present steps that a certified proctor is responsible in performing when administering tests using CASAS eTests Online.



4.1. Managing Sessions

Managing web-based testing involves starting and stopping pre-configured testing sessions. Starting a testing session is similar to handing out test booklets in a “paper-based” world. With web-based testing, proctors sign in to CASAS eTests Online Application Management to “start” the session before tests can be administered. This is one of many test security features built in to the online system. When a proctor signs on to Application Management, he or she may find a session in one of the following states:



- **Active:** session is started and active
- **Expired:** session is expired (end date of the session is lower than current date)
- **Inactive:** session is not yet started or was stopped
- **Pending:** session is started, but not yet active (by default, sessions can be started 30 minutes before start time)
- **Suspended:** session is suspended due to proctoring supervise hours end time (i.e. session was not “stopped” by the proctor)

Starting Sessions

After starting a session, the proctor can then initiate testing on a registered station. A common mistake first-time online proctor’s make is attempting to administer a test before starting the session. When this happens, the application displays a screen at the testing station that notifies the test-taker to “Please wait for your session to start.” A refresh button appears in place of an ID input field until the proctor signs in to Application Management and starts the session.

Stopping Sessions

Stopping a session is equally important and is similar to collecting test booklets when finished with testing. First time online proctors tend to forget they must stop sessions. Not stopping a session leaves open the opportunity for anyone to take a test in a non-proctored environment. This poses a risk to test security. So please, do not forget to STOP a testing session.

Step-by-Step Tutorial

The next few pages will lead you through a step-by-step tutorial on how to **manage a session** for testing.



Download [Managing Sessions](#) from the CASAS training material library.

Managing Sessions

This section provides a step-by-step tutorial on how to **manage a session** for testing. A certified proctor performs these steps in combination with steps for [Administering Tests](#).

- 1) Go to: <https://etestsonline.org/>



- 2) Click **Sign In**.



APPLICATION MANAGEMENT LOGIN

- 3) **Proctor** enters user credentials.
 - a. **Agency ID**
 - i. Provided by CASAS.
 - b. **User**
 - i. Use e-mail address.
 - c. **Password**
 - i. Typically set with 10-digit passcode from certificate.



- 4) Click **Login**

Application Management

- Testing Sessions
- Testing Stations
- Students
- Test Results
- Settings

Testing Sessions

Filter by: Current Program Year, Status

	Session Full Name	Site	Start Date / Time	End Date / Time	Proctor	Status
Edit View Start Tests Delete Copy	ABE (Intake - Form 27)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Intake - Level A)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Intake - Locator + Pretest)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Post-Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Practice Tests)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Registration w/Practice)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Retest Same Day)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive
Edit View Start Tests Delete Copy	ABE (Returning - Locator + Next Test)	Site 2	7/1/2014 / 00:00	6/30/2015 / 00:00		Inactive

Create new Session

Testing Sessions

Filter by:

Template Name: [] Description: []

Site: Site 2 Start Date between: <M/d/yyyy> and <M/d/yyyy>

In Current Program Year Inactive Pending Active Suspended Expired Sessions Supervised by Me

Refresh

Testing Session Management

! I am ET Proctor. I acknowledge full responsibility for the proper conduct of this testing session. I will supervise each examinee at each of the assigned test stations throughout the duration of the testing session. I will faithfully execute all of my duties as a proctor for which I have been trained.

Max Supervise Hours: 4

1
2
3
4
5
6
7
8

Cancel

5) Click **Testing Sessions**

❖ **Note!** The **Testing Sessions** menu opens to a list of sessions filtered by the **Current Program Year**.

6) From **Testing Sessions** list, scroll or filter for your session.

7) Click **Start** to activate a testing session.

❖ **Note!** Multiple sessions can be started and run simultaneously in the same testing room.


- Expand the filter to locate expired sessions.
- Enter filtering criteria and click **Refresh**.

SESSION MANAGEMENT


❖ **Note!** Testing Stations can be assigned or unassigned to Testing Sessions.

- 8) **Max Supervise Hours**
- If stations are assigned to the session,
 - Select total hours you will spend administering tests.


- b. If stations are *not* assigned to the session,
 - i. Select the total hours you will spend administering tests.
 - ii. You will use the **Add Stations** button from the **Session Activity** window to select stations for testing.


- 9) Click  to acknowledge responsibility for proctoring the session.

Testing Session Management

 **I am ET Proctor.** I acknowledge full responsibility for the proper conduct of this testing session. I will supervise each examinee at each of the assigned test stations throughout the duration of the testing session. I will faithfully execute all of my duties as a proctor for which I have been trained.


Max Supervise Hours:

 **This testing session doesn't have any stations assigned!** Stations can be assigned in Edit Session page while the session is not active. When the session is active, stations can be assigned from the View Session page, but they will not stay assigned after the session ends. Do you want to continue with this session and add the stations later?



SESSION ACTIVITY


10) Add Stations

- a. Click  at bottom of **Session Activity** window to find non-active, registered stations in the testing room and add them to the session.

Session Activity

Session Full Name: ABE (Intake - Locator + Pretest)
 Site: Site 2 Session Start: 7/1/2013 / 00:00
 Supervisor: ET Proctor Supervise End: 6/12/2014 / 00:56
 Status: Active Session End: 6/30/2014 / 00:00

Station Full Name	Student	Status	Test Form	Test Start	Time Left	Questions	Last Activity	Class ID
<div style="display: flex; justify-content: space-between; align-items: center;"> <input type="button" value="Add Stations"/> <input checked="" type="radio"/> Show all stations <input type="radio"/> Show only used stations <input type="radio"/> Show only not used stations </div>								




- b. From pop-up,
 - i. Check box(s) to pick station(s), or
 - ii. Expand the **Filter** to search for and select stations.


Select Stations

▼ Filter by: Site

Select	Station Name	Laboratory Name
<input type="checkbox"/>	AC-01	Assessment Center
<input checked="" type="checkbox"/>	AC-04	Assessment Center
<input type="checkbox"/>	AC-05	Assessment Center
<input checked="" type="checkbox"/>	AC-06	Assessment Center
<input type="checkbox"/>	AC-07	Assessment Center
<input type="checkbox"/>	AC-09	Assessment Center
<input type="checkbox"/>	AC-10	Assessment Center



2 selected

- c. Click  at bottom of pop-up to apply stations to the active session.

Session Activity

Session Full Name: ABE (Intake - Locator + Pretest <copy>)

Site: Site 2

Supervisor: ET Proctor

Status: Active

Session Start: 7/1/2013 / 00:00

Supervise End: 6/12/2014 / 00:56

Session End: 6/30/2014 / 00:00

Station Full Name	Student	Status	Test Form	Test Start	Time Left	Questions	Last Activity	Class ID
Remove AC-02 (Assessment Center)	Intervene 006061978 - Jim Tester	Logged In	081R	6/11/2014 / 17:39	00:52:18	6	6/11/2014 / 17:47	
Remove AC-04 (Assessment Center)	Intervene							
Remove AC-06 (Assessment Center)	Intervene							

❖ **Note!** Use the **Session Activity** window to manage session activity throughout testing.

11) From left side of **Session Activity** window,

- a. Click **Show Configuration** to review configuration settings for the session.
- b. Click **Remove** to move an unused station and add to another active session.

Session Activity

Session Full Name: ABE (Intake - Locator + Pretest)

Site: Site 2

Supervisor: ET Proctor

Status: Active

Show Configuration

Station Full Name	Student	Status	Test Form	Te
Remove AC-02 (Assessment Center)	Intervene 006061978 - Jim Tester	Logged In	081R	6/11/2
Remove AC-04 (Assessment Center)	Intervene			
Remove AC-06 (Assessment Center)	Intervene			

Student Session Management

- c. Click **Intervene** to interrupt a test in progress.
 - i. Click **Score** to end the test and score it with no possibility to return to the test.
 - ii. Click **Abort** to end the test without scoring and delete all answers.
 - iii. Click **Disconnect** to
 - exit the test and allow student to finish later, or
 - transfer a test-in-progress to another station.

Student Session Management

Station: AC-02 Laboratory: Assessment Center

Station's Current Student: 006061978 - Jim Tester Test in progress: 081R

Forcefully terminate student testing session (end current test).

Record current given answers and score the test.

Abort the test, all answers given will be discarded!

Suspend student testing session and disconnect the student.

Testing can be resumed later or in other session.

Session Activity

Session Start: 7/1/2013 / 00:00

Supervise End: 6/12/2014 / 00:56

Session End: 6/30/2014 / 00:00

Status	Test Form	Test Start	Time Left	Questions	Last Activity	Class ID
Tester	Logged In	081R	6/11/2014 / 17:39	00:52:18	6	6/11/2014 / 17:47

12) From right side of **Session Activity** window,

- a. Click **Manage** to interrupt an active session. From the popup:

- i. Click **Suspend** to pause the session and resume later.
- ii. Click **Continue** to resume a suspended session or extend supervisory hours.
- iii. Click **Stop** to end the session.
- iv. Click **Cancel** to leave the active session in its current state and return to managing session activity.

❖ **Note!** You can click **Manage** from the **Testing Sessions** list to access the **Testing Session Management** window.

Testing Session Management

I am ET Proctor. I acknowledge full responsibility for the proper conduct of this testing session. I will supervise each examinee at each of the assigned test stations throughout the duration of the testing session. I will faithfully execute all of my duties as a proctor for which I have been trained.

Max Supervise Hours: **8**

Suspend **Continue** **Stop** **Cancel**

Testing Sessions

Filter by: Status, Session Start

							Session Full Name	Site
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Form 27)	Site 2	
Edit	View	Start	Tests	Delete	Copy	ABE (Intake - Level A <copy>)	Site 2	
Edit	View	Manage	Tests (1)	Delete	Copy	ABE (Intake - Locator +Pretest)	Site 2	

❖ **Note!** You can also click **View** from the **Testing Sessions** list to access the **Session Activity** window.

Taking Over a Session

13) From the **Testing Sessions** list, another proctor can:

- a. Click **View** to access **Session Activity** and
- b. Click **Manage** to access **Testing Session Management** to
 - i. **Suspend** the session to resume later.
 - ii. **Take Over** the session from a proctor leaving.
 - iii. **Stop** the session if no one is testing.

14) Click **Back** to return to the main menu.

15) Click **Logout** to exit the application.

16) CLOSE your web browser.

Testing Session Management

I am ET Coordinator. I acknowledge full responsibility for the proper conduct of this testing session. I will supervise each examinee at each of the assigned test stations throughout the duration of the testing session. I will faithfully execute all of my duties as a proctor for which I have been trained.

Max Supervise Hours: **8**

Suspend **Take Over** **Stop** **Cancel**

❖ **Note!** Don't forget to **STOP** a session when students are no longer testing. This is **very important for test security!**

6/11/2014 8:30:12 PM User: ET Proctor A [arrow] A **back**

Testing Sessions

6/11/2014 8:31:14 PM User: ET Proctor A [arrow] A **logout**

Application Management

➔ Follow directions for [Administering Tests](#)

4.2. Managing Sessions Guidelines

- A testing session is created for each testing room where stations are registered.
- Each testing room must have its own proctor(s) to ensure appropriate procedures are followed in each room.
- A proctor in each testing room must **Sign In** to CASAS eTests Online and *only* **Start** the testing session available for their testing room.
- Each testing session must *only* use stations registered in the same testing room. This is very important for test security.
 - Each proctor in a testing room is responsible for using stations in the room.
 - It is *not* appropriate for proctors to use stations from other testing rooms.
- The proctor who **Starts** the session must *also* **Add Stations** from the **Session Activity** window (if stations are not already pre-assigned to the session) and *only* selects stations registered in their testing room.
 - This will activate computers for testing
 - *Do not select stations from different testing rooms*
- If testing sessions are scheduled closely throughout the day, the session can remain **Active** provided a proctor remains in the testing room at all times.
 - Proctors can **Take Over** another proctor’s session by signing in to CASAS eTests Online and clicking **Manage** for the session they will proctor.
 - Proctors can **Suspend** the session from the **Manage** button without stopping the session.
 - Proctors can **Continue** a session from the **Manage** button to restart a suspended session or add additional supervisory hours if needed.
- Do not forget to **Stop** the session when testing is finished. This is crucial to maintaining test security.
- Use the **Intervene** button from the **Session Activity** window to **Reconnect** a test that was interrupted or suspended.
 - You will see a **REQUEST** status from the **Session Activity** window. Click **Intervene** and **Reconnect** the test to allow the student to finish the test.

	Station Full Name	Student	Status	Test Form	Test Start	Time Left	Questions	Last Activity	Class ID
Remove	AC-02 (Assessment Center)	Intervene	006061978 - Jim Tester	REQUEST	081R	6/11/2014 / 17:39	00:39:17	8	6/11/2014 / 18:01

- The student also receives a message on the testing station screen at log in that indicates the student has a test in progress and the proctor must reconnect the test.

Your last test was suspended and needs to be reconnected.
Note to proctor: Click the Intervene button from the Session Activity window.

If the computer screen freezes

- Use the key-command to clear the testing station screen: **Ctrl + Alt + Shift + F10**
- Use the **Intervene** button from the **Session Activity** window to score, abort, or disconnect the test – whichever command is appropriate.
 - **Score** – if the test was completed by the student.
 - **Abort** – if the student barely started the test. Restart the student with testing.
 - **Disconnect** – if the student started the test and already completed several test items. This will preserve the student’s responses so that you can **Reconnect** the test on the same computer or another computer.

If You Experience a Testing Irregularity

- Use the [Reporting a Testing Irregularity \(TIR\) – Fillable Form](#).
 - Save a copy of form to your computer.
 - Open the form from your computer and fill in the information.
 - Save the information.
 - Send the TIR as an e-mail attachment to techsupport@casas.org.
- If a **Recoverable Error** message appears on the screen, this means the server is busy at the moment.
 - Please wait a few minutes and click **Retry** or **Restart Application**.
 - This message should not interfere with the student’s test.

Testing Guidelines

- Alternate test type – reading, listening, math – between students seated next to each other.
 - Students are less likely to view the same screens at the same time.
 - This will help minimize talking.
- Encourage students to use the full recommended time per test and test type. This is very important for accurate results.
 - Locator = 15 minutes
 - Pretest / Post-test = 60 minutes
- Listening tests auto-advanced with specified timing between test items.
- When the test timer expires, the application will close, score, and record the test even if the student did not complete the entire test.

For **technical assistance**, contact the **CASAS Technology Support Team** at techsupport@casas.org. This e-mail address alerts a support team that includes several members. Communicating to the larger group will help us to ensure you receive a timely response. A team member is also available 8:00 am – 5:00 pm (Pacific), M – F, at 1-800-255-1036, option 2.

4.3. Administering Tests

Administering CASAS web-based tests requires the same testing code of ethics, adherence to test security, and proctoring tasks as when administering paper-based tests.

Dry Run

Before going “live” with test administration, we encourage all staff involved with test administration to first access the [RHAS Simulation Server](#) and test-drive the application as a dry run of the testing environment. Role-play the test administration process to ensure [System Compatibility](#), [Facility Verification](#), and [Staff Preparedness](#).

This includes connecting with the online server and running the executable file to initiate and confirm station registration and download the test-delivery system into the temporary memory on the local machine. The dry run will also confirm a secure web browser during test administration. The web browser will not lock if an application running in the background is seen as a threat to test security. When testing ends, the test-delivery system is removed from the temporary memory on the local machine and the web browser is restored to normal function.

Staff Training

We also encourage using the simulation server to conduct in-house staff training without risk of compromising test security because all protected test content is suppressed, including audio. Administer several tests to understand fully how the online application delivers various web-based tests. Practice tests and practice items present just before entering protected test content are not suppressed to you a real-life experience of what to expect during live test administration.



Testing Day

Test administration only takes place on a registered station. Proctors must first “start” a session before test administration can begin on a testing station.

If the testing session is *not* started before initializing the testing stations:

- The **Refresh** button appears in place of the **Student Identification** input field until the session is started from CASAS eTests Online Application Management. After the session is started, click **Refresh** for the **Student Identification** input field to appear.
- If the **Student Identification** input field does not appear after the testing session is started and the **Refresh** button is clicked, the testing station is not assigned or has been added to the testing session. Add the testing station to the testing session from the **Session Activity** screen. Refer to [Managing Sessions](#).
- If the **Station Management Login** screen appears after clicking **Administer Tests** to initiate test administration, the station is not registered.

Going Live!

1. **Sign In** to Application Management
2. **Start** Testing Session(s)
3. **Administer Tests**
4. **Stop** Testing Session(s)



Step-by-Step Tutorial

The next few pages will lead you through a step-by-step tutorial on how to **administer a test**. This includes collecting demographics, personal and labor force status, zip code, and program information.

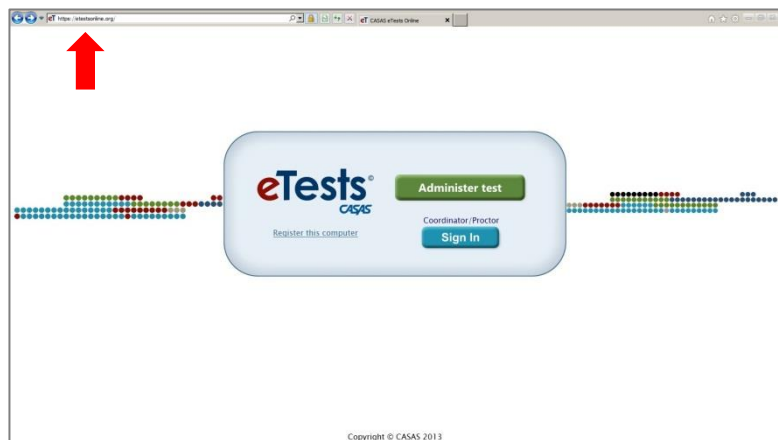


Download [Administering Tests](#) from the CASAS training material library.

Administering Tests

This section provides a step-by-step tutorial on how to **administer a test**. This tutorial includes collecting demographics, program information, personal and labor force status, goals, zip code, and ward (if applies). A certified [proctor](#) performs these steps in combination with steps for [Managing Sessions](#). Access [Data Collection Details](#) from CASAS training material library.

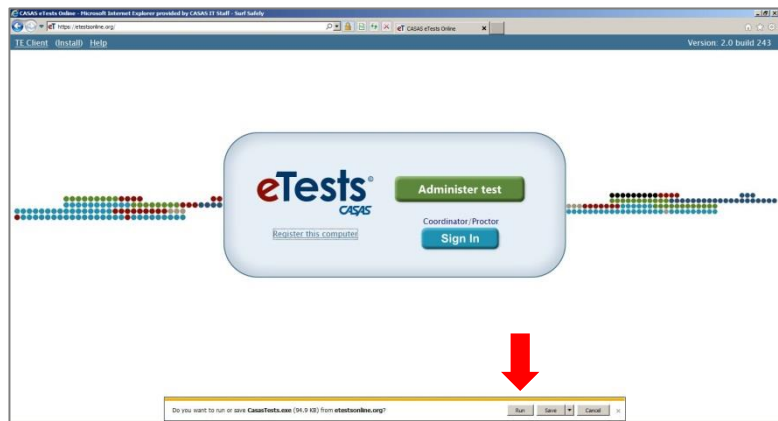
- 1) Go to: <https://etestsonline.org/>

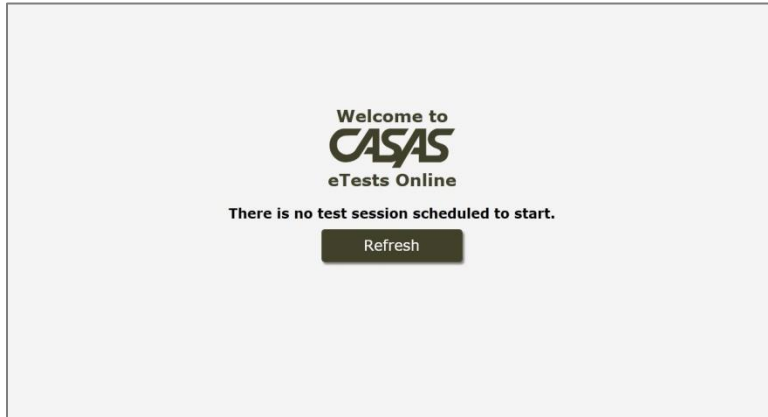


- 2) Click .



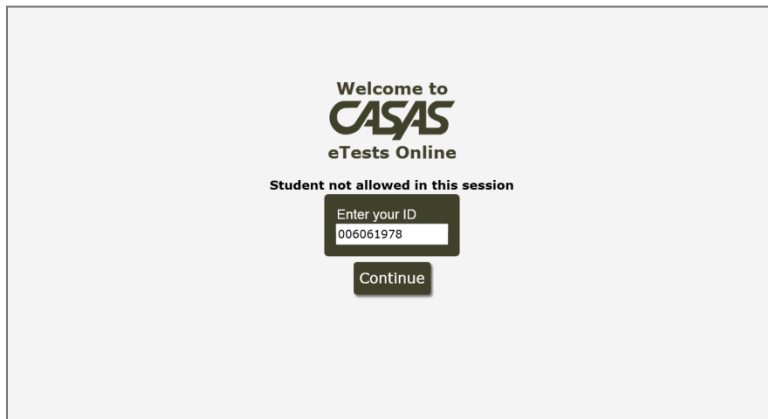
- 3) Click **Run**.
 - a. The CASASTests.exe file establishes connection with the online system.
 - b. You may be prompted to click **Run** a second time depending on your browser settings.
 - c. **Wait** for program to load.



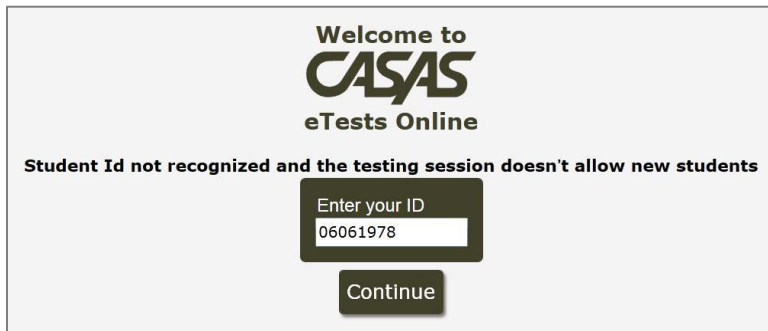


WELCOME SCREEN

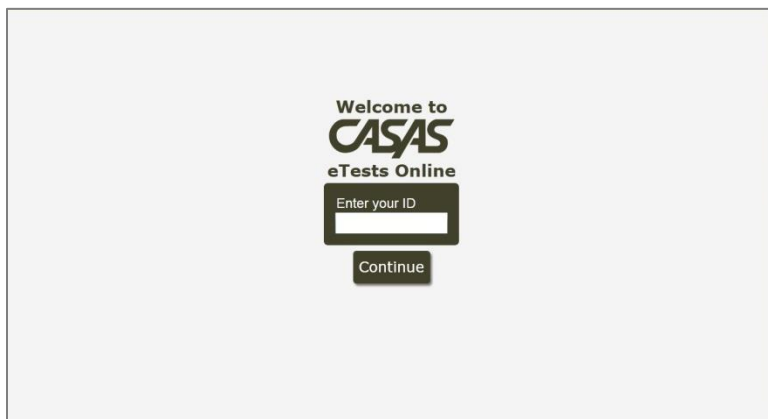
- 1) **Refresh** will display:
 - a. *If proctor has not started the testing session*
 - i. Proctor must **Sign In** to Application Management and **Start** the session.
 - b. *If testing station is not added to an active session.*
 - i. Proctor must use **Add Stations** from Session Activity window.



- 2) **Enter your ID** will display:
 - a. *Student not allowed in this session*
 - i. *If session has "Allow only specified students" enabled.*
 - ii. Student cannot test if not specified in session configuration.



- b. *Student ID not recognized and the testing session doesn't allow new students*
 - i. *If session has "Lock creation of new students" enabled.*
 - ii. Students must correctly enter pre-existing ID.




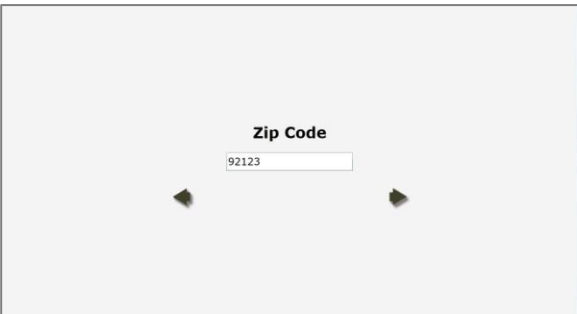
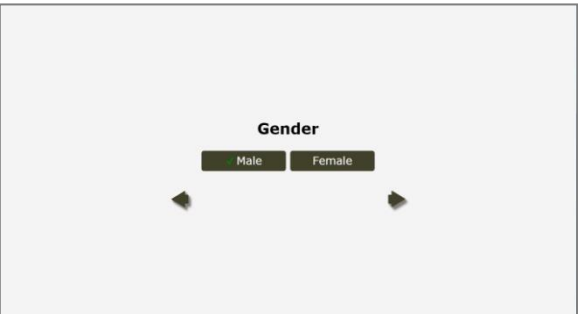



- c. Test-taker enters **Student ID** (local-agency assigned).
 - i. An ID may be all alpha or numeric characters, or alphanumeric combination.

- 4) Click **Continue**.

5) Data Collection

If a new student record is allowed to be added to the online database at time of testing, or if data is missing from an existing student record, follow **Steps 5 - 7** to complete and save the information requested otherwise, skip to **Step 8**.

DATA COLLECTION SCREENS (Reference data collection details (Appendix I, J, K, L) or download [Data Collection Details](#) from the CASAS training material library.

<p>1. Enter first name, middle name or initial (optional), and then last name.</p> 	<p>2. Enter zip code of residence</p> 
<p>3. Indicate male or female.</p> 	<p>4. Enter date of birth.</p> 
<p>5. Indicate the number of years of formal schooling completed. Schooling in the United States or abroad is included. Indicate if formal schooling was completed outside the United States.</p> 	<p>6. Mark one. Indicate the highest credential or degree achieved. Schooling in the United States or abroad is included.</p> 

7. **Mark one.** Indicate the prevalent language spoken in the home as a child.

Native Language

English	Spanish	Vietnamese
Chinese	Hmong	Cambodian
Tagalog	Korean	Lao
Russian	Farsi	Other

8. Ethnicity: **Mark one.** Indicate the group with which you primarily identify.
Race: **Mark one or more,** according to origins.

Ethnicity

Hispanic or Latino	Not Hispanic or Latino
--------------------	------------------------

Race

White	Asian
Black or African American	Native Hawaiian / Pacific Islander
Filipino	American Indian
Alaska Native	

9. **Mark one** instructional program of current or anticipated enrollment.

Program Info

Basic Skills (ABE)	ESL
ESL/Citizenship	Citizenship
High School Diploma	HSE
Spanish GED	Career/Tech Ed
Workforce Readiness	Adults w/Disabilities
Health & Safety	Home Economics
Parent Education	Older Adults
Other Program	ROCP

10. **Mark all that apply** or leave blank.

Personal Status

TANF	Other Public Assistance	WIA IB
Rehabilitation	Enrolled in high school/K12	Dislocated Worker
Veteran	Physically Disabled	Learning Disabled
Displaced Homemaker	Single Parent	Other

11. **Mark one.**

Labor Force Status

Employed
Unemployed
Not employed/not seeking work
Retired

12. Select attainable goals within the current program year

Primary Goal: **Mark one.**

Secondary Goal: **Mark one.**

Primary Goals

Improve basic skills	Improve English skills	H.S. Dipl./HSE
Get a job	Retain job	Enter college or training
Work based project	Family Goal	U.S. Citizenship
Military	Personal Goal	None
Other Attainable Goal		

Secondary Goals

Improve basic skills	Improve English skills	H.S. Dipl./HSE
Get a job	Retain job	Enter college or training
Work based project	Family Goal	U.S. Citizenship
Military	Personal Goal	None
Other Attainable Goal		

6) Review Page

Students are presented with a **Review Page** after completing or updating the information requested. They can click Change to edit any information before saving.

7) Click Save.

Review Page

Id:	006061978	
First Name:	Jim	
Last Name:	Tester	<input type="button" value="Change"/>
Zip Code:	92123	<input type="button" value="Change"/>
Gender:	Male	<input type="button" value="Change"/>
Date of Birth:	Jun 06, 1978	<input type="button" value="Change"/>
Highest Grade Level Completed:	9	<input type="button" value="Change"/>
Majority of my schooling was outside of U.S.:	Yes	<input type="button" value="Change"/>
Highest Diploma/ Degree Earned:	Technical/Certificate	<input type="button" value="Change"/>
Earned outside of the U.S.:	Yes	<input type="button" value="Change"/>
Native Language:	Spanish	<input type="button" value="Change"/>
Ethnicity:	Hispanic or Latino	<input type="button" value="Change"/>
Race:	White	<input type="button" value="Change"/>
Program Info:	Basic Skills (ABE)	<input type="button" value="Change"/>
Personal Status:	Other Public Assistance	<input type="button" value="Change"/>
Labor Force Status:	Unemployed	<input type="button" value="Change"/>
Primary Goals:	H.S. Dipl./HSE	<input type="button" value="Change"/>
Secondary Goals:	Get a Job	<input type="button" value="Change"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>		

8) Select **Site** (if enabled).

9) Select **Class** (if enabled).

Click

Site:	Site 2
Class:	<div style="border: 1px solid black; padding: 2px;"> Not Selected 1 - ABE - Beginning 2 - ABE - Low 3 - ABE - High </div>

Site:	Site 2
Class:	2 - ABE - Low
<input type="button" value="Next"/>	

TEST MENU

15) Click **Practice Test** (if directed for reading, math, or listening).

16) Click **Test** (as directed for this test administration).

17) Read **Directions** and proceed with test administration.

Test Menu

Reading Practice Test

Math Practice Test

Reading Test
Form 102R

Math Test
Form 102M

TEST ADMINISTRATION

Locator/Appraisal

- Test-taker will proceed with one of the following (if enabled):
 - a. **Locator** –
 - i. Select **Reading or math**:
 - a) 7-9 randomly-selected test items to locate an appropriate-level fixed-form pretest and administer in same sitting.
 - b) Average test-administration time is 10-15 minutes followed by the recommendation of 60 minutes for the pretest.
 - ii. Select **Listening**:
 - a) 9 fixed test items divided into three parts to locate an appropriate-level fixed-form pretest and administer in same sitting.
 - b) Average test-administration time is 10-15 minutes. Listening tests auto-advance and test administration times take between 40 and 50 minutes.
 - b. **Appraisal** –
 - i. Select **Reading or math**:
 - a) 20-25 standardized test items to determine placement or eligibility, and to determine which fixed-form pretest to administer.
 - ii. Select **Listening**:
 - a) 26 standardized test items divided into three parts to locate an appropriate-level, fixed-form pretest.

Pretest or Post/Progress-Test (standardized fixed-form)

- Select **Reading or math** (if enabled).
 - a. Recommended test administration time is 60 minutes.
- Select **Listening** (if enabled).
 - a. Test administration times vary from 45 to 50 minutes depending on level.

CAT (computer-adaptive test)

- Select **Reading or math** (if enabled).
 - a. Use for placement, to determine eligibility, or for pre/post-testing.
 - i. 17-20 randomly selected test items.
 - ii. Average test-administration time is 35-45 minutes

Applying Item Responses

Choose one best answer or change an answer:

- Click an answer box on the computer screen.
- Use the “up” or “down” keyboard arrow to choose an answer.
- Use the “space-bar” to apply or clear an answer.
- Touch an answer box on a touch screen monitor.

To go to the next item:

- Click the “forward” arrow on the computer screen.
- Use the “enter” key on the keyboard.
- Touch the “forward” arrow on a touch screen monitor.

To go back to a previous item:

- Click the “back” arrow on the computer screen.
- Touch the “back” arrow on a touch screen monitor.
- The “back” arrow is not available for Locator, CAT, or listening tests.

To skip an item:

- Click the “forward” arrow before answering.
 - Answer “Yes” or “No” to the pop-up message.
- Click the “I don’t know” box (if enabled).
 - Automatically advances to next item.
- Any skipped answer is scored as incorrect.

Retractable Toolbar



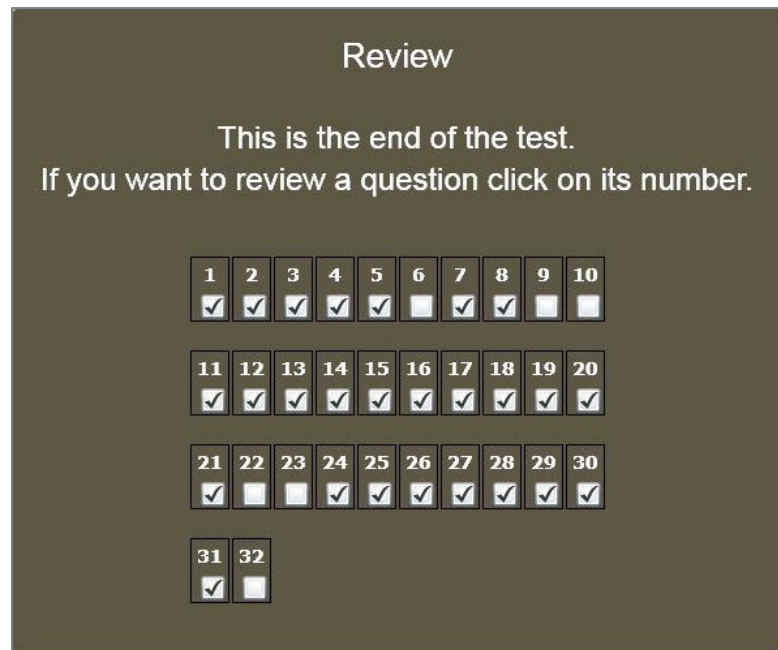
Pin (or unpin) the on-screen toolbar to the test-taker screen to view the following information (if enabled):

- Test-taker identification.
- Test-taker name.
- Form number.
- Remaining items.
- Remaining time.
- Scale buttons (increases test item display and/or answer choices).

Review

18) The test-taker may review a standardized reading or math test (not available on a CAT or listening test).

- Click an **Item** number to review.
- Click **Review** to return to the Review Page.
- Click **End Test**.



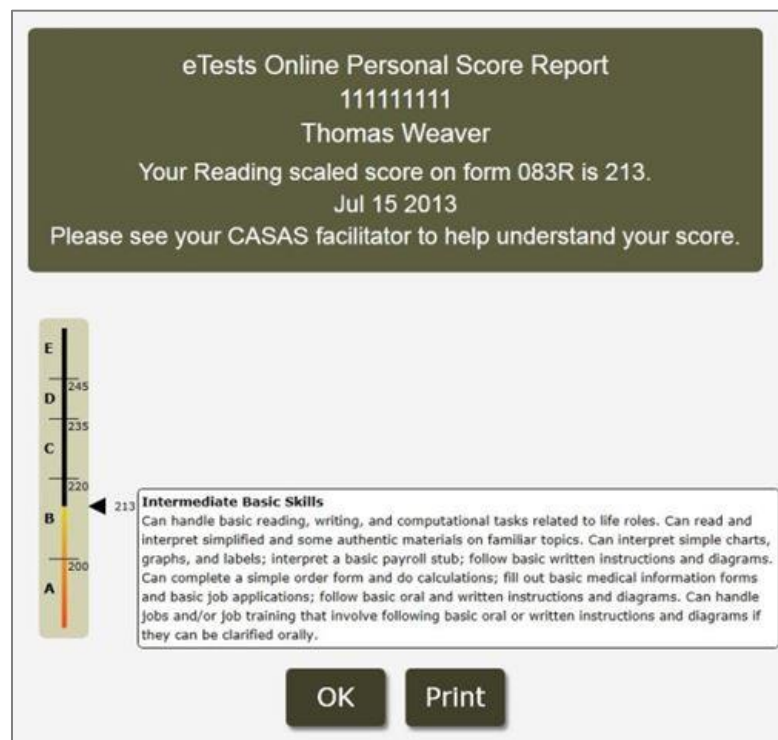
End Test

19) The **Personal Score Report** will appear with the following optional information (if enabled):

- Click (if enabled), or .

20) Click **Logout** if no other test is needed at this time.

21) Click **Exit** to close the application.



❖ **Note!** The **Personal Score Report** can be reprinted from TOPSpro Enterprise.

4.4. Testing Irregularities

A testing irregularity or suspected irregularity must be reported to the **Coordinator** on the day of the occurrence. In many cases, the coordinator can determine immediately if, in fact, an irregularity occurred.

Depending on the nature, the irregularity may be corrected the same day with little or no additional inconvenience to the test-taker involved. For a major irregularity, test-takers may have to be retested. In such cases, making the report immediately so that a retest can be scheduled as soon as possible is critical.

Examples of testing irregularities include but are not limited to the following:

- Administering a test to the wrong test-taker (e.g. a test-taker took a test intended for someone else)
- Cheating (refer to policy on cheating)
- Illness during testing
- Sudden, urgent, usually unexpected occurrence or occasion requiring immediate action
- Any occurrence that requires interrupting a test in progress (e.g. suspend, score, cancel, return)
- Computer malfunction
- Internet connectivity issues

Interrupting a Test-in-Progress

In some instances, a proctor may need to interrupt a test in progress using the **CTRL+E** key command from the testing station. In this event, the proctor has four options:

1. **Scoring** a test in progress
2. **Canceling** a test in progress
3. **Suspending** a test in progress
4. **Continuing** a test in progress

Score the test and end it now
(no possibility to return to the test)

Do not score the test and end it now
(all answers will be deleted)

Exit
(student logs in at a later time to finish)

Return to test

1. SCORE the test

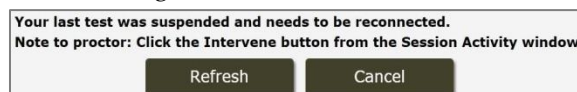
- Use this option to end the test without finishing.
- Student has no possibility to return to this test.
- The test is scored and recorded.
- The Personal Score Report is presented (if enabled).
- One WTU is decremented.

2. CANCEL the test


- The test is not scored or recorded.
- All answers are deleted.
- If this option is used during a pretest after the Locator is completed, the application deletes the pretest but not the Locator. One WTU is decremented for the completed Locator.
- No WTU is decremented if the cancelled test is a Long CAT or CBT.

3. SUSPEND the test

- Test-taker logs in at a later time or date to finish the test.



- Proctor must use  from the **Session Activity** window to  the suspended test.

	Station Full Name	Student	Status	Test Form
Remove	AC-02 (Assessment Center)		006061978 - Jim Tester	REQUEST 081R



- The test-taker continues the test from the same point where the test was interrupted.
- If the test-timer is in effect, the student will have the remaining time to complete.
- One WTU is decremented when the test is finished.

4. CONTINUE the test

- The student is given the opportunity to finish the test.
- The test-taker continues the test from the same point where the test was interrupted.
- If the test-timer is in effect, the student will have the remaining time to complete.
- One WTU is decremented when the test is finished.

Reporting a Testing Irregularity to CASAS

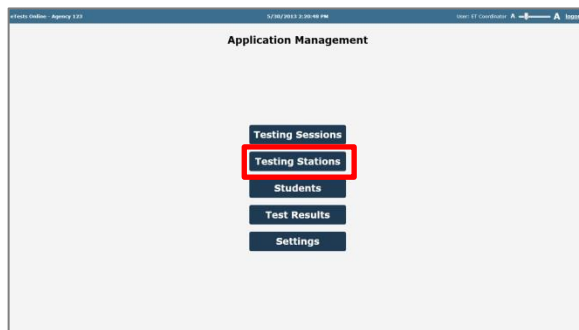
When a testing irregularity cannot be resolved at the local agency, please submit a **Testing Irregularity Report (TIR)** within the same day of the occurrence, or the next day at the very latest. CASAS will use this information to investigate.



Download [Reporting a Testing Irregularity \(TIR\)](#) from the CASAS training material library.

5. Testing Stations

The **Testing Stations** menu option displays a list of stations associated with the corresponding agency. This too is a lister that only includes stations registered in the online database.



- Default sort is alphabetical by **Laboratory**
- Default page size is 10 records. Navigate between pages using the buttons at the bottom of the lister.

A station can exist in one of the following states:

- **Pending:** station registration is started, but not fully registered. In other words, the second person must confirm the registration
- **Registered:** station is registered and active

The screenshot shows the 'Testing Stations' lister. At the top, it says 'Filter by: (nothing)' and has a 'Refresh' button. Below is a table with the following data:

			Station Name	Laboratory	Site	Status
Sessions (1)	View Active	Unregister	AC-01	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-02	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-03	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-04	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-05	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-06	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-07	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-08	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-09	Assessment Center	Site 2	Registered
Sessions (1)	View Active	Unregister	AC-10	Assessment Center	Site 2	Registered

Advanced Filter:

- Expand the **Filter** bar to apply advanced filtering options by:
 - Site
 - Station Name
 - Laboratory
 - Pending, supervised, and used stations
- Before viewing the list, click **Refresh** to display filtered results

The results include only stations that meet the specified filtering option(s)

The screenshot shows the 'Testing Stations' filter bar. It has a 'Filter by:' dropdown menu expanded to show the following options:

- Site:
- Station Name:
- Pending Stations Supervised Stations Used Stations
- Laboratory:

A red arrow points to the 'Refresh' button at the bottom right of the filter bar.

Sessions

When a registered station is assigned to a testing session, the number of assigned sessions is displayed in parentheses for that station. Click **Sessions (#)** from the Testing Stations lister to see a list of sessions where the station is assigned.

View Active

If a station is in use, the **View Active** button is enabled. Click this button to view the active session.

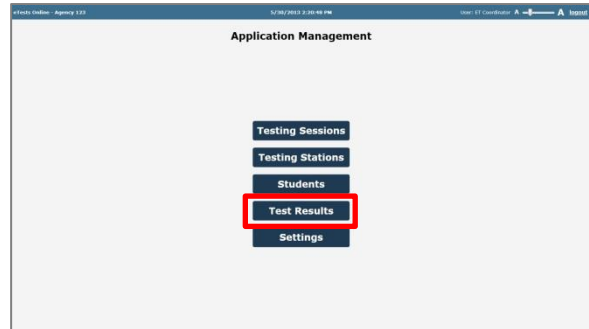
Unregister

A station can be unregistered directly from the stations lister. A station cannot be unregistered if assigned to testing sessions. You must **Remove** a station from all assigned testing sessions before it can be unregistered. Stations can also be unregistered from the machine directly.



6. Test Results

The **Test Results** menu option displays a list of test results associated with the corresponding agency. The list is commonly referred to as a “lister” and includes only students who have at least one test record in the online database.



Listers are windows of information used to view records in your TOPSpro Enterprise Online data tables.

- Default sort is by **Date** descending. In other words, from the most current date to the oldest date.

The screenshot shows the 'Test Results' lister. At the top, it says 'Filter by: Test in Current Program Year, Test Is Locator'. Below this is a table with the following columns: Student ID, Student Name, Site, Form, Score, Raw Score, and Date. The table contains 18 rows of data.

Student ID	Student Name	Site	Form	Score	Raw Score	Date
431213432	Jan Zimmer	North Campus	033M	228	27	07/01/2012
452234543	Smythy Y Jimson	North Campus	035M	227	20	07/01/2012
872247348	Ruinistia L. Fabroso	North Campus	033M	219	22	07/01/2012
908354098	Sally Mortimer	North Campus	037R	240	24	07/01/2012
938549357	Trish I Rome	North Campus	033M	226	25	07/01/2012
308303438	Rick L Ankiel	North Campus	085R	221	17	07/03/2012
308303438	Rick L Ankiel	North Campus	031M	209	22	07/05/2012
908354098	Sally Mortimer	North Campus	033M	214	19	07/10/2012
938579824	Leean Jacob	North Campus	062R	195	16	07/11/2012
039493469	John W Bestway	North Campus	035M	239	28	07/12/2012
308303438	Rick L Ankiel	North Campus	033M	219	22	07/12/2012
987548383	Chanisha M Thrime	North Campus	085R	224	20	07/19/2012
498098833	Jose Crespa	North Campus	130M	217	10	07/25/2012
498098833	Jose Crespa	North Campus	130R	233	17	07/25/2012
908374598	Bill Gilmore	North Campus	086R	212	10	07/25/2012
498098833	Jose Crespa	North Campus	035M	224	18	07/26/2012

Advanced Filter:

- Expand the **Filter** bar to apply advanced filtering options
- For [Group Test Results](#), specify a site and date range, the results include only students who have at least one test record in the specified date range and site.
- Before viewing the report, click [Refresh](#) to display filtered results
- Export filtered results in CSV format

The screenshot shows the 'Test Results' filter bar. It includes the following fields and options:

- Filter by:** (expanded)
- Site:** (dropdown menu)
- Test Given in Current Program Year
- Is Locator
- Test Date Between:** (<M/d/yyyy> and <M/d/yyyy>)
- Form:** (dropdown menu)
- Student ID:** (dropdown menu)
- Student Name:** (dropdown menu)
- Modalities:** (dropdown menu with options: Reading, Math, Listening, Speaking, Writing, Grammar, Citizenship, Problem Solving, Critical Thinking)
- [Export to CSV](#) button
- [Refresh](#) button

Group Test Results (filtered list)

Proctors may be asked to generate a list of all test-takers and their results from a testing session. Produce a **Group Test Results** list directly through CASAS eTests Online from the **Test Results** menu.

1. Filter for results
2. Click [Refresh](#)
3. Click [Export to CSV](#)

Test Results

Filter by:

Site:

Test Given in Current Program Year Is Locator

Test Date Between: and

Form:

Student ID:

Student Name:

Modalities:

- Reading
- Math
- Listening
- Speaking
- Writing
- Grammar
- Citizenship
- Problem Solving
- Critical Thinking

[Export to CSV](#)
[Refresh](#)

Student ID	Student Name	Site	Form	Score	Raw Score	Date
512333731	Veronica Lopez	North City ESL	083R	213	20	06/22/2013
518204444	Alberto Perez	North City ESL	085R	224	20	06/22/2013
555552850	Lara Maceda	North City ESL	086R	221	17	06/22/2013
569077777	Chu Leng	North City ESL	086R	226	21	06/22/2013
616182361	Raquel Nievarra	North City ESL	084R	212	19	06/22/2013

Filtered Results

Export to CSV – use to export filtered data to a comma-separated values file.

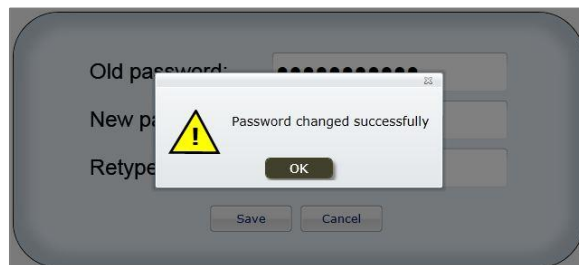
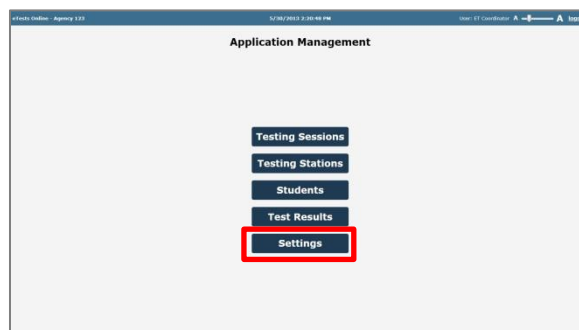
- A comma-separated values (CSV) file is a simple text format for a database table often used to move tabular data to a different computer program that supports this format.
- A CSV file might also be used to transfer data from CASAS eTests Online to a spreadsheet.

7. Settings

The **Settings** menu option controls a user’s password. All new user account passwords are typically set with the 10-digit alphanumeric, case-sensitive passcode printed on a coordinator or proctor certificate of completion. Users are directed to reset their password after first accessing the application.

To change your password:

- 1) Click **Settings**.
- 2) Click **Change Password**.
- 3) Enter your **old password**.
- 4) Type a **new password**.
- 5) Retype your **new password**.
- 6) Click **Save**.
- 7) Click **OK**.
- 8) Click the **Back** link to return to the menu.



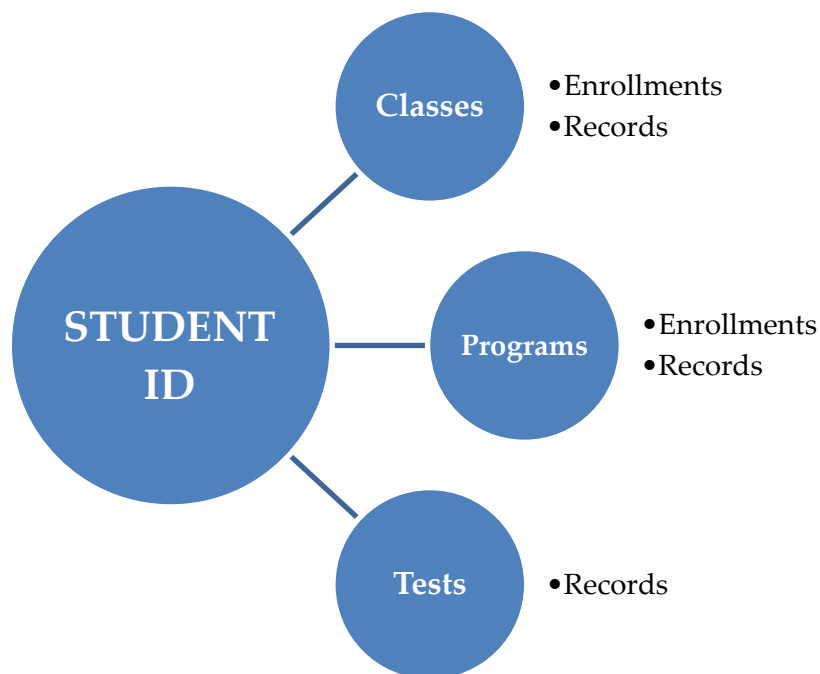
❖ **Note!** Passwords can also be changed in TOPSpro Enterprise by clicking on the TE icon at the upper left of the screen.

8. Data Management

CASAS eTests Online shares a database with TOPSpro Enterprise Online. It's like getting two for one with the basic CASAS eTests online package. Because CASAS eTests users must also have a way to manage data, CASAS provides basic access to TOPSpro Enterprise Online. This section gives you helpful tips to ensure accurate and up-to-date data. This includes reviewing data, finding and editing information, merging duplications, manually adding, importing, and exporting records, and monitoring online test administrations (i.e., Web-test unit/WTU).

Understand the Relationship of Records in TOPSpro Enterprise

TOPSpro Enterprise is a relational database that contains a collection of interrelated records, which stores information and relates records by a common element. In TOPSpro Enterprise, that element is the student identification field. That field contains the student identification code unique to each learner that links all records related to the learner.



The **Student Identification (ID)** code provides the minimum information for TOPSpro Enterprise to create a **Student Demographics Record**. The demographics record is the "parent" record for all learner-related records. These records contribute additional information about the student and are "child" records in the database. TOPSpro Enterprise links parent and child records by ensuring that they all include one common variable – the **Student Identification (ID)** code.

8.1. Reviewing Data

To ensure the integrity of your data, regular on-going review of your data is a must. For both basic and enhanced users, this involves routinely monitoring the Student Demographics list as records are added to ensure consistency in IDs and searching for possible duplications. This is your starting point to maintaining accurate data since all records related to the student are linked by the ID. Agencies that export test data to 3rd –Party Systems must also ensure that IDs match between both systems. Enhanced users (i.e., TE License) generally have the added responsibility of accountability to not only demonstrate student performance outcomes but also program outcomes. For this, the Data Integrity Report (DIR) is the go-to source for evaluating data collection efforts. Refer to [Assessment and Database Management Features](#) and [Basic ET Reports](#).

8.2. Finding and Editing Records

Use Listers to Find Records

There are several **Listers** in the Records menu. Each **Lister** name indicates the information that it contains. For example, the

- **Student Demographics** lister includes student data related to ID numbers, gender, ethnicity, race, language, contact information, current employment, and education level. While most of these fields are static, because they have a single more or less permanent value, other fields are dated and thus have a history. For example, Years of School, Highest Degree or Diploma, and Employment are fields that may change over time and thus retain a history.
- **In Program Years** lister maintains a list of students by program year. A student is associated with a program year when the student has any dated activity such as taking a test, attending a class, or achieving a result.
- **Student Records** lister collects data on Personal Status, Labor Force Status, Goals, results, and workplace related information like income and hours per week.

Not all users will have editing rights data. For agencies with “basic” access, it is the coordinator who can edit records however, “basic” users have limited access to menus and data. For agencies with “enhanced” access, it is the TE Enhanced user who has full access rights to all menus and data. This includes adding, updating, and deleting records. Refer to [CASAS Controlled Access Groups](#) (Appendix N) to understand the rights and permissions assigned to users.

- When editing student-specific information, use the **Student Demographics** record.
- When editing class-specific information, use the **Class Instance** record.

8.3. Merging Duplicated Student Records

This section provides a step-by-step tutorial on how to Merge Duplicated Student Records in TOPSpro Enterprise. Merging brings together two different records of the same student within the same site.

- The student record may have been duplicated if a different student ID was entered due to a typographical error or other reasons.
- Depending on how long duplicated records went undetected, the student may have one or many related “child” records such as programs, classes, and tests.
- The merge function will bring together all related records for the same student.
- The merging Navigator panel will list any related records that need user guidance for merging.

1) From the **Records** menu, select **Students** -> **Demographics**.



2) Search the **Students** lister to locate possible duplications:

a. Alphabetically by **Name** (first, middle, and/or last)



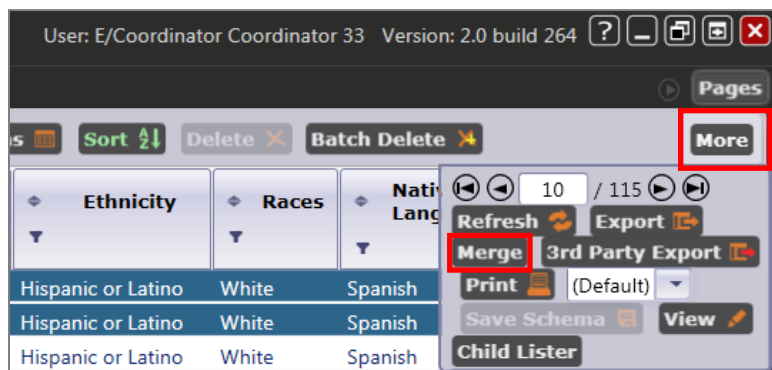
b. Filtered by **Name** (first, middle, and/or last)



3) When duplications are found, use the **Ctrl + right-click** key command to select duplicated records.

❖ **Note!** Only two duplicated records can merged at one time. If more than two records are duplicated, first merge two of the records and then merge the remaining duplicated record.

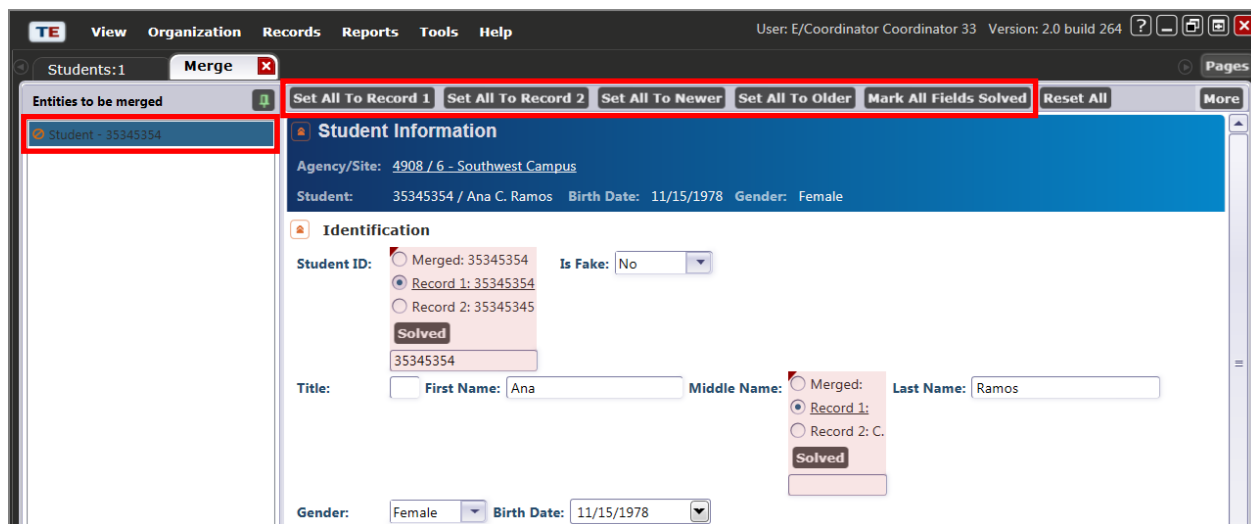
Site	Student ID	First Name	Middle Name	Last Name	Birth Date	Gender
6 - Southwest Campus	35345354	Ana		Ramos	11/15/1978	Female
6 - Southwest Campus	35345345	Ana	C.	Ramos	11/15/1978	Female
6 - Southwest Campus	769573645	Andreas		Saldana	9/8/1982	Male
6 - Southwest Campus	455869707	Andres	G	Garcia	11/30/1963	Male



4) Click **Merge** to activate the merge function.

❖ *Note!* Click **More** if the Merge button is not displayed.

TE now displays a screen with **Entities to be merged** (at left) with corresponding fields from records selected to merge (at right). Conflicting information is highlighted and must be solved before records can be merged.



5) Solving conflicting fields per entity (2 options):

Option 1

a. Select:

- i. **Set All to Record 1** – to set all conflicting fields to Record 1 values.
- ii. **Set All to Record 2** – to set all conflicting fields to Record 2 values.
- iii. **Set All to Newer** – to set all conflicting fields to Newer values.
- iv. **Set All to Older** – to set all conflicting fields to Older values.

b. Click **Mark All Fields Solved**

5) Solving conflicting fields per entity: (cont.)

Option 2

- Solve each field individually – select value per conflicting field.
- Click **Solved** per solved field.

Repeat **Step 5** to resolve conflicts per **Entities to be merged**. All conflicting information between the duplicated student records must be solved before merging.

6) Click **Apply Merge**.

❖ **Note!** Click **More** if the Merge button is not displayed.

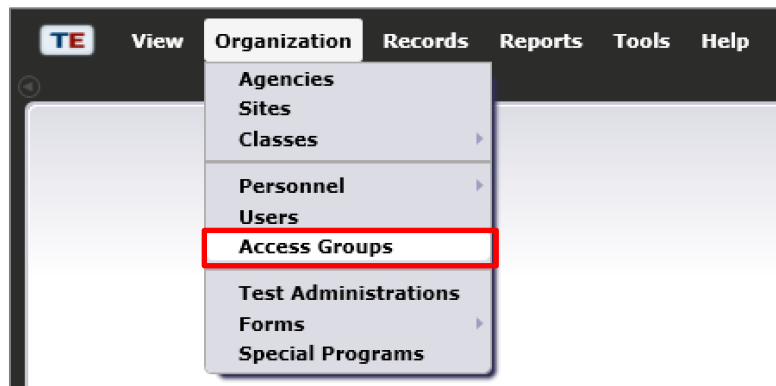
The following message will appear upon successful merging of duplicated student records (i.e., all conflicting fields in **Entities to be merged** were solved).

7) Click **OK**

8.4. Adding Access Groups

This section provides a step-by-step tutorial on how to create an **Access Group** to define and control **User** access to **Menus** and **Data** in TOPSpro Enterprise. Contact CASAS to add a **User** to the CASAS eTests (ET) [Coordinator](#) and/or [Proctor](#) Access Group (Refer to [CASAS Controlled Access Groups](#), Appendix N).

- 1) From the **Organization** menu, select **Access Groups**.
 - a. To display a list of groups click **Refresh** if auto-refresh is not enabled.
 - b. To enable auto-refresh, click the **TE icon**, select **Options - > Listers**, and check "All Listers Auto-Refresh", then click OK.

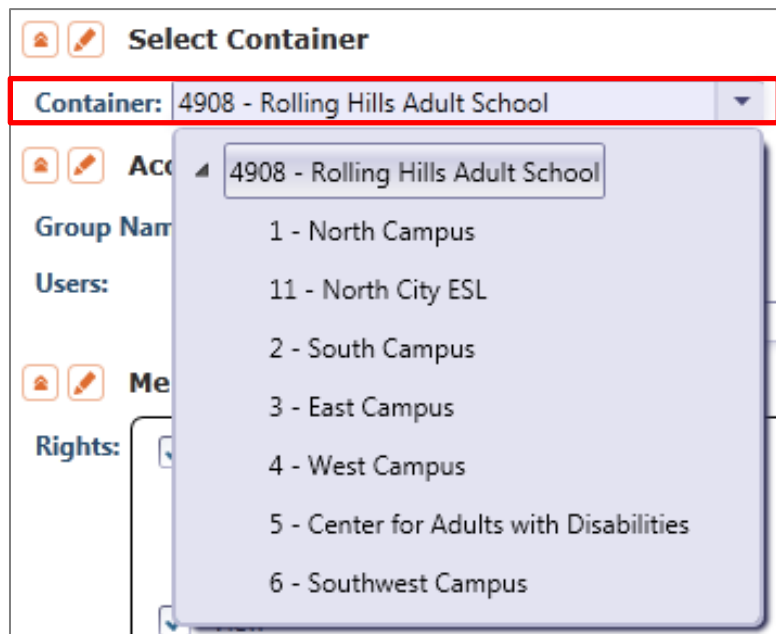


- 2) Click **New**.



- 3) Select the **Container** within which the new **Access Group** rules will apply.

❖ **Note!** If the container remains at the agency level (e.g. 4908 – Rolling Hills Adult School), users have access to data across all sites (e.g. 1 – North Campus, 11 – North City ESL, etc.).



Access Group Identification

Group Name:

Users: No users selected.

Users: No users selected.

Menu

Rights:

bsmith@rhas.org	Bob Smith
jsmith@rhas.org	John Smith
msmith@rhas.org	Mary Smith
ssmith@rhas.org	Sue Smith

Users: No users selected.

Users: No users selected.

Menu

Rights:

bsmith@rhas.org	Bob Smith
jsmith@rhas.org	John Smith
msmith@rhas.org	Mary Smith
ssmith@rhas.org	Sue Smith

<input type="checkbox"/>	Container	Name	User Account
<input checked="" type="checkbox"/>	4908 - Rolling Hills Adult School	Bob Smith	bsmith@rhas.org
<input checked="" type="checkbox"/>	4908 - Rolling Hills Adult School	John Smith	jsmith@rhas.org
<input checked="" type="checkbox"/>	4908 - Rolling Hills Adult School	Mary Smith	msmith@rhas.org
<input checked="" type="checkbox"/>	4908 - Rolling Hills Adult School	Sue Smith	ssmith@rhas.org

Users:

User Account	User Name	
bsmith@rhas.org	Bob Smith	<input style="border: 1px solid red;" type="button" value="X"/>
jsmith@rhas.org	John Smith	<input style="border: 1px solid red;" type="button" value="X"/>
msmith@rhas.org	Mary Smith	<input style="border: 1px solid red;" type="button" value="X"/>
ssmith@rhas.org	Sue Smith	<input style="border: 1px solid red;" type="button" value="X"/>

4) Enter Group Name:

❖ *Note!* Refer to CASAS-Controlled Access Groups for important information.

5) Select User for this Access Group.

- a. Enter User name, or
- b. Select User from drop-down list.

❖ *Note!* You can also add Users to Access Groups at the time a user account is created (refer to Adding User Accounts).

6) Click Add to save User to the Access Group.

7) To choose more than one User at a time:

- a. Click Select from Lister
- b. Filter lister by column or use the Filter button.
- c. Click Pick to save your selection.

❖ *Note!* You can remove Users from an Access Group by clicking the red 'X' –


- from the Access Group
- from the User Account (refer to Adding User Accounts).

Defining Group Access Rights

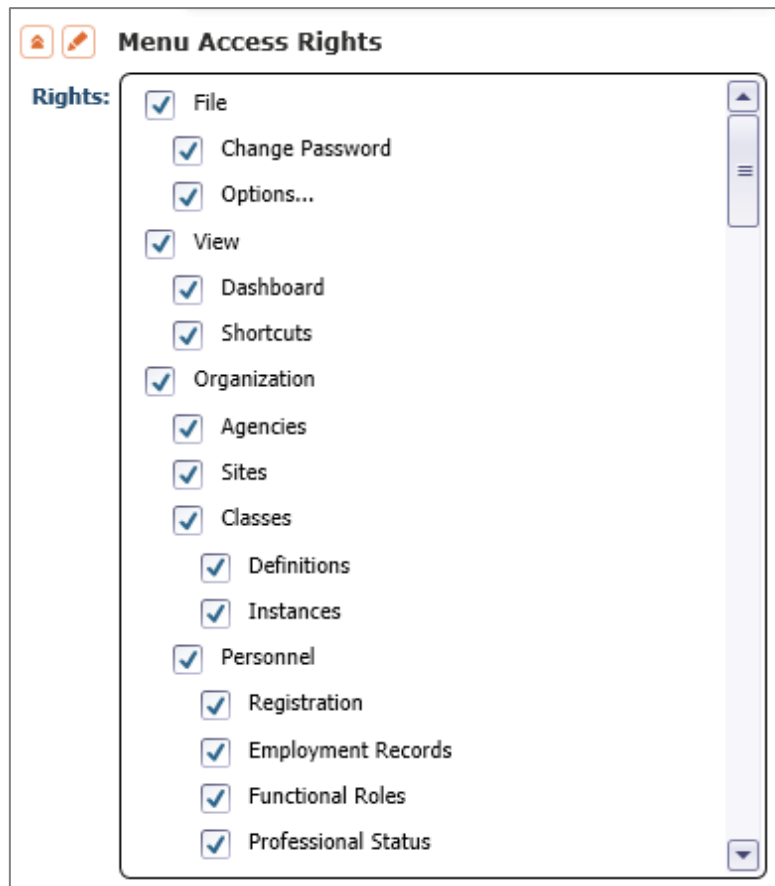
A **User** may belong to multiple **Access Groups**. In such case, the evaluation of **Access Rights** enabled at the individual **User Account** is dependent on the **Container** where rights are checked, and only membership in **Access Groups** defined at that **Container** level or above is taken into account.

- **Access Rights** from an **Access Group** defined at the evaluated **Container** will take precedence over rights defined at **Containers** above the evaluated container.
- **User** access to various data may differ if the **Access Groups** for which the **User** is a part have different rights set or are defined at different containers.

Menu and Data Access Rights Defined

Menu Access Rights		Data Access Rights
<p>Shaded Box:</p> <ul style="list-style-type: none"> • By default, shaded boxes indicate that no specific access rights to menus are set for the User, which means all rights are granted. • If the User is a member of an Access Group, shaded boxes indicate that access rights to menus are inherited from the associated group. 		<p>Shaded Box:</p> <ul style="list-style-type: none"> • By default, shaded boxes indicate that no access rights to data are set for the User, which means all rights are denied. • If the User is a member of an Access Group, shaded boxes indicate that access rights to individual record types are inherited from the associated group.
<p>Checked Box:</p> <ul style="list-style-type: none"> • A checked box indicates that access to a specific menu is granted for the User where otherwise is denied by an associated Access Group. 		<p>Checked Box:</p> <ul style="list-style-type: none"> • A checked box indicates that access to a specific menu is granted for the User where otherwise is denied by an associated Access Group.
<p>Empty Box:</p> <ul style="list-style-type: none"> • An empty box indicates that access to a specific menu is denied for the User where otherwise is granted by an associated Access Group. 		<p>Empty Box:</p> <ul style="list-style-type: none"> • An empty box indicates that access to a specific menu is denied for the User where otherwise is granted by an associated Access Group.

- 1) Click appropriate box(es) to change the **Menu Access Right** state.
 - a. By default, all **Menu Access Rights** are enabled for this **Access Group**.
 - i. Depending on the purpose of the group, settings can be changed by unchecking any box.
 - b. If **Users** belonging to this group have *no* **Menu Access Rights** defined at the **User Account**, they will inherit the rights set for this group.
 - c. If **Users** belonging to this group have **Menu Access Rights** defined at the **User Account**, those rights will take precedence.
 - d. Specify **Menu Access Rights** for an **Access Group** *only* to restrict or open access where otherwise the **User** denies.



❖ **Note!** Refer to page 2 in the [TOPSpro Enterprise Product Brochure](#) for an outline of Basic vs. Enhanced access to menus and data.

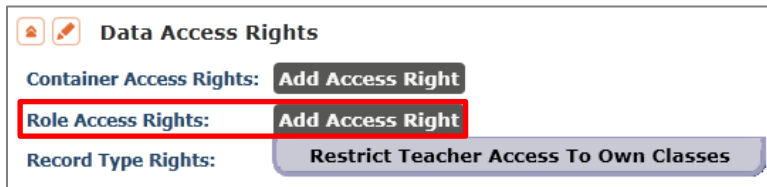
- 2) Select **Container Access Rights** (if applicable).



- a. Depending on selected access right, **Users** belonging to the **Access Group** are allowed to see records from other containers than the default one where the **Access Group** is created
- b. Refer to notes (below) for **Container** level logic.
 - i. If “*View Records From Base Container*” is selected, **Users** belonging to the **Access Group** are allowed to view data registered at base-level container.
 - ii. If “*View Records From Parent Container*” is selected, **Users** belonging to the **Access Group** are allowed to view data registered in the parent container of the current container and in entire container tree below the parent container.
 - iii. If “*View Records from Sibling Container*” is selected, **Users** belonging to the **Access Group** are allowed to view data registered in any container having the same parent as the current container.

❖ *Notes!*

- **Base Container** for any **Site** or **Sub-Site** defined **Access Group** is the **Agency-Level Container**.
- **Base Container** for an agency-defined **Access Group** is the **State-Level Container**.
- **Base Container** for a state-defined **Access Group** is the **System-Level Container**.
- **Parent Container** is one level above the **Container** where the **Access Group** is defined.
- **Sibling Container** is any **Container** having the same parent container with the container where the **Access Group** is defined.

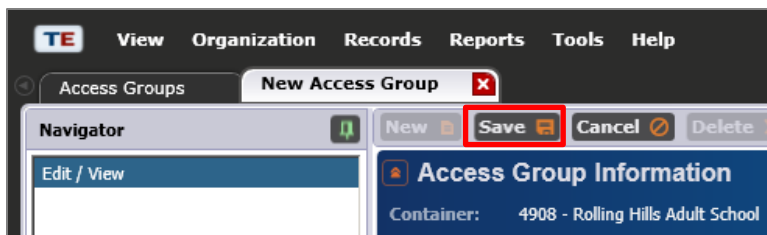


3) If the new **User** is a teacher, you have the option to **Restrict Teacher Access To Own Classes**.

❖ *Note!* Function is not fully implemented for this option.

- 4) To enable **Record Type Rights** for access to data contained in the **Menu(s)** selected for the **Access Group**, click the corresponding box(es) to enable.
- a. **By default**, unchecked boxes indicate that access rights to individual record types are denied for **Users** belonging to the **Access Group**.
 - i. **List Records** –provides access to list records only.
 - ii. **View Record** – provides access to view details of listed/selected/filtered records.
 - iii. **Create/Update/Delete Record** – provides access to add, edit, and delete records.

Record Type Rights:	Listers / Record Type	<input type="checkbox"/> List Records	<input type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	<input type="checkbox"/> Check All
	Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5) Click **Save** to close the record.

8.5. Adding Instructional Hours per Class

In *Topspro enterprise* you are able to add instructional hours to each student. Follow the steps below for entering instructional hours per class.

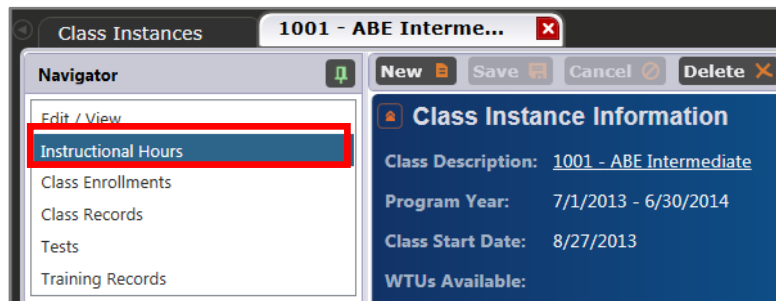
- 1) From the **Organization** menu click **Classes** -> **Instances**.



- 2) Select or filter for a **Class**. Double click to open.

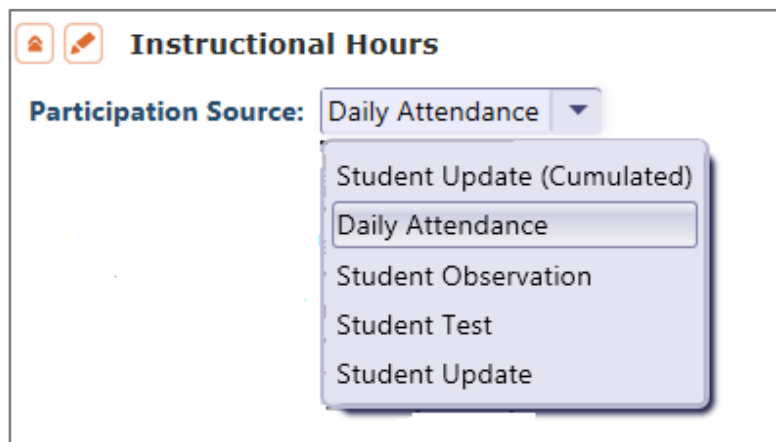
Site	Class ID	Extended ID	Class Description	Class Start Date
1 - North Campus	1001		ABE Intermediate	8/27/2013
11 - North City ESL	110		Low Beginning	7/1/2013
11 - North City ESL	111		Intermediate High	7/1/2013



- 3) From the **Navigator** at left, select **Instructional Hours**.




- 4) From **Class Instance Information**, click 

- 5) From **Participation Source** drop-down menu, select a **Category** to enter hours.



  **Instructional Hours**


Participation Source: ▼

Sorted by Name		10 / 18 / 2013 	Add
723777111 / Saul Aguilar	<input type="text"/>		
443440507 / Lori Fortier	<input type="text"/>		
666444517 / Skip Greenleaf	<input type="text"/>		
268095630 / Ayschem Karahan	<input type="text"/>		
274564719 / Erica Kim	<input type="text"/>		
423771161 / Illana Plotkin	<input type="text"/>		

6) Click Add

7) Click **Date** to edit (if needed).

8) Enter **Instructional Hours** per student (as needed).

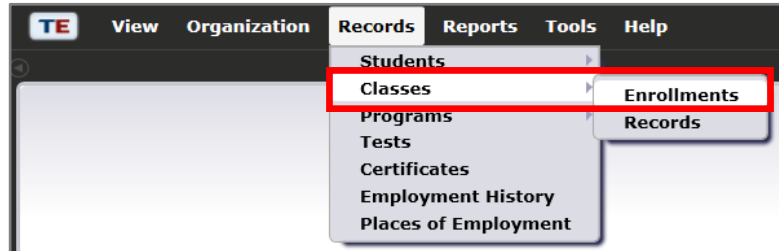
 **Class Enrollment Information**

9) Click Save.

8.6. Adding Instructional Hours per Student

In Topsprow enterprise you are able to add instructional hours to each student. Follow the steps below for entering instructional hours per student.

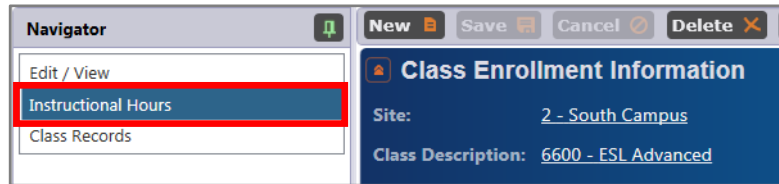
- 1) From the **Records** menu click **Classes -> Enrollments**



- 2) Select or filter for a **Class**.
Double click to open.

Site	Student ID	Name	Class ID	Class Name
2 - South C...	43114213	Miguel Montoya	6600	ESL Advanced
2 - South C...	29120899	Elizabeth Guzman	6600	ESL Advanced
2 - South C...	87126914	Xing Xu	6600	ESL Advanced

- 3) From the **Navigator** at left, select **Instructional Hours**.

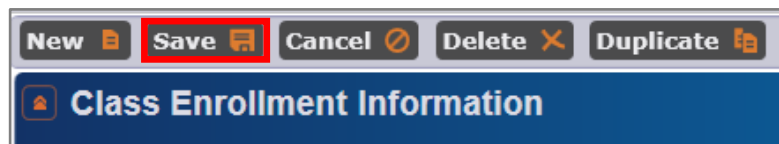


- 4) From **Class Enrollment Information**, click

- 5) Click **Add**

- a.) Click **Date** to edit (if needed).
- b.) Select a **Category**.
- c.) Enter **Instructional hours**.

- 6) Click **Save**.

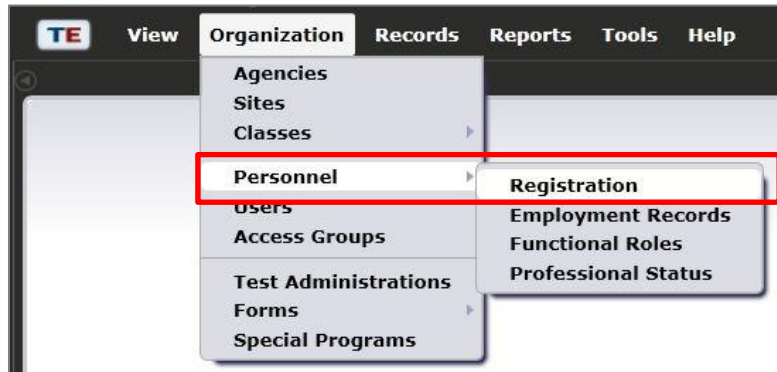


8.7. Adding Personnel

This section provides a step-by-step tutorial on how to add a **Personnel Record** to TOPSpro Enterprise. Each personnel record includes a **Registration, Functional Role, Employment Record, and Professional Status** information.

Personnel Registrations

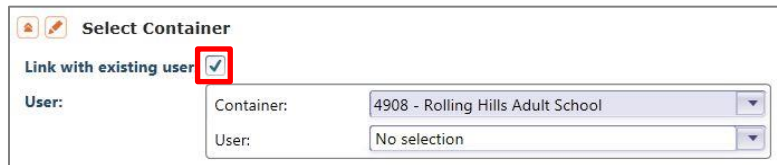
- 1) From the **Organization** menu, select **Personnel** -> **Registration**.



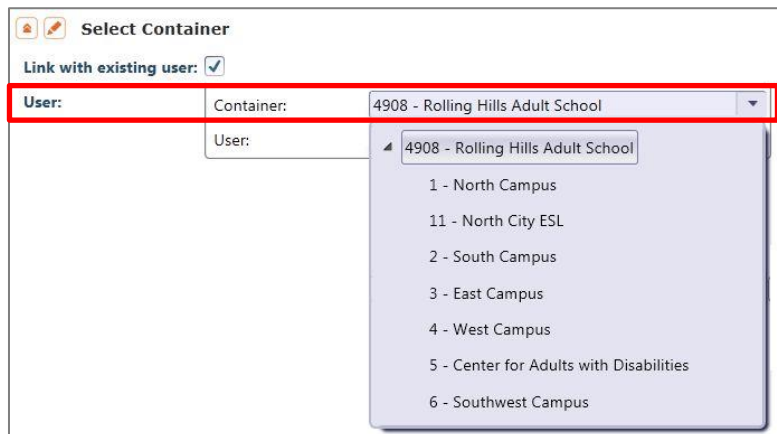
- 2) Click **New** to add a personnel registration record.



- 3) If a user account exists for the personnel member, check **Link with existing user**.



- a. Select the user **Container** wherein the personnel member has a user account.



- ❖ **Note!** If a user account does *not* exist for which to link the personnel member, skip to **Step 5**.

4) Select the **User** from the drop-down list of accounts.

a. To search for a user,

i. Click

Select from Lister...

ii. Click **User**

iii. Click **Pick**.

b. Skip to **Step 6**.

Container	User Account	First & Last Name
4908 - Rolling Hills Adult School	bsmith@rhas.org	Bob Smith
4908 - Rolling Hills Adult School	jsmith@rhas.org	John Smith
4908 - Rolling Hills Adult School	msmith@rhas.org	Mary Smith
4908 - Rolling Hills Adult School	ssmith@rhas.org	Sue Smith

5) Select the **Container** wherein the personnel member has an association.

6) **Enter Personnel Identification.**

a. If linked with an existing user account, this information will populate.

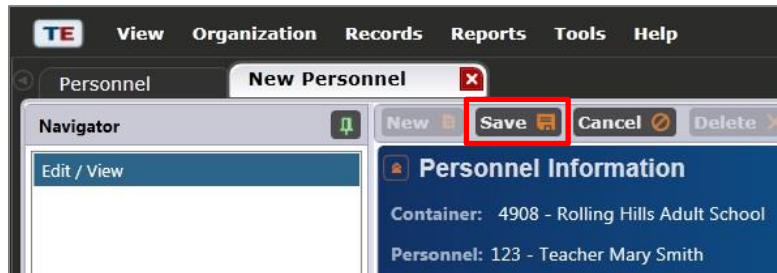
i. Enter **Personnel ID**.

ii. Add or correct information.



b. If *not* linked with an existing user account,

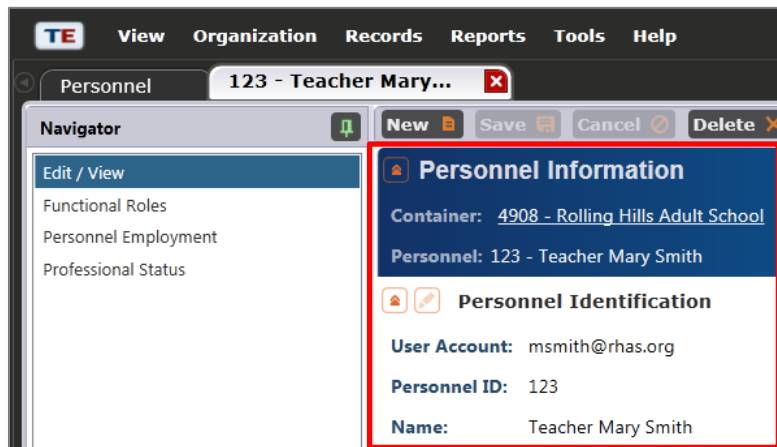
i. Enter **Personnel Identification**.

7) Click .

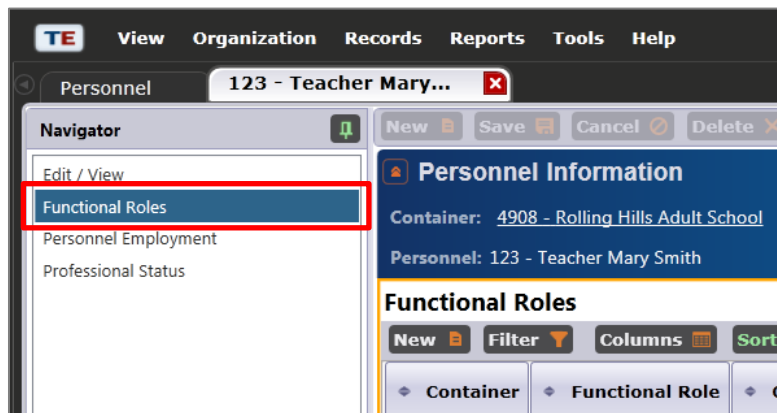


8) Review saved **Personnel Registration**.

a. Click  or  to edit saved information.



9) From the personnel record **Navigator**, click **Functional Roles**.



❖ **Note!** To continue, skip to **Step 6 on Adding Functional Roles**.

Functional Roles

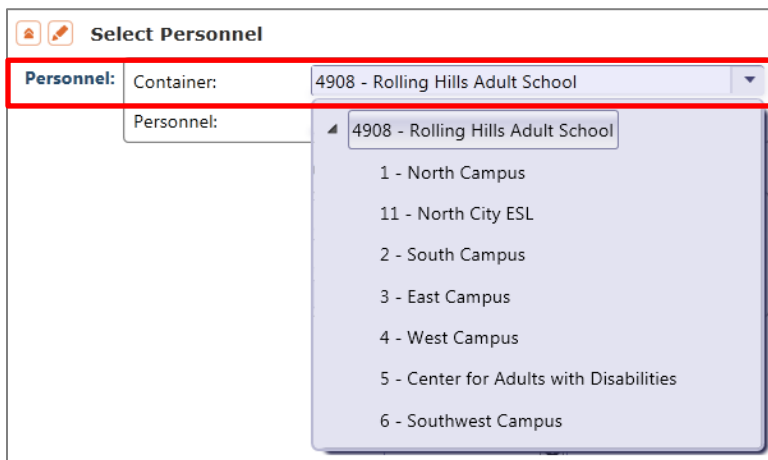
This section is a continuation of the step-by-step tutorial on how to add Functional Roles to a personnel record in TOPSpro Enterprise. If continuing from previous steps, please skip to Step 6.



- 1) From the **Organization** menu, select **Personnel** -> **Functional Roles**.

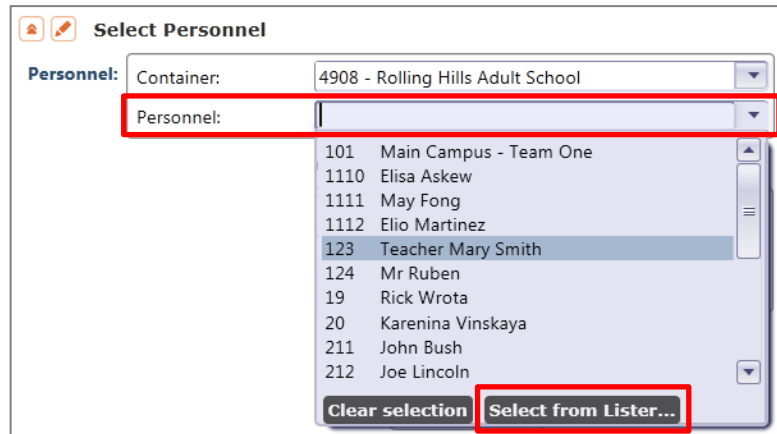


- 2) Click **New** to add a functional role for the personnel member.



- 3) Select the personnel **Container** to locate the personnel member.

4) Select the **Personnel** member from the drop-down list.



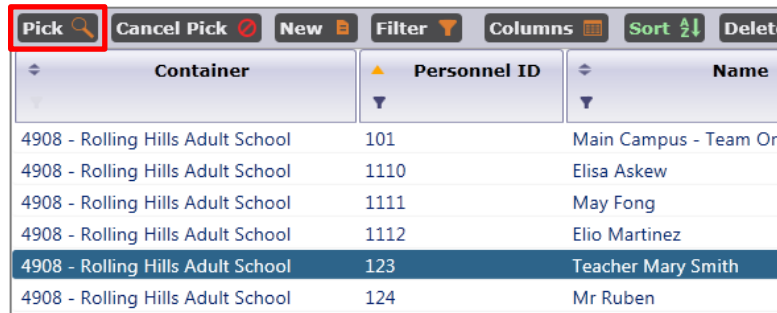
a. To search for a personnel member,

i. Click



ii. Click **User**

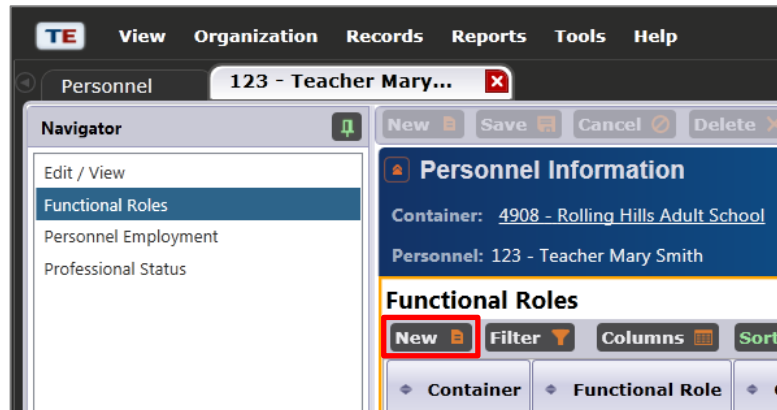
iii. Click .




5) Skip to Step 7



❖ **Note!** Begin here if continuing from instructions on **Adding Personnel Registrations**.



6) Click  to add a functional role for the personnel member.

7) Select the **Container** wherein the personnel member has a functional role.



Select container/associations for role

Container: 1 - North Campus

Class Definition:

Special Program:

- 1 ABE
- 1001 ABE Intermediate
- 1002 ABE - CEC
- 101 AM ABE
- 1106 ESL - Beginning
- 1115 ESL - Intermediate
- 1116 ESL - Intermediate - High
- 12345 ESL - proxy
- 210 Concurrent - afternoon
- 3 GED

Clear selection **Select from Lister...**

8) If the personnel member is a teacher, select the **Class Definition** from the drop-down list that corresponds to the functional role.

❖ **Note!** If the personnel member is *not* a teacher, leave **No selection** in the class definition field.

a. To search for a class definition,

- i. Click **Select from Lister...**
- ii. Click **Class definition**.
- iii. Click **Pick**.

Pick Cancel Pick New Filter Columns Sort Delete

Site	Class ID	Class Description	Extended ID
1 - North Campus	1	ABE	
1 - North Campus	1001	ABE Intermediate	
1 - North Campus	1002	ABE - CEC	
1 - North Campus	101	ABE	AM
1 - North Campus	1106	ESL - Beginning	

Select container/associations for role

Container: 4908 - Rolling Hills Adult School

Class Definition: 101 - AM - ABE

Special Program: No selection

9) **Special Program** will auto-populate if defined for the selected class definition.

Role Identification

Functional Role: Administrator Teacher

Start Date: 1/22/2013

End Date:

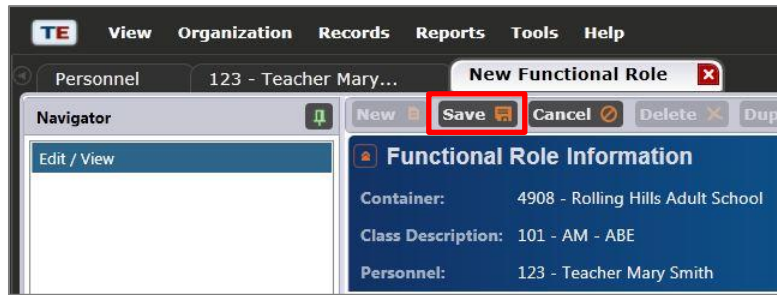
10) Enter **Role Identification** information.

- a. Select **Functional Role**.
- b. Select **Start Date**.
- c. Select **End Date**.
- d. When **Role is Related to Instructional Program**, this information becomes non-selectable.



Role is Related to Instructional Program:

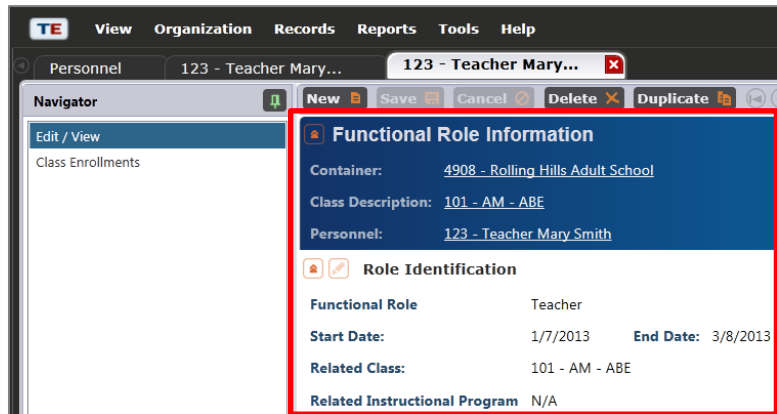
- N/A
- High School Diploma
- Adults w/Disabilities
- Other Program
- Basic Skills (ABE)
- GED
- Health & Safety
- ROCP
- ESL
- Spanish GED
- Home Economics
- ESL/Citizenship
- Career/Tech Ed
- Parent Education
- Citizenship
- Workforce Readiness
- Older Adults


11) Click .



12) Review saved **Functional Role Information**.

a. Click  or  to edit saved information.




13) Click  to close the personnel member's **Functional Role Tab** and:

a. Continue with **Step 14** if at the personnel record.

– OR –

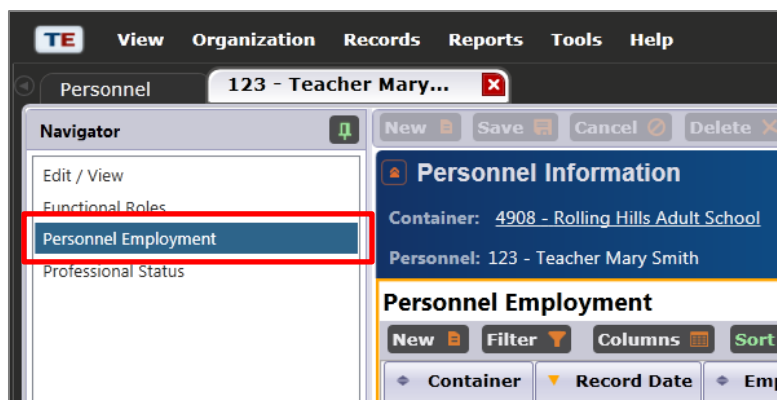
b. Continue to **Step 1** on **Adding Employment Records**

i. Click  to close the **Functional Roles Lister** tab.



14) From the personnel record **Navigator**, click **Personnel Employment**.

❖ **Note!** From here, skip to **Step 6** on **Adding Employment Records**.

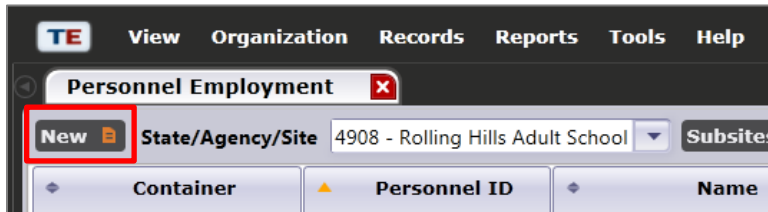


Employment Records

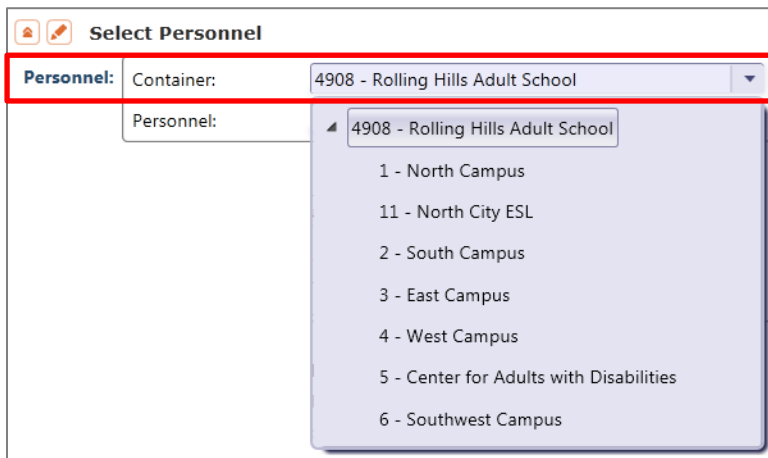
This section is a continuation of the step-by-step tutorial on how to add an Employment Record to a personnel record in TOPSpro Enterprise. If continuing from previous steps, please skip to Step 6.



- 1) From the **Organization** menu, select **Personnel** -> **Employment Records**





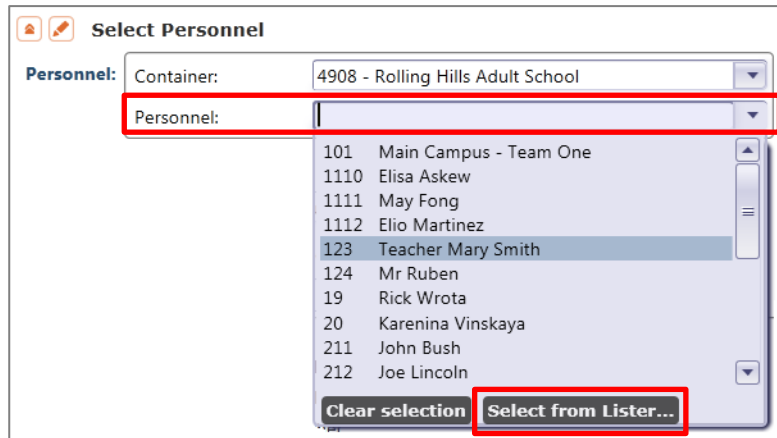
- 2) Click **New** to add an employment record for a personnel member.



- 3) Select the personnel **Container** to locate the personnel member.

4) Select the **Personnel** member from the drop-down list.

- a. To search for a personnel member,
 - i. Click 
 - ii. Click **Personnel** member.
 - iii. Click .




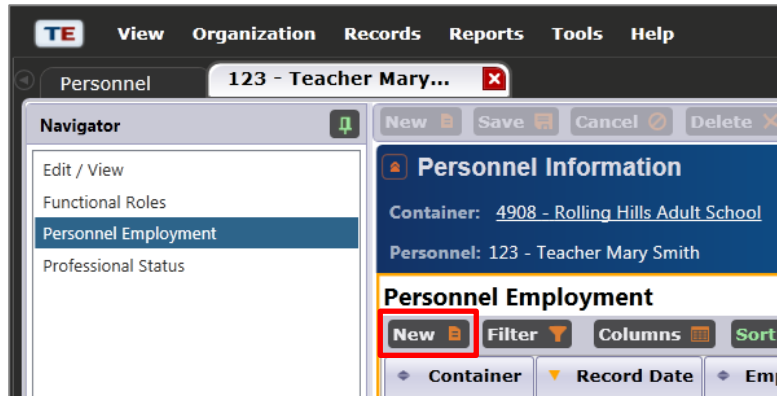
Container	Personnel ID	Name
4908 - Rolling Hills Adult School	101	Main Campus - Team One
4908 - Rolling Hills Adult School	1110	Elisa Askew
4908 - Rolling Hills Adult School	1111	May Fong
4908 - Rolling Hills Adult School	1112	Elio Martinez
4908 - Rolling Hills Adult School	123	Teacher Mary Smith
4908 - Rolling Hills Adult School	124	Mr Ruben

5) Skip to Step 7

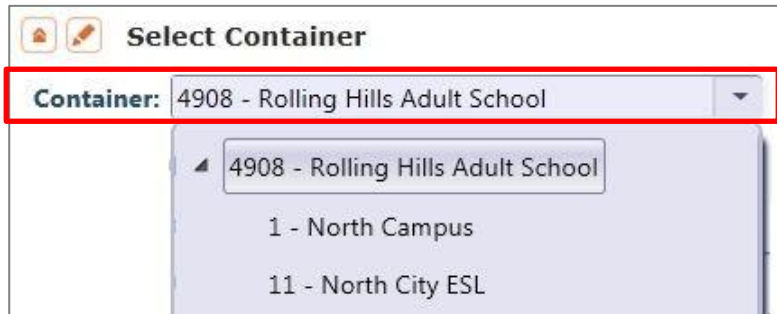


❖ **Note!** Begin here if continuing from instructions on **Adding Functional Roles**.

6) Click  to add a functional role for the personnel member.



7) Select the **Container** wherein the personnel member has employment.



Employment Identification

Record Date: 7/1/2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

- 8) Enter **Employment Identification**.
 - a. Select **Record Date**.
 - b. Select **Employment Type**.

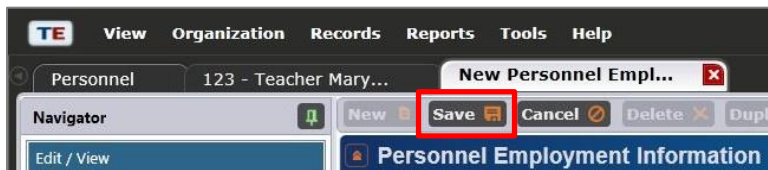
Employment Type:

N/A
 Local Paraprofessional
 State-level Administrative/Supervisory/Ancillary Services
 Local-level Administrative/Supervisory/Ancillary Services
 Local Teacher
 Local Counselor

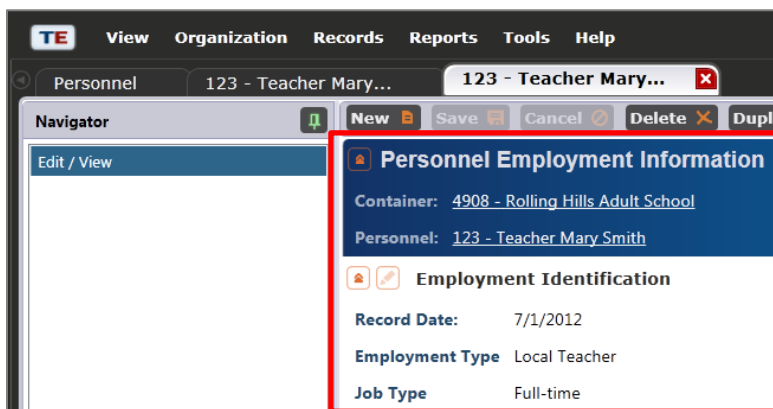
Job Type:

N/A
 Full-time
 Part-time
 Unpaid volunteer


- c. Select **Job Type**.



- 9) Click **Save**.




- 10) Review saved **Personnel Employment Information**.
 - a. Click or **Edit Mode** to edit saved information.

11) Click  to close the personnel member's **Employment Record Tab** and:

- a. Continue with **Step 12** if at the personnel record.

– OR –

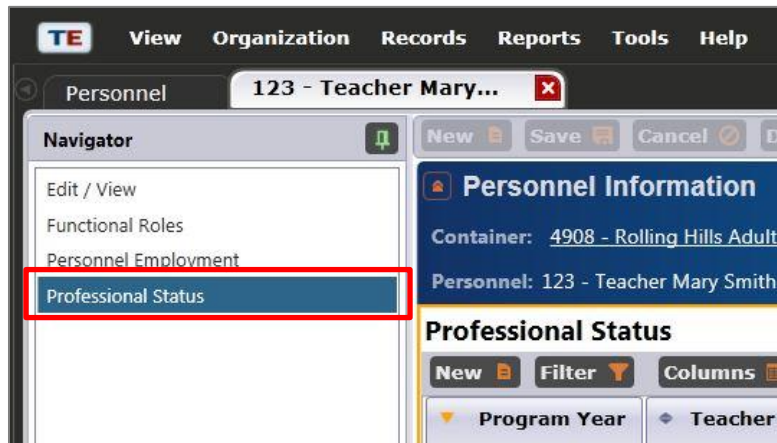
b. Continue to **Step 1** on **Adding Professional Status**.

- i. Click  to close the **Personnel Employment Lister** tab.



12) From the personnel record **Navigator**, click **Professional Status**.

❖ **Note!** From here, skip to **Step 6** on **Adding Professional Status**.



Professional Status

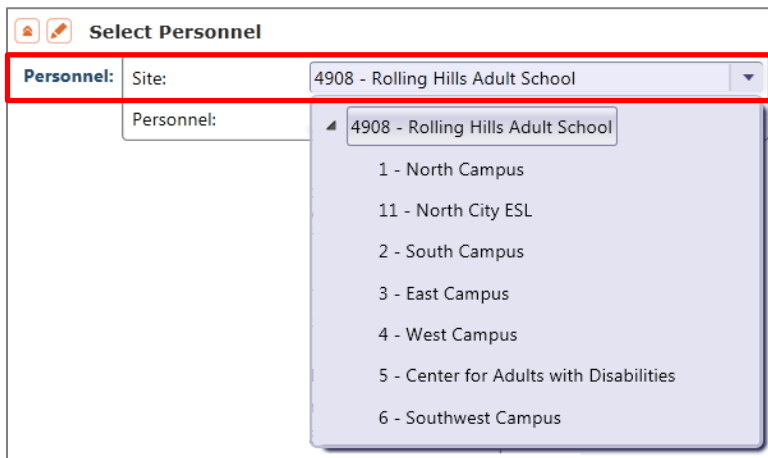
This section is a continuation of the step-by-step tutorial on how to add Professional Status to a personnel record in TOPSpro Enterprise. If continuing from previous steps, please skip to Step 6.



- 1) From the **Organization** menu, select **Personnel** -> **Professional Status**.

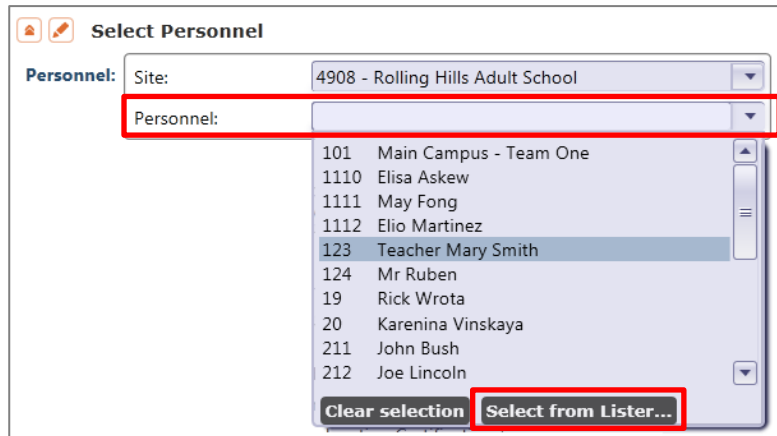


- 2) Click **New** to add a professional status record for the personnel member.



- 3) Select the personnel **Site** to locate the personnel member.

4) Select the **Personnel** member from the drop-down list.



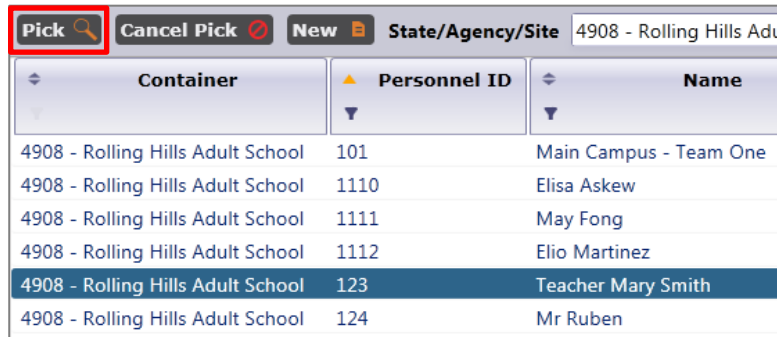
a. To search for a personnel member,

i. Click



ii. Click **Personnel**.


iii. Click .

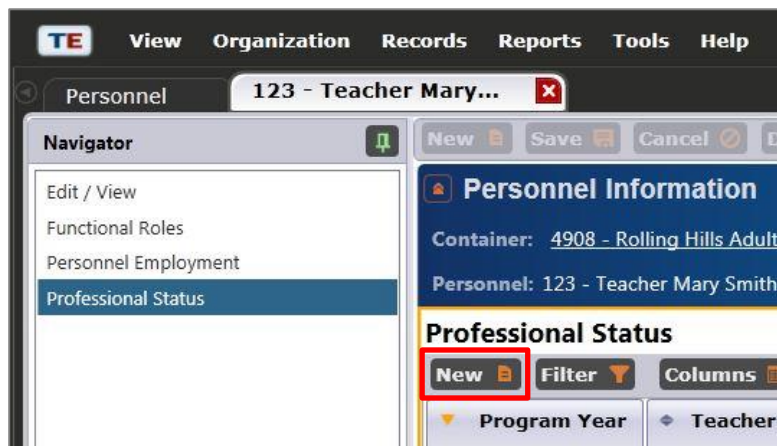


5) Skip to Step 7.



❖ **Note!** Begin here if continuing from instructions on **Adding Employment Records**.

6) Click  to add professional status for the personnel member.



7) Select a **Program Year** to record the personnel member's professional status.



- 8) Enter professional status **Identification**.
 - a. Enter number for **Years of Experience**.
 - b. Select **Teacher Certificates**.

- 9) Click .

- 10) Review saved **Professional Status Information**.
 - a. Click or **Edit Mode** to edit saved information.

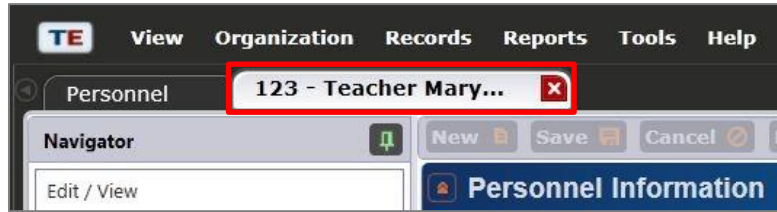
- 11) Click to close the personnel member's **Professional Status Tab** and:
 - a. Continue with **Step 12** if at the personnel record.

– OR –

- b. Continue to **Step 1** on **Adding Personnel Registration** to add more personnel records.

- i. Click to close the **Professional Status Lister** tab.

- 12) Click  to close the Personnel Record Tab.



- 13) Click  to add more personnel records

- a. Return to Step 3 on Adding Personnel Registration.

– OR –

- b. Click  to close the Personnel Lister tab if finished.

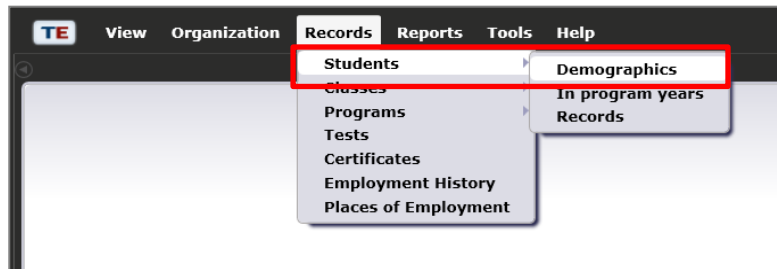


❖ **Note!** This concludes the setup of a Personnel Record.

8.8. Adding Students

This section provides a step-by-step tutorial on how to *add a student* in TOPSpro Enterprise.

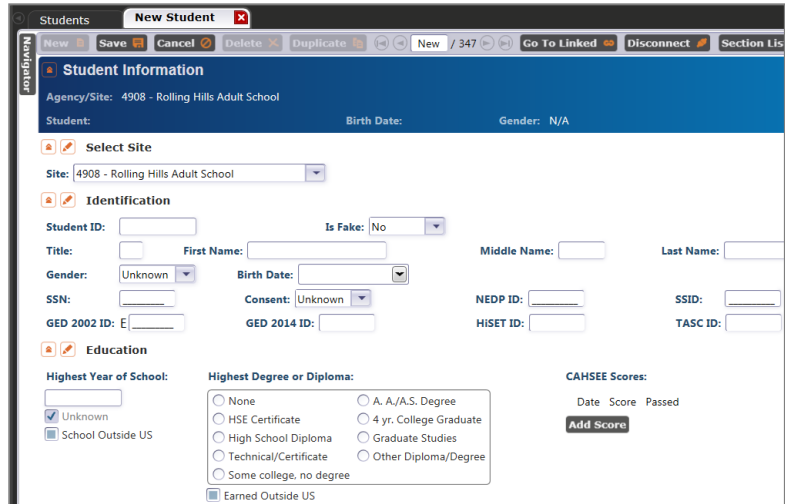
- 1) From the **Records** menu, select **Students** -> **Demographics**.



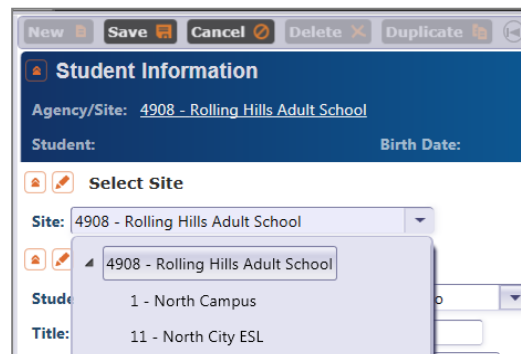
- 2) From the **Students** lister, click **New** to add a record.



A new student record opens to input information about the student.



- 3) Select the **Site** location at which to add the new student record.





Download [Data Collection Details](#) from the CASAS training material library.

- 4) Enter a unique **Student ID**.
 - a. The student **ID** is assigned by the agency to uniquely identify a particular student within a site.
 - b. **Student ID**, **First** and **Last Name** are mandatory fields.
 - c. Selecting **Gender** is recommended.
 - d. Remaining **Identification** fields are optional and add additional unique or permanent information about the student.

- 5) Enter **Education** information.
 - a. These are optional fields containing dated information.
 - i. For example, **Highest Year of School** may change over time and thus retain a history.

- 6) Enter **Ethnicity, Race & Language** (optional).
 - a. Mark one **Ethnicity** indicating the group with which the student primarily identifies.
 - b. Mark one or more **Race & Language** according to student's origins.

- 6) Enter **Address, Contact & Provider Use** information.
 - a. These fields are optional.

- 7) Enter **Consumer Information**.
 - a. These fields are for WIA, Title II local agencies that serve students with developmental disabilities.

9) Click .

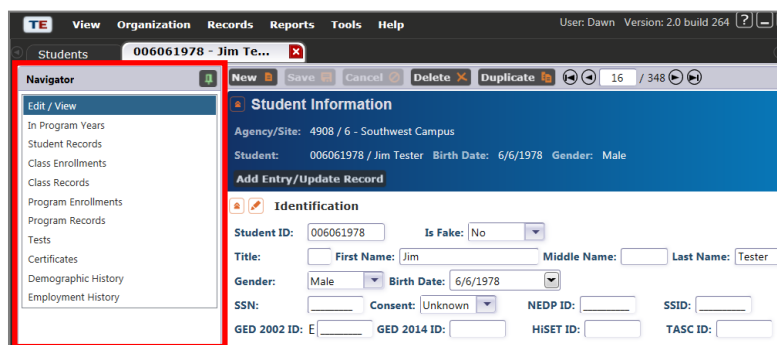
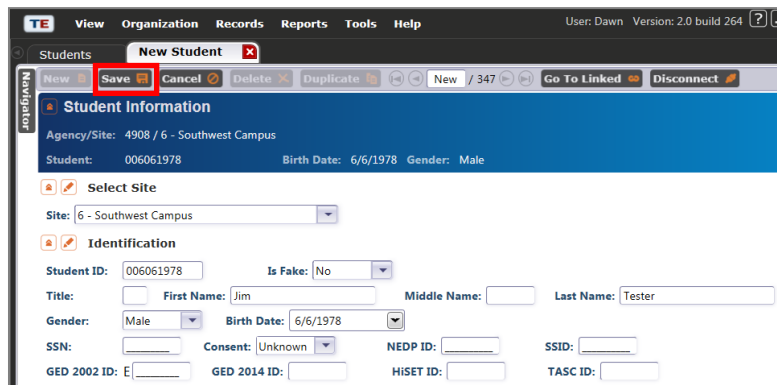
❖ **NOTE!** To edit saved information:

b. Click to enable editing per section.

– OR –

c. Click to enable editing in all sections.

i. You may find this from the button when there are too many buttons to display along the top of your browser window.



The student demographics record now displays the **Navigator** where related records can be added for the student such as:

- **In Program Years** – A student is associated with a program year when the student has any dated activity such as taking a test, attending a class, or achieving a result. For example, adding a test record for a student will automatically create an **In Program Years** record which indicates activity in the “**Current Program Year.**”
- **Tests** – Follow steps described for *Adding Tests* (Section 8.9) to record the last test taken by the student (i.e., paper-based test). This will prepare the online system to administer the Next Assigned Test NAT).
- **Student Records** – this record will record **Personal and Labor Force Status** (For details, see Appendix K), **Goals** (for details, see Appendix L), results, and workplace related information like income and hours per week.
- If no activity is recorded for the student, the Student Demographics record will not display in the Students Demographics lister for the “Current Program Year.”

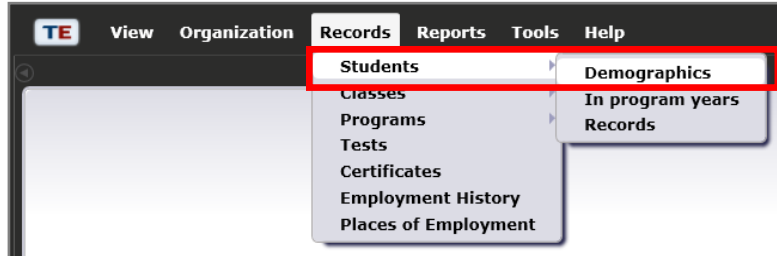
❖ **Note!**

- When adding **student-specific information**, use the **Student Demographics** record.
- When adding **class-specific information** (i.e., enrollment, hours, etc.), use the **Class Instance** record.

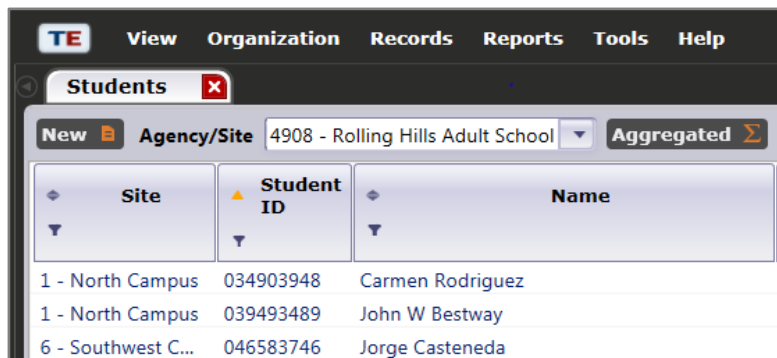
8.9. Adding Tests

This section provides a step-by-step tutorial on how to **add a test** to a student record and to assign a class (optional) in TOPSpro Enterprise.

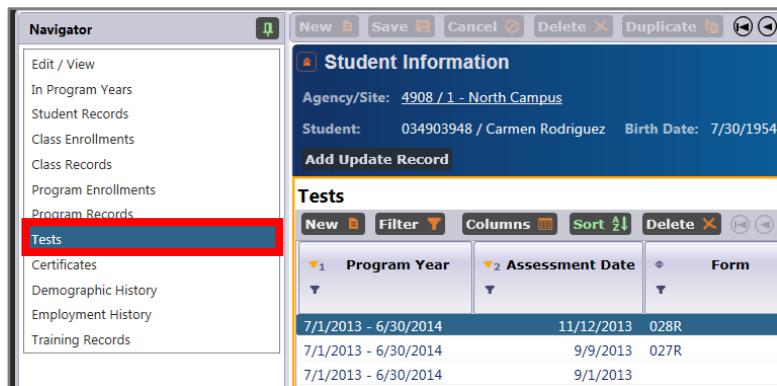
- 1) From the **Records** menu, select **Students** -> **Demographics**.



- 2) From the **Student Lister**, filter to find a specific student and double-click to open the **Students Demographic** page.



- 3) From the **Navigator**, click **Tests**.



Program Year	Assessment Date	Form
7/1/2013 - 6/30/2014	11/12/2013	028R
7/1/2013 - 6/30/2014	9/9/2013	027R
7/1/2013 - 6/30/2014	9/1/2013	

4) Click **New** to create a new **Test** record.

5) A new **Test** page is opened.

001 ESL - Intermediate Low
 002 ESL - Intermediate High
 003 ESL - Intermediate High
 005 ESL Intermediate Low - Distance Learning
 1 ABE
 1001 ABE Intermediate
 101 01 NIACC Academy
 101 02 NIACC Academy
 110 Low Beginning
 111 Intermediate High

6) Optional: Select **Class Instance** for test record

- The list of classes is filtered by the selected **Site** and **Program Year**.

7) Select the **Assessment Date**

8) Under **Assessment Info**, identify:

- Assessment Type**
- Form number**
 - type to search
 - OR
 - select from drop down menu
 - OR

Assessment Info

Assessment Date:

Assessment Type: Fixed Form EL Civics Additional Assessment Form Multistage
 Appraisal Observation
 Fixed Form Locator Long CAT
 Practice CAT Locator

Form: Type here to search...
 001L IRCA Appraisal Form 1 Listening Listening
 001R IRCA Appraisal Form 1 Reading Reading
 002L Bureau of Prisons ESL Placement Listening Form 2 Listening
 002R Bureau of Prisons ESL Placement Reading Form 2 Reading
 003L Bureau of Prisons ESL Placement Listening Form 3 Listening
 003R Bureau of Prisons ESL Placement Reading Form 3 Reading
 005M Oregon Basis Form 5 Math Math
 005R Oregon Basis Form 5 Reading Reading
 006M Oregon Basis Form 6 Math Math
 006R Oregon Basis Form 6 Reading Reading
 010L ESL Appraisal Form 10 Listening Listening
 010R ESL Appraisal Form 10 Reading Reading

Clear selection Select from Lister...

- Select from lister

Assessment Info

Assessment Date:

Assessment Type: Fixed Form EL Civics Additional Assessment Form Multistage
 Appraisal Observation
 Fixed Form Locator Long CAT
 Practice CAT Locator

Form: 083R - Life and Work Reading Level B

Class:

Score Override: Raw Score: Scale Score:

Accurate: Passed: Retested:

Form Items:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32								

c. **Score Override** – Only if you choose to enter **Raw Score**

d. **OR** enter responses under **Form Items** – Answers (a, b, c, d.. etc.)

TE View Organization Records Reports Tools Help

Students 034903948 - Carmen... New Test

Navigator Edit / View

New Save Cancel

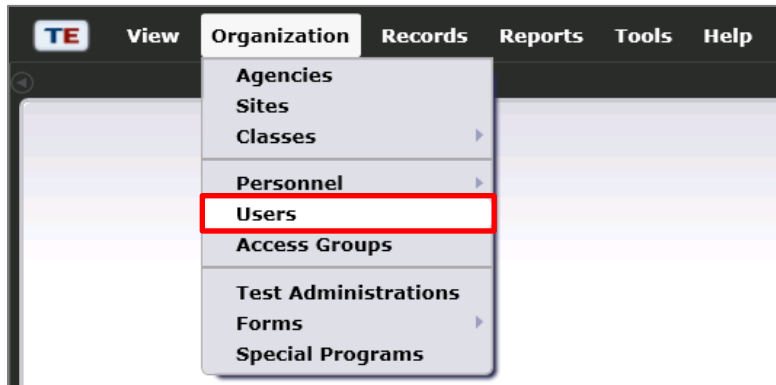
Test Information

e. Click Save.

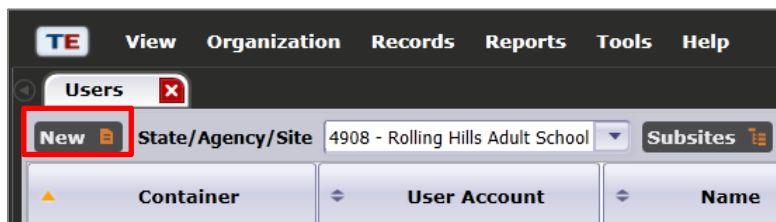
8.10. Adding Users

This section provides a step-by-step tutorial on how to add a new **User** for access to TOPSpro Enterprise. To enable access to CASAS eTests Online, please send an e-mail to the **CASAS Technology Support Team** (techsupport@casas.org) with “**New User Request**” in the subject line.

- 1) From the **Organization** menu, select **Users**.
 - a. To display a list of users, click **Refresh** if auto-refresh is not enabled.
 - b. To enable auto-refresh, click the **TE icon**, select **Options** - > **Listers**, and check “**All Listers Auto-Refresh**”, then click **OK**.



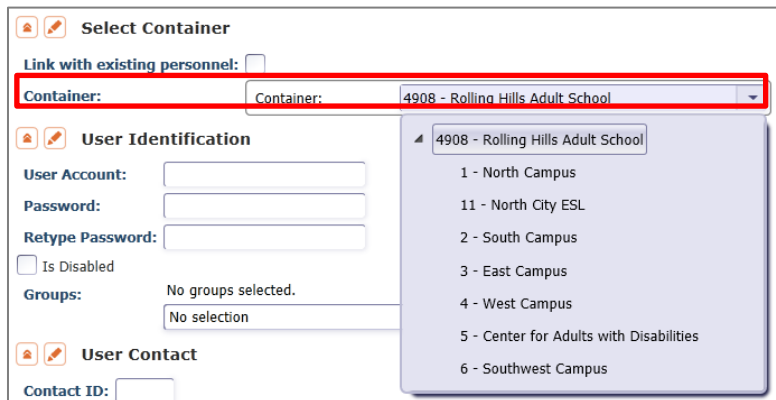
- 2) Click **New**.



- 3) Check “**Link with existing personnel**” if a personnel registration record pre-exists (refer to **Personnel Records**).



- 4) Select the **Container** within which the user should have access.
 - ❖ **Note:** If the container remains at the agency level (e.g. 4908 – Rolling Hills Adult School), the user has access to data across all sites (e.g. 1 – North Campus, 11 – North City ESL, etc.).



❖ **Note:** You have the option to disable an account without deleting it by checking **Is Disabled**.

❖ **Note:** Contact CASAS to add the **User** to a [CASAS Controlled Access Group](#) (i.e. CASAS eTests Coordinators and Proctors). After you **Save** the **User** account, send an e-mail to the **CASAS Technology Support Team** (techsupport@casas.org) with "New User Request" in the subject line.

❖ **Note:** If the **User** is *not* added to an **Access Group**, then you will need to enable rights to **Menus** and **Data**. Please continue with **Enabling Access Rights** instructions before saving the record.

- 5) Enter **User Identification**:
 - a. A **User Account** name for login.
 - i. Use e-mail addresses when users are accessing CASAS eTests Online.
 - b. An initial **Password**, which the user can change later.
 - c. **Retype Password**.

- 6) You have the option to **Add** the **User** to an **Access Group** with pre-defined rights to menus and data (refer to **Access Groups – Creating Access Groups**).

❖ **Note:** You can also add **Users** from the **Access Group**.

- 7) Enter **User Contact** information.
 - a. Please be sure to enter **Email** and **State**. This is important to ensure online users receive notifications from CASAS.

- 8) Click **Save** when the new **User** is added to an **Access Group** and no other setup is necessary.

Enabling Access Rights

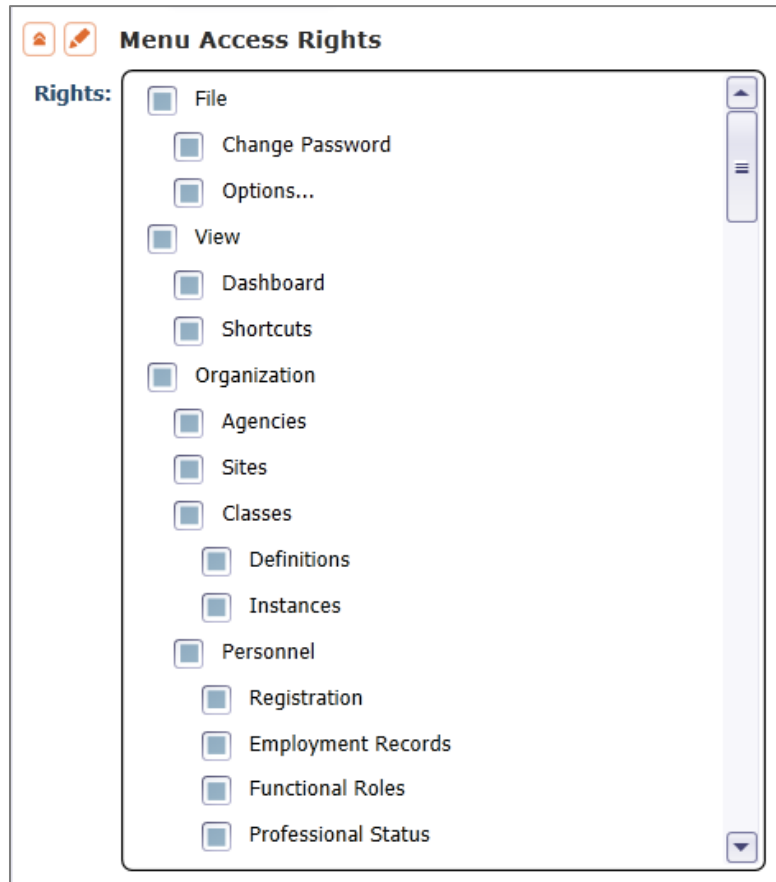
A User may belong to multiple Access Groups. In such case, the evaluation of Access Rights enabled at the individual User Account is dependent on the Container where rights are checked, and only membership in Access Groups defined at that Container level or above is taken into account.

- **Access Rights** from an **Access Group** defined at the evaluated **Container** will take precedence over rights defined at **Containers** above the evaluated container.
- **User** access to various data may differ if the **Access Groups** for which the **User** is a part have different rights set or are defined at different containers.

Menu and Data Access Rights Defined

Menu Access Rights		Data Access Rights
<p>Shaded Box:</p> <ul style="list-style-type: none"> • By default, shaded boxes indicate that no specific access rights to menus are set for the User, which means all rights are granted. • If the User is a member of an Access Group, shaded boxes indicate that access rights to menus are inherited from the associated group. 		<p>Shaded Box:</p> <ul style="list-style-type: none"> • By default, shaded boxes indicate that no access rights to data are set for the User, which means all rights are denied. • If the User is a member of an Access Group, shaded boxes indicate that access rights to individual record types are inherited from the associated group.
<p>Checked Box:</p> <ul style="list-style-type: none"> • A checked box indicates that access to a specific menu is granted for the User where otherwise is denied by an associated Access Group. 		<p>Checked Box:</p> <ul style="list-style-type: none"> • A checked box indicates that access to a specific menu is granted for the User where otherwise is denied by an associated Access Group.
<p>Empty Box:</p> <ul style="list-style-type: none"> • An empty box indicates that access to a specific menu is denied for the User where otherwise is granted by an associated Access Group. 		<p>Empty Box:</p> <ul style="list-style-type: none"> • An empty box indicates that access to a specific menu is denied for the User where otherwise is granted by an associated Access Group.

- 1) Click appropriate box(es) to change the **Menu Access Right** state.
 - e. **By default**, shaded boxes indicate that no specific **Menu Access Rights** are set for this **User**, which means all rights are granted.
 - ❖ **Note:** If the **User** is a member of an **Access Group**, shaded boxes indicate that access rights to menus are inherited from the associated group.
 - f. Specify **Menu Access Rights** for a **User** *only* to restrict or open access where otherwise the **Access Group** denies.



- ❖ **Note:** Refer to [Assessment and Database Management Features](#) for an outline of Basic vs. Enhanced access to menus and data.

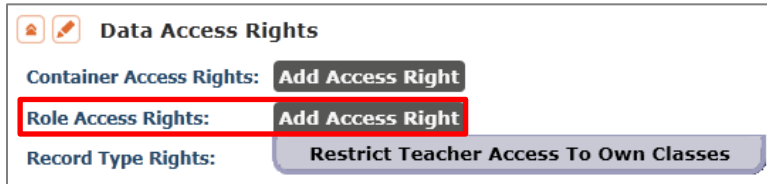
- 2) Select **Container Access Rights** (if applicable).



- a. Depending on selected access right, the **User** is allowed to see records from other containers than the default one where the **User** is created
- b. Refer to notes (below) for **Container** level logic.
 - i. If "View Records From Base Container" is selected, the **User** is allowed to view data registered at base-level container.
 - ii. If "View Records From Parent Container" is selected, the **User** is allowed to view data registered in the parent container of the current container and in entire container tree below the parent container.
 - iii. If "View Records from Sibling Container" is selected, the **User** is allowed to view data registered in any container having the same parent as the current container.

❖ **Notes:**

- **Base Container** for any **Site** or **Sub-Site** defined **User** is the **Agency-Level Container**.
- **Base Container** for an agency-defined **User** is the **State-Level Container**.
- **Base Container** for a state-defined **User** is the **System-Level Container**.
- **Parent Container** is one level above the **Container** where the **User** is defined.
- **Sibling Container** is any **Container** having the same parent container with the container where the **User** is defined.



3) If the new **User** is a teacher, you have the option to **Restrict Teacher Access To Own Classes**.

❖ **Note:** Functionality is not yet implemented for this option.

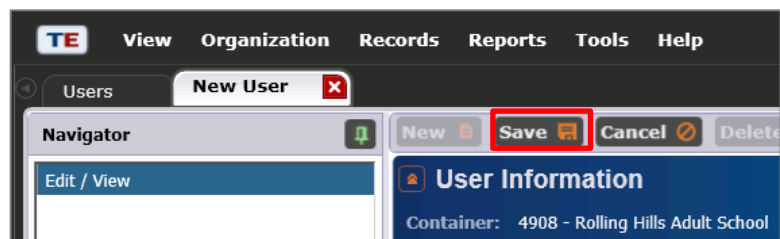
- 4) To enable **Record Type Rights** for access to data contained in the **Menu(s)** selected for the **User**, click the corresponding box(es) to enable.
- a. **By default**, shaded boxes indicate that no access rights to individual record types are set for this **User**, which means all rights are denied.

❖ **Note:** If the **User** is a member of an **Access Group**, shaded boxes indicate that access rights to individual record types are inherited from the associated group.

- i. **List Records** –provides access to list records only.
- ii. **View Record** – provides access to view details of listed/selected/filtered records.
- iii. **Create/Update/Delete Record** – provides access to add, edit, and delete records.

Record Type Rights:	List / Record Type	List Records	View Record	Create Record	Update Record	Delete Record	Check All
Agencies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5) Click **Save** to close the record.



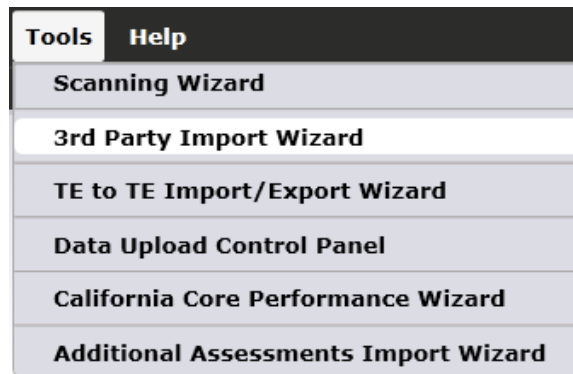
8.11. Importing Records

The **3rd Party Import Wizard** enables you to bring in files from third party systems into your TE database so that you can include this data in TE. All of these files are imported using the Third Party Import Wizard.

Student Demographics

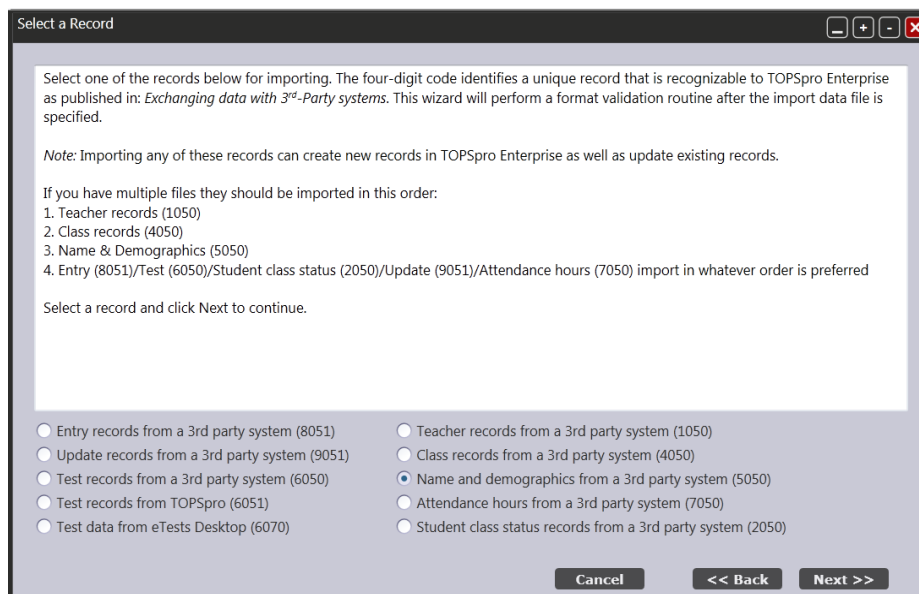
This exercise details how to import Student Demographics from a 3rd Party System.

- 1) On the Tools menu, select 3rd Party Import Wizard.



- 2) This opens the wizard. Review the information on the first screen and then click Next.

The next screen details the process for importing and lists all of the files available for import using this wizard

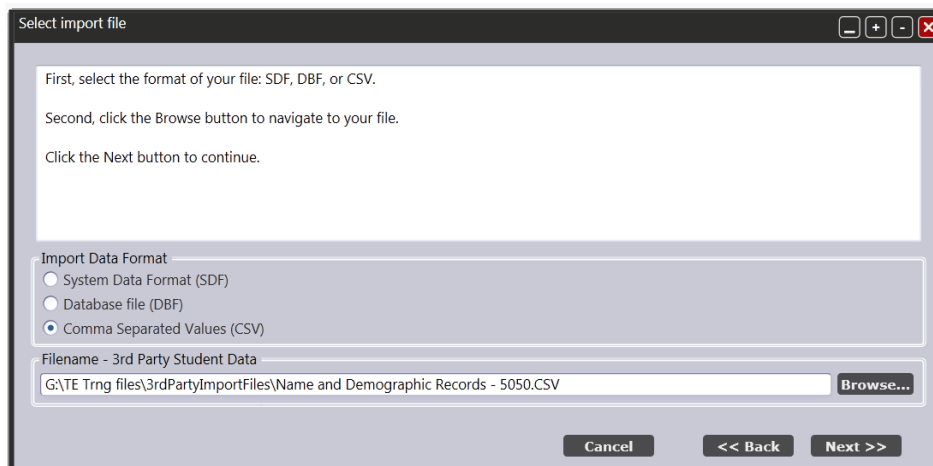


In particular, note the radio buttons at the bottom of the screen. This lists the different files that you can import, and provides the four digit code that will appear within the file name of the data that you are importing.

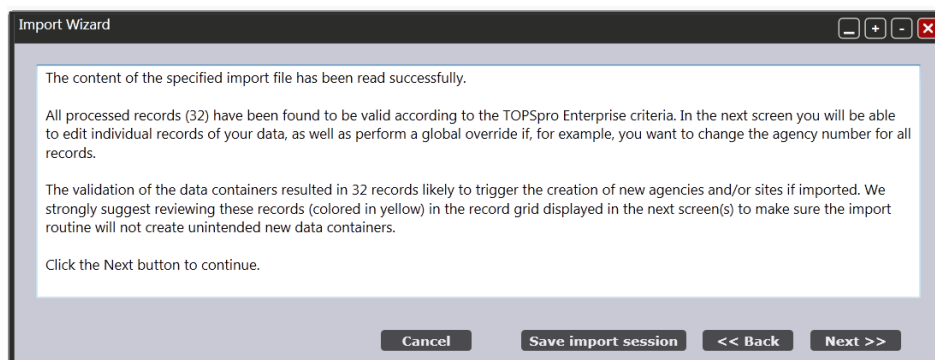
<input type="radio"/> Entry records from a 3rd party system (8051)	<input type="radio"/> Teacher records from a 3rd party system (1050)
<input type="radio"/> Update records from a 3rd party system (9051)	<input type="radio"/> Class records from a 3rd party system (4050)
<input type="radio"/> Test records from a 3rd party system (6050)	<input checked="" type="radio"/> Name and demographics from a 3rd party system (5050)
<input type="radio"/> Test records from TOPSpro (6051)	<input type="radio"/> Attendance hours from a 3rd party system (7050)
<input type="radio"/> Test data from eTests Desktop (6070)	<input type="radio"/> Student class status records from a 3rd party system (2050)

- 3) For this exercise, select Name and demographics from a 3rd party system and then click Next.

On the next screen you can select the file format you are importing, and locate that file (from your computer hard drive or an external drive) for import.



- 4) In this example we selected a Comma Separated Variables (CSV) file that contains student demographics data. Click next to begin the import review process.



- 5) Review the information on the screen. Click Save import session to create file that details the contents of the file you imported. When finished, click Next.

The next screen lists all of the records included in the import, and highlights any errors for correction.

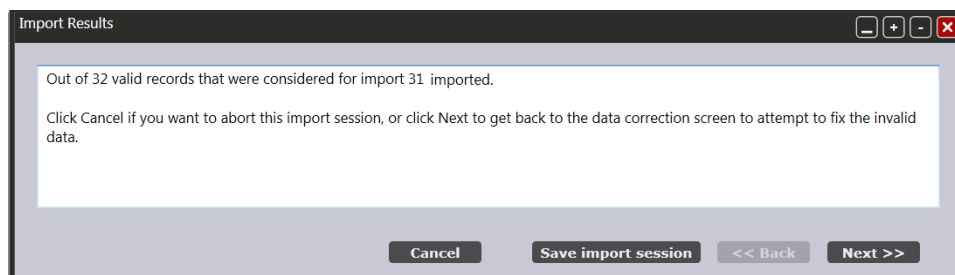
Status	Record Number	Record Type	State	Agency ID	Site ID	Student
Req Review	0000000001	5050	Florida	0013	7841	767465315
Req Review	0000000002	5050	Florida	0013	7841	599485833
Req Review	0000000003	5050	Florida	0013	7841	768344146

6) Make any necessary corrections using this edit screen.



- 7) Use the buttons at the bottom of the screen to assist with editing. When finished, click Next to begin the import process.
- Save import session creates a file that details the data that you imported.
 - Create Data Report displays a report that provides these same details.
 - Load Existing Data looks at all of your data that already exists in TE and matches it with the data you imported. If there is data missing from your import file, but that already exists in your TE database, clicking this button will populate this screen with the existing data elements.

The final screen appears, with feedback about what was successfully imported.

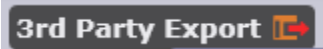


- 8) Click Save import session to create a report of the session. In this example, one of the records did not import.
- 9) Click Next to return to the review screen to edit the invalid file, or click Cancel to exit the wizard.

If you click Cancel, the files that already successfully imported will remain successfully imported (in this example, the 31 that imported), but the file(s) that did not will not import.

8.12. Exporting Records

The **3rd Party Export Wizard** enables you to create files of your own TE data so that you view the data in your own database program. Each lister has it's own 3rd Party Export button



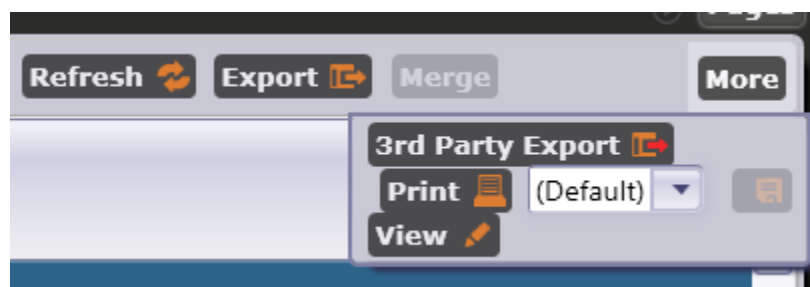
The listers that this wizard is available in are: **Student – Demographics, Classes – Enrollments, and Tests.**

This exercise details how to create a 3rd Party export file of your Student Demographics lister.

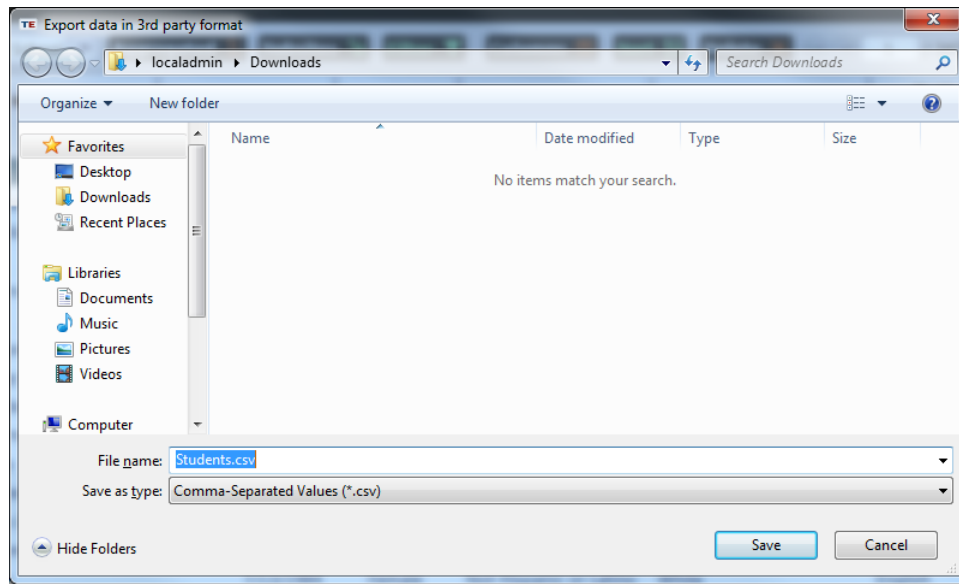
- 1) On the Tools menu, select Records -> Students -> Demographics



- 2) If you don't see the **3rd Party Export** button in the lister tool bar, click the **More** button.

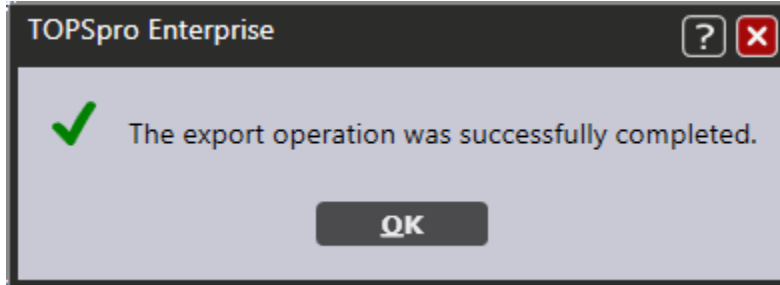


- 3) Click 3rd Party Export. A window will pop-up asking where you would like to save the file



- 4) TE will automatically prompt you to save the file as a .CSV file and will name the file with the name of the lister that you are creating it from. Click **Save**.

Once you have clicked save you will be presented with this pop-up:



You have successfully exported student demographic information to be used in your 3rd party

Use 3rd Party Export to repeat this process to export test and class enrollment records.

Data displayed in listers can be filtered to display the desired data for export.

8.13. Monitoring Web-Test Units (WTU)

Where [CASAS eTests Online](#) operates, any computer registered as a testing station within the agency may access WTUs. As tests are administered, the online system records the number of WTUs applied. You can monitor and track WTU usage through [TOPSpro Enterprise Online](#) in one of two ways:

This section provides a step-by-step tutorial on how to **monitor web-test units (WTUs)**, or track online test administrations, using one of two methods, or both. To order additional units, simply purchase WTUs via [CASAS Online Ordering](#). WTUs do not expire.

Method One

- 1) From the **Organization** menu,
 - a. Select **Agencies**, double-click agency. From the Navigator (at left), click **Test Administrations**.
 - OR –
 - b. Select **Test Administrations** from the drop-down menu.



Agency ID	Agency Name	WTU ID	Date Purchased	WTUs Purchased	WTUs Reserved	WTUs Used	WTUs Available	Consumed %
4908	Rolling Hills Adult...	1001758	9/8/2012	100	0	36	64	36

A list of online test administrations, commonly referred to as the **Test Administrations Lister**, reflects date and number of WTUs purchased, WTUs reserved during live test administration, WTUs used-to-date, number available, and percentage of WTUs consumed.

- 2) Click to filter by column or click **Filter** to select filtering criteria.
- 3) Right-click mouse in columns header to add/hide **Columns** or click **Columns** to select/arrange columns.
- 4) Click **Export** to copy data onto an Excel spreadsheet.
- 5) Click **Print** to format a report.

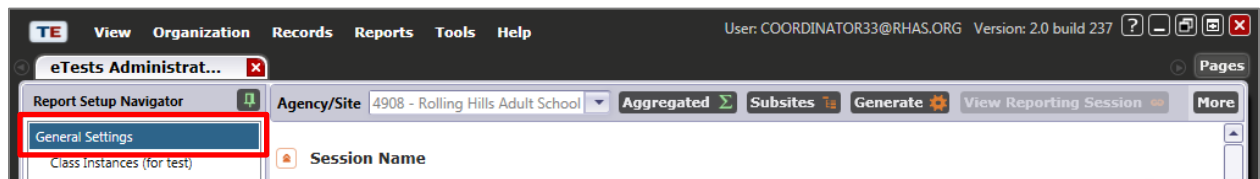
❖ **Note!** CASAS records WTU purchases for processed orders. The Test Administrations Lister is not editable..

Method Two

- 1) From the **Reports** menu, select **CASAS eTests** -> **eTests Administrations**.



- 2) From **Report Setup Navigator** -> **General Settings**, you have the option to set:
 - a. Session Name
 - b. Common Filters
 - c. Date Ranges
 - d. Output Layout Parameters
 - e. Special Options



- 3) Click **Generate** to render a report.

eTests Administrations Report Sample

CASAS		eTests Administrations												Page 1 of 1 CTA	
06/04/2012 17:02:19															
Program Year: 2012-2013															
Agency	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total		
4908 - Rolling Hills Adult School	27	60	79	56	94	28	62	77	116	19	133	19	770		



Download [Monitoring WTUs](#) from the CASAS training material library.

9. Data Collection

CASAS eTests Online can be used as a registration system to collect demographics, program information, personal and labor force status, goals, zip code, and ward (if applicable).

Download [Data Collection Details](#) from the CASAS training material library.

TOPSpro Enterprise meets general requirements for all **National Reporting Systems (NRS)** tables. The following general requirements must be met in order for a learner to be included in the Federal Tables Report:

1. Every learner must have an Entry Record in one of the following Adult Education and Family Literacy Act (AEFLA) instructional programs (**ENTRY Record Field 11**):
 - Basic Skills (ABE)
 - English as a Second Language (ESL)
 - Adult Secondary Education (ASE)—Includes High School Diploma (HSD) or General Educational Development (GED®)
2. Learner must have a minimum of 12 instructional hours. The learner’s instructional hours will be aggregated from the learner’s Test Records or Update Records (whichever is greater).
3. Learner must be at least sixteen years and less than one hundred and ten years of age upon date of entry into program.
4. Learner cannot be concurrently enrolled in High School (HS)/kindergarten through twelfth grade (K–12).
5. Learners who indicate Work-Based Project will be dropped from Tables 1–4B.
6. The enrollment figures reported in Tables 1–4 include all learners who meet the NRS eligibility requirements. Federal tables are designed to display data on different aspects of the AEFLA programs. Therefore, learner data that is missing any of the following will be excluded from all Federal tables:

Age:	Instructional program
Gender:	Instructional level (based on the learner’s pre-test score)
Ethnicity/Race:	A valid Comprehensive Adult Student Assessment Systems (CASAS) pre-test

Relationship between Instructional Programs and Educational Functioning Levels (EFLs)

The purpose of this section is to differentiate between an instructional program and an Educational Functioning Level (EFL). There are three major instructional programs reported in **Tables 1–4B** on the NRS: ABE, ESL, and ASE.

Corresponding to the three instructional programs are instructional levels designated as EFLs. The EFLs describe the learner’s entry level ability in the areas of reading and writing, numeracy, and functional and workplace skills. The chart below displays the relationship between the instructional programs and EFLs based on the criteria established by the NRS.

Relationship Between Instructional Programs And Educational Functional Levels			
TOPSpro [®] Enterprise INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	CASAS LEVEL	NRS PROGRAM TYPE
BASIC SKILLS (ABE)*	ABE Beginning Literacy	Level A-200 or Less	ABE
	ABE Beginning Basic Education	Level B-201 to 210	
	ABE Intermediate Low	Level B-211 to 220	
	ABE Intermediate High	Level C-221 to 235	
GED [®] , HSD**	ASE Low	Level D-236 to 245	ASE
	ASE High	Level E-246 and Above	
TOPSpro [®] Enterprise INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	CASAS LEVEL	NRS PROGRAM TYPE
ESL*	ESL Beginning Literacy	Level A-180 or Less	ESL
	ESL Beginning Low	Level A-181 to 190	
	ESL Beginning High	Level A-191 to 200	
	ESL Intermediate Low	Level B-201 to 210	
	ESL Intermediate High	Level B-211 to 220	
	ESL Advanced Low	Level C-221 to 235**	
*	If lowest test score is 236 or Higher the student should be moved to ASE Low or ASE High.		
**	Lowest test score for ASE must be at 236 or above.		

Data Integrity

To evaluate data collection efforts, agencies with “enhanced” access to TOPSpro Enterprise (i.e., purchase of a TE license) can generate the **Data Integrity Report (DIR)** which provides an evaluative tool with information about 22 items that are critical for state and federal reporting. The DIR displays data in all areas of accountability reporting, with useful information about the NRS reporting tables, core performance follow-up, pre- and post-testing, and general data quality standards.

Relationship between NRS and TOPSpro Enterprise Federal Tables Reports

The following section provides notes to show the relationship among NRS Tables 1–4B in relation to TOPSpro[®] Enterprise software. Each NRS Table is displayed with relationships specific to each table.

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
	ABE Beginning Literacy	1	0	0	0	0	0	0	0	0	0	1	4	0	
ABE Beginning Basic	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
ABE Intermediate Low	0	0	0	0	0	0	0	1	0	0	2	4	0	0	7
ABE Intermediate High	0	0	0	1	0	0	1	0	0	0	2	3	0	0	7
ASE Low	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ASE High	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ESL Beginning Literacy	0	0	0	0	0	0	1	1	0	0	1	2	0	1	6
ESL Low Beginning	0	0	1	0	0	0	2	1	0	0	2	2	0	0	8
ESL High Beginning	0	0	4	8	2	1	14	10	1	0	5	2	0	1	48
ESL Low Intermediate	0	0	5	2	0	1	15	16	0	1	5	2	0	0	47
ESL High Intermediate	0	0	7	5	1	0	15	26	1	3	3	5	0	0	66
ESL Advanced	0	0	2	10	1	1	10	13	0	0	1	4	0	0	42
Total	1	0	19	26	4	3	58	68	2	4	25	29	0	2	241

NRS Reporting Table 1 sorts learners based on CASAS pre-test score, instructional program, EFL, ethnicity, and gender. If the learner is enrolled in multiple programs, the lowest level of instruction is displayed.

- Instructional Program order from lowest to highest is:
 1. ESL
 2. Basic Skills (ABE)
 3. ASE (HS/GED®)
- To determine the EFL, Ethnicity for Column A, TOPSpro® Enterprise looks at the lowest accurate pre-test score for reading, listening, or math
- Learners with attainable goal of Work-Based Project (ENTRY Field 12) are NOT included in this table
- Race and ethnicity are combined from ENTRY Fields Numbers 8a and 8b

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Table 2
Participants by Age, Ethnicity and Gender
All Student Entry Dates

Page 1 of 1
FTZ

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	1	0	0	1	1	0	0	1	3	0	0	7
25-44	1	0	6	10	4	3	42	45	2	3	20	14	0	1	151
45-59	0	0	10	11	0	0	14	19	0	1	3	8	0	1	67
60 and Older	0	0	3	4	0	0	1	3	0	0	1	4	0	0	16
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	19	26	4	3	58	68	2	4	25	29	0	2	241

TOTALS IN COLUMNS B THROUGH O SHOULD EQUAL THE MATCHING COLUMNS IN TABLE 1

The total in Column P on Table 2 should match the total in Column P on Table 1.

NRS Reporting Table 2 sorts learners by age, ethnicity, and gender

The learner's age is calculated from date of entry bubbled on ENTRY Field Number10

Race and ethnicity (ENTRY Field Numbers 8a and 8b) are combined to identify a single category for this table. TOPSpro® Enterprise uses the following hierarchical order:

- | | |
|----------------------------------|-------------|
| 1. Alaska Native | 5. Black |
| 2. American Indian | 6. Hispanic |
| 3. Pacific Islander and Filipino | 7. White |
| 4. Asian | |

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Table 3
Participants by Program Type and Age
All Student Entry Dates

Total in Column G should match the totals in Column N on Tables 1 and 2

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013


Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	0	3	18	1	0	22
Adult Secondary Education	0	0	2	0	0	2
English-as-a-Second Language	0	4	131	66	16	217
Total	0	7	151	67	16	241

NRS Reporting Table 3 sorts learners by program type and age. TOPSpro™ Enterprise places learners into one of the three instructional program types listed in Column A based on pretest score and instructional program from ENTRY Field No. 11:

- **ABE:** Instructional program is Basic Skills and pretest score is below 236.
- **ASE:** Instructional program is either GED® or High School Diploma and pretest score is 236 or above.
- **ESL:** Instructional program is ESL and pretest is below 236. If test score is 236 or above, learner must be marked as instructional program GED® or HS diploma to be placed on the reporting table in ASE.

Age definitions are the same as Table 2

NRS Reporting Table 4 identifies learners with an entry record with one or more tests, All learners are counted in Columns B, C, and D if they met the criteria for Tables 1 through 3.



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Agency: 4908 - Rolling Hills Adult School

Table 4
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Program Year: 2012-2013

Column F: Learner Status (UPDATE Field 7) must not be coded LEFT PROGRAM or NO SHOW
If learner shows any progress in UPDATE Field 8 they will not be included in this column.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	6	402	2	0	1	3	33.33
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	7	322	2	1	0	5	28.57
ABE Intermediate High	7	259	1	0	4	2	14.29
ASE Low	1	75	0	0	0	1	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	6	362	3	1	1	2	50.00
ESL Low Beginning	8	648	6	3	1	1	75.00
ESL High Beginning	48	4,357	27	16	8	13	56.25
ESL Low Intermediate	47	5,112	27	19	4	16	57.45
ESL High Intermediate	66	8,033	40	24	2	24	60.61
ESL Advanced					5	26	26.19
Total					26	94	50.21

Column C: TOPSpro collects hours from all Test Records and all Update records. Whichever number is greater is used.

A learner is placed into the EFL score range (Column B) according to the learner's instructional program (ENTRY 11) and first accurate pre-test scaled score. Conservative estimate scores are considered accurate scores.

Pre- and post-tests cannot be the same test form unless a different test form was given in between.

Column D Level Completion: If a pre-test score falls within a given EFL range and the post-test is equal to or higher than the uppermost number in that EFL, then the student Completed a Level.

Example: Pre-test Score of 205 and Post-test Score 210—Learner Completed a Level—ABE Beginning.

Column E: Learner status (UPDATE Field 7) must be coded RETAINED IN PROGRAM. Test score must be one point higher than the uppermost number in the pre-test score range.

Column H reports NRS Level Completion percent for an EF

Column G represents the number of learners still enrolled who are at the same educational level as when entering the program.

NRS Reporting Table 4B identifies learners with paired test scores only. This group is a subset of the learners included in Table 4. Note that Tables 4 and 4B Columns B and H result in different totals and percentages.

CASAS		Table 4B						Page 1 of 1
05/15/2013 15:54:21		Educational Gains and Attendance by Educational Functioning Level						FT4B
		All Student Entry Dates						
Agency: 4908 - Rolling Hills Adult School		Program Year: 2012-2013						
Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)	
ABE Beginning Literacy	5	330	2	0	1	2	40.00	
ABE Beginning Basic	2	70	1	1	0	1	50.00	
ABE Intermediate Low	4	207	2	1	0	2	50.00	
ABE Intermediate High	5	144	1	0	3	1	20.00	
ASE Low	0	0	0	0	0	0	0.00	
ASE High	1	125	1	N/A	0	0	100.00	
ESL Beginning Literacy	5	324	3	1	0	2	60.00	
ESL Low Beginning	7	589	6	3	0	1	85.71	
ESL High Beginning	38	3,729	27	16	2	9	71.05	
ESL Low Intermediate	43	4,632	27	19	3	13	62.79	
ESL High Intermediate	60	7,523	40	24	1	19	66.67	
ESL Advanced	41	4,001	11	N/A	4	26	26.83	
Total	211	21,674	121	65	14	76	57.35	

ONLY LEARNERS WITH ACCURATE PAIRED PRE- AND POST-TESTS ARE INCLUDED ON TABLE 4B

Column D identifies the number of learners within an EFL who have completed a level

Column E uses same general guidelines as COLUMN D BUT test score must be 1 point higher than the uppermost number in the pre-test score range.

Learner Status (UPDATE Field 7) must be coded: RETAINED IN PROGRAM

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pre- and post-tests and paired skill levels.

NRS Reporting Table 4C details the same information as Federal Table 4—that is, educational gains and attendance by EFL. However Table 4C only includes learners in Distance Learning classes. All columns A–H have the same definitions as Federal Table 4, except Table 4C only includes learners with Entry Record Field 13 Special Programs = Distance Learning. Below is a sample NRS Federal Table 4C Report example.

CASAS
05/15/2013
16:24:18

Table 4C
Distance Learning
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Page 1 of 1
FT4C

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	0	0	0	0	0	0	0.00
ABE Beginning Basic	0	0	0	0	0	0	0.00
ABE Intermediate Low	0	0	0	0	0	0	0.00
ABE Intermediate High	0	0	0	0	0	0	0.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	0	0	0	N/A	0	0	0.00
ESL Beginning Literacy	0	0	0	0	0	0	0.00
ESL Low Beginning	0	0	0	0	0	0	0.00
ESL High Beginning	1	153	1	1	0	0	100.00
ESL Low Intermediate	4	545	0	0	1	3	0.00
ESL High Intermediate	2	448	1	1	0	1	50.00
ESL Advanced	3	284	0	N/A	1	2	0.00
Total	10	1,430	2	2	2	6	20.00

ONLY LEARNERS WITH ACCURATE PAIRED PRE- AND POST-TESTS ARE INCLUDED ON TABLE 4C


Identifies the number of learners within an EFL who have completed a level

Column E uses same general guidelines as COLUMN D BUT test score must be 1 point higher than the uppermost number in the pre-test score range.

Leamer Status (UPDATE Field 7) must be coded: RETAINED IN PROGRAM

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pre- and post-tests and paired skill levels.

Reporting Table 5 reports learners who meet certain criteria that addresses the four NRS core follow-up outcomes—enter employment, retain employment, obtain secondary (GED®/HSD), or enter postsecondary—and compares the number that meet the criteria with the number who achieved the outcome. Below is a sample NRS Federal Table 5 Report example.



05/15/2013
15:54:20

Table 5

Core Follow-up Outcome Achievement
All Student Entry Dates

Page 1 of 1
FT5

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Core Follow-up Outcome Measure (A)	Number of Participants in Cohort (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Entered Employment	18	8	44.44
Retained Employment	17	11	64.71
Obtained a GED or secondary school diploma	3	1	33.33
Placed in postsecondary education or training	16	2	12.50
Placed in postsecondary education or training - prior program	0	0	0.00

Column B
Identifies the number of learners who qualify for each of the core performance cohorts

Column C
Identifies the number of learners who accomplished the outcome

Column D
Identifies the percentage of learners who accomplished the outcome:
 $\frac{\text{Column C}}{\text{Column B}} = \text{Column D}$

10. Basic Reports

TOPSpro Enterprise has reports that help users meet a wide variety of needs.

- **Learners** can better understand their strengths and areas of need, and evaluate how well their class provides them the tools they need to enhance progress.
- **Teachers** can evaluate class progress, maintain student profiles, and develop a curriculum for future instruction.
- **Database Managers** can ensure the validity and reliability of the database, and identify inconsistencies.
- **Administrators** can evaluate agency- and site-wide progress and verify that their agency is meeting federal and state accountability requirements.
- **Funding sources** can monitor agencies' performance.

Included with purchase of online test administrations (i.e., web-test units/WTUs) are the following basic reports generated through TOPSpro Enterprise to support student outcomes. Additional reports to support class and program outcomes are available with purchase of a license for full enhanced access to all features available in TOPSpro Enterprise.

1. Next-Assigned Test

- Lists students with their last CASAS test form, scale score, and test date. Based on the previous test result, this report displays, by modality, the next-assigned test (NAT) form and level for the specified date range.
 - [Next-Assigned Test](#)

2. Personal Score Report

- Shows test results summary and scale score descriptor of an individual test-taker on a given test form. Option to display on-screen at the end of a test with option to print. Print or reprint individually or filtered group from TOPSpro Enterprise Online.
 - [Personal Score Report](#)

3. eTests Administrations

- Lists information about number of tests administered per month for each program year.
 - [eTests Administrations](#)

4. Skills Profile

- Sample report presents competencies assessed in reading, math, and listening, and includes a GED predictor for the likelihood of passing different GED subsections.
 - [Individual Skills Profile - John Morris](#)
 - [Individual Skills Profile - Maria Gonzalez](#)

5. Competency Performance

- Shows test results of an individual student on a given test form by displaying the competency number and statement for each test item and indicating if the student correctly answered the item.
 - [Student Competency Performance - Reading](#)
 - [Student Competency Performance - Math](#)
 - [Student Competency Performance - Listening](#)

6. Test History

- Lists, by agency, site, or class, every student who has taken a test and displays the test history for each student—including CASAS test form, test date, scale score, hours of instruction, and scores outside of accuracy range.
 - [Student Test Summary](#)

10.1. Report Setup Screen

Whenever you select any report from the Reports menu, you are presented with the **Report Setup** screen, also known as the **Report Generator**. It is this mostly generic reporting interface that allows you to set up complex filtering and sorting options for each report.

Each Report Setup consists of 2 main sections:

- Report Setup Navigator and
- Report Setup Toolbar.

Using **Report Setup Navigator**, you can:

- define specific settings using General Settings page;
- filter the initial population using the available listers;
- choose which reports to be displayed using the Report Selection.

The *General Settings* page contains 4 distinctive sections, as follows:

- Common Filters: common for all reports;
- Date Ranges: specific for each report;
- Output Layout Parameters: specific for each report;
- Special Options: specific for each report;

The *Initial Population* determined from General Settings can be further refined using the available listers; Click on any lister from Report Setup Navigator in the left column to display the initial population; choose to select only a few records or use the available filters provided.

The *Report Selection* lists available sub reports or related outputs that pertain to the primary report you are trying to produce. On certain reports you can use this list to have results saved to a spreadsheet file.

Using **Report Setup Toolbar** you can:

- Specify the base container: an agency, a site, or a state (all agencies from that state);
- Specify if report will aggregate data or not;
- Specify if report will include sub-sites or not;
- Generate button
- Save Parameters Set button;
- Save Schema button;
- Design mode button;

10.2. General Settings Screen

Common Filters

Program years: only records in corresponding program year will be included in the report;

Programs: Besides being able to filter your reports by program years, some of the reports allow you to further refine your filtering criteria using the **Programs** list. By selecting specific programs, only students having at least one activity record with specified instructional program will be included in the report.

Date Ranges

The combination of data ranges varies depending on the type of report that you are trying to create. On *Entry Record Detail* report for example, the data ranges makes use of Entry records; that means that only students with at least one Entry record in specified data range will be included in the report.

On *Demographic Detail* report on the other hand, the data range makes use of Entry, Update or Test records; that means that only students with at least one Entry, or at least one Update or at least one Test record in the specified data range will be included in the report.

Each date range has a predefined set of data, as follows:

Current fiscal year	Month to date	Last Month	Fiscal Year to Q1
Current Month	Quarter to date	Last Quarter	Fiscal Year to Q2
Current Quarter	Year to date	Last Year	Fiscal Year to Q3
Current Year	Earliest to date	Last Fiscal Year	Custom Interval*

*use this option to define a custom interval for running your report;

By selecting a specific interval, *after* and *before* values will automatically be filled with corresponding dates; e.g. for *Current Year*, *after* value will be 1/1/2011, and *before* value will be 12/31/2011.

Output Layout Parameters

Report Sort Order: allow you to specify the report sort order; by default, all available fields are already selected; use the Add, Remove, Add all, Remove all buttons to specify which fields will be used to sort order your report. Use the First, Up, Down, Last buttons to specify the order in which the information will be ordered.

Page Sort Order: allows you to specify the page sort order; by default, all available fields are already selected; use the Add, Remove, Add all, Remove all buttons to specify which fields will be used to sort the inside pages. Use the First, Up, Down, Last buttons to specify the order in which information will be ordered inside pages.

Include Prepared by: if checked, the user who created the report will be included in the generated report;

Include Print Time: if checked, the generated report will include also print time;

Include Criteria Info: if checked, the generated report will include criteria information;

Include Address Information: if checked, the generated report will include for each student, the address information, if available;

Report Style Options: 4 report style options are available:

- *B&W: report will be displayed on black & white background;*
- *Blue: report will be displayed on blue background;*
- *Green: report will be displayed on green background;*
- *Red: report will be displayed on red background;*

Print Options: allows you to modify the way that information prints on the report.

Different types of print options are available:

- *Agency Print Option:* This allows you to modify the way that the Agency name and ID prints on the report.
- *Site Print Option:* This allows you to modify the way that the Site name and ID prints on the report.
- *Class Print Option:* This allows you to modify the way that the Class name and ID prints on the report.

- *Personnel Print Option:* This allows you to modify the way that the Personnel name and ID prints on the report.
- *Student Print Option:* This allows you to modify the way that the Student name and ID prints on the report.
- *Program Print Option:* This allows you to modify the way that the Program name and ID prints on the report.

Warn if too many pages: *if checked, a warning message will be displayed in case the report takes too long to be generated.*

Other options specific for each report: each report can show different other options which allow you to further refine your data. See more details on each report description.

Special Options:

Notice that there are many special options to filter the report. These options can be very helpful to hone in on a specific segment of the learner population. See below some of the special options that may exist:

Drop Reasons Tab: due to the requirements for certain reports, you have available the Drop Reasons section to allow greater reporting functionality concerning the status of any drop reason(s) that pertains to that particular report. All drop reasons are selected by default. To turn off a drop reason, just move it from the right windowpane to the left. The effect of deselecting a drop reason is to include learners in this report who would have otherwise been dropped. Whenever one or more drop reasons are deselected TOPS Enterprise will print "Preliminary" at the top of the report. A preliminary report allows you to see the number of students who would be included if missing information was provided.

Include Incomplete Records: if checked, incomplete records will be included in the report.

Exclude Inaccurate Scores: if checked, all test records with inaccurate scores will be excluded from the report.

Reporting level: some reports may report data on Agency, Site and/or Class level.

10.3. Report Toolbar

Report's base container

Using the Base Container–Agency/Site drop downs, you can choose to preview your report at State level, Agency level or Site level.

For State and Agency levels, you can also preview your data aggregated or not (by Subsites).

Aggregation usually means that records are merged and only considered once. There are different possible aggregation fields. Aggregating across Instructional Program means that students' records are merged and considered once, no matter how many Instructional Programs they may be in.

Generate report

Use the Generate button to preview your report. The report will be opened in a new page. See Report Viewer section for more details.

Saving report parameters

- **Save Parameter Set**

This option, located on Report toolbar, allows you to save all of your settings for a specifically filtered report. If you took some time to set up a report exactly the way you wanted it for a particular group, and you know that you will need those same settings over and over, you can save your settings here. Just click on **Save Parameter Set** and type a meaningful name like "Class 101 – Concurrent ESL – Night classes June to July". That saves your filtering selections from all the sections of that particular report session. The next time you go into that report simply select that name from the **(Load Saved Parameters)** drop down list at the top of the window.

❖ **Note!** If you want to save more than one report setting in the same window, you need to click on *Save Parameter Set* button again and simply enter a new name for it.

- **Load Saved Parameters**

Load Saved Parameters is located on the top right of the Report toolbar screen. It is a list of any previously saved report parameters that you specifically saved because you didn't want to waste time setting up a common report setting over and over again.

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A. CASAS Test Security Policy and Agreement

CASAS publishes this test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to the test security practices contained in this document. Administrators and testing personnel are responsible for following these practices and ensuring that agency staff are aware of and follow said practices.

It is the immediate legal responsibility of the agency director, principal, or other primary administrator to enforce securing testing materials *upon taking delivery of materials and at all times afterward*. Only testing personnel and others qualified as part of the testing process may have access to any testing materials.

Security of Testing Materials

All testing materials, including but not limited to computerized-testing versions of CASAS eTests, whether online or desktop, test booklets, CDs, answer sheets, and answer keys, must be kept *secure*.

No unauthorized personnel should be allowed access to CASAS eTests or to paper test booklets. Security procedures for computerized-testing and paper test booklets must be held to the same standard.

Test Administration

Testing personnel must remain in the testing room throughout an entire test session to ensure that students follow all testing rules. Examinees must sit three to five feet apart and refrain from talking during the testing session or seeking help from others in any way, including use of electronic devices.

Testing personnel must ensure that they follow all test administration directions and language as dictated in the appropriate CASAS Test Administration Manual.

CASAS eTests: CASAS will occasionally embed unpublished test items into operational CASAS eTests in order to maintain and build its item bank. These items are not scored. The security of these items cannot be compromised and must be maintained in the same manner as all testing materials.

Paper test booklets: Paper test booklets and related test support materials should be kept in locked storage at all times when not in use. Prior to distribution of test booklets, the test administrator must number each test booklet for tracking purposes. As examinees finish the test, they must put their answer sheet inside their test booklet and

wait until the conclusion of the testing session. The administrator must ensure that each test booklet is returned before anyone leaves the testing facility.

Confidentiality of Tests and Test Items

No agency, school, or other entity may use any CASAS test or test item – published or unpublished – as a tool to prepare examinees for the testing process. CASAS tests may never serve as practice tests in any capacity or for any purpose. Test items may not be reviewed, discussed, or explained to anyone at any time.

Paper test booklets: If test booklets have been marked in or torn, agencies should shred these test booklets. If an agency is transitioning to a new test series, CASAS requests that agencies shred old test booklets and destroy related testing materials including CDs. It is never appropriate to retain test materials for use as a practice test or for instructional purposes.

No agency, school, or other testing entity may share or provide any testing materials to another agency or school. Agencies that make such requests should be advised to contact CASAS directly. Testing materials must remain at the testing site at all times.

Copyright Infringement

No test materials may be duplicated, photocopied, or reproduced in any manner. Federal copyright law prohibits unauthorized reproduction and use of copyrighted test materials. Reproducing test materials is a violation of federal copyright law.

Test Security Policy Agreement

Agency directors, principals, and other primary administrators need to maintain a specific test security policy that discusses the proper handling and use of test materials.

All testing personnel must sign the **Test Security Policy Agreement** below agreeing to uphold the security policies of the agency, school, or testing entity.

Should CASAS determine that any agency, school, or other testing entity has violated any provision of this test security policy or that testing materials have been compromised in any manner, purposely or otherwise, CASAS reserves the right to take appropriate action to rectify the violation of its test security policy.

To protect the quality and standardization of CASAS assessments, I agree to:

1. Follow all test procedures as required in this Test Security Policy document.
2. Secure all CASAS test materials, whether paper-based or computer delivered, under lock and key except during testing sessions.
3. Ensure that before or after any test administration all test materials are secure and inaccessible to any non-testing personnel, examinees, or others not responsible for test administration.
4. Remain in the testing room at all times during the testing event and monitor all examinee activity as appropriate and in compliance with test security procedures.
5. Ensure that examinees sit at least three to five feet apart and do not talk or seek help from others during the testing event in any way, including use of electronic devices.
6. Refrain from assisting examinees with test answers on any test before or during the testing event.
7. Refrain from reviewing test questions with examinees after the testing event.
8. Ensure that agency staff members follow all specific testing procedures as stated in CASAS Test Administration Manuals.
9. Disallow use of any CASAS assessments as practice tests or as instructional tools.
10. Advise any agency, school, or testing entity to contact CASAS, and not my agency, with any inquiry about sharing or duplicating CASAS testing materials.
11. Refrain from duplicating or in any way reproducing any CASAS testing materials, including but not limited to test booklets, answer keys, answer sheets, CDs, and CASAS eTests.
12. Report any violation of this test security policy.

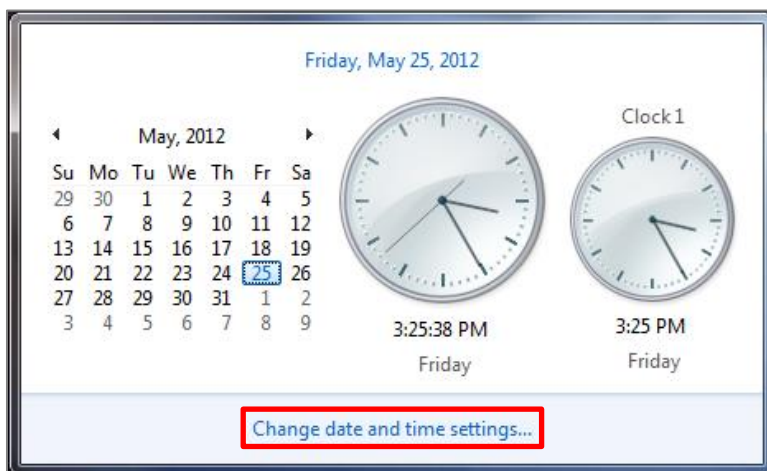
My signature on this document certifies that I have read the above policy, will follow all test administration directions as stated in my CASAS Test Administration Manual, and agree to abide by all test security procedures.

_____	_____	_____
Signature	Position/Title	Date
_____	_____	
Print Name	Agency Name	

B. Clock Synchronization

If a computer is a member of a domain, a network time server probably synchronizes the computer clock automatically. If a computer is not a member of a domain, you can synchronize the computer clock with an Internet time server (“Synchronizing,” 2012).

- 1) Click the **Date and Time** displayed at the bottom right corner of the computer monitor.



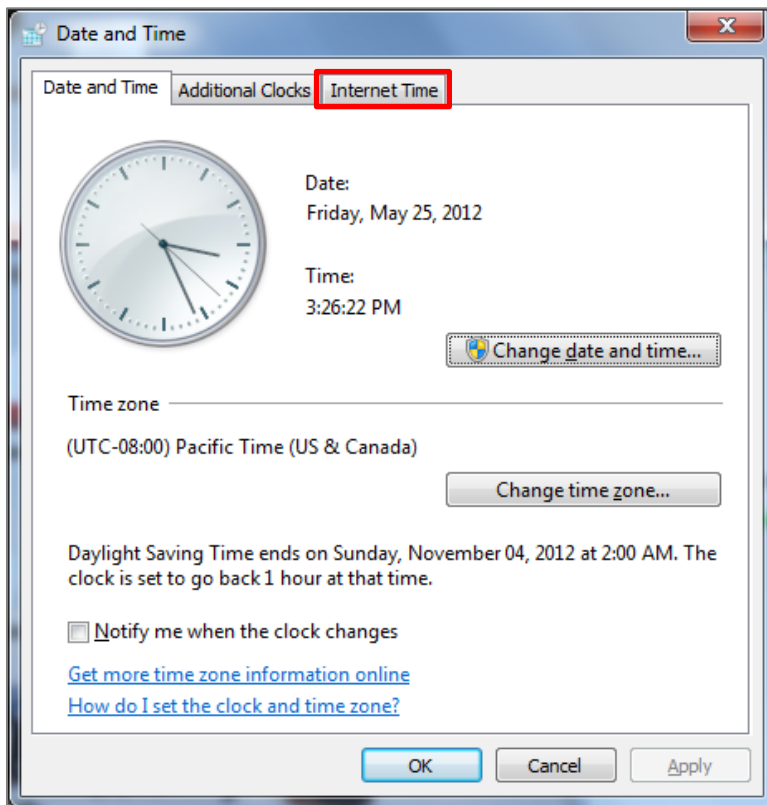
- 2) Click “**Change date and time settings.**”

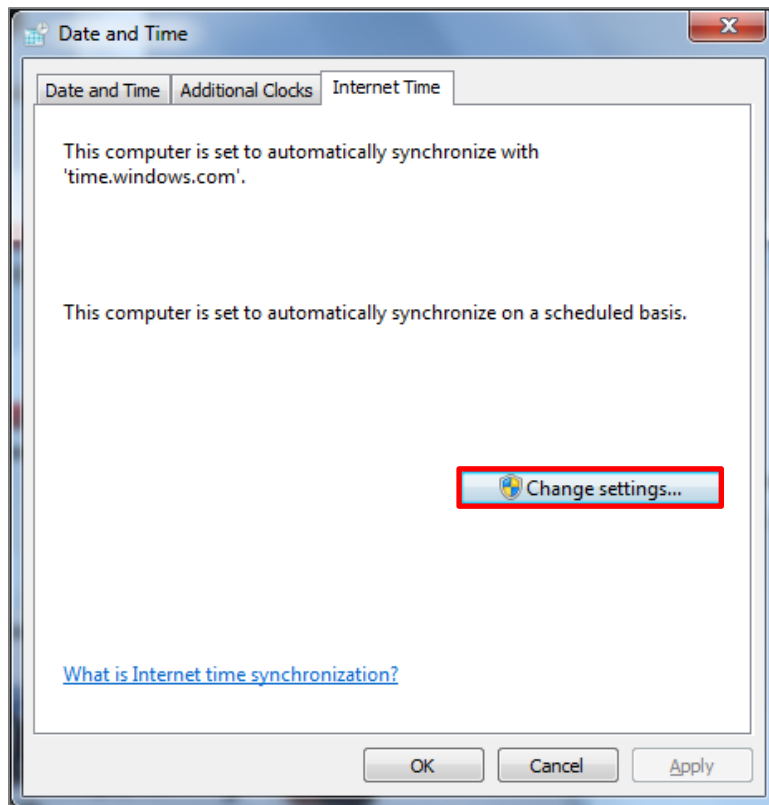
- a. Windows displays the **Date and Time** dialog window.

- 3) Click the “**Internet Time**” tab.

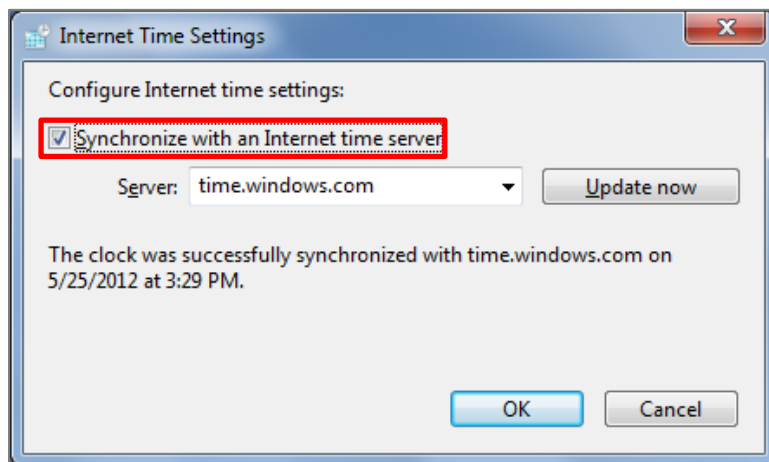
- ❖ **Note!** This tab is not available if your computer is a member of a domain. Stop here and contact your network administrator.

If the Internet Time tab is available, continue on the next page.





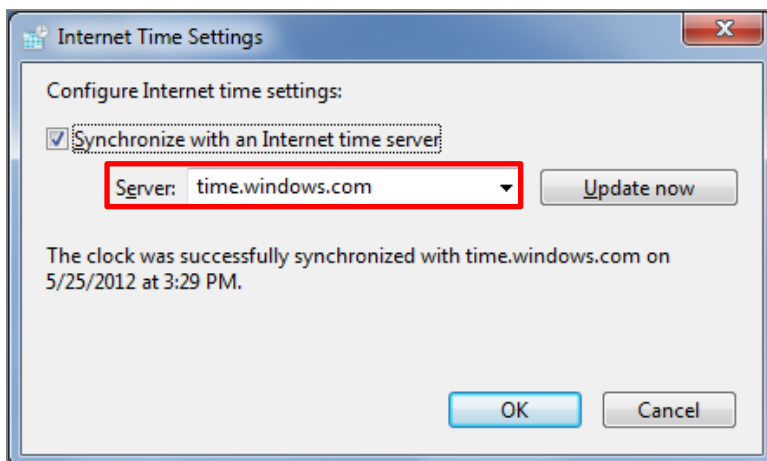
- 4) From the Internet Time tab, click “Change settings.”



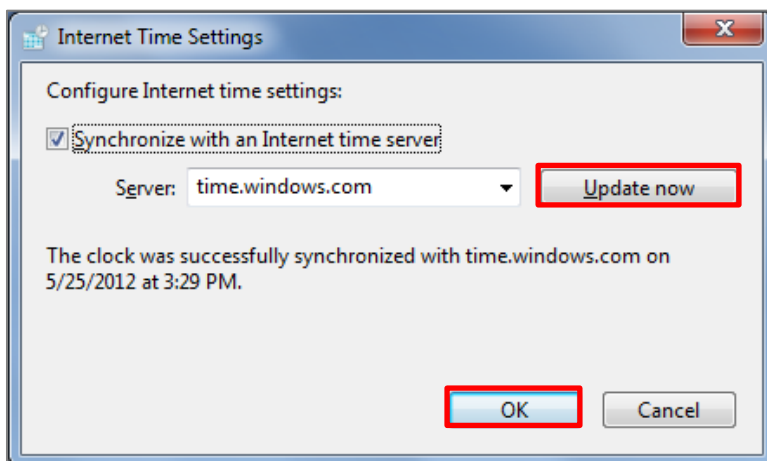
- 5) Check “Synchronize time with Internet time server.”

Continued on next page.

- 6) Choose the “time.windows.com” default.

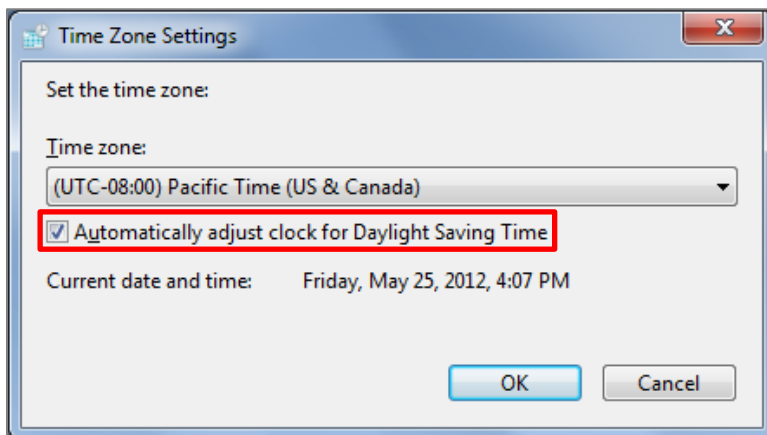


- 7) Click “Update now.”



- 8) Click “OK.”

- ❖ **Note!** If your time zone observes daylight saving time and you want computer’s clock to adjust when daylight saving time changes, check **Automatically adjust clock for Daylight Saving Time.**



Reference: Synchronizing your computer clock. (2012). Retrieved May 1, 2012, from http://www.microsoft.com/resources/documentation/windows/xp/all/proddocs/en-us/windows_date_it_overview.mspx?mfr=true

C. Lab Readiness Checks

This section provides guidance for preparing machines to implement CASAS eTests and TOPSpro Enterprise Online. This information confirms both minimum system and application requirements on a network of machines or on standalone machines (not part of a network).

Minimum System Requirements

Machine Checks:

1. Hardware
 - a. Processor: Pentium IV (or later, or equivalent)
 - b. Disk Space: 512 MB
 - c. RAM: 2 GB
 - d. Monitor: 1024 x 768
2. Software
 - a. XP, Vista, Windows 7
 - b. Microsoft [Silverlight 5](#) (or later) to run [CASAS eTests \(ET\) Online](#)
 - c. Microsoft [.NET Framework 4.5](#) (or later, full version, not client) to run [TOPSpro Enterprise \(TE\) Online](#)
 - ❖ **Note!** There is no installation of files, just an [executable file \(.exe\)](#) that runs locally during the test administration. Online users only require normal user access rights to execute tests on a local machine used for testing.
3. Web Browser
 - a. Internet Explorer 7.0*
 - b. Mozilla Firefox 3.6*
 - c. Google Chrome 23.0*
 - d. *or later version
 - ❖ **Note!** CASAS maintains a [Hypertext Transfer Protocol Secure \(HTTPS\)](#) connection and secure browser environment. All data is stored on the server hosted by CASAS, nothing is stored on a local machine.
4. Network
 - a. Access: domain name address <https://etestsonline.org/>
 - b. Permission: run an [executable file \(.exe\)](#) locally during the test administration
 - ❖ **Note!** Online users only require normal user access rights to execute tests on a local machine used for testing.



Download [Lab Readiness Checks](#) from the CASAS training material library.

Application Requirements

CASAS eTests (ET) Online Checks:

1. Application Management
 - a. Go to: <https://etestsonline.org/>
 - b. Click: **Sign In** (at center of screen)
 - i. If the screen opens to **Application Management Login**, this confirms the Microsoft [Silverlight 5](#) (or later) plug-in.
2. Station Management
 - a. Go to: <https://etestsonline.org/>
 - b. Click: **Register this computer** (at center of screen)
 - i. If the screen opens to **Station Management Login**, this confirms the CASASTests.exe file is allowed to run for machine registration and test administration.
3. Test Administration

This check is to confirm that no other applications are running in the background on the local machine or network, which may prohibit the ET Online Test Delivery/Secure Browser Application from locking during test administration.

❖ **Note!** To perform this check, you must be at a registered machine ([Registering Computers](#)), the machine must be added to a testing session ([Creating Sessions](#)), and the session must be started ([Managing Sessions](#)).

- a. Go to: <https://etestsonline.org/>
- b. Click: **Administer Test** (at center of screen)
 - i. If you are able to [Administering a Test](#) (not Practice Test), this confirms a secure browser for test administration.

TOPSpro Enterprise (TE) Online Checks:

1. TE Client (ClickOnce application deployment manifest application)
 - a. Go to: <https://etestsonline.org/>
 - b. Click: **TE Client** (at upper left of screen)
 - i. If a login screen opens, this confirms the full, not client, version of Microsoft [.NET Framework 4.5](#) (or later) plug-in.
2. Application Access (on a network)
 - a. Select Server: eTests Online – <https://etestsonline.org/>
 - b. Enter: User name and password
 - c. Click: Connect
 - i. If the application main screen opens, this confirms that your network's proxy server settings will allow the browser to make web requests to CASAS-hosted content.

For **technical assistance**, contact the **CASAS Technology Support Team** at techsupport@casas.org. This e-mail address alerts a support team that includes me and several other members. Communicating to the larger group will help us to ensure you receive a timely response. A team member is also available 8:00 am – 5:00 pm (Pacific), M – F, at 1-800-255-1036, option 2.

D. Administrative Planning Guide

CASAS eTests[®] Online



Administrative Planning Guide

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Overview

This guide assists you in identifying the most appropriate settings available through [CASAS eTests \(ET\) Online](#) to meet the assessment needs of your agency. You have the option to create testing sessions using simple or advanced configuration. Simple configuration allows you to create testing sessions with minimal effort to begin test administration. Advanced configuration allows you to customize testing sessions through additional options and settings. After completing this guide, you will use this information to set up testing sessions for online test administration.

CASAS hosts three online databases: One to complete online exercises using a fictional database; one for training at your agency; and one for production where test administration takes place. We encourage all staff involved with test administration to access their training agency database and test-drive the application as a dry run of the testing environment. Additionally, we encourage staff to administer several tests to themselves on the training database to understand fully how the online application delivers various computer-based tests.

Once you have the assurance that your testing sessions are configured appropriately, this guide can serve as a local policy for administering web-based assessment. The session configurations should not be altered arbitrarily by anyone not authorized to do so unless a decision is made to change the local policy.

For more information about proper administration of CASAS assessments and use of results, visit [Testing Guidelines](#) on the CASAS website.

What programs will use CASAS eTests Online?

CASAS eTests Online may be used for multiple instructional and training programs, for pre/post-testing to measure progress, and to determine placement or eligibility into a program. Testing sessions may be created to meet the specific assessment needs or requirements of each program.

The next few sections walk you through the decision-making process necessary to configure your testing sessions, at least initially, on the CASAS eTests Online databases. You may change any setting or option as needed. Once testing sessions are configured, you are ready to conduct test administration at any time, when needed, by simply starting and stopping the sessions.

Identify Program(s)		
Check all that apply		
	Basic Skills (ABE)	<input type="checkbox"/>
	ESL	<input type="checkbox"/>
	ESL/Citizenship	<input type="checkbox"/>
	Citizenship	<input type="checkbox"/>
	High School Diploma	<input type="checkbox"/>
	GED	<input type="checkbox"/>
	Spanish GED	<input type="checkbox"/>
	Career/Tech Ed	<input type="checkbox"/>
	Workforce Readiness	<input type="checkbox"/>
	Adults w/Disabilities	<input type="checkbox"/>
	Health & Safety	<input type="checkbox"/>
	Home Economics	<input type="checkbox"/>
	Parent Education	<input type="checkbox"/>
	Older Adults	<input type="checkbox"/>
	Other Program:	<input type="checkbox"/>
	ROCP	<input type="checkbox"/>

What modalities will you use in your program(s)?

Multiple modalities may be administered simultaneously with CASAS eTests Online. Typically, WIA, Title I, ABE, and ASE programs administer reading and math, whereas ESL programs typically administer reading and listening. Writing, problem solving, and critical thinking assessment require additional training.

Program(s)	Select Modality							
Circle all that apply	R = Reading M = Math L = Listening *W = Writing C = Citizenship *P = Problem Solving *T = Critical Thinking							
*Requires additional training for implementation								
Basic Skills (ABE)	R	M	L	W	C	P	T	
ESL	R	M	L	W	C	P	T	
ESL/Citizenship	R	M	L	W	C	P	T	
Citizenship	R	M	L	W	C	P	T	
High School Diploma	R	M	L	W	C	P	T	
GED	R	M	L	W	C	P	T	
Spanish GED	R	M	L	W	C	P	T	
Career/Tech Ed	R	M	L	W	C	P	T	
Workforce Readiness	R	M	L	W	C	P	T	
Adults w/Disabilities	R	M	L	W	C	P	T	
Health & Safety	R	M	L	W	C	P	T	
Home Economics	R	M	L	W	C	P	T	
Parent Education	R	M	L	W	C	P	T	
Older Adults	R	M	L	W	C	P	T	
Other Program:	R	M	L	W	C	P	T	
ROCP	R	M	L	W	C	P	T	

What test series will your programs use?

CASAS eTests Online delivers two types of web-based assessment – computer-based tests (CBT) and computer adaptive tests (CAT) through a repertoire of multiple test series in reading, math, and listening, from beginning basic skills through adult secondary levels. Depending if your program allows, you may choose the Long CAT in place of using a specific test series with alternate fixed-forms.

Program(s)	Select Fixed-Form/Test Series									
Circle all that apply	LW = Life and Work ECS = Employability Competency System LS = Life Skills WLS = Workforce Learning Systems SLA = Secondary Level Assessment *WP = Written Prompt *WSCS = Workforce Skills Certification System CIT = Government and History CAT = Long computer-adaptive test									
	*Requires additional training for implementation									
	Basic Skills (ABE)	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	ESL	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	ESL/Citizenship	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	Citizenship	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	High School Diploma	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	GED	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	Spanish GED	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
	Career/Tech Ed	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT
Workforce Readiness	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
Adults w/Disabilities	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
Health & Safety	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
Home Economics	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
Parent Education	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
Older Adults	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
Other Program(s):	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	
ROCP	LW	ECS	LS	WLS	SLA	WP	WSCS	CIT	CAT	

What Locator/Appraisal will you use?

Refer to eTests Guide **Section 3.2.3. Selecting Modalities** to determine which Locator/Appraisal is appropriate for use in your program(s).

Program(s)	Select Appraisal/Locator						
Circle all that apply	050 = Life Skills Listening Appraisal 080 = Form 80 Appraisal (reading, listening) 089 = Short Listening Locator 102 = Short CAT Locator (reading, math) 130 = ECS Appraisal Form (reading, math) 230 = Workplace Appraisal (reading, math)						
Basic Skills (ABE)	050	060	080	089	102	130	230
ESL	050	060	080	089	102	130	230
ESL/Citizenship	050	060	080	089	102	130	230
Citizenship	050	060	080	089	102	130	230
High School Diploma	050	060	080	089	102	130	230
GED	050	060	080	089	102	130	230
Spanish GED	050	060	080	089	102	130	230
Career/Tech Ed	050	060	080	089	102	130	230
Workforce Readiness	050	060	080	089	102	130	230
Adults w/Disabilities	050	060	080	089	102	130	230
Health & Safety	050	060	080	089	102	130	230
Home Economics	050	060	080	089	102	130	230
Parent Education	050	060	080	089	102	130	230
Older Adults	050	060	080	089	102	130	230
Other Program(s):	050	060	080	089	102	130	230
ROCP	050	060	080	089	102	130	230

What options will you use in your programs?

Identify the options that you plan to incorporate with programs using CASAS eTests Online. You can customize these options per program, testing session, testing station, and per student.

Identify Option(s)			
*System Default(s)	✓ Yes	Specify Program(s)	✓ No
Return to test menu after Locator/Appraisal	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Use Locator or Appraisal for posttests too	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Limit Locator to ## Minutes	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Allow 'I don't know' option on Locator	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Limit Appraisals OR tests to ## Minutes	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Allow 'I don't know' option on tests OR Appraisals	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Hide Practice Tests	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
*Allow student to select class from other sites	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Allow student to select class	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Select default site for class:	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
Select default class:	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

How will you conduct registration for each program using CASAS eTests?

You may create duplicate testing sessions to accommodate initial intake and ongoing testing for the same program. For example an intake session typically would *not* “Lock creation of new students” so that records may be added to the database at time of test administration, whereas an ongoing session may have “Lock creation of new students” enabled to avoid any risk of duplicated or mismatched records. Both sessions may be active at the same time to serve both needs simultaneously.

Identify Program(s)	*System Default(s)								
	*System Default	Lock creation of new students	Allow only specified students	*Find students in other sites	Collect student demographics	Collect statuses and goals	*Allow update on student information	*Collect program information	Select default program
Check all that apply									
Basic Skills (ABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL/Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/Tech Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults w/Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Program(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ROCP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What toolbar display options will you use in your programs?

You may dictate what appears in the retractable toolbar that displays along the top of the test-taker’s screen during test administration.

Identify Program(s)		*System Default(s)						Open	Pinned
*System Default(s)	*Show student code	*Show student name	*Show form number	*Show remaining items	*Show remaining time	*Show scale buttons			
Check all that apply									
Basic Skills (ABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
ESL/Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
High School Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Spanish GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Career/Tech Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Workforce Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Adults w/Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Health & Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Home Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Parent Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Older Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Other Program(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
ROCP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

What end test display options will you use in your programs?

You have the option to present a [Personal Score Report](#) at the end of test administration with the following information.

Identify Program(s)		*System Default(s)			
*System Default(s)	*Show End Test Report	*Show Raw Score	Show Scale Score	Show Fail/Pass	*Allow Print Report
Circle all that apply					
Basic Skills (ABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL/Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/Tech Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults w/Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Program(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ROCP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Admin

Admin settings generally are not changed unless a specific need arises in any of the described areas requiring an override of a system default. These settings may be applied to specific testing sessions without affecting other sessions.

	System Defaults	Edit Config
Allow Session To Start in Advance With ## Minutes	30	
Min Session Supervise Hours #	1	
Max Session Supervise Hours #	8	
Days Between Tests Of The Same Modality #	1	
Days Between Repeating The Same Test #	1	

E. Simulation Server

This document provides information on how to access the **Simulation Server** to experience CASAS eTests Online together with TOPSpro Enterprise Online in a functional context. **Rolling Hills Adult School (RHAS)** is a fictional database.

The simulation server is pre-populated with fictional data to give you a realistic training experience. We encourage you to use RHAS to test-drive the application as a dry run of the testing environment by administering several tests to yourself to understand fully how the online application delivers

various web-based tests in addition to understanding how to access data generated through test administration. You may also want to use the RHAS simulation server to conduct in-house staff training. There is no risk of compromising test security on the simulation server because all protected test content is suppressed, including audio. However, practice tests and practice items present just before entering protected test content are not suppressed, thus giving you a real-life experience of what to expect during live test administration.

The RHAS database restores nightly to its original state so you can experiment with making changes and yet be assured that you are working with the default database at the start of any given day.

For online access, use any of the 50 coordinator (1-50) and 50 proctor (1-50) accounts. Follow the steps listed (below) to access the **RHAS Simulation Server**.

TOPSpro Enterprise (TE) Online:

1. Go to: <https://etestsonline.org/RollingHills/>
2. Click: **TE Client** at upper-left of browser window
3. Select Server: eTests Training – Rolling Hills
4. Enter Agency ID: 4908
5. Enter User:
 - coordinator (1, 2, 3...40)@rhas.org (example: coordinator23@rhas.org)*

– OR –

proctor (1, 2, 3...40)@rhas.org (example: proctor8@rhas.org)

6. Enter Password: coordinator – OR – proctor

(Continued on next page)



CASAS eTests (ET) Online:

1. Go to: <https://etestsonline.org/RollingHills/>
2. Click: Sign In at center of browser window
3. Enter Agency ID: 4908
4. Enter User:
coordinator (1, 2, 3...50)@rhas.org (example: coordinator23@rhas.org)
– OR –
proctor (1, 2, 3...50)@rhas.org (example: proctor8@rhas.org)
5. Enter Password: coordinator – OR –proctor

Here are resources to get started quickly with CASAS eTests Online.

Note! For all references to the URL in these resources, be sure to *only* use –

➤ **RHAS Simulation Server URL** – <https://etestsonline.org/rollinghills/>

1. [Registering Computers](#)
2. [Creating Sessions](#)
3. [Managing Sessions](#)
4. [Administering Tests](#)

Additional resources:

1. [Lab Readiness Checks](#)
2. [Clock Synchronization](#)

For Technical assistance, contact the **CASAS Technology Support Team** at techsupport@casas.org. This e-mail address alerts a support team that includes me and several other members. Communicating to the larger group will help us to ensure you receive a timely response. A team member is also available 8:00 am – 5:00 pm (Pacific), M – F, at 1-800-255-1036, option 2.



[Implementing CASAS eTests Online.](#)

➤ www/casas.org > [Product Overviews](#) > [Software](#) > [CASAS eTests](#)

F. “Going Live” Checklist

- Request to test drive the **SIMULATION Server** (e-mail casas@casas.org)
- Confirm [System Compatibility](#) meets minimum specifications
- Submit an [Online Site Agreement](#)
- [Order](#) online test administrations (aka **WTUs/web-test units**)
- Complete [Staff Preparedness: CASAS Implementation, Coordinator](#) and [Proctor](#) certifications
- Request **activation of “live online testing”** – techsupport@casas.org)
- (If desired) Import data from an external source
- [Registering Computers](#) to use for testing
- [Creating Sessions](#) from completed [Administrative Planning Guide](#)
- Begin to [Managing Sessions](#) and [Administering Tests](#)

Steps 1 – 5 can be coordinated simultaneously. They are not sequential prerequisites.



G. CASAS Intake Process

CASAS eTests[®] Online



CASAS Intake Process

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Intake Process

This section provides a step-by-step tutorial on how to implement an intake process using CASAS eTests Online.

- Intake and orientation is your opportunity to welcome students to your program and determine their needs, goals, skill levels, and education and work backgrounds.
- With an effective intake and orientation process, you will create a learning environment that works with each of these factors. You can promote student retention rates, improve learning gains, and build overall program success.
- Engage your students at the beginning and they are more likely to have higher retention and completions rates. Use those proven intake strategies – building relationships, ensuring that students understand *their* options and *your* program expectations, and helping them identify the steps in their learning journey – and you will have students more engaged in and responsible for their education.

Initial Screening

The top section of the answer sheet (Name, Date, etc.) may be used as a screening device to identify learners who cannot read or write at all in English. Any examinees that have difficulty completing the first few fields should not be given the, reading, listening, or math Locator or Appraisal. However, they generally can be assessed using the CASAS Beginning Literacy Reading Assessment, Form 27 or 28 to further refine their placement and to determine their baseline reading level. The Oral Screening can be used to check their basic conversational ability. See *ESL Intake Process* on page 185

Once an examinee has been screened in English, assistance can be provided in English or in the native language, if necessary. Demographic data should still be collected for students with minimal language skills and the “Not able to test” bubble should be marked in the “Placement into Program” field on the answer sheet.

- **Oral Screening – see page 174.**
- **Writing Screening – see page 178.**

Administering and Scoring the Oral Screening

Description

The Oral Screening is intended to provide a quick measure of an examinee's speaking ability. It is optional and should not be given to those who obviously can speak English well. It may be used at the beginning of testing with examinees who cannot write their name and other information on the answer sheet, in order to screen from the reading and listening appraisals those examinees who should be referred directly to beginning ESL instruction. Alternatively, the test may be given as examinees finish the reading test, or at a separate time.

The Oral Screening is individually administered and consists of six questions. The examiner asks the questions, the examinee answers, and the examiner rates each response, marking a score in the ORAL section of the examinee's answer sheet (or on the *Oral/Writing Screening Response Sheet*, page 190). Agencies may expand the oral screening for a fuller assessment of speaking ability. The script of the *Oral Screening* instrument appears on page 176.

Administration Instructions

- Set up two chairs in a quiet corner, out of earshot of other examinees, who should be occupied with other activities.
- Introduce yourself, if appropriate. Then ask the questions as shown on the Oral Screening Script.
- If the examinee does not respond or asks for clarification, repeat the entire question once, exactly as written, or use the clarification questions provided.
- Score each item after the examinee has given a response. Following the scoring guidelines, assign a 0, 1 or 2 to each of the six oral screening questions (see the scoring rubric below). Mark scores on the answer sheet in the column labeled ORAL.
- If examinees are not able to answer one of the questions, go on to the next. For those who are having apparent difficulty, terminate the oral screening at any time and score the unanswered questions 0.

Scoring the Oral Screening

Score the oral screening according to the following guidelines. See also the script and scoring samples on the following pages.

Points	Guidelines
0	No answer, incomprehensible, or does not answer the question. Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
2	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.

Record the score for each response under ORAL on the first page of the answer sheet. Total the number of points for the six questions and record the total score in the box labeled ORAL SCORE (second page of the self-scoring answer sheet).

Oral Screening Script

Question	Response
What's your name?	This question is not scored. It may be omitted if the proctor knows the examinee.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.
4. Do you read in your native language? If Yes, ask: What do you like to read? If No, ask: Why not?	Yes. Some possible responses: names of books, types of books, subjects. No. Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>
5. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.

Oral Screening Samples

	SCORE		
	0	1	2
What's your name? NOT SCORED		My name Robert Torres.	Maria Alvarez.
1. What country are you from?	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
2. How long have you been in the United States? When did you come to the United States?	¿Cómo? Last time.	Two year.	I've been here since 1980.
3. Tell me why you want to learn English. Why do you want to study English?	Want? Learn? English. Good.	Improve study.	Because I want a better job.
4. Do you read in your native language? What do you like to read? Why not?	Sí. Yes. Read. . . . I no understand.	In Spanish? Yes. Oh, book, magazine.	Not much. I try to practice my English.
5. What work did you do in your country? What work are you doing now?	Uh . . . work. [No response]	Before, right? Before I'm here? Fix machine. Now work mechanic.	I never worked in Mexico.
6. How many years did you go to school in your country? How long did you go to school in your country?	School? [No response]	Go school six year.	Ten years.

Administering and Scoring the Writing Screening

Description

The Writing Screening is an optional exercise in which examinees are asked to write two sentences that are dictated to them. This short test provides a very general assessment of a person’s ability to aurally comprehend and write basic English sentences. Items are scored holistically on a three-point scale.

Administration Instructions

Examinees will need the *Oral/Writing Screening Response Sheet* (page 190) to write the dictated sentences.

The test administrator should have a native or near-native accent in spoken English, and should speak in a loud, clear voice with an easy, natural pace when dictating the sentences. The sentences are:

1. **The flag is red, white and blue.**
2. **New York is the largest city in the United States.**

To begin the test, say: “You will write two sentences. I will say each sentence three times. Now listen, and write Sentence 1.” Dictate the first sentence. After a brief pause, repeat it; pause again and repeat again. Do the same with the second sentence. The examinees should not get help from other students or look at other students’ responses.

Scoring the Writing Screening

Score the Writing Screening according to the following guidelines:

Points	Guidelines
0	Nothing written, completely illegible or wrote the wrong sentence.
1	Wrote some words correctly.
2	Wrote the complete sentence correctly.

Practice scoring using the *Writing Sample Scoring Practice Worksheet* on page 179; correct scoring is shown on page 180. Those who will be scoring the Writing Screening in your agency should discuss their ratings and come to consensus before proceeding to score actual examinee samples.

Record the scores in the *Writing Screening* section of the answer sheet, page 190. Total the number of points for both sentences and record the total score in the box labeled Total Points.

Writing Sample Scoring Practice Worksheet

- | | |
|---|------------------------|
| <ol style="list-style-type: none"> 1. The flag is red, white, and blue. 2. New York is the largest city in the United States. | <p>Score
(0-2)</p> |
|---|------------------------|

- | | |
|--|-------|
| 1. [The flag is white and blue] | _____ |
| 2. [The flag is red white and blue] | _____ |
| 3. [white and blue] | _____ |
| 4. [The flag is red light and blue] | _____ |
| 5. [YES] | _____ |
| 6. [New York is the largest city in the U.S] | _____ |
| 7. [Do you like to stay] | _____ |
| 8. [New York is the large and nice] | _____ |
| 9. [New York is largest city in the United States] | _____ |
| 10. [New York is a large city in the US] | _____ |

Writing Sample Scoring Practice Scores

- | | |
|---|------------------------|
| <ol style="list-style-type: none"> 1. The flag is red, white, and blue. 2. New York is the largest city in the United States. | <p>Score
(0-2)</p> |
|---|------------------------|

1. [The flag is white and blue]	<u>1</u>
-----------------------------------	----------

2. [The flag is red white and blue]	<u>2</u>
---------------------------------------	----------

3. [white and blue]	<u>0</u>
-----------------------	----------

4. [The flowers is red light and blue..]	<u>1</u>
--	----------

5. [YES]	<u>0</u>
------------	----------

6. [New York is the largest city in the U.S]	<u>2</u>
--	----------

7. [Do you like to stay]	<u>0</u>
----------------------------	----------

8. [New York is the large and nice]	<u>1</u>
---------------------------------------	----------

9. [New York is largest city in the United States]	<u>1</u>
--	----------

10. [New York is a large city in The us]	<u>1</u>
--	----------

Interpretation of Results

The CASAS Appraisal has several uses: basic skills education referral, placement into instructional program or class, and identification of pre-/post progress test level.

Basic Skills Education Referral

The CASAS Appraisal can be used to determine basic skills proficiency. The scores assist in determining eligibility and in developing an EDP (Educational Development Plan) or ISS (Individual Service Strategy). The goal is to place students into a training or educational program where they can succeed.

Program Placement

The flowchart *CASAS ESL Intake Process* on page 185 provides guidelines for determining class placement and pretest level based on results of the CASAS Appraisal. It also provides guidance in screening, testing, and placing learners with minimal language ability.

CASAS Appraisal test results help identify a student's general skill level in listening and reading. CASAS scale scores are correlated to the *CASAS Skill Levels* (see pages 186-187), which describe expected performance in realistic contexts. The descriptions serve as benchmarks that are useful in interpreting CASAS scale scores. The skill levels are based on many years of achievement data and experience with students enrolled in Basic Education programs, and are valid for both native English-speaking students (in ABE classes) and non-native English speakers (in ESL).

Programs should bear in mind that the levels are presented as general guidelines and should be adapted to local class levels and program focus. When the level descriptions are used as references for student placement, program purpose and focus of instruction should be taken into consideration, since a learner may score higher in one skill area than another – attaining a higher score in reading than in listening, for example. The lower test score is generally used for program placement. However, if a program places greater emphasis on listening and speaking skills at the beginning levels of ESL instruction, the listening score may be given greater weight in determining learners' placement into lower levels in that program. Conversely, if there is emphasis on reading and writing skills at the intermediate and advanced ESL levels in a program, then the reading score could be given greater weight for learner placement into these higher levels. Please note that the listening and reading scales are distinct and cannot be averaged to determine learner placement.

The CASAS Appraisal is one measure by which a program can make decisions on appropriate program or class placement. In any program, final determination should involve a combination of assessments looking at a variety of skills.

Many agencies are required to interpret and report student test performance in terms of grade level. While CASAS has not advocated such interpretation for adult learners, references have been established for use when required. *CASAS Scale Score References for Grade Levels* (page 189) shows grade levels corresponding to CASAS scale scores for reading.

Score Interpretation for the Oral Screening

As shown in the flowchart, examinees who score less than 6 points on the Oral Screening should not be given the Listening or Reading sections of the CASAS Appraisal. Those who score less than 6 points can be given one or more of the following tests:

- Beginning Literacy Reading Assessment, Form 27 or 28
- Level A Reading Test, Form 81 R
- Level A Listening Test, Form 981 L

Testing Accommodations

Testing accommodations provide learners with disabilities an opportunity to demonstrate their skills and abilities without interference from sensory, motor, language, or psychological skills caused by the disability itself. Accommodations may alter the conditions for administering a test such as changes in timing, setting or responding, or they may change the format of the test such as use of a Braille version or text enlarger. Appropriate accommodations meet the needs of learners without changing what a test is intended to measure. It is important to note that not all learners with disabilities will need testing accommodations.

Legislation regarding Accommodations

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998, which aim to improve access to adult programs and achieve employment outcomes for learners with disabilities. Section 504 in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004, have provisions related to testing accommodations for learners with disabilities. The No Child Left Behind Act of 2001 ensures equal access for all learners in education programs, including learners with disabilities.

Local Agency Responsibility

Local agencies are responsible for providing fully accessible services and reasonable accommodations for learners with documented disabilities. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Education Plan (IEP), Individual Program Plan (IPP) or Individualized Plan for Employment (IPE). The documentation must show that the disability interferes with the learner's ability to demonstrate

performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

Accommodations in Test Administration Procedures

Local test administrators may provide accommodations in testing conditions for documented disabilities without contacting CASAS. Examples of accommodations in testing conditions are testing in an alternate room, using a colored overlay, allowing extended time, giving supervised breaks, or providing a sign language interpreter (for test administration directions only). Test administrators do not need to contact CASAS for permission to make these particular accommodations. It is *not* an appropriate accommodation to *read a CASAS reading test* or to allow use of a vocabulary pen.

Use of Appropriate CASAS Test Forms

CASAS provides tests in a format appropriate for learners with disabilities, such as computer-adaptive and computer-based tests, a Braille test, and large-print tests. All CASAS test booklets are available in large-print format. A version of the Life and Work reading test is available in Braille. Computer-adaptive and computer-based tests are available in reading, math and listening. Contact CASAS at 1-800-255-1036 for information on other test formats. Do not change a test format locally. Alternate test formats must meet standardized test development procedures.

For more information, go to www.casas.org and refer to the [*Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities*](#). The paper includes a matrix with sample accommodations for specific disabilities.

CASAS ABE Intake Process

Guidelines for determining level placement

1

Assess student's basic English language proficiency

- ✓ observe how well the student can fill out forms and perform other writing tasks
- ✓ consider number of years of formal schooling and other information on demographic records
- ✓ administer CASAS writing screening or other writing assessment
- ✓ consider other factors affecting level placement

... then evaluate information and determine next step

Student has difficulty writing name and address and in completing writing sample, or has other significant limitations

Student writes name and address, and produces basic writing sample

2A

Skip the locator or appraisal and administer the five practice items from Form 27, one-on-one.

Results

- some difficulty
- little or no difficulty

Test form to administer

- Administer **Form 27** as pretest
- Administer **Level A reading and math** forms as pretest

Administer the locator or appraisal

for reading and math:

- Locator + pretest, or
- Appraisal + pretest, or
- Appraisal (alone)

2B

3

Place student in an instructional level according to the lower of the two pretest scores.

- The pretest score serves as the initial point of comparison for progress testing.
- The appraisal score (alone) provides accurate placement information.

CASAS ESL Intake Process

Guidelines for determining level placement

- 1** Assess student's basic English language proficiency
- ✓ observe how well the student communicates and fills out forms
 - ✓ consider number of years of formal schooling and other information on demographic records
 - ✓ administer CASAS oral screening or other oral assessment
 - ✓ administer CASAS writing screening or other writing assessment
 - ✓ consider other factors affecting level placement

... then evaluate information and determine next step

Scores on CASAS Oral Screening and Writing Screening or other factors

<u>Oral Screening</u>	<u>Writing Screening</u>	<u>Other Factors</u>
-----------------------	--------------------------	----------------------

<6	0-1	poor
----	-----	------

<6	1-2	good
6 or more	0-1	poor
6 or more	1-2	good

2A

Skip the locator or appraisal and administer the five practice items from Form 27, one-on-one.

Results

- some difficulty
- little or no difficulty

Test form to administer

- Administer **Form 27** as pretest
- Administer **Level A reading and listening** forms as pretest

Administer the locator or appraisal for reading and listening:

- Locator + pretest, or
- Appraisal + pretest, or
- Appraisal

2B

3

Place student in an instructional level according to the lower of the two pretest scores.

- The pretest score serves as the initial point of comparison for progress testing.
- The appraisal score (alone) provides accurate placement information.

CASAS Skill Level Descriptors for ABE

Scale Score	CASAS Level	Descriptors
250	E	Advanced Adult Secondary With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	Adult Secondary Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	Advanced Basic Skills Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215	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 topics. 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 or written instructions and diagrams if they can be clarified orally.
210		
205	A	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.
200		
190		
180		Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
150		

This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

CASAS Skill Level Descriptors for ESL

Scale Score	CASAS Level	Descriptors
250	E	Proficient Skills Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals. (SPL 8)
245		
240	D	Adult Secondary Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
235		
230	C	Advanced ESL Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation. (SPL 6)
225		
220	B	High Intermediate ESL Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
215		
210		Low Intermediate ESL Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)
205		
200	A	High Beginning ESL Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
190		Low Beginning ESL Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
180		Beginning Literacy/Pre-Beginning ESL Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)
150		

This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

CASAS and NRS Educational Functioning Levels

For WIA, Title II Funded Agencies – ABE and ASE

Educational Functioning Levels	CASAS Level	Reading and Math Scale Score Ranges	Functional Writing Scale Score Ranges
1 Beginning ABE Literacy	A	200 and below	136* - 200
2 Beginning Basic Education	B	201-210	201 - 225
3 Low Intermediate Basic Education	B	211 - 220	226 - 242
4 High Intermediate Basic Education	C	221 - 235	243 - 260
5 Low Adult Secondary Education	D	236 - 245	261 - 270
6 High Adult Secondary Education	E	246 and above	271 and above

* Estimated score below the accurate range

For WIA, Title II Funded Agencies – ESL/ELL

Educational Functioning Levels	CASAS Level	Reading and Listening Scale Score Ranges	Functional Writing Scale Score Ranges
1 Beginning ESL Literacy	A	180 and below	N/A
2 Low Beginning ESL	A	181 - 190	136* - 145
3 High Beginning ESL	A	191 - 200	146 - 200
4 Low Intermediate ESL	B	201 - 210	201 - 225
5 High Intermediate ESL	B	211 - 220	226 - 242
6 Low Advanced ESL	C	221 - 235	243 - 260

* Estimated score below the accurate range

NRS Educational Functioning Levels to CASAS Scale Scores and Grade Levels

Youth funded programs now have a 3rd option for “Category of Assessment” which will allow states to choose both Adult Basic Education (ABE) and English-As-A-Second Language (ESL). This allows the assessment of reading, math, and listening skills.

Agencies should use grade level information *only* for administrative purposes when state or federal regulations call for a grade level.

For WIA, Title I Funded Agencies and Youth Providers

NRS Educational Functioning Levels				CASAS
EFL	ABE	ESL		Score Ranges*
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below
2		Low Beginning ESL		181-190
3	Beginning ABE Literacy	High Beginning ESL		191-200
4	Beginning Basic Education	Low Intermediate ESL		201-210
5	Low Intermediate Basic Education	High Intermediate ESL		211-220
6	High Intermediate Basic Education	Advanced ESL		221-235
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-245
8	High Adult Secondary Education			246 and above

* Reading, Numeracy, and Listening

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug. 13, 2007

Oral / Writing Screening Response Sheet

Date: _____

Student Name: _____
First Last

Test Administrator Name: _____
First Last

Oral Screening

Total Points

- 1 (0) (1) (2)
- 2 (0) (1) (2)
- 3 (0) (1) (2)
- 4 (0) (1) (2)
- 5 (0) (1) (2)
- 6 (0) (1) (2)

Writing Screening

1 | _____

2 | _____

Writing Scores

Total Points

- 1 (0) (1) (2)
- 2 (0) (1) (2)

Comments

H. SLA Mathematics Formulas and Equivalences

Secondary Level Assessment (SLA) Form 505 and Form 506

DIRECTIONS: Use the table below to answer questions throughout the test.

FORMULAS AND EQUIVALENCES

AREA (A) of a:

square	$A = s^2;$	where $s =$ side
rectangle	$A = lw;$	where $l =$ length, $w =$ width
parallelogram	$A = bh;$	where $b =$ base, $h =$ height
triangle	$A = \frac{1}{2}bh;$	where $b =$ base, $h =$ height
circle	$A = \pi r^2;$	where $\pi = 3.14$, $r =$ radius

PERIMETER (P) of a:

square	$P = 4s;$	where $s =$ side
rectangle	$P = 2l + 2w;$	where $l =$ length, $w =$ width
triangle	$P = a+b+c;$	where $a, b,$ and c are the sides
circumference (C) of a circle	$C = \pi d ;$	where $\pi = 3.14$, $d =$ diameter

VOLUME (V) of a:

cube	$V = s^3;$	where $s =$ side
rectangular container	$V = lwh;$	where $l =$ length, $w =$ width, $h =$ height
cylinder	$V = \pi r^2 h;$	where $\pi = 3.14$, $r =$ radius, $h =$ height

PYTHAGOREAN THEOREM

$c^2 = a^2 + b^2;$	where $c =$ hypotenuse, a and b are legs of a right triangle
--------------------	---

SIMPLE INTEREST

$i = prt;$	where $p =$ principal, $r =$ rate, $t =$ time
------------	---

1 gallon = 4 quarts = 8 pints = 16 cups	1 cup = 8 fluid ounces
1 yard = 3 feet = 36 inches	1 fluid ounce = 2 tablespoons
1 mile = 5280 feet	1 pound = 16 ounces
1 ton = 2000 pounds	
1 meter = 100 centimeters	1 centimeter = 10 millimeters
1 gram = 1000 milligrams	1 kilogram = 1000 grams
1 kilometer = 1000 meters	
1 meter = 1.09 yard	1 inch = 2.54 centimeters
1 kilometer = .62 miles	1 kilogram = 2.2 pounds
1 liter = 1.06 quarts	

I. Demographics Details

Demographic Field	Demographic Details	
*Student Code	<p>Enter the unique identification (ID) code used consistently on all subsequent forms. This is typically a <i>local agency-assigned</i> code, or may be a Social Security number. An ID may be entered with all alpha, all numeric, or a combination of alpha-numeric characters. An ID may also contain symbols such as dashes, slashes, or periods, and spaces.</p> <p><i>*Note: This field is critical and links all student information by their unique ID code. Students must use one unique ID for all testing to accurately track the student's test history, learning results and progress within the program year.</i></p>	
Student Name	<p>Enter first name, middle name or initial (optional), and then last name. Test-takers with two last names should choose one name and use this name consistently on all subsequent forms.</p>	
Gender	<p>Indicate male or female.</p>	
Date of Birth	<p>Enter date of birth. Mark a leading zero for days less than 10. Mark 19 or 20 for birth years during the 1900 or 2000.</p>	
Highest Grade Level Completed	<p>Indicate the number of years of formal schooling completed. Schooling in the United States or abroad is included.</p>	
	I earned the above outside of the U.S.	<p>Indicate if formal schooling was completed outside the United States. If some schooling was completed in the U.S., and some outside the U.S., then mark this only if more than 50% was completed outside the U.S.</p>
Highest Diploma / Degree Earned	<p>Mark one. Indicate the highest credential or degree achieved. Schooling in the United States or abroad is included.</p>	
	<p>None</p> <p>GED Certificate</p> <p>High School Diploma</p> <p>Technical/Certificate</p> <p>Some College, No Degree</p> <p>A.A. / A.S. Degree</p>	<p>= Has no high school level diploma or GED certificate.</p> <p>= Received an official GED certificate issued by the state GED office.</p> <p>= Received a high school diploma, adult high school diploma, or a modified high school diploma.</p> <p>= Received a certificate of completion in a professional/technical program. (Examples: welding, cosmetology, phlebotomy, nurse's assistant)</p> <p>= Has enrolled in an accredited institution but has not earned a degree.</p> <p>= Has a two-year degree from an accredited institution.</p>

Demographic Field		Demographic Details	
		4-yr. College Graduate	= Has a four-year degree from an accredited institution; i.e., bachelor of arts or science degree.
		Graduate Studies	= Has completed accredited course work beyond a four-year degree.
		Other Diploma/Degree	= Was awarded some type of diploma not included above.
		I earned the above outside of the U.S.	Please indicate whether the diploma or degree was earned outside the United States.
Native Language		Mark one. Indicate the prevalent language spoken in the home as a child.	
Ethnicity	Mark one. Indicate the group with which you primarily identify:		
	Hispanic or Latino	=	Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
	Not Hispanic or Latino	=	Not included in the above definition.
Race	Mark one or more, according to your origins:		
	White	=	A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic culture or origin.
	Asian	=	A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).
	Black or African American	=	A person who has origins in any of the Black racial groups of Africa.
	Native Hawaiian / Pacific Islander	=	A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
	Filipino	=	A native or inhabitant of the Philippines.
	American Indian or Alaska Native	=	A member of any of the indigenous peoples of North, Central, or South America, esp those of North America. Also called: Native American.
		=	A member or descendant of any of the aboriginal peoples of Alaska.

J. Program Details

Program Info	Program Details
Mark the instructional program(s) of current or anticipated enrollment.	
Basic Skills (ABE)	= For adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family.
ESL	= Helps adults who are limited English proficient achieve competence in the English language.
ESL / Citizenship (231 Program)	= Helps adults who are limited English proficient achieve competence in English with focus on language skills necessary to obtain citizenship.
Citizenship	= Class to obtain U.S. citizenship.
High School Diploma	= Traditional high school diploma or alternative high school or adult high school diploma.
GED	= Preparation for the GED test. Includes learners working on a GED in languages other than English (i.e. Spanish GED).
Spanish GED	= Leave blank.
Career / Tech Ed.	= Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.
Workforce Readiness	= Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include: <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement
Adults w/Disabilities	= Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Includes persons with the following impairments: <ul style="list-style-type: none"> • Developmental disability • Deafness or hearing impairments • Blindness or visual impairments • Emotional/mental disability • Physical disabilities • Traumatic brain injury • Neurological disability
Health & Safety	= Prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.

Program Info	Program Details
<p>Home Economics</p>	<p>= Family and consumer education instruction including:</p> <ul style="list-style-type: none"> • Development of positive self-concept • Understanding personal growth • Development and relationships with peers and family members in the home, school, and community (including men, women, minorities and persons with disabilities)
<p>Parent Education</p>	<p>= Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:</p> <ol style="list-style-type: none"> a. Interactive literacy activities between parents and their children b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children c. Parenting skills
<p>Older Adults</p>	<p>= Services for older adults as determined by their agency.</p>
<p>Other Program</p>	<p>= Test-taker is enrolled in a program not listed.</p>
<p>ROCP</p>	<p>Regional Occupational Centers and Programs (ROCP) are designed to serve the state’s interests in providing quality career preparation and technical education.</p>

K. Personal and Labor Force Status Details

Personal Status	Personal Status Details
Mark all that apply.	
TANF =	Individual receives funds through, or are eligible for Temporary Assistance to Needy Families (TANF) , California Work Opportunity Responsibility to Kids (CalWORKs) , or welfare. <i>Note: The California Department of Education (CDE) requires that CalWORKs test-takers mark TANF. Refer to Supplemental Instructions for CalWORKs test-takers in the Administration Manual for California.</i>
Other Public Assistance =	Test-taker receives federal, state or local financial assistance including: <ul style="list-style-type: none"> • Food stamps • Refugee cash assistance • General assistance • Aid to the blind or totally disabled • Definition does not include: <ul style="list-style-type: none"> ○ Social Security benefits ○ Unemployment insurance ○ Employment-funded disability
WIA, Title I =	Test-taker receives employment training or assistance through WIA, Title I for: <ul style="list-style-type: none"> • Youth and adult employment activities • Dislocated workers • Displaced homemakers • Low income individuals • Non-traditional employment • Older individuals or youths with significant barriers to employment • Individuals with disabilities Test-taker receives employment or assistance through WIA, Title I Subtitle C Job Corps program, or WIA, Title I Subtitle D National Programs for: <ul style="list-style-type: none"> • Native Americans • Migrant and Seasonal Farm Workers • Veterans Workforce Investment • Youth Opportunity Grants • Demonstration • Pilot • Multi-service Research or Multi-state Projects • National Emergency Grants
Rehabilitation =	Physical restoration of a sick or disabled person by therapeutic measures and re-education to participate in the activities of a normal life within the limitations of a physical disability.
Enrolled in High School /K12 =	Test-taker enrolled in high school and adult school classes at the same time.

Personal Status	Personal Status Details
Dislocated Worker	= Test-taker received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.
Veteran	= Test-taker has served in the active military and was discharged or released from such service under conditions other than dishonorable.
Physically Disabled	= Test-taker has a record of, or is regarded as having any type of physical impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.
Learning Disabled	= Test-taker has a record of, or is regarded as having any type of mental impairment that substantially limits communication or restricts learning and understanding in one or more of the areas of reading, writing, and numeracy.
Displaced Homemaker	= Test-taker has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income. Test-taker is unemployed, underemployed, and is experiencing difficulty in obtaining or upgrading employment.
Single Parent	= Test-taker has custodial support of one or more dependent children.
Other	= Any other personal status not listed above.

Labor Force Status	Labor Force Status Details
Please mark one.	
Employed	= Work as paid employees, work in their own business or farm, or work 15 hours or more a week as unpaid workers on a farm or in a business operated by a member of the family. Includes test-takers not currently working but who have jobs or businesses from which they are temporarily absent.
Unemployed	= Not working, but are seeking employment, have made specific efforts to find a job, and are available for work. Includes unemployed who have not looked for work in the last four weeks.
Not Employed / Not Seeking Work	= Not employed, are not seeking employment, and are not retired.
Retired	= Retired and not seeking employment.

L. Primary and Secondary Goals Details

Goals	Goals Details
<p>Attainable Goal Within Current Program Year</p>	<p>Select one primary goal and one secondary goal. Ensure the student indicates a goal he or she hopes to attain within the current program year.</p>
<p>Improve Basic Skills</p>	<p>= Improve overall basic literacy skills.</p>
<p>Improve English Skills</p>	<p>= Improve English literacy skills (e.g. speaking, listening or writing) to enable better communication with others.</p>
<p>High School Diploma / GED</p>	<p>= Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the GED exam.</p>
<p>Get a Job</p>	<p>= Obtain full or part-time paid employment.</p>
<p>Retain Job</p>	<p>= Upgrade skills to enable retention of current job, increase opportunities for promotion, or get a better job.</p>
<p>Enter College or Training</p>	<p>= Achieve skills to enable enrollment in a postsecondary education program or job-training program.</p>
<p>Work-Based Project</p>	<p>= Obtain the skills needed to complete a project student activity (i.e. a course of 12-30 hours duration designed to teach specific workplace skills).</p>
<p>Family Goal</p>	<p>= Meet a defined family goal related to instruction with a clearly definable outcome (such as increased involvement in children’s education, reading more to child, or similar goal.)</p>
<p>U.S. Citizenship</p>	<p>= Obtain skills to pass U.S. citizenship test.</p>
<p>Military</p>	<p>= Obtain requirements for entry into the military service.</p>
<p>Personal Goal</p>	<p>= Meet a defined personal goal related to a clearly definable outcome (such as pass a driver’s test or improve reading ability).</p>
<p>None</p>	<p>= No secondary reason for enrollment.</p>
<p>Other Attainable Goal</p>	<p>= Any other goal related to instruction with a clearly definable outcome.</p>

M.Next Assigned Test Charts

Life and Work Reading Series

Beginning Literacy – Form 27R & 28R

FORM 27R		
Raw Score	Scale Score	NAT
1	*	Beg. Lit. Form 28R
2	*	
3	*	
4	*	
5	153	
6	155	
7	158	
8	160	
9	162	
10	164	
11	165	
12	167	
13	169	
14	170	
15	172	
16	174	
17	176	
18	177	
19	179	
20	181	Level A Form 81R
21	183	
22	184	
23	187	
24	189	
25	191	
26	192♦	
27	194♦	
28	196♦	
29	199♦	
30	202♦	

FORM 28R		
Raw Score	Scale Score	NAT
1	*	Beg. Lit. Form 27R
2	*	
3	*	
4	*	
5	153	
6	156	
7	158	
8	160	
9	162	
10	164	
11	166	
12	167	
13	169	
14	170	
15	172	
16	174	
17	175	
18	177	
19	179	
20	180	Level A Form 82R
21	182	
22	184	
23	186	
24	189	
25	191	
26	192♦	
27	194♦	
28	196♦	
29	199♦	
30	202♦	

- * Below accurate range. Retest at a lower level.
- ♦ Conservative estimate. Retesting is recommended.

Life and Work Reading Series

Level A – Form 81R & 82R

FORM 81R		
Raw Score	Score	NAT
1	*	Beg. Lit. Form 27R
2	*	
3	*	
4	*	
5	170	Level A Form 82R
6	173	
7	176	
8	178	
9	180	
10	182	
11	184	
12	186	
13	189	
14	191	
15	193	Level A Form 81RX
16	195	
17	197	
18	200	
19	203	
20	205♦	Level B Form 83R
21	206♦	
22	208♦	
23	209♦	
24	210♦	

FORM 82R		
Raw Score	Score	NAT
1	*	Beg. Lit. Form 28R
2	*	
3	*	
4	*	
5	170	Level A Form 81R
6	173	
7	176	
8	178	
9	180	
10	182	
11	184	
12	186	
13	188	
14	191	
15	193	Level A Form 82RX
16	195	
17	197	
18	200	
19	203	
20	205♦	Level B Form 84R
21	206♦	
22	208♦	
23	209♦	
24	210♦	

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

Life and Work Reading Series

Level AX – Form 81RX & 82RX (Extended range forms)

What are extended range (X-level) forms?

The extended range (X-level) forms are a bridge between test levels, have a broader accurate range, and may allow students to show progress without having to move immediately to a more difficult higher level test.

FORM 81RX		
Raw Score	Scale Score	NAT
1	*	Level A Form 81R
2	*	
3	*	
4	*	
5	182	
6	184	
7	186	
8	188	
9	190	
10	192	
11	194	Level AX Form 82RX
12	196	
13	197	
14	199	
15	201	
16	202	
17	204	
18	206	Level B Form 83R
19	208	
20	210	
21	212	
22	214	
23	216	
24	218♦	
25	220♦	Level C** Form 85R or 185R
26	222♦	
27	224♦	
28	227♦	

FORM 82RX		
Raw Score	Scale Score	NAT
1	*	Level A Form 82R
2	*	
3	*	
4	*	
5	182	
6	184	
7	186	
8	188	
9	190	
10	192	
11	194	Level AX Form 81RX
12	196	
13	197	
14	199	
15	200	
16	202	
17	204	
18	206	Level B Form 84R
19	208	
20	210	
21	212	
22	214	
23	216	
24	218♦	
25	220♦	Level C** Form 86R or 186R
26	222♦	
27	224♦	
28	227♦	

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Life and Work Reading Series

Level B – Form 83R & 84R

FORM 83R		
Raw Score	Scale Score	NAT
1	*	Level A Form 81R
2	*	
3	*	
4	186	Level AX Form 81RX
5	189	
6	191	
7	194	
8	195	
9	197	
10	199	
11	200	Level B Form 84R
12	202	
13	203	
14	205	
15	206	
16	208	
17	209	
18	210	
19	212	
20	213	
21	215	
22	216	
23	218	
24	220	
25	222	Level C** Form 85R or 185R
26	224	
27	226	
28	229	
29	230♦	
30	231♦	
31	232♦	
32	234♦	

FORM 84R		
Raw Score	Scale Score	NAT
1	*	Level A Form 82R
2	*	
3	*	
4	186	Level AX Form 82RX
5	189	
6	191	
7	193	
8	195	
9	197	
10	199	
11	200	Level B Form 83R
12	202	
13	203	
14	205	
15	206	
16	208	
17	209	
18	210	
19	212	
20	213	
21	215	
22	216	
23	218	
24	220	
25	222	Level C** Form 85R or 185R
26	224	
27	226	
28	229	
29	230♦	
30	231♦	
31	232♦	
32	234♦	

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Life and Work Reading Series

Level C – Form 85R & 86R

FORM 85R		
Raw Score	Scale Score	NAT
1	*	Level B Form 83R
2	*	
3	*	
4	200	Level C** Form 86R or 186R
5	202	
6	205	
7	207	
8	208	
9	210	
10	212	
11	213	
12	215	
13	216	
14	217	
15	218	
16	220	
17	221	
18	222	
19	223	
20	224	
21	226	
22	227	
23	228	
24	230	
25	231	
26	232	
27	234	
28	235	
29	237	
30	239	Level D Form 187R
31	241	
32	243	
33	246	
34	247♦	
35	248♦	
36	250♦	
37	252♦	

FORM 86R		
Raw Score	Scale Score	NAT
1	*	Level B Form 84R
2	*	
3	*	
4	200	Level C** Form 85R or 185R
5	203	
6	205	
7	207	
8	209	
9	210	
10	212	
11	213	
12	215	
13	216	
14	217	
15	218	
16	220	
17	221	
18	222	
19	223	
20	224	
21	226	
22	227	
23	228	
24	230	
25	231	
26	232	
27	234	
28	235	
29	237	
30	239	Level D Form 188R
31	241	
32	243	
33	246	
34	247♦	
35	248♦	
36	250♦	
37	252♦	

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Life and Work Reading Series

Level C – Form 185R & 186R

FORM 185R		
Raw Score	Score	NAT
1	*	Level B Form 83R
2	*	
3	*	
4	197	Level C** Form 86R or 186R
5	200	
6	202	
7	204	
8	206	
9	208	
10	209	
11	211	
12	212	
13	214	
14	215	
15	216	
16	218	
17	219	
18	220	
19	221	
20	222	
21	224	
22	225	
23	226	
24	228	
25	229	
26	230	
27	232	
28	233	
29	235	
30	237	
31	238	Level D Form 187R
32	241	
33	243	
34	246	
35	247♦	
36	248♦	
37	250♦	
38	252♦	

FORM 186R		
Raw Score	Score	NAT
1	*	Level B Form 84R
2	*	
3	*	
4	197	Level C** Form 85R or 185R
5	200	
6	202	
7	204	
8	206	
9	208	
10	209	
11	211	
12	212	
13	214	
14	215	
15	216	
16	218	
17	219	
18	220	
19	221	
20	223	
21	224	
22	225	
23	226	
24	228	
25	229	
26	230	
27	232	
28	233	
29	235	
30	237	Level D Form 188R
31	238	
32	241	
33	243	
34	246	
35	247♦	
36	248♦	
37	250♦	
38	252♦	

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Life and Work Reading Series

Level D – Form 187R & 188R

FORM 187R		
Raw Score	Scale Score	NAT
1	*	Level C** Form 85R or 185R
2	*	
3	*	
4	213	Level D Form 188R
5	216	
6	218	
7	220	
8	222	
9	224	
10	226	
11	227	
12	229	
13	230	
14	232	
15	233	
16	234	
17	236	
18	237	
19	239	
20	240	
21	242	
22	243	
23	245	
24	247	
25	248	
26	251	
27	253	
28	256	
29	258♦	
30	260♦	
31	262♦	
32	265♦	

FORM 188R		
Raw Score	Score	NAT
1	*	Level C** Form 86R or 186R
2	*	
3	*	
4	213	Level D Form 187R
5	216	
6	218	
7	220	
8	222	
9	224	
10	226	
11	227	
12	229	
13	230	
14	232	
15	233	
16	234	
17	236	
18	237	
19	239	
20	240	
21	242	
22	243	
23	245	
24	247	
25	249	
26	251	
27	253	
28	256	
29	258♦	
30	260♦	
31	262♦	
32	265♦	

* Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Life and Work Reading Series

Level A – Form 981 & 982

FORM 981L		
Raw Score	Scale Score	NAT
1	*	Level A Form 982L
2	*	
3	*	
4	*	
5	169	
6	171	
7	173	
8	175	
9	177	
10	178	
11	180	
12	181	
13	182	
14	184	
15	185	
16	186	
17	188	
18	189	
19	190	
20	191	
21	193	
22	194	
23	195	
24	196	
25	198	
26	199	
27	200	Level B Form 983L
28	202	
29	204	
30	205	
31	207	
32	208♦	
33	208♦	
34	208♦	
35	208♦	
36	208♦	
37	208♦	
38	208♦	

FORM 982L		
Raw Score	Scale Score	NAT
1	*	Level A Form 981L
2	*	
3	*	
4	*	
5	169	
6	171	
7	173	
8	175	
9	177	
10	178	
11	180	
12	181	
13	183	
14	184	
15	185	
16	186	
17	188	
18	189	
19	190	
20	191	
21	193	
22	194	
23	195	
24	196	
25	198	
26	199	
27	201	Level B Form 984L
28	202	
29	204	
30	205	
31	207	
32	208♦	
33	208♦	
34	208♦	
35	208♦	
36	208♦	
37	208♦	
38	208♦	

* Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

Life and Work Reading Series

Level B – Form 983 & 984

FORM 983L		
Raw Score	Scale Score	NAT
1	*	Level A Form 981L
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	190	Level B Form 984L
11	191	
12	192	
13	194	
14	195	
15	196	
16	197	
17	199	
18	200	
19	201	
20	202	Level C Form 985L
21	203	
22	205	
23	206	
24	207	
25	208	
26	210	
27	211	
28	213	
29	214	
30	215	Level C Form 986L
31	217	
32	218♦	
33	218♦	
34	218♦	
35	218♦	
36	218♦	
37	218♦	
38	218♦	

FORM 984L		
Raw Score	Scale Score	NAT
1	*	Level A Form 982L
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	190	Level B Form 983L
11	191	
12	192	
13	194	
14	195	
15	196	
16	198	
17	199	
18	200	
19	201	
20	202	Level C Form 986L
21	204	
22	205	
23	206	
24	207	
25	208	
26	210	
27	211	
28	213	
29	214	
30	215	Level C Form 986L
31	217	
32	218♦	
33	218♦	
34	218♦	
35	218♦	
36	218♦	
37	218♦	
38	218♦	

* Below accurate range. Retest at a lower level.
 ♦ Conservative estimate. Retesting is recommended.

Life and Work Reading Series

Level C – Form 985 & 986

FORM 985L		
Raw Score	Scale Score	NAT
1	*	Level B Form 983L
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	*	
11	210	Level C Form 986L
12	212	
13	213	
14	214	
15	215	
16	217	
17	218	
18	219	
19	220	
20	221	
21	223	
22	224	
23	225	
24	226	
25	227	
26	229	
27	230	
28	232	
29	233	
30	235	
31	237	
32	239	
33	240♦	
34	240♦	
35	240♦	
36	240♦	
37	240♦	
38	240♦	

FORM 986L		
Raw Score	Scale Score	NAT
1	*	Level B Form 984L
2	*	
3	*	
4	*	
5	*	
6	*	
7	*	
8	*	
9	*	
10	*	
11	210	Level C Form 985L
12	211	
13	213	
14	214	
15	215	
16	216	
17	218	
18	219	
19	220	
20	221	
21	222	
22	223	
23	225	
24	226	
25	227	
26	228	
27	230	
28	231	
29	233	
30	234	
31	236	
32	238	
33	240♦	
34	240♦	
35	240♦	
36	240♦	
37	240♦	
38	240♦	

* Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

N. CASAS Controlled Access Groups

CASAS reserves use of “TE Enhanced” as a group name and assigns only one person at the agency to that group. The “enhanced” user is responsible for managing an agency’s online database. CASAS also reserves additional group names as follows. Removal from any of these groups will disable access as assigned by CASAS.

- ET Basic
- ET Proctor
- ET Coordinator
- ET Coordinator/Proctor
- ET Tech
- TE Enhanced

The chart (below) defines access rights to TOPSpro Enterprise (TE) and CASAS eTests (ET).

- The top portion refers to TE management and the bottom portion refers to ET management
- (where P = Proctor, C = Coordinator, C/P = Coordinator/Proctor, T = Tech, B = Basic, E = Enhanced).

TE Online Access Rights						
	P	C	C/P	T	B	E
Menu Access						
▪ Enhanced - all menus				√		√
▪ Basic - limited menus	√	√	√		√	
Data Access (limited to)						
▪ Create/update user accounts						√
▪ Delete user accounts		√	√		√	√
▪ List/view records	√	√	√	√	√	
▪ Create/update/delete records		√	√		√	√
ET Online Access Rights						
	P	C	C/P	T	B	E
Access Management Console	√	√	√	√		
Create/Edit Sessions		√	√			
Supervise Test Administration	√		√			
Initiate OR Confirm Station Registration	√	√	√	√		
Unregister Station		√	√	√		
Register Station Without Confirmation				√		



Download [CASAS Controlled Access Groups](#) from the CASAS training material library.

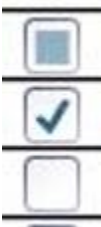
Users who require access to eTests Online must complete [Coordinator](#) or [Proctor](#) certification, or both.

Please note, the set-up of CASAS eTests Online user accounts is not automatic –

- When individuals complete coordinator or proctor certification, they must notify the person responsible for implementing the online system at their agency (i.e., Main Point-Of-Contact/MPOC, or TE Enhanced user). The MPOC or TE Enhanced user must "authorize" CASAS to enable access by sending an e-mail to the **CASAS Technology Support Team** at techsupport@casas.org.
- In other words, CASAS will not grant access to the online system without the MPOC or TE Enhanced user's knowledge or approval. When so notified, CASAS will place users in a [CASAS Controlled Access Group](#) as directed.
- The MPOC can be the primary contact for the agency; the person responsible for implementing ET/TE Online at the agency; or the TE Enhanced user managing the agency's online database.

Menu and Data Access for CASAS – Controlled Access Groups

Each Access Group controlled by CASAS has pre-set access rights to menus and data in TE and miscellaneous rights in ET. Users placed in a CASAS – Controlled Access Group inherit these pre-set rights. Therefore, it is not necessary to set rights at the individual User account when a user is associated with an Access Group (regardless if the group is CASAS controlled or agency created).

Menu Access Rights in TE		Data Access Rights in TE
<p>Shaded Box:</p> <ul style="list-style-type: none"> • By default, shaded boxes indicate that no specific access rights to menus are set for the User, which means all rights are granted. • If the User is a member of an Access Group, shaded boxes indicate that access rights to menus are inherited from the associated group. 		<p>Shaded Box:</p> <ul style="list-style-type: none"> • By default, shaded boxes indicate that no access rights to data are set for the User, which means all rights are denied. • If the User is a member of an Access Group, shaded boxes indicate that access rights to data are inherited from the associated group.
<p>Checked Box:</p> <ul style="list-style-type: none"> • A checked box indicates that access to specific menus is granted for the User where an associated Access Group otherwise denies access. 		<p>Checked Box:</p> <ul style="list-style-type: none"> • A checked box indicates that access to specific data is granted for the User where an associated Access Group otherwise denies access.
<p>Empty Box:</p> <ul style="list-style-type: none"> • An empty box indicates that access to a specific menu is denied for the User where an associated Access Group otherwise grants access. 		<p>Empty Box:</p> <ul style="list-style-type: none"> • An empty box indicates that access to specific data is denied for the User where an associated Access Group otherwise grants access.

The following pages define pre-set rights per CASAS – Controlled Access Group.

ET Basic Access Group

(TE Basic Access Group available to local agency – i.e., *not* CASAS Controlled)

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
 - Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
 - Access Groups
 - Test Administrations
 - Forms
 - Assessment Forms
 - Additional Assessments
 - Special Programs
 - Testing Stations
 - Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments
 - Records

- Programs
 - Enrollments
 - Records
 - Tests
 - Certificates
 - Employment History
 - Places of Employment
 - Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail
 - Demographic Summary

- Instructional Hours
- Program Outcomes
 - Enrollment (Entry) Summary
 - Enrollment (Update) Summary
 - Labor Force Detail
 - Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student
 - Summary
 - Content Standards
 - Student
 - Summary
 - By NRS Level

- By Form
- By Competency
- Learning Gains
 - Class
 - Summary
 - Comparison
 - Test Response
 - Class
 - Test History
 - Summary
 - Consumer Reports
 - Consumer Skills Profile
 - Data Management
 - Data Integrity
 - Data Integrity Detail
 - Student Profile
 - Teacher Detail

- State Reports
 - California
 - Payment Points
 - Student Gains
 - EL Civics Additional Assessment Detail
 - EL Civics Additional Assessment Summary
 - Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor
 - NRS Performance
 - Persister
 - Core Performance Measure
 - Core Performance California
 - Core Performance Summary Audit
 - Core Performance Diagnostics

- Ad Hoc NRS Tables
- My Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
- Ad Hoc Reporting
- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard

- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard
 - Data Upload Control Panel
 - California Core Performance Wizard
 - Additional Assessments Import Wizard
 - Scheduler
- Help
 - Contents
 - Release Notes

ET Basic Access Group

(TE Basic Access Group available to local agency – i.e., *not* CASAS Controlled)

Data Access Rights (TOPSpro Enterprise)

Lister / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	Check All
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Session Templates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test Administrations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Measures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Core Performance Surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring Project Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Program Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employment History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Users	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Field Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Form Sections	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Form Items	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Additional Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring Project Settings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miscellaneous Rights (CASAS eTests Online)

No miscellaneous rights are set for the ET Basic Access Group.

CASAS offers the **ET Basic Access Group** to “basic” users who need access to their online data without completion of coordinator and proctor certification. Only when a user also needs access to CASAS eTests Online is coordinator and proctor certification required.

ET Proctor Access Group

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
 - Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
- Access Groups
- Test Administrations
- Forms
 - Assessment Forms
 - Additional Assessments
- Special Programs
- Testing Stations
- Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments
 - Records

- Programs
 - Enrollments
 - Records
- Tests
 - Certificates
 - Employment History
 - Places of Employment
- Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail
 - Demographic Summary

- Instructional Hours
- Program Outcomes
 - Enrollment (Entry) Summary
 - Enrollment (Update) Summary
 - Labor Force Detail
 - Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student
 - Summary
 - Content Standards
 - Student
 - Summary
 - By NRS Level

- By Form
- By Competency
- Learning Gains
 - Class
 - Summary
 - Comparison
- Test Response
 - Class
- Test History
 - Summary
- Consumer Reports
 - Consumer Skills Profile
- Data Management
 - Data Integrity
 - Data Integrity Detail
 - Student Profile
 - Teacher Detail

- State Reports
 - California
 - Payment Points
 - Student Gains
 - EL Civics Additional Assessment Detail
 - EL Civics Additional Assessment Summary
- Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor
 - NRS Performance
 - Persister
 - Core Performance Measure
 - Core Performance California
 - Core Performance Summary Audit
 - Core Performance Diagnostics

- Ad Hoc NRS Tables
- My Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
- Ad Hoc Reporting
- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard

- Data Upload Control Panel
- California Core Performance Wizard
- Additional Assessments Import Wizard
- Help
 - Contents
 - Release Notes

ET Proctor Access Group

Data Access Rights (TOPSpro Enterprise)

Lister / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	Check All
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test Administrations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Measures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Core Performance Surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Users	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Additional Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miscellaneous Rights (CASAS eTests Online)

<p>Rights: Supervise Tests Administration</p> <p>Access Management Console</p> <p>Initiate/Confirm Station Registration</p>
--

Rights to access CASAS eTests Online are controlled by CASAS and set at the **ET Proctor Access Group** verified by completion of [Proctor Certification](#).

ET Coordinator Access Group

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
 - Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
 - Access Groups
- Test Administrations
- Forms
 - Assessment Forms
 - Additional Assessments
- Special Programs
- Testing Stations
- Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments
 - Records

- Programs
 - Enrollments
 - Records
- Tests
 - Certificates
 - Employment History
 - Places of Employment
- Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail
 - Demographic Summary

- Instructional Hours
- Program Outcomes
 - Enrollment (Entry) Summary
 - Enrollment (Update) Summary
 - Labor Force Detail
 - Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student
 - Summary
 - Content Standards
 - Student
 - Summary
 - By NRS Level

- By Form
- By Competency
- Learning Gains
 - Class
 - Summary
 - Comparison
- Test Response
 - Class
- Test History
 - Summary
- Consumer Reports
 - Consumer Skills Profile
- Data Management
 - Data Integrity
 - Data Integrity Detail
 - Student Profile
 - Teacher Detail

- State Reports
 - California
 - Payment Points
 - Student Gains
 - EL Civics Additional Assessment Detail
 - EL Civics Additional Assessment Summary
- Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor
 - NRS Performance
 - Persister
 - Core Performance Measure
 - Core Performance California
 - Core Performance Summary Audit
 - Core Performance Diagnostics

- Ad Hoc NRS Tables
- My Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
- Ad Hoc Reporting
- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard

- Data Upload Control Panel
- California Core Performance Wizard
- Additional Assessments Import Wizard
- Help
 - Contents
 - Release Notes

ET Coordinator Access Group

Data Access Rights (TOPSpro Enterprise)

Lister / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	Check All
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test Administrations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Measures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Core Performance Surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Program Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employment History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Users	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Additional Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miscellaneous Rights (CASAS eTests Online)

<p>Rights: Create/Edit Sessions</p> <p>Access Management Console</p> <p>Initiate/Confirm Station Registration</p> <p>Unregister Station</p>
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Rights to access CASAS eTests Online are controlled by CASAS and set at the **ET Proctor Access Group** verified by completion of [Coordinator Certification](#).

ET Coordinator/Proctor Access Group

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
- Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
 - Access Groups
 - Test Administrations
 - Forms
 - Field Tests
 - Assessment Forms
 - Additional Assessments
 - Special Programs
 - Testing Stations
 - Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments

- Records
- Programs
 - Enrollments
 - Records
 - Tests
 - Certificates
 - Employment History
 - Places of Employment
- Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail

- Demographic Summary
- Instructional Hours
- Program Outcomes
- Enrollment (Entry) Summary
- Enrollment (Update) Summary
- Labor Force Detail
- Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student Competency Performance
 - Competency Performance Summary
- Content Standards
 - Student Content Standard Performance
 - Content Standard Performance Summary

- By NRS Level
- By Form
- By Competency
- Learning Gains
 - Student Learning Gains
 - Learning Gains Summary
 - Learning Gains Comparison
- Test Response
 - Class Profile
- Test History
 - Student Test Summary
- Consumer Reports
 - Consumer Skills Profile
- Data Management
 - Data Integrity
 - Data Integrity Detail
- Student Profile

- Teacher Detail
- State Reports
 - California
 - Payment Points (NEW)
 - Student Gains (NEW)
 - EL Civics Additional Assessment Detail (NEW)
 - EL Civics Additional Assessment Summary (NEW)
 - Payment Points (OLD)
 - Payment Points (OLD)
 - Student Gains (OLD)
 - EL Civics Additional Assessment Detail (OLD)
 - EL Civics Additional Assessment Summary (OLD)
- Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor

- NRS Performance
- Persister
- Core Performance Measure
- Core Performance California
- Core Performance Summary Audit
- Core Performance Diagnostics
- Ad Hoc NRS Tables
- My Reports
 - Report Locator Wizard...
 - Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
- Ad Hoc Reporting

- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard
 - Data Upload Control Panel
 - California Core Performance Wizard
 - Additional Assessments Import Wizard
 - Scheduler
- Help
 - Contents
 - Release Notes

ET Coordinator/Proctor Access Group

Data Access Rights (TOPSpro Enterprise)

Lister / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	Check All
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test Administrations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Measures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Core Performance Surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Program Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employment History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Users	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Additional Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miscellaneous Rights (CASAS eTests Online)

- Rights:** Create/Edit Sessions
 Supervise Tests Administration
 Access Management Console
 Initiate/Confirm Station Registration
 Unregister Station

Rights to access CASAS eTests Online are controlled by CASAS and set at the **ET Proctor Access Group** verified by completion of [Coordinator Certification](#) and [Proctor Certification](#).

ET Tech Access Group

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
- Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
 - Access Groups
 - Test Administrations
 - Forms
 - Assessment Forms
 - Additional Assessments
 - Special Programs
 - Testing Stations
 - Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments
 - Records

- Programs
 - Enrollments
 - Records
 - Tests
 - Certificates
 - Employment History
 - Places of Employment
- Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail
 - Demographic Summary

- Instructional Hours
- Program Outcomes
 - Enrollment (Entry) Summary
 - Enrollment (Update) Summary
 - Labor Force Detail
 - Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student
 - Summary
 - Content Standards
 - Student
 - Summary
 - By NRS Level

- By Form
 - By Competency
- Learning Gains
 - Class
 - Summary
 - Comparison
 - Test Response
 - Class
 - Test History
 - Summary
 - Consumer Reports
 - Consumer Skills Profile
 - Data Management
 - Data Integrity
 - Data Integrity Detail
 - Student Profile
 - Teacher Detail

- State Reports
 - California
 - Payment Points
 - Student Gains
 - EL Civics Additional Assessment Detail
 - EL Civics Additional Assessment Summary
- Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor
 - NRS Performance
 - Persister
 - Core Performance Measure
 - Core Performance California
 - Core Performance Summary Audit
 - Core Performance Diagnostics

- Ad Hoc NRS Tables
- My Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
- Ad Hoc Reporting
- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard

- Data Upload Control Panel
- California Core Performance Wizard
- Additional Assessments Import Wizard
- Help
 - Contents
 - Release Notes

ET Tech Access Group

Data Access Rights (TOPSpro Enterprise)

Lister / Record Type	List Records	View Record	Create Record	Update Record	Delete Record	Check All
Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Instances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Session Templates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test Administrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Program Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Enrollments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Enrollments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demographic History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Form Sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Form Items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places of Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring Project Settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miscellaneous Rights (CASAS eTests Online)

<p>Rights: Access Management Console</p> <p>Unregister Station</p> <p>Register Station Without Confirmation</p>
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Rights to access CASAS eTests Online are controlled by CASAS and set at the **ET Tech Access Group** by authorization from the MPOC or TE Enhanced user.

TE Enhanced Access Group

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
 - Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
 - Access Groups
 - Test Administrations
 - Forms
 - Assessment Forms
 - Additional Assessments
 - Special Programs
 - Testing Stations
 - Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments
 - Records

- Programs
 - Enrollments
 - Records
 - Tests
 - Certificates
 - Employment History
 - Places of Employment
 - Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail
 - Demographic Summary

- Instructional Hours
- Program Outcomes
 - Enrollment (Entry) Summary
 - Enrollment (Update) Summary
 - Labor Force Detail
 - Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student
 - Summary
- Content Standards
 - Student
 - Summary
 - By NRS Level

- By Form
- By Competency
- Learning Gains
 - Class
 - Summary
 - Comparison
 - Test Response
 - Class
 - Test History
 - Summary
 - Consumer Reports
 - Consumer Skills Profile
 - Data Management
 - Data Integrity
 - Data Integrity Detail
 - Student Profile
 - Teacher Detail

- State Reports
 - California
 - Payment Points
 - Student Gains
 - EL Civics Additional Assessment Detail
 - EL Civics Additional Assessment Summary
 - Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor
 - NRS Performance
 - Persister
 - Core Performance Measure
 - Core Performance California
 - Core Performance Summary Audit
 - Core Performance Diagnostics

- Ad Hoc NRS Tables
- My Reports
- Report Locator Wizard...
- Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
- Ad Hoc Reporting
- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard
 - Class Replication Wizard
 - Proxy Wizard
 - TE to TE Import/Export Wizard

- Data Upload Control Panel
- California Core Performance Wizard
- Additional Assessments Import Wizard
- Help
 - Contents
 - Release Notes

TE Enhanced Access Group

Data Access Rights (TOPSpro Enterprise)

Lister / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	Check All
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Testing Sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test Administrations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Performance Measures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Core Performance Surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personnel Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Class Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Program Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Program Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employment History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Users	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Additional Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miscellaneous Rights (CASAS eTests Online)

No miscellaneous rights are set for the TE Enhanced Access Group.

Rights to access CASAS eTests Online are set at the “enhanced” **User** account verified by completion of [Coordinator Certification](#) and [Proctor Certification](#). Only when a user also needs access to CASAS eTests Online is coordinator and proctor certification required.

Sample Teacher Access Group (available to local agency – i.e., not CASAS Controlled)

Menu Access Rights (TOPSpro Enterprise)

- File
 - Change Password
 - Options...
- View
 - Dashboard
 - Shortcuts
- Organization
 - Agencies
 - Sites
 - Classes
 - Definitions
 - Instances
 - Personnel
 - Registration
 - Employment Records
 - Functional Roles
 - Professional Status

- Users
- Access Groups
- Test Administrations
- Forms
 - Field Tests
 - Assessment Forms
 - Additional Assessments
- Special Programs
- Testing Stations
- Testing Sessions
- Records
 - Students
 - Demographics
 - In program years
 - Records
 - Classes
 - Enrollments

- Records
- Tests
 - Certificates
 - Employment History
 - Places of Employment
- Reports
 - CASAS eTests
 - Next Assigned Test
 - Personal Score Report
 - eTests Administrations
 - WTU Balance
 - WTU Balance Summary
 - Demographics
 - Demographic Detail
 - Demographic Summary
 - Instructional Hours
 - Program Outcomes

- Enrollment (Entry) Summary
- Enrollment (Update) Summary
- Labor Force Detail
- Labor Force Summary
- Test Results
 - Skills Profile
 - Individual Skills Profile
 - Individual Skills Profile Summary
 - Competency Performance
 - Student Competency Performance
 - Competency Performance Summary
 - Content Standards
 - Student Content Standard Performance
 - Content Standard Performance Summary
 - By NRS Level
 - By Form
 - By Competency

- Learning Gains
 - Student Learning Gains
 - Learning Gains Summary
 - Learning Gains Comparison
- Test Response
 - Class Profile
- Test History
 - Student Test Summary
- Consumer Reports
 - Consumer Skills Profile
- Data Management
 - Data Integrity
 - Data Integrity Detail
 - Student Profile
 - Teacher Detail
- State Reports
 - California

- Payment Points (NEW)
 - Student Gains (NEW)
 - EL Civics Additional Assessment Detail (NEW)
 - EL Civics Additional Assessment Summary (NEW)
- Payment Points (OLD)
 - Payment Points (OLD)
 - Student Gains (OLD)
 - EL Civics Additional Assessment Detail (OLD)
 - EL Civics Additional Assessment Summary (OLD)
- Federal Reports
 - NRS Tables 1-12
 - NRS Tables Summary Audit
 - NRS Tables Detail Audit
 - NRS Tables Monitor
 - NRS Performance
 - Persister
 - Core Performance Measure

- Core Performance California
- Core Performance Summary Audit
- Core Performance Diagnostics
- Ad Hoc NRS Tables
- My Reports
 - Report Locator Wizard...
 - Reports Manager
- Dashboard Sources
 - Percentage of Paired Scores
 - Students by Category
 - Drop Reasons
 - NRS Performance
 - eTests Administration
 - Ad Hoc Reporting
- Tools
 - Scanning Wizard
 - 3rd Party Import Wizard

- Class Replication Wizard
- Proxy Wizard
- TE to TE Import/Export Wizard
- Data Upload Control Panel
- California Core Performance Wizard
- Additional Assessments Import Wizard
- Scheduler
- Help
 - Contents
 - Release Notes

Sample Teacher Access Group (available to local agency – i.e., *not* CASAS Controlled)

Data Access Rights (TOPSpro Enterprise)

Access Group Information							
Access Group Identification							
Group Name:	Teachers						
Users:	proctor1@rhas.org - Proctor Proctor 1, proctor2@rhas.org - Proctor Proctor 2						
Menu Access Rights							
Rights:	Menu access has been restricted for this group.						
Data Access Rights							
Container Access Rights:	<input type="button" value="Add Access Right"/>						
Role Access Rights:	<input checked="" type="checkbox"/> Restrict Teacher Access To Own Classes <input type="button" value="Add Access Right"/>						
Personal Information Access Rights:	<input type="button" value="Add Access Right"/>						
Record Type Rights:	<input type="checkbox"/> Lister / Record Type	<input type="checkbox"/> List Records	<input type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	<input type="checkbox"/> Check All
Listers / Record Type	<input checked="" type="checkbox"/> List Records	<input checked="" type="checkbox"/> View Record	<input type="checkbox"/> Create Record	<input type="checkbox"/> Update Record	<input type="checkbox"/> Delete Record	<input type="checkbox"/> Check All	
Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sites	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class Definitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class Instances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Testing Stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Testing Session Templates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Testing Sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Test Administrations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Core Performance Measures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Core Performance Surveys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personnel Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Functional Roles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scoring Project Personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assignments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In Program Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program Enrollments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demographic History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employment History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Certificates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Access Groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Users	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Special Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment Forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Field Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Form Sections	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Form Items	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Additional Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Places of Employment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scoring Project Settings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reports Manager	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



Miscellaneous Rights (CASAS eTests Online)

No miscellaneous rights are set for the **Sample Teacher Access Group**.

Only when a user also needs access to CASAS eTests Online does CASAS need to be notified and authorized by the MPOC or TE Enhanced user to grant access.

Rights to access CASAS eTests Online are controlled by CASAS and verified by completion of [Coordinator Certification](#) and [Proctor Certification](#).

CASAS Contact Information

Mail:	CASAS 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339
Website:	www.casas.org
Telephone:	858-292-2900 or 1-800-255-1036
Fax:	858-292-2910
E-mail:	
General questions:	casas@casas.org
Training questions:	training@casas.org
Ordering questions:	orders@casas.org
California Accountability:	capm@casas.org
CASAS Technology Support Team:	techsupport@casas.org

Implementation Support

- Visit the CASAS website at www.casas.org > [Product Overviews](#) > [Software](#) > [CASAS eTests](#) for more information.

Ordering Information

- For questions about ordering [CASAS eTests Online](#) or [TOPSpro Enterprise Online](#), contact cfarrell@casas.org.

Technical Support

- Contact the **CASAS Technology Support Team** at techsupport@casas.org. This e-mail address alerts a support team that includes me and several other members. Communicating to the larger group will help us to ensure you receive a timely response. A team member is also available 8:00 am – 5:00 pm (Pacific), M – F, at 1-800-255-1036, option 2.

Training Support

- Visit [CASAS Training Registration](#) to enroll in a workshop.
- Access online help documentation on our website at: [Home](#) > [Training and Support](#) > [ET Help Documentation](#) and [TE Help Documentation](#)
- For additional information regarding implementation or settings and features of:
 - [CASAS eTests Online](#), contact dmontgomery@casas.org
 - [TOPSpro Enterprise Online](#), contact jwright@casas.org

Do you have a Success Story?

CASAS is collecting videos and stories to highlight youth and adult education and training success across the country.

Share how using CASAS eTests Online has helped your learners or program.

- The challenge
- The solution
- The outcome



Share your story!

www.casas.org > [Social Media Newsroom](#) > [Success Stories](#)





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