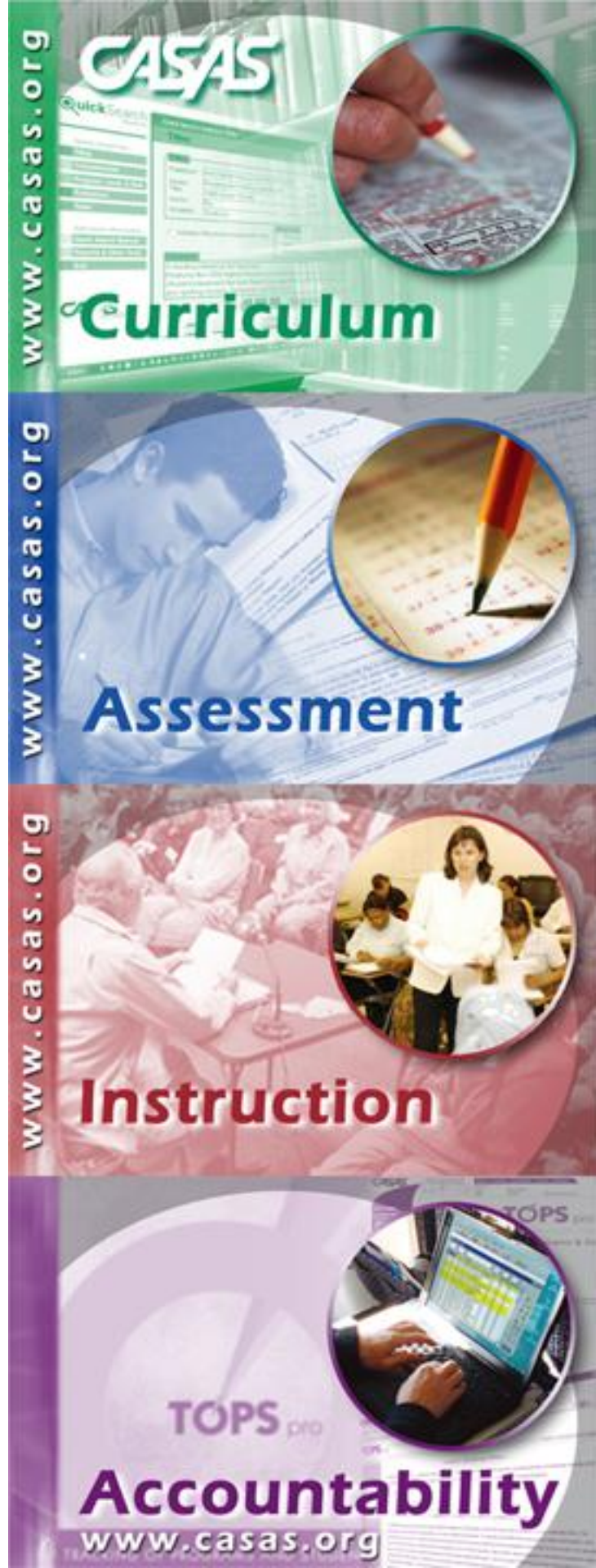


# CASAS Basic Implementation Training

## Practice Activity Booklet and Case Study

California 2011



**This booklet provides activities and a case study for you to practice key concepts of the training.**

**You will be directed to begin each activity at the appropriate time during the training.**

**You do not need to return this booklet to CASAS.**



# Activity 1 Selecting CASAS Competencies

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

Role: Worker	Competencies
You should start work at 9:00 a.m., but you have a car that won't start.	4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
You must write a memo but have never done this.	
You need to figure out paycheck deductions.	
You must collaborate with a group of people you have not worked with before.	

Role: Community Member	Competencies
You are interested in attending a musical at the Civic Center.	2.6.1 Interpret information about recreational and entertainment facilities and activities
You haven't received the birthday card Mom sent. It could be lost in the mail.	
You've read in the newspaper there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	

Role: Family member	Competencies
You bought a bottle of cold tablets and need to know how many to take.	3.3.2 Interpret medicine labels
Your child asks for help with math homework.	
You want to plan a surprise birthday party for your child.	
A spouse may retire, grown children may move home, the house may have termites, a family member changed jobs, and taxes have gone up. You are under stress.	

# Activity 2

## Skill Level Descriptors

Lorena has a reading level of 207 on the CASAS scale. Look at the Skill Level Descriptors below. What type of reading materials can she read and interpret?

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Give examples of some jobs Lorena could do.

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220	
215	
210	
205	
200	

<b>B</b>	<b>High Intermediate ESL</b> 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 materials 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)
	<b>Low Intermediate ESL</b> 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 and 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.

Excerpt from the Skill Level Descriptors for ESL

↪Return to your training packet.

# Activity 3

## Use Suggested Next Test Charts to Determine Pretest Level

### Listening

Score	Next Test Level
162	A
171	A
177	A
182	A
186	A
190	A
193	A
196	B or A
198	B or A
201	B
204	B
206	B
209	B
211	C or B
214	C or B
216	C
219	C
222	C
225	C
227	C
229	C
232	C
235	C

### Math

Score	Next Test Level
180	A
183	A
188	A
191	A
193	A
196	B or A
197	B or A
200	B
203	B
205	B
206	B
208	B
209	B
210	B
212	B
214	B
217	C or B
219	C or B
221	C
222	C
224	C
226	C
228	C
229	C
230	C
231	C
232	C
233	D or C
234	D
236	D
238	D
241	D
245	D
246	D
248	D
250	D
252	D

### Reading

Score	Next Test Level
181	A
183	A
188	A
191	A
193	A
196	B or A
197	B or A
200	B
203	B
204	B
206	B
207	B
208	B
210	B
212	B
213	B
214	B
215	C or B
217	C or B
219	C or B
220	C
222	C
224	C
225	C
226	C
228	C
229	C
230	C
231	C
232	C
233	D or C
236	D
239	D
242	D
245	D
247	D
249	D
251	D
254	D

**Juan takes a reading Appraisal and scores 228.**

Which reading pretest level should he take? \_\_\_\_\_

**Mary takes a listening Appraisal and scores 206.**

Which listening pretest level should she take? \_\_\_\_\_

↪ Return to your training packet.



# Activity 4

## Select a Pretest Based on Level

↓ Modality	Level → ↓ Series	Beg Lit	A	AX	B	C	D
Reading	<i>Life &amp; Work</i>	27R 28R	81R 82R	81RX 82RX	83R 84R	85R, 86R 185R, 186R	187R 188R
	<i>ECS</i>		11R 12R		13R, 14R 114R	15R, 16R 116R	17R 18R
	<i>WLS</i>				213R 214R	215R 216R	
	<i>Citizenship</i>		951R 952R	951X 952X			
Listening	<i>Life &amp; Work</i>		81L 82L		83L 84L	85L 86L	
Math	<i>Life Skills</i>		31M 32M		33M 34M	35M 36M	37M 38M
	<i>ECS</i>		11M 12M		13M 14M	15M 16M	17M 18M
	<i>WLS</i>				213M 214M	215M 216M	

**Remember Juan took a reading Appraisal and scored 228 He can take a C level pretest.**

Which ECS reading pretest form could he take? \_\_\_\_\_

**Mary took a listening Appraisal and scored 206. She can take a B level pretest.**

Which Life and Work listening pre-test form could she take? \_\_\_\_\_

**What factors could influence the level (i.e. B or C) a student takes for a pre-test?**

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**↪Return to your training packet.**

# Identify Purpose and Type of Assessment

**Directions: Match each description to a letter below. Use information from the training and the charts on the next page.**

- \_\_\_\_\_ 1. A test to determine placement or level
- \_\_\_\_\_ 2. A test to determine a learner's instructional needs
- \_\_\_\_\_ 3. A time for ongoing informal assessment
- \_\_\_\_\_ 4. A test to determine progress
- \_\_\_\_\_ 5. The accurate range of a C level reading pre- or post-test (Refer to Raw to Scale Score Conversion Chart for Life and Work on the next page.)
- \_\_\_\_\_ 6. The accurate range of a D level reading pre- or post-test (Refer to Raw to Scale Score Conversion Chart for Life and Work on the next page.)
- \_\_\_\_\_ 7. A chart to help determine what test to give next

- A. Suggested Next Test Chart**
- B. 213-256**
- C. CASAS pretests**
- D. Instruction**
- E. 197 – 246**
- F. CASAS post-tests**
- G. CASAS appraisal test**

**↪ Return to your training packet.**

# Activity 5 Reference

## Score Conversion Chart Life and Work Reading

### LEVEL C

### LEVEL D

Form 85 R		Form 86 R		Form 185 R		Form 186 R		Form 187 R		Form 188 R	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-	1	-	1	-	1	-	1	-
2	-	2	-	2	-	2	-	2	-	2	-
3	-	3	-	3	-	3	-	3	-	3	-
4	200	4	200	4	197	4	197	4	213	4	213
5	202	5	203	5	200	5	200	5	216	5	216
6	205	6	205	6	202	6	202	6	218	6	218
7	207	7	207	7	204	7	204	7	220	7	220
8	208	8	209	8	206	8	206	8	222	8	222
9	210	9	210	9	208	9	208	9	224	9	224
10	212	10	212	10	209	10	209	10	226	10	226
11	213	11	213	11	211	11	211	11	227	11	227
12	215	12	215	12	212	12	212	12	229	12	229
13	216	13	216	13	214	13	214	13	230	13	230
14	217	14	217	14	215	14	215	14	232	14	232
15	218	15	218	15	216	15	216	15	233	15	233
16	220	16	220	16	218	16	218	16	234	16	234
17	221	17	221	17	219	17	219	17	236	17	236
18	222	18	222	18	220	18	220	18	237	18	237
19	223	19	223	19	221	19	221	19	239	19	239
20	224	20	224	20	222	20	223	20	240	20	240
21	226	21	226	21	224	21	224	21	242	21	242
22	227	22	227	22	225	22	225	22	243	22	243
23	228	23	228	23	226	23	226	23	245	23	245
24	230	24	230	24	228	24	228	24	247	24	247
25	231	25	231	25	229	25	229	25	248	25	249
26	232	26	232	26	230	26	230	26	251	26	251
27	234	27	234	27	232	27	232	27	253	27	253
28	235	28	235	28	233	28	233	28	256	28	256
29	237	29	237	29	235	29	235	29	258♦	29	258♦
30	239	30	239	30	237	30	237	30	260♦	30	260♦
31	241	31	241	31	238	31	238	31	262♦	31	262♦
32	243	32	243	32	241	32	241	32	265♦	32	265♦
33	246	33	246	33	243	33	243				
34	247♦	34	247♦	34	246	34	246				
35	248♦	35	248♦	35	247♦	35	247♦				
36	250♦	36	250♦	36	248♦	36	248♦				
37	252♦	37	252♦	37	250♦	37	250♦				
				38	252♦	38	252♦				



# Practice taking CASAS Sample Test Items

- ➡ Find your handout of the CASAS Sample Items level B.
- ➡ Mark your answers on the answer sheet on the next page of this booklet.
- ➡ Answer every item.
- ➡ Your trainer will go over the answers with you.

## Test Record

PRACTICE	
1	(A) (B) (C) (D)
2	(A) (B) (C) (D)
3	(A) (B) (C) (D)

Agency #									
Site #									

① Student Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

② Instructor Name \_\_\_\_\_

**TEST**

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

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<b>Directions for marking answers</b> <ul style="list-style-type: none"> <li>• Use No. 2 pencil only</li> <li>• Do NOT use ink or ballpoint pen</li> <li>• Make dark marks that fill rectangle completely</li> <li>• Erase cleanly any answers you change</li> </ul>	<table style="width: 100%;"> <tr> <td colspan="2" style="text-align: center;">Right</td> </tr> <tr> <td style="text-align: center;">(0) <input type="checkbox"/> (2) <input type="checkbox"/></td> <td style="text-align: center;">(3) <input type="checkbox"/></td> </tr> <tr> <td colspan="2" style="text-align: center;">Wrong</td> </tr> <tr> <td style="text-align: center;">(1) <input type="checkbox"/></td> <td style="text-align: center;">(3) <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">(0) <input type="checkbox"/></td> <td style="text-align: center;">(2) <input type="checkbox"/></td> </tr> </table>	Right		(0) <input type="checkbox"/> (2) <input type="checkbox"/>	(3) <input type="checkbox"/>	Wrong		(1) <input type="checkbox"/>	(3) <input type="checkbox"/>	(0) <input type="checkbox"/>	(2) <input type="checkbox"/>
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☐ Student does not yet have the skills to be tested.

\* = required for TOPSpro software

<p>⑩ <b>TEST 1</b></p> <table style="width: 100%; text-align: center;"> <tr><td style="width: 20px;">0</td><td style="width: 20px;">0</td><td style="width: 20px;">0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	<p>⑪ <b>TEST 2</b></p> <table style="width: 100%; text-align: center;"> <tr><td style="width: 20px;">0</td><td style="width: 20px;">0</td><td style="width: 20px;">0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	<p>⑫ <b>TEST 3</b></p> <table style="width: 100%; text-align: center;"> <tr><td style="width: 20px;">0</td><td style="width: 20px;">0</td><td style="width: 20px;">0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	<p>⑬ <b>TEST 4</b></p> <table style="width: 100%; text-align: center;"> <tr><td style="width: 20px;">0</td><td style="width: 20px;">0</td><td style="width: 20px;">0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9
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# Activity 7 What Is the Task Area?

Look at your reading sample test items.

Write the task area on the chart.

Level B Sample Test Items	Task Items
1. Notice to all workers	
2. Phone list	
3. Phone memo	
4. Vocational Class notice	
5. What does she like?	

## ➞ Task Areas

- Forms
- Charts, maps, consumer billings, matrices, graphs, or tables
- Stories, articles, paragraphs, sentences, directions, or pictures
- Signs, price tags, ads, or product labels
- Measurement scales and diagrams



# CASE STUDY

**Purpose:** The purpose of this activity is to review the CASAS assessment process by following a student's assessment from program entry and appraisal test through post-test and evaluating the student's learning gains.



## LISTENING

1 (A) (B) (C)

2 (A) (B) (C)

3 (A) (B) (C)

4 (A) (B) (C)

5 (A) (B) (C)

6 (A) (B) (C)

7 (A) (B) (C)

8 (A) (B) (C)

9 (A) (B) (C)

10 (A) (B) (C)

11 (A) (B) (C)

12 (A) (B) (C)

13 (A) (B) (C)

14 (A) (B) (C)

15 (A) (B) (C)

16 (A) (B) (C)

17 (A) (B) (C)

18 (A) (B) (C)

19 (A) (B) (C)

20 (A) (B) (C)

21 (A) (B) (C)

22 (A) (B) (C)

23 (A) (B) (C)

24 (A) (B) (C)

25 (A) (B) (C)

26 (A) (B) (C)

## READING

## Practice

(A) (B) (C) (D)

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

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23 (A) (B) (C) (D)

24 (A) (B) (C) (D)

25 (A) (B) (C) (D)

1 Name *Ching Lin*2 Today's Date *3 / 12 / 12*

3 STUDENT IDENTIFICATION		4 GENDER <input type="radio"/> Male <input checked="" type="radio"/> Female		6 NUMBER OF YEARS OF SCHOOL COMPLETED <i>14</i>		7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one) <input type="radio"/> None <input type="radio"/> GED Certificate <input type="radio"/> High School Diploma <input checked="" type="radio"/> Technical/Certificate <input type="radio"/> A.A./A.S. Degree <input type="radio"/> 4 yr. College Graduate <input type="radio"/> Graduate Studies <input type="radio"/> Other I earned the above outside of U.S. <input type="checkbox"/>	
5 DATE OF BIRTH							
MM DD YY		MM DD YY					
Jan <input type="checkbox"/>		Feb <input type="checkbox"/>		Mar <input type="checkbox"/>		Apr <input type="checkbox"/>	
May <input type="checkbox"/>		Jun <input type="checkbox"/>		Jul <input type="checkbox"/>		Aug <input type="checkbox"/>	
Sep <input type="checkbox"/>		Oct <input checked="" type="checkbox"/>		Nov <input type="checkbox"/>		Dec <input type="checkbox"/>	
Is this your Social Security #? (Optional) Yes <input type="checkbox"/> No <input type="checkbox"/>							

8a ETHNICITY (Mark one) <input type="radio"/> Hispanic or Latino <input checked="" type="radio"/> not Hispanic or Latino	9 NATIVE LANGUAGE (Mark one) <input type="radio"/> English <input type="radio"/> Spanish <input type="radio"/> Vietnamese <input checked="" type="radio"/> Chinese <input type="radio"/> Hmong <input type="radio"/> Cambodian <input type="radio"/> Tagalog <input type="radio"/> Korean <input type="radio"/> Lao <input type="radio"/> Russian <input type="radio"/> Farsi <input type="radio"/> Other Name Other _____	10 PLACEMENT INTO PROGRAM <input type="radio"/> Beg. Lit. <input type="radio"/> Low Beg. <input checked="" type="radio"/> High Beg. <input type="radio"/> Low Int. <input type="radio"/> High Int. <input type="radio"/> Low Adv. <input type="radio"/> High Adv. <input type="radio"/> Not able to test
8b RACE (Mark one or more) <input type="radio"/> White <input checked="" type="radio"/> Asian <input type="radio"/> Black or African American <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> Filipino <input type="radio"/> American Indian <input type="radio"/> Alaska Native		

## ORAL WRITING

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## MARKING ANSWERS

1 (A) (B) (C) (D)

RIGHT

2 (A) (B) (C) (D)

WRONG

3 (A) (B) (C) (D)

WRONG

4 (A) (B) (C) (D)

WRONG

## WRITING

1 \_\_\_\_\_

2 \_\_\_\_\_

Find the following information.

Learner's Name: \_\_\_\_\_

Identification Number: \_\_\_\_\_ Date of Appraisal Test: \_\_\_\_\_

## Form 80 Appraisal Score Conversion Charts

### Listening Test

Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	179*
3	184*
4	188
5	191
6	193
7	196
8	198
9	200
10	202
11	204
12	206
13	208
14	210
15	212
16	214
17	216
18	218
19	220
20	223
21	225
22	229
23	233
24	235♦
25	237♦
26	239♦

### Reading Test

Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240♦
23	242♦
24	244♦
25	246♦

Ching Lin's listening Appraisal raw score was 8. What was her listening scale score? \_\_\_\_\_

Ching Lin's reading Appraisal raw score was 11 . What was her reading scale score? \_\_\_\_\_

# CASAS SKILL LEVEL DESCRIPTORS FOR ESL

#3

Scale Score	CASAS Level	Descriptors
250	<b>E</b>	<b>Proficient Skills</b> SPL 8 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.
245		
240	<b>D</b>	<b>Adult Secondary</b> SPL 7 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.
235		
230	<b>C</b>	<b>Advanced ESL</b> SPL 6 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.
225		
220		
215		
210	<b>B</b>	<b>High Intermediate ESL</b> SPL 5 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.
205		<b>Low Intermediate ESL</b> SPL 4 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.
200		
190		
180	<b>A</b>	<b>High Beginning ESL</b> SPL 3 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.
		<b>Low Beginning ESL</b> SPL 2 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.
150		<b>Beginning Literacy/Pre-Beginning ESL</b> SPL 0-1 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.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Find the CASAS basic skill levels for Ching Lin using her scale scores.

Listening \_\_\_\_\_

Reading \_\_\_\_\_

# Suggested Next Test – APPRAISAL FORM 80

#4

From the appraisal test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

LISTENING		READING	
Form 80L		Form 80R	
Score	Next Test Level	Score	Next Test Level
171	A	171	A
179	A	180	A
184	A	185	A
188	A	189	A
191	A	193	AX or A
193	A	196	B or AX
196	A	199	B or AX
198	B or A	201	B or AX
200	B	204	B or AX
202	B	207	B
204	B	209	B
206	B	212	C or B
208	B	214	C or B
210	B	216	C or B
212	C or B	219	C or B
214	C or B	222	C
216	C	224	C
218	C	227	C
220	C	230	D or C
223	C	234	D or C
225	C	237	D
229	C	240	D
233	C	242	D
235	C	244	D
237	C	246	D
239	C		

## CASAS Test Forms by Level

LISTENING				READING				
Level	Life & Work Series	Life Skills Series	ECS Series	Level	Life & Work Series	Life Skills Series	ECS Series	Citizenship Series
A	81L, 82L	51L, 52L	51L, 52L	Beg. Lit.	27R, 28R	27R, 28R	27R, 28R	27R, 28R
B	83L, 84L	53L, 54L	63L, 64L	A	81R, 82R	31R, 32R	11R, 12R	951R, 952R
C	85L, 86L	55L, 56L	65L, 66L	AX	81RX, 82RX	32RX		951RX, 952RX
				B	83R, 84R	33R, 34R	13R, 14R, 114R	
				BX		34RX		
				C	185R, 186R; 85R, 86R*	35R, 36R	15R, 16R, 116R	
				D	187R, 188R	37R, 38R	17R, 18R	

X level tests are a bridge to the next level

\*Use either Forms 85 and 86 or Forms 185 and 186 as pre- and post-test pairs.

Select the Life and Work reading pretest form number based on Ching Lin's Appraisal scale score of 209 for reading. \_\_\_\_\_



PRACTICE

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

TEST

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)

16 (A) (B) (C) (D)

17 (A) (B) (C) (D)

18 (A) (B) (C) (D)

19 (A) (B) (C) (D)

20 (A) (B) (C) (D)

21 (A) (B) (C) (D)

22 (A) (B) (C) (D)

23 (A) (B) (C) (D)

24 (A) (B) (C) (D)

25 (A) (B) (C) (D)

26 (A) (B) (C) (D)

27 (A) (B) (C) (D)

28 (A) (B) (C) (D)

29 (A) (B) (C) (D)

30 (A) (B) (C) (D)

31 (A) (B) (C) (D)

32 (A) (B) (C) (D)

33 (A) (B) (C) (D)

34 (A) (B) (C) (D)

35 (A) (B) (C) (D)

36 (A) (B) (C) (D)

37 (A) (B) (C) (D)

38 (A) (B) (C) (D)

39 (A) (B) (C) (D)

40 (A) (B) (C) (D)

41 (A) (B) (C) (D)

42 (A) (B) (C) (D)

43 (A) (B) (C) (D)

44 (A) (B) (C) (D)

45 (A) (B) (C) (D)

46 (A) (B) (C) (D)

47 (A) (B) (C) (D)

48 (A) (B) (C) (D)

49 (A) (B) (C) (D)

50 (A) (B) (C) (D)

1 Lin, Ching

2 R. Niles

Student Last Name First Middle

Instructor Name

Directions for marking answers

• Use No. 2 pencil only

• Do NOT use ink or ballpoint pen

• Make dark marks that fill rectangle completely

• Erase cleanly any answers you change

Right

0 1 2 3

Wrong

0 1 2 3

3 STUDENT IDENTIFICATION

353453456

0000000000

1111111111

2222222222

3333333333

4444444444

5555555555

6666666666

7777777777

8888888888

9999999999

Is this your Social Security #? Yes No

4 FORM NUMBER

083R

0000000000

1111111111

2222222222

3333333333

4444444444

5555555555

6666666666

7777777777

8888888888

9999999999

5 TEST DATE

MM DD

Jan 00 200 0

Feb 01 200 1

Mar 02 200 2

Apr 03 200 3

May 04 200 4

Jun 05 200 5

Jul 06 200 6

Aug 07 200 7

Sep 08 200 8

Oct 09 200 9

Nov 10 201 0

Dec 11 201 1

6 CLASS NUMBER

5652

0000000000

1111111111

2222222222

3333333333

4444444444

5555555555

6666666666

7777777777

8888888888

9999999999

7 INSTRUCTIONAL PROGRAM (Mark one)

Basic Skills (ABE)

ESL

ESL / Citizenship

Citizenship

High School Diploma

GED

Spanish GED

Career / Tech Ed

Workforce Readiness

Adults w / Disabilities

Health & Safety

Home Economics

Parent Education

Older Adults

Other

Student does not yet have the skills to be tested.

8 HOURS OF INSTRUCTION\*

0000

1111

2222

3333

4444

5555

6666

7777

8888

9999

If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

9 RAW SCORE

13

00

11

22

33

44

55

66

77

88

99

10 TEST 1

000

111

222

333

444

555

666

777

888

999

11 TEST 2

000

111

222

333

444

555

666

777

888

999

12 TEST 3

000

111

222

333

444

555

666

777

888

999

13 TEST 4

000

111

222

333

444

555

666

777

888

999

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What form number did Ching Lin take as her reading pretest? \_\_\_\_\_  
What was Ching Lin's pretest reading raw score? \_\_\_\_\_

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Implementation Training 2011

Continue to the next page. ➡ 17

# Form 83R

## Level B - Reading

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
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
26	224
27	226
28	229
29	230 ♦
30	231 ♦
31	232 ♦
32	234 ♦

What is Ching Lin's reading pretest scale score if her raw score was 13?

\_\_\_\_\_

08/06/2007  
13:50:15

**Class Performance by Competency**  
4908 - Rolling Hills Adult School  
Test Dates between 07/01/2007 and 06/30/2008

Page: 1  
PC3

Agency: 4908 - Rolling Hills Adult School

Site: 6 - Southwest Campus

Class: 001 - ESL - Intermediate Low

Course: Total Tests 23

Form: 083R - Life and Work Reading Level B Total Students 22

Item	Correct?	Comp No.	Task	Competency Description
1	74%	0.2.1 7.2.1	3	Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information
2	78%	4.2.1 7.2.1	3	Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information
3	30%	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
4	26%	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
5	57%	4.1.2 0.2.1	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions
6	70%	4.1.2 0.2.1 2.3.2	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions Identify the months of the year and the days of the week
7	78%	1.4.7 7.2.1 7.3.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes
8	61%	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information
9	83%	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information
10	70%	1.4.2	4	Select housing by interpreting ads, signs, and other info.
11	52%	1.4.3	1	Interpret lease and rental agreements
12	57%	1.4.3	1	Interpret lease and rental agreements
13	22%	1.4.3	1	Interpret lease and rental agreements
14	70%	3.3.2 3.3.1	4	Interpret medicine labels Identify and use necessary medications
15	74%	0.2.4 7.2.1	3	Converse about activities and personal interests Identify and paraphrase pertinent information
16	57%	4.1.8 4.1.9 7.2.1	3	Identify common occupations, skills and education req'd Identify procedures for career planning, self-assessment Identify and paraphrase pertinent information
17	83%	4.4.3 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Analyze a situation, statement, or process
18	74%	4.4.3 2.3.1 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Interpret clock time Analyze a situation, statement, or process
19	70%	4.4.3 2.3.2 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Identify the months of the year and the days of the week Analyze a situation, statement, or process
20	48%	4.2.1 1.1.6	2	Interpret wages, deductions, benefits, timekeeping forms Count, convert, use coins, currency and symbols (\$ and .)

Which Item was missed by most students who took this test? \_\_\_\_\_

What competency does that item relate to? \_\_\_\_\_

What kind of task are students looking at on this test item?

\_\_\_\_\_

## Life and Work Beginning Literacy – Level B

From the pre-test test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Form 27R-28R Beginning Literacy		Forms 81R-82R Level A		Forms 81RX-82RX Level A Bridge to B		Forms 83R-84R Level B	
Score	Next Test Level	Score	Next Test Level	Score	Next Test Level	Score	Next Test Level
<153	*	<170	*	<182	A	<186	*
153	Beg Lit	170	A	182	AX or A	186	B or AX
155	Beg Lit	173	A	184	AX or A	189	B or AX
156	Beg Lit	176	A	186	AX or A	191	B or AX
158	Beg Lit	178	A	188	AX or A	193	B or AX
160	Beg Lit	180	A	190	AX or A	194	B or AX
162	Beg Lit	182	A	192	AX or A	195	B or AX
164	Beg Lit	184	A	194	B or AX	197	B or AX
165	Beg Lit	186	A	196	B or AX	199	B or AX
166	Beg Lit	188	A	197	B or AX	200	B or AX
167	Beg Lit	189	A	199	B or AX	202	B or AX
169	Beg Lit	191	A	200	B or AX	203	B or AX
170	Beg Lit	193	AX or A	201	B or AX	205	B or AX
172	Beg Lit	195	B or AX	202	B or AX	206	B
174	Beg Lit	197	B or AX	204	B or AX	208	B
175	Beg Lit	200	B or AX	206	B	209	B
176	Beg Lit	203	B or AX	208	B	210	B
177	A or Beg Lit	205	B or AX	210	B	212	B
179	A or Beg Lit	206	B	212	B	213	B
180	A	208	B	214	B	215	B
181	A	209	B	216	C or B	216	B
182	A	210	B	218	C or B	218	C or B
183	A			220	C	220	C or B
184	A			222	C	222	C
186	A			224	C	224	C
187	A			227	C	226	C
189	A					229	C
191	A					230	C
192	A					231	C
194	B or AX or A					232	C
196	B or AX					234	C
199	B or AX						
202	B or AX						

READING	
Level	Life & Work Series
Beg. Literacy	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R*
D	187R, 188R

X level tests are a bridge to the next level

Find the Life and Work reading post-test form number based on Ching's pretest score of 203 on Form 83R. \_\_\_\_\_



Test Record

**PRACTICE**

1 ● (B) (C) (D)

2 (A) ● (C) (D)

3 (A) (B) (C) ●

① *Lin, Ching*

Student Last Name First Middle

② *R. Niles*

Instructor Name

Agency #

Site #

TEST

1 ● (B) (C) (D)

2 (A) ● (C) (D)

3 (A) (B) ● (D)

4 (A) ● (C) (D)

5 (A) (B) ● (D)

6 (A) (B) (C) ●

7 (A) ● (C) (D)

8 ● (B) (C) (D)

9 ● (B) (C) (D)

10 (A) (B) ● (D)

11 (A) (B) (C) ●

12 (A) ● (C) (D)

13 (A) ● (C) (D)

14 (A) (B) ● (D)

15 (A) (B) (C) ●

16 ● (B) (C) (D)

17 (A) ● (C) (D)

18 (A) (B) ● (D)

19 (A) (B) ● (D)

20 (A) ● (C) (D)

21 (A) (B) ● (D)

22 (A) (B) (C) ●

23 (A) ● (C) (D)

24 ● (B) (C) (D)

25 (A) (B) ● (D)

26 (A) ● (C) (D)

27 (A) (B) (C) ●

28 (A) ● (C) (D)

29 (A) (B) (C) ●

30 ● (B) (C) (D)

31 ● (B) (C) (D)

32 (A) (B) ● (D)

33 (A) (B) (C) (D)

34 (A) (B) (C) (D)

35 (A) (B) (C) (D)

36 (A) (B) (C) (D)

37 (A) (B) (C) (D)

38 (A) (B) (C) (D)

39 (A) (B) (C) (D)

40 (A) (B) (C) (D)

41 (A) (B) (C) (D)

42 (A) (B) (C) (D)

43 (A) (B) (C) (D)

44 (A) (B) (C) (D)

45 (A) (B) (C) (D)

46 (A) (B) (C) (D)

47 (A) (B) (C) (D)

48 (A) (B) (C) (D)

49 (A) (B) (C) (D)

50 (A) (B) (C) (D)

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right

(0) ● (2) (3)

Wrong

✗ (1) (2) (3)

(0) (1) ● (3)

③ STUDENT IDENTIFICATION

3 5 3 4 5 3 4 5 6

0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2

● 3 ● 3 3 ● 3 3 3

4 4 4 ● 4 4 ● 4 4

5 ● 5 5 ● 5 5 ● 5

6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9

Is this your Social Security #? Yes ● No □

④ FORM NUMBER

0 8 4 R

● 0 0 ● (X)

1 1 1 M

2 2 2 L

3 3 3 W

4 4 ● S

5 5 5 G

6 6 6 C

7 7 7

8 ● 8

9 9 9

⑤ TEST DATE

	June	05	11
Jan	□	● 0	200 0
Feb	□	1 1	200 1
Mar	□	2 2	200 2
Apr	□	3 3	200 3
May	□	4	200 4
Jun	●	5 5 5 6	200 5
Jul	□	6	200 6
Aug	□	7	200 7
Sep	□	8	200 8
Oct	□	9	200 9
Nov	□		201 0
Dec	□		201 ●

⑥ CLASS NUMBER

0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9

⑦ INSTRUCTIONAL PROGRAM (Mark one)

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

□ Student does not yet have the skills to be tested.

⑧ HOURS OF INSTRUCTION\*

0 0 9 0

● ● 0 ●

1 1 1 1

2 2 2 2

3 3 3 3

4 4 4 4

5 5 5 5

6 6 6 6

7 7 7 7

8 8 8 8

9 9 ● 9

\* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ RAW SCORE

17

0 0

● 1

2 2

3 3

4 4

5 5

6 6

7 ●

8 8

9 9

\* = required for TOPSpro software

⑩ TEST 1	⑪ TEST 2	⑫ TEST 3	⑬ TEST 4
0 0 0	0 0 0	0 0 0	0 0 0
1 1 1	1 1 1	1 1 1	1 1 1
2 2 2	2 2 2	2 2 2	2 2 2
3 3 3	3 3 3	3 3 3	3 3 3
4 4 4	4 4 4	4 4 4	4 4 4
5 5 5	5 5 5	5 5 5	5 5 5
6 6 6	6 6 6	6 6 6	6 6 6
7 7 7	7 7 7	7 7 7	7 7 7
8 8 8	8 8 8	8 8 8	8 8 8
9 9 9	9 9 9	9 9 9	9 9 9

Find the following information for the reading post-test.

Date of post-test \_\_\_\_\_

Hours of instruction \_\_\_\_\_

Post-test form number \_\_\_\_\_

Raw score \_\_\_\_\_

# Form 84R

## Level B - Reading

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	193
8	195
9	197
10	199
11	200
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
26	224
27	226
28	229
29	230♦
30	231♦
31	232♦
32	234♦

What is Ching's reading post-test scale score if her raw score was 17? \_\_\_\_\_

Remember that Ching got a 203 in reading on her pretest. She got a 209 on her post-test. Use this excerpt from the Skill Level Descriptors for ESL to answer the following questions.

235		
230		
225		
220	<b>C</b>	<b>Advanced ESL</b> SPL 6 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.
215		
210	<b>B</b>	<b>High Intermediate ESL</b> SPL 5 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.
205		
200		<b>Low Intermediate ESL</b> SPL 4 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.
190		<b>High Beginning ESL</b> SPL 3 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.
180	<b>A</b>	<b>Low Beginning ESL</b> SPL 2 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.
150		<b>Beginning Literacy/Pre-Beginning ESL</b> SPL 0-1 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.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

What are the learning gains between pre- and post-tests?

Post-test Scale Score – Pretest Scale Score = Learning Gains

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Which reading level should Ching be placed in next semester? \_\_\_\_\_