

Beyond Implementation Basics Training

Activity Packet

Case Study

PARTICIPANT

Activity 1: Implementation at Your Agency



Here are some questions to help you think about CASAS implementation at your agency.

1. What is your role at your agency (i.e., teacher, administrator, intake staff, other
2. Does your agency have an initial intake process? If so, what are its components?
3. If not, how do students get placed into programs, levels, and classes?
4. What CASAS tests does your agency use?
5. Who administers CASAS tests? Teachers? An assessment team? Others?
6. How are tests scored (manually, electronically)?
7. Who gets test results and how soon after testing do they get results?
8. Do teachers use the test results to help plan instruction? If so, how?

Activity 2: CASAS Competencies



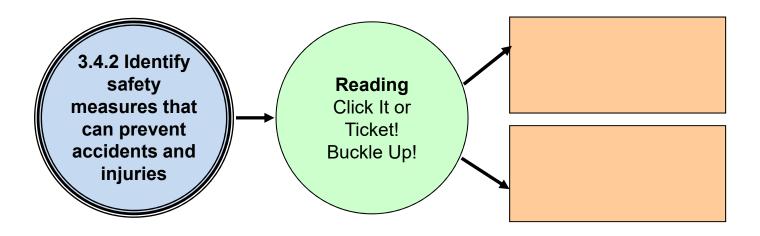
Your new evening class is an advanced class of students who want to attend college eventually. Identify three competencies that you think are important for this class. 1. 2. 3. Your new morning class contains a group of young adults who are newly paroled. Identify three competencies that you think are important for this class. 1. 2. 3. Your new afternoon class contains former displaced workers and adults who are newly unemployed. Identify three competencies that you think are important for this class. 1. 2.

3.

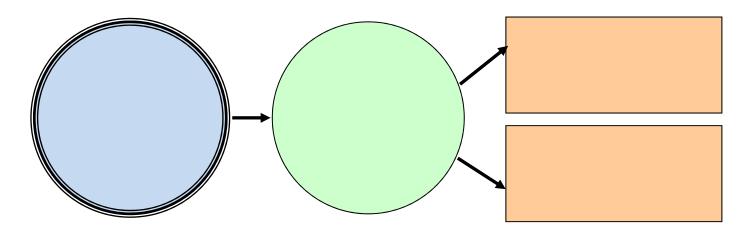
Activity 3: Mapping Content Standards



Complete the first diagram. Use the reference on the next two pages to identify content standards that could be taught for the competency shown.



If time permits, select a competency from the previous page and complete the next diagram. This activity can also be used as a mapping activity for staff development at your agency.



Activity 3: Reference

Excerpt from "Aligning CASAS Competencies and Assessments to Basic Skill Content Standards"



Reading Basic Skills Content Standards by Instructional Level

Categories

R1	Beginning literacy / Phonics	Key to NRS Educational Functioning Lev					
R2	Vocabulary		ESL		ABE		
R3	General reading comprehension	1	Beginning Literacy	1	Beginning Literacy		
R4	Text in format	2	Beginning Low	2	Beginning		
R5	Reference materials	3	Beginning High	3	Intermediate Low		
R6	Reading strategies	4	Intermediate Low	4	Intermediate High		
R7	Reading and thinking skills	5	Intermediate High		ASE		
R8	Academic-oriented skills	6	Advanced Low	5	Low		
R9	Literary analysis		Advanced High	6	High		

		ABE/ASE NRS Level			1	2	3	4	5	6
		ESL NRS Level	1	2	3	4	5	6		
CS#	Content Standard	A	A	A			C	D	E	
R1	Beginning literacy / Phonics	CASAS Level	11	11	11				D	
R1.1	Identify the letters of the English alph	abet (unner and lower case)	•	•	•					
R1.2	Recognize that letters make words an		•	•	•					\vdash
R1.3	Read from left to right, top to bottom.		•	•	•					
R1.4	Relate letters to sounds	Holit to odek	•	•	•					
R1.5	Relate letters to a range of possible pr	conunciations, including recognizing	•	•	•	•				
R1.6	Use common phonological patterns to (e.g., man/van)	sound out unfamiliar words	•	•	•					
R2	Vocabulary									
R2.1	Interpret common symbols (e.g., restr	oom signs, traffic signs; #, ▶, ↑)	•	•	•	•				Γ
R2.2	Read basic sight words (e.g., the, is)		•	•	•					
R2.3	Interpret common high-frequency wo (e.g., signs, ads, labels)	•	•	•	•					
R2.4	Use capitalization as a clue to interpretother proper nouns)	et words (e.g., names, place names,	•	•	•					
R2.5	Interpret contractions			•	•	•				Г
R2.6	Interpret basic abbreviations (e.g., Ma	., apt., lb.)		•	•	•				Т
R2.7	Interpret abbreviations in specialized	contexts (e.g., tsp., bnfts.)			•	•	•	•		Γ
R2.8	Interpret meaning from word formation possessives, comparative forms)	ons (e.g., verb endings, plurals,		•	•	•	•			
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)					•	•			
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>impossible</u> , <u>anti-war</u> , attend <u>ee</u>)						•	•		
R2.11	Interpret familiar words used in a new				•	•	Г			Г
	(e.g., enter a room, enter data on a co									
R2.12	Interpret specialized vocabulary in co				•	•	•	•	•	•
	(e.g., consumer, work, field of interes									

Activity 3: Reference cont. Excerpt from "Aligning CASAS Competencies and Assessments to

Basic Skill Content Standards"



		ABE/ASE NRS Level			1	2	3	4	5	6
		ESL NRS Level	1	2	3	4	5	6		
CS#	Content Standard	CASAS Level	A	A	A	В	В	C	D	E
	General reading comprehension									
R3.1	Interpret common punctuation and sente	nce-writing conventions	•	•	•					
103.1	(e.g., capitalized first word)	nee writing conventions								
R3.2	Read and understand simple sentences the	nat contain familiar vocabulary		•	•	•				
R3.3	Read and understand simple texts on fan	-			•	•				
	consumer materials)	(-18),								
R3.4	Read and understand moderately comple	ex texts (e.g., general informational				•	•	•	•	•
	materials, common workplace materials)	, , ,								
R3.5	Read and understand complex texts (e.g.	, newspaper and magazine articles,						•	•	•
	technical materials, literature)									
R3.6	Interpret simple written instructions			•	•	•				
R3.7	Interpret detailed instructions (e.g., work	cplace procedures, operating					•	•	•	•
	instructions, consumer materials)									
R3.8	Interpret basic sentence structure and gra	ammar (e.g., statements, questions,		•	•	•				
	negatives; adjectives modifying nouns)									
R3.9	Interpret complex sentence structure and	grammar (e.g., relative clauses, perfect					•	•	•	•
	tenses)									
R3.10	Follow pronoun references within a text important.)	(e.g., Ms. Smith she; This is		•	•	•				
R3.11	Make connections between related infor	mation across different sections of a text					•	•	•	•
R3.12	Use supporting illustrations to interpret t	ext	•	•	•	•	•	•	•	•
R3.13	Use contextual clues to determine the me (e.g., Save \$10 on your next <i>purchase</i> .)	eaning of words and phrases			•	•	•			
R3.14	Interpret signal words as clues to the org	anization and content of a text			•	•	•	•	•	•
	(e.g., first then; however; it's importan									
R3.15	Interpret idioms and collocations from co	ontext				•	•	•	•	
R3.16	Interpret figurative meanings of words fr	rom context (e.g., flooded with calls)						•	•	•
R3.17	Interpret the connotative meaning of a w	ord (e.g., inexpensive vs. cheap)					•	•	•	•
R3.18	Interpret analogies in familiar contexts							•	•	•
R3.19	Interpret meaning of metaphors and simi							•	•	
R4	Text in format									
R4.1	Read numbers									
R4.2	Read clock times				•	•				
R4.3	Read dates				•	•				
R4.4	Read money amounts					•				
R4.5	Read simple handwriting		•	•	•					
R4.6	Interpret simple forms (e.g., appointmen		•	•	•	•	•			
R4.7	Interpret complex forms (e.g., rental, ins					•	•	•	•	
R4.8	Interpret information in charts and tables	s (e.g., bus schedules)		•	•	•	•	•	•	•



Resources for Your Program

DiscussionQuestions

- For Instructors
- For Program
 Managers and
 Administrators

Checklists

- The Assessment Process
- Planning for Instruction

CASAS Website

- Training and Support
- Education Providers
- Workforce
 Development
- Business and Industry
- Social Media
 Newsroom

Discussion Questions: For Instructors



Program Orientation and Student Placement

- What is your agency's process for placing students into your classes?
- Is there a process for moving students who may not have been placed correctly?
- How do you involve students in identifying short and long-term goals and monitoring their progress toward attainment of identified goals?

Accountability

- How does your agency provide assessment results to instructional staff and how do you use the data provided?
- How do you report assessment results to students?
- How do you use assessment results to inform and target instruction?

Professional Development

- Describe how you provide input for your staff development needs.
- What is your agency's process for scheduling professional development activities?
- What incentives are there for you to participate in staff development activities?

Discussion Questions: For Program Managers & Administrators



Program Orientation and Student Placement

- How does your agency enroll students and place them into appropriate classes or programs?
- How accurate is your placement process? Is there a process for modifying or changing placement decisions?
- How are students oriented to your program, facilities, support services, requirements, and program opportunities? Does the orientation process include student goal setting?

Assessment and Accountability

- How does your agency use assessment results and other program data?
- How does your agency provide assessment results to instructional staff and how do they use the data provided?
- What strategies has your agency found effective in improving its assessment and data collection process?

Professional Development

- Describe your professional development plan and how it was developed.
- What is your agency's process for scheduling professional development activities?
- What incentives have you found to be effective in encouraging teachers to participate in staff development activities?

Checklist: The Assessment Process



Follow an intake plan; administer Appraisal octor.
Select appropriate level pretest from Next Assigned Test chart. eTests does this automatically.
Administer pretest.
Generate reports and identify Competency areas for instruction or training. TOPS automates this process.
Use a variety of resources to help identify instructional or training materials. Quick Search® can help.
Conduct instruction or training. can help with Adult Low-Level Literacy.
Select appropriate level post-test from Next Assigned Test chart. eTests does this automatically.
Administer post-test.
Generate reports and analyze results. TOPSpro automates this process.
Move students to next level if appropriate.
Repeat the process and administer additional progress tests as needed.

Checklist: Planning for Instruction



- Identify priority Competencies based on test results.
- Identify Content Standards that support priority Competencies.
- Identify curriculum resources that address targeted Competencies.
- Develop lesson plans that incorporate all of the above.



CASAS Website www.casas.org



Follow the path from www.casas.org for unlimited access to these complimentary resources.

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > CASAS Basic Skills Content Standards

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > CASAS and Common Core State Standards

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > CASAS Competencies

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > CASAS Scale, Skill Levels, and Descriptors

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > Curriculum Modules (Low Level Literacy)

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > Instructional Materials: QuickSearch Online

<u>Home</u> > <u>Product Overviews</u> > <u>Curriculum Management & Instruction</u> > **Sample Test Items**

<u>Home</u> > <u>Product Overviews</u> > <u>Software</u> > <u>TOPSpro Enterprise</u> > Sample Reports

<u>Home</u> > <u>Social Media Newsroom</u> > Success Stories



Case Study

The purpose of this case study is to guide you through the process of selecting, administering, and interpreting results of CASAS assessments for a class.

Case Study



Within the first week of class, students take the reading pretest. Many agencies assess more than one skill (such as reading), and may include listening, math, or writing. Your students took the Life and Work Reading Level B, Form 83R as a pretest. Test results are listed below for nine of the students.

ID#	Name	Reading Appraisal Scores		Pretest Form 83R	Pretest Scale Score
		Raw	Scale		
1	David V.	10	207	В	203
2	Darius D	11	209	В	205
4	Veronica L.	8	201	В	200
6	Zelmira D.	9	204	В	202
11	Khamboon V.	6	196	В	195
12	Quentin T.	12	212	В	209
18	Chu L.	8	201	В	200
20	Rodolfo R.	9	204	В	202
24	Sang C.	15	219	В	210

Look at the *Class Performance by Test Item and Competency* on the next page to view test results for the entire class.

Excerpt from Class Performance Report



Class Performance

by Test Item & Competency

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Agency: 4908 - Rolling Hills Adult School Teacher: 1110 - Askew, Elisa

Site: 11 - North City Form: 083R - Life and Work Reading Level B
Class: 110 - Low Intermediate ESL Total Tests: 22 Total Students: 22

Class:	110 - LOW II	itermediate ESL		Total Tests: 22 Total Students: 22
Position	Correct?	Comp No.	Task	Competency Description
30	4 %	1.1.3	2	Interpret maps and graphs
		1.9.4		Interpret maps related to driving
		2.2.5		Use maps relating to travel needs
21	18 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		7.2.3		Make comparisons of items, information, ideas
26	18 %	1.3.3	3	Identify, use methods to buy goods, services, make returns
		7.2.1		Identify and paraphrase pertinent information
27	18 %	1.3.3	3	Identify, use methods to buy goods, services, make returns
11	22 %	1.4.3	1	Interpret lease and rental agreements
14	22 %	3.3.2	4	Interpret medicine labels
		3.3.1		Identify and use necessary medications
23	22 %	5.3.8	3	Identify procedures for reporting a crime
		7.2.2		Analyze a situation, statement, or process
31	22 %	3.2.1	1	Fill out medical health history forms
		7.2.4		Identify, make inferences: inductive, deductive reasoning
13	27 %	1.4.3	1	Interpret lease and rental agreements
32	27 %	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms
		3.2.3		Interpret info. for medical, dental, life insurance
16	31%	4.1.8	3	Identify common occupations, skills and education req'd
		4.1.9		Identify procedures for career planning, self-assessment
		7.2.1		Identify and paraphrase pertinent information
19	31 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week
		7.2.2		Analyze a situation, statement, or process
22	31 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		1.1.6		Count, convert, use coins, currency and symbols (\$ and .)
29	31%	1.1.3	2	Interpret maps and graphs



- 1. What are the four items with the lowest percentage correct?
- 2. What competencies do these test items correlate to? List the Competency Numbers and the Competency Statement.

Item 30:

Item 21:

Item 26:

Item 27:

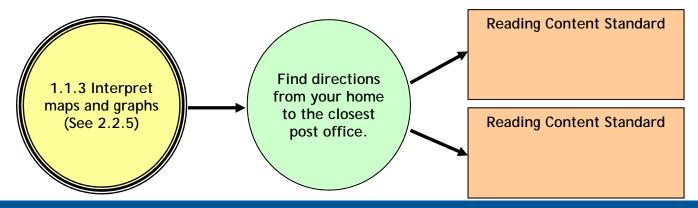
- 3. What are the task areas that correspond to these test items?
 - Items 30 and 21 -

Items 26 and 27 -

4. Which competencies do you think the teacher should incorporate into instruction before the students take the post-test? Why?

You decide to prepare a lesson that addresses the test item that the greatest percentage of students missed - item 30.

5. Identify the CASAS Content Standards that provide the foundation of competencies you are targeting in this lesson (1.1.3 and 1.9.4). Look at the list of CASAS Content Standards for Reading (see pp. 5-6) and identify two content standards for the competency listed.





QuickSearch Online helps identify appropriate resources and instructional materials that match CASAS Competencies and CASAS Content Standards you want to focus on in your lesson.

View a brief tutorial about QuickSearch at:

www.casas.org > Product Overviews > Curriculum Management & Instruction > Instructional Materials: QuickSearch Online

Your students have completed approximately 70-100 hours of instruction so now it is time to monitor their progress and administer a post-test.

6. Post-test scores for the same nine students are listed below. Calculate learning gains for each student.

ID#	Name		Appraisal Scores		Post-test Scale Score	Learning Gains
		Raw	Scale			
1	David V.	10	207	203	212	
2	Darius D.	11	209	205	203	
4	Veronica L.	8	201	200	208	
6	Zelmira D.	9	204	202	205	
11	Khamboon V.	6	196	195	205	
12	Quentin T.	12	212	209	213	
18	Chu L.	8	201	200	206	
20	Rodolfo R.	9	204	202	209	
24	Sang C.	15	219	210	206	

A typical point gain for students who receive 70 - 100 hours of instruction ranges between 3 - 8 points.

- 7. Do any of the students above show a "negative" learning gain? If so, who are they?
- 8. What are some reasons why students might score lower on a post-test?
- 9. For students who show a negative gain between pre- and post-testing, should they be retested immediately with the *same test form* in hopes that they will show improvement the second time? Yes or no?
- 9. Why or why not?



Agencies that score CASAS tests manually may use templates such as the one below to view how an entire class performed on a pre- or post-test. These templates are found in the test administration manuals.

CLASS PROFILE BY COMPETENCY						STUDENT NAMES									
Form 83 R - Reading - Level B															
Life and Work															
Test date:															
	Enter names and scores at													L	
	op of columns and check	Appraisal S	core												
it	tems answered correctly.	Raw S	core												
		Scale S	core												
#	ITEM DESCRIPTION	COMPETENCY	Т							l	l				
77	TIEM DESCRIPTION	COMPLIENCI	*												
1	Narrative	0.2.1, 7.2.1	3												
2	Narrative	4.2.1, 7.2.1	3												
3	Job ad	4.1.3, 4.1.6	4											$ldsymbol{f eta}$	
4	Job ad	4.1.3, 4.1.6	4											<u> </u>	L
5	Job application form	4.1.2, 0.2.1,	1											<u> </u>	L
6	Job application form	4.1.2, 0.2.1, 2.3.2	1												
7	Narrative	1.4.7, 7.3.1, 7.2.1	3											L	
8	Narrative	1.4.7, 7.2.1	3												L
9	Narrative	1.4.7, 7.2.1	3											$ldsymbol{ld}}}}}}$	L
10	House ads	1.4.2	4												
11	Rental application	1.4.3	1												
12	Rental application	1.4.3	1												L
13	Rental application	1.4.3	1												匚
14	Medicine label	3.3.2, 3.3.1	4											$ldsymbol{ld}}}}}}$	L
15	Narrative	0.2.4, 7.2.1	3												
16	Narrative	4.1.8, 4.1.9, 7.2.1	3												
17	Work schedule	4.4.3, 7.2.2	2											L	
18	Work schedule	4.4.3, 2.3.1, 7.2.2	2											<u> </u>	
19	Work schedule	4.4.3, 2.3.2, 7.2.2	2												L
20	Pay stub	4.2.1, 1.1.6	2												
21	Pay stub	4.2.1, 7.2.3	2												
22	Pay stub	4.2.1, 1.1.6	2											L	
23	Narrative	5.3.8, 7.2.2	3												
24	Narrative	5.3.8, 7.2.2	3												
25	Narrative	5.3.8, 7.2.1	3												
26	Store return policy	1.3.3, 7.2.1	3												
27	Store return policy	1.3.3	3											L	
28	Store return policy	1.3.3	3											<u> </u>	
29	Street map	1.1.3, 2.2.5, 1.9.4, 2.2.1	2												
30	Street map	1.1.3, 2.2.5, 1.9.4	2												Г
31	Medical history form	3.2.1, 7.2.4	1												Г
32	Explanation of health benefits	4.2.1, 3.2.3	3												
	OCHCIIIS														



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Click Feedback at bottom

of any web page

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techsupport@casas.org

Workshops:

http://www2.casas.org/on

line_registration/

Training Completion Directions



Workshop ID:	Date of Training:	
Name of Trainer(s):		



1. Go to: CASAS Training website at http://training.casas.org/

2. Click: Login



3. Click: Training Completion Portal (for in-person/live training)

4. Click: Training Title



5. Click: Enroll me



6. Click & Submit: Training Completion (for in person/live training)

Click the button (below) and your certificate will be sent to you as an email attachment.

Get your certificate

7. Click: Get your certificate