Beyond Implementation Basics Training

Activity Packet

Case Study

TRAINER

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.
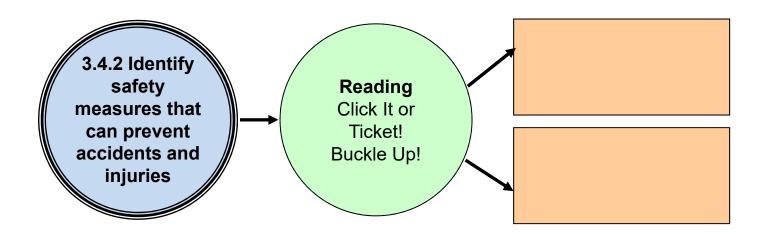
1.

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.
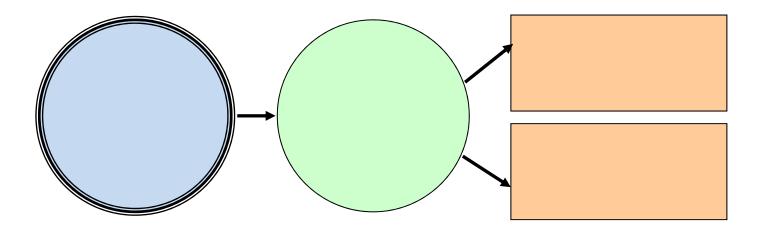
1.

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.

3.4.2 Identify safety measures that can prevent accidents and injuries → **Reading** Click It or Ticket! Buckle Up!

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.

Reading Basic Skills Content Standards by Instructional Level

Categories

R1	Beginning literacy / Phonics
R2	Vocabulary
R3	General reading comprehension
R4	Text in format
R5	Reference materials
R6	Reading strategies
R7	Reading and thinking skills
R8	Academic-oriented skills
R9	Literary analysis

Key to NRS Educational Functioning Levels

	ESL		ABE
1	Beginning Literacy	1	Beginning Literacy
2	Beginning Low	2	Beginning
3	Beginning High	3	Intermediate Low
4	Intermediate Low	4	Intermediate High
5	Intermediate High		**ASE**
6	Advanced Low	5	Low
	Advanced High	6	High

CS #	Content Standard	ABE/ASE NRS Level		1	2	3	4	5	6
		ESL NRS Level 1	2	3	4	5	6		
		CASAS Level A	A	A	B	B	C	D	E
R1	**Beginning literacy / Phonics**								
R1.1	Identify the letters of the English alphabet (upper and lower case)	•	•	•					
R1.2	Recognize that letters make words and words make sentences	•	•	•					
R1.3	Read from left to right, top to bottom, front to back	•	•	•					
R1.4	Relate letters to sounds	•	•	•					
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms	•	•	•	•				
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)	•	•	•					
R2	**Vocabulary**								
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ▶, ↑)	•	•	•	•				
R2.2	Read basic sight words (e.g., the, is)	•	•	•					
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)	•	•	•	•				
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)	•	•	•					
R2.5	Interpret contractions		•	•	•				
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•	•	•				
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)			•	•	•	•		
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)			•	•	•	•		
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., impossible, anti-war, attendee)						•	•	
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)				•	•			
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)				•	•	•	•	•	•

| | | 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	B	B	C	D	E
	General reading comprehension									
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)		•	•	•					
R3.2	Read and understand simple sentences that contain familiar vocabulary			•	•	•				
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)					•	•			
R3.4	Read and understand moderately complex 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., workplace procedures, operating instructions, consumer materials)						•	•	•	•
R3.8	Interpret basic sentence structure and grammar (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 (e.g., Ms. Smith… she; This is important.)			•	•	•				
R3.11	Make connections between related information across different sections of a text						•	•	•	•
R3.12	Use supporting illustrations to interpret text		•	•	•	•	•	•	•	•
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save $10 on your next *purchase*.)					•	•	•		
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first… then; however; it's important that…)					•	•	•	•	•
R3.15	Interpret idioms and collocations from context						•	•	•	•
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)							•	•	•
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)						•	•	•	•
R3.18	Interpret analogies in familiar contexts							•	•	•
R3.19	Interpret meaning of metaphors and similes in context								•	•
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., appointment sign-in sheet, class registration)			•	•	•	•	•		
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)						•	•	•	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)			•	•	•	•	•	•	•

Resources for Your Program

- **Discussion Questions**
  - 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

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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

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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

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☐ Follow an intake plan; administer **Appraisal** or **eTests** **Locator**.

☐ 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. **TOPSpro** 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.

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

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

Home > Product Overviews > Curriculum Management & Instruction > CASAS Competencies

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

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

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

Home > Product Overviews > Curriculum Management & Instruction > Sample Test Items

Home > Product Overviews > Software > TOPSpro Enterprise > Sample Reports

Home > Social Media Newsroom > 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

CASAS®

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	B	203
2	Darius D	11	209	B	205
4	Veronica L.	8	201	B	200
6	Zelmira D.	9	204	B	202
11	Khamboon V.	6	196	B	195
12	Quentin T.	12	212	B	209
18	Chu L.	8	201	B	200
20	Rodolfo R.	9	204	B	202
24	Sang C.	15	219	B	210

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

Case Study cont.
Excerpt from Class Performance Report

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Class Performance
by Test Item & Competency

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

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

Case Study cont.

1. What are the four items with the lowest percentage correct?

    Items 30, 21, 26 and 27.

2. What competencies do these test items correlate to? List the Competency Numbers and the Competency Statement.

    Item 30: **1.1.3 – Interpret maps and graphs; 1.9.4 – Interpret maps relating to travel needs; 2.2.5 – Use maps relating to travel needs.**

    Item 21: **4.2.1 – Interpret wages, deductions, benefits, timekeeping forms; 7.2.3 – Make comparisons of items, information, ideas.**

    Item 26: **1.3.3 – Identify, use methods to buy goods, services, make returns; 7.2.1 – identify and paraphrase pertinent information.**
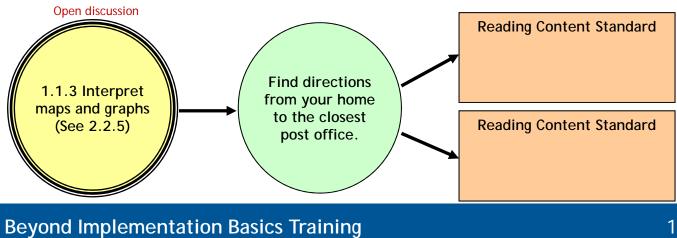
    Item 27: **1.3.3 – Identify, use methods to buy goods, services, make returns**

3. What are the task areas that correspond to these test items?
    Items 30 and 21 – **2**
    Items 26 and 27 – **3**

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

    Open discussion

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.

    Open discussion

1.1.3 Interpret maps and graphs (See 2.2.5) → Find directions from your home to the closest post office. → **Reading Content Standard** / **Reading Content Standard**

Case Study cont.

CASAS®

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	Reading Appraisal Scores		Pretest Scale Score	Post-test Scale Score	Learning Gains
		Raw	Scale			
1	David V.	10	207	203	212	9
2	Darius D.	11	209	205	203	-2
4	Veronica L.	8	201	200	208	8
6	Zelmira D.	9	204	202	205	3
11	Khamboon V.	6	196	195	205	10
12	Quentin T.	12	212	209	213	4
18	Chu L.	8	201	200	206	6
20	Rodolfo R.	9	204	202	209	7
24	Sang C.	15	219	210	206	-4

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?

Darius D., and Sang C.

8. What are some reasons why students might score lower on a post-test?

Open discussion

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?

No

9. Why or why not?

Open discussion

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
Form 83 R - Reading - Level B
Life and Work

Test date: _____

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

STUDENT NAMES

Appraisal Score
Raw Score
Scale Score

#	ITEM DESCRIPTION	COMPETENCY	T*
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
4	Job ad	4.1.3, 4.1.6	4
5	Job application form	4.1.2, 0.2.1,	1
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
8	Narrative	1.4.7, 7.2.1	3
9	Narrative	1.4.7, 7.2.1	3
10	House ads	1.4.2	4
11	Rental application	1.4.3	1
12	Rental application	1.4.3	1
13	Rental application	1.4.3	1
14	Medicine label	3.3.2, 3.3.1	4
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
18	Work schedule	4.4.3, 2.3.1, 7.2.2	2
19	Work schedule	4.4.3, 2.3.2, 7.2.2	2
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
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
28	Store return policy	1.3.3	3
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
31	Medical history form	3.2.1, 7.2.4	1
32	Explanation of health benefits	4.2.1, 3.2.3	3

Contact Information

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Click Feedback at bottom
of any web page

Technology Support Team:
techsupport@casas.org

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

Training Completion Directions

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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)

7. **Click**: Get your certificate