

## Beyond Implementation Basics Training

<Presenter Name>

<Presenter Agency/Organization>

<Presenter Contact Information>

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## Welcome!

- Have you completed Implementation Training?
- This training is for participants who:
  - Have completed CASAS Implementation Training
  - Want to expand their CASAS knowledge
  - Need to be recertified in CASAS Implementation



Beyond Implementation Basics Training 2

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## Training Content

- This training covers:
  - Pre-assessment
  - Implementation at your agency
  - Evaluating implementation effectiveness
  - Review of CASAS
  - Resources to support instruction
  - Resource for your program

Beyond Implementation Basics Training 3

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### Participant Materials

- Training presentation
- Activity packet
- CASAS Competencies
- CASAS Skill Level Descriptors
- Training completion direction



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4

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### Training Objectives

- At the end of this training, you will be able to:
  - Recall links between curriculum, instruction, and assessment
  - Identify and use CASAS Competencies, Task Areas, and Content Standards
  - Interpret and use test results to inform instruction
  - Identify instructional resources
  - Identify professional development resources

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5

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### Activity 1: Think about your agency

- What is your role at your agency?
- Does your agency have an intake process?
- How does your agency place students?
- What CASAS tests does your agency use?
- How does your agency score CASAS tests?
- Who receives test results at your agency and when?
- Do your teachers use test results to inform instruction?

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6

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Think About It

CASAS®

We encourage you to share these topics with others at your agency. Use them to think about and evaluate the effectiveness of your program.

- Intake and assessment process
- Placement into program, level, and classroom
- Pretest results
- Using test results to inform instruction
- Post-test results
- Reporting results
- Professional development
- Rewards and challenges

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7

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Think About It

CASAS®

Intake and Assessment Process

- What does the process look like at your agency?
- Is it effective?
- Do you use CASAS Appraisals for placement and intake?



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8

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Think About It

CASAS®

Placement in Program, Level, and Classroom

- How are placement decisions made at your agency?
- Is the process effective?
- Is there a policy for moving students to higher or lower classes if needed?



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9

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**Think About It**

**Pretest Results**

- Who administers the pretests at your agency?
- Do teachers receive test results?
- If so, how soon after testing do instructors receive results?
- How do teachers use test results?





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10

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**Think About It**

**Using Results to Inform Instruction**

- Does your agency use a set curriculum?
- If not, do instructors develop their own curriculum?
- Do instructors use test results to inform instruction?





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11

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**Think About It**

**Post-Test Results**

- What is the interval between pre- and post-testing at your agency?
- Who administers the post-tests?
- How soon do instructors receive results?
- How are results used?



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12

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**Think About It**

**Reporting Results**

- What does the data collection and reporting system look like at your agency?
- How do administrators use test results?
- Who reports results to the state (or your agency's funding source)?





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13

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**Think About It**

**Professional Development**

- What professional development opportunities are available at your agency?
  - Staff meeting
  - Workshops
  - Seminars
  - Conferences
  - Continuing Education Units (CEUs)
  - Other





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14

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**Think About It**

**Rewards and Challenges**

- Consider your role in your agency
  1. Write down one of the biggest rewards you have felt in your job.
  2. Write down one of the biggest challenges you've encountered in your job.



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15

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### Let's Review

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- Advantages of using 
- CASAS Competencies
- Competency Coding System
- Task Areas and Item Types
- Content Standards

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16

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### Advantages of Using

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*Nationally recognized system for computer delivery of standardized and adaptive assessments*

- Access anywhere with Internet connection
- Provides synchronized "real-time" date for accurate results
- Reports available immediately after test administration
- Streamline assessment and placement
  - Replace Appraisal with short, computer-adaptive locator
  - Administer locator + pretest in one sitting
- Automatically assigns next test

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17

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### Let's Review

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#### CASAS Competencies

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- Key component and building block of CASAS system
  - What information do you get from a competency?
  - What is the link between competencies and test items?
  - Do you use the competencies to help plan instruction?
  - Why are competencies important in the larger picture of assessment and instruction?

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18

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Let's Review

CASAS®

Competency Coding System

- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
  - Content Area: Learning and Thinking Skills
  - Competency Area: 7.7 - Demonstrate the ability to use information and communication technology
  - Competency Statement: Demonstrate ability to use e-mail and other messaging systems

Complete Activity 2 in your packet.

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19

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Let's Review

CASAS®

Task Areas and Item Types

- What is a task area?
- Where do you find task areas on CASAS reports?
- What is the link between task areas and test items?
- Do you use task areas to help plan instruction?
  - If so, how?

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20

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Let's Review

CASAS®

Task Areas and Item Types

- Reading and Math 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

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21

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### Let's Review



#### Task Areas and Item Types

- Listening Item Types
  - Picture prompts
  - Comprehension questions
  - Predict next line of dialogue
  - Identify true statement based on prompt

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22

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### Let's Review



#### Content Standards

- What are Content Standards?
- Why are they important?
- Does your program promote using Content Standards to help plan instruction? If so, how?



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23

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### Let's Review



#### Content Standards

- Clear statements of skills that students need at specific levels
  - Example: Interpret simple written instructions
- Identify the underlying basic skills associated with CASAS Competencies
- Support instructional planning
- Available in reading, math, and listening
- CASAS Reading Content Standards have been aligned with the Common Core State Standards


 Download CASAS Content Standards at: [www.casas.org](http://www.casas.org) > Product Overviews > Curriculum Management & Instruction > CASAS Basic Skills Content Standards

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24

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**Let's Review...** 

**Content Standards**

- Categories for Reading, Listening, and Math

Reading Content Standards Categories	
R1 Beginning Literacy/Phonics	R6 Reading Strategies
R2 Vocabulary	R7 Reading and Thinking Skills
R3 General Reading Comprehension	R8 Academic-Oriented Skills
R4 Text in Format	R9 Literary Analysis
R5 Reference Materials	

Listening Content Standards Categories	Math Content Standards Categories
L1 Phonology	M1 Number sense
L2 Vocabulary	M2 Algebra
L3 Grammar	M3 Geometry
L4 General Discourse	M4 Measurement
L5 Informational Discourse	M5 Statistics, Data Analysis and Probability
L6 Strategies and Critical Thinking	

Beyond Implementation Basics Training 25

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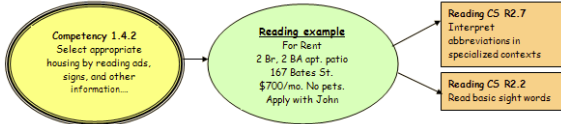
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**Let's Review** 

**Using Content Standards**



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graph LR
    A([Competency 1.4.2  
Select appropriate housing by reading ads, signs, and other information...]) --> B([Reading example  
For Rent  
2 Br. 2 BA apt. patio  
167 Bates St.  
$700/mo. No pets.  
Apply with John])
    B --> C[Reading CS R2.7  
Interpret abbreviations in specialized contexts]
    B --> D[Reading CS R2.2  
Read basic sight words]
    
```

 Complete Activity 3 in your packet.

Beyond Implementation Basics Training 26

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**Resources to Support Instruction**

- Maximize your curriculum design and instruction
  - Test Results, Data, and Reports
- Complimentary Online CASAS Resources
  - CASAS Content Standards Worksheets
  - Sample Test Items
  - QuickSearch Online
  - Curriculum Modules

Beyond Implementation Basics Training 27

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### Resources to Support Instruction

## Manual Report

– per form  
– per class

Worksheets are available in Test Administration Manuals (TAM)

#### STUDENT PERFORMANCE BY COMPETENCY

##### Form 83 R - Reading - Level B - Life and Work

Name \_\_\_\_\_ Site \_\_\_\_\_ Date \_\_\_\_\_

☒ Check boxes of items the learner has answered correctly.

ITEM	COMP *	THE LEARNER WILL DEMONSTRATE THE ABILITY TO:
<input type="checkbox"/> 1. Narrative	0.2.1-3 7.2.1	Respond appropriately to common personal information questions Identify and paraphrase pertinent information
<input type="checkbox"/> 2. Narrative	4.2.1-3 7.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms Identify and paraphrase pertinent information
<input type="checkbox"/> 3. Job ad	4.1.3-4 4.1.6	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market Interpret general work-related vocabulary
<input type="checkbox"/> 4. Job ad	4.1.3-4 4.1.6	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market Interpret general work-related vocabulary
<input type="checkbox"/> 5. Job application form	4.1.2-1 0.2.1	Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application Respond appropriately to common personal information questions
<input type="checkbox"/> 6. Job application form	4.1.2-1 0.2.1	Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application Respond appropriately to common personal information questions
<input type="checkbox"/> 7. Narrative	1.4.5-3 7.3.1 7.2.1	Identify the months of the year and the days of the week Interpret information about home maintenance, and communicate housing problems to a landlord Identify a problem and its possible causes Identify and paraphrase pertinent information

Beyond Implementation Basics Training 28

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### Resources to Support Instruction

## Manual Report

– per form  
– per class

Worksheets are available in Test Administration Manuals (TAM)

#### CLASS PROFILE BY COMPETENCY

##### Form 83 R - Reading - Level B - Life and Work

Test date: *3 - 17 - 05*

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

#	ITEM DESCRIPTION	COMPETENCY	T*	STUDENT NAMES															
				Appraisal Score															
				Raw Score	Scale Score	201	202	203	204	205	206	207	208	209	210				
1	Narrative	0.2.1, 7.2.1	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2	"	0.2.1, 7.2.1	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
3	Job ad	4.1.3, 4.1.6	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
4	"	4.1.3, 4.1.6	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
5	Job application form	4.1.2, 0.2.1	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
6	"	4.1.2, 0.2.1, 2.3.2	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
7	Narrative	1.4.5, 7.3.1, 7.2.1	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
8	"	1.4.5, 7.2.1	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
9	"	1.4.6, 7.2.1	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
10	Home ads	1.4.2	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
11	Resume application	1.4.3	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
12	"	1.4.3	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
13	"	1.4.3	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
14	Medicine label	3.3.2, 3.3.1	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
15	Narrative	2.3.2	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
16	"	4.1.6, 4.1.3, 7.2.1	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
17	Work schedule	4.4.3, 7.2.2	2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
18	"	4.4.3, 2.3.1, 7.2.2	2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Beyond Implementation Basics Training 29

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### Advantages of using TOPS<sup>pro</sup> enterprise

Nationally recognized learner management and accountability software

- Advantage for Teachers!
  - Automates test scoring
  - Calculates student learning gains by class
  - Produces customized class reports to help plan instruction
- Advantage for Administrators!
  - Provides reports to meet accountability standards and measure program effectiveness.
  - Tracks students enrolled in multiple programs.

Beyond Implementation Basics Training 30

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**CASAS®**

## Advantages of using **TOPS<sup>pro</sup>**<sub>enterprise</sub>

*Nationally recognized learner management and accountability software*

- **Advantage for Decision Makers!**
  - Generates NRS reports according to WOIA federal guidelines
  - Rolls up data from local to regional to state level
  - Provides aggregated statewide data

Beyond Implementation Basics Training

31

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## Resources to Support Instruction **CASAS®**

**TOPS<sup>pro</sup>**<sub>enterprise</sub>

05/18/2018  
12:38:31

Agency: 4008 - Rolling Hills Adult School  
Site: 11 - North City  
Class: 110 - Low Intermediate ELA

**Class Performance**  
by Test Date & Frequency

Teacher: 1110 - Adriene Elia  
Form: 0030 - Life and Work Reading Level B  
Total Tests: 22    Total Modules: 22

Page 1 of 9  
Worksheet

Sample report shows the competency number per test item and student item responses sorted by percentage correct per form and per class.

Position	Correct %	Comp. No.	Task	Competency Description
30	4 %	3.3.3	2	Interpret maps and graphs
		3.3.4		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 %	3.3.3	3	Identify, use methods to buy goods, services, make returns
		7.2.1		Identify and paraphrase pertinent information
27	18 %	3.3.3	3	Identify, use methods to buy goods, services, make returns
11	22 %	3.4.3	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 %	3.3.8	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 %	3.4.3	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
18	31 %	4.3.8	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

Beyond Implementation Basics Training

32

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## Resources to Support Instruction **CASAS®**

**TOPS<sup>pro</sup>**<sub>enterprise</sub>

05/18/2018  
12:38:31

Agency: 4008 - Rolling Hills Adult School  
Program: HSE

**Erica Kim**  
ID# 27404719

Page 1 of 9  
Worksheet

Sample report shows competencies assessed in math and reading for an individual student.

Most Recent	Form	Date	Scale Score	WLS %	Form Level	Form Total	Number of Items	Correct	Attempted	Scale Score	WLS %
Math	0030	2017/12/05	203	4	C	35	17	35	35	63	63 %
Reading	0030	2017/12/05	200	3	B	35	30	30	30	59	59 %
<b>Reading Competencies</b>											
Consumer Economics	4	75 %								26	62 %
Community Resources	24	75 %								28	67 %
Health	3	60 %								4	25 %
Employment	18	61 %								3	15 %
Government and Law	5	16 %								17	58 %
Learning and Thinking Skills	9	22 %								9	33 %
<b>Math Competencies</b>											
Computation	35	60 %								17	58 %
<b>Reading Skills</b>											
Phonics	3	100 %								17	58 %
Charts, maps, consumer listings, matrices, graphs	6	20 %								17	58 %
Articles, paragraphs, sentences, directions, manuals	25	88 %								17	58 %
<b>Erica Kim</b>											
How a Million of ...	75 %									17	58 %
Language Arts, Writing	84 %									17	58 %
Science	84 %									17	58 %
Social Studies	75 %									17	58 %
Language Arts, Reading										17	58 %
Math										17	58 %

Beyond Implementation Basics Training

33

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### Resources to Support Instruction

**CASAS**

**TOPSpro** enterprise

Sample report shows competencies assessed in listening and reading for an individual student.

**Individual Skills Profile**

Andy Pacheco

Agency: 4906 - Rolling Hills Adult School  
Program: ESL

Test Score	Form	Scale Score	Raw Score	Form	Scale Score	Raw Score	Number of Items	Number of Items	Number of Items
Listening	Form	Scale Score	Raw Score	Form	Scale Score	Raw Score	Total	Correct	Attempted
Reading	0848	02/01/2018	205	4	8	52	33	52	

Reading Competencies	% Correct	Reading Content Standards	% Correct
Basic Communication	20	20	40%
Consumer Economics	10	10	40%
Community Resources	6	10	40%
Health	6	10	40%
Employment	12	10	40%
Government and Law	2	10	40%
Learning and Thinking Skills	15	10	40%

Listening Competencies	% Correct	Listening Content Standards	% Correct
Basic Communication	20	20	40%
Consumer Economics	10	10	40%
Community Resources	14	10	40%
Health	5	10	40%
Employment	9	10	40%
Government and Law	2	10	40%
Learning and Thinking Skills	15	10	40%

**Reading Skills**

Form	Scale Score	Raw Score	% Correct
Form	8	52	40%
Charts, maps, consumer labels, notices, etc.	6	50%	
Articles, paragraphs, sentences, directions, etc.	17	40%	
Signs, price tags, advertisements, product labels	6	50%	

Beyond Implementation Basics Training 34

### Resources to Support Instruction

**CASAS**

**TOPSpro** enterprise

Sample shows test results by competency number and statement for each test item and if the student correctly answered the item. Report available per form and per student.

**Student Performance**

By Test Item A Competency


Agency: 4906 - Rolling Hills Adult School  
Form: 0848 - Life and Work Reading Level C  
Site: 1 - North Campus  
Student: English, Lorna - 607732280  
Class: 1 - Low Intermediate ABE  
Test Date: 03/13/2018  
Center: 1  
Raw Score: 19  
Scale Score: 228

Competency	Form	Scale Score	Raw Score	Statement	Correct
1	Yes	4.5.7	2	Demonstrate ability to resolve problems with machines	
2	Yes	4.5.7	2	Demonstrate ability to resolve problems with machines	
3	No	4.6.1	3	Interpret job-related signs, charts, diagrams, forms, etc.	
4	Yes	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
5	Yes	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
6	Yes	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
7	No	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
8	Yes	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
9	Yes	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
10	No	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
11	Yes	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
12	No	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	
13	No	4.6.1	3	Interpret work-related correspondence, e.g. memos and e-mail	


Beyond Implementation Basics Training 35

### CASAS Content Standards Worksheets


- Help teachers prioritize Competencies and Content Standards for classroom instruction.
  - Basic Skills Content Standards by Test Item Correlations
    - Provide information about the basic skills content standards contained in each test form.
  - Student Performance by Content Standard
    - Documents correlate CASAS test items to CASAS Basic Skills Content Standards.


Visit Online  Download at [www.casas.org](http://www.casas.org) > Product Overviews > Curriculum Management & Instruction > CASAS Basic Skills Content Standards

Beyond Implementation Basics Training 36



## Sample Test Items

- Familiarize students and instructors with test item format and delivery
- Students practice test-taking skills
- Sample items are not a predictor of performance
- Sample items are available in printable booklets, presentations, and 

 Download *Sample Test Items* at [www.casas.org](http://www.casas.org) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Sample Test Items](#)

Beyond Implementation Basics Training 37

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## QuickSearch® Online

- Provides an essential link between assessment and instruction in the CASAS system.
- An easy-to-use database of commercially available instructional materials.
- Titles coded to skill levels, CASAS Competencies, and skill areas.
- Complimentary, unlimited access.

 [www.casas.org](http://www.casas.org) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Instructional Materials](#) > [QuickSearch Online](#)

Beyond Implementation Basics Training 38

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## Curriculum Modules

- Adult Low-Level Literacy
  - CASAS Competencies and Content Standards linked with informal assessment and CASAS standardized assessment.
  - Universally designed strategies with alternate formats, metacognitive and self-determination skills, and community transition activities.
  - Use with pre-beginning and beginning readers.
  - Ten theme-based modules for learning progression.
  - No cost, unlimited access.

 Visit: [www.casas.org](http://www.casas.org) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Curriculum Modules \(Low Level Literacy\)](#)

Beyond Implementation Basics Training 39

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CASAS<sup>®</sup>

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### Resources for Your Program

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- Activity packet
  - Discussion Questions
    - For Instructors
    - For Program Managers and Administrators
  - Checklists
    - Assessment Process
    - Planning for Instruction

- CASAS Website
  - [Training and Support](#)
  - [Education Providers](#)
  - [Workforce Development](#)
  - [Business and Industry](#)
  - [Social Media Newsroom](#)

Beyond Implementation Basics Training
40

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CASAS<sup>®</sup>

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### Case Study

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- Complete the Case Study in your activity packet.
- Work in groups of 2-3 if possible, or work alone.
- When your group finishes, we will review answers together.



Beyond Implementation Basics Training
41

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CASAS<sup>®</sup>

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### Review Training Objectives

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- You should be able to:
  - Recall links between curriculum, instruction, and assessment
  - Identify and use CASAS Competencies, Task Areas, and Content Standards
  - Interpret and use test results to inform instruction
  - Identify instructional resources
  - Identify professional development resources

Beyond Implementation Basics Training
42

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### What's Your Success Story?

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- CASAS is collecting videos and stories to highlight youth and adult education and training success across the country.
- Share how CASAS has helped your learners or program.
  - The challenge
  - The solution
  - The outcome





Share your story!  
[www.casas.org](http://www.casas.org) > Social Media Newsroom > Success Stories

Beyond Implementation Basics Training
43

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### Training Completion

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- Go online to complete your training
  - Sign and submit the Test Security Policy Agreement
  - Generate a Certificate of Completion
- After verifying your training completion online —
  - You are authorized to order and administer CASAS Appraisals and leveled pre- and post-tests





Submit your training verification online at <http://training.casas.org/>

Beyond Implementation Basics Training
44

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### Contact Information

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<p><b>Mail</b></p> <p>CASAS                      5151 Murphy Canyon Rd., Suite 220                      San Diego, CA 92123-4339</p> <p><b>Website:</b> <a href="http://www.casas.org">www.casas.org</a></p> <p><b>Telephone</b>                      (858) 292-2900 or (800) 255-1036</p> <p><b>Fax</b>                      (858) 292-2910</p>	<p><b>E-Mail</b></p> <p>General questions:  <a href="mailto:casas@casas.org">casas@casas.org</a></p> <p><b>Websites:</b>                      Click <a href="#">Feedback</a> at bottom of any web page</p> <p><b>Technology Support Team:</b>  <a href="mailto:techsupport@casas.org">techsupport@casas.org</a></p> <p><b>Workshops:</b>  <a href="http://www2.casas.org/online_registration/">http://www2.casas.org/online_registration/</a></p>
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Beyond Implementation Basics Training
45

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**Thank You for Attending!**

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 Be sure to visit the CASAS website at [www.casas.org](http://www.casas.org).

 Follow us on Twitter [twitter.com/CASASsystem](https://twitter.com/CASASsystem) and use hashtag [#casasi2016](https://twitter.com/CASASsystem) to tweet updates, photos, and stories.

 Keep in touch with Facebook [facebook.com/CASASsystem](https://facebook.com/CASASsystem) and use hashtag [#casas](https://facebook.com/CASASsystem) to share photos and post stories.

 Create your CASAS pinboard on Pinterest <https://www.pinterest.com/casassystem/>

 Visit us on the CASAS [YouTube Channel](#).

Beyond Implementation Basics Training
46

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