

PRESENTER/TRAINER NOTES:

1. Remind participants to sign the sign-in sheet.




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

PRESENTER/TRAINER NOTES:

1. Welcome participants and introduce yourself.
2. Explain that this session is for participants who have completed CASAS Implementation Training (IT), either face-to-face or online.
3. This session is not appropriate for participants new to CASAS.



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

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PRESENTER/TRAINER NOTES:

1. Review bullets.



Participant Materials

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



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PRESENTER/TRAINER NOTES:

1. Review training packet materials.
2. All participants complete their training by submitting verification electronically.
 - Verification information is added to the CASAS contact database to:
 - 1) authorize the ordering of CASAS assessments.
 - 2) authorize the administering of CASAS assessments.
 - 3) document participation – verified by sign-in sheet from trainer.
2. Directions for completing training verification are included in packets (or handed out at the end of training).
3. **NOTE TO TRAINER: Submit Sign-In Sheet within one week of completed training in one of three ways:**
 - 1) E-mail attachment to ttellez@casas.org (preferred)
 - 2) FAX to: 858-292-2910
 - 3) Mail to:

CASAS
Attn: T. Tellez
5151 Murphy Canyon Rd., Suite 220,
San Diego, CA 92123-4339



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

PRESENTER/TRAINER NOTES:

1. Review bullets.



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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PRESENTER/TRAINER NOTES:

1. *"Here are some questions to help you think about CASAS implementation at your agency."*
2. Take a few minutes and work on **Activity 1**.
3. Elicit a few responses afterwards.
4. Point out similarities and differences between agencies.
5. Explain that you will allow time at the end of the session for any questions if needed.

Think About It



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


PRESENTER/TRAINER NOTES:

1. The next few slides present topics to share with staff at your agency.
2. Time permitting, discuss a few of the topics as a group.

Think About It

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?



The image shows a woman in a green shirt and headset pointing at a computer screen. Another person is sitting at the desk, looking at the screen. The background is a bright, modern office environment.

Beyond Implementation Basics Training

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PRESENTER/TRAINER NOTES:


1. Time permitting, pick one question to discuss as a group.

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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PRESENTER/TRAINER NOTES:

1. Time permitting, pick one question to discuss as a group.

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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PRESENTER/TRAINER NOTES:

1. Time permitting, pick one question to discuss as a group.

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?



A photograph of a male instructor in an orange polo shirt and khaki pants standing in front of a large screen displaying a world map. He is pointing at the screen with his right hand. In the foreground, the back of a student's head and shoulders are visible, looking towards the screen. The screen also shows the word 'MONDE' at the top right.


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PRESENTER/TRAINER NOTES:

1. Time permitting, pick one question to discuss as a group.

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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PRESENTER/TRAINER NOTES:

1. Time permitting, pick one question to discuss as a group.

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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PRESENTER/TRAINER NOTES:

1. Time permitting, pick one question to discuss as a group.

Think About It

Professional Development

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



The image shows a professional development session. A woman in a beige sweater is standing and talking to a group of people seated at tables. The room has large windows in the background.


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PRESENTER/TRAINER NOTES:

1. Encourage discussion if time permits.
2. With budget cuts in many states, more professional development is being provided online.

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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PRESENTER/TRAINER NOTES:

1. Give participants a few minutes to think about the above.
2. Participants can write their responses on their presentation handout.
3. Solicit feedback.




Let's Review

- Advantages of using **eTests**[®] CASAS
- CASAS Competencies
- Competency Coding System
- Task Areas and Item Types
- Content Standards

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PRESENTER/TRAINER NOTES:

1. Find out if there are participants who use **CASAS eTests** or **TOPSpro Enterprise**.
2. California-funded agencies use **TOPSpro Enterprise** but non-funded agencies and agencies outside of California may not be using it.
3. CASAS encourages agencies to use **CASAS eTests Online** together with **TOPSpro Enterprise Online**.



Advantages of Using eTests[®]

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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PRESENTER/TRAINER NOTES:

1. Agencies have the option of using web-based tests in combination with paper-based tests.
2. Encourage participants to contact techsupport@casas.org for additional information about how to get started with CASAS eTests Online.

Let's Review



CASAS Competencies

- 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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PRESENTER/TRAINER NOTES:


1. Have participants look at questions in terms of their agency.
2. Get feedback from participants on the final bullet about why competencies are important.

Let's Review



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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PRESENTER/TRAINER NOTES:

1. Every competency is identified with a three-digit number.
2. The first digit refers to the content area.
 - This slide shows Content Area 7 - Learning and Thinking Skills.
3. The second digit corresponds to a competency area.
 - **7.7 Demonstrate the ability to use information and communication technology.**
4. The three-digit competency statement 7.7.4 describes a measurable action.
 - **Demonstrate ability to use e-mail and other messaging systems.**
5. Every test item in the CASAS system corresponds to at least one specific three-digit competency statement.
6. Ask participants to complete **Activity 2** in their packet.
 - Have participants work with a partner and select one of three scenarios.
 - Have each group report back on one specific scenario and competencies they chose.

Let's Review



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?

Let's Review



Task Areas and Item Types

- Reading and Math Task Areas
 1. Forms
 2. Charts, maps, consumer billings, matrices, graphs, or tables
 3. Stories, articles, paragraphs, sentences, directions, or pictures
 4. Signs, price tags, ads, or product labels
 5. Measurement scales and diagrams

Let's Review



Task Areas and Item Types

- Listening Item Types
 1. Picture prompts
 2. Comprehension questions
 3. Predict next line of dialogue
 4. Identify true statement based on prompt

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?



The image shows a man in a dark blue sweater sitting at a desk. Behind him is a chalkboard with the following text written on it: "World around us live as humans both live in and form part of this environment. We are affected by our moment but we also affect it by on it and changing it". On the desk, there is a laptop and a stack of books.


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PRESENTER/TRAINER NOTES:


1. Review questions.
2. Solicit feedback.

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



Visit Online


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

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PRESENTER/TRAINER NOTES:

1. Review bullets.
2. Visit linked resource if time permits and Internet connection is available.

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	

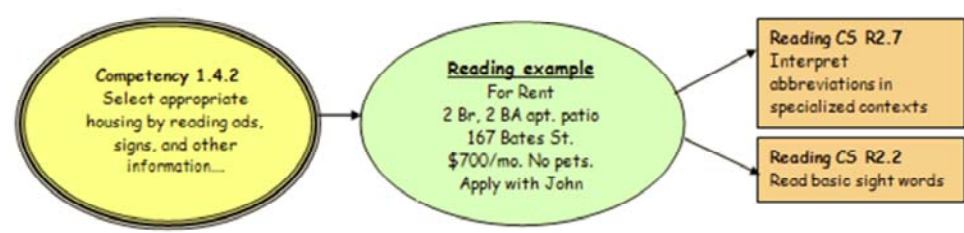
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PRESENTER/TRAINER NOTES:

1. This slide shows content standards categories for reading, listening, and math.


Let's Review 

Using Content Standards



```


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.**

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PRESENTER/TRAINER NOTES:

1. This slide shows an example of how content standards work with competencies to support instruction.
2. Walk through the information with participants.
3. The **CASAS Competency** shown here, **1.4.2**, correlates to the reading example.
4. For students to decode or understand the rental ad shown, they need to be able to interpret abbreviations and read basic sight words.
5. *"Are there any other underlying basic skills they might need to understand this rental ad?"*
 - one possible answer: recognize and understand numbers
6. Have participants **only** complete the top half of **Activity 4**.
 - Allow ten minutes and have them work in pairs or groups.
 - Have several participants share with the group.
 - If time permits, have participants work in pairs or groups to select a competency from the previous slide and complete the exercise on the bottom half of the page.
 - Encourage them to use the second mapping activity as a staff development topic at their agency.



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

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PRESENTER/TRAINER NOTES:

1. Explain that CASAS does not have a fixed curriculum but provides a number of resources to support curriculum design.

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, résumés, 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 2.3.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application Respond appropriately to common personal information questions Identify the months of the year and the days of the week
<input type="checkbox"/> 7. Narrative	1.4.7-3 7.3.1 7.2.1	Interpret information about home maintenance, and communicate housing problems to a landlord Identify a problem and its possible causes Identify and paraphrase pertinent information

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PRESENTER/TRAINER NOTES:

1. For programs that score answer sheets manually, these individual student worksheets are available in the TAMs.
2. The format in this report is similar to reports generated through **TOPSpro Enterprise**.

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.

STUDENT NAMES

Anahita	Marcelita	Dimitri	Alyah	Peter	Cristy	Jung	Herlinda	Marco	Thang
Appraisal Score									
Raw Score	18	25	13	3	16	13	23	11	29
Scale Score	210	222							


#	ITEM DESCRIPTION	COMPETENCY	T*	Anahita	Marcelita	Dimitri	Alyah	Peter	Cristy	Jung	Herlinda	Marco	Thang
1	Narrative	0.2.1, 7.2.1	3	+	+	+	+	+	+	+	+	+	+
2	"	4.2.1, 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	1.4.7, 7.3.1, 7.2.1	3	+							+	+	+
8	"	1.4.7, 7.2.1	3	+	+	+		+	+		+	+	
9	"	1.4.6, 7.2.1	3	+				+	+		+	+	
10	House ads	1.4.2	4	+	+	+		+			+		
11	Rental 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	0.2.4, 7.2.1	3	+							+	+	+
16	"	4.1.8, 4.1.9, 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	+	+	+		+			+	+	

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PRESENTER/TRAINER NOTES:

1. For programs that score answer sheets manually, these individual student worksheets are available in the TAMs.
2. The format in this report is similar to reports generated through **TOPSpro Enterprise**.



Advantages of using **TOPS^{pro}**_{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.

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PRESENTER/TRAINER NOTES:

1. Review bullets.
2. Emphasize that even if an agency administers paper-based tests, they can benefit from using **TOPSpro Enterprise** to process results for automated scoring, recording, and reporting test information.





Advantages of using **TOPS**^{pro}_{enterprise}

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

Resources to Support Instruction 

 05/03/2016 23:36:31

Class Performance
by Test Item & Competency

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SCPTSC4

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

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 %	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


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PRESENTER/TRAINER NOTES:

1. This slide shows a **Class Performance** report sorted by percentage correct.
2. This report is a popular alternative to the **Class Profile** report from a previous slide.
3. Go over the headings: position – test question number; correct – percentage of students who answered a particular item correctly; comp. no. – competency statement number; task – task area; competency description – bold statements = main competency addressed; non-bold statements = second or third competencies addressed.
4. Teachers can readily identify areas of greatest need to develop lessons that address those needs and prepare students for post/progress-testing.
5. Sample report available on the CASAS website at: www.casas.org > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > [Sample Reports](#)
6. Ask if anyone has questions.

Resources to Support Instruction





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

Erica Kim
 ID# 274564719

Agency: 4908 - Rolling Hills Adult School
 Program: HSE

Most Recent	Form	Date	Scale Score	NRS [*] Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	095M	10/17/2015	223	4	C	35	17	35	6.5
Reading	187R	08/28/2015	240	5	D	32	20	32	9.9

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	80 %
Employment	16	81 %
Government and Law	5	0 %
Learning and Thinking Skills	9	22 %

Reading Content Standards	N	Correct
Vocabulary	16	62 %
General reading comprehension	28	67 %
Text in format	4	75 %
Reference materials	3	0 %
Reading strategies	12	83 %
Reading and thinking skills	9	33 %

Math Competencies	N	Correct
Computation	35	48 %

Math Content Standards	N	Correct
Number sense	17	58 %
Measurement	17	29 %
Statistics, Data Analysis and Probability	7	57 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs, ...	6	33 %
Articles, paragraphs, sentences, directions, manuals	25	68 %

Erica Kim has a likelihood of ...	to pass this GED 2002 subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
More study needed	Math


Beyond Implementation Basics Training


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PRESENTER/TRAINER NOTES:


1. This slide shows an example of an **Individual Skills Profile** report.
2. This sample displays competencies assessed in reading and math and includes a predictor for the likelihood of passing different GED subsections.
3. CASAS is currently undertaking a study with HiSET and the new GED to update the predictor for either type of High School Equivalency (HSE) exam.
4. This is a very popular report among **ABE**, **HSE**, and **HSD** programs as well as workforce readiness programs.
5. Sample report available on the CASAS website at: www.casas.org > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > [Sample Reports](#)
6. Ask if anyone has questions.

Resources to Support Instruction





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



05/04/2016

Individual Skills Profile

Page 1 of 1

Andy Pacheco Agency: 4908 - Rolling Hills Adult School
 ID# 551784784 Program: ESL

Most Recent	Form	Date	Scale Score	NRS ⁺ Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	981L	02/01/2016	186	2	A	38	16	38
Reading	084R	02/01/2016	203	4	B	32	13	32

Reading Competencies	N	Correct
Basic Communication	1	0 %
Consumer Economics	10	50 %
Community Resources	6	50 %
Health	6	33 %
Employment	12	41 %
Government and Law	2	0 %
Learning and Thinking Skills	15	40 %

Reading Content Standards	N	Correct
Vocabulary	26	42 %
General reading comprehension	32	40 %
Text in format	19	42 %
Reference materials	4	25 %
Reading strategies	29	41 %
Reading and thinking skills	7	14 %

Listening Competencies	N	Correct
Basic Communication	23	39 %
Consumer Economics	9	33 %
Community Resources	14	50 %
Health	5	40 %
Employment	9	55 %


Listening Content Standards	N	Correct
Phonology	31	32 %
Vocabulary	38	42 %
Grammar	38	42 %
General Discourse	24	45 %
Informational Discourse	7	71 %
Strategies and Critical Thinking	21	57 %


Reading Tasks	N	Correct
Forms	3	0 %
Charts, maps, consumer billings, matrices, graphs, ...	6	50 %
Articles, paragraphs, sentences, directions, manuals	17	41 %
Signs, price tags, advertisements, product labels	6	50 %

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PRESENTER/TRAINER NOTES:

1. This is another example of an **Individual Skills Profile** report.
2. This sample displays competencies assessed in reading and listening.
3. Sample report available on the CASAS website at: www.casas.org > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > [Sample Reports](#)
4. Ask if anyone has questions.

Resources to Support Instruction






05/04/2016

Student Performance

by Test Item & Competency

Page 1 of 3

SC010C



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.

Agency:	4908 - Rolling Hills Adult School	Form:	086R - Life and Work Reading Level C
Site:	1 - North Campus	Student:	Delgado, Lorena ID: 71102892
Class:	1 - Low Intermediate ABE	Test Date:	03/15/2016
Course:	1	Raw Score:	19
Teacher:	101 - Team One, Main Campus -	Scale Score:	223


Position	Correct?	Comp No.	Task	Competency Description
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	4.4.3	3	Interpret job-related signs, charts, diagrams, forms, etc.
		4.6.2		Interpret work-related correspondence, e.g. memos and e-mail
4	Yes	4.4.3	3	Interpret job-related signs, charts, diagrams, forms, etc.
		4.6.2		Interpret work-related correspondence, e.g. memos and e-mail
5	Yes	4.4.3	3	Interpret job-related signs, charts, diagrams, forms, etc.
		4.6.2		Interpret work-related correspondence, e.g. memos and e-mail
		7.2.4		Identify, make inferences: inductive, deductive reasoning
6	Yes	4.3.4	3	Report unsafe working conditions and accidents, etc.
7	No	4.3.4	3	Report unsafe working conditions and accidents, etc.
		7.3.2		Devise and implement a solution to an identified problem
8	Yes	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
		4.1.2		Follow proc. for applying for a job, incl. application forms
		4.4.2		Identify skills, education to keep a job, get promotion
9	Yes	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
		4.4.2		Identify skills, education to keep a job, get promotion
10	No	4.6.2	3	Interpret work-related correspondence, e.g. memos and e-mail
		4.4.2		Identify skills, education to keep a job, get promotion
11	Yes	4.2.4	3	Interpret employee handbooks
		3.4.5		Recognize drug, tobacco, alcohol problems, locate treatment
12	No	4.2.4	3	Interpret employee handbooks
		3.4.5		Recognize drug, tobacco, alcohol problems, locate treatment
13	No	4.2.4	3	Interpret employee handbooks

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PRESENTER/TRAINER NOTES:

1. The **Student Performance** report shows individual student test results on a given test form. The report -
 - Displays the competency number and statement for each test item.
 - Indicates if the student correctly answered the item.
2. This sample report is sorted by order of test item.
3. This is the electronic version of worksheets provided in TAMs.
4. Sample report available on the CASAS website at: www.casas.org > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > [Sample Reports](#)
5. Ask if anyone has questions.



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 > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [CASAS Basic Skills Content Standards](#)


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PRESENTER/TRAINER NOTES:

1. Review bullets.
2. Visit linked resource if time permits and Internet connection is available.



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 > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Sample Test Items](#)

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PRESENTER/TRAINER NOTES:

1. Review bullets.
2. Ask if anyone is currently using sample test items, what are they using and how are they using them.
3. Visit linked resource if time permits and Internet connection is available.

CASAS®

QuickSearch by

- Titles
- Competencies/Content Standard
- Program, Level, & Skill
- Publishers
- Tests
- Exit

Get more information

- Quick Search Tutorial
- Reports & Other Tools

Visit Online

www.casas.org >

[Product Overviews](#) >

[Curriculum Management & Instruction](#) >



[Instructional Materials: QuickSearch Online](#)

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.


Beyond Implementation Basics Training 38

1. Introduce **QuickSearch Online** by reviewing bullets.
 - This database is complimentary with unlimited access
2. Helps program coordinators and instructors select materials to match curriculum.
3. Participants may search by title, competency, program, level, skill area, publisher, and test form.
4. Encourage participants to use **QuickSearch** to identify which competencies are targeted in curriculum they are already using.
5. If you have access to the Internet, you may wish to go to **QuickSearch** at this point and demonstrate how to use the database.
6. Suggestion: ask participants for the title of a favorite instructional resource and “Search by Title” to see CASAS Competencies addressed in that title.
7. Visit linked resource if time permits and Internet connection is available.



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

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PRESENTER/TRAINER NOTES:

1. Review bullets.
2. Visit linked resource if time permits and Internet connection is available.




Resources for Your Program

- 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](#)

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PRESENTER/TRAINER NOTES:

1. Review bullets.
2. Review CASAS Website resources.
3. Explain to participants that the **Resource Section** is for them to take back to their agencies.
4. Encourage them to share these resources with other staff.
5. These are designed to generate discussion and may be used as staff development activities.
6. Visit linked resources if time permits and Internet connection is available.



Case Study

- 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.



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PRESENTER/TRAINER NOTES:

1. Review the instructions listed on this slide.
2. Set a start and end time.
3. Before starting the Case Study, ask if anyone has questions.



Review Training Objectives

- 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

PRESENTER/TRAINER NOTES:

1. Review bullets.



What's Your Success Story?

- 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 > Social Media Newsroom > Success Stories

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PRESENTER/TRAINER NOTES:

1. Visit the CASAS website to read how agencies and programs across the country are using CASAS to assist adults functioning at or below a high school level in attaining the basic literacy skills to function effectively on the job, in the community, and in the family.
2. See how programs establish comprehensive performance accountability systems, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs.
3. We invite you to **Share Your Story!**
 - **The Challenge** (briefly describe the challenge your program was facing)
 - **The Solution** (What did CASAS provide to help you overcome that challenge? Which CASAS assessments, resources, people/staff, etc. helped?)
 - **The Outcome** (what was the result of implementing CASAS?)
4. Visit linked resource if time permits and Internet connection is available.



Training Completion

- 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

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

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PRESENTER/TRAINER NOTES:

1. Participants complete their training by submitting verification electronically.
2. Distribute [Training Completion Directions](#) (if not included in packets).
3. Review directions on how participants submit verification after they have attended the training.
 - Ask participants to fill-in information for this training on the directions handout:
 - Workshop ID
 - Date of Training
 - Name of Trainer(s)
 - Training Location Name, Address, State
 - They will need to include this information when verifying their training.
4. This information is added to the CASAS contact database to verify training completion.
5. Visit linked resource if time permits and Internet connection is available.
6. Ask if anyone has questions.



Contact Information

Mail CASAS 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339	E-Mail General questions: casas@casas.org
Website: www.casas.org	Websites: Click Feedback at bottom of any web page
Telephone (858) 292-2900 or (800) 255-1036	Technology Support Team: techsupport@casas.org
Fax (858) 292-2910	Workshops: http://www2.casas.org/online_registration/

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PRESENTER/TRAINER NOTES:


1. Be sure all participants signed the Sign-in-Sheet.
2. **IMPORTANT!**
 - Remind participants that their training is not official until they follow directions for completing training verification online.
 - Make sure participants fill-in information for this training on the directions handout before leaving:
 - Workshop ID
 - Date of Training
 - Name of Trainer(s)
 - Training Location Name, Address, State
3. Turn in the completed **Sign-In Sheet** to CASAS within one week of completed training.



Thank You for Attending!

 Be sure to visit the CASAS website at www.casas.org.

 Follow us on Twitter twitter.com/CASASsystem and use hashtag [#casassi2016](https://twitter.com/CASASsystem) to tweet updates, photos, and stories.

 Keep in touch with Facebook 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](#).