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2014-15 CASAS Beyond Implementation Training

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Introduction

Topic:

Introduction

This training expands on CASAS Implementation Training. Additional tools and resources related to each area of implementation are provided to maximize instruction based on information gained through CASAS testing and data collection.

[CASAS Implementation Training](#) should be completed prior to participating in this training.

State-Specific Information

Each state may have specific requirements that agencies must fulfill for program, state and federal accountability. Be sure to check with your state department of education for more information about policies and procedures for CASAS implementation. Your state may require additional training or follow-up.

Navigation Overview

- Use the Table of Contents to browse the content to select the lesson.
- You can expand a lesson in the Table of Contents to see all of the topics within the lesson. Or click the collapse button to collapse the lesson.
- To navigate through the content, you can click through the content in the order that the topics are listed or use the Previous and Continue buttons.
- Test your understanding of the lesson content with the Self-Tests.
- Within the Needs Assessment and Self-Tests, work through the questions by clicking on the numbers along the top of your screen.

Click Continue or next topic at left.



Module Contents


About This Training

About This Training

Topic:

About This Training

This module has 10 units. Each unit offers a Self-Test to check for understanding. This training builds on the CASAS Implementation Training to give additional tools and resources recommended to administer CASAS tests, interpret test results, and use curriculum support materials to enhance instruction.

Information	Details
Audience	 <p>This course is appropriate for those who have experience with CASAS assessments and resources.</p> <p>Participants who complete this course are authorized to order and administer most CASAS assessments. This course may meet recertification requirements in some states. (Check your state policy for additional training requirements.)</p> <p>Click next item to view more information.</p>

Prerequisites



Participants should have:

- Basic computer skills
- Access to a computer at work, home, or an institution

This training works on Internet Explorer and Firefox browsers.

Adobe Acrobat Reader is required to view some documents on this site. To download a free version, go here: <http://get.adobe.com/reader/>.


Click next item to view more information.


Estimated Time and Enrollment Duration



Allow approximately two to three hours to complete this training. You may start and stop training at any time.

- Your participation record is activated when you first access the training module and remains active for 30 days.

	<ul style="list-style-type: none"> ▪ Your participation record becomes inactive after 30 days. ▪ If you did not complete the training, you may re-enter the training at any time until the end of the fiscal year. You do not need to re-enroll in the course. Simply note this Web address for quick access: http://training.casas.org/ <p>Click next item to view more information.</p>
Training Objectives	 <p>During this training, participants will:</p> <ul style="list-style-type: none"> ▪ Review the basics of CASAS implementation ▪ Explore additional resources and tools <p>Discussing topics in the CASAS Forums is optional.</p> <p>Click next item to view more information.</p>

<p>Completion and Certification</p>	 <p>To complete this training, you must do the following:</p> <ol style="list-style-type: none"> 1. Complete and Submit Certification Activity 2. Complete and Submit Test Security Agreement 3. Generate a Certificate of Completion <p>Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.</p> <p>Click next item to view more information.</p>
<p>Training and Technical Support</p>	<p>If you have questions about training content, contact CASAS at:</p> <ul style="list-style-type: none"> • training@casas.org <p>For technical assistance, contact the CASAS Technology Support Team at:</p> <ul style="list-style-type: none"> • techsupport@casas.org <p>A team member is also available 8:00 am – 5:00 pm (Pacific), M – F, at:</p> <ul style="list-style-type: none"> • 1-800-255-1036, option 2 <p>Click Continue or the next topic at left.</p>

Lesson Contents
Needs Assessment

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1

Test your knowledge of the basics in CASAS test administration and scoring. If you get more than half incorrect, you may wish to repeat your CASAS Implementation Training for a refresher.

Which test should you give to students as they enter your program?

Select the correct answer.

<input type="checkbox"/>	Appraisal
<input type="checkbox"/>	Pretest
<input type="checkbox"/>	Post-test
<input type="checkbox"/>	Certification test

Question 2

What is one way that the results of an appraisal test cannot be used?

Select the correct answer.

<input type="checkbox"/>	To place learners into an instructional level
<input type="checkbox"/>	To determine which pretest should be given to the learner
<input type="checkbox"/>	To serve as a baseline for post-testing
<input type="checkbox"/>	To determine a learner's eligibility for a basic skills program

Question 3

True or False: Test proctors may not help students as they complete the demographic portions of the answer sheet.

Select the correct answer.

<input type="checkbox"/>	True
--------------------------	------

	False
--	-------

Question 4

True or False: CASAS testing materials should be kept in a central place where students may access them throughout the year.

Select the correct answer.

	True
	False

Question 5

True or False: All CASAS multiple-choice tests must be administered one-on-one.

Select the correct answer.

	True
	False

Question 6

True or False: CASAS provides recommended guidelines for test administration timing. The guidelines allow administrators to provide a few extra minutes for students who are near completion of a question.

Select the correct answer.

	True
	False

Question 7

What does raw score mean?

Select the correct answer.

	The number of correct answers
	The number of wrong answers

	The converted score
	The average of two test scores

Question 8

Should raw scores be used to report results?

Select the correct answer.

	Yes. Raw scores alone provide valid and reliable information to report test results.
	No. Never use raw scores to make a decision about a learner's skill level because they differ for each test form.

Question 9

In many cases learners' scores fall into different levels. Can two different scale scores be averaged to determine which level a learner is functioning?

Select the correct answer.

	No. Each CASAS test represents a separate and distinct skill area (i.e. reading, math, or listening) and the scores may not be averaged.
	Yes. Scores from different tests may be averaged to determine one skill level.

Question 10

After a student's initial assessment, you may need to assess skills in a more specific manner to identify competency needs. What kind of CASAS standardized test is appropriate for this purpose?

Select the correct answer.

	Appraisal test
	Pretest
	Post-test
	Certification test





Note: Answers appear on the next page.

Answer 1

Test your knowledge of the basics in CASAS test administration and scoring. If you get more than half incorrect, you may wish to repeat your CASAS Implementation Training for a refresher.

Which test should you give to students as they enter your program?

Select the correct answer.





	Appraisal
	Pretest
	Post-test
	Certification test

Correct Answer Feedback: Great!

Answer 2

What is one way that the results of an appraisal test cannot be used?

Select the correct answer.



	To place learners into an instructional level
	To determine which pretest should be given to the learner
	To serve as a baseline for post-testing
	To determine a learner's eligibility for a basic skills program

Correct Answer Feedback: Great!

Answer 3

True or False: Test proctors may not help students as they complete the demographic portions of the answer sheet.



Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Answer 4

True or False: CASAS testing materials should be kept in a central place where students may access them throughout the year.



Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Answer 5

True or False: All CASAS multiple-choice tests must be administered one-on-one.



Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Answer 6

True or False: CASAS provides recommended guidelines for test administration timing. The guidelines allow administrators to provide a few extra minutes for students who are near completion of a question.

Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Answer 7

What does raw score mean?

Select the correct answer.



The number of correct answers



The number of wrong answers



The converted score



The average of two test scores

Correct Answer Feedback: Great!

Answer 8

Should raw scores be used to report results?

Select the correct answer.



Yes. Raw scores alone provide valid and reliable information to report test results.



No. Never use raw scores to make a decision about a learner's skill level because they differ for each test form.

Correct Answer Feedback: Great!

Answer 9

In many cases learners' scores fall into different levels. Can two different scale scores be averaged to determine which level a learner is functioning?

Select the correct answer.



No. Each CASAS test represents a separate and distinct skill area (i.e. reading, math, or listening) and the scores may not be averaged.



Yes. Scores from different tests may be averaged to determine one skill level.

Correct Answer Feedback: Great!

Answer 10

After a student's initial assessment, you may need to assess skills in a more specific manner to identify competency needs. What kind of CASAS standardized test is appropriate for this purpose?

Select the correct answer.



Appraisal test



Pretest



Post-test



Certification test

Correct Answer Feedback: Great!

Course Contents

Topic:

Course Contents

CASAS Beyond Implementation Training Course Contents

1. The CASAS System
2. CASAS Testing
3. CASAS Testing Options
4. Administering and Scoring CASAS Tests
5. The CASAS Scale and Level Descriptors Review
6. Resources to Support Instruction
7. Using CASAS to Transition Learners
8. Resources to build Your Program
9. What's Next
10. Training Completion and Certification

Click Continue or next topic at left.



Module Contents

Unit 1: The CASAS System

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Unit 1: The CASAS System

Topic:

Unit 1: The CASAS System

CASAS - Comprehensive Adult Student Assessment Systems — is a non-profit organization dedicated to improving youth and adult education assessment and delivery systems. It provides standardized assessments and other tools needed to collect and report student information and learning progress.

Item	Details
Why Use CASAS Tests?	 <p>With the CASAS System, agencies can establish measurable goals, place students into appropriate instructional levels, document student progress and outcomes, and report program success to students, staff, local boards, and policymakers.</p> <p>Agencies and organizations use CASAS tests, because they...</p> <ul style="list-style-type: none">▪ Reflect real-life situations such as reading maps, completing job applications, or calculating discounts.▪ Focus on employment and life skills for youth and adults functioning at or below a high school level.▪ Are supported by training and technical support for administrators and instructors.▪ Meet Workforce Investment Act (WIA) requirements.▪ Are approved and validated for use with both native and non-native speakers of English by the U.S. Departments of Education and Labor.▪ Relate to Skill Level Descriptors that may be compared with other national adult education levels such as the National Reporting System and SCANS Competencies.

Your Learners



Meeting the Needs of Many Learners

Agencies and organizations use CASAS to meet the needs of a variety of learners.

Expand Your Knowledge: [Read about how programs are using CASAS to help learners meet their goals on the CASAS website.](#)

Your Learners

There are many kinds of organizations and agencies that provide older youth and adults with literacy, math, and language development skills necessary to participate effectively as productive citizens, workers, and family members.

Think about the learners and clients that you serve. Who are they? What are their goals?

Expand Your Knowledge (Optional): Discuss in the CASAS Forums: [How or why did you become involved with adult education or workforce training?](#)

Click Continue or next topic at left.

Funding

Funding Types

Organizations and agencies may receive funding from a variety of sources, including:

- State-specific funding
- State apportionment
- Federal funds
 - Workforce Investment Act (WIA) Title I
 - Workforce Investment Act (WIA) Title II - Including English Literacy (EL) Civics
- Any number of state programs
- State and/or local government funding
- Private grants or donations
- Businesses
- Private funding

Different Data Collection Requirements

Individual funding sources may have their own data collection requirements including:

- State-specific requirements
- Student demographics
- Track student progress and goals

	<ul style="list-style-type: none"> • Pre- and post-test for each student <p>Many programs receive federal funding as part of the Workforce Investment Act (WIA). WIA requires states to report performance outcomes to monitor local program performance. For states to meet these requirements, local programs use standardized assessments to collect & report data on student learning gains. This process ensures accurate & consistent monitoring of program results among agencies & provides the baseline data needed to document improvements in literacy skills. CASAS standardized tests meet these requirements & correlate with the definitions used in the National Reporting System (NRS). You will learn more about WIA and the NRS later in this training.</p> <p>Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.</p> <p>Click next item to view more information.</p>
Key Components of CASAS	<div data-bbox="427 772 1031 1207" data-label="Diagram"> <pre> graph TD Curriculum[Curriculum] --- Instruction[Instruction] Curriculum --- Assessment[Assessment] Instruction --- Assessment Accountability((Accountability)) </pre> </div> <p>CASAS is an integrated systems approach with four key components. You will learn more about each of these components throughout this training.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Competencies link curriculum and assessment. • Competencies are skills for life and work. Educators use competencies (or learning objectives) to plan curriculum and instruction. All CASAS test items are correlated to at least one specific CASAS Competency. <p>Assessment</p> <ul style="list-style-type: none"> • Standardized CASAS tests assess basic skills in skill areas such as reading, math, and listening. <p>Instruction</p> <ul style="list-style-type: none"> • Educators use CASAS test results to identify instructional materials. <p>Accountability</p> <ul style="list-style-type: none"> • Track student progress and generate reports for learners, teachers, and administrators. • TOPSpro Enterprise is the CASAS data management software that helps

	<p>score tests and create on-demand reports.</p> <ul style="list-style-type: none">• Manual report templates are also available. <p>Click Continue or next topic at left.</p>
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Lesson Contents
Activity: Benefits of Assessment
State-Specific Information
Self-Test

Topic:

Activity: Benefits of Assessment

Sort the items into their associated categories by writing the item number in its corresponding option box below.

Category Items	
1	Evaluate instructors, curriculum, and performance
2	Evaluate their instruction based on learner progress
3	Learn test-taking skills
4	Compare success rates with other areas or states
5	Provides concrete data for boards and state-holders
6	Guide instruction based on results
7	Placed in a class that matches their skill level
8	See and track their own progress
9	Know what level learners enter the program

Category 1	Category 2	Category 3
Benefits of Assessment for Learners	Benefits of Assessment for Instructors	Benefits of Assessment for Programs and Funding Sources

Note: Answers appear on the next page.

Category 1		Category 2		Category 3
Benefits of Assessment for Learners		Benefits of Assessment for Instructors		Benefits of Assessment for Programs and Funding Sources
3, 7, 8		2, 6, 9		1, 4, 5

Topic:

State-Specific Information

Expand Your Knowledge

California: Visit the [California Accountability Peer Community](#) for more information about this topic in California.

Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.

Click Continue or next topic at left.



For each statement, indicate which is true by placing a mark in the column to the right.

Statement		Answer
1	Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. CASAS is a non-profit organization.	
2	Programs have different reporting requirements depending on their funding source.	
3	CASAS determines the reporting requirements for different kinds of funding.	
4	All adult learners require the same kinds of services.	

Note: Answers appear on the next page.

Statement		Answer
1	<p>Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.</p> <p>CASAS is a non-profit organization.</p> <p>Correct Answer Feedback: Great!</p>	✓
2	<p>Programs have different reporting requirements depending on their funding source.</p> <p>Correct Answer Feedback: Sorry, that is incorrect.</p>	✗
3	<p>CASAS determines the reporting requirements for different kinds of funding.</p> <p>Correct Answer Feedback: Sorry, that is incorrect.</p>	✗
4	<p>All adult learners require the same kinds of services.</p> <p>Correct Answer Feedback: Don't worry, you'll learn more later.</p>	✗

Unit 2: CASAS Testing

Topic:

Unit 2: CASAS Testing





Testing students with CASAS standardized tests enables programs to be accountable to their funding sources by measuring student progress in a way that can be compared with other programs and states over time.

It also helps in correct placement for class or level, measures learning from one test to the next, and provides information regarding strengths and weaknesses in particular skill areas so that they can be addressed.

Expand Your Knowledge (Optional)

Discuss on the CASAS Forums:

- [How has testing improved or strengthened your program?](#)
- [What are some of the challenges you face with testing and how have you overcome them?](#)

Item	Details
The Assessment Process: Review	<div>     </div> <div> 1. Intake 2. Appraise 3. Place 4. Instruct </div> <p>Step 1: Intake / Place Use a CASAS Appraisal to refer learners to another program or to place learners into a program, class, or level at your organization.</p> <p>Step 2: Diagnose Pretest learners at the beginning of instruction to diagnose their learning needs.</p> <p>Step 3: Instruct Use CASAS test results to inform instruction.</p> <p>Step 4: Monitor Administer a CASAS post-test to measure learning gains and monitor progress.</p> <p>Click next Item for more information.</p>

The CASAS Intake Process



Intake and orientation is your opportunity to welcome students to your program and determine their needs, goals, skill levels, and education and work backgrounds.

With an effective intake and orientation process you'll create a learning environment that works with each of these factors. You can promote student retention rates, improve learning gains, and build overall program success.

How can CASAS fit into the drive for success? CASAS standardized appraisal tests place students into the appropriate program, level, and class — a great beginning for both students and instructors. Your program staff can administer an appraisal in a computer-based format with CASAS eTests or use paper tests — and they can do that individually or in a group setting. Instant test results make the placement process easy and seamless.

That's why CASAS appraisal tests are so widely used with youth and adults in a variety of alternative education and workplace settings.

What's the connection between intake and orientation and retention?

Engage your students at the beginning and they're more likely to have higher retention and completions rates. Use those proven intake strategies – building relationships, ensuring that students understand their options and your program expectations, and helping them identify the steps in their learning journey – and you'll have students more engaged in and responsible for their education!



CASAS recommends the following standard intake process across all instructional programs:

1. Screening Process / Initial Interview
2. Six-question Oral Screening for ESL/ELL students
3. Writing Screening for ABE and ESL students
4. In-house registration and educational background forms
5. Practice items from Form 27, if appropriate
6. Appraisal, if appropriate
7. Other program specific information
8. Pretest

Agencies may incorporate other components to the initial interview process, such as interest inventories, or career aptitude tests, etc.

Agencies may also use a simple registration form or locally-developed written prompt. The Appraisal Test Administration Manual provides more information regarding the intake procedure.

Expand Your Knowledge: Use these flow charts to see how an adult learner can progress through an adult literacy program to achieve learner goals and program

	<p>outcomes.</p> <ul style="list-style-type: none"> ▪ Intake Flowcharts on the CASAS website <p>Discuss in the CASAS Forums (optional): What role does CASAS play in your intake process?</p> <p>Click next Item for more information.</p>
<p>The Difference Between Appraisals and Progress Tests</p>	<div data-bbox="467 453 1227 890"> <p style="text-align: center;">Appraisals (Placement tests)</p> <p style="text-align: center;">180 185 190 195 200 205 210 215 220 225 230 235 240 250</p>  <p style="text-align: center;">Pre- and Post-Tests (Progress Tests)</p> <p style="text-align: center;">180 185 190 195 200 205 210 215 220 225 230 235 240 250</p>  <p style="text-align: center;">Level B Scale score range between 186 and 229</p> </div> <p>A common question that arises is "what is the difference between appraisals and progress tests?" The two tests are very different and fulfill a unique purpose in the testing process.</p> <p>Appraisals (Placement Tests)</p> <ul style="list-style-type: none"> • Appraisals are placement tests that are designed to capture the abilities of a wide range of students. • Appraisal test items are widely distributed along the CASAS scale. • Test items range from very easy items to difficult items. <p>Pre- and Post-Tests (Progress Tests)</p> <ul style="list-style-type: none"> • Usually contain 25 – 35 items clustered at a specific level. • Measure student progress and learning gains by comparing pre-and post-test scores. • The scale in this example shows the approximate range of items on a B-level test. (You will learn more about the CASAS scale and levels in Unit 5.) <p>Click next Item for more information.</p>

Time
Between
Pre- and
Post-Testing



The **Post-test** measures what the student knows after completing a substantial number of hours in a class or program.

These test results help monitor the progress a student is making.

Typically programs provide approximately 70-100 hours of instruction between pre- and post-testing. However, testing should not occur before at least 40 hours of instruction.*

- high intensity courses (i.e. a class meets more than 15 hours/week) may post-test at the end of a semester or other block of instruction, even if the instructional time is more than 100 hours
- low intensity courses with fewer than 70 hours in a semester or other block of instruction, may choose to post-test at the end of the instructional period. Programs may assess learners who leave the program before the scheduled post-test time. However, testing should not occur before at least 40 hours of instruction.

***Expand Your Knowledge:** Refer to your local or state assessment policy for guidelines on the required hours of instruction before post-testing in your state.

Expand Your Knowledge: Review the [CASAS pre- and post-testing guidelines](#).

Click Continue or next topic at left.

Lesson Contents

Activity: Types of Tests

State-Specific Information

Self-Test

Sort the items into their associated categories by writing the item number in its corresponding option box below.

Category Items	
1	Results help guide instruction
2	Given after instruction
3	A test to determine placement or level
4	Measures what a student knows after instruction
5	Not a progress test
6	Documents learning gains
7	Measures what a student knows at the beginning of a class
8	Given right away, usually within the first week of class
9	Only given once, usually during registration for a class

Category 1	Category 2	Category 3
Characteristics of Appraisals	Characteristics of Pretests	Characteristics of Post-Tests

Note: Answers appear on the next page.

Category 1		Category 2		Category 3
Characteristics of Appraisals		Characteristics of Pretests		Characteristics of Post-Tests
3, 5, 9		1, 7, 8		2, 4, 6

Topic:

State-Specific Information

Expand Your Knowledge

California: Visit the [California Accountability Peer Community](#) for more information about this topic in California.

Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.

Click Continue or next topic at left.



For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1

Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.

The appraisal can be used as a pretest to diagnose learning needs and measure results.

Select the correct answer.

<input type="checkbox"/>	True
<input type="checkbox"/>	False

Question 2

What is a way to determine which class a student should attend?

Select the correct answer.

<input type="checkbox"/>	All of the answers below are correct.
<input type="checkbox"/>	Find classes that are close to their house or the bus route
<input type="checkbox"/>	Determine what their interests are and find classes that fit their goals
<input type="checkbox"/>	Check their skill levels with a CASAS appraisal

Question 3

What is the purpose of a CASAS appraisal?

Select the correct answer.

<input type="checkbox"/>	There is no purpose; Appraisals are a waste of time.
<input type="checkbox"/>	The Appraisal is a form used for both pretesting and post-testing.
<input type="checkbox"/>	Appraisals identify initial skill levels and help place learners into appropriate programs, levels, and the correct pretest level.

	The Appraisal is used as a baseline for post-testing.
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Question 4

Why can't a CASAS appraisal be used as a pre- or post-test (progress test)?

Select the correct answer.

<input type="checkbox"/>	All of the answers below are reasons why an Appraisal is not a pre- or post-test (progress test).
<input type="checkbox"/>	Appraisals do not provide enough information to guide instruction.
<input type="checkbox"/>	Appraisals are too short to provide enough information for a baseline diagnostic.
<input type="checkbox"/>	Appraisals have a wide range of items at all difficulty levels.

Question 5

What is the recommended number of hours of instruction between pre- and post-testing?

Select the correct answer.

<input type="checkbox"/>	There is no recommendation.
<input type="checkbox"/>	CASAS recommends 70 - 100 hours of instruction, but states may set their own policy on the number of hours.
<input type="checkbox"/>	At least 12 hours of instruction.
<input type="checkbox"/>	CASAS eTests tells you.

Question 6

Teachers should use pre-test results to guide instruction.

Select the correct answer.

<input type="checkbox"/>	True
<input type="checkbox"/>	False

Question 7

What is the difference between a pretest and a post-test?

Select the correct answer.

	The Post-test is given to all new students, only some people get a pretest.
	The pretest is given upon entry and the post-test documents gains at the end of the instructional period.
	There is no difference.
	The Pretest is used at the end of class; the post-test is used at the beginning.

Note: Answers appear on the next page.

Answer 1

Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.

The appraisal can be used as a pretest to diagnose learning needs and measure results.

Select the correct answer.



True



False

Correct Answer Feedback: Great!

Answer 2

What is a way to determine which class a student should attend?

Select the correct answer.



All of the answers below are correct.



Find classes that are close to their house or the bus route



Determine what their interests are and find classes that fit their goals



Check their skill levels with a CASAS appraisal

Correct Answer Feedback: Great!

Answer 3

What is the purpose of a CASAS appraisal?



Select the correct answer.



There is no purpose; Appraisals are a waste of time.







The Appraisal is a form used for both pretesting and post-testing.

	Appraisals identify initial skill levels and help place learners into appropriate programs, levels, and the correct pretest level.
	The Appraisal is used as a baseline for post-testing.
Correct Answer Feedback: Great!	

Answer 4

Why can't a CASAS appraisal be used as a pre- or post-test (progress test)?





Select the correct answer.

	All of the answers below are reasons why an Appraisal is not a pre- or post-test (progress test).
	Appraisals do not provide enough information to guide instruction.
	Appraisals are too short to provide enough information for a baseline diagnostic.
	Appraisals have a wide range of items at all difficulty levels.
Correct Answer Feedback: Great!	

Answer 5

What is the recommended number of hours of instruction between pre- and post-testing?

Select the correct answer.

	There is no recommendation.
	CASAS recommends 70 - 100 hours of instruction, but states may set their own policy on the number of hours.
	At least 12 hours of instruction.
	CASAS eTests tells you.
Correct Answer Feedback: Great!	

Answer 6

Teachers should use pre-test results to guide instruction.

Select the correct answer.



True



False

Correct Answer Feedback: Great!

Answer 7

What is the difference between a pretest and a post-test?

Select the correct answer.



The Post-test is given to all new students, only some people get a pretest.



The pretest is given upon entry and the post-test documents gains at the end of the instructional period.



There is no difference.



The Pretest is used at the end of class; the post-test is used at the beginning.

Correct Answer Feedback: Great!

Unit 3: CASAS Testing Options

Topic:

Unit 3: CASAS Testing Options

CASAS offers different assessment series such as Life and Work, Employability Competency System, and Workforce Learning Systems. Each series offers a range of test forms within a specific context. You will learn more about the different test series below. Choose the series that best meets the needs of your learners and program or organization.


In addition to the series listed below, CASAS offers additional assessments for secondary level assessment, writing, citizenship preparation, Spanish reading comprehension, basic skills assessment for adults with intellectual disabilities, and more.

Expand Your Knowledge (Optional): visit the [CASAS website](#) for more information about these products.

Think About It: What test series does your program or organization use now? Are there additional test series that may benefit your learners?

Most tests are available as electronic tests via CASAS eTests and as paper-based tests. You have the option of using CASAS eTests or paper-based tests, or you may use them in conjunction with one another.

Item	Details
Test Series: Life and Work Reading	<p>Use the pre- and post-tests in this reading comprehension series to monitor progress.</p> <ul style="list-style-type: none">• Four levels of pre- and post-tests, from Level A (beginning literacy) to Level D (adult secondary level)• Measures all levels defined by the National Reporting System (NRS)• Tests administered on CASAS eTests or with test booklets• Tests easy to administer, score, and interpret• Balance of life skills and employment-related content• Test questions powerfully relevant to the everyday lives of today's adult learners• Appropriate for the reading skills of Adult Basic Education and English Language Learners <p>Click next item to view more information.</p>
Test Series: Life and Work Listening	<p>Use the pre- and post-tests in this listening comprehension series to monitor progress.</p> <ul style="list-style-type: none">• Three levels of pre- and post-tests, from Level A (beginning ESL

	<p>literacy) to Level C (advanced ESL)</p> <ul style="list-style-type: none"> Measures six levels as defined by the National Reporting System (NRS) Tests administered on CASAS eTests or by audio CD Audio CD format requires students to listen and to record their responses on an answer sheet <ul style="list-style-type: none"> Level A uses a picture prompt booklet for one section of the test Levels B and C have no test booklets Tests easy to administer, score, and interpret Balance of life skills and employment-related content Test questions powerfully relevant to the everyday lives of today's adult learners Appropriate for the listening skills of English Language Learners <p>Click next item to view more information.</p>
Test Series: Employability Competency System for Reading and Math	<p>Use the pre- and post-tests in this reading and math series to monitor progress of learners in programs with a vocational or career focus. This competency-based series can help you identify the reading skills that your students need as you prepare them to succeed in the workplace.</p> <ul style="list-style-type: none"> Four levels of pre- and post-tests, from Level A (beginning literacy) to Level D (adult secondary level) Measures all levels defined by the National Reporting System (NRS) Directly targets SCANS Competencies Tests administered on CASAS eTests or with test booklets Tests easy to administer, score, and interpret Test questions powerfully relevant to the world of work for today's incumbent and future workers <p>Click next item to view more information.</p>
Test Series: Workforce Learning Systems for Reading and Math	<p>Use the pre- and post-tests in this targeted reading and math series to determine each worker's mastery of essential reading and math skills.</p> <ul style="list-style-type: none"> Four levels of pre- and post-tests, from Level A (beginning literacy) to Level D (adult secondary level) Measures all levels defined by the National Reporting System (NRS) Directly targets SCANS Competencies Tests administered on CASAS eTests or with test booklets Tests easy to administer, score and interpret Test questions powerfully relevant to the world of work <p>Click next item to view more information.</p>
Delivery Option: CASAS eTests	

CASAS eTests is a nationally recognized system for computer delivery of standardized and adaptive assessments

- Use anywhere with Internet connection and computer running Windows
- Synchronized “real-time” data 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 the next test
- No need for test booklets, CDs/cassettes, answer sheets or #2 pencils
- Intuitive interface: questions display left of stem
- Includes practice test items
- Discourage cheating: no A,B,C,D responses
- Give individually or to a group
- Accommodation features:
 - Screen reader compatible
 - Scalable displays, stems, options
 - Retractable toolbar identifies examinee, test form, remaining items and remaining time.

Using CASAS eTests

- Includes the most widely used test series
- Test Administrations apply to any test form
- **Additional training is required – it is free and online.** To enroll in these courses, go to [CASAS Online Registration](#).
 - **Test Site Agreement** verifies equipment configuration and testing environment (only one person needs complete this; you can include several locations on one agreement)
 - **Coordinator Certification** defines and schedules test sessions (at least one per location; can also be a proctor)
 - **Proctor Certification** initiates, monitors, and closes test sessions (at least one per location)

Expand Your Knowledge (Optional)

- Learn more on the CASAS Web site: [CASAS eTests: Computer-Based and Computer Adaptive Testing](#).
- Learn more about the steps for [Implementing CASAS eTests Online](#).
- [View a CASAS eTests Online sampler](#).

Click next Item to view more information.

Delivery Option:
Paper-Based Tests



Most paper-based tests are reusable.

Students write their answers on an answer sheet.

- Each student will use at least three answer sheets: one for appraisal, one for pretesting and one for post-testing.
- Students may write their answers for multiple tests (i.e. for reading and math) on the same answer sheet.

Using Paper-Based Tests

Purchase test booklets. (Most paper-and-pencil tests are reusable up to 10 times; purchase replacement booklets when needed.)

- Tests are generally sold in sets of 1, 5, 10, or 25.
- Purchase answer sheets

Answer Sheet Options

- **Self-Scoring Answer Sheet for Appraisals**

- The answer key for the appraisal is built into this answer sheet. The built-in answer key allows immediate and easy hand scoring of the appraisal test.
- When the test is complete, the teacher tears off the perforated edge to reveal the answer key. Carbon paper transfers a student's answers.

- **TOPSpro scannable Appraisal record**

- This is a scannable answer sheet. One side captures capture reading and math appraisal tests. The other side captures reading and listening.

- **TOPSpro scannable test record**

- This is a scannable answer sheet. Use this Test Record with any CASAS pre- or post-test.

- **General Purpose Answer Sheet**

- For use with any CASAS tests. This option is for those programs that do not use TOPSpro to score tests.

Optional: See [Ordering Information](#) for more details about purchasing paper-based tests.

Test Administration Manuals (for CASAS eTests Online and Paper-Based Testing)

- Each appraisal and pre- and post-test series has a companion Test Administration Manual.

- Appraisal manuals are three-ringed binders.
- Pre- and post-test manuals are spiral-bound.
- Manuals contain administration procedures, answer keys, score conversion charts, sample test booklets, administration directions, and other helpful information.
- Each test site needs a Test Administration Manual, even if the site is using CASAS eTests.
- Manuals are sold separately.

Think About It: Where can you find the Test Administration Manual at your site?

Click Continue or next topic at left.

Lesson Contents
State-Specific Information
Self-Test

Topic:

State-Specific Information

Expand Your Knowledge

California: Visit the [California Accountability Peer Community](#) for more information about this topic in California.

Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.

Click Continue or next topic at left.



For each statement, indicate which is true by placing a mark in the column to the right.

Statement		Answer
1	Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. CASAS assessments are available as paper-based tests or via the Web with CASAS eTests.	
2	Most paper CASAS tests are reusable. Learners write their answers on an answer sheet.	
3	Using CASAS eTests eliminates the need for answer sheets, hard copy answer keys, and using score conversion charts.	

Note: Answers appear on the next page.

Statement		Answer
1	<p>Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.</p> <p>CASAS assessments are available as paper-based tests or via the Web with CASAS eTests.</p> <p>Correct Answer Feedback: Yes - that is correct! Choose the delivery option that works best for your program or organization.</p>	✓
2	<p>Most paper CASAS tests are reusable. Learners write their answers on an answer sheet.</p> <p>Correct Answer Feedback: Great!</p>	
3	<p>Using CASAS eTests eliminates the need for answer sheets, hard copy answer keys, and using score conversion charts.</p> <p>Correct Answer Feedback: Yes - that is correct! Using CASAS eTests eliminates the need for answer sheets, hard copy answer keys, and using score conversion charts. CASAS eTests does this all for you.</p>	✓

Unit 4: Administering and Scoring CASAS Tests

Topic:

Unit 4: Administering and Scoring CASAS Tests


Whether you choose CASAS eTests or paper-based testing, standardized test administration is vital. You learned details about administering and scoring CASAS assessments in your CASAS Implementation Training.

Optional: If you need a refresher on administering CASAS assessments, we recommend taking the [CASAS Implementation Training](#).

Reminder: All testing must be supervised by a proctor.

Expand Your Knowledge

Discuss in the CASAS Forums (optional): [What is the procedure for giving CASAS tests at your organization?](#)

Item	Details
Test Security and Test Preparation Guidelines	 <p>CASAS publishes the test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to test security practices.</p> <p>Guidelines Excerpts</p> <ul style="list-style-type: none">• Test materials must be kept in a secure location.• CASAS tests may not be copied, scanned, or duplicated.• Displays, questions, or answers from any CASAS test may not be used to create materials to help students answer CASAS test items.• Proctors must remain in the testing room at all times during the testing event.• Scratch paper and any assistive material such as electronic devices or dictionaries are strictly prohibited during the administration of assessment other than math.• Only students taking math tests are allowed to have scratch paper during administration of the assessment. The scratch paper must be collected at the

end of test administration and destroyed.

Expand Your Knowledge

Refer to [CASAS Test Security Policy](#) on the CASAS website for complete details.

At completion of this training, you will be required to agree to the Test Security Policy.

CASAS encourages the use of sample test items, competencies, CASAS content standards, QuickSearch Online, and other resources to teach and prepare students. You will learn more about these resources later in the training.

Important Note: CASAS tests are copyrighted. It is illegal to use actual test items as teaching tools.

Click next Item for more information.

Raw to Scale
Score
Conversion:
Review

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

Once you have the raw score, you will convert the raw score to the scale score using the Score Conversion Chart for the test that was administered. (CASAS eTests does this for you.)

Convert the raw score to the scale score using a chart like this one. Each test administration manual contains raw to scale score conversion charts for each test.

For example: Using the Score Conversion Chart, if Maria Gonzalez has a reading raw score is 15, what is the scale score?

A rule of thumb: raw scores are one or two digits, scale scores are always three digits.

There are different Score Conversion Charts for each test (reading, math, listening, etc.), test series and for appraisals. The Test Administration Manuals contain the raw to scale score conversion charts for each test.

Click next Item for more information.

Selecting the
Next Test:
Review

READING	
Form 80R	
Score	Next Assigned Test
171	Level A 081R
180	
185	
189	
193	
196	Level AX 081RX
199	
201	
204	
207	Level B 083R
209	
212	
214	
216	
219	Level C* 085R or 185R
222	
224	
227	
230	
234	Level D 187R
237	
240	
242	
244	
246	

The Next Assigned Test (NAT) Charts and the Suggested Next Test (SNT) Charts provide information about which test level and form to give next based on the previous test score.

Each test form has its own NAT or SNT chart.

Find the SNT charts in your Test Administration Manual or find the [Next Assigned Test Charts](#) on the CASAS Web site.

1. Use the CASAS appraisal score to determine the pretest level.
2. Use the pretest score to determine the post-test level.
3. Use the post-test score to determine subsequent progress test level.

Here is the NAT for the Form 80 reading appraisal. Look at the scale scores in the first column and the corresponding Next Test Level in the second column of the charts.

If Josie scored 189 in reading, what level pretest should she take?

That's right - she should take a Level A reading pretest.

What form number should she take?

That's right - she should take Form 81R as her pretest.

Many programs use the odd numbered tests as pre-tests and the even numbered forms at post-tests. While this is not required, it may help make the testing process a

bit easier by being consistent.
Remember, CASAS eTests does this for you.
Click next item to view more information.

Post-Tests Review

FORM 81R			FORM 82R		
Raw Score	Score	NAT	Raw Score	Score	NAT
1	•	Beg. Lit. Form 27R	1	•	Beg. Lit. Form 28R
2	•		2	•	
3	•		3	•	
4	•		4	•	
5	170	Level A Form 82R	5	170	Level A Form 81R
6	173		6	173	
7	176		7	176	
8	178		8	178	
9	180		9	180	
10	182		10	182	
11	184		11	184	
12	186		12	186	
13	189	Level A Form 81RX	13	188	Level A Form 82RX
14	191		14	191	
15	193		15	193	
16	195		16	195	
17	197	Level B Form 83R	17	197	Level B Form 84R
18	200		18	200	
19	203		19	203	
20	205•		20	205•	
21	206•	Level C Form 85R	21	206•	Level C Form 86R
22	208•		22	208•	
23	209•		23	209•	
24	210•		24	210•	

• Below accurate range. Retest at a lower level.
• Conservative estimate. Retesting is recommended.

As you know, the post-test results show the progress the student is making in your class and are an excellent way to monitor that progress.

A typical point gain for students who have received 70 – 100 hours of instruction ranges between 3–8 points.

Post-tests can be given multiple times throughout the year. However, be mindful of under- and over-testing.

- Research shows that students are more likely to show learning gains after completing 70-100 hours of class time.
- Post-testing students more frequently (say, every 20 hours) will not provide your agency with better results.
- Your agency will have a testing policy and/or schedule of post-testing based on how long students typically remain in the program, intensity of program, and program schedule.

Students pretest and post-test (and can continue to test) within a test level until the student scores high enough to move to the next test level.

In other words, a student may continue taking tests within Level A, moving from 81R → 82R → 81R.

Keep in mind, a student should never take the same test in a row; always alternate between forms.

When a student scores high enough, the Next Assigned Test Chart or the Suggested Next Test Chart will recommend they move to the next test level. See the image for an example of this.

Review the process:

	<ol style="list-style-type: none"> 1. Use the CASAS appraisal score to determine the pretest level. 2. Use the pretest score to determine the post-test level. 3. Use the post-test score to determine subsequent progress test level. <p>Remember, if you use CASAS eTests, the computer does all this for you!</p> <p>Expand Your Knowledge: Discuss in the CASAS Forums (optional): How do you know when learners reach their goals (personal, family, workplace, or academic)?</p> <p>Click next item to view more information.</p>
Tracking Data Review	<p>Data helps track student progress and generate reports for learners, teachers, and administrators. Reports help instructors target appropriate instruction based on what skills students have and need to have for progress and level completion.</p> <p>Use TOPSpro Enterprise for data management and analysis to:</p> <ul style="list-style-type: none"> • Scan and score answer sheets (or import from CASAS eTests) • Generate reports for students, teachers, and administrators • Quickly access actionable reports with drill-down capability • Readily define, identify and monitor hot spots using customized dashboard indicators • Accurately target instruction <p>In some states, TOPSpro Enterprise is also used as the state accountability system to compile data to meet both state and federal funding requirements.</p> <p>Expand Your Knowledge: Check with your lead teacher or administrator for information about the data collecting and tracking process at your program or organization.</p> <p>Expand Your Knowledge: Review sample TOPSpro Enterprise reports on the CASAS website.</p> <p>Manually Tracking Data</p> <p>If your organization or program does not use TOPSpro Enterprise, you can use the report templates included in the CASAS Test Administration Manual. These templates provide a way to creating student and class profiles based on test results. Each Test Administration Manual contains templates for tracking student and class performance on each test form.</p> <p>You will have the opportunity to review sample reports later in this training.</p> <p>Click Continue or next topic at left.</p>

Lesson Contents

State-Specific Information

Self-Test

Topic:

State-Specific Information

Expand Your Knowledge

California: Visit the [California Accountability Peer Community](#) for more information about this topic in California.

Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.










Click Continue or next topic at left.




For each statement, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. Students may use a calculator and a dictionary during testing.	
2	Raw scores must be converted to scale scores.	
3	Test materials should be kept in a secure location.	
4	CASAS eTests automatically scores the test and converts the raw to scale score.	
5	Use the raw score to determine the next test level.	
6	There are different test forms at different levels. This allows a learner to take a test that is not too easy or too difficult.	
7	Raw scores are converted to scale scores using a Raw to Scale Score Conversion Chart.	
8	Proctors should allow the same amount of time for pre- and for post-tests.	
9	Test Proctors may leave the room during testing.	
10	A learner can take the same test form twice in a row.	

Note: Answers appear on the next page.

Statement		Answer
1	<p>Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.</p> <p>Students may use a calculator and a dictionary during testing.</p> <p>Correct Answer Feedback: Sorry, that is incorrect.</p>	
2	<p>Raw scores must be converted to scale scores.</p> <p>Correct Answer Feedback: Great!</p>	
3	<p>Test materials should be kept in a secure location.</p> <p>Correct Answer Feedback: Great!</p>	
4	<p>CASAS eTests automatically scores the test and converts the raw to scale score.</p> <p>Correct Answer Feedback: Great!</p>	
5	<p>Use the raw score to determine the next test level.</p> <p>Correct Answer Feedback: Sorry, that is incorrect.</p>	
6	<p>There are different test forms at different levels. This allows a learner to take a test that is not too easy or too difficult.</p> <p>Correct Answer Feedback: Great!</p>	
7	<p>Raw scores are converted to scale scores using a Raw to Scale Score Conversion Chart.</p> <p>Correct Answer Feedback: Great!</p>	
8	<p>Proctors should allow the same amount of time for pre- and for post-tests.</p> <p>Correct Answer Feedback: Great!</p>	
9	<p>Test Proctors may leave the room during testing.</p> <p>Correct Answer Feedback: Sorry, that is incorrect.</p>	

10	A learner can take the same test form twice in a row.	
	Correct Answer Feedback: Sorry, that is incorrect.	

Unit 5: The CASAS Scale and Level Descriptors Review

Topic:

Unit 5: The CASAS Scale and Level Descriptors Review

Results from CASAS tests relate to a numerical scale showing level of proficiency. The scale score has the same meaning across all test forms.

Use the appraisal scale score to:


- Determine program eligibility
- Place or transition learners into a training or educational program
- Determine a pretest level

Use the pretest scale score to:

- determine skill levels at the beginning of instruction
- determine post-test level

Use the post-tests scale score to:

- Compare with the pretest score to document progress
- Determine class placement for next semester or year
- Determine the next test level

Item	Details								
What Do the Scale Scores Mean?	<div>  <table border="1"> <tr> <td colspan="2">Intermediate Basic Skills</td></tr> <tr> <td colspan="2">Can handle basic reading, writing, and computational tasks related to life roles. Can interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub, follow basic written instructions, diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions, diagrams. Can handle jobs and/or job training that involve following basic oral and written instructions and diagrams if they can be clarified orally.</td></tr> <tr> <td colspan="2">Beginning Basic Skills</td></tr> <tr> <td colspan="2">Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.</td></tr> </table> </div> <p>Excerpt from ABE Skill Level Descriptors</p> <p>CASAS scale scores correspond to descriptors of performance in terms of employment and adult life skills.</p>	Intermediate Basic Skills		Can handle basic reading, writing, and computational tasks related to life roles. Can interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub, follow basic written instructions, diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions, diagrams. Can handle jobs and/or job training that involve following basic oral and written instructions and diagrams if they can be clarified orally.		Beginning Basic Skills		Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.	
Intermediate Basic Skills									
Can handle basic reading, writing, and computational tasks related to life roles. Can interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub, follow basic written instructions, diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions, diagrams. Can handle jobs and/or job training that involve following basic oral and written instructions and diagrams if they can be clarified orally.									
Beginning Basic Skills									
Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.									

These **Skill Level Descriptors** describe in positive terms what a person is able to do or learn within a range of the scale scores. See the image for an example.

For example, what type of job could someone with a scale score of 215 be able to do?

- Can handle jobs and job training that involve following basic oral and simple written instructions and diagrams if they can be clarified orally.

What are some examples of entry-level jobs appropriate for someone at this Intermediate Basic Skills level?

- Customer service, restaurant kitchen worker, housekeeping, maintenance worker, others?

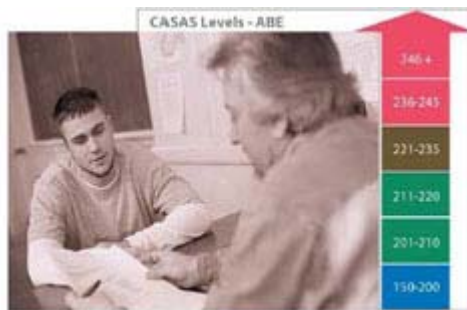
Keep in mind that the descriptors only apply to the type of test given. For example, if a student took a reading test, only the reading descriptors at that determined level are applicable to that student. Note: Do not assume that the listening, speaking, math, or writing skills are at the same level. You will find the Skill Level Descriptors in your Test Administration Manual and on the CASAS website.

Expand Your Knowledge: Take a look at the skill level descriptors and correlations for the following populations and skills on our website:

- [ABE Level Descriptors](#)
- [ESL Level Descriptors](#)
- [Intellectual Disabilities Skill Level Descriptors](#)
- [Writing Descriptors](#)
- [Speaking Level Descriptors](#)

Click the next Item for more information.

The
Scale
in
Relatio
n to
Learne
rs



At what level is the learner?

Is the learner making progress?

Test results help teachers and learners by revealing which skills and competencies the student is proficient in and which skills the learner still needs to master to advance on the CASAS scale.


Expand Your Knowledge: Hear more "Voices from the Field" on the CASAS YouTube channel: <http://www.youtube.com/user/CASASAssessment>.

Expand Your Knowledge: [Read how agencies and programs across the country](#) are using CASAS to help learners attain the basic literacy skills to function effectively on the job, in the community, and in the family.

Share Your Success Story: Share how CASAS has helped your learners or program!

[Submit your Success Story](#) addressing the following:

- 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 (including QuickSearch, CASAS eTests, the Low Level Curriculum Modules, or TOPSpro/TOPSpro Enterprise),

	<p>people/staff, etc. helped?)</p> <ul style="list-style-type: none"> ▪ The Outcome (what was the result of implementing CASAS?) <p>Expand Your Knowledge (Optional): Discuss in the CASAS Forums What are the benefits of sharing test results with learners?</p> <p>Click the next Item for more information.</p>
<p>The Scale in Relation to Grade Levels</p>	 <p>Some programs, especially WIA Title I programs serving youth and some workforce development programs, may be required to report CASAS scale scores as grade level equivalents. Agencies should use grade level information only for administrative purposes when state or federal regulations call for a grade level. CASAS does not recommend sharing grade level equivalents with students.</p> <p>Expand Your Knowledge (optional): Download the References for Grade Levels for WIA Title I programs from the CASAS website for reference.</p> <p>Click the next Item for more information.</p>
<p>The Scale in Relation to NRS EFLs</p>	<p>If your organization or program receives federal WIA funding, you may be required to report scores as Educational Functioning Levels, or EFLs to the National Reporting System (NRS). Usually, local programs report scores to their state and the state reports to the federal level.</p> <p>The CASAS Assessment Policy Guidelines help agencies create local (and state) assessment policies that meet federal requirements. Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your lead teacher or state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.</p> <p>You will learn more about the relation between the CASAS Scale and the NRS EFLs later in the unit.</p> <p>Click Continue or next topic at left.</p>

Lesson Contents

In Depth: The Scale in Relation to NRS EFLs

State-Specific Information

Self-Test

If your organization or program receives federal WIA funding, you may be required to report scores as Educational Functioning Levels, or EFLs to the National Reporting System (NRS). Usually, local programs report scores to their state and the state reports to the federal level.

The [CASAS Assessment Policy Guidelines](#) help agencies create local (and state) assessment policies that meet federal requirements. Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your lead teacher or state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.

The Workforce Investment Act (WIA) —

requires states that receive federal dollars to report performance outcomes to monitor local program performance. For states to meet these requirements, local programs use standardized assessments to collect & report data on student learning gains. This process ensures accurate & consistent monitoring of program results among agencies & provides the baseline data needed to document improvements in literacy skills. CASAS standardized tests meet these accountability requirements & correlate with the definitions used in the National Reporting System (NRS).

Expand Your Knowledge (Optional):

- Learn more about the NRS at www.nrsweb.org.
- Learn how [CASAS helps meet the NRS requirements](#) on the CASAS Web site.

Think About It: Does your program receive WIA funding? Are you required to report NRS EFLs? Ask a lead teacher or your administrator if you are not sure.

NRS	Details
History	

	<p>The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. The NRS began in the late 1990s, in response to the trend towards greater accountability, for both adult education and other types of programs. With a system designed to demonstrate program effectiveness and improve student outcomes, the NRS provides a means of regular evaluation for adult education nationwide—for states, programs, teachers, and students.</p> <p>In August 1998, the voluntary nature of the NRS changed when the Adult Education and Family Literacy Act within the Workforce Investment Act (WIA – P.L. 105-220) became law. Mandatory statewide implementation of NRS began in 1999, and in 2000, states began submitting their student and program outcomes to the NRS. For more information about the history of the NRS, click here.</p> <p>The NRS ensures accountability to federally funded adult education programs. The NRS:</p> <ul style="list-style-type: none"> • is an outcome-based reporting system • allows for routine evaluation • allows states to evaluate local program performance according a set of core measures as one condition of local funding • outcome measures are broad enough to accommodate all programs' goals and objectives while being sufficiently standardized to support a uniform national data base <p>NRS measures include two categories – 1) core measures and 2) secondary measures. There are three types of core outcome measures:</p> <ul style="list-style-type: none"> • Outcome measures. Provide the overall representation of national performance. Include central measures such as education gains, obtaining employment, and earning GED. • Descriptive measures. Illustrate who attends adult education programs and for what reasons, such as student demographics or status. • Participation measures. Document context and amount of instruction students receive, such as hours of instruction, or enrollment in special programs. <p>Core measures are performance standards required by the NRS and are directly tied to incentive grants. Secondary measures are optional and are not tied to grant awards. They address issues related to employment, education, family, and community. In 2011, the NRS identified four follow-up cohorts for core performance reporting that will redefine how states collect and report core outcomes. For a more detailed look at NRS measures, click here.</p> <p>Click on next item for more information.</p>
Required NRS Outcome Measures	<p>Educational gain: Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program.</p> <p>Entered Employment: Learner obtains a job before the end of the first quarter after the program exit quarter.</p> <p>Retained Employment: Learner remains employed in the third quarter after exit quarter.</p> <p>Applicable population: Learners who, at time of entry were not employed and had a main or secondary goal of obtaining employment, and who entered employment by the first quarter after exit quarter; or learner is employed at entry and has a primary or secondary goal of improved or retained employment.</p> <p>Receipt of a Secondary School Diploma or GED: Learner obtains certification of attaining passing scores on the General Education Development (GED) tests, or who</p>

	<p>obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).</p> <p>Placement in postsecondary education or training: Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.</p> <p>Items 2 through 5 are also called Follow-up Measures. Programs must report on the four follow-up measures only for those students who specify one of them as a main or secondary goal.</p> <p>Click on next item for more information.</p>
Data Collection Process	<p>The NRS data collection process requires many people in a program to work together as a team to collect accurate and timely information. To collect quality data that accurately reflects a program's progress, multiple opportunities—checkpoints—ensure that errors in data or missing information can be reviewed, corrected, and re-entered into the data system.</p> <p>The NRS assigns specific responsibilities for collecting these data measures at the Local, State, and Federal level. At the local level, agencies collect information from students at three different times—1) intake, 2) update, and 3) follow-up. Each local program must submit this data to the State, which is required to develop a statewide adult education database. Many states that use CASAS use the CASAS TOPSpro data management system to meet this requirement. At the end of the program year, states then must submit aggregated data to the NRS, which maintains a national database.</p> <p>This graphic excerpt from Page 64 of the NRS Implementation Guidelines shows the data collection process across levels.</p> <p>Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and NRS compliance in your state. Your state may require additional training or follow-up.</p>

Click Continue or next topic at left.

Topic:

State-Specific Information

Expand Your Knowledge

California: Visit the [California Accountability Peer Community](#) for more information about this topic in California.

Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.

Click Continue or next topic at left.



For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1

Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.

Which statement is false? The CASAS scale...

Select the correct answer.

<input type="checkbox"/>	Is different depending on the test series.
<input type="checkbox"/>	Is how CASAS results are reported.
<input type="checkbox"/>	Is the same across test series.
<input type="checkbox"/>	Correlates to skill level descriptors for each skill area.

Question 2

What are the CASAS Skill Level Descriptors?

Select the correct answer.

<input type="checkbox"/>	Test Levels
<input type="checkbox"/>	A way to interpret scale scores and find out what someone can be expected do at each CASAS level.
<input type="checkbox"/>	A Federal requirement
<input type="checkbox"/>	A way to find the suggested next test

Question 3

True or False: CASAS determines what you need to report to your funding sources and when.

Select the correct answer.

<input type="checkbox"/>	True
--------------------------	------

	False
--	-------

Question 4

CASAS offers assessments that are approved by the Office of Vocational and Adult Education (OVAE) to meet the National Reporting System (NRS) requirements.

Select the correct answer.

	True
	False

Question 5

States and programs have different requirements for assessment and reporting. You should always check with your administrator or state department of education for policies in your state.

Select the correct answer.

	True
	False





Note: Answers appear on the next page.

Answer 1

Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.

Which statement is false? The CASAS scale...





Select the correct answer.

	Is different depending on the test series.
	Is how CASAS results are reported.
	Is the same across test series.
	Correlates to skill level descriptors for each skill area.
Correct Answer Feedback: Great!	

Answer 2

What are the CASAS Skill Level Descriptors?



Select the correct answer.

	Test Levels
	A way to interpret scale scores and find out what someone can be expected do at each CASAS level.
	A Federal requirement
	A way to find the suggested next test
Correct Answer Feedback: Great!	

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Select the correct answer.

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	False
Correct Answer Feedback: Great!	

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Select the correct answer.

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	False
Correct Answer Feedback: Great!	

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Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Unit 6: Resources to Support Instruction

Topic:

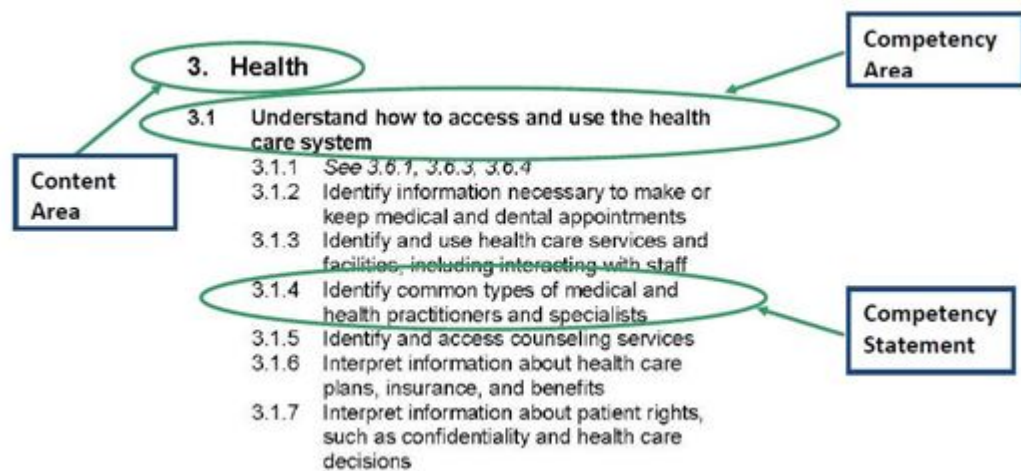
Unit 6: Resources to Support Instruction

You already have experience administering and scoring CASAS assessments and you have practice interpreting what those scores mean. Now, you will learn more about how to use those results to inform instruction.

CASAS encourages the use of sample test items, competencies, CASAS content standards, QuickSearch Online, and other resources to teach and prepare students.

For quick reference, you will find the resources covered in the Unit (and more) in the [Curriculum and Instruction section of the CASAS website](#).

Item	Details
Sample Test Items	<p>CASAS offers free sample test items. Use these sample test items to:</p> <ul style="list-style-type: none">▪ familiarize decision-makers, instructors, and students with CASAS items▪ give students practice in taking a CASAS test▪ make future testing go more smoothly▪ help reduce student test-taking anxiety <p>These items are samples to familiarize students and instructors with CASAS test formats. Since they are not actual tests, they are not predictors of student performance, and are not valid for level placement, assessment, or for reporting standardized scores.</p> <p>Expand Your Knowledge: view the sample test items on the CASAS website.</p> <ul style="list-style-type: none">▪ Reading▪ Math▪ Listening▪ Government and History for Citizenship▪ CASAS eTests Sampler▪ Pre-Employment / Work Maturity Checklists▪ Worksite Performance Rating <p>Think About It: How can you use the sample test items with your learners?</p>



Competencies **link curriculum and assessment**.

Competencies are skills for life and work. Educators use competencies (or learning objectives) to plan curriculum and instruction. All CASAS test items are correlated to at least one specific CASAS Competency.

Competencies are measurable learning objectives in a functional life skills context.

Examples:

- Interpret medicine labels
- Check sales receipts
- Identify appropriate behavior, attire, attitudes and social interaction, and other factors that affect job retention and advancement
- Interpret information about traffic tickets

Competency Content Areas

There are nine Competency Content Areas.

0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government & Law
6. Math
7. Learning and Thinking Skills
8. Independent Living

The list is not a power list. The numbering system does not mean that 0 – Basic Communication – is easier than other content areas. It is just a method of organizing the competencies.

This is the master list of Competency Areas. There is not a test that addresses all of these areas. Also, you would not be expected to teach every single competency area!

Competency Coding

Every competency is identified with a three-digit number. The first digit refers to the *content area*.

The second digit corresponds to a *competency area*.

The three-digit *competency statement* describes a measurable action.

Tie It Together

CASAS Competencies serve as both a reference for program instructional content and as a link to CASAS assessment by providing a numbering system that links reports and curriculum.

The Competencies can be used to measure English and Life Skills proficiency across a broad range of levels so programs can teach and measure competency attainment from beginning literacy through high school completion.

Agencies are encouraged to determine how well their curriculum aligns with the CASAS Competencies so that agencies can identify strengths and weaknesses in their curriculum.

Expand Your Knowledge: Visit the CASAS website for more information and to download a copy of the master list of [CASAS Competencies](#).

Think About It

You've received your test results and have found that half of your students missed questions about "Filling out a Family Medical History Form" - Competency # 3.2.1. Your class studied Health two months ago.

Under what other Competency Areas and Topic Areas could you practice similar skills?

For Competency # 3.2.1, instead of students learning how to fill out a family medical history form, they could practice the same skill

- Under "Employment" students could complete a job application.
- Or under "Consumer Economics," students could learn to fill out forms related to banking.
- Or under "Health," students could complete a health plan application for their job.

Click the next item for more information.

Competencies and Test Forms: The Big Picture

CASAS Life and Work Reading Test Series Competency

- This matrix presents a compilation of the competencies addressed by items on each test form
- Numbers in parentheses show the number of test items addressing the competency, if more
- Most test items address more than one competency.

Test Level A				Test Level B		Test Level C		
81	82	81X	82X	83	84	85	86	185
24 items	24 items	28 items	28 items	32 items	32 items	37 items	37 items	38 items
0.2.2 (2)	0.2.1	0.2.1	0.1.4	0.2.1 (3)	0.2.1			
0.2.3	0.2.2 (3)	0.2.2 (2)	0.2.1 (2)	0.2.4				
0.2.4 (2)	0.2.4							
1.1.6	1.1.6	1.2.1	1.1.4	1.1.3 (2)	1.1.3 (2)	1.2.1 (3)	1.2.1 (2)	1.1.1
1.2.1	1.2.1	1.2.2	1.1.6 (3)	1.1.6 (2)	1.1.6			1.2.1 (2)
1.3.8	1.3.8	1.9.1	1.2.1 (3)	1.3.3 (3)	1.4.1			1.3.6
1.3.9	1.3.9		1.2.2	1.4.2	1.4.2 (2)			1.4.5 (2)
1.4.1 (2)	1.4.1 (3)		1.3.3	1.4.3 (3)	1.4.6 (2)			1.7.3
1.4.2	1.4.2		1.4.1 (2)	1.4.6	1.7.1 (2)			1.9.4
1.4.7	1.4.7		1.8.2 (2)	1.4.7 (2)	1.9.4			1.9.6 (2)
1.8.1	1.8.1		1.9.1	1.9.4 (2)				
	1.9.1		1.9.2 (2)					
2.3.1 (3)	2.3.1 (2)	2.1.2	2.2.1	2.2.1	2.2.3	2.2.1 (2)	2.2.1 (2)	2.1.1 (2)
2.3.2 (2)	2.3.2 (2)	2.1.7 (2)	2.2.2	2.2.5 (2)	2.2.5	2.2.5 (2)		2.1.7
2.4.1	2.4.1	2.2.1 (3)	2.2.5	2.3.1	2.3.1			2.1.8 (2)
2.5.2	2.5.2	2.2.2	2.3.1 (2)	2.3.2 (2)	2.3.2 (2)			2.2.1
2.5.3	2.5.4 (4)	2.2.5 (2)	2.3.2 (3)		2.5.5 (2)			2.2.5
2.5.4 (4)	2.5.5 (3)	2.3.1	2.5.4 (2)					2.3.1
2.5.5 (2)		2.3.2 (5)	2.6.4 (2)					2.3.2
		2.5.3						2.5.2 (2)
		2.5.4 (4)						2.5.4 (2)
		2.6.4						2.5.5 (3)
								2.7.3 (2)
3.1.1	3.1.1	3.1.1		3.2.1	3.1.2 (2)	3.4.5 (3)	3.4.5 (3)	3.1.1 (2)
3.1.3		3.1.2 (2)		3.2.3	3.1.3			3.1.3 (2)
		3.1.3 (3)		3.3.1	3.2.1 (2)			3.4.3 (2)
		3.2.3 (3)		3.3.2	3.2.2			3.4.5 (2)
					3.3.1			
					3.3.2 (2)			
					3.4.1			

How can you find out what competencies are addressed on each test form?

Look at the "big picture" by using the Test Series Competency Content Matrix.

The Competency Content Matrix shows the competencies addressed on each test series and form. Use this chart to plan ahead for instruction at a higher level.

- Numbers in parentheses show how many times the competency is assessed in a test level.
- Competencies without a number in parentheses are addressed only one time.
- Most test items address more than one competency.

The Matrixes can be found in the Test Administration Manuals and on the CASAS website.

Look at this excerpt from the Test Series Competency Content matrix for the Life and Work Reading series.

Find Test Level C, Form 185. How many times is Competency 2.5.5 assessed on this form?

Did you say three times? Then you're correct! You can see that Competency 2.5.5 is addressed three times on Form 185 because there is a three listed in parentheses after that competency.

If this "big picture" matrix is too overwhelming, you will also find individual lists of

competency content for each form in the Test Administration Manual.

Think About It

- 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?

Click the next Item for more information.

CASAS
Content
Standards



CASAS *Content Standards* identify the underlying basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*.

Content standards support instructional planning that helps students master a specific competency and attain their goals. They are clear statements of what students should know and be able to do.

Look at this image. Notice the CASAS competency in the center and the basic skills content standards in the surrounding circles.

You will learn about Content Standards in more depth later in this Unit.

Click the next Item for more information.

Task Areas

SHUTTLE BUS	
<u>Arrivals</u>	
Route A1	10:00
Route A2	10:30
Route B1	12:00
Route B2	12:30

3. What time does the Route B1 bus arrive?

(A) 10:00
(B) 10:30
(C) 12:00
(D) 12:30

Task Areas, or Item Types, are the written or graphic prompts in CASAS tests. Test items are presented in a variety of task areas or, in other words, display formats.

Task Areas are vital to student instruction, as students must not only be able to read a sentence, but must also be able to understand vocabulary in the context of advertisements, newspaper articles, utility bills, or recipes, etc.

For example: a student may comprehend the language on a test item but not understand the item display, such as a bar chart, graph, or pie chart.

Each test item on a CASAS test is coded by task area. Task Areas are listed in Test Administration Manuals and on TOPSpro Reports. (Task Area shows as the fourth digit on the reports. You'll see an example of this later in this unit.)

Reading and Math Task Areas

1. Forms or fill-in-the-blank
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

Listening Item Types

1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt

Look at this sample test item. What reading task area is addressed in this test item?

Did you say task area **#2 Charts, maps, consumer billings, matrices, graphs, or tables**? You're correct!

Think About It

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

Click the next Item for more information.

CASAS Reports

Data helps track student progress and generate reports for learners, teachers, and administrators. Reports help instructors target appropriate instruction based on what skills students have and need to have for progress and level completion.

You will see examples of these reports later in this unit.

Click the next Item for more information.

Identifying
Instructional
Materials



QuickSearch Online is a user-friendly database that includes reference to thousands of commercially available print, audio, visual and computer-based instructional materials. With your class or student test results, you can search for materials to address specific competencies and match curriculum by:

- Title of instructional material
- Competency number
- Program, Level, and Skill (reading, writing, listening or speaking)
- Publisher
- CASAS Test (both level and series)

QuickSearch Online is updated on an on-going basis to include new materials from publishers and software companies.

Expand Your Knowledge (Optional): [view a demonstration video](#) on the CASAS YouTube channel for instructions on using CASAS QuickSearch.

Here is a checklist for using test results to identify instructional materials:

1. Identify students' instructional needs using pre-test results
2. Choose competencies, content standards and task areas to target during instruction (use student and class reports to identify priority needs)
3. Use QuickSearch to locate instructional materials
4. Provide instruction
5. Post-test
6. Use scale scores to chart progress

Expand Your Knowledge (Optional): Discuss in the CASAS Forums [What are some resources and websites you have found helpful in adult education and training?](#)

Click the next item for more information.

Low Level
Literacy
Curriculum



Are you searching for curriculum for Beginning ABE readers:

- Who are at different ability levels?
 - Start with CASAS Beginning Literacy and dig deeper for pre-reading lessons at even lower skill levels
- Who seem to understand but are non-verbal?
 - Find alternate formats for each lesson
- Who are not motivated to learn?
 - Find activities to build self-determination
- Who appear disorganized and can't connect the parts?
 - Use metacognitive strategies to improve ability to learn

Use the curriculum modules with your low-level literacy learners, including those with intellectual disabilities.

- 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.

Expand Your Knowledge: To access the free curriculum modules on the CASAS website, [click here](#).

Lesson Contents

Activity: Using CASAS Competencies

In Depth: CASAS Content Standards

In Depth: CASAS Reports

State-Specific Information

Self-Test

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1

Read the scenario for each question. Choose the correct competency that applies to the scenario. (This activity was created by Suzanne Gilchrist-McCurdy, CASAS Certified Trainer in Minnesota.)

Maria just had a baby. In the hospital, she received some information about how to make her home safe for her new baby, such as covering outlets, tying up mini-blind cords, installing baby gates, etc. Maria read the information and talked to her husband about taking these and other "baby proofing" steps. What competency is this?

Select the correct answer.

<input type="checkbox"/>	3.4.2 Identify safety measures that can prevent accidents and injuries
<input type="checkbox"/>	1.9.6 Interpret information related to automobile maintenance
<input type="checkbox"/>	2.3.2 Identify the months of the year and the days of the week

Question 2

Your boss asked you to write a memo about the new procedure for switching schedules. You've never written a memo before. Gulp! What competency is required to write the memo?

Select the correct answer.

<input type="checkbox"/>	2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
<input type="checkbox"/>	5.1.7 Identify how to contact public officials about issues and concerns
<input type="checkbox"/>	4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail

Question 3

Mr. Kim sent a package to his mother in Seattle. She never received the package. Mr. Kim needs to go to the post office and find out what happened. What competency will he need to use?

Select the correct answer.

	5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
	7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
	2.4.5 Interpret procedures for tracking shipments

Question 4

Hannah saw an ad in the newspaper for a clearance sale on vacuum cleaners. She wants to figure out how much she will save. The ad said, "20% off the already discounted price of \$148.57!" What competency is this?

Select the correct answer.

	4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
	5.3.8 Identify procedures for reporting a crime
	1.2.3 Compute discounts

Question 5

Mohamed has a new wrist watch. While standing in line at the supermarket, someone asks him the time. What competency is required here?

Select the correct answer.

	2.3.1 Interpret clock time
	3.1.2 Identify information necessary to make or keep medical and dental appointments
	2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.

Question 6

A spouse may retire, grown children may move home, the house may have termites, a family member changed jobs, and taxes have gone up. You are under stress! What competency is required here?

Select the correct answer.

	2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
	7.5.4 Identify sources of stress, and resources for stress reduction
	7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations




Note: Answers appear on the next page.

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Correct Answer Feedback: Great!	

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2.4.5 Interpret procedures for tracking shipments

Correct Answer Feedback: Great!

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Correct Answer Feedback: Great!	

Content Standards are the underlying basic skills of the CASAS Competencies. This topic will show you how to use CASAS Competencies and CASAS Content Standards together to guide instruction.

Item	Details
What are Content Standards ?	<div data-bbox="389 577 1169 1333"> <p>The diagram illustrates the relationship between a CASAS Competency and its underlying Content Standards. At the center is a large blue circle labeled Competency 3.41 Interpret product label directions and safety warnings. Surrounding this central circle are five smaller, light blue circles, each representing a specific Content Standard. These circles are arranged in a circular pattern, overlapping slightly with the central circle and each other. The standards are: R4.8 Read a chart (top), R5.3 Locate info in groups or categories (top-right), R6.3 Scan complex text to find specific info (bottom-right), R3.4 Read and understand moderately complex text (bottom-left), and R2.6 Interpret abbreviations in specialized contexts (top-left).</p> </div> <p>CASAS <i>Content Standards</i> identify the underlying basic skills at specific proficiency levels that should be taught in the context of <i>CASAS Competencies</i>. Content standards support instructional planning that helps students master a specific competency and attain their goals. They are clear statements of what students should know and be able to do. They define for all stakeholders what is expected of students and what schools should be teaching. They provide a clear scope and sequence of learning activities leading to goals such as High school completion, English proficiency and readiness for job training or post-secondary education. The CASAS Content Standards are in alignment with CASAS assessments as this is a cornerstone of standards based education. If assessment, content, and instruction are aligned the assumption is that student achievement will improve.</p> <p>Look at this image. Notice the CASAS competency in the center and the basic skills content standards in the surrounding circles.</p> <ul style="list-style-type: none"> ▪ Content Standards are clear statements of skills that students need to have at specific levels. ▪ Content standards identify the underlying basic skills associated with CASAS

	<p>Competencies.</p> <ul style="list-style-type: none"> ▪ Content standards support instructional planning. For example, you must teach reading numbers before you could teach reading clock times. ▪ CASAS Content Standards are available for reading, listening, math, speaking and Writing. ▪ CASAS Reading Content Standards have been aligned with the Common Core State Standards. <p>Click the next Item for more information.</p>
<p>Using CASAS Competencies and Content Standards Together</p>	<div data-bbox="410 541 1453 951"> </div> <p>This illustration shows the relationship between CASAS Competencies and CASAS Content Standards.</p> <p>This example shows some possible content standards that could be taught or assessed in relation to a specific competency.</p> <p>Think About It</p> <ol style="list-style-type: none"> 1. What kinds of reading skills would learners need when reading signs, ads, or other information related to housing? For example: they would need to read sentences to look for simple information and read for comprehension 2. What vocabulary would they need to know? For example: they would need to know basic sight words 3. Would they need to be familiar with certain abbreviations? For example: they would need to interpret abbreviations in a specialized context, i.e. mo/month; br/bedroom, etc. 4. Would they need to be able to scan a paragraph for information? 5. Would they need to find information in categories listed on a chart or a table? <p>These are the basic skills that support attaining the competency.</p> <p>CASAS Content Standards define the basic skills that students need at different levels in their educational development.</p> <p>Specifically, this example involves reading rent ads. It relates to competency 1.4.2 - Select appropriate housing by reading ads, signs, and other information. The Reading Content Standard R2.7 is needed in order to interpret abbreviations.</p>

CASAS
Content
Standards
Categories

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
L1 Phonology
L2 Vocabulary
L3 Grammar
L4 General Discourse
L5 Informational Discourse
L6 Strategies and Critical Thinking

Math Content Standards Categories
M1 Number sense
M2 Algebra
M3 Geometry
M4 Measurement
M5 Statistics, Data Analysis and Probability

CASAS Content Standards are broken down into categories for each skill area. Content standards are provided in greater specificity under the relevant category.

This hierarchical system was developed to assist instructors to locate information more quickly.


This example shows the categories for reading, listening, and math. There are different categories for speaking and writing.

CASAS
Content
Standards
by
Instructional
Level

Test Item and Competency ▶		Content Standards ▼												
		0.2.1, 7.2.1 (3) narrative	4.2.1, 7.2.1 (3) narrative	4.1.3, 4.1.6 (4) job ad	4.1.3, 4.1.6 (4) job ad	4.1.2, 0.2.1 (1) job application	4.1.2, 0.2.1, 2.3.2 (1) job app	1.4.7, 7.3.1, 7.2.1 (3) narrative	1.4.7, 7.2.1 (3) narrative	1.4.7, 7.2.1 (3) narrative	1.4.2 (4) house ads	1.4.3 (1) rental application	1.4.3 (1) rental application	1.4.3 (1) rental application
		1	2	3	4	5	6	7	8	9	10	11	12	13
R1	Beginning literacy / Phonics													
R2	Vocabulary													
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ▶, ↑)													
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)				•	•	•				•	•	•	•
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)													
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)			•							•			

CASAS Content Standards by Instructional Level charts provide a key to explain the categories as well as the relationship to the NRS ESL and ABE/ASE Educational Functioning Levels. Each of the Content Standards is listed under the appropriate category.

In this example, you see an excerpt of the CASAS Content Standards by Instructional Level chart for Reading.

	<p>See how Content Standards Basic Skills R2.7 correlates to CASAS Level B.</p> <ul style="list-style-type: none"> ▪ The left column shows the content standard alphanumeric designation and description. <ul style="list-style-type: none"> ▪ For example: R2.7 addresses Interpret abbreviations in specialized contexts. • The columns on the right show CASAS and NRS levels, and which content standards are addressed in each level. <p>Using Content Standards in Instruction</p> <ul style="list-style-type: none"> ▪ Identify the program and skill level of the student or class (ASE/GED Prep, ESL/ELL, ABE). ▪ Review the content standards at, above, and below the level of your student or class. ▪ Identify priority competencies and/or content standards. ▪ Identify the level-appropriate content standards that support the language and basic skills in the CASAS Competencies you are teaching. <p>Click the next item for more information.</p>
<p>Expand Your Knowledge: Content Standards</p>	 <p>Expand Your Knowledge: Download the CASAS Content Standards from the CASAS website:</p> <ul style="list-style-type: none"> ▪ Reading ▪ Listening ▪ Math ▪ Speaking ▪ Writing <p>Expand Your Knowledge: Read more about CASAS Content Standards and the alignment to the Common Core State Standards.</p> <p>Expand Your Knowledge: Read more about aligning CASAS Competencies and assessments to basic skills content standards.</p> <p>Expand Your Knowledge: Get Tools for Instructors to help target appropriate instruction based on both competencies and associated basic skill content standards.</p> <p>Expand Your Knowledge: Your state may have its own Content Standards – check with your lead teacher or state department of education for information about content standards in your state.</p> <p>Click Continue or next topic at left.</p>

As you know, TOPSpro Enterprise (TE) is the CASAS data management software application that tracks student progress, including learner assessment scores and learner performance on target competencies. Teachers and administrators find the classroom reports TE generates are very helpful in planning their instructional approaches.

Expand Your Knowledge: Review more [sample TOPSpro Enterprise reports](#) on the CASAS website.

Even if your organization or program does not use TOPSpro Enterprise, it's still possible for you to create student and class reports to help identify priority competencies to address during instruction. See your Test Administration Manual for templates of these reports. You have permission to copy the report templates from the Test Administration Manual.

Item	Details
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Individual Skills Profile

06/07/2011
15:37:20

Maria Gonzalez

ID# 8760435

Agency: 4

Program: E

Most Recent	Form	Date	Scale Score	NRS + Level	Form Level	Number of	
						Total	Correct
Listening	083L	05/25/2010	204	4	B	36	21
Reading	084R	05/07/2010	212	5	B	34	19

Reading Competencies			N		Correct	Reading Content Standards	
Basic Communication			4		50 %	Vocabulary	
Consumer Economics			15		80 %	General reading comprehension	
Community resources			3		33 %	Text in format	
Health			5		60 %	Reference materials	
Employment			16		75 %	Reading strategies	
Learning to learn			12		75 %	Reading and thinking skills	

Listening Competencies			N		Correct	Listening Content Standards	
Basic Communication			12		75 %	Phonology	
Consumer Economics			16		68 %	Vocabulary	
Community resources			18		50 %	Grammar	
Health			14		64 %	General Discourse	
Employment			21		52 %	Informational Discourse	
Government and law			1		100 %	Strategies and Critical Thinking	

Reading Tasks			N		Correct	Listening Tasks	
Forms			8		75 %	Picture Prompt	
Charts, maps, consumer billings, matrices, graphs, tabl			4		50 %	Comprehension question	
Articles, paragraphs, sentences, directions, manuals			14		78 %	Predict next line of dialogue	
Signs, price tags, advertisements, product labels			10		70 %	Identify true statement based on p	
Measurement scales, diagrams			0		N/A	Responds to oral cues	

(For ESL programs) presents competencies assessed in reading and listening.

Click the next Item for more information.

CASAS

Individual Skills Profile

06/07/2011
15:51:28

Page 1 of 1
SP

John Morris

Agency: 4908 - Rolling Hills Adult School
Program: GED

ID# 1593579

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	017M	11/12/2010	246	6	D	34	23	32	11.1
Reading	187R	11/11/2010	242	5	D	34	21	32	10.3

Reading Competencies		N	Correct	Reading Content Standards		N	Correct
Consumer Economics		9	77 %	Vocabulary		29	68 %
Community resources		24	66 %	General reading comprehension		51	72 %
Health		13	76 %	Text in format		8	62 %
Employment		29	75 %	Reference materials		5	80 %
Government and law		12	50 %	Reading strategies		21	80 %
Learning to learn		19	78 %	Reading and thinking skills		16	68 %

Math Competencies		N	Correct	Math Content Standards		N	Correct
Compute using whole numbers		6	100 %	Number sense		43	79 %
Compute using decimal fractions		20	65 %	Algebra		15	80 %
Compute using fractions		9	88 %	Geometry		11	90 %
Compute with percents, rate, ratio, and proportion		14	78 %	Measurement		30	80 %
Use expressions, equations, and formulas		13	76 %	Data		20	75 %
Demonstrate measurement skills		23	82 %	Probability		2	50 %
Interpret data from graphs and compute averages		7	100 %				
Use statistics and probability		2	50 %				

Reading Tasks		N	Correct	John Morris has a likelihood of ...		to pass this GED subsection	
Forms		2	50 %	70 %		Language Arts, Writing	
Charts, maps, consumer billings, matrices, graphs, tabl		13	69 %	84 %		Science	
Articles, paragraphs, sentences, directions, manuals		44	77 %	84 %		Social Studies	
Signs, price tags, advertisements, product labels		1	100 %	75 %		Language Arts, Reading	
Measurement scales, diagrams		0	N/A	97 %		Math	

(For GED programs) presents competencies assessed in various modalities and indicates likelihood of passing different GED subsections.

Click the next Item for more information.



Student Performance

by Test Item & Competency

06/10/2011
19:55:24

Agency:	4908 - Rolling Hills Adult School	Student:	000130472	Martin
Site:	6 - Southwest Campus	Test Date:	03/19/2012	
Class:	001 - ESL - Intermediate Low	Raw Score:	19	Scale Score
Form:	083A - Life and Work Reading Level B			

Position	Correct?	Comp. No.	Task	Competency Description
1	No	02.1	3	Respond appropriately to common pers. i
		7.2.1		Identify and paraphrase pertinent informa
2	Yes	4.2.1	3	Interpret wages, deductions, benefits, tin
		7.2.1		Identify and paraphrase pertinent informa
3	No	4.1.3	4	Identify, use information in job descriptio
		4.1.6		Interpret work-related vocabulary
4	Yes	4.1.3	4	Identify, use information in job descriptio
		4.1.6		Interpret work-related vocabulary
5	Yes	4.1.2	1	Follow proc. for applying for a job, incl. a
		0.2.1		Respond appropriately to common pers. i
6	Yes	4.1.2	1	Follow proc. for applying for a job, incl. a
		0.2.1		Respond appropriately to common pers. i
		2.3.2		Identify the months of the year and the da
7	Yes	14.7	3	Interpret info. about home maintenance;
		7.2.1		Identify and paraphrase pertinent informa
		7.3.1		Identify a problem and its possible causes
8	No	14.7	3	Interpret info. about home maintenance;
		7.2.1		Identify and paraphrase pertinent informa
9	Yes	14.7	3	Interpret info. about home maintenance;
		7.2.1		Identify and paraphrase pertinent informa
10	Yes	14.2	4	Select housing by interpreting ads, signs, a
11	Yes	14.3	1	Interpret lease and rental agreements
12	No	14.3	1	Interpret lease and rental agreements
13	No	14.3	1	Interpret lease and rental agreements
14	Yes	3.3.2	4	Interpret medicine labels
		3.3.1		Identify and use necessary medication s

Shows test results of an individual student on a given test form by displaying the competency number and statement for each test item and indicating whether the student correctly answered the item.

This example shows a reading test. Notice the Competency and task area listed for each item.

Click the next Item for more information.

CASAS

06/10/2011

17:24:27

Class Profile

Page 1 of 1

CPL

Agency:

4908 - Rolling Hills Adult School

Teacher:

1110 - Askew, Elisa

Site:

11 - North City ESL

Form:

083R - Life and Work Reading Level B

Class:

110 - Low Beginning

Competency for each item (read down)

04444411111113044444445551111134

22111144444443214442223333331122

11332277723332483331118883333311

Student	Raw/Scale	1 . . . 5 . . . 1 . . . 1 . . . 2 . . . 2 . . . 3 . 3
		0 5 0 5 0 2
508990089 Vega, David	10 199	- + + + + - + + + + - + + + - + + + - + + + -
510510043 Doha, Darius	11 200	+ + + + + - + + + + - + + + - + + + - + + + -
51151043 Wu, Shoufu	8 195	- - + + - - + + - - + + - - + + + - - - - - -
512333731 Lopez, Veronica	20 213	+ + + + + - + + + + - + + + + - + + + - + + + -
515119887 Przemicki, Walter	9 197	+ + - - - - + + - - - - + + - - + + - - + + - -
515518580 Duarte, Zelmira	19 212	+ + + + - - + + + + + + - - - - + + + + - - - -
515519212 Morales, Graciela	17 209	- + + + - - - + + + + + + + - - - + + - - + + -
516160359 Cristobal, Jose	20 213	+ + + + + - + + + - + + + - + + - + + + - + + + +
551784784 Pacheco, Andy	6 191	- - - - + - + + - - + - - - - - - - + - - - -
555552850 Maceda, Lara	12 202	+ - + + - - + - + - - - + + + - - - + + - - -
555555223 Vang, Khamboon	8 195	+ - + - - - + - + + + - - - + - - - - - - -
555556661 Tolentino, Quentin	6 191	- - - + - - - - - - + - - - - - + - - - + - -
555565723 Garcia, Jaime	19 212	+ + + + + - + + + - + + + + + - - + + + - - -
555666815 Reyes, Ramon	16 208	+ + + - + + + + + + - - + + - - - - + - - - -
565635167 Gonzalez, Alex	18 210	+ + + + + + + + - - - - + - + - + - - - - - +
566665175 Yang, Tiao	21 215	+ + + + + - + + + + + + + - - - + + + + - - -
567899756 Thomaston, Genner	19 212	+ + + - + + + + - - - + + + - - + - + + - - -
567899810 Vargas, Jorge	17 209	+ + + - + + + + + - - - + + + - - - - - - - +

Displays student item responses by CASAS test form within a Class. This report identifies class wide and individual needs and targets
Click the next Item for more information.



12/17/2014
11:59:14

Class Performance

by Test Item & Competency

Agency: 4908 - Rolling Hills Adult School **Teacher:** 1110 - Ask
Site: 11 - North City ESL **Form:** 083R - Life
Class: 110 - Low Beginning **Total Tests:** 31

Position	Correct?	Comp No.	Task	Competency Description
1	70 %	0.2.1	3	Respond appropriately to com
		7.2.1		Identify and paraphrase pertine
2	4 %	4.2.1	3	Interpret wages, deductions, b
		7.2.1		Identify and paraphrase pertine
3	7 %	4.1.3	4	Identify, use information in jol
				Interpret work-related vocabul
4	61 %			Identify, use information in jol
				Interpret work-related vocabul
5	54 %	0.2.1		Follow proc. for applying for a
		4.1.2	1	Follow proc. for applying for a
6		0.2.1		Respond appropriately to com
		2.3.2		Identify the months of the year
7	48 %	1.4.7	3	Interpret info. about home ma
		7.2.1		Identify and paraphrase pertine
		7.3.1		Identify a problem and its poss
8	67 %	1.4.7	3	Interpret info. about home ma
		7.2.1		Identify and paraphrase pertine
9	70 %	1.4.7	3	Interpret info. about home ma
		7.2.1		Identify and paraphrase pertine
10	41 %	1.4.2	4	Select housing by interpreting i

A popular alternative to the Class Profile report, the Class Performance report displays the competency number per test item and student item responses sorted by percentage correct.

- per form
- per class

Click the next Item for more information.

Manual
Sample
Report:
Student
Perform
ance by
Compet
ency

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. *	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	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
	4.1.6	Interpret general work-related vocabulary
<input type="checkbox"/> 4. *	4.1.3-4	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
	4.1.6	Interpret general work-related vocabulary
<input type="checkbox"/> 5. Job application form	4.1.2-1	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
	0.2.1	Respond appropriately to common personal information questions
<input type="checkbox"/> 6. *	4.1.2-1	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
	0.2.1	Respond appropriately to common personal information questions

This excerpt from the manual report shows an overview of test content and records individual test scores.

Click the next Item for more information.

Manual
Sample
Report:
Class
Profile
by
Compet
ency

CLASS PROFILE BY COMPETENCY Form 13 - Reading - Level B Employability			STUDENT NAMES							
		u Comp- Task	Juan	Anna	Jose	Kim	Rosa	Chin	Thomas	Maria
	Appraisal Score									
	Raw Score		16	23	18	21	3	23	28	31
	Scaled Score		204	214	207	211	-	219	222	229
1	Safety signs	4.3.1-4	+	+	+	+	+	+	+	+
2	Safety signs	4.3.1-4	+		+	+		+	+	+
3	Job ad: auto mechanic	4.1.3-4	+	+	+	+		+	+	+
4	Hospital floor plan	4.4.3-2	+	+		+	+	+	+	+
5	Hospital floor plan	4.4.3-2	+	+	+	+		+	+	+
6	Hospital floor plan	4.4.3-2				+				+
7	Job application	4.1.2-1	+	+	+				+	+

This excerpt from the manual report shows an overview of test content and records individual test scores.

Click Continue or next topic at left.

Topic:

State-Specific Information

Expand Your Knowledge

For quick reference, you will find the resources covered in the Unit (and more) in the [Curriculum and Instruction section of the CASAS website](#).

States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.

Click Continue or next topic at left.



For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1

Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.

True or False: TOPSpro Enterprise provides access to many different reports for students, instructors, and program administrators.

Select the correct answer.

☐ True☐ False**Question 2**

True or False: There are templates for creating student and class profiles in each Test Administration Manual.

Select the correct answer.

☐ True☐ False**Question 3**

True or False: Teachers should help learners track progress by discussing with them their scale scores and how they relate to the Skill Level Descriptors.

Select the correct answer.

☐ True☐ False**Question 4**

The CASAS Sample Test Items...

Select the correct answer.

May be used to predict test performance.

May be used to introduce test takers to the format and layout of CASAS tests.

Cost a lot.

Are only available for very low levels.

Question 5

Sharing results with learners is important. How can teachers share test results with learners? Choose one answer.

Select the correct answer.

Give learners a copy of the test to study from

Correct the test together as a class

Go over reports to track progress and set goals with learners

Let students with negative gains know that they will not have another chance to prove themselves

Question 6

There are many ways to prepare test takers. Which of these statements is *false* about test preparation?

Select the correct answer.

Teachers may copy test items for practice.

Teachers can use the free sample test items available from the CASAS website for practice.

Teachers can use Competencies, task areas, and content standards to prepare test takers.

Teachers can use the free QuickSearch Online database to find instructional materials for their learners.

Question 7

True or False: QuickSearch Online is a free resource that links commercially available instructional materials with CASAS competencies, content standards, and levels.

Select the correct answer.

<input type="radio"/>	True
<input type="radio"/>	False

Question 8

True or False: Instructors should use test results to focus instruction.

Select the correct answer.

<input type="radio"/>	True
<input type="radio"/>	False

Question 9

Which is an example of a measurable Competency? Choose one answer.

Select the correct answer.

<input type="radio"/>	Complete a job application
<input type="radio"/>	Read library materials
<input type="radio"/>	Understand life concepts
<input type="radio"/>	Learn about presidents

Question 10

Think about Competency 2.2.4 Interpret transportation schedules, fares, and payment procedures. Which of these is an underlying basic skill, or Content Standard, for this Competency? Choose one answer.

Select the correct answer.

	All of the answers below are correct.
	Interpret abbreviations in specialized contexts
	Read clock times
	Identify letters of the alphabet

Note: Answers appear on the next page.

Answer 1

Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.

True or False: TOPSpro Enterprise provides access to many different reports for students, instructors, and program administrators.

Select the correct answer.



True



False

Correct Answer Feedback: Great!

Answer 2

True or False: There are templates for creating student and class profiles in each Test Administration Manual.

Select the correct answer.



True



False

Correct Answer Feedback: Great!

Answer 3

True or False: Teachers should help learners track progress by discussing with them their scale scores and how they relate to the Skill Level Descriptors.

Select the correct answer.



True



False

Correct Answer Feedback: Great!

Answer 4

The CASAS Sample Test Items...

Select the correct answer.



May be used to predict test performance.



May be used to introduce test takers to the format and layout of CASAS tests.



Cost a lot.



Are only available for very low levels.

Correct Answer Feedback: Great!

Answer 5

Sharing results with learners is important. How can teachers share test results with learners? Choose one answer.

Select the correct answer.



Give learners a copy of the test to study from



Correct the test together as a class



Go over reports to track progress and set goals with learners







Let students with negative gains know that they will not have another chance to prove themselves

Correct Answer Feedback: Great!

Answer 6

There are many ways to prepare test takers. Which of these statements is *false* about test preparation?



Select the correct answer.

	Teachers may copy test items for practice.
	Teachers can use the free sample test items available from the CASAS website for practice.
	Teachers can use Competencies, task areas, and content standards to prepare test takers.
	Teachers can use the free QuickSearch Online database to find instructional materials for their learners.
Correct Answer Feedback: Great!	

Answer 7

True or False: QuickSearch Online is a free resource that links commercially available instructional materials with CASAS competencies, content standards, and levels.



Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Answer 8





True or False: Instructors should use test results to focus instruction.





Select the correct answer.

	True
	False
Correct Answer Feedback: Great!	

Answer 9

Which is an example of a measurable Competency? Choose one answer.

Select the correct answer.	
	Complete a job application
	Read library materials
	Understand life concepts
	Learn about presidents
Correct Answer Feedback: Great!	

Answer 10	
Think about Competency 2.2.4 Interpret transportation schedules, fares, and payment procedures. Which of these is an underlying basic skill, or Content Standard, for this Competency? Choose one answer.	
Select the correct answer.	
	All of the answers below are correct.
	Interpret abbreviations in specialized contexts
	Read clock times
	Identify letters of the alphabet
Correct Answer Feedback: Great!	

Unit 7: Using CASAS to Transition Learners

Topic:

Unit 7: Using CASAS to Transition Learners

There is a renewed focus at the national and state level to dramatically increase the rate at which all youth and adult learners successfully transition to postsecondary education or the workforce and attain career and postsecondary success. CASAS provides assessments, resources, and professional development that support programs in meeting these goals.

To help with this process, CASAS recommends using one assessment system across programs and levels to help learners smoothly transition from level to level, program to program, or to postsecondary education or the workplace.

Item	Details
Transition From Level to Level	<p>CASAS assessments are valid and reliable for both native and non-native speakers of English at all levels. CASAS recommends using the same assessment system at all levels within a program or organization. Having a common assessment language at all stages of a learner's path helps as he or she "moves up" within a program (i.e. from Level 1 to Level 2) and transitions from program to program (i.e. ESL/ELL to ABE).</p> <p>Click on next item for more information.</p>
Transition to Postsecondary Education or Training	<p>Students transitioning to postsecondary education need strong core foundation skills beyond the GED to be successful in entering and completing postsecondary education.</p> <p>National External Diploma Program (NEDP)</p> <p>The National External Diploma Program (NEDP) provides a unique way for adults to earn a high school diploma. NEDP awards a traditional high school diploma to adults who have acquired many of their high school level abilities through work, family, and community experiences. NEDP prepares students for academic success at the postsecondary level through a rigorous performance assessment process of 70 competencies essential for postsecondary academic and workforce success. Optional: Learn more at www.nedp.org.</p> <p>CASAS and the GED</p> <p>At what CASAS test level do students have the highest probability of passing the GED Tests? Based on a national study, CASAS tests are a strong predictor of scores on the official GED Tests.</p> <p>Expand Your Knowledge (Optional): Learn more about the relationship between CASAS levels and the GED on the CASAS website.</p>

	<p>Expand Your Knowledge (Optional): Visit the CASAS website for more information and resources for transitioning learners to postsecondary education and training.</p> <p>Click on next item for more information.</p>
Transition to the Workforce	<p>Employers seek workers with strong basic skills to work smart and to grow on the job. They are prepared to invest in job candidates with the potential to learn independently, to benefit from training, to take on new responsibilities, and to move up the career ladder.</p> <p>Workforce Skills Certification System (WSCS)</p> <p>The CASAS Workforce Skills Certification System (WSCS) provides the foundation to prepare a skilled and able entry-level workforce.</p> <ul style="list-style-type: none"> • Assess and profile the work-related academic and soft skills a person currently demonstrates – from entry-level skill levels through 1st line supervisor positions • Develop skills to assist those not ready for certification • Certify work-related skills at a level to ensure success in postsecondary training and the workforce <p>Expand Your Knowledge (Optional): Visit the CASAS website for more information about WSCS.</p> <p>CASAS and Work Keys</p> <p>Both CASAS and ACT's Work Keys system measure basic and more advanced skills needed for effective participation in the workforce and workplace. There is enough difference in the range of skills covered by CASAS and Work Keys system to warrant joining the two together in a basic skills continuum. This continuum provides more useful information over a greater range of skill levels than is available from either system alone.</p> <p>Expand Your Knowledge (Optional): Learn more about the CASAS and Work Keys continuum on the CASAS website.</p> <p>Expand Your Knowledge (Optional): Visit the CASAS website for more information and resources for transitioning learners to the workforce.</p> <p>Click Continue or next topic at left.</p>

Lesson Contents
State-Specific Information
Self-Test

Topic:

State-Specific Information

Expand Your Knowledge

California: Visit the [California Accountability Peer Community](#) for more information about this topic in California.

Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.

Click Continue or next topic at left.



For each statement, indicate which is true by placing a mark in the column to the right.

Statement		Answer
1	Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. CASAS is only appropriate to use with ESL learners.	
2	CASAS assessments are only for low-level learners.	
3	CASAS assessments are valid and reliable for both native and non-native speakers of English at all levels.	
4	CASAS assessments can be used with higher-level learners, including those at the high-school level.	

Note: Answers appear on the next page.

Statement		Answer
1	<p>Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.</p> <p>CASAS is only appropriate to use with ESL learners.</p>	✗
	Correct Answer Feedback: Sorry, that is incorrect.	
2	<p>CASAS assessments are only for low-level learners.</p>	✗
	Correct Answer Feedback: Sorry, that is incorrect.	
3	<p>CASAS assessments are valid and reliable for both native and non-native speakers of English at all levels.</p>	✓
	Correct Answer Feedback: Great!	
4	<p>CASAS assessments can be used with higher-level learners, including those at the high-school level.</p>	✓
	Correct Answer Feedback: Great!	


Unit 8: Resources for Building Your Program

Topic:

Unit 8: Resources for Building Your Program

You may wish to use these resources for focus groups and staff development at your organization.

Expand Your Knowledge (Optional): Share these resources with your colleagues or staff.

Item	Details
Discussion Questions for Instructors	 <p>Program Orientation and Student Placement</p> <ul style="list-style-type: none">▪ 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? <p>Accountability</p> <ul style="list-style-type: none">▪ 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? <p>Professional Development</p> <ul style="list-style-type: none">▪ 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? <p>Click next Item for more information.</p>

Discussion
Questions for
Program Managers
and 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?

Click next item for more information.

Checklist: The
Assessment Process



1. Follow an Intake Plan; administer Appraisal
2. Select appropriate pretest using Suggested Next Test Chart (CASAS

	<p>eTests does this for you.)</p> <ol style="list-style-type: none"> Administer pretest Identify needed areas for instruction Use variety of resources to identify instructional materials Conduct training or instruction Select appropriate post-test from Suggested Next Test Chart or TOPSpro reports (CASAS eTests does this for you.) Administer post-test Identify needed areas for instruction Move students to next level when appropriate Administer additional post-tests as needed <p>Click next Item for more information.</p>
Checklist: Planning for Instruction	 <ol style="list-style-type: none"> Identify priority competencies based on test results. Identify basic skills content standards that support priority competencies. Identify curriculum resources that address targeted competencies. Develop lesson plans that incorporate the above three points. <p>Click next Item for more information.</p>
Checklist: Building Your Program	 <ol style="list-style-type: none"> Identify intake and placement strategies for your agency Identify appropriate assessments for your agency Use content standards, competencies, and data to inform instruction Identify reports useful for administrators, instructors and students Identify strategies for student retention Identify appropriate materials for instruction <p>Click next Item for more information.</p>
Strategies for Retention	

	<ul style="list-style-type: none"> • Use "Managed Enrollment" <ul style="list-style-type: none"> ▪ Instructional terms with designated beginnings and ends ▪ Provides more control of curriculum, instruction and assessment ▪ Less disruptive for teachers and students • Award level-exit certificates to motivate students to complete a level • Offer rewards for post-testing or reaching attendance targets • Announce test days in advance • Adjust program schedules and timings to suit student needs • Schedule make-up testing days • Provide extended orientations to articulate program offerings and policies clarify students' goals • Confirm student's seriousness and availability to study • Ask students to inform the program if they have to leave before post-testing is scheduled <p>Click Continue or next topic at left.</p>
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Lesson Contents
State-Specific Information

Topic:

State-Specific Information

Expand Your Knowledge

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Florida: Review the [Florida Assessment Policy](#).

Other States

Optional: Reference [CASAS Assessment Policy Guidelines](#).

Be sure to check with your state department of education for more information about this topic.


Click Continue or next topic at left.

Unit 9: What's Next

Topic:

Unit 9: What's Next

Now that you have learned about the CASAS system, how to administer and score CASAS multiple-choice tests, and how to interpret and use the results, you are ready to begin implementing CASAS in your program or organization.

Item	Details
Checklist for Getting Started	 <ol style="list-style-type: none">1. Determine if your program will use paper-based tests or CASAS eTests Online.2. Identify intake and placement strategies for your agency.3. Choose which assessment series your program will use. See Unit 3 for more information about the different test options. (Or check with your lead teacher or program administrator to determine which assessments have been selected for use at your site.)4. Complete additional training, if necessary.5. Recommended: use the CASAS Assessment Policy Guidelines to develop an Assessment Policy for your program. Note: Be sure to check with your program administrator or state department of education for information about existing Assessment Policies governing your program.)6. Determine testing logistics. (Who will give the tests, when, and where? When and how will teachers get results? Etc.)7. Order CASAS assessments.8. Begin using CASAS assessments. <p>Click next item for more information.</p>

Additional
Training



CASAS eTests Training

If you are planning on using CASAS eTests (computer-based and computer-adaptive tests), someone in your organization will need to register for and complete the following:

- CASAS eTests Online Coordinator Certification
- CASAS eTests Online Proctor Certification
- CASAS eTests Online Site Agreement

Other Training Topics

- Appraisal Training for Accurate Placement (Online)
- Implementation Training (Online)
- Citizenship Interview Test Certification for Test Administration (Online)
- Other workshops and webinars on a variety of topics (as scheduled)

Go to [CASAS Online Registration](#) for more information about these and other workshops, webinars, and trainings. Enroll today!

Lesson Contents

Selecting Your Assessment Series Review

State-Specific Information

At completion of this training:

You qualify to administer CASAS appraisals and multiple-choice pre- and post-tests at your agency. You qualify to order and implement the following:

- CASAS eTests (additional training required)
- Appraisals
- Life and Work Listening
- Life and Work Reading
- Life Skills Math
- Reading for Citizenship Test
- Secondary Level Assessment (SLA)
- Employability Competency System (ECS) Reading
- Employability Competency System (ECS) Math
- Workforce Learning Systems (WLS) Reading
- Workforce Learning Systems (WLS) Math

Expand Your Knowledge: Find out more about these assessments on the CASAS website:

<https://www.casas.org/product-overviews/assessments>.

Expand Your Knowledge: Review [Ordering Information](#) to place your order.

Expand Your Knowledge (Optional): Contact CASAS at 1-800-255-1036 or casas@casas.org for help in identifying the assessment series to use with your learners.

Choosing which assessment series to use in your program depends on a number of factors. Check with your lead teacher or administrator to find out which assessments have been selected for use at your agency.

Item	Details
What assessments are required by your state or funding source?	<p>If your program receives WIA Title I, Title II, or EL Civics funding you will be required to use assessments that are approved by the Office of Vocational and Adult Education (OVAE) and reported to the National Reporting System (NRS).</p> <p>CASAS assessments are approved for this use. Expand Your Knowledge (Optional): See the Federal Register on the NRS website for details and more information: http://www.nrsweb.org/docs/pubs/FederalRegisterNoticeNRSTestsSept2011.pdf.</p> <p>Be sure to check with your lead teacher, program administrator, or state department of education for information on assessments that have been approved for use by your program.</p> <p>If your organization is not governed by state or federal requirements, you have a wider choice of assessments to select from.</p> <p>Click the next item for more information.</p>
What type of learner do you serve	Identifying the type of learner you will serve will help you narrow down your assessment choices.

(ESL/ELL, ABE, GED-prep)?	Click the next Item for more information.
What skill areas will you assess?	<p>Choosing which skill areas you will assess depends on the goals of your learners and your program. For example, if your goal is to teach reading skills only, then it might not make sense to assess in math and listening as well. See below for some common scenarios (See Unit 3 for more information).</p> <ul style="list-style-type: none"> • For pre- and post-testing in reading, most ESL programs use the Life and Work Series. Programs use the Employability Competency Series (ECS) to test reading if the students are focusing on job skills. • For pre- and post-testing in listening, programs should use the Life and Work Series listening tests. • For pre- and post-testing in math, most ABE programs use the Employability Competency Series (ECS). • For pre- and post-testing in core high school subjects, ASE programs may choose the Secondary Level Assessment series for their high school level students. <p>Click Continue or next topic at left.</p>

Topic:

State-Specific Information

Expand Your Knowledge

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Optional: Reference [CASAS Assessment Policy Guidelines](#).

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Click Continue or next topic at left.



Unit 10: Training Completion and Certification

Topic:

Unit 10: Training Completion and Certification

Certification verifies that you have a solid understanding of how to accurately score CASAS multiple-choice tests, interpret the results, and use resources to guide instruction.

After you pass Certification, you will be directed to the:

- Test Security Agreement
- Certificate of Completion

You **must** submit the *Test Security Agreement* and generate your *Certificate* to successfully complete the course.

Follow feedback directions within Certification to complete these tasks.

Once you successfully complete Certification, you are certified to administer and score CASAS multiple-choice tests.

Additional Requirements

CASAS **recommends recertification** (or a "refresher") at least every two years. You may retake this course or the CASAS Implementation Training to satisfy the recertification recommendation. Some states require CASAS training every year. Always check with your state department of education for policies specific to your state.

Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.

Click Continue or next topic at left.



Lesson Contents

Begin Certification

You may review any training topic now before moving on to certification. Feel free to also reference this course while completing your Certification. You are linked to certification materials and resources throughout the certification activity. Each material or resource will open in a new window. Please keep these windows open and minimize/maximize when needed.

Steps for Certification

Step 1: Score 100% on the Certification Activity. You are allowed an unlimited number of attempts.

Step 2: After you score 100% on the Certification Activity, you will automatically be directed to **complete the Test Security Agreement**. Look in the Feedback field for this link.

Step 3: After you submit your Test Security Agreement, you will be prompted to **generate your Certificate of Completion**.

After you've completed these steps, you have completed the course!

[Click on this link to Begin Certification.](#)

