Interpreting Test Results for Instruction: Preparing Students for Success

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- Agency Director/Administrator
- Program Coordinator
- Testing Coordinator
- Teachers/Instructor
- Test Proctor/Administrator
- Data Managers
- Counselors/Career Navigator
- State Adult Ed Staff
- Volunteers
- Other

Welcome & Introductions

New Test Series –
' Math GOALS 2

New Test Blueprints and Sample Test Items Exploration

Student Data at Your Fingertips
Interpreting Test Results and Reports Activity

New Test Series Training & Resources, Teacher Portal, Office Hours & Wrap Up!

5 Test Levels
- Levels A - E
- Forms 27/28 no longer available

Aligned to CCR Standards
- More academic focus
- Meet demands of changing workforce

New Reports
- Graphic format
- Easier to interpret to inform instruction

Webb's DOK outlines how deeply students must:
- Know
- Understand
- Interact

with learning to find and explain:
- Answers
- Outcomes
- Results
- Solutions

Webb's Depth of Knowledge

DOK-1
Assessment Ceiling

RECALL AND REPRODUCE

Who?
What?
Where?
When?

DOK-2
Assessment Ceiling

APPLY KNOWLEDGE AND SKILLS / BASIC REASONING

How did it take place?
Why did it take place?
How does it operate?
Why does it operate?

DOK-3
Assessment Ceiling

STRATEGIC THINKING

How can I make use of it to solve a problem?
Why does it solve the problem?
What is the cause, effect, or, reason?
What are the intended and unexpected outcomes?

DOK-4
Assessment Ceiling

EXTENSIVE THINKING

(Thinking creatively to transfer knowledge across content areas and over time.)
What do you think, feel, or believe?
What will or could happen?
What is the relationship?
How did it influence?
What if ?

GOALS 2
Strengths of the New Test Series
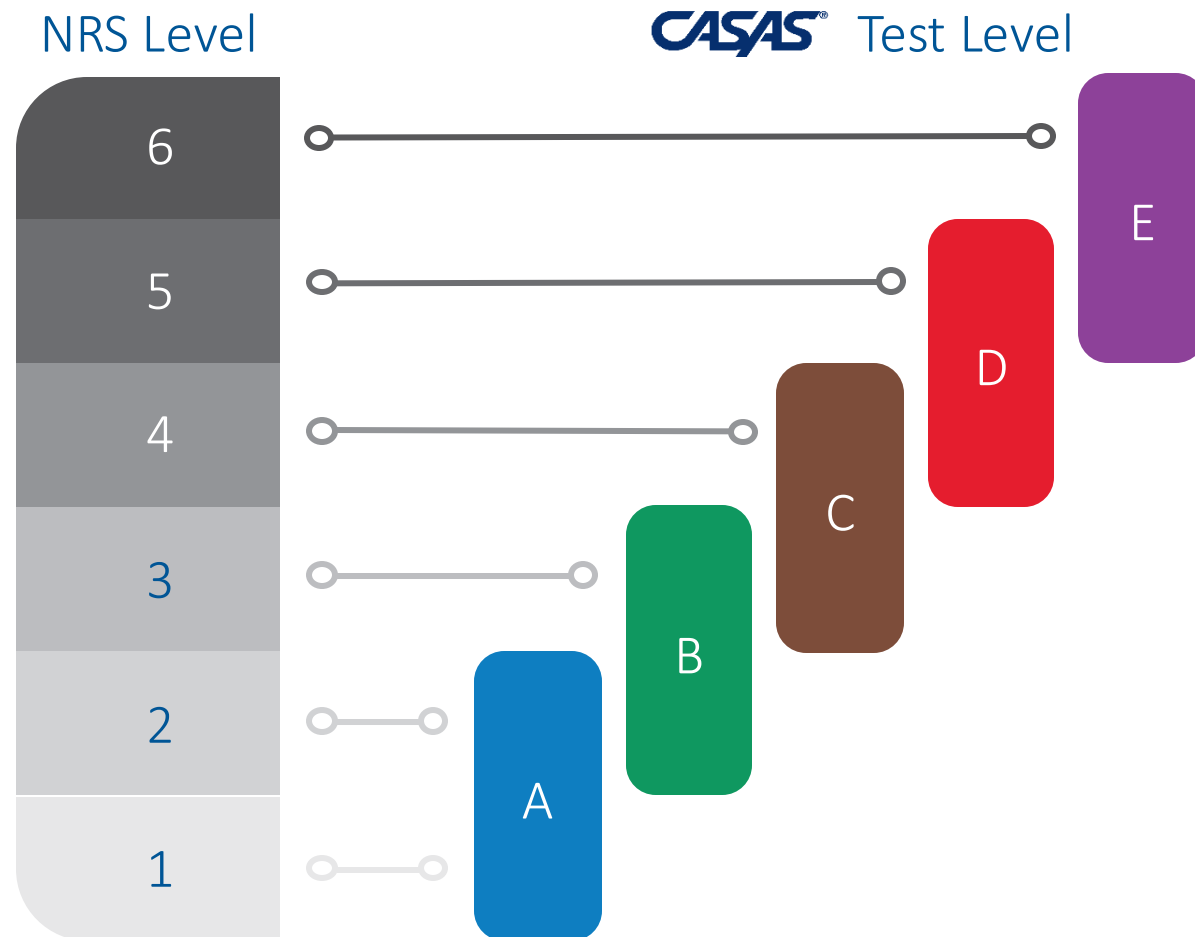
1

Fewer test questions

33 to 39 items

2

Higher accuracy

Tests cover fewer performance levels (NRS Levels)

3

Less inaccurate scoring

Less retesting

Levels Breakdown

NRS Level

CASAS® Test Level

- Each modality (Reading and Listening) has five levels and overlaps the adjacent level.

- Covers the full range of all 6 NRS levels.

- Students always have the opportunity to make an MSG.

- Data shows decreased scoring in the inaccurate and conservative estimate ranges (asterisk and diamond) so less re-testing.
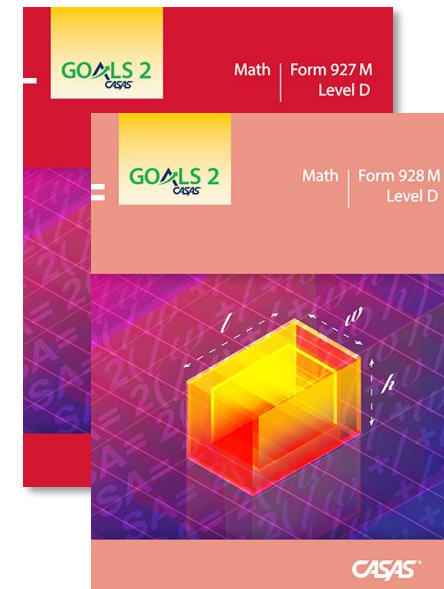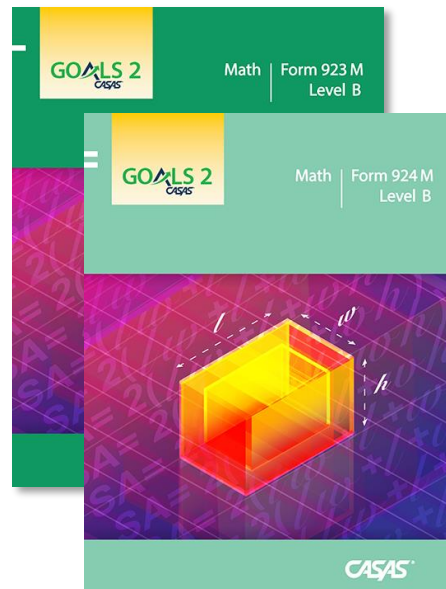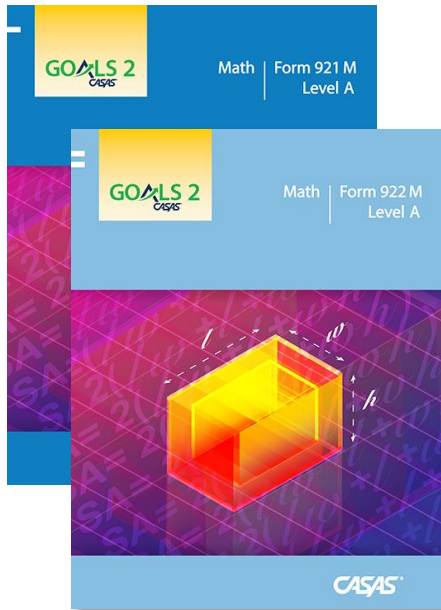
GOALS 2:
An updated math assessment for ABE and ASE Learners

Greater **O**pportunities for **A**dult **L**earning **S**uccess

GOALS 2
CASAS®

eTests CASAS

GOALS 2 | Math | Form 921 M | Level A
GOALS 2 | Math | Form 922 M | Level A
GOALS 2 | Math | Form 923 M | Level B
GOALS 2 | Math | Form 924 M | Level B
GOALS 2 | Math | Form 925 M | Level C
GOALS 2 | Math | Form 926 M | Level C
GOALS 2 | Math | Form 927 M | Level D
GOALS 2 | Math | Form 928 M | Level D
GOALS 2 | Math | Form 929 M | Level E
GOALS 2 | Math | Form 930 M | Level E

CASAS®

Math GOALS	Math GOALS 2
NRS-approved through **June 30, 2024**	Ready for Use! NRS-approved through **2030**

Math GOALS will no longer be NRS-reportable after June 30, 2024

Math GOALS 2 Test Specifics

CASAS

Correlates to the College and Career Readiness Standards and to the CASAS Competencies.

CASAS Level	Form Number	Number of Test Items	Test Time (minutes)	Average Test Time (minutes)	Scale Score Ranges
Appraisal	919M	28	30	--	
Locator	920M	14	15	--	
A	921M – 622M	33	50	32	171 - 203
B	923M – 924M	36	65	38	193 - 213
C	925M – 926M	36	75	44	204 - 224
D	927M – 628M	36	75	47	214 - 235
E	929M – 930M	36	90	58	225 - 255

Designed with the CCRS in Mind!
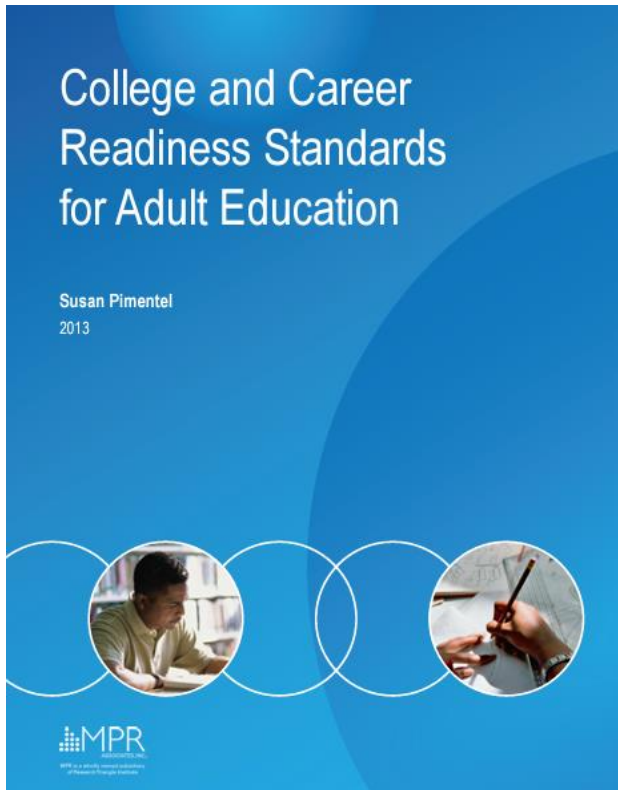
Reading GOALS

Math GOALS 2

CASAS Task Areas

TASK AREAS:

0 – General

1 – Forms

2 – Charts, Tables, Graphs

3 – Texts, emails, articles, narratives

4 – Signs, ads, and labels

5 – Diagrams and measurement scales

5/7/2024

Breathe… Think

Reflection – 1 minute

I used to think…
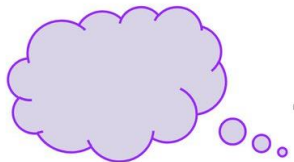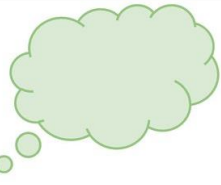
…Now I think…
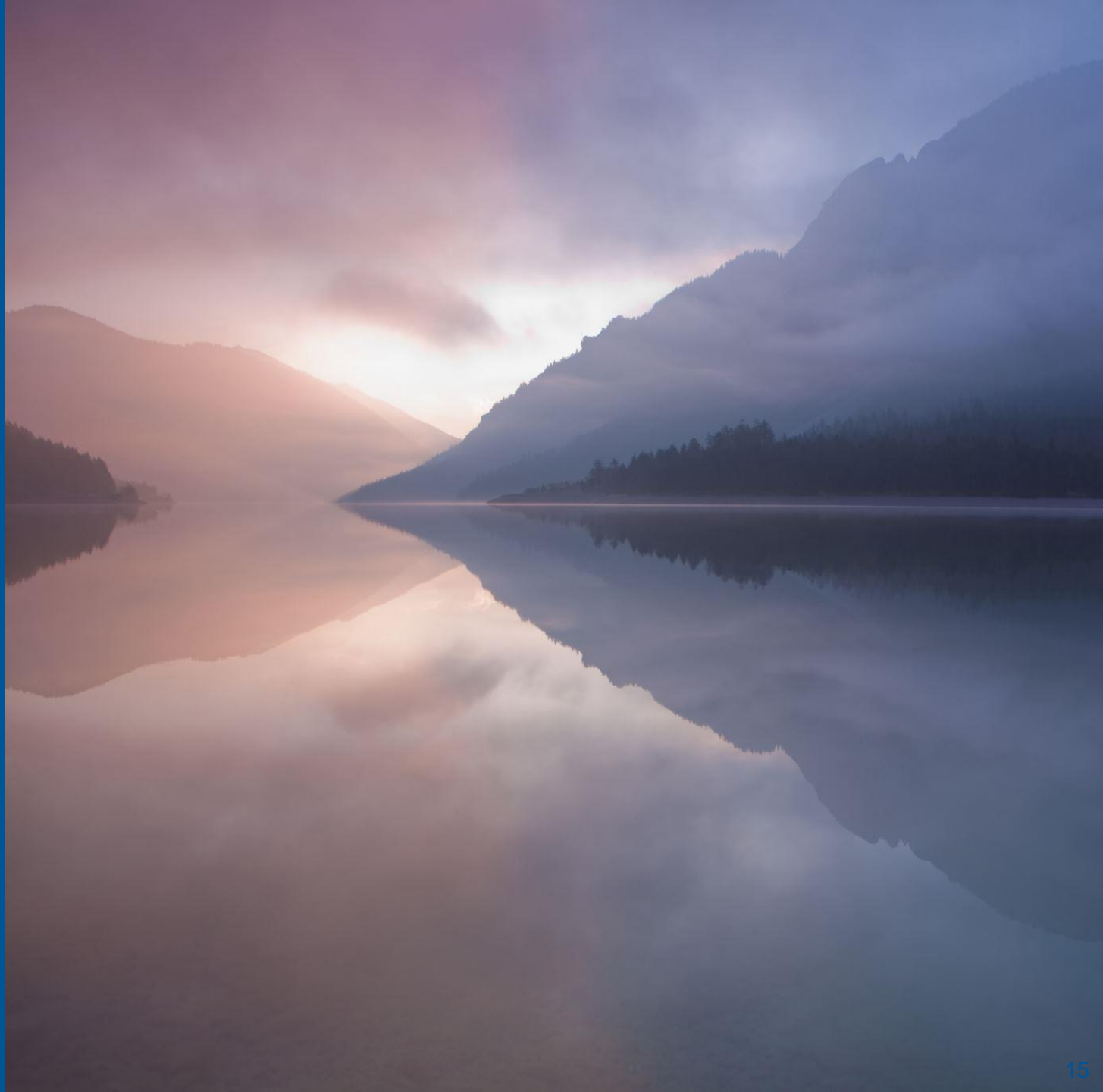
Let's Look at the Test Blueprints and Sample Test Items

Sample Test Items & eTests Sampler

teportal.org/eTests

CASAS eTests Sampler

Sample Test Items

| Life and Work Reading |
| Reading GOALS Level A |
| Reading GOALS Level B |
| Reading GOALS Level C |
| Reading GOALS Level D |
| Reading STEPS Level A |
| Reading STEPS Level B |
| Reading STEPS Level C |
| Reading STEPS Level D |
| Reading STEPS Level E |
| Math GOALS |
| Math GOALS 2 Level A |
| Math GOALS 2 Level B |
| Math GOALS 2 Level C |
| Math GOALS 2 Level D |
| Math GOALS 2 Level E |
| Life and Work Listening 980 Level A |
| Life and Work Listening 980 Level B |
| Life and Work Listening 980 Level C |
| Essay |

STEPS CASAS®

casas.org

GOALS 2 CASAS®

Blueprints
- Content Standards
- Competencies

Sample Items
- Field Tested Items
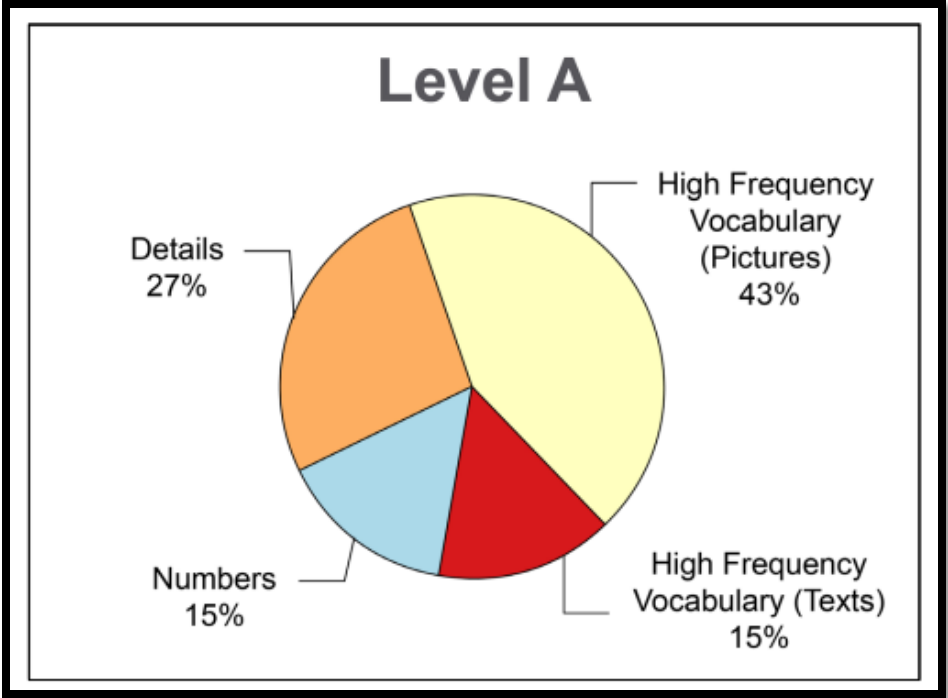- Aligned to Standards

Other Resources
- FAQs
- Scoring Information

Level A pie chart:
- High Frequency Vocabulary (Pictures) 43%
- Details 27%
- Numbers 15%
- High Frequency Vocabulary (Texts) 15%

ELP Standard 8:
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

NRS Educational Functioning Levels Levels 1 and 2	English Language Proficiency Standards Level 1	
Content Areas	**ELP Standard**	**% of test items**
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

Level 1: relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#1	**High-frequency Vocabulary (Pictures)** Photo items	8	1.2	4	D

A. shirts
B. shoes
C. shorts
D. socks

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#3	**Numbers** Number formatting	8	2.3	3	A

A. 3-29-84
B. 5-29-84
C. 7-29-84
D. 9-29-84

March 29, 1984
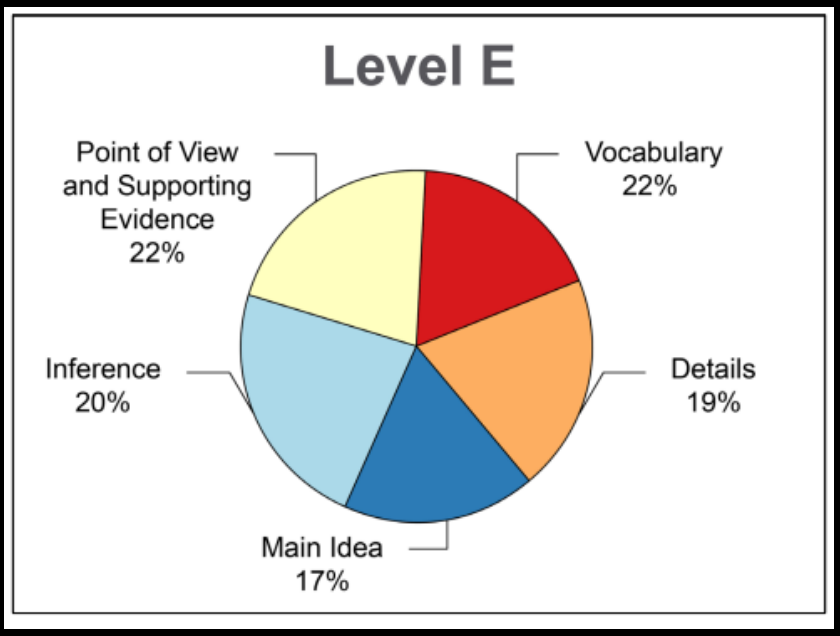
Level E

Point of View and Supporting Evidence 22%
Vocabulary 22%
Details 19%
Main Idea 17%
Inference 20%

ELP Standard 8:
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

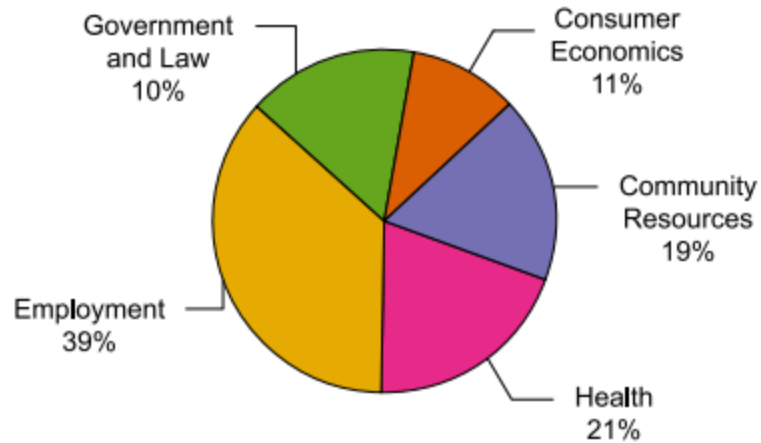| NRS Educational Functioning Levels Levels 5 and 6	English Language Proficiency Standards Levels 4 and 5	
Content Areas	**ELP Standard**	**% of test items**
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	19%
Main Idea Identify the main topic Identify an author's purpose	1	17%
Inference Infer/Draw conclusions	1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence	6	22%

Level 4: using context, questioning, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Level 5: using context, questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Level E pie chart: Government and Law 10%, Consumer Economics 11%, Community Resources 19%, Health 21%, Employment 39%

Level E:
Increased emphasis on the **Employment, Health** and **Community Resources** Competency Areas, while **Consumer Economics** decreases by nearly 2/3.

Competency Areas	% of test items
1. Consumer Economics 1.6 Understand consumer protection measures 1.7 Understand procedures for the care, maintenance, and use of personal possessions	11%
2. Community Resources 2.5 Use community agencies and services 2.6 Use leisure time resources and facilities 2.8 Understand how to access and use educational systems and services	19%
3. Health 3.1 Understand how to access and use the health care system 3.2 Understand forms related to health care 3.3 Understand how to select and use medications 3.6 Understand basic health and medical information	21%
4. Employment 4.1 Understand basic principles of getting a job 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations 4.4 Understand concepts and materials related to job performance and training 4.6 Communicate effectively in the workplace	39%
5. Government and Law 5.1 Understand voting and the political process 5.8 Understand concepts of economics	10%

The writer would *most likely* agree that _____.

A. classes in other subjects do not need to be replaced by art classes
B. there will be complaints about changes to the school curriculum
C. including the arts will decrease the pressure for high test scores
D. schools will require an increase in their budgets to add art classes

New Ideas in Education
Monthly Newsletter

The Arts and Academic Achievement
By Alejandro Garcia

As schools are challenged by budget cuts, the number of classes in the visual arts, music, and drama are often reduced. When there is so much pressure to increase test scores in subjects such as English, math and science, schools view the arts as a luxury. Although classes in other subjects are important, the view that art instruction isn't necessary is misinformed; research shows there is a direct correlation between the arts and academic achievement. An arts curriculum is shown to increase cognitive development. Professor Wilde of Wells University has done extensive research on the impact of arts curriculum on academic achievement. Professor Wilde states, "The arts can be like a window into other subjects that brings greater understanding and depth. A mind that learns to form new ideas is much better prepared to absorb them."

One obstacle that schools commonly cite as being the reason for reducing the number of art classes is lack of time in the school day. With the increasing demands to boost test scores in other subjects, the number of choices in the arts is often first to go. But time doesn't need to be an obstacle if art is directly linked to other subjects. In addition to existing classes, when the arts are integrated with other subjects, they can enhance learning. For example, music can be used to teach fractions in a math class, and a theatrical performance can be used to teach important events in history. The gains from involvement in the arts can lead to student success well beyond the benefits of self-expression.

https://www.casas.org/

Questions?

GOALS 2
CASAS

Student Data at your Fingertips!
Interpreting Test Results and Reports

Benefit of New Reports

Reporting Categories have a **minimum** number of items

More confidence in inferences about student

More successful student intervention

- At least 3

- Better identification of strengths and weaknesses

- Better Instructional decisions
- Less teaching to the test
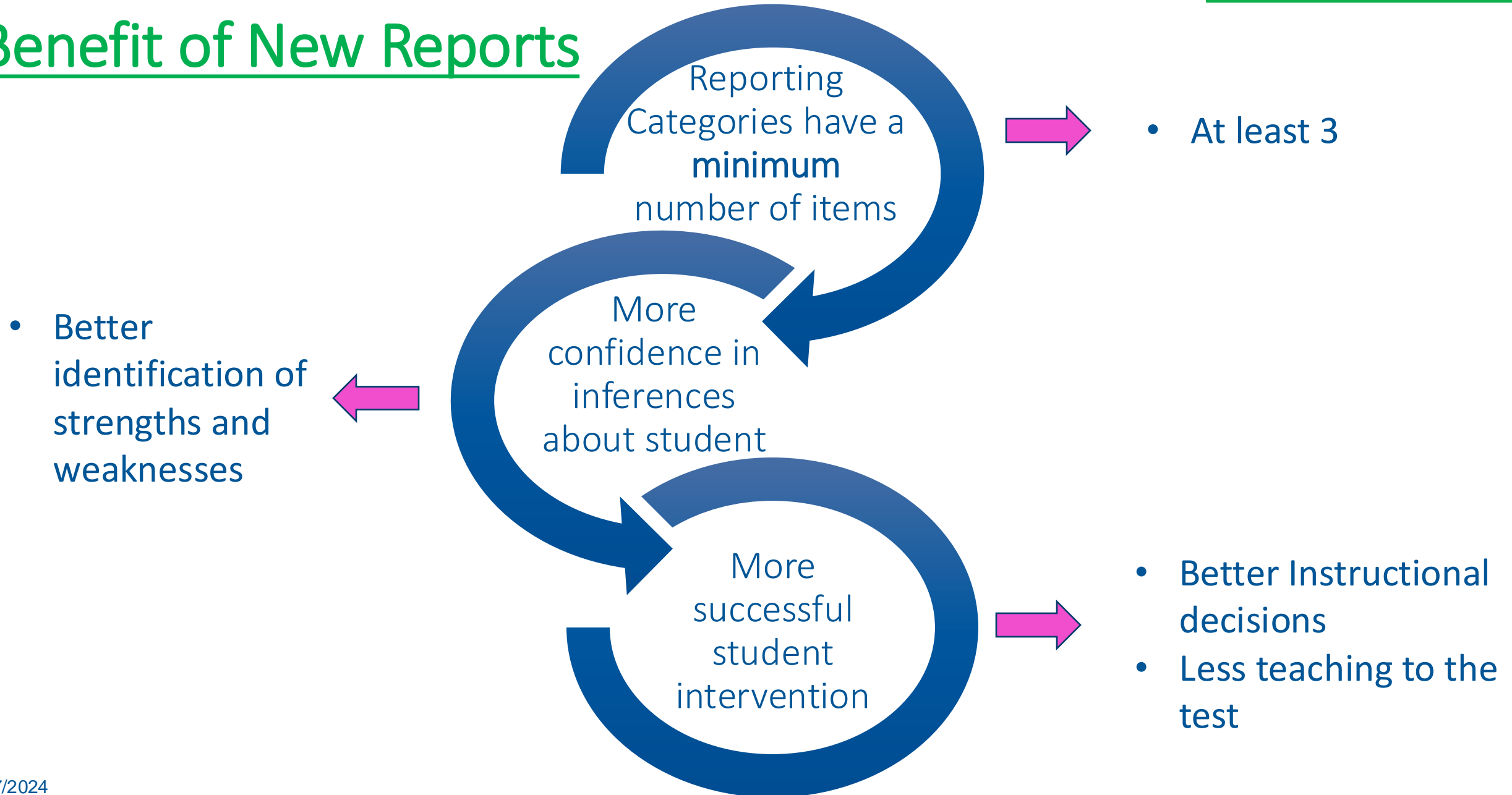
How can we use the reports to plan instruction?

Observations
- What do we **see**?
- What is the **evidence**?

Analysis
- What does this **tell** us about the learner?

Next Steps
- What **next steps** will you take with the learner?
- What **ideas/resources** do you have for teaching this?

Comprehensive Adult Student Assessment Systems

CASAS®
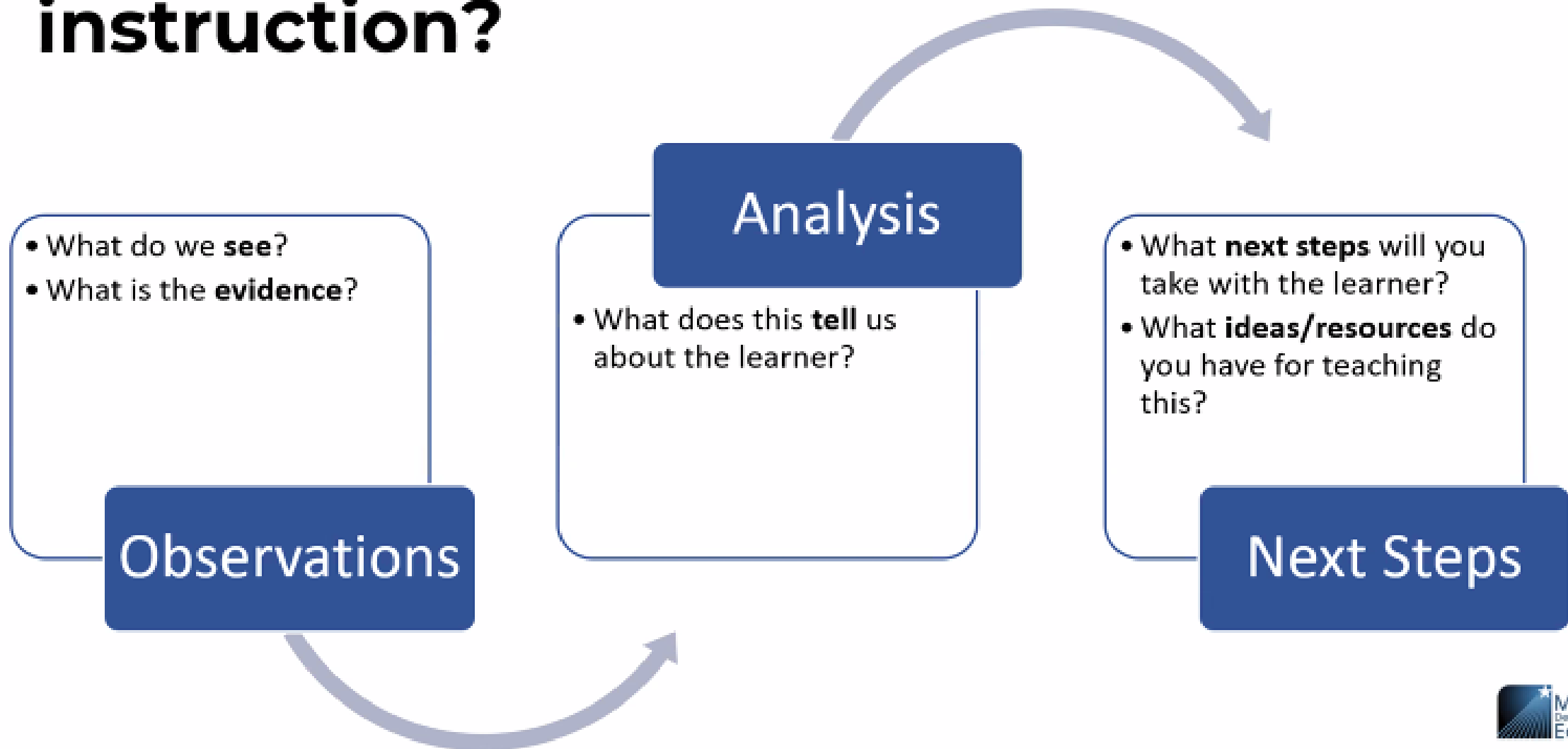
Activity: Using Reports for Student Instruction

Instructions: With your group, choose a Report (or more than one if you wish) and identify, then analyze an area your **student** needs to work on.

- Identify what Standards (or Competencies) your student needs to work.
- What NRS Level are they?
- What lesson or activity might help your student increase their mastery of the standard or competency you've identified as an area of growth?
- Share out!
  - Which report(s) did you choose to analyze? Why?
  - Why did you choose the standard or competency you did?
  - What task areas will you incorporate in your instruction?
  - What materials will you need to support this activity?

MPAEA Conference 2024

1

Content Standard Report

Student

Class

2

Competency Report

Student

Class

3

Task Area Report

Student
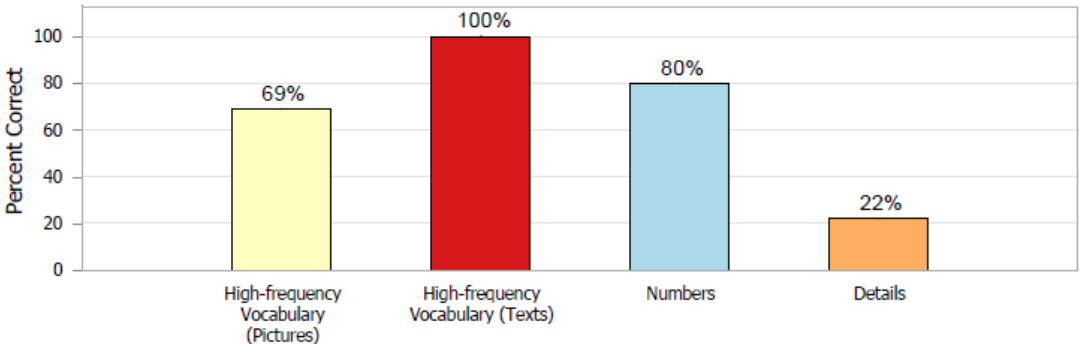
Class

STEPS Content Area Reports

Student Content Area

Level Scale: CASAS STEPS Reading

Agency: ■■■■	Form Level: A
Site: ■■■■	Student: ■■■■ ■■■
Class: N/A	Raw Score: 21 Scale Score: 188
Teacher: N/A	
Form: 621R - Reading STEPS Level A	

Content Standard Performance
Level A - 621R

English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
High-frequency Vocabulary (Pictures)			
Photos Symbols	8	13	69 %
High-frequency Vocabulary (Texts)			
Words on forms Abbreviations	8	5	100 %
Numbers			
Time Number words Money and prices Number formatting	8	5	80 %
Details			
Retell key details	1	9	22 %

Class Content Area
by Class

Agency: ■■■■	Form: 628R - Reading STEPS Level D
Site: ■■■■	Level Scale: CASAS STEPS Reading
Class: N/A	Form Level: D
Teacher: N/A	Total tests: 9

Content Performance
Level D - 628R
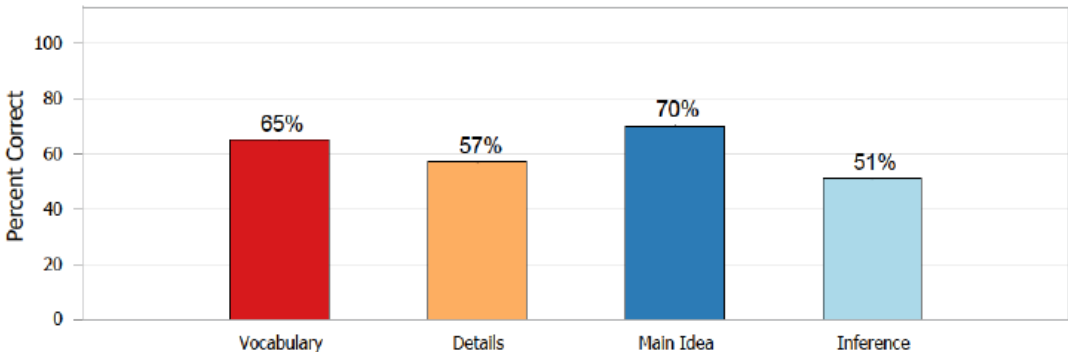
English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary			
Understand academic vocabulary Understand words with multiple meanings	8	72	65 %
Details			
Retell key details Locate/Compare details	1	99	57 %
Main Idea			
Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	90	70 %
Inference			
Infer/Draw conclusions	1	63	51 %

New CASAS **Competency** Report

STEPS Task Area Reports

Student Task Area

Agency: (redacted)
Site: 077 - (redacted)
Class: N/A
Teacher: N/A
Form: 627R - Reading STEPS Level D

Level Scale: CASAS STEPS Reading
Form Level: D
Student: (redacted)
Raw Score: 26   Scale Score: 223

Task Area Performance Level D - 627R

Task Areas	N	% Correct
1 - Forms	7	57%
2 - Charts, tables, and graphs	4	75%
3 - Texts, emails, articles, and narratives	16	94%
4 - Signs, ads, and labels	9	44%

Task Area Summary
by Class

Agency: (redacted)
Site: (redacted)
Class: N/A
Teacher: N/A

Form: 629R - Reading STEPS Level E
Level Scale: CASAS STEPS Reading
Form Level: E
Total tests: 16

Task Area Performance Level E - 629R

Task Areas	N	% Correct
1 - Forms	48	63%
3 - Texts, emails, articles, and narratives	480	66%
4 - Signs, ads, and labels	48	54%

So How Should Programs Use These Reports?
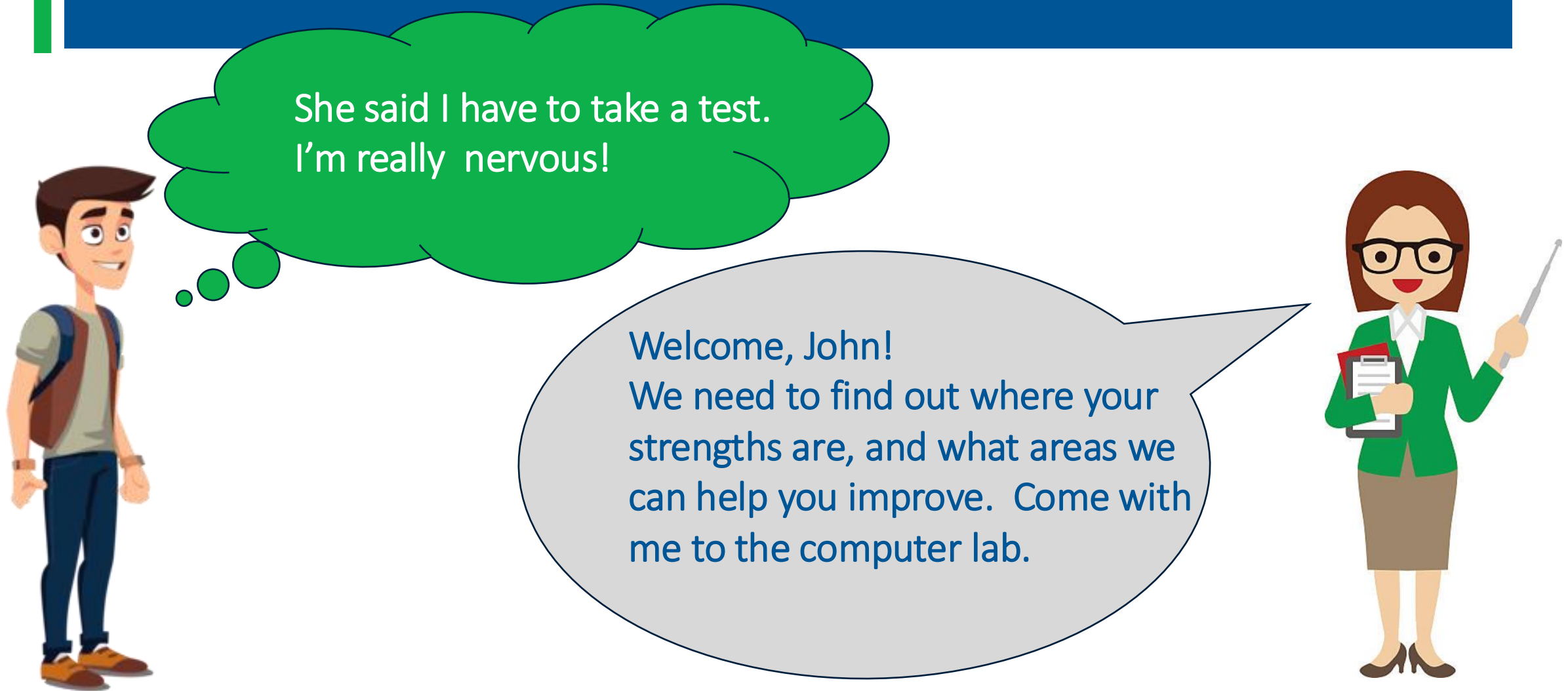
She said I have to take a test.
I'm really nervous!

Welcome, John!
We need to find out where your strengths are, and what areas we can help you improve. Come with me to the computer lab.
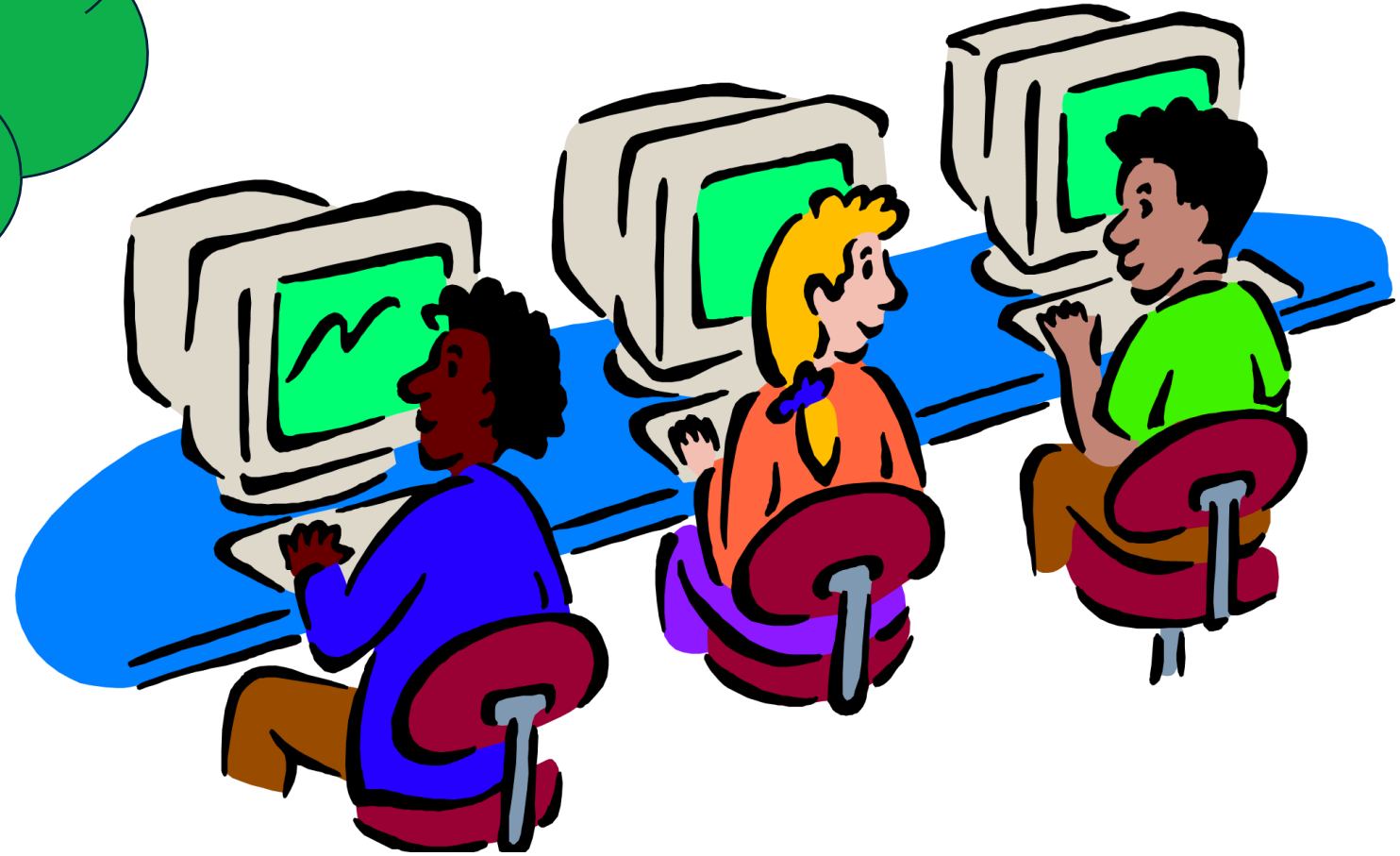
CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

Remember:

Red = **Review** at level

Green = **Go Up** a level during instruction

Content Standard Performance
Level C - 625R

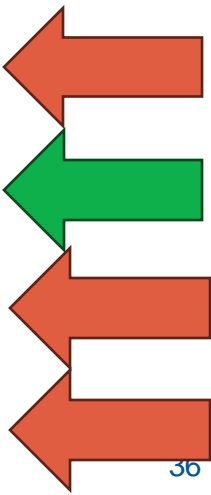| English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary			
Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details			
Retell key details	1	21	81 %
Main Idea			
Identify the main topic Identify an author's purpose	1	5	40 %
Inference			
Infer/Draw conclusions	1	4	25 %

Got it.
So, I'll have John review **Vocabulary**, **Main idea** concepts, and **Inferences** at NRS 3.
But let's start **practicing reading texts** and **retelling key details** at NRS 4.

Content Standard Performance
Level C - 625R

Category	Percent Correct
Vocabulary	67%
Details	81%
Main Idea	40%
Inference	25%

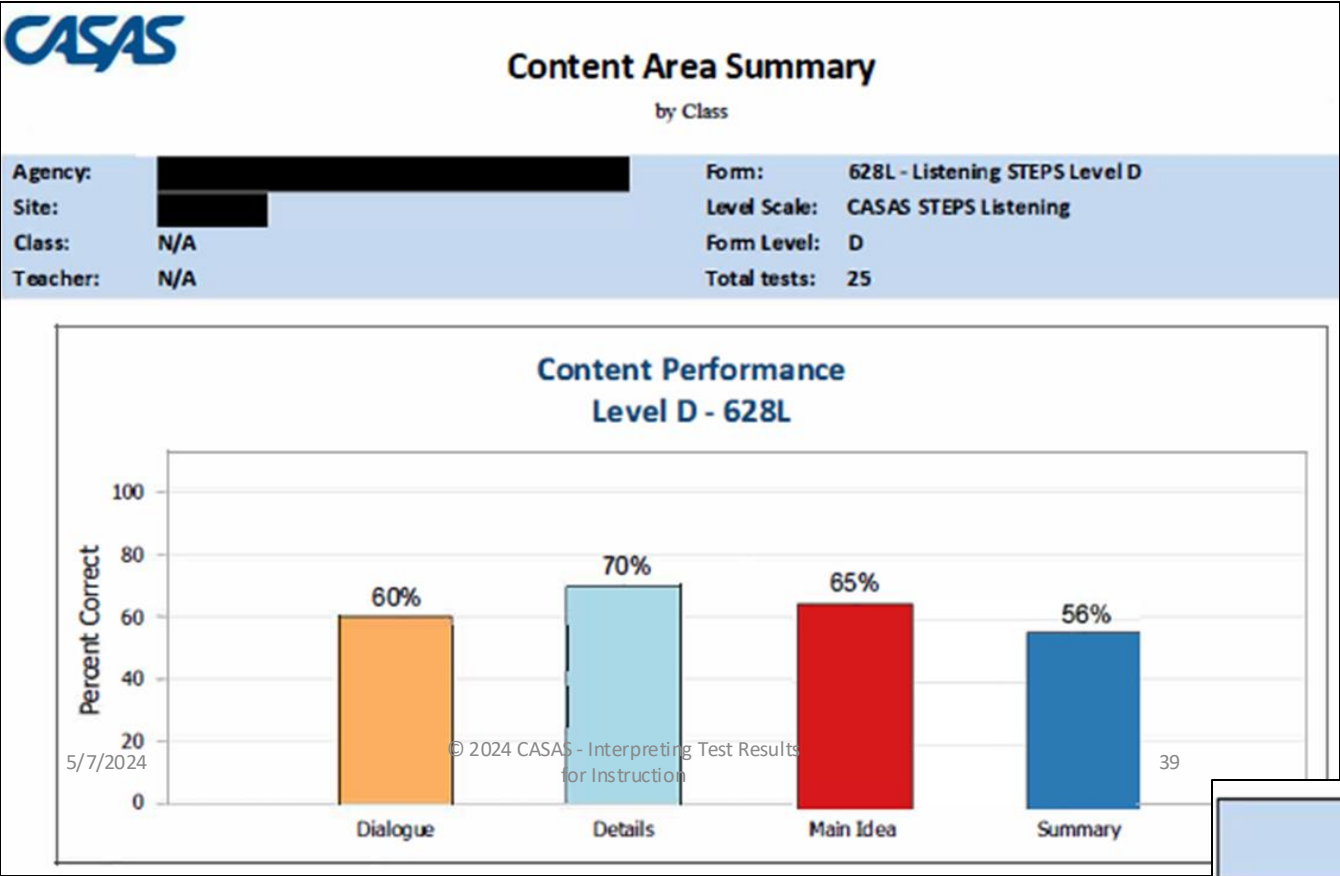| English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %

Don't forget about the CASAS Competencies! Same rules apply!

Remember:
Red = **Review** at level
Green = **Go Up** a level during instruction

Competency Performance
Level C - 625R
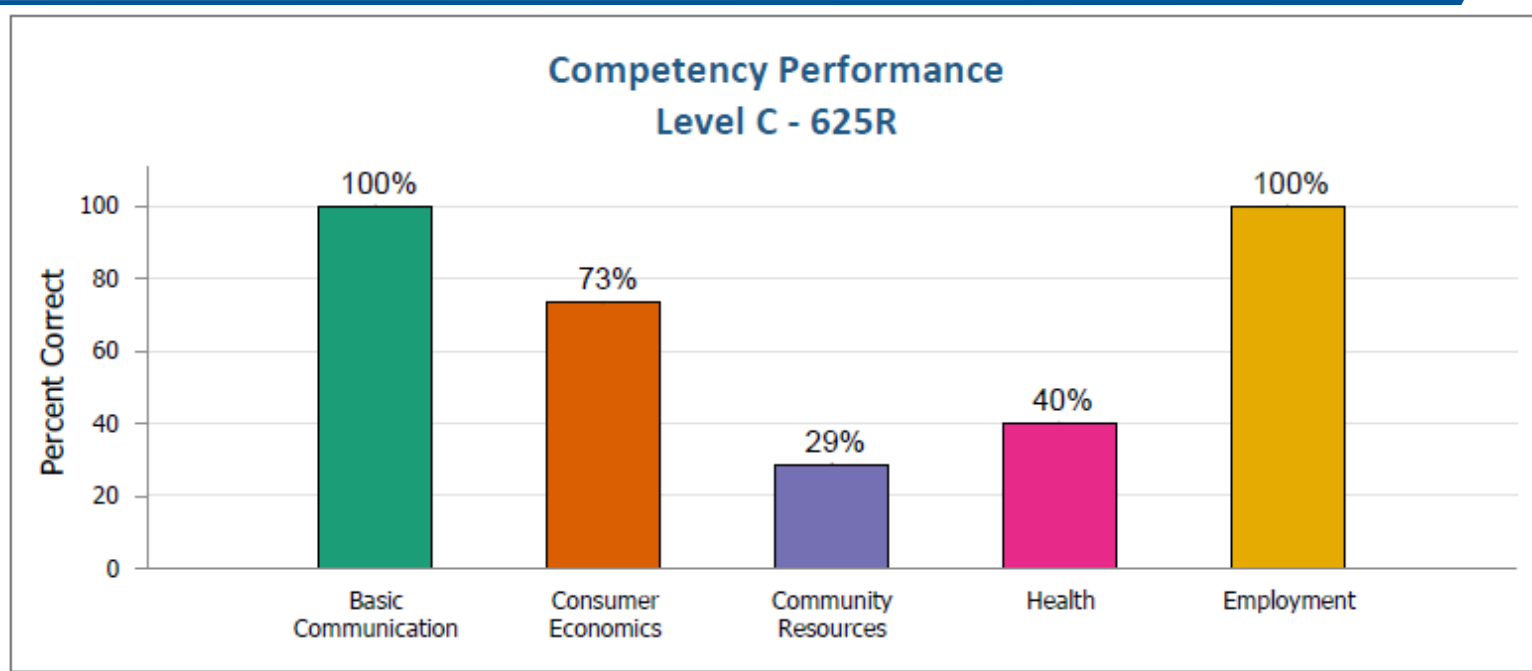
Competency Areas	N	% Correct
0. Basic Communication 0.1 Communicate in interpersonal interactions	4	100%
1. Consumer Economics 1.1 Use weights, measures, measurement scales, and money 1.3 Understand methods and procedures to buy goods & services 1.4 Understand methods and procedures to obtain housing	15	73%
2. Community Resources 2.7 Understand aspects of society and culture 2.8 Interpret information about the educational system, from early childhood to post-secondary	7	29%
3. Health 3.1 Understand how to access and utilize the health care system 3.5 Understand basic principles of health maintenance	5	40%
4. Employment 4.2 Understand wages, benefits, and employee organization 4.6 Communicate effectively in the workplace	5	100%
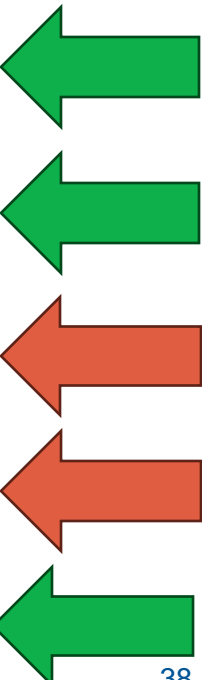
Content Area Summary
by Class

Agency:	████████████	Form:	628L - Listening STEPS Level D
Site:	██████	Level Scale:	CASAS STEPS Listening
Class:	N/A	Form Level:	D
Teacher:	N/A	Total tests:	25

Content Performance
Level D - 628L

Dialogue: 60%
Details: 70%
Main Idea: 65%
Summary: 56%

5/7/2024

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39

WHAT KINDS OF LESSONS WOULD YOU PLAN FOR THIS CLASS?

English Language Proficiency Standards Listening Content Areas	ELP Standard	N	% Correct
Dialogue Continue the conversation	2	400	60 %
Details Retell key details	1	200	70 %
Main Idea Identify the main topic	1	225	65 %
Summary Summarize	1	150	56 %

02.22.24

Reflection

- What's one thing you connected to?

- What's one thing you want to know more about?

Overwhelmed? Simplify!

- If a specific Content Area is problematic for one cohort, chances are it's a problem for others in the agency.

- With colleagues, analyze Content Summary Reports across a program area.

- Choose **ONE** area of focus to develop your students' skills.

Academic Vocabulary!

My vote is for Identifying Author's Purpose!

Inferences!

Where can you find these reports?

TOPSpro Enterprise	Teacher Portal

Key Takeaways:

❖ CCR Standards by Design (Alignment)

❖ 70% mastery? Go up a level for instruction

❖ Reports into Teachers' hands – Teacher Portal or TOPSpro Enterprise

❖ Triage: Choose ONE area of focus

5/7/2024

https://training.casas.org/course/view.php?id=207

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https://www.casas.org/product-

overviews/software/topspro-

enterprise/teacher-portal
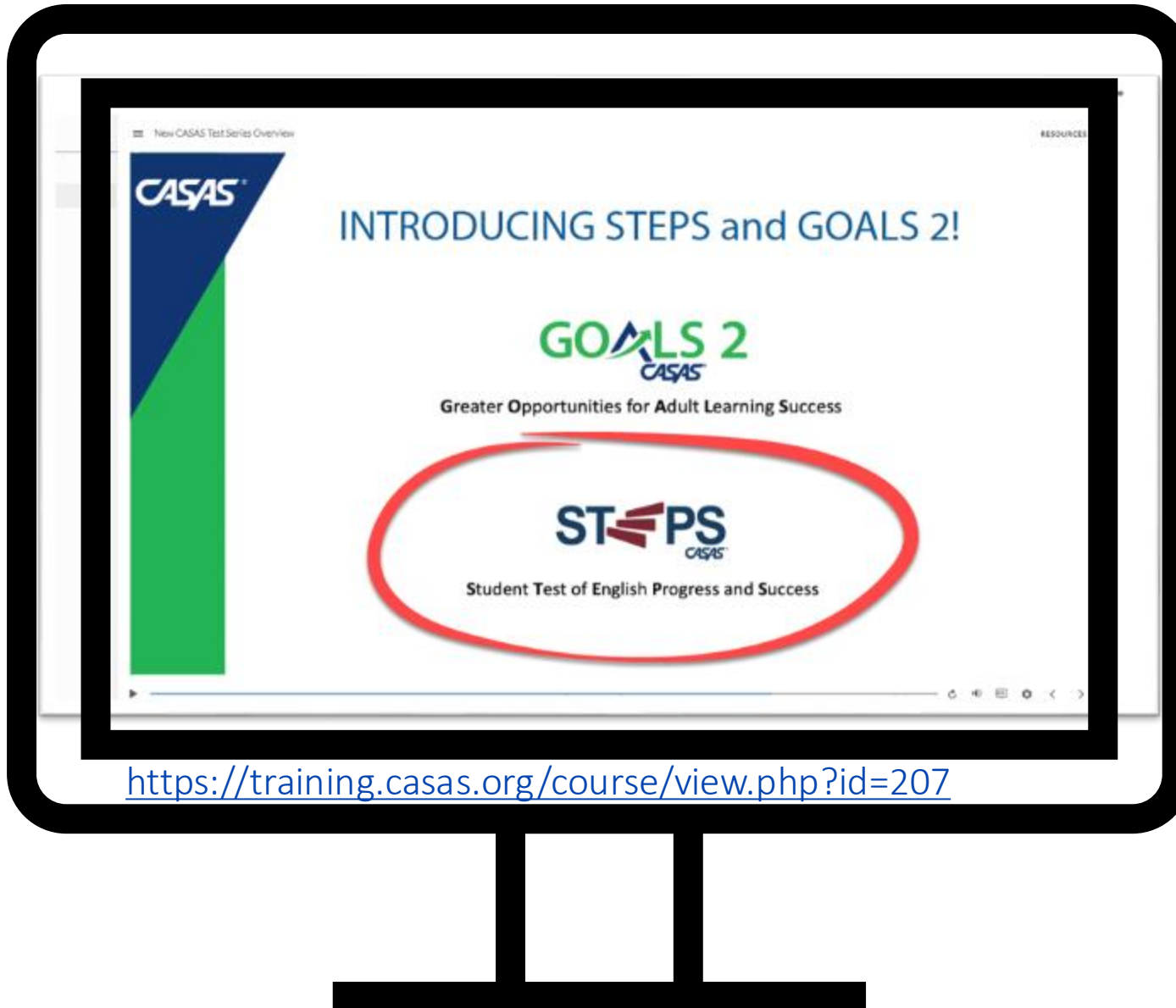
Teacher Portal Resources & Technical Support

VISIT DURING REGULAR OFFICE HOURS

Ongoing:

Field Testing Opportunities

Getting started - CASAS eTests

Office Hours

Live Facilitated Training

News & Updates Webinars

Help Documentation & Videos

FAQs

Ongoing:

Field Testing Opportunities

Getting started - CASAS eTests

Office Hours

Live Facilitated Training

News & Updates Webinars

Help Documentation & Videos

FAQs

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- Field Testing – fieldtesting@casas.org
- Tech Support – techsupport@casas.org
- Training – training@casas.org
- eTests Implementation – golive@casas.org
- Remote Testing – remotetesting@casas.org

Questions?

Many hands make light work.

African proverb

THANK YOU

Margaret Kirkpatrick

Kristine Kruczek Mains

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(800) 255-1036, Option 4