



Initial Implementation Training For New Users 2011

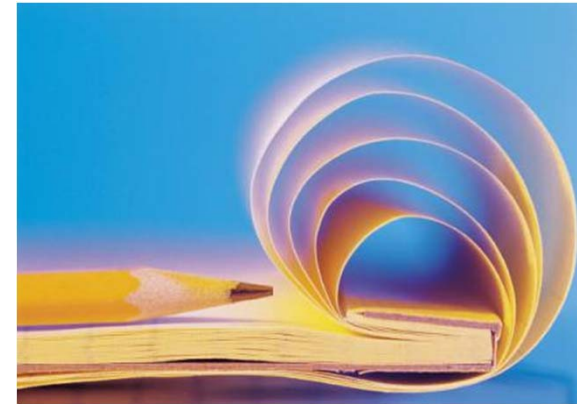
Name of Trainer:

Date of Training:

Location of Training:

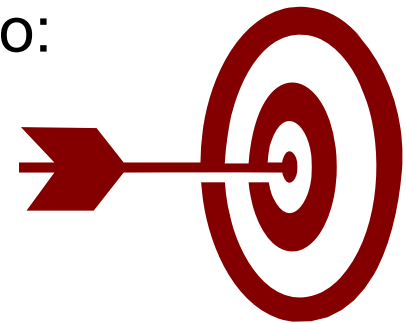


- Training packet
- CASAS Competencies
- CASAS Skill Level Descriptors
- Activity Booklet
- CASAS Catalog
- Training Verification

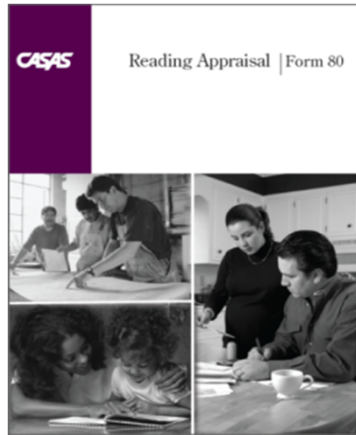


Training Objectives

- This training is for people new to CASAS who have not previously participated in an Initial Implementation Training.
- At the end of this training, you will be able to:
 - Identify and select CASAS tests
 - Administer CASAS tests
 - Interpret test results
 - Identify CASAS Competencies
 - Identify the correlation between CASAS Content Standards and Competencies
 - Identify links between curriculum, instruction, and assessment

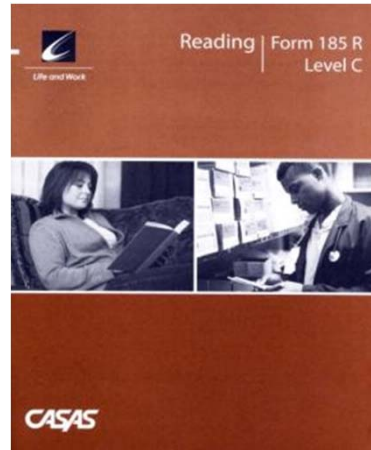


Assessment Process Overview



1. Place

What do you use to place students into a program, class, or level?



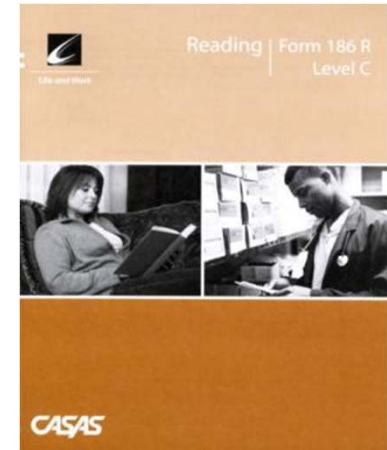
2. Diagnose

What do you use to pretest students at the beginning of the term?



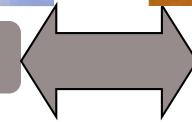
3. Instruct

What curriculum do you use to teach?



4. Monitor

What do you use to measure learning gains – to see if the student has made progress?

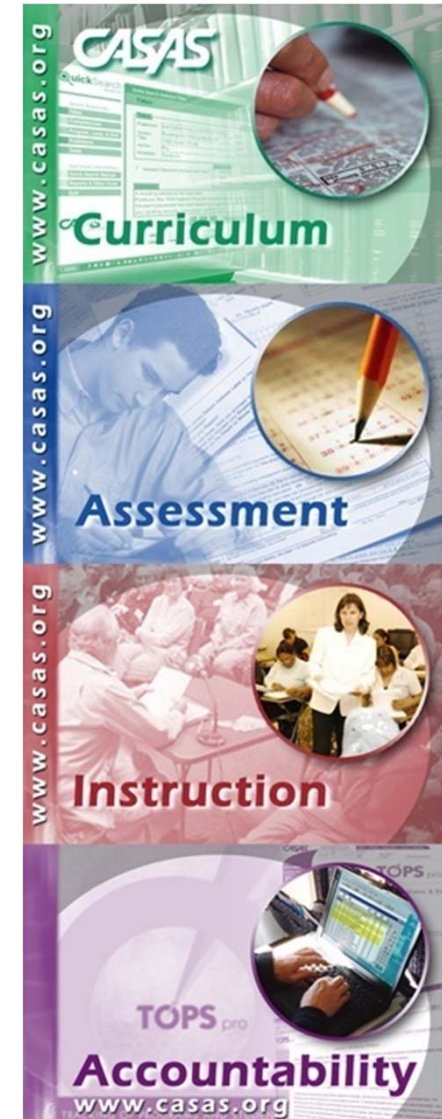


Tell us about your agency

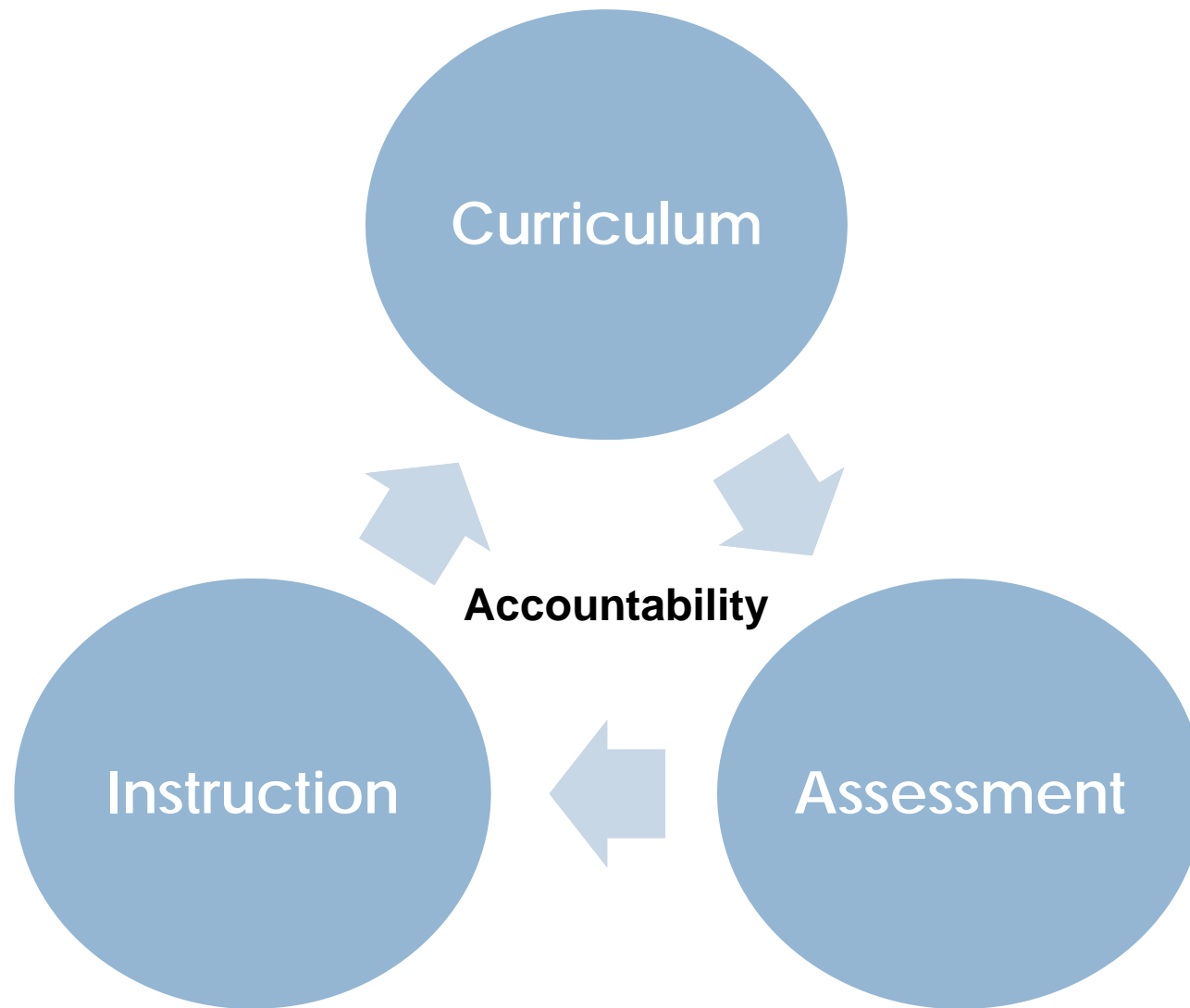
- Who are your students?
- What services do you provide for them?
- Why and how do you assess your students?
- What are some benefits of assessment?
- How will you use your assessment results?

CASAS is a nonprofit organization dedicated to improving youth and adult education assessment and delivery systems.

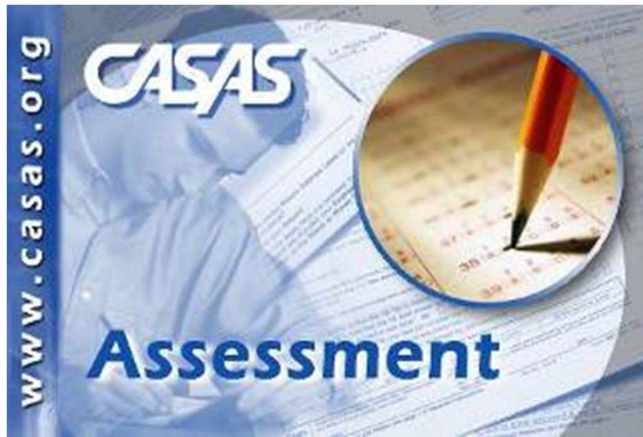
- There are four key components:
 - Curriculum
 - Assessment
 - Instruction
 - Accountability



CASAS: An Integrated Systems Approach



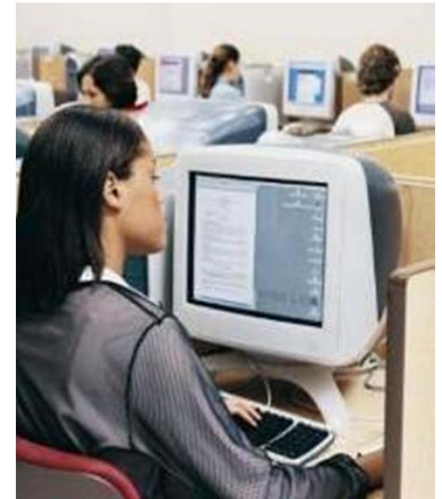
Key Component: Assessment



- Delivery options:
 - Paper-based
 - CASAS eTests
 - Local
 - Online
- Appraisals and Pre- and Post-Tests
- Select appropriate tests
- Administer CASAS tests and interpret results
- Match CASAS scale scores to CASAS Skill Level Descriptors

Benefits of CASAS eTests

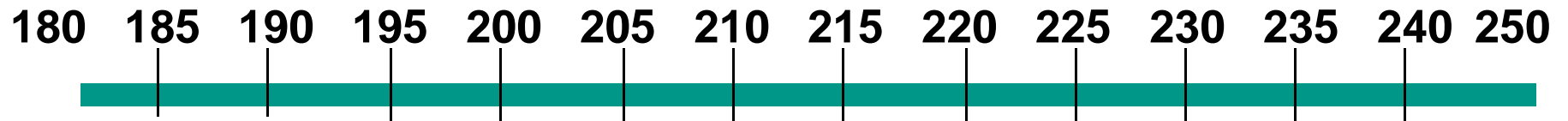
- CASAS eTests - Local and Online
 - No need for test booklets or answer sheets or #2 pencils
 - Locator seamlessly moves examinee into the correct pretest
 - Provides immediate results
 - Selects next test automatically
 - Includes practice test items
 - Given individually or to a group
- CASAS eTests Online – coming soon!
 - Accommodation features:
 - screen reader compatible
 - scalable displays, stems, options
 - Intuitive interface: questions display left of stem
 - Discourage cheating: no A,B,C,D responses
 - Retractable toolbar w/clock timer and items remaining



Using CASAS eTests

- Includes most widely used CASAS test series
- Generic CTUs (CASAS eTests units) apply to any test form
- Typical administration scenario:
 - Administer locator test and continue immediately with appropriate pretest
 - Score and report pretest score
 - Automatic selection of appropriate post-test form
- For more information:
 - Carol Farrell: 1-800-255-1036 ext 123 or cfarrell@casas.org
 - Dawn Montgomery: 1-80255-1036 ext 126 or dmontgomery@casas.org
- For additional training or to request a CASAS eTests sampler:
<http://training.casas.org>

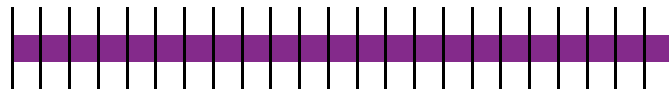
What is the Difference Between Appraisals and Pre- and Post-tests?



Appraisals (Placement tests)

20-25 test items are widely distributed along the CASAS scale. Test items range from very easy items to difficult items.

Level B



Pre- and Post-Tests (Progress Tests)

Pre- and post-tests contain 25 – 35 test items clustered at a specific proficiency level. Items range from low to high difficulty within that specified range. The comparison between pre- and post-test scores documents learning gains.

Practice Activity 1

Take a CASAS Appraisal

- Open your appraisal test booklet
- Use the self-scoring answer sheet to mark your answers
- Mark every other answer
- You will have ten minutes to complete as many items as you can
- Please do not write in your test booklet.

Scoring the CASAS Appraisal

- Remove the tear-off strips along the top, bottom, and right sides
- Open the booklet and count the number of correct answers. This is the raw score.
- Find the score conversion chart in the lower right corner of the answer sheet.
- Find the raw score and convert it to the corresponding scale score.
- Write your raw and scale scores in the boxes provided.

Appraisals: Interpreting Test Results

- The raw score is the number of items answered correctly on a test.
- Raw scores are always converted to scale scores. Scale scores help determine students' levels.
- Convert the raw score to the scale score using a chart like this one. All appraisal and test administration manuals contain the raw to scale score conversion charts for each test. (CASAS eTests does this for you.)
- In this example, the raw score is 15. What is the scale score?
- What is the scale score if the number correct is 8?

| Score Conversion Chart | |
|------------------------|--------------|
| Raw Score | Scaled Score |
| 1 | 183* |
| 2 | 191* |
| 3 | 196* |
| 4 | 200 |
| 5 | 204 |
| 6 | 207 |
| 7 | 210 |
| 8 | 212 |
| 9 | 214 |
| 10 | 217 |
| 11 | 219 |
| 12 | 222 |
| 13 | 224 |
| 14 | 226 |
| 15 | 229 |
| 16 | 231 |
| 17 | 233 |
| 18 | 236 |
| 19 | 239 |
| 20 | 242 |
| 21 | 245 |
| 22 | 247♦ |
| 23 | 249♦ |
| 24 | 251♦ |
| 25 | 254♦ |

accurate

Interpreting Appraisal Results

What do these scores mean and how can you use them?

Form 80 Appraisal

Listening

| Score Conversion Chart | |
|------------------------|-------------|
| Raw Score | Scale Score |
| 1 | 171* |
| 2 | 179* |
| 3 | 184* |
| 4 | 188 |
| 5 | 191 |
| 6 | 193 |
| 7 | 196 |
| 8 | 198 |
| 9 | 200 |
| 10 | 202 |
| 11 | 204 |
| 12 | 206 |
| 13 | 208 |
| 14 | 210 |
| 15 | 212 |
| 16 | 214 |
| 17 | 216 |
| 18 | 218 |
| 19 | 220 |
| 20 | 223 |
| 21 | 225 |
| 22 | 229 |
| 23 | 233 |
| 24 | 235♦ |
| 25 | 237♦ |
| 26 | 239♦ |

Reading

| 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♦ |

What is
your scale
score?

ECS Form 130 Appraisal

Reading

| Score Conversion Chart | |
|------------------------|--------------|
| Raw Score | Scaled Score |
| 1 | 183* |
| 2 | 191* |
| 3 | 196* |
| 4 | 200 |
| 5 | 204 |
| 6 | 207 |
| 7 | 210 |
| 8 | 212 |
| 9 | 214 |
| 10 | 217 |
| 11 | 219 |
| 12 | 222 |
| 13 | 224 |
| 14 | 226 |
| 15 | 229 |
| 16 | 231 |
| 17 | 233 |
| 18 | 236 |
| 19 | 239 |
| 20 | 242 |
| 21 | 245 |
| 22 | 247♦ |
| 23 | 249♦ |
| 24 | 251♦ |
| 25 | 254♦ |

Math

| Score Conversion Chart | |
|------------------------|--------------|
| Raw Score | Scaled Score |
| 1 | 183* |
| 2 | 191* |
| 3 | 196* |
| 4 | 200 |
| 5 | 203 |
| 6 | 206 |
| 7 | 209 |
| 8 | 212 |
| 9 | 214 |
| 10 | 217 |
| 11 | 219 |
| 12 | 221 |
| 13 | 224 |
| 14 | 226 |
| 15 | 228 |
| 16 | 231 |
| 17 | 233 |
| 18 | 236 |
| 19 | 238 |
| 20 | 241 |
| 21 | 245 |
| 22 | 246♦ |
| 23 | 248♦ |
| 24 | 250♦ |
| 25 | 252♦ |

Interpreting Scores

Look at your ESL Skill Level Descriptors

| | |
|-----|--|
| 220 | |
| 215 | |
| 210 | |
| 205 | |
| 200 | |
| | B |
| | High Intermediate ESL Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic materials on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5) |
| | Low Intermediate ESL Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly and with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. |

Excerpt from ESL Skill Level Descriptors

- The Skill Level Descriptors describe what a person can do or learn within a range of scale scores.
- Once you determine the scale score, use the Skill Level Descriptors to interpret the score.

Interpreting Scores

Look at your ABE Skill Level Descriptors

| | |
|-----|----------|
| 220 | |
| 215 | |
| 210 | B |
| 205 | |
| 200 | |

| |
|--|
| Intermediate Basic Skills Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a a basic payroll stub, follow basic written instructions and diagrams. Can complete a simple order from and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and 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. |

Excerpt from ABE Skill Level Descriptors

- What type of job could someone with a scale score of 215 be able to do?
- Give some examples of entry-level jobs appropriate for someone at the Beginning Basic Skills level.

Suggested Next Test Charts

Form 80 Appraisal

| LISTENING | |
|-----------|-----------------|
| Form 80L | |
| Score | Next Test Level |
| 171 | A |
| 179 | A |
| 184 | A |
| 188 | A |
| 191 | A |
| 193 | A |
| 196 | A |
| 198 | B or A |
| 200 | B |
| 202 | B |
| 204 | B |
| 206 | B |
| 208 | B |
| 210 | B |
| 212 | C or B |
| 214 | C or B |
| 216 | C |
| 218 | C |
| 220 | C |
| 223 | C |
| 225 | C |
| 229 | C |
| 233 | C |
| 235 | C |
| 237 | C |
| 239 | C |

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

Test Series – Reading Complete Activity 2

| Level | Life and Work | Employability Competency System (ECS) | Workforce Learning Systems (WLS) |
|--------------------|--------------------------------|---------------------------------------|----------------------------------|
| Beginning Literacy | 27R and 28R | | |
| A | 81R and 82R | 11R and 12R | |
| AX | 81RX and 82RX | | |
| B | 83R and 84R | 13R, 14R and 114R | 213R and 214R |
| BX | in development | | |
| C | 85R* and 86R* 185R and 186R | 15R and 16R | 215R and 216R |
| D | 187R and 188R | 17R and 18R | |

* Content is employment-focused



Assessment Process Overview

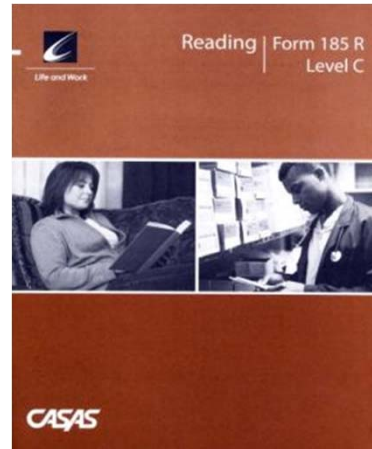


1. Place

Screening and Appraisal

Determine program, level placement

Identify pretest level



2. Diagnose

Pretest

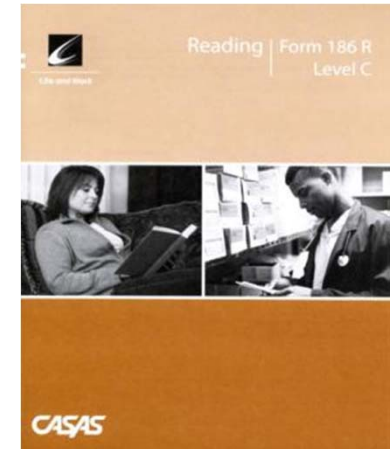
Identify learning needs based on pretest results



3. Instruct

Instruction

Competencies, content standards, and QuickSearch Online to inform instruction



4. Monitor

Post-Test

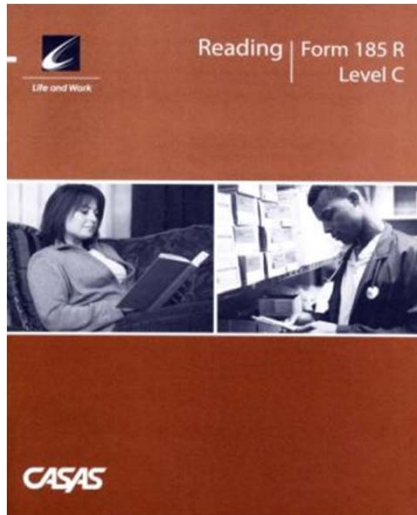
Select based on pretest score

Monitor progress

Discussion Topic: What does the intake process look like?

- Does your agency have an intake process?
- If so, what does the process look like? What are the components?
 - Oral screening?
 - Writing sample?
 - Reading assessment?
 - Others?
- How are students placed into level and class?
- How do you identify students' goals?

Assessment Process: Diagnose



2. Diagnose

Pretest

Identify instructional needs based on pretest results

- A “pretest” is the first CASAS test administered to students after an appraisal.
- The pretest measures what a student knows upon entry into a class or program.
- Pretest results help identify your students’ learning needs and help guide instruction.

- Here are some factors to consider:
 1. Who administers the pretest?
 2. Where do students take the pretests?
 3. What is the plan for make-up testing?
 4. Who decides which pretest a student takes?
 5. Who gets assessment results?
 6. Are assessment results available in a timely way?

Standardized Test Administration Procedures

- Components of test administration
 - Planning for Testing
 - Getting Started
 - Giving the Test
 - Timing Guidelines
 - After the Test



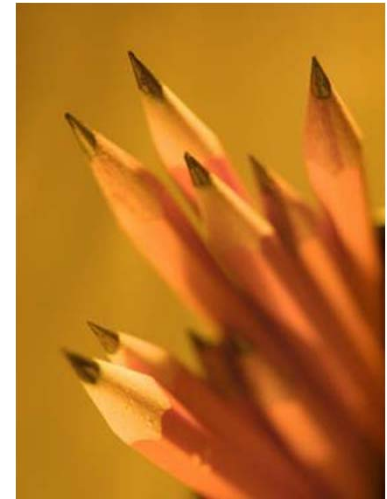
Planning for Testing

- **Accommodations:** Refer to Guidelines for Providing Accommodations for CASAS Assessment for Learners with Disabilities at www.casas.org
- Dictionaries and calculators not allowed

| Needed for Testing Day | |
|--|---|
| Paper-based Tests | CASAS eTests (local and online) |
| <ul style="list-style-type: none">• Test administration manual• Test booklets (Number booklets for tracking and security)• Answer sheets, #2 pencils, scratch paper• A reliable CD player for listening tests• Overhead of answer sheet (optional) | <ul style="list-style-type: none">• Computers• Security dongle (local)• Unique login for each examinee• Preselected tests and properly configured computers<ul style="list-style-type: none">○ Learn how with additional CASAS eTests training: http://training.casas.org. |

For all delivery options:

- Provide a quiet testing room
- Space students apart
- Maximum of 25 students per proctor
- Explain purpose for testing
- Ease student anxiety
- Assist in completing demographic portion
- Demonstrate how to mark answers



For paper-and-pencil tests:

- Pass out pencils, answer sheets, and scratch paper

Giving the Test



- Review practice items
- Encourage students to review answers
- Write start and end times on the board
- Begin the test
- Monitor students

Timing Guidelines



- Appraisals
 - 20-25 minutes per section, depending on test form.
- Pre- and post-tests for math and reading – allow up to one hour.
 - Allow the same amount of time for pre- and for post-tests.
- Tests are not strictly timed.
 - Those unable to complete the test within the hour may have a few extra minutes to complete the question they are working on.
- Timing of listening tests determined by test CD or CASAS eTests.
 - Do not stop the CD until the end of each section.
 - CASAS eTests automatically advances.

- For all delivery options:
 - Dismiss students
 - Use Skill Level Descriptors to interpret test results
 - Share results with learners
- For paper-based tests:
 - Collect test booklets, answer sheets, and scratch paper
 - Count test booklets and answer sheets
 - Check booklets for stray marks
 - Determine raw score
 - Convert raw score to scale score using the Score Conversion Charts
 - Use Suggested Next Test Chart to identify next test level and form



Convert the Raw to Scale Score: Score Conversion Charts

– Life and Work Reading

| BEGINNING LITERACY | | | | LEVEL A | | | | LEVEL A EXTENDED | | | | LEVEL B | | | |
|--------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|------------------|-------------|------------|-------------|-----------|-------------|-----------|-------------|
| Form 27 R | | Form 28 R | | Form 81 R | | Form 82 R | | Form 81 RX | | Form 82 RX | | Form 83 R | | Form 84 R | |
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 1 | - | 1 | - | 1 | | 1 | | 1 | - | 1 | - | 1 | - | 1 | - |
| 2 | - | 2 | - | 2 | | 2 | | 2 | - | 2 | - | 2 | - | 2 | - |
| 3 | - | 3 | - | 3 | | 3 | | 3 | - | 3 | - | 3 | - | 3 | - |
| 4 | - | 4 | - | 4 | | 4 | | 4 | - | 4 | - | 4 | - | 4 | - |
| 5 | 153 | 5 | 153 | 5 | 170 | 5 | 170 | 5 | 182 | 5 | 182 | 5 | 189 | 5 | 189 |
| 6 | 155 | 6 | 156 | 6 | 173 | 6 | 173 | 6 | 184 | 6 | 184 | 6 | 191 | 6 | 191 |
| 7 | 158 | 7 | 158 | 7 | 176 | 7 | 176 | 7 | 186 | 7 | 186 | 7 | 194 | 7 | 193 |
| 8 | 160 | 8 | 160 | 8 | 178 | 8 | 178 | 8 | 188 | 8 | 188 | 8 | 195 | 8 | 195 |
| 9 | 162 | 9 | 162 | 9 | 180 | 9 | 180 | 9 | 190 | 9 | 190 | 9 | 197 | 9 | 197 |
| 10 | 164 | 10 | 164 | 10 | 182 | 10 | 182 | 10 | 192 | 10 | 192 | 10 | 199 | 10 | 199 |
| 11 | 165 | 11 | 166 | 11 | 184 | 11 | 184 | 11 | 194 | 11 | 194 | 11 | 200 | 11 | 200 |
| 12 | 167 | 12 | 167 | 12 | 186 | 12 | 186 | 12 | 196 | 12 | 196 | 12 | 202 | 12 | 202 |
| 13 | 169 | 13 | 169 | 13 | 189 | 13 | 188 | 13 | 197 | 13 | 197 | 13 | 203 | 13 | 203 |
| 14 | 170 | 14 | 170 | 14 | 191 | 14 | 191 | 14 | 199 | 14 | 199 | 14 | 205 | 14 | 205 |
| 15 | 172 | 15 | 172 | 15 | 193 | 15 | 193 | 15 | 201 | 15 | 200 | 15 | 206 | 15 | 206 |
| 16 | 174 | 16 | 174 | 16 | 195 | 16 | 195 | 16 | 202 | 16 | 202 | 16 | 208 | 16 | 208 |
| 17 | 176 | 17 | 175 | 17 | 197 | 17 | 197 | 17 | 204 | 17 | 204 | 17 | 209 | 17 | 209 |
| 18 | 177 | 18 | 177 | 18 | 200 | 18 | 200 | 18 | 206 | 18 | 206 | 18 | 210 | 18 | 210 |
| 19 | 179 | 19 | 179 | 19 | 203 | 19 | 203 | 19 | 208 | 19 | 208 | 19 | 212 | 19 | 212 |
| 20 | 181 | 20 | 180 | 20 | 205♦ | 20 | 205♦ | 20 | 210 | 20 | 210 | 20 | 213 | 20 | 213 |
| 21 | 183 | 21 | 182 | 21 | 206♦ | 21 | 206♦ | 21 | 212 | 21 | 212 | 21 | 215 | 21 | 215 |
| 22 | 184 | 22 | 184 | 22 | 208♦ | 22 | 208♦ | 22 | 214 | 22 | 214 | 22 | 216 | 22 | 216 |
| 23 | 187 | 23 | 186 | 23 | 209♦ | 23 | 209♦ | 23 | 216 | 23 | 216 | 23 | 218 | 23 | 218 |
| 24 | 189 | 24 | 189 | 24 | 210♦ | 24 | 210♦ | 24 | 218♦ | 24 | 218♦ | 24 | 220 | 24 | 220 |
| 25 | 191 | 25 | 191 | | | | | 25 | 220♦ | 25 | 220♦ | 25 | 222 | 25 | 222 |
| 26 | 192♦ | 26 | 192♦ | | | | | 26 | 222♦ | 26 | 222♦ | 26 | 224 | 26 | 224 |
| 27 | 194♦ | 27 | 194♦ | | | | | 27 | 224♦ | 27 | 224♦ | 27 | 226 | 27 | 226 |
| 28 | 196♦ | 28 | 196♦ | | | | | 28 | 227♦ | 28 | 227♦ | 28 | 229 | 28 | 229 |
| 29 | 199♦ | 29 | 199♦ | | | | | | | | | 29 | 230♦ | 29 | 230♦ |
| 30 | 202♦ | 30 | 202♦ | | | | | | | | | 30 | 231♦ | 30 | 231♦ |
| | | | | | | | | | | | | 31 | 232♦ | 31 | 232♦ |
| | | | | | | | | | | | | 32 | 234♦ | 32 | 234♦ |

Convert the Raw to Scale Score: Score Conversion Charts

– Life and Work Reading

| LEVEL C | | | | | | | | LEVEL D | | | |
|-----------|-------------|-----------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| Form 85 R | | Form 86 R | | Form 185 R | | Form 186 R | | Form 187 R | | Form 188 R | |
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 1 | - | 1 | - | 1 | - | 1 | - | 1 | - | 1 | - |
| 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - |
| 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - |
| 4 | 200 | 4 | 200 | 4 | 197 | 4 | 197 | 4 | 213 | 4 | 213 |
| 5 | 202 | 5 | 203 | 5 | 200 | 5 | 200 | 5 | 216 | 5 | 216 |
| 6 | 205 | 6 | 205 | 6 | 202 | 6 | 202 | 6 | 218 | 6 | 218 |
| 7 | 207 | 7 | 207 | 7 | 204 | 7 | 204 | 7 | 220 | 7 | 220 |
| 8 | 208 | 8 | 209 | 8 | 206 | 8 | 206 | 8 | 222 | 8 | 222 |
| 9 | 210 | 9 | 210 | 9 | 208 | 9 | 208 | 9 | 224 | 9 | 224 |
| 10 | 212 | 10 | 212 | 10 | 209 | 10 | 209 | 10 | 226 | 10 | 226 |
| 11 | 213 | 11 | 213 | 11 | 211 | 11 | 211 | 11 | 227 | 11 | 227 |
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| 13 | 216 | 13 | 216 | 13 | 214 | 13 | 214 | 13 | 230 | 13 | 230 |
| 14 | 217 | 14 | 217 | 14 | 215 | 14 | 215 | 14 | 232 | 14 | 232 |
| 15 | 218 | 15 | 218 | 15 | 216 | 15 | 216 | 15 | 233 | 15 | 233 |
| 16 | 220 | 16 | 220 | 16 | 218 | 16 | 218 | 16 | 234 | 16 | 234 |
| 17 | 221 | 17 | 221 | 17 | 219 | 17 | 219 | 17 | 236 | 17 | 236 |
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| 20 | 224 | 20 | 224 | 20 | 222 | 20 | 223 | 20 | 240 | 20 | 240 |
| 21 | 226 | 21 | 226 | 21 | 224 | 21 | 224 | 21 | 242 | 21 | 242 |
| 22 | 227 | 22 | 227 | 22 | 225 | 22 | 225 | 22 | 243 | 22 | 243 |
| 23 | 228 | 23 | 228 | 23 | 226 | 23 | 226 | 23 | 245 | 23 | 245 |
| 24 | 230 | 24 | 230 | 24 | 228 | 24 | 228 | 24 | 247 | 24 | 247 |
| 25 | 231 | 25 | 231 | 25 | 229 | 25 | 229 | 25 | 248 | 25 | 249 |
| 26 | 232 | 26 | 232 | 26 | 230 | 26 | 230 | 26 | 251 | 26 | 251 |
| 27 | 234 | 27 | 234 | 27 | 232 | 27 | 232 | 27 | 253 | 27 | 253 |
| 28 | 235 | 28 | 235 | 28 | 233 | 28 | 233 | 28 | 256 | 28 | 256 |
| 29 | 237 | 29 | 237 | 29 | 235 | 29 | 235 | 29 | 258♦ | 29 | 258♦ |
| 30 | 239 | 30 | 239 | 30 | 237 | 30 | 237 | 30 | 260♦ | 30 | 260♦ |
| 31 | 241 | 31 | 241 | 31 | 238 | 31 | 238 | 31 | 262♦ | 31 | 262♦ |
| 32 | 243 | 32 | 243 | 32 | 241 | 32 | 241 | 32 | 265♦ | 32 | 265♦ |
| 33 | 246 | 33 | 246 | 33 | 243 | 33 | 243 | | | | |
| 34 | 247♦ | 34 | 247♦ | 34 | 246 | 34 | 246 | | | | |
| 35 | 248♦ | 35 | 248♦ | 35 | 247♦ | 35 | 247♦ | | | | |
| 36 | 250♦ | 36 | 250♦ | 36 | 248♦ | 36 | 248♦ | | | | |
| 37 | 252♦ | 37 | 252♦ | 37 | 250♦ | 37 | 250♦ | | | | |
| | | | | 38 | 252♦ | 38 | 252♦ | | | | |

Test Preparation Guidelines

- CASAS tests may not be copied, scanned, or duplicated in any way.
- Displays, questions, or answers from any CASAS tests may not be used to create materials to teach or to prepare students to answer CASAS test items.
- CASAS encourages the use of sample test items, competencies, CASAS content standards, QuickSearch Online, and other resources to teach and prepare students.

Key Component: Curriculum

- CASAS Competencies
 - Skills for life and work
- CASAS Content Standards
 - Underlying basic skills in reading, math, and listening



- CASAS Competencies and CASAS Content Standards help maximize your curriculum design and instruction
- Learn more about using CASAS Content Standards at www.casas.org and at other Summer Institute sessions

CASAS Competencies and Test Items

| 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

- Every test item is correlated to at least one CASAS Competency.
- A competency is a measurable learning objective in a functional life skills context.

Sample Test Items at Three Levels

Competency 2.1.7: Take or interpret telephone messages

150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 240 245 250

A Level
Who is coming?
A. today
B. Sara
C. Dan
D. Amy

B Level
When does the caller want to meet?
A. at 8:20
B. on 3/15
C. on Monday
D. downtown

C Level
What should be done with this message?
A. Paula should give it to Mr. Harper.
B. Mr. Harper should give it to Lisa.
C. Lisa should give it to Mr. Harper.
D. Paula should give it to Lisa.

8:30

Sara -
Dan is coming
today at 11:00.

Amy

WHILE YOU WERE OUT

Date: 3/15 Time: 8:20

To: Lisa

From: Mr. Harper

Of: Lofton College

Phone: _____

☐ Telephoned ☐ Returned your call
☒ Please call ☐ Will call again
☐ Urgent

Message: Can you meet
him downtown on
Mon. at 1:30?

Taken by: Paula

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

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

Download CASAS
Competencies
at www.casas.org

The Competency Coding System

Content Area

2. Community resources

Competency Area

2.2 Understand how to locate and use transportation

Competency Statements

2.2.2 Recognize and use signs related to transportation

2.2.4 Interpret transportation schedules and fares



- Look at the competencies. What areas are relevant to the populations you serve?
- Complete Activity 3



Assessment Process – Instruction



3. Instruct

- Resources
 - Test Results
 - Task Areas
 - Content Standards
 - Sample Test Items
 - QuickSearch Online

Life and Work Reading Form 83

Student Performance by Competency (manual report)

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.

This sample report
shows items
one through ten.

| ITEM | COMP.* | THE LEARNER WILL DEMONSTRATE THE ABILITY TO: |
|--|---------------------------|---|
| <input type="checkbox"/> 1. Narrative | 0.2.1-3 7.2.1 | Respond appropriately to common personal information questions Identify and paraphrase pertinent information |
| <input type="checkbox"/> 2. Narrative | 4.2.1-3 7.2.1 | Interpret wages, wage deductions, benefits, and timekeeping forms Identify and paraphrase pertinent information |
| <input type="checkbox"/> 3. Job ad | 4.1.3-4 4.1.6 | Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market Interpret general work-related vocabulary |
| <input type="checkbox"/> 4. Job ad | 4.1.3-4 4.1.6 | Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market Interpret general work-related vocabulary |
| <input type="checkbox"/> 5. Job application form | 4.1.2-1 0.2.1 | Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application Respond appropriately to common personal information questions |
| <input type="checkbox"/> 6. Job application form | 4.1.2-1 0.2.1 2.3.2 | Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application Respond appropriately to common personal information questions Identify the months of the year and the days of the week |
| <input type="checkbox"/> 7. Narrative | 1.4.7-3 7.3.1 7.2.1 | Interpret information about home maintenance, and communicate housing problems to a landlord Identify a problem and its possible causes Identify and paraphrase pertinent information |
| <input type="checkbox"/> 8. Narrative | 1.4.7-3 7.2.1 | Interpret information about home maintenance, and communicate housing problems to a landlord Identify and paraphrase pertinent information |
| <input type="checkbox"/> 9. Narrative | 1.4.7-3 7.2.1 | Interpret information about home maintenance, and communicate housing problems to a landlord Identify and paraphrase pertinent information |
| <input type="checkbox"/> 10. House ads | 1.4.2-4 | Select appropriate housing by interpreting classified ads, signs, and other information |

Life and Work Reading Form 83

Class Profile by Competency (manual report)

This sample report shows items one through eighteen

CLASS PROFILE BY COMPETENCY

Form 83 R - Reading - Level B

Life and Work

Test date: 3 - 17 - 05

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

STUDENT NAMES

| | | | | STUDENT NAMES | | | | | | | | | | | |
|-----------------|----------------------|---------------------|----------------|---------------|----------|---------|-------|------|-------|------|----------|-------|--------|--|--|
| | | | | Anahita | Marcella | Dimitri | Afagh | Petr | Ching | Jong | Herlinda | Marco | Thrang | | |
| Appraisal Score | | | | | | | | | | | | | | | |
| Raw Score | | | | 18 | 25 | 13 | 3 | 16 | 13 | 23 | 11 | 29 | 27 | | |
| Scale Score | | | | 210 | 222 | | | | | | | | | | |
| # | ITEM DESCRIPTION | COMPETENCY | T ^m | + | + | + | + | + | + | + | + | + | + | | |
| 1 | Narrative | 0.2.1, 7.2.1 | 3 | + | + | + | + | + | | + | + | + | + | | |
| 2 | " | 4.2.1, 7.2.1 | 3 | + | + | + | + | + | | + | | + | + | | |
| 3 | Job ad | 4.1.3, 4.1.6 | 4 | + | + | + | + | + | + | + | + | + | + | | |
| 4 | " | 4.1.3, 4.1.6 | 4 | + | + | + | | | + | + | + | + | + | | |
| 5 | Job application form | 4.1.2, 0.2.1, | 1 | + | + | | | + | | + | | + | + | | |
| 6 | " | 4.1.2, 0.2.1, 2.3.2 | 1 | + | + | + | | + | + | + | | + | + | | |
| 7 | Narrative | 1.4.7, 7.3.1, 7.2.1 | 3 | | + | | | | | | + | + | + | | |
| 8 | " | 1.4.7, 7.2.1 | 3 | + | + | + | | + | + | + | | + | + | | |
| 9 | " | 1.4.6, 7.2.1 | 3 | | + | | | | + | + | + | + | | | |
| 10 | House ads | 1.4.2 | 4 | + | + | + | | + | | + | | | + | | |
| 11 | Rental application | 1.4.3 | 1 | + | | | | | | + | + | + | + | | |
| 12 | " | 1.4.3 | 1 | | + | + | | + | | | + | + | + | | |
| 13 | " | 1.4.3 | 1 | + | + | | | | + | + | | + | | | |
| 14 | Medicine label | 3.3.2, 3.3.1 | 4 | | | + | | | | + | + | + | + | | |
| 15 | Narrative | 0.2.4, 7.2.1 | 3 | | + | | | | | | + | + | + | | |
| 16 | " | 4.1.8, 4.1.9, 7.2.1 | 3 | + | + | + | | + | + | + | | + | + | | |
| 17 | Work schedule | 4.4.3, 7.2.2 | 2 | | + | | | | + | + | | + | + | | |
| 18 | " | 4.4.3, 2.3.1, 7.2.2 | 2 | + | + | + | | + | | | | + | + | | |

- Test items are presented in a variety of task areas or display formats
- Task areas help to identify important skills that should be addressed during instruction
 - Example: A student may comprehend the language on a test item but not understand the item display. (bar chart, graph, pie chart, or other display formats)
- Task areas are listed in test administration manuals and on TOPSpro reports

Task Areas and Item Types

■ Reading Task Areas

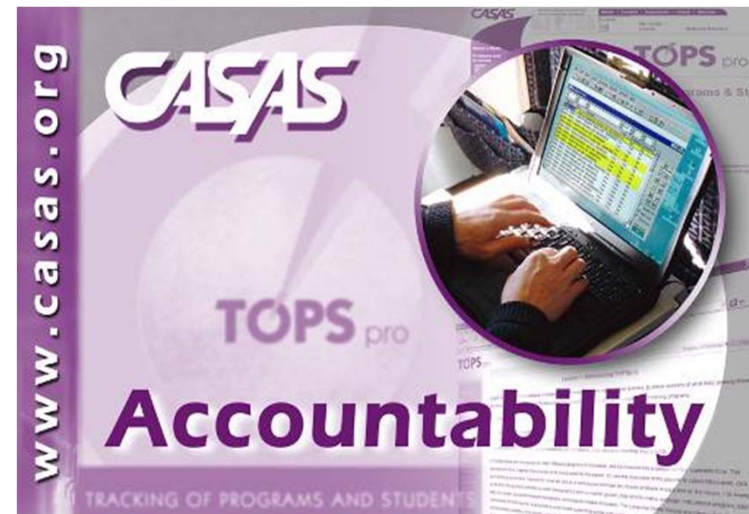
- Forms
- Charts, maps, consumer billings, matrices, graphs, or tables
- Stories, articles, paragraphs, sentences, directions, or pictures
- Signs, price tags, ads, or product labels
- Measurement scales and diagrams

■ Listening Item Types

- Picture prompt
- Comprehension question
- Predict next line of dialogue
- Identify true statement based on prompt

Using TOPSpro Reports

- CASAS TOPSpro Software:
 - Scans and scores answer sheets
 - Generates a variety of reports for students, teachers, and administrators
- TOPSpro Reports Provide:
 - Test results
 - Skill level
 - Competencies attained
 - Competencies to attain
 - Suggested next test



Student Performance by Competency TOPSpro Report

07/18/2005
15:29:10

Student Performance by Competency

4908 - Rolling Hills Adult School

Test Dates between 07/01/2005 and 06/30/2006

Page: 1

Agency: 4908 - Rolling Hills Adult School

Site: 1 - North Campus

Class: 424 - ESL morning

Course:

Form: 083R - Life and Work Reading Level B

Student: Armolos, Vicky - 984759387

Program: ESL

Test Date: 09/14/2005

Raw Score: 10

Scale Score: 199

Teacher: 124 - Ruben, Mr

| Item | Correct? | Comp No. | Task | Competency Description |
|------|----------|----------|------|--|
| 1 | Yes | 0.2.1 | 3 | Respond appropriately to common pers. info. questions |
| | | 7.2.1 | | Identify and paraphrase pertinent information |
| 2 | Yes | 4.2.1 | 3 | Interpret wages, deductions, benefits, timekeeping forms |
| | | 7.2.1 | | Identify and paraphrase pertinent information |
| 3 | No | 4.1.3 | 4 | Identify, use information in job descriptions, ads |
| | | 4.1.6 | | Interpret work-related vocabulary |
| 4 | Yes | 4.1.3 | 4 | Identify, use information in job descriptions, ads |
| | | 4.1.6 | | Interpret work-related vocabulary |
| 5 | Yes | 4.1.2 | 1 | Follow proc. for applying for a job, incl. application forms |
| | | 0.2.1 | | Respond appropriately to common pers. info. questions |
| 6 | No | 4.1.2 | 1 | Follow proc. for applying for a job, incl. application forms |
| | | 0.2.1 | | Respond appropriately to common pers. info. questions |
| | | 2.3.2 | | Identify the months of the year and the days of the week |
| 7 | Yes | 1.4.7 | 3 | Interpret info. about home maintenance; comm. w/landlord |
| | | 7.2.1 | | Identify and paraphrase pertinent information |
| | | 7.3.1 | | Identify a problem and its possible causes |
| 8 | No | 1.4.7 | 3 | Interpret info. about home maintenance; comm. w/landlord |
| | | 7.2.1 | | Identify and paraphrase pertinent information |

This sample report
shows items one
through eight

Class Performance by Competency TOPSpro Report

12/18/2007
17:45:24

Class Performance by Competency

4908 - Rolling Hills Adult School
Test Dates between 07/01/2007 and 06/30/2008

Page: 1
PC3

Agency: 4908 - Rolling Hills Adult School

Site: 11 - North City ESL

Class: 110 - Low Beginning

Course:

Form: 083R - Life and Work Reading Level B

Teacher: 1110 - Askew, Elisa

Total Tests 30

Total Students 30

Test
Question
Number

Percentage
of Students
who
answered this
question
correctly

The
Competency
Number on
which this
question is
based

| Item | Correct? | Comp No. | Task | Competency Description |
|------|----------|----------------------------------|------|---|
| 1 | 73% | 0.2.1 7.2.1 | 3 | Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information |
| 2 | 67% | 4.2.1 7.2.1 | 3 | Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information |
| 3 | 77% | 4.1.3 4.1.6 | 4 | Identify, use information in job descriptions, ads Interpret work-related vocabulary |
| 4 | 63% | 4.1.3 4.1.6 | 4 | Identify, use information in job descriptions, ads Interpret work-related vocabulary |
| 5 | 53% | 4.1.2 0.2.1 | 1 | Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions |
| 6 | 50% | 4.1.2 0.2.1 | 1 | Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions |
| 7 | 47% | 2.3.2 1.4.7 7.2.1 7.3.1 | 3 | Identify the months of the year and the days of the week Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes |
| 8 | 70% | 1.4.7 7.2.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information |
| 9 | 73% | 1.4.7 7.2.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information |
| 10 | 43% | 1.4.2 | 4 | Select housing by interpreting ads, signs, and other info. |

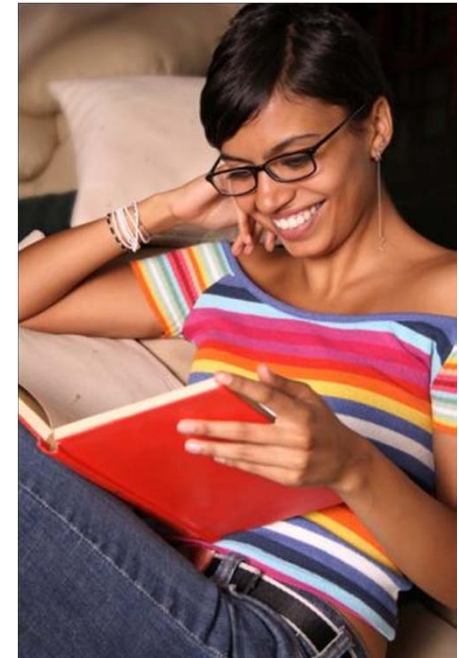
The Competency
Description gives
more detail about
the Competency
Number

What are CASAS Content Standards?

- 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 Competencies.
- Content standards support instructional planning.
- For more information about CASAS Content Standards see www.casas.org

Content Standards Categories - Reading

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

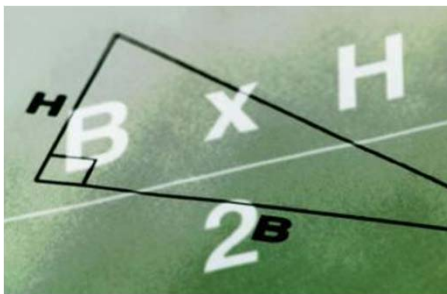


Content Standards Categories

Math and Listening

Math Categories

- M1 Number sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Data
- M6 Probability



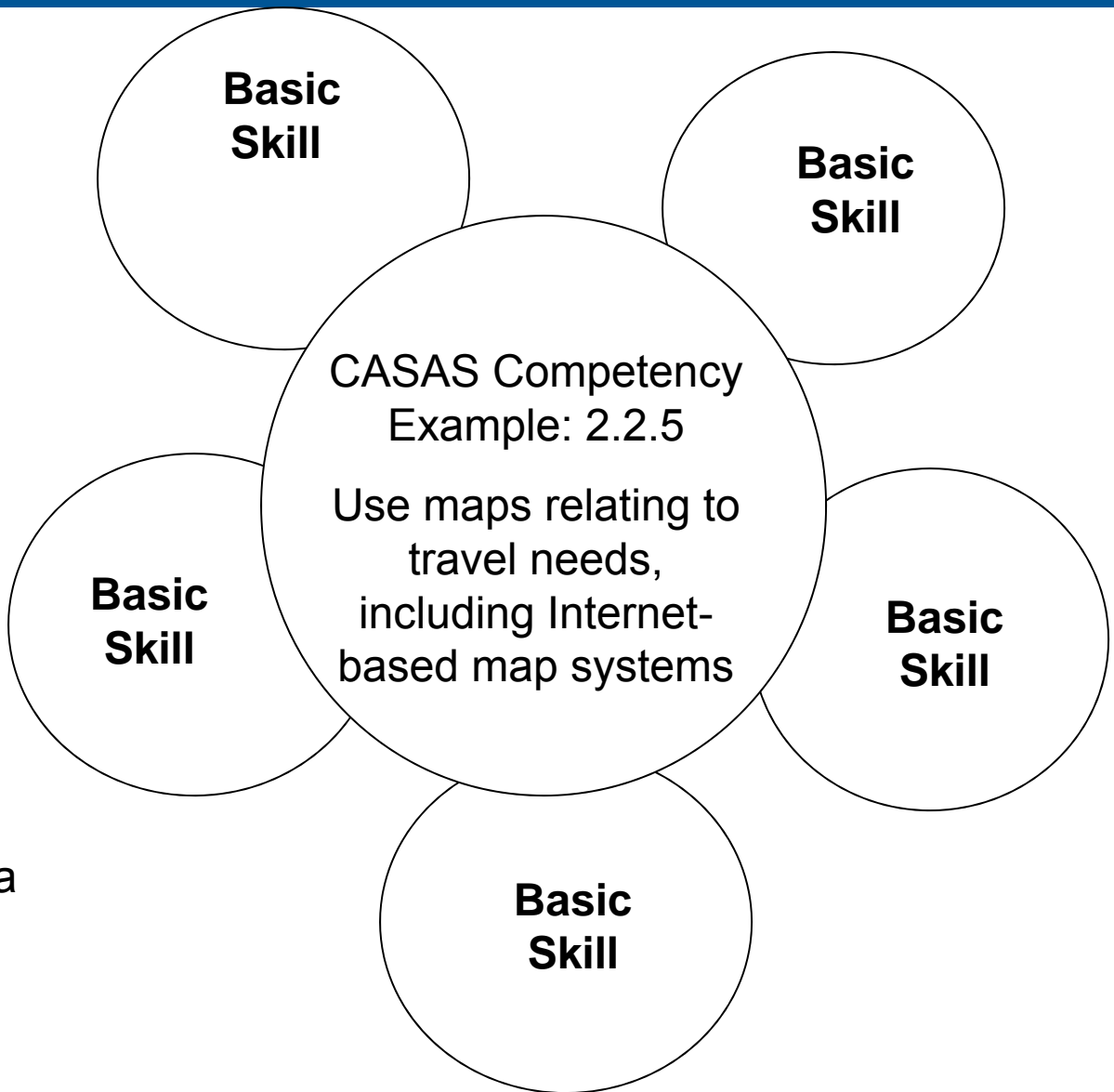
Listening Categories

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

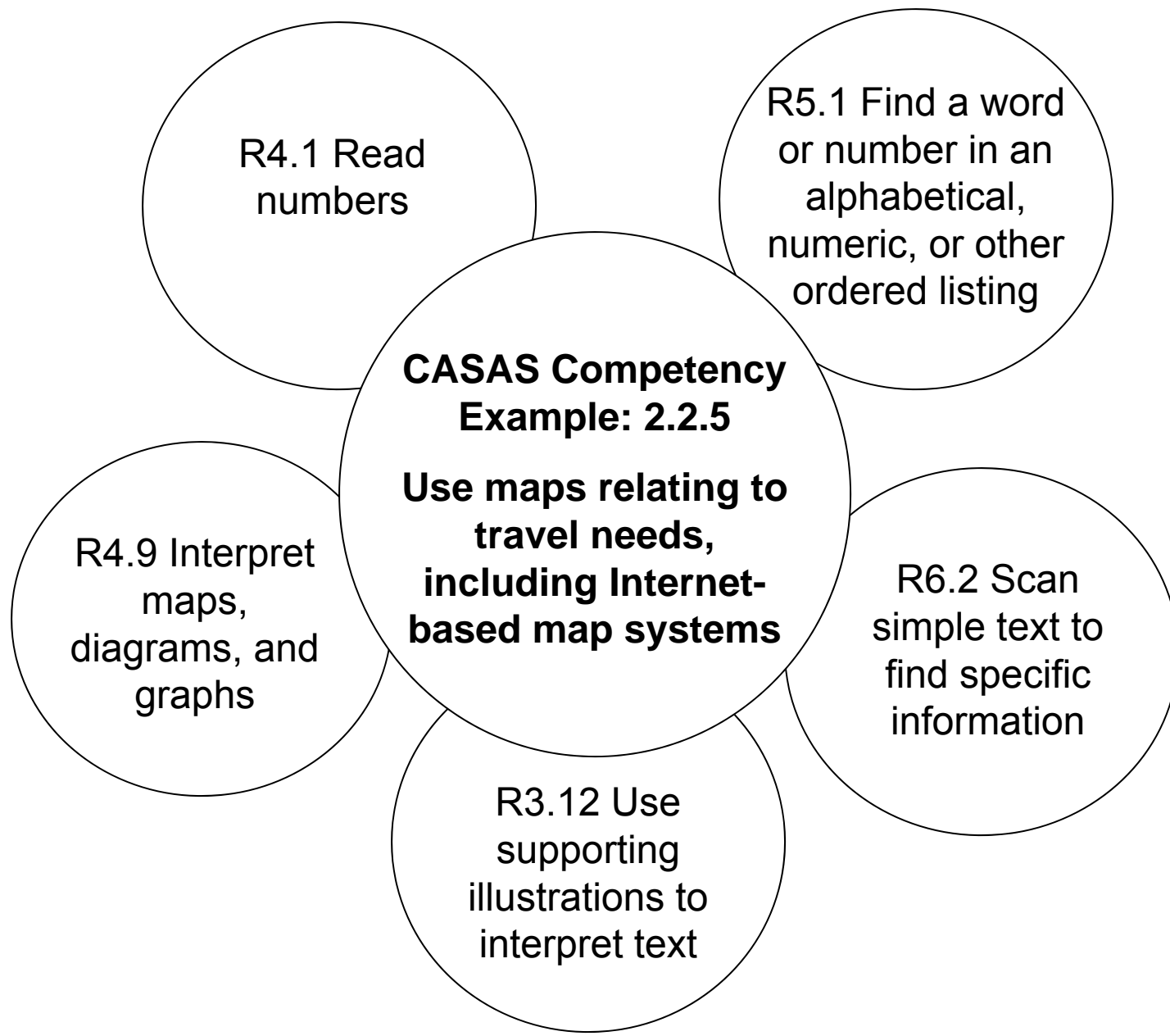


Basic Skills Support CASAS Competencies

CASAS Content Standards are basic skills needed to master competencies or life skills.



Your activity packet contains a blank format of this display.



CASAS Sample Test Items

- Sample test items
 - Reading levels A through D
 - Listening levels A through C
 - Government and History for Citizenship
 - CASAS eTests Sampler
 - Pre-Employment / Work Maturity Checklists
 - Worksite Performance Rating
- Familiarize students and instructors with test item format
- Practice test-taking skills
- 5 to 6 test items per level for each skill area
- These items are not a predictor of performance
- Download at no cost from www.casas.org

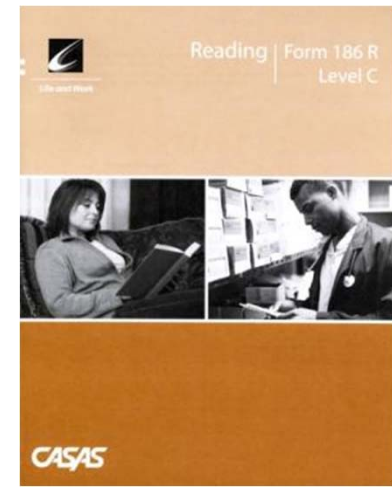
- Quick, easy online access to a database of more than 2,300 instructional materials
- Includes print, audio, video, and software materials
- Identifies effective instructional materials and aligns materials to CASAS Competencies
- Search by
 - Title
 - Competency
 - Program, Level, and Skill
 - Publisher
 - CASAS Test



View CASAS QuickSearch Online at www.casas.org!

Assessment Process: Monitor Progress

- After a student completes a certain number of instructional hours, the student takes a post-test.
- How is your program structured?
 - What is the interval of instruction between pre- and post-testing: By month? By semester? Other?
- How do you determine which post-test a student should take?
- Complete Activity 4: Review Purpose and Types of Assessment



4. Monitor

Post-Test

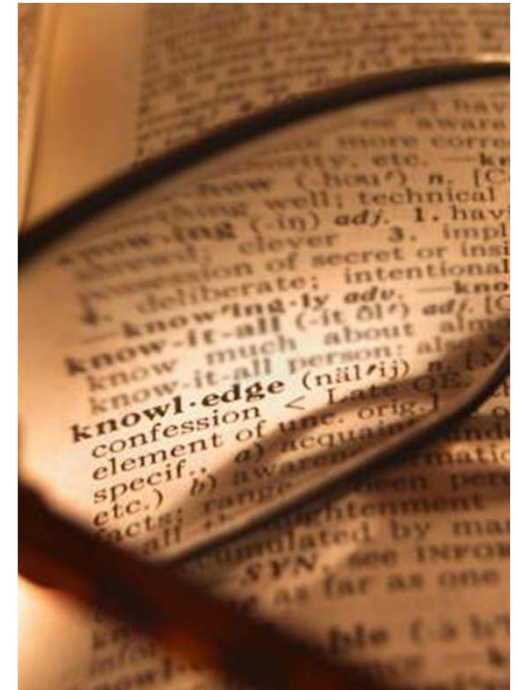
Select based
on pretest
score

Monitor
progress



Complete the Case Study

- Find the case study in your activity booklet.
- Work in groups of 2-3 if possible, or work alone.
- Answer the questions in the case study.
- When your group finishes, we will review answers together.

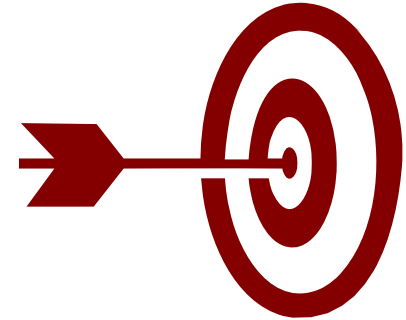


Additional Resources

- Refer to the Resource section of your activity packet
- This section contains additional activities for:
 - CASAS implementation
 - Staff discussion
 - Program improvement

Training Objectives

- Identify and select CASAS tests
- Administer CASAS tests
- Interpret test results
- Identify CASAS Competencies
- Identify the correlation between CASAS Content Standards and Competencies
- Identify links between curriculum, instruction, and assessment



Now that you have completed training...

- Complete a training verification
- You are authorized to order and administer CASAS appraisals and multiple-choice pre- and post-assessments.
- You may train your own staff to administer and score CASAS tests.
- Enhance your training with free, online, self-paced courses at <http://training.casas.org>.

CASAS Contact Information

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CASAS trainings
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<http://training.casas.org>