

PRESENTER/TRAINER NOTES:

Activity 1: Take Appraisal
Activity 2: Select Pretest

CASAS®

Level	Life and Work	Employability Competency System (ECS)	Workforce Learning Systems (WLS)
Beginning Literacy	27R, 28R	27R, 28R	27R, 28R
A	81R, 82R	11R, 12R	11R, 12R
AX	81RX, 82RX	--	--
B	83R, 84R	13R, 14R, 114R	213R, 214R
C	85R*, 86R*, 185R, 186R	15R, 16R, 110R	215R, 210R
D	187R, 188R	17R, 18R	17R, 18R


*Content is work-oriented

- Ludmila took a Reading appraisal and scored 226. She can take a level C pretest. Which ECS Reading pretest form could she take?
A. 15R, 16R
- Juan took a Reading Appraisal and scored 214. He can take a level B or C pretest. Which Life and Work Reading pretest forms could he take?
A. 83R, 84R, 85R, 86R, 185R, 186R
- How would you decide the appropriate form for Juan?
(open discussion)
- Sam took a Reading Appraisal and scored 193. He can take a level A pretest. Which ECS Reading pretest form could he take?
A. 11R, 12R
- Michelle took a Reading Appraisal and scored 233. She can take a level C or D pretest. Which ECS Reading pretest form could she take?
A. 15M, 16M, 17R, 18R

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PRESENTER/TRAINER NOTES:

- The purpose of this activity is to get participants accustomed to series, levels, and form numbers.
- Answer Key:**
 - 15R, 16R
 - 83R, 84R, 85R, 86R, 185R, 186R - depending on program focus.
 - Solicit responses from participants. Possible feedback includes:
 - years of schooling in native country
 - years in the U.S.
 - does job require English
 - 11R, 12R
 - 15M, 16M, 17R, 18R

Activity 3:
Selecting CASAS Competencies 

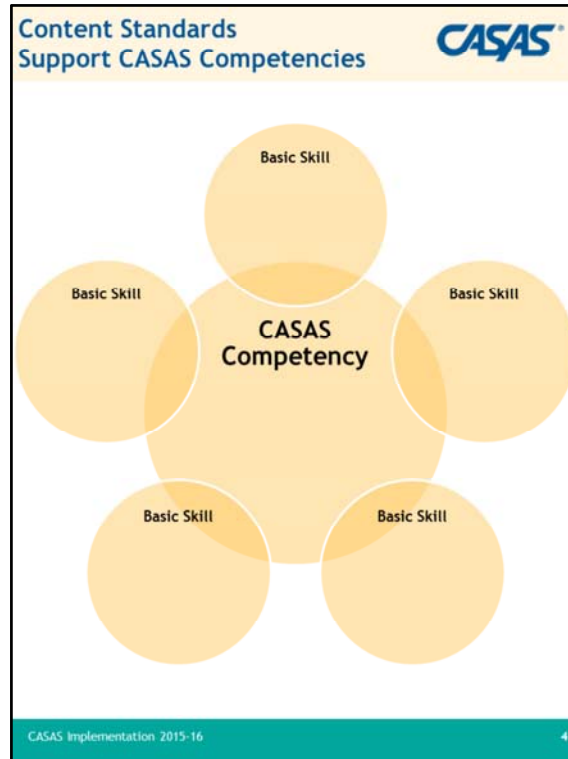
- Choose one of the scenarios below.
- Use the CASAS Competencies in your training materials to determine which competencies could relate to the scenario.

Role: Worker	Competencies
You should start work at 9:00 a.m., but you have a car that won't start.	4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
You must write a memo but have never done this.	
You need to figure out paycheck deductions.	
You must collaborate with a group of people you have not worked with before.	
Role: Community Member	Competencies
You are interested in attending a musical at the Civic Center.	2.6.1 Interpret information about recreational and entertainment facilities and activities.
You haven't received the birthday card Mom sent. It could be lost in the mail.	
You've read in the newspaper there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	
Role: Family Member	Competencies
You bought a bottle of cold tablets and need to know how many to take.	
Your child asks for help with math homework.	
You want to plan a surprise birthday party for your child.	3.3.2 Interpret medicine labels.
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.	


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PRESENTER/TRAINER NOTES:

- Have participants work in groups and select one set of scenarios.
- Have each group report back on one specific scenario and the competencies they chose.

**PRESENTER/TRAINER NOTES:**

1. This is a blank format for participants to use at their agencies. It can be used as part of a staff development activity.

Activity 4: Identify Purpose and Type of Assessment 

Directions: Match each description to a letter below. Use information from the training and the charts on the next page.

<u>G</u>	1. A test to determine placement or level.
<u>C</u>	2. A test to determine a learner's instructional needs.
<u>D</u>	3. A time for ongoing informal assessment.
<u>F</u>	4. A test to determine progress.
<u>E</u>	5. A chart to correlate scale scores, levels, and descriptions.
<u>B</u>	6. Assessments that are available in a web-based format.
<u>A</u>	7. A chart to help determine what test to give based on a scale core.

A. Next Assigned Test chart
B. CASAS eTests
C. CASAS pretest
D. Instruction
E. Skill Level Descriptors
F. CASAS post-test
G. CASAS appraisal


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PRESENTER/TRAINER NOTES:

1. Review with participants – have them generate answers.

2. Answer Key:

1. G – CASAS Appraisal Test
2. C – CASAS Pretest
3. D – Instruction
4. F – CASAS Post-test
5. E – Skill level descriptors
6. B – CASAS eTests
7. A –Next Assigned Test chart



Case Study

- The purpose of this case study is to review the CASAS assessment process.
- You will:
 - Follow a student from program entry and appraisal testing.
 - Identify appropriate pre- and post-tests.
 - View test results reports.
 - Evaluate test results.
 - Make decisions about level placement.

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PRESENTER/TRAINER NOTES:

1. Ask participants to complete this Case Study to test their understanding of the information covered in this training.
2. Have them work in groups of 2-3 if possible, or work alone.
3. Set a start and end time.
4. Before starting the Case Study, ask if anyone has questions.
5. When each group finishes, review answers together.

Form 80 Appraisal **CASAS**®

CASAS Form 80 Appraisal FORM 80

1 Name Ching Lin 2 Today's Date 3 / 12 / 08

3 STUDENT IDENTIFICATION NUMBER 353453456 4 GENDER ☐ Male ☒ Female 5 NUMBER OF YEARS OF SCHOOL COMPLETED 12 6 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

7 DATE OF BIRTH 03 / 01 / 88 8 ☐ None ☐ GED Certificate ☐ High School Diploma ☒ Technical Certificate ☐ A.A./A.S. Degree ☐ 4 yr. College Graduate ☐ Graduate Studies ☐ Other

9 Is this year's Social Security #? (Optional) Yes ☐ No ☒ 10 I earned the above outside of U.S. ☐


11 ETHNICITY (Mark one) 12 NATIVE LANGUAGE (Mark one) 13 PLACEMENT INTO PROGRAM

14 ☐ Hispanic or Latino ☐ English ☐ Beg. Lit. ☐ Low Beg. ☒ High Beg. ☐ Low Int. ☐ High Int. ☐ Low Adv. ☐ High Adv. ☐ Not able to test

15 ☒ Not Hispanic or Latino ☐ Vietnamese ☐ Chinese ☐ Cambodian ☐ Tagalog ☐ Korean ☐ Lao ☐ Russian ☐ Farsi ☐ Other

16 RACE (Mark one or more) 17 ☐ White ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ Filipino ☐ American Indian or Alaska Native ☐ Other

18 ORAL WRITING 19 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34 ☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50 ☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66 ☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82 ☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98 ☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111 ☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124 ☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137 ☐ 138 ☐ 139 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150 ☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163 ☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176 ☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 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1013 ☐ 1014 ☐ 1015 ☐ 1016 ☐ 1017 ☐ 1018 ☐ 1019 ☐ 1020 ☐ 1021 ☐ 1022 ☐ 1023 ☐ 1024 ☐ 1025 ☐ 1026 ☐ 1027 ☐ 1028 ☐ 1029 ☐ 1030 ☐ 1031 ☐ 1032 ☐ 1033 ☐ 1034 ☐ 1035 ☐ 1036 ☐ 1037 ☐ 1038 ☐ 1039 ☐ 1040 ☐ 1041 ☐ 1042 ☐ 1043 ☐ 1044 ☐ 1045 ☐ 1046 ☐ 1047 ☐ 1048 ☐ 1049 ☐ 1050 ☐ 1051 ☐ 1052 ☐ 1053 ☐ 1054 ☐ 1055 ☐ 1056 ☐ 1057 ☐ 1058 ☐ 1059 ☐ 1060 ☐ 1061 ☐ 1062 ☐ 1063 ☐ 1064 ☐ 1065 ☐ 1066 ☐ 1067 ☐ 1068 ☐ 1069 ☐ 1070 ☐ 1071 ☐ 1072 ☐ 1073 ☐ 1074 ☐ 1075 ☐ 1076 ☐ 1077 ☐ 1078 ☐ 1079 ☐ 1080 ☐ 1081 ☐ 1082 ☐ 1083 ☐ 1084 ☐ 1085 ☐ 1086 ☐ 1087 ☐ 1088 ☐ 1089 ☐ 1090 ☐ 1091 ☐ 1092 ☐ 1093 ☐ 1094 ☐ 1095 ☐ 1096 ☐ 1097 ☐ 1098 ☐ 1099 ☐ 1100 ☐ 1101 ☐ 1102 ☐ 1103 ☐ 1104 ☐ 1105 ☐ 1106 ☐ 1107 ☐ 1108 ☐ 1109 ☐ 1110 ☐ 1111 ☐ 1112 ☐ 1113 ☐ 1114 ☐ 1115 ☐ 1116 ☐ 1117 ☐ 1118 ☐ 1119 ☐ 1120 ☐ 1121 ☐ 1122 ☐ 1123 ☐ 1124 ☐ 1125 ☐ 1126 ☐ 1127 ☐ 1128 ☐ 1129 ☐ 1130 ☐ 1131 ☐ 1132 ☐ 1133 ☐ 1134 ☐ 1135 ☐ 1136 ☐ 1137 ☐ 1138 ☐ 1139 ☐ 1140 ☐ 1141 ☐ 1142 ☐ 1143 ☐ 1144 ☐ 1145 ☐ 1146 ☐ 1147 ☐ 1148 ☐ 1149 ☐ 1150 ☐ 1151 ☐ 1152 ☐ 1153 ☐ 1154 ☐ 1155 ☐ 1156 ☐ 1157 ☐ 1158 ☐ 1159 ☐ 11

**Form 80 Appraisal
Score Conversion Chart** 

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

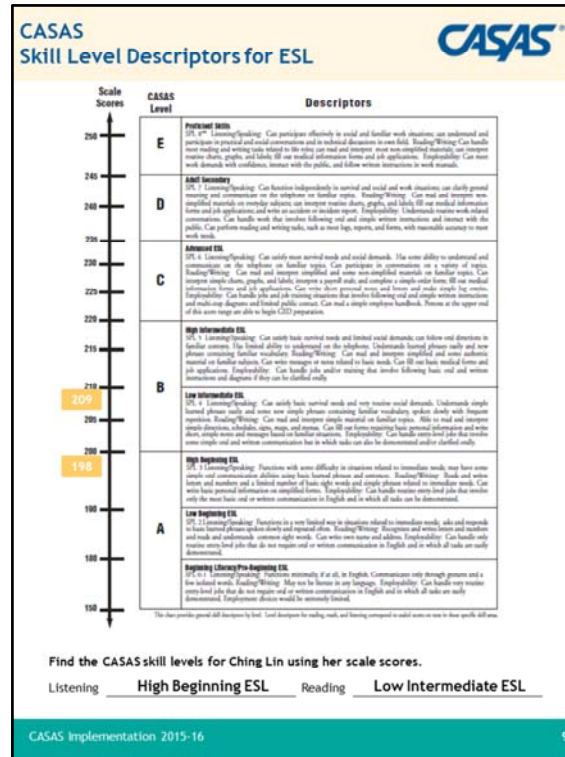
Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240*
23	242*
24	244*
25	246*

1. Ching Lin's listening raw score is 8 . Find and circle the corresponding scale score.
 2. Ching Lin's reading raw score is 11 . Find and circle the corresponding scale score.

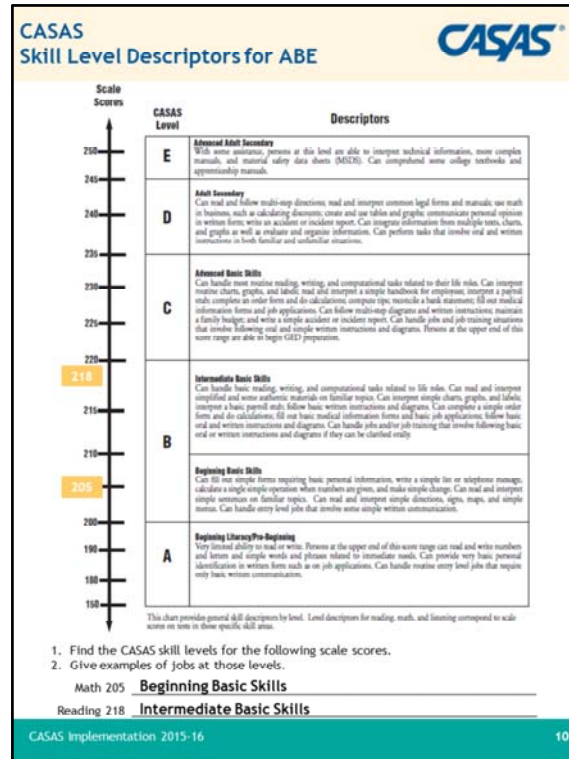
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PRESENTER/TRAINER NOTES:**1. Answer Key:**

1. Listening scale score is 198
2. Reading scale score is 209

**PRESENTER/TRAINER NOTES:**

- Have participants refer to the skill level descriptors in their packets (if slide quality is fuzzy).
- Answer Key:**
 - Listening at 198 = High Beginning ESL
 - Reading at 209 = Low Intermediate ESL

**PRESENTER/TRAINER NOTES:**

- Have participants refer to the skill level descriptors in their packets (if slide quality is fuzzy).
- Answer Key:**
 - Math 205 = Beginning Basic Skills
 - Reading 218 = Intermediate Basic Skills
- Solicit feedback from participants on job examples.

**Form 80 Appraisal
Next Assigned Test**

CASAS®

LISTENING

Form 80L

Score	Next Assigned Test
171	
179	
184	
185	
189	
191	
193	
195	
196	
199	
200	
202	
204	
206	
208	
210	
212	
214	
216	
218	
220	
222	
223	
225	
229	
233	
235	
237	
239	

READING

Form 80R

Score	Next Assigned Test
171	
180	
185	
189	
193	
195	
199	
201	
204	
207	
209	
212	
214	
216	
219	
222	
224	
227	
230	
234	
237	
240	
242	
244	
246	

Look at the Reading Chart

Find Ching Lin's reading appraisal score.
(Hint: find her scale score on page 8.)

- What level pretest should she take?
A. Level B
- What is the **Next Assigned Test (NAT)** form number for that level in the Life and Work reading series?
A. 083R

*Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Level	Life Skills Series	Citizenship Series	ECS Series	WLS Series
Beg. Lit.	027R	027R	027R	027R
A	031R	951R	011R	011R
AX	032RX	951RX	--	--
B	033R	--	013R	013R
C	035R	--	015R	015R
D	037R	--	017R	017R

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PRESENTER/TRAINER NOTES:1. Review **Next-Assigned Test (NAT)** chart format.

- **NOTE!** This is a significant change to what is formerly known as **Suggested Next Test (SNT)** charts. NATs apply to both paper-based and computer/web-based testing. CASAS is currently revising **SNT** charts to reflect the format of **NAT** charts.

2. **Answer Key:**

1. Reading appraisal score = 209. She should take a B-level pretest.
2. 83R, 84R

Ching Lin's Pretest **CASAS®**

TOPS
Tracking Of Programs and Students

TRUS-011

Test Record

Agency # _____ This # _____

Student Last Name: Lin, Ching First: _____ Middle: _____

Student Name: M. Gustafson

Directions for marking answers:
• Use No. 2 pencil only
• Do NOT use ink or ballpoint pen
• Make dark marks that fill rectangle completely
• Erase clearly any answers you change

TEST

1. ☐ A ☐ B ☐ C ☐ D
2. ☐ A ☐ B ☐ C ☐ D
3. ☐ A ☐ B ☐ C ☐ D
4. ☐ A ☐ B ☐ C ☐ D
5. ☐ A ☐ B ☐ C ☐ D
6. ☐ A ☐ B ☐ C ☐ D
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8. ☐ A ☐ B ☐ C ☐ D
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14. ☐ A ☐ B ☐ C ☐ D
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16. ☐ A ☐ B ☐ C ☐ D
17. ☐ A ☐ B ☐ C ☐ D
18. ☐ A ☐ B ☐ C ☐ D
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48. ☐ A ☐ B ☐ C ☐ D
49. ☐ A ☐ B ☐ C ☐ D
50. ☐ A ☐ B ☐ C ☐ D

STUDENT IDENTIFICATION

DATE: 10/1/15 TIME: 10:00

TEST DATE: 10/1/15

CLASS NUMBER: 101

TEST RESULTS

1. ☐ A ☐ B ☐ C ☐ D
2. ☐ A ☐ B ☐ C ☐ D
3. ☐ A ☐ B ☐ C ☐ D
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TEST RESULTS

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TEST RESULTS

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TEST RESULTS

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TEST RESULTS

1. ☐ A ☐ B ☐ C ☐ D
2. ☐ A ☐ B ☐ C ☐ D
3. ☐ A ☐ B ☐ C ☐ D
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9. ☐ A ☐ B ☐ C ☐ D
10. ☐ A ☐ B ☐ C ☐ D
11. ☐ A ☐ B ☐ C ☐ D
12. ☐ A ☐ B ☐ C ☐

Form 83R
Score Conversion Chart

Form 83R
Level B - Reading

Ching Lin's pretest raw score is 13.

1. What is the corresponding scale score for Ching Lin's pretest?
203

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230
30	231
31	232
32	234

CASAS Implementation 2015-16 13

PRESENTER/TRAINER NOTES:**1. Answer:**

1. Raw score 13 = scale score 203

Class Performance Competency Summary

06/26/2015
19:17:07

Class Performance

by Class

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summary

Agency:	0901 - Rolling Hills Adult School	Teacher:	1120 - Ariane, Elise
Site:	11 - North City, CA	Form:	1030 - Life and Literacy Reading Level 0
Class:	110 - Low Beginning	Total Tests:	30
		Total Students:	30

Item	Percent	Count	Task	Competency	Competency	Competency
30	10%	3	1.1.3	2	Interpret maps and graphs	
27	11%	3	1.1.3	3	Interpret maps related to driving	
32	11%	3	4.2.1	3	Identify, use methods to buy goods, services, make returns	
14	26%	8	1.1.3	4	Interpret wages, deductions, benefits, timekeeping forms	
26	26%	8	1.1.3	3	Interpret medical labels	
20	30%	9	4.2.1	2	Identify and use necessary medications	
18	30%	9	1.1.3	3	Identify, use methods to buy goods, services, make returns	
19	30%	9	1.1.3	2	Identify and paraphrase pertinent information	
11	30%	9	2.2.5	1	Interpret wages, deductions, benefits, timekeeping forms	
21	31%	9	4.2.1	2	Count, convert, use coins, currency and symbols (\$ and ¢)	
19	36%	11	4.2.1	2	Identify, use methods to buy goods, services, make returns	
22	36%	11	4.2.1	2	Interpret maps related to driving	
23	36%	11	5.3.8	3	Ask for, give, follow, or clarify directions	
11	40%	13	1.1.3	1	Use maps relating to travel needs	
13	40%	13	1.1.3	1	Fill out medical health history forms	
18	40%	13	1.1.3	1	Identify, make inferences: inductive, deductive reasoning	
24	40%	13	5.3.8	3	Interpret wages, deductions, benefits, timekeeping forms	
10	41%	12	1.1.3	4	Make comparisons of items, information, ideas	
7	48%	15	1.1.3	3	Interpret job-related signs, charts, diagrams, forms, etc.	
8	50%	15	4.2.1	1	Identify the months of the year and the days of the week	
25	50%	15	5.3.8	3	Analyze a situation, statement, or process	
12	60%	18	1.1.3	1	Interpret wages, deductions, benefits, timekeeping forms	
13	60%	18	1.1.3	1	Count, convert, use coins, currency and symbols (\$ and ¢)	
4	61%	18	4.2.1	4	Identify procedures for reporting a crime	
5	61%	18	4.2.1	4	Analyze a situation, statement, or process	
6	61%	18	4.2.1	4	Select housing by interpreting ads, signs, and other info	
9	61%	18	4.2.1	4	Interpret info about home maintenance, common w/handled	
10	61%	18	4.2.1	4	Identify and paraphrase pertinent information	
11	61%	18	4.2.1	4	Identify a problem and its possible cause	
12	61%	18	4.2.1	4	Follow pros. for applying for a job, incl. application forms	
13	61%	18	4.2.1	4	Respond appropriately to common pers. info. questions	
14	61%	18	4.2.1	4	Identify the months of the year and the days of the week	
15	61%	18	4.2.1	4	Identify procedures for reporting a crime	
16	61%	18	4.2.1	4	Identify and paraphrase pertinent information	
17	61%	18	4.2.1	4	Follow pros. for applying for a job, incl. application forms	
18	61%	18	4.2.1	4	Respond appropriately to common pers. info. questions	
19	61%	18	4.2.1	4	Interpret wages and rental agreements	
20	61%	18	4.2.1	4	Interpret job-related signs, charts, diagrams, forms, etc.	
21	61%	18	4.2.1	4	Interpret clock time	
22	61%	18	4.2.1	4	Analyze a situation, statement, or process	
23	61%	18	4.2.1	4	Identify, use information in job descriptions, ads	
24	61%	18	4.2.1	4	Interpret work-related vocabulary	

1. Which items did the greatest number of students miss?

30, 27, 32

2. What competencies are addressed by these items?

1.1.3, 1.9.4, 2.2.5, 1.3.3, 4.2.1, 3.2.3

3. What are corresponding task areas for these items?

2, 3

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PRESENTER/TRAINER NOTES:

- Here is a sample **Class Performance by Competency** report. This report is generated using **TOPSpro Enterprise**.
- Fillable worksheets of this and other reports are available in **Test Administration Manuals (TAM)**.
- Answer Key:**
 - Items = 30, 27, 32
 - Competencies = 1.1.3, 1.9.4, 2.2.5, 1.3.3, 4.2.1, 3.2.3
 - Task Areas:
 - Item 30 = 2
 - Items 27, 32 = 3

Life and Work Reading
Next Assigned Test Charts

CASAS®

1. Use the **Next Assigned Test** chart for Forms 83R and 84R to identify the appropriate post-test for Ching Lin.
2. Refer to Ching Lin's pretest score on Form 83R (hint: see page 13).

Life and Work Reading Series

Level B – Form 83R & 84R

FORM 83R			FORM 84R		
Score	NRS EFL	NAT	Score	NRS EFL	NAT
•		Level A	•		Level A
•		Form 81R	•		Form 82R
•			•		
186			186		
189	2		189	2	
191		Level A-X	191		Level A-X
194		Form 81RX	193		Form 82RX
195	3		195	3	
197			197		
199			199		
200			200		
202			202		
203			203		
204	4		204	4	
206		Level B	206		Level B
208		Form 84R	208		Form 83R
209			209		
210			210		
212			212		
213			213		
215	5		215	5	
216			216		
218			218		
220			220		
222			222		
224			224		
226			226		
229		Level C**	229		Level C**
230 •	6	Form 85R	230 •	6	Form 85R
231 •		or 185R	231 •		or 185R
232 •			232 •		
234 •			234 •		

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

** Use either Forms 085R and 086R (word emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

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PRESENTER/TRAINER NOTES:**1. Answer Key:**

1. Level B
2. 84R (because she has already taken 83R)

2. Bonus Question:

1. What is the NRS EFL for Ching Lin's pretest?

Ching Lin's Post-test **CASAS®**

TOPS
Tracking Of Programs and Students

TRUS-611

Test Record

Student's Name: Lin, Ching First: Lin Middle: Ching Agency #:
 Student's Name: M. Gustafson First: M Middle: Gustafson Title #:

TEST

1. ☐ A ☐ B ☐ C ☐ D
 2. ☐ A ☐ B ☐ C ☐ D
 3. ☐ A ☐ B ☐ C ☐ D
 4. ☐ A ☐ B ☐ C ☐ D
 5. ☐ A ☐ B ☐ C ☐ D
 6. ☐ A ☐ B ☐ C ☐ D
 7. ☐ A ☐ B ☐ C ☐ D
 8. ☐ A ☐ B ☐ C ☐ D
 9. ☐ A ☐ B ☐ C ☐ D
 10. ☐ A ☐ B ☐ C ☐ D
 11. ☐ A ☐ B ☐ C ☐ D
 12. ☐ A ☐ B ☐ C ☐ D
 13. ☐ A ☐ B ☐ C ☐ D
 14. ☐ A ☐ B ☐ C ☐ D
 15. ☐ A ☐ B ☐ C ☐ D
 16. ☐ A ☐ B ☐ C ☐ D
 17. ☐ A ☐ B ☐ C ☐ D
 18. ☐ A ☐ B ☐ C ☐ D
 19. ☐ A ☐ B ☐ C ☐ D
 20. ☐ A ☐ B ☐ C ☐ D
 21. ☐ A ☐ B ☐ C ☐ D
 22. ☐ A ☐ B ☐ C ☐ D
 23. ☐ A ☐ B ☐ C ☐ D
 24. ☐ A ☐ B ☐ C ☐ D
 25. ☐ A ☐ B ☐ C ☐ D
 26. ☐ A ☐ B ☐ C ☐ D
 27. ☐ A ☐ B ☐ C ☐ D
 28. ☐ A ☐ B ☐ C ☐ D
 29. ☐ A ☐ B ☐ C ☐ D
 30. ☐ A ☐ B ☐ C ☐ D
 31. ☐ A ☐ B ☐ C ☐ D
 32. ☐ A ☐ B ☐ C ☐ D
 33. ☐ A ☐ B ☐ C ☐ D
 34. ☐ A ☐ B ☐ C ☐ D
 35. ☐ A ☐ B ☐ C ☐ D
 36. ☐ A ☐ B ☐ C ☐ D
 37. ☐ A ☐ B ☐ C ☐ D
 38. ☐ A ☐ B ☐ C ☐ D
 39. ☐ A ☐ B ☐ C ☐ D
 40. ☐ A ☐ B ☐ C ☐ D
 41. ☐ A ☐ B ☐ C ☐ D
 42. ☐ A ☐ B ☐ C ☐ D
 43. ☐ A ☐ B ☐ C ☐ D
 44. ☐ A ☐ B ☐ C ☐ D
 45. ☐ A ☐ B ☐ C ☐ D
 46. ☐ A ☐ B ☐ C ☐ D
 47. ☐ A ☐ B ☐ C ☐ D
 48. ☐ A ☐ B ☐ C ☐ D
 49. ☐ A ☐ B ☐ C ☐ D
 50. ☐ A ☐ B ☐ C ☐ D

STUDENT IDENTIFICATION

CLASS NUMBER: 084R ☐ A ☐ B ☐ C ☐ D
 TEST DATE: 2015-12-15 ☐ A ☐ B ☐ C ☐ D
 TEST TIME: 10:00 ☐ A ☐ B ☐ C ☐ D
 TEST LOCATION: Room 101 ☐ A ☐ B ☐ C ☐ D
 TEST INSTRUCTOR: Ching Lin ☐ A ☐ B ☐ C ☐ D
 TEST MONITOR: Ching Lin ☐ A ☐ B ☐ C ☐ D
 TEST DATE: 2015-12-15 ☐ A ☐ B ☐ C ☐ D
 TEST TIME: 10:00 ☐ A ☐ B ☐ C ☐ D
 TEST LOCATION: Room 101 ☐ A ☐ B ☐ C ☐ D
 TEST INSTRUCTOR: Ching Lin ☐ A ☐ B ☐ C ☐ D
 TEST MONITOR: Ching Lin ☐ A ☐ B ☐ C ☐ D

TEST DATE

Jan ☐ A ☐ B ☐ C ☐ D
 Feb ☐ A ☐ B ☐ C ☐ D
 Mar ☐ A ☐ B ☐ C ☐ D
 Apr ☐ A ☐ B ☐ C ☐ D
 May ☐ A ☐ B ☐ C ☐ D
 Jun ☐ A ☐ B ☐ C ☐ D
 Jul ☐ A ☐ B ☐ C ☐ D
 Aug ☐ A ☐ B ☐ C ☐ D
 Sep ☐ A ☐ B ☐ C ☐ D
 Oct ☐ A ☐ B ☐ C ☐ D
 Nov ☐ A ☐ B ☐ C ☐ D
 Dec ☐ A ☐ B ☐ C ☐ D

TEST TIME

10:00 ☐ A ☐ B ☐ C ☐ D
 11:00 ☐ A ☐ B ☐ C ☐ D
 12:00 ☐ A ☐ B ☐ C ☐ D
 13:00 ☐ A ☐ B ☐ C ☐ D
 14:00 ☐ A ☐ B ☐ C ☐ D
 15:00 ☐ A ☐ B ☐ C ☐ D
 16:00 ☐ A ☐ B ☐ C ☐ D
 17:00 ☐ A ☐ B ☐ C ☐ D
 18:00 ☐ A ☐ B ☐ C ☐ D
 19:00 ☐ A ☐ B ☐ C ☐ D
 20:00 ☐ A ☐ B ☐ C ☐ D

TEST LOCATION

Room 101 ☐ A ☐ B ☐ C ☐ D
 Room 102 ☐ A ☐ B ☐ C ☐ D
 Room 103 ☐ A ☐ B ☐ C ☐ D
 Room 104 ☐ A ☐ B ☐ C ☐ D
 Room 105 ☐ A ☐ B ☐ C ☐ D
 Room 106 ☐ A ☐ B ☐ C ☐ D
 Room 107 ☐ A ☐ B ☐ C ☐ D
 Room 108 ☐ A ☐ B ☐ C ☐ D
 Room 109 ☐ A ☐ B ☐ C ☐ D
 Room 110 ☐ A ☐ B ☐ C ☐ D

TEST INSTRUCTOR

Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D

TEST MONITOR

Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D
 Ching Lin ☐ A ☐ B ☐ C ☐ D

1. Find the following information for Ching Lin's reading post-test.
 Form Number 084R Hours of Instruction 90 Raw Score 17

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PRESENTER/TRAINER NOTES:

1. The answers marked are not real; The raw score is fictional.

2. Answer Key:

1. Post-test form number = 84R
2. Hours of instruction = 90 hours
3. Raw Score = 17

Form 84R
Score Conversion Chart

Form 84R
Level B - Reading

Ching Lin's post-test raw score is 17.

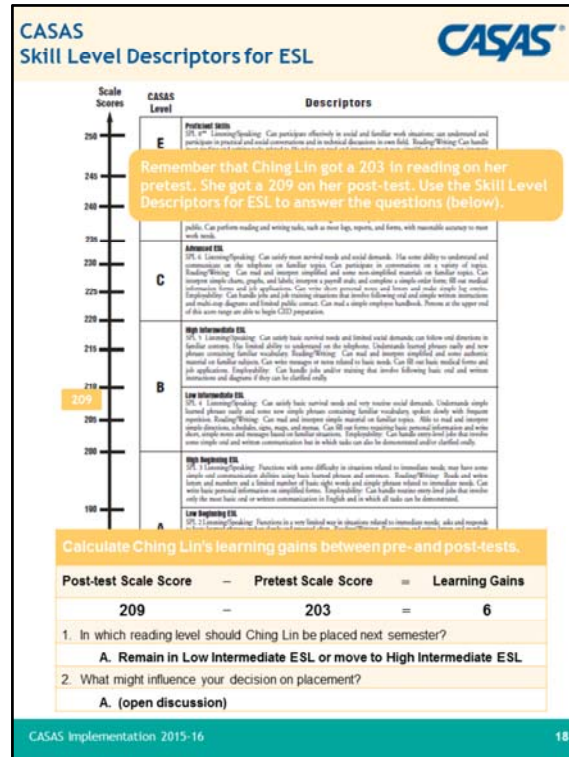
1. What is the corresponding scale score for Ching Lin's post-test? 209

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230
30	231
31	232
32	234

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PRESENTER/TRAINER NOTES:**1. Answer:**

1. Raw score 17 = scale score 209



PRESENTER/TRAINER NOTES:

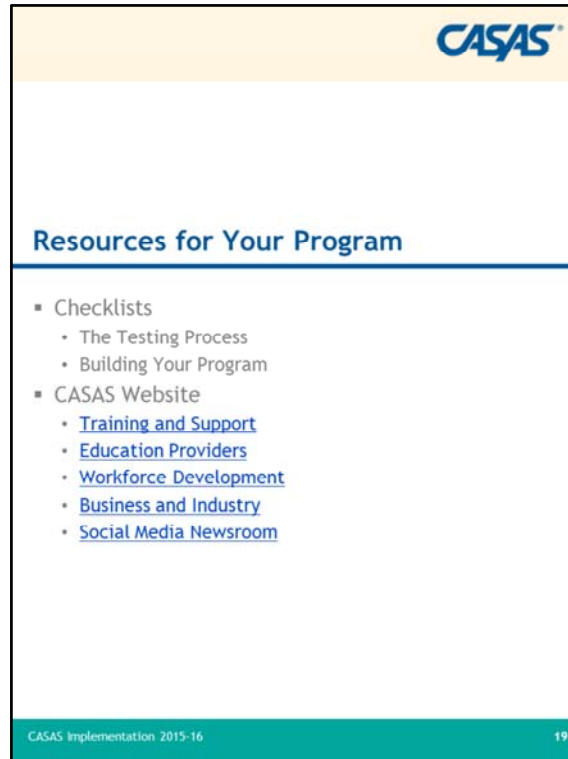
1. Answer Key:

- 209 – 203 = a 6-point learning gain
- Remain in **Low Intermediate ESL** or move to **High Intermediate ESL**

2. Ask participants what factors might influence their placement decision.

3. Possible factors include:


- attendance
- how much the student has progressed
- educational background

**PRESENTER/TRAINER NOTES:**

1. Review the titles for each section.
2. Explain to participants that the **Resource Section** is for them to take back to their agencies.
3. Encourage them to share these resources with other staff.
4. These are designed to generate discussion and may be used as staff development activities.

Checklist:
The Assessment Process

CASAS®

- ☐ Follow an intake plan; administer Appraisal or **eTests** Locator.
- ☐ Select appropriate level pretest from Next Assigned Test chart. **eTests** does this automatically.
- ☐ Administer pretest.
- ☐ Generate reports and identify Competency areas for instruction or training. **TOPSpro** automates this process.
- ☐ Use variety of resources to help identify instructional or training materials. **QuickSearch** can help.
- ☐ Conduct instruction or training.  can help with Adult Low-Level Literacy.
- ☐ Select appropriate level post-test from Next Assigned Test chart. **eTests** does this automatically.
- ☐ Administer post-test.
- ☐ Generate reports and analyze results. **TOPSpro** automates this process.
- ☐ Move students to next level if appropriate.
- ☐ Repeat the process and administer additional progress tests as needed.

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PRESENTER/TRAINER NOTES:

1. Encourage participants to share this resource with other staff.

Checklist:
Building Your Program




- ☐ 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.



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PRESENTER/TRAINER NOTES:

1. Encourage participants to share this resource with other staff.

CASAS Website — www.casas.org 

Follow the path from www.casas.org for unlimited access to these complimentary resources.

- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > CASAS Basic Skills Content Standards
- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > CASAS and Common Core State Standards
- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > CASAS Competencies
- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > CASAS Scale, Skill Levels, and Descriptors
- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > Curriculum Modules (Low Level Literacy)
- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > Instructional Materials: QuickSearch Online
- [Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > Sample Test Items
- [Home](#) > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > Sample Reports
- [Home](#) > [Social Media Newsroom](#) > Success Stories

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PRESENTER/TRAINER NOTES:

1. Encourage participants to share these resources with other staff.





Contact Information

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Telephone (858) 292-2900 or (800) 255-1036 (toll free)	Technology Support Team: techsupport@casas.org
Fax (858) 292-2910	Workshops: http://www2.casas.org/online_registration/

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PRESENTER/TRAINER NOTES: