

Implementation Training – Activity Packet



A word cloud containing various terms related to implementation training. The words are arranged in a roughly rectangular shape, with some words oriented vertically and others horizontally. The colors of the words range from light yellow to dark red. The words include: Initial Implementation, Training, Tasks, Post-Test, Pre-Test, Content Standards, CASAS, Instructional Reports, Writing Screening, Oral Screening, Forms, CASAS Competencies, Test Series, TAMs, Appraisal, and Levels.

Initial Implementation Training Tasks
Post-Test Pre-Test
Content Standards CASAS
Instructional Reports Writing Screening
Oral Screening Forms
CASAS Competencies Test Series TAMs Appraisal
Levels

Activity – 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.

Problem to Solve	Competencies
You need to figure out paycheck deductions.	
You've read in the newspaper that there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	
You bought a bottle of cold tablets and need to know how many to take.	
You want to plan a surprise birthday party for your child.	
You want to take nursing classes at the community college.	

❖ 7. ADMINISTERING AND SCORING THE ORAL SCREENING (Optional)

Description

The Oral Screening is intended to provide a quick measure of an examinee's speaking ability. It is optional and should not be given to those who obviously can speak English well. It may be used at the beginning of testing with examinees who cannot write their name and other information on the answer sheet, in order to screen from the reading and listening appraisals those examinees who should be referred directly to beginning ESL instruction. Alternatively, the test may be given as examinees finish the reading test, or at a separate time.

The Oral Screening is individually administered and consists of six questions. The examiner asks the questions, the examinee answers, and the examiner rates each response, marking a score in the ORAL section of the examinee's answer sheet (or on the Oral/Writing Screening Response Sheet, page 40). Agencies may expand the oral screening for a fuller assessment of speaking ability. The script of the Oral Screening instrument appears on page 21.

Administration Instructions

- Set up two chairs in a quiet corner, out of earshot of other examinees, who should be occupied with other activities.
- Introduce yourself, if appropriate. Then ask the questions as shown on the Oral Screening Script.
- If the examinee does not respond or asks for clarification, repeat the entire question once, exactly as written, or use the clarification questions provided.
- Score each item after the examinee has given a response. Following the scoring guidelines, assign a **0**, **1** or **2** to each of the six oral screening questions (see the scoring rubric below). Mark scores on the answer sheet in the column labeled ORAL.
- If examinees are not able to answer one of the questions, go on to the next. For those who are having apparent difficulty, terminate the oral screening at any time and score the unanswered questions **0**.

Scoring the Oral Screening

Score the oral screening according to the following guidelines. See also the script and scoring samples on the following pages.

Points	Guidelines
0	No answer, incomprehensible, or does not answer the question. Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
2	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.

Record the score for each response under ORAL on the first page of the answer sheet. Total the number of points for the six questions and record the total score in the box labeled ORAL SCORE (second page of the self-scoring answer sheet).

ORAL SCREENING SCRIPT

Question	Response
What's your name?	This question is not scored. It may be omitted if the tester knows the examinee.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.
4. Do you read in your native language? If <i>Yes</i> , ask: What do you like to read? If <i>No</i> , ask: Why not?	<i>Yes.</i> Some possible responses: names of books, types of books, subjects. <i>No.</i> Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>
5. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.

Activity Oral Screening Samples

Below are the Oral Screening questions with optional *follow up* questions and answers from three different students. Using the rubric (in your Oral Screening directions), score each answer.

	Student Response	SCORE 0, 1, 2
What's your name?	Maria Alvarez.	
1. What country are you from?	I from Peru.	
2. How long have you been in the United States? When did you come to the United States?	Two year. Last time.	
3. Tell me why you want to learn English. Why do you want to study English?	Because I want a better job. English. Good.	
4. Do you read in your native language? What do you like to read? Why not?	Not much. Oh, book, magazine. [No response]	
5. What work did you do in your country? What work are you doing now?	Uh . . . work. Now work mechanic.	
6. How many years did you go to school in your country? How long did you go to school in your country?	School? Ten year.	

❖ 6. ADMINISTERING AND SCORING THE WRITING SCREENING (Optional)

Examinees will need the self-scoring answer sheet, the TOPSpro Form 80 Appraisal answer sheet, or the Oral/Writing Screening Response Sheet (page 40) to write the dictated sentences.

The test administrator should have a native or near-native accent in spoken English, and should speak in a loud, clear voice with an easy, natural pace when dictating the sentences. The sentences are:

1. **The flag is red, white and blue.**
2. **New York is the largest city in the United States.**

To begin the test, say: "You will write two sentences. I will say each sentence three times. Now listen, and write Sentence 1." Dictate the first sentence. After a brief pause, repeat it; pause again and repeat again. Do the same with the second sentence. The examinees should not get help from other students or look at other students' responses.

Scoring

Score the Writing Screening according to the following guidelines:

Points	Guidelines
0	Nothing written, completely illegible or wrote the wrong sentence.
1	Wrote some words correctly.
2	Wrote the complete sentence correctly.

Practice scoring using the Writing Sample Scoring Practice worksheet on page 18; correct scoring is shown on page 19. Those who will be scoring the Writing Screening in your agency should discuss their ratings and come to consensus before proceeding to score actual examinee samples.

Record the scores in the WRITING section of the answer sheet. Total the number of points for both sentences and record the total score in the box labeled WRITING SCORE (second page of the self-scoring answer sheet).

CASAS APPRAISAL
Writing Sample Scoring Practice

1. The flag is red, white, and blue.
2. New York is the largest city in the United States.

Score
(0-2)

1. [The flag is white and blue]

2. [The flag is red white and blue]

3. [white and blue]

4. [The flowers is red light and blue]

5. [YES]

6. [New York is the largest city in the U.S]

7. [Do you like to stay]

8. [New York is the large and nice]

9. [New York is largest city in the United States]

10. [New York is a large city in the US]

Directions for Administering CASAS Tests

Please read the following directions in preparation for testing. The Appraisal will take approximately 25 minutes to administer, plus time for instructions and practice items. For Pre- and Post-tests, allow an hour.

Testing materials needed:

- answer sheets
- one test booklet per examinee
- number 2 pencils with erasers

BEFORE TESTING

1. Review the test materials.

TEST INSTRUCTIONS

1. Allow adequate space between students.
2. Ask students to turn off their cell phones.
3. Tell students not to talk or get help from other students during the test.
4. Explain to students that this is a reading test. They will mark answers A, B, C, or D on an answer sheet.
5. Pass out the answer sheets and pencils.
6. Have students fill out their name at the top of the answer sheet.
7. Demonstrate on the whiteboard how to fill in the bubbles properly.
8. Have students bubble in any demographics you are collecting.
9. Have students write the form number in the box marked Form Number and fill in the Test Date.

GIVING THE TEST

1. When the class is ready, have examinees open their test booklets to the test directions and practice items. Read aloud the directions.
2. Point out the location of the box on the answer sheet for answering the practice items. Have everyone answer the practice items, then discuss as needed. Take as much time as you need to make sure everyone understands what to do.
3. Tell examinees there are 25 items on the test and that they will have 25 minutes to complete the test. Advise them to do their best but not to spend more than a few minutes on any one question.
4. Write the starting and ending times on the board.
5. Begin the test. Check periodically to make sure that everyone is working individually and marking their answers clearly. Announce when ten minutes are left.
6. As examinees finish, have them put their answer sheet inside their test booklet and wait.
7. Announce when time is up. Allow examinees who are not finished an extra few minutes to answer the question they are working on.
8. If this is the last test to be administered, collect all test booklets and answer sheets.

AFTER THE TEST

1. Return all test booklets and answer sheets to a secure location. Test administrators are responsible for the security of all test materials in their possession.
2. Check answer sheets to see that answers are clearly marked and that changed answers are completely erased. Check the test booklets and erase any pencil marks.

Activity - Determining the Pre-Test

- Step 1:** From the appraisal test (Raw) score, find the Scale Score for your student.
- Step 2:** Using the Scale Score, find the Next Assigned Pre-Test Level to administer.
- Step 3:** Then refer to the **CASAS Test Forms chart** below to identify appropriate test form numbers for that test level.

1

Raw to Scale Score <i>Reading Appraisal Form 20</i>	
Raw Score	Scale Score
1	176
2	185
3	190
4	194
5	198
6	201
7	204
8	206
9	209
10	211
11	213
12	216
13	218
14	221
15	224
16	227
17	228♦
18	230♦
19	231♦
20	233♦

2

Next Assigned Test Level <i>Reading Appraisal Form 20R</i>	
Scale Score	Give Pre-Test Level
176	A
185	A
190	A
194	A
198	A
201	AX
204	AX
206	AX
209	AX
211	B
213	B
216	B
218	B
221	B
224	B
227	C
228	C
230	C
231	C
233	C

3

Life & Work Reading Series	
Level	Form
Beg. Lit.	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R*
D	187R, 188R



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Class Performance

by Test Item & Competency

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SCPSTIC4

Agency:	4908 - Rolling Hills Adult School	Teacher:	124 - Ruben, Mr
Site:	1 - North Campus	Form:	081R - Life and Work Reading Level A
Class:	424 - ESL morning	Total Tests:	9
		Total Students:	7

Position	Correct?	Comp No.	Task	Competency Description
1	0 %	1.4.1	3	Identify kinds of housing, areas of home, home items
12	0 %	0.2.4	3	Converse about activities and personal interests
4	22 %	6.0.1	3	Identify and classify numeric symbols
6	22 %	1.1.6	3	Count, convert, use coins, currency and symbols (\$ and .)
17	22 %	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
21	22 %	4.1.3	4	Identify, use information in job descriptions, ads
23	22 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		2.3.1		Interpret clock time
		2.3.2		Identify the months of the year and the days of the week
24	22 %	4.4.3	2	Interpret job-related signs, charts, diagrams, forms, etc.
		2.3.2		Identify the months of the year and the days of the week
8	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		2.5.3		Locate medical and health facilities in the community
		3.1.3		Identify, use appropriate health care services, facilities
9	33 %	2.5.4	3	Read, interpret, follow public signs, building directories
		1.8.1		Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
10	33 %	3.1.1	3	Describe symptoms, identify body parts, interpret directions
14	33 %	1.4.2	4	Select housing by interpreting ads, signs, and other info.
19	33 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
20	44 %	2.5.5	1	Locate, use educational services in the community
		0.2.2		Complete a personal information form
2	55 %	1.3.9	3	Identify common articles of clothing
3	55 %	0.2.3	3	Interpret or write a personal note, invitation, or letter
		2.4.1		Address letters and envelopes
7	55 %	2.3.1	3	Interpret clock time
11	55 %	0.2.4	3	Converse about activities and personal interests
15	55 %	2.5.4	4	Read, interpret, follow public signs, building directories
16	55 %	2.5.4	4	Read, interpret, follow public signs, building directories
22	55 %	2.5.2	2	Identify how to obtain social and governmental services
		2.3.1		Interpret clock time
5	66 %	5.3.1	3	Interpret common legal forms, rules, and ordinances
18	66 %	1.3.8	4	Identify common food items
13	77 %	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		1.4.1		Identify kinds of housing, areas of home, home items

Note: Test records using raw score override are not represented.



Next Assigned Test

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14:58:24

by Class

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NAT4

Agency:	4908 - Rolling Hills Adult School	Class:	424 - ESL morning
Site:	1 - North Campus	Teacher:	124 - Ruben, Mr

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Armolos, Vicky	984759387	1/424	10/15/2015	084R	B	11	200	083R	CIT, LW-1, LW-2, LW-3
Ellis, Norberta	098503953	1/424	09/01/2015	081R	A	11	184	082R	ALS, LW-1, LW-2, LW-3
Espirituiste, Francine A	432431243	1/424	12/14/2015	082RX	A	24	218 ♦	084R	LW-1, LW-2, LW-3
Evans, Filbert A	098538348	1/424	09/01/2015	086R	C	15	218	085R	LW-1
								185R	LW-3
								186R	CIT, LW-2
Gomez, Jaime	092409833	1/424	11/18/2015	082R	A	11	184	081R	ALS, LW-1, LW-2, LW-3
Limpia, Lourdes	987459873	1/424	03/24/2017	083R	B	25	222	085R	LW-1
								185R	CIT, LW-2, LW-3
Milibiritschi, Cornieasta	908309830	1/424	09/01/2015	081R	A	7	176	082R	ALS, LW-1, LW-2, LW-3
Olmos, Ed J	834848484	1/424	10/09/2015	082R	A	14	191	081R	ALS, LW-1, LW-2, LW-3
Ramos, Ricky A	987439875	1/424	03/10/2017	082RX	A	18	206	084R	LW-1, LW-2, LW-3
Rodriguez, Carmen	034903948	1/424	11/12/2015	028R	A	17	175	027R	ALS, CIT, ECS, LW-1, LW-2, LW-3, WLS
Sanchez, Jurdan	405933949	1/424	11/19/2015	082R	A	8	178	081R	ALS, LW-1, LW-2, LW-3
Screbicizi, Ronald	093182584	1/424	11/18/2015	082R	A	17	197	081R	ALS
								082RX	LW-1, LW-2, LW-3
Trazainicbrn, Iri	098359843	1/424	01/06/2017	081R	A	14	191	082R	ALS, LW-1, LW-2, LW-3
Zritpab, Humil	092340934	1/424	01/15/2017	081R	A	8	178	082R	ALS, LW-1, LW-2, LW-3

* Score outside of accuracy range

♦ Score is a conservative estimate; retesting is recommended



Learning Gains

05/20/2017
13:00:49

First to High

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LGFH

Agency: 4908 - Rolling Hills Adult School
Site: 1 - North Campus
Class: 424 - ESL morning

Teacher: 124 - Ruben, Mr
Modality: CASAS Reading

Student		Status	First Test			High Test			Gain	Test Hours of Instruction
			Date	Form	Score	Date	Form	Score		
Armolos, Vicky	984759387	Active	09/14/2015	083R	199	10/15/2015	084R	200	1	254
Ellis, Norberta	098503953	Active	09/01/2015	081R	184					0
Espirituiste, Francine A	432431243	Active	09/01/2015	085R	216					105
Gomez, Jaime	092409833	Active	09/01/2015	081R	182	11/18/2015	082R	184	2	43
Limpia, Lourdes	987459873	Active	11/01/2015	037R	221	03/27/2017	038R	234	13	175
Milibiritschi, Cornieasta	908309830	Active	09/01/2015	081R	176					0
Olmos, Ed J	834848484	Active	09/20/2015	081R	195	10/09/2015	082R	191	-4	129
Ramos, Ricky A	987439875	Active	11/08/2015	082R	197	12/10/2015	082RX	200	3	73
Rodriguez, Carmen	034903948	Active	09/09/2015	027R	165	11/12/2015	028R	175	10	105
Sanchez, Jurdan	405933949	Active	09/01/2015	081R	173	11/19/2015	082R	178	5	52
Screbicizi, Ronald	093182584	Active	09/01/2015	081R	170	11/18/2015	082R	197	27	61
Trazainicbrn, Iri	098359843	Active	09/01/2015	081R	182	01/06/2017	081R	191	9	105
Zritpab, Humil	092340934	Active	09/01/2015	081R	178	11/06/2015	082R	180	2	97
No of Students: 13										
			N	Mean		N	Mean	Mean	Mean	
All test scores:			13	187.54		10	193.00	~	92.23	
Paired accurate scores:			10	186.20		10	193.00	6.80	109.40	

* Score(s) outside of accuracy range: gain not completed

** The learning gain from this pair of forms is invalid because the forms used are identical, and there was no other form administered in between
In order to generate valid learning gains, the posttest must be an alternate of the pretest form

♦ Score is a conservative estimate; retesting is recommended

~ Gain not computed

Note: Raw and Scale Scores of zero are not used in the computation of means



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Class Performance

by Test Item & Competency

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SCPSTIC4

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