

Implementation Training

Case Study

The purpose of this activity is to review the CASAS assessment process by following a student from program entry through post-testing and evaluating the information.

Attachments

- Oral Screening, Writing Sample and Appraisal Results for **Ricky Ramos**
- Demographic Detail Report
- Pre-test results
 - Student Competency Performance
- Learning Gains Report

You will use some of the reference documents you used during today's training to help answer the questions.

Appraisal

- What is Ricky's Scale Score?

Demographic Detail

- What might you keep in mind when looking at Ricky's Appraisal results and his demographic information?
- What might you do based on this information?

Determining the Pre-Test – use chart from slide handout

- What Pre-Test would you give Ricky?
- Using the Level Descriptors, what can Ricky do?

Student Competency Report

- What Test Form did Ricky take?
 - What was his Raw Score? _____ Scale Score? ____
- List 3 Competencies that Ricky should focus on before the Post-test.
- Any other observations from the information on this report?

Competency Task Number Legend

Task 1 - Forms
Task 2 - Charts, maps, consumer billings, matrices, graphs, tables
Task 3 - Articles, paragraphs, sentences, directions, manuals
Task 4 - Signs, price tags, advertisements, product labels
Task 5 - Measurement scales, diagrams
Task 6 - Oral cue

Next Assigned Test Report

- What post-test would you give Ricky? See chart Activity Packet
- What if Ricky said the test was too hard?

Learning Gains Report

- Did Ricky make any gains?
 - Pre-test score _____
 - Post-test score _____
 - Gain? _____
 - Based on this information, would you move him to a higher-level class at your agency at this point?
- According to the **Assessment Policy Guidelines** and the **Learning Gains Report**, did Ricky have enough hours to Post-test?
 - Yes or No?
 - How many?
- Using the Level Descriptors, what can Ricky do?

What are your next steps?

LISTENING

Practice 1

- 1 (A)
2 (B)
3 (C)
4 (A)
5 (A)
6 (C)
7 (B)
8 (A)
Practice 2
9 (A)
10 (B)
11 (A)
12 (C)
13 (C)
14 (A)
15 (B)
Practice 3
16 (C)
17 (B)
18 (C)
19 (B)
20 (B)
21 (A)
22 (A)
23 (C)

READING

Practice 4

- 1 (C)
2 (C)
3 (A)
4 (C)
5 (B)
6 (C)
7 (C)
8 (C)
9 (A)
10 (D)
11 (A)
12 (B)
13 (C)
14 (D)
15 (D)
16 (A)
17 (A)
18 (C)
19 (C)
20 (B)

1 Name Ricky Ramos2 Today's Date 11/18/2015

3 STUDENT IDENTIFICATION

9	8	7	4	3	9	8	7	5
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

Is this your Social Security #? (Optional)
Yes ☐ No ☐

4 SEX

☒ Male
☐ Female

5 DATE OF BIRTH

MM	DD	YY
Jan <input type="radio"/>	00	00
Feb <input type="radio"/>	01	01
Mar <input type="radio"/>	02	02
Apr <input type="radio"/>	03	03
May <input type="radio"/>	04	04
Jun <input type="radio"/>	05	05
Jul <input type="radio"/>	06	06
Aug <input type="radio"/>	07	07
Sep <input type="radio"/>	08	08
Oct <input type="radio"/>	09	09
Nov <input checked="" type="radio"/>		
Dec <input type="radio"/>		

6 NUMBER OF YEARS OF SCHOOL COMPLETED

06
07
08
09
10
11
12
13
14
15
16
17
18
19
20

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

- ☒ None
☐ GED Certificate
☐ High School Diploma
☐ Technical/Certificate
☐ A.A./A.S. Degree
☐ 4 yr. College Graduate
☐ Graduate Studies
☐ Other
 Learned the above outside of U.S. ☐

8a ETHNICITY (Mark one)

- ☒ Hispanic or Latino
☐ not Hispanic or Latino

8b RACE (Mark one or more)

- ☒ White
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ Filipino
☐ American Indian
☐ Alaska Native

9 NATIVE LANGUAGE (Mark one)

- ☐ English
☒ Spanish
☐ Vietnamese
☐ Chinese
☐ Hmong
☐ Cambodian
☐ Tagalog
☐ Korean
☐ Lao
☐ Russian
☐ Farsi
☐ Other

Name Other _____

10 PLACEMENT INTO PROGRAM

- ☐ Beg. Lit.
☐ Beg. Low
☐ Beg. High
☐ Int. Low
☐ Int. High
☐ Adv. Low
☐ Adv. High
☐ Not able to test

ORAL WRITING

1	0	1	2
2	0	1	2
3	0	1	2
4	0	1	2
5	0	1	2
6	0	1	2

ORAL SCORE WRITING SCORE

LISTENING

RAW SCORE

SCALED SCORE

Raw Score Scaled Score

1	162*
2	171*
3	177*
4	182*
5	186
6	190
7	193
8	196
9	198
10	201
11	204
12	206
13	209
14	211
15	214
16	216
17	219
18	222
19	225
20	227*
21	229*
22	232*
23	235*

READING

RAW SCORE

SCALED SCORE

Raw Score Scaled 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*

To interpret scores see Test Administration Manual



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Demographic Detail

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DD

Agency:	4908 - Rolling Hills Adult School	Site:	1 - North Campus
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Student	Consent	Gender	Birth Date	Highest Year of School	School Out of U.S.	Highest Diploma or Degree at Entry	Earned Out of U.S.	Native Language	Ethnicity	Race
Armolos, Vicky	Y	F	03/04/1973	6	Y	None	N	Spanish	Hispanic	
Ellis, Norberta		F	05/23/1986		Y	None	N	Spanish	Not Hispanic	White
Espirituiste, Francine A		F	09/18/1961	4	Y	None	N	Tagalog	Not Hispanic	Filipino
Evans, Filbert A		M	10/18/1972	7	Y	None	N	English	Not Hispanic	White
Garcia, Chuckie T	Y	M	03/03/1982	8	N	None	N	English	Hispanic	White
Gomez, Jaime		M	08/20/1993	11	N	None	N	Spanish	Hispanic	White
Limpia, Lourdes	Y	F	01/19/1986	9	Y	None	N	Spanish	Hispanic	White
Millibritschj, Cornieasta		F	07/07/1959		N	None	N	Other	Not Hispanic	White
Olmos, Ed J	Y	M	04/17/1967	14	N	Other Diploma	Y	Spanish	Hispanic	
Ramos, Ricky A		M	11/17/1963	6		None		Spanish	Hispanic	White
Rodriguez, Carmen	Y	F	07/30/1956	6	N	None	N	Spanish	Hispanic	
Sanchez, Jurdan		M	07/30/1983	10	N	None	N	Spanish	Hispanic	White
Screbiczi, Ronald		M	08/09/1987		N	None	N	Other	Not Hispanic	White
Trazainicibrrn, Iri		M	05/23/1968		N	None	N	Other	Not Hispanic	White
Zritpab, Humil		F	05/25/1993		N	Technical	N	Other	Not Hispanic	White

Number of Student Records: 15



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Learning Gains

First to High

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LGFH

Agency: 4908 - Rolling Hills Adult School
Site: 4908 - Rolling Hills Adult School - Aggregated
Class: 424 - ESL morning
Teacher: 124 - Ruben, Mr
Modality: CASAS Reading

Student	Status	First Test			High Test			Test		
		Date	Form	Score	Date	Form	Score	Gain	Hours of Instruction	
Armolos, Vicky	Active	09/14/2016	083R	199	10/15/2016	084R	200	1	139	
Ellis, Norberta	Active	09/01/2016	081R	184					0	
Espirituiste, Francine A	Active	09/01/2016	085R	216					105	
Evans, Filbert A	Active	09/01/2016	086R	218	11/01/2016	037R	231	13	0	
Gomez, Jaime	Active	09/01/2016	081R	182	11/18/2016	082R	184	2	0	
Limpia, Lourdes	Active	11/01/2016	037R	221	03/27/2017	038R	234	13	0	
Milibritsch, Cornieasta	Active	09/01/2016	081R	176					0	
Olmos, Ed J	Active	09/20/2016	081R	195	10/09/2016	082R	191	-4	129	
Ramos, Ricky A	Active	11/08/2016	082R	197	12/10/2016	082RX	200	3	0	
Rodriguez, Carmen	Active	09/09/2016	027R	165	11/12/2016	028R	175	10	105	
Sanchez, Jurdan	Active	09/01/2016	081R	173	11/19/2016	082R	178	5	0	
Screbicizi, Ronald	Active	09/01/2016	081R	170	11/18/2016	082R	197	27	0	
Trazainicibrn, Iri	Active	09/01/2016	081R	182	01/06/2017	081R	191	9	0	
Zritpab, Humil	Active	09/01/2016	081R	178	11/06/2016	082R	180	2	0	
No of Students:		14								
All test scores:		N		Mean	N		Mean	Mean	Mean	
Paired accurate scores:		14		189.71	11		196.45	~	34:09	
		11		189.09	11		196.45	7.36	33:55	

* 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