CASAS

Implementation Training

Program Year 2015-16

CASAS

Welcome!

- Are you new to CASAS?
- Have you completed Implementation Training?
- This training is for:
  - Participants new to CASAS who have not completed Implementation Training.
  - Participants who have completed Implementation Training and want a "refresher."

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CASAS

Training Content

- This training covers how to:
  - Select the appropriate test
  - Identify when to give the test
  - Administer the test
  - Score the test
  - Interpret test scores
  - Use test scores for program improvement
  - Locate resources to support all of the above

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Participant Materials

- Training presentation
- Activity packet
- CASAS Competencies
- CASAS Skill Level Descriptors
- Training completion directions

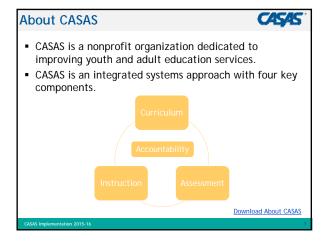CASAS Implementation 2015-16

Training Objectives

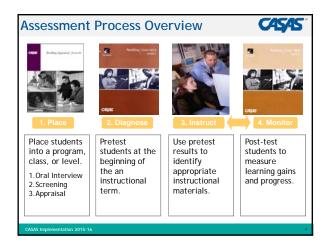- At the end of this training, you will be able to:
  - Select appropriate CASAS tests
  - Administer and score CASAS tests
  - Interpret and use test results
  - Identify CASAS Competencies in relation to test items
  - Identify CASAS Content Standards in relation to test items
  - Link curriculum, instruction, and assessment
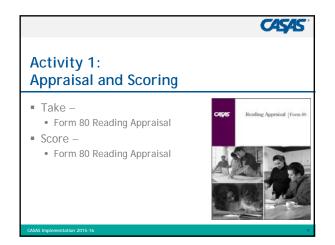 - Identify resources for instruction

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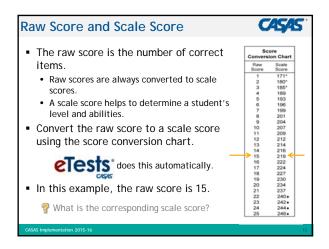
- Who are your students?
- What services do you provide for them?
- Why and how do you assess your students?
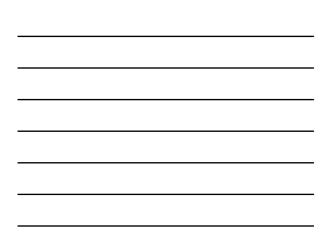- What are some benefits of assessment?
- How do you use assessment results?

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About CASAS

- CASAS is a nonprofit organization dedicated to improving youth and adult education services.
- CASAS is an integrated systems approach with four key components.

Curriculum

Accountability

Instruction

Assessment

Download About CASAS

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Assessment Process Overview

1. Place	2. Diagnose	3. Instruct	4. Monitor
Place students into a program, class, or level. 1.Oral Interview 2.Screening 3.Appraisal	Pretest students at the beginning of the an instructional term.	Use pretest results to identify appropriate instructional materials.	Post-test students to measure learning gains and progress.

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Activity 1: Appraisal and Scoring

- Take –
  - Form 80 Reading Appraisal
- Score –
  - Form 80 Reading Appraisal

Reading Appraisal | Form 80

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Raw Score and Scale Score

- The raw score is the number of correct items.
  - Raw scores are always converted to scale scores.
  - A scale score helps to determine a student's level and abilities.
- Convert the raw score to a scale score using the score conversion chart.

  eTests does this automatically.

- In this example, the raw score is 15.

  💡 What is the corresponding scale score?

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♦

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Score Conversion Charts

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♦

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	ACCURATE
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	ACCURATE
12	221	
13	224	
14	226	
15	228	
16	231	
17	233	
18	236	
19	238	
20	241	
21	245	
22	248♦	
23	248♦	
24	250♦	
25	252♦	

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Nationally recognized system for computer delivery of standardized and adaptive assessments

Advantages of Using **eTests**

- Access anywhere with Internet connection
- Provides synchronized "real-time" data for accurate results
- Reports available immediately after test administration
- Streamline assessment and placement
  - Replace Appraisal with short computer-adaptive locator
  - Administer locator + pretest in one sitting
- Automatically assigns next test

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Benefits of Using eTests

- Includes most widely used CASAS test series
- Test administrations apply to any test form
- Typical administration scenario –
  - Administer locator plus pretest in one sitting
  - Test(s) scored and recorded automatically
  - Printable summary of results displayed on screen
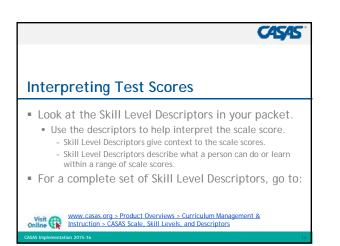 - Automatic selection of next appropriate test
- eTests PPT Sampler
  - www.casas.org > Product Overviews > Curriculum Management & Instruction > Sample Test Items > CASAS eTests Online Sampler
- For more information call CASAS @ 1-800-255-1036
  - Or contact a **CASAS Technology Support Team** member at techsupport@casas.org

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Interpreting Test Scores

- Look at the Skill Level Descriptors in your packet.
  - Use the descriptors to help interpret the scale score.
    - Skill Level Descriptors give context to the scale scores.
    - Skill Level Descriptors describe what a person can do or learn within a range of scale scores.
- For a complete set of Skill Level Descriptors, go to:

Visit Online www.casas.org > Product Overviews > Curriculum Management & Instruction > CASAS Scale, Skill Levels, and Descriptors

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Interpreting Test Scores

- Look at the Skill Level Descriptors for
  - Adult Basic Education (ABE)

B

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 basic payroll stub, follow basic written instructions and diagrams. Can complete a simple order form 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 types of jobs require a reading scale score of 215?
- Give examples of entry-level jobs someone could manage with reading skills at the Beginning Basic Skills level.

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Slide 16

Interpreting Test Scores — CASAS

- Look at the Skill Level Descriptors for
  - English as a Second Language (ESL/ELL)

Scale		
220		**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)
215		
210	**B**	
		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.
205		
200		

Excerpt from ESL Skill Level Descriptors

- Give examples of jobs appropriate for someone with reading and listening skills at scale scores of 205.
- What types of jobs could someone manage with skills at the High Intermediate ESL level?

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Slide 17

Interpreting Test Scores — CASAS

- Using results from Activity 1 –
  - Look at the Skill Level Descriptors for ABE
    - What is your reading scale score?
    - What level does your score correspond to?
    - What type of job might you qualify for at your level?

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Slide 18

What's Next? — CASAS

- You have –
  - Administered a CASAS Appraisal
  - Scored the Appraisal
  - Converted the raw score to a scale score
  - Used the Skill Level Descriptors to identify skills
- You are ready to –
  - Place students into appropriate level or program
  - Determine appropriate pretest level and form
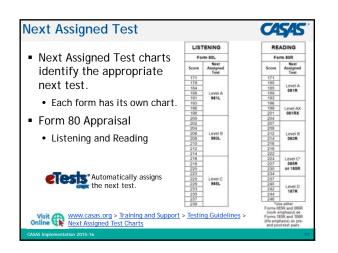
eTests combines Appraisal and pretest into one event to quickly place students.

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Slide 1

CASAS

Scale Score Ranges for Appraisals/Locators

180 185 190 195 200 205 210 215 220 225 230 235 240 245 250
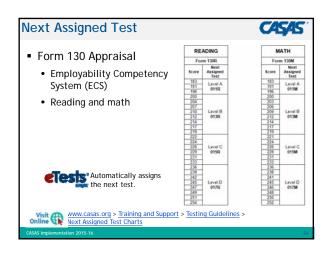
- Test items are widely distributed along the CASAS scale to determine general abilities.
- Test items range from easy to difficult items.
  - Appraisals, 20 – 25 fixed items, 20 – 30 minutes
  - **eTests** Locators, 7 – 9 items randomly-selected, 15 minutes

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Slide 2

CASAS

Scale Score Ranges for Pre/Post-Tests

180 185 190 195 200 205 210 215 220 225 230 235 240 245 250

- The scale (above) shows the approximate range of items on a B-level test.
  - Pre- and post-tests, 24 - 40 fixed items clustered at a specific level, 60 minutes
- Measure progress and learning gains by comparing pre- and post-test scores.

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Slide 3

Next Assigned Test   **CASAS**

- Next Assigned Test charts identify the appropriate next test.
  - Each form has its own chart.
- Form 80 Appraisal
  - Listening and Reading

eTests Automatically assigns the next test.

LISTENING		READING	
Form 80L		Form 80R	
Score	Next Assigned Test	Score	Next Assigned Test
171		171	
179		180	Level A
184		185	081R
188	Level A	189	
191	981L	193	
193		196	
196		199	Level AX
198		201	081RX
200		204	
202		207	
204		209	
206	Level B	212	Level B
208	983L	214	083R
210		216	
212		219	
214		222	
216		224	Level C*
218		227	085R
220		230	or 185R
223		234	
225	Level C	237	
229	985L	240	Level D
233		242	187R
235		244	
237		246	
239			

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

Visit Online www.casas.org > Training and Support > Testing Guidelines > Next Assigned Test Charts

CASAS Implementation 2015-16   21

Next Assigned Test — CASAS

- Form 130 Appraisal
  - Employability Competency System (ECS)
  - Reading and math

READING Form 130R		MATH Form 130M	
Score	Next Assigned Test	Score	Next Assigned Test
183 191 196	Level A 011R	183 191 196	Level A 011M
200 204 206 207 210 212 214 217 219	Level B 013R	200 203 206 209 212 214 217 221	Level B 013M
222 224 226 229 231 233 236 239	Level C 015R	224 226 228 231 233 236 238	Level C 015M
242 245 247 249 251 254	Level D 017R	241 245 246 248 250 252	Level D 017M

eTests Automatically assigns the next test.

Visit Online — www.casas.org > Training and Support > Testing Guidelines > Next Assigned Test Charts

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Activity 2: Test Forms by Series – Reading — 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, 116R	215R, 216R
D	187R, 188R	17R, 18R	17R, 18R
	*Content has work emphasis		

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Assessment Process — CASAS

- Administer a pretest within the first week of class or program.
- Pretests measure what students know when they enter a class or program.
- Results help identify a student's learning needs and help guide instruction.

Reading | Form 185 R Level C

Life and Work

CASAS

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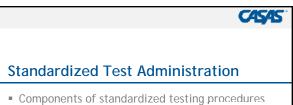
Assessment Process

🔑 Think about your agency…
- Who administers the pretests?
- Where do students take the pretests?
- What is the plan for make-up testing?
- Who decides which pretest a student takes?
- Who receives assessment results?
- Are assessment results available in a timely manner?
- Is the pretesting process effective?

eTests can help improve the pretesting process.

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Standardized Test Administration

- Components of standardized testing procedures
  - Planning for Testing
  - Getting Started
  - Giving the Test
  - Timing Guidelines
  - After the Test
  - Test Security Policy

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Assessment Process

- Planning for Testing

Needed for Testing Day

Paper-based Tests	eTests
• Test Administration Manual	• Coordinator/Proctor Certification
• Test booklets (numbered for tracking and security)	• Computers
• Answer sheets, #2 pencils, scratch paper for math tests	• Unique ID for each examinee, scratch paper for math tests
• A CD player for listening tests	• Headsets for listening tests
• Overhead of answer sheet	• Practice tests

🚫 Dictionaries, calculators, and other mobile devices are not allowed during testing.

🔑 Accommodations: Refer to *Guidelines for Providing Accommodations for CASAS Assessment for Learners with Disabilities*

Visit Online www.casas.org > Training and Support > Testing Guidelines > Accommodations Guidelines

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Assessment Process

- Getting Started
  - For all testing options:
    - Provide a quiet testing environment
    - Space students apart
    - Maximum of 25 students per proctor
    - Explain purpose for testing
    - Ease student anxiety with practice
    - Assist in completing demographics
    - Demonstrate how to apply answers
  - For paper-based tests:
    - Pass out test booklets, pencils, answer sheets, and scratch paper for math tests only
  - For eTests
    - Start testing session, start-up testing stations

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Assessment Process

- Giving the Test
  - For all testing options:
    - Review practice items
    - Encourage students to review answers
    - Write start and end times on the board
    - Begin the test
    - Monitor students
  - For paper-based tests:
    - Pass out test booklets, answer sheets, pencils, and scratch paper for math tests only
  - For eTests
    - Start testing session, start-up testing stations

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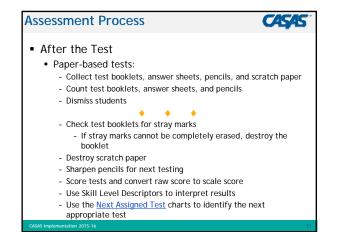
Assessment Process
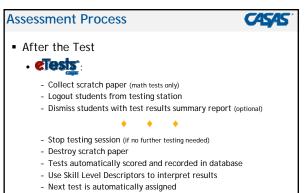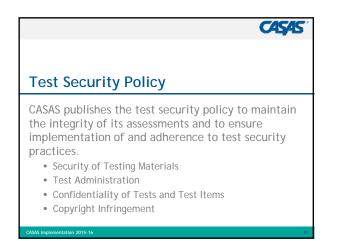
- Timing Guidelines
  - Appraisals/Locators:
    - Appraisals, 20 – 25 fixed items, 20 – 30 minutes
    - eTests Locators, 7 – 9 randomly-selected items, 15 minutes
  - Pre- and post-tests for math and reading
    - Allow up to one hour.
    - Allow the same amount of time for pre- and for post-tests.
    - Students may have a few extra minutes to complete the question they are working on.
  - Appraisal, pre- and post-tests for listening
    - Timing is determined by the test CD or by eTests
    - Do not stop the CD until instructed at the end of each section.
    - eTests automatically advances.

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Assessment Process

- After the Test
  - Paper-based tests:
    - Collect test booklets, answer sheets, pencils, and scratch paper
    - Count test booklets, answer sheets, and pencils
    - Dismiss students

    ◆   ◆   ◆

    - Check test booklets for stray marks
      - If stray marks cannot be completely erased, destroy the booklet
    - Destroy scratch paper
    - Sharpen pencils for next testing
    - Score tests and convert raw score to scale score
    - Use Skill Level Descriptors to interpret results
    - Use the Next Assigned Test charts to identify the next appropriate test

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Assessment Process

- After the Test
  - **eTests** :
    - Collect scratch paper (math tests only)
    - Logout students from testing station
    - Dismiss students with test results summary report (optional)

    ◆   ◆   ◆

    - Stop testing session (if no further testing needed)
    - Destroy scratch paper
    - Tests automatically scored and recorded in database
    - Use Skill Level Descriptors to interpret results
    - Next test is automatically assigned

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Test Security Policy

CASAS publishes the test security policy to maintain the integrity of its assessments and to ensure implementation of and adherence to test security practices.

- Security of Testing Materials
- Test Administration
- Confidentiality of Tests and Test Items
- Copyright Infringement

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Test Security Policy

- Guidelines Overview
  - Test materials must be kept in a secure location.
  - CASAS tests may not be copied, scanned, or duplicated.
  - Displays, questions, or answers from any CASAS test may not be used to create materials to help students answer CASAS test items.
  - Proctors must remain in the testing room at all times during testing.
  - Any assistive material such as electronic devices or dictionaries are strictly prohibited during testing.
  - Only students taking math tests are allowed to have scratch paper during testing. Scratch paper must be collected at the end of testing and destroyed.

Refer to *CASAS Test Security Policy* for complete details
www.casas.org > About CASAS > Privacy, Copyright, and Security Policy

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Resources to Support Instruction

- Maximize your curriculum design and instruction
  - Pre-and Post-Testing Guidelines
  - Sample Test Items
  - CASAS Competencies
  - CASAS Content Standards
  - Task Areas
  - Test Results, Data, and Reports
  - Free Online CASAS Resources

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Resources to Support Instruction
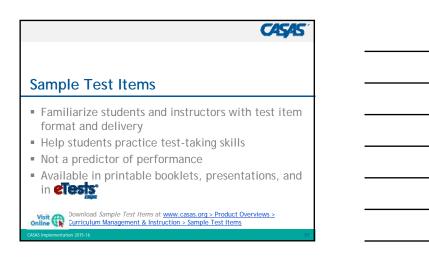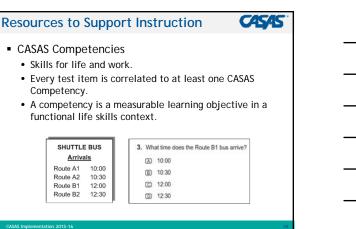
- Pre- and Post-Testing Guidelines
  - Typically programs provide approximately 70-100 hours of instruction before post-testing.
    - high intensity courses (i.e. a class meets more than 15 hours/week) may post-test at the end of a semester or other block of instruction, even if the instructional time is more than 100 hours
    - low intensity courses with fewer than 70 hours in a semester or other block of instruction, may choose to post-test at the end of the instructional period.
  - Programs may assess learners who leave the program before the scheduled post-test time.
  - Post-testing should not occur before 40 hours of instruction.
    - Refer to your local or state assessment policy for guidelines on the required number of hours of instruction before post-testing.
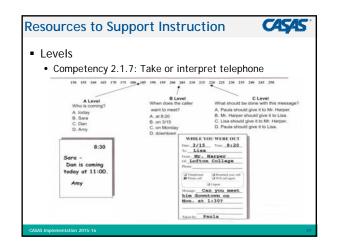
Refer to www.casas.org > Training and Support > Testing Guidelines > Pre- & Post Testing

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Sample Test Items

CASAS

- Familiarize students and instructors with test item format and delivery
- Help students practice test-taking skills
- Not a predictor of performance
- Available in printable booklets, presentations, and in **eTests**

Visit Online — Download *Sample Test Items* at www.casas.org > Product Overviews > Curriculum Management & Instruction > Sample Test Items

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Resources to Support Instruction

CASAS

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

SHUTTLE BUS	
Arrivals	
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

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Resources to Support Instruction

CASAS

- Levels
  - Competency 2.1.7: Take or interpret telephone

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

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Resources to Support Instruction — CASAS

- CASAS Competencies
  - 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

Visit Online — Download *CASAS Competencies* at www.casas.org > Product Overviews > Curriculum Management & Instruction > CASAS Competencies

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Activity 3: The Competency Coding System — CASAS

- 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?

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Resources to Support Instruction — CASAS

- Test Series Competency Content Matrix: The Big Picture

CASAS Life and Work Reading Test Series Competency Content
- This matrix presents a compilation of the competencies addressed by items on each test form.
- Numbers in parentheses show the number of test items addressing the competency, if more than one.
- Most test items address more than one competency.

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Resources to Support Instruction — CASAS

- CASAS Content Standards
  - Clear statements of skills that students need to have at specific levels
  - Identify the underlying basic skills associated with CASAS Competencies
  - Support instructional planning
  - Available in reading, listening, and math
  - Reading content standards have been aligned with the Common Core State Standards
  - Covered in more detail in the Beyond Implementation Training and in sessions at the Summer Institute

Visit Online — Download *CASAS Content Standards* at www.casas.org > Product Overviews > Curriculum Management & Instruction > CASAS Basic Skills Content Standards

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Resources to Support Instruction — CASAS

Reading Basic Skills Content Standards by Instructional Level

Categories

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	

Key to NRS Educational Functioning Levels

ESL		ABE	
1	Beginning Literacy	1	Beginning Literacy
2	Beginning Low	2	Beginning
3	Beginning High	3	Intermediate Low
4	Intermediate Low	4	Intermediate High
5	Intermediate High		ASE
6	Advanced Low	5	Low
	Advanced High	6	High

		ABE/ASE NRS Level			1	2	3	4	5	6
		ESL NRS Level	1	2	3	4	5	6		
CS #	Content Standard	CASAS Level	A	A	A	B	B	C	D	E
R1	**Beginning literacy / Phonics**									
R1.1	Identify the letters of the English alphabet (upper and lower case)		•	•	•					
R1.2	Recognize that letters make words and words make sentences		•	•	•					
R1.3	Read from left to right, top to bottom, front to back		•	•	•					
R1.4	Relate letters to sounds		•	•	•					
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•	•	•	•				
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)			•	•	•				
R2	**Vocabulary**									
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; ≠, ▶, T)		•	•	•	•				
R2.2	Read basic sight words (e.g., the, is)		•	•	•					
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		•	•	•	•				

CASAS Implementation 2015-16　　　44

Resources to Support Instruction — CASAS

- Support Competencies
  - ABE Reading
  - CASAS Level B

Competency 3.41 — Interpret product label directions and safety warnings

- R4.8 — Read a chart
- R5.3 — Locate info in groups or categories
- R6.3 — Scan complex text to find specific info
- R3.4 — Read and understand moderately complex text
- R2.6 — Interpret abbreviations in specialized contexts

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Resources to Support Instruction

- Task Areas
  - 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).

CASAS Implementation 2015-16   46

Resources to Support Instruction

- Task Areas and Item Types
  - Reading and Math Task Areas
    - Forms or fill-in-the-blank
    - 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

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Resources to Support Instruction

- Task Areas and Test Items

  ❓ What reading task area is addressed in this test item?

  SHUTTLE BUS
  Arrivals

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?
  - Ⓐ 10:00
  - Ⓑ 10:30
  - Ⓒ 12:00
  - Ⓓ 12:30

CASAS Implementation 2015-16   48

Slide 49

Resources to Support Instruction   CASAS

Manual Report
– per form
– per class

STUDENT PERFORMANCE BY COMPETENCY
Form 83 R - Reading - Level B - Life and Work

(Worksheets available in *Test Administration Manual* - TAM)

CASAS Implementation 2015-16   49

Slide 50

Resources to Support Instruction   CASAS

Manual Report
– per form
– per class

CLASS PROFILE BY COMPETENCY
Form 83 R - Reading - Level B
Life and Work

(Worksheets available in *Test Administration Manual* - TAM)

CASAS Implementation 2015-16   50

Slide 51

CASAS

Nationally recognized learner management and accountability software

Advantages of Using TOPSpro

- Advantage Teachers!
  - Automates test scoring.
  - Calculates student learning gains by class.
  - Produces customized class reports to help plan instruction.
- Advantage Administrators!
  - Provides reports to meet accountability standards and measure program effectiveness.
  - Tracks students enrolled in multiple programs.
- Advantage Decision Makers!
  - Generates NRS reports according to WIA II federal guidelines.
  - Rolls up data from local to regional to state level.
  - Provides aggregated statewide data.

CASAS Implementation 2015-16   51

Resources to Support Instruction

Sample report displays the competency number per test item and student item responses.
– per form
– per class

[Slide image: Class Profile report showing competency numbers per test item and student responses]

Resources to Support Instruction

Sample report displays the competency number per test item and student item responses sorted by percentage correct.
– per form
– per class

[Slide image: Class Performance report showing competency numbers, percentage correct, and annotations]

Resources to Support Instruction

Sample report displays competencies assessed in math and reading.
– per student

[Slide image: Individual Skills Profile report for John Morris showing math and reading competencies]

Resources to Support Instruction

Sample report displays competencies assessed in listening and reading.

– per student

Resources to Support Instruction

Sample shows test results by displaying the competency number and statement for each test item and if the student correctly answered the item.

– per form
– per student

QuickSearch Online

- Provides an essential link between assessment and instruction in the CASAS system.
- An easy-to-use database of 2,300+ commercially available instructional materials.
- Titles coded to skill levels, CASAS Competencies, and skill areas.
- Complimentary, unlimited access.

QuickSearch by
Titles
Competencies / Content Standard
Program, Level, & Skill
Publishers
Tests
Get more information
Quick Search Tutorial
Reports & Other Tools
Exit
Visit Online

www.casas.org > Product Overviews > Curriculum Management & Instruction > Instructional Materials: QuickSearch Online

Find Instructional Materials by Competency

Narrow Your Results by Program, Level, and Skill

Curriculum Modules

- Adult Low—Level Literacy
  - CASAS Competencies and Content Standards linked with informal assessment and CASAS standardized assessment.
  - Universally designed strategies with alternate formats, metacognitive and self-determination skills, and community transition activities.
  - Use with pre-beginning and beginning readers
    - Including those with intellectual disabilities, in programs for Adult Basic Education, Special Education & Rehabilitation, and Workforce Learning.

Curriculum Modules

- Ten theme-based modules for learning progression.
- Complimentary
- Unlimited access

Visit Online

www.casas.org > Product Overviews > Curriculum Management & Instruction > Curriculum Modules (Low Level Literacy)

Get and Hold the Job You Want

Planning a Trip to the Store

Making Safety a Sure Thing

Make Your Money Count

You Are What You Eat

Getting to Know Your Doctor

A Night on the Town

Smart Shopping

Choosing to Move

Get the Help You Need

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61

Monitoring Progress

- After a certain number of instructional hours, students take 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?

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62

Activity 4:
Review the Assessment Process

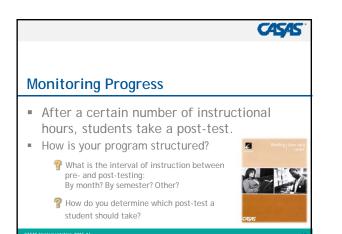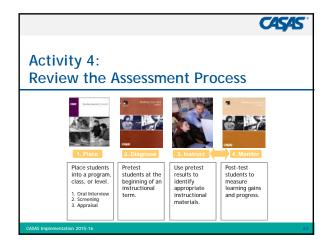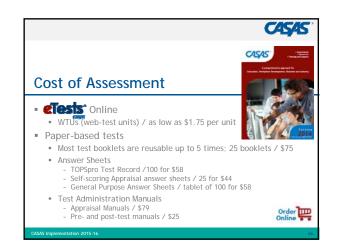| 1. Place	2. Diagnose	3. Instruct	4. Monitor
Place students into a program, class, or level.	Pretest students at the beginning of an instructional term.	Use pretest results to identify appropriate instructional materials.	Post-test students to measure learning gains and progress.
1. Oral Interview			
2. Screening			
3. Appraisal			

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63

Case Study

- Complete the Case Study in your activity packet.
- Work in groups of 2-3 if possible, or work alone.
- When your group finishes, we will review answers together.

Review Training Objectives

- You should be able to:
  - Select appropriate CASAS tests
  - Administer and score CASAS tests
  - Interpret and use test results
  - Identify CASAS Competencies in relation to test items
  - Identify CASAS Content Standards in relation to test items
  - Link curriculum, instruction, and assessment
  - Identify resources for instruction

Cost of Assessment

- **eTests** Online
  - WTUs (web-test units) / as low as $1.75 per unit
- Paper-based tests
  - Most test booklets are reusable up to 5 times; 25 booklets / $75
  - Answer Sheets
    - TOPSpro Test Record /100 for $58
    - Self-scoring Appraisal answer sheets / 25 for $44
    - General Purpose Answer Sheets / tablet of 100 for $58
  - Test Administration Manuals
    - Appraisal Manuals / $79
    - Pre- and post-test manuals / $25

Order Online

What's Your Success Story?

- CASAS is collecting videos and stories to highlight youth and adult education and training success across the country.
- Share how CASAS has helped your learners or program.
  - The challenge
  - The solution
  - The outcome

Share your story!
www.casas.org > Social Media Newsroom > Success Stories

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Training Completion

- Go online to complete your training
  - Sign and submit the Test Security Policy Agreement
  - Generate a Certificate of Completion
- After verifying your training completion online —
  - You are authorized to order and administer CASAS Appraisals and leveled pre- and post-tests

Submit training verification at http://training.casas.org/

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CASAS Contact Information

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Websites:
Click Feedback at bottom of any web page
Technology Support Team:
techsupport@casas.org
Workshops:
http://www2.casas.org/online_registration/

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Thank You for Attending!

- Be sure to visit the **CASAS website** at www.casas.org.

- Follow us on **Twitter** twitter.com/CASASsystem and use the hashtag #casassi2015 to tweet updates, photos, and stories.

- Keep in touch with **Facebook** facebook.com/CASASsystem use the hashtag #casassi2015 to share photos and post stories.

- Visit us on the **CASAS** YouTube Channel.

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