

1. Have participants sign in for training.



- 1. Welcome participants and introduce yourself.
- 2. Explain that this training is designed for participants who are new to CASAS and who have not completed an initial **Implementation Training (IT).**
- 3. However, there may be participants who want a refresher and are welcome to attend this training.
- 4. Participants who have completed an **IT** and are not interested in a refresher may attend the **Beyond Implementation Training (BIT)** session.



1. Review bullets.



- 1. Review training packet materials.
- 2. All participants complete their training by submitting verification electronically.
 - Verification information is added to the CASAS contact database to:
 - 1) authorize the ordering of CASAS assessments.
 - 2) authorize the administering of CASAS assessments.
 - 3) document participation verified by sign-in sheet from trainer.
- 2. Directions for completing training verification are included in packets (or distributed at the end of training).
- 3. NOTE TO TRAINER: Submit Sign-In Sheet within <u>one week</u> of completed training in one of three ways:
 - 1) E-mail attachment to ttellez@casas.org (preferred)
 - 2) FAX to: 858-292-2910
 - 3) Mail to:

CASAS Attn: T. Tellez 5151 Murphy Canyon Rd., Suite 220, San Diego, CA 92123-4339



1. Review bullets.



- 1. "Take some time to think about your agency as you view the questions presented on this and other slides."
 - a. Take a few minutes to elicit responses from participants, especially on the fourth and fifth bullets.
 - b. Sometimes participants come into a training with negative, preconceived notions about assessment as an unnecessary irritant.
 - c. Discussing its benefits may help to dispel the negativity.
- 2. "How does the assessment process enhance your program?"



- 1. Began in 1980 as a partnership of the **California Department of Education** and a consortium of local adult education agencies.
- 2. Has expanded to a nationwide, field-based consortium since 1985.
- 3. Assessments used in 30+ states, Brazil, El Salvador, Singapore, and the Pacific Rim.
- 4. Provides research, program evaluation, and data services.
- 5. The CASAS key components are assessment, instruction, curriculum, and accountability.
- 6. Key components will be covered in more detail throughout the training.
- 7. Visit linked resource if time permits and Internet connection is available.



- 1. Briefly review information on this slide.
- 2. Ask participants to think about their own agencies and what kind of process they have in place for each step.
- 3. Placement -
 - Does the process involve an oral interview and appraisal test?
 - What else?
- 4. Diagnose
 - Administer a pretest at the beginning of the instructional term ideally within the first week
- 5. Instruct
 - Use test results to help inform instruction
- 6. Monitor
 - Administer the appropriate post-test to monitor progress and measure learning gains



- 1. Ask participants if they have seen or used the Form 80 Reading Appraisal.
- 2. The appraisal is an initial assessment
- 3. Explain the purpose of the appraisal: helps place students in level, class, and program.
- 4. Distribute test copies and self-scoring answer sheets.
 - IMPORTANT!
 - Collect test booklets after participants complete Activity 1.
 - Collect answer sheets after Presentation Slide 17.
- 5. Explain to participants:
 - Use the answer sheet provided.
 - Mark every other answer (all even or all odd).
 - Participants will have ten minutes to get as far as they can.
- 6. After ten minutes, go through the scoring process.
- 7. Score the Appraisal
 - Tear off strips along the top, bottom, and right sides of the answer sheet.
 - Open the answer sheet to the second page.
 - Count the correct answers. This is the raw score.
 - Find the box in the lower-right corner of the answer sheet.
 - Write the raw score in the appropriate box.
 - Find the corresponding scale score and write it in the appropriate box.



- 1. Review bullets.
- 2. Explain that each test form has a corresponding Score Conversion Chart.

Score Conve	rsion Charts		CASAS"
Form 80	Appraisal	Form 130	Appraisal
Listening	Reading	Reading	Math
Score Conversion Chart	Score Conversion Chart	Score Conversion	Score Conversion Chart
Score Score 1 171* 2 179* 3 184* 4 188 5 191 6 193 7 196 8 198 9 200 10 202 11 206 13 206 14 210 15 212 16 214 17 216	Score 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	Raw Scaled Score Score 1 183* 2 191* 3 196* 4 200 5 204 6 207 7 210 8 212 9 214 10 217 11 219 12 222 13 224 14 4226 15 229	Raw Scaled Score Score 1 183* 2 191* -3 -200* 4 200 5 203 6 206 7 209 8 212 9 214 10 217 11 222 13 222 14 226 15 228 16 228
18 218 19 220 20 223 21 225 22 229 23 233 24 235 25 237 26 239	17 227 18 227 19 230 20 234 21 237 22 240• 23 242• 24 244• 25 246•	16 231 17 233 18 236 19 239 20 242 21 245 22 247 23 249 24 251 25 254	16 231 17 233 18 236 19 238 20 241 - 21 244 - 22 246 23 248 24 250 25 252

- 1. This slide shows raw to scale score conversion charts for two commonly used CASAS appraisals.
- 2. Have participants look at the Life and Work Form 80 Appraisal for listening.
 - If a student's raw score is 9, what is the corresponding scale score? (200)
- 3. Look at the ECS Form 130 Appraisal for math.
 - If the raw score is 19, what is the corresponding scale score? (238)
- 4. Each CASAS test has a raw to scale score conversion chart.
- 5. These charts are included in test administration manuals.
- 6. It's important that participants know there are different charts for each different test form.
- 7. Note scores at the **low end** marked with an asterisk (*) are outside the accurate range.
 - Retesting at a lower level is required.
- 8. Scores at the **high end** of the range marked with a diamond (**♦**) are conservative estimates.
 - Conservative estimate scores may be used with caution. However, retesting at a higher level is recommended.



- 1. Agencies have the option of using web-based tests in combination with paper-based tests.
- 2. We highly encourage agencies to use **CASAS eTests Online**.
- 3. Nationally recognized system for computer delivery of standardized and adaptive assessments
 - Use anywhere with Internet connection and computer running Windows (can be used on Macs running Windows)
 - No need for test booklets, CDs/cassettes, answer sheets or #2 pencils
 - Includes practice test items
 - Discourages cheating with no A, B, C, D indicators
 - Retractable toolbar identifies examinee, test form, remaining items and remaining time, and scale buttons to increase screen display.
 - Locator seamlessly moves examinee into an appropriate-level pretest
 - Provides summary results immediately after each test
 - Automatically assigns the next test
 - May be given individually or to a group
 - Accommodation features include:
 - screen-reader compatible
 - scalable displays, stems, options
 - Generate Student Competency Performance reports on-site!



- 1. Review bullets.
- 2. Encourage participants to contact <u>techsupport@casas.org</u> for additional information about how to get started with **CASAS eTests Online**.
- 3. Visit linked resource if time permits and Internet connection is available.



- 1. Use Skill Level Descriptors (SLD) to interpret scale scores.
- 2. Have participants look at **Skill Level Descriptors for ABE** and for **ESL** (included in training packets).
- 3. Explain that SLDs help interpret scale scores and provide context for what scale scores mean.
- 4. Descriptors for ABE contain information about reading, math, writing, and employability.
- 5. Descriptors for ESL contain information about listening and speaking, reading and writing, and employability.
- 6. Explain there are also SLDs for Intellectual Disabilities, Speaking, and Writing.
- 7. Visit linked resource if time permits and Internet connection is available.



- 1. This slide displays an excerpt from Skill Level Descriptors for ABE.
- 2. Ask questions.
- 3. Elicit responses.



- 1. This slide displays an excerpt from Skill Level Descriptors for ESL/ELL.
- 2. Ask questions.
- 3. Elicit responses.



- 1. Ask questions.
- 2. Elicit responses.

IMPORTANT! It's time to collect answer sheets.



- 1. Review what participants have accomplished so far.
- 2. Ask if anyone has questions.



- 1. The appraisal is an important part of the intake process.
- 2. Appraisal results help make decisions about level and program placement, and help identify the appropriate pretest.
- 3. The locator is a short, computer-adaptive test designed to automatically place the examinee into the appropriate-level pretest. Locators are available only in CASAS eTests and do not stand alone. Students take the locator and pretest in one sitting.
- 4. Placement is based on the lower pretest score when administering more than one modality reading, math, listening.
- 5. Ask if anyone has questions.



- 1. Use pretests to identify student needs.
- 2. Use post-tests to measure student gains and monitor progress.
- 3. Ask if anyone has questions.



- 1. Introduce Next-Assigned Test (NAT) charts.
 - **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. "Once you have an appraisal score, how do you know which test to administer?"
- 3. "NAT charts help you select the appropriate next test."
- 4. "What is the next listening test for the student who scores 204 on Form 80 Listening?" (983L)
- 5. "What is the next reading test for the student who scores 222 on Form 80 Reading?" (085R or 185R)
- 6. Review parts of the chart.
- 7. Point out that there is a separate chart for each appraisal and each reading, math, and listening test form.
- 8. Test administration manuals contain NAT charts and they are also available on the CASAS website.
- 9. Consider performance on classroom activities or informal assessments, educational background, life experiences, use of English outside classroom, etc. to decide which level to administer.
- 10. Ask if anyone has questions.



- 1. This slide shows **Next-Assigned Test (NAT)** charts for the **Form 130 ECS Appraisal** for Reading and Math.
- 2. "What is the next reading test for a student who scores 222 on Form 130 Reading?" (015R)
- "What is the next math test for the student who scores 210 on Form 130 Math?" (013M)
- 4. Ask if anyone has questions.

			CASAS
Activity Test Fo	v 2: orms by Ser	ies – Read	ding
Level	Life and Work	Employability Competency System (ECS)	Workforce Learning Systems (WLS)
Beginning Literacy	27R, 28R	27R, 28R	27R, 28R
А	81R, 82R	11R, 12R	11R, 12R
AX	81RX, 82RX		
В	83R, 84R	13R, 14R, 114R	213R, 214R
с	85R*, 86R* 185R, 186R	15R, 16R, 116R	215R, 216R
D	187R, 188R	17R, 18R	17R, 18R
	*Content has work emphasis		
CASAS Implementation 2	015-16		23

- 1. This slide shows three major CASAS reading test series.
- 2. Briefly explain that Life and Work Reading Level C has four forms. The difference is in content:
 - Forms 185R and 186R have a balance between life and work-oriented items;
 - Forms 85R and 86R are primarily work-oriented.
- 3. "What is one next reading test **form** for the student who scored 222 on **Form 130** Reading?"
 - 85R and 86R, or
 - 185R and 186R, or
 - 15R, 16R, and 116R, or
 - 215R and 216R
- 4. Ask if anyone has questions.



1. Review bullets.



- 1. Ask participants to think about questions on the slide.
- 2. If time permits, solicit responses to the last bullet:
 - Is the pretesting process effective (at their agency)?



- 1. "Before we go on to post-tests and curriculum resources, let's review standardized test administration procedures."
- 2. "What is a standardized test?"
 - By definition, a standardized test is a test designed to be given under specified, standard conditions.
 - Standardization attempts to control external factors so that the assessment is a valid measurement tool that produces meaningful results.
 - All CASAS appraisals and progress tests are standardized tests.
- 3. Standardized tests:
 - Have specific administration procedures
 - Require training to score, administer, and interpret results
 - Are used for accountability purposes
 - Are based on years of research
 - Are not practice or unit tests

Assessment Process	CASAS"
 Planning for Testing 	
Needed for Te	esting Day
Paper-based Tests	eTests:
 Test Administration Manual Test booklets (numbered for tracking and security) Answer sheets, #2 pencils, scratch paper for math tests A CD player for listening tests Overhead of answer sheet 	 Coordinator/Proctor Certification Computers Unique ID for each examinee, scratch paper for math tests Headsets for listening tests Practice tests
 Dictionaries, calculators, and other mob Accommodations: Refer to Guidelines for Assessment for Learners with Disabilities Visit R www.casas.org > Training and Support Guidelines 	ile devices are not allowed during testing. <i>r Providing Accommodations for CASAS</i> s ort > Testing Guidelines > Accommodations
CASAS Implementation 2015-16	27

- 1. This table shows what's needed for testing day.
- 2. Number paper test booklets for tracking and security.
- 3. Most paper-based tests are available in CASAS eTests (online or desktop).
- **4. CASAS eTests Online** is accessible anywhere with Internet connection and registered testing station with proctor presence.
- 5. Visit linked resource if time permits and Internet connection is available.



- 1. Review bullets.
- 2. This information may seem obvious but we have found that there are participants who are not familiar with standardized testing procedures.
- 3. Ask if anyone has questions.



- 1. Review bullets.
- 2. Ask if anyone has questions.

<section-header><section-header><section-header><section-header><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item>

- 1. Review bullets.
- 2. Important: Timing of listening tests is predetermined -
 - For paper-based tests always use the prerecorded CD.
 - For web-based tests timing is built-in and includes auto-advance for test items (not on practice items).
- 3. Ask if anyone has questions.



- 1. Review bullets.
- 2. Ask if anyone has questions.



- 1. Review bullets.
- 2. Ask if anyone has questions.



Test Security Policy Agreement

- 1. Agency directors, principals, and other primary administrators need to maintain a specific test security policy that addresses proper handling and use of test materials.
- 2. All testing personnel must sign a **Test Security Policy Agreement** agreeing to uphold the security policies of the agency, school, or testing entity.
- 3. Should CASAS determine that any agency, school, or other testing entity has violated any provision of this test security policy or that testing materials have been compromised in any manner, purposely or otherwise, CASAS reserves the right to take appropriate action to rectify the violation of its test security policy.
- 4. Ask if anyone has questions.



- 1. Download a copy of the **Test Security Policy** form, print, fill in the information, and save for your records.
- 2. All CASAS online self-paced training modules include electronic submission of the **Test Security Policy Agreement**.
- 3. The <u>In-Person Training Completion Portal</u> also includes electronic submission of the **Test Security Policy Agreement**.
- 4. Visit linked resource if time permits and Internet connection is available.



1. Explain that CASAS does not have a fixed curriculum but provides a number of resources to support curriculum design.



- 1. Review bullets.
- 2. Visit linked resource if time permits and Internet connection is available.



- 1. Review bullets.
- 2. Ask if anyone is currently using sample test items, what are they using and how are they using them.
- 3. Visit linked resource if time permits and Internet connection is available.



- 1. This slides shows an example of the integration of **Curriculum, Assessment and Instruction**.
- 2. Curriculum might include a lesson on reading maps and schedules, and interpreting clock time.
- 3. This item would assess a student's knowledge of what the teacher had taught.
- 4. Have participants take out the Competency list from their training packet and find the following two competencies:
 - **Competency 2.2.2** Recognize and use signs related to public transportation
 - **Competency 2.2.4** Interpret transportation schedules, fares and payment procedures
- 5. Ask if anyone has questions.



- 1. Explain that this slide shows how a competency may be assessed at different levels.
- 2. The test item display becomes more difficult and test questions/distractors become increasingly more difficult.
- 3. Ask if anyone has questions.



- 1. Take time for participants to look through the Competencies.
- 2. CASAS Competencies are divided into nine content areas.
- 3. Here are two things to keep in mind:
 - The list is not a power list. The numbering system does not mean that 0 Basic Communication – is easier than other content areas. It is just a method of organizing the competencies.
 - This is the master competency list you would not be expected to teach every single competency.
- 4. Visit linked resource if time permits and Internet connection is available.



- 1. Review the coding system.
- 2. Every competency is identified with a three-digit number.
- 3. The first digit refers to the content area.
 - This slide shows Content Area 2 Community Resources.
- 4. The second digit corresponds to a Competency Area.
 - 2.2 represents the competency area to "Understand how to locate and use different types of transportation and interpret travel related information."
- 5. The three-digit competency statement, 2.2.2, describes a measurable action, Recognize and use signs related to transportation.
- 6. Competency statement 1.9.1 also addresses this content.
- 7. Every test item on CASAS assessments correlates to at least one specific competency.
- 8. Ask if anyone has questions.

Resou	rce	es t	o S	upp	or	t In	str	uct	ion			CA	SAS.
 Test 		matrix pro-	CASAS I cesents a cor rentheses s	Life and npilation o how the nu	Work F f the comp mber of tes the compete	y Co Reading etencies ad st items ad ncy.	nter Test Ser dressed by fressing the	ies Com	atrix apetency ach test for cy, if more	Conten m. than one.	he B	ig P	icture
		Test L	evel A		Test I	evel B		Test L	evel C		Test L	evel D	
	81	82	81X	82X	83	84	85	86	185	186	187	188	
	24 items 0.2.2 (2) 0.2.3 0.2.4 (2)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 0.2.2 (2)	28 items 0.1.4 0.2.1 (2)	32 items 0.2.1 (3) 0.2.4	32 items 0.2.1	37 items	37 items	38 items	38 items	32 items	32 items	
	1.1.6 1.2.1 1.3.8 1.3.9 1.4.1 (2) 1.4.2 1.4.7 1.8.1	1.1.6 1.2.1 1.3.8 1.3.9 1.4.1 (3) 1.4.2 1.4.7 1.8.1 1.9.1	1.2.1 1.2.2 1.9.1	1.1.4 1.1.6 (3) 1.2.1 (3) 1.2.2 1.3.3 1.4.1 (2) 1.8.2 (2) 1.9.1 1.9.2 (2)	1.1.3 (2) 1.1.6 (2) 1.3.3 (3) 1.4.2 1.4.3 (3) 1.4.6 1.4.7 (2) 1.9.4 (2)	1.1.3 (2) 1.1.6 1.4.1 1.4.2 (2) 1.4.6 (2) 1.7.1 (2) 1.9.4	1.2.1 (3)	1.2.1 (2)	1.1.1 1.2.1 (2) 1.3.6 1.4.5 (2) 1.7.3 1.9.4 1.9.6 (2)	1.1.1 1.1.3 1.2.1 (3) 1.4.8 (2) 1.6.2 (3) 1.6.3 (3) 1.7.3 (5) 1.9.4	1.1.3 1.1.6 1.4.5 (2) 1.4.7 (2) 1.8.2	1.1.3 (2) 1.2.1 1.4.3 (2) 1.4.5 (2) 1.4.7 1.6.1 1.7.4	
	2.3.1 (3) 2.3.2 (2) 2.4.1 2.5.2 2.5.3 2.5.4 (4) 2.5.5 (2)	2.3.1 (2) 2.3.2 (2) 2.4.1 2.5.2 2.5.4 (4) 2.5.5 (3)	2.1.2 2.1.7 (2) 2.2.1 (3) 2.2.2 2.2.5 (2) 2.3.1 2.3.2 (5) 2.5.3 2.5.4 (4) 2.6.4	2.2.1 2.2.2 2.2.5 2.3.1 (2) 2.3.2 (3) 2.5.4 (2) 2.6.4 (2)	2.2.1 2.2.5 (2) 2.3.1 2.3.2 (2)	2.2.3 2.2.5 2.3.1 2.3.2 (2) 2.5.5 (2)	2.2.1 (2) 2.2.5 (2)	2.2.1 (2)	2.1.1 (2) 2.1.7 2.1.8 (2) 2.2.1 2.2.5 2.3.1 2.3.2 2.5.2 (2) 2.5.4 (2) 2.5.5 (3) 2.7.3 (2)	2.1.7 (2) 2.1.8 (4) 2.2.1 2.2.5 2.3.2 (3) 2.5.5 2.7.3 (2)	2.1.8 (2) 2.5.2 (4) 2.5.9 2.7.2 (3) 2.7.3 (5) 2.7.5 (2)	2.1.7 2.5.2 (4) 2.5.9 2.7.2 (2) 2.7.3 (5)	
	3.1.1 3.1.3	3.1.1	3.1.1 3.1.2 (2) 3.1.3 (3) 3.2.3 (3)		3.2.1 3.2.3 3.3.1 3.3.2	3.1.2 (2) 3.1.3 3.2.1 (2) 3.2.2 3.3.1 3.3.2 (2) 3.4.1	3.4.5 (3)	3.4.5 (3)	3.1.1 (2) 3.1.3 (2) 3.4.3 (2) 3.4.5 (2)	3.4.1 3.4.2 (3)	3.1.1 3.2.3 (3) 3.4.4 3.4.5 (2) 3.5.9 (2)	3.1.1 (2) 3.1.3 3.2.3 (2) 3.3.1 (2) 3.3.3 (2) 3.4.1 (2) 3.5.1	
CASAS Implem	entation	2015-16	5										42

- 1. This is a **Competency Content Matrix** for the **CASAS Life and Work Reading** series.
- 2. Matrices may be found in TAMs and on the CASAS website.
- 3. Matrices show competencies addressed on each test form.
- 4. Numbers in parentheses show how many times the competency is assessed in a test level.
- 5. For example, ask participants to find Test Level C, Form 185.
- 6. Ask how many times **Competency 2.5.5** is assessed.
- 7. Competencies without a number in parentheses are addressed only one time.
- 8. Most test items address more than one competency.
- 9. Ask if anyone has questions.



- 1. Review bullets.
- 2. Explain that the next few slides cover an overview of CASAS Content Standards.
- 3. Content Standards are addressed in greater detail in other training sessions.
- 4. Visit linked resource if time permits and Internet connection is available.
- 5. Ask if anyone has questions.

Resour	ce	s to Support Ins	tı	ructior	I						C	ASAS
		Reading Basic Skills Content Sta	nd	ards by Instruct	tio	nal	L	eve	I			
	Categ R1 R2 R3 R4 R5 R6 R7 R8 R9	gories Beginning literacy / Phonics Vocabulary General reading comprehension Text in format Reference materials Reading strategies Reading and thinking skills Academic-oriented skills Literary analysis	1 2 3 4 5 6	Key to NRS Educatio ESL Beginning Literacy Beginning Low Beginning High Intermediate Low Intermediate High Advanced Low Advanced High	nal	Fun 1 2 3 4 5 6	AB Bej Bej Inte AS Lor Hig	oning ginni ginni erme erme E W gh	g Le ng L ng diate diate	vels .itera : Lov : Hig	cy v h	
			1	ABE/ASE NRS Level ESL NRS Level	1	2	1	2	3 5	4 4 6	6	
	CS#	Content Standard		CASAS Level	A	A	A	В	B	CI	E	
	R1	Beginning literacy / Phonics										
	R1.1	Identify the letters of the English alphabet (upper and le	011/6	r case)	٠	•	•					
	R1.2	Recognize that letters make words and words make sen	ten	ces	٠	•	•					
	R1.3	Read from left to right, top to bottom, front to back			٠	•	•					
	R1.4	Relate letters to sounds			٠	•	•			Т	\top	
	R1.5	Relate letters to a range of possible pronunciations, inc common homonyms	ludi	ing recognizing	•	•	•	•				
	R1.6	Use common phonological patterns to sound out unfam (e.g., man/van)	ilia	r words	•	•	•					
	R2	Vocabulary										
	R2.1	Interpret common symbols (e.g., restroom signs, traffic	sig	ns; #, ▶, 1)				•				
	R2.2	Read basic sight words (e.g., the, is)			•	•	•					
	R2.3	Interpret common high-frequency words and phrases in (e.g., signs, ads, labels)	1 ev	eryday contexts	•	•	•	•				
CASAS Implement	tation 2	015-16										44

- 1. This slide shows an excerpt of **Reading Basic Skills Content Standards** by Instructional Level.
- 2. Point out the following:
 - Reading categories: R1-R9
 - Key to NRS Educational Functioning Levels for ESL and ABE/ASE
 - List of **Content Standards** and the NRS and CASAS levels, and ESL, ABE and ASE levels they are correlated to.
- 3. Ask if anyone has questions.



- 1. This slide shows how content standards support CASAS competencies.
- 2. Point out to participants that they have a copy of this in their Activity Packet.
- 3. This image can be used for a staff development activity.
- 4. Ask if anyone has questions.



- 1. Review bullets.
- 2. Explain the importance of task areas.
- 3. Ask if anyone has questions.



- 1. This slide shows Task Areas for reading and Item Types for listening.
- 2. Task areas are included on fillable report templates in TAMs.
- 3. The task area is also clearly labeled on TOPSpro Enterprise reports.
- 4. Examples of reports are included later in this training.



- 1. Look at the item display in this sample test item.
- 2. Ask question.
- 3. Elicit responses.
- 4. Answer = Task Area 2.

Manual			STUDEN Form 8	T PERFOI 3 R - Read	RMANCE BY COMPETENCY ng - Level B - Life and Work	
Report	Na	me_			Site	Date
– per form	Ø	Che	ck boxes of items the lea	arner has an:	wered correctly.	
			ITEM	COMP.*	THE LEARNER WILL DEMONSTRATE TH	E ABILITY TO:
 per class 		1.	Narrative	0.2.1-3 7.2.1	Respond appropriately to common person Identify and paraphrase pertinent information	al information questions tion
		2.	Narrative	4.2.1-3 7.2.1	Interpret wages, wage deductions, benefit Identify and paraphrase pertinent informa	ts, and timekeeping forms tion
		3.	Job ad	4.1.3-4	Identify and use sources of information al job descriptions, job ads, and announcem and job market	bout job opportunities such a ents, and about the workforc
		4.	Job ad	4.1.6 4.1.3-4 4.1.6	Interpret general work-related vocabulary Identify and use sources of information al job descriptions, job ads, and announcem and job market Interpret general work-related vocabulary	, bout job opportunities such a ents, and about the workforc
		5.	Job application form	4.1.2-1	Follow procedures for applying for a job, completing job applications, résumés, and Respond appropriately to common person	including interpreting and d letters of application al information questions
Worksheets available in <i>Test</i>		6.	Job application form	4.1.2-1 0.2.1 2.3.2	Follow procedures for applying for a job, completing job applications, résumés, and Respond appropriately to common person Identify the months of the year and the da	including interpreting and l letters of application al information questions tys of the week
Administration Manual - TAM)		7.	Narrative	1.4.7-3 7.3.1 7.2.1	Interpret information about home mainten housing problems to a landlord Identify a problem and its possible causes Identify and paraphrase pertinent informa	sance, and communicate

- 1. Explain the information presented on this report.
- 2. For programs that score answer sheets manually, these worksheets are available in the TAMs.
- 3. The format in this report is similar to reports generated through **TOPSpro Enterprise**.
- 4. The first column shows a check box.
- 5. The second column lists the item number.
- 6. This sample shows the first 7 items only on this particular test (Reading Form 083R).
- 7. The third column lists a brief item description.
- 8. The fourth column lists the specific competency or competencies assessed in a particular test item and shows the task area.
- 9. The fifth column provides a more detailed description of competency statements.
- 10. Ask if anyone has questions.

Manual	CL	ASS PROFILE BY COM	PETENCY					5	TUI	DENT	r NA	MES		
manual	For	m 83 R - Reading - Level	В											
Doport	Life	e and Work												
– per form	T E	est date: <u>3 - 17 - 05</u> nter names and scores at top			Anabita	Marcella	Dimitri	Attagh	Petr	Ching	Jong	Harlinda	Marco	Thrang
 ner class 	0)	columns and check items	Appraisal	Score					_				-	
- per class	a	nswered correctly.	Raw	Score	18	25	13	3	16	13 .	23	11	29	27
			Scale	Score	210	222								
	ø	ITEM DESCRIPTION	COMPETENCY	T*	+	+	+	+	+	+	+	+	+	+
	1	Narrative	0.2.1, 7.2.1	3	+	+	+	+	+		+	+	+	+
	2		4.2.1, 7.2.1	3	+	+	+	+	+		+		+	+
	3	Job ad	4.1.3, 4.1.6	-4	+	+	+	+	+	+	+	+	+	+
	4		4.1.3, 4.1.6	4	+	+	+	_		+	+	+	+	+
	5	Job application form	4.1.2, 0.2.1,	1	+	+		_	+	-	+		+	+
	6		4.1.2, 0.2.1, 2.3.2	1	+	+	+	_	+	+	+		+	+
	7	Narrative	1.4.7, 7.3.1, 7.2.1	3	-	+		_				+	+	+
	8		1.4.7, 7.2.1	3	+	+	+	-	+	+	+		+	+
	9	Hanna ada	1.4.0, 7.2.1	3		+	1	-	,	+	+	+	+	1
	10	Postal application	1.4.2	4	+	+	+	-	t	-	+	4	-	+
Workshoots	112	Remai application	1.4.3	1	Ŧ	+	4	-	-	-	Ŧ	T	T	+
TTOI NOICELS	12		1.4.3	1	+	7	T	-	Ŧ	+	+	7	+	T
available in <i>Test</i>	14	Medicine label	332 331	4	T	7	+	-		T	+	+	+	+
Administration	15	Narrative	0.2.4, 7.2.1	3		+	1		-	-	-	+	+	+
administration	16	*	418,419,721	3	+	+	4	-	+	+	+	ŕ	+	+
Manual - TAM)	17	Work schedule	4.4.3.7.2.2	2	T	+	T		7	+	+		+	+
	18	*	4.4.3, 2.3.1, 7.2.2	2	+	+	+		+	-	-		+	+

- 1. These worksheets are also in TAMs for programs that score answer sheets manually.
- 2. The format in this report also is similar to reports generated through **TOPSpro Enterprise**.
- 3. The first column lists the item number. This sample shows the first 18 items only.
- 4. The second column lists a brief item description.
- 5. The third column lists the specific competency or competencies assessed in a particular test item.
- 6. The fourth column shows the task area. We will look more closely at task areas in the next few slides.
- 7. The remaining columns list student names, raw and scale scores, and how they performed on each item.
- 8. Which student scored the lowest? (Afagh)
 - Do you think this test was an appropriate level for this student?
- 9. What test form would you recommend for this student's next test?
- 10. Which student scored the highest? (Marco)
 - Do you think this test was an appropriate level for this student?
- 11. What test form would you recommend for this student's next test?
- 12. Which item or items did the greatest number of students miss? (7 and 15)
- 13. Which competency statement/statements are these items correlated to?
 - 1.4.7, 7.3.1, 7.2.1 and 0.2.4, 7.2.1)



- 1. Review bullets.
- 2. Emphasize that even if an agency administers paper-based tests, they can benefit from using **TOPSpro Enterprise** to process results for automated scoring, recording, and reporting test information.

Resources	s to	Support	: In	structio	on CA	545
TOPSpro	06/10/2011 1724:27	5		Class Profile		Page 1 of 1 ON
Sample report	Agency:	4908 - Rolling Hills Adult Sch	lool	Teacher:	1110 - Askew, Elisa 0532 - Life and Work Reading Level B	
displays the	class:	110 - Low Beginning			and a set of a set of a set of a	
compotonce				Competency for each it en	(read down)	
number per				04444411111113 22111144444443 11332277723332	044444445551111134 214442223333331122 483331118883333311	
test item and	Student		Raw/Scale	151	1223.3	
student item	508990089	Vega, David	10 199	- + + + + + + + +		
	510510043	bona, barius	11 200	+-+++++		
responses.	512333781	Lopez Veronica	20 213			
per form	515119987	Przesmicki, Walter	9 197	++		
- per torm	515518580	Duarte, Zelmira	19 212	****		
 per class 	515519212	Morales, Graciela	17 209			
per enus	516160359	Cristobal, Jose	20 213	+++++		
	551784784	Pacheco, Andy	6 191			
	555552850	Maceda, Lara	12 202	+-++-+-+-	****	
	555555223	Vang, Khamboon	8 195	+++++++++++++++++++++++++++++++++++		
	555556661	Tolentino, Quentin	6 191			
	555565723	Garcia, Jaime	19 212	+++++ - +++ ++	**************	
	555666815	Reyes, Ramon	16 208	****		
	565635167	Gonzalez, Alex	18 210	*****		
	566665175	Yang, Tiao	21 215	+++++++++++++++++++++++++++++++++++++++	*****-***	
	567899756	Thomaston, Genner	19 212	+++++++++++++++++++++++++++++++++++++++	• • • • • • • • • • • • • • • • • • • •	
	567899810	Vargas, Jorge	17 209	**********		

- 1. This is the electronic version of worksheets provided in TAMS.
- 2. Notice similarities between the two.
- 3. Sample report available on the CASAS website at: <u>www.casas.org > Product Overviews</u> <u>> Software > TOPSpro Enterprise > Sample Reports</u>

Resources	s to	Sup	p <mark>ort I</mark> r	str	uction CASAS
TOPSpro	03/01/2012 09:34:52	5		Class	Performance Page 1 of 6 SOSTIC2
Sample report	Agency:	4908 - Rolling	Hills Adult School		Total Tests: 37 Total Students: 35
displays the	Form:	083R - Life and	d Work Reading Level B		
	Position	Correct?	Comp No.	Task	Competency Description
competency	30 5	27%	1.1.3	2	Interpret maps and graphs
number per	Te	st	1.9.4		Interpret maps related to driving Descriptions give
tast it and	24 00		538	3	Use maps relating to travel needs details about the
test item and	Nu		7.2.2		Analyze a situation, statement, or process
student item	32	40 %	4.2.1	3	Interpret wages, deductions, benefits, timekeepi
****	20	45.96	Deccentain of		Interpret info. for medical, dental, life insurance
responses	0	N.K.			Interpret maps and graphs
sorted by			answered this		Ask for, give, follow, or clarify directions
					Use maps relating to travel needs
percentage	31	45 %	3.2.1	1	Fill out medical health history forms Non-bold
correct.	19	48 %	4.4.3	2	Interpret job-related signs, charts, olegrams, for
			2.3.2	- 2	Identify the months of the year and the days of the
 per form 			7.2.2		Analyze a situation, statement, or process
			4.2.1	2	Interpret wages, deductions, benefits, timekeepi about the test
- per class			123	3	Count, convert, use coins, currency and symbols [tom.
			7.2.1	3	Identify and paraphrase pertinent information
	13	54 %	1.4.3	1	Interpret lease and rental agreements
	25	54%	5.3.8	3	Identify procedures for reporting a crime
			Task Area		Identify and paraphrase pertinent information
	20	36.76		2	interpret wages, deductions, benefits, timekeeping forms
CASAS Implementation 20	015-16				53

- 1. This slide shows a **Class Performance** report sorted by percentage correct.
- 2. This report is a popular alternative to the **Class Profile** report from the previous slide.
- 3. Teachers can readily identify areas of greatest need to develop lessons that address those needs and prepare students for post/progress-testing.
- 4. Sample report available on the CASAS website at: <u>www.casas.org > Product Overviews</u> <u>> Software > TOPSpro Enterprise > Sample Reports</u>
- 5. Ask if anyone has questions.

Image: Status in the second status in the	Resources	s to Su	ppo	ort In	st	ruo	ctio	n		CA	5/	S
Sample report displays competencies assessed in math and reading. John Morris Imath and reading. Agency: Imath and reading. Imath and Imath and reading. Math Imath and Imath and reading. Imath Imath Imath and reading. Imath Imath Imath Imath Imath Imath Imath Imath Imath Ima	TOPSpro	06/07/2011 15:51:28			ndivi	dual S	kills Prof	ile			Pa	nge 1 of 1 BP
displays Agery: accord Agery:	Sample report	John Morri	s							Delles Wile A		de la conte
displays Scale NBS * Form Number of them Grade competencies assessed in math and reading. Math 017M 11/12/2010 246 6 D 34 23 32 111 Pealing 137R 11/11/2010 246 6 D 34 21 32 103 Pealing 137R 11/11/2010 246 6 D 34 21 32 103 Pealing 137R 11/11/2010 246 6 D 34 21 32 103 Pealing Computencies N Correct Normet Correct Normet Normet 0 0 Heading 1378 11/11/2010 246 6 D 34 21 32 103 Heading Computencies 9 77% Computencies Normet 6 20 Learning to learn 12 50% Reference materials 5 80 Learning to learn 19 78% Reading and thinking skills 16 683 Compute using whole numbers 6 0 5% 0 37% Compute using dractins 20 5% 0	dicplaye	ID# 1593579	-					Proera	m: GED	- Rolling Hills A	duit S	chool
Scale Number of Items Grade Scale Number of Items Grade Assessed in math and reading. Math 017M 11/12/2010 246 6 D 34 23 32 111 Reading 187R 11/11/2010 242 5 D 34 21 32 103 math and reading. Residing Competencies N Correct Gommunity resources N Correct General reading comprehension N Correct General reading comprehension N Correct General reading comprehension S1 721 - per student 12 75% Reading and thinking skills 16 68 58 Math Context standards N Correct Government and law 12 75% Reading and thinking skills 16 68 Math Context standards N Correct Compute using factoris 9 88% N Correct Number sense 43 79 Compute using factoris 9 88 N Correct Compute using factoris 9 88% N Correct Number sense 43 79 Compute using factoris 9 88% 16 15 80	displays											
Most needing math and reading. Notified to the series of	competencies	Mart Barret	a state	Date	Scale	NRS	Form	Total	umber of its	erns	Gr	ade
adssessed IIII math and reading. Reading Competencies N Correct of Consumer Economics 9 77.5 - per student Reading Competencies 0 9.77.5 Reading comprehension 5.172.1 - per student 13 765 Reading accomprehension 5.172.1 Reading comprehension 5.172.1 - per student 13 765 Reading accomprehension 5.172.1 Reading accomprehension 5.172.1 Math Competencies 13 765 Reading accomprehension 5.172.1 Reading accomprehension 5.172.1 Math Competencies N 0.755 Reading and thinking skills 16 68.1 Oppute using docimal fractions 20 5555 N Generation 15 80.0 Compute using docimal fractions 20 6555 10055 Number sense 43 79.5 Demonstrate measurement skills 23 82.55 11 25.055 11 10.055 Use satistics and probability 2 50.555 11 13.6955 10.055 10.055 Use statistics and probability 2 50.555 <t< td=""><td>accordin</td><td>Math</td><td>017M</td><td>11/12/2010</td><td>245</td><td>6</td><td>D</td><td>34</td><td>23</td><td>32</td><td>1</td><td>11</td></t<>	accordin	Math	017M	11/12/2010	245	6	D	34	23	32	1	11
Math and reading. Reading Competencies N Correct (Consume Economics Reading Content Standards N Correct (Vocabulary Reading Content Standards N Correct (Vocabulary - per student Community resources 24 655 (Compute using whome mumbers) 13 765 (Compute using whome mumbers) 12 505 (Compute using whome mumbers) 12 86 12 800 (Compute using decimal fractions) 20 655 (Compute using whome mumbers) 16 66 16 16 66 16 16 66 16 16 66 16 16 16 16 16	assessed III	Reading	187R	11/11/2010	242	5	D	34	21	32	10	0.3
Image: Consumer Economics 0 0 - per student Community resources 24 66% - per student Community resources 24 66% - per student 29 75% General reading comprehension 51 72 - per student 29 75% Reference materials 580 - government and law 12 50% Reading strategies 21 80 - Learning to karn 19 78% Reading strategies 21 80 - Compute using documal fractions 20 65% Reading strategies 21 80 - Compute using documal fractions 20 65% Reading strategies 43 79 - Compute using documal fractions, and formulation 20 65% Algebre 15 80 - Compute with percents, rate, rate, and proportion 4 78% Measurement 30 80 - Use supresions, quaditions, and formulations 23 82% Probability 2 50 - Therement didia form graphs and compute averages 7 100% Norris to pass this - Probability 2 50% 70% Language Arts, Writing - Consupte tagis, dovertise mens, directions, manuals	math and	Reading Competencie	*		N	Correct	Brading Con	tent Standard			N	Correct
Math Community resources 24 66 % General reading comprehension 51 72 1 - per student Text in format 8 62 3 Employment 29 75 % Reference materials 5 80 3 General reading comprehension 51 72 1 Text in format 8 62 3 Employment 29 75 % Reference materials 5 80 3 Learning to learn 19 78 % Reference materials 16 68 3 Math Completencies N Cornoute using tractions 20 65 % Reading strategies 43 79 5 Compute using fractions 20 65 % Algebra 15 80 3 Compute using fractions 20 65 % Algebra 15 80 3 Compute using fractions 20 65 % Algebra 20 75 % Demostrate measurement skills 13 76 % Data 20 75 % Use expressions, equations, and formulas 13 70 % Language Arts, Writing Demostrate measurement skills 2 <td< td=""><td></td><td>Consumer Economics</td><td>j.</td><td></td><td>9</td><td>77%</td><td>Vocabulary</td><td></td><td></td><td></td><td>29</td><td>68 %</td></td<>		Consumer Economics	j.		9	77%	Vocabulary				29	68 %
- per student 13 76% Text in form at 8 623 Employment 29 75% Reference materials 5 800 Government and law 12 50% Reading and thinking skills 16 681 Learning to kam 19 78% Reading and thinking skills 16 681 Math Competencies N Orrect Compute using whohe numbers 6 100% Number sense 43 793 4 489 793 488 600 488 600 488 600 488 600 488 600 488 600 488 600 488 600 488 600 488 6000 488 6000 488 4800 785 1000 488 6000 488 6000 488 4800 785 4800 785 4800 785 4800 785 4800 785 1000 10000 75 10000 10000 100000 100000 100000	reading.	Community resources	6		24	66%	General read	ing comprehe	nsion		51	72 %
Per Student Employment 29 75% Reference materials Referencemateriferematerinformateriferemate	a an abridant	Health			13	76%	Text in form a	st	2010-00-00-00-00-00-00-00-00-00-00-00-00-		8	62 %
Learning to learn 12 30% Learning to learn 19 78% Math Competencies N Correct Math Content Standards N Compute using decimal fractions Compute using fractions 20 65% Compute using fractions, and proportion 14 78% Use expressions, equations, and formulas 13 76% Demostrate measurement skills 23 82% Interpret data from graphs and compute averages 7 100% Use expressions, equations, matrices, graphs, tabi 13 69% Reading Tasks N Correct 13 Forms 2 50% Charts, maps, consumer billings, matrices, graphs, tabi 13 69% Articles, paragraphs, sentences, directions, manualis 13 70% Signs, price tags, advertisements, product labels 1 10% Math Content Standard of GED subsection	 per student 	Employment			29	75%	Reference m	aterias			5	80 %
Learning to earn 19 78% Resolute and thinking skills 10 66 Math Competencies N Correct Math Content Standards N Correct Compute using decimal fractions 20 65% Algebra 15 803 Compute using decimal fractions 20 65% Algebra 15 803 Compute using fractions 9 88% Geometry 11 900 Compute with percents, rate, ratio, and proportion 14 78% Measurement 30 801 Demostrate measurement skills 23 82% Probability 2 501% Use statistics and probability 2 50% 10hn Morris to pass this Reading Tasks N Correct 66.00% 70% Language Arts, Writing Charts, maps, consumer billings, matrices, graphs, tab 13 69% 84.% Social Studies Signs, price tags, advertisemens, grouts, table 1 100% 75% Language Arts, Reading Measurement stratege advertisements, product labels 1 10% 75% Language Arts, Reading		Government and law			12	50%	Reading strat	egies			21	80 %
Math Competencies N Correct Compute using decimal fractions 6 Compute using decimal fractions 20 Compute using decimal fractions 20 Compute using decimal fractions 20 Compute using fractions 9 Compute using fractions 9 Compute using fractions 9 Compute using fractions, and proportion 14 78 Measurement 0 80% Use expressions, equations, and formulas 13 12 82% Demonstrate measurement skills 23 13 60% Reading Tasks N Correct Forms to pass this Articles paragraphs, sentones, directing, manuals 13 60% 70% Language Arts, Writing 613 50% 70% Language Arts, Writing 84% 50 Signs, price tags, advertitements, product labels 1 14 10% Mathemater 0		Learning to earn			19	1870	Reading and	thinking skills			10	08.79
Compute using whole numbers 6 100% Compute using decimal fractions 20 65% Algebra 15 801 Compute using fractions 20 65% Compute using fractions, and proportin 14 78% Compute using fractions, and formulations 30 801 Use expressions, equiditions, and formulations 37% Measurement Use expressions, equiditions, and formulations 37% Measurement Use expressions, equiditions, and formulations 37 100% Use expressions, equiditions, and formulation 37 7 Use expressions, equiditions, and formulation 37 100% Use expressions, equiditions, and formulation 38 7 Use expressions, equiditions, and formulation 30 250% Interpret data from graphs and compute averages 7 100% How more standing to the standing to		Math Competencies			N	Correct	Math Conter	nt Standards			N	Correct
Compute using fractions 20 65% Algebra 15 801 Compute using fractions 9 88% Geometry 11 901 Compute with percents, rate, ratio, and proportion 14 78% Measurement 30 801 Use expressions, equations, and formulas 13 76% Data 20 75 Demonstrate measurement skills 23 82% Probability 2 50% Use statistics and probability 2 50% Normis to pass this Reading Tasks N Correct Alkelihood of GED subsection Forms 2 50% 70% Language Arts, Writing Charts, maps, consumer billings, matrices, graphs, tab) 13 69% 84% Social Studies Signs, price tags, advertisemens, directions, manuals 1 10% 75% Language Arts, Reading Measurement arching advertisements, product labels 1 10% 75% Language Arts, Reading		Compute using whole	numbers		6	100%	Number sens	ie -			43	79 %
Compute using fractions 9 88 % Geometry 11 90 % Compute with percents, rate, ratio, and proportion 14 78 % Measurement 30 80 % Use expressions, equations, and formulas 13 76 % Data 20 75 % Interpret data from graphs and compute everages 7 100 % 2 50 % We statistics and probability 2 50 % 10 monts to pass this Reading Tasks N Correct Norrect Non Morris to pass this Reading Tasks N Correct Norrect As a file/Bhood of GED subsection Articles, paragraphs, sentences, directions, manuals 4 77 % 84 % Social Studies Signs, price tags, advertisements, product labels 1 100 % 75 % Language Arts, Reading		Compute using decima	al fractions		20	65%	Algebra				15	80 %
Compute with percents, rate, ratio, and proportion 14 78 % Measurement 30 80 1 Use expressions, equations, and formulae 13 76 % Data 20 75 % Demonstrate measurement skills 23 82 % Probability 2 50 % Use staticts and probability 2 50 % John Morris to pess this Reading Tasks N Correct Norrect S0 % S0 % Charts, maps, consumer billings, matrices, graphs, tabi 13 69 % 84 % Social Studies Signs, price tags, advertisements, product labels 1 100 % 75 % Language Arts, Reading		Compute using fractio	ns		9	88%	Geometry	2			11	90 %
Observersectors, equations, and formulas 13 76 % Demonstrate measurement skills 23 82 % Interpret data from graphs and compute averages 7 100 % Vus statistics and probability 2 50 % Reading Tasks N Correct Forms to pass this Charts, maps, consumer billings, matrices, graphs, tab) 13 69 % Artices, paragraphs, sendences, directions, manuals 42 77 % Signs, price tags, advertitements, product labels 1 100 % Pross Advise Social Studies Signs, price tags, advertitements, product labels 1 100 % Pross Advise, provide memory, product labels 1		Compute with percent	is, rate, rati	o, and proportion	14	78%	Measuremen	nt			30	80 %
Reading Tasks N Correct John Morris to pass this Reading Tasks N Correct Non Morris Close Statistics and probability Charts, maps, consumer billings, matrices, graphs, tabl 13 69 % 84 % Science Articles, paragraphs, sentences, directions, manualis 4 77 % 84 % Science Signs, price tags, advertisements, product labels 1 100 % 75 % Language Arts, Reading		Demonstrate measure	mant skills	ormulas	22	974	Drohability				20	73 78 50 %
Use statistics and probability 2 50% Reading Tasks N Correct Forms 2 50% 70% Language Arts, Writing Charts, maps, consumer billings, matrices, graphs, tabi 13 69% 84% Science Articles, paragraphs, sentences, directions, manualis 4 77% 84% Science Signs, price tags, advertisements, product labels 1 100% 75% Language Arts, Reading Memory and Science 2 50% 75% Language Arts, Reading		Interpret data from gr	and sold co	moute averages	7	100 %	Probability				4	50 74
Reading Tasks N Correct John Morris to pass this Forms Charts, maps, consumer billings, matrices, graphs, tab) 3 50 % 70 % Language Arts, Writing Charts, maps, consumer billings, matrices, graphs, tab) 13 69 % 84 % Science Articles, paragraphs, sentences, directions, manualis 44 77 % 84 % Social Studies Signs, price tags, advertisements, product labels 1 100 % 75 % Language Arts, Reading		Use statistics and prob	ability	and and and ages	2	50%						
Reading Tasks N. Correct. has a likelihood of GED subsection Forms 2 50% 70% Language Arts, Writing Charts, maps, consumer billings, matrices, graphs, tabl. 13 69% 84% Science Articles, paragraphs, sentences, directions, manualis 44 77% 84% Social Studies Signs, price tags, advertisements, product labels 1 100% 75% Language Arts, Reading							John Morri	5		to pass this		
Forms 2 50% 70 % Language Arts, Writing Charts, maps, consumer billings, matrices, graphs, tabi 13 69 % 84 % Science Articles, paragraphs, sentences, directions, manualis 44 77 % 84 % Social Studies Signs, price tags, advertisements, product labels 1 100 % 75 % Language Arts, Reading		Reading Tasks			N	Correct	has a likeli	hood of		GED subsec	tion	
Charts, maps, consumer billings, matrices, graphs, tab) 13 69% 84% Science Articles, paragraphs, sentences, directions, manuala 44 77% 84% Social Studies Signs, price tags, advertisements, product labels 1 100% 75% Language Arts, Reading Menoments chief, advertisements, product labels 0 0 % 75% Match		Forms			2	50%		70 %		Language A	rts, W	riting
Articles, paragraphs, sentences, directions, manuals 44 72% 84% Social Studies Signs, price tags, advertisements, product labels 1 100% 75% Language Arts, Reading Memorement scales, directions, and a 20% Math.		Charts, maps, consum	er billings, r	matrices, graphs, ta	b) 13	69%	_	84 %	_	Science		
ages, price tags, auvertagements, product labels 1 20078 / 27% Language Arts, Heading		Articles, paragraphs, s	entences, d	lirections, manuals	44	77%	-	84 %		Social Studi	es etc. De	adha
		Measurement scalar	diagram c	product labels	0	N/A		97 %		Math	115, 16	aung

- 1. This slide shows an example of an Individual Skills Profile report.
- 2. This sample displays competencies assessed in reading and math and includes a predictor for the likelihood of passing different GED subsections.
- 3. CASAS is currently undertaking a study with HiSET and the new GED to update the predictor for either type of High School Equivalency (HSE) exam.
- 4. This is a very popular report among **ABE**, **HSE**, and **HSD** programs as well as workforce readiness programs.
- 5. Sample report available on the CASAS website at: <u>www.casas.org > Product Overviews</u> > Software > TOPSpro Enterprise > Sample Reports
- 6. Ask if anyone has questions.

TOPS pro	06/07/2011 15:37:20			Indivi	dual S	kills Profi	ile			P	ige 1 of
Sample report	Maria Gon	zalez					Agenc	y: 4908	- Rolling Hills	Adult S	chool
displays	ID# 8760435						Progra	m: ESL			
competencies	Most Recent	Form	Date	Scale Score	NRS *	Form	N Total	umber of the Correct	ems Attempted		
assessed in	Listening	OB3L	05/25/2010	204	4	8	36	21	30	_	
istening and	Reading	OD4R	05/07/2010	212	,	P	34	19	24	i.	
iscennigana	Reading Competenci	es		N	Correct	Reading Cont	ient Standard	1		N	Corne
eading.	Consumer Economics			15	50 % 80 %	General read	ing comprehe	nsion		31	70
a a a student	Community resource	5		3	33 %	Text in forma	1			23	65
 per student 	Health			5	60 %	Reference m	ateri als			5	40
	Employment Learning to learn			16	75%	Reading strat Reading and t	thinking skills			34	70
	Listening Competence	is		N	Correct	Listenin g Con	tent Standard	ls		N	Corne
	Basic Communication			12	75 %	Phonology				9	44
	Consumer Economics			16	68 %	Vocabulary				48	56
	Community resource	5		18	50 %	Grammar Ceneral Direct	NUMA -			45	50
	Employment			21	52.%	Informationa	Discourse			18	55
	Government and law			1	100 %	Strategies an	d Critical Thin	king		41	60
	Reading Tasks			N	Correct	Listening Tas	ks			N	Corne
	Forms			8	75%	Picture Prom	pt			0	N/
	Charts, maps, consun	ner billings, e	matrices, graphs, ta	b) 4	50 %	Comprehens	on question			16	56
	Articles, paragraphs,	sentences, d	nonduct labels	10	78 %	Predict next I	t stement has	e ed on orom	**	16	56
	American and a series	elusenenia,	product raves		N/A	Personalis to	a avennen var	eu un prom	54 C	0	20

- 1. This is another example of an Individual Skills Profile report.
- 2. This sample displays competencies assessed in reading and listening.
- 3. Sample report available on the CASAS website at: <u>www.casas.org > Product Overviews</u> <u>> Software > TOPSpro Enterprise > Sample Reports</u>
- 4. Ask if anyone has questions.

TOPSpro	06/10/2011 1955:24	S		Stude by T	entPerformance Page 1 of exiliant & Conspetency 507
Sample shows	Agency:	4908 - Rolling	Hills Adult School		Student: 000130472 Martinet, Isabel
test results by	Ste: Class:	001 - ESL - Inte	ermediate Low		Raw Score: 19 Scale Score: 212
displaying the	Form:	083R - Life and	d Work Reading Level 8	5	
displaying the	Position	Correct?	Comp No.	Task	Competency Description
competency	1	NO	724	3	Respond appropriately to common pers. Into, questions
competency	2	Yes	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms
number and			72.1		Identify and paraphrase pertinent information
tatomont for	3	NO	4.1.3	4	Identify, use information in job descriptions, ads
statement for		Ver	41.6		Interpret work-related vocabulary Identify we information in job descriptions ads
each test	-	165	41.6	-	Interpret work-related vocabulary
cuch cese	5	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms
item and if			0.2.1		Respond appropriately to common pers. info. questions
	0	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms
the student			23.2		Identify the months of the year and the days of the week
correctly	7	Yes	1.4.7	3	Interpret in fo. about home maintenance; comm. w/landlord
lonecity			7.2.1		Identify and paraphrase pertinent information
answered the			7.3.1		Identify a problem and its possible causes
	8	NO	721	3	Interpret in to, about nome maintenance; comm. w/landiord
item.	9	Yes	1.4.7	3	Interpret in fo. about home maintenance; comm. w/landlord
1273 MAD 1987 1.			7.2.1		Identify and paraphrase pertinent information
 per form 	10	Yes	1,4,2	4	Select housing by interpreting ads, signs, and other info.
	11	Yes	1.4.3	1	Interpret lease and rental agreements
 per student 	13	No	14.3	1	Interpret lease and rental agreements
	34	Yes	3.3.2	4	Interpret medicin e labels
			3.3.1		Identify and use necessary medications

- 1. The **Student Performance** report shows individual student test results on a given test form. The report -
 - Displays the competency number and statement for each test item.
 - Indicates if the student correctly answered the item.
- 2. This report is sorted by order of test item.
- 3. This is the electronic version of worksheets provided in TAMs.
- Sample report available on the CASAS website at: <u>www.casas.org > Product Overviews</u> > <u>Software > TOPSpro Enterprise > Sample Reports</u>
- 5. Ask if anyone has questions.



- 1. Introduce QuickSearch Online by reviewing bullets.
 - This database is complimentary with unlimited access
- 2. Helps program coordinators and instructors select materials to match curriculum.
- 3. Participants may search by title, competency, program, level, skill area, publisher, and test form.
- 4. Encourage participants to use **QuickSearch** to identify which competencies are targeted in curriculum they are already using.
- 5. If you have access to the Internet, you may wish to go to **QuickSearch** at this point and demonstrate how to use the database.
- 6. Suggestion: ask participants for the title of a favorite instructional resource and "Search by Title" to see CASAS Competencies addressed in that title.
- 7. Visit linked resource if time permits and Internet connection is available.

QuickSearc	≿h®	CASAS
Find Instructional Materials by Competency	Competencies Content Standard 0 1 2 3 4 5 Communication Economics Economics Firescences Health Firescences 0 Basic Economics Economics Firescences Health Firescences 0 Basic Communication Economics Economics Health Firescences 0 1 Identify or use appropriate non-verbal behavior (e.g., hands Economics Health Firescences 0 1.1 Identify or use appropriate non-verbal behavior (e.g., hands Economics Economics 0 1.1 Identify or use appropriate language for informational indescribe, ask for information, state needs, agree or disagree 0 0.1.2 Understand or use appropriate language in general social introduce, thank, apologize) 0 0.1.4 Understand or use appropriate language in general social introduce, thank, apologize) 0 0.1.5 Interact effectively in the classroom 0 0.1.6 Clarify or request clarification 0 0.1.7 Understand, follow or give instructions, including command this; Will you do this?) </th <th>6 7 8 Independent State Independent Lichtigs haking) </th>	6 7 8 Independent State Independent Lichtigs haking)
CASAS Implementation 2015-16	0.1.8 Understand or use appropriate language to express emotion happy, hungry, upset) 0.2 Communicate regarding personal information 0.2.1 Respond appropriately to common personal information qu 0.2.2 Complete a personal information form 0.2.3 Interpret or write a personal note, invitation, or letter 0.2.4 Converse about daily and leisure activities and personal information	uestions

1. This is a sample of how to search by competency.



1. This is a sample of how you can search by program, skill, modality, and level.



1. Review bullets.



- 1. Review bullets.
- 2. Visit linked resource if time permits and Internet connection is available.



- 1. Monitoring progress with post-tests is the final step in the assessment process.
- 2. Give participants time to look at questions and think about this part of the process at their sites.
- 3. Review intervals of instruction and what a participant's state policy may mandate.
- 4. Answers:
 - Paper-based testing use Next Assigned Test (NAT)* charts
 - CASAS eTests next test automatically assigned
- 5. NEW! Next Assigned Tests (NATs) have been updated for all assessment forms.
 - Appraisals and Locators assign the same next test
 - No more "suggestion" of levels
 - Form numbers are indicated for next test
 - New NAT charts are posted on the website at: <u>www.casas.org > Training and</u> <u>Support > Testing Guidelines > Next Assigned Test Charts</u>
- Ask if anyone has questions.



- 1. Review the assessment process.
- 2. Ask if anyone has questions.



- 1. Review the instructions listed on this slide.
- 2. Set a start and end time.
- 3. Before starting the **Case Study**, ask if anyone has questions.



1. Review bullets.



- 1. The **CASAS Catalog** is available online from the CASAS website home page.
- 2. Use Online Ordering to quickly place your orders.
- 3. If time permits and Internet connection is available, click on hyperlinked images:
 - CASAS Catalog
 - Order Online



- 1. Visit the CASAS website to read how agencies and programs across the country are using CASAS to assist adults functioning at or below a high school level in attaining the basic literacy skills to function effectively on the job, in the community, and in the family.
- 2. See how programs establish comprehensive performance accountability systems, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs.
- 3. We invite you to Share Your Story!
 - The Challenge (briefly describe the challenge your program was facing)
 - **The Solution** (What did CASAS provide to help you overcome that challenge? Which CASAS assessments, resources, people/staff, etc. helped?)
 - The Outcome (what was the result of implementing CASAS?)
- 4. Visit linked resource if time permits and Internet connection is available.



- 1. Participants complete their training by submitting verification electronically.
- 2. Distribute Training Completion Directions (if not included in packets).
- 3. Review directions on how participants submit verification after they have attended the training.
 - Ask participants to fill-in information for this training on the directions handout:
 - Workshop ID
 - Date of Training
 - Name of Trainer(s)
 - Training Location Name, Address, State
 - They will need to include this information when verifying their training.
- 4. This information is added to the CASAS contact database to verify training completion.
- 5. Visit linked resource if time permits and Internet connection is available.
- 6. Ask if anyone has questions.



- 1. Be sure all participants signed the Sign-in-Sheet.
- 2. IMPORTANT!
 - Remind participants that their training is <u>not</u> official until they follow directions for completing training verification <u>online</u>.
 - Make sure participants fill-in information for this training on the directions handout before leaving:
 - Workshop ID
 - Date of Training
 - Name of Trainer(s)
 - Training Location Name, Address, State
- 3. Turn in the completed **Sign-In Sh**eet to CASAS within <u>one week</u> of completed training.

