

# Initial Implementation Training - Activities

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## Warm-Up

*Alone or groups*

- What is your agency's process for intake (registration, pre-testing...)
- Provide a brief outline. If others from your agency are present, work with them.
- No handout – just use scratch paper.
- Ask for feedback as a class – “What are some of the things you do at your agencies?”
- Tell them to keep them in mind as you go through the training today.

## Activity 1      Selecting CASAS Competencies

*Groups or Pairs*

- Choose a Problem-Solving prompt and choose CASAS Competencies that address the skills needed to solve the problem.

## Activity 2      Oral Screening

*Pairs*

- Review and score the sample Oral Screening document using the Scoring Rubric.
- When completed, review answers as a class.

## Activity 3      Writing Screening Scoring Practice

*Pairs*

- Have participants score the Writing Sample.
- When finished, go over the answers (slides 32 and 33) together.

## Activity 4      Administer the Appraisal

*Pairs – Role Play*

- Switch roles –the student for screenings takes the role of teacher for the Appraisal.
- Using the “How to Test” document, administer the Appraisal.
- Student – answer the first 5 questions
- Presenter – write random raw scores on the answer sheets from 4 to 20

## Activity 5                      Determining the Pre-test

*Pairs*

- Using the Appraisal raw-to scale score – have participants determine the scale score.
- Using the Appraisal to pre-test, have pairs determine the appropriate pre-tests.

## Activity 6                      Administer the Pre-test and Determine Scale Score

*Groups or Pairs*

- Participants switch roles again and administer the pre-test.
- As participants test, trainer goes around the room and writes a raw score on the answer sheets from 4 – 30.

## Activity 7                      Determining Skills and Levels

*Individually or Pairs*

- “Use the **Skill Level Descriptors** and determine what your students can do based on their Pre-test scale score.”
- Go over answers as a whole class.

## Case Study

*Individual*

Have participants use the reference documents in their handouts to complete the Case Study.

# 2016-17

## Case Study – Answer Key

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

### Attachments

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

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

### Appraisal

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- What is Ricky's Scale Score? **194**

### Demographic Detail

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- What might you keep in mind when looking at Ricky's Appraisal results and his demographic information?
  - Level of education in home country/first language/oral screening results
- What might you do based on this information?
  - Put him in a higher or lower class based on his other skills

### Determining the Pre-Test – use chart from slide handout

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- What Pre-Test would you give Ricky?
  - Level A (81R or 82R)
- Using the Level Descriptors, what can Ricky do?
  - High Beginning ESL-Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms.

## Student Competency Report

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- What Test Form did Ricky take? **82R**
  - What was his Raw Score? 17 Scale Score? 197
- List 3 Competencies that Ricky should focus on before the Post-test. *Answers will vary.*
- Main competencies in bold
  - **4.1.3 Identify, use information in job descriptions, ads**
  - **2.5.2 Identify how to obtain social and governmental services**
  - **4.2.1 Interpret wages, deductions, benefits, timekeeping forms**
  - **4.4.2 Interpret job-related signs, charts, diagrams, forms, etc.**
- Or choose the supporting competencies that he missed:
  - 2.5.4 Read, interpret, follow public signs, building directories
  - 1.2.1 Interpret ads, labels, charts, etc., to select goods, services
  - 1.3.8 Identify common food themes
  - 4.4.4 Interpret job responsibilities, performance reviews
  - 2.3.1 (x2) Interpret clock time
  - 2.3.2 Identify the months of the year and the days of the week
- Any other observations from the information on this report? (Slide 14)
  - Is having difficulty with task areas 2 and 4

### Competency Task Number Legend

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

## Next Assigned Test Report

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- What post-test would you give Ricky? See chart on slide
    - 81/82 RX
  - What if Ricky said the test was too hard?
    - Tell him to do the best he can. Remember, he doesn't need to finish the test. Do not change the test.
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## Learning Gains Report

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- Did Ricky make any gains?
  - Pre-test score \_\_\_\_197\_\_\_\_
  - Post-test score \_\_\_\_200\_\_\_\_
  - Gain? \_\_\_\_3\_\_\_\_
  - Based on this information, would you move him to a higher-level class at your agency at this point?
    - Answers may vary, but generally, no. Would wait to see more gains before moving him up.
- According to the **Assessment Policy Guidelines** and the **Learning Gains Report**, did Ricky have enough hours to Post-test?
  - Yes
  - How many? 73
- Using the Level Descriptors, what can Ricky do?

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.

### What are your next steps?

- Answers can vary –
  - Use content standards to target instruction
  - Use task areas to practice reading skills
  - Use Sample Tests to practice test-taking skill
  - Use Scope and Sequence in your text book to find the CASAS competencies a student needs to review before the next test.



## LISTENING

## Practice 1

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

## READING

## Practice 4

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

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

## 3 STUDENT IDENTIFICATION

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

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

## 4 SEX

☒ Male  
☐ Female

## 5 DATE OF BIRTH

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

## 6 NUMBER OF YEARS OF SCHOOL COMPLETED

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

## 7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

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

## 8a ETHNICITY (Mark one)

- ☒ Hispanic or Latino  
☐ not Hispanic or Latino

## 8b RACE (Mark one or more)

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

## 9 NATIVE LANGUAGE (Mark one)

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

Name Other \_\_\_\_\_

## 10 PLACEMENT INTO PROGRAM

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

## ORAL WRITING

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

ORAL SCORE WRITING SCORE 

## LISTENING

RAW SCORE

SCALED SCORE

Raw Score Scaled Score

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

## READING

RAW SCORE

SCALED SCORE

Raw Score Scaled Score

1	176*
2	185*
3	190*
4	194
5	198
6	201
7	204
8	206
9	209
10	211
11	213
12	216
13	218
14	221
15	224
16	227
17	228*
18	230*
19	231*
20	233*

To interpret scores see Test Administration Manual





05/17/2016  
22:02:33

## Demographic Detail

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

Number of Student Records: 15







