

SI 2017

Case Study – Answer Key

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

Attachments

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

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

Appraisal

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

Demographic Detail

- 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

- 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

- 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?
 - 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

- 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

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

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

3 STUDENT IDENTIFICATION		4 SEX <input checked="" type="radio"/> Male <input type="radio"/> Female		6 NUMBER OF YEARS OF SCHOOL COMPLETED		7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)	
987439875 0000000000 1111111111 2222222222 3333333333 4444444444 5555555555 6666666666 7777777777 8888888888 9999999999		5 DATE OF BIRTH		06 00 01 02 03 04 05 06 07 08 09		<input checked="" type="radio"/> None <input type="radio"/> GED Certificate <input type="radio"/> High School Diploma <input type="radio"/> Technical/Certificate <input type="radio"/> A.A./A.S. Degree <input type="radio"/> 4 yr. College Graduate <input type="radio"/> Graduate Studies <input type="radio"/> Other Learned the above outside of U.S. <input type="radio"/>	
Is this your Social Security #? (Optional)		Yes <input type="radio"/> No <input type="radio"/>					

8a ETHNICITY (Mark one)	9 NATIVE LANGUAGE (Mark one)	10 PLACEMENT INTO PROGRAM
<input checked="" type="radio"/> Hispanic or Latino <input type="radio"/> not Hispanic or Latino	<input type="radio"/> English <input checked="" type="radio"/> Spanish <input type="radio"/> Vietnamese <input type="radio"/> Chinese <input type="radio"/> Hmong <input type="radio"/> Cambodian <input type="radio"/> Tagalog <input type="radio"/> Korean <input type="radio"/> Lao <input type="radio"/> Russian <input type="radio"/> Farsi <input type="radio"/> Other Name Other: _____	<input type="radio"/> Beg. Lit. <input type="radio"/> Beg. Low <input type="radio"/> Beg. High <input type="radio"/> Int. Low <input type="radio"/> Int. High <input type="radio"/> Adv. Low <input type="radio"/> Adv. High <input type="radio"/> Not able to test
8b RACE (Mark one or more)		
<input checked="" type="radio"/> White <input type="radio"/> Asian <input type="radio"/> Black or African American <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> Filipino <input type="radio"/> American Indian <input type="radio"/> Alaska Native		

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

1. The flag is red and blue
2. large city in US

LISTENING

RAW SCORE

SCALED SCORE

Raw Score Scaled Score

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

READING

RAW SCORE

SCALED SCORE

Raw Score Scaled Score

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

To interpret scores see Test Administration Manual



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Demographic Detail

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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