Print Version

2014-15 CASAS Implementation Training

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Introduction

Topic: Introduction

This training provides you with the information necessary to use CASAS appraisals and multiple-choice pre-and post-tests.

State-Specific Information

Each state may have specific requirements that agencies must fulfill for program, state and federal accountability. Be sure to check with your state department of education for more information about policies and procedures for CASAS implementation. Your state may require additional training or follow-up.

Navigation Overview

- Use the Table of Contents to browse the content to select the lesson.
- You can expand a lesson in the Table of Contents to see all of the topics within the lesson. Or click the collapse button to collapse the lesson.
- To navigate through the content, you can click through the content in the order that the topics are listed or use the Previous and Continue buttons.
- Test your understanding of the lesson content with the Self-Tests.
- Within the Needs Assessment and Self-Tests, work through the questions by clicking on the numbers along the top of your screen.

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Module Contents

About This Training

About This Training

Topic:	About This Training

This course provides an introduction to the CASAS system and is intended for those new to CASAS. This training is required for paper-based *and* web-based (CASAS eTests) testing.

Item	Details
Audience	This course is appropriate for those who have little or no experience with CASAS or who want a refresher in the basics of the CASAS system. Participants who complete this course are authorized to order and administer most CASAS multiple-choice assessments. (Check your state policy for additional training requirements.) **Click next item to view more information.**
Prerequisites	Participants should have: ▪ Basic computer skills ▪ Access to a computer at work, home, or an institution This training works on Internet Explorer and Firefox browsers. Adobe Acrobat Reader is required to view some documents on this site. To download a free version, go here: http://get.adobe.com/reader/. **Click next item to view more information.**
Estimated Time and Enrollment Duration	Allow approximately two to three hours to complete this training. You may start and stop training at any time. CASAS recommends that you complete the course within 30 days. You may re-enter the training at any time until the end of the fiscal year. You do not need to re-enroll in the course. Simply note this Web address for quick access: http://training.casas.org/. **Click next item to view more information.**
Training Objectives	At the end of this training, you will be able to: ▪ Select the appropriate tests ▪ Administer and score the 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 **Click next item to view more information.**
Completion and Certification	To complete this training, you must do the following: 1. Complete and Submit Certification Activity 2. Complete and Submit Test Security Agreement 3. Generate a Certificate of Completion You will be directed to complete these tasks at the end of the training. Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up. **Click next item to view more information.**
Training and Technical Support	If you have any questions about training content, contact CASAS at: ▪ training@casas.org For technical assistance, contact the **CASAS Technology Support Team** at: ▪ techsupport@casas.org A team member is also available 8:00 am – 5:00 pm (Pacific), M – F, at: ▪ 1-800-255-1036, option 2 **Click Continue or the next topic at left**.

Lesson Contents
Needs Assessment

Topic:	Needs Assessment

For each statement, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	I am familiar with CASAS technology such as QuickSearch, TOPSpro Enterprise and CASAS eTests.	
2	I have a working knowledge of CASAS Competencies, Task Areas, and Content Standards and regularly integrate them in my lessons.	
3	I understand my agency's registration and placement procedure, and I know who to contact at my agency should I have a question.	
4	I understand the testing process, why it is required, and how to translate CASAS scale scores to student performance ability.	
5	I know the difference between appraisals, pretests and post-tests, and what the purposes are of each.	
6	I share testing results with my students on a regular basis to help them keep focused on their goals and monitor their improvement.	
7	I regularly use CASAS reports to help me decide what to teach my students.	
8	I use QuickSearch Online to help me find appropriate and targeted materials for my students.	
9	I regularly use resources available on the CASAS Website.	

Note: Answers appear on the next page.

	Statement	Answer
1	I am familiar with CASAS technology such as QuickSearch, TOPSpro Enterprise and CASAS eTests.	✓
	Correct Answer Feedback: Great!	
2	I have a working knowledge of CASAS Competencies, Task Areas, and Content Standards and regularly integrate them in my lessons.	✓
	Correct Answer Feedback: Great!	
3	I understand my agency's registration and placement procedure, and I know who to contact at my agency should I have a question.	✓
	Correct Answer Feedback: Great!	
4	I understand the testing process, why it is required, and how to translate CASAS scale scores to student performance ability.	✓
	Correct Answer Feedback: Great!	
5	I know the difference between appraisals, pretests and post-tests, and what the purposes are of each.	✓
	Correct Answer Feedback: Great!	
6	I share testing results with my students on a regular basis to help them keep focused on their goals and monitor their improvement.	✓
	Correct Answer Feedback: Great!	
7	I regularly use CASAS reports to help me decide what to teach my students.	✓
	Correct Answer Feedback: Great!	
8	I use QuickSearch Online to help me find appropriate and targeted materials for my students.	✓
	Correct Answer Feedback: Great!	
9	I regularly use resources available on the CASAS Website.	✓
	Correct Answer Feedback: Great! (Click Continue or next topic at left.)	

Course Contents

Topic:	Course Contents

CASAS Implementation Training Course Contents

- The CASAS System
- CASAS Testing Options
- Test Administration
- Scoring Assessments and Selecting the Next Test
- What Do the Scores Mean?
- Keeping Track of Your Data
- Resources to Support Instruction
- What's Next
- Training Completion and Certification

Click Continue or next topic at left.

Module Contents
Unit 1: The CASAS System
Unit 2: The Testing Process
Unit 3: CASAS Testing Options
Unit 4: Test Administration
Unit 5 Scoring Assessments and Selecting the Next Test
Unit 6: What Do The Scores Mean?
Unit 7: Keeping Track of Your Data
Unit 8: Resources to Support Instruction
Unit 9: What's Next
Unit 10: Training Completion and Certification

Unit 1: The CASAS System

Topic:	Unit 1: The CASAS System

CASAS - Comprehensive Adult Student Assessment Systems — is a non-profit organization dedicated to improving youth and adult education assessment and delivery systems. CASAS provides standardized assessments and other tools needed to collect and report student information and learning progress.

Item	Details
Why Use CASAS Tests?	With the **CASAS System**, agencies can establish measurable goals, place students into appropriate instructional levels, document student progress and outcomes, and report program success to students, staff, local boards, and policymakers. Agencies and organizations use CASAS tests, because they... ▪ Reflect real-life situations such as reading maps, completing job applications, or calculating discounts. ▪ Focus on employment and life skills for youth and adults functioning at or below a high school level. ▪ Are supported by training and technical support for administrators and instructors. ▪ Meet Workforce Investment Act (WIA) requirements. ▪ Are approved and validated for use with both native and non-native speakers of English by the U.S. Departments of Education and Labor. ▪ Relate to Skill Level Descriptors that may be compared with other national adult education levels such as the National Reporting System and SCANS Competencies. **Click next item to view more information.**
Your Learners	There are many kinds of organizations and agencies that provide older youth and adults with literacy, math, and language development skills necessary to participate effectively as productive citizens, workers, and family members. Think about the learners and clients that you serve. Who are they? What are their goals? **Meeting the Needs of Many Learners** Agencies and organizations use CASAS to meet the needs of a variety of learners. ▪ Adult Basic Education (ABE) ▪ English Literacy Civics and Education (EL Civics) ▪ English as a Second Language (ESL) or English Language Learner (ELL)

	▪ Family Literacy High School Completion (HSD) ▪ General Educational Development (GED) ▪ One-Stop Centers ▪ Pre- and Post-Employment Training ▪ Special Needs ▪ Welfare-to-Work programs ▪ Workforce Investment Act (WIA) Title I ▪ Workforce Investment Act (WIA) Title II ▪ Business and industry **Click next item to view more information.**
Funding	**Funding Types** Organizations and agencies may receive funding from a variety of sources, including: ▪ State-specific funding ▪ State apportionment ▪ Federal funds ▪ Workforce Investment Act (WIA) Title I ▪ Workforce Investment Act (WIA) Title II - Including English Literacy (EL) Civics • Any number of state programs • State and/or local government funding • Private grants or donations • Businesses • Private funding **Different Data Collection Requirements** Individual funding sources may have their own data collection requirements including: ▪ State-specific requirements ▪ Student demographics ▪ Track student progress and goals ▪ Pre- and post-test for each student Many programs receive federal funding as part of the Workforce Investment Act (WIA). WIA requires states to report performance outcomes to monitor local program performance. For states to meet these requirements, local programs use standardized assessments to collect & report data on student learning gains. This process ensures accurate & consistent monitoring of program results among agencies & provides the baseline data needed to document improvements in literacy skills. CASAS standardized tests meet these requirements & correlate with the definitions used in the National Reporting System (NRS). You will learn more about WIA and the NRS later in this training. Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.

	Click next item to view more information.
Key Components	 CASAS is an integrated systems approach with four key components. You will learn more about each of these components throughout this training. **Curriculum** • Competencies **link curriculum and assessment**. • Competencies are skills for life and work. Educators use competencies (or learning objectives) to plan curriculum and instruction. All CASAS test items are correlated to at least one specific CASAS Competency. **Assessment** • Standardized CASAS tests **assess basic skills** in skill areas such as reading, math, and listening. **Instruction** • Educators use CASAS test results to **identify instructional materials**. **Accountability** • **Track student progress** and generate reports for learners, teachers, and administrators. • TOPSpro Enterprise is the CASAS data management software that helps score tests and create on-demand reports. • Manual report templates are also available. **Click Continue or next topic at left.**

Lesson Contents
Activity
Self-Test

Topic:	Activity

Sort the items into their associated categories by writing the item number in its corresponding option box below.

	Category Items
1	Evaluate their instruction based on learner progress
2	See and track their own progress
3	Compare success rates with other areas or states
4	Evaluate instructors, curriculum, and performance
5	Provides concrete data for boards and state-holders
6	Guide instruction based on results
7	Placed in a class that matches their skill level
8	Learn test-taking skills
9	Know what level learners enter the program

Category 1		Category 2		Category 3
Benefits of Assessment for Learners		Benefits of Assessment for Instructors		Benefits of Assessment for Programs and Funding Sources

Note: Answers appear on the next page.

Category 1		Category 2		Category 3
Benefits of Assessment for Learners		Benefits of Assessment for Instructors		Benefits of Assessment for Programs and Funding Sources
2, 7, 8		1, 6, 9		3, 4, 5

Topic:	Self-Test

For each statement, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** CASAS tests can be used with a variety of different learners including native and non-native speakers of English.	
2	Programs have different reporting requirements depending on their funding source.	
3	CASAS determines the reporting requirements for different kinds of funding.	
4	All adult learners require the same kinds of services.	

Note: Answers appear on the next page.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** CASAS tests can be used with a variety of different learners including native and non-native speakers of English.	✓
	Correct Answer Feedback: Great!	
2	Programs have different reporting requirements depending on their funding source.	✓
	Correct Answer Feedback: Great!	
3	CASAS determines the reporting requirements for different kinds of funding.	✗
	Correct Answer Feedback: Don't worry, you'll learn more later.	
4	All adult learners require the same kinds of services.	✗
	Correct Answer Feedback: Don't worry, you'll learn more later.	

Unit 2: The Testing Process

Topic:	Unit 2: The Testing Process

Testing students with CASAS standardized tests enables programs to be accountable to their funding sources by measuring student progress in a way that can be compared with other programs and states over time.

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.

CASAS 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

Standardized testing also helps in correct placement for class or level, measures learning from one test to the next, and provides information regarding strengths and weaknesses in particular skill areas so that they can be addressed.

Use CASAS tests with an easy four step process. Click below for more information about the process.

Item	Details

Step 1: Place

The first step in the assessment process is to **Place** students into your program using a screening instrument or an **Appraisal**.

The purpose of the **Appraisal** is to:

- determine readiness for a program and instructional level
- identify the correct CASAS pretest level

At the time of registration, students should be given an **Appraisal** to determine their reading, math, and/or listening skill level.

Important Note: The Appraisal is not a pretest, but a tool to determine a learner's skill level at that time and to identify the correct pretest.

An appraisal is only given once, usually during registration or at the beginning of class.

In many programs, the registration process for new students may include any one or combination of the following Appraisals:

- For reading and listening: CASAS Appraisal Form 80
- For math: CASAS Life Skills Math Appraisal Form 30
- For reading and math:
  - CASAS Employability Competency System (ECS) Appraisal Form 130 *or*
  - CASAS Workforce Learning Systems Appraisal Form 230

In CASAS eTests students take a short computer-adaptive locator, and then move directly into the appropriate pretest.

The Intake Process

Some agencies have developed their own placement system. Here is a standard intake and placement process that your organization or program may consider adopting:

1. Screening Process / Initial Interview
2. Six-question Oral Screening for ESL/ELL students
3. Writing Screening for ABE and ESL students
4. In-house registration and educational background forms
5. Practice items from Form 27, if appropriate
6. Appraisal, if appropriate
7. Other program specific information
8. Pretest

The Appraisal Test Administration Manual provides more information regarding the intake procedure. See the **Form 80 Appraisal Administration Manual** for screening

	tools for speaking and writing. Agencies may incorporate other components to the initial process, such as interest inventories, or career aptitude tests, etc. **Optional**: Learn more about the intake process on the CASAS website and access flow charts to see how an adult learner can progress through an adult literacy program. Learn more about the intake process **Click next item to view more information.**
Step 2: Diagnose	 The second step in the assessment process is to **Diagnose** a student's learning needs by administering an appropriate **Pretest**. The ***Pretest*** is given as soon as possible upon entry into a program. CASAS recommends pretesting within the first week of class. **The Pretest** ▪ denotes the first CASAS test administered to a student after an appraisal. ▪ establishes a baseline for diagnostics. ▪ measures what a student knows at the beginning of a class (i.e. prior knowledge) before instruction begins. ▪ results help determine the learning needs of students and help guide instruction. **Click next item to view more information.**

Step 3: Instruct	 Instruction is a time for ongoing, informal assessment. Instructors use CASAS test results to guide instruction. **Click next item to view more information.**
Step 4: Monitor	 The **Post-test** measures what the student knows after completing a substantial number of hours in a class or program. It is important to remember that if a reading pretest is administered, the post-test must also be a reading test; a listening pretest must be followed by a listening post-test; a math pretest must be followed with a math post-test. They are not interchangeable. However, you may pre- and post-test in multiple skill areas, such as reading *and* listening. These test results help monitor the progress a student is making. Typically programs provide approximately 70-100 hours of instruction before post-testing. However, testing should not occur before at least 40 hours of instruction.* ▪ 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. However, testing should not occur before at least 40 hours of

	instruction. *Refer to your local or state assessment policy for guidelines on the required hours of instruction before post-testing. Optional: Review the CASAS pre- and post-testing guidelines for more information. You will learn more about test results reports and finding appropriate instructional materials later in this training. **Click Continue or next topic at left.**

Lesson Contents
The Difference Between Appraisals and Progress Tests
Activity
Self-Test

Topic:	The Difference Between Appraisals and Progress Tests

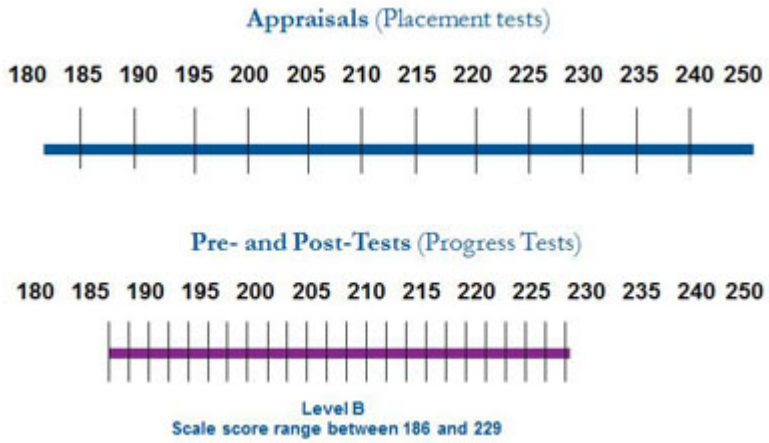
A common question that arises is "what is the difference between appraisals and progress tests?" The two tests are very different and fulfill a unique purpose in the testing process.

Appraisals (Placement Tests)

- Appraisals are placement tests that are designed to capture the abilities of a wide range of students.
- Appraisal test items are widely distributed along the CASAS scale.
- Test items range from very easy items to difficult items.

Pre- and Post-Tests (Progress Tests)

- Pre- and post-tests usually contain 25 – 35 items clustered at a specific level.
- Measure student progress and learning gains by comparing pre-and post-test scores.
- The scale shows the approximate range of items on a B-level test.



Topic:	Activity

Sort the items into their associated categories by writing the item number in its corresponding option box below.

	Category Items
1	Documents learning gains
2	Given right away, usually within the first week of class
3	Measures what a student knows after instruction
4	Results help guide instruction
5	A test to determine placement or level
6	Given after instruction
7	Only given once, usually during registration for class
8	Not a progress test
9	Measures what a student knows at the beginning of a class

Category 1		Category 2		Category 3
Characteristics of an Appraisal		Characteristics of a Pretest		Characteristics of a Post-Test

Note: Answers appear on the next page.

Category 1		Category 2		Category 3
Characteristics of an Appraisal		Characteristics of a Pretest		Characteristics of a Post-Test
5, 7, 8		2, 4, 9		1, 3, 6

Topic:	Self-Test

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. The appraisal can be used as a pretest to diagnose learning needs and measure results.	
Select the correct answer.	
	True
	False

Question 2	
What is a way to determine which class a student should attend?	
Select the correct answer.	
	Check their skill levels with a CASAS appraisal
	Determine what their interests are and find classes that fit their goals
	Both of these are correct.

Question 3	
What is the purpose of a CASAS appraisal?	
Select the correct answer.	
	There is no purpose; Appraisals are a waste of time.
	Appraisals identify initial skill levels and help place learners into appropriate programs, levels, and the correct pretest level.
	The Appraisal is used as a baseline for post-testing.
	The Appraisal is a form used for both pretesting and post-testing.

Question 4	
Why can’t a CASAS appraisal be used as a pre- or post-test (progress test)?	
Select the correct answer.	
	Appraisals have a wide range of items at all difficulty levels.
	Appraisals do not provide enough information to guide instruction.
	All of these answers are reasons why an Appraisal is not a pre- or post-test (progress test).
	Appraisals are too short to provide enough information for a baseline diagnostic.

Question 5	
What is the recommended number of hours of instruction between pre- and post-testing?	
Select the correct answer.	
	There is no recommendation.
	CASAS recommends 70 - 100 hours of instruction, but states may set their own policy on the number of hours.
	At least 12 hours of instruction.
	CASAS eTests tells you.

Question 6	
Teachers should use pre-test results to guide instruction.	
Select the correct answer.	
	True
	False

Question 7
What is the difference between a pretest and a post-test? Choose one answer.

Select the correct answer.	
	The Post-test is given to all new students, only some people get a pretest.
	The pretest is given upon entry and the post-test documents gains at the end of the instructional period.
	There is no difference.
	The Pretest is used at the end of class; the post-test is used at the beginning.

Note: Answers appear on the next page.

Answer 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. The appraisal can be used as a pretest to diagnose learning needs and measure results.	
Select the correct answer.	
✗	True
✓	False
Correct Answer Feedback: Great!	

Answer 2	
What is a way to determine which class a student should attend?	
Select the correct answer.	
✗	Check their skill levels with a CASAS appraisal
✗	Determine what their interests are and find classes that fit their goals
✓	Both of these are correct.
Correct Answer Feedback: Great!	

Answer 3	
What is the purpose of a CASAS appraisal?	
Select the correct answer.	
✗	There is no purpose; Appraisals are a waste of time.
✓	Appraisals identify initial skill levels and help place learners into appropriate programs, levels, and the correct pretest level.
✗	The Appraisal is used as a baseline for post-testing.

✗	The Appraisal is a form used for both pretesting and post-testing.
Correct Answer Feedback: Great!	

Answer 4	
Why can't a CASAS appraisal be used as a pre- or post-test (progress test)?	
Select the correct answer.	
✗	Appraisals have a wide range of items at all difficulty levels.
✗	Appraisals do not provide enough information to guide instruction.
✓	All of these answers are reasons why an Appraisal is not a pre- or post-test (progress test).
✗	Appraisals are too short to provide enough information for a baseline diagnostic.
Correct Answer Feedback: Great!	

Answer 5	
What is the recommended number of hours of instruction between pre- and post-testing?	
Select the correct answer.	
✗	There is no recommendation.
✓	CASAS recommends 70 - 100 hours of instruction, but states may set their own policy on the number of hours.
✗	At least 12 hours of instruction.
✗	CASAS eTests tells you.
Correct Answer Feedback: Great!	

Answer 6

Teachers should use pre-test results to guide instruction.	
Select the correct answer.	
✓	True
✗	False
Correct Answer Feedback: Great!	

Answer 7	
What is the difference between a pretest and a post-test? Choose one answer.	
Select the correct answer.	
✗	The Post-test is given to all new students, only some people get a pretest.
✓	The pretest is given upon entry and the post-test documents gains at the end of the instructional period.
✗	There is no difference.
✗	The Pretest is used at the end of class; the post-test is used at the beginning.
Correct Answer Feedback: Great!	

Unit 3: CASAS Testing Options

Topic:	Unit 3: CASAS Testing Options

CASAS offers different assessment series such as Life and Work, Employability Competency System, and Workforce Learning Systems. Each series offers a range of test forms within a specific context. Choose the series that best meets the needs of your learners and program or organization.

Optional: To learn more about the different assessment series, visit www.casas.org/product-overviews/assessments.

You have the option of using CASAS eTests or paper-based tests, or you may use them in conjunction with one another.

Test Administration Manuals (for CASAS eTests Online and Paper-Based Testing)

Each appraisal and pre- and post-test series has a companion Test Administration Manual.

- Appraisal manuals are three-ringed binders.
- Pre- and post-test manuals are spiral-bound.
- Manuals contain administration procedures, answer keys, score conversion charts, sample test booklets, administration directions, and other helpful information.
- Manuals are sold separately.

Item	Details

CASAS eTests	CASAS eTests is a nationally recognized system for computer delivery of standardized and adaptive assessments
	• Use anywhere with Internet connection and computer running Windows
	• 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 the next test
	• No need for test booklets, CDs/cassettes, answer sheets or #2 pencils
	• Intuitive interface: questions display left of stem
	• Includes practice test items
	• Discourage cheating: no A,B,C,D responses
	• Give individually or to a group
	• Accommodation features:

	▪ Screen reader compatible ▪ Scalable displays, stems, options ▪ Retractable toolbar identifies examinee, test form, remaining items and remaining time. **Using CASAS eTests** • Includes the most widely used test series • Test Administrations apply to any test form • **Additional training is required – it is free and online.** To enroll in these courses, go to CASAS Online Registration. ▪ ***Test Site Agreement*** verifies equipment configuration and testing environment (only one person needs complete this; you can include several locations on one agreement) ▪ ***Coordinator Certification*** defines and schedules test sessions (at least one per location; can also be a proctor) ▪ ***Proctor Certification*** initiates, monitors, and closes test sessions (at least one per location) **For More Information** • *Optional*: Learn more on the CASAS Web site: CASAS eTests: Computer-Based and Computer Adaptive Testing. • *Optional*: Learn more about the steps for Implementing CASAS eTests Online. • *Optional*: View a CASAS eTests Online sampler. **Click next Item to view more information.**
Paper-Based Tests	Most paper-based tests are reusable. Students write their answers on an answer sheet. ▪ Each student will use at least three answer sheets: one for appraisal, one for pretesting and one for post-testing. ▪ Students may write their answers for multiple tests (i.e. for reading and math) on the same answer sheet. **Using Paper-Based Tests** Purchase test booklets. (Most paper-and-pencil tests are reusable up to 10 times; purchase replacement booklets when needed.) ▪ Tests are generally sold in sets of 1, 5, 10, or 25. Purchase answer sheets **Answer Sheet Options** • **Self-Scoring Answer Sheet for Appraisals** ▪ The answer key for the appraisal is built into this answer sheet. The built-in answer key allows immediate and easy hand scoring of the appraisal test. ▪ When the test is complete, the teacher tears off the perforated edge to reveal the answer key. Carbon paper transfers a student's answers. • **TOPSpro scannable Appraisal record** ▪ This is a scannable answer sheet. One side captures capture reading and math appraisal tests. The other side captures reading and listening. • **TOPSpro scannable test record** ▪ This is a scannable answer sheet. Use this Test Record with any CASAS pre- or post-test.

	• **General Purpose Answer Sheet** ▪ For use with any CASAS tests. This option is for those programs that do not use TOPSpro to score tests. *Optional*: See Ordering Information for more details about purchasing paper-based tests. **Click Continue or next topic at left.**

Lesson Contents
Self-Test

Topic:	Self-Test

For each statement, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** CASAS assessments are available as paper-based tests or via the Web with CASAS eTests.	
2	Most paper CASAS tests are reusable. Learners write their answers on an answer sheet.	
3	Using CASAS eTests eliminates the need for answer sheets, hard copy answer keys, and interpreting score conversion charts.	

Note: Answers appear on the next page.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** CASAS assessments are available as paper-based tests or via the Web with CASAS eTests.	✓
	Correct Answer Feedback: Yes - that is correct! Choose the delivery option that works best for your program or organization.	
2	Most paper CASAS tests are reusable. Learners write their answers on an answer sheet.	✓
	Correct Answer Feedback: Great!	
3	Using CASAS eTests eliminates the need for answer sheets, hard copy answer keys, and interpreting score conversion charts.	✓
	Correct Answer Feedback: Great!	

Unit 4: Test Administration

Topic:	Unit 4: Test Administration

Whether you choose CASAS eTests or paper-based testing, standardized test administration is vital. All testing must be supervised by a proctor.

Item	Details
Planning for Testing Day	 **CASAS eTests** • Coordinator/Proctor Certification • Computers • Unique ID for each examinee • Scratch paper for math tests • Headsets for listening tests • Practice tests **Paper-Based Tests** • Test administration manual • Test booklets (Number booklets for tracking and security) • Answer sheets, #2 pencils, scratch paper for math tests • A reliable CD player for listening tests • Overhead of answer sheet to explain how to complete the answer sheet (optional) **Notes:** 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 on the CASAS website. **Click next item to view more information.**
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 For CASAS eTests: • Start testing session, start-up testing stations **Giving the Test** • Review practice items • Encourage students to review answers • Write start and end times on the board • Begin the test • Monitor students **Remember, proctors may not:** • read questions or answers to the students • provide definitions of words **Click next item to view more information.**
Timing Guidelines	 **Appraisals** are 20 - 25 items and take approximately 20-25 minutes per section, depending on test form. See your Test Administration Manual for specific timing options for the form you use. **CASAS eTests Locators** are 7 - 9 questions and take 15 minutes. **Pre- and post-tests for math and reading** • Allow up to one hour

	• Students may have a few extra minutes to complete the question they are working on. • Allow the same amount of time for pre- and for post-tests. For example, allow 1 hour for the pre-test and 1 hour for the post-test. CASAS tests are not strictly timed. This means you can allow an extra two or three minutes for the learner to complete the question they are working on. If students are having a great deal of difficulty with test items and obviously cannot complete them, they may be dismissed or asked to sit quietly until the class has finished. **Listening Tests** • Timing is determined by the test CD or by CASAS eTests. • Do not stop the CD until instructed to (at the end of each section) • CASAS eTests automatically advances. **Click next item to view more information.**
After the Test	**CASAS eTests** • Collect scratch paper • 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 recorded in database • Use Skill Level Descriptors to interpret results • Next test automatically assigned **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 Suggested Next Test Charts to identify the next appropriate test **Click next item to view more information.**
Test Security and Test Preparation Guidelines	CASAS publishes the test security policy to maintain the integrity of each of its assessments and to assist with the implementation of and adherence to test security practices. **Guidelines Excerpts** • 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 the testing event. • Scratch paper and any assistive material such as electronic devices or dictionaries are strictly prohibited during the administration of assessment other than math. • Only students taking math tests are allowed to have scratch paper during administration of the assessment. The scratch paper must be collected at the end of test administration and destroyed. Refer to CASAS Test Security Policy on the CASAS website for complete details. At completion of this training, you will be required to agree to the Test Security Policy. CASAS encourages the use of sample test items, competencies, CASAS content standards, QuickSearch Online, and other resources to teach and prepare students. You will learn more about these resources later in the training. **Important Note:** CASAS tests are copyrighted. It is illegal to use actual test items as teaching tools. **Click Continue or next topic at left.**

Lesson Contents
Activity
Self-Test

Topic:	Activity

For each pair of statements, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	Testing must be supervised by a proctor at all times.	
	The proctor may leave the room during testing.	
2	Learners may use a calculator or a dictionary.	
	Learners may NOT use calculators or dictionaries.	
3	Proctors may read questions and answers to students, if necessary.	
	Proctors may NOT read test questions or answers to students.	
4	CASAS tests are not strictly timed. This means you can allow an extra two or three minutes for the learner to complete the question they are working on.	
	You may allow an unlimited amount of time for learners to finish the test.	
5	Teachers may use the Sample Test Items for classroom practice.	
	Teachers may use actual test items for classroom practice.	
6	Students may have access to testing materials at any time.	
	Test materials, including answer sheets and test administration manuals, must be kept in a secure location.	
7	CASAS eTests requires manual scoring.	
	CASAS eTests automatically scores the tests.	
8	Testing may be done in a loud and distracting environment.	
	Testing should be done in a quiet environment.	
9	There is a maximum of 25 students per proctor.	
	There is no limit on the number of students per proctor.	

Note: Answers appear on the next page.

	Statement	Answer
1	Testing must be supervised by a proctor at all times.	✓
	The proctor may leave the room during testing.	✗
2	Learners may use a calculator or a dictionary.	✗
	Learners may NOT use calculators or dictionaries.	✓
3	Proctors may read questions and answers to students, if necessary.	✗
	Proctors may NOT read test questions or answers to students.	✓
4	CASAS tests are not strictly timed. This means you can allow an extra two or three minutes for the learner to complete the question they are working on.	✓
	You may allow an unlimited amount of time for learners to finish the test.	✗
5	Teachers may use the Sample Test Items for classroom practice.	✓
	Teachers may use actual test items for classroom practice.	✗
6	Students may have access to testing materials at any time.	✗
	Test materials, including answer sheets and test administration manuals, must be kept in a secure location.	✓
7	CASAS eTests requires manual scoring.	✗
	CASAS eTests automatically scores the tests.	✓
8	Testing may be done in a loud and distracting environment.	✗
	Testing should be done in a quiet environment.	✓
9	There is a maximum of 25 students per proctor.	✓
	There is no limit on the number of students per proctor.	✗

Topic:	Self-Test

For each statement, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** Students may use a calculator and a dictionary during testing.	
2	Teachers may read test questions to learners who need help.	
3	Test materials should be kept in a secure location.	
4	CASAS eTests automatically scores the test and converts the raw to scale score.	
5	Students may share answers during testing.	
6	Teachers may choose to allow a few extra minutes for a learner to finish the question they are working on.	
7	It is ok to allow unlimited time for learners to complete the test.	
8	Proctors should allow the same amount of time for pre- and for post-tests.	
9	Test Proctors may leave the room during testing.	
10	Test Proctors should go over the practice items before beginning the test.	

Note: Answers appear on the next page.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** Students may use a calculator and a dictionary during testing.	✗
	Correct Answer Feedback: No, that answer is incorrect.	
2	Teachers may read test questions to learners who need help.	✗
	Correct Answer Feedback: No, that answer is incorrect.	
3	Test materials should be kept in a secure location.	✓
	Correct Answer Feedback: Great!	
4	CASAS eTests automatically scores the test and converts the raw to scale score.	✓
	Correct Answer Feedback: Great!	
5	Students may share answers during testing.	✗
	Correct Answer Feedback: No, that answer is incorrect.	
6	Teachers may choose to allow a few extra minutes for a learner to finish the question they are working on.	✓
	Correct Answer Feedback: Great!	
7	It is ok to allow unlimited time for learners to complete the test.	✗
	Correct Answer Feedback: No, that answer is incorrect.	
8	Proctors should allow the same amount of time for pre- and for post-tests.	✓
	Correct Answer Feedback: Great!	
9	Test Proctors may leave the room during testing.	✗
	Correct Answer Feedback: No, that answer is incorrect.	

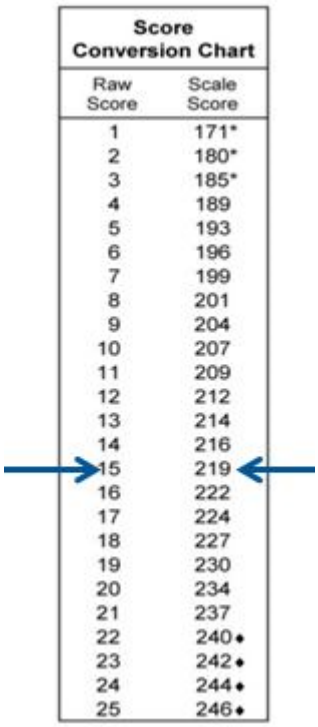
10	Test Proctors should go over the practice items before beginning the test.	
	Correct Answer Feedback: Great!	

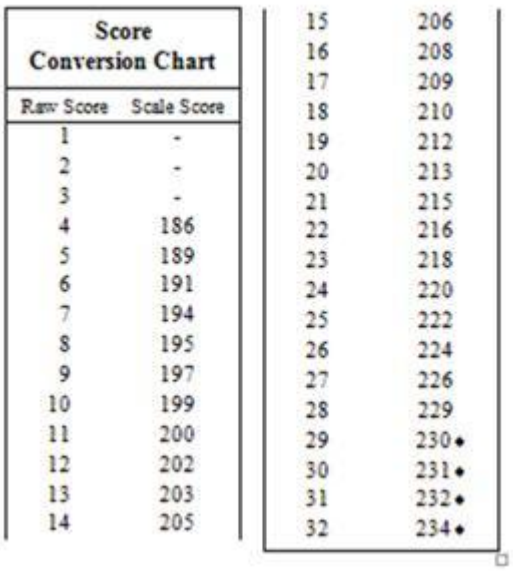
Unit 5 Scoring Assessments and Selecting the Next Test

Topic:	Unit 5 Scoring Assessments and Selecting the Next Test

As you learned in previous Units, CASAS eTests automatically scores the tests for you. However, it is still important to know the basics of scoring the assessments.

Item	Details
Finding the Raw Score	 Raw scores are the number correct on a test. You will always convert the raw score to a scale score using a special chart called the Raw to Scale Score Conversion Chart. Finding the raw score for a CASAS test is easy, especially if you use CASAS eTests or the Self-Scoring Answer Sheet (for Appraisals). These options provide immediate

	results. If you do not use CASAS eTests or the Self-Scoring Answer Sheet, you may scan the answer sheet (contact the manufacturer of your scanner for more information) or manually score the test using the answer key. **Using an Answer Key** The answer key for each test is in the Test Administration Manual. Each CASAS test series has its own Test Administration Manual (TAM). Referring to this manual for each test series is very important as score charts and answer keys are different for each test. Here is an example of the steps to follow for scoring the test with an answer key: 1. Find the correct answer key. There is a separate answer key for each skill area, such as reading or math. 2. Circle or mark the correct answers. 3. Count the correct answers. 4. The number correct is the raw score. **Click next item to view more information.**
Raw to Scale Score Conversion	 **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• Once you have the raw score, you will convert the raw score to the scale score using the Score Conversion Chart for the test that was administered. (CASAS eTests does this for you.) **Convert the raw score to the scale score using a chart like this one.** Each test administration manual contains raw to scale score conversion charts for each test. **For example:** Using the Score Conversion Chart, if Maria Gonzalez has a reading raw score is 15, what is the scale score? That's right! She has a scale score of 219. **A rule of thumb:** raw scores are one or two digits, scale scores are always three

	digits. There are different Score Conversion Charts for each test (reading, math, listening, etc.), test series and for appraisals. The Test Administration Manuals contain the raw to scale score conversion charts for each test. **Click next item to view more information.**
Scores Outside the Accurate Range	 In spite of your best efforts to measure students' skills, occasionally students will not perform on their test as anticipated. Sometimes, students may score lower than expected or higher than expected and "top out" of the test. For low test scores, the student may have been ill, or skipped a line on the answer sheet and marked the rest of the answers on the wrong line, or the wrong Test Form number was bubbled in on the student's answer sheet. For higher than expected test scores, a student may have received "help" on the test. The technical errors can be easily remedied, but the others cannot. Sometimes you have to re-test the student. Other times a student is given a test form that is below his or her ability and they "top out" of the test. In any of these cases, the student does not have an accurate test score. According to this Score Conversion Chart , if a student only scores 1 - 3 answers correct on a test (marked with an *); the student should be given a test at a lower level. This test was too hard for the student. If another student scores 22 - 25 answers correct, the student should be given a test at the next higher level. This test was too easy for the student. A diamond ♦ score represents a "conservative estimate" of a student's true ability. This score may be used if there is no opportunity to re-test the student at a higher level. For example: a student post-tests at the end of the school year and receives a diamond ♦ score. The agency will be able to document the student's learning gain by comparing the student's pretest score to this diamond ♦ score. **Click next item to view more information.**

Score Conversion Chart

Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230♦
30	231♦
31	232♦
32	234♦

Finding the Next Test Using the Next Assigned Test Chart

READING	
Form 80R	
Score	Next Assigned Test
171	Level A **081R**
180	
185	
189	
193	
196	Level AX **081RX**
199	
201	
204	
207	Level B **083R**
209	
212	
214	
216	
219	
222	Level C* **085R or 185R**
224	
227	
230	
234	
237	Level D **187R**
240	
242	
244	
246	

The Next Assigned Test (NAT) Charts and the Suggested Next Test (SNT) Charts provide information about which test level and form to give next based on the previous test score.

Each test form has its own NAT or SNT chart.

Find the Next Assigned Test Charts on the CASAS Web site.

Here is the NAT for the Form 80 reading appraisal. Look at the scale scores in the first column and the corresponding Next Test Level in the second column of the charts.

If Josie scored 189 in reading, what level pretest should she take?

That's right - she should take a Level A reading pretest.

What form number should she take?

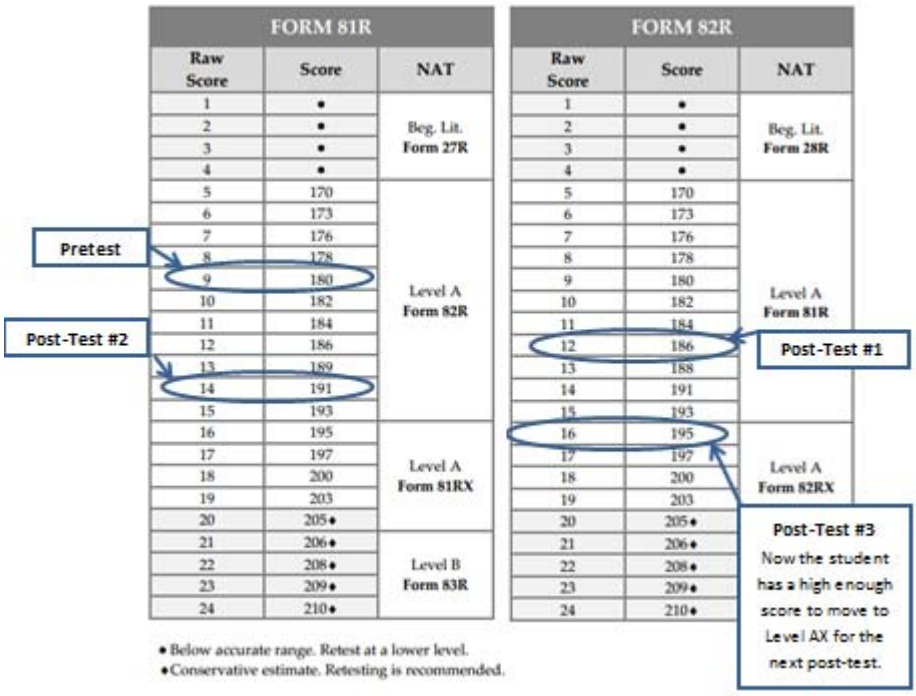
That's right - she should take Form 81R as her pretest.

Many programs use the odd numbered tests as pre-tests and the even numbered forms at post-tests. While this is not required, it may help make the testing process a bit easier by being consistent.

Remember, CASAS eTests does this for you.

Click next item to view more information.

Selecting Post-Tests



As you know, the post-test results show the progress the student is making in your class and are an excellent way to monitor that progress.

Post-tests can be given multiple times throughout the year. However, be mindful of under- and over-testing.

- Research shows that students are more likely to show learning gains after completing 70-100 hours of class time.
- Post-testing students more frequently (say, every 20 hours) will not provide your agency with better results.
- Your agency will have a testing policy and/or schedule of post-testing based on how long students typically remain in the program, intensity of program, and program schedule.

Students pretest and post-test (and can continue to test) within a test level until the student scores high enough to move to the next test level.

In other words, a student may continue taking tests within Level C, moving from 81R → 82R → 81R.

Keep in mind, a student should never take the same test in a row; always alternate between forms.

When a student scores high enough, the Next Assigned Test Chart will recommend they move to the next test level.

Review the process:

1. Use the CASAS appraisal score to determine the pretest level.
2. Use the pretest score to determine the post-test level.
3. Use the post-test score to determine subsequent progress test level.

Remember, if you use CASAS eTests, the computer does all this for you!

Click Continue or next topic at left.

Lesson Contents
Activity: Converting the Raw to Scale Score
Activity: Finding the Next Test
Self-Test

Reading Test

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♦

Now it's your turn to convert the raw score to the scale score. Use the score conversion chart to answer the following questions. The answers are provided for you. How did you do?

- **Practice #1**
  If Don had a raw score of 12, what was his scale score?

- **Answer #1**
  212

- **Practice #2**
  Maria had a raw score of 23. What was her scale score?

- **Answer #2**
  242

- **Practice #3**
  Is Maria's score within the accurate range? What should you do in this instance?

- **Answer #3**
  Maria's score is considered a "conservative estimate." You can use this score if there is not an opportunity to retest at a higher level.

Click Continue or next topic at left.

Topic:	Activity: Finding the Next Test

Test Forms by Series – Reading

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		

Now it's time to practice finding the next test level and form. Use the Test Forms by Level Chart for Reading to answer the following questions. The answers are provided for you. How did you do?

- **Practice #1**

  Ludmila took a Reading appraisal and scored 226. She can take a level C pretest. Which ECS Reading pretest form could she take?

- **Answer #1**

  Ludmilla could take form 15R or 16R.

- **Practice #2**

  Juan took a Reading Appraisal and scored 214. He can take a level B or C pretest. Which Life and Work Reading pretest forms could he take?

- **Answer #2**

  Juan could take 83R, 84R, 85R, 86R, 185R, 186R - depending on program focus.

- **Practice #3**

  How would you decide the appropriate form for Juan?

- **Answer #3**

  Consider factors such as years of schooling in native country, years in the U.S., and employment possibilities. Can you think of other factors that could determine which form to use?

- **Practice #4**

  Sam took a Reading Appraisal and scored 193. He can take a level A pretest. Which ECS Reading pretest form could he take?

- **Answer #4**

  Sam could take ECS Forms 11R or 12R as his pretest.

- **Practice #5**

  Michelle took a Reading Appraisal and scored 233. She can take a level C or D pretest. Which ECS Reading pretest form could she take?

- **Answer #5**

  Michelle could take Form 17R or 18R as her pretest.

Click Continue or next topic at left.

Topic:	Self-Test

For each statement, indicate which is true by placing a mark in the column to the right.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** Raw scores must be converted to scale scores.	
2		
3	Use the raw score to determine the next test level.	
4	Raw scores are converted to scale scores using a Raw to Scale Score Conversion Chart.	
5	The Raw to Scale Score Conversion Charts are available in the Test Administration Manual.	
6	CASAS eTests automatically converts the raw to scale score and determines the next test level.	
7	A learner can take the same test form twice in a row.	
8	There are different test forms at different levels. This allows a learner to take a test that is not too easy or too difficult.	
9	You should use the pretest scale score to determine the post-test level.	

Note: Answers appear on the next page.

	Statement	Answer
1	**Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished.** Raw scores must be converted to scale scores.	✓
	Correct Answer Feedback: Great!	
2		✓
	Correct Answer Feedback: Great!	
3	Use the raw score to determine the next test level.	✗
	Correct Answer Feedback: Sorry, that is incorrect.	
4	Raw scores are converted to scale scores using a Raw to Scale Score Conversion Chart.	✓
	Correct Answer Feedback: Great!	
5	The Raw to Scale Score Conversion Charts are available in the Test Administration Manual.	✓
	Correct Answer Feedback: Great!	
6	CASAS eTests automatically converts the raw to scale score and determines the next test level.	✓
	Correct Answer Feedback: Great!	
7	A learner can take the same test form twice in a row.	✗
	Correct Answer Feedback: Sorry, that is incorrect.	
8	There are different test forms at different levels. This allows a learner to take a test that is not too easy or too difficult.	✓
	Correct Answer Feedback: Great!	
9	You should use the pretest scale score to determine the post-test level.	✓
	Correct Answer Feedback: Great!	

Unit 6: What Do The Scores Mean?

Topic:	Unit 6: What Do The Scores Mean?

Results from CASAS tests relate to a numerical scale showing level of proficiency. The scale score has the same meaning across all test forms.

Use the appraisal scale score to:

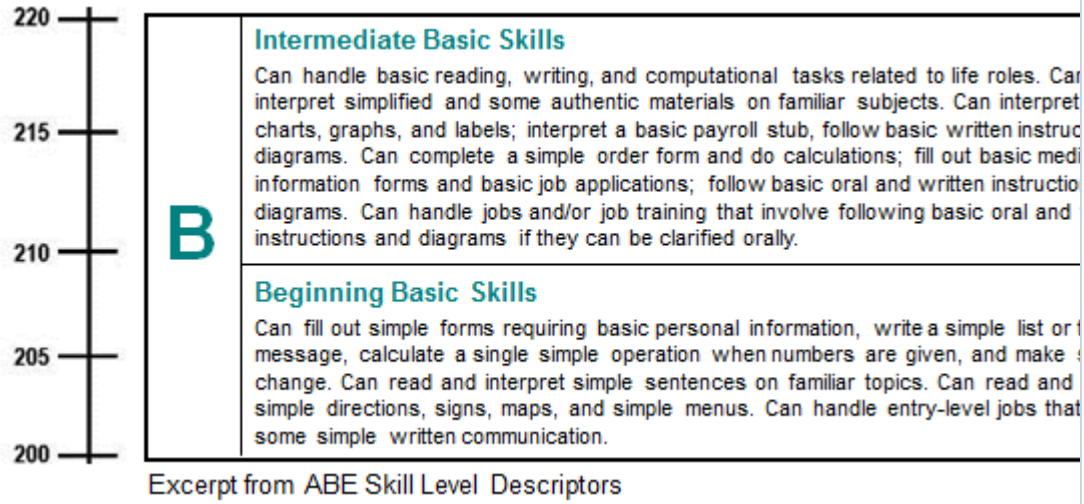
- Determine program eligibility
- Place or transition learners into a training or educational program
- Determine a pretest level

Use the pretest scale score to:

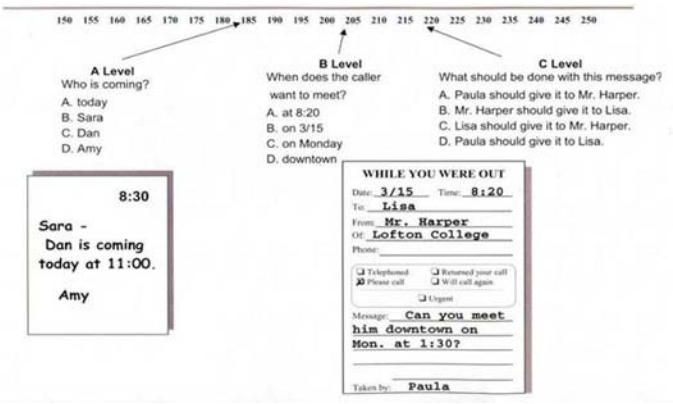
- determine skill levels at the beginning of instruction
- determine post-test level

Use the post-tests scale score to:

- Compare with the pretest score to document progress
- Determine class placement for next semester or year
- Determine the next test level

Item	Details
Skill Level Descriptors	 Excerpt from ABE Skill Level Descriptors CASAS scale scores correspond to descriptors of performance in terms of employment and adult life skills. These **Skill Level Descriptors** describe in positive terms what a person is able to do or

	learn within a range of the scale scores. See the image for an example. For example, what type of job could someone with a scale score of 215 be able to do? ▪ Can handle jobs and job training that involve following basic oral and simple written instructions and diagrams if they can be clarified orally. What are some examples of entry-level jobs appropriate for someone at this Intermediate Basic Skills level? ▪ Customer service, restaurant kitchen worker, housekeeping, maintenance worker, others? Keep in mind that the descriptors only apply to the type of test given. For example, if a student took a reading test, only the reading descriptors at that determined level are applicable to that student. Note: Do not assume that the listening, speaking, math, or writing skills are at the same level. You will find the Skill Level Descriptors in your Test Administration Manual and on the CASAS Web site. *Optional*: Take a look at the skill level descriptors and correlations for the following populations and skills on our Web site: ▪ ABE Level Descriptors ▪ ESL Level Descriptors ▪ Intellectual Disabilities Skill Level Descriptors ▪ Writing Descriptors ▪ Speaking Level Descriptors **Click the next item for more information.**
The Scale in Relation to Learners	 At what level is the learner? Is the Learner making progress? Test results help teachers and learners by revealing which skills and competencies the student is proficient in and which skills the learner still has to master to advance on the CASAS Scale. **Optional:** Hear how agencies and programs are using test results with learners by viewing "Voices from the Field" videos on the CASAS YouTube Channel: http://www.youtube.com/user/CASASassessment **Click the next item for more information.**

The Scale in Relation to Test Items	 Here are examples of test items (or questions) at three different **Levels** along the CASAS scale. Each test question has a display (a picture or a cue) which the student reads, then a question with four multiple choice answers to select from. This image shows how the same competency (Competency 2.1.7: Take or interpret telephone messages) may be assessed at different levels along the CASAS scale. The item test display becomes more difficult and the test questions/distractors become increasingly more difficult. **A Level:** The student reads a simple note, and selects the answer A, B, C, or D to a simple question: "Who is coming?" This question is at a reading level of 185 on the CASAS scale. **B Level:** The student reads the message and selects the answer to "When does the caller want to meet?" This type of question is at a reading level of 205 on the CASAS scale. **C Level:** The question may require some critical thinking. "What should be done with this message" is a question that is at a reading level of 221 on the CASAS scale. **Click the next item for more information.**
The Scale in Relation to Grade Levels	Some programs, especially WIA Title I programs serving youth and some workforce development programs, may be required to report CASAS scale scores as grade level equivalents. Agencies should use grade level information only for administrative purposes when state or federal regulations call for a grade level. CASAS does not recommend sharing grade level equivalents with students. *Optional*: Download the References for Grade Levels for WIA Title I programs from the CASAS Web site for reference. **Click Continue or next topic at left.**

Lesson Contents
CASAS and the National Reporting System (NRS)
Self-Test

Topic:	CASAS and the National Reporting System (NRS)

If your organization or program receives federal WIA funding, you may be required to report scores as Educational Functioning Levels, or EFLs to the National Reporting System (NRS). Usually, local programs report scores to their state and the state reports to the federal level.

The CASAS Assessment Policy Guidelines help agencies create local (and state) assessment policies that meet federal requirements. Your state or funding source may have specific policies and procedures for data collection and reporting. Please be sure to check with your lead teacher or state department of education for more information about policies and procedures for CASAS implementation and compliance in your state. Your state may require additional training or follow-up.

The **Workforce Investment Act (WIA)** —

requires states that receive federal dollars to report performance outcomes to monitor local program performance. For states to meet these requirements, local programs use standardized assessments to collect & report data on student learning gains. This process ensures accurate & consistent monitoring of program results among agencies & provides the baseline data needed to document improvements in literacy skills. CASAS standardized tests meet these accountability requirements & correlate with the definitions used in the National Reporting System (NRS).

Optional: Learn more about the NRS at www.nrsweb.org.

Optional: Learn how CASAS helps meet the NRS requirements on the CASAS Web site.

Does your program receive WIA funding? Are you required to report NRS EFLs? Ask a lead teacher or your administrator if you are not sure.

Item	Details
History	The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program.

	The NRS began in the late 1990s, in response to the trend towards greater accountability, for both adult education and other types of programs. With a system designed to demonstrate program effectiveness and improve student outcomes, the NRS provides a means of regular evaluation for adult education nationwide—for states, programs, teachers, and students. In August 1998, the voluntary nature of the NRS changed when the Adult Education and Family Literacy Act within the Workforce Investment Act (WIA – P.L. 105-220) became law. Mandatory statewide implementation of NRS began in 1999, and in 2000, states began submitting their student and program outcomes to the NRS. For more information about the history of the NRS, click here. The NRS ensures accountability to federally funded adult education programs. The NRS: • is an outcome-based reporting system • allows for routine evaluation • allows states to evaluate local program performance according a set of core measures as one condition of local funding • outcome measures are broad enough to accommodate all programs' goals and objectives while being sufficiently standardized to support a uniform national data base NRS measures include two categories – 1) core measures and 2) secondary measures. There are three types of core outcome measures: • **Outcome measures**. Provide the overall representation of national performance. Include central measures such as education gains, obtaining employment, and earning GED. • **Descriptive measures**. Illustrate who attends adult education programs and for what reasons, such as student demographics or status. • **Participation measures.** Document context and amount of instruction students receive, such as hours of instruction, or enrollment in special programs. Core measures are performance standards required by the NRS and are directly tied to incentive grants. Secondary measures, are optional and are not tied to grant awards. They address issues related to employment, education, family, and community. In 2011, the NRS identified four follow-up cohorts for core performance reporting that will redefine how states collect and report core outcomes. For a more detailed look at NRS measures, click here.
Required NRS Outcome Measures	Educational gain: Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program. Entered Employment: Learner obtains a job before the end of the first quarter after the program exit quarter. Retained Employment: Learner remains employed in the third quarter after exit quarter. Applicable population: Learners who, at time of entry were not employed and had a main or secondary goal of obtaining employment, and who entered employment by the first quarter after exit quarter; or learner is employed at entry and has a primary or secondary goal of improved or retained employment. Receipt of a Secondary School Diploma or GED: Learner obtains certification of attaining passing scores on the General Education Development (GED) tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma). Placement in postsecondary education or training: Learner enrolls in a postsecondary

	educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed. Items 2 through 5 are also called Follow-up Measures. Programs must report on the four follow-up measures only for those students who specify one of them as a main or secondary goal. **Click the next item for more information.**
Data Collection Process	The NRS data collection process requires many people in a program to work together as a team to collect accurate and timely information. To collect quality data that accurately reflects a program's progress, multiple opportunities—checkpoints—ensure that errors in data or missing information can be reviewed, corrected, and re-entered into the data system. The NRS assigns specific responsibilities for collecting these data measures at the Local, State, and Federal level. At the local level, agencies collect information from students at three different times—1) intake, 2) update, and 3) follow-up. Each local program must submit this data to the State, which is required to develop a statewide adult education database. Many states that use CASAS use the CASAS TOPSpro data management system to meet this requirement. At the end of the program year, states then must submit aggregated data to the NRS, which maintains a national database. This graphic excerpt from Page 64 of the NRS Implementation Guidelines shows the data collection process across levels. Please be sure to check with your state department of education for more information about policies and procedures for CASAS implementation and NRS compliance in your state. Your state may require additional training or follow-up. **Click Continue or the next topic at left.**

Topic:	Self-Test

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. Which statement is false? The CASAS scale...	
Select the correct answer.	
	Is different depending on the test series
	Is how CASAS results are reported.
	Is the same across test series.
	Correlates to skill level descriptors for each skill area.

Question 2	
What are the CASAS Skill Level Descriptors?	
Select the correct answer.	
	Test levels
	A way to interpret scale scores and find out what someone can be expected to do at each CASAS level.
	A Federal requirement
	A way to find the suggested next test

Question 3	
True or False: CASAS determines what you need to report to your funding sources and when.	
Select the correct answer.	

	True
	False

Question 4	
CASAS offers assessments that are approved by the Office of Vocational and Adult Education (OVAE) to meet the National Reporting System (NRS) requirements.	
Select the correct answer.	
	True
	False

Question 5	
States and programs have different requirements for assessment and reporting. You should always check with your administrator or state department of education for policies in your state.	
Select the correct answer.	
	True
	False

Note: Answers appear on the next page.

Answer 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. Which statement is false? The CASAS scale...	
Select the correct answer.	
✓	Is different depending on the test series
✗	Is how CASAS results are reported.
✗	Is the same across test series.
✗	Correlates to skill level descriptors for each skill area.
Correct Answer Feedback: Great!	

Answer 2	
What are the CASAS Skill Level Descriptors?	
Select the correct answer.	
✗	Test levels
✓	A way to interpret scale scores and find out what someone can be expected to do at each CASAS level.
✗	A Federal requirement
✗	A way to find the suggested next test
Correct Answer Feedback: Great!	

Answer 3
True or False: CASAS determines what you need to report to your funding sources and when.
Select the correct answer.

✗	True
✓	False
Correct Answer Feedback: Great!	

Answer 4	
CASAS offers assessments that are approved by the Office of Vocational and Adult Education (OVAE) to meet the National Reporting System (NRS) requirements.	
Select the correct answer.	
✓	True
✗	False
Correct Answer Feedback: Great!	

Answer 5	
States and programs have different requirements for assessment and reporting. You should always check with your administrator or state department of education for policies in your state.	
Select the correct answer.	
✓	True
✗	False
Correct Answer Feedback: Great!	

Unit 7: Keeping Track of Your Data

Topic:	Unit 7: Keeping Track of Your Data

You might be wondering how you will be able to keep your test data organized.

Data helps track student progress and generate reports for learners, teachers, and administrators. Reports help instructors target appropriate instruction based on what skills students have and need to have for progress and level completion.

Item	Details
TOPSpro Enterprise	Use **TOPSpro Enterprise** (available as local installation or via the Internet) for data management and analysis to: ▪ Scan and score answer sheets (or import from CASAS eTests) ▪ Generate reports for students, teachers, and administrators ▪ Quickly access actionable reports with drill-down capability ▪ Readily define, identify and monitor hot spots using customized dashboard indicators ▪ Accurately target instruction In some states, **TOPSpro Enterprise** is also used as the state accountability system to compile data to meet both state and federal funding requirements. Check with your lead teacher or administrator for information about the data collecting and tracking process at your program or organization. **Optional:** Review sample TOPSpro Enterprise reports on the CASAS website. **For more information:** For more information about TOPSpro Enterprise and to order, contact Carol Farrell at cfarrell@casas.org. **Click next item for more information.**
Tracking Data Manually	If your organization or program does not use TOPSpro Enterprise, you can use the report templates included in the CASAS Test Administration Manual. These templates provide a way to creating student and class profiles based on test results. Each Test Administration Manual contains templates for tracking student and class performance on each test form. You may make copies of these templates as necessary.

	You will see sample reports later in this Unit. You may also consider creating a detailed spreadsheet or other tracking process to maintain test data. Some teachers report that manually tracking test data can be cumbersome. This is true especially if you have a large number of learners for which you must score tests and track results. CASAS highly recommends the use of TOPSpro Enterprise to help ease the burden of data collection and processing. **Click next item for more information.**
Collecting Demographics with the Entry Record	CASAS offers a form that you can use to collect demographic information about your learners. **Entry Records** include fields to collect demographics, such as student gender and date of birth. **Entry Records** also include program-related information, such as instructional program and level, date of entry into a class, and monitor the student's reasons for enrollment. Many agencies complete **Entry Records** through registration. However, if you are responsible for filling out the **Entry Record** with your students, remember that gathering all the information is important. This information will help determine whether the students' needs are being met by your agency. Your funding sources may require your program to collect this kind information. Check with your lead teacher, program administrator, or state department of education for data collection requirements specific to your program or organization.
Documenting Outcomes with the Update Record	CASAS also offers a form you can use to document completed student outcomes. An **Update Record** provides important information about a student, including: ▪ status in the program ▪ progress, learner results ▪ instructional level at update ▪ reason for changing or exiting the program or class Your program may have a system of completing **Update Records** online through your attendance system, or you may complete these forms by hand. Check with your lead teacher, program administrator, or state department of education for data collection requirements specific to your program or organization. **Click Continue or next topic at left.**

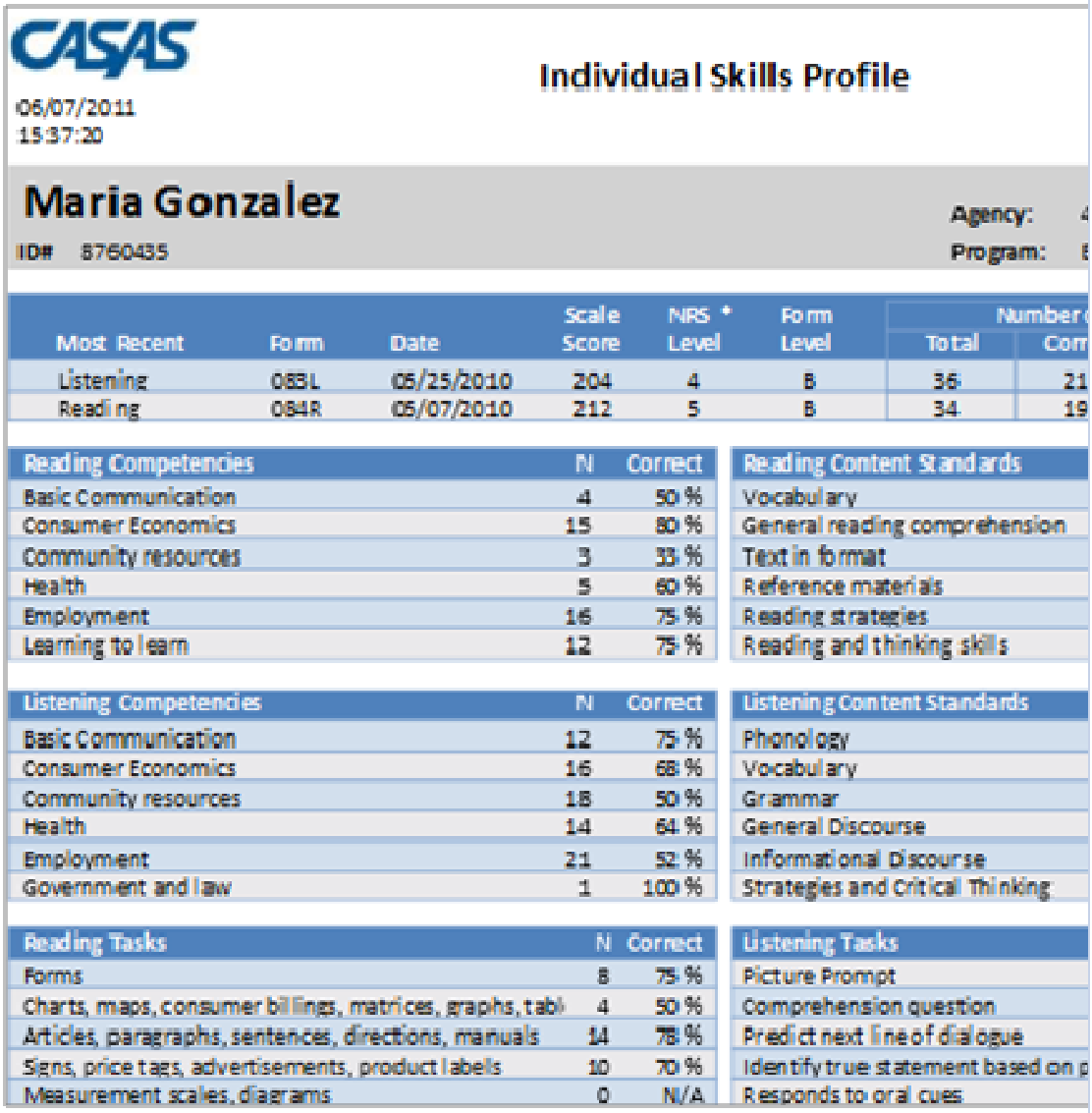
Lesson Contents
TOPSpro Enterprise Reports
Manual Reports
Self-Test

Topic:	TOPSpro Enterprise Reports

As you learned, TOPSpro Enterprise (TE) is the CASAS data management software application that tracks student progress, including learner assessment scores and learner performance on target competencies. Teachers and administrators find the classroom reports TE generates are very helpful in planning their instructional approaches.

Optional: Review more sample TOPSpro Enterprise reports on the CASAS website.

For more information: For more information about TOPSpro Enterprise and to order, contact Carol Farrell at cfarrell@casas.org.

Item	Details
Individual Skills Profile for ESL / ELL learners	

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Individual Skills Profile

Maria Gonzalez

ID# 8760435

Agency:
Program:

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number Total	Number Cor
Listening	083L	05/25/2010	204	4	B	36	21
Reading	084R	05/07/2010	212	5	B	34	19

Reading Competencies	N	Correct
Basic Communication	4	50 %
Consumer Economics	15	80 %
Community resources	3	33 %
Health	5	60 %
Employment	16	75 %
Learning to learn	12	75 %

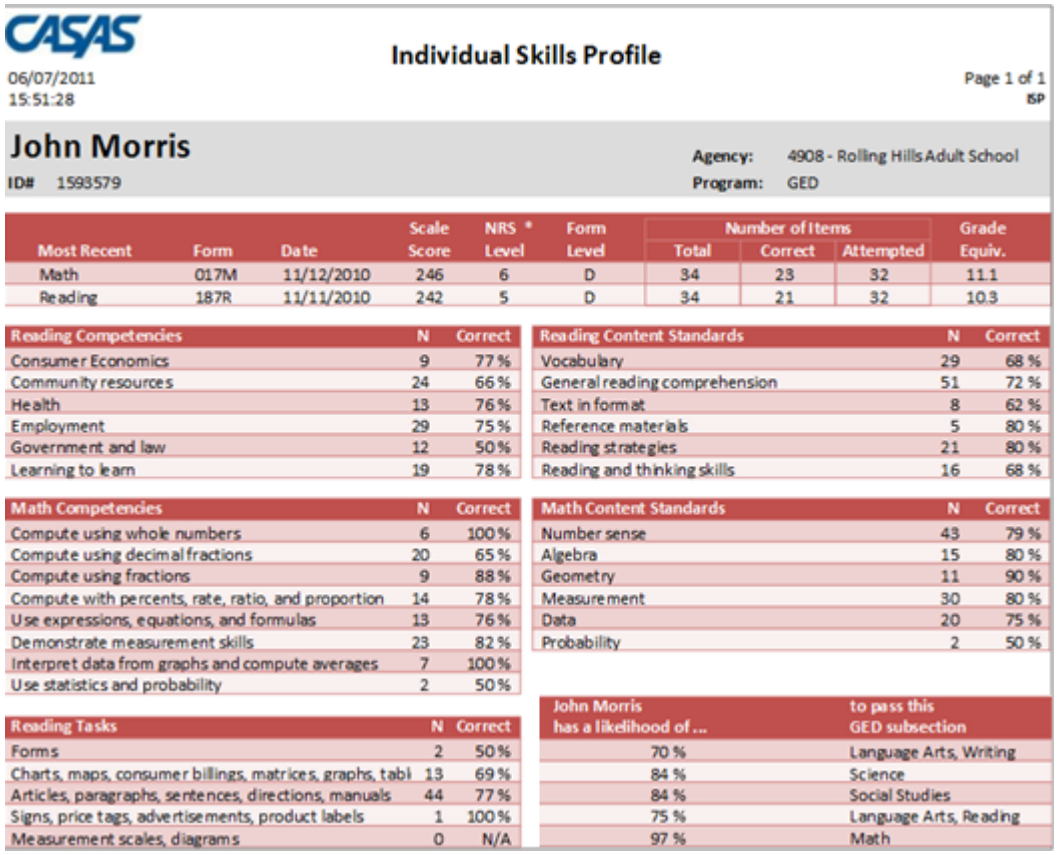
Reading Content Standards
Vocabulary
General reading comprehension
Text in format
Reference materials
Reading strategies
Reading and thinking skills

Listening Competencies	N	Correct
Basic Communication	12	75 %
Consumer Economics	16	68 %
Community resources	18	50 %
Health	14	64 %
Employment	21	52 %
Government and law	1	100 %

Listening Content Standards
Phonology
Vocabulary
Grammar
General Discourse
Informational Discourse
Strategies and Critical Thinking

Reading Tasks	N	Correct
Forms	8	75 %
Charts, maps, consumer billings, matrices, graphs, tabl	4	50 %
Articles, paragraphs, sentences, directions, manuals	14	78 %
Signs, price tags, advertisements, product labels	10	70 %
Measurement scales, diagrams	0	N/A

Listening Tasks
Picture Prompt
Comprehension question
Predict next line of dialogue
Identify true statement based on p
Responds to oral cues

	(For ESL programs) presents competencies assessed in reading and listening. **Click the next item for more information.**
Individual Skills Profile for GED Learners	 CASAS 06/07/2011 15:51:28 **Individual Skills Profile** Page 1 of 1 ISP **John Morris** ID# 1593579 Agency: 4908 - Rolling Hills Adult School Program: GED (For GED programs) presents competencies assessed in various modalities and indicates likelihood of passing different GED subsections. **Click the next item for more information.**

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items Total	Correct	Attempted	Grade Equiv.
Math	017M	11/12/2010	246	6	D	34	23	32	11.1
Reading	187R	11/11/2010	242	5	D	34	21	32	10.3

Reading Competencies	N	Correct
Consumer Economics	9	77 %
Community resources	24	66 %
Health	13	76 %
Employment	29	75 %
Government and law	12	50 %
Learning to learn	19	78 %

Reading Content Standards	N	Correct
Vocabulary	29	68 %
General reading comprehension	51	72 %
Text in format	8	62 %
Reference materials	5	80 %
Reading strategies	21	80 %
Reading and thinking skills	16	68 %

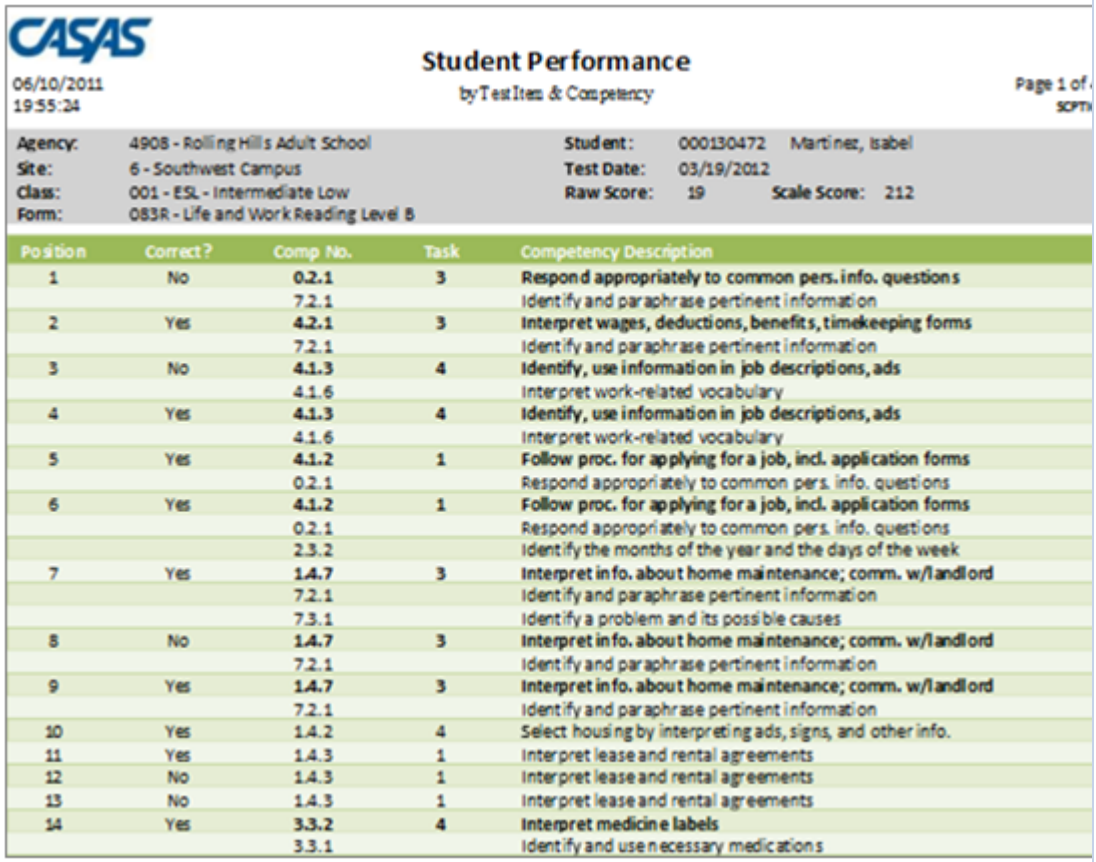
Math Competencies	N	Correct
Compute using whole numbers	6	100 %
Compute using decimal fractions	20	65 %
Compute using fractions	9	88 %
Compute with percents, rate, ratio, and proportion	14	78 %
Use expressions, equations, and formulas	13	76 %
Demonstrate measurement skills	23	82 %
Interpret data from graphs and compute averages	7	100 %
Use statistics and probability	2	50 %

Math Content Standards	N	Correct
Number sense	43	79 %
Algebra	15	80 %
Geometry	11	90 %
Measurement	30	80 %
Data	20	75 %
Probability	2	50 %

Reading Tasks	N	Correct
Forms	2	50 %
Charts, maps, consumer billings, matrices, graphs, tabl	13	69 %
Articles, paragraphs, sentences, directions, manuals	44	77 %
Signs, price tags, advertisements, product labels	1	100 %
Measurement scales, diagrams	0	N/A

John Morris has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
97 %	Math

Student Performance



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Student Performance
by Test Item & Competency

Page 1 of

Agency:	4908 - Rolling Hills Adult School	**Student:**	000130472 Martinez, Isabel
Site:	6 - Southwest Campus	**Test Date:**	03/19/2012
Class:	001 - ESL - Intermediate Low	**Raw Score:**	19 **Scale Score:** 212
Form:	083R - Life and Work Reading Level B		

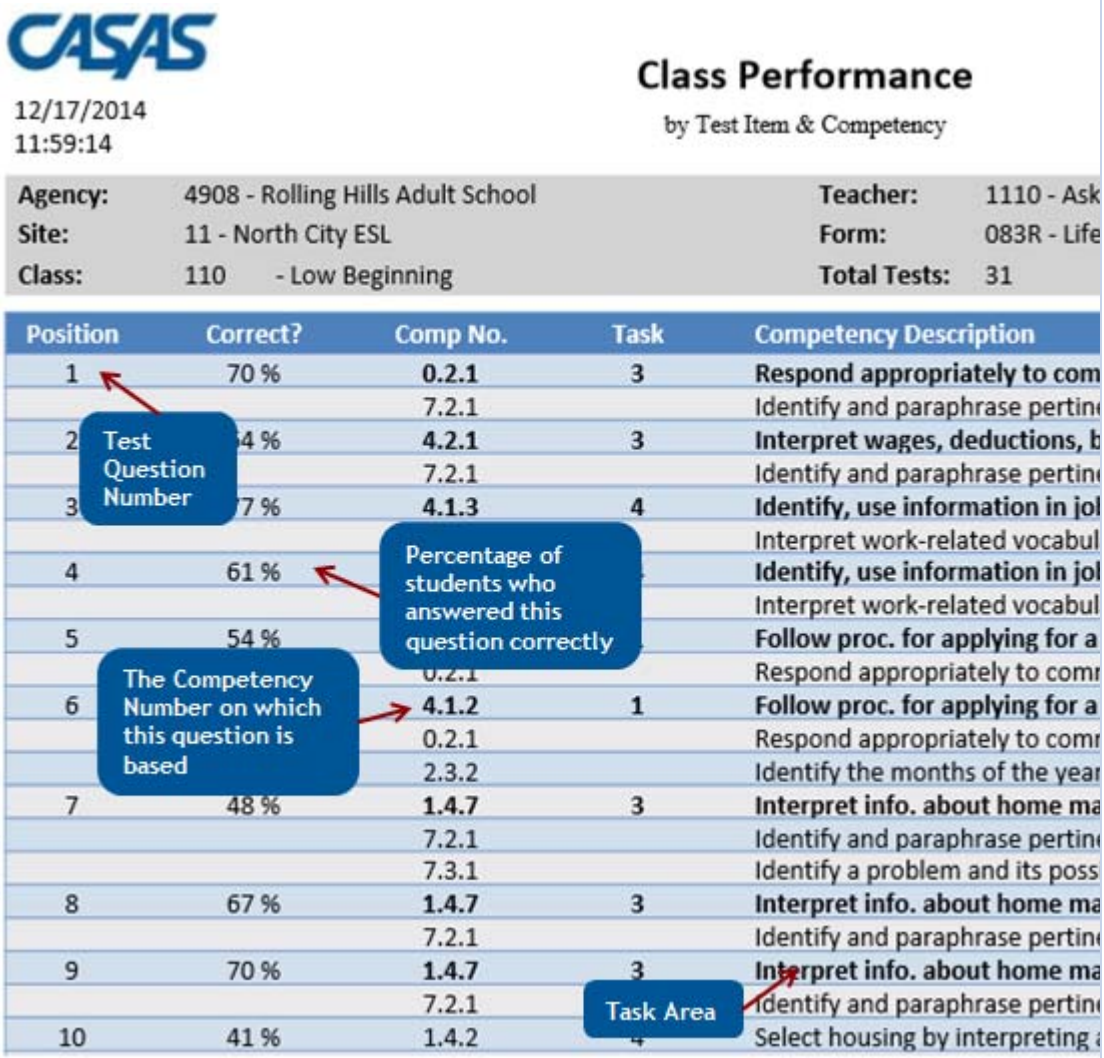
Position	Correct?	Comp No.	Task	Competency Description
1	No	**0.2.1**	**3**	**Respond appropriately to common pers. info. questions**
		7.2.1		Identify and paraphrase pertinent information
2	Yes	**4.2.1**	**3**	**Interpret wages, deductions, benefits, timekeeping forms**
		7.2.1		Identify and paraphrase pertinent information
3	No	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
4	Yes	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
5	Yes	**4.1.2**	**1**	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
6	Yes	**4.1.2**	**1**	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
		2.3.2		Identify the months of the year and the days of the week
7	Yes	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
		7.3.1		Identify a problem and its possible causes
8	No	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
9	Yes	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
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
12	No	1.4.3	1	Interpret lease and rental agreements
13	No	1.4.3	1	Interpret lease and rental agreements
14	Yes	**3.3.2**	**4**	**Interpret medicine labels**
		3.3.1		Identify and use necessary medications

Shows test results of an individual student on a given test form by displaying the competency number and statement for each test item and indicating whether the student correctly answered the item.

This example show a reading test. Notice the Competency and task area listed for each item.

Click the next item for more information.

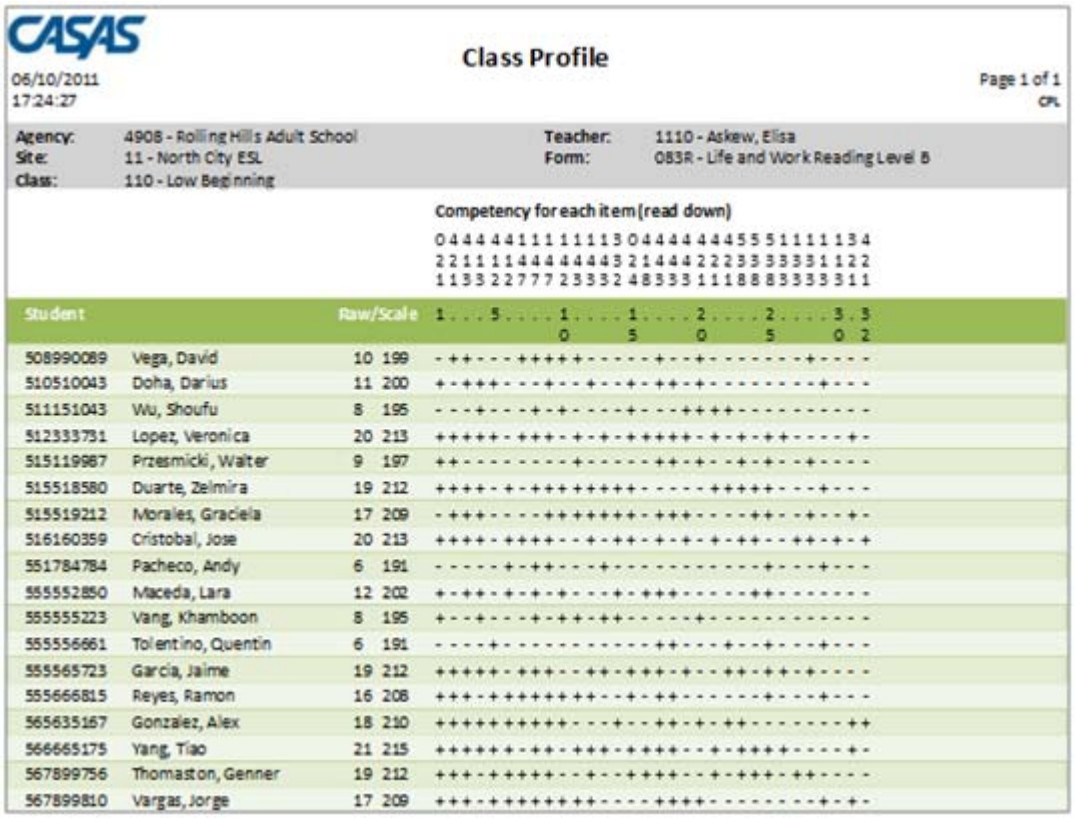
Class Performance



This report displays the competency number per test item and student item responses sorted by percentage correct. The report is available per form or per class. (Scroll to the right to see the entire image)

Click the next item for more information.

Class Profile



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Class Profile

Page 1 of 1
CPL

Agency: 4908 - Rolling Hills Adult School
Site: 11 - North City ESL
Class: 110 - Low Beginning

Teacher: 1110 - Askew, Elisa
Form: 083R - Life and Work Reading Level B

Competency for each item (read down)

Student		Raw/Scale		1 . . . 5 . . . . 10 . . . . 15 . . . . 20 . . . . 25 . . . . 30 . 32
508990089	Vega, David	10	199	- ++ - - - ++++ + - - - - - + - - + - - - - - - - + - - - -
510510043	Doha, Darius	11	200	+ - +++ + - - - + - - + - - + - + + - + - - - - - - - + - - -
511151043	Wu, Shoufu	8	195	- - - + - - - + - + - - - - + - - - + + + + - - - - - - - - -
512333731	Lopez, Veronica	20	213	+ + + + + - + + + - + - + - + + + + + - + - + - + + - - - - + -
515119987	Przesmicki, Walter	9	197	+ + - - - - - - - - + - - - - - + + - + - - + - + - - + - - - -
515518580	Duarte, Zelmira	19	212	+ + + + - + - + + + + + + + + - - - - + + + + + - - - + - - -
515519212	Morales, Graciela	17	209	- + + + - - - - + + + + + + + - + + + - - - - + + - - + - - + -
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	+ + + - + + + + + + + + + - - - - + + + + - - - - - - - - + - + -

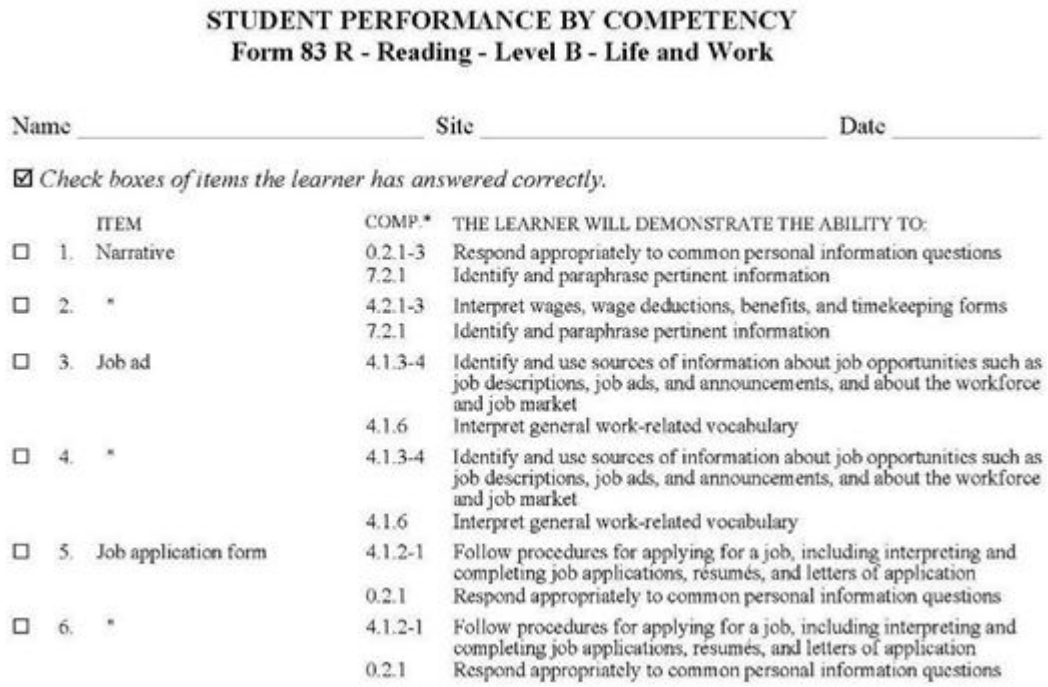
This report displays the competency number per test item and student item responses. The report is available per form or per class.

Click Continue or the next topic at left.

Click Continue or next topic at left.

Topic:	Manual Reports

Even if your organization or program does not use TOPSpro Enterprise, it's still possible for you to create student and class reports to help identify priority competencies to address during instruction. See your Test Administration Manual for templates of these reports. You have permission to copy the report templates from the Test Administration Manual.

Item	Details
Student Performance by Competency	

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

Name _____ Site _____ Date _____

☑ *Check boxes of items the learner has answered correctly.*

	ITEM	COMP.*	THE LEARNER WILL DEMONSTRATE THE ABILITY TO:
☐ 1.	Narrative	0.2.1-3	Respond appropriately to common personal information questions
		7.2.1	Identify and paraphrase pertinent information
☐ 2.	"	4.2.1-3	Interpret wages, wage deductions, benefits, and timekeeping forms
		7.2.1	Identify and paraphrase pertinent information
☐ 3.	Job ad	4.1.3-4	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
		4.1.6	Interpret general work-related vocabulary
☐ 4.	"	4.1.3-4	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
		4.1.6	Interpret general work-related vocabulary
☐ 5.	Job application form	4.1.2-1	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
		0.2.1	Respond appropriately to common personal information questions
☐ 6.	"	4.1.2-1	Follow procedures for applying for a job, including interpreting and completing job applications, resumés, and letters of application
		0.2.1	Respond appropriately to common personal information questions

This excerpt from the manual report shows an overview of test content and records individual test scores.

Click the next item for more information.

Class Profile by Competency

CLASS PROFILE BY COMPETENCY
Form 13 - Reading - Level B
Employability

		ν Comp-Task	STUDENT NAMES							
			Juan	Anna	Jose	Kim	Rosa	Chin	Thomas	Maria
	Appraisal Score									
	Raw Score		16	23	18	21	3	23	28	31
	Scaled Score		204	214	207	211	-	219	222	229
1	Safety signs	4.3.1-4	+	+	+	+	+	+	+	+
2	Safety signs	4.3.1-4	+		+	+		+	+	+
3	Job ad: auto mechanic	4.1.3-4	+	+	+	+		+	+	+
4	Hospital floor plan	4.4.3-2	+	+		+	+	+	+	+
5	Hospital floor plan	4.4.3-2	+	+	+	+		+	+	+
6	Hospital floor plan	4.4.3-2				+				+
7	Job application	4.1.2-1	+	+	+				+	+

This excerpt from the manual report identifies strengths and weaknesses of an entire class on a particular test form. Notice the similarities between this manual report and the TOPSpro Enterprise Class Profile report.

Click Continue or the next topic at left.

Topic:	Self-Test

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. What is an Entry Record?	
Select the correct answer.	
	A form to keep track of changes in instructional levels and goals
	It is a scoring template
	A form to collect demographic data about the student
	A form where learners answer test questions

Question 2	
What is an Update Record?	
Select the correct answer.	
	A form that provides suggested next test information
	A Change of Address form
	A form to document completed student outcomes
	A form where students answer test questions

Question 3
What is TOPSpro Enterprise?
Select the correct answer.

	All of the statements below are true about TOPSpro Enterprise
	A way to generate easy-to-read reports about student and class performance.
	A way to help programs and states meet accountability requirements.
	A scoring and data management software

Question 4	
True or False: All programs or organizations have the same data collection requirements.	
Select the correct answer.	
	True
	False

Question 5	
True or False: CASAS offers student and class templates for programs that need to manually track test results. The templates can be found in the Test Administration Manual.	
Select the correct answer.	
	True
	False

Note: Answers appear on the next page.

Answer 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. What is an Entry Record?	
Select the correct answer.	
✗	A form to keep track of changes in instructional levels and goals
✗	It is a scoring template
✓	A form to collect demographic data about the student
✗	A form where learners answer test questions
Correct Answer Feedback: Great!	

Answer 2	
What is an Update Record?	
Select the correct answer.	
✗	A form that provides suggested next test information
✗	A Change of Address form
✓	A form to document completed student outcomes
✗	A form where students answer test questions
Correct Answer Feedback: Great!	

Answer 3
What is TOPSpro Enterprise?

Select the correct answer.	
✓	All of the statements below are true about TOPSpro Enterprise
✗	A way to generate easy-to-read reports about student and class performance.
✗	A way to help programs and states meet accountability requirements.
✗	A scoring and data management software
Correct Answer Feedback: Great!	

Answer 4	
True or False: All programs or organizations have the same data collection requirements.	
Select the correct answer.	
✗	True
✓	False
Correct Answer Feedback: Great!	

Answer 5	
True or False: CASAS offers student and class templates for programs that need to manually track test results. The templates can be found in the Test Administration Manual.	
Select the correct answer.	
✓	True
✗	False
Correct Answer Feedback: Great!	

Unit 8: Resources to Support Instruction

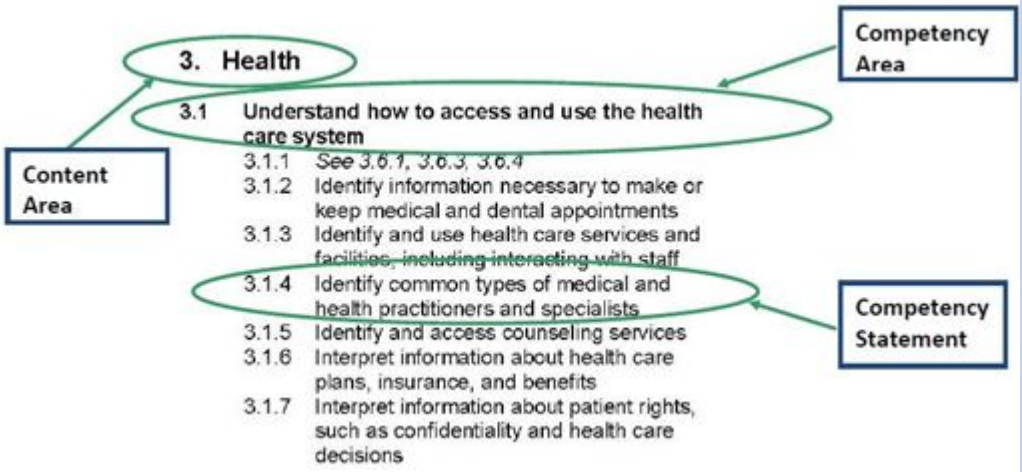
Topic:	Unit 8: Resources to Support Instruction

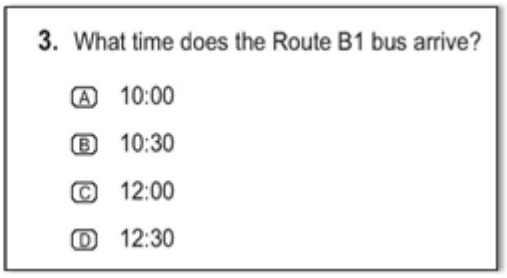
So far, you have learned how to administer and score CASAS assessments and you have learned what those scores mean. Now, you will learn how to use those results to inform instruction.

CASAS does not offer a fixed curriculum; however, there are many resources available to support curriculum design.

Item	Details
Sample Test Items	CASAS offers free sample test items. Use these sample test items to: • familiarize decision-makers, instructors, and students with CASAS items • give students practice in taking a CASAS test • make future testing go more smoothly • help reduce student test-taking anxiety These items are samples to familiarize students and instructors with CASAS test formats. Since they are not actual tests, they are not predictors of student performance, and are not valid for level placement, assessment, or for reporting standardized scores. Download the Sample Test Items from the CASAS website at any time. *Optional*: view the sample test items now. ▪ Reading ▪ Math ▪ Listening ▪ Government and History for Citizenship ▪ CASAS eTests Online Sampler ▪ CASAS eTests Sampler ▪ Pre-Employment / Work Maturity Checklists ▪ Worksite Performance Rating **Click next item to view more information.**
CASAS Competencies : What Are They?	Earlier in this training, you learned briefly about CASAS Competencies. Competencies **link curriculum and assessment**. Competencies are skills for life and work. Educators use competencies (or learning objectives) to plan curriculum and instruction. All CASAS test items are correlated to at least one specific CASAS Competency.

	Competencies are measurable learning objectives in a functional life skills context. **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 CASAS Competencies serve as both a reference for program instructional content and as a link to CASAS assessment by providing a numbering system that links reports and curriculum. The Competencies can be used to measure English and Life Skills proficiency across a broad range of levels so programs can teach and measure competency attainment from beginning literacy through high school completion. Agencies are encouraged to determine how well their curriculum aligns with the CASAS Competencies so that agencies can identify strengths and weaknesses in their curriculum. **Optional:** Visit the CASAS website for more information and to download a copy of the master list of CASAS Competencies. **Click next item to view more information.**
Competency Content Areas	**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 There are nine Competency Content Areas. 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 list of Competency Areas. There is not a test that addresses all of these areas. Also, you would not be expected to teach every single competency area! **Click next item to view more information.**

Competency Coding	 Every competency is identified by a three-digit number. The first digit refers to the *content area*. The second digit corresponds to a *competency area*. The three-digit *competency statement* describes a measurable action. *Optional*: The Big Picture - view the Test Competency Content Matrix to see the Competencies addressed on each test form. **Click next item to view more information.**
CASAS Content Standards	 Content Standards are the underlying basic skills of the CASAS Competencies. Look at this image. Notice the CASAS competency in the center and the basic skills content standards in the surrounding circles.

	• Content Standards are clear statements of skills that students need to have at specific levels. • Content standards identify the underlying basic skills associated with CASAS Competencies. • Content standards support instructional planning. For example, you must teach reading numbers before you could teach reading clock times. • CASAS Content Standards are available for reading, listening, math, speaking and Writing. • CASAS Reading Content Standards have been aligned with the Common Core State Standards. **Optional:** Read more about CASAS Content Standards and the alignment to the Common Core State Standards. **Optional:** Read more about aligning CASAS Competencies and assessments to basic skills content standards **Optional:** Sign up for the CASAS Beyond Implementation Training to learn more about using CASAS Content Standards. Your state may have its own Content Standards – check with your lead teacher or state department of education for information about content standards in your state. **Click next item to view more information.**
Task Areas	  Task Areas, or Item Types, are the written or graphic prompts in CASAS tests. Test items are presented in a variety of task areas or, in other words, display formats. Task Areas are vital to student instruction, as students must not only be able to read a sentence, but must also be able to understand vocabulary in the context of advertisements, newspaper articles, utility bills, or recipes, etc. **For example:** a student may comprehend the language on a test item but not understand the item display, such as a bar chart, graph, or pie chart. Each test item on a CASAS test is coded by task area. Task Areas are listed in Test Administration Manuals and on TOPSpro Reports. (Task Area shows as the fourth digit on the reports. You saw an example of this in the Keeping Track of Your Data unit of this training.) **Reading and Math Task Areas** 1. Forms or fill-in-the-blank 2. Charts, maps, consumer billings, matrices, graphs, or tables 3. Stories, articles, paragraphs, sentences, directions, or pictures 4. Signs, price tags, ads, or product labels 5. Measurement scales and diagrams **Listening Item Types**

	1. Picture prompt 2. Comprehension question 3. Predict next line of dialogue 4. Identify true statement based on prompt Look at this sample test item. What reading task area is addressed in this test item? Did you say task area **#2 Charts, maps, consumer billings, matrices, graphs, or tables**? You're correct! **Click Continue or next topic at left.**

Lesson Contents
Activity: Using CASAS Competencies
Sharing Results with Learners and Identifying Instructional Materials
Self-Test

Topic:	Activity: Using CASAS Competencies

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1

Read the scenario for each question. Choose the correct competency that applies to the scenario. (This activity was created by Suzanne Gilchrist-McCurdy, CASAS Certified Trainer in Minnesota.)

Maria just had a baby. In the hospital, she received some information about how to make her home safe for her new baby, such as covering outlets, tying up mini-blind cords, installing baby gates, etc. Maria read the information and talked to her husband about taking these and other "baby proofing" steps. What competency is this?

Select the correct answer.

	3.4.2 Identify safety measures that can prevent accidents and injuries
	1.9.6 Interpret information related to automobile maintenance
	2.3.2 Identify the months of the year and the days of the week

Question 2

Your boss asked you to write a memo about the new procedure for switching schedules. You've never written a memo before. Gulp! What competency is required to write the memo?

Select the correct answer.

	2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
	5.1.7 Identify how to contact public officials about issues and concerns
	4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail

Question 3

Mr. Kim sent a package to his mother in Seattle. She never received the package. Mr. Kim needs to go to the post office and find out what happened. What competency will he need to use?

Select the correct answer.	
	5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
	7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
	2.4.5 Interpret procedures for tracking shipments

Question 4

Hannah saw an ad in the newspaper for a clearance sale on vacuum cleaners. She wants to figure out how much she will save. The ad said, "20% off the already discounted price of $148.57!" What competency is this?

Select the correct answer.	
	4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
	5.3.8 Identify procedures for reporting a crime
	1.2.3 Compute discounts

Question 5

Mohamed has a new wrist watch. While standing in line at the supermarket, someone asks him the time. What competency is required here?

Select the correct answer.	
	2.3.1 Interpret clock time
	3.1.2 Identify information necessary to make or keep medical and dental appointments
	2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.

Question 6

A spouse may retire, grown children may move home, the house may have termites, a family member changed jobs, and taxes have gone up. You are under stress! What competency is required here?

Select the correct answer.	
	2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
	7.5.4 Identify sources of stress, and resources for stress reduction
	7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations

Note: Answers appear on the next page.

Answer 1	
Read the scenario for each question. Choose the correct competency that applies to the scenario. (This activity was created by Suzanne Gilchrist-McCurdy, CASAS Certified Trainer in Minnesota.) Maria just had a baby. In the hospital, she received some information about how to make her home safe for her new baby, such as covering outlets, tying up mini-blind cords, installing baby gates, etc. Maria read the information and talked to her husband about taking these and other "baby proofing" steps. What competency is this?	
Select the correct answer.	
✓	3.4.2 Identify safety measures that can prevent accidents and injuries
✗	1.9.6 Interpret information related to automobile maintenance
✗	2.3.2 Identify the months of the year and the days of the week
Correct Answer Feedback: Great!	

Answer 2	
Your boss asked you to write a memo about the new procedure for switching schedules. You've never written a memo before. Gulp! What competency is required to write the memo?	
Select the correct answer.	
✗	2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
✗	5.1.7 Identify how to contact public officials about issues and concerns
✓	4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
Correct Answer Feedback: Great!	

Answer 3

Mr. Kim sent a package to his mother in Seattle. She never received the package. Mr. Kim needs to go to the post office and find out what happened. What competency will he need to use?	
Select the correct answer.	
✗	5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
✗	7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
✓	2.4.5 Interpret procedures for tracking shipments
Correct Answer Feedback: Great!	

Answer 4	
Hannah saw an ad in the newspaper for a clearance sale on vacuum cleaners. She wants to figure out how much she will save. The ad said, "20% off the already discounted price of $148.57!" What competency is this?	
Select the correct answer.	
✗	4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
✗	5.3.8 Identify procedures for reporting a crime
✓	1.2.3 Compute discounts
Correct Answer Feedback: Great!	

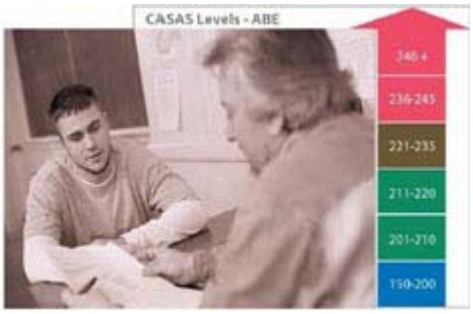
Answer 5	
Mohamed has a new wrist watch. While standing in line at the supermarket, someone asks him the time. What competency is required here?	
Select the correct answer.	
✓	2.3.1 Interpret clock time
✗	3.1.2 Identify information necessary to make or

	keep medical and dental appointments
✗	2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
Correct Answer Feedback: Great!	

Answer 6	
A spouse may retire, grown children may move home, the house may have termites, a family member changed jobs, and taxes have gone up. You are under stress! What competency is required here?	
Select the correct answer.	
✗	2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
✓	7.5.4 Identify sources of stress, and resources for stress reduction
✗	7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
Correct Answer Feedback: Great!	

Topic:	Sharing Results with Learners and Identifying Instructional Materials

Sharing results with learners is important. (This does not mean you should tell learners the answers to the test questions - that would be a violation of the Test Security Policy.) Using the test reports, Competencies and Content Standards, and Skill Level Descriptors will help you give learners positive and useful information about their progress.

Item	Details
Sharing Results with Learners	 Encourage students to track their progress by helping them create charts or graphs, or by keeping a list of test dates and scores. Use the Skill Level Descriptors with student's to show their current scale score and to set goals for progress. When looking at your class test results, be aware that there are underlying skills that relate to more than that specific competency. Determine the task type (form, narrative, map, etc.) and think of other ways that the skills can be practiced in the competency area you are currently working on. Note: Remind students that if they receive a negative gain (their score drops from the pretest score), not to be discouraged. It could be due to a variety of things, including an improper (or inflated) pretest score, personal distractions on the testing day, etc. Reassure the students that they will have another opportunity to post-test and to show gains at that time. **Click next item for more information.**
Additional Measures of Performance	While CASAS testing provides useful information about students' skills and progress, you should monitor student progress through a variety of means. Keeping a student portfolio (e.g., CASAS scores, tests, quizzes, writing samples, handouts, etc.) can provide a comprehensive picture documenting student progress. Items to keep in the portfolio might include: ▪ A list or graph of CASAS test results ▪ Instructor generated tests & quizzes ▪ Samples of student work ▪ Needs assessments ▪ Alternative (performance-based) assessments Portfolios can be created and updated by your students during class. Have students update their portfolios at the end of each week or unit identifying goals they have met or

	skills they have attained. You can also use a copy of your textbook's table of contents to have students track what they have learned. **Click next item for more information.**
Identifying Instructional Materials	 **QuickSearch Online** is an easy-to-use database of 2,300+ instructional material titles coded to skill levels, CASAS Competencies, and skill areas. It provides an essential link between assessment and instruction in the CASAS system. Complimentary, unlimited access is available on the CASAS website. Watch this video on the CASAS website to see what QuickSearch Online can help you! **Click Continue or next topic at left.**

Topic:	Self-Test

For each question, indicate the correct answer by placing a mark in the column to the left.

Question 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. Think about Competency 2.2.4 Interpret transportation schedules, fares, and payment procedures Which of these is an underlying basic skill, or Content Standard, for this Competency? Choose one answer.	
Select the correct answer.	
	All of the answers are correct
	Interpret abbreviations in specialized contexts
	Read clock times
	Identify letters of the alphabet

Question 2	
Which is an example of a measurable Competency? Choose one answer.	
Select the correct answer.	
	Complete a job application
	Read library materials
	Understand life concepts
	Learn about presidents

Question 3
True or False: Teachers should help learners track progress by discussing with them their scale scores and how they relate to the Skill Level Descriptors.
Select the correct answer.

	True
	False

Question 4	
The CASAS Sample Test Items...	
Select the correct answer.	
	May be used to predict test performance.
	May be used to introduce test takers to the format and layout of CASAS tests.
	Cost a lot.
	Are only available for very low levels.

Question 5	
Sharing results with learners is important. How can teachers share test results with learners? Choose one answer.	
Select the correct answer.	
	Give learners a copy of the test to study from
	Go over reports to track progress and set goals with learners
	Let students with negative gains know that they will not have another chance to prove themselves
	Correct the test together as a class

Question 6	
There are many ways to prepare test takers. Which of these statements is *false* about test preparation?	
Select the correct answer.	
	Teachers may copy test items for practice.
	Teachers can use the free sample test items available from the CASAS Web site for practice.

	Teachers can use Competencies, task areas, and content standards to prepare test takers.
	Teachers can use the free QuickSearch Online database to find instructional materials for their learners.

Question 7	
QuickSearch Online is a free resource that links commercially available instructional materials with CASAS competencies, content standards, and levels.	
Select the correct answer.	
	True
	False

Question 8	
True or False: Instructors should use test results to focus instruction.	
Select the correct answer.	
	True
	False

Note: Answers appear on the next page.

Answer 1	
Work through questions by clicking numbers along the top of your screen. Click the Continue button when you are finished. Think about Competency 2.2.4 Interpret transportation schedules, fares, and payment procedures Which of these is an underlying basic skill, or Content Standard, for this Competency? Choose one answer.	
Select the correct answer.	
✓	All of the answers are correct
✗	Interpret abbreviations in specialized contexts
✗	Read clock times
✗	Identify letters of the alphabet
Correct Answer Feedback: Great!	

Answer 2	
Which is an example of a measurable Competency? Choose one answer.	
Select the correct answer.	
✓	Complete a job application
✗	Read library materials
✗	Understand life concepts
✗	Learn about presidents
Correct Answer Feedback: Great!	

Answer 3
True or False: Teachers should help learners track progress by discussing with them their scale scores and how they relate to the Skill Level Descriptors.
Select the correct answer.

✓	True
✗	False
Correct Answer Feedback: Great!	

Answer 4	
The CASAS Sample Test Items...	
Select the correct answer.	
✗	May be used to predict test performance.
✓	May be used to introduce test takers to the format and layout of CASAS tests.
✗	Cost a lot.
✗	Are only available for very low levels.
Correct Answer Feedback: Great!	

Answer 5	
Sharing results with learners is important. How can teachers share test results with learners? Choose one answer.	
Select the correct answer.	
✗	Give learners a copy of the test to study from
✓	Go over reports to track progress and set goals with learners
✗	Let students with negative gains know that they will not have another chance to prove themselves
✗	Correct the test together as a class
Correct Answer Feedback: Great!	

Answer 6

There are many ways to prepare test takers. Which of these statements is *false* about test preparation?	
Select the correct answer.	
✓	Teachers may copy test items for practice.
✗	Teachers can use the free sample test items available from the CASAS Web site for practice.
✗	Teachers can use Competencies, task areas, and content standards to prepare test takers.
✗	Teachers can use the free QuickSearch Online database to find instructional materials for their learners.
Correct Answer Feedback: Yes - that is false. Instructors may not use actual items for practice or instruction.	

Answer 7	
QuickSearch Online is a free resource that links commercially available instructional materials with CASAS competencies, content standards, and levels.	
Select the correct answer.	
✓	True
✗	False
Correct Answer Feedback: Great!	

Answer 8	
True or False: Instructors should use test results to focus instruction.	
Select the correct answer.	
✓	True
✗	False
Correct Answer Feedback: Great!	

Unit 9: What's Next

Topic:	Unit 9: What's Next

Now that you have learned about the CASAS system, how to administer and score CASAS multiple-choice tests, and how to interpret and use the results, you are ready to begin implementing CASAS in your program or organization.

Item	Details
Checklist for Getting Started	 1. Determine if your program will use paper-based tests or CASAS eTests Online. 2. Identify intake and placement strategies for your agency. 3. Choose which assessment series your program will use. See Unit 3 for more information about the different test options. (Or check with your lead teacher or program administrator to determine which assessments have been selected for use at your site.) 4. Complete additional training, if necessary. 5. Recommended: use the CASAS Assessment Policy Guidelines to develop an Assessment Policy for your program. Note: Be sure to check with your program administrator or state department of education for information about existing Assessment Policies governing your program.) 6. Determine testing logistics. (Who will give the tests, when, and where? When and how will teachers get results? Etc.) 7. Order CASAS assessments. 8. Begin using CASAS assessments. **Click the next Item for more information.**
Additional Training	If you are planning on using CASAS eTests (computer-based and computer-adaptive tests), someone in your organization will need to register for and complete the following: ▪ CASAS eTests Online Coordinator Certification ▪ CASAS eTests Online Proctor Certification ▪ CASAS eTests Online Site Agreement

	Other Training Topics ▪ Appraisal Training for Accurate Placement (Online) ▪ Beyond Implementation Training (Online) ▪ Citizenship Interview Test Certification for Test Administration (Online) ▪ Other workshops and webinars on a variety of topics (as scheduled) Go to CASAS Online Registration for more information about these and other workshops, webinars, and trainings. Enroll today! **Click Continue or next topic at left.**

Lesson Contents
Selecting your Assessment Series

Topic:	Selecting your Assessment Series

At completion of this training:

You qualify to administer CASAS appraisals and multiple-choice pre- and post-tests at your agency. You qualify to order and implement the following:

- CASAS eTests
- Appraisals
- Life and Work Listening
- Life and Work Reading
- Life Skills Math
- Reading for Citizenship Test
- Secondary Level Assessment (SLA)
- Employability Competency System (ECS) Reading
- Employability Competency System (ECS) Math
- Workforce Learning Systems (WLS) Reading
- Workforce Learning Systems (WLS) Math

Find out more about these assessments on the CASAS Web site: https://www.casas.org/product-overviews/assessments.

Review Ordering Information to place your order.

Choosing which assessment series to use in your program depends on a number of factors. Check with your lead teacher or administrator to find out which assessments have been selected for use at your agency.

Item	Details
What assessments are required by your state or funding source?	If your program receives WIA Title I, Title II, or EL Civics funding you will be required to use assessments that are approved by the Office of Vocational and Adult Education (OVAE) and reported to the National Reporting System (NRS). CASAS assessments are approved for this use. See the Federal Register on the NRS Web site for details and more information: http://www.nrsweb.org/docs/pubs/FederalRegisterNoticeNRSTestsSept2011.pdf. Be sure to check with your lead teacher, program administrator, or state department of education for information on assessments that have been approved for use by your program. If your organization is not governed by state or federal requirements, you have a wider choice of assessments to select from. **Click next item for more information.**
What type of learner do you serve (ESL/ELL, ABE, GED-prep)?	Identifying the type of learner you will serve will help you narrow down your assessment choices. **Click next item for more information.**

What skill areas will you assess?	Choosing which skill areas you will assess depends on the goals of your learners and your program. For example, if your goal is to teach reading skills only, then it might not make sense to assess in math and listening as well. See below for some common scenarios (See Unit 3 for more information). • For pre- and post-testing in **reading**, most ESL programs use the Life and Work Series. Programs use the Employability Competency Series (ECS) to test reading if the students are focusing on job skills. • For pre- and post-testing in **listening**, programs should use the Life and Work Series listening tests. • For pre- and post-testing in **math**, most ABE programs use the Employability Competency Series (ECS). • For pre- and post-testing in **core high school subjects**, ASE programs may choose the Secondary Level Assessment series for their high school level students. **Click Continue or next topic at left.**

Check with your lead teacher or administrator to find out which assessments have been selected for use at your agency.

Optional: Contact CASAS at 1-800-255-1036 or casas@casas.org for help in identifying the assessment series to use with your learners.

Click Continue or next topic at left.

Unit 10: Training Completion and Certification

Topic:	Unit 10: Training Completion and Certification

Certification verifies that you have a solid understanding of how to accurately score CASAS multiple-choice tests, interpret the results, and use resources to guide instruction.

After you pass Certification, you will be directed to the:

- Test Security Agreement
- Certificate of Completion

You must submit the *Test Security Agreement* and generate your *Certificate* to successfully complete the course.

Follow feedback directions within Certification to complete these tasks.

Once you successfully complete Certification, you are certified to administer and score CASAS multiple-choice tests.

Click Continue or the next topic at left.

Lesson Contents

Begin Certification

Topic:	Begin Certification

You may review any training topic now before moving on to certification. Feel free to also reference this course while completing your Certification.

You are linked to certification materials and resources throughout the certification activity. Each material or resource will open in a new window. Please keep these windows open and minimize/maximize when needed.

Steps for Certification

Step 1: Score **100% on the Certification Activity.** You are allowed an unlimited number of attempts.

Step 2: After you score 100% on the Certification Activity, you will automatically be directed to **complete theTest Security Agreement**. Look in the Feedback field for this link.

Step 3: After you submit your Test Security Agreement, you will be prompted to **generate your Certificate of Completion**.

After you've completed these steps, you have completed the course!

Click on this link to Begin Certification.