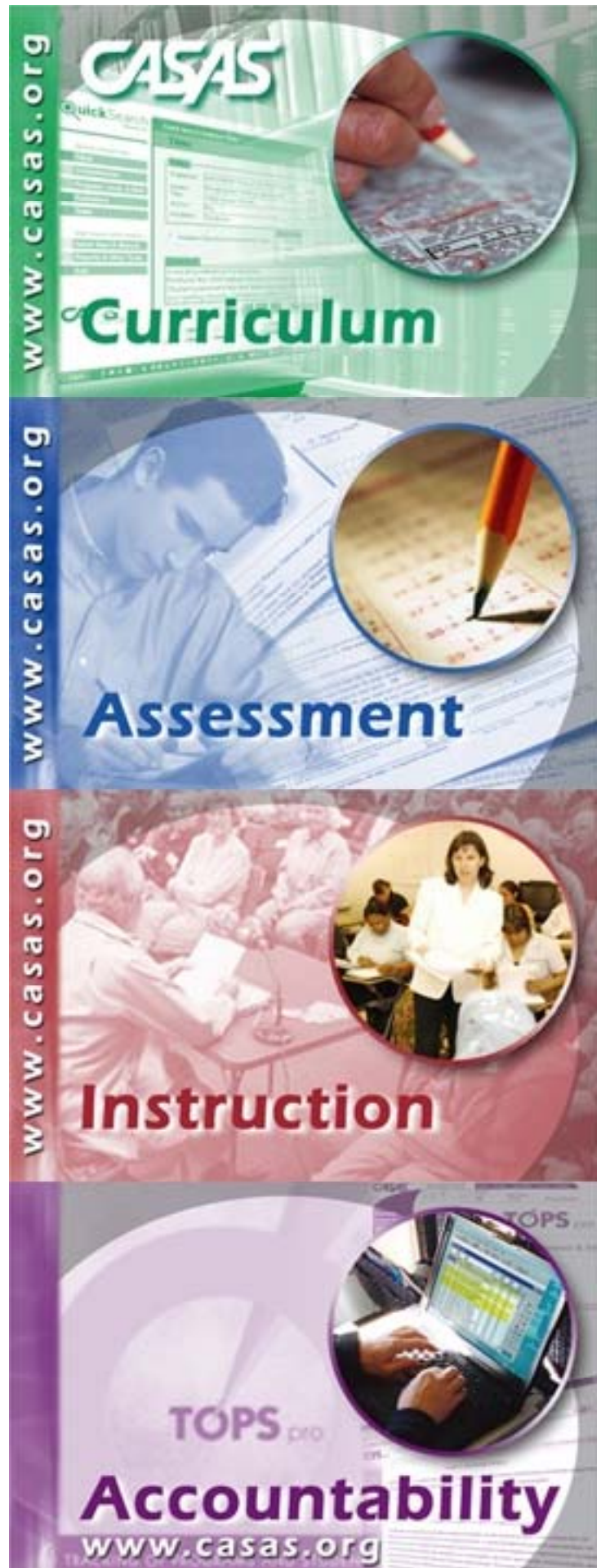


Initial Implementation Training for ABE/ASE/GED

Activity and
Resource Booklet

Name _____



Activity 1

Take a CASAS Appraisal – refer to your training packet

Activity 2

Select a Pretest Based on Level

| Level | Life and Work | Employability Competency System (ECS) | Workforce Learning Systems (WLS) |
|--------------------|--------------------------------|---------------------------------------|----------------------------------|
| Beginning Literacy | 27R and 28R | | |
| A | 81R and 82R | 11R and 12R | |
| AX | 81RX and 82RX | | |
| B | 83R and 84R | 13R, 14R and 114R | 213R and 214R |
| BX | in development | | |
| C | 85R* and 86R* 185R and 186R | 15R and 16R | 215R and 216R |
| D | 187R and 188R | 17R and 18R | |

* Content is more workplace-focused

- 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?
- How would you decide the appropriate form?
- Ludmila took a Reading Appraisal and scored 226. She can take a C level pretest. Which **ECS** Reading pre-test form could she take?

Activity 3 - Selecting CASAS Competencies

Choose one of the scenarios below. Use the *CASAS Competencies* in your training materials to determine which competencies could relate to the scenario.

| Role: Worker | Competencies |
|--|--|
| You should start work at 9:00 a.m., but you have a car that won't start. | 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion. |
| You must write a memo but have never done this. | |
| You need to figure out paycheck deductions. | |
| You must collaborate with a group of people you have not worked with before. | |

| Role: Community Member | Competencies |
|--|--|
| You are interested in attending a musical at the Civic Center. | 2.6.1 Interpret information about recreational and entertainment facilities and activities |
| You haven't received the birthday card Mom sent. It could be lost in the mail. | |
| You've read in the newspaper there is more trouble in Iraq. Where is Iraq? | |
| You need to register to vote. | |

| Role: Family member | Competencies |
|---|---------------------------------|
| You bought a bottle of cold tablets and need to know how many to take. | 3.3.2 Interpret medicine labels |
| Your child asks for help with math homework. | |
| You want to plan a surprise birthday party for your child. | |
| 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. | |

Activity 4

Identify Purpose and Type of Assessment

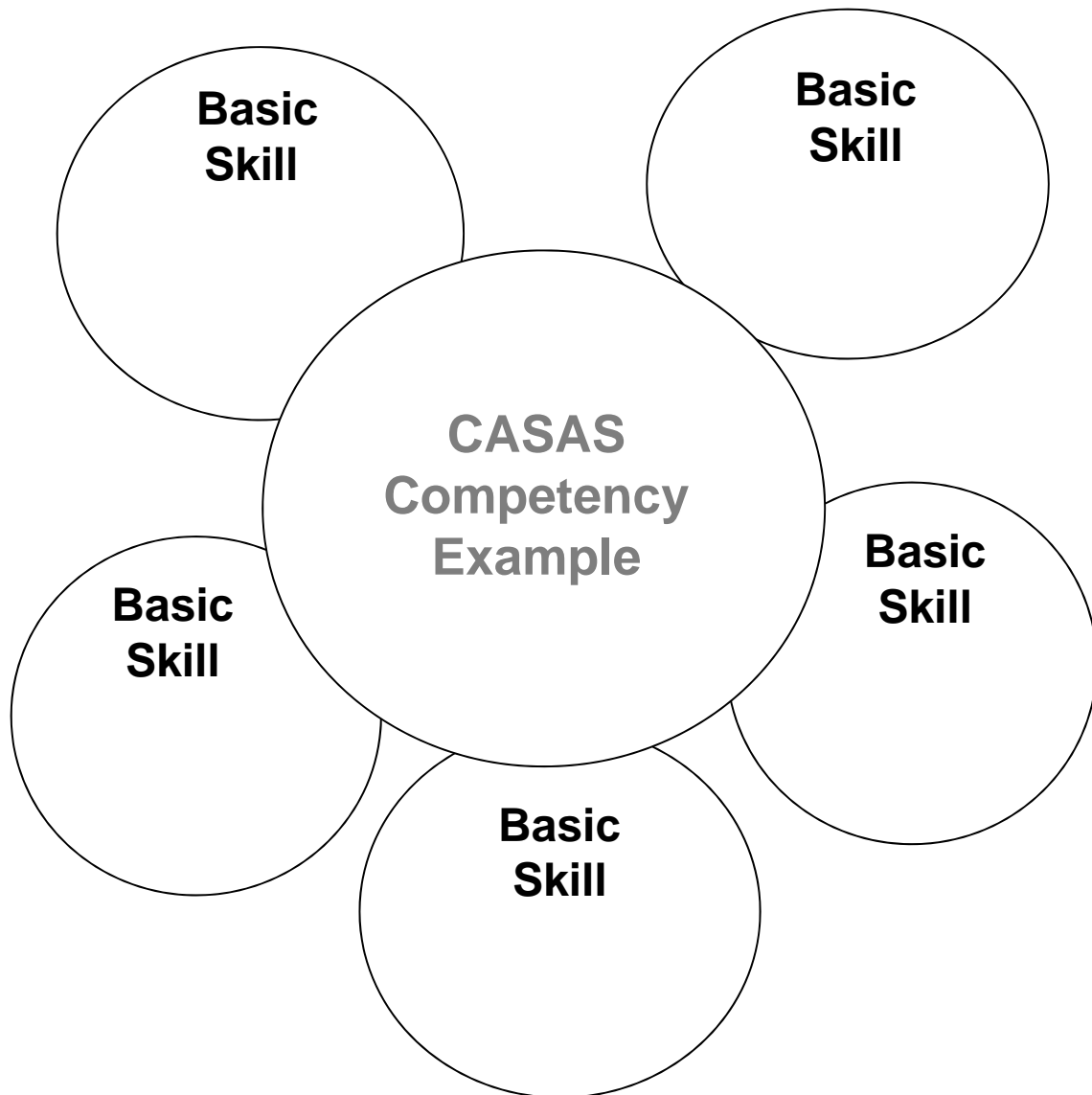
Directions: Match each description to a letter below. Use information from the training and the charts on the next page.

- _____ 1. A test to determine placement or level
- _____ 2. A test to determine a learner's instructional needs
- _____ 3. A time for ongoing informal assessment
- _____ 4. A test to determine progress
- _____ 5. A chart to correlate scale scores, levels, and descriptions
- _____ 6. Assessments that are available in a computer-based format
- _____ 7. A chart to help determine what test to give based on a scale score

- A. Suggested Next Test Chart
- B. CASAS eTests
- C. CASAS pretest
- D. Instruction
- E. Skill Level Descriptors
- F. CASAS post-test
- G. CASAS appraisal test

Content Standards

Support CASAS Competencies





CASE STUDY

Purpose: The purpose of this activity is to review the CASAS assessment process by following a student's assessment from program entry and appraisal test through post-test and evaluating the student's learning gains.

LISTENING

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

READING

Practice

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

1 Name Alex Smirnov

2 Today's Date 3-12-10

| | | | | | | | | | |
|---|--|--|--|---|--|---|--|---|--|
| 3 STUDENT IDENTIFICATION | | | | 4 GENDER <input type="radio"/> Male <input checked="" type="radio"/> Female | | 6 NUMBER OF YEARS OF SCHOOL COMPLETED | | 7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one) | |
| 3 5 3 4 5 3 4 5 6 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9 | | | | 5 DATE OF BIRTH MM D D Y Y Jan <input type="radio"/> 0 0 0 0 Feb <input type="radio"/> 1 1 1 1 Mar <input type="radio"/> 2 2 2 2 Apr <input type="radio"/> 3 3 3 3 May <input type="radio"/> 4 4 4 4 Jun <input type="radio"/> 5 5 5 5 Jul <input type="radio"/> 6 6 6 6 Aug <input type="radio"/> 7 7 7 7 Sep <input type="radio"/> 8 8 8 8 Oct <input checked="" type="radio"/> 9 9 9 9 Nov <input type="radio"/> Dec <input type="radio"/> | | 1 4 0 0 1 2 3 4 5 6 7 8 9 | | <input type="radio"/> None <input type="radio"/> GED Certificate <input type="radio"/> High School Diploma <input checked="" type="radio"/> Technical/Certificate <input type="radio"/> A.A./A.S. Degree <input type="radio"/> 4 yr. College Graduate <input type="radio"/> Graduate Studies <input type="radio"/> Other I earned the above outside of U.S. <input type="radio"/> | |
| Is this your Social Security #? (Optional) Yes <input type="radio"/> No <input type="radio"/> | | | | | | | | | |

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

ORAL WRITING

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

WRITING

- 1 []
 2 []

MARKING ANSWERS

- 1 (B) (C) (D) RIGHT
 2 (A) (B) (C) (D) WRONG
 3 (A) (B) (C) (D) WRONG
 4 (A) (B) (C) (D) WRONG

Find the following information.

1. Learner's Name: _____
 2. Identification Number: _____

Form 80 Appraisal

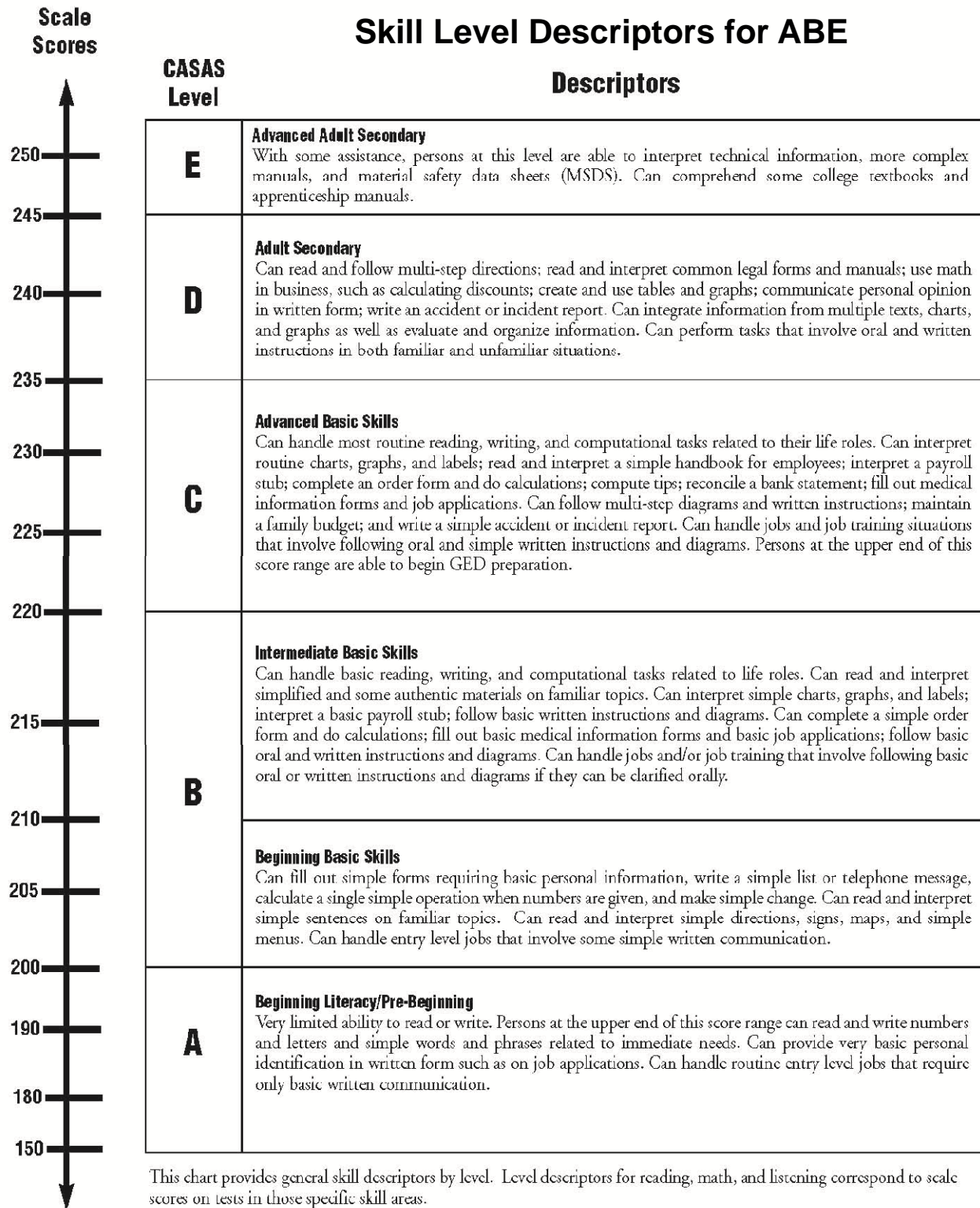
Score Conversion Charts

Reading Test

Alex's raw score is 11.

What is his reading scale score?

| Score Conversion Chart | |
|------------------------|-------------|
| Raw Score | Scale Score |
| 1 | 171* |
| 2 | 180* |
| 3 | 185* |
| 4 | 189 |
| 5 | 193 |
| 6 | 196 |
| 7 | 199 |
| 8 | 201 |
| 9 | 204 |
| 10 | 207 |
| 11 | 209 |
| 12 | 212 |
| 13 | 214 |
| 14 | 216 |
| 15 | 219 |
| 16 | 222 |
| 17 | 224 |
| 18 | 227 |
| 19 | 230 |
| 20 | 234 |
| 21 | 237 |
| 22 | 240♦ |
| 23 | 242♦ |
| 24 | 244♦ |
| 25 | 246♦ |



1. Find the CASAS skill level for Alex using his scale score for reading.

2. Find the CASAS skill levels for the following scale scores and give examples of jobs at those levels.

Math – 215 _____

Reading- 223 _____

Suggested Next Test – APPRAISAL FORM 80

| LISTENING | |
|-----------|-----------------|
| Form 80L | |
| Score | Next Test Level |
| 171 | A |
| 179 | A |
| 184 | A |
| 188 | A |
| 191 | A |
| 193 | A |
| 196 | A |
| 198 | B or A |
| 200 | B |
| 202 | B |
| 204 | B |
| 206 | B |
| 208 | B |
| 210 | B |
| 212 | C or B |
| 214 | C or B |
| 216 | C |
| 218 | C |
| 220 | C |
| 223 | C |
| 225 | C |
| 229 | C |
| 233 | C |
| 235 | C |
| 237 | C |
| 239 | C |

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

Look at the Reading Chart

Find Alex's **reading** appraisal score of 209.

1. What level pretest should he take?

2. What are the Life and Work Test form numbers for that level?

| Level | Reading | | |
|----------------------|--------------------------------|----------------|--------------------|
| | Life and Work Series | ECS Series | Citizenship Series |
| Beg. Literacy | 27 and 28 | | |
| A | 81R and 82R | 11R, 12R | 951R, 852R |
| AX | 81RX, 82RX | | 951RX 952RX |
| B | 83R and 84R | 13R, 14R, 114R | |
| BX | Under development | | |
| C | 85R, 86R 185R, 186R | 15R, 16R | |
| D | 187R, 188R | 17R, 18R | |

| PRACTICE | | Test Record | | Agency # | |
|----------|-----------------|-------------|-----------------|----------|--------|
| 1 | (A) (B) (C) (D) | ① | Alex Smirnov | First | Middle |
| 2 | (A) (B) (C) (D) | ② | L. Bounds | | |
| 3 | (A) (B) (C) (D) | ③ | Instructor Name | | |
| | | | | Site # | |

TEST

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)

16 (A) (B) (C) (D)

17 (A) (B) (C) (D)

18 (A) (B) (C) (D)

19 (A) (B) (C) (D)

20 (A) (B) (C) (D)

21 (A) (B) (C) (D)

22 (A) (B) (C) (D)

23 (A) (B) (C) (D)

24 (A) (B) (C) (D)

25 (A) (B) (C) (D)

26 (A) (B) (C) (D)

27 (A) (B) (C) (D)

28 (A) (B) (C) (D)

29 (A) (B) (C) (D)

30 (A) (B) (C) (D)

31 (A) (B) (C) (D)

32 (A) (B) (C) (D)

33 (A) (B) (C) (D)

34 (A) (B) (C) (D)

35 (A) (B) (C) (D)

36 (A) (B) (C) (D)

37 (A) (B) (C) (D)

38 (A) (B) (C) (D)

39 (A) (B) (C) (D)

40 (A) (B) (C) (D)

41 (A) (B) (C) (D)

42 (A) (B) (C) (D)

43 (A) (B) (C) (D)

44 (A) (B) (C) (D)

45 (A) (B) (C) (D)

46 (A) (B) (C) (D)

47 (A) (B) (C) (D)

48 (A) (B) (C) (D)

49 (A) (B) (C) (D)

50 (A) (B) (C) (D)

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

③ STUDENT IDENTIFICATION

353453456

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9

Is this your Social Security #? Yes ☒ No ☐

④ FORM NUMBER

0838

0 0 0 0 (X)

1 1 1 1 (M)

2 2 2 2 (L)

3 3 3 3 (W)

4 4 4 4 (S)

5 5 5 5 (G)

6 6 6 6 (C)

7 7 7 7

8 8 8 8

9 9 9 9

⑤ TEST DATE

| | MM | DD | YY |
|-----|----|----|-------|
| Jan | 0 | 0 | 200 0 |
| Feb | 1 | 1 | 200 1 |
| Mar | 2 | 2 | 200 2 |
| Apr | 3 | 3 | 200 3 |
| May | 4 | 4 | 200 4 |
| Jun | 5 | 5 | 200 5 |
| Jul | 6 | 6 | 200 6 |
| Aug | 7 | 7 | 200 7 |
| Sep | 8 | 8 | 200 8 |
| Oct | 9 | 9 | 200 9 |
| Nov | | | 201 0 |
| Dec | | | 201 1 |

⑥ CLASS NUMBER

5652

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9

⑦ INSTRUCTIONAL PROGRAM
(Mark one)

☐ Basic Skills (ABE)

☐ ESL

☐ ESL / Citizenship

☐ Citizenship

☐ High School Diploma

☐ GED

☐ Spanish GED

☐ Career / Tech Ed

☐ Workforce Readiness

☐ Adults w / Disabilities

☐ Health & Safety

☐ Home Economics

☐ Parent Education

☐ Older Adults

☐ Other

⑧ HOURS OF INSTRUCTION*

0 0 0 0

1 1 1 1

2 2 2 2

3 3 3 3

4 4 4 4

5 5 5 5

6 6 6 6

7 7 7 7

8 8 8 8

9 9 9 9

* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ RAW SCORE

13

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

☐ Student does not yet have the skills to be tested.

* = required for TOPSpro software

⑩ TEST 1

0 0 0

1 1 1

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

8 8 8

9 9 9

⑪ TEST 2

0 0 0

1 1 1

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

8 8 8

9 9 9

⑫ TEST 3

0 0 0

1 1 1

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

8 8 8

9 9 9

⑬ TEST 4

0 0 0

1 1 1

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

7 7 7

8 8 8

9 9 9

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1. What form number did Alex take as his reading pretest? _____

2. What is Alex's pretest reading raw score? _____

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Continue to the next page. ➔ 11

Form 83R

Level B - Reading

What is Alex's reading pretest
scale score if his raw score is 13?

| 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♦ |

Sample Class Performance by Competency Report

Agency: 4908 - Rolling Hills Adult School

Site: 11 - North City ESL

Class: 110 - Low Beginning

Course:

Form: 083R - Life and Work Reading Level B

Teacher: 1110 - Askew, Elisa

Total Tests 30

Total Students 30

| Item | Correct? | Comp No. | Task | Competency Description |
|------|----------|-------------------------|------|---|
| 1 | 63% | 0.2.1 7.2.1 | 3 | Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information |
| 2 | 63% | 4.2.1 7.2.1 | 3 | Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information |
| 3 | 73% | 4.1.3 4.1.6 | 4 | Identify, use information in job descriptions, ads Interpret work-related vocabulary |
| 4 | 63% | 4.1.3 4.1.6 | 4 | Identify, use information in job descriptions, ads Interpret work-related vocabulary |
| 5 | 53% | 4.1.2 0.2.1 | 1 | Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions |
| 6 | 50% | 4.1.2 0.2.1 2.3.2 | 1 | Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions Identify the months of the year and the days of the week |
| 7 | 47% | 1.4.7 7.2.1 7.3.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes |
| 8 | 70% | 1.4.7 7.2.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information |
| 9 | 73% | 1.4.7 7.2.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information |
| 10 | 43% | 1.4.2 | 4 | Select housing by interpreting ads, signs, and other info. |
| 11 | 37% | 1.4.3 | 1 | Interpret lease and rental agreements |
| 12 | 57% | 1.4.3 | 1 | Interpret lease and rental agreements |
| 13 | 40% | 1.4.3 | 1 | Interpret lease and rental agreements |
| 14 | 27% | 3.3.2 3.3.1 | 4 | Interpret medicine labels Identify and use necessary medications |
| 15 | 60% | 0.2.4 7.2.1 | 3 | Converse about activities and personal interests Identify and paraphrase pertinent information |
| 16 | 37% | 4.1.8 4.1.9 7.2.1 | 3 | Identify common occupations, skills and education req'd Identify procedures for career planning, self-assessment Identify and paraphrase pertinent information |
| 17 | 70% | 4.4.3 7.2.2 | 2 | Interpret job-related signs, charts, diagrams, forms, etc. Analyze a situation, statement, or process |
| 18 | 57% | 4.4.3 2.3.1 7.2.2 | 2 | Interpret job-related signs, charts, diagrams, forms, etc. Interpret clock time Analyze a situation, statement, or process |
| 19 | 37% | 4.4.3 2.3.2 7.2.2 | 2 | Interpret job-related signs, charts, diagrams, forms, etc. Identify the months of the year and the days of the week Analyze a situation, statement, or process |
| 20 | 30% | 4.2.1 1.1.6 | 2 | Interpret wages, deductions, benefits, timekeeping forms Count, convert, use coins, currency and symbols (\$ and .) |

1. Which Items did the greatest number of students miss? _____

2. What competencies are addressed by these items? _____

3. What are the corresponding task areas for these items? _____

Suggested Next Test Charts for Life and Work Reading

Use the pre-test test score to find the suggested **next test level**. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

| Form 27R-28R Beginning Literacy | | Forms 81R-82R Level A | | Forms 81RX-82RX Level A Bridge to B | | Forms 83R-84R Level B | |
|------------------------------------|-----------------|--------------------------|-----------------|--|-----------------|--------------------------|-----------------|
| Score | Next Test Level | Score | Next Test Level | Score | Next Test Level | Score | Next Test Level |
| <153 | * | <170 | * | <182 | A | <186 | * |
| 153 | Beg Lit | 170 | A | 182 | AX or A | 186 | B or AX |
| 155 | Beg Lit | 173 | A | 184 | AX or A | 189 | B or AX |
| 156 | Beg Lit | 176 | A | 186 | AX or A | 191 | B or AX |
| 158 | Beg Lit | 178 | A | 188 | AX or A | 193 | B or AX |
| 160 | Beg Lit | 180 | A | 190 | AX or A | 194 | B or AX |
| 162 | Beg Lit | 182 | A | 192 | AX or A | 195 | B or AX |
| 164 | Beg Lit | 184 | A | 194 | B or AX | 197 | B or AX |
| 165 | Beg Lit | 186 | A | 196 | B or AX | 199 | B or AX |
| 166 | Beg Lit | 188 | A | 197 | B or AX | 200 | B or AX |
| 167 | Beg Lit | 189 | A | 199 | B or AX | 202 | B or AX |
| 169 | Beg Lit | 191 | A | 200 | B or AX | 203 | B or AX |
| 170 | Beg Lit | 193 | AX or A | 201 | B or AX | 205 | B or AX |
| 172 | Beg Lit | 195 | B or AX | 202 | B or AX | 206 | B |
| 174 | Beg Lit | 197 | B or AX | 204 | B or AX | 208 | B |
| 175 | Beg Lit | 200 | B or AX | 206 | B | 209 | B |
| 176 | Beg Lit | 203 | B or AX | 208 | B | 210 | B |
| 177 | A or Beg Lit | 205 | B or AX | 210 | B | 212 | B |
| 179 | A or Beg Lit | 206 | B | 212 | B | 213 | B |
| 180 | A | 208 | B | 214 | B | 215 | B |
| 181 | A | 209 | B | 216 | C or B | 216 | B |
| 182 | A | 210 | B | 218 | C or B | 218 | C or B |
| 183 | A | | | 220 | C | 220 | C or B |
| 184 | A | | | 222 | C | 222 | C |
| 186 | A | | | 224 | C | 224 | C |
| 187 | A | | | 227 | C | 226 | C |
| 189 | A | | | | | 229 | C |
| 191 | A | | | | | 230 | C |
| 192 | A | | | | | 231 | C |
| 194 | B or AX or A | | | | | 232 | C |
| 196 | B or AX | | | | | 234 | C |
| 199 | B or AX | | | | | | |
| 202 | B or AX | | | | | | |

| READING | |
|---------------|-----------------------|
| Level | Life & Work Series |
| Beg. Literacy | 27R, 28R |
| A | 81R, 82R |
| AX | 81RX, 82RX |
| B | 83R, 84R |
| C | 185R, 186R; 85R, 86R* |
| D | 187R, 188R |

X level tests are a bridge to the next level

Alex took form 83R and scored 203 on his pretest.

Find the Life and Work reading post-test level/s and form number/s based on his score.

| PRACTICE | | Test Record | | Agency # | |
|----------|--|---|--|---|--|
| 1 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | ① Alex Smirnov Student Last Name First Middle | | <div style="border: 1px solid black; width: 100px; height: 15px;"></div> | |
| 2 | <input type="radio"/> (A) <input type="radio"/> (C) <input type="radio"/> (D) | | | <div style="border: 1px solid black; width: 100px; height: 15px;"></div> | |
| 3 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | | | | |
| TEST | | ② L. Bounds Instructor Name | | Directions for marking answers • Use No. 2 pencil only • Do NOT use ink or ballpoint pen • Make dark marks that fill rectangle completely • Erase cleanly any answers you change | |
| 1 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 2 | <input type="radio"/> (A) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 3 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) | Right <input type="radio"/> (0) <input checked="" type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) | | Wrong <input checked="" type="radio"/> (X) <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) | |
| 4 | <input type="radio"/> (A) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 5 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 6 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | ③ STUDENT IDENTIFICATION * | | ④ FORM NUMBER * | |
| 7 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 8 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 9 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | ⑤ TEST DATE * | | ⑥ CLASS NUMBER * | |
| 10 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 11 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | | | | |
| 12 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | ⑦ INSTRUCTIONAL PROGRAM (Mark one) | | ⑧ HOURS OF INSTRUCTION* * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 13 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 14 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 15 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | ⑨ RAW SCORE * | | ⑩ TEST 1 * | |
| 16 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 17 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 18 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | ⑪ TEST 2 * | | ⑫ TEST 3 * | |
| 19 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 20 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 21 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | ⑬ TEST 4 * | | * = required for TOPSpro software | |
| 22 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | | | | |
| 23 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 24 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <input type="checkbox"/> Student does not yet have the skills to be tested. </div> | | © 2009 CASAS — Comprehensive Adult Student Assessment Systems. ALL RIGHTS RESERVED. | |
| 25 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 26 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 27 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 28 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 29 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | | | | |
| 30 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 31 | <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 32 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 33 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 34 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 35 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 36 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 37 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 38 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 39 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 40 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 41 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 42 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 43 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 44 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 45 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 46 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 47 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 48 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | | * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. | |
| 49 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |
| 50 | <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) | | | | |

Find the following information for Alex's reading post-test.

2 .Hours of instruction _____

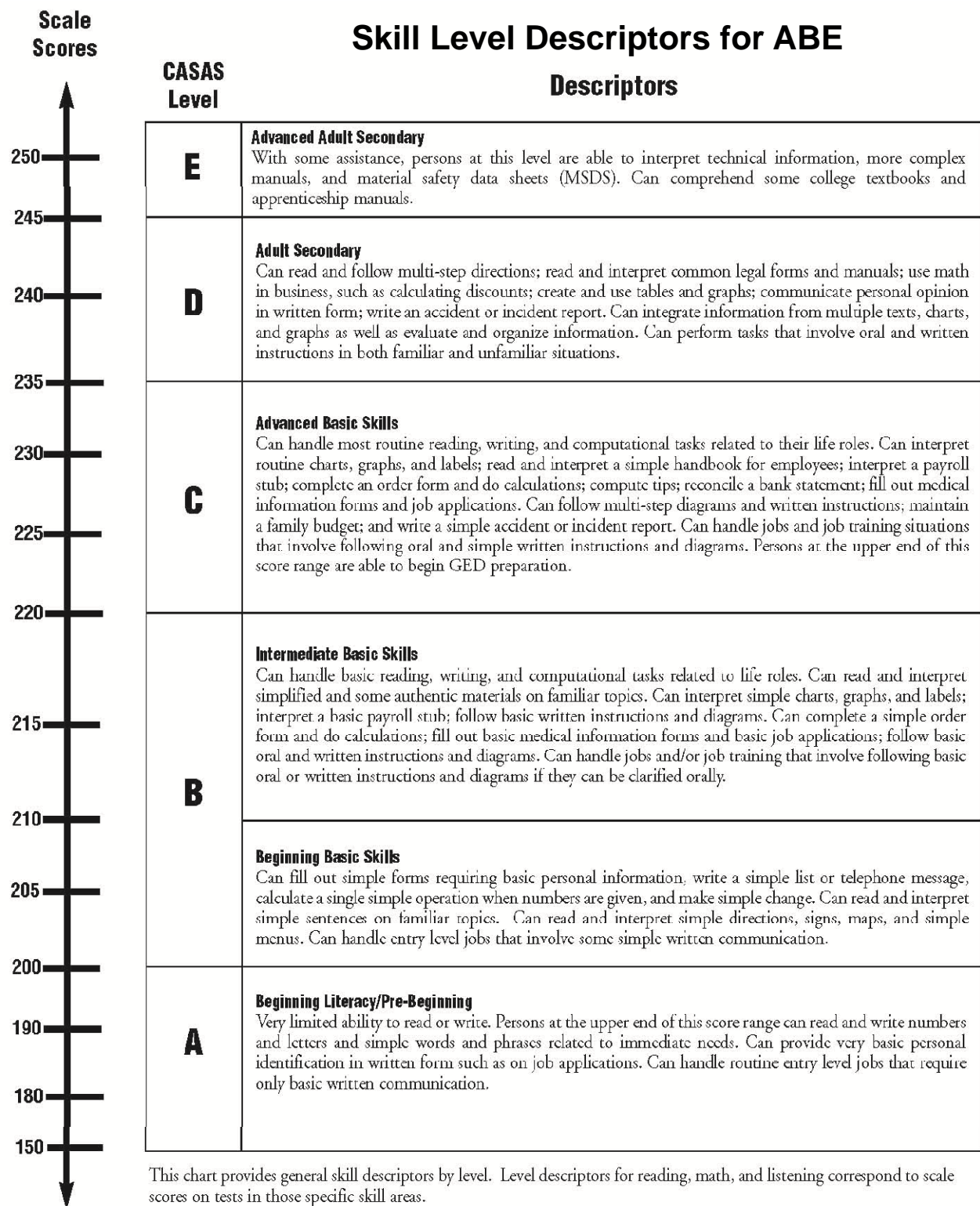
1. Post-test form number _____

3. Raw score _____

Form 84R **Level B - Reading**

Alex's post-test raw score is 17.
What is his scale score?

| Score Conversion Chart | |
|---------------------------|-------------|
| Raw Score | Scale Score |
| 1 | - |
| 2 | - |
| 3 | - |
| 4 | 186 |
| 5 | 189 |
| 6 | 191 |
| 7 | 193 |
| 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 ♦ |



1. Calculate the learning gains between pre- and post-tests.

Post-test Scale Score – Pretest Scale Score = Learning Gains

_____ - _____ = _____

2. Which reading level should Alex be placed in next semester?

3. What might influence your decision on Alex's placement?

Next Steps

The following section contains additional topics for staff discussion and program improvement.

- ❖ Resource One: Why Assess?
- ❖ Resource Two: Getting Started: The Intake Process
- ❖ Resource Three: Choosing CASAS Assessments for Your Program
- ❖ Resource Four: Instructional Resources
- ❖ Resource Five: Checklist – The Testing Process
- ❖ Resource Six: Checklist – Building Your Program
- ❖ Resource Seven: Resources for Workforce Development Programs

Resource One: Staff discussion topic

Why Assess?

Write one or more benefit(s) of assessment for each group.

Students:

Teachers and Administrators:

Funding Sources:

What part of the assessment process do teachers and administrators find to be most challenging?

What do they find most useful?

Resource Two: Staff discussion topic

Getting Started: The Intake Process

Identify the scenario or scenarios below that match your program. How would you set up an intake and assessment system that best meets the needs of your program?

| | | | |
|--|--|--|---|
| A. Your program is large and serves over a thousand learners annually. | B. Your program is medium-sized and serves up to 1000 learners annually. | C. Your program is small and serves up to 100 learners annually in classroom settings. | D. Your program is small; staff work with learners one-on-one or in small-group settings. |
|--|--|--|---|

Intake Process/Assessments Used

How are placement decisions made?

Resource Three: Staff discussion topic

Choosing CASAS Assessments for Your Program

Use the CASAS Catalog to identify the appropriate assessments for your program.

Appraisal(s)

Title/s

Code/s

Page/s

Price

Pre- and post-test series

Title/s

Code/s

Page/s

Price

Resource Four: Staff discussion topic

Instructional Resources

Do you provide instruction at your agency?

If so, how many levels are there?

Do you have a set curriculum?

What instructional materials do you use and how do you select them?

Do you and your staff feel they are effective?

Resource Five

Checklist - The Testing Process

- ☐ Follow an Intake Plan; administer Appraisal
- ☐ Select pretest from Suggested Next Test Chart
- ☐ Administer pretest
- ☐ Conduct training or instruction
- ☐ Select post-test from Suggested Next Test Chart
- ☐ Administer post-test
- ☐ Conduct training or instruction
- ☐ Use Suggested Next Test Chart
- ☐ Administer additional post-tests as needed

Resource Six: Staff discussion topic

Checklist – Building Your Program

- ☐ Identify intake and placement strategies for your agency
- ☐ Identify appropriate assessments for your agency
- ☐ Use content standards, competencies, and data to inform instruction
- ☐ Identify reports useful for administrators, instructors and students
- ☐ Identify strategies for student retention
- ☐ Identify appropriate materials for instruction

Resource Seven: Staff discussion topic

Resources for ABE/ASE/GED Programs

- **Life and Work Reading Assessments**
 - Page/s
 - How could I use these in my program?
- **Secondary Level Assessments**
 - Page/s
 - How could I use these in my program?
- **Workforce Learning Systems (WLS)**
 - Page/s
 - How could I use this in my program?
- **Workforce Skills Certification System (WSCS)**
 - Page/s
 - How could I use this in my program?
- **Functional Writing Assessment System (FWA)**
 - Page/s
 - How could I use this in my program?
- **Others**
 - Page/s
 - How could I use these in my program?