

Online System

ACTIVITY PACKET

DC OSSE TOPSpro Enterprise Basics

CASAS Technology Support Team

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Table of Contents

Navigating TE	
Install and Open TE Online	
Explore Menus and Submenus	4
Finding Information	7
Understanding the Relationship of Records in TE	7
Customizing Lists of Records	7
Using the Navigator	
Editing Student Information	
Adding Records Manually	
Steps to Add Sites	
Steps to Add and Manage Users	
Defining Group Access Rights	
Steps to Add and Link Personnel Records	
Personnel Registration	
Functional Roles	
Steps to Add Student Records	
Steps to Add Test Records	
Tracking Results	
Customizing the Tests Lister	
Steps to Generate Reports	
CASAS eTests Reports	
Next-Assigned Test (NAT)	
Personal Score Report (PSR)	
Skills Profile Reports	
Student Individual Skills Profile (ISP)	
Skills Profile – Class Summary (ISPS)	

eTests[®] TOPSpro[®]

Competency Performance Reports
Competency Performance – Student (SCP) 47
Competency Performance – Class (SCPS) 48
Content Standards Reports
Content Standards – Student Performance (SCS)
Content Standards – Class Performance Summary (SCSS)
Learning Gains Reports
Learning Gains – Student (LG)
Learning Gains – Class Summary (LGS)53
Test Response Reports
Test Response – Class Profile (CPL)
Test History – Student Test Summary by Class (STS)
Reports Manager
My Reports
Report Locator Wizard
Steps to Exit TE
CASAS Contact Information



Download our Help Documentation at <u>Home</u> > <u>Training and Support</u>



Navigating TE

To use the many features of TOPSpro Enterprise (TE), you will need to know how to find them by navigating through the menus. TE uses the same type of menu system that you see in most Windows-based applications.

	TOPS Decord	Serve: Code - Maya/Maranaka. * Senvigency/Serve Serve Frence - Maranaka Server (Server) server (Server) - Server) - - - - - - - - - - - - -	
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Install and Open TE Online

To access TOPSpro Enterprise Online (TE) for the first time, launch the web browser and enter the URL for the CASAS Online System your program uses.*

Server	Use any modern web browser	
*Global	https://etestsonline.org/html5/#/	





Explore Menus and Submenus

TE opens with an empty screen and a menu bar along the top. Not all agencies using the CASAS Online System have access to all menus and data functions, and not all users have access to data or rights to edit records.





Visit the CASAS website for more information about <u>Assessment and Database</u> <u>Management Features</u> to understand 'basic' vs. 'enhanced' access to the CASAS Online System.

Take a Highlights Tour to look at some menu features and to see how TE organizes menus.

Step	Screen	Description
1.	TE View Organization Records Reports Tools Help	• All data and reports display on the screen from accessing the Menu bar along top left.
2.	User: Administrator 43 Version: 3.0 build 32 ? Pages Pages	 Top right displays, Logged-on User. Application Version. General screen Controls. Pages tab to clear your screen(s).
3.	View Organ Unlock Lock Connect Disconnect Change Password Options Exit	 Click the TE Icon at top left of your screen. Before exiting TE, it's best to – Disconnect your TE Client to close connection with the server on your local machine. Click Options

Navigation



Step	Screen	Description
4.	Celions [2] X General On Start Edit / View Listers Reports Imports Exports @	• Look at the General tab.
	Default Agency: [4908 - Rolling Hills Adult School (₱▼] None Default Site: ▼] None	• Interactive Timeout Interval
	ToolBar Display: Text and Icon	 Adjust # of minutes before the TE Client suspends activity.
	ΟΚ	 Applies to TE Client on the local machine only.
5.	Options Ogeneral On Start Edit / View Listers Reports Imports Exports ©	• Click the On Start tab.
	Auto Open Reports Manager	 Remaining WTUs
		 Set a TE Client reminder when # of WTUs reaches a minimum set by users.
	οκ	 Applies to TE Client on local machine only.
6.	Options General On Start Edit / View Listers Reports Imparts Expose Name Options: Unchanged Apply How to Establing Records Remember last selected schema:	 Click the Edit / View tab. Name Options. Set option for entering names. Apply option to correct names. Applies to TE Client on local machine only.
		• To close the Options window.
	OK	• Click the Red X Box at top right.
7.	TE View	Click the View menu.
	Dashboard Shortcuts	 Screen Display
		• Normal is the default.
	Small ✓ Normal Medium	 Adjust for viewing on local TE Client.
	Large	

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Step	Screen	Description
8. View Organization AEBG Consorts Agencies Sites Classes Users Access Groups Authentication Set Personnel Test Administration WSCS Administration WSCS Administration Prog Person Class Prog Person Class Prog Prog Person Class Prog Person Class Prog Person Class Prog Prog Prog Special Programs Deleted Objects Testing Sessions Testing Sessions Testing Sessions Testing Sessions Testing Sessions Testing Sessions Testing Sessions Testing Sessions Testing Session Template Tests in Progress	anization Records Reports Tools He ents Demographics In program years rams Records S fificates loyment History es of Employment	 Highlight or click the Organization menu. Sub-menus contain detailed information about the organizational setup of an online account. Click the Records menu. Menu Categories identify groups of lists with records for tracking program and student activity. Sub-menus identify the type of records.
9. nization Records Report CASAS eTests Demographics Program Outcomes Test Results Consumer Report Program State Reports Federal Reports Report Locator V Reports Manage My Reports Manage My Re	Records Reports Tools Help Tests aphics outcomes suits Skills Profile Competency Performance Content Standards Learning Gains Test History	 Highlight or click the Reports menu. Menu Categories identify groups of reports that help programs meet a wide variety of reporting needs. Sub-menus identify the type of report.
10. Organization Records R Scanning Wizard 3rd Party Import Wizard Class Replication Wizard Proxy Wizard TE to TE Import/Export Wi California Core Performance Additional Assessments Im Scheduler Create desktop shortcut	zard tion Records Reports Too's Help ze Wiz Release Notes End User License Agreement (EULA)	 Highlight or click the Tools menu. Sub-menus list operations for managing data. Highlight or click the Help menu. Release Notes are included with each update to the Online System. Review Notes for important new features and enhancements as well as any necessary fixes.

6



The online system functions like a web browser to fetch information and display on the screen in tabbed pages. Using tabs as a navigational tool is a feature that allows you to switch between multiple pages of information.

Understanding the Relationship of Records in TE

TOPSpro Enterprise is a relational database that contains a collection of interrelated records, which stores information and relates records by a common element. In TE, that element is the identification field. For a student, that field contains the identification code unique to the learner that links all records related to the learner. The graphic below presents this concept.



The **Student Identification (ID)** code provides the minimum information for TE to add a student record. The student **Demographics** record is the "parent" record for all other learner-related records. Every time you add another record, TE links the **ID** to the corresponding student, and creates a new record. These other records contribute additional information to the student and are the "child" records in the database. TE connects the parent and child records by ensuring that they all include one common variable – the **Student Identification** (ID) code.

Customizing Lists of Records

TE uses **Listers** to display lists of records. Each lister name indicates the information that it contains. Listers are like spreadsheets but in electronic form. You may sort, filter, add, hide, and organize columns, set advanced filtering options, print, and export the information displayed.

Using the student as an example, let's customize the Demographics lister.

eTests[®] TOPSpro

	Scr	een	Description
TE View Orga	anization R	ecords Reports Tools Help	• From the Menu bar at top,
Cias	dents	Demographics In program years	Click Records
Prog Test	grams ts	Records	• Click Recolds.
Certi Emp	tificates ployment Hist	ory	 Select Students.
Plac	ces of Employ	ment	 Click Demographics.
View Orga Demographics New 4908 - Rolling • Site • • • 039 01 - RHAS: Nort 039 02 - RHAS: Sout 045 01 - RHAS: Nort 049 01 - RHAS: Nort 090 01 - RHAS: Nort 090 01 - RHAS: Nort 091	Anization Re Image: Adult Sch Image: Adult Sch Student Image: Adult Sch Student Image: Adult Sch S208242 Rich S49345893 Tray 9493489 John 5621382 Tim 9483685 Carr 9483685 Carr 9983439 Kris 9983439 Kris	acords Reports Tools Help tool (RHAS) Aggregated Subs Name Birth Date F Signal Subs Subs Signal Sub	 A tabbed page opens to the list of Demographics records with a Toolbar along the top. Records display for students having activity in the Current Program Year (July 1 – June 30). Sorts on Student ID. Most Column Headers have Up/Down
View Organiza Demographics Image: Comparison of the second secon	ation Records	Reports Tools Help	 To sort by Name, Click the Name column UP arrow. By default, the Name column sorts by First name.
View Organ Demographics 908 - Rolling New 4908 - Rolling • Site • T 02 - RHAS: Sout 0052 01 - RHAS: Nort 0349 01 - RHAS: Nort 0349 01 - RHAS: Nort 0949 01 - RHAS: Nort 0925 01 - RHAS: Nort 0925 01 - RHAS: Nort 0925 01 - RHAS: Nort 0933 01 - RHAS: Nort 0933 01 - RHAS: Nort 0935	Imization Res g Hills Adult Schol Imilis Adult Schol Student Imilis Adult Schol 2082482 Rich 993948 Carr 91919 Kare 340934 Hun 409833 Jaim 182586 Pha 548385 Pha 3898383 Mat 359843 Iri Iri 5503953 Nort 5503953 Rob	Cords Reports Tools Help Sol (RHAS) Aggregated Subsite Name Birth Hide Full Name Show Address Show Address Show CAHSEE Scores Show Consent Status Show Encoded Student ID Show Encoded Student ID Show Fax Show First Name Show GED 2002 ID Show GED 2002 Scores Show GED 2014 Scores Show GED 2014 Scores Show Highest Degree or Diploma Show Highest Degree or Diploma 	 Each list of records has its own default Schema, or Column Configuration. You may change the configuration of columns and save the Schema on your TE Client. To split the Name column into First, Middle, and Last name columns, Point your mouse in the Name column header. Right mouse-click. From the drop-down menu listing additional columns available in the Demographics lister, Click Show First Name.
	View Org Star Star Star Star Star Star Star Star Star Star Pro Tes Cer Fro Emp Pro Demographics Fro Vew 4908 - Rollin • Site • • 908 - Rolling Hi • • 910 - RHAS: Nort 030 • 11 - RHAS: Nort 030 • 910 - Rolling Hi • • Site • • 910 - Rolling Hi • • Site • • 910 - Rolling Hi • • Site • <th>Standard Students Uiew Organization R Students Classes Programs Tests Certificates Employment Hist Places of Employ Automation Re Demographics Not Places Re Site Student To Places Places O2 - RHAS: Sout 005208242 Ricd Places Places Re O2 - RHAS: Sout 005208242 Ricd Places Places<th>View Organization Records Reports Tools Help Classes Programs Demographics Demographics Demographics Demographics Programs Fests Certificates Employment History Places of Employment Places of Employment Birth Date Progregeted Subsc Site Student Name Birth Date V Site Student Name Birth Date V Site Student Name Birth Date V V Name Birth Date V V V V Values Student Values VI RHAS: Nort 03903948 Carmen Rodriguez 7/30/1958 01 RHAS: Nort 03903949 Kinsy Bartholomew 9/9/1958 01 RHAS: Nort 04962182 Timothy McFlurry 4/5/1974 01 RHAS: Nort 09191919 Karen V Corkey 7/13/1988 View Organization Records Reports Tools Help Demographics Student D</th></th>	Standard Students Uiew Organization R Students Classes Programs Tests Certificates Employment Hist Places of Employ Automation Re Demographics Not Places Re Site Student To Places Places O2 - RHAS: Sout 005208242 Ricd Places Places Re O2 - RHAS: Sout 005208242 Ricd Places Places <th>View Organization Records Reports Tools Help Classes Programs Demographics Demographics Demographics Demographics Programs Fests Certificates Employment History Places of Employment Places of Employment Birth Date Progregeted Subsc Site Student Name Birth Date V Site Student Name Birth Date V Site Student Name Birth Date V V Name Birth Date V V V V Values Student Values VI RHAS: Nort 03903948 Carmen Rodriguez 7/30/1958 01 RHAS: Nort 03903949 Kinsy Bartholomew 9/9/1958 01 RHAS: Nort 04962182 Timothy McFlurry 4/5/1974 01 RHAS: Nort 09191919 Karen V Corkey 7/13/1988 View Organization Records Reports Tools Help Demographics Student D</th>	View Organization Records Reports Tools Help Classes Programs Demographics Demographics Demographics Demographics Programs Fests Certificates Employment History Places of Employment Places of Employment Birth Date Progregeted Subsc Site Student Name Birth Date V Site Student Name Birth Date V Site Student Name Birth Date V V Name Birth Date V V V V Values Student Values VI RHAS: Nort 03903948 Carmen Rodriguez 7/30/1958 01 RHAS: Nort 03903949 Kinsy Bartholomew 9/9/1958 01 RHAS: Nort 04962182 Timothy McFlurry 4/5/1974 01 RHAS: Nort 09191919 Karen V Corkey 7/13/1988 View Organization Records Reports Tools Help Demographics Student D



Step	Screen	Description
5.	View Organization Records Reports Tools Help Demographics Image: Constraint of the second se	 Now you will see the First name has its own column. Repeat these steps to add a Middle name and Last name column.
6.	View Organization Records Reports Tools Help Demographics >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	 Now that the Name column is split in to three columns for First, Middle, and Last name, you no longer need the column. Right mouse-click in the Name column header. Select Hide Full Name.
7.	View Organization Records Reports Tools Help Demographics Image: Constraint of the second se	 The Name column is now hidden from the list. You may unhide any column to display again in the list of records. Listers may be Reset to Defaults at any time.
8.	View Organization Records Reports Tools Help Demographics Image: Constraint of the second se	 Reordering columns will further customize the list of Demographics records for your TE Client. Left click-and-hold your mouse in the Last Name column header. While holding, drag the Last Name column left of the First Name, and then release your mouse.
9.	View Organization Records Reports Tools Help Demographics X New 4908 - Rolling Hills Adult School (RHAS) Aggregated Subsites Filter Y Site Student Last First Middle Birth Date Y - - Name - Name - Site - Sith Date 01 - RHAS: Nort 005208216 Williams Rick 5/20/1987 5/20/1987 01 - RHAS: Nort 005208245 Williams Richard 5/20/1987 01 - RHAS: Nort 005208246 Williams Richard 5/20/1987 01 - RHAS: Nort 0023945893 Ford Trayla B 3/16/1988	• The Demographics lister now displays names in a Last , First , and Middle name column configuration.

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Step	Screen	Description
10.	View Organization Records Reports Tools Help Demographics 2 Hew 4908 - Rolling Hills Adult School (RHAS) Aggregated Subsites First Middle Birth Date V Site Student Last First Middle Birth Date V V Ststie Student Last V V V 11 - RHAS: Nort 555141083 Acosta Melinda 1/30/1983 01/30/1983 01 - RHAS: Nort 913425098 Acuna Rosalina 5/9/1992 02 - RHAS: Sout 94193397 Adalberto Maria 11/7/1987	 In the Last Name column header Click the UP arrow to sort alphabetically.
11.	Vgregated Subsites Filter Columns Sort 21 Last First Middle Gender Birth Name Name Gender Birth Name Name Gender Birth I. First, sort on Last Name. Second, sort on First Name. Second, sort on First Name. Third, sort on Middle Name. Mote! Adding Gender and DOB columns helps with identifying any duplicate records of the same student. User: Administrator 43 Version: 3.0 build 32 Pages	 Suggestion: Configure and presort columns: Click the UP arrow in the Last Name column header. Click and hold the Shift key on your keyboard, and then click the UP arrow in the First Name column header. Click and hold the Shift key again, and click the UP arrow in the Middle Name column header. Release the Shift key. To save the configuration of your columns, on Click the More button from the same columns.
13.	Export Print Default) More Edit Schema View Edit Schema View Schema name: Default Delete Export Save Rename Delete Export Export Export Import Cancel Reset to Default Demographics New 4908 - Rolling Hills Adult School (RHAS) Aggregated Subsit * Site * Student 1 Name 7 Middle T - - - - - - - - 11 - RHAS: Nort 555141083 Acosta Melinda - - -	 Toolbar at top right for 'more' buttons. Click Edit Schema. Click Save. <i>Remember!</i> You can always reset listers to their default schema. Check to confirm that your TE Client will display the Demographics lister in 'your' default Schema next time you open it. To close the Demographics lister,
	01 - RHAS: Nort 913425098 Acuna Rosalina 02 - RHAS: Sout 94193397 Adalberto Maria	 Click the Red X Box on the Demographics tab.



Step	Screen	Description
14.	ersion: 3.0 build 32 ? Pages Close All Pages Close And Bage New Horizontal Page Group New Vertical Page Group Open All Lists Here Open All Edit/Views Here Class Instances 1001 - ABE Interme 340993385 - Dustin	 You can also close several pages at the same time by clicking Pages at top right. From the drop-down menu, Click Close All Pages. Or click individual Pages listed at bottom of the menu.
15.	View Organization Records Reports Tools Help Demographics Image: Constraints <	 To reopen the Demographics lister, go to Records > Students > Demographics The list of Demographics records should display as the saved default Schema on your TE Client.
16.	ator 43 Version: 3.0 build 32 ? Pages Print (Default) Education Consumer Contact	 Note! You may also name different Schemas and access them from the Toolbar at top of the list Click the (Default) window down arrow and select a saved Schema.





Using the Navigator

Let the TE Navigator be your guide! In listers, the Navigator links all 'child' records related to the 'parent' record and displays them in a list to navigate easily between them. The report setup Navigator gives quick access to listers to refine information to include in the report.

The Navigator will also guide you to adding 'child' records to 'parent' records by prepopulating key fields from the 'parent' record. When entering data manually, it is recommended to use the Navigator for data-entry accuracy.

Using the student as an example, let's explore 'child' records and see how many are linked to the student's 'parent' Demographic record through the Navigator.

Step	Screen	Description
1.	View Organization Records Reports Tools Help Demographics Image: Constraint of the second se	 Filter for a Student with your First or Last Name. Click the First or Last Name column Filter icon. Enter your First Name. Click OK.
2.	View Organization Records Reports Tools Help Demographics Image: Constraint of the second se	 The Demographics lister may or may not display a record of a student having your First or Last Name. That's Ok! Filter for a friend or any other name instead. Double click to open the Highlighted record.
3.	Li view Organization Records Reports took Holp User Admonstrator 43 versons 20 build 22 ?	 A new tabbed page opens to a split screen with the – Record Navigator at left. Student Information at right. Edit/View contains the 'parent record' data for the student. Remaining selections on the Navigator represent 'child records.'
	12 Return to Table of Contents Training and Support	© 2019 CASAS. All rights reserved.

Navigator



Step	Screen	Description
4.	ViewOrganizationRecordsReportsToolsDemographics555141083 - MelindImage: Comparison of the second of the sec	 Clicking the different options from the Navigator provides views of a variety of information about that student. Remember! The student's unique Identification (ID) code is what links all of the records assigned to the student, and supplies the minimum information TE needs to create a student Demographic record.
5.	View Organization Records Reports Tools H Demographics 555141083 - Melind Image: Concel Polete Navigator Image: Concel Polete Edit / View Student Information In Program Nears Student Information Student Records Class Enrollments Class Records Program Nears Program Records Program Years Tests Program Records Tests Program year Zemographic History T/1/2017 - 6/30/2018 Employment History Employment History	 From the Navigator at left, Click In Program Years. At right lists records for each program year in which the student has dated activity. A Program Year is defined as July 1 through June 30.
6.	View Organization Records Reports Tools Help Demographics S55141083 - Melind Navigator Guident Mexoris Class Records Program Records Casts Records Program Records Casts Records Program Records Certificates Demographic History Employment History Employment History Employment History Employment History Times Student Accords Navigator Carlination Agency/State 4508 / 11 - BHAS: North City Student Records New View Times Demographic History Employment History Times Stationa Times Stationa Times Stationa Times Stationa Billing Accorda 1/2//2018 Times Stationa Melinda Accorda 1/2//2017 Times Stationa Melinda Accorda 2/1/2017	 From the Navigator at left, Click Student Records. The records listed at right are of all dated activity that occurred for the student during the program year.
7.	11 View Organization Records Reports Tools Help Demographic 53141083 Helind Image: Tools Tools Tools Norgian: Image: Tools Image: Tools Image: Tools	 From the Navigator at left, Click Class Enrollments. This list will only include one record for each class in which the student is enrolled.

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Step	Screen	Description
8.	Verw Organization Records Notedity Forongraphics S53341082 Heline Image: Construction Image: Construction National State State Image: Construction Image: Construction Image: Construction Image: Construction State State State Image: Construction Image: Construction Image: Construction Image: Construction Description State State State Image: Construction	 From the Navigator at left, Click Class Records. This section includes separate records of all class related activity for the student.
9.	View Organization Baccards Resports Tools Help Demographica 5331411085 - Nelind > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > > <td< th=""><th> From the Navigator at left, Click Program Enrollments This section will only include one listing for each program in which the student is enrolled. </th></td<>	 From the Navigator at left, Click Program Enrollments This section will only include one listing for each program in which the student is enrolled.
10.	View Organization Reports Tomb Help Demographic 33311083 - Hellind 0 Negler Image: State and State	 From the Navigator at left, Click Program Records. This list includes separate records of all program related activity for the student.
11.	View Organization Roccords Reports Tools Help: Cencographic SS141083 - Mellink Neglari In Rogani Rocki Delef Rocki Constrained Diagon Rocki Status Control Contr	 From the Navigator at left, Click Tests. This is a list of tests taken by the student.
12.	View Organization Records Reports To Demographics 555141083 - Melind X Navigator Image: State of the state of	• Return to Edit/View to edit Student Information.



Editing Student Information

Step	Screen	Description
13.	Student Information Agency/Site: 4908 / 11 - RHAS: North City Student: 555141083 / Melinda Acosta Add Entry/Update Record Identification Change to Edit Mode t ID: 555141083 Gender: Female	 By default, the Edit/View page opens in View mode. To edit a student ID, Click the Pencil icon in the Identification section and <i>Change to Edit Mode</i>.
14.	5555141038 - Melind Image: New B Save Information Agency/Site: 4908 / 11 - RHAS: North City Student: 555141038 / Melinda Acosta Identification Student ID: 555141038	 Type in the Student ID field and change the ID. From the Toolbar at top. Click Save. Note! A change to the Student ID will simultaneously edit all 'child' records linked to the student.
15.	View Organization Records Reports Tools Help Demographics 555141038 - Melind X Navigator Image: Student Information Memographics Delete Dup Edit / View Image: Student Information Agency/Site: 4908 / 11 - RHAS: North City Student: Student: Student Information Agency/Site: 4908 / 11 - RHAS: North City Student: Student: Student Student: Student: </th <th> To see how that works, Click Tests from the Navigator. You may notice that the ID does not appear to have changed. Continue on to solve the mystery! </th>	 To see how that works, Click Tests from the Navigator. You may notice that the ID does not appear to have changed. Continue on to solve the mystery!



Editing Data

Step	Screen	Description
16.	User: Administrator 43 Version: 3.0 build 32 ? Pages Go To Linked Disconnect Gender: Female Batch Edit Conservative Score V 224 Yes Yes 194 Yes No 187 Yes No 220 Yes Yes	 At top right of the student's Tests lister, Click Refresh. This will 'refresh' the page on your TE Client.
17.	View Organization Records Reports Tools Help Demographics 555141038 - Melind X Navigator Image: Concel and the second and the sec	• Voila! • Now you see that the ID on all Tests linked to the student are changed.
18.	Version: 3.0 build 32 ? Pages Close All Pages Close And House Pages New Horizontal Page Group New Vertical Page Group Open All Lists Here Open All Edit/Views Here Demographics 555141038 - Melind	 To clear your screen, Click Pages at top right. Select Close all Pages.

Adding Records Manually

The CASAS Online System offers <u>four</u> methods for adding records to your online account through both applications – eTests Online together with TE Online.

- ➢ eTests Online
 - **1. Sessions** for testing and collecting demographic information
- > TE Online
 - 2. Manual data entry using the keyboard and mouse
 - **3. Scanning** using an optical mark scanner
 - **4. Importing** from a 3rd Party System or fillable Import Template

Steps to Add Sites

Sites are part of the organizational structure of an online account and represent physical locations where testing, instruction, and training take place. A site may serve learners in multiple instructional and training programs. Agencies may add Sites to their online account at any time.

eTests Site

Any Site using eTests Online must comply with all testing requirements in each lab within a Site as outlined in the Online Implementation Agreement training.

- Web-test units (WTUs) must be available in an online account to enable an eTests Site.
- Sites must be enabled for eTests to register computers and administer tests.

Step	Screen	Description
1.	View Organization Records Reports Tools Help AEBG Consortia Agencies Sites Sites Classes Sites Sites <td< th=""><th> From the Menu bar at top, Click Organization. Select Sites. </th></td<>	 From the Menu bar at top, Click Organization. Select Sites.

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Step	Screen	Description
2.	View Organization Records Reports Tools Help Sites Image: Sites Subsites Filter Site ID Is eTests Site Site Name Image: Site Image: Site Image: Site Vol Yes RHAS: North Campus RHAS: South Campus Image: Site Image	 A new tabbed page opens listing the Sites setup in the online account. Sites that use eTests Online are identified as an eTests Site. To be an eTests Site, agencies complete a "Going Live" Checklist, which includes: Online Implementation Agreement Coordinator Certification Proctor Certification Order web-test units (WTUs) From the Toolbar at top left, Click New.
3.	Vie v Organization Records Report Tools Help Sites New Site Image: Cance Opelete Duplicate Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance Image: Cance	 A new tabbed Page opens to add information about the new Site for your agency. Sites are added to Containers, which 'contain' records of activity occurring at that site. Your Agency is the 'parent' container for your online account.
4.	View Organization Records Reports Tools Help Sites New Site S New Site Sove Cancel O Delete Duplicate Concel Site Information Site ID: Site Name: Agency: WTUS Available: Select Container Container: 4908 - Rolling Hills Adult School (RHAS) Site ID: 01 - RHAS: North Campus Container: 02 - RHAS: South Campus Contact ID: 05 - RHAS: Sunrise Center Title: 07 - RHAS: Central Library Address: 11 - RHAS: North City State: Phone: Fax:	 Sites are 'child' records of your Agency. Sites are typically added to the 'parent' container but may also be a Sub-Site. The determination of 'where' to add a new Site depends on How? you plan to track and record outcomes. Click the Container field down-arrow. Select the Container to add the new Site.

Sites

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Step	Screen	Description
5.	TE View Organization Records Reports Tools Help	• For Site Identification,
	Rev B Save R Cancel O Delete X Duplicate (2) O New /7	• Enter the Site ID .
	Site Information Site ID: 08 Site Name: RHAS: Meadowbrook	 Enter the Site Name.
	Agency: WTUs Available:	 Check eTests Site –
	Select Container Container: 4908 - Rolling Hills Adult School (RHAS) Site Identification Site ID: 08 Site Name: RHAS: Meadowbrook Time Zone: (UTC-08:00) Pacific Time (US & Canada) Image of the state	 Only check if you plan to use CASAS eTests Online at the Site and WTUs are available for online test administration.
		• From the Toolbar at top,
		 Click Save.
6.	TE View Organization Records Reports Tools Help Sites 08 - RHAS: Meadowb 🛛	• To close the new Site record,
	New B Save Cancel O Delete X Luplicate Cancel O Delete Cancel O Dele	Click the Red A box on the She tab.
7.	TE View Organization Records Reports Tools Help User: Adr	• This returns you to the Sites lister where
	New B 4908 - Rolling Hills Adult School (RHAS) Subsites 1 Filter Col	you will see the new Site in the list of
	A Site ID Site Site Name Contact Name	records.
	01 Yes RHAS: North Campus 02 Yes RHAS: South Campus	
	03 Yes RHAS: East Campus 04 Yes RHAS: West Campus	
	05 RHAS: Sunrise Center 07 Yes RHAS: Central Library	
	08 Yes RHAS: Meadowbrook Program Coordinator Mary Perkins 11 Yes RHAS: North City	
8.	TE View Organization Records Rep Sites	• Click the Red X Box on the Sites tab and close the lister.
	New 4908 - Rolling Hills Adult School (RHAS)	
	▲ Site ID ⇒ Is eTests Site ⇒ Site Name ▼ ▼ ▼	



Steps to Add and Manage Users

Access to the CASAS Online System requires a User record with login credentials. Users are part of the organizational structure of your online account. When setting up a new account, CASAS establishes one User for the agency with rights to manage data and grant User access to TE Online and/or eTests Online for other staff as appropriate. When adding Users to your online account, CASAS recommends adding records at the agency level for ease with managing records and user access.

Access to TE Online

- May be granted to any staff as appropriate.
- eTests Online coordinator and proctor certification is not required for staff access TE Online.

Access to eTests Online

- May only be granted upon confirmation of coordinator and/or proctor certification.
- The agency must maintain copies of certificates on file.
 - Coordinator Certification Staff responsible for online testing management.
 - Proctor Certification Staff responsible for online test administration.

Step	Scree	en	Description
1.	Organization Agencies Sites Classes Users Access Groups Authentication Personnel Test Administr Forms Special Progra Testing Station Testing Sessio	ecords Re Settings ations ms ns	 From the Menu bar, Click Organization. Select Users.
2.	View rganization Records Reports To Users Image <	els Help s i filter columns Sort 2 Delet ps Last Name Coordinator 2 Coordinator 2 Phaser Administrator 01 administrator 10 chas.org relation Coordinator 0 coordinator 2 masorg tor Proctor 01 teacher 10 chas.org relation 2 coordinator 2 coordinator 2 masorg tor Proctor 0 teacher 10 chas.org age/ Administrator 0 administrator 2 masorg tage/ Administrator 0 administrator 20 masorg tage/ Administrator 0 proctor 20 masorg ta	 A tabbed page opens to the list of User records. From the Toolbar at top left of the list. Click New.

Access Groups



Step	Screen	Description
3.	User Information	Check Link with existing personnel –
	Select Container Link with existing personnel: Container: 4908 -	• <i>When</i> a Personnel record exists in your online account.
		 If a record does not exist, you will have the option to link accounts when adding the Personnel record.
4.	Select Container Link with existing personnel: Container: Container: 4908 - Rolling Hills Adult School (RHAS) Image: Select Container Image: Select	 Click the Container field down-arrow. Select the container to add the new User record. Note! Add Users at the Agency level when linking accounts with Personnel records.
5.	View Organization Records Repo	 User Identification will be the login credentials for the new User. Enter a Work e-mail address as the user name (recommended). Enter a temporary Password. Users are prompted to change their password the first time they log in.
6.	Groups: 1 Type here to search Add Image: Search and the se	 Add the new User to an Access Group. You have three options to do this. Click the Group field down-arrow, Type to Search for the Group. Scroll to Select the Group. Select [Group] from Lister.
7.	Vuser Identification User Account: m_perkins@rhas.org Password: ****** Retype Password: ****** Is Disabled Groups: No groups selected. TE Teacher Access (Enhanced) [4908 - Rolling Hills Adult School (RHAS)] Add Is Susnended	 After selecting an Access Group, Click Add at right of the selected Group.

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Step	Screen	Description
8.	Group Name TE Teacher Access (Enhanced) [4908 - Rolling Hills Adult School (RHAS)] ET Coordinator/Proctor [-=- System -=-] Image: Coordinator Proctor Proctor Proctor Proctor Proctor Proctor Proct	 If the new User will need access to eTests Online to: Manage online testing (Coordinator). Administer online tests (Proctor). Add the new user to the access group that matches with their certification.
9.	TS View Organization Records Reports Tools He User Administrator 43 Version: 3.0 build 32 ?	 Add Contact Information for the new User. The minimum information required for adding an account is: First Name. Last Name. Email
10.	View Organization Records Report Users New User Users Cancel O Dell e Duy User Information Crintainer: 4908 - Rolling Hills Adult Sci ool (RHAS) Fu'l Name: Lead Teacher Mary Perkins Phone: (123) 456-7891 Address: Email: m_perkins@rhas.org	 No other setup is needed for the new User when added to Access Groups. From the Toolbar at top, Click Save.
11.	View Organization Records Report Users m_perkins@rhas.org R New User Information Container: 4908 - Rolling Hills Adult School (RHAS) Full Name: Lead Teacher Mary Perkins	• Click the Red X Box on the User record tab and return to the lister.
12.	View Organization Records Reports Tools Help Users 2 Vew 3008 - Rolling Hills Adult School (RHAS) Subsites Filter Columns Sort \$1 Delete Pelete • Container • Access Groups • Title • First & Last Name 4908 - Rolling Hills Adult TE Teacher Access (Enhanced), ET Coordinator/Proctor Lasd Teacher Mary Perkins	• Use the First/Last Name column filter to locate the new User among the list of records.





Step Screen	Description
13. View Organization Records Repor Users X New 1908 - Rolling Hills Adult School (RHAS)	ick the Red X Box and close the Users ter.

Defining Group Access Rights

For ease with managing Users through Access Groups, establish and maintain groups at the agency level (i.e., parent container).

Step	Screen	Description
1.	View Organization Records Reports Tools Help AEBG Consortia Agencies Sites Classes Classes No Classes Users 	 From the Menu bar, Click Organization. Select Access Groups.
2.	Image: Second	 The tabbed page opens listing Groups for Agencies to manage User Access to TE. TE Data Managers may – Edit, Rename, or Duplicate the default set of groups added by CASAS when setting up a new online account.
3.	View Organization Records Reports Tools Help Access Groups New Access Group New Save Cancel Celetes Duplicate Celete Access Group Information Access Group Information A	 TE Data Managers may also – Add new TE Access Groups to manage users based on their role at the Agency, such as a School Counselor or the Registrar.

etests TOPSpro



Step	Screen	Description
4.	View organization Records Reports Tools Help User Administrator 43 Version 3.0 build 32 ? The Access Groups Tever Sever Sever Several Delete Outplicate O 3 / 400 Control Interd Access Groups Records Delete O 0 3 / 400 Control Interd Access Group Information Contrainer: 4908 - Rolling Hills Adult School (BHAS)	• Groups have access to TE according to the rights enabled in <u>three</u> areas:
	Group Name: T Counselor Access = a) // Access Group Identification = Group Name: T E Counselor Access =	1. Menu Access Rights
	Uner: No users selected.	 Defines access to menus and submenus.
	■ C Data Access Rights	2. Container Access Rights
	Ros Access kight: CUBERCOSS Kight Personal formation Access Right: Add Access Rights Record Type Right: Lister / Record Type I List Records View Record Creats Record Update * * * * * * * * * * * * * * * * * * *	• Defines access to sites and sub-sites.
		3. Data Access Rights
		 Defines read-only access, or rights to create, update, and/or delete data.
5.	Data Access Rights Supplemental Data Access Rights Role Access Rights: Personal Information Access Rights: Add Access Right Allow Teacher Access To Unenrolled Students Restrict Teacher Access To Own Classes	 Granting Teachers access to TE requires having a User record linked with a Personnel record to identify their Functional Role as the teacher for their classes.
		• Teachers may,
		 Generate Reports for their own classes.
		• Manage their Class Enrollment.
		o Record Attendance .
		• View Test results taken by students enrolled in their class.

Ask CASAS! To apply the default set of Access Groups to your online account



For more information about **Access Groups** is available from the training materials library on the CASAS website at <u>Home > Training and Support</u>.

Steps to Add and Link Personnel Records

Personnel records are part of the organizational structure of an online account and include Registration, Functional Role, Employment Record, and Professional Status information.

Personnel Registration

Step	ep Screen		Description	
1.	View Organization Records Reports AEBG Consortia Agencies Sites Classes Sites Classes Users Access Groups Access Groups Authonication Sottings Personnel Person Person Person Person Person Person Person P	Tools Help Registration Employment Records Functional Roles Professional Status	 From the Menu bar. Select Personnel. Click Registration. 	
2.	OrganizationRecordsReportsTooAgencies	tration syment Records ional Roles ssional Status	 To add a new Personnel record, Click Registration. 	
3.	View Organization Recor Personnel Image: Second secon	rds Reports To (RHAS) v Subsit Personnel ID	 A tabbed page opens to the list of Personnel records in your online account. From the Toolbar at top left of the list, Click New. 	

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Step	Screen	Description
4.	 Personnel Information Select Container Link with existing user: User: Container: 4908 - 	 When a User record exists in your online account, Check Link with existing user.
5.	 Personnel Information Select Container Link with existing user: User: 4908 - Rolling Hills Adult School (RHAS) User: 4908 - Rolling Hills Adult School (RHAS) O1 - RHAS: North Campus O2 - RHAS: South Campus O3 - RHAS: East Campus O4 - RHAS: West Campus O5 - RHAS: South Campus O5 - RHAS: South City 11 - RHAS: North City 	 Click the Container field down-arrow. Select the Agency level (recommended) Or Site level.
6.	View Organization Records Reports Tools Help Personnel New Personnel Delette Duplicate No item: Go To Linked Disconnect Personnel Information Container: 4908 - Rolling Hills Adult School (RHAS) Personnel: Select Container Link with existing user: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: User: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere: Othere	 You have <u>three</u> options to select an existing User. Click the User field down-arrow, Type to Search for the User. Scroll to Select the User. Select [User] from Lister.
7.	View Organization Records Reports Tools Help Personnel New Personnel Personnel Information Container: 4908 - Rolling Hills Adult School (RHAS) Personnel: Information Container: User: User: Container: User: Container: User: Container: User: View Title: Last Name: Middle N	 When the User is located, Click on the User to select.

Personnel



Step	Screen	Description
8.	Personnel Information Personnel Information Personnel Identification User: Revuese@agency.org - Teacher New User Personnel ID: 43 Title: Teacher Last Name: User Middle Name: First Name: New	 Personnel Information fields auto-populate after selecting and linking the User. O Enter an Agency Personnel ID.
9.	TE View Organization Records Report Personnet New Personnel Image: Cancel Image: Canc	 From the Toolbar at top, Click Save.
10.	TE View Organization Records Reports Tools Help Personnel 43 - Mary Perkins X Navigator Image: Concel Opelete Durget Container: 4908 - Rolling Hills Adult School (RHAS) Personnel Employment Professional Status Personnel: 43 - Mary Perkins Functional Roles New Filter Columns Sort 21 Container 41 Personnel ID Name Y	 The new Personnel record page splits automatically with Personnel Information at right Navigator at left to add and access Personnel records. Click the Red X Box on the Registration tab and return to the Personnel record.

Functional Roles

Functional Roles identify personnel involved in the administration and teaching of adult learners. Personnel may have more than one Functional Role within the agency. Adding Functional Roles for teachers gives them access to their classes at any time from any location with Internet connection.

Step Screen	Description
1. TE View Organization Records Reports Tools Help Personnel 43 - Teacher New User Navigator Functional Roles Personnel Information Functional Roles Personnel Status Professional Status Container Personnel Information Personnel Information Functional Roles Personnel Information Personnel Information Functional Roles Personnel Information Personnel Information Personnel Information Personnel Information Functional Roles Personnel Information Personnel Inf	 From Navigator at left of the Personnel Information record, Click Functional Roles. To add a Functional Role for the Personnel member, Click New at right.

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Personnel

Step		Screen	Description
2.	Functional Role Container: 4908 - Class Description: Personnel: 43 - Te Select Personnel: Personnel: Container: Personnel: Select containee: Container: Class Definitio Special Progra	Information Rolling Hills Adult School (RHAS) acher New User al 14908 - Rolling Hills Adult School (RHAS) 143 - Teacher New User r/associations for role 4908 - Rolling Hills Adult School (RHAS) n: No selection m: No selection	 A new tab opens to input Functional Role Information in three sections. Personnel information, Container to associate the role. Role Identification. Personnel and Container fields autopopulate when using the Navigator to add records.
3.	 Select container: Container: Class Definitio Special Progra Role Identificat 	r/associations for role 4908 - Rolling Hills Adult School n: Type here to search m: 001 ESC - Intermediate High 003 ESL Intermediate High 005 ESL Intermediate High 005 ESL Intermediate Low - Distance Learning 1 ABE 1001 ABE Intermediate 1002 ABE - CEC 110 Low Beginning 111 Intermediate High Clear selection Select from Lister	 To link the Personnel member with a Class, Click the Class Definition field down-arrow and Type to search. Scroll to select. Select from Lister Select the Class.
4.	Functional Role Container: 4908 - Class Description: 1 - Low Personnel: 43 - Te Personnel: 43 - Te Personnel: Container: Personnel: Select Personnel: Container: Class Definitio Special Progra	nformation Rolling Hills Adult School (RHAS) / Intermediate ABE acher New User al 4908 - Rolling Hills Adult School (RHAS) 43 - Teacher New User r/associations for role 4908 - Rolling Hills Adult School (RHAS) r 1 - Low Intermediate ABE m: No selection	 If the Personnel member is <i>not</i> a teacher, Leave "No selection" in the Class Definition field. Special Program will auto-populate if defined for the selected class.
5.	Role Ide Functional Role: Start Date: End Date:	Administrator Scorer Teacher 7/1/2017	 For Role Identification, Select Administrator, Scorer, or Teacher. Select the Start Date when the role begins. Leave End Date empty if the role will continue across program years.

Personnel



Step	Screen	Description
6.	View Organization Records Reports Tools Help Perso inel 43 - Mary Perkins New Functional Role X New Save ancel @ Delete Duplicate No Items Go To New Save Cancel @ Delete Duplicate No Items Go To Personnel: 4908 - Rolling Hills Adult School (RHAS) Class Description: 113 - ESL Advanced - Distance Learning Personnel: 43 - Mary Perkins	 From the Toolbar at top, Click Save.
7.	View Organization Record: Reports Tools Help Personnel 43 - Mary Perkins New Save Conce Delete Punctional Role Information Container: 4908 - Rolling Hills Adult School (RHAS) Class Description: 113 - ESL Advanced - Distance Learning Personnel: 43 - Mary Perkins Image: Container: 100 - Distance Learning Personnel: 43 - Mary Perkins Image: Container: 13 - ESL Advanced - Distance Learning Personnel: 43 - Mary Perkins Image: Container: 13 - Mary Perkins Image: Container: 7/1/2017 Related Class: 113 - ESL Advanced - Distance Learning	 Return to the Personnel record. Click the Red X Box on the Functional Role tab and return to the Personnel record.
8.	View Operation Records Reports Tools Help Personnel 43 - Mary Perkins > Navigator Image: Cancel of Delete of Duplication Edit / View Image: Cancel of Delete of Duplication Functional Roles Personnel Information Professional Status Container: 4908 - Rolling Hills Adult School (RHAS) Personnel: 43 - Mary Perkins Functional Roles Name Class New Filter Columns Sort \$1 Ocontainer 10 T T 4908 - Rolling 43 Mary Perkins 113	 The Functional Role record is now listed with the Personnel record. <i>Note!</i> Personnel may have more than one Functional Role at the agency.

Employment Records

The next record to add for **Personnel** is information about their employment. **Personnel** may have more than one **Employment Record** to identify different types of employment within the agency.

Professional Status

The last record to add for **Personnel** is information about their professional status.



Detailed steps for adding **Personnel Employment** and **Professional Status** records are available from the training materials library on the CASAS website at <u>Home</u> > <u>Training and Support</u>.



ACTIVITY: Access the New Teacher's Class

Step	Screen	Description	
1.	TE View Organ Unlock Lock Disconnect Disconnect Options Exit	 At top left of your screen, Click the TE icon. Click Disconnect. 	
2.	Sere: Melling Milli Smulation - In. ■ Melling	 Log in as the Teacher. Enter Credentials. Click Connect. 	
3.	View Organization Records Report AEBG Consortia Agencies Agencies Sites Sites Classes Periodic Settings Definitions Users Instances Authentication Settings Personnel >	 From the Menu Bar at top, Click Organization. Click Classes. Click Instances. 	
4.	View Organization Records Reports Tools Help Class Instances Image: Class Class Filter Columns Sort 2 Image: Class Mew 4908 - Rolling Hills Adult School (RHAS) Subsites Filter Columns Sort 2 Image: Class Site Class Class Class Class Class Image: Class Image: Class V Image: Class Class Class Class Image: Clas	 The teacher's Class will display in the list. Double-click on the Class to open the record. 	
5.	View Organization Records Reports Tools Help Class Instances 113 - ESL Advanced Image: Class Instance Image: Class Instance Information Ketw Save Cancel Delete Duplicate Edit / View Class Instance Information Class Description: 113 - ESL Advanced - Distance Learning Program Year: 7/1/2017 - 6/30/2018 Class Start Date: 7/1/2017 Tests WTUs Available:	 With access to Classes, teachers can – Record Attendance. Enroll students and update their Status in class. View Tests taken by students enrolled in the class. Generate Student & Class Reports. 	
6.	• Note! For training, you will need to I your Admin account to proceed with	Disconnect from TE and then Connect again with the next steps.	

Steps to Add Student Records

The recommended approach to adding and editing Student records is from the Demographics list of records. Using the Navigator to add or edit 'child' records will ensure data entry accuracy with prepopulated 'parent' information.

Step	Screen	Description
1.	View Organization Records Reports Tools Help Students Demographics Classee In programs Programs Records Certificates Employment History Places of Employment	 From the Menu bar, Click Records. Select Students. Click Demographics.
2.	View Organization Records	 From the Toolbar at top left of the Demographics page, Click New.
3.	Iver Organization Records Reports Tods Help User Administrator 43 Version 24 Ministrator 43 Version 24 Ministrator 43 Image: Student Ima	 A new tabbed page opens to input Student Information. Select the Site where the student will have activity. Enter the minimum (recommended) Identification. Student ID. First/Last Name. Gender. Birth Date.

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Step		Screen	Description
4.	TE View Organ	nization Records Reports Tools Help	• Click Save from the Toolbar at top.
	Navigator Edit / View In Program Years Student Records Class Enrollments	New B Save B Cancel Ø Delete × Image: Student Information Agency/Site: 4908 / 01 - RHAS: North Campus Student: 321456987 / Manual Rodriguez Add Entry/Update Record	• If adding no other record for the Student at this time, the new record will not display in the list of Demographic records automatically.
	Class Records Program Enrollments Program Records Tests Cortificator	Tests New Filter Columns Sort 2 Sort 2 Sort 2 Sort 2 Sort 2 T	 This is because the Student has no activity in the current program year (i.e., no In Program Years record.)
	Demographic History Employment History	I I I I I I I I I I I I I I I I I I I	• Adding any record from the Navigator , such as results from a paper Test , will add the In Program Years record automatically.
			• Adding paper Test results also prepares the online system to give the student the next assigned test in eTests Online automatically.
5.	Continu	e with steps to add a Test rec	ord for the new student.

Steps to Add Test Records

Use the Navigator from the student's Demographics record to add a Test record. Again, this recommended approach will ensure data entry accuracy with prepopulated 'parent' information about the student.



Tests





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Step	Screen	Description
5.	Test Information Output Out	• Click the Red X Box on the Test record tab and return to the student's Demographics record.
6.	Tet View Organization Reports Tools Help User: Administrator 43 Version: 3.0 Loads 32 ?	 You will now see the new record in the student's Tests lister. Click Refresh in the Tests lister Toolbar if needed to display Tests.
7.	View Organization Records Reports Tools Help Demographics Image: Constraint of the second	 Click the Red X Box on the Student record tab and return to the Demographics lister. Click the Filter icon in the Student ID column. Enter the Student ID. Click OK.
8.	TE View Organization Records Reports Tools Help Demographics > Hew 01 - RHAS: North Columns Sort Site Student 1 Last First Middle Birth Columns Conder V 3214 V V Wanual 6/11/1968 Male	• The new Student record is now in the Demographics list of records for the current program year.

ACTIVITY: Sign back on as your fictitious Teacher to Enroll the Student in your Class and see the student's Test record. Note: Student record must be at the Class Site to enroll and see Tests taken at any site.



Pre- and post-test pairs must always be from the same test modality.

Pretests

Administer pretests as soon as feasible upon entry into the program and before the occurrence of any substantial instructional intervention.

All students with 12 or more hours of instruction must be pretested to include in the Federal Tables.

Students should be assessed in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, listening comprehension, or writing.

- Required skill areas for ABE/ASE are reading and math.
- Required skill areas for ESL are reading and listening.

Post-tests

Administer post-tests using the next-assigned test forms.

- At the end of a semester, term, quarter, or other substantial block of instruction to document learning gains.
- Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, if the interim does not exceed four months for continuing students.

Test scores outside the range

If a student achieves a score below the accurate range (*) on a pretest,

• The student must be re-tested with a test from the next lower level for accurate placement.

If a student achieves a conservative estimate (•) score on a pretest,

- The student must be re-tested with a test from the next higher level within a week of the initial pretest.
- The new assessment score replaces the conservative estimate score.
- The replaced test record should be marked as 'Retested' in the database to exclude from being reportable and to retain historical data.

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If a student achieves a conservative estimate (*) score on an appropriate level post-test,

- The student has sufficiently demonstrated skill gain and should not be re-tested until the next scheduled assessment cycle.
- At the next scheduled assessment cycle, the student must receive a test from the next higher level.

If a student achieves a conservative estimate (*) score on a Level C 980 Listening pretest or post-test, the student has demonstrated skill proficiency and continued testing in listening is not required. The student should continue testing in reading until skill proficiency is demonstrated at which time the student should be considered for transitioning to an ABE program.

Multiple Modalities Paired Tests

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What if a student has two sets of pretest and post-test scores, such as one in reading and one in listening?

- The pretest and post-test pair with the lowest accurate pretest score determines benchmark attainment.
- This satisfies the Federal requirement to address the student's 'highest area of need.'

What if the student has two pairs of tests, but one pretest/post-test pair is in an ESL class and the other pair is in ABE?

- This is the one exception to what is stated above.
- If a student has tests in multiple programs, then TOPSpro Enterprise follows an established hierarchy, which is:
 - 1. ESL/ELL English as a Second Language/English Language Learner
 - 2. ABE Adult Basic Education
 - 3. ASE Adult Secondary Education
- So in the example above, TE would select the tests that are assigned to ESL.

Customizing the Tests Lister

Sometimes the obvious is the best place to start tracking results! The Tests Lister displays all current tests in your account. This is the 'go-to' Lister for monitoring the validity of test results. The default schema in the Tests Lister includes columns for test scores below accurate range and conservative estimate scores. Customizing this Lister further will help to detect test-taker behavior for tests administered with eTests Online such as:

- How much time did the student spend on the test?
- Was the student speeding through the test?
- Did the student finish the test within 'normal' test time?
- Did the student run out of time and the test 'timed out'?

Follow these steps to customize the Tests Lister to help identify suspicious test results worth investigating.

Step			Screen			Description
1.	View	Organizatio Students Classes Frograms Tests Costificator Employmen Places of Er	n Records	Reports	Tools Help	 From the Menu bar at top, Click Tests.
2.	Assessment Date 0/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018	 ▶ Form ▼ 033M 083R 981L 037M 033M 985L 031M 985L 038M 985L 083R 083R 085R 187R 	 Scale Score 229 218 204 222 214 243 247 243 209 227 243 214 214 214 235 245 	Accurate Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Conservative Estimate Yes No	 The Tests lister default schema: Sorts on most current Assessment Date. Includes columns for: Form Scale Score Accurate (scores) Conservative Estimate (scores)

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Test Records

Step			Scree	n		Description
3.	Assessment Date T 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018	 Form Form 033M 083R 961L 037M 033M 985L 037M 187R 	 Scale Score 229 218 204 222 214 233 247 243 	Accurate No N/A Yes Yes Yes Yes Yes Yes	Conservative Estimate Yes No No No No No No No Conservative	 To filter for scores below Accurate range, Click the filter icon in the Accurate column. From the drop-down menu, Check No. Click Ok.
1.	Date 5/10/2018 4/26/2018 4/17/2018 3/23/2018 3/21/2018 3/21/2018 3/13/2018	985L 986L 187R 031M 081R 986L 982L 982L	• Score • - - - - - - - - - - - -	Accurate No No	Estimate 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 40	 Scores below Accurate range are invalid. Retesting is required for both preand post-tests. Invalid scores are not reportable. The test record should not be deleted from the database in order to retain historical data for tracking and accountability.
5.			No No No No	nte N		 Check the Red X Box on the Accurate column filter. This removes the column filter and returns the Tests lister to its last configuration.
6.	Assessment Date T 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018	Form Form Form Form O33M O83R 981L O37M O33M 985L O37M 187R	 Scale Score 229 218 204 222 214 233 247 243 	Accurate Yes	Ves Ves Ves Ves No No No	 To filter for Conservative Estimate scores, Click the filter icon in the Conservative Estimate column. From the drop-down menu, Check Yes. Click Ok.

Test Records



Step			Screen			Description
7.	Assessme Date 7 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018 6/12/2018	nt Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Comment Com	 Scale Score 229 209 240 202 196 262 240 231 	Accurate Yes Yes Yes Yes Yes Yes Yes Yes	Conservative Estimate Ves Ves	 Conservative Estimate scores are valid and reportable. Retesting is required for pretests. Check with your State Assessment Policy for further guidance if/when retesting is required for post-tests.
8.	Assessment Date	Form	Scale Score Show Addi Show Addi Show Age Show I Show I Sho	urate titional Form Modality Native Language NEDP ID Program Year Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races Races	Reason	 Add the Retested column to identify Tests excluded from reports and 3rd Party Exports. Right mouse-click in the column header. From the drop-down menu of additional columns, Click Show Retested to produce a list of potential retakes.
9.	nent v Form v 027R 187R 985L 083R 085R 085R 187R 985L	 Score 196 262 240 231 248 247 258 240 240 	Accurate Yes Yes Yes Yes Yes Yes Yes Yes Yes Y	Conservati Estimate Yes	Retested Retested Yes No No No No No No	 Click the filter icon in the Retested column. From the drop-down menu, Check Yes. Click Ok.
10.	ent + Form 7	Scale Score T	Accurate + C	Conservative Estimate Yes	• Retested	 If students Retested, those test records would appear in the list. If no tests appear, that's worth investigating! Check the Red X Box to remove both filters and move on

Test Records

01	C	
Step	Screen	Description
11.	ment • Form • Scale Score • Accurate • Conservative Estimate • Retest v v • • • 033M 2 • • • 083R 21 • • • Show Age • • •	• Right-mouse click in the Retested column. • Select Hide Retested .
12.	Assessment Form Scale Accurate Conservat T Hide Is Accurate 6/12 Show Additional Form 6/12 Show Additional Form 6/12 Show Age 6/12 Show Assessment Duration in Minutes Chaw Assessment Type 6/12 Estimate T Hide Is Accurate Estimate T Hide Is Accurate Estimate T Estimate T Estimate Estimate T Estimate T Estimate T Estimate Estimate T Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate Estimate	 Right-mouse click in the Accurate column header. Select Show Assessment Duration in Minutes.
13.	ent • Form • Scale Score • Duration (minutes) • Accurate • Conservat Estimate 033M 229 32:15 Yes Yes 083R 218 23:02 Yes No 981L 204 32:49 Yes No 033M 214 28:49 Yes No 037M 222 18:35 Yes No 037M 247 51:20 Yes No 037M 247 51:20 Yes No 031M 209 14:11 Yes No 985L 227 27:30 Yes No	 The Duration column tells you the total number of Minutes the student spent taking the test. When students spend less time than appropriate for the test form level and modality, this is another area to address.
14.	Assessment of the series of th	 To gain additional insight about test-taker behavior while taking the test, Right-mouse click in the Scale Score column header. Select Show Raw Score. Take note of Raw Score results compared to the Duration minutes.

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Test Records



Step			9	Screen		,	Description
15.	≎ Form Ŧ	Raw Score	 Scale Score 	 Duration (minutes)	 Conserva Estimate 	• If Duration is low and Raw score is low,
	033M 083R 981L 037M 033M	28 23 29 9 19	229 218 204 222 214	32:15 23:02 32:49 18:35 28:49	Yes Yes Yes Yes Yes	Yes No No No No	 There is a high probability the student clicked through the test rapidly.
	985L 037M 187R 031M 985L	29 27 22 22 25	233 247 243 209 227	27:15 51:20 37:27 14:11 27:30	Yes Yes Yes Yes	No No Yes No	 Even though results may be Accurate, retesting should be considered.
	038M 985L 083R	10 14 9	224 214 197	32:51 26:20 25:20	Yes Yes Yes	No No	• If Duration is low and Raw score is high,
	085R 187R 985L 187P	28 23 13 23	235 245 213	20:44 34:01 30:35 29:44	Yes Yes Yes	No No No	 That's a good indicator the test was too easy for the student.
	187R 985L 083R	23 36 16	245 240 208	41:40 25:38 34:28	Yes Yes Yes	No Yes No	 And if Conservative Estimate is 'Yes', that's confirmation the student should be retested.
16.		xurate	Conse Estin Vormal Error Time Out Station Rec Console Re lect all	ate	Clear		 Another column to consider adding, Show Terminate Test Reason. This will tell you more about the timing of the test.
17.	User: Ac	Iministra Sche Ember! Can alv	tor 43 Ver Print ma name: Save Rese Ways re	sion: 3.0 buil Default) Edit Sc (Default ename D Import C t to Default t to Default	d 32 ? _ (Pages More iew /	 If the additional columns and configuration of columns is something you want to save for when you reopen the Tests Lister, remember to save the schema! Click More from the Toolbar at top right for 'more' buttons. Click Edit Schema. Save as 'your' Default schema on your TE Client, or enter a Schema name.



Steps to Generate Reports

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Reports from TE Online are always available for you to generate for your class. The CASAS eTests report category gives you access to reports directly related to web-based testing. The Test Results report category gives you access to performance reports for students and classes. The State Reports category gives you access to monitor student gains (currently available for CA only).



Whenever you select any report from the Reports menu, you are presented with the **Report Setup** screen, also referred to as the **Report Generator**. Each setup screen consists of <u>two</u> main sections.

1. With the **Report Setup Toolbar** along top of the setup screen, you can **Generate** the report.



With the report displayed, use the
Toolbar to,**Tip!** Before saving reports in TE, use **General Settings** and **Name**
the report.

- Print.
- **Export** to save as a PDF, or other file type, on the local machine.
- Keep Session to save an electronic copy in the TE Reports Manager.

- Click Edit Session.
- Edit the Session Name in General Settings.
 - Click [Re]Generate.
- This will help to locate the report in the **Reports Manager**.

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CASAS eTests Reports

Next-Assigned Test (NAT)

Access TE: Reports > CASAS eTests > Next-Assigned Test

06/16/2018 22:51:37		Nex	t Assigne	d Tes	t				Page 2 of
Agency: 4908 Site: 01 - R Class: 1 - AB	- Rolling Hills Adult HAS: North Campus IE Low Intermediate	School (RHAS) s	Cour Teac	ise: heri	i 101	- Team (Dne, Ma	n Campu	ı.
			Last Te	st		_	- 1		leat Assigned Test
Student		Class Administered	Date	Form	Level	Raw	Scale Score	Form	Test Series
Acuna, Rosalina	913425098	01/1	12/10/2017	OSER	C	22	227	OBSR	UW-1
		120.277	3 (S. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.					185R	LW-3
								186R	CIT, UW-2
Aljmaner, Robin A	098509389	01/1	09/19/2017	130M		9	214	013M	ECS
								033M	LW
								213M	WLS
		01/1	09/19/2017	130R		22	247	017R	ECS, WLS
								187R	CIT, LW-1, LW-2, LW-
Alt, Mort J	903450983	01/1	08/01/2017	130M		14	226	015M	ECS
								035M	LW
			-					215M	WLS
		01/1	10/01/2017	085R	C	27	234	086R	LW-1, LW-3
								185R	CIT, LW-2
Andrews, Dustin P	340993385	01/1	02/01/2018	034M	B	20	215	033M	LW
		01/1	10/17/2017	130R		19	239	017R	ECS, WLS
			- marco con					187R	CIT, LW-1, LW-2, LW-
Ankiel, Rick L	308303438	01/1	02/25/2018	033M	8	19	214	034M	LW
		01/1	07/03/2017	085R	3	17	221	OBER	LW-1, LW-3
								185R	CIT, UW-2
Bork, Rupert	983579384	01/1	02/13/2018	012R	A	12	186	011R	ECS, WLS
								082RX	LW-1, LW-2, LW-3
Cork, Josh P	987459744	01/1	11/12/2017	036M	C	15	220	035M	LW
respa Jose	498098833	01/1	07/26/2017	035M	C	18	224	036M	LW

TE TIP!

- 1. Use General Settings > Special Options and set Display Class Based On > Class Enrollment.
- 2. Use the **Navigator** to select a **Class Instance** and generate the **NAT**.

This report is designed to take the legwork out of deciding which test to administer to individual students. TE makes this process easier with the **Next-Assigned Test (NAT)** report.

TE searches the database to find the last test a student took in all classes across sites. Based on the form and score of the last test taken, TE assigns the next test form for tests in each modality that a student tested in such as reading, math and listening.

This report should be used along with other measures, such as hours of instruction, student class work, and teacher judgment. Administrators, database managers, and teachers should remember that the number of hours of instruction between pre- and post-test might affect a decision to post-test with the **NAT** or override the **NAT** at the same level or at the next higher level. In addition, the following should be taken into consideration:

- CASAS does not recommend a lower level form at post-test unless the pretest score was inaccurate.
- Extended range forms (081RX or 082RX) are utilized differently than other forms because they are measured across levels.



Personal Score Report (PSR)

Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile



1. Use the **Navigator** to select a **Test** and generate the **PSR**.

This is a copy of the **Personal Score Report** that students see displayed on the testing station screen after ending a test. Information displayed to the student may be customized to remove the levels bar and skills description.

The report gives a summary of the student's results on a given form to provide them with immediate feedback after completing a test.

This is an optional report in eTests and if enabled, students may print the **PSR**.



Skills Profile Reports

Student Individual Skills Profile (ISP)

Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile Summary

06/16/2018 19:54:01			Indivi	dual S	ikills Profi	le			Pa	ige 1 of is
Erica Kim						Agency: Program	4908 - Rol : HSE	ling Hills A	dult Schoo	ol (RHAS
THE REAL PROPERTY OF	-	19030	Scale	NRS	• Form	N	umber of Ite	ms	Gr	ade
Most Recent	Form	Date	Score	Level	Level	Total	Correct	Attemp	d Eq	uiv.
Math	035M	10/17/2017	223	4	ç	35	17	35	(5.5
Reading	187R	08/28/2017	240	5	D	32	20	32	5	9.9
Reading Competenci	es		N	Correct	Reading Conte	ent Standards			N	Correct
Consumer Economics			4	75 %	Vocabulary				16	62 %
Community Resource	s		14	71%	General reading	ng comprehen	nsion		28	67 %
Health			5	80 %	Text in format				4	75 %
Employment	-		16	81 %	Reference mat	terials			3	0%
Government and Law	l		5	0%	Reading strate	gies			12	83 %
Learning and Thinking	g Skills	Initiation in had been & (sergeture)	9	22 %	Reading and ti	hinking skills			9	33 %
		Bell State in Complexity Cologers	_	_						
Math Competencies		and a second second second second	- N	orrect	Math Content	Standards			N	Correct
Computation			33	48 %	Number sense				17	58 %
					Measurement				17	29 %
					Statistics, Data	analysis and	Probability		(5/7
Reading Tasks			N	Correct						
Forms			1	100 %						
Charts, maps, consun	ner billings,	matrices, graphs,	6	33 %						
Articles, paragraphs,	sentences,	directions, manuals	25	68 %						
Erica Kim		to pass th	is.		1					
has a likelihood of		GED 2014	subsectio	m						
79 %		Reasoning Through	Language	e Arts						
More study needed		Mathematical Reas	oning							

1. Use the Navigator to select a Student from In Program Years and generate the ISP.

The **Individual Skills Profile (ISP)** shows how an individual student performed on the most recent reading, math, and listening test.

The report displays the **CASAS Competency Content Areas** and **CASAS Basic Skills Content Standards Categories** assessed for each test modality.

The **Skills Profile** identifies by percentage the number of competencies within a content area the student answered correct; and by percentage, the number of underlying basic skills embedded in CASAS Competencies.

At far right is an optional setting that you may add to the report to indicate Grade Level Equivalency.

The **HSE Predictor** is included in the report when a test modality score is **236** and above to indicate the likelihood of the student passing a **High School Equivalency Exam**.

ACTIVITY:

- 1. Drill down to **Test Item and Competency**
- 2. Drill down to **Test Item and Content Standard**



Skills Profile – Class Summary (ISPS)

Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile Summary

06/16/2018 21:58:39	5		Individua	ll Skills by A	Profile Su pency	umma	ry		Pa	ige 3 of 6 ISPS2
Agency: Program:	4908 - Rolling Basic Skills (AB	Hills Adult Sch BE)	ool (RHAS)		Form Level: Total Tests:	C 11	Total !	Students: 10		
					Mei	10	Mea	n Number of	tems	1
Most Rec	ent 5	tudents	Date Range		Sco		Total	Correct	Attempted	
Listening		1	01/22/2018 -	01/22/2018	21	5	31	13	31	
Math		2	07/26/2017 -	11/12/2017	22	2	35	16	35	10000
Reading		8	07/19/2017 -	03/15/2018	21	9	37	16	37	
Reading Com	petencies		N	Correct	Reading Con	ntent Stan	dards		N	Correct
Consumer Ec	onomics		2	1 33 %	Vocabulary				250	41 %
Community R	lesources		21	5 34 %	General rea	ding comp	rehension		370	45 %
Health			24	62 %	Text in form	at			463	43 %
Employment			461	8 45 %	Reference m	naterials			34	52 %
Learning and	Thinking Skills		34	4 38.%	Reading stra	itegies (thinking	skills		37	35 %
					river and and	Contracting .	anima		~	24.4
Math Compe	tencies		N	Correct	Math Conte	nt Standa	rds		N	Correct
Computation			13	5 44 %	Number ser	ise			36	58 %
					Measureme	int			36	41 %
					Statistics, Da	ata Analys	is and Proba	ibility	11	45 %
Listening Con	npetencies		N	Correct	Listening Co	intent Star	ndards		N	Correct
Basic Commu	nication		1	37 %	Phonology				4	0%
Consumer Ec	onomics		10	30 %	Vocabulary				27	40 %
Community R	lesources		1	7 29 %	Grammar				19	47 %
Health			11	5 50 %	General Disc	course			5	20 %
Employment			24	41%	information	ai Discour	58		9	44 %
Government	and Law			2 50 %	Strategies a	nd Critical	Thinking		27	40 %
Reading Task	5		N	Correct	Listening Ta	sks			N	Correct
Charts, maps,	consumer billin	ngs, matrices, j	ra_ 61	7 46 %	Comprehen	sion quest	tion		8	25 %
Articles, para	graphs, sentenc	es, directions,	m 225	9 43 %	Predict next	line of dia	alogue		12	58 %
					Identify true	statemen	nt hasad on i	oromot	11	36.46

- 1. Use General Settings > Special Options and set Display Class Based On > Class Enrollment.
- 2. Use the **Navigator** to select a **Class Instance** and generate the **ISPS**.

The **Individual Skills Profile (ISP) Summary** shows how groups of students performed on the same form level with their most recent reading, math, and listening test.

As with the **ISP**, this report also displays **CASAS Competency Content Areas** and **CASAS Basic Skills Content Standards Categories** assessed for each test modality at the given form level.

The **Skills Profile** identifies by percentage the number of competencies within a content area, and by percentage the number of underlying basic skills embedded in CASAS Competencies that the students answered correct.

ACTIVITY:

- 1. Drill down to **Form Level** to see the list of student functioning at that level.
- 2. Drill down to **Total Tests** to see the list of tests students took at the Form Level.



Competency Performance – Student (SCP)

Access TE: Reports > Test Results > Competency Performance > Student Competency Performance

06/16/2018 22:26:47	45		St	tudent Performance by Test Isem & Compressicy	Page 1 of SCPTI
Agency: Site: Class: Course: Teacher:	4908 - Rollin 01 - RHAS: 1 1 - ABE Low 1 101 - Team	ng Hills Adult Sch North Campus Intermediate One, Main Camp	ool (RHAS) us -	Form: 0838 - Life and Work Reading Level B Student: Acuna, Rosalina ID: 913425098 Test Date: 09/01/2017 Raw Score: 23 Scale Score: 218	
Position	Correct?	Come No.	Task	Competency Description	
1	Yes	0.2.1	4	Respond appropriately to common pers, info, nuestions	_
		7.2.1		Identify and paraphrase pertinent information	
2	Yes	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms	
		721		Identify and paraphrase pertinent information	
3	Yes	4.1.3	4	Identify, use information in job descriptions, ads	
		4.1.6		Interpret work-related vocabulary	
4	No	4.1.3	4	Identify, use information in job descriptions, ads	
		416		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	Yes	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord	
		7.2.1		Identify and paraphrase pertinent information	
9	No	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	No	1.4.3	1	Interpret lease and rental agreements	
12	Yes	1.4.3	1	Interpret lease and rental agreements	
13	Yes	143	1	Internet lesse and rental arreements	

1. Use the **Navigator** to select a **Test** and generate the **SCP** report.

The **Student Performance by Test Item & Competency** report shows how an individual student responded on a given test form. This report displays by test item the competency number and statement, the task area for how the item was presented, and if the student answered the item correct.

This is an excellent report to give to individual students to provide them with feedback for their performance on the test and the life skills competencies they need to learn.

Competency statements can be more meaningful to students than raw or scale scores.

How to use:

- Target weak areas of understanding.
- Spend less time on mastered competencies.
- Evaluate retest needs if the sale score falls below accurate range, or the student ran out of time to complete the test.
- Use the report to discuss the competency areas of need with the student.

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Competency Performance – Class (SCPS)

Access: TE > Reports > Test Results > Competency Performance > Competency Performance Summary

_								
06/16/2018 21:29:17	45		4	Class by Test	Performance Item & Competency	2		Page 7 of 2 SCPSTIC
Agency: Site: Class:	4908 - Rollin 07 - RHAS: 0 300003 - ES	ng Hills Adult Schi Central Library L Advanced	ool (RHAS)		Teacher: Form: Total Tests:	N/A 185R - Life and W 8 Total S	lork Reading Lev tudents: 8	j' ^c
Course:	3000			_	Student Popu	lation		
Position	Correct?	Comp No.	Task	Com	-			
35	0.96	5.6.1	-	Inter	Student Prog	ram Year Populate	m	
	12.0	2.7.3		Inter	-			
15	12%	2.1./	1	lake,	Assessments	ropulation		
	-	462		Inter	Q Drill Down to 1	lest Item & Comp	tenry	
22	12 %	432	2	Inter	Com Comino	an min a comp		-
		121		Inter	C Drill Down to 1	Test & Competency	Summary	
33	12 %	4.5.6	3	Demo	nstrate ability to se	lect, set up, use to	ols, machines	1
		4.4.3		Interp	ret job-related signs	, charts, diagrams,	forms, etc.	
		4.4.8		Interp	ret job-related tech	nical information		
20	25 %	1.9.6	2	Interp	ret information rela	ated to automobile	maintenance	
		4.3.2		Interp	ret work safety man	uals and related pu	blications	
		4.5.7		Demo	nstrate ability to res	olve problems with	machines	
37	25 %	5.1.6	3	Comm	nunicate one's opini	on on a current iss	ue	
		1.4.5		Interp	ret information abo	ut tenant and landi	ord rights	
38	25 %	5.1.6	3	Comn	nunicate one's opini	on on a current iss	he	
		1.4.5		Interp	ret information abo	ut tenant and landi	ord rights	
23	37 %	4.3.2	3	Interp	ret work safety ma	nuals and related p	ublications	
		121		Interp	ret ads, labels, chart	ts, etc to select goo	ds, services	
26	37 %	1.9.4	2	Interp	ret maps related to	driving		
		2.2.1		Ask fo	r, give, tollow, or cla	rify directions		
	27.00	115		Use m	eps relating to trave	n needs		
27	3/96	4.6.2	3	Follow	ret work-related co	rrespondence, e.g.	memos and e-r	nait
		7.1.6		POROV	proc. for apprying i	or a job, mor applie	and torms	

- 1. Use General Settings > Special Options and set Display Class Based On > Class Enrollment.
- 2. Use the **Navigator** to select a **Class Instance** and generate the **SCPS**.

The **Class Performance by Test Item & Competency** report gives a summary of how students in the class performed on a given test.

- Identifies the position of each test item on the form.
- Indicates the percentage by which the number of students who took the form answered correct.
- Includes the competency number and statement assessed per test item.
- Specifies the task area for presenting each test item.

With this report, an instructor is able to see a percentage by which each item, or each competency, was successfully completed by the students who took the test.

How to use:

- Teachers use this report to inform instruction and plan lessons.
- Teachers also use this report to target the areas of greatest need to prepare their students for the next testing cycle.
- Teachers can identify the students who took a given test and group instruction to work on competencies the students need most to learn.
- Teachers can share the results with the class as a whole.

ACTIVITY: Drill down to the list of students who completed a given form.

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Content Standards Reports

Content Standards – Student Performance (SCS)

Access TE: Reports > Test Results > Content Standards > Student Content Standard Performance

06/16/2018 22:36:23			Student Performance by Test & Contest Standard Page 1 of scst
Agency: 4908 Site: 01 - 1 Class: 1 - A Course: 1 Teacher: 101 - 1	I - Rolling Hills Adul RHAS: North Camp BE Low Intermedia - Team One, Main O	lt School (RHA ius ite Campus -	(5) Form: 083R - Life and Work Reading Level B Student: Acuna, Rosalina 913425098 Test Date: 09/01/2017 Raw Score: 23 Scale Score: 218
Content Standard	No. of Items	Correct	Content Standard Description
R2.1	1	100 %	Interpret common symbols (e.g., restroom signs, traffic signs; #, >, ?)
R2.10	2	100 %	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, attendee)
R2.11	2	100 %	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
R2.12	16	69 %	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
R2.3	21	67 %	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
R2.6	1	100 %	Interpret basic abbreviations (e.g., Mr., apt., Ib.)
R2.7	5	80 %	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
R2.8	16	69 %	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
R2.9	3	33 %	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un- happy, work-er)
R3.10	13	77 %	Follow pronoun references within a text (e.g., Ms. Smith., she; This is important.)
R3.11	1	100 %	Make connections between related information across different sections of a text
R3.13	11	55 %	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next purchase.)
R3.14	3	100 %	Interpret signal words as clues to the organization and content of a text (e.g., first then; however; it's important that)
R3.15	1	0%	Interpret Idioms and collocations from context
R3.2	30	73 %	Read and understand simple sentences that contain familiar vocabulary

1. Use the **Navigator** to select a **Test** and generate the **SCS** report with its default **Layout** setting for **Test & Content Standard**.

The **Student Performance by Test & Content Standard** report is similar to the Student Performance by Test Item & Competency report except this report indicates the students' performance in each content standard by showing the percentage of correct responses to items that relate to each basic skills content standard.

The **SCS** report has two **Layout** options.

- 1. Test & Content Standard (default)
- 2. Test Item & Content Standard



Content Standards – Student Performance (SCS)

TOPSpro

eTests[®]

Access TE: Reports > Test Results > Content Standards > Student Content Standard Performance

06/10 22:44	5/2018 k:16	Student P by Test Item &	erfo	nt Si	nar	rd							Page 1	of
Ager Site: Class Cour Teac	key: 4908 - Rolling Hills Adult Sch 01 - RHAS: North Campus 1 - ABE Low Intermediate se: 1 her: 101 - Team One, Main Camp	nool (RHAS) nus -	For Stu Tes Ran	m: den t Da v Sc	t: te: ore:	083 Acu 09/0 23	R - Lifé na, Ro 01/20	e and V Isalina 17 Scal	Vork Re	ading 218	Level I	9	134250	98
1	Content Standards			-			10110		141 2 1 141			TO WE ARA		ALC VER IN MA
82	Vocabulary													
R2 R2.1	Vocabulary Interpret common symbols (e.g., restroom s	signs, traffic signs; #, >, 7)	100	0	0									
R2 R2.1 R2.10	Vocabulary Interpret common symbols (e.g., restroom s Interpret less common prefixes and suffixes words (e.g., impossible, anti-war, attendee)	signs, traffic signs; $x, y, 7$) to determine the meaning of	100 100	0 0	0				•					
R2 R2.1 R2.10 R2.11	Vocabulary Interpret common symbols (e.g., restroom s Interpret less common prefixes and suffixes words (e.g., impossible, anti-war, attendere) Interpret familiar words used in a new conto on a compositer)	signs, traffic signs; #, >, 7) to determine the meaning of ext (e.g., enter a room, enter da	100	0 0	0				•					
R2 R2.1 R2.10 R2.11 R2.12	Vocabulary Interpret common symbols (e.g., reatrooms Interpret common prefixes and suffices words (e.g., impossible, anti-way, attender) Interpret familiar words used in a new contro on a computer) Interpret specialized vocabulary in contest (interpret specialized vocabulary in contest (interpret specialized vocabulary in contest (ligns, traffic signs; #, >, 7) to determine the meaning of ext (e.g., enter a room, enter da e.g., consumer, work, field of	100 100 6 100 69	0 0 0	0 0 311	•*	•••		•		•		•••	
R2 R2.1 R2.10 R2.11 R2.12 R2.3	Vocahulary Interpret common symbols (e.g., restrooms Interpret loss common prefiles and sufflex words (e.g., impossible, arti-war, attender on a computer) Interpret familiar words used in a new com Interpret common high-frequency words an (e.g., sign, ask, labeh)	agens, traffic signs; R, >, 7) to determine the meaning of ext (e.g., enter a room, enter da e.g., consumer, work, field of d phrases in everyday contexts	100 100 69 67	0 0 0 0	0 0 31 33	• *	••		•		•			
R2 R2.1 R2.10 R2.11 R2.12 R2.3 R2.6	Vocabulary Interpret common symbols (e.g., restruors Interpret common prefixes and suffixes words (e.g., impossible, artife war, stenderd threngret families words used in a new cent on a computer) Interpret specialized vocabulary in context (interest) Interpret common high-frequency words an (e.g., vigm, e.g., lubh)	signs, traffic signs; #, >, ?) to determine the meaning of ext (e.g., enter a room, enter da e.g., consumer, work, field of of phrases in everyday contexts (b.)	100 100 6 100 69 67 100	0 0 0 0 0 0	0 0 31 33 0	• •	••		•		•		•	•
R2 R2.1 R2.10 R2.11 R2.12 R2.3 R2.6 R2.7 R2.8	Vocahulary Interpret common symbols (e.g., restruors, Interpret loss common prefiles and suffices words (e.g., impossible, arti-war, startord) reterpret families words used in a new common on a computery Interpret common high-frequency words an (e.g., sign, ask, lobh) Interpret basic ablenviations (e.g., Mr, agr.) Interpret basic ablenviations in specialized earter Interpret maximizations in specialized earter	signs, traffic signs; R, >, 7) to determine the meaning of nst (e.g., enter a room, enter da n.g., consumer, work, field of d phrases in everyday contexts , 0-} , g., write endings, pharab, g., write endings, pharab,	100 100 69 67 100 80 69	000000000000000000000000000000000000000	0 0 31 33 0 20 31	••	••	•	•	•	•		•	
R2 R2.1 R2.10 R2.11 R2.12 R2.3 R2.6 R2.7 R2.8 R2.7 R2.8	Notabulary Interpret common symbols (e.g., restructus, Interpret common symbols, ed., Interpret common prefiles, and suffies words (e.g., impossible, and wall, set therpret families words used in a new conte on a computer) Interpret specialized words/usery in context (interest) Interpret previouslaws in specialized and interpret maning from word formalizers (e processive, comparative form) Interpret common prefiles and suffices to d (rsg., un-hogy, nork-er)	signs, traffic signs; R, >, 7) to determine the meaning of ext (e.g., enter a room, enter da e.g., consumer, work, field of d phrases in everyday contexts , α, , α, , α, , werth endings, phash, estermine the meaning of word	100 100 69 67 100 80 69 133	000000000000000000000000000000000000000	0 0 31 33 0 20 34 67	•••	•••	• 8	•		•			
R2 R2.1 R2.10 R2.11 R2.12 R2.3 R2.6 R2.7 R2.6 R2.7 R2.8 R2.9 R3	Notablary Interpret common profiles and suffices words (Leg., Inspeakle, and wathers words (Leg., Inspeakle, and wathers words (Leg., Inspeakle, and wat, standed) interpret komistic and a compatibility interpret control in the second leg. sign. sub, labels) interpret abbreviations in specialized com- interpret abbreviations (Leg., M., apt., Interpret abbreviations (Leg., M., apt., Interpret abbreviations in specialized com- terpret manipulations (Leg., M., apt., Interpret abbreviations in specialized passessive, comparative forms) Interpret manipulation prefixes and Leg., m-happs, worker) General reading comprehension	signs, traffic signs; K, P, 7) to determine the meaning of ext (e.g., enter a room, onter da e.g., consumer, work, field of d phrases in overyday contexts (b.) est (e.g., top., bent.) g. wrb endings, plurab, etermine the meaning of word	100 100 69 67 100 80 69 133	000000000000000000000000000000000000000	0 0 31 33 0 20 31 67	•••	••	• * • *	•		•	a		
R2 R2.1 R2.10 R2.11 R2.12 R2.3 R2.6 R2.7 R2.8 R2.9 R3.20	Notablery Interpret common profiles and suffices words (Leg., Inspecially, and was, standed) therpret tenties words used in a new cost of comparing the second suffices interpret second sufficient in context (interpret) interpret second sufficient in context (interpret) interpret advectations in specialistic context, subschild interpret advectations in specialistic context, second sufficient interpret passes/sec, comparative forms) interpret advectations in (interpret maniform word lemma) (interpret maniform word lemma) (interpret advectations profiles and (interpret maniform) (for general second profiles and (interpret common profiles and (interpret common profiles and (interpret common profiles and (interpret common profiles and (interpret) (interpret common profiles and (interpret) (interpret)	signs, traffic signs; K, Y, T) to determine the meaning of ext (e.g., enter a room, enter da e.g., consumer, work, field of d phrases in overyday contexts (b.) et (e.g., top., bent.) g., wrb endings, plurab, etermine the meaning of word g., ML. Smithshe; This is	100 100 69 69 69 69 77		0 0 31 33 0 20 31 67 23	•••	•••	• 8.	•	•	•			

- 1. Return to the **Report Setup Screen** and select **Test Item & Content Standard** for the **Output Layout**.
- 2. Regenerate the **SCS** report.

This alternate version of the **Student Performance by Test Item and Content Standard** report combines both **competencies** and associated basic skills **content standards** on the test in one report.

- Each row contains a reading content standard.
- The columns contain a test item and corresponding competency number(s).
- Each check mark indicates the student's correct response to the test item that relates to that particular content standard.
- Each red "X" indicates the student's incorrect response to the item relating to the content standard.

Content Standards – Class Performance Summary (SCSS)

Access TE: Reports > Test Results > Content Standards > Content Standard Performance Summary

06/16/2018 18:11:15			Class Per by Test & C	rformance context Standard	Page 6 of 2 scsstd
Agency: 4908 Site: 01 - F Class: 1 - AS Course: 1	- Rolling Hills Adult RHAS: North Campu BE Low Intermediat	School (RHA s e	5)	Teacher: 101 - Team One, Main Campu Form: 033M - Life Skills Math Level I Total Tests: 5 Total Students:	s- 5
Content Standard	No. of Items	Correct	Content Star	Student Population	
M1.2.2	5	65 %	Add and subt		umbers
M1.2.3	6	46 %	Recognize wi	student Program Tear Population	on with multi-digit
			positive integ	Assessments Population	and interpret the
M13.6	6	79 %	Recognize wit	Drill Down to Test & Content Standard	viding with multi-
			digit positive		stion accurately
			and interpret	Orill Down to Test Item & Content Standard	
M1.4.9	2	75.%	Calculate per	Q Drill Down to Test Item & Content Standard Summa	v tuations, including
		100.01	those involvin	g money	
M4.1.1	1	100 %	tasks	ie the appropriate units, instruments and techn	iques for measurement
M4.1.4	2	75 %	Read and use	analog scales: clocks, meters, gauges, (e.g. read	to nearest ib., Kg, % lb.,
			½ Kg etc.)		
M4.1.6	2	75 %	Read and use	various indicators of time (e.g. place dates on t	ime line, interpret
			numeric repre	sentations, compare 12- 24 hour clocks)	
M4.2.13	5	50 %	Calculate with	and convert between units of time: seconds, m	inutes, hours, days,
M4.2.8	2	100 %	Calculate with	and convert between customary US units of ca	pacity: fluid ounces.
			cups, pints, qu	arts, gallons	
M4.3.4	1	25 %	Calculate area	a given formula	
M4.5.2	1	50 %	Interpret, calc	mi/gal)	
M5.1.1	7	68 %	Identify, count	and extract relevant data in lists, tables and ch	arts
M5.1.5	1	25 %	Use or constru	ct a table that provides for calculation of data (e.g., units x price; totals

- 1. Use General Settings > Special Options and set Display Class Based On > Class Enrollment.
- 2. Use the **Navigator** to select a **Class Instance** and generate the **SCSS**.

The **Class Performance by Test & Content Standard** report is also similar to the Class Performance by Test Item & Competency by giving a summary of how students in the class performed on a given test.

With this report, instructors are able to see a percentage by which each item or each content standard was successfully completed by the students who took the form.

How to use:

- Teachers can determine from the report the basic skills content standards in which the students performed well.
- Teachers use this report to inform instruction and plan lessons to targetareas of need to prepare students for the next testing cycle.
- Teachers can identify the students who took a given test and group instruction to work on content standards the students need most to learn.
- Teachers can share the results with the class as a whole.

ACTIVITY: Drill down to the list of students who completed a given form.





Learning Gains Reports

Learning Gains – Student (LG)

Access TE: Reports > Test Results > Learning Gains > Student Learning Gains

06/16/2018 18:02:47			Lear	ning G	ains					Page 4 of 5 LGFH
Agency: 4908 - Rolling Site: 01 - RHAS: No Class: 1 - ABE Low In	Hills Adult Sch orth Campus Intermediate	hool (RHAS)		Cou Tea Mo	cher: 1 dality: C	01 - Team One ASAS Reading	, Main C	ampus -		
-			F	irst Test		н	igh Test			Test Hours of
Acuna Rosalica	913425098	Active	09/01/2017	0838	218	12/10/2017	ORER	227	g	0
Alt. Mort J	903450983	Active	08/04/2017	OB5R	223	10/01/2017	0858	234	11	0
Ankiel, Rick L	308303438	Active	07/03/2017	OBSR	221					0
Bork, Rupert	983579384	Active	09/01/2017	0118	169	02/13/2018	0128	186	17	0
Ford, Travia B	023945893	Active	09/01/2017	086R	217		FRANCI			0
Garcia, Chuckie T	897345398	Active	10/16/2017	083R	210	01/15/2018	OBSR	223	13	0
Gilmore, Bill	908374598	Active	07/25/2017	0868	212	11/21/2017	0378	222	10	0
Hillen, Jasper	893593875	Active	09/21/2017	083R	206	12/21/2017	OS4R	205	-1	0
Jacob, Leean	938579834	Active	07/11/2017	082R	195	12/17/2017	085R	217	22	0
Jones, Jimmie Z	983598757	Active	09/28/2017	082R	182	10/11/2017	OSSR	221	39	0
Long, Bob A	536363636	Active	09/01/2017	037R	238					0
Mortimer, Sally	908354098	Active	07/01/2017	037R	240					0
River, Autumn	298349872	Active	10/23/2017	085R	226	11/20/2017	086R	237	11	0
Somnambulant, Amnota	983598547	Active	11/13/2017	085R	213					0
Thrime, Chanisha M	987548383	Active	07/19/2017	085R	224					0
No of Students: 15							_		_	
				N	Mear	117	N	Mean	Mean	Mean
All test scores:					212.9			219.11		0
Paired accurate scores:				9	204.5	5	9	219.11	14.56	0

- 1. Use General Settings > Special Options and set Display Class Based On > Class Enrollment.
- 2. Use the Navigator to select a Class Instance and generate LG with its default settings.

The **Learning Gains First to High** report computes progress (or setbacks) from the first test to the highest test given (in any class at any site) for a particular student.

The first test from which progress is measured is considered the anchor test. If a student changes classes several times, TE will locate the student's highest test and match it with the first test.

The benefit is that a teacher does not need to know all other classes the student is taking to compute the gains.

TE also matches tests by form type. For example, if a student takes reading, listening, and math test, the report generator will selectively match reading tests to reading tests, listening tests to listening tests, and math tests to math tests.

How to use:

- Use this report to determine the highest gain a student (or the class as a whole) received on a particular form type across classes.
- Use this report to see which students have a pretest, but no post-test.
- Use this report to see which students should be retested due to invalid test scores or high end conservative estimate scores.

ACTIVITY: Generate the report again using any of the other Learning Gains Types.



Learning Gains – Class Summary (LGS)

Access TE: Reports > Test Results > Learning Gains > Learning Gains Summary

06/16/2018 23:28:29	Learning Ga	ains Sur Ligh by Class	nmary			P	age 3 of 4 LGSFH4
Agency: 4908 - Rolling Hills Adult 5 Site: 01 - RHAS: North Campus Class: 1 - ABE Low Intermediate Program: Basic Skills (ABE)	School (RHAS)	Course: Teacher: Level: Pretest:	1 101 - Team O BSIL 211 - 220	ne, Main	Campus -		
No of Students:	9 All test scores: Paired accurate scores:	CASAS N N 9 6	lath First Test 212.6 208.8	N 6 6	High Test 215.3 215.3	Gain 6.5	Hours 0.0 0.0
No of Students:	15 All test scores: Paired accurate scores:	CASAS R N 15 9	First Test 212.9 204.6	N 9	High Test 219.1 219.1	Gain -	Hours 0.0
First Test High Test				e	10.1		
	2253	1	25523				

- 1. In General Settings > Output Parameters Layout, set Display Mode.
- 2. In General Settings > Special Options, set Display Class Based On > Class Enrollment.

Use the Navigator to select a Class Instance and generate the LGS.

This report is designed to show, by Instructional Program and Modality (Reading, Math, Listening), the average gains (or setbacks) achieved between the scale scores of the First and the Last tests taken (not necessarily highest) within a defined period.

How to use:

- Determine the greatest amount of testing being done in different modality areas and Programs in a class.
- Administrators can see how well, on the average, that gains are being accomplished from class to class for each Instructional Program by modality.
- Teachers can compare their own class Learning Gains reports with other classes to see how well their own students compare

ACTIVITY: Drill down to the list of students who took the tests.





Test Response Reports

Test Response – Class Profile (CPL)

Access: TE > Reports > Test Results > Test History > Student Test Summary

Clas	s Profile			Summer Institute 2018
		10071100	Competency for each item (read down)	
	Student	Raw/Sc		
	Araiza, Roberto	511156803 16 20	28 +++++	
	Arteste, Geralde	613132728 12 20	22 +++++++++++	
	Barron, Joe	671222339 12 20	2 ++++.+.+.+!++!!!	
	Bello, Rogelio	603605557 13 20	3 ****.*.*.*.******	
	Cruz, Frances	616116180 11 20		
	Delgado, Lena	515565322 19 21	12 ************************************	
	Ergodan, Erma	665555084 17 20		1
	Garcia, Jaime	555565723 11 20	0+++	
	Gomorra, Miguel	61770499 23 21	18 *******.***.**.**.**.**.**.	
	Hin, Hinoru	54544489 23 21	18 *****.**.*.********.**	
	Leng, Chu	569077777 6 19	91 +++	
	Morales, Graciela	515519212 13 20	3 .*****	
	Nievarra, Raquel	616182361 19 21	2 ***.*.**	
	Ortiz, Manuel	599688888 19 21	12 ************************************	
	Pacheco, Andy	551784784 13 20	3	
	Park, Kap	595979585 9 19	97 .++.++.++++++	
	Perez, Alberto	518204444 17 20	29 ++++++++++++++++++++++++++++++++++++	
	Przesmicki, Walter	515119987 19 2	12 ************************************	
	Reyes, Ramon	555666815 19 21	12 .************.***********	
	Rodriguez, Luis	581481381 8 19	35+-+-+-+++-++	
	Rodriguez, Rodolfo	614615590 17 20	29 **.*****.*.*******	
	Sandoval, Celia	616617747 19 2	12 .**.*.**.**.***.***.***	
	Santiago, Gomez	636342277 21 21	5 *******	
	Thomaston, Genner	567899756 13 20	3	
	Tolentino, Quentin	555556661 10 19	19 ***-	
	Vang, Khamboon	555555223 15 20	36 -++-+++++++-++-+-+-+-+-+-	
	Vargas, Jorge	567899810 11 20	0+-+-+ +++- ++ -+ -++-	
	Yang, Kee	640641103 16 20	38 ***-***-*-*-*************	
	Znoù, Xai	683565656 20 21	3 *************************************	
	Total Tests: 2	9 Mean: 15.2		
	Accurate Scores: 2	9 Mean: 15.2.20	63	
	No. I Common Inc.	2010		
CASAS Na	ational Summer Institute	2018		

1. Use the Navigator to select a Class Instance (for test) and generate the CPL.

The **Class Profile** is a legacy report that is also included as a worksheet in some older Test Administration Manuals. This report requires a class assigned to the test record for the report to generate.

The **Class Profile** report shows teachers how individual students answered questions on specific tests within a specific class. The **Class Profile** report gives information at a glance on:

- Individual student achievement
- Class average
- Total number of students
- Correct (+) and incorrect (-) item responses as well as blank (!) responses
- Competency number for each test item
- Scores outside of accurate range (*)

How to use:

- Determine if all students have mastered specific competencies
- Determine competencies that still need attention
- Identify students who have taken the same test twice within the date range (listed twice)



Test History – Student Test Summary by Class (STS)

Class by Class Page 2.0 (stress) Stress Stres Stress Stress	CASAS			Stu					
Berky: 4908 - Rolling Hills Adult School (RHAS) Course: 1 tet: 01 - RHAS: North Campus Teacher: 101 - Team One, Main Campus - assist assist 1 - ABE Low Intermediate Teacher: 101 - Team One, Main Campus - assist une, Rosaline 913425098 Active 09/01/2017 008R 227 mane, Robin A 098509389 Active 09/01/2017 1006R 227 Mort J 903450983 Active 09/01/2017 130M 244 0 Mort J 903450983 Active 09/01/2017 130M 227 0 Active 09/01/2017 130M 247 0 0 Active 09/01/2017 130M 228 0 0 Active 09/01/2017 130M 228 0 0 Active 10/01/2017 068R 223 0 0 Active 10/01/2017 068R 223 0 0 Active 10/01/2017 08R 229 </th <th>06/16/2018 23:09:58</th> <th></th> <th></th> <th></th> <th>Page 2 of 5 STS4</th>	06/16/2018 23:09:58				Page 2 of 5 STS4				
Jodent Status Date Form Score Hours of Hours of Hours of Hours of Particulan Ins, Rosalina 913425098 Active 09/01/2017 0088 218 mane, Robin A 098509388 Active 09/19/2017 130M 214 0 Mort J 903450938 Active 09/19/2017 130M 226 0 Mort J 903450938 Active 08/01/2017 130M 226 0 Active 08/01/2017 130M 226 0 0 Active 08/01/2017 130M 226 0 0 Active 08/01/2017 130R 223 0 0 Active 10/01/2017 085R 223 0 0 Active 10/01/2017 085R 223 0 0 Active 10/01/2017 085R 223 0 0 0 Active 10/02/2017 035M 212 0 0 0 0	Agency: 4908 - Rolling Hills Adult School Site: 01 - RHAS: North Campus Class: 1 - ABE Low Intermediate		ool (RHAS)	Cox Tea	urse: cher:	1 101 - Team One, Main Campus -			
Status Date Form Score Hours of provident una, Rotalina 913425098 Active 09/01/2017 083.8 218 mane, Robin A 09850938 Active 09/19/2017 130.4 214 0 Mort J 093450938 Active 09/19/2017 130.4 214 0 Mort J 903450938 Active 09/01/2017 130.4 224 0 Active 08/04/2017 130.4 224 0 0 Active 08/04/2017 130.8 229 0 0 Active 10/07/2017 130.4 212 0 Active 10/07/2017 130.4 213 0 Active 10/07/2017 130.4 212 0 Active 10/07/2017 130.4 212 0 Active 10/07/2017 031.4 212 0 Active 00/08/2017 031.4 212 0 Active 00/09/201								Test	
Active 00/01/2017 08/8 218 maner, Robin A 098509389 Active 09/19/2017 108/8 218 maner, Robin A 098509389 Active 09/19/2017 130/8 218 0 Mort J 903450983 Active 09/19/2017 130/8 247 0 Mort J 903450983 Active 08/01/2017 130/8 247 0 Active 08/01/2017 130/8 247 0 0 Active 08/04/2017 066/8 223 0 Active 08/04/2017 066/8 223 0 Active 08/04/2017 066/8 223 0 Active 10/07/2017 130/8 239 0 Active 10/01/2017 130/8 239 0 Active 10/02/2017 033/M 212 0 Active 10/02/2017 03/M 212 0 Active 02/02/2017 03/M 212 0 Active 0	Student			Statut	Date	Form	Seren a	Hours of	
Active 10/10/2017 086R 227 maner, Robin A 09850338 Active 09/19/2017 130M 214 0 Active 09/19/2017 130M 214 0 0 Mort J 903450983 Active 08/01/2017 130M 226 0 Active 08/01/2017 130M 226 0 0 0 Active 08/01/2017 130M 228 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Aruna Rosalii		913425098	Artiva	09/01/2017	9538	218	Insulacion	
maner, Robin A 098509389 Active 09/19/2017 130M 214 0 Mort J 90345093 Active 09/19/2017 130M 214 0 Mort J 90345093 Active 09/01/2017 130M 226 0 Active 09/01/2017 130R 229 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0<			223-23070	Active	12/10/2017	0868	227		
Active 09/19/2017 130R 247 0 Mort J 90345083 Active 08/01/2017 130R 228 0 Active 08/01/2017 130R 228 0 0 Active 08/01/2017 06R 229 0 0 Active 08/04/2017 06R 223 0 0 Active 10/01/2017 06R 223 0 0 Active 10/01/2017 05R 234 0 0 Active 10/01/2017 130R 239 0 0 Active 10/01/2017 03M 212 0 0 Active 00/03/2017 03M 212 0 0 Active 00/03/2017 03M 212 0 0 Active 00/03/2017 03M 214 0 0 Active 00/03/2017 01R 166 0 0 Active 00/01/2017	Alimaner, Rob	A nic	098509389	Active	09/19/2017	130M	214	0	
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	raproso, Ruin	ista L	872347348	Active	07/01/2017	MEED	219	0	

Access TE: Reports > Test Results > Test History > Student Test Summary

- 1. In General Settings > Special Options, set Display Class Based On > Class Enrollment.
- 2. Use the Navigator to select a Class Instance and generate the STS.

The **Student Test Summary by Class** report lists every student that has taken a test in the selected class and displays test history for each student.

Tests are listed in test date order for each student.

The report displays test date, the specific test given (Form number), scale score, and cumulative hours of instruction.

The report also identifies test scores below the accurate range with an asterisk (*) and high-end conservative estimate scores with a diamond symbol (•).

How to use:

- Identify all tests each student has taken in a class.
- Identify test scores that are invalid (asterisk) in a class.
- Identify students who have taken a specific test (Form Number) in a class.
- Sort tests by form number to see what students have taken each test.



Reports Manager

eTests: TOPSpro

The Reports Manager is a virtual file cabinet that you have access to at any time, and from any location with Internet access to retrieve your saved reports.

	TE	View	Organization	Records	Reports	Tools	Help				
🛛 Reports Manager 🛛 📔											
ſ	New	4908 -	- Rolling Hills Adult	t School (R	HAS) 💌 St	ıbsites 📱	Filter 🍸	Columns 🔳	Sort 2↓	Delet	e 🗙
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	4908 - R	olling Hil	lls Adult School (RH	HAS) Cor	npetency Perf	ormance Si	ummary for Cla	ass 1 - Low Intern	nediate ABE	6/7/	2018
	4908 - R	ollina Hil	lls Adult School (RH	HAS) Stud	dent Test Sum	mary for C	ass 1001 - ABE	Intermediate		6/7/	2018



My Reports

The **My Reports** menu will become available after you set up shortcuts to your favorite reports using the **Report Locator Wizard**.

Report Locator Wizard

The **Report Locator Wizard** menu becomes available after you set up shortcuts to your favorite reports using the **Report Locator Wizard**.



Code:	Name:	
Reports (filtered)	1	
PSR	Personal Score Report	ſ
ISPS	Individual Skills Profile Summary	ĺ
SCS	Student Content Standard Performance	
SCSS	Content Standard Performance Summary	l
CSL	By NRS Level	
CSF	By Form	ſ
<u> </u>		
ISP SCP	Individual Skills Profile Student Competency Performance	
SCP	Student Competency Performance	
SCPS	Competency Performance Summary	
	Student Gains	
PPSG1/	Student lest Summary	
STS		
Type: O All O Ag	gency 🔿 Site 💿 Class 🔿 Data Management 🔿 Funding	
Type: All Ag	gency 🔿 Site 💿 Class 🔿 Data Management 🔿 Funding	

Exit TE

Steps to Exit TE

To ensure data is secure and confidential and that unauthorized personnel are unable to gain access to personal data, it is important to disconnect from the server before exiting TE.

Step	Screen	Description
1.	ersion: 3.0 build 32 ? Pages Close All Pages New Horizontal Page Group New Vertical Page Group Open All Lists Here Open All Edit/Views Here Class Instances 1001 - ABE Interme 340993385 - Dustin	 When you are finished working in TE, or at any time you have several tabbed pages open, Click Pages at top right. From the drop-down menu, Click Close All Pages.
2.	View Organ Unlock Lock Connect Disconnect Change Dascword Options Exit	 At top left of your screen, Click the TE icon. Click Disconnect.
3.		 Click the TE icon again. Click Exit. Or click the Red X Box at top right of your screen.



CASAS Contact Information

eTests[®]

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techsupport@casas.org

Training Support

Help documentation is available at <u>CASAS Home</u> > <u>Training and Support</u> >

- <u>eTests Online Help</u>
- <u>TOPSpro Enterprise Help</u>

Enroll in a complimentary workshop at: CASAS Training Registration.

Technical Support

The *CASAS* **Technology Support Team** is available to provide technical assistance for successful online implementation and uninterrupted test delivery.

- 7:00 am 5:00 pm (Pacific Time)
- Monday Friday
- <u>techsupport@casas.org</u>
- (858) 292-2900 or toll free (800) 255-1036, option 2



Thank you for your participation!



Quality Assessment and Educational Solutions