eTests® CASAS | TOPSpro® enterprise

Online System

ACTIVITY PACKET

DC OSSE

TOPSpro Enterprise Basics

CASAS Technology Support Team

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Table of Contents

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Contents

Visit Online

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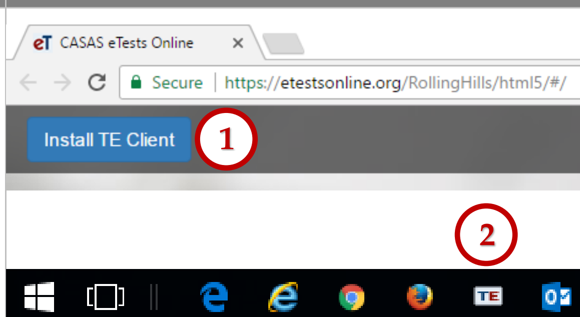
Navigating TE

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.

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/#/

<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>1.</td><td></td><td>Access TE in one of three ways, from the –

Web browser
Click Install TE Client if first access on local machine.
Taskbar icon
Desktop icon</td></tr>
<tr><td>2.</td><td></td><td>Click the Server field down-arrow and from the drop-down menu,
Select the Server for your online account.*
Enter your Agency ID.
Enter your User name.
Enter your Password.
Click Connect.</td></tr>
</table>

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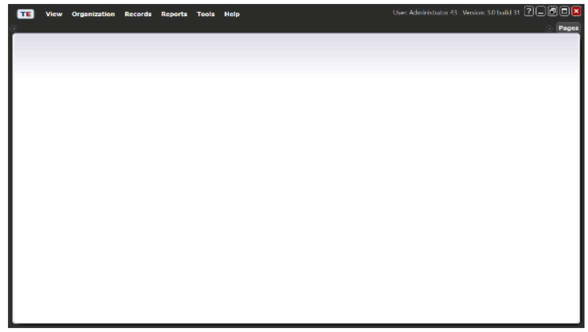
Explore Menus and Submenus

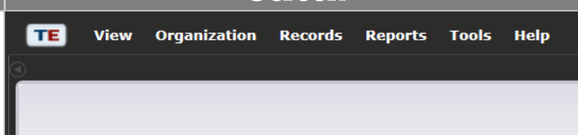
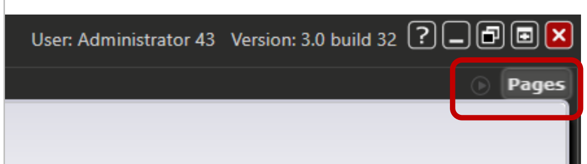
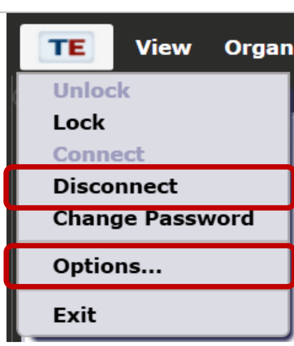


TE opens with an empty screen and a menu bar along the top. Not all agencies using the CASAS Online System have access to all menus and data functions, and not all users have access to data or rights to edit records.

Visit Online

Visit the CASAS website for more information about [Assessment and Database Management Features] 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.		• All data and reports display on the screen from accessing the **Menu bar** along top left.
2.		• Top right displays, o Logged-on **User.** o Application **Version.** o General screen **Controls.** o **Pages** tab to clear your screen(s).
3.		• Click the **TE Icon** at top left of your screen. • Before exiting TE, it's best to – o **Disconnect** your **TE Client** to close connection with the server on your local machine. • Click **Options…**

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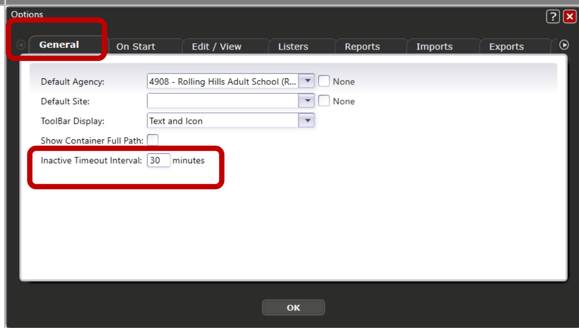
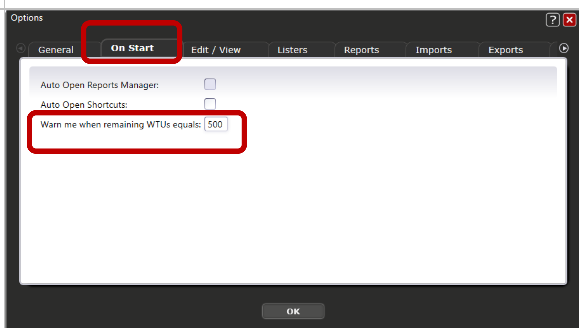
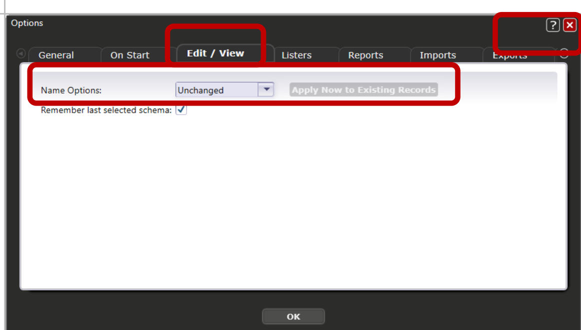
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>4.</td><td>
</td><td>

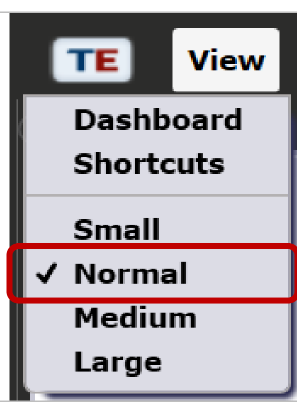
- Look at the **General** tab.
  - **Interactive Timeout Interval**
    - Adjust # of minutes before the TE Client suspends activity.
    - Applies to **TE Client** on the local machine only.

</td></tr>
<tr><td>5.</td><td>
</td><td>

- Click the **On Start** tab.
  - **Remaining WTUs**
    - Set a TE Client reminder when # of **WTUs** reaches a minimum set by users.
    - Applies to **TE Client** on local machine only.

</td></tr>
<tr><td>6.</td><td>
</td><td>

- 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,
  - Click the **Red X Box** at top right.

</td></tr>
<tr><td>7.</td><td>
</td><td>

- Click the **View** menu.
  - **Screen Display**
    - **Normal** is the default.
    - Adjust for viewing on local **TE Client**.

</td></tr>
</table>

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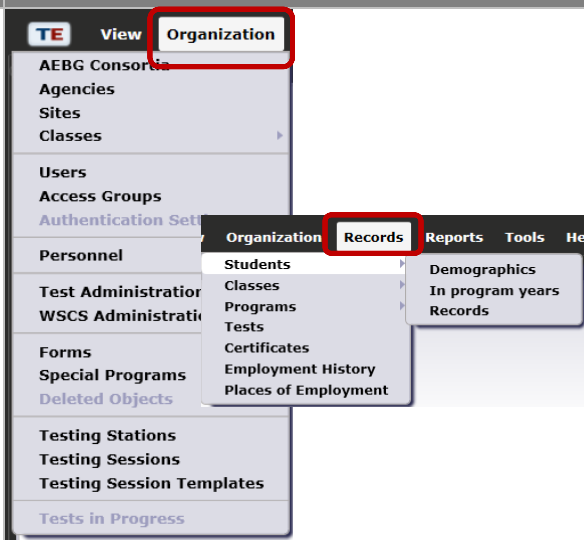
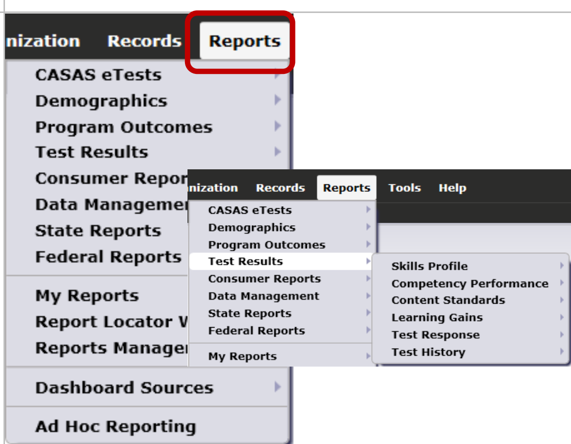
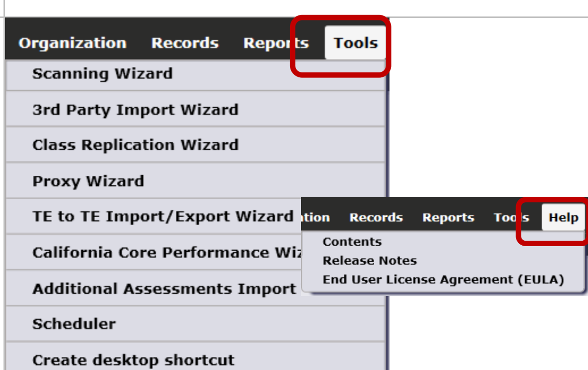
Step	Screen	Description
8.		• Highlight or click the **Organization** menu. o **Sub-menus** contain detailed information about the organizational setup of an online account. • Click the **Records** menu. o Menu **Categories** identify groups of lists with records for tracking program and student activity. o **Sub-menus** identify the type of records.
9.		• Highlight or click the **Reports** menu. o Menu **Categories** identify groups of reports that help programs meet a wide variety of reporting needs. o **Sub-menus** identify the type of report.
10.		• Highlight or click the **Tools** menu. o **Sub-menus** list operations for managing data. • Highlight or click the **Help** menu. o **Release Notes** are included with each update to the Online System. o Review **Notes** for important new features and enhancements as well as any necessary fixes.

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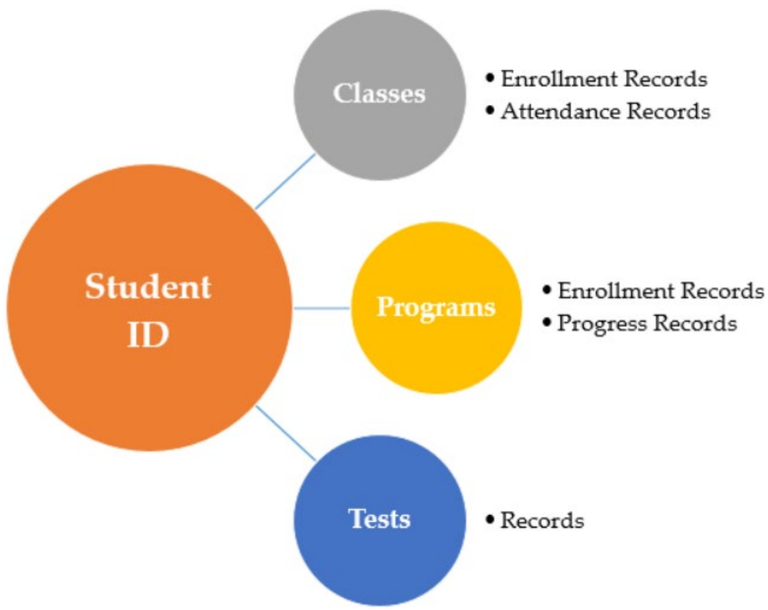
Finding Information

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.

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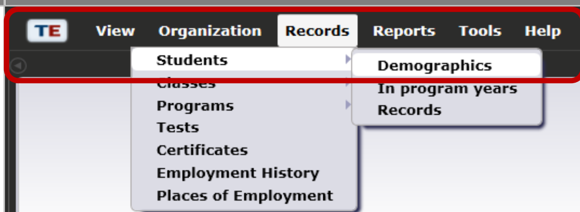
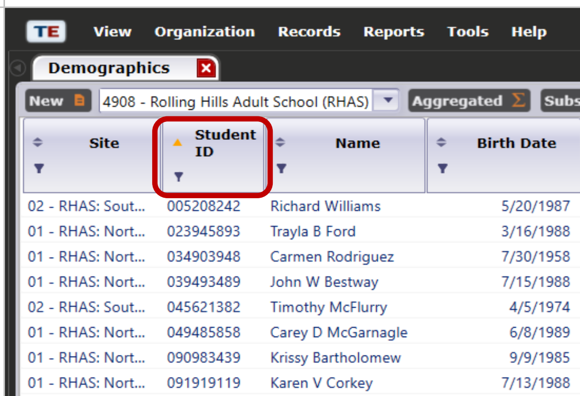
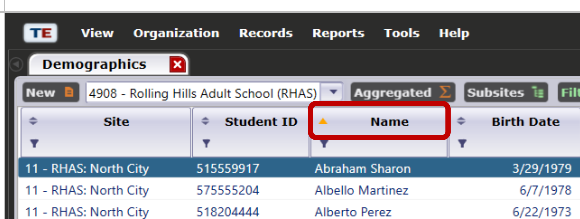
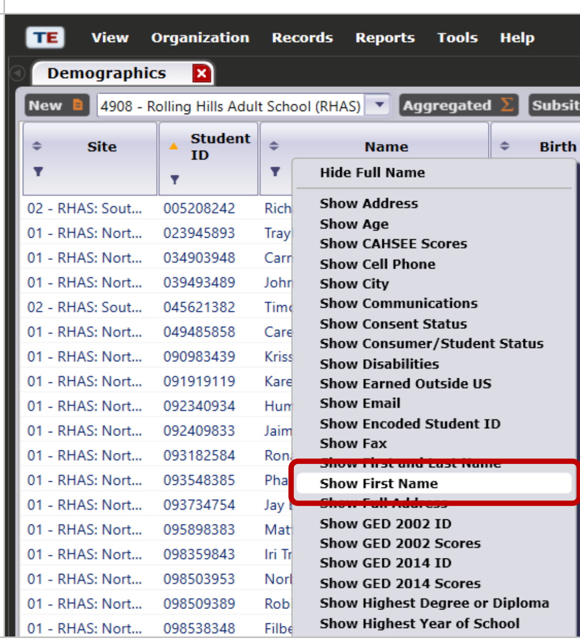
Using the student as an example, let's customize the Demographics lister.

Step	Screen	Description

1.		• From the **Menu bar** at top,
		• Click **Records**.
		  ○ Select **Students.**
		  ○ Click **Demographics**.

2.		• 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 arrows** and **Filter icons**.

3.		• To sort by **Name**, ○ Click the **Name** column **UP arrow**. • By default, the **Name** column sorts by **First** name.

4.		• 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**.

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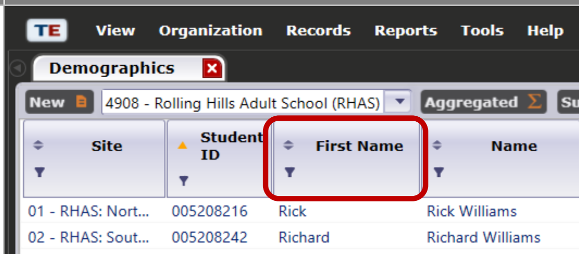
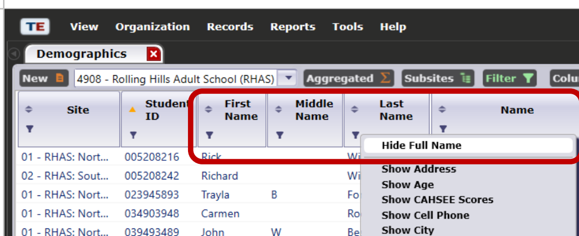
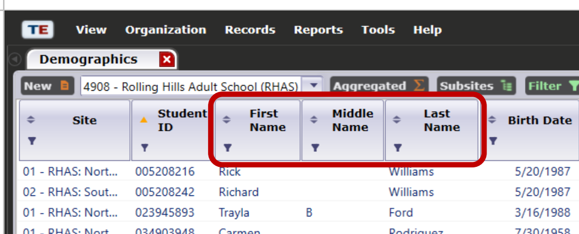
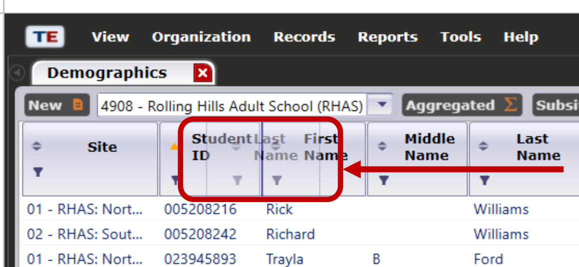
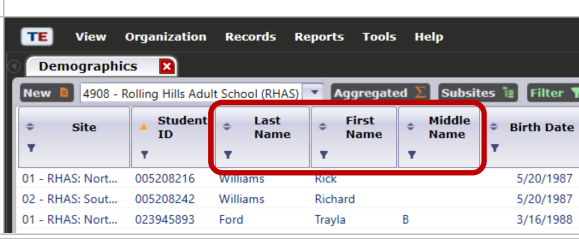
Step	Screen	Description
5.		• Now you will see the **First** name has its own column. • Repeat these steps to add a **Middle** name and **Last** name column.
6.		• Now that the **Name** column is split in to three columns for **First**, **Middle**, and **Last** name, you no longer need the column. • Right mouse-click in the **Name** column header. o Select **Hide Full Name**.
7.		• 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.		• Reordering columns will further customize the list of **Demographics** records for your TE Client.
		   o Left click-and-hold your mouse in the **Last Name** column header.
		   o While holding, drag the **Last Name** column left of the **First Name**, and then release your mouse.

9.		• The **Demographics** lister now displays names in a **Last**, **First**, and **Middle** name column configuration.

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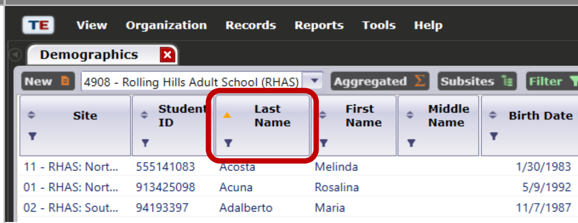
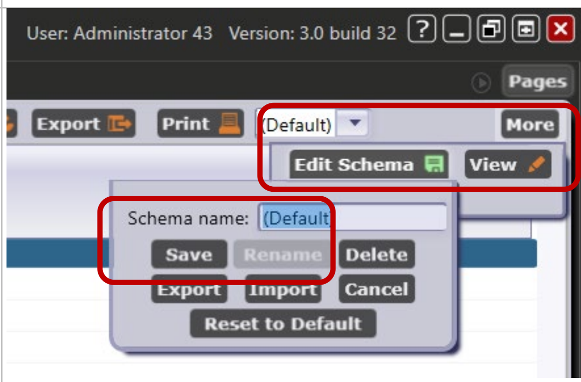
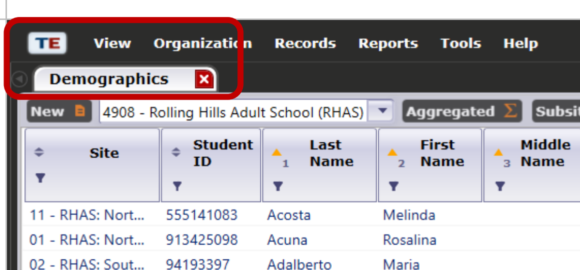
Step	Screen	Description
10.		• In the **Last Name** column header o Click the **UP** arrow to sort alphabetically.
11.	 1. First, sort on **Last Name.** 2. Second, sort on **First Name**. 3. Third, sort on **Middle Name**. *Note!* Adding **Gender** and **DOB** columns helps with identifying any duplicate records of the same student.	• Suggestion: Configure and presort columns: 1. Click the **UP** arrow in the **Last Name** column header. 2. Click and hold the **Shift** key on your keyboard, and then click the **UP** arrow in the **First Name** column header. 3. Click and hold the **Shift** key again, and click the **UP** arrow in the **Middle Name** column header. • Release the **Shift** key.
12.		• To save the configuration of your columns, o Click the **More** button from the **Toolbar** at top right for 'more' buttons. o Click **Edit Schema.** o Click **Save**. *Remember!* You can always reset listers to their default schema.
13.		• 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, o Click the **Red X Box** on the **Demographics** tab.

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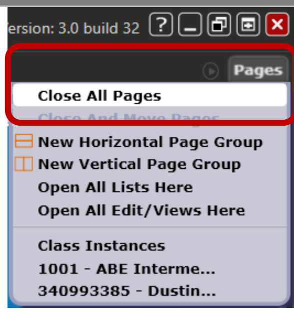
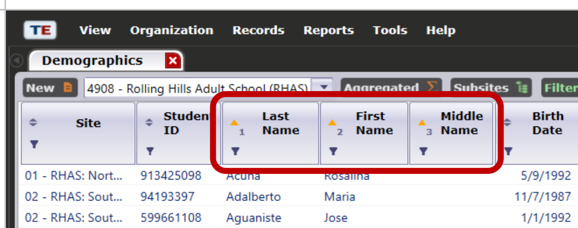
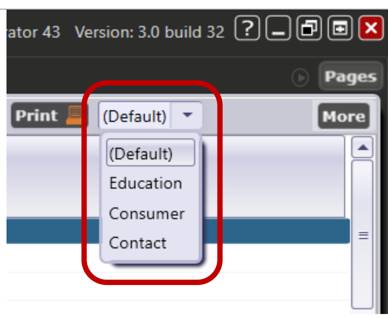
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>14.</td><td>
</td><td>

- 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.

</td></tr>
<tr><td>15.</td><td>
</td><td>

- 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.

</td></tr>
<tr><td>16.</td><td>
</td><td>

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**.

</td></tr>
</table>

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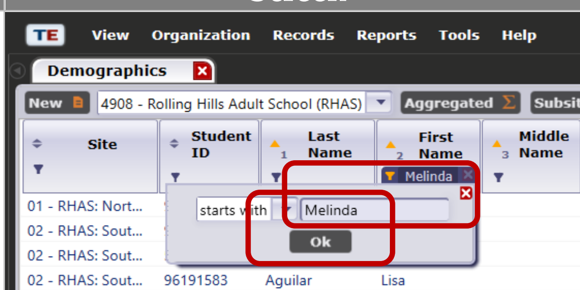
Using the Navigator

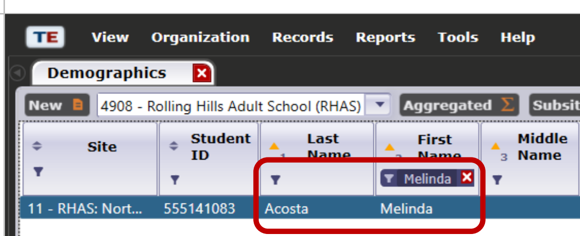
Let the TE Navigator be your guide! In listers, the Navigator links all ‘child’ records related to the ‘parent’ record and displays them in a list to navigate easily between them. The report setup Navigator gives quick access to listers to refine information to include in the report.

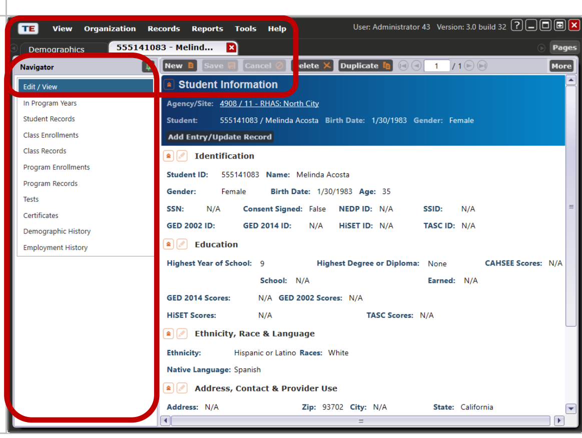
The Navigator will also guide you to adding ‘child’ records to ‘parent’ records by prepopulating key fields from the ‘parent’ record. When entering data manually, it is recommended to use the Navigator for data-entry accuracy.

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.		• Filter for a **Student** with your **First** <u>or</u> **Last Name**.
		  ○ Click the **First** <u>or</u> **Last Name** column **Filter icon**.
		  ○ Enter your **First Name**.
		  ○ Click **OK**.

2.		• The **Demographics** lister may or may not display a record of a student having your **First** <u>or</u> **Last Name**. That’s Ok!
		  ○ Filter for a friend or any other name instead.
		  ○ Double click to open the **Highlighted** record.

3.		• 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.’

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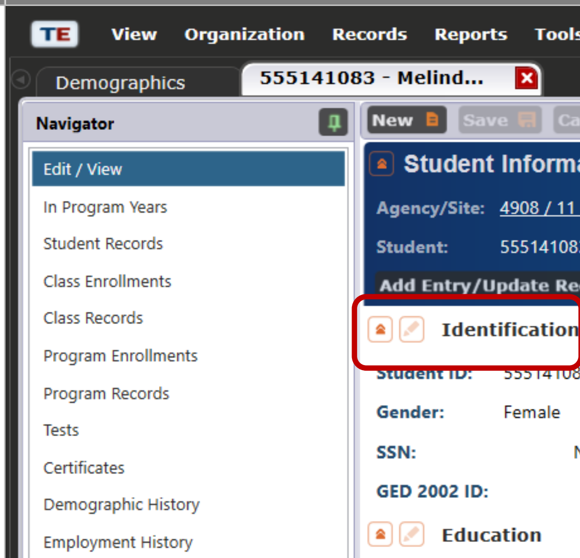
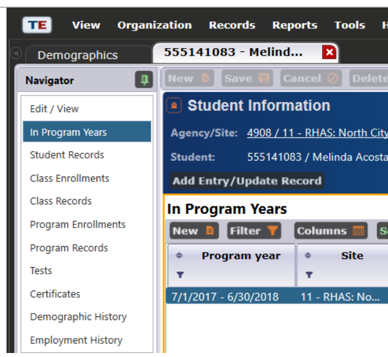
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>4.</td><td>
</td><td>

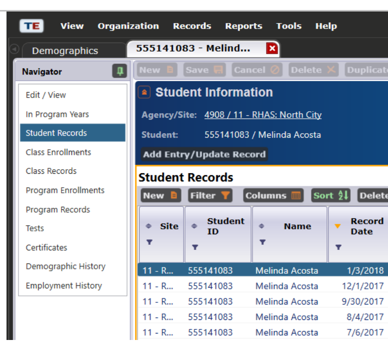
- Clicking the different options from the **Navigator** provides views of a variety of information about that student.

Remember!

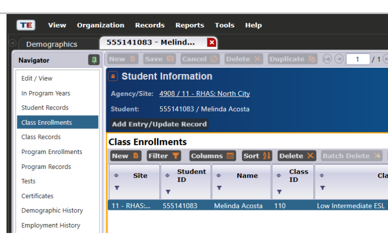
- The student's unique **Identification (ID)** code is what links all of the records assigned to the student, and supplies the minimum information TE needs to create a student Demographic record.

</td></tr>
<tr><td>5.</td><td>
</td><td>

- 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**.

</td></tr>
<tr><td>6.</td><td>
</td><td>

- 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.

</td></tr>
<tr><td>7.</td><td>
</td><td>

- From the **Navigator** at left,
  - Click **Class Enrollments.**
- This list will only include one record for each class in which the student is enrolled.

</td></tr>
</table>

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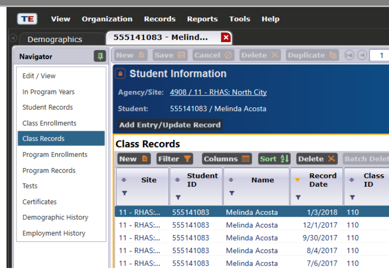
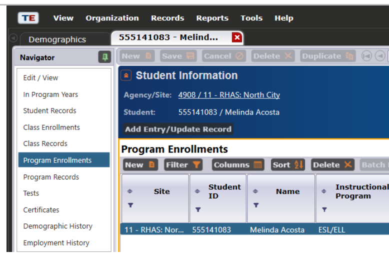
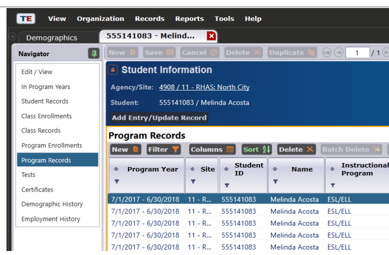
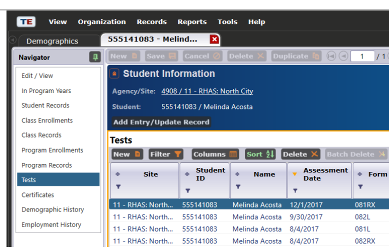
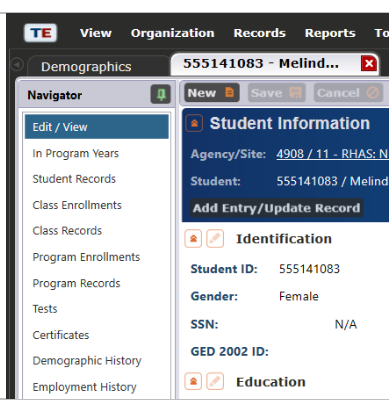
Step	Screen	Description
8.		• From the **Navigator** at left, ○ Click **Class Records.** • This section includes separate records of all class related activity for the student.
9.		• From the **Navigator** at left, ○ Click **Program Enrollments** • This section will only include one listing for each program in which the student is enrolled.
10.		• From the **Navigator** at left, ○ Click **Program Records.** • This list includes separate records of all program related activity for the student.
11.		• From the Navigator at left, ○ Click Tests. • This is a list of tests taken by the student.
12.		• Return to **Edit/View** to edit Student Information.

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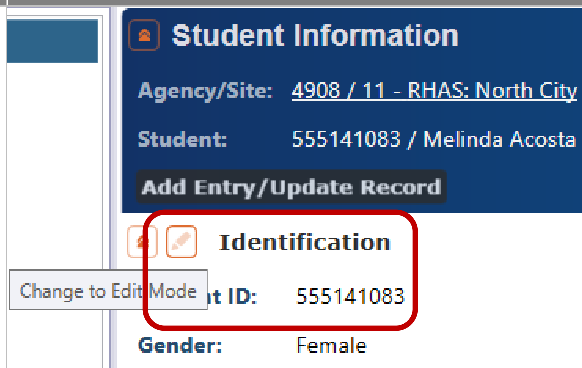
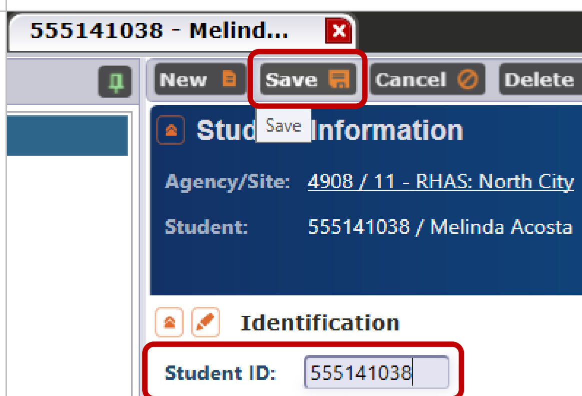
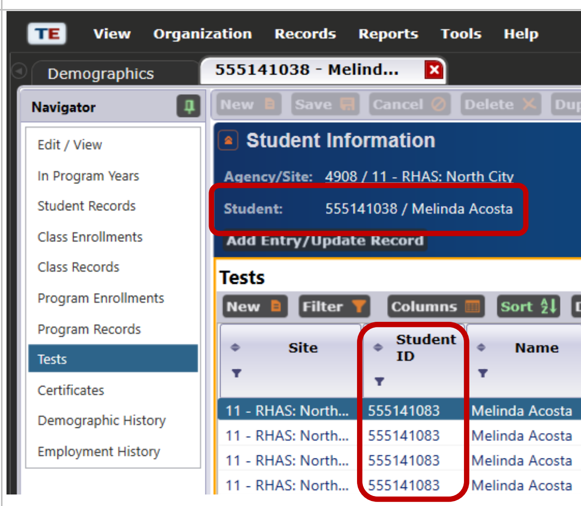
Editing Student Information

Step	Screen	Description
13.		• By default, the **Edit/View** page opens in **View** mode. • To edit a student **ID,** ○ Click the **Pencil icon** in the **Identification** section and *Change to Edit Mode.*
14.		• 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.		• 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!...

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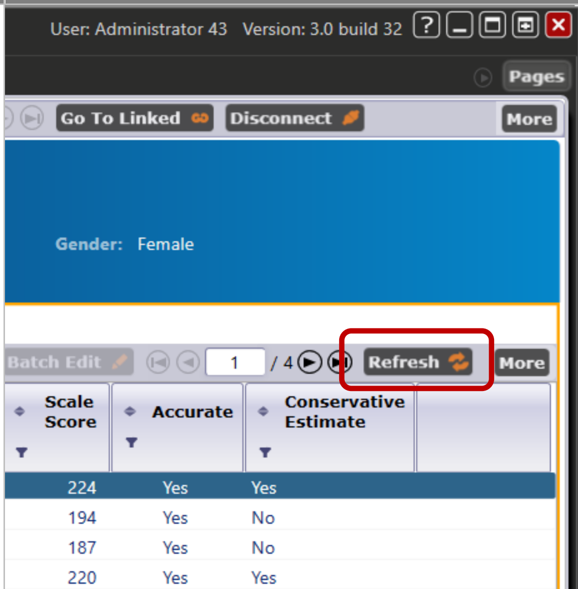
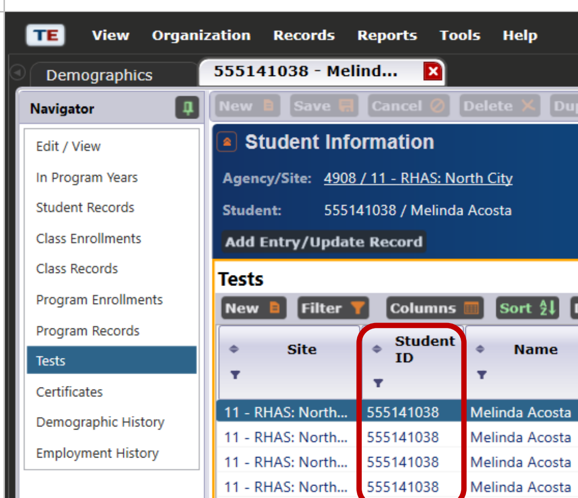
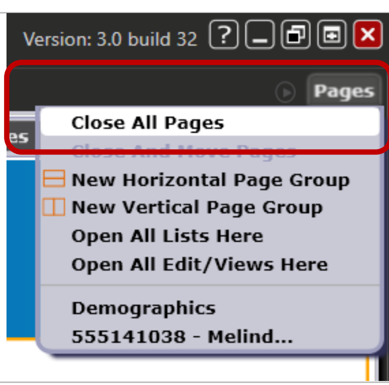
Step	Screen	Description
16.		• At top right of the student's **Tests** lister, ○ Click **Refresh**. • This will 'refresh' the page on your **TE Client.**
17.		• ***Voila!*** ○ Now you see that the **ID** on all **Tests** linked to the student are changed.

18.		• To clear your screen,
		  ○ Click **Pages** at top right.
		    ▪ Select **Close all Pages**.

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Adding Records Manually

The CASAS Online System offers **four** 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

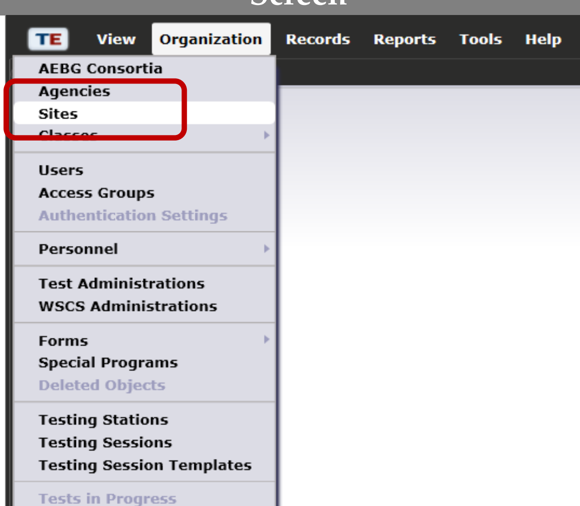
Steps to Add Sites

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.		• From the **Menu bar** at top, o Click **Organization**. ▪ Select **Sites.**

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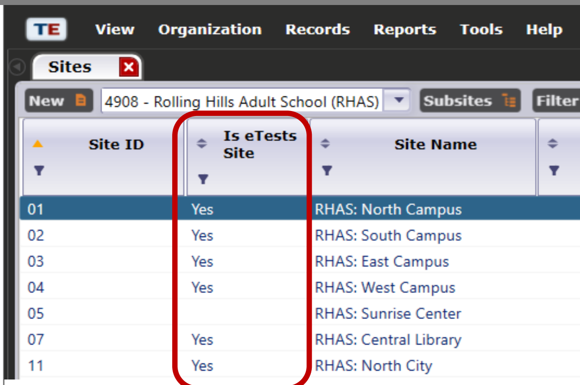
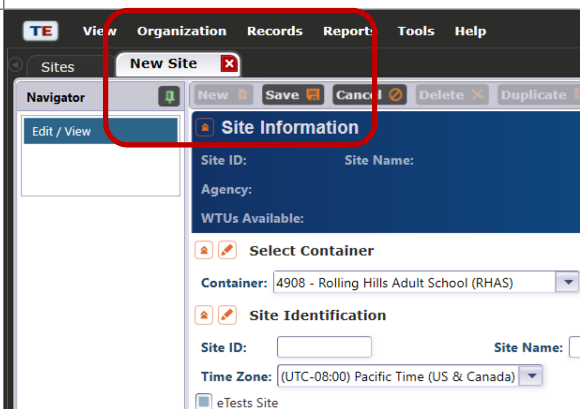
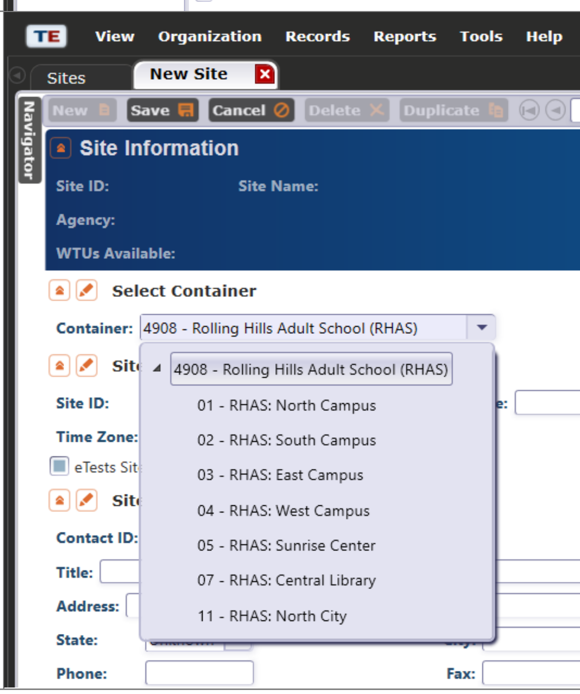
Step	Screen	Description

2.		• 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:
		  o Online Implementation Agreement
		  o Coordinator Certification
		  o Proctor Certification
		  o Order web-test units (WTUs)
		• From the **Toolbar** at top left,
		  o Click **New**.

3.		• 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. o Your **Agency** is the 'parent' container for your online account.
4.		• **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. o Select the **Container** to add the new **Site**.

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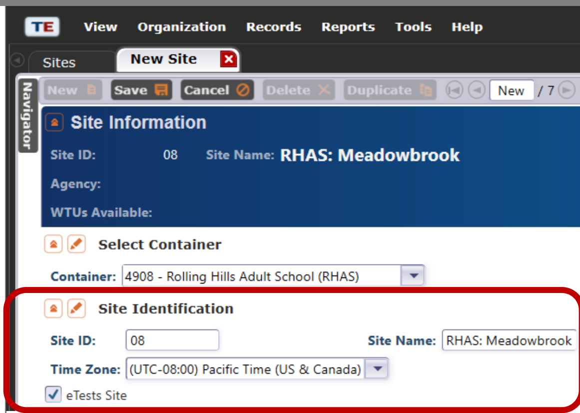
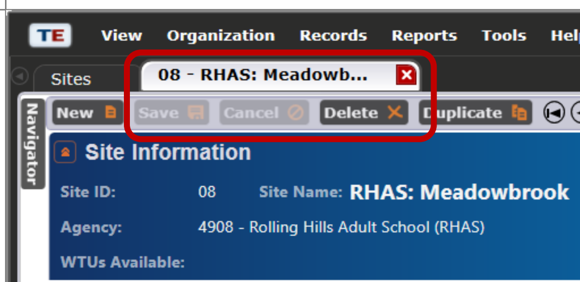
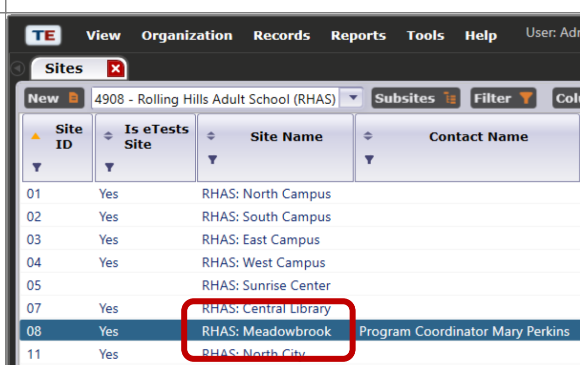
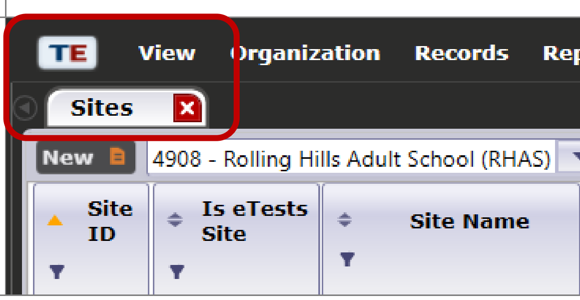
Step	Screen	Description
5.		• For **Site Identification**, ○ Enter the **Site ID**. ○ Enter the **Site Name**. ○ Check **eTests Site** – ▪ *Only check if* you plan to use CASAS eTests Online at the Site and WTUs are available for online test administration. • From the **Toolbar** at top, ○ Click **Save.**
6.		• To close the new **Site** record, ○ Click the **Red X Box** on the **Site** tab.
7.		• This returns you to the **Sites** lister where you will see the new **Site** in the list of records.
8.		• Click the **Red X Box** on the **Sites** tab and close the lister.

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Steps to Add and Manage Users

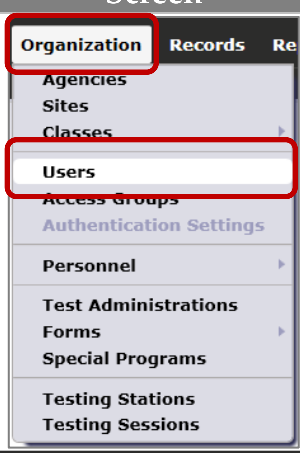
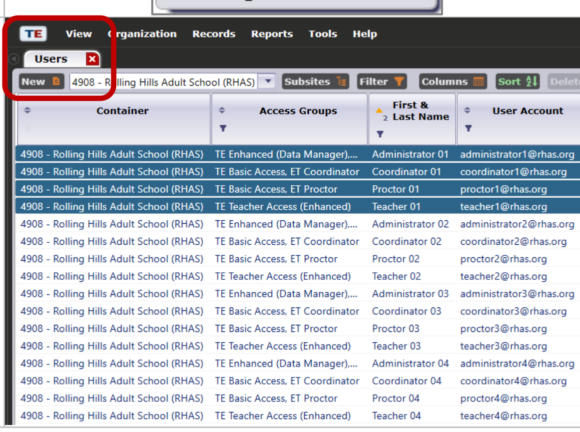
Access to the CASAS Online System requires a User record with login credentials. Users are part of the organizational structure of your online account. When setting up a new account, CASAS establishes one User for the agency with rights to manage data and grant User access to TE Online and/or eTests 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	Screen	Description
1.		• From the Menu bar, o Click **Organization**. ▪ Select **Users.**
2.		• A tabbed page opens to the list of **User** records. • From the **Toolbar** at top left of the list. o Click **New.**

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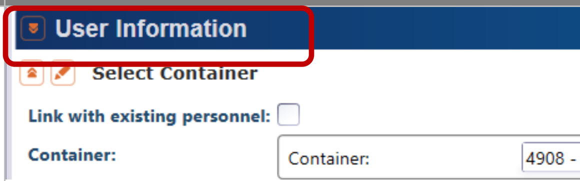
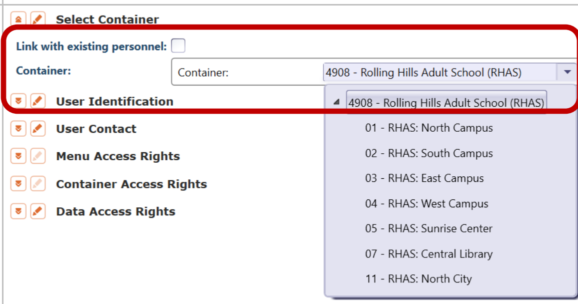
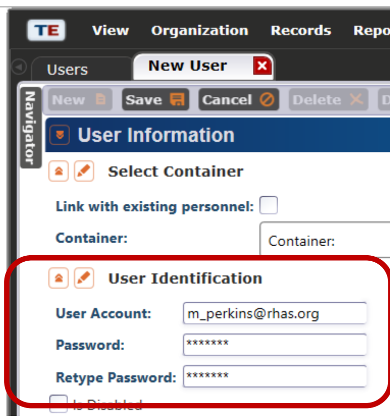
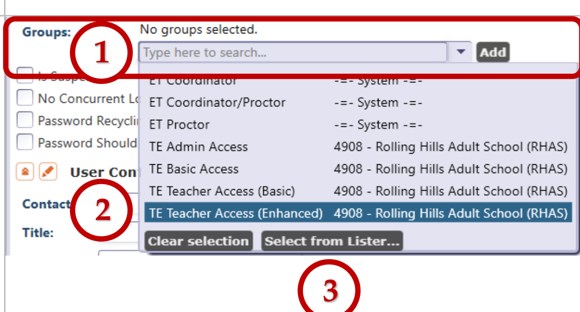
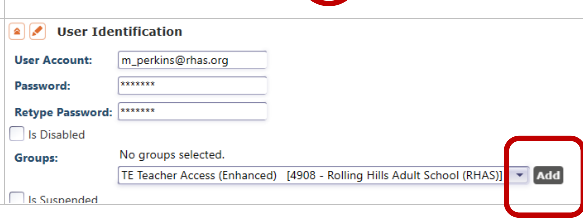
Step	Screen	Description
3.		• Check **Link with existing personnel** – ○ *When* a **Personnel** record exists in your online account. ○ *If a record does not exist*, you will have the option to link accounts when adding the **Personnel** record.
4.		• Click the **Container** field down-arrow. ○ Select the container to add the new **User** record. *Note!* Add Users at the Agency level when linking accounts with Personnel records.
5.		• **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.		• Add the new **User** to an **Access Group**. ○ You have <u>three</u> options to do this. • Click the **Group** field down-arrow, 1. **Type to Search** for the Group. 2. **Scroll to Select** the Group. 3. **Select** [Group] **from Lister.**
7.		• After selecting an **Access Group**, ○ Click **Add** at right of the selected **Group.**

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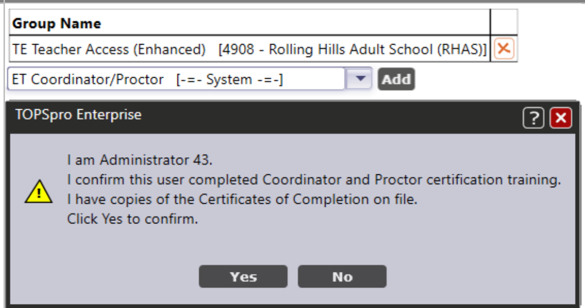
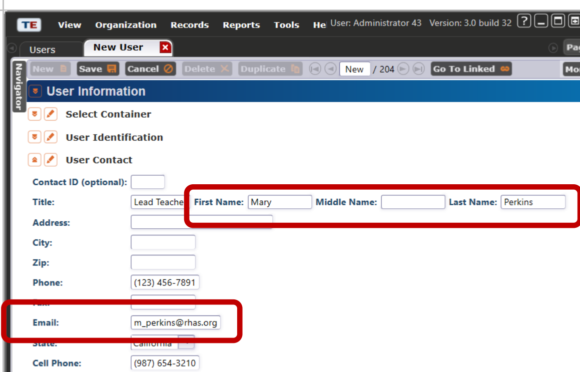
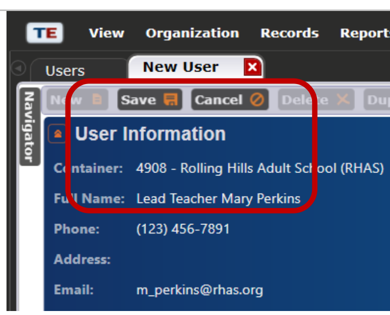
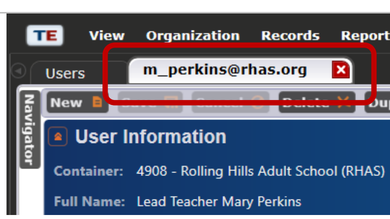
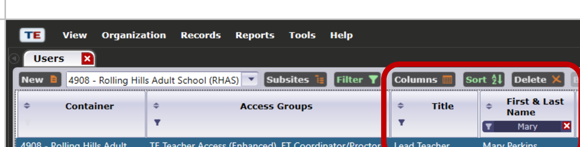
Step	Screen	Description
8.		• If the new **User** will need access to eTests Online to: ○ Manage online testing (**Coordinator**). ○ Administer online tests (**Proctor**). ▪ Add the new user to the access group that matches with their certification.
9.		• Add **Contact Information** for the new User. • The minimum information required for adding an account is: ○ **First Name.** ○ **Last Name.** ○ **Email**
10.		• No other setup is needed for the new **User** when added to **Access Groups**. • From the **Toolbar** at top, ○ Click **Save.**
11.		• Click the **Red X Box** on the **User** record tab and return to the lister.
12.		• Use the **First/Last Name** column filter to locate the new **User** among the list of records.

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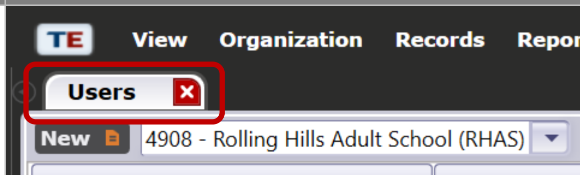
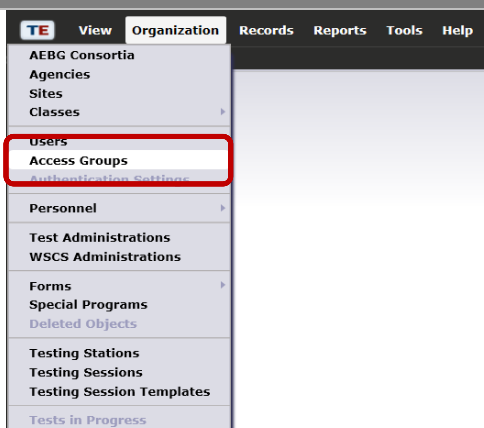
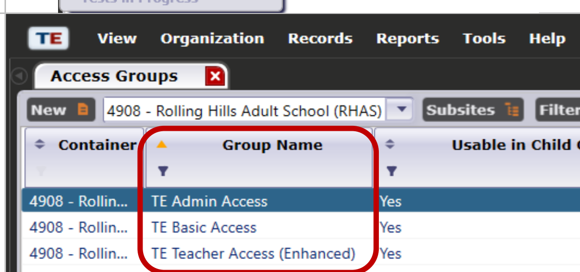
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>13.</td><td>
</td><td>

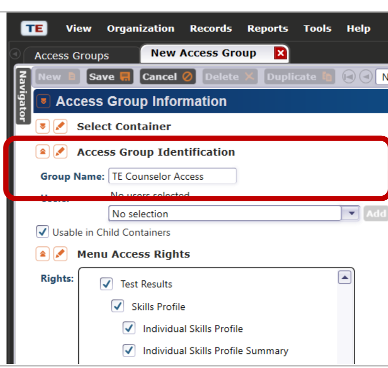
• Click the **Red X Box** and close the **Users** lister.</td></tr>
</table>

Defining Group Access Rights

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

<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>1.</td><td>
</td><td>

• From the **Menu bar**,
  ○ Click **Organization.**
    ▪ Select **Access Groups.**</td></tr>
<tr><td>2.</td><td>
</td><td>

• 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.</td></tr>
<tr><td>3.</td><td>
</td><td>

• 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.</td></tr>
</table>

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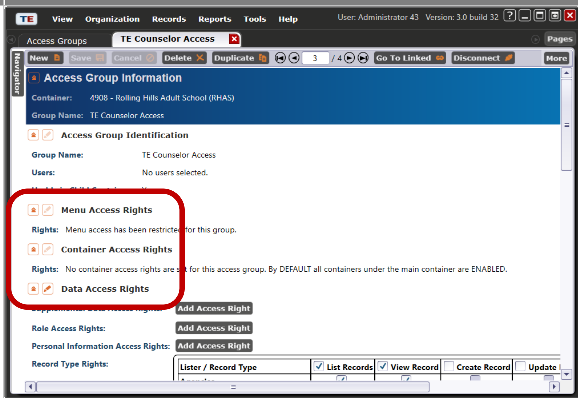
Step	Screen	Description
4.		• Groups have access to TE according to the rights enabled in **three** areas: 1. **Menu** Access Rights o Defines access to menus and submenus. 2. **Container** Access Rights o Defines access to sites and sub-sites. 3. **Data** Access Rights o Defines read-only access, or rights to create, update, and/or delete data.
5.		• 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, o Generate **Reports** for their own classes. o Manage their **Class Enrollment.** o Record **Attendance**. o View **Test** results taken by students enrolled in their class.

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

Visit Online

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

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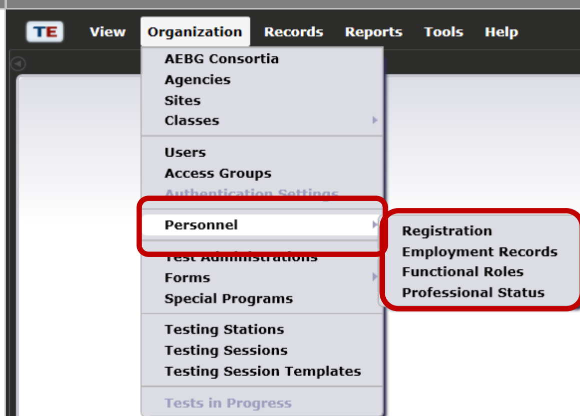
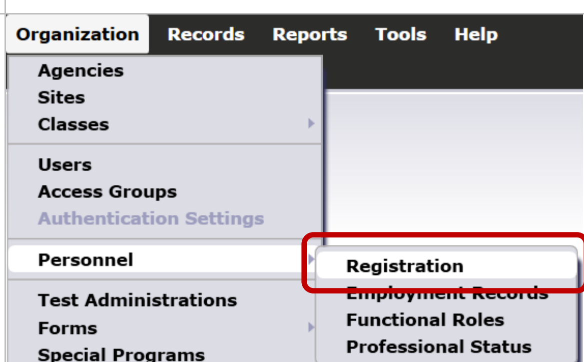
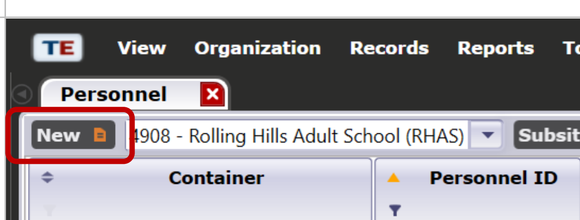
Steps to Add and Link Personnel Records

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	Screen	Description

1.		• From the **Menu bar**.
		    ○ Select **Personnel**.
		        ▪ Click **Registration**.

2.		• To add a new **Personnel** record, ○ Click **Registration**.
3.		• 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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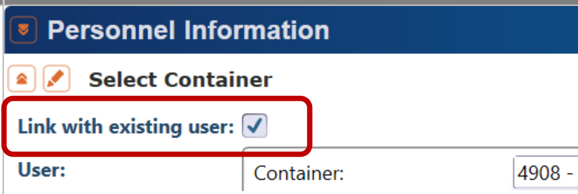
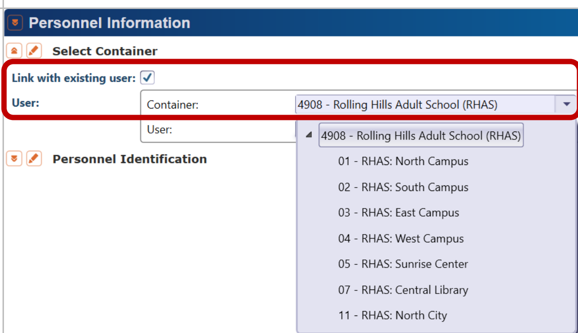
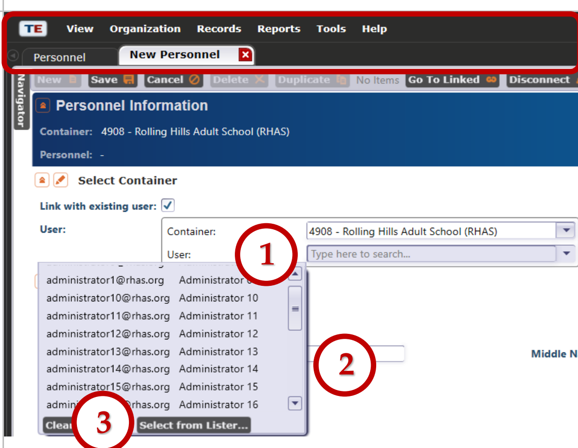
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>4.</td><td>
</td><td>

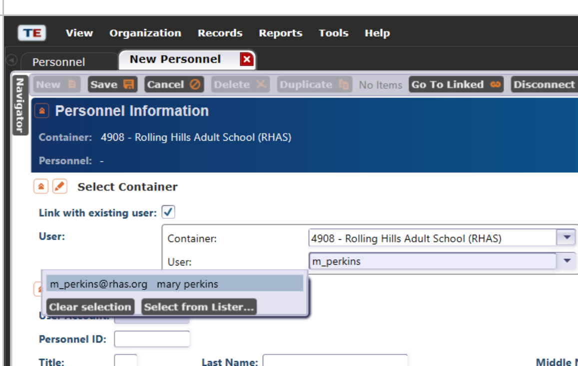
- When a **User** record exists in your online account,
  - Check **Link with existing user**.

</td></tr>
<tr><td>5.</td><td>
</td><td>

- Click the **Container** field down-arrow.
  - Select the **Agency** level (recommended)
  - Or **Site** level.

</td></tr>
<tr><td>6.</td><td>
</td><td>

- You have <u>**three**</u> options to select an existing **User.**
- Click the **User** field down-arrow,
  1. **Type to Search** for the User.
  2. **Scroll to Select** the User.
  3. **Select [User] from Lister.**

</td></tr>
<tr><td>7.</td><td>
</td><td>

- When the **User** is located,
  - Click on the **User** to select.

</td></tr>
</table>

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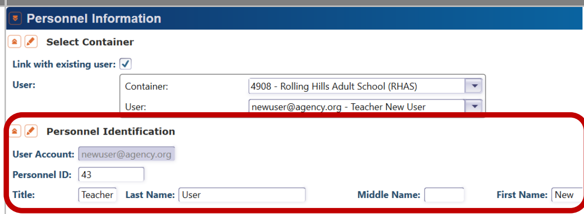
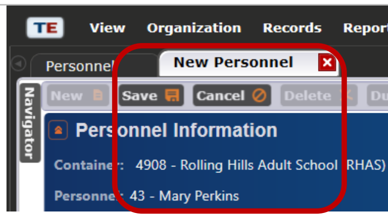
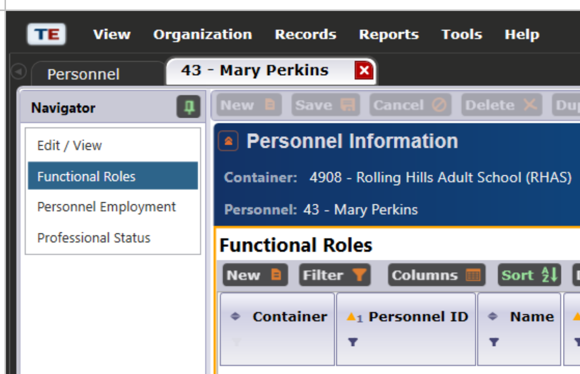
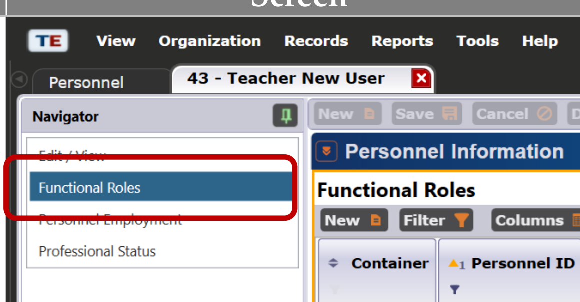
Step	Screen	Description
8.		• **Personnel Information** fields auto-populate after selecting and linking the **User**. o Enter an Agency **Personnel ID.**
9.		• From the **Toolbar** at top, o Click **Save**.

10.		• The new **Personnel** record page splits automatically with
		  o **Personnel Information** at right
		  o **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.		• From **Navigator** at left of the **Personnel Information** record,
		  o Click **Functional Roles**.
		• To add a **Functional Role** for the Personnel member,
		  o Click **New** at right.

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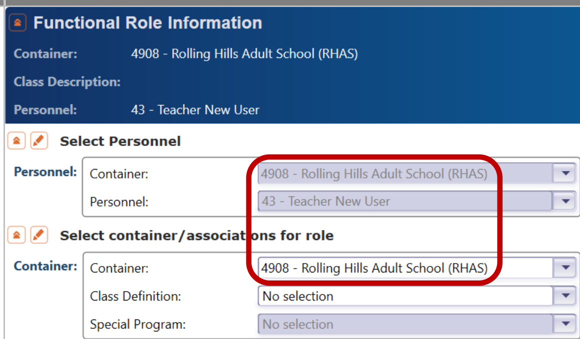
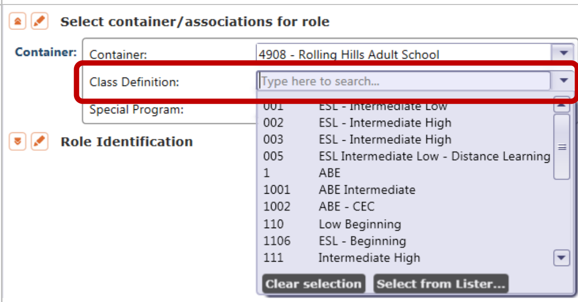
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>2.</td><td>


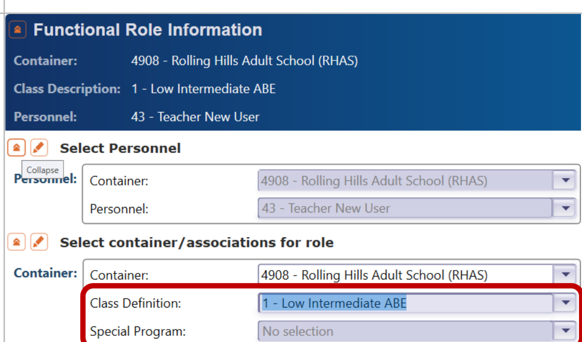
</td><td>

- A new tab opens to input **Functional Role Information** in three sections.
  1. **Personnel information,**
  2. **Container** to associate the role.
  3. **Role Identification.**
- **Personnel** and **Container** fields auto-populate when using the **Navigator** to add records.

</td></tr>
<tr><td>3.</td><td>


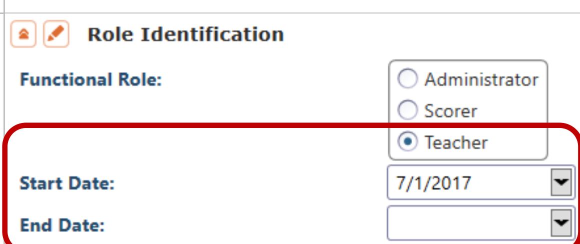
</td><td>

- 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.**

</td></tr>
<tr><td>4.</td><td>


</td><td>

- If the **Personnel** member is *not* a teacher,
  - Leave "**No selection**" in the **Class Definition** field.
- **Special Program** will auto-populate if defined for the selected class.

</td></tr>
<tr><td>5.</td><td>


</td><td>

- 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.

</td></tr>
</table>

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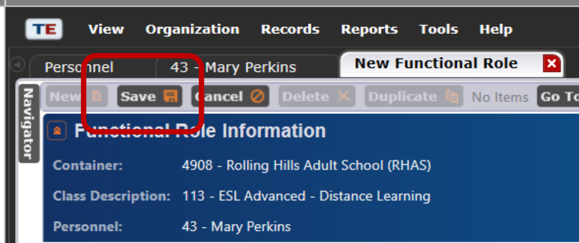
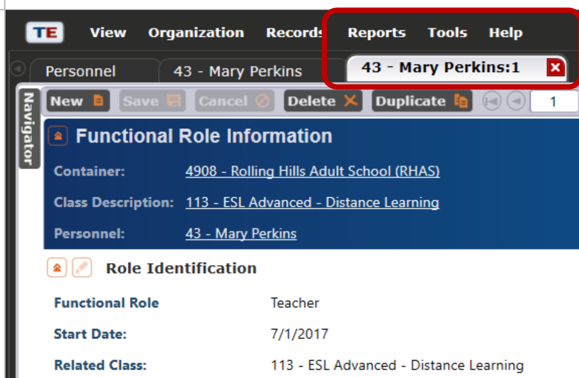
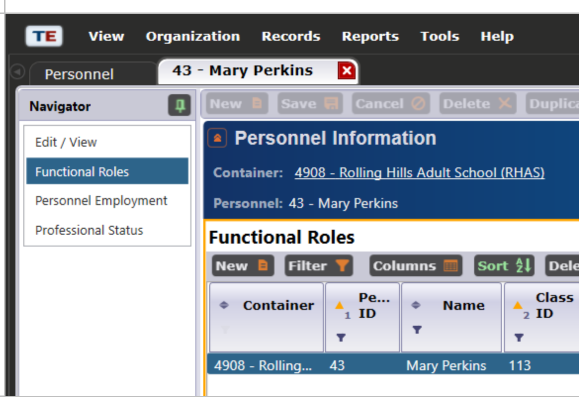
Step	Screen	Description
6.		• From the **Toolbar** at top, ○ Click **Save.**
7.		• Return to the **Personnel** record. ○ Click the **Red X Box** on the **Functional Role** tab and return to the Personnel record.
8.		• The **Functional Role** record is now listed with the **Personnel** record. *Note!* **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.

Visit Online

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

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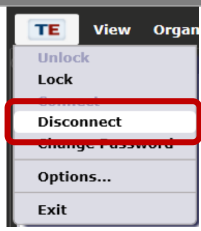
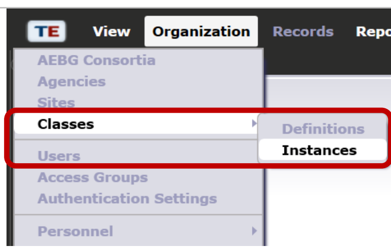
ACTIVITY: Access the New Teacher's Class

<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>1.</td><td>
</td><td>

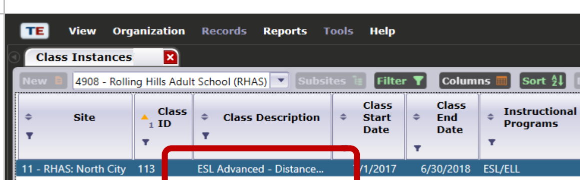
- At top left of your screen,
  - Click the **TE** icon.
  - Click **Disconnect**.

</td></tr>
<tr><td>2.</td><td>
</td><td>

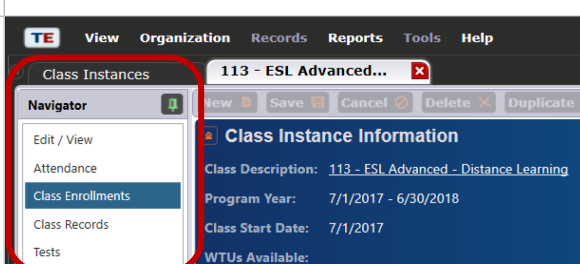
- Log in as the **Teacher**.
  - Enter **Credentials**.
  - Click **Connect**.

</td></tr>
<tr><td>3.</td><td>
</td><td>

- From the **Menu Bar** at top,
  - Click **Organization**.
  - Click **Classes**.
  - Click **Instances.**

</td></tr>
<tr><td>4.</td><td>
</td><td>

- The teacher's **Class** will display in the list.
- Double-click on the **Class** to open the record.

</td></tr>
<tr><td>5.</td><td>
</td><td>

- 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.**

</td></tr>
<tr><td>6.</td><td colspan="2">

- ***Note!*** For training, you will need to **Disconnect** from TE and then **Connect** again with your **Admin** account to proceed with the next steps.

</td></tr>
</table>

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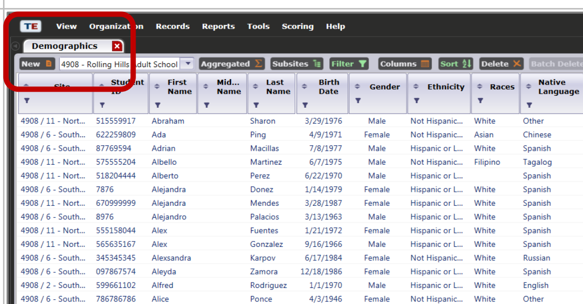
Steps to Add Student Records

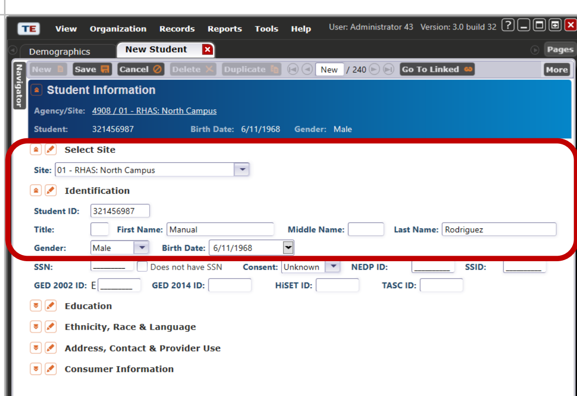
The recommended approach to adding and editing Student records is from the Demographics list of records. Using the Navigator to add or edit 'child' records will ensure data entry accuracy with prepopulated 'parent' information.

<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>1.</td><td>
</td><td>

- From the **Menu bar**,
  - Click **Records.**
    - Select **Students.**
    - Click **Demographics**.

</td></tr>
<tr><td>2.</td><td>
</td><td>

- From the **Toolbar** at top left of the **Demographics** page,
  - Click **New**.

</td></tr>
<tr><td>3.</td><td>

Note! Use eTests Online to collect and 'fill-in' remaining **Demographics**, or add students in TE automatically.</td><td>

- 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.**

</td></tr>
</table>

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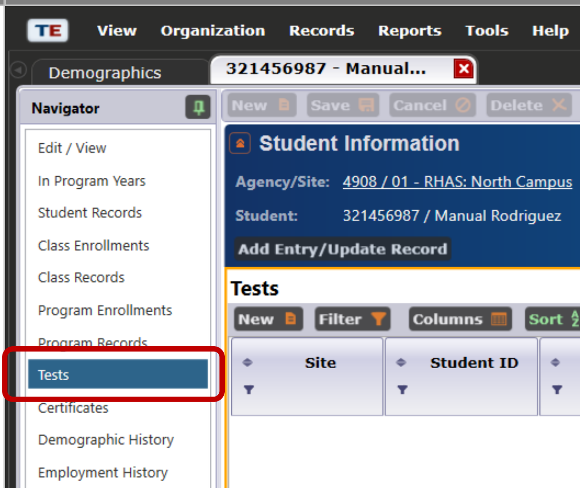
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>4.</td><td>
</td><td>

- Click **Save** from the **Toolbar** at top.
- If adding no other record for the **Student** at this time, the new record will not display in the list of **Demographic** records automatically.
    - This is because the **Student** has no activity in the current program year (i.e., no **In Program Years** record.)
- 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.

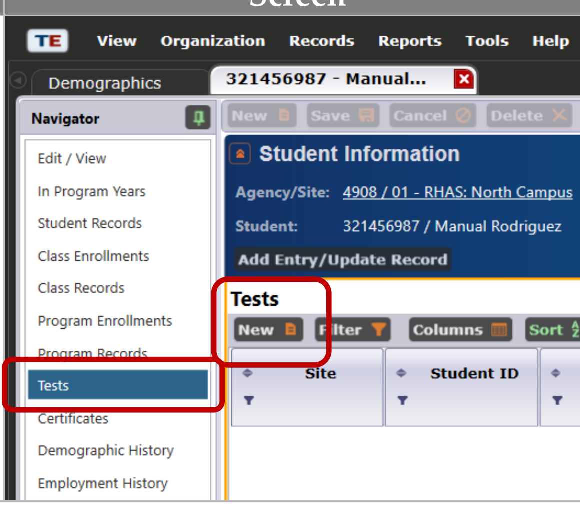
</td></tr>
<tr><td>5.</td><td colspan="2">

- Continue with steps to add a **Test** record for the new student.

</td></tr>
</table>

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.

<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>1.</td><td>
</td><td>

- From the Navigator at left,
    - Click **Tests.**
- From the student's **Tests** lister,
    - Click **New**.

</td></tr>
</table>

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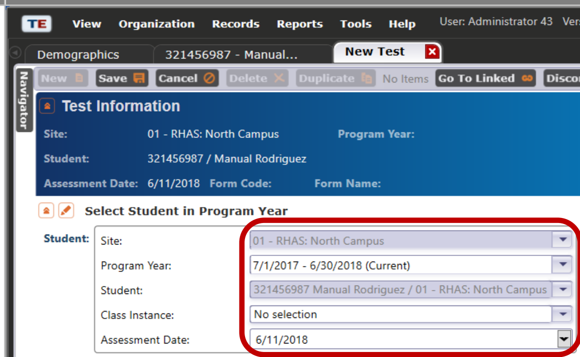
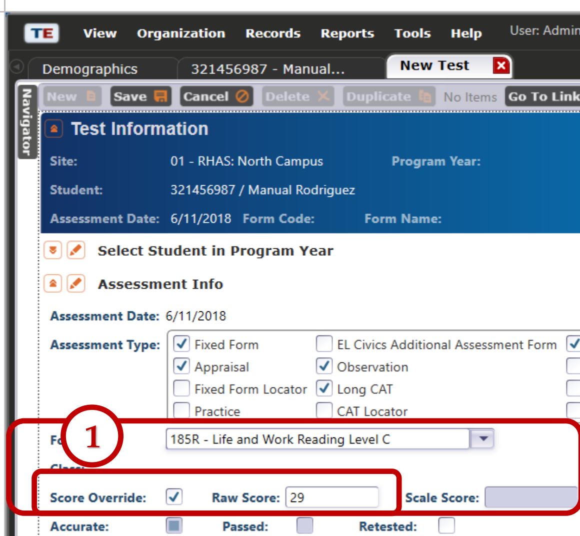
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>2.</td><td>

Note!
Assigning a Class to the Test Record is no longer necessary or required because TE tracks student activity through their ‘unique’ ID.</td>
<td>

A new tabbed page opens to input Test information.
The Test record prepopulates with Site, Program Year and Student fields automatically.
Enter the Assessment Date.

Use the drop-down calendar
Or type the Date.

</td></tr>
<tr><td>3.</td><td>
</td>
<td>

For Assessment Information,

Click the Form field down-arrow, and select a Test Form.

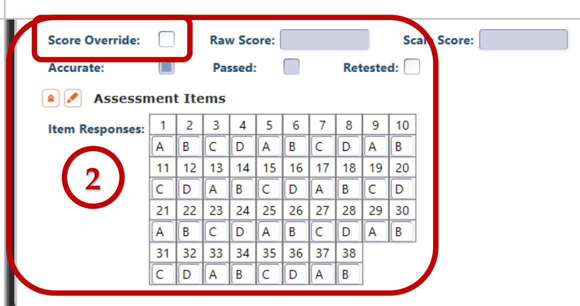
Type to Search.
Scroll to Select.
Select from Lister.

Scoring Option #1

Check Score Override.

Enter the Raw Score.

Scale Score auto-populates after saving the record.

Scoring Option #2
</td></tr>
<tr><td>4.</td><td>
</td>
<td>

You also have the option of entering item responses if you plan to generate performance reports from test results.

Leave Score Override unchecked
Enter Responses to each test item.

Raw and Score Scale auto-populate after saving the record.
Click Save from the Toolbar at top.

</td></tr>
</table>

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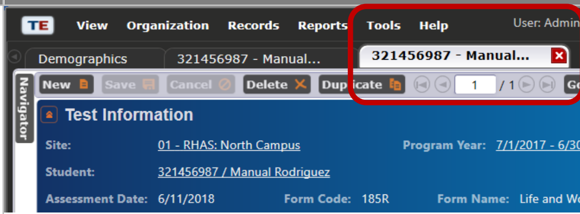
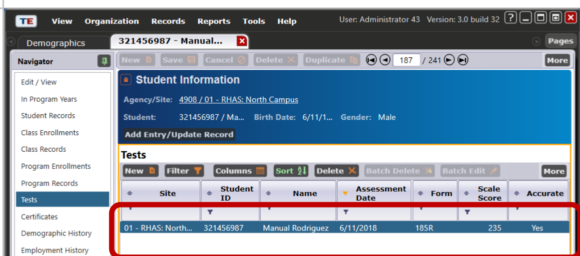
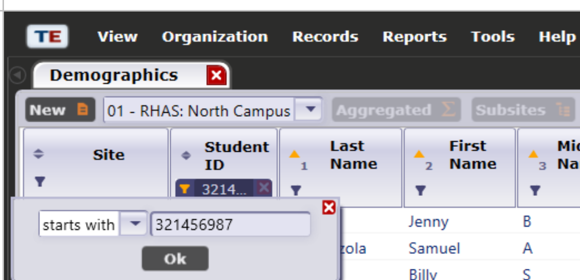
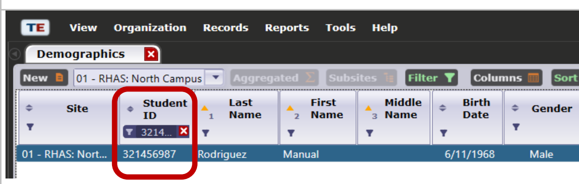
Step	Screen	Description
5.		• Click the **Red X Box** on the **Test** record tab and return to the student's Demographics record.
6.		• You will now see the new record in the student's **Tests** lister. ○ Click **Refresh** in the Tests lister Toolbar if needed to display Tests.
7.		• Click the **Red 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.		• 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.*

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Tracking Results

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

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.

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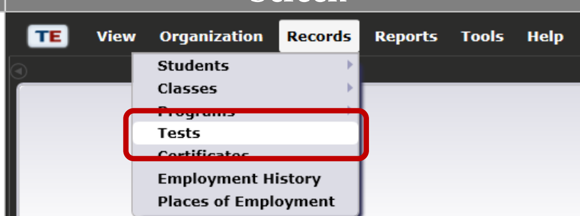
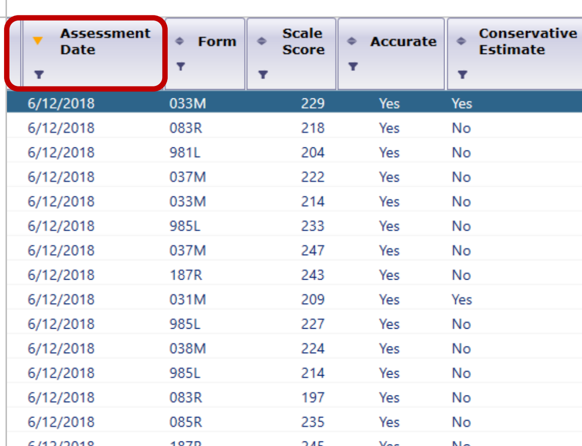
Customizing the Tests Lister

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.

<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>1.</td><td>


</td><td>
From the Menu bar at top,
Click Tests.
</td></tr>
<tr><td>2.</td><td>

<table>
<tr><th>Assessment Date</th><th>Form</th><th>Scale Score</th><th>Accurate</th><th>Conservative Estimate</th></tr>
<tr><td>6/12/2018</td><td>033M</td><td>229</td><td>Yes</td><td>Yes</td></tr>
<tr><td>6/12/2018</td><td>083R</td><td>218</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>981L</td><td>204</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>037M</td><td>222</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>033M</td><td>214</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>985L</td><td>233</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>037M</td><td>247</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>187R</td><td>243</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>031M</td><td>209</td><td>Yes</td><td>Yes</td></tr>
<tr><td>6/12/2018</td><td>985L</td><td>227</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>038M</td><td>224</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>985L</td><td>214</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>083R</td><td>197</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>085R</td><td>235</td><td>Yes</td><td>No</td></tr>
<tr><td>6/12/2018</td><td>187R</td><td>245</td><td>Yes</td><td>No</td></tr>
</table>
</td><td>
The Tests lister default schema:
Sorts on most current Assessment Date.
Includes columns for:
Form
Scale Score
Accurate (scores)
Conservative Estimate (scores)
</td></tr>
</table>

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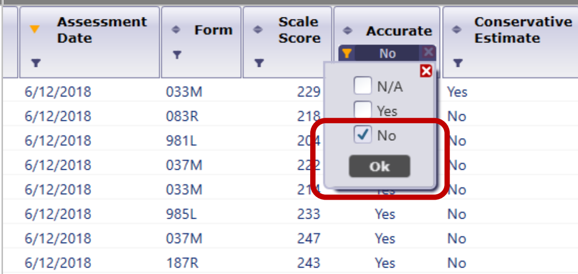
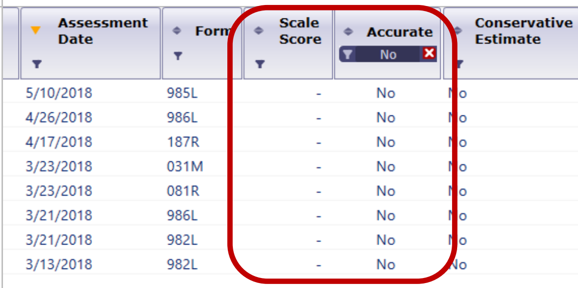
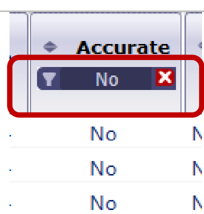
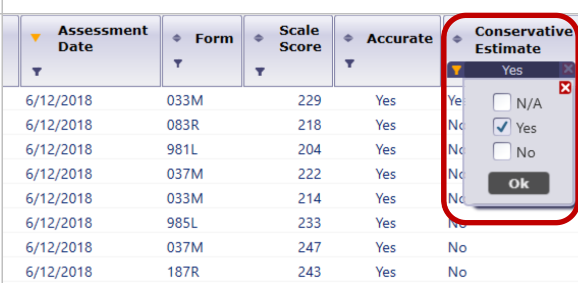
Step	Screen	Description

3.		• To filter for scores below **Accurate** range,
		  ○ Click the filter icon in the **Accurate** column.
		• From the drop-down menu,
		  ○ Check **No**.
		  ○ Click **Ok**.

4.		• Scores below **Accurate** range are invalid. ○ Retesting is required for both pre- and 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.		• 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.		• To filter for **Conservative Estimate** scores,
		  ○ Click the filter icon in the **Conservative Estimate** column.
		• From the drop-down menu,
		  ○ Check **Yes**.
		  ○ Click **Ok**.

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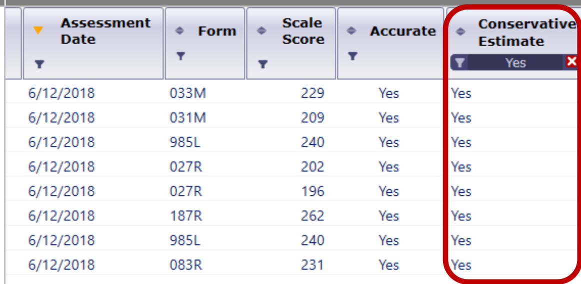
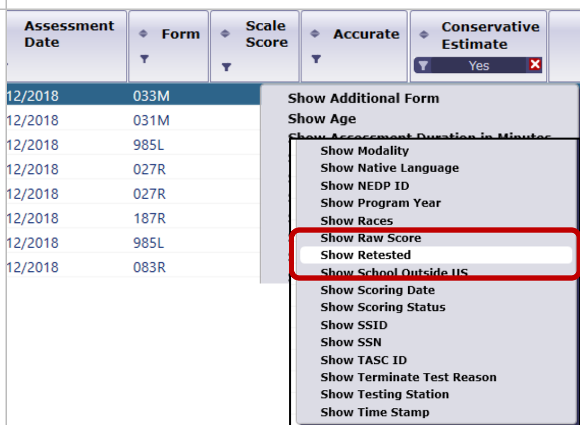
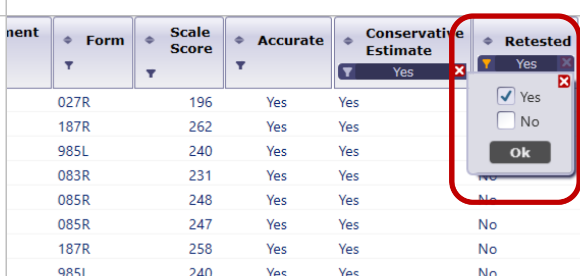
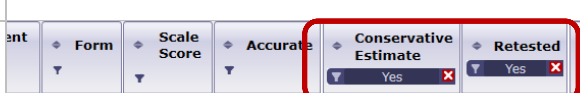
Step	Screen	Description

7.		• **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.		• 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.		• Click the filter icon in the **Retested** column.
		• From the drop-down menu,
		  ○ Check **Yes**.
		  ○ Click **Ok**.

10.		• 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…

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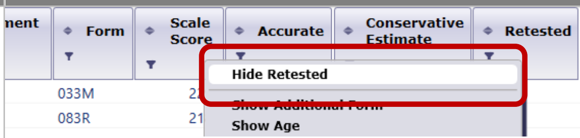
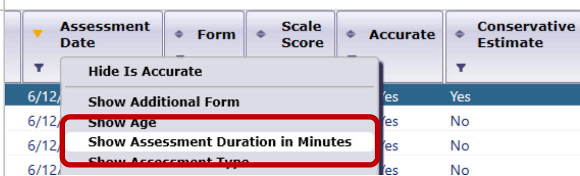
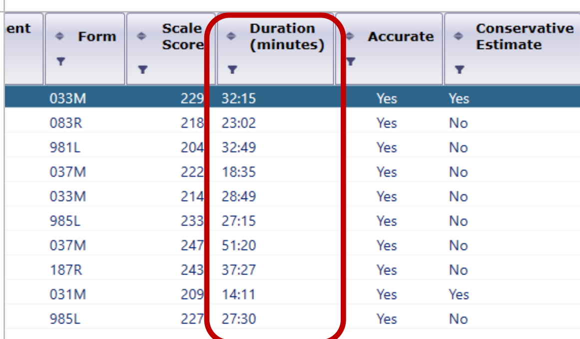
<table>
<tr><th>Step</th><th>Screen</th><th>Description</th></tr>
<tr><td>11.</td><td>
</td><td>

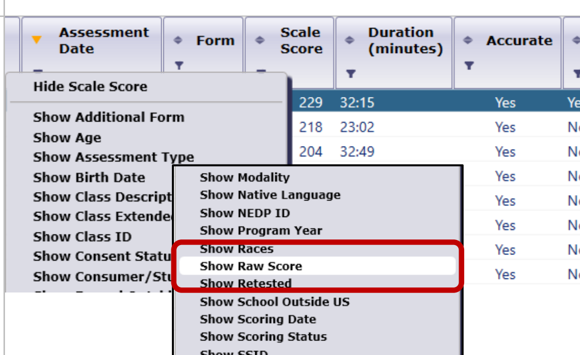
- Right-mouse click in the **Retested** column.
    - Select **Hide Retested**.

</td></tr>
<tr><td>12.</td><td>
</td><td>

- Right-mouse click in the **Accurate** column header.
    - Select **Show Assessment Duration in Minutes**.

</td></tr>
<tr><td>13.</td><td>
</td><td>

- 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.

</td></tr>
<tr><td>14.</td><td>
</td><td>

- 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.

</td></tr>
</table>

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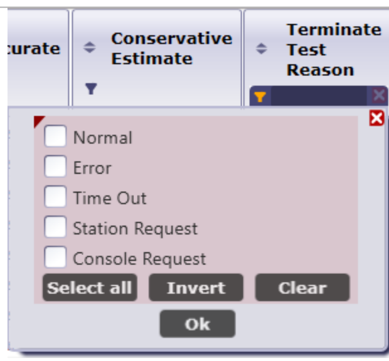
Step	Screen	Description

15.

Form	Raw Score	Scale Score	Duration (minutes)	Accurate	Conservative Estimate
033M	28	229	32:15	Yes	Yes
083R	23	218	23:02	Yes	No
981L	29	204	32:49	Yes	No
037M	9	222	18:35	Yes	No
033M	19	214	28:49	Yes	No
985L	29	233	27:15	Yes	No
037M	27	247	51:20	Yes	No
187R	22	243	37:27	Yes	No
031M	22	209	14:11	Yes	Yes
985L	25	227	27:30	Yes	No
038M	10	224	32:51	Yes	No
985L	14	214	26:20	Yes	No
083R	9	197	25:20	Yes	No
085R	28	235	20:44	Yes	No
187R	23	245	34:01	Yes	No
985L	13	213	30:35	Yes	No
187R	23	245	29:44	Yes	No
187R	23	245	41:40	Yes	No
985L	36	240	25:38	Yes	Yes
083R	16	208	34:28	Yes	No

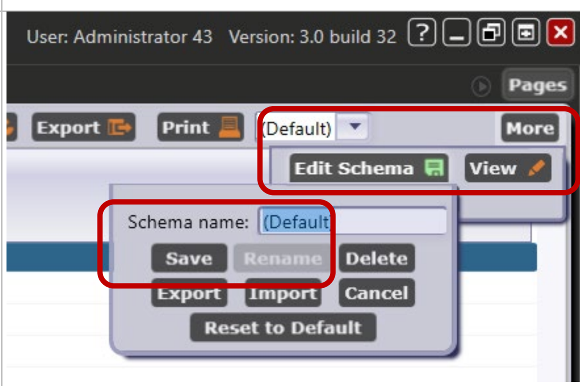
- If **Duration** is low and **Raw score** is low,
  - There is a high probability the student clicked through the test rapidly.
  - Even though results may be **Accurate**, retesting should be considered.
- If **Duration** is low and **Raw score** is high,
  - That's a good indicator the test was too easy for the student.
  - And if **Conservative Estimate** is 'Yes', that's confirmation the student should be retested.

16.



- Another column to consider adding,
  - **Show Terminate Test Reason.**
- This will tell you more about the timing of the test.

17.



Remember!
You can always reset listers to their default schema.

- 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.
  - Click **Save**.

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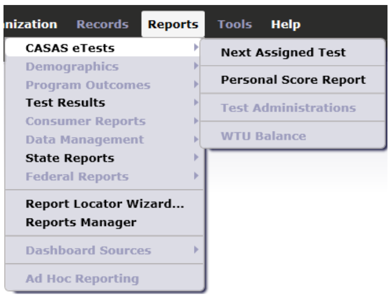
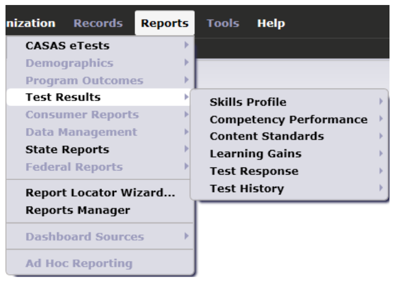
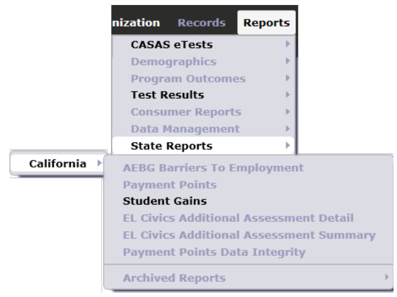
Steps to Generate Reports

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).



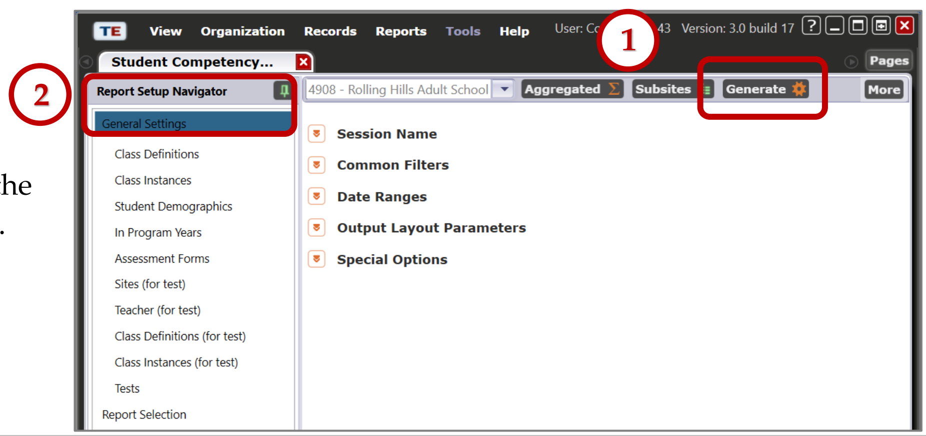




Whenever you select any report from the Reports menu, you are presented with the **Report Setup** screen, also referred to as the **Report Generator.** Each setup screen consists of two main sections.

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

2. With the **Report Setup Navigator**, you can:
   - **Define** settings using the **General Settings** page.
   - **Filter** the initial population using available listers.



With the report displayed, use the **Toolbar** to, • **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**.	***Tip!*** Before saving reports in TE, use **General Settings** and **Name** the report. o Click **Edit Session**. • Edit the **Session Name** in **General Settings**. o Click [Re]**Generate**. • This will help to locate the report in the **Reports Manager**.

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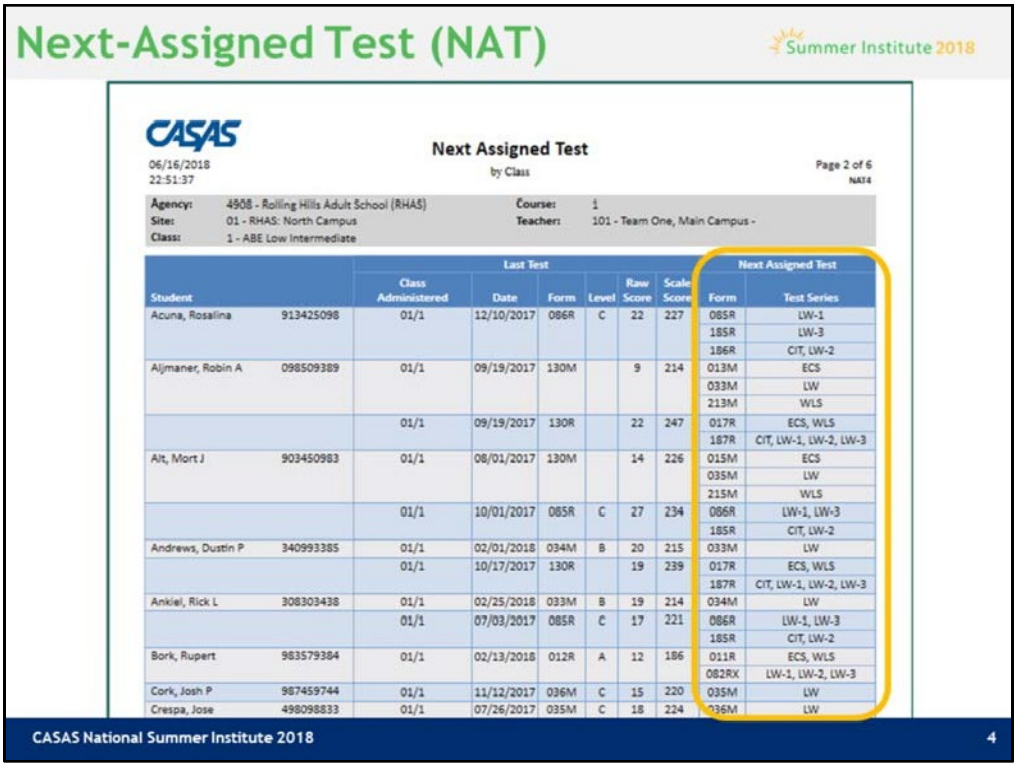
CASAS eTests Reports

Next-Assigned Test (NAT)

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



CASAS

Next Assigned Test
by Class

06/16/2018
22:51:37

Page 2 of 6
NAT4

Agency: 4908 - Rolling Hills Adult School (RHAS) | Course: 1
Site: 01 - RHAS: North Campus | Teacher: 101 - Team One, Main Campus -
Class: 1 - ABE Low Intermediate

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Acuna, Rosalina	913425098	01/1	12/10/2017	086R	C	22	227	085R	LW-1
								185R	LW-3
								186R	CIT, LW-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-3
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
								187R	CIT, LW-1, LW-2, LW-3
Ankiel, Rick L	308303438	01/1	02/25/2018	033M	B	19	214	034M	LW
		01/1	07/03/2017	085R	C	17	221	086R	LW-1, LW-3
								185R	CIT, LW-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
Crespa, Jose	498098833	01/1	07/26/2017	035M	C	18	224	36M	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.

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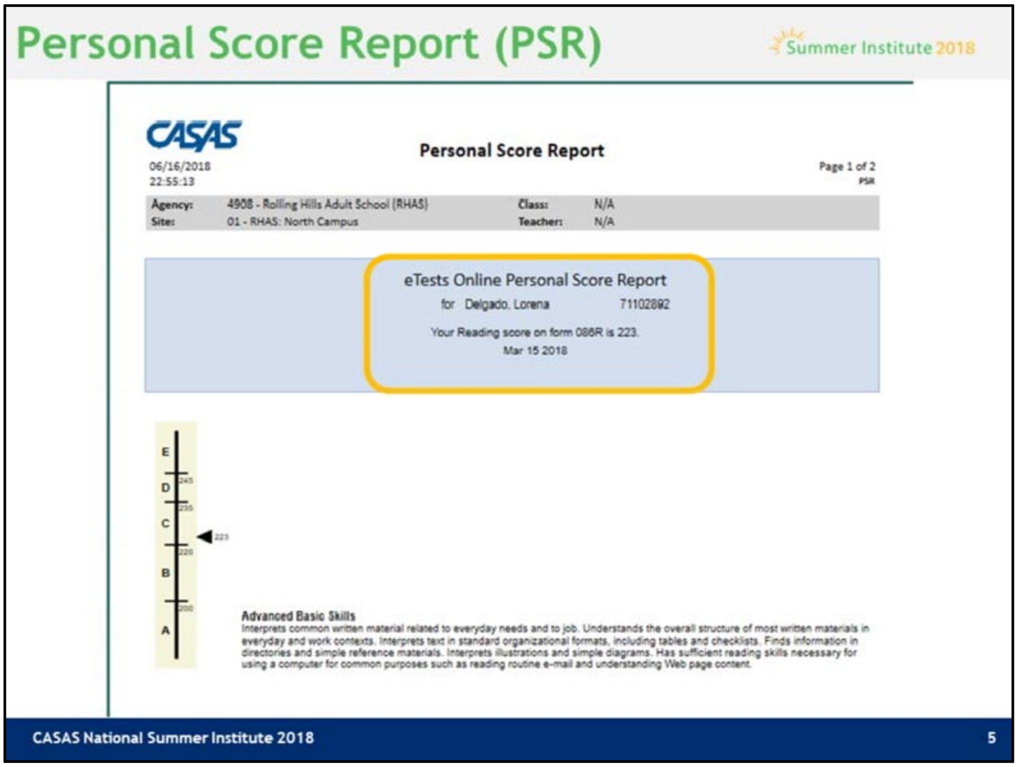
Personal Score Report (PSR)

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**.

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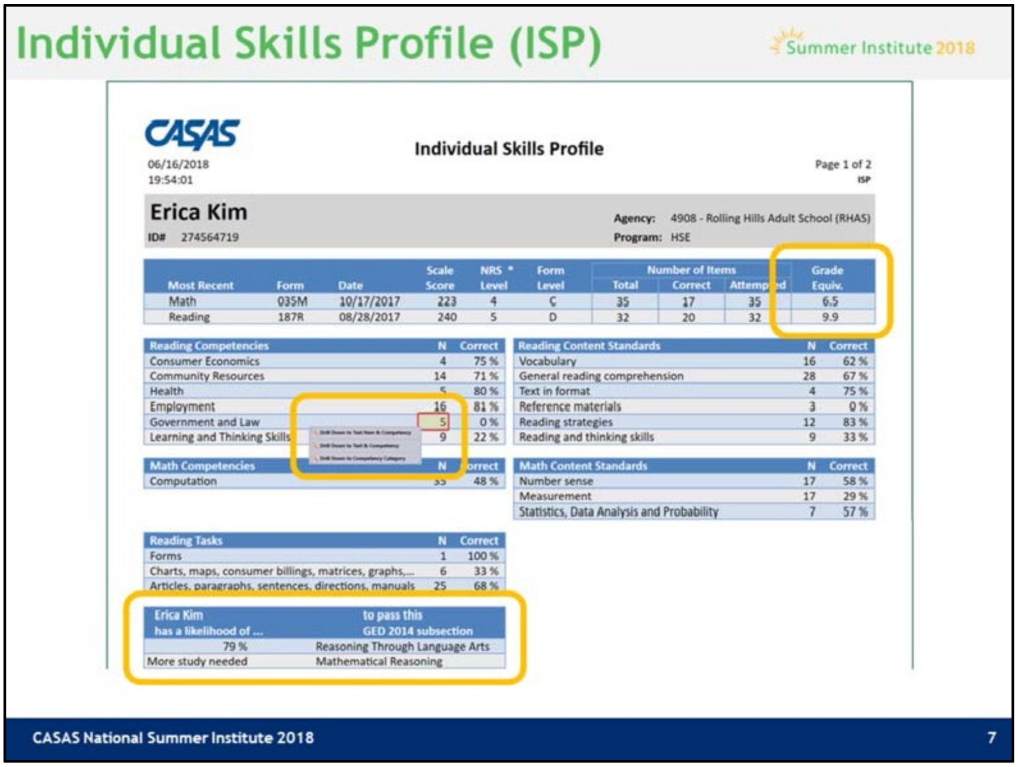
Skills Profile Reports

Student Individual Skills Profile (ISP)

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



Individual Skills Profile (ISP)

Summer Institute 2018

CASAS

Individual Skills Profile

06/16/2018
19:54:01

Page 1 of 2
ISP

Erica Kim
ID# 274564719

Agency: 4908 - Rolling Hills Adult School (RHAS)
Program: HSE

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items Total	Correct	Attempted	Grade Equiv.
Math	035M	10/17/2017	223	4	C	35	17	35	6.5
Reading	187R	08/28/2017	240	5	D	32	20	32	9.9

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	80 %
Employment	16	81 %
Government and Law	5	0 %
Learning and Thinking Skills	9	22 %

Reading Content Standards	N	Correct
Vocabulary	16	62 %
General reading comprehension	28	67 %
Text in format	4	75 %
Reference materials	3	0 %
Reading strategies	12	83 %
Reading and thinking skills	9	33 %

Math Competencies	N	Correct
Computation	35	48 %

Math Content Standards	N	Correct
Number sense	17	58 %
Measurement	17	29 %
Statistics, Data Analysis and Probability	7	57 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs,...	6	33 %
Articles, paragraphs, sentences, directions, manuals	25	68 %

Erica Kim has a likelihood of ...	to pass this GED 2014 subsection
79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

CASAS National Summer Institute 2018 7

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**

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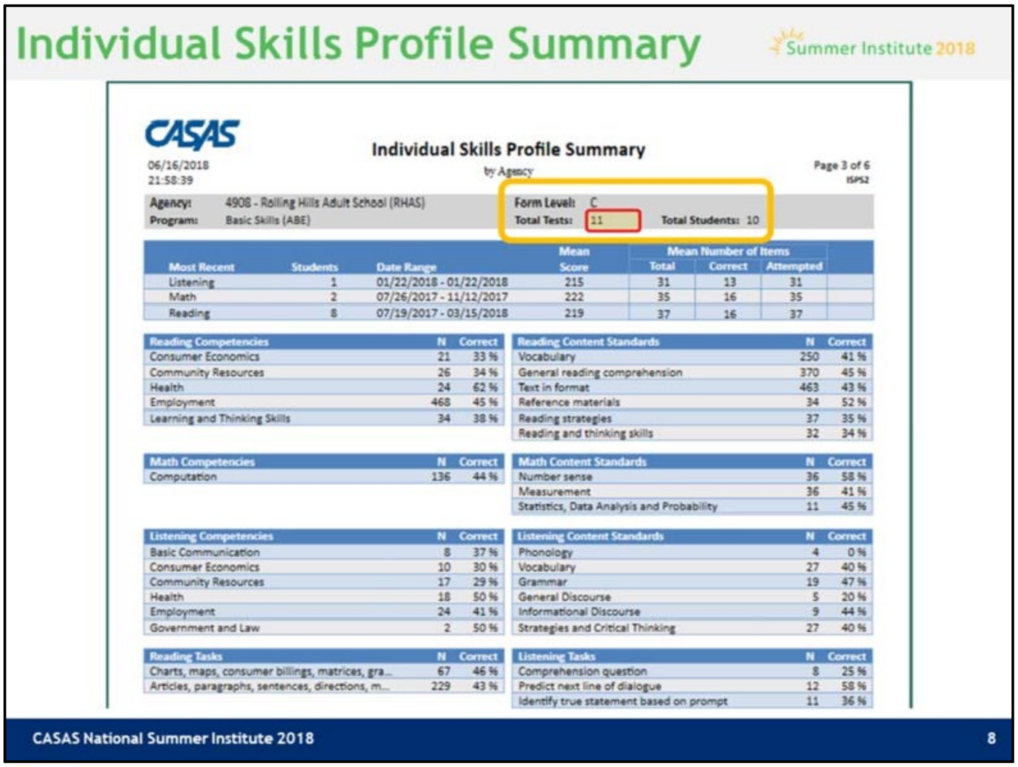
Skills Profile – Class Summary (ISPS)

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



Individual Skills Profile Summary

Summer Institute 2018

CASAS

Individual Skills Profile Summary

by Agency

06/16/2018
21:58:39

Page 3 of 6
ISPS2

Agency: 4908 - Rolling Hills Adult School (RHAS)
Program: Basic Skills (ABE)

Form Level: C
Total Tests: 11
Total Students: 10

Most Recent	Students	Date Range	Mean Score	Mean Number of Items: Total	Correct	Attempted
Listening	1	01/22/2018 - 01/22/2018	215	31	13	31
Math	2	07/26/2017 - 11/12/2017	222	35	16	35
Reading	8	07/19/2017 - 03/15/2018	219	37	16	37

Reading Competencies	N	Correct
Consumer Economics	21	33 %
Community Resources	26	34 %
Health	24	62 %
Employment	468	45 %
Learning and Thinking Skills	34	38 %

Reading Content Standards	N	Correct
Vocabulary	250	41 %
General reading comprehension	370	45 %
Text in format	463	43 %
Reference materials	34	52 %
Reading strategies	37	35 %
Reading and thinking skills	32	34 %

Math Competencies	N	Correct
Computation	136	44 %

Math Content Standards	N	Correct
Number sense	36	58 %
Measurement	36	41 %
Statistics, Data Analysis and Probability	11	45 %

Listening Competencies	N	Correct
Basic Communication	8	37 %
Consumer Economics	10	30 %
Community Resources	17	29 %
Health	18	50 %
Employment	24	41 %
Government and Law	2	50 %

Listening Content Standards	N	Correct
Phonology	4	0 %
Vocabulary	27	40 %
Grammar	19	47 %
General Discourse	5	20 %
Informational Discourse	9	44 %
Strategies and Critical Thinking	27	40 %

Reading Tasks	N	Correct
Charts, maps, consumer billings, matrices, gra...	67	46 %
Articles, paragraphs, sentences, directions, m...	229	43 %

Listening Tasks	N	Correct
Comprehension question	8	25 %
Predict next line of dialogue	12	58 %
Identify true statement based on prompt	11	36 %

CASAS National Summer Institute 2018 8

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.

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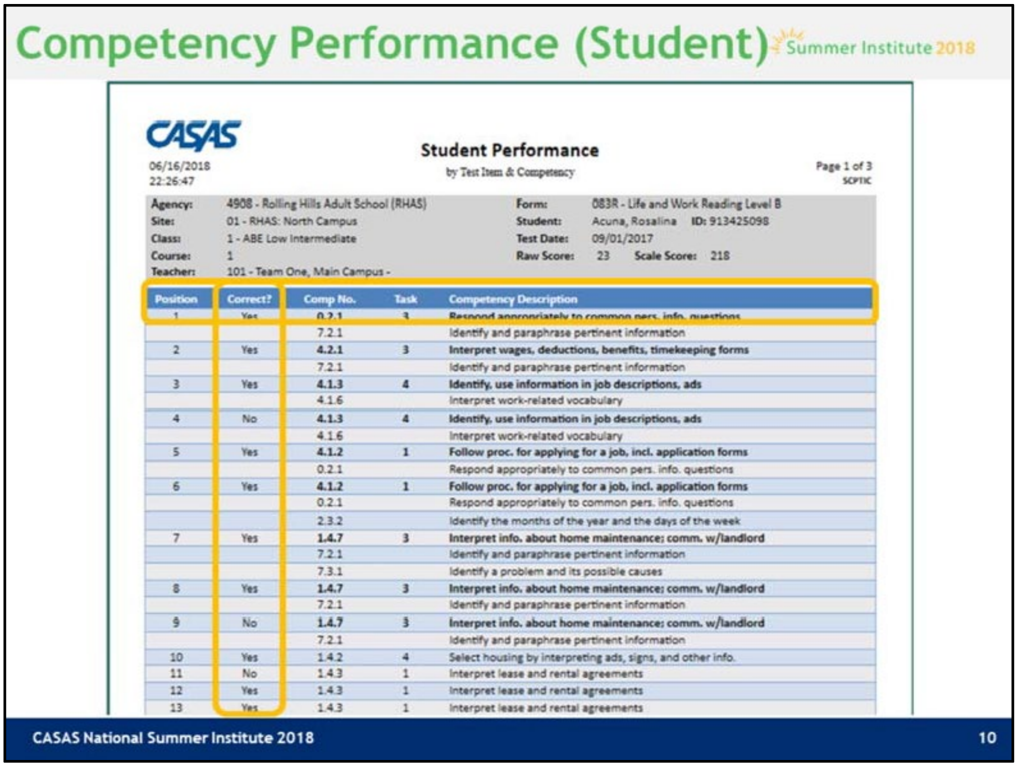
Competency Performance Reports

Competency Performance – Student (SCP)

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



CASAS

Student Performance

by Test Item & Competency

06/16/2018
22:26:47

Page 1 of 3
SCPTIC

Agency: 4908 - Rolling Hills Adult School (RHAS)
Site: 01 - RHAS: North Campus
Class: 1 - ABE Low Intermediate
Course: 1
Teacher: 101 - Team One, Main Campus -

Form: 083R - Life and Work Reading Level B
Student: Acuna, Rosalina **ID:** 913425098
Test Date: 09/01/2017
Raw Score: 23 **Scale Score:** 218

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

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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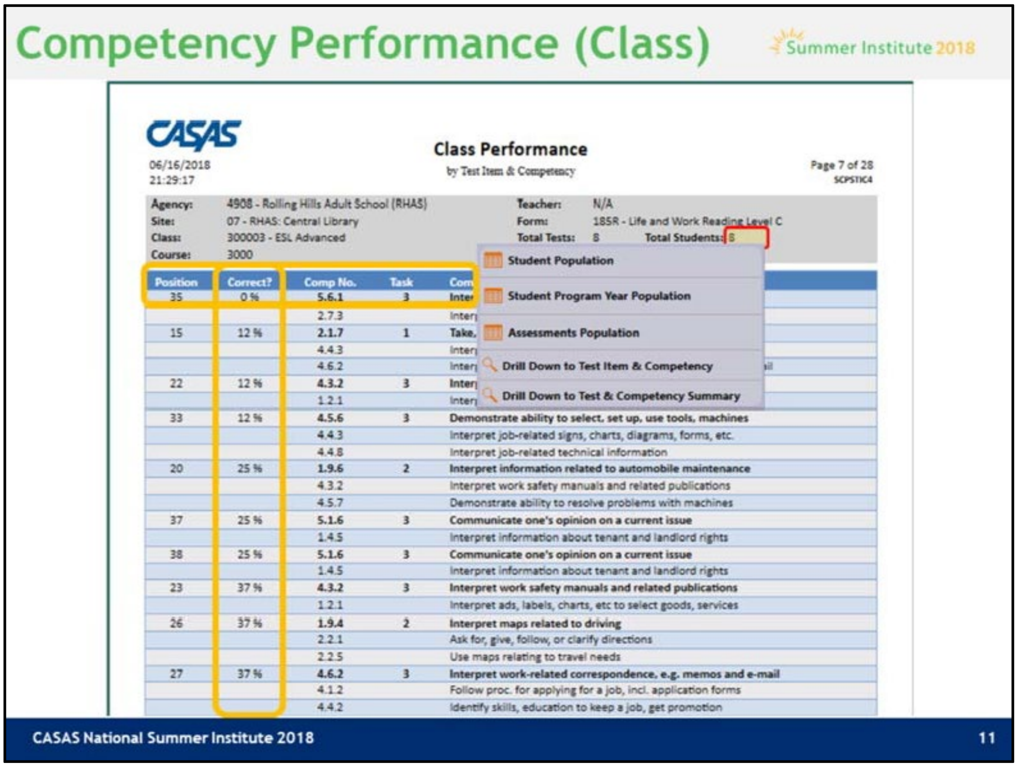
Competency Performance – Class (SCPS)

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



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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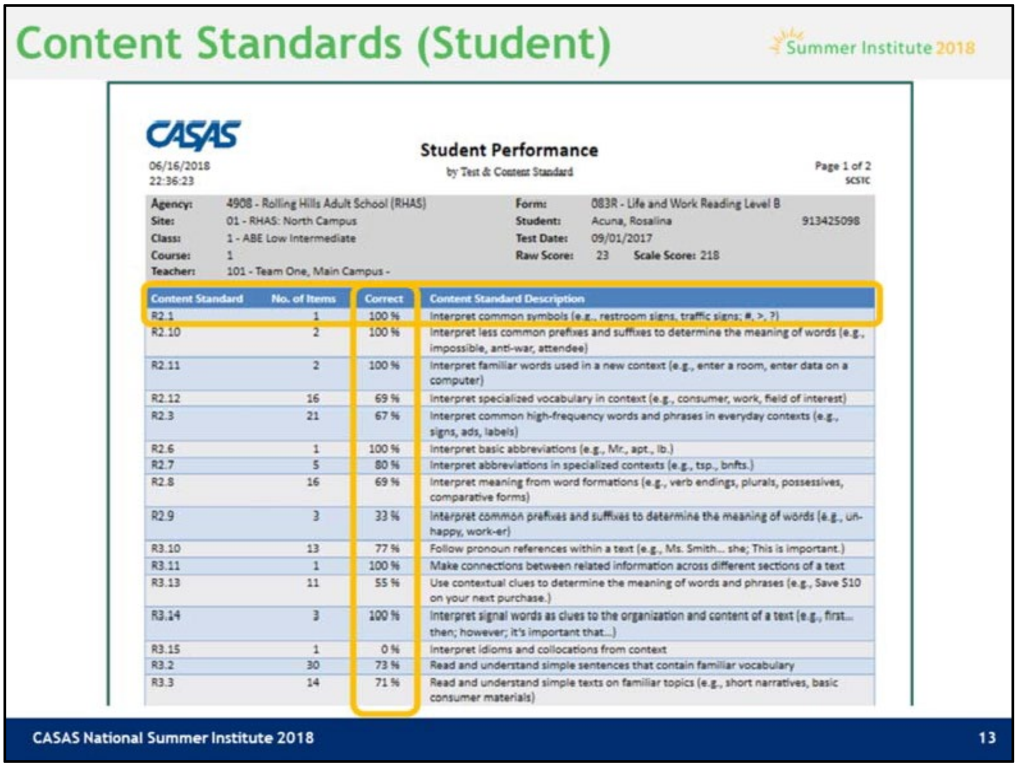
Content Standards Reports

Content Standards – Student Performance (SCS)

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



Content Standards (Student)

Summer Institute 2018

CASAS

06/16/2018
22:36:23

Student Performance

by Test & Content Standard

Page 1 of 2
SCSTC

Agency:	4908 - Rolling Hills Adult School (RHAS)	Form:	083R - Life and Work Reading Level B
Site:	01 - RHAS: North Campus	Student:	Acuna, Rosalina 913425098
Class:	1 - ABE Low Intermediate	Test Date:	09/01/2017
Course:	1	Raw Score:	23 Scale Score: 218
Teacher:	101 - Team One, Main Campus -		

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., lb.)
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
R3.3	14	71 %	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)

CASAS National Summer Institute 2018 13

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

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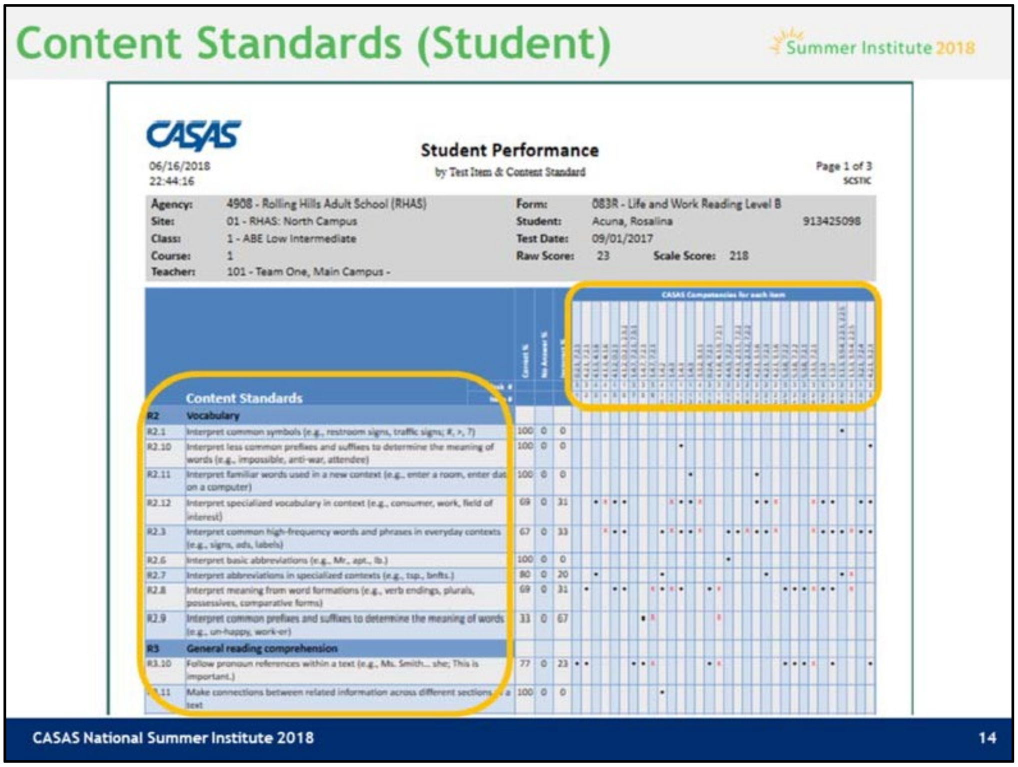
Content Standards – Student Performance (SCS)

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



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.

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Content Standards – Class Performance Summary (SCSS)

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

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.

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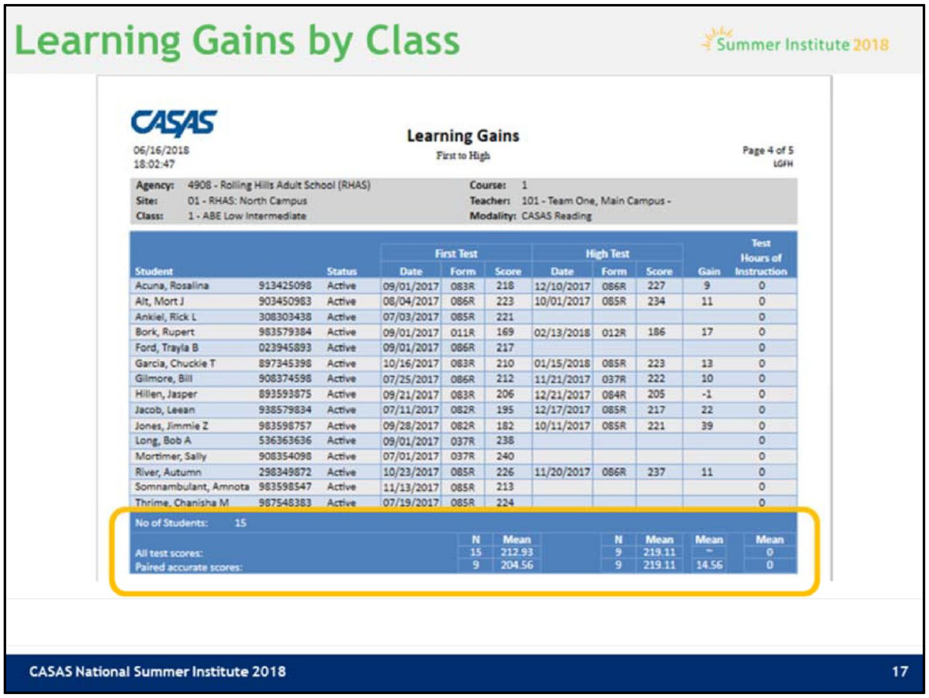
Learning Gains Reports

Learning Gains – Student (LG)

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


Learning Gains by Class

Summer Institute 2018

CASAS

Learning Gains

First to High

06/16/2018
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Page 4 of 5
LGFH

Agency: 4908 - Rolling Hills Adult School (RHAS)
Site: 01 - RHAS: North Campus
Class: 1 - ABE Low Intermediate

Course: 1
Teacher: 101 - Team One, Main Campus -
Modality: CASAS Reading

Student		Status	First Test Date	First Test Form	First Test Score	High Test Date	High Test Form	High Test Score	Gain	Test Hours of Instruction
Acuna, Rosalina	913425098	Active	09/01/2017	083R	218	12/10/2017	086R	227	9	0
Alt, Mort J	903450983	Active	08/04/2017	086R	223	10/01/2017	085R	234	11	0
Ankiel, Rick L	308303438	Active	07/03/2017	085R	221					0
Bork, Rupert	983579384	Active	09/01/2017	011R	169	02/13/2018	012R	186	17	0
Ford, Trayla B	023945893	Active	09/01/2017	086R	217					0
Garcia, Chuckie T	897345398	Active	10/16/2017	083R	210	01/15/2018	085R	223	13	0
Gilmore, Bill	908374598	Active	07/25/2017	086R	212	11/21/2017	037R	222	10	0
Hillen, Jasper	893593875	Active	09/21/2017	083R	206	12/21/2017	084R	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	085R	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	Mean		N	Mean	Mean	Mean
All test scores:				15	212.93		9	219.11	~	0
Paired accurate scores:				9	204.56		9	219.11	14.56	0

CASAS National Summer Institute 2018 17

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.**

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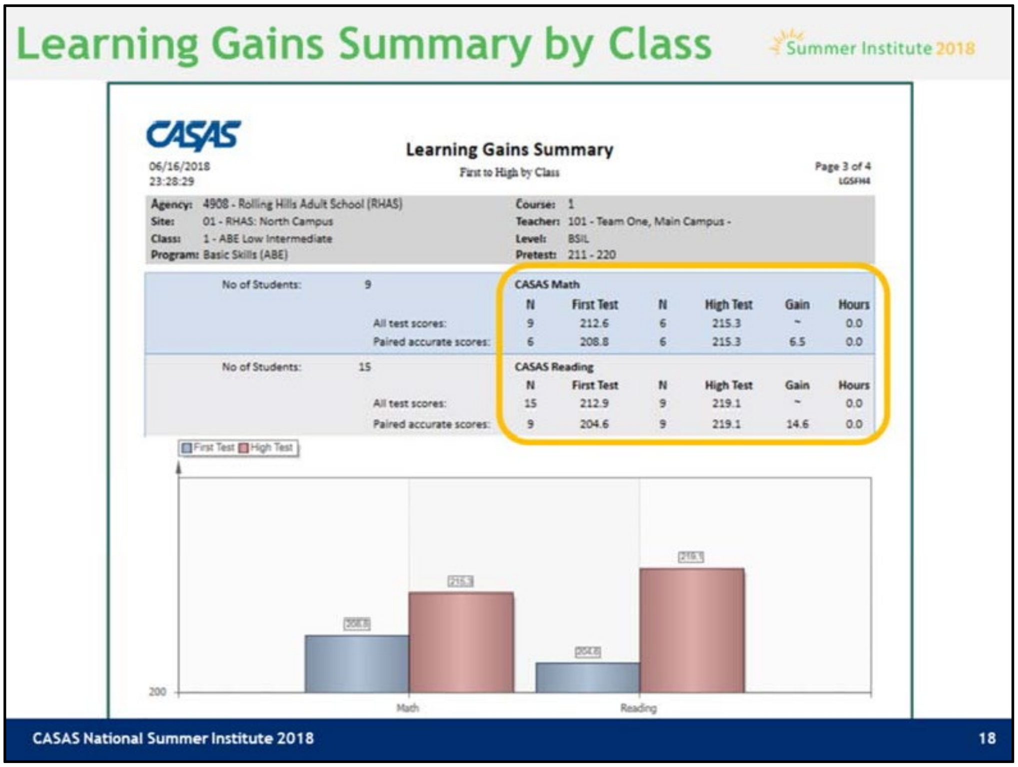
Learning Gains – Class Summary (LGS)

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



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.

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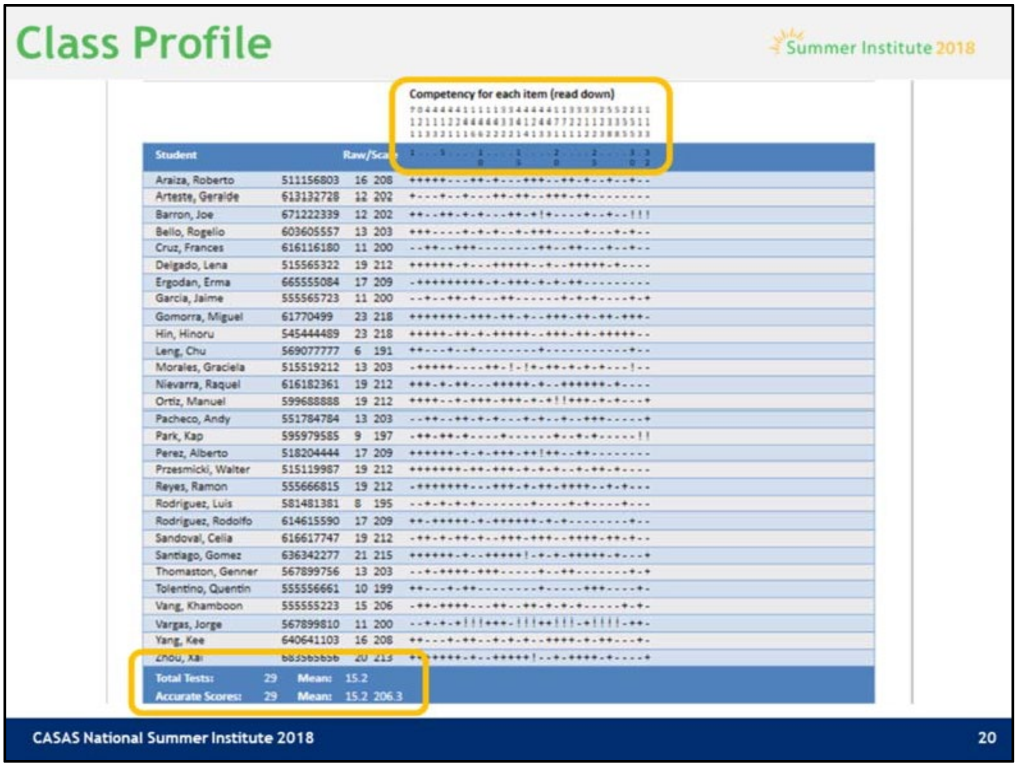
Test Response Reports

Test Response – Class Profile (CPL)

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



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)

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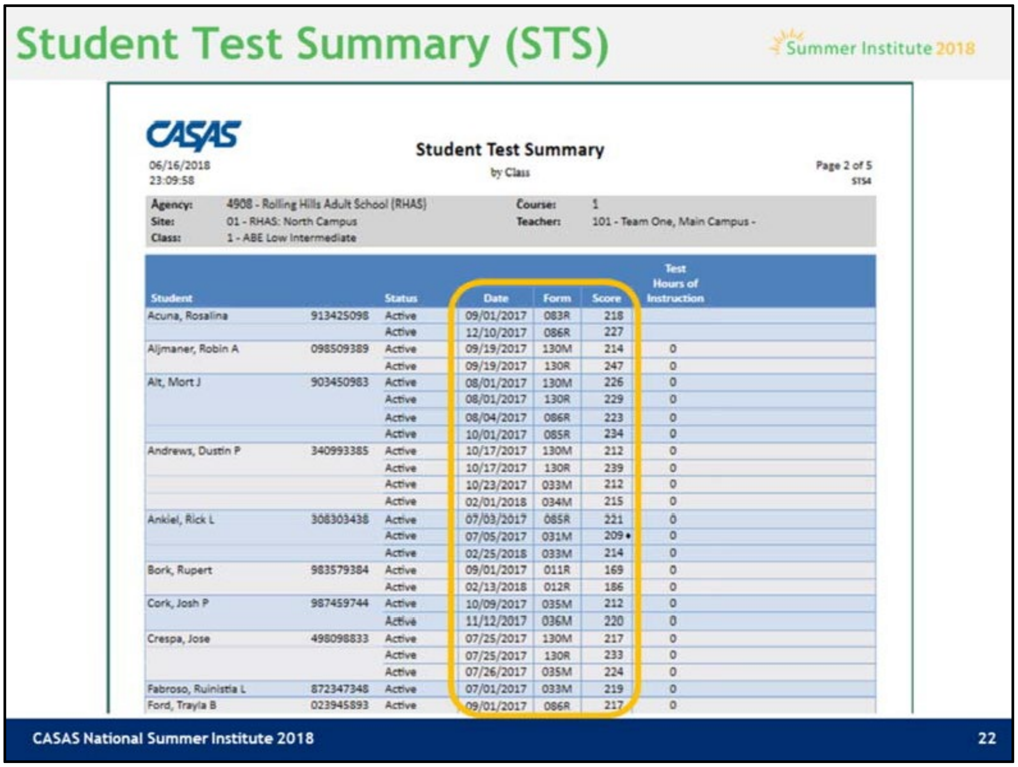
Test History – Student Test Summary by Class (STS)

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



Student Test Summary (STS)

Summer Institute 2018

CASAS

Student Test Summary

by Class

06/16/2018
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Page 2 of 5
STS4

Agency: 4908 - Rolling Hills Adult School (RHAS)
Site: 01 - RHAS: North Campus
Class: 1 - ABE Low Intermediate
Course: 1
Teacher: 101 - Team One, Main Campus -

Student		Status	Date	Form	Score	Test Hours of Instruction
Acuna, Rosalina	913425098	Active	09/01/2017	083R	218	
		Active	12/10/2017	086R	227	
Aljmaner, Robin A	098509389	Active	09/19/2017	130M	214	0
		Active	09/19/2017	130R	247	0
Alt, Mort J	903450983	Active	08/01/2017	130M	226	0
		Active	08/01/2017	130R	229	0
		Active	08/04/2017	086R	223	0
		Active	10/01/2017	085R	234	0
Andrews, Dustin P	340993385	Active	10/17/2017	130M	212	0
		Active	10/17/2017	130R	239	0
		Active	10/23/2017	033M	212	0
		Active	02/01/2018	034M	215	0
Ankiel, Rick L	308303438	Active	07/03/2017	085R	221	0
		Active	07/05/2017	031M	209 ◆	0
		Active	02/25/2018	033M	214	0
Bork, Rupert	983579384	Active	09/01/2017	011R	169	0
		Active	02/13/2018	012R	186	0
Cork, Josh P	987459744	Active	10/09/2017	035M	212	0
		Active	11/12/2017	036M	220	0
Crespa, Jose	498098833	Active	07/25/2017	130M	217	0
		Active	07/25/2017	130R	233	0
		Active	07/26/2017	035M	224	0
Fabroso, Ruinistia L	872347348	Active	07/01/2017	033M	219	0
Ford, Trayla B	023945893	Active	09/01/2017	086R	217	0

CASAS National Summer Institute 2018 22

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.

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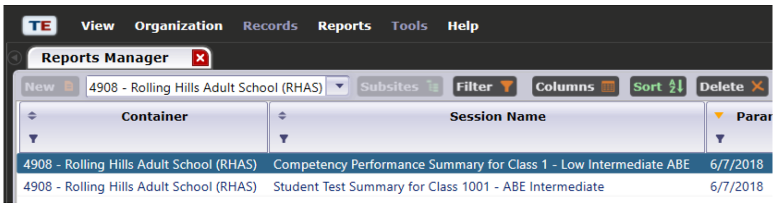
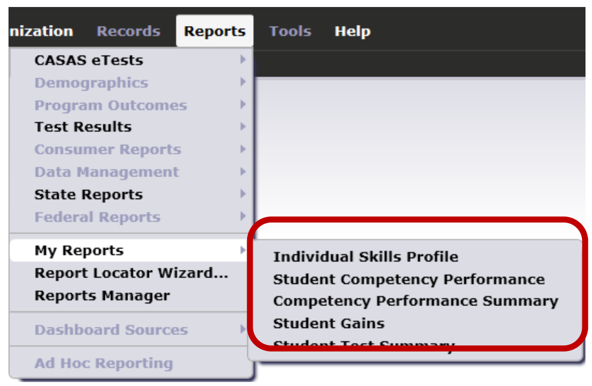
Reports Manager

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.



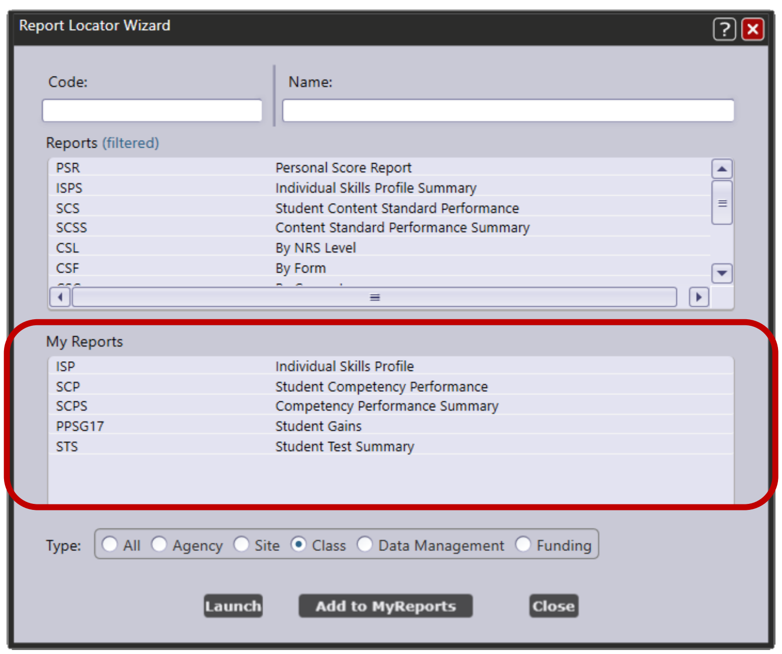
My Reports



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**.



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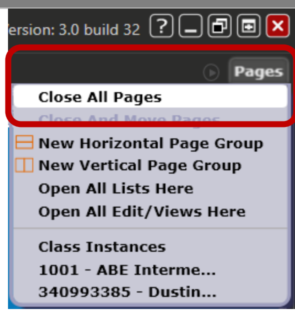
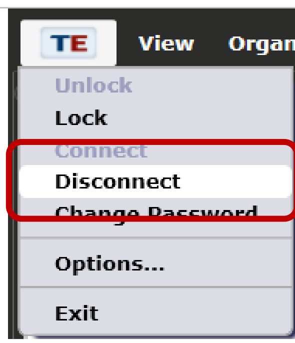
Steps to Exit TE

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.		• 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.		• 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.

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CASAS Contact Information

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California Accountability:	capm@casas.org
California AEBG - Adult Ed Block Grant:	aebg@casas.org
CASAS Technology Support Team:	**techsupport@casas.org**

Training Support

Help documentation is available at CASAS Home > Training and Support >

- eTests Online Help
- TOPSpro Enterprise Help

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
- techsupport@casas.org
- (858) 292-2900 or toll free (800) 255-1036, option 2

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