National News and Updates Webinar
August 19, 2020

Presenters:

• Linda Taylor, VP Assessment Development

• Karen Cook, Supervisor of Adult Education Assessment, Austin Community College, TX

• Sophia Reynolds, Assessment Specialist, Austin Community College, TX

• Karen Burger, Field Test Coordinator
• Dawn Montgomery, Technology Training Coordinator
Welcome to the August 2020 CASAS National Webinar!

• Your phones and computers are automatically muted.

• Please post technical difficulties about using Zoom for today’s webinar in the Chat Box.

• Please post questions related to the presentation in the Q & A, not in the Chat Box. Include your name and email in the post. Due to the large attendance, CASAS Staff will respond later to any unanswered questions.

• Recording of the webinar and PPT will be posted in the “What’s New” section in the “News and Updates Webinars” page on www.casas.org.
Before we start: Webinar Tips

- Quick tips for Zoom Webinar attendees
Your Audio Settings

• All attendees are muted in a webinar.

• If you can’t hear:
  Check Audio Settings for correct output
  (headset, internal speakers, bluetooth, etc.)

• Too loud? Not loud enough?
  Adjust the volume on your system
  (turn your volume up or down.)
“Chat” – To Request Assistance or Share Comments

Who are you chatting with?

Select “Everyone” to type a message to Everyone.

Select “All Panelists” for support.
“Q&A”: Questions for the Presenter

• Type questions directly related to the presentation
  ▫ New questions from the Q & A today will be added to the FAQs on the CASAS website.
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Topics

• **Purpose of this webinar** – informational, not a “training”

• **Update** on CASAS NRS-approved tests

• **Available NOW**– *CASAS Reading Level Indicator (RLI)* for provisional placement – on phones or other devices

• **Available soon** – Paper RLI

• Remote Testing Overview and Update

• Promising Practice Presentation on Testing in a Remote Environment: Preparing for Virtual Testing by Austin CC, TX

• Field Testing Opportunities!

• **New** -- CASAS Implementation Training Modules

• **New** -- CASAS HSE Study Results for GED and HiSet

• **New** – Accommodations for Test Takers with Vision Impairment/Blindness
CASAS NRS-Approved Tests
CASAS NRS-approved Assessments for ABE

- Reading GOALS for ABE/ASE
  NRS-approved through 2025

- Math GOALS
  NEW -- NRS-approved through 2023
CASAS NRS-approved Assessments for ESL

Life and Work Reading - 80 series
Beginning Literacy - Forms 27 and 28
Reading for Language Arts - Forms 513/514

Life and Work Listening - 980 series

NEW -- NRS-approved to February 2023
(like all other NRS-approved ESL tests)
New GOALS Series and NRS Status

For ABE/ASE

- Reading GOALS - approved through 2025
- Math GOALS for ABE/ASE - approved through 2023

For ESL

- Reading GOALS – pending
- Listening GOALS – pending

Strongly aligned with College and Career Readiness (CCR) Standards for Adult Education and the ELP Standards for ESL.
Reading Level Indicator (RLI)

Assigns provisional NRS EFL level for students prior to a pretest
How to determine a student’s level (EFL) if you can’t pretest yet?

• OCTAE May 29, 2020 (memo 20-5)
  ▫ Suggested having an informal assessment for provisional placement in an NRS level for Table 4

• CASAS created a new assessment: **Form 601R**
  ▫ provisional placement tool
  ▫ simple administration procedure

• Online and Paper versions
## NRS Table 4

Measurable Skill Gains by Entry Level
All Student Activity Dates

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level (A)</th>
<th>Number of Participants (B)</th>
<th>Total Number of Participants Excluded from MSG Performance (C)</th>
<th>Total Attendance Hours for all Participants (D)</th>
<th>Number who achieved at least one educational functioning level gain (E)</th>
<th>Number who attained a secondary school diploma or its equivalent (F)</th>
<th>Number Separated Before Achieving Measurable Skill Gains (G)</th>
<th>Number Remaining in Program without Measurable Skill Gains (H)</th>
<th>Percentage Achieving Measurable Skill Gains (I)</th>
<th>Total number of Periods of Participation (J)</th>
<th>Total number of Periods of Participation in which Participants achieved at least one EFL gain (K)</th>
<th>Total number of Periods of Participation in which a HSD or HSE was attained (L)</th>
<th>Percentage of Periods of Participation with Measurable Skill Gains (M)</th>
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<tbody>
<tr>
<td>ABE Level 1</td>
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<td>1,207</td>
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<td>3</td>
<td>1</td>
<td>1</td>
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<td>3</td>
<td>50.00</td>
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<td>6</td>
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<tr>
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<td>381</td>
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<td>5</td>
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<td>15.38</td>
<td>14</td>
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<td>1,401</td>
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<td>12</td>
<td>8</td>
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<td>41.38</td>
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<td>4</td>
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<td>ESL Total</td>
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<td>0</td>
<td>0.00</td>
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<td>34</td>
<td>27.68</td>
<td>115</td>
<td>9</td>
<td>23</td>
<td>27.83</td>
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</table>
Reading Level Indicator (RLI)

- The Reading Level Indicator (RLI) creates a provisional placement of students for NRS Table 4
- Easily administered without a proctor
- Consists of non-secure test questions
- Modeled after the CASAS Reading GOALS Appraisal –
  - 28 items, 30 minutes
Reading Level Indicator (RLI)

• Target audience:
  - All ABE/ASE students *and*
  - ESL students at NRS ESL Level 3 and above

• Results are shown as “Estimated NRS EFL” for ABE or ESL.

• No scale scores are given.
Reading Level Indicator (RLI)

- Restrictions:
  - NOT an NRS-approved test
  - May NOT be substituted for pre- or post-testing to achieve MSGs
Reading Level Indicator (RLI)

- Administer an NRS-approved pretest as soon as possible.

- Update the provisional NRS EFL in NRS Table 4 with an NRS-approved pretest EFL (if it’s different).

  - This is done automatically in Table 4 in TE.
Online Reading Level Indicator (RLI)

- Only agencies that have implemented eTests/TE can administer the online version of the RLI.

- There is no charge for each RLI test administration.

- More flexible remote testing guidelines than NRS-approved CASAS tests (GOALS, Life and Work)
  - Delivery on a mobile phone or any other device (PC, tablet)
  - Runs in any standard browser (Chrome, Safari)
  - No proctor required
    - Agency sends “invitation” text and/or email, student completes the test independently
  - No scheduling
Online Reading Level Indicator (RLI)

- Agencies must enter student email or SMS in TE.
- Initiate the RLI by selecting students in TE’s **Student Demographics** lister.
- Click the **Send RLI Invite** button.
Online Reading Level Indicator (RLI)

- You can send the invitation via SMS text message or email:
Online Reading Level Indicator (RLI)

- Student receives text or email
- Sets “Do Not Disturb” on smartphone
- Clicks on the link
- Opens a browser window
- Starts the eTests application
  - Correct student ID and Form 601R pre-loaded
- Landscape mode
- Student must go through all questions and click “End Test” to submit.
Online Reading Level Indicator (RLI)

• At conclusion of test:
  □ Personal Score Report displayed
    □ “Estimated NRS EFL” for ABE or ESL
    □ Print or Save to PDF

• Test data sent to TE
Paper Reading Level Indicator (RLI)

- Form 601R paper test booklets will be available soon.

- May be used for provisional placement in situations where internet is not available, such as correctional or rural settings.

- No proctor required. Student completes the test independently.
- Agency staff send or deliver paper tests to students.
- Agency collects answer sheet or asks student to send completed answer sheet to agency.
- TE scores scanned answer sheets, or agency may hand-score.

- Order from the CASAS Online Catalog.
  - Cost of test booklets is similar to the cost of other test booklets.
  - Test Administration Directions are included at no cost.
Reading Level Indicator (RLI)

• Results are displayed in Records > Tests:

![Image of the software interface showing the Filter and Columns options with Level Indicator selected.]
RLI Reporting in TE

- **Reports > CASAS eTests > Agency Test Score Overview**
  - In Navigator, select “Tests”
  - Filter for *Form = 601R*
  - Optional: click <GENERATE> if you want a report
# RLI Reporting in TE

## Test Score Overview

### Agency:
JESSE - Hill Valley Adult School

### Modality:
Reading

### Scale:
Reading Level Indicator

<table>
<thead>
<tr>
<th>Student</th>
<th>Test Date</th>
<th>Form</th>
<th>Scale Score</th>
<th>Estimated NRS EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodriguez, Israel</td>
<td>07/29/2020</td>
<td>601R</td>
<td></td>
<td>ESL Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ABE Level 1</td>
</tr>
<tr>
<td>Student, Suzy</td>
<td>08/06/2020</td>
<td>601R</td>
<td></td>
<td>ESL Level 5</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>ABE Level 3</td>
</tr>
<tr>
<td>Taker, Test</td>
<td>08/17/2020</td>
<td>601R</td>
<td></td>
<td>ESL Level 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ABE Level 2</td>
</tr>
</tbody>
</table>

**NOTE:** Reading Level Indicator doesn't have scale score or grade level equivalent but estimates EFL based on raw score.
Possible uses for the RLI

• **Intake counselors and registrars** can contact students before sending the RLI invitation to give them instructions about the process.

• **Teachers** can recommend students to take the RLI, especially if a student has not attended for some time and should be moved to a different leveled class.

• **Data Managers** may query TE for newly-registered students, then send the invitations to them and generate reports showing temporary EFL placement.
Summary -- Online Reading Level Indicator (RLI)

• Quick EFL placement
  ▫ Give before an NRS-approved GOALS or Life and Work pretest is possible.
  ▫ May not be used for MSGs
  ▫ Student receives text/email, follows the link, 28 questions
  ▫ TE scores RLI, determines student’s EFL, and marks it in TE
  ▫ Browser-based with smartphones, tablet, PC, laptop
  ▫ No proctor required

• Fully-automated within TE
  ▫ Invitation, test management, report generation, student record update
Summary -- Online Reading Level Indicator (RLI)

• Free to eTests/TE users

• Available starting today – August 19, 2020

• Online RLI Test Administration Instructions are on the Remote Testing page on CASAS website

• Coming very soon – Online RLI How-To Video
Summary -- Paper Reading Level Indicator (RLI)

• Quick EFL placement
  ▫ Give before an NRS-approved GOALS or Life and Work pretest is possible
  ▫ May not be used for MSGs

• Order from online CASAS Catalog

• Available soon

• Paper RLI Test Administration Instructions are included with each order.
CASAS Remote Testing Overview and Update
Remote Testing Benefits

• **Pretest** new students
  • baseline scores for NRS reporting
  • placement information to guide distance learning instruction
  • determine eligibility for workforce training

• **Post-test** to achieve MSGs

• Add **flexibility** by developing the capacity to offer multiple testing options, including testing distance learners.

• Make remote testing a **regular and essential part** of your program.
Remote Testing Challenges

- **Uncertainty about school openings!**
- **Equity concerns!**
  - Proctor and student **access to technology**
    - Appropriate devices
    - Low internet bandwidth
  - Student **test environment** may lack privacy and a quiet place to test without distractions
- **High staffing costs** due to limitation of test taker to proctor ratio.
  - Difficult to test large numbers and maintain test security.
Emerging Assessment Scenarios During (and After) COVID-19 Pandemic

Remote Testing Only
• 1:1 (one proctor, one test taker)
• Multiple test takers

Onsite Testing in 1 “Room”
• 1 room with social distancing
• Onsite in cars in parking lot with Wi-Fi hotspot

Hybrid – Onsite and Remote Testing
• Proctor is onsite with test takers who are all off site.
• Proctor is onsite with some test takers in same room and others in different rooms/remote.
  ▫ Consider installing onsite cameras to improve monitoring views
Multiple-Choice Tests for Remote Testing

- Reading GOALS for ABE/ASE
- Math GOALS for ABE/ASE
- Life and Work Reading for ESL
- Life and Work Listening 980 for ESL
- Any Appraisals
- For California EL Civics:
  Government & History for Citizenship
4 Approaches to Remote Testing

- **1:1 Remote Control**
- **1:1 or Multiple Test Takers** -- test takers on **Windows 10 PCs**
- **1:1 or Multiple Test Takers** -- test takers on **Chromebooks or iPads**
- **1:1 Oral Responses**

Each approach has unique:

  - The *Remote Testing Guidelines* use Zoom as an example.

- Detailed technical requirements for proctors and test takers
# CASAS Remote Testing Summary

<table>
<thead>
<tr>
<th>Approach Description</th>
<th>Multiple Test Takers</th>
<th>Registers eTests on whose device?</th>
<th>Proctor Devices</th>
<th>Test Taker Devices*</th>
<th>Web Platform **</th>
<th>Smartphone for Proctor Monitoring</th>
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</thead>
<tbody>
<tr>
<td>1:1 Remote Control</td>
<td>Yes</td>
<td>No</td>
<td>Proctor</td>
<td>Windows 10 PC</td>
<td>Mac, PC, iPad* or tablet*</td>
<td>Recommended</td>
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<td>Yes</td>
<td>Test Taker</td>
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<td>Windows 10 PC</td>
<td>Any with Screen Sharing</td>
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<td>Yes</td>
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<td>Chromebook in Kiosk mode or iPad in Guided Access Mode</td>
<td>Any with Screen Sharing</td>
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<tr>
<td>1:1 Oral Responses</td>
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<td>No</td>
<td>Proctor</td>
<td>Windows 10 PC</td>
<td>Chromebook, Mac, iPad* or tablet*</td>
<td>Any with Screen Sharing</td>
</tr>
</tbody>
</table>

* See *CASAS Remote Testing FAQs* for screen size requirements.

** Check web conferencing platform to ensure it has all required features for remote testing.
Agency Remote Testing Agreement

- Local agencies must already be set up to deliver CASAS eTests.
  - To transition to eTests, see the Going Live Checklist.

- Local agencies must submit this form prior to testing remotely.
  - One per agency

- Covers all CASAS NRS-approved tests for Pre/Post Testing
  - For California Agencies: Also includes EL Civics assessments

- This signed agreement attests that the agency will adhere to all privacy, test security, technology, test environment, and test administration requirements in the CASAS Remote Testing Guidelines.
Proctor Remote Testing Agreement

- Proctors must agree to:
  - Follow all privacy, test security, technology, and test administration procedures and protocols in the CASAS Remote Testing Guidelines.
  - Document test takers’ agreement not to take assistance from others.

- Covers all CASAS remote testing approaches.

Local agencies:
- are responsible for ensuring that their remote testing proctors are trained and are following remote testing protocols.
- should keep this on file with their Local Assessment Policy.
Going Remote!

1. Agency has already implemented CASAS eTests.

2. Read the Remote Testing Guidelines

3. Complete the Agency Remote Testing Agreement.

4. Each Proctor completes the Proctor Remote Testing Agreement. (Optional – Proctor Remote Testing Training)

5. Verify proctor equipment and experience requirements.
Going Remote!

6. Identify test takers who have required technology

7. Register testing station(s).
   - For 1:1 - register proctor’s computer
   - For 1:1 or multiple test takers - register each test taker’s computer

8. Review/select testing session templates and sessions.

9. Conduct trial remote testing runs with colleagues

10. Go Remote!
Remote Testing Videos

Register Stations

[Image of Register Testing Stations for Remote Testing]

https://youtu.be/1ipRe4-8Tiw

1:1 Remote Control

[Image of 1:1 Remote Control]

https://youtu.be/uLoaw-BHo-s
Promising Practice Presentation
Testing in a Remote Environment: Preparing for Virtual Testing

Austin Community College, Texas
Local Program Considerations for Onsite and Remote Testing
Social Distancing for Onsite Testing

• Some programs plan to offer onsite testing with social distancing, and remote testing as an option for students who are not comfortable coming in to test.

• What is acceptable social distancing?
  ▫ 6 feet apart in all directions...

• Innovative ideas for implementing social distancing from agencies across the U.S.
  ▫ Use a large room with laptops instead of a computer lab
  ▫ Use a very large room with multiple proctors
  ▫ Use a room or classroom with an outdoor entrance for safety
Quotes from Local Agency Staff

• “Students are more relaxed taking the test at home.”

• “Students seem to be performing as well as onsite – maybe better!”

• “After the student starts the test, it doesn’t seem to be taking more time to take the test remotely.”

• “It’s very helpful to **practice** with colleagues before testing students.”

• “Where there’s a will, there’s a way!”
  ▫ Linda Cianferra, Novi Adult School, MI, about the “Testing in Cars” model

Local agencies are discovering innovative ways to implement remote testing while following CASAS guidelines.
Some Do’s and Don’ts for Remote Testing

Reminder – remote testing with NRS-approved tests is only permitted using eTests!

All remote testing must be proctored live and online.

It is **NOT permitted** to:
- copy, scan, or otherwise reproduce CASAS paper tests for any purpose.
- send NRS-approved paper tests to students to take at home.
- Be creative – AND follow the guidelines to ensure test security.
Notes on Emerging Assessment Scenarios

• Determine procedures that work for your program.
• Start small and scale up to add more test takers when comfortable.

• Use native language before testing begins to support lower level ESL learners, if possible.

• For onsite paper testing, wait 4 days to re-use test booklets, based on library research on coronavirus safety

• Basic eTests monitoring rules apply
  • Ensure that cell phones are turned off and placed face down on the floor under their seats.
  • Circulate to monitor test takers, if onsite.
Easy eTests start-up process

- Follow simple [Going Live! Checklist](http://www.casas.org)
- Complete free online CASAS eTests Implementation Training
- Complete free eTests Coordinator and Proctor Online Training
- Complete CASAS eTests Agency Agreement
- Many additional online resources to get started
- Contact CASAS to purchase WTUs
- Free CASAS Tech Support at [techsupport@casas.org](mailto:techsupport@casas.org)
Field Testing Opportunities!

fieldtesting@casas.org
Field Testing Overview and Benefits

- **What is field testing?**
  - A collaborative effort to develop effective assessment, evaluation, and program resources.

- **Why does CASAS field test?**
  - Critical part of test development
  - Conduct ongoing research and evaluation of current and future assessments.
  - Include a broad demographic in the test development process

- **What are the benefits of participating?**
  - Participation in a national study
  - Contribution to the creation of valid and reliable tests
  - Gift cards for students
Test development process

CASAS Assessment Life Cycle

**Test Specification**
- Needs assessment
- Definition of purpose and test construct
- Definition of target population
- Identification of priority content standards
- Alignment with NRS ABE EFLs for reading comprehension
- Item specification (types, format, difficulty distribution)
- Test blueprint

**Item Development Process**
- Drafting
- Editorial review
- Content alignment review
- Fairness and Sensitivity panel review

**Stage 1 Item Evaluation**
- Clinical tryout
- Pilot testing
- Item revision

**Form Evaluation**
- Form performance
- Parallel forms evaluation
- Classification consistency
- Comparability studies (e.g., administration mode)
- Content & construct validity studies
- Speededness study

**Form Construction**
- Parallel forms by level
- Content and difficulty distributions
- TCCs & SEM
- Linking/equating
- Mode considerations
- Standard setting
- Testing & scoring guidelines

**Stage 2 Item Evaluation**

**Test Development**

**Field Testing (FT)**
- FT form construction
- FT guidelines
- FT sample design
- FT administration (representative of adult learner population)
- Adequacy of technical design (e.g., linking)

**Update Forms**
- Form Construction
- Form Evaluation
- OR Retire Forms

**Update Technical Manual**

**Operational Administration and Reporting**

**Technical Manual**

**Periodic Review**
- Parallel form equivalence
- Item parameter drift
- Evidence of exposure
- Form reliability
- Classification consistency
- Validity studies
- Learning gains analysis

**Item Bank Expansion**
- Item Development
- Stage 1 Item Evaluation
- Field Testing
- Stage 2 Item Evaluation
Field Testing Status – Final Forms Studies

- Test Development Process
- New Listening and Reading for ESL series
  - Will replace current Life and Work series
  - Five skill levels in both Listening and Reading for ESL
  - Aligned to the *English Language Proficiency Standards (ELPS) for Adult Education* and the NRS Descriptors for English Language Learners.
  - Designed to measure college and career readiness
- Field Testing Status -- Update
Final Forms Studies

- **When?** Now through December 2020
- **Who?** Adult learners in ESL/ELL programs and ABE students whose first language is not English
- **Delivery?** eTests and paper/pencil (on site and remote)
- **Methodology?** Locator/Appraisal + one or two level tests
- Student gift cards in the amount of $5 per test completed
- Agencies receive complimentary web-testing units
- FAQs
How do I get started?

- Communicate with teachers/administrators at your program.
- Gather information about program participation.
- Ask your students about their interest.

For more information contact:
Fieldtesting@casas.org
Karen Burger: kburger@casas.org / 800.255.1036 ext. 177
Training Updates

training@casas.org
Training Topics

• NEW Implementation Training Modules
• Recertification in the 2020-21 PY
• Online Training Website Tour
New Implementation Training

- **Module 1**: CASAS Implementation Basics
- **Module 2**: CASAS eTests Implementation
- **Module 3**: Paper Test Implementation
- **Module 4**: Test Results and Reports
How to access training . . .

- or -

training.casas.org

Online Training
Recertification in the 2020-21 PY

• Use the NEW Implementation Training Modules for recertification in the current program year.

• Direct staff to complete the modules that relate to their role in your program.

• Retired implementation training:
  ▫ Implementation Basics Training (IBT)
  ▫ Beyond Implementation Basics (BIB)
New Training Categories

**Categories**

- CASAS eTests Implementation
  - Module 1: CASAS Implementation Basics
  - Module 2: CASAS eTests Implementation
  - CASAS eTests Agency Agreement
  - CASAS eTests Coordinator Certification
- CA CASAS Remote Testing
  - Agency Remote Testing Agreement
  - Agency Remote Testing Agreement for California
  - Proctor Remote Testing Agreement
  - Proctor Remote Testing Certification
  - Remote Testing Users Group

**Self-enrollment**

- Self enrollment (Training Participant)
  - No passcode required.

http://training.casas.org/
CASAS/HSE Studies
CASAS/HSE Studies

CASAS conducted cooperative studies with GED Testing Service and ETS HiSET

- An adult learner’s performance on CASAS reading and math assessments predicts readiness to pass the GED or the HiSET
- Results appear on the Individual Skills Profile as the “Likelihood of passing...”
- For example, So Min Lee scored at NRS Level 6 in Reading and at NRS Level 5 in Math. His profile shows:

<table>
<thead>
<tr>
<th>GED subsection:</th>
<th>So Min Lee's likelihood to pass is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning through Language Arts</td>
<td>High</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HiSET subsection:</th>
<th>So Min Lee's likelihood to pass is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts - Reading</td>
<td>High</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Medium</td>
</tr>
</tbody>
</table>
# Individual Skills Profile

**So Min Lee**

**ID#** 2152227

**Agency:** 4908 - Rolling Hills Adult School (RHAS)

**Program:** HSE

<table>
<thead>
<tr>
<th>Most Recent</th>
<th>Form</th>
<th>Date</th>
<th>Scale Score</th>
<th>NRS Level</th>
<th>Form Level</th>
<th>Number of Items</th>
<th>Correct</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>S17M</td>
<td>05/30/2020</td>
<td>226</td>
<td>5</td>
<td>C/D</td>
<td>38</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>Reading</td>
<td>S07R</td>
<td>05/30/2020</td>
<td>254</td>
<td>5</td>
<td>D</td>
<td>40</td>
<td>32</td>
<td>40</td>
</tr>
</tbody>
</table>

## Reading Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Resources</td>
<td>4</td>
<td>75 %</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
<td>50 %</td>
</tr>
<tr>
<td>Employment</td>
<td>17</td>
<td>82 %</td>
</tr>
<tr>
<td>Government and Law</td>
<td>12</td>
<td>83 %</td>
</tr>
<tr>
<td>Learning and Thinking Skills</td>
<td>5</td>
<td>80 %</td>
</tr>
</tbody>
</table>

## College & Career Readiness Standards

<table>
<thead>
<tr>
<th>Reading Content Areas</th>
<th>CCR Reading Anchor Standards</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td>4</td>
<td>75 %</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td>4</td>
<td>75 %</td>
</tr>
<tr>
<td>Meaning from context</td>
<td></td>
<td>7</td>
<td>57 %</td>
</tr>
<tr>
<td>Reading Comprehension Skills</td>
<td></td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>Locate details</td>
<td></td>
<td>11</td>
<td>81 %</td>
</tr>
<tr>
<td>Identify main idea, Author's purpose</td>
<td></td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>Higher Order Reading Skills</td>
<td></td>
<td>4</td>
<td>100 %</td>
</tr>
<tr>
<td>Locate/Compare details, Infer/Drew conclusions</td>
<td>4</td>
<td>75 %</td>
<td></td>
</tr>
<tr>
<td>Text structure</td>
<td></td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>Author's point of view</td>
<td></td>
<td>4</td>
<td>100 %</td>
</tr>
<tr>
<td>Analyze claim</td>
<td></td>
<td>4</td>
<td>75 %</td>
</tr>
</tbody>
</table>

## Math Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Economics</td>
<td>12</td>
<td>25 %</td>
</tr>
<tr>
<td>Community Resources</td>
<td>2</td>
<td>100 %</td>
</tr>
<tr>
<td>Employment</td>
<td>16</td>
<td>37 %</td>
</tr>
<tr>
<td>Computation</td>
<td>0</td>
<td>75 %</td>
</tr>
</tbody>
</table>

## College & Career Readiness Standards

<table>
<thead>
<tr>
<th>Math Content Areas</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Ten: Fractions and Ratios</td>
<td>9</td>
<td>33 %</td>
</tr>
<tr>
<td>Number and Operations: Base Ten</td>
<td>10</td>
<td>40 %</td>
</tr>
<tr>
<td>Number System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>9</td>
<td>66 %</td>
</tr>
<tr>
<td>Operations and Algebra</td>
<td>5</td>
<td>60 %</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>5</td>
<td>20 %</td>
</tr>
<tr>
<td>Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement; Data Analysis</td>
<td>5</td>
<td>80 %</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Reading Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms</td>
<td>4</td>
<td>50 %</td>
</tr>
<tr>
<td>Charts, maps, consumer billings, matrices, graphs, tables</td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>Articles, paragraphs, sentences, directions, manuals</td>
<td>31</td>
<td>83 %</td>
</tr>
<tr>
<td>Signs, price tags, advertisements, product labels</td>
<td>2</td>
<td>50 %</td>
</tr>
</tbody>
</table>

## Math Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts, maps, consumer billings, matrices, graphs, tables</td>
<td>14</td>
<td>42 %</td>
</tr>
<tr>
<td>Articles, paragraphs, sentences, directions, manuals</td>
<td>18</td>
<td>33 %</td>
</tr>
<tr>
<td>Measurement scales, diagrams</td>
<td>5</td>
<td>80 %</td>
</tr>
</tbody>
</table>

## GED subsection: So Min Lee's likelihood to pass:

- Reasoning through Language Arts: High Ready to pass
- Mathematical Reasoning: Medium May pass – more study may be needed

## HIGE subsection: So Min Lee's likelihood to pass:

- Language Arts - Reading: High Ready to pass
- Mathematics: Medium May pass – more study may be needed
Accommodations for Test Takers with Vision Impairment/Blindness
CASAS eTests are now compatible with screen reader software!

NEW on August 1st

- Test takers with visual impairment/blindness can use CASAS eTests with a screen reader to listen to the test directions, a description of the prompts, test questions, and the answer options.

- A Reader/Scribe is still needed for test administration support throughout the testing session.

- Available for:
  - Reading GOALS
  - Math GOALS
  - Life and Work Reading, Levels B and C
    - Forms 83R, 84R, 185R, 186R
Accommodations Materials for Test Takers with Visual Impairment/Blindness

These are supplements to the regular series test administration manuals and test booklets.

Test Administration Manual Supplement for Test Takers with Visual Impairment/Blindness
- provides test administration guidelines and scripts for the Reader/Scribe for both CASAS eTests and paper-based tests

Tactile Graphics/Braille Supplement for Test Takers with Visual Impairment/Blindness
- used by test takers with visual impairment/blindness for test items that are difficult for them -- for both CASAS eTests and paper-based tests

More information online at product-overviews/assessments/visual-impairment-blindness

Ordering Information is in the CASAS Online Catalog.
Accommodations Materials for Test Takers with Visual Impairment/Blindness

- **GOALS Reading GOALS**
  - Test Administration Manual Supplement
  - For Test Takers with Visual Impairment/Blindness
  - Reading Form 900R Appraisal
  - Level A
  - Forms 901, 902
  - Level B
  - Forms 903, 904
  - Level C
  - Forms 905, 906
  - Level D
  - Forms 907, 908

- **GOALS Math GOALS**
  - Test Administration Manual Supplement
  - For Test Takers with Visual Impairment/Blindness
  - Math Form 900M Appraisal
  - Level A/B
  - Forms 913, 914
  - Level C/D
  - Forms 917, 918

- **Life and Work Reading**
  - Test Administration Manual Supplement
  - For Test Takers with Visual Impairment/Blindness
  - Reading Level B
  - Forms 83, 84
  - Level C
  - Forms 185, 186
Coming Soon!

- **Listening** tests on **smart phones**
- More remote testing options with multiple test takers
- More video demonstrations
- More Promising Practices presentations

Stay tuned!!!
Next Steps and Contacts

Recording of this webinar and the PPT will all be posted in the What’s New/News and Update Webinars section on the CASAS website.

► General CASAS Information, casas@casas.org
  ▪ Ask any question - including what materials to order

► Order Department – orders@casas.org
  ▪ to place an order or check the status of an order

► Tech Support – techsupport@casas.org

► Training – training@casas.org

► eTests Implementation – golive@casas.org

► Remote Testing – remotetesting@casas.org
Questions and Comments
Thank you for attending!

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CASASAssessment

www.casas.org
casas@casas.org
1-800-255-1036