CASAS
National News and Updates Webinar
July 22, 2020

Presenters:
• Linda Taylor, VP Assessment Development
• Linda Cianferra and Staff, Novi Adult School, Michigan
• Dawn Montgomery, Technology Training Coordinator
• Karen Burger, Field Test Coordinator
Welcome to the July 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
  - Will be posted on casas.org afterwards
Welcome to the July 2020 CASAS National Webinar!

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Agenda

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

• **Coming soon** – CASAS Reading Level Indicator for provisional placement – on phones or other devices

• Remote Testing Overview and Update

• Promising Practice Presentation on Testing in Cars by Novi Adult School, Michigan

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

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

• **Coming soon** – Accommodations for Test Takers with Vision Impairment/Blindness

• Field Testing Opportunities!
CASAS “Reading Level Indicator” (RLI)
OCTAE Guidance on Remote Testing

- OCTAE’s April 17, 2020 (20-4) memo provides testing flexibility to states.

- States may “allow local programs to exempt students enrolled in distance education programs from pre- and post-testing if a local program is unable to conduct testing due to the widespread effect of the COVID-19 pandemic...” (Q2)

- OCTAE’s May 29, 2020 memo (20-5)
  - Suggests informal assessment for provisional placement in an NRS level for Table 4.
  - Advises programs to administer an NRS-approved test as soon as possible and replace the provisional NRS level on Table 4, if necessary.
About the Reading Level Indicator

- Expected to be released by mid-August 2020.
- The Reading Level Indicator (RLI) may be used for **provisional placement** into an estimated NRS level that can be entered into NRS Table 4.
- Target audience: *All ABE/ASE students* and *ESL students at NRS ESL Level 3 and above*
- Modeled after a CASAS Reading Appraisal – 28 items, 30 minutes.
- It contains **non-secure test questions** and may be given remotely without a proctor.
- May be given on a *mobile phone*, or on any other device.
About the Reading Level Indicator

• Available at no cost only to eTests/TE users.

• Results are shown as “Estimated NRS EFL” for ABE or ESL. No scale scores are given.

• It is NOT an NRS-approved test and may NOT be used for pre- or post-testing to achieve MSGs.

• The Reading Level Indicator (RLI) is Form 601R.

• The RLI will be released in early to mid-August.
  ▫ Contact jdspain@casas.org if your agency would like to participate in a pilot starting the week of July 27th.
About the Reading Level Indicator

- Initiate the RLI by selecting students in TE’s Student Demographics lister.
- Click the **Send Test Invitations** button.

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**Table: Student Demographics**

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth Date</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Races</th>
<th>Native Language</th>
<th>Cell Phone</th>
<th>Email</th>
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<td>Not Hispanic or Latino</td>
<td>White</td>
<td>Farsi</td>
<td></td>
<td><a href="mailto:Xia_Gainoiu20@rhas.edu">Xia_Gainoiu20@rhas.edu</a></td>
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<tr>
<td>Thanh Lieng</td>
<td>3/13/1984</td>
<td>Female</td>
<td>Not Hispanic or Latino</td>
<td>Asian</td>
<td>Chinese</td>
<td></td>
<td><a href="mailto:Tha_Lieng79@rhas.edu">Tha_Lieng79@rhas.edu</a></td>
</tr>
<tr>
<td>Jin De</td>
<td>9/21/1973</td>
<td>Female</td>
<td>Hispanic or Latino</td>
<td>White</td>
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<td></td>
<td><a href="mailto:Jin_De20@rhas.edu">Jin_De20@rhas.edu</a></td>
</tr>
<tr>
<td>Johnny Test</td>
<td>1/1/2000</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td>5559181823</td>
<td><a href="mailto:techsupport@casas.org">techsupport@casas.org</a></td>
</tr>
<tr>
<td>Oswal A. Amador</td>
<td>7/2/1999</td>
<td>Male</td>
<td>Hispanic or Latino</td>
<td>White</td>
<td>English</td>
<td></td>
<td><a href="mailto:Ysa_M12@rhas.edu">Ysa_M12@rhas.edu</a></td>
</tr>
<tr>
<td>Golali Lensani</td>
<td>11/17/1978</td>
<td>Female</td>
<td>Hispanic or Latino</td>
<td>White</td>
<td>Spanish</td>
<td></td>
<td><a href="mailto:Gol_Lensi17@rhas.edu">Gol_Lensi17@rhas.edu</a></td>
</tr>
<tr>
<td>Sangyeun Tresevant</td>
<td>11/20/1998</td>
<td>Male</td>
<td>Hispanic or Latino</td>
<td>White</td>
<td>English</td>
<td></td>
<td><a href="mailto:San_Tresevant14@rhas.edu">San_Tresevant14@rhas.edu</a></td>
</tr>
<tr>
<td>Shireen Beagle</td>
<td>8/8/1987</td>
<td>Female</td>
<td>Not Hispanic or Latino</td>
<td>White</td>
<td>English</td>
<td>(146) 871-4587</td>
<td><a href="mailto:Shi_Beagle10@rhas.edu">Shi_Beagle10@rhas.edu</a></td>
</tr>
<tr>
<td>Shilip Berl</td>
<td>8/20/2000</td>
<td>Male</td>
<td>Hispanic or Latino</td>
<td>White</td>
<td>English</td>
<td>(146) 871-4587</td>
<td><a href="mailto:Shilip_Berl10@rhas.edu">Shilip_Berl10@rhas.edu</a></td>
</tr>
</tbody>
</table>
About the Reading Level Indicator

• You can deliver the invitation via SMS text message or email.
About the Reading Level Indicator

- Results are seen in **Records > Tests**
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.
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:

• **Detailed, step-by-step, scripted directions** provided in the **CASAS Remote Testing Guidelines** document and in proctor training.
  - 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>1:1</td>
<td>Yes</td>
<td>Proctor</td>
<td>Windows 10 PC</td>
<td>Mac, PC, iPad* or tablet*</td>
<td>Any with Remote Control &amp; Screen Sharing</td>
</tr>
<tr>
<td>1:1 or Multiple Test Takers on Windows 10 PC</td>
<td>Yes</td>
<td>Yes</td>
<td>Test Taker</td>
<td>PC, Mac, iPad, Chromebook</td>
<td>Windows 10 PC</td>
<td>Any with Screen Sharing</td>
</tr>
<tr>
<td>1:1 or Multiple Test Takers on Chromebooks or iPads</td>
<td>Yes</td>
<td>Yes</td>
<td>Test Taker</td>
<td>PC, Mac, iPad, Chromebook</td>
<td>Chromebook in Kiosk mode or iPad in Guided Access Mode</td>
<td>Any with Screen Sharing</td>
</tr>
<tr>
<td>1:1 Oral Responses</td>
<td>1:1</td>
<td>Yes</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.
Multiple Test Takers

• Proctor puts test takers in private breakout rooms to take the test.

• Proctor circulates to breakout rooms to monitor.

• Test takers can ask for assistance.

• More than one proctor, or a moderator and a proctor, can be used to make the process more secure and efficient.

• Test takers can simultaneously take more than one test form at a time (e.g., Reading GOALS, 903R and 905R).
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!
Registering Testing Stations Remotely

• **Register station with code**
  ▫ See the new How-To video and also step-by-step directions with screen shots on the Remote Testing page on the CASAS website.

• **Register station with credentials remotely**
  ▫ See Remote Testing Guidelines

• You can also use a **testing station that was previously registered** by adding it to the remote test session.
Remote Testing Videos

**Register Stations**

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

**1:1 Remote Control**

https://youtu.be/uLoaw-BHo-s
Remote Testing page on CASAS website

- “Remote Testing Updates” document

- Video Demonstration
- eTests Station Registration with Code – new How-To video
- Proctor Remote Testing Certification

- Summary Chart
- Remote Testing Guidelines, Quick Reference Chart, FAQs

- Agency Remote Testing Agreement
- Proctor Remote Testing Agreement

- Going Remote! Checklist

Promising Practice Presentation:
Testing in Cars
Novi Adult School, Michigan
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 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 more than one remote testing approach, if useful (e.g., 1:1 and multiple test takers).

- Involve intake clerks and tech support.

- 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.

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

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
- 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/
Remote Testing User Group

remotetesting@casas.org
Remote Testing User Group

WELCOME to the Remote Testing User Group!

The purpose of the Remote Testing User Group is to provide a forum for discussion, learning, and networking among adult educators engaged in all aspects of CASAS remote testing.

This user group will support:

- Exchange of ideas and solutions about implementing remote testing in general and on specific topics.
- Enhancement of current skills and referrals to training resources.
- Connectivity between people with needs and experience in remote testing.
- Community building in an online environment.
Remote Testing User Group

• Interested?
  • Email remotetesting@casas.org

• In the email include:
  1. Your name and contact information
  2. The name of your agency and state
  3. The web platform you are using
  4. The remote testing approach(es) you are currently using or are interested in using:
     • 1:1 Remote Control
     • 1:1 or Multiple Test Takers on Windows 10 PC
     • 1:1 or Multiple Test Takers on Chromebooks or iPads
     • 1:1 Oral Responses
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>
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<tbody>
<tr>
<td>Reasoning through Language Arts</td>
<td>High</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Medium</td>
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</table>

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

## So Min Lee

**ID#** 2152227

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

### Most Recent

<table>
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<tr>
<th></th>
<th>Form</th>
<th>Date</th>
<th>Scale Score</th>
<th>NRS Level</th>
<th>Form</th>
<th>Number of Items</th>
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<th>Attempted</th>
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<tbody>
<tr>
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<td>05/30/2020</td>
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<td>5</td>
<td>C/D</td>
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<td>38</td>
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<tr>
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<td>05/30/2020</td>
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<td>5</td>
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### Reading Competencies

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<tr>
<th></th>
<th>N</th>
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<tbody>
<tr>
<td>Community Resources</td>
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<td>75 %</td>
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<tr>
<td>Health</td>
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<td>50 %</td>
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<tr>
<td>Employment</td>
<td>17</td>
<td>82 %</td>
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<tr>
<td>Government and Law</td>
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<td>83 %</td>
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<tr>
<td>Learning and Thinking Skills</td>
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<td>80 %</td>
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### College & Career Readiness Standards

<table>
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<tr>
<th>Reading Content Areas</th>
<th>CCR Reading Anchor Standards</th>
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<th>Correct</th>
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<tbody>
<tr>
<td>Vocabulary</td>
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<td>R4</td>
<td>4</td>
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<tr>
<td>Mean from context</td>
<td>R4</td>
<td>4</td>
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<tr>
<td>Reading Comprehension Skills</td>
<td>Locate details</td>
<td>R1</td>
<td>7</td>
</tr>
<tr>
<td>Identify main idea, Author's purpose</td>
<td>R2, R6</td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>Higher Order Reading Skills</td>
<td>Locate/Compare details, Infer/Draw conclusions</td>
<td>R1, R9</td>
<td>11</td>
</tr>
<tr>
<td>Text structure</td>
<td>R5</td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>Author's point of view</td>
<td>R6</td>
<td>4</td>
<td>100 %</td>
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<tr>
<td>Analyze claim</td>
<td>R8</td>
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### Math Competencies

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<td>Consumer Economics</td>
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### College & Career Readiness Standards

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<th>Correct</th>
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<tbody>
<tr>
<td>Base Ten: Fractions and Ratios</td>
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<td>33 %</td>
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<tr>
<td>Number and Operations: Base Ten</td>
<td>Number System</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>Operations and Algebraic Thinking</td>
<td>10</td>
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<tr>
<td>Expressions and Equations</td>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>9</td>
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<td>Measurement: Data Analysis</td>
<td>Measurement and Data</td>
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<td>Statistics and Probability</td>
<td>Statistics and Probability</td>
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### Reading Tasks

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<th>Correct</th>
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<tbody>
<tr>
<td>Forms</td>
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</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>
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</tbody>
</table>

### Math Tasks

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correct</th>
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<tbody>
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<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>
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</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

### HSET 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
CASAS NRS-Approved Tests
CASAS NRS-approved Assessments for ABE

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

→ Math GOALS
NRS-approved through 2022
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

NRS-approved to February 2021
(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 2022

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.
Field Testing Opportunities!

fieldtesting@casas.org
Field Testing Topics

• What field testing is and the benefits of participating

• Current status of CASAS new assessments in the test development process

• Field testing details and FAQs

• How to participate
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

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

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)

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

Item Bank Expansion
- Item Development
- Stage 1 Item Evaluation
- Field Testing
- Stage 2 Item Evaluation

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

Update Technical Manual
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](mailto:Fieldtesting@casas.org)
Karen Burger: kburger@casas.org / 800.255.1036 ext. 177
Coming Very Soon!

- **Reading Level Indicator** for provisional placement into Federal Table 4 – on phones and other devices
- **eTests Compatibility with Screen Reader**
- **Accommodations Materials for Test Takers with Visual Impairment/Blindness**
- **Remote Testing User Group**
Coming Soon!

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

Stay tuned!!!
Easy eTests start-up process

- Follow simple “Going Live” Checklist
- Complete free online CASAS Implementation Training
- Complete free eTests Coordinator and Proctor Online Training
- Complete Online Implementation Agreement
- Many additional online resources to get started
- Contact CASAS to purchase WTUs
- Free CASAS Tech Support at techsupport@casas.org
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 from the Field
Thank you for attending!

Be CASAS Connected
Use #AdultEdu and #CASAScommunity to connect.

Facebook.com/CASASsystem
@CASASsystem
CASASAssessment

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