



Comprehensive Adult Student Assessment Systems

# CASAS News and Updates Webinar

March 18, 2020

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1-800-255-1036

# Welcome!

- <https://zoom.us/j/103955730>
- Dial in:
  - 1 (929) 436 2866 or 1 (669) 900 6833
  - Meeting ID: 103 955 730
- Please make sure your **phones and computers are muted**.
- Please **post questions to “Everyone”**. Include your **name and email** in the post.
  - If CASAS Staff cannot respond during the call, we will respond to you later and post responses on the CASAS website.
- **Recording of the webinar, PPT and Chat Box responses** will all be posted on the “News and Updates Webinars” page on the CASAS website – [www.casas.org](http://www.casas.org).

# Agenda

## • Part 1: CASAS Updates

- No CASAS Testing permitted during school closures
  - A proctor must be physically present to administer all CASAS tests.
  - Wait until schools re-open to test your students.
- CASAS Field Testing
- CASAS ESL Tests Update

## • Part 2: Interpreting TOPSpro Enterprise Skills Reports



Comprehensive Adult Student Assessment Systems

# Interpreting CASAS Test Reports

Reports that inform instruction

Presented by:

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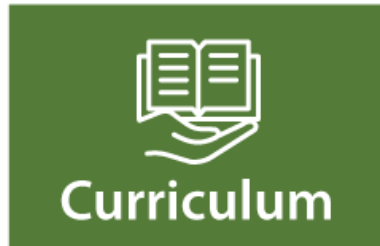
[casas@casas.org](mailto:casas@casas.org)

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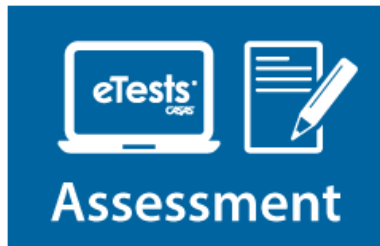
# Part 1: Objectives

- Understand basic information that TOPSpro Enterprise instructional reports provide
- Recognize what reports are most helpful
  - To determine where students are succeeding
  - To analyze areas for improvement
- Practice reading and interpreting reports
- Homework assignment: Analyze your own classroom data with the goal of developing lessons that address the competencies and content standards that your students need

# Integrated System Approach



- Basic Skills Content Standards and CASAS Competencies



- Reading, Listening, Math Assessments  
Paper or computer-based testing (eTests)



- QuickSearch Online – free resource to find instructional material titles



- TOPSpro Enterprise (TE) – data accountability software to score and track student test scores and generate reports

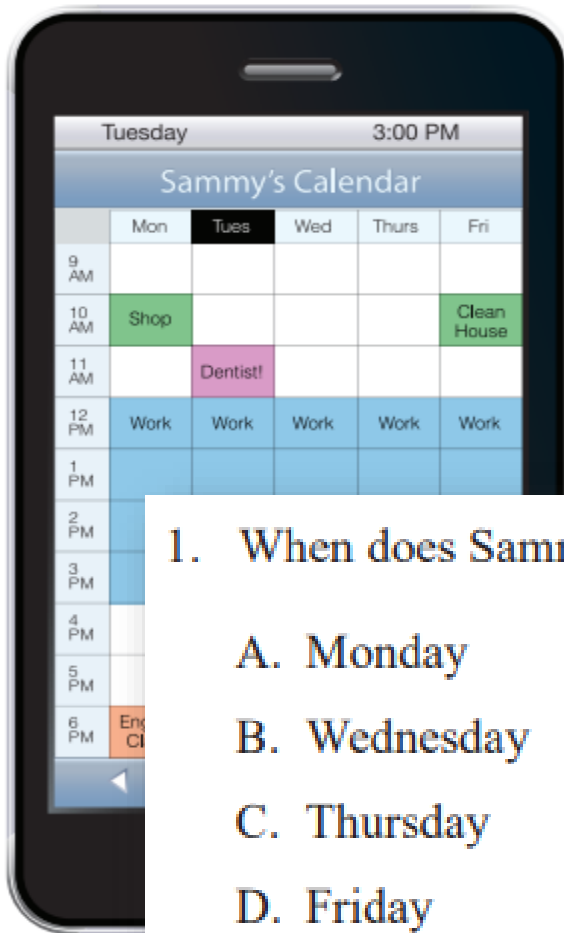


CASAS Content Standards

CASAS Competencies

Task Areas

# Content Standards, Competencies, and Task Areas



## Basic Skills Content Standard

Academic skill measured  
(e.g., locate detail)

## Competency

A measurable learning objective in  
a functional life skills context  
(e.g., read an activity schedule)

## Task Area

Format of the test item prompt  
(read a chart)



# Content Standards Categories (2009)

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

## Reading



- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

## Listening



- M1 Number Sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Statistics, Data Analysis and Probability

## Math



- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

## Writing



- S1 Phonology/ Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

## Speaking



# CASAS Reading Standards (2016, Second Edition)

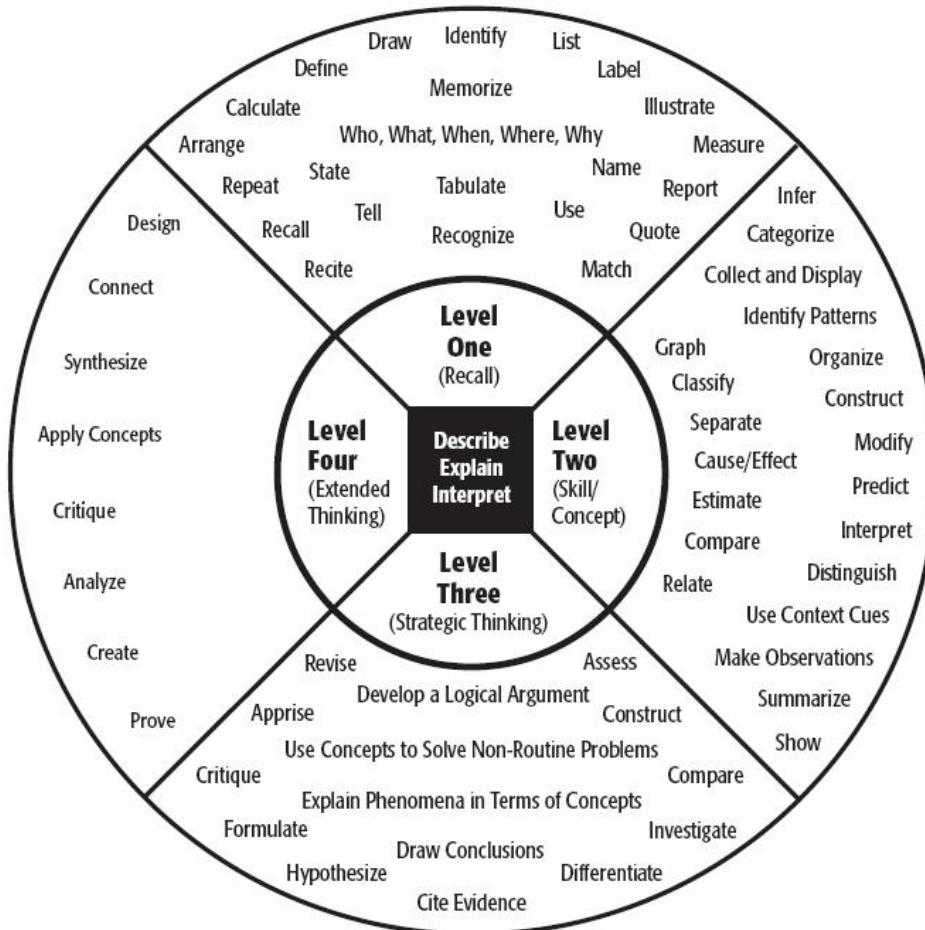
Category	Number of Standards
1 - Foundational Literacy	9
2 - Language and Vocabulary	11
3 - Reading Comprehension Skills and Strategies (DOK 1) <ul style="list-style-type: none"> <li>• Literal Comprehension</li> <li>• Informational and Literary Text</li> </ul>	15
4 - Higher Order Reading Skills and Strategies (DOK 2 and higher) <ul style="list-style-type: none"> <li>• Informational and Literary Text</li> </ul>	11
5 - Higher Order Reading Skills and Strategies (DOK 2 and higher) <ul style="list-style-type: none"> <li>• Literary Text Only</li> </ul>	6
<b>Total</b>	<b>52</b>

# CASAS Reading Standards - example

## RDG 2 Language and Vocabulary

		ABE/ASE NRS Level									1	2	3	4	5	6	
		ESL NRS Level							1	2	3	4	5	6			
CS #	Content Standard Instructional Level	CASAS							A	A	A	B	B	C	D	E	
RDG 2	Language and Vocabulary																
RDG 2.1	Interpret the conventions of standard English including <b>punctuation</b> (e.g., periods, appropriate placement of commas, quotation marks) and <b>capitalization</b> (e.g., at the beginning of a sentence, proper nouns). [L2. A, B, C, D, E]							•	•	•	•	•	•	•	•	•	•
RDG 2.2	Read and interpret <b>high-frequency words, phrases, and abbreviations</b> in everyday contexts (e.g., signs, ads, labels, forms). [L6. A, B] [R4.A]							•	•	•	•						
RDG 2.3	Interpret accurately a range of general <b>academic</b> (e.g., indicate, procedure, evidence), <b>technical</b> (e.g., phlebotomist), <b>and domain-specific words and phrases</b> (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to). [L6. B, C, D, E] [R4. B, C, D, E]											•	•	•	•	•	

# Additional Content Considerations



Depth of Knowledge

College and Career Readiness Standards\*

\*Pimentel, Susan, 2013,  
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>,  
 Accessed 16 January 2020

\*DOK wheel from WordPress.com

# College and Career Readiness (CCR) Standards\*

- Include standards that are:
  - *relevant* to preparing adult students for success in higher education and training programs
  - most important for adult learners

*\*College and Career Readiness (CCR) Standards for Adult Education* – published by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) - April 2013.

# Alignment of CASAS Reading GOALS Test Content Areas & College and Career Readiness Standards (CCRS)



CASAS Reading GOALS Content Areas	CCRS Reading Anchor*
Vocabulary	R4
Reading Comprehension Skills	
Locate detail	R1
Main idea; Author's purpose	R2, R6
Higher Order Reading Skills	
Locate/compare details; Infer/draw conclusions	R1, R9
Text structure and features	R5
Author's point of view	R6
Analyze claim/argument	R8
*CCRS Reading Standards R7 and R10 are measured across content areas.	

## Example of CCR Reading Standard

**CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A	B	C	D	E
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze cumulative impact of specific word choices on meaning and tone.

# Star Tech

## Employee Computer and Internet Policy

- 1 All Star Tech employees have a computer Internet connection to use for company  
2 business. The company also has a liberal policy of giving employees up to 30  
3 minutes of personal Internet use each day. However, communications on  
4 company computers belong to Star Tech. The company can look at all messages  
5 and documents on its computers and other company technology.

In line 2, which word means the same as the underlined word liberal in this announcement?

- A. generous
- B. radical
- C. traditional
- D. widespread

What  
Reading  
Standard is  
being  
tested?



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### CASAS Content Standard

A. generous RDG 2.3 Interpret general academic vocabulary

B. radical

C. traditional

### CCR Standard

D. widespread

R4.B, C: Interpret words and phrases in a text

# CASAS Competencies – example

## 4. Employment

### 4.6 Communicate effectively in the workplace

- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
- 4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

# Star Tech

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5 and documents on its computers and other company technology.

In line 2, which word means the same word liberal in this announcement?

What is the competency being tested?

- A. generous
- B. radical
- C. traditional
- D. widespread

### CASAS Competency: Employment

#### 4.2.4 Interpret employee handbooks, personnel policies, and job manuals.

## II. Reports That Inform Instruction

# 1. Frequently-Used Reports

## Score Reports

- Personal Score Report
- Next Assigned Test
- Test History
  - Student Test Summary
  - Test Score Overview
- Learning Gains

## Skill Reports

- Skills Profile
- Content Standards
- Competency Performance

# Selected Skill Reports – Today's Focus

- Personal Score Report
- Individual Skills Profile
- Student Performance by Test & Content Standard
- Student Performance by Test Item & Content Standard
- Student Performance by Test & Competency
- Student Performance by Test Item & Competency


# TOPSpro Enterprise “Packages”

## TE BASIC Package

- **Reports for individual students**
  - Skills Profile
  - Competency Performance
  - **Content Standards (coming soon to Basic)**
  - Learning Gains
  - Next Assigned Test
  - Performance Score Report
  - Student Profile
  - Test History
  - Test Administrations
  - WTU Balance

## TE ENHANCED Package

- **Reports for students, classes, programs, and accountability**
  - All Basic Reports PLUS:
  - Content Standards
  - Class Summary Reports
  - Class Attendance
  - Demographics
  - WSCS Reports
  - Program Outcomes
  - Data Integrity
  - State Reports
  - Federal Reports



01/05/2020  
03:16:15

## Personal Score Report

### Student Sample - 5615969

Page 1 of 2  
PSR

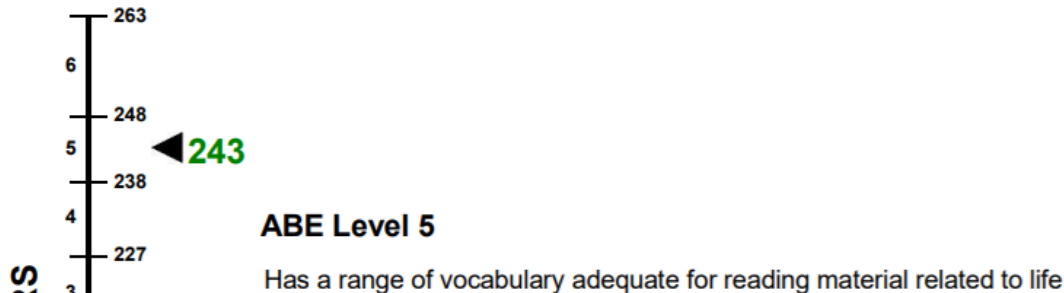
**Agency:** 4908 - Rolling Hills Adult School (RHAS)

**Site:** 01 - RHAS: North Campus

**Class:** 020101 - AM: HSD/HSE

**Teacher:** Teacher20@rhas.org

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Reading	907R	D	12/10/2019	243	ABE Level 5



#### Customization Options

- Show / not show end test report
- Show raw / **scale score**
- Show score is **below accurate range (\*)** / **conservative estimate (♦)**
- Show score is pass / fail for G&H / WSCS
- Show **levels and skills description**
- Allow **print report**

#### Tech Tips!

- Before you <GENERATE> the report, think about how you can reduce the output to only include the relevant students or class instances you want.
- Use the **Report Setup Navigator** to select individual Students or Classes that apply.
- Your report will generate more quickly, and the output will be fewer pages and easier to read.





09/16/2019  
15:18:31

## Individual Skills Profile

Page 1 of 1  
ISP

**Jason Lee**

**Agency:** 0000 - Rolling Hills Adult School (RHAS)

**ID#** 103854

**Program:** Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Reading	907R	07/18/2019	248	5	D	40	28	40

Reading Competencies	N	Correct
Community Resources	4	50 %
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
<b>Vocabulary</b>			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
<b>Reading Comprehension Skills</b>			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
<b>Higher Order Reading Skills</b>			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

Jason Lee has a likelihood of ...	to pass this HiSET subsection
78 %	Language Arts, Reading

# What Have We Learned?

- “Schools and agencies must constantly demonstrate LEARNER PROGRESS. The only way to **consistently** do that is via standardized assessments.”
- TOPSpro Enterprise’s Library of Reports
  - Flexible, powerful, and customizable
- More information: [www.casas.org](http://www.casas.org)
  - Self-paced training, webinars and documentation

# Coming soon: Self-Paced Training

## Score Reports

### 2 Personal Score Report

**TOPSpro**<sup>®</sup> > Reports > CASAS eTests > **Personal Score Report**

#### Description

The **Personal Score Report** gives a summary of the student's results on a given test taken with eTests. The report displays on the testing station screen after ending each test to give students immediate feedback. Results should be shared and discussed with each student individually. Information displayed to the student may be customized to remove the levels bar and skills description. The report may be printed directly from the testing station and may also be generated and printed from TOPSpro Enterprise.

#### Teacher Tips!

- Print the report for students to take with them and use when registering for a class.
- Maximize printing by using paper stock with additional information printed on the backside such as a map of the school or campus, or information about your school's programs or program eligibility.
- This report may be customized to remove the levels bar and skills description.

Reports	Tools	Scoring	Help
CASAS eTests			Next Assigned Test
Demographics			Personal Score Report
Program Outcomes			Test Administrations
Test Results			WTU Balance
Consumer Reports			Test Score Overview
Data Management			Content Standards By NRS Level
State Reports			Content Standards By Form
Federal Reports			Content Standards By Competency
My Reports			
Report Locator Wizard...			
Reports Manager			
Dashboard Sources			
Ad Hoc Reporting			

**TOPSpro**<sup>®</sup>

Available in *both* TE package:

- **BASIC** – by Student
- **ENHANCED** – by Student

- Hints
- Examples
- Screenshots

# Future News and Updates Webinars

## Save the Dates...

- **April 22, 2020**
  - 11 am Pacific/2 pm Eastern
  
- **May 20, 2020**
  - 11 am Pacific/2 pm Eastern
  
- Send an email with ideas for future News & Updates to [training@casas.org](mailto:training@casas.org)

# Join us...



- June 23-25, 2020
- Hyatt Regency Orange County, California
- Online Registration – Now Open!
  - <https://www.casas.org/training-and-support/SI>

# Thank you for attending!

Presented by:

Linda Taylor [ltaylor@casas.org](mailto:ltaylor@casas.org)

Karen Burger [kburger@casas.org](mailto:kburger@casas.org)

Janice Fera [jfera@casas.org](mailto:jfera@casas.org)

*Be CASAS Connected*

Use #AdultEdu and #CASAScommunity to connect.



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