

# **CASAS News and Updates Webinar**

**November 20, 2019**

**11 am (Pacific)**

**2 pm (Eastern)**

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**Join Zoom Meeting**

**<https://zoom.us/j/103955730>**

**Meeting ID: 103 955 730**



## ➡ 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. Thank you!
- ➡ Any questions during presentation? Post in the chat box to “Everyone”...CASAS team will answer!
- ➡ Recording of webinar and PPT will be posted at [casas.org](http://casas.org)

Brief Overview of GOALS Test Series Overview

Miscellaneous Tips and Info

Fidelity in eTests & TOPSpro Implementation

New Test Reports

CASAS Website Resources

# Reading GOALS Series CASAS





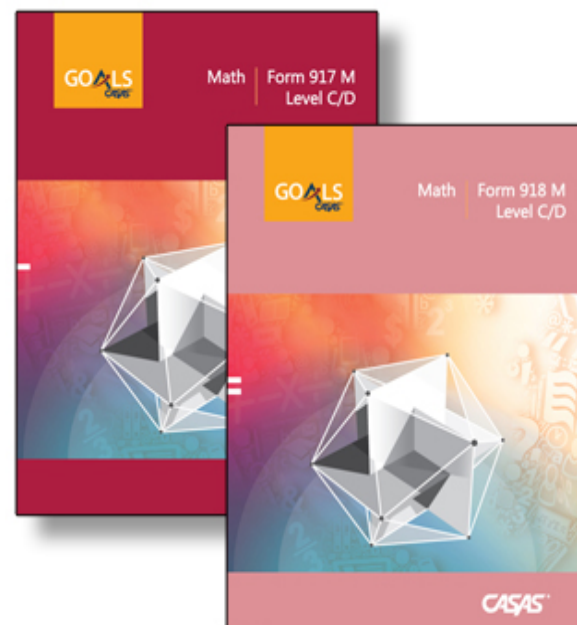
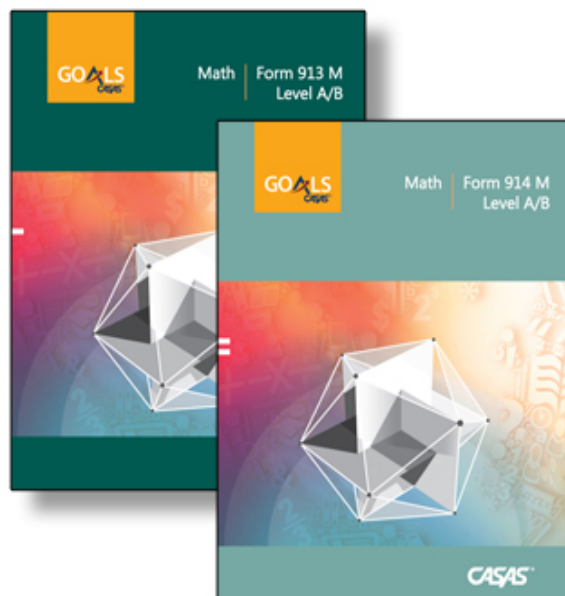
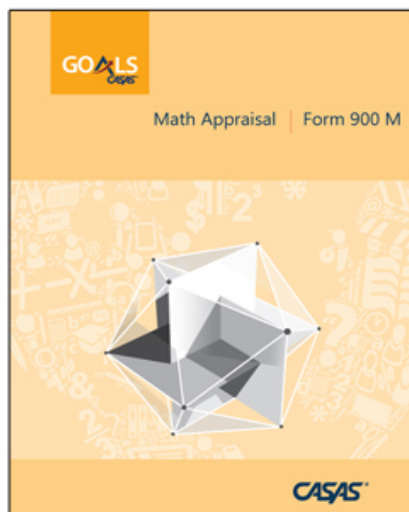
# Reading GOALS Series

| CASAS Level | Form Number | Number of Test Items | Timing  |
|-------------|-------------|----------------------|---------|
| Locator     | 104R        | 12                   | 15 min. |
| Appraisal   | 900R        | 28                   | 30 min. |
| A           | 901         | 39                   | 60 min. |
|             | 902         |                      |         |
| B           | 903         | 40                   | 75 min. |
|             | 904         |                      |         |
| C           | 905         | 40                   | 75 min. |
|             | 906         |                      |         |
| D           | 907         | 40                   | 75 min. |
|             | 908         |                      |         |

- Reading GOALS Locator: 104R (12 questions) – fixed form
- Aligned to the CCR Standards for Adult Education and CASAS Competencies
- Measures rigorous academic skills in contexts relevant to lives of adult learners

# Math GOALS CASAS

## Series



| CASAS Level | Form Number | Number of Test Items | Timing  |
|-------------|-------------|----------------------|---------|
| Locator     | 104M        | 10                   | 15 min. |
| Appraisal   | 900M        | 20                   | 30 min. |
| A/B         | 913<br>914  | 40                   | 60 min. |
| C/D         | 917<br>918  | 38                   | 75 min. |

- Aligned to the CCR Standards for Adult Education and CASAS Competencies

# FAQ- Math GOALS locator versus appraisal

**Which locator or appraisal (placement) test should agencies use with Math GOALS?**

**Agencies that use CASAS eTests may use the Form 104M Math GOALS Locator test. The Form 900M Math GOALS Appraisal is the only appraisal appropriate for use with paper-based pre- and post-tests in the Math GOALS series.**

[https://www.casas.org/docs/default-source/product-brochures/math-goals-for-abe-and-ase-faqs.pdf?sfvrsn=c4333d5a\\_16?Status=Master](https://www.casas.org/docs/default-source/product-brochures/math-goals-for-abe-and-ase-faqs.pdf?sfvrsn=c4333d5a_16?Status=Master)


# CASAS Math Blueprint – NEW version on website

| CASAS Content Domains                   | CASAS Level A/B | CASAS Level C/D | College and Career Readiness Standards (CCRS) Covered by CASAS Math Goals Series  |
|---|-----------------|-----------------|---|
| <b>M1: Number Sense</b>                 | 32%             | 24%             | <p><b>At the A/B level</b>, use basic concepts of number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions.</p> <p><b>At the C/D level</b>, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.</p>   |
| <b>M2: Algebra</b>                      | 10%             | 26%             | <p><b>At the A/B level</b>, understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</p> <p><b>At the C/D level</b>, generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.</p> |
| <b>M3: Geometry</b>                     | 14%             | 24%             | <p><b>At the A/B level</b>, identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</p> <p><b>At the C/D level</b>, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</p>  |
| <b>M4: Measurement*</b>                 | 22%             | 10%             | <p><b>At the A/B level</b>, measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</p> <p><b>At the C/D level</b>, understand/apply Pythagorean theorem, use volume measurements for complex modeling.</p>   |
| <b>M5: Statistics and Probability**</b> | 22%             | 16%             | <p><b>At the A/B level</b>, understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</p> <p><b>At the C/D level</b>, understand probability, sampling, draw inferences, summarize and interpret data categorical and quantitative data, draw inferences, investigate associations in bivariate data.</p>  |

\* CCRS domains of **Geometry** and **Statistics** include content from CASAS category *M4: Measurement*

# On-screen calculator

**Midtown Gym costs \$40 per month to join but is having a half-price special for August.**

1 of 2 → Practice Review 

How much would it cost to join for April, May and June?

☐ \$20

☐ \$40

☐ \$60

☐ \$120

Calculator ×

|   |   |   |   |     |
|---|---|---|---|-----|
| ← | ± | √ | C |     |
| 7 | 8 | 9 | / | %   |
| 4 | 5 | 6 | * | 1/x |
| 1 | 2 | 3 | - | =   |
| 0 |   |   |   |     |
|   |   | . | + |     |

**Click on icon**

**Calculator opens!**

It can be moved to any position on the screen. It includes basic functions.

# WIOA Title II NRS/CASAS Score Ranges for ABE/ASE



## Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

|   | Educational Functioning Levels    | CASAS Level | Reading GOALS Scale Score Ranges |
|---|-----------------------------------|-------------|----------------------------------|
| 1 | Beginning ABE Literacy            | A           | 203 and below                    |
| 2 | Beginning Basic Education         | B           | 204 - 216                        |
| 3 | Low Intermediate Basic Education  | B           | 217 - 227                        |
| 4 | High Intermediate Basic Education | C           | 228 - 238                        |
| 5 | Low Adult Secondary Education     | D           | 239 - 248                        |
| 6 | High Adult Secondary Education    | E           | 249 and above                    |

Revised April 2019

|   | Educational Functioning Levels      | CASAS Level | Math GOALS Scale Score Ranges |
|---|-------------------------------------|-------------|-------------------------------|
| 1 | Beginning ABE Literacy              | A           | 193 and below                 |
| 2 | Beginning Basic Education           | A/B         | 194 - 203                     |
| 3 | Low Intermediate Basic Education    | B           | 204 - 214                     |
| 4 | Middle Intermediate Basic Education | C           | 215 - 225                     |
| 5 | High Intermediate Basic Education   | C           | 226 - 235                     |
| 6 | Adult Secondary Education           | D/E         | 236 and above                 |

Revised April 2019

# WIOA Title I/EFLs, CASAS scores, and GLEs

**CASAS ABE Reading Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I**

| NRS Levels | Reading ABE/ASE EFLs           |                            | Reading GOALS Score Ranges          | Grade Level |
|------------|--------------------------------|----------------------------|-------------------------------------|-------------|
| 1          | Beginning ABE Literacy         | Basic Skills Deficient     | 193 and below<br>194 - 203          | K<br>1      |
| 2          | Beginning Basic Education      |                            | 204 – 210<br>211 - 216              | 2<br>3      |
| 3          | Low Intermediate               |                            | 217 – 222<br>223 – 227              | 4<br>5      |
| 4          | High Intermediate              |                            | 228 – 230<br>231 – 234<br>235 – 238 | 6<br>7<br>8 |
| 5          | Low Adult Secondary Education  | Not Basic Skills Deficient | 239 – 243<br>244 – 248              | 9<br>10     |
| 6          | High Adult Secondary Education |                            | 249 – 253<br>254 and above          | 11<br>12    |

***Reading GLEs located on website***

# WIOA Title I/EFLs, CASAS scores, and GLEs

**CASAS ABE Math Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I**

| NRS Levels | Mathematics ABE/ASE EFLs  |                            | Math GOALS Score Ranges                              | Grade Level         |
|------------|---------------------------|----------------------------|--|---------------------|
| 1          | Beginning ABE Literacy    | Basic Skills Deficient     | 184 and below<br>185 – 193                           | K<br>1              |
| 2          | Beginning Basic Education |                            | 194 – 198<br>199 – 203                               | 2<br>3              |
| 3          | Low Intermediate          |                            | 204 – 209<br>210 – 214                               | 4<br>5              |
| 4          | Middle Intermediate       |                            | 215 – 221<br>222 – 225                               | 6<br>7              |
| 5          | High Intermediate         |                            | 226 – 228<br>229 – 235                               | 7<br>8              |
| 6          | Adult Secondary Education | Not Basic Skills Deficient | 236 – 240<br>241 – 244<br>245 – 248<br>249 and above | 9<br>10<br>11<br>12 |

***Math GLEs located on website***

# WIOA Title II NRS/CASAS Score Ranges for ESL



## Relationship to NRS Educational Functioning Levels (EFL) for ESL

|   | Educational Functioning Levels | CASAS Level | Reading Life and Work Scale Score Ranges | Listening (980 series) Scale Score Ranges |
|---|--------------------------------|-------------|--|---|
| 1 | Beginning ESL Literacy         | A           | 180 and below                            | 180 and below                             |
| 2 | Low Beginning ESL              | A           | 181 - 190                                | 181 - 189                                 |
| 3 | High Beginning ESL             | A           | 191 - 200                                | 190 - 199                                 |
| 4 | Low Intermediate ESL           | B           | 201 - 210                                | 200 - 209                                 |
| 5 | High Intermediate ESL          | B           | 211 - 220                                | 210 - 218                                 |
| 6 | Advanced ESL                   | C/D         | 221 - 235                                | 219 - 227                                 |

Revised April 2019

# New GOALS Appraisal Self-Scoring Answer Sheets

**Self-Scoring** Answer Sheet for GOALS Reading and Math  
Appraisal Form 900R + 900M

Set of 25 -- \$49.00

ANS900

# New TRUS19 Answer Sheets

For programs doing paper testing and scanning:

- New TRUS 19 answer sheets are available to order.
- They are still brown.
- The old ones – TRUS16 – cannot easily be used after December 2019.

## Miscellaneous Tips and Info

For Math GOALS, a test taker may use the onscreen calculator OR a **physical calculator**.

eTests **automatically ends a test** when time is up and a test taker finishes the item being worked on.

CASAS recommends having at least one **touch screen** device available for test takers that are not familiar with using computers.

**Internet Bandwidth** – can be the cause of slow loading, especially of test prompts and graphics.

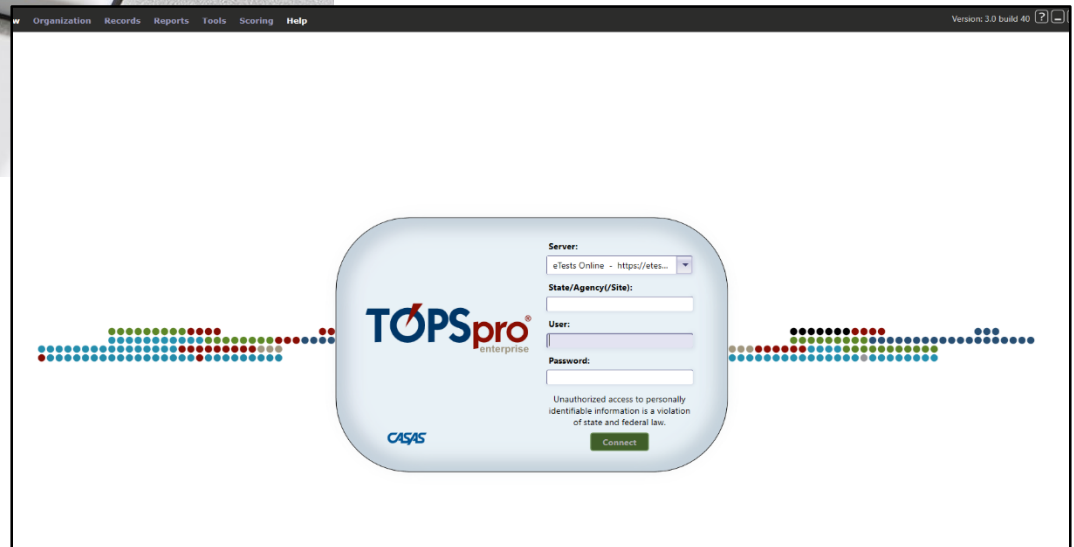
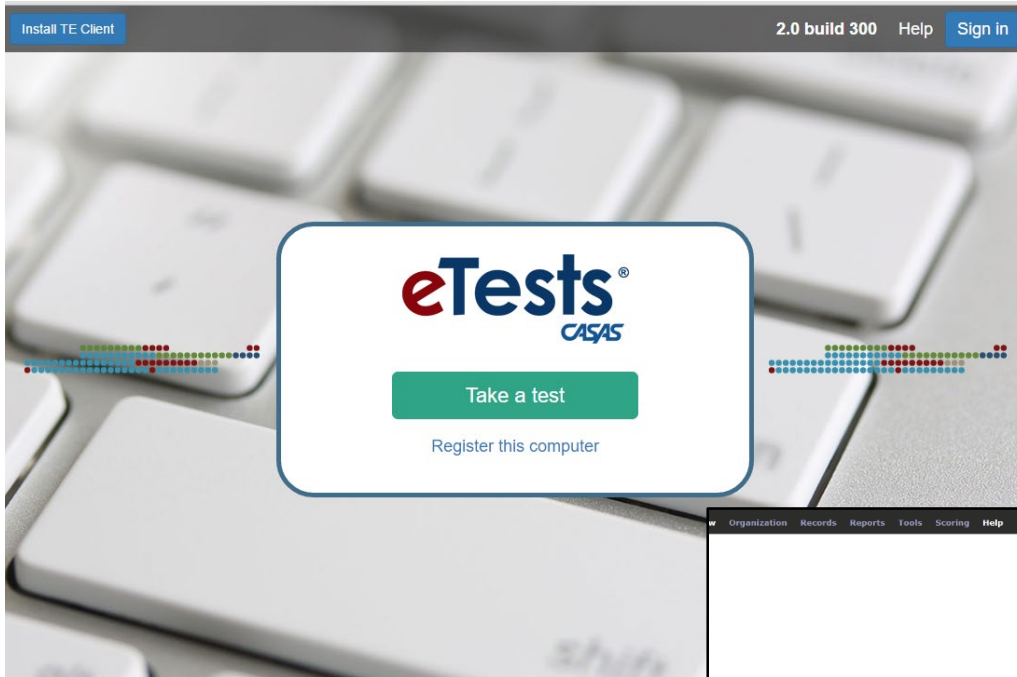
## Currently in development to meet field needs

- Streamlined process to **share client data from one agency to another** (e.g., from One-Stop to Title II program)
- Expanded functionality to identify a test taker in a **“special program” based on separate funding sources** and generate reports.
  - This is how you will be able to track usage by special program in TE.

# Going Live! Checklist – Next steps

- ☐ 5. Connect to your online account
- ☐ 6. Add Sites
- ☐ 7. Add Users
- ☐ 8. Register testing stations
- ☐ 9. Review testing sessions
- ☐ 10. Conduct a trial run
- ☐ 11. Go live! and begin testing
- ☐ 12. Retrieve results and generate reports

# Implementing with Fidelity



**Each staff member who will access the CASAS Online System requires a User account with login credentials.**

**Users are also part of the organizational structure of an online account**

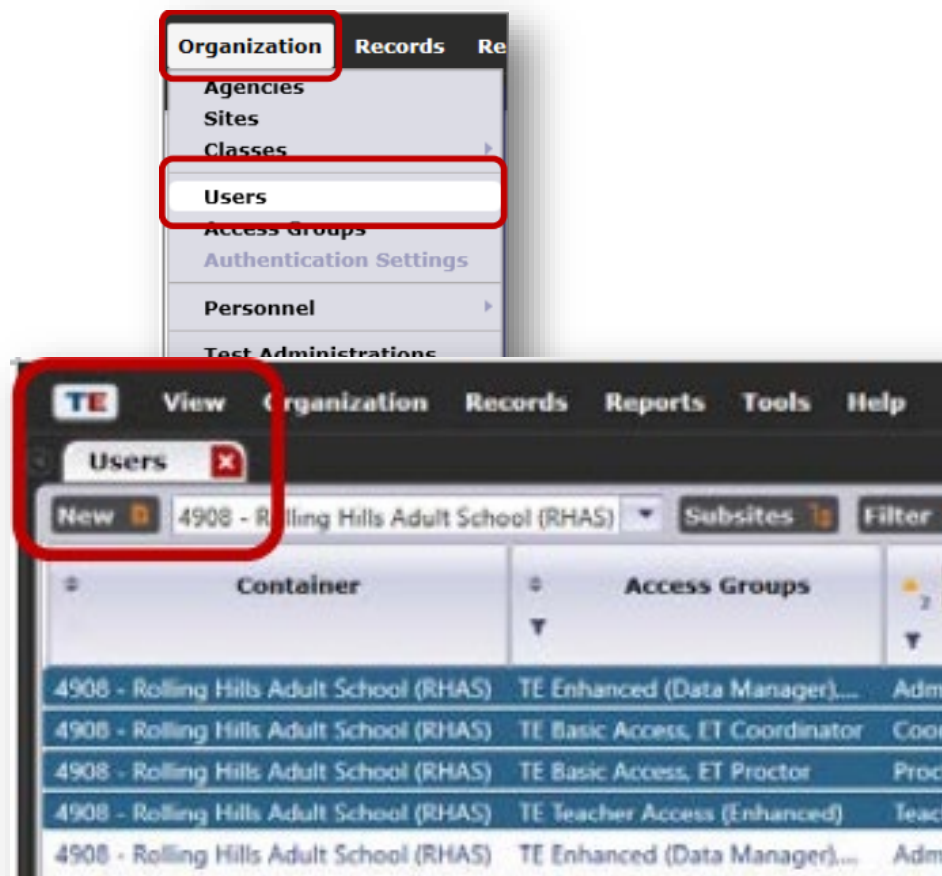
### **TOPS<sup>pro</sup><sub>enterprise</sub> ACCESS**

- May grant to *any* staff as appropriate.
- eTests coordinator and/or proctor certification not required for access.

### **eTests<sup>®</sup> ACCESS** CASAS

- May *only* grant upon confirmation of coordinator and/or proctor certification.
- Agencies must maintain copies of certificates on file.

- TE opens to a blank screen with a menu bar across the top
- From the menu bar, click Organization and select Users.
- Click New at the top left



#### **CASAS adds pre-configured TE Access Groups when setting up a new online account.**

- Data Managers may edit, rename, duplicate, or delete these groups, and add new groups.

#### **TE Access Groups define menu and data access rights for groups of users.**

- TE Data access may be restricted to “read only” access.

**There is no limit to the number of users.**

## Step 7. Add Users – TE Access

**Each agency decides which application its users may access.**

|  | TE Access Groups |          |                       |                                   |
|--|------------------|----------|-----------------------|-----------------------------------|
| TE Access Rights                                       | TE Data Manager  | TE Admin | TE Basic              | TE Teacher                        |
| Has full access to TE (e.g. edit, add, delete records) | X                | X        |                       |                                   |
| Has limited access to TE                               |                  |          | Can only view records | Only View own classes             |
| Can generate reports from TE                           | X                | X        | X                     | Only for own students and classes |
| Can grant access to eTests                             | X                |          |                       |                                   |
| Has access to eTests                                   | X                | **       | **                    | **                                |

## Step 7. Add Users – eTests Access



- The Data Manager adds Users to an eTests Access Group.
- Most users will serve as Proctors.
- Coordinator access requires a higher level of responsibilities.

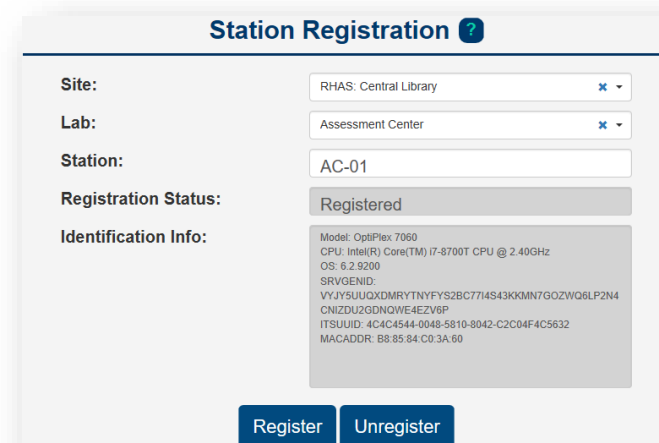
|  | ET Coordinator | ET Proctor | ET Coordinator /Proctor | ET Tech* |
|--|----------------|------------|-------------------------|----------|
| Access Application Management Console    | ✓              | ✓          | ✓                       | ✓        |
| Create/Edit Test Sessions                | ✓              |            | ✓                       |          |
| Supervise Test Administration            |                | ✓          | ✓                       |          |
| Initiate or confirm Station Registration | ✓              | ✓          | ✓                       |          |
| Unregister Station                       | ✓              |            | ✓                       | ✓        |
| Register Station Without Confirmation*   |                |            |                         | ✓        |

**\*Limited to Agency IT Dept. Staff only**

### Step 8. Register Testing Stations

- **Registering testing stations enables a web-secure server to deliver eTests on the local machine.**
- **Station registration is a one-time event!**
- **Registering stations requires two certified eTests users.**

1. First user initiates registration
2. Second user confirms registration (not necessarily at the same time)



The screenshot shows the 'Station Registration' form. It includes fields for Site (RHAS: Central Library), Lab (Assessment Center), and Station (AC-01). The Registration Status is 'Registered'. The Identification Info section displays hardware details: Model: OptiPlex 7060, CPU: Intel(R) Core(TM) i7-8700T CPU @ 2.40GHz, OS: 6.2.9200, SRVGENID: VYJY5UUQXDMRYTNYFY52BC774S43K0MN7GOZWQ6LP2N4, CNIZDU2GDNQWE4EZV6P, ITSUUID: 4C4C4544-0048-5810-8042-C2C04F4C5632, and MACADDR: B8:85:84:C0:3A:60. At the bottom are 'Register' and 'Unregister' buttons.

| Station Registration ?                                |  |
|---|--|
| Site:   | RHAS: Central Library  |
| Lab:  | Assessment Center  |
| Station:  | AC-01  |
| Registration Status:                                  | Registered   |
| Identification Info:                                  | Model: OptiPlex 7060<br>CPU: Intel(R) Core(TM) i7-8700T CPU @ 2.40GHz<br>OS: 6.2.9200<br>SRVGENID: VYJY5UUQXDMRYTNYFY52BC774S43K0MN7GOZWQ6LP2N4<br>CNIZDU2GDNQWE4EZV6P<br>ITSUUIID: 4C4C4544-0048-5810-8042-C2C04F4C5632<br>MACADDR: B8:85:84:C0:3A:60 |
| <button>Register</button> <button>Unregister</button> |  |

## Step 9. Review Testing Sessions - Templates

eTests Online - Rolling Hills Adult School (RHAS) Logout

Testing Sessions Testing Session Templates (4 records) Refresh

Save table filters

|                  | Template Name | Site                       | Number Of Sessions Using This Template |
|------------------|---------------|----------------------------|--|
| Edit Delete Copy | ABE/ASE       | RHAS: 00 - Adult Education | 8                                      |
| Edit Delete Copy | ESL/ELL       | RHAS: 00 - Adult Education | 9                                      |
| Edit Delete Copy | PRACTICE      | RHAS: 00 - Adult Education | 1                                      |
| Edit Delete Copy | REGISTRATION  | RHAS: 00 - Adult Education | 2                                      |

Using the default templates and sessions will ensure standardized test delivery in all labs per site with CASAS approved assessments for NRS and data collection for local, state, and federal accountability.

- ✓ The setup and review of testing session templates and testing sessions is a one-time event!
- ✓ Testing session templates carry over to the next program year.
- ✓ Testing sessions must be replicated in a new program year.

## Step 9. Review Testing Session - Templates

**Testing Session Template** settings apply to all sessions sharing the same template to ensure standardization.

**Template:** identifies program (e.g. ABE/ASE, ESL)

**Modalities:** what tests to deliver

**Options:** how to deliver tests

**Registration:** who to test

**Data:** the information to collect

**Layout:** screen displays

**Admin:** session management

**Edit template details**

Template name: ABE/ASE

Site: RHAS: 00 - Adult Education

Template configuration

Modalities Options Registration Data Layout Admin

☒ Reading Reading GOALS [ Default - 104R ]

Locator/Appraisal: [ Default - 104R ]

☒ Math Math GOALS [ Default - 104M ]

Locator/Appraisal: [ Default - 104M ]

# eTests Testing Session Templates

**Templates will deliver tests from the following CASAS test series:**

**ABE/ASE – Reading GOALS and Math GOALS**

**ESL/ELL – Beginning Literacy Reading, Life and Work Reading, and Life and Work Listening (980 series)**

# Module 2: CASAS eTests Implementation

## Step 9. Review Testing Sessions – ABE/ASE

eTests Online - Rolling Hills Adult School (RHAS)

**Testing Sessions**

Testing Session Templates

Test Results

Students

Testing Stations

Change Password

**Testing Sessions**

Filter by: Status

| Site            | Lab Name | Template Name   | Session Name |
|-----------------|----------|---|--------------|
|                 | filter   | ABE/ASE x   | filter       |
| Adult Education | ABE/ASE  | LAB:??? - Appraisal   |              |
| Adult Education | ABE/ASE  | LAB:??? - Intake: Pretest                                       |              |
| Adult Education | ABE/ASE  | LAB:??? - Progress: Post-test                                   |              |
| Adult Education | ABE/ASE  | LAB:??? - Retest: Scores Outside Accurate Range (Not Same Day)  |              |
| Adult Education | ABE/ASE  | LAB:??? - Retest: Scores Outside Accurate Range (Same Day Only) |              |
| Adult Education | ABE/ASE  | LAB:??? - Returning Students: Pretest                           |              |
| Adult Education | ABE/ASE  | LAB:??? - Spanish Reading Comprehension                         |              |
| Adult Education | ABE/ASE  | REGISTRATION w/Practice   |              |

TECH TIP: Testing Sessions > Filter for Template Names

### Step 9. Review testing sessions

#### **Intake: Pretest – Locator + Pretest**

- Delivers the Locator and the appropriate pre-test (based on Locator performance).

#### **Progress: Post-test**

- Delivers the appropriate next assigned test based on a student's pretest score.
- Post-testing should occur after 70-100 instructional hours (or a minimum of 40 hours).

## Step 9. Review testing sessions

### Retest: Same Day Only

- Delivers the appropriate “retest” to students who tested outside the accurate range (either too low or too high) on their form level test.
- Deliver to students who are re-testing on the **same** day.

### Retest: Not Same Day

- Delivers the appropriate “retest” to students who tested outside the accurate range (either too low or too high) on their form level test.
- Deliver to students who are re-testing on a **different** day.

## Step 9. Review Testing Sessions – ABE/ASE

**Sets of testing sessions are required for proctors to manage and administer tests for each lab.**

- Assign sets to each lab by replacing “???” in the Session Name with the Lab name, number, or acronym.

- One certified proctor per 20-25 students is required per lab.

eTests Online - Rolling Hills Adult School (RHAS)

| Testing Sessions     |                      |   |                      |
|----------------------|----------------------|---|----------------------|
| Filter by: Status    |                      |   |                      |
| Site                 | Lab Name             | Template Name   | Session Name         |
| <input type="text"/> | <input type="text"/> | ABE/ASE   | <input type="text"/> |
| Adult Education      | ABE/ASE              | LAB:??? - Appraisal   |                      |
| Adult Education      | ABE/ASE              | LAB:??? - Intake: Pretest                                       |                      |
| Adult Education      | ABE/ASE              | LAB:??? - Progress: Post-test                                   |                      |
| Adult Education      | ABE/ASE              | LAB:??? - Retest: Scores Outside Accurate Range (Not Same Day)  |                      |
| Adult Education      | ABE/ASE              | LAB:??? - Retest: Scores Outside Accurate Range (Same Day Only) |                      |
| Adult Education      | ABE/ASE              | LAB:??? - Returning Students: Pretest                           |                      |
| Adult Education      | ABE/ASE              | LAB:??? - Spanish Reading Comprehension                         |                      |
| Adult Education      | ABE/ASE              | REGISTRATION w/Practice   |                      |

## Step 9. Review Testing Sessions – ESL

- Sessions are ready to use and reuse whenever you need to test – simply **START** and **STOP** sessions throughout the program year (July 1 – June 30).
- The *CASAS Online System* is fully automated to present appropriate-level tests with these standardized sessions.

eTests Online - Rolling Hills Adult School (RHAS) proctor0@rhas.org Logout

**Testing Sessions** (8 records) Refresh

Filter by: Status

|                                     |                       |                       | Site                       | Lab Name          | Template Name | Session Name   |
|-------------------------------------|-----------------------|-----------------------|----------------------------|-------------------|---------------|--|
| <input checked="" type="checkbox"/> | Save table filters    |                       | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | filter   |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Appraisal   |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Intake: Pretest - Beginning Literacy Reading          |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Intake: Pretest - Level A                             |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Intake: Pretest - w/Locator                           |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Progress: Post-test                                   |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Retest: Scores Outside Accurate Range (Not Same Day)  |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Retest: Scores Outside Accurate Range (Same Day Only) |
| <a href="#">View</a>                | <a href="#">Start</a> | <a href="#">Tests</a> | RHAS: 00 - Adult Education | Assessment Center | ESL/ELL       | LAB:AC - Returning Students: Pretest                           |

# Important Note about Retest Session

**Retest session is configured to retest students with the next appropriate test form level automatically when a test score is –**

- **Below accurate range ✱ – retesting is required**
- **Conservative estimate ♦ – retesting is required for pretests and is recommended before the next term of enrollment**

# Pre-Test Sessions: Options for Registering Students

- **Student registration through eTests**
- **Exporting/importing data**
- **Manually entering students to TOPSpro Enterprise**

TECH TIP: You can limit the Registration data in eTests

# Features of “Basic” Online Implementation

- Personal Score Report (at end of test)
- Individual Student Skills Profile
- Individual Student Competency Performance
- **Coming soon: Individual Student Content Standards Performance**
- Next Assigned Test (NAT)
- Test Administrations (# of test given per month)
- Export student test data to 3<sup>rd</sup> Party data system
- Test History—of all test takers
- CASAS test form, test date, scale score, and scores outside of accuracy range

# Features of “Enhanced” Implementation

- Class Reports (Content Standards, Competencies)
- **New: Test Score Overview (Class Report)**
  - Monitor program effectiveness
    - Class, Site and Agency Data Reports
  - Drill-down: reports-to-data
  - Customizable lists, Ad hoc reporting
  - State & Federal accountability reporting (NRS Fed Tables)

# GOALS Series Reports and Content Standards

CASAS Content Standards reports and CASAS Competency reports are similar for the GOALS test series.

## **New** look for Personal Score Report

## **New** Test Score Overview report – with Enhanced TE Access

## **New** CCR reports in Individual Skills Profile

- Reading GOALS CCR report is available
- Math GOALS CCR report

Need information about eTests and TOPSpro implementation?

✓ First...Check the [online training and support docs](#).

The **CASAS Technology Support Team** is available  
9:00 a.m.– 8:00 p.m. Eastern, M – F

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

If it is testing day or you can't find your answers in Help Docs...  
Call: 1-800-255-1036, option 2.



10/01/2019  
17:32:39

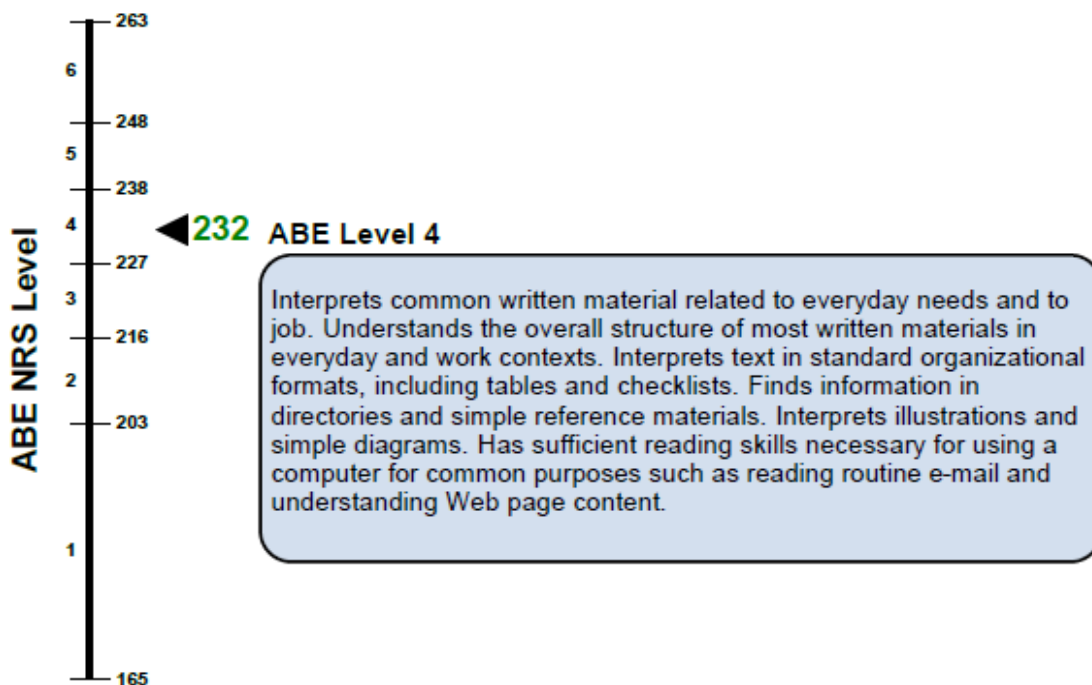
## Personal Score Report

Page 1 of 1  
PSR

**Maria Lopez - 451248**

|         |  |          |              |
|---------|--|----------|--------------|
| Agency: | 0000 - Rolling Hills Adult School (RHAS) | Course:  | 54832        |
| Site:   | 145 - RHAS: Adult School                 | Teacher: | Jeremy Smith |
| Class:  | 1542873 - ASE                            |          |              |

| Modality | Test Form | Test Level | Test Date  | Scale Score | NRS Level   |
|----------|-----------|------------|------------|-------------|-------------|
| Reading  | 907R      | D          | 09/27/2019 | 232         | ABE Level 4 |





## Test Score Overview

09/12/2019  
07:18:29

Page 1 of 1

**Agency:**

**Site:**

**Class:**

**Course:**

**Teacher:**

**Modality:** Reading

**Scale:** CASAS RML

| Student               |           | Test Date  | Form  | Scale Score | NRS<br>EFL | Grade<br>Equiv. |
|-----------------------|-----------|------------|-------|-------------|------------|-----------------|
| Ibarra, Isabel        | 032000134 | 10/16/2018 | 081R  | 205 ♦       | 4          | 2.9             |
| Torres, Rosa          | 032959454 | 07/01/2018 | 083R  | 210         | 4          | 3.9             |
| Gutierrez, Alma Rosa  | 082577284 | 06/06/2019 | 081RX | 212         | 5          | 4.3             |
| Gonzalez, Guillermina | 041089677 | 10/17/2018 | 081RX | 214         | 5          | 4.7             |
| Huerta, Sandra        | 080374696 | 06/18/2019 | 082RX | 214         | 5          | 4.7             |
| Granados, Dora        | 083167022 | 01/17/2019 | 084R  | 215         | 5          | 4.9             |
| Alvarez, Gabriel      | 071164643 | 06/06/2019 | 083R  | 215         | 5          | 4.9             |
| Castellanos, Gabriela | 091876925 | 03/12/2019 | 083R  | 216         | 5          | 5.1             |
| Arambula, Evangelina  | 122065511 | 06/18/2019 | 082RX | 216         | 5          | 5.1             |
| Villagomez, Noemi     | 100481598 | 06/27/2019 | 083R  | 220         | 5          | 5.9             |
| Fuentes, Maria        | 041354376 | 01/31/2019 | 083R  | 222         | 6          | 6.3             |

\* Score outside of accuracy range

♦ Score is a conservative estimate

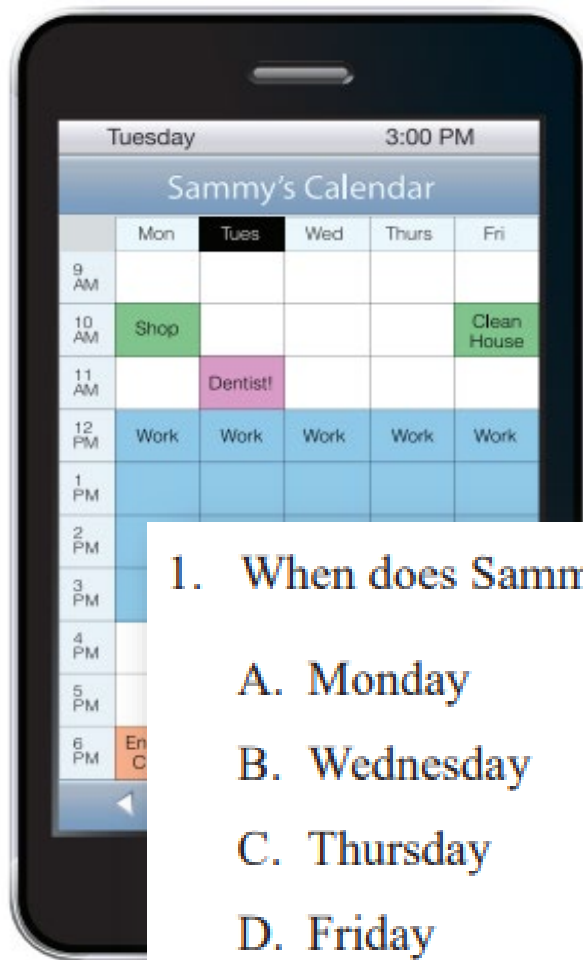
# Skill Reports



- Individual Skills Profile
  - student-level report that includes performance on competencies, task areas, and content standards by skill area.
  - New: CCR Standards tables for Reading and Math GOALS
- Test Score Report -- NEW
  - class-level report that shows the scale scores in one modality for the whole class, as well as NRS level, GLE, test date and form number.

# Module 2: CASAS eTests Implementation

## 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)

# Alignment of CASAS Reading Standards and 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;<br>Infer/draw conclusions                         | R1                   |
| Text structure and features   | R5                   |
| Author's point of view  | R6                   |
| Analyze claim/argument  | R8                   |
| *CCRS Reading Standards R7, R9 and R10 are measured across content areas. |                      |

**Jason Lee**

ID# 103854

Agency: 0000 - Rolling Hills Adult School  
(RHAS)

Program: Basic Skills (ABE)

| Most Recent | Form | Date       | Scale Score | NRS * | Form Level | Number of Items |         |           |
|-------------|------|------------|-------------|-------|------------|-----------------|---------|-----------|
|             |      |            |             |       |            | Total           | Correct | Attempted |
| Math        | 917M | 07/18/2019 | 238         | 6     | C/D        | 38              | 27      | 38        |
| 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 %    |

| Math Competencies   | N  | Correct |
|---------------------|----|---------|
| Consumer Economics  | 12 | 75 %    |
| Community Resources | 2  | 50 %    |
| Employment          | 16 | 68 %    |
| Computation         | 8  | 75 %    |

| 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 %   |

| College & Career Readiness Standards<br>Content Areas | CCR Reading<br>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 %   |

| College & Career Readiness Standards Math<br>Content Areas                  | N  | Correct |
|---|----|---------|
| Base Ten; Fractions and Ratios  | 9  | 66 %    |
| Number and Operations: Base Ten<br>Number System                            |    |         |
| Algebra   | 10 | 70 %    |
| Operations and Algebraic Thinking<br>Expressions and Equations<br>Functions |    |         |
| Geometry  | 9  | 55 %    |
| Geometry  |    |         |
| Measurement; Data Analysis  | 5  | 80 %    |
| Measurement and Data  |    |         |
| Statistics and Probability  | 5  | 100 %   |
| Statistics and Probability  |    |         |

| Math Tasks  | N  | Correct |
|---|----|---------|
| Charts, maps, consumer billings, matrices, graphs, tables | 14 | 78 %    |
| Articles, paragraphs, sentences, directions, manuals      | 18 | 77 %    |
| Measurement scales, diagrams                              | 5  | 40 %    |

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

## Individual Skills Profile

09/16/2019

15:18:31

Page 1 of 1

ISP

**Jason Lee**

ID# 103854

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

**Program:** Basic Skills (ABE)

| Most Recent | Form | Date       | Scale Score | NRS *<br>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 %    |

| 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 %   |

| College & Career Readiness Standards<br>Content Areas | CCR Reading<br>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 %   |

 Jason Lee has a  
likelihood of ...

78 %

 to pass this  
HiSET subsection

Language Arts, Reading

# Assessment and Research- High School Equivalency Studies

- CASAS is collaborating with GED Testing Service and ETS HiSET on HSE research studies.
- To provide information about a student's "Likelihood of Passing" the HiSET and GED reading and math sections based on CASAS test scores.
- Results appear in the Individual Skills Profile report.
- HiSet Reading and Math studies are completed!
  - HiSet Reading report table is available.
  - **HiSet Math report table to be released in mid-October.**
- GED Reading and Math studies in final stages – available soon.

# Skill Reports



## Student Content Standard Performance

- provides detailed information on student test results by
  - test item
  - CASAS content standard

## Content Standard Performance Summary

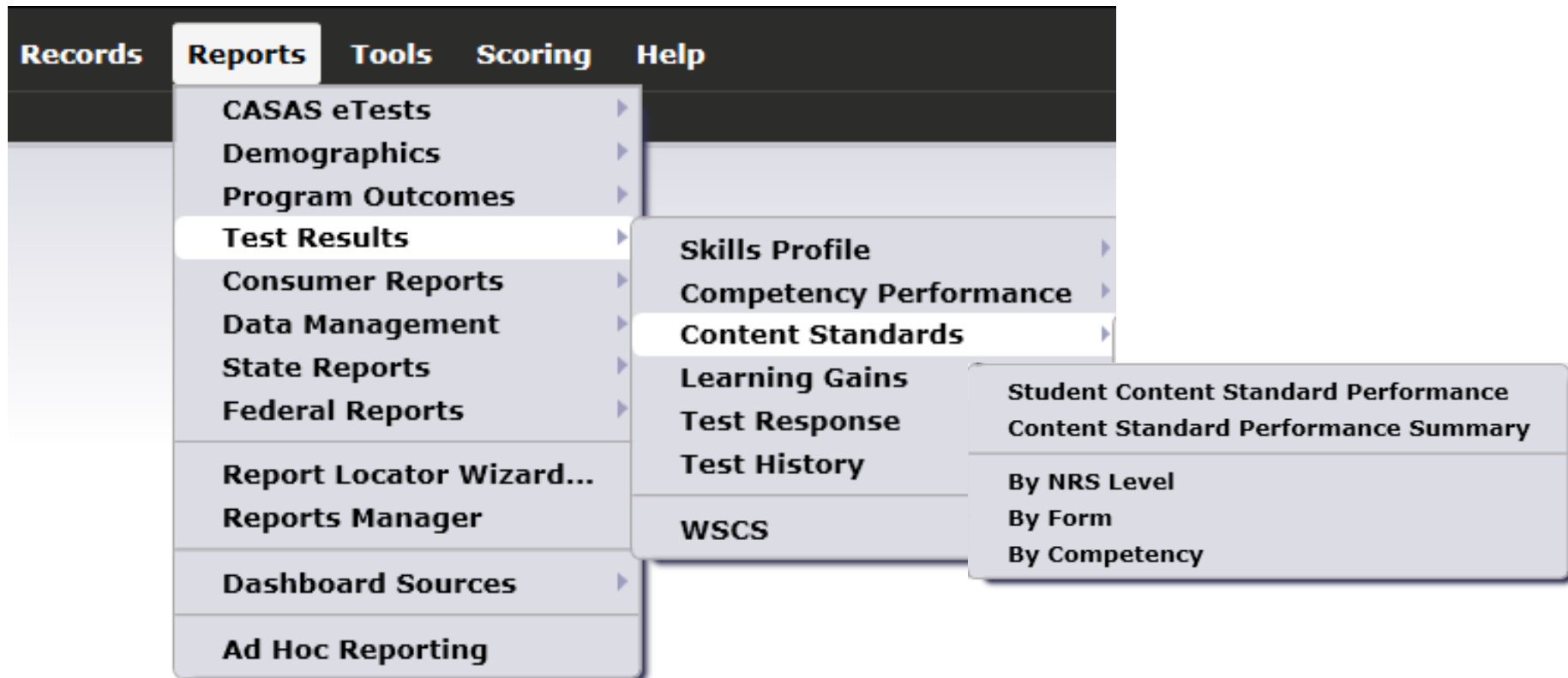
- a class-level report teachers use to target the areas of greatest need for the entire class.

### **New for GOALS:**

**Only one content standard per test item**

- Makes reports easier to interpret and use

# Content Standard Reports



01/06/2019

Page 1 of 1

23:30:59

by Test &amp; Content Standard

SCSTC

|                 |  |                     |                                |
|-----------------|--|---------------------|--------------------------------|
| <b>Agency:</b>  | 4908 – Rolling Hills Adult School (RHAS) | <b>Form:</b>        | 906R - Reading GOALS Level C   |
| <b>Site:</b>    | <b>Class:</b> 11 – RHAS: North City      | <b>Student:</b>     | Perez, Maria <b>ID:</b> 123456 |
| <b>Course:</b>  | 61392 - Reading Skills 3                 | <b>Test Date:</b>   | 01/06/2019                     |
| <b>Teacher:</b> | RS3BEE                                   | <b>Raw Score:</b>   | 19                             |
|                 |  | <b>Scale Score:</b> | 220                            |

| CASAS Reading Standards (2016) | No. of Items | Correct | Content Standard Description   |
|--------------------------------|--------------|---------|--|
| RDG2.3                         | 4            | 50 %    | Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context.   |
| RDG2.8                         | 3            | 0 %     | Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., sentence-level, paragraph or complete text context, known affix, root words).  |
| RDG3.11                        | 2            | 50 %    | Identify the main idea of a simple text or the central ideas or themes of a complex text.  |
| RDG3.12                        | 13           | 38 %    | Identify the key details and cite evidence from a text.  |
| RDG3.14                        | 3            | 100 %   | Identify the author's purpose including what the author wants to answer, explain or describe.  |
| RDG4.3                         | 2            | 100 %   | Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.   |
| RDG4.4                         | 7            | 43 %    | Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).  |
| RDG4.6                         | 1            | 0 %     | Analyze how the author's purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience. Distinguish own point of view, including personal experience, from the author's point of view.         |
| RDG4.7                         | 2            | 50 %    | Explain, delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies). |
| RDG4.8                         | 3            | 67 %    | Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.                                     |

# Class Content Standard Performance Summary



01/06/2019  
23:34:49

## Class Performance

Page 13 of 32  
SCSSTC4

by Test & Content Standard

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

**Teacher:** 521457 - Goldberg, C

**Site: Class:** 11 – RHAS: North City

**Form:** 906R - Reading GOALS Level C

**Course:** 61392 - Reading Skills 3  
RS3BEE

**Total Tests:** 13      **Total Students:** 13

| CASAS Reading Standards (2016) | No. of Items | Correct | Content Standard Description  |
|--------------------------------|--------------|---------|---|
| RDG2.3                         | 4            | 56 %    | Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to). |
| RDG2.8                         | 3            | 51 %    | Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).   |
| RDG3.11                        | 2            | 65 %    | Identify the main idea of a simple text or the central ideas or themes of a complex text.   |
| RDG3.12                        | 13           | 57 %    | Identify the key details and cite evidence from a text.   |
| RDG3.14                        | 3            | 59 %    | Identify the author's point or purpose including what the author wants to answer, explain or describe.  |
| RDG4.3                         | 2            | 58 %    | Determine what texts says explicitly by comparing details from multiple sources or parts of a text.   |
| RDG4.4                         | 7            | 52 %    | Determine what texts says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.   |
| RDG4.6                         | 1            | 23 %    | Use text features (e.g., bold face print, symbols) to locate key details and interpret how these features influence meaning.  |
| RDG4.7                         | 2            | 65 %    | Describe and analyze the overall structure and organization of a text (e.g., chronology, case and effect, comparison and contrast, problem and solution.  |
| RDG4.8                         | 3            | 67 %    | Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.  |

**NEW**

# CASAS Reading Standards 2016, Second Edition

- Combined, reduced, re-named and re-organized
  - Number of categories reduced from 9 to 5
  - Number of standards reduced from 125 to 51
- Added new standards from the CCR Standards for Adult Education in the English Language Arts and Literacy areas of Reading, Reading Foundations and Language.
- To align assessment with instruction, the categories in the revised CASAS Reading Standards are the same as the categories for reporting test results for the new CASAS Reading series.
- Posted on [www.casas.org](http://www.casas.org) – with dots for ABE/ASE and ESL

# CASAS Reading Standards Categories

RDG 1 - Foundational Literacy

RDG 2 - Language and Vocabulary

RDG 3 - Reading Comprehension Skills and Strategies

RDG 4 - Higher Order Reading Skills and Strategies

RDG 5 - Higher Order Reading Skills and Strategies –  
Literary Texts Only

# CASAS Reading Standards – CCR Alignment

| ABE/ASE NRS Level |   |       |   | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|---|-------|---|---|---|---|---|---|---|
| ESL NRS Level     |   | 1     | 2 | 3 | 4 | 5 | 6 |   |   |
| CS #              | Content Standard<br>Instructional Level   | CASAS |   |   |   |   |   |   |   |
|                   |   | A     | A | A | B | B | C | D | E |
| RDG<br>2.7        | Interpret <b>nuances, connotative meaning of words, and figurative language</b> (e.g., analogies, idioms, similes and metaphors) as used in the text.<br>[L5. A, B, C] [R4. C, D, E]  |       |   |   | • | • | • | • | • |
| RDG<br>2.8        | Interpret <b>unknown and multiple-meaning words</b> as used in the text, choosing from level-appropriate strategies (e.g., context clues).<br>[L4. A, B, C, D, E] [R4. A, B, C, D, E] | •     | • | • | • | • | • | • | • |

**CCR Anchor R4:** 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.

# Skill Reports



- Student Competency Performance
  - provides detailed information on student test results by
    - test item
    - competency
    - task area

## Competency Performance Summary

- a class-level report teachers use to target the areas of greatest need for the entire class.

## **New for GOALS:**

### **Only one competency for each set of test questions**

- Makes reports easier to interpret and use
- Results are more meaningful -- with more items related to the same competency.
- Recommend using “Competency Category” reports

# Student Competency Performance



# Student Competency Performance

|                 |  |                   |                                |
|-----------------|--|-------------------|--------------------------------|
| <b>Agency:</b>  | 4908 – Rolling Hills Adult School (RHAS) | <b>Form:</b>      | 906R - Reading GOALS Level C   |
| <b>Site:</b>    | 11 – RHAS: North City                    | <b>Student:</b>   | Perez, Maria <b>ID:</b> 123456 |
| <b>Class:</b>   | 61392 - Reading Skills 3                 | <b>Test Date:</b> | 01/05/2019                     |
| <b>Course:</b>  | RS3BEE                                   | <b>Raw Score:</b> | 19 <b>Scale Score:</b> 220     |
| <b>Teacher:</b> | 521457 - Goldberg, C                     |                   |                                |

| Position | Correct? | Comp No. | Task | Competency Description                                       |
|----------|----------|----------|------|--|
| 1        | No       | 4.2.5    | 2    | Interpret information about employee benefits                |
| 2        | No       | 4.2.5    | 2    | Interpret information about employee benefits                |
| 3        | Yes      | 4.2.5    | 2    | Interpret information about employee benefits                |
| 4        | No       | 4.2.5    | 2    | Interpret information about employee benefits                |
| 5        | Yes      | 4.4.3    | 1    | Interpret job-related signs, charts, diagrams, forms, etc.   |
| 6        | No       | 4.4.3    | 1    | Interpret job-related signs, charts, diagrams, forms, etc.   |
| 7        | Yes      | 4.4.3    | 1    | Interpret job-related signs, charts, diagrams, forms, etc.   |
| 8        | Yes      | 4.4.3    | 1    | Interpret job-related signs, charts, diagrams, forms, etc.   |
| 9        | Yes      | 4.6.2    | 2    | Interpret work-related correspondence, e.g. memos and e-mail |
| 10       | Yes      | 4.6.2    | 2    | Interpret work-related correspondence, e.g. memos and e-mail |
| 11       | Yes      | 4.6.2    | 2    | Interpret work-related correspondence, e.g. memos and e-mail |
| 12       | Yes      | 4.6.2    | 2    | Interpret work-related correspondence, e.g. memos and e-mail |
| 13       | No       | 4.6.2    | 2    | Interpret work-related correspondence, e.g. memos and e-mail |
| 14       | Yes      | 1.7.3    | 3    | Interpret product instructions, directions, labels           |
| 15       | No       | 1.7.3    | 3    | Interpret product instructions, directions, labels           |

# Student Performance by Competency Category



01/06/2019  
20:22:49

## Student Performance by Competency Category

Page 1 of 1  
SCPCC

**Agency:** 4908 – Rolling Hills Adult School (RHAS) **Teacher:** 521457 - Goldberg, C  
**Site:** 11 – RHAS: North City **Form Level:** C  
**Class:** 61392 - Reading Skills 3 **Student:** Perez, Maria **ID:** 123456  
**Course:** RS3BEE **Total Tests:** 1

| Comp No. | Correct | Competency Description                                       | No. of Items |
|----------|---------|--|--------------|
| 1.7      | 25 %    | Understand procedures for care of personal possessions       | 4            |
| 4.2      | 25 %    | Understand wages, benefits, and employee organization        | 4            |
| 5.4      | 33 %    | Understand information about taxes                           | 6            |
| 4.4      | 46 %    | Understand concepts and materials related to job performance | 13           |
| 3.6      | 50 %    | Understand basic health and medical information              | 4            |
| 5.6      | 75 %    | Understand civic responsibilities and activities             | 4            |
| 4.6      | 80 %    | Communicate effectively in the workplace                     | 5            |

# NEW - Sample Items in CASAS eTests Format and HTML Enhancements

[Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Sample Test Items](#)

## Students and teachers can have direct access to the new CASAS eTests Sampler

### New HTML version with

- clearer images
- + and – buttons to easily enlarge prompt (e.g., reading passage) and question/answer options
- new test navigation features in GOALS series

[CASAS eTests Sampler](#)

[Reading GOALS](#)

[Math GOALS](#)

[Life and Work Reading](#)

[Life and Work Listening](#)

# NEW – CASAS eTests Format and HTML Enhancements

Progress bar shows how many items are in the test and how many items have been taken

Shows how many items relate to the same display

The screenshot displays the CASAS eTest interface. At the top, there is a progress bar with a blue segment on the left and a grey segment on the right. The blue segment contains the number '8' and the grey segment contains the number '9'. To the right of the progress bar is a navigation bar with a blue left arrow, the text '2 of 3', and a blue right arrow. Below the progress bar, the interface is divided into two main sections. The left section contains a text input area with a yellow background and a list of lines of text. The right section contains a question and two answer choices.

↑ ID: Name:

8 9 ← 2 of 3 →

Ryan,

1 I stopped by earlier but you were not home.

2 I am upset that you have not fixed the problem

3 we talked about last week. There is still a lot of

4 garbage in your yard. I'm asking you again to

5 please put it in the trash where it belongs. I

6 don't like to complain but I want to resolve this

7 problem. I am trying to sell my house and people

8 who come to look at it are not happy about the

9 litter in your yard.

**The main reason Clara wrote to Ryan was to \_\_\_\_\_.**

☒ ask him to remove the litter

☐ complain about their neighbors

# Resources on the CASAS Website

## eTests and TE resources on CASAS website

- New Going Live Checklist - Steps to go live with eTests
- eTests & TE Help Docs – How To docs + testing day script + how to print key reports + managing test sessions

## Access to Training – online Proctor & Coordinator Certification

**GOALS Test Series**

**CASAS Content Standards**

**eTests Sampler** – To help students prepare for testing; build confidence

**CASAS National Monthly Webinars** – Watch previous webinars

**Summer Institute Presentations** – Free online

# NEXT NEWS & UPDATES...

**January 15, 2019**

**11 am Pacific/2 pm Eastern**

**Save the date!**

# Join us at the 2020 CASAS National Summer Institute!

**June 23-25, 2020**

**Orange County, California**

**Online Registration**

Thank you for attending!

- ▶ Help improve the Summer Institute, take the survey!



Facebook.com/CASASsystem use #casassi2019 to share!



@CASASsystem use #casassi2019 to tweet!



CASASAssessment