CASAS News and Updates Webinar

October 23, 2019

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GOALS Test Series Overview

Miscellaneous Tips and Info

New Test Reports
- New Personal Skills Report design
- New Test Score Overview report
- New CCR Reports
- New HSE "Likelihood of Passing" report in GOALS series
- Content Standards and CASAS Competency reports

CASAS Website Resources

CASAS Reading Standards 2016, Second Edition
Access to training on the CASAS Training website (training.casas.org)

New CASAS eTests Sampler

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

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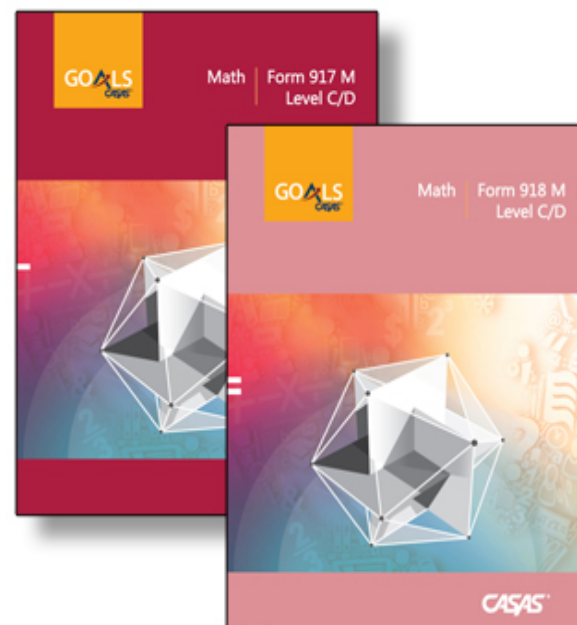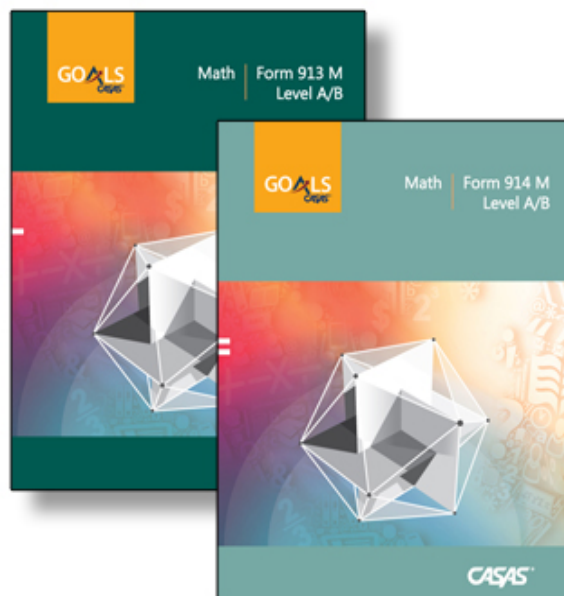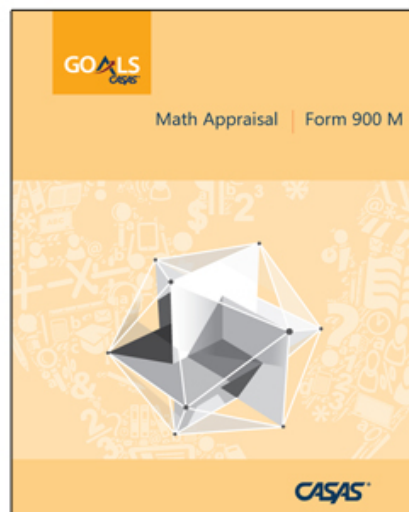
CASAS Level	Form Number	Number of Test Items	Timing
Locator	104M	10	15 min.
Appraisal	900M	20	30 min.
A/B	913 914	40	60 min.
C/D	917 918	38	75 min.

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

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
M1: Number Sense	32%	24%	**At the A/B level**, use basic concepts of number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions. **At the C/D level**, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.
M2: Algebra	10%	26%	**At the A/B level,** understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations. **At the C/D level,** 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.
M3: Geometry	14%	24%	**At the A/B level,** identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume. **At the C/D level**, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.
M4: Measurement*	22%	10%	**At the A/B level,** measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements. **At the C/D level,** understand/apply Pythagorean theorem, use volume measurements for complex modeling.
M5: Statistics and Probability**	22%	16%	**At the A/B level,** understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions. **At the C/D level,** understand probability, sampling, draw inferences, summarize and interpret data categorical and quantitative data, draw inferences, investigate associations in bivariate data.

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

CASAS

On-screen calculator

Click on icon

1 of 2 ➡ Practice **Review**

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

- [ ] $20
- [ ] $40
- [ ] $60
- [ ] $120

Calculator

| 0 |

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

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

Calculator opens!

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

CASAS 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	K
			194 - 203	1
2	Beginning Basic Education		204 – 210	2
			211 - 216	3
3	Low Intermediate		217 – 222	4
			223 – 227	5
4	High Intermediate		228 – 230	6
			231 – 234	7
			235 – 238	8
5	Low Adult Secondary Education	Not Basic Skills Deficient	239 – 243	9
			244 – 248	10
6	High Adult Secondary Education		249 – 253	11
			254 and above	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 185 – 193	K 1
2	Beginning Basic Education		194 – 198 199 – 203	2 3
3	Low Intermediate		204 – 209 210 – 214	4 5
4	Middle Intermediate		215 – 221 222 – 225	6 7
5	High Intermediate		226 – 228 229 – 235	7 8
6	Adult Secondary Education	Not Basic Skills Deficient	236 – 240 241 – 244 245 – 248 249 and above	9 10 11 12

Math GLEs located on website

WIOA Title II NRS/CASAS Score Ranges for ESL

CASAS 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

CASAS

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.

CASAS eTests and TOPSpro Enterprise (TE)
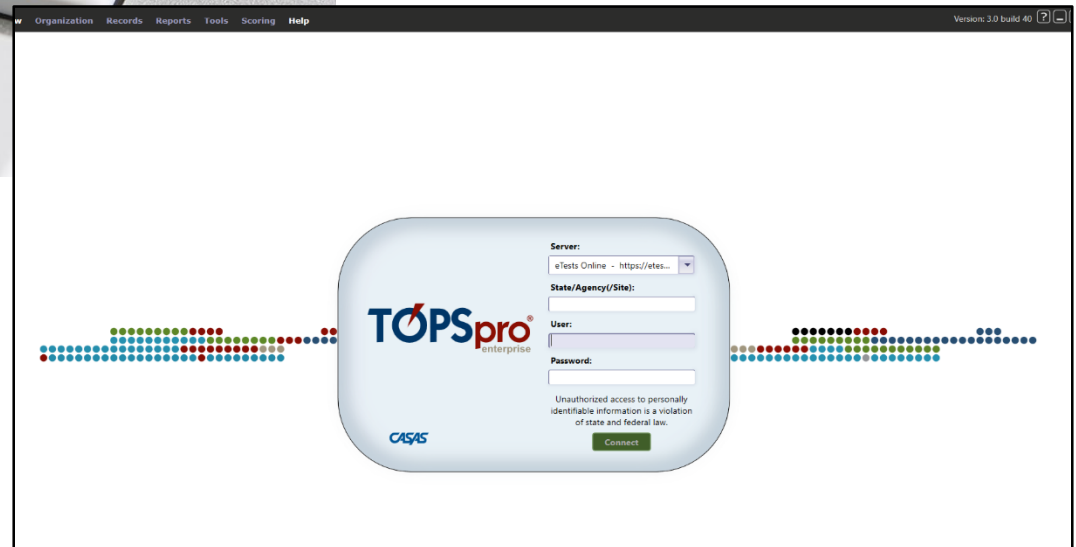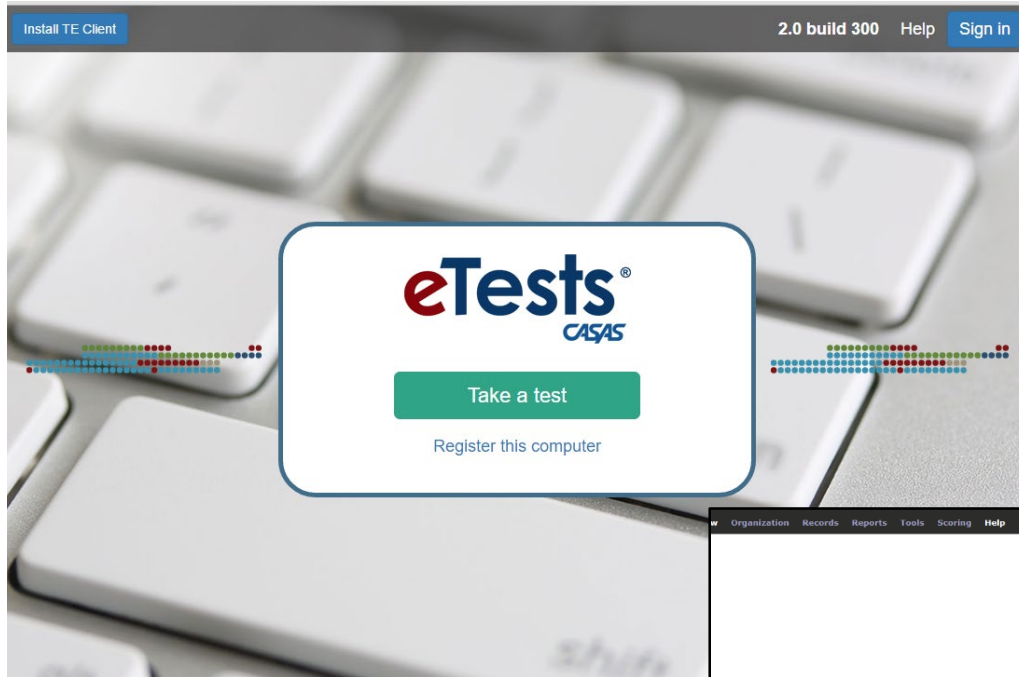
Features of "Basic" Online Implementation

- 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 3rd 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 listers, 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.
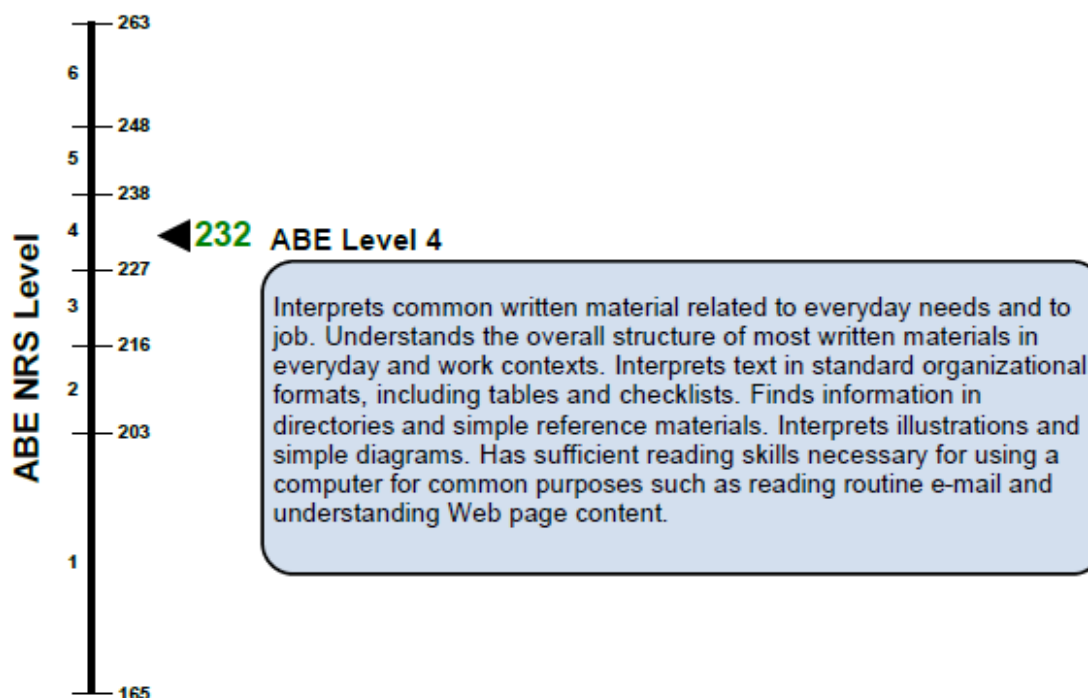- Math GOALS CCR report available mid-October.

CASAS

10/01/2019
17:32:39

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

232 ABE Level 4

Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts. Interprets text in standard organizational formats, including tables and checklists. Finds information in directories and simple reference materials. Interprets illustrations and simple diagrams. Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content.

CASAS

21

Test Score Overview

Agency:	Teacher:
Site:	Modality: Reading
Class:	Scale: CASAS RML
Course:	

Student		Test Date	Form	Scale Score	NRS EFL	Grade 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.

Content Standards, Competencies, and Task Areas
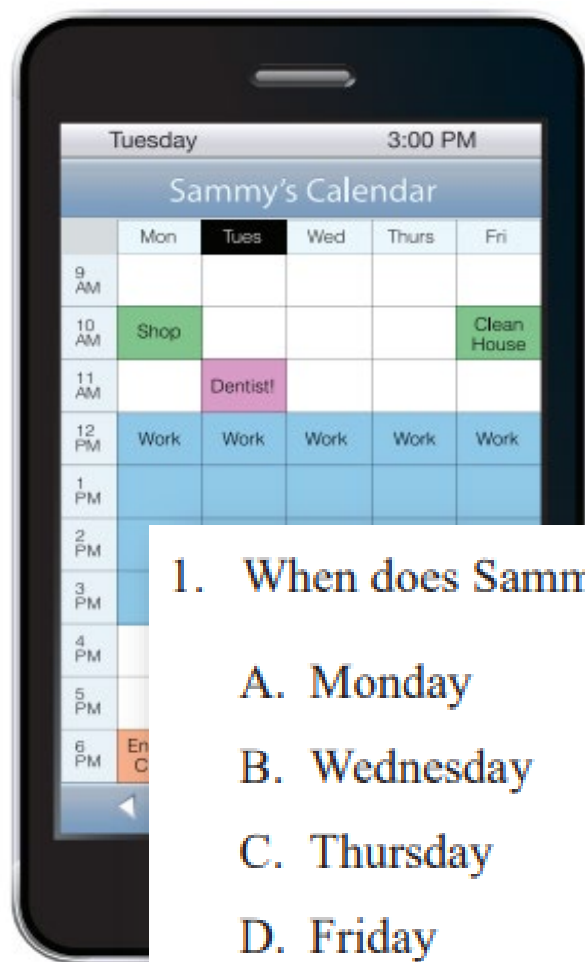
Basic Skills Content Standard
Academic skill measured (e.g., locate detail)

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; 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.**	

CASAS Implementation Basics

09/16/2019
15:18:31

SI2019

Jason Lee

ID# 103854

		Agency:	0000 - Rolling Hills Adult School (RHAS)
		Program:	Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	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 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
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 %

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

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

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

26

CASAS

Individual Skills Profile

Jason Lee

ID# 103854

Agency: 0000 - Rolling Hills Adult School (RHAS)

Program: Basic Skills (ABE)

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

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College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
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Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
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

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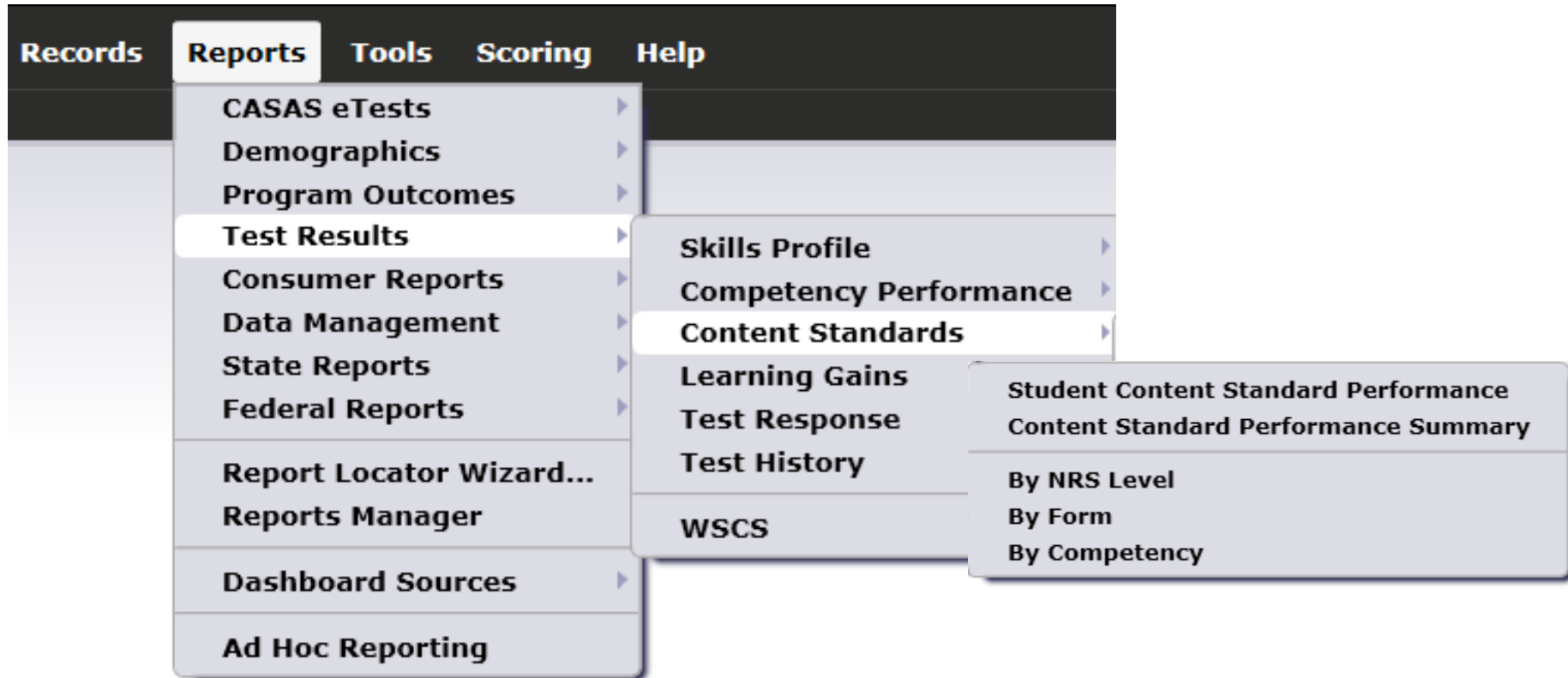
- a class-level report teachers use to target the areas of greatest need for the entire class.

New for GOALS:
Only one content standard per test item

- Makes reports easier to interpret and use

Content Standard Reports

Student Performance

by Test & Content Standard

01/06/2019
23:30:59

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

CASAS

Class
Performance

by Test & Content Standard

Agency:	4908 – Rolling Hills Adult School (RHAS)	
Site: Class:	11 – RHAS: North City	**Teacher:** 521457 - Goldberg, C
Course:	61392 - Reading Skills 3	**Form:** 906R - Reading GOALS Level C
	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 – 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

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

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

**Student
Performance**

by Competency Category

01/06/2019
20:22:49

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

Resources on the CASAS Website

eTests and TE resources on CASAS website
   New Going Live Checklist

Access to Training

GOALS Test Series
CASAS Content Standards

eTests Sampler

CASAS National Monthly Webinars
Summer Institute Presentations

Current and Upcoming Research Studies

Ongoing studies for Reading GOALS for ESL and Listening GOALS

Additional data collection for Math GOALS

HiSET/CASAS Comparison Study (Level C/D Students) – Completed!
GED/CASAS Comparison Study (Level C/D Students)

To participate in CASAS field testing and research studies, send an email to: fieldtesting@casas.org

- Or contact Karen Burger (kburger@casas.org)

Join us at the 2020
CASAS National Summer Institute!

June 23-25, 2020

Orange County, California

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

Training and Technical Support

- *CASAS eTests Online Trainings* at <u>www.casas.org</u>

- The CASAS Technology Support Team is available
  9:00 a.m.– 8:00 p.m. Eastern, M – F
  at techsupport@casas.org to provide technical assistance
  or call 1-800-255-1036, option 2.

- Team members check emails and phone messages as soon
  as they become available.