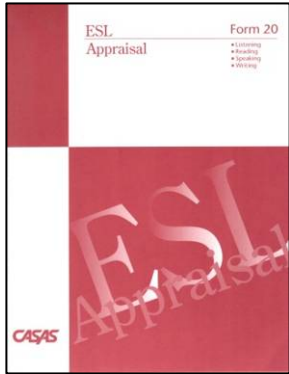




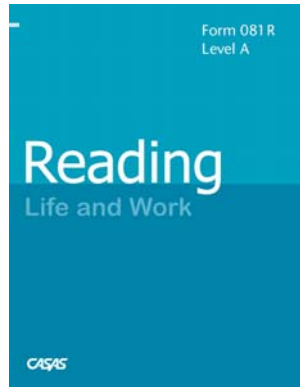
# California Teachers New to CASAS

# Assessment Process



## 1. Place

**Screening or Appraisal**  
Determine program and level placement  
Identify correct pretest level



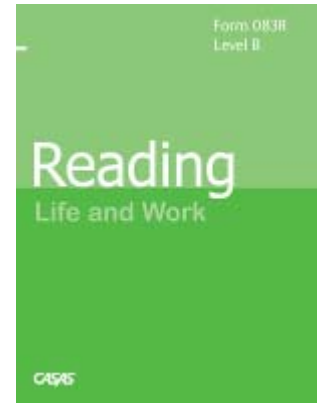
## 2. Diagnose

**Pretest**  
Diagnose learning needs based on pretest score



## 3. Instruct

**Instruction**  
Use Quick Search to identify appropriate instructional materials

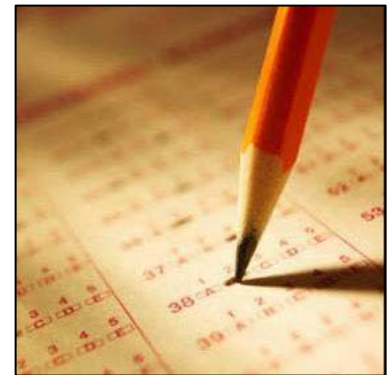


## 4. Monitor

**Post-test**  
Select based on pretest score  
  
Monitor progress

# CASAS Sample Test Items

- **Sample test items for Levels A, B, and C**
  - Life and Work Reading
  - Life Skills Listening
- **5 to 6 test items per level for each skill area**
- **Practice test-taking and “bubbling” to familiarize with testing process**
- **Not a predictor of performance**
- **Download from [www.casas.org](http://www.casas.org)**



# Testing Materials

## ■ Needed for testing day:

- Test booklets, answer sheets, and #2 pencils
- A reliable CD or cassette player and the test CD or tape for listening tests
- Scratch paper for math tests
- Overhead of the answer sheet (optional)





# Select a Pretest Based on Level

READING			
Level	Life & Work	ECS	Citizenship
Beg. Lit.	27R, 28R	27R, 28R	27R, 28R
A	81R, 82R	11R, 12R	951R, 952R
AX	81RX, 82RX		951RX, 952RX
B	83R, 84R	13R, 14R, 114R	
C	85R, 86R, 185R, 186R	15R, 16R, 116R	
D	187R, 188R	17R, 18R	

LISTENING		
Level	Life Skills	Life & Work
A	51L, 52L	<i>Under development</i>
B	53L, 54L	
C	55L, 56L	

X Level tests are a bridge to the next level

# Test Preparation Guidelines

## ■ Appropriate Strategies

- Use diagnostic information from test results (TOPSpro or manually) to “teach to”:
  - Task Areas
  - CASAS Competencies
  - Content Standards
  
- Use other CASAS support materials to link assessment, curriculum, and instruction (Quick Search)
  
- Use CASAS answer sheets to practice test-taking skills



# Test Preparation Guidelines

## ■ Inappropriate Strategies

- Teaching to a particular test item
- Teaching specific vocabulary in a test item
- Limiting curriculum to what the test covers

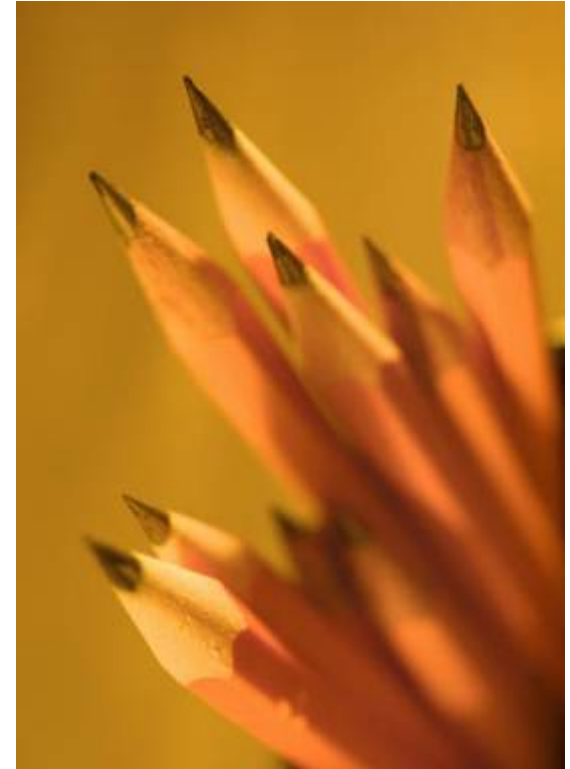




# Getting Started

## ■ Getting Started

- Provide quiet testing room
- Space students apart
- Maximum 25 students per proctor
- Explain purpose for testing
- Ease student anxiety
- Pass out pencils and answer sheets
- Assist with demographics
- Explain how to “bubble” answer sheets



# Preparing for the Test

- Pass out test booklets
- Read test directions
- Review practice items
- Write start and end times on the board
- Begin the test



# Timing Guidelines

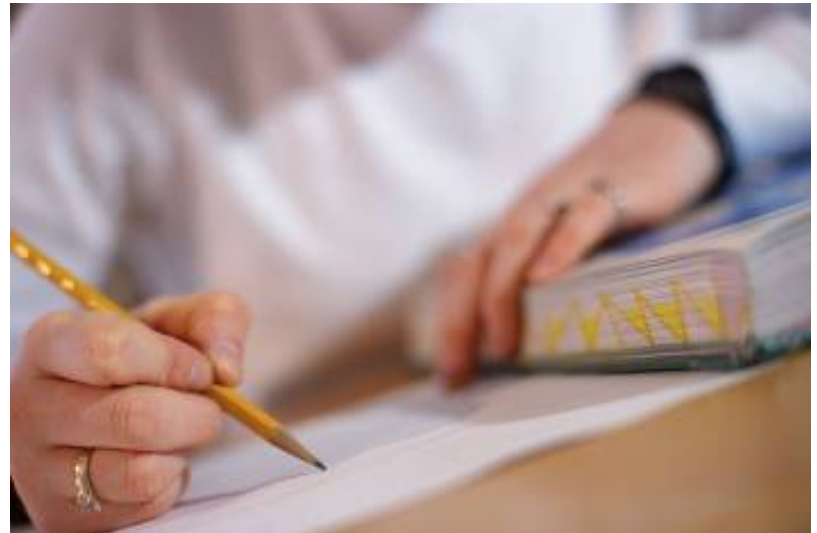
- **Tests are not strictly timed. Most students finish in 20 to 25 minutes for each section of an appraisal and about one hour for a pre- or post-test**
- **If a student is progressing through the test but needs additional time to finish a question, wait 2 to 3 minutes before collecting test materials or ending the testing session**



# After the Test

## ■ After the Test

- Count test booklets and answer sheets
- Check booklets for marks
- Dismiss students
- Score the test
- Interpret raw and scale scores



# Raw to Scale Score Conversion Chart

## Life and Work Reading – Beginning Literacy, Levels A, B

Form 27 R		Form 28 R		Form 81 R		Form 82 R		Form 81 RX		Form 82 RX		Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-
2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-
3	-	3	-	3	-	3	-	3	-	3	-	3	-	3	-
4	-	4	-	4	-	4	-	4	-	4	-	4	186	4	186
5	153	5	153	5	170	5	170	5	182	5	182	5	189	5	189
6	155	6	156	6	173	6	173	6	184	6	184	6	191	6	191
7	158	7	158	7	176	7	176	7	186	7	186	7	194	7	193
8	160	8	160	8	178	8	178	8	188	8	188	8	195	8	195
9	162	9	162	9	180	9	180	9	190	9	190	9	197	9	197
10	164	10	164	10	182	10	182	10	192	10	192	10	199	10	199
11	165	11	166	11	184	11	184	11	194	11	194	11	200	11	200
12	167	12	167	12	186	12	186	12	196	12	196	12	202	12	202
13	169	13	169	13	189	13	188	13	197	13	197	13	203	13	203
14	170	14	170	14	191	14	191	14	199	14	199	14	205	14	205
15	172	15	172	15	193	15	193	15	201	15	200	15	206	15	206
16	174	16	174	16	195	16	195	16	202	16	202	16	208	16	208
17	176	17	175	17	197	17	197	17	204	17	204	17	209	17	209
18	177	18	177	18	200	18	200	18	206	18	206	18	210	18	210
19	179	19	179	19	203	19	203	19	208	19	208	19	212	19	212
20	181	20	180	20	205♦	20	205♦	20	210	20	210	20	213	20	213
21	183	21	182	21	206♦	21	206♦	21	212	21	212	21	215	21	215
22	184	22	184	22	208♦	22	208♦	22	214	22	214	22	216	22	216
23	187	23	186	23	209♦	23	209♦	23	216	23	216	23	218	23	218
24	189	24	189	24	210♦	24	210♦	24	218♦	24	218♦	24	220	24	220
25	191	25	191					25	220♦	25	220♦	25	222	25	222
26	192♦	26	192♦					26	222♦	26	222♦	26	224	26	224
27	194♦	27	194♦					27	224♦	27	224♦	27	226	27	226
28	196♦	28	196♦					28	227♦	28	227♦	28	229	28	229
29	199♦	29	199♦									29	230♦	29	230♦
30	202♦	30	202♦									30	231♦	30	231♦
												31	232♦	31	232♦
												32	234♦	32	234♦

# Raw to Scale Score Conversion Chart

## Life and Work Reading – Levels C. D

LEVEL C								LEVEL D			
Form 85 R		Form 86 R		Form 185 R		Form 186 R		Form 187 R		Form 188 R	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-	1	-	1	-	1	-	1	-
2	-	2	-	2	-	2	-	2	-	2	-
3	-	3	-	3	-	3	-	3	-	3	-
4	200	4	200	4	197	4	197	4	213	4	213
5	202	5	203	5	200	5	200	5	216	5	216
6	205	6	205	6	202	6	202	6	218	6	218
7	207	7	207	7	204	7	204	7	220	7	220
8	208	8	209	8	206	8	206	8	222	8	222
9	210	9	210	9	208	9	208	9	224	9	224
10	212	10	212	10	209	10	209	10	226	10	226
11	213	11	213	11	211	11	211	11	227	11	227
12	215	12	215	12	212	12	212	12	229	12	229
13	216	13	216	13	214	13	214	13	230	13	230
14	217	14	217	14	215	14	215	14	232	14	232
15	218	15	218	15	216	15	216	15	233	15	233
16	220	16	220	16	218	16	218	16	234	16	234
17	221	17	221	17	219	17	219	17	236	17	236
18	222	18	222	18	220	18	220	18	237	18	237
19	223	19	223	19	221	19	221	19	239	19	239
20	224	20	224	20	222	20	223	20	240	20	240
21	226	21	226	21	224	21	224	21	242	21	242
22	227	22	227	22	225	22	225	22	243	22	243
23	228	23	228	23	226	23	226	23	245	23	245
24	230	24	230	24	228	24	228	24	247	24	247
25	231	25	231	25	229	25	229	25	248	25	249
26	232	26	232	26	230	26	230	26	251	26	251
27	234	27	234	27	232	27	232	27	253	27	253
28	235	28	235	28	233	28	233	28	256	28	256
29	237	29	237	29	235	29	235	29	258♦	29	258♦
30	239	30	239	30	237	30	237	30	260♦	30	260♦
31	241	31	241	31	238	31	238	31	262♦	31	262♦
32	243	32	243	32	241	32	241	32	265♦	32	265♦
33	246	33	246	33	243	33	243				
34	247♦	34	247♦	34	246	34	246				
35	248♦	35	248♦	35	247♦	35	247♦				
36	250♦	36	250♦	36	248♦	36	248♦				
37	252♦	37	252♦	37	250♦	37	250♦				
38		38		38	252♦	38	252♦				

# Scores Outside the Accuracy Range

## Inaccurate scores

- Scores below the accurate range.
- NOT considered a valid test.

Form 83 R	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230♦
30	231♦
31	232♦
32	234♦

## Conservative estimate scores

- Scores above the accurate range.
- Still considered a valid test.

# Post-Test Overview

- **Use Suggested Next Test Report to select post-test form**
- **Administer post-test after approximately 70 to 100 hours of instruction**
- **Average expected gains:**
  - Five points at lower levels (scale score of 210 and below)
  - Three points at upper levels (scale score of 211 and above)



# Interpretation of Results

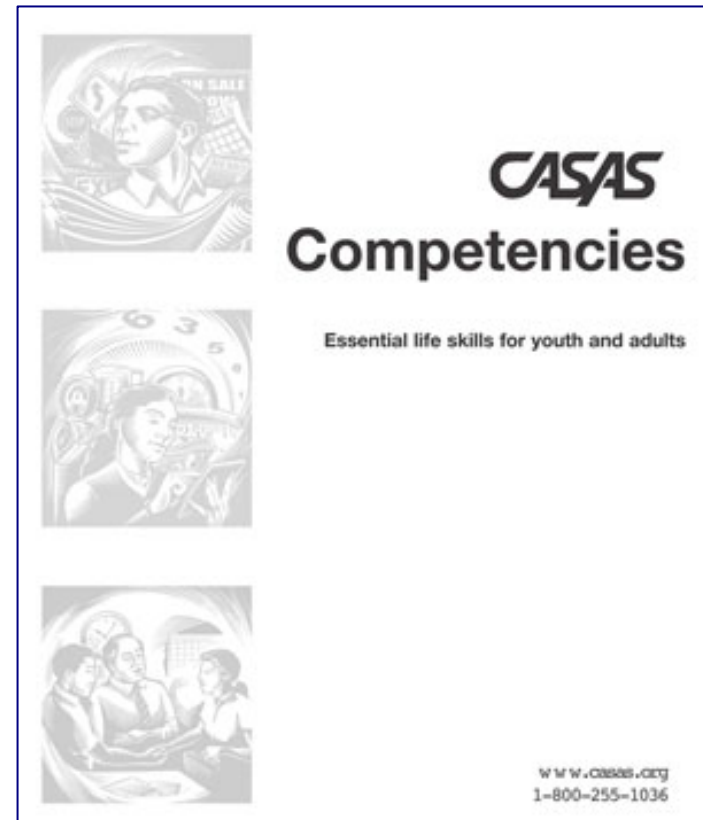
220 215 210 205 200	<b>B</b>	<b>Intermediate Basic Skills</b> Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a a basic payroll stub, follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
		<b>Beginning Basic Skills</b> Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.

**Once you determine the scale score, use the Skill Level Descriptors to interpret the score.**

- The scale score and the Skill Level Descriptors present each student's abilities in a positive way. They explain what a student can do rather than what that student can't do.

# Competency Content Areas

0. Basic Communication
1. Consumer Economics
2. Community Resources
3. Health
4. Employment
5. Government and Law
6. Computation
7. Learning to Learn
8. Independent Living Skills



The CASAS Competencies have nine content areas.  
Download the CASAS Competencies at [www.casas.org](http://www.casas.org)

# Activity: Using CASAS Competencies

Circle the scenario below (A, B, C, D) that best matches your program. Select five competencies from at least three content areas appropriate for your curriculum. Complete the chart below.

<b>A. Your program/ classroom serves learners whose goals are to enter or re-enter the world of work.</b>	<b>B. Your program/ classroom serves ESL learners eager to become U.S. citizens and play active roles in the community.</b>	<b>C. Your program/ classroom serves learners who want to be better parents and help their children succeed in school.</b>	<b>D. Your program/ classroom... (You may write your own scenario here.)</b>
---	---	--	--

Content Area	Competency #	Competency Statement
Example: <i>Health</i>	3.4.1	<i>Interpret product label directions and safety warnings</i>
1.		
2.		
3.		
4.		
5.		

# Basic Skills Content Standards and CASAS Competencies

- **Basic Skills Content Standards identify the underlying basic skills associated with CASAS Competencies, so the instructor can plan instruction to help students master a specific competency to attain their goals.**

# Benefits of TOPSpro



1 Scores CASAS tests

2 Displays raw score and scale score

3 Identifies inaccurate scores

4 Identifies missing information

5 Calculates learning gains

6 Generates reports for students, teachers, administrators and funding sources

# TOPSpro Report: Class Performance by Competency

06/05/2006

15:14:07

## Class Performance by Competency

4908 - Rolling Hills Adult School

Test Dates between 07/01/2006 and 06/30/2007

Agency: 4908 - Rolling Hills Adult School

Site: 11 - North City ESL

Class: 111 - Intermediate High

Course:

Form: 187R - Life and Work Reading Level D

Teacher: 1111 - Fong, May

Total Tests 5

Total Students 5

Item	Correct?	Comp No.	Task	Competency Description
1	80%	4.2.4 4.4.3	3	<b>Interpret employee handbooks</b> Interpret job-related signs, charts, diagrams, forms, etc.
2	100%	4.2.4 4.4.3	3	<b>Interpret employee handbooks</b> Interpret job-related signs, charts, diagrams, forms, etc.
3	80%	3.4.5 2.7.3 3.5.9	3	<b>Recognize drug, tobacco, alcohol problems, locate treatment</b> Interpret information about social issues Identify practices that promote physical well-being
4	60%	3.4.5 2.7.3 3.5.9	3	<b>Recognize drug, tobacco, alcohol problems, locate treatment</b> Interpret information about social issues Identify practices that promote physical well-being
5	40%	1.8.2 1.1.6	1	<b>Interpret bank procedures, forms, writing checks</b> Count, convert, use coins, currency and symbols (\$ and .)
6	40%	1.4.5 1.4.7	3	<b>Interpret information about tenant and landlord rights</b> Interpret info. about home maintenance; comm. w/landlord
7	80%	1.4.5 1.4.7	3	<b>Interpret information about tenant and landlord rights</b> Interpret info. about home maintenance; comm. w/landlord
8	60%	4.4.3 2.1.8 4.6.1	3	<b>Interpret job-related signs, charts, diagrams, forms, etc.</b> Use the telephone for routine personal and business calls Identify job training needs and set learning goals

# TOPSpro Report: Class Profile by Competency

06/05/2006  
15:11:29

**Class Profile by Competency**  
4908 - Rolling Hills Adult School  
Test Dates between 07/01/2006 and 06/30/2007

Agency: 4908 - Rolling Hills Adult School  
Site: 11 - North City ESL  
Class: 111 - Intermediate High  
Course:  
Form: 055L - Life Skills Listening Level C

Teacher: 1111 - Fong, May

### Competency for each item (read down)

1 2 4 1 2 4 1 2 5 1 3 1 3 0 1 5 2 2 2 1 1 5 2 5 4  
3 2 6 3 2 6 9 5 3 3 3 3 1 1 3 3 6 2 1 4 3 4 1 3 1  
3 1 1 7 1 1 8 7 1 2 1 3 2 4 7 5 1 4 7 5 2 1 5 1 3

Student	Raw/Scale	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Campos, Jesse	- *****1494	11	210	-	+	-	+	+	-	+	-	-	+	+	-	+	-	+	-	-	+	+	-	-	-	-
Duhaney, Marlon	- *****0429	14	216	-	+	-	-	+	-	+	+	-	+	+	+	-	+	-	-	+	+	+	+	-	+	+
Fuentes, Alex	- *****8044	15	217	+	+	-	-	+	+	+	+	+	+	+	-	+	+	+	+	-	-	+	+	-	+	-
Kuzov, Nadiya	- *****9156	17	221	+	+	+	+	-	+	+	-	-	+	+	+	+	+	+	+	-	-	+	+	+	+	+
Lukashuk, Lena	- *****7730	13	214	+	+	+	-	+	+	-	+	+	+	+	-	+	+	+	-	+	+	-	-	-	-	-
Mendes, Alejandra	- *****9999	15	217	+	+	+	+	-	+	+	+	-	+	+	+	-	+	-	+	-	-	+	-	+	-	-
Ramirez, Luz	- *****0206	13	214	+	+	-	+	-	+	-	-	+	-	+	-	+	+	-	+	-	-	+	-	+	+	+
Sufez, Ricky	- *****9996	17	221	+	+	+	-	+	+	+	+	+	+	+	-	+	+	+	-	+	+	-	+	+	-	+
<b>Total Tests:</b>	8	<b>Mean:</b>	14.3																							
<b>Accurate Scores:</b>	8	<b>Mean:</b>	14.3	216.2																						

Note: Raw and Scale Scores of zero are not used in the computation of means.

# TOPSpro Report: Student Performance by Competency

06/05/2006  
15:14:36

## Student Performance by Test Item

4908 - Rolling Hills Adult School

Test Dates between 07/01/2006 and 06/30/2007

Agency: 4908 - Rolling Hills Adult School  
Site: 11 - North City ESL  
Class: 111 - Intermediate High  
Course:

Teacher: 1111 - Fong, May

Program: ESL  
Test Date: 08/11/2006  
Raw Score: 24  
Scale Score: 230

Form: 085R - Life and Work Reading Level C  
Student: Kuzov, Nadiya - \*\*\*\*\*9156

Item	Correct?	Comp No.	Task	Competency Description
1	Yes	2.2.5 2.2.1	2	Use maps relating to travel needs Ask for, give, follow, or clarify directions
2	No	2.2.5 2.2.1	2	Use maps relating to travel needs Ask for, give, follow, or clarify directions
3	Yes	4.5.7	2	Demonstrate ability to resolve problems with machines
4	No	4.5.7	2	Demonstrate ability to resolve problems with machines
5	Yes	4.2.4 3.4.5	3	Interpret employee handbooks Recognize drug, tobacco, alcohol problems, locate treatment
6	Yes	4.2.4 3.4.5	3	Interpret employee handbooks Recognize drug, tobacco, alcohol problems, locate treatment
7	Yes	4.2.4 3.4.5	3	Interpret employee handbooks Recognize drug, tobacco, alcohol problems, locate treatment
8	No	4.3.4 7.2.2	3	Report unsafe working conditions and accidents, etc. Analyze a situation, statement, or process



# TOPSpro Report: Suggested Next Test Level Detail

06/05/2006  
15:15:57

## Suggested Next Test Level Detail by Class

4908 - Rolling Hills Adult School

Test Dates between 07/01/2006 and 06/30/2007

**Agency:** 4908 - Rolling Hills Adult School  
**Site:** 11 - North City ESL  
**Class:** 111 - Intermediate High  
**Course:**

**Teacher:** 1111 - Fong, May

Student		Test History						Suggested Next Test Level For Last Test Taken
		Date	Form	Test Level	Raw Score	Scale Score	Class Administered	
Bolshoi, Karina	- *****2394	08/11/2006	085R	C	25	231	111	
		10/11/2006	086R	C	27	234	111	Level D
Campos, Jesse	- *****1494	08/04/2006	055L	C	11	210	111	
		10/30/2006	056L	C	19	224	111	Level C
		07/11/2006	187R	D	16	234	111	
		10/11/2006	188R	D	17	236	111	Level D
Duhaney, Marlon	- *****0429	08/11/2006	055L	C	14	216	111	
		10/30/2006	056L	C	19	224	111	Level C
		07/11/2006	187R	D	15	233	111	
		10/11/2006	188R	D	17	236	111	Level D

# Contact CASAS

## Mail:

CASAS  
5151 Murphy Canyon Rd.,  
Suite 220  
San Diego, CA 92123-4339

## Web Site:

□ [www.casas.org](http://www.casas.org)

## Telephone:

□ 858-292-2900  
□ 1-800-255-1036

## Fax:

□ 858-292-2910

## E-mail:

- For general questions about the CASAS system  
[casas@casas.org](mailto:casas@casas.org)
- For questions and issues concerning the CASAS Web site  
[webmaster@casas.org](mailto:webmaster@casas.org)
- For questions regarding TOPSpro software  
[topspro@casas.org](mailto:topspro@casas.org)
- For questions concerning CASAS trainings [training@casas.org](mailto:training@casas.org)
- For issues concerning California Accountability [capm@casas.org](mailto:capm@casas.org)