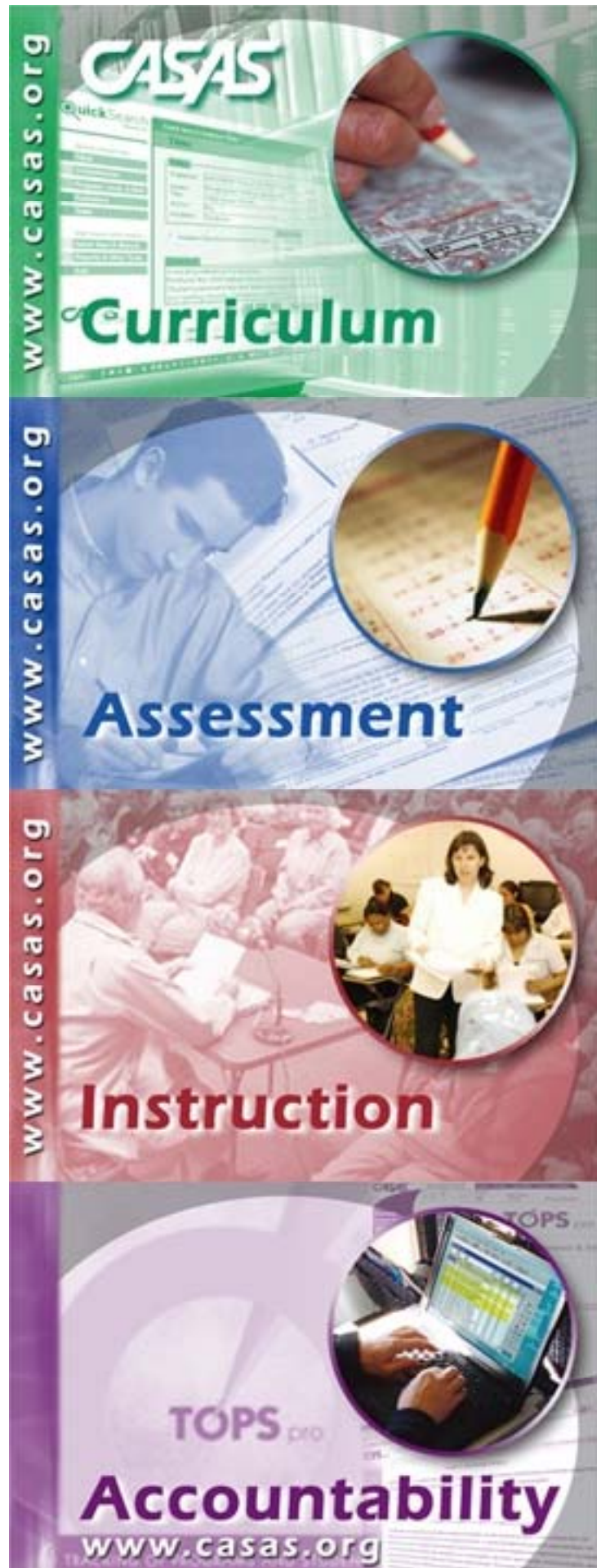


Initial Implementation Training for ESL/ELL

Activity and Resource Booklet

Name _____



Activity 1

Take a CASAS Appraisal – refer to your training packet

Activity 2

Select a Pretest Based on Level

Level	Life and Work	Employability Competency System (ECS)	Workforce Learning Systems (WLS)
Beginning Literacy	27R and 28R		
A	81R and 82R	11R and 12R	
AX	81RX and 82RX		
B	83R and 84R	13R, 14R and 114R	213R and 214R
BX	in development		
C	85R* and 86R* 185R and 186R	15R and 16R	215R and 216R
D	187R and 188R	17R and 18R	

* Content is more workplace-focused

1. Juan took a Reading Appraisal and scored 214. He can take a level B or C pretest. Which **Life and Work** reading pretest forms could he take?
2. How would you decide the appropriate form?
3. Ludmila took a Reading Appraisal and scored 226. She can take a C level pretest. Which **ECS** Reading pre-test form could she take?

Activity 3 - Selecting CASAS Competencies

Choose one of the scenarios below. Use the *CASAS Competencies* in your training materials to determine which competencies could relate to the scenario.

Role: Worker	Competencies
You should start work at 9:00 a.m., but you have a car that won't start.	4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
You must write a memo but have never done this.	
You need to figure out paycheck deductions.	
You must collaborate with a group of people you have not worked with before.	

Role: Community Member	Competencies
You are interested in attending a musical at the Civic Center.	2.6.1 Interpret information about recreational and entertainment facilities and activities
You haven't received the birthday card Mom sent. It could be lost in the mail.	
You've read in the newspaper there is more trouble in Iraq. Where is Iraq?	
You need to register to vote.	

Role: Family member	Competencies
You bought a bottle of cold tablets and need to know how many to take.	3.3.2 Interpret medicine labels
Your child asks for help with math homework.	
You want to plan a surprise birthday party for your child.	
A spouse may retire, grown children may move home, the house may have termites, a family member changed jobs, and taxes have gone up. You are under stress.	

Activity 4

Identify Purpose and Type of Assessment

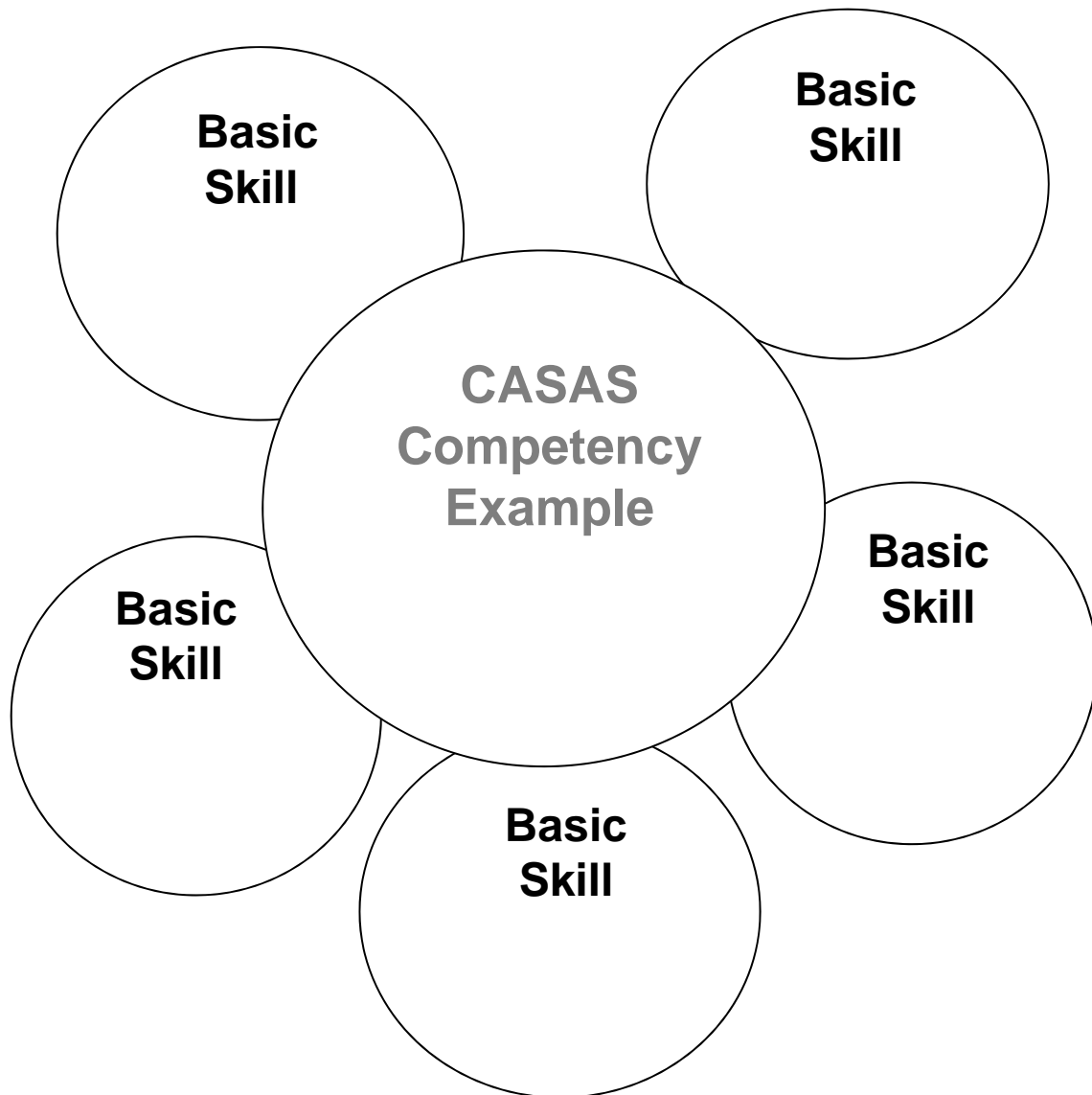
Directions: Match each description to a letter below. Use information from the training and the charts on the next page.

- _____ 1. A test to determine placement or level
- _____ 2. A test to determine a learner's instructional needs
- _____ 3. A time for ongoing informal assessment
- _____ 4. A test to determine progress
- _____ 5. A chart to correlate scale scores, levels, and descriptions
- _____ 6. Assessments that are available in a computer-based format
- _____ 7. A chart to help determine what test to give based on a scale score

- A. Suggested Next Test Chart
- B. CASAS eTests
- C. CASAS pretest
- D. Instruction
- E. Skill Level Descriptors
- F. CASAS post-test
- G. CASAS appraisal test

Content Standards

Support CASAS Competencies





CASE STUDY

Purpose: The purpose of this activity is to review the CASAS assessment process by following a student's assessment from program entry and appraisal test through post-test and evaluating the student's learning gains.

LISTENING

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)
 6 (A) (B) (C) (D)
 7 (A) (B) (C) (D)
 8 (A) (B) (C) (D)
 9 (A) (B) (C) (D)
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 24 (A) (B) (C) (D)
 25 (A) (B) (C) (D)
 26 (A) (B) (C) (D)

READING

Practice

- (A) (B) (C) (D)
 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
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 21 (A) (B) (C) (D)
 22 (A) (B) (C) (D)
 23 (A) (B) (C) (D)
 24 (A) (B) (C) (D)
 25 (A) (B) (C) (D)

1 Name *Ching Lin*2 Today's Date *3-12-10*

3 STUDENT IDENTIFICATION		4 GENDER <input type="radio"/> Male <input checked="" type="radio"/> Female		6 NUMBER OF YEARS OF SCHOOL COMPLETED <i>14</i>		7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one) <input type="radio"/> None <input type="radio"/> GED Certificate <input type="radio"/> High School Diploma <input checked="" type="radio"/> Technical/Certificate <input type="radio"/> A.A./A.S. Degree <input type="radio"/> 4 yr. College Graduate <input type="radio"/> Graduate Studies <input type="radio"/> Other I earned the above outside of U.S. <input type="checkbox"/>	
5 DATE OF BIRTH							
MM DD YY		MM DD YY					
Jan <input type="checkbox"/>		Feb <input type="checkbox"/>		Mar <input type="checkbox"/>		Apr <input type="checkbox"/>	
May <input type="checkbox"/>		Jun <input type="checkbox"/>		Jul <input type="checkbox"/>		Aug <input type="checkbox"/>	
Sep <input type="checkbox"/>		Oct <input checked="" type="checkbox"/>		Nov <input type="checkbox"/>		Dec <input type="checkbox"/>	
Is this your Social Security #? (Optional) Yes <input type="checkbox"/> No <input type="checkbox"/>							

8a ETHNICITY (Mark one) <input type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> not Hispanic or Latino	9 NATIVE LANGUAGE (Mark one) <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Vietnamese <input checked="" type="checkbox"/> Chinese <input type="checkbox"/> Hmong <input type="checkbox"/> Cambodian <input type="checkbox"/> Tagalog <input type="checkbox"/> Korean <input type="checkbox"/> Lao <input type="checkbox"/> Russian <input type="checkbox"/> Farsi <input type="checkbox"/> Other Name Other _____	10 PLACEMENT INTO PROGRAM <input type="checkbox"/> Beg. Lit. <input type="checkbox"/> Low Beg. <input checked="" type="checkbox"/> High Beg. <input type="checkbox"/> Low Int. <input type="checkbox"/> High Int. <input type="checkbox"/> Low Adv. <input type="checkbox"/> High Adv. <input type="checkbox"/> Not able to test
8b RACE (Mark one or more) <input type="checkbox"/> White <input checked="" type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Filipino <input type="checkbox"/> American Indian <input type="checkbox"/> Alaska Native		

ORAL WRITING

- 1 (A) (B) (C) (D) 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D) 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)
 6 (A) (B) (C) (D)

WRITING

- 1 _____
 2 _____

MARKING ANSWERS

- 1 (A) (B) (C) (D) RIGHT
 2 (A) (B) (C) (D) WRONG
 3 (A) (B) (C) (D) WRONG
 4 (A) (B) (C) (D) WRONG

Find the following information.

Learner's Name: _____

Identification Number: _____

Form 80 Appraisal

Score Conversion Charts

Listening Test

Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	179*
3	184*
4	188
5	191
6	193
7	196
8	198
9	200
10	202
11	204
12	206
13	208
14	210
15	212
16	214
17	216
18	218
19	220
20	223
21	225
22	229
23	233
24	235♦
25	237♦
26	239♦

Reading Test

Score Conversion Chart	
Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240♦
23	242♦
24	244♦
25	246♦

1. Ching Lin's listening Appraisal raw score was 8. What is her listening scale score?
2. Ching Lin's reading Appraisal raw score was 11 . What is her reading scale score?

CASAS SKILL LEVEL DESCRIPTORS FOR ESL

Scale Score	CASAS Level	Descriptors
250	E	Proficient Skills SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
245		
240	D	Adult Secondary SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
235		
230	C	Advanced ESL SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215		
210	B	High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
205		Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
200		
190		High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
180	A	Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
150		Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Find the CASAS skill levels for Ching Lin using her scale scores.

Listening _____

Reading _____

CASAS SKILL LEVEL DESCRIPTORS FOR ESL

Scale Score	CASAS Level	Descriptors
250	E	Proficient Skills SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
245		
240	D	Adult Secondary SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
235		
230	C	Advanced ESL SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215		
210	B	High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
205		Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
200		
190		
180	A	High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
		Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
150		Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Find the CASAS skill levels for the following scale scores and give examples of jobs at those levels.

Listening – 205 _____

Reading – 223 _____

Suggested Next Test – APPRAISAL FORM 80

LISTENING	
Form 80L	
Score	Next Test Level
171	A
179	A
184	A
188	A
191	A
193	A
196	A
198	B or A
200	B
202	B
204	B
206	B
208	B
210	B
212	C or B
214	C or B
216	C
218	C
220	C
223	C
225	C
229	C
233	C
235	C
237	C
239	C

READING	
Form 80R	
Score	Next Test Level
171	A
180	A
185	A
189	A
193	AX or A
196	B or AX
199	B or AX
201	B or AX
204	B or AX
207	B
209	B
212	C or B
214	C or B
216	C or B
219	C or B
222	C
224	C
227	C
230	D or C
234	D or C
237	D
240	D
242	D
244	D
246	D

Look at the Reading Chart

Find Ching Lin's **reading** appraisal score.

1. What level pretest should she take?

2. What are the Life and Work Test form numbers for that level?

Level	Reading		
	Life and Work Series	ECS Series	Citizenship Series
Beg. Literacy	27 and 28		
A	81R and 82R	11R, 12R	951R, 852R
AX	81RX, 82RX		951RX 952RX
B	83R and 84R	13R, 14R, 114R	
BX	Under development		
C	85R, 86R 185R, 186R	15R, 16R	
D	187R, 188R	17R, 18R	

PRACTICE	Test Record	Agency #
1 (A) ● (C) (D)	<div style="display: flex; justify-content: space-between;"> <div> ① <u>Lin, Chin</u> Student Last Name First Middle </div> <div> ② <u>L. Bounds</u> Instructor Name </div> </div>	<div style="display: flex; justify-content: space-between;"> <div> Site # <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div> </div> <div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div> </div> <div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div> </div> <div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div> </div> </div>
2 (A) (B) ● (D)		
3 ● (B) (C) (D)		

TEST	Directions for marking answers	Right Wrong
1 ● (B) (C) (D)	• Use No. 2 pencil only • Do NOT use ink or ballpoint pen • Make dark marks that fill rectangle completely • Erase cleanly any answers you change	(0) ● (2) (3)
2 (A) ● (C) (D)		(1) (2) (3)
3 (A) (B) ● (D)		(0) (1) ● (3)
4 ● (B) (C) (D)		
5 (A) (B) (C) ●		
6 ● (B) (C) (D)		
7 (A) (B) (C) ●		
8 ● (B) (C) (D)		
9 (A) ● (C) (D)		
10 (A) (B) ● (D)		
11 (A) (B) (C) ●		
12 (A) (B) ● (D)		
13 (A) ● (C) (D)		
14 (A) (B) ● (D)		
15 (A) ● (C) (D)		
16 ● (B) (C) (D)		
17 (A) ● (C) (D)		
18 (A) (B) ● (D)		
19 (A) (B) (C) ●		
20 (A) (B) ● (D)		
21 (A) ● (C) (D)		
22 (A) (B) ● (D)		
23 (A) (B) (C) ●		
24 (A) ● (C) (D)		
25 (A) ● (C) (D)		
26 (A) ● (C) (D)		
27 (A) (B) ● (D)		
28 (A) (B) (C) ●		
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32 (A) (B) (C) (D)		
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47 (A) (B) (C) (D)		
48 (A) (B) (C) (D)		
49 (A) (B) (C) (D)		
50 (A) (B) (C) (D)		

③ STUDENT IDENTIFICATION	④ FORM NUMBER	⑤ TEST DATE																																							
* <u>553453456</u> 0 0 0 0 0 0 0 0 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 4 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 Is this your Social Security #? Yes ● No □	* <u>0838</u> 0 0 0 0 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	* <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>MM</th> <th>DD</th> <th>YY</th> </tr> </thead> <tbody> <tr><td>Jan</td><td>0 0</td><td>200 0</td></tr> <tr><td>Feb</td><td>1 1</td><td>200 1</td></tr> <tr><td>Mar</td><td>2 2</td><td>200 2</td></tr> <tr><td>Apr</td><td>3 3</td><td>200 3</td></tr> <tr><td>May</td><td>4 4</td><td>200 4</td></tr> <tr><td>Jun</td><td>5 5</td><td>200 5</td></tr> <tr><td>Jul</td><td>6 6</td><td>200 6</td></tr> <tr><td>Aug</td><td>7 7</td><td>200 7</td></tr> <tr><td>Sep</td><td>8 8</td><td>200 8</td></tr> <tr><td>Oct</td><td>9 9</td><td>200 9</td></tr> <tr><td>Nov</td><td></td><td>201 0</td></tr> <tr><td>Dec</td><td></td><td>201 1</td></tr> </tbody> </table>	MM	DD	YY	Jan	0 0	200 0	Feb	1 1	200 1	Mar	2 2	200 2	Apr	3 3	200 3	May	4 4	200 4	Jun	5 5	200 5	Jul	6 6	200 6	Aug	7 7	200 7	Sep	8 8	200 8	Oct	9 9	200 9	Nov		201 0	Dec		201 1
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Aug	7 7	200 7																																							
Sep	8 8	200 8																																							
Oct	9 9	200 9																																							
Nov		201 0																																							
Dec		201 1																																							

⑥ CLASS NUMBER	⑦ INSTRUCTIONAL PROGRAM (Mark one)	⑧ HOURS OF INSTRUCTION*											
* <u>5657</u> 0 0 0 0 0 0 0 0 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 4 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9	* <input type="checkbox"/> Basic Skills (ABE) <input type="checkbox"/> ESL <input type="checkbox"/> ESL / Citizenship <input type="checkbox"/> Citizenship <input type="checkbox"/> High School Diploma <input type="checkbox"/> GED <input type="checkbox"/> Spanish GED <input type="checkbox"/> Career / Tech Ed <input type="checkbox"/> Workforce Readiness <input type="checkbox"/> Adults w / Disabilities <input type="checkbox"/> Health & Safety <input type="checkbox"/> Home Economics <input type="checkbox"/> Parent Education <input type="checkbox"/> Older Adults <input type="checkbox"/> Other	* <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Hours</th> </tr> </thead> <tbody> <tr><td>0 0 0 0</td></tr> <tr><td>1 1 1 1</td></tr> <tr><td>2 2 2 2</td></tr> <tr><td>3 3 3 3</td></tr> <tr><td>4 4 4 4</td></tr> <tr><td>5 5 5 5</td></tr> <tr><td>6 6 6 6</td></tr> <tr><td>7 7 7 7</td></tr> <tr><td>8 8 8 8</td></tr> <tr><td>9 9 9 9</td></tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> * If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test. </div>	Hours	0 0 0 0	1 1 1 1	2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5	6 6 6 6	7 7 7 7	8 8 8 8	9 9 9 9
Hours													
0 0 0 0													
1 1 1 1													
2 2 2 2													
3 3 3 3													
4 4 4 4													
5 5 5 5													
6 6 6 6													
7 7 7 7													
8 8 8 8													
9 9 9 9													

⑨ RAW SCORE
<u>13</u> 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

⑩ TEST 1	⑪ TEST 2	⑫ TEST 3	⑬ TEST 4
<u>0 0 0</u> 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	<u>0 0 0</u> 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	<u>0 0 0</u> 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	<u>0 0 0</u> 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9

☐ Student does not yet have the skills to be tested.

* = required for TOPSpro software

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1. What form number did Ching Lin take as her reading pretest? _____

2. What was Ching Lin's pretest reading raw score? _____

Form 83R

Level B - Reading

Ching Lin's raw score is 13. What is her corresponding scale score?

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
<hr/>	
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
<hr/>	
29	230♦
30	231♦
31	232♦
32	234♦

Sample Class Performance by Competency Report

Agency: 4908 - Rolling Hills Adult School

Site: 11 - North City ESL

Class: 110 - Low Beginning

Course:

Form: 083R - Life and Work Reading Level B

Teacher: 1110 - Askew, Elisa

Total Tests 30

Total Students 30

Item	Correct?	Comp No.	Task	Competency Description
1	63%	0.2.1 7.2.1	3	Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information
2	63%	4.2.1 7.2.1	3	Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information
3	73%	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
4	63%	4.1.3 4.1.6	4	Identify, use information in job descriptions, ads Interpret work-related vocabulary
5	53%	4.1.2 0.2.1	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions
6	50%	4.1.2 0.2.1 2.3.2	1	Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions Identify the months of the year and the days of the week
7	47%	1.4.7 7.2.1 7.3.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes
8	70%	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information
9	73%	1.4.7 7.2.1	3	Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information
10	43%	1.4.2	4	Select housing by interpreting ads, signs, and other info.
11	37%	1.4.3	1	Interpret lease and rental agreements
12	57%	1.4.3	1	Interpret lease and rental agreements
13	40%	1.4.3	1	Interpret lease and rental agreements
14	27%	3.3.2 3.3.1	4	Interpret medicine labels Identify and use necessary medications
15	60%	0.2.4 7.2.1	3	Converse about activities and personal interests Identify and paraphrase pertinent information
16	37%	4.1.8 4.1.9 7.2.1	3	Identify common occupations, skills and education req'd Identify procedures for career planning, self-assessment Identify and paraphrase pertinent information
17	70%	4.4.3 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Analyze a situation, statement, or process
18	57%	4.4.3 2.3.1 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Interpret clock time Analyze a situation, statement, or process
19	37%	4.4.3 2.3.2 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Identify the months of the year and the days of the week Analyze a situation, statement, or process
20	30%	4.2.1 1.1.6	2	Interpret wages, deductions, benefits, timekeeping forms Count, convert, use coins, currency and symbols (\$ and .)

1. Which Items did the greatest number of students miss? _____

2. What competencies are addressed by these items? _____

3. What are the corresponding task areas for these items? _____

Suggested Next Test Charts for Life and Work Reading

Use the pre-test test score to find the suggested **next test level**. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Form 27R-28R Beginning Literacy	
Score	Next Test Level
<153	*
153	Beg Lit
155	Beg Lit
156	Beg Lit
158	Beg Lit
160	Beg Lit
162	Beg Lit
164	Beg Lit
165	Beg Lit
166	Beg Lit
167	Beg Lit
169	Beg Lit
170	Beg Lit
172	Beg Lit
174	Beg Lit
175	Beg Lit
176	Beg Lit
177	A or Beg Lit
179	A or Beg Lit
180	A
181	A
182	A
183	A
184	A
186	A
187	A
189	A
191	A
192	A
194	B or AX or A
196	B or AX
199	B or AX
202	B or AX

Forms 81R-82R Level A	
Score	Next Test Level
<170	*
170	A
173	A
176	A
178	A
180	A
182	A
184	A
186	A
188	A
189	A
191	A
193	AX or A
195	B or AX
197	B or AX
200	B or AX
203	B or AX
205	B or AX
206	B
208	B
209	B
210	B

Forms 81RX-82RX Level A Bridge to B	
Score	Next Test Level
<182	A
182	AX or A
184	AX or A
186	AX or A
188	AX or A
190	AX or A
192	AX or A
194	B or AX
196	B or AX
197	B or AX
199	B or AX
200	B or AX
201	B or AX
202	B or AX
204	B or AX
206	B
208	B
210	B
212	B
214	B
216	C or B
218	C or B
220	C
222	C
224	C
227	C

Forms 83R-84R Level B	
Score	Next Test Level
<186	*
186	B or AX
189	B or AX
191	B or AX
193	B or AX
194	B or AX
195	B or AX
197	B or AX
199	B or AX
200	B or AX
202	B or AX
203	B or AX
205	B or AX
206	B
208	B
209	B
210	B
212	B
213	B
215	B
216	B
218	C or B
220	C or B
222	C
224	C
226	C
229	C
230	C
231	C
232	C
234	C

READING	
Level	Life & Work Series
Beg. Literacy	27R, 28R
A	81R, 82R
AX	81RX, 82RX
B	83R, 84R
C	185R, 186R; 85R, 86R*
D	187R, 188R

X level tests are a bridge to the next level

Find the Life and Work reading post-test level/s and form number/s based on Ching Lin's pretest score of 203 on Form 83R.

PRACTICE		Test Record			Agency #	
1	<input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D)	① <u>Lin, Ching</u>	Student Last Name	First	Middle	
2	<input type="radio"/> (A) <input checked="" type="radio"/> (C) <input type="radio"/> (D)	② <u>L. Bounds</u>	Instructor Name			
3	<input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C)					

TEST		Directions for marking answers		Right		Wrong	
1	<input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D)	<ul style="list-style-type: none"> • Use No. 2 pencil only • Do NOT use ink or ballpoint pen • Make dark marks that fill rectangle completely • Erase cleanly any answers you change 	<input type="radio"/> (0)	<input checked="" type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
2	<input type="radio"/> (A) <input checked="" type="radio"/> (C) <input type="radio"/> (D)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
3	<input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
4	<input type="radio"/> (A) <input checked="" type="radio"/> (C) <input type="radio"/> (D)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
5	<input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
6	<input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
7	<input type="radio"/> (A) <input checked="" type="radio"/> (C) <input type="radio"/> (D)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
8	<input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
9	<input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	
10	<input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C)		<input checked="" type="radio"/> (0)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	

③ STUDENT IDENTIFICATION		④ FORM NUMBER		⑤ TEST DATE	
* <input type="text" value="3"/> <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>		* <input type="text" value="0"/> <input type="text" value="8"/> <input type="text" value="4"/> <input type="text" value="R"/>		* <input type="text" value="MM"/> <input type="text" value="D"/> <input type="text" value="D"/> <input type="text" value="Y"/> <input type="text" value="Y"/>	
Is this your Social Security #? Yes <input checked="" type="radio"/> No <input type="radio"/>		(0) (0) (0) (X) (1) (1) (1) (M) (2) (2) (2) (L) (3) (3) (3) (W) (4) (4) (4) (S) (5) (5) (5) (G) (6) (6) (6) (C) (7) (7) (7) (8) (8) (8) (9) (9) (9)		Jan <input type="checkbox"/> (0) 200 (0) Feb <input type="checkbox"/> (1) 200 (1) Mar <input type="checkbox"/> (2) 200 (2) Apr <input type="checkbox"/> (3) 200 (3) May <input type="checkbox"/> (4) 200 (4) Jun <input checked="" type="radio"/> (5) 200 (5) Jul <input type="checkbox"/> (6) 200 (6) Aug <input type="checkbox"/> (7) 200 (7) Sep <input type="checkbox"/> (8) 200 (8) Oct <input type="checkbox"/> (9) 200 (9) Nov <input type="checkbox"/> 201 (0) Dec <input type="checkbox"/> 201 (1)	

⑥ CLASS NUMBER		⑦ INSTRUCTIONAL PROGRAM		⑧ HOURS OF INSTRUCTION*		⑨ RAW SCORE	
* <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>		* (Mark one) <input checked="" type="checkbox"/> Basic Skills (ABE) <input type="checkbox"/> ESL <input type="checkbox"/> ESL / Citizenship <input type="checkbox"/> Citizenship <input type="checkbox"/> High School Diploma <input type="checkbox"/> GED <input type="checkbox"/> Spanish GED <input type="checkbox"/> Career / Tech Ed <input type="checkbox"/> Workforce Readiness <input type="checkbox"/> Adults w / Disabilities <input type="checkbox"/> Health & Safety <input type="checkbox"/> Home Economics <input type="checkbox"/> Parent Education <input type="checkbox"/> Older Adults <input type="checkbox"/> Other		* <input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="9"/> <input type="text" value="0"/>		* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.	
(0) (0) (0) (0) (0) (0) (0) (0) (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) (4) (5) (5) (5) (5) (5) (5) (5) (5) (6) (6) (6) (6) (6) (6) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (8) (8) (8) (8) (8) (8) (8) (8) (9) (9) (9) (9) (9) (9) (9) (9)		(0) (0) (0) (X) (1) (1) (1) (M) (2) (2) (2) (L) (3) (3) (3) (W) (4) (4) (4) (S) (5) (5) (5) (G) (6) (6) (6) (C) (7) (7) (7) (8) (8) (8) (9) (9) (9)		(0) (0) (0) (0) (1) (1) (1) (1) (2) (2) (2) (2) (3) (3) (3) (3) (4) (4) (4) (4) (5) (5) (5) (5) (6) (6) (6) (6) (7) (7) (7) (7) (8) (8) (8) (8) (9) (9) (9) (9)		(0) (0) (1) (1) (2) (2) (3) (3) (4) (4) (5) (5) (6) (6) (7) (7) (8) (8) (9) (9)	

⑩ TEST 1		⑪ TEST 2		⑫ TEST 3		⑬ TEST 4	
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
(0) (0) (0)	(0) (0) (0)	(0) (0) (0)	(0) (0) (0)	(0) (0) (0)	(0) (0) (0)	(0) (0) (0)	(0) (0) (0)
(1) (1) (1)	(1) (1) (1)	(1) (1) (1)	(1) (1) (1)	(1) (1) (1)	(1) (1) (1)	(1) (1) (1)	(1) (1) (1)
(2) (2) (2)	(2) (2) (2)	(2) (2) (2)	(2) (2) (2)	(2) (2) (2)	(2) (2) (2)	(2) (2) (2)	(2) (2) (2)
(3) (3) (3)	(3) (3) (3)	(3) (3) (3)	(3) (3) (3)	(3) (3) (3)	(3) (3) (3)	(3) (3) (3)	(3) (3) (3)
(4) (4) (4)	(4) (4) (4)	(4) (4) (4)	(4) (4) (4)	(4) (4) (4)	(4) (4) (4)	(4) (4) (4)	(4) (4) (4)
(5) (5) (5)	(5) (5) (5)	(5) (5) (5)	(5) (5) (5)	(5) (5) (5)	(5) (5) (5)	(5) (5) (5)	(5) (5) (5)
(6) (6) (6)	(6) (6) (6)	(6) (6) (6)	(6) (6) (6)	(6) (6) (6)	(6) (6) (6)	(6) (6) (6)	(6) (6) (6)
(7) (7) (7)	(7) (7) (7)	(7) (7) (7)	(7) (7) (7)	(7) (7) (7)	(7) (7) (7)	(7) (7) (7)	(7) (7) (7)
(8) (8) (8)	(8) (8) (8)	(8) (8) (8)	(8) (8) (8)	(8) (8) (8)	(8) (8) (8)	(8) (8) (8)	(8) (8) (8)
(9) (9) (9)	(9) (9) (9)	(9) (9) (9)	(9) (9) (9)	(9) (9) (9)	(9) (9) (9)	(9) (9) (9)	(9) (9) (9)

* = required for TOPSpro software

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Find the following information for Ching Lin's reading post-test.

Hours of instruction _____

Post-test form number _____

Raw score _____

Form 84R **Level B - Reading**

Ching Lin's post-test raw score is 17.
What is her corresponding scale score?

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	193
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♦

Remember that Ching Lin got a 203 in reading on her pretest. She got a 209 on her post-test. Use this excerpt from the Skill Level Descriptors for ESL to answer the questions below.

235		
230		
225		
220		
215		
210		
205		
200		
190		
180		
150		
	C	Advanced ESL SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
	B	High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
		Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
	A	High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
		Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
		Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Calculate the learning gains between pre- and post-tests.

Post-test Scale Score – Pretest Scale Score = Learning Gains

_____ - _____ = _____

Which reading level should Ching Lin be placed in next semester?

What might influence your decision on placement?

Next Steps

The following section contains additional topics for staff discussion and program improvement.

- ❖ Resource One: Why Assess?
- ❖ Resource Two: Getting Started: The Intake Process
- ❖ Resource Three: Choosing CASAS Assessments for Your Program
- ❖ Resource Four: Instructional Resources
- ❖ Resource Five: Checklist – The Testing Process
- ❖ Resource Six: Checklist – Building Your Program
- ❖ Resource Seven: Choosing CASAS Assessments for your Program

Resource One

Why Assess?

Write one or more benefit(s) of assessment for each group.

Students:

Teachers and Administrators:

Funding Sources:

What part of the assessment process do teachers and administrators find to be most challenging?

What do they find most useful?

Resource Two

Getting Started: The Intake Process

Identify the scenario or scenarios below that match your program. How would you set up an intake and assessment system that best meets the needs of your program?

A. Your program is large and serves over a thousand learners annually.	B. Your program is medium-sized and serves up to 1000 learners annually.	C. Your program is small and serves up to 100 learners annually in classroom settings.	D. Your program is small; staff work with learners one-on-one or in small-group settings.
--	--	--	---

Intake Process/Assessments Used

How are placement decisions made?

Resource Three

Choosing CASAS Assessments for Your Program

Use the CASAS Catalog to identify the appropriate assessments for your program.

Appraisal(s)

Title/s

Code/s

Page/s

Price

Pre- and post-test series

Title/s

Code/s

Page/s

Price

Resource Four

Instructional Resources

Do you provide instruction at your agency?

If so, how many levels are there?

Do you have a set curriculum?

What instructional materials do you use and how do you select them?

Do you and your staff feel they are effective?

Resource Five

Checklist - The Testing Process

- ☐ Follow an Intake Plan; administer Appraisal
- ☐ Select pretest from Suggested Next Test Chart
- ☐ Administer pretest
- ☐ Conduct training or instruction
- ☐ Select post-test from Suggested Next Test Chart
- ☐ Administer post-test
- ☐ Conduct training or instruction
- ☐ Use Suggested Next Test Chart
- ☐ Administer additional post-tests as needed

Resource Six

Checklist – Building Your Program

- ☐ Identify intake and placement strategies for your agency
- ☐ Identify appropriate assessments for your agency
- ☐ Use content standards, competencies, and data to inform instruction
- ☐ Identify reports useful for administrators, instructors and students
- ☐ Identify strategies for student retention
- ☐ Identify appropriate materials for instruction

Resource Seven

Resources for ESL/ELL Programs

- **Life and Work Reading Series**
 - Page/s
 - How could I use these in my program?
- **Life and Work Listening Series**
 - Page/s
 - How could I use these in my program?
- **Citizenship Series**
 - Page/s
 - How could I use these in my program?
- **Functional Writing Assessment (FWA) Series**
 - Page/s
 - How could I use these in my program?
- **Others**
 - Page/s
 - How could I use these in my program?