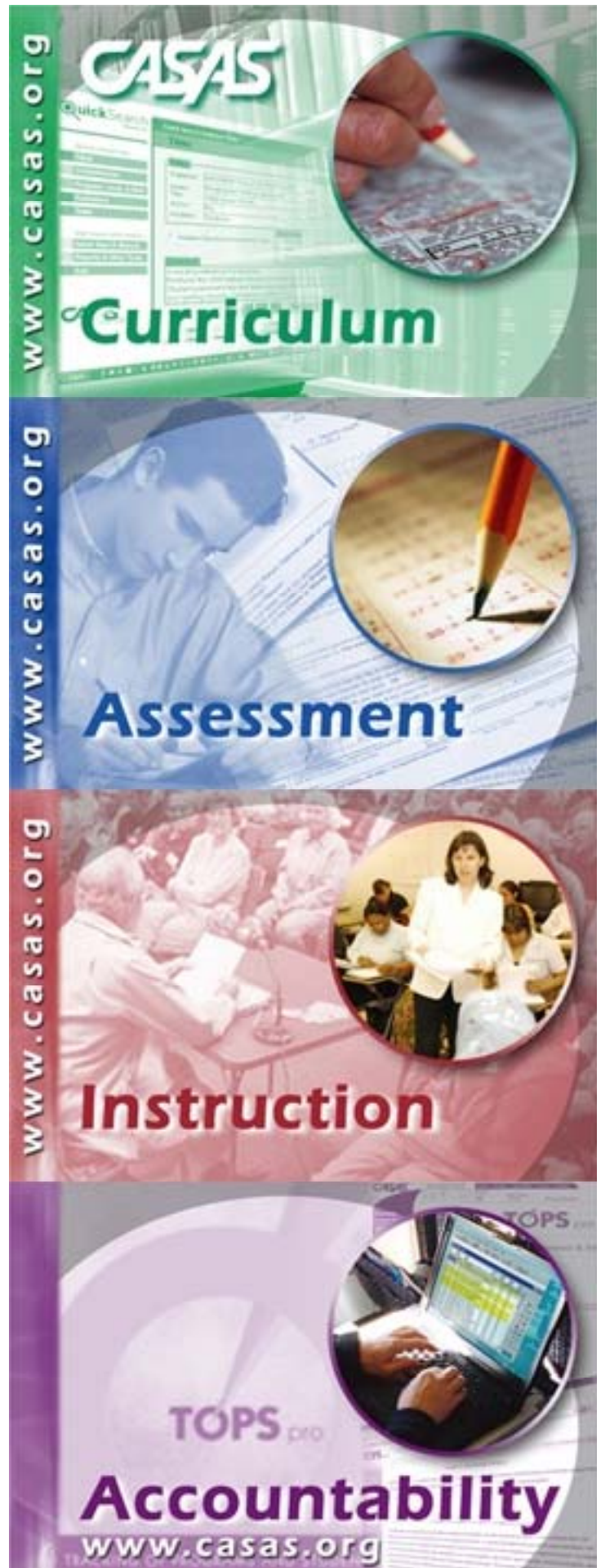


# Initial Implementation Training for Workforce Development

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 219. He can take a level B or C pretest. Which **ECS** 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 pretest 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

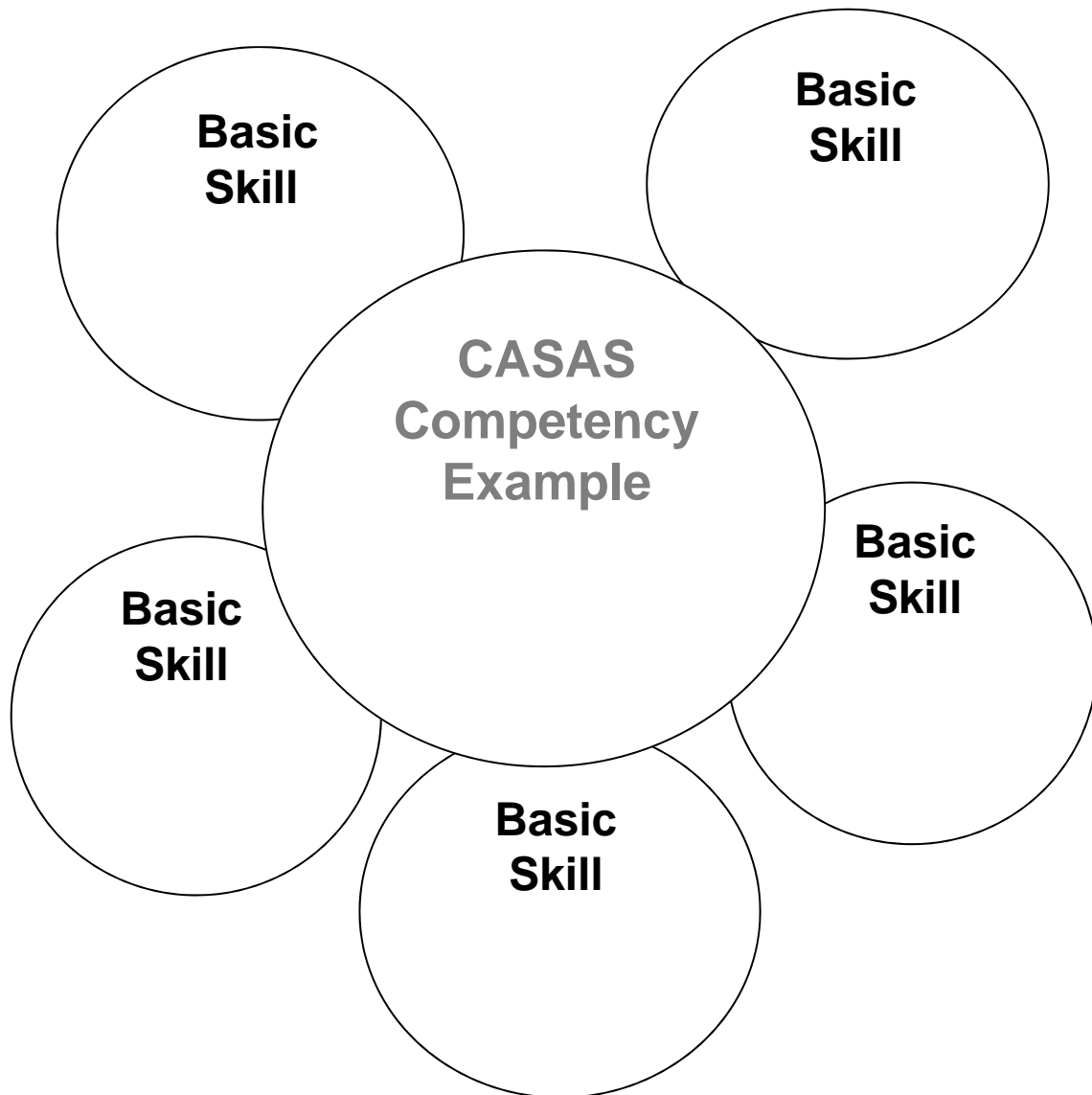
**Directions:** Match each description to a letter below. Use information from the training and the charts on the next page.

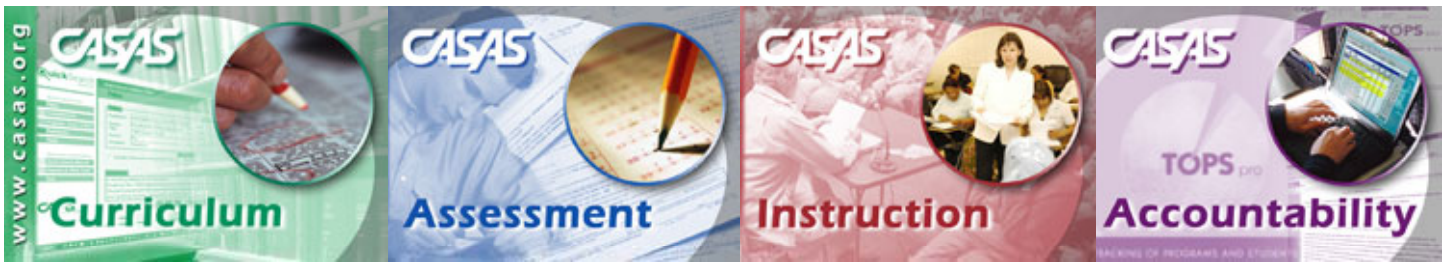
- \_\_\_\_\_ 1. A test to determine placement or level
- \_\_\_\_\_ 2. A test to determine a learner's instructional needs
- \_\_\_\_\_ 3. A time for ongoing informal assessment
- \_\_\_\_\_ 4. A test to determine progress
- \_\_\_\_\_ 5. A chart to correlate scale scores, levels, and descriptions
- \_\_\_\_\_ 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.

READING  
PRACTICE

☒ B ☐ C ☐ D  
☐ A ☒ C ☐ D

- 
- | Locus | A      | B          | C          | D          |
|-------|--------|------------|------------|------------|
| 1     | Shaded | Not Shaded | Shaded     | Not Shaded |
| 2     | Shaded | Not Shaded | Not Shaded | Shaded     |
| 3     | Shaded | Shaded     | Shaded     | Not Shaded |
| 4     | Shaded | Shaded     | Not Shaded | Shaded     |
| 5     | Shaded | Not Shaded | Shaded     | Not Shaded |
| 6     | Shaded | Shaded     | Shaded     | Not Shaded |
| 7     | Shaded | Shaded     | Not Shaded | Shaded     |
| 8     | Shaded | Shaded     | Shaded     | Not Shaded |
| 9     | Shaded | Shaded     | Shaded     | Not Shaded |
| 10    | Shaded | Shaded     | Shaded     | Not Shaded |
| 11    | Shaded | Shaded     | Not Shaded | Shaded     |
| 12    | Shaded | Shaded     | Shaded     | Not Shaded |
| 13    | Shaded | Shaded     | Shaded     | Not Shaded |
| 14    | Shaded | Shaded     | Shaded     | Not Shaded |
| 15    | Shaded | Shaded     | Shaded     | Not Shaded |
| 16    | Shaded | Shaded     | Shaded     | Not Shaded |
| 17    | Shaded | Shaded     | Shaded     | Not Shaded |
| 18    | Shaded | Shaded     | Shaded     | Not Shaded |
| 19    | Shaded | Shaded     | Shaded     | Not Shaded |
| 20    | Shaded | Shaded     | Shaded     | Not Shaded |
| 21    | Shaded | Shaded     | Shaded     | Not Shaded |
| 22    | Shaded | Shaded     | Shaded     | Not Shaded |
| 23    | Shaded | Shaded     | Shaded     | Not Shaded |
| 24    | Shaded | Shaded     | Shaded     | Not Shaded |
| 25    | Shaded | Shaded     | Shaded     | Not Shaded |

**MATH**  
**PRACTICE**

☐ A ☒ B ☐ C ☐ D

- 
- Figure 1 displays a 25x4 grid of 100 small images, each showing a unique combination of four colored circles (A, B, C, D) in various positions. The grid is organized into two columns of 12 rows each, with the last row containing 10 images. Each image shows a unique combination of the four colors in the four positions, totaling 100 unique combinations.

1 Name <i>Juan Lopez</i>										2 Today's Date <i>3-8-10</i>											
3 STUDENT IDENTIFICATION										4 SEX <input checked="" type="radio"/> Male <input type="radio"/> Female		6 NUMBER OF YEARS OF SCHOOL COMPLETED		7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)							
<div> <div>856756758</div> <div> <div>00000000</div> <div>11111111</div> <div>22222222</div> <div>33333333</div> <div>44444444</div> <div>55555555</div> <div>66666666</div> <div>77777777</div> <div>88888888</div> <div>99999999</div> </div> </div>										5 DATE OF BIRTH		<div> <div>062676</div> <div> <div>00</div> <div>11</div> <div>22</div> <div>33</div> <div>44</div> <div>55</div> <div>66</div> <div>77</div> <div>88</div> <div>99</div> </div> </div>		<div> <div>12</div> <div> <div>00</div> <div>11</div> <div>22</div> <div>33</div> <div>44</div> <div>55</div> <div>66</div> <div>77</div> <div>88</div> <div>99</div> </div> </div>		<input type="radio"/> None <input type="radio"/> GED Certificate <input checked="" type="radio"/> High School Diploma <input 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					
Is this your Social Security #? (Optional) <div>             Yes <input checked="" type="radio"/>             No <input type="radio"/> </div>										I earned the above outside of U.S. <input checked="" type="radio"/>											

<b>8a</b> ETHNICITY (Mark one)	<b>9</b> NATIVE LANGUAGE (Mark one)	<b>10</b> STATE	<b>11</b> COUNTY	<b>12</b> SERVICE DELIVERY AREA	<b>13</b> OPTIONAL/AGENCY USE
<input checked="" type="radio"/> Hispanic or Latino <input type="radio"/> not Hispanic or Latino		<input type="radio"/> English <input checked="" type="radio"/> Spanish <input type="radio"/> Vietnamese <input type="radio"/> Chinese <input type="radio"/> Hmong <input type="radio"/> Cambodian <input type="radio"/> Tagalog <input type="radio"/> Korean <input type="radio"/> Lao <input type="radio"/> Russian <input type="radio"/> Farsi <input type="radio"/> Other _____ Name Other	<div> <div></div> <div></div> </div> <div> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div> <div></div> <div></div> </div> <div> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div> <div></div> <div></div> </div> <div> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>
<b>8b</b> RACE (Mark one or more)		<b>CASAS ECS PRE-EMPLOYMENT/WORK ABILITY SKILLS</b>			
<input checked="" type="radio"/> White <input type="radio"/> Asian <input type="radio"/> Black or African American <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> Filipino <input type="radio"/> American Indian <input type="radio"/> Alaska Native					

### CRITICAL THINKING

Item	Score
(A)	(0)
(B)	(1)
(C)	(2)
(D)	(3)
(E)	(4)
(F)	

### CASAS ECS PRE-EMPLOYMENT/ WORK MATURITY SKILLS CHECKLISTS A-F

Mark if passed

- ☐ A Making Career Decisions
- ☐ A Using Labor Market Information
- ☐ B Preparing a Resume
- ☐ C Writing a Cover Letter
- ☐ D Filling Out Applications
- ☐ E Interviewing
- ☐ F Being Punctual
- ☐ F Regular Attendance
- ☐ F Good Interpersonal Relations
- ☐ F Positive Attitude/Behaviors
- ☐ F Appropriate Appearance
- ☐ F Completing Tasks Effectively

## MARKING ANSWERS

- |   |  |       |
|---|--|-------|
| 1 | <input checked="" type="radio"/> (A) (B) (C) (D)   | RIGHT |
| 2 | <input type="radio"/> (A) <input checked="" type="radio"/> (B) (C) (D)                       | WRONG |
| 3 | <input type="radio"/> (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) (D) | WRONG |
| 4 | <input type="radio"/> (A) (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) | WRONG |

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PART ONE OF TWO PARTS

Mark Reflex® by NCS MM214053-2 :1514 Printed in U.S.A.

Find the following information.

1. Learner's name: \_\_\_\_\_

2. Identification number:

# Form 130 ECS Appraisal

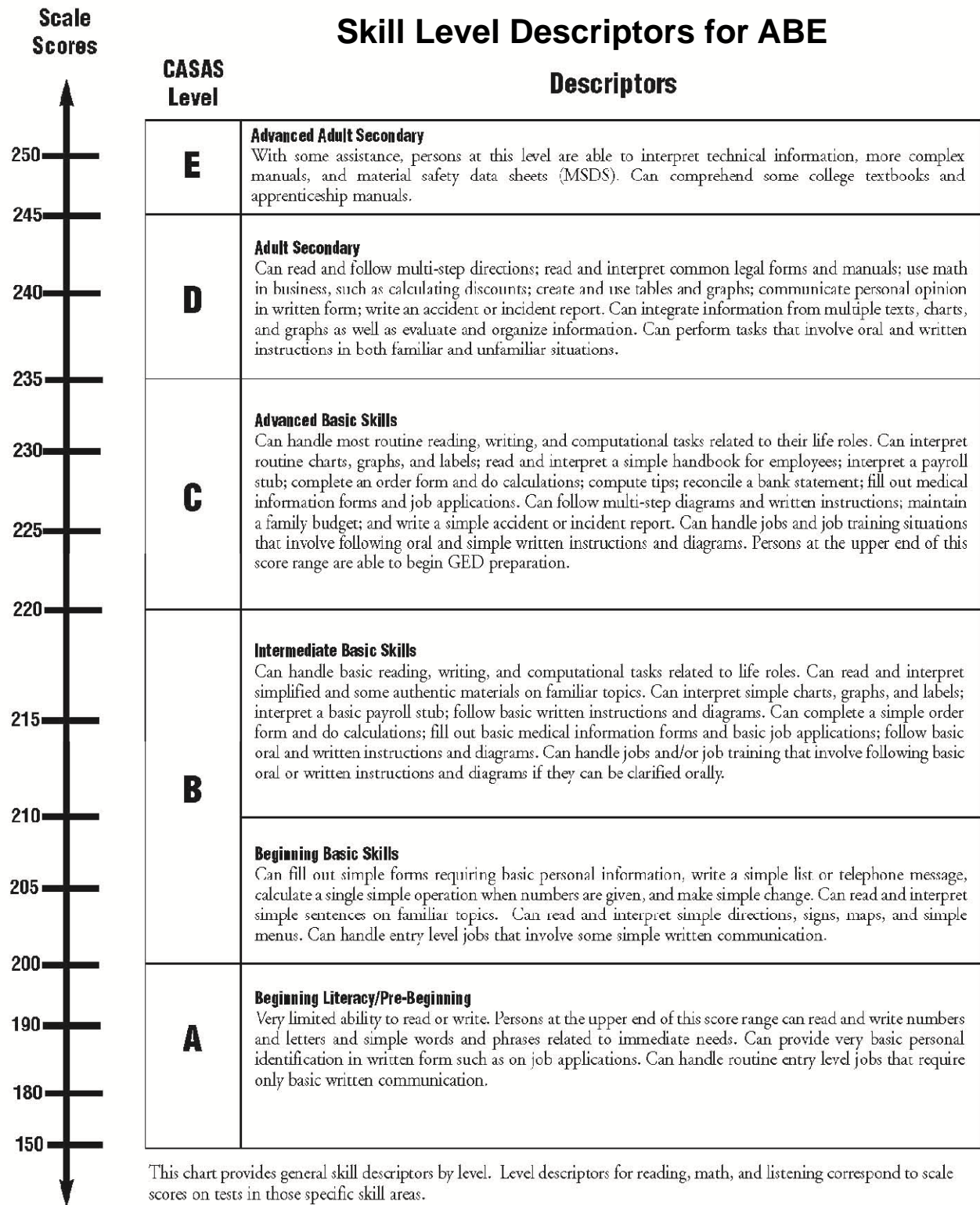
## Reading Test

Score Conversion Chart	
Raw Score	Scaled Score
1	183*
2	191*
3	196*
4	200
5	204
6	207
7	210
8	212
9	214
10	217
11	219
12	222
13	224
14	226
15	229
16	231
17	233
18	236
19	239
20	242
21	245
22	247♦
23	249♦
24	251♦
25	254♦

## Math Test

Score Conversion Chart	
Raw Score	Scaled Score
1	183*
2	191*
3	196*
4	200
5	203
6	206
7	209
8	212
9	214
10	217
11	219
12	221
13	224
14	226
15	228
16	231
17	233
18	236
19	238
20	241
21	245
22	246♦
23	248♦
24	250♦
25	252♦

1. Juan's **reading** raw score is 6. What is his reading scale score? \_\_\_\_\_
2. Juan's **math** raw score is 8. What is his math scale score? \_\_\_\_\_



Find the CASAS basic skill levels for Juan using his scale scores.

1. Reading \_\_\_\_\_

2. Math \_\_\_\_\_

# Suggested Next Test - ECS APPRAISAL

From the appraisal test score, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

READING		MATH	
Forms 120R,130R		Forms 120M,130M	
Score	Next Test Level	Score	Next Test Level
181	A	180	A
183	A	183	A
188	A	188	A
191	A	191	A
193	A	193	A
196	B or A	196	B or A
197	B or A	197	B or A
200	B	200	B
203	B	203	B
204	B	205	B
206	B	206	B
207	B	208	B
208	B	209	B
210	B	210	B
212	B	212	B
213	B	214	B
214	B	217	C or B
215	C or B	219	C or B
217	C or B	221	C
219	C or B	222	C
220	C	224	C
222	C	226	C
224	C	228	C
225	C	229	C
226	C	230	C
228	C	231	C
229	C	232	C
230	C	233	D or C
231	C	234	D
232	C	236	D
233	D or C	238	D
236	D	241	D
239	D	245	D
242	D	246	D
245	D	248	D
247	D	250	D
249	D	252	D
251	D		
254	D		

**CASAS Test Forms by Level**

READING				MATH			
Level	ECS Series	Life & Work Series	WLS Series	Level	ECS Series	Life Skills Series	WLS Series
A	11R, 12R	81R, 82R	11R, 12R	A	11M, 12M	31M, 32M	11M, 12M
AX		81RX, 82RX		B	13M, 14M	33M, 34M	213M, 214M
B	13R, 14R, 114R	83R, 84R	213R, 214R	C	15M, 16M	35M, 36M	215M, 216M
C	15R, 16R, 116R	185R, 186R; 85R, 86R*	215R, 216R	D	17M, 18M	37M, 38M	217M, 218M
D	17R, 18R	187R, 188R	217R, 218R				

X level tests are a bridge to the next level

\*Use either Forms 85 and 86 or Forms 185 and 186 as pre- and post-test pairs.

1. Juan's reading appraisal score is 207. What **level** reading pretest should he take? \_\_\_\_\_
2. What are the ECS test **form numbers** for that level? \_\_\_\_\_

**PRACTICE**

- 1 (A) (B) (C) (D)  
2 (A) (B) (C) (D)  
3 (A) (B) (C) (D)

**TEST**

- 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)  
10 (A) (B) (C) (D)  
11 (A) (B) (C) (D)  
12 (A) (B) (C) (D)  
13 (A) (B) (C) (D)  
14 (A) (B) (C) (D)  
15 (A) (B) (C) (D)  
16 (A) (B) (C) (D)  
17 (A) (B) (C) (D)  
18 (A) (B) (C) (D)  
19 (A) (B) (C) (D)  
20 (A) (B) (C) (D)  
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)  
26 (A) (B) (C) (D)  
27 (A) (B) (C) (D)  
28 (A) (B) (C) (D)  
29 (A) (B) (C) (D)  
30 (A) (B) (C) (D)  
31 (A) (B) (C) (D)  
32 (A) (B) (C) (D)  
33 (A) (B) (C) (D)  
34 (A) (B) (C) (D)  
35 (A) (B) (C) (D)  
36 (A) (B) (C) (D)  
37 (A) (B) (C) (D)  
38 (A) (B) (C) (D)  
39 (A) (B) (C) (D)  
40 (A) (B) (C) (D)  
41 (A) (B) (C) (D)  
42 (A) (B) (C) (D)  
43 (A) (B) (C) (D)  
44 (A) (B) (C) (D)  
45 (A) (B) (C) (D)  
46 (A) (B) (C) (D)  
47 (A) (B) (C) (D)  
48 (A) (B) (C) (D)  
49 (A) (B) (C) (D)  
50 (A) (B) (C) (D)

**Test Record**

① *Lopez, Juan*

Student Last Name

First

Middle

② *D. Panama*

Instructor Name

**Directions for marking answers**

- 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

Right

0 1 2 3

Wrong

0 1 2 3

0 1 2 3

③ **★ STUDENT IDENTIFICATION**

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

Is this your Social Security #? Yes ☐ No ☐

④ **★ FORM NUMBER**

0	1	3	R
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

⑤ **★ TEST DATE**

03	2	1	1	0
Jan	0	0	200	0
Feb	1	0	200	1
Mar	0	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	
Dec			201	1

⑥ **★ CLASS NUMBER**

6	2	5	1
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

⑦ **★ INSTRUCTIONAL PROGRAM (Mark one)**

- ☐ Basic Skills (ABE)
- ☒ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Spanish GED
- ☐ Voc. / Occup. skills
- ☒ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

⑧ **★ HOURS OF INSTRUCTION\***

0	0	9	5
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

\* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **★ RAW SCORE**

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

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

\* = required for TOPSpro software

⑩ TEST 1	⑪ TEST 2	⑫ TEST 3	⑬ TEST 4
0 0 0	0 0 0	0 0 0	0 0 0
1 1 1	1 1 1	1 1 1	1 1 1
2 2 2	2 2 2	2 2 2	2 2 2
3 3 3	3 3 3	3 3 3	3 3 3
4 4 4	4 4 4	4 4 4	4 4 4
5 5 5	5 5 5	5 5 5	5 5 5
6 6 6	6 6 6	6 6 6	6 6 6
7 7 7	7 7 7	7 7 7	7 7 7
8 8 8	8 8 8	8 8 8	8 8 8
9 9 9	9 9 9	9 9 9	9 9 9

1. What form number did Juan take as his reading pretest? \_\_\_\_\_

2. What was Juan's pretest reading raw score? \_\_\_\_\_

## Score Conversion Chart – Employability Reading, Level A and B

LEVEL A				LEVEL B					
Form 11 R		Form 12 R		Form 13 R		Form 14 R		Form 114 R	
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	-
2	-	2	-	2	-	2	-	2	-
3	-	3	-	3	-	3	-	3	-
4	-	4	-	4	184	4	184	4	184
5	169	5	169	5	186	5	187	5	186
6	172	6	172	6	189	6	189	6	189
7	175	7	175	7	191	7	191	7	191
8	177	8	177	8	193	8	193	8	193
9	180	9	180	9	194	9	195	9	194
10	182	10	182	10	196	10	196	10	196
11	184	11	184	11	197	11	198	11	198
12	186	12	186	12	199	12	199	12	199
13	188	13	188	13	200	13	201	13	200
14	190	14	190	14	202	14	202	14	202
15	192	15	192	15	203	15	204	15	203
16	194	16	194	16	204	16	205	16	204
17	197	17	197	17	206	17	206	17	206
18	199	18	199	18	207	18	207	18	207
19	202	19	202	19	208	19	209	19	208
20	204	20	204	20	210	20	210	20	210
21	206♦	21	205♦	21	211	21	212	21	211
22	207♦	22	206♦	22	212	22	213	22	212
23	208♦	23	207♦	23	214	23	214	23	214
24	210♦	24	209♦	24	215	24	216	24	215
25	211♦	25	210♦	25	217	25	217	25	217
				26	218	26	219	26	219
				27	220	27	221	27	220
				28	222	28	223	28	223
				29	225	29	225	29	225
				30	227	30	228	30	228
				31	229♦	31	230♦	31	230♦
				32	230♦	32	231♦	32	231♦
				33	232♦	33	233♦	33	233♦
				34	233♦	34	234♦	34	234♦

Juan's raw score on Form 13R is 16. What is his scale score? \_\_\_\_\_

**Class Performance by Competency**  
4908 - Rolling Hills Adult School

Page: 1  
PC3

## Sample Report

**Agency:** 4908 - Rolling Hills Adult School  
**Site:** 11 - North City ESL  
**Class:** 110 - Low Beginning  
**Course:**  
**Form:** Reading Level B

**Teacher:** 1110 - Askew, Elisa

**Total Tests** 30  
**Total Students** 30

Item	Correct?	Comp No.	Task	Competency Description
1	73%	0.2.1 7.2.1	3	Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information
2	67%	4.2.1 7.2.1	3	Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information
3	77%	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	40%	1.4.3	1	Interpret lease and rental agreements
12	60%	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	63%	0.2.4 7.2.1	3	Converse about activities and personal interests Identify and paraphrase pertinent information
16	40%	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	73%	4.4.3 7.2.2	2	Interpret job-related signs, charts, diagrams, forms, etc. Analyze a situation, statement, or process
18	60%	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 .)

- Which Items did the greatest number of students miss? \_\_\_\_\_
- What competencies are addressed by these items? \_\_\_\_\_  
\_\_\_\_\_
- What are the corresponding task areas for these items? \_\_\_\_\_

## Suggested Next Test - EMPLOYABILITY - READING

From an examinee's previous test score, find the suggested next test level to administer in a CASAS testing progression. Then refer to the CASAS Test Forms chart below to identify appropriate test form numbers.

Form 27R-28R Beg. Literacy		Forms 11R-12R Level A		Forms 13R-14R-114R Level B		Forms 15R-16R-116R Level C		Forms 17R-18R Level D	
Score	Next Test Level	Score	Next Test Level	Score	Next Test Level	Score	Next Test Level	Score	Next Test Level
<153	*	<169	*	<184	*	<196	*	<215	*
153	Beg Lit	169	A	184	B	196	C	215	D
155	Beg Lit	172	A	186	B	197	C	218	D
156	Beg Lit	175	A	187	B	199	C	220	D
158	Beg Lit	177	A	189	B	200	C	221	D
160	Beg Lit	180	A	191	B	201	C	223	D
162	Beg Lit	182	A	193	B	202	C	224	D
164	Beg Lit	184	A	194	B	203	C	225	D
165	Beg Lit	186	A	195	B	204	C	226	D
166	Beg Lit	188	A	196	B	205	C	228	D
167	Beg Lit	190	A	197	B	206	C	230	D
169	Beg Lit	192	A	198	B	207	C	231	D
170	Beg Lit	194	A	199	B	208	C	233	D
172	Beg Lit	197	B or A	200	B	209	C	234	D
174	Beg Lit	199	B or A	201	B	210	C	236	D
175	Beg Lit	202	B	202	B	211	C	237	D
176	Beg Lit	204	B	203	B	212	C	239	D
177	A or Beg Lit	205	B	204	B	213	C	240	D
179	A or Beg Lit	206	B	205	B	214	C	242	D
180	A	207	B	206	B	215	C	243	D
181	A	208	B	207	B	216	C	244	D
182	A	209	B	208	B	217	C	245	D
183	A	210	B	209	B	218	C	247	D
184	A	211	B	210	B	219	C	249	D
186	A			211	B	220	C	251	D
187	A			212	B	221	C	254	D
189	A			213	B	222	C	256	D
191	A			214	B	223	C	258	D
192	A			215	C or B	224	C	261	D
194	B or A			216	C or B	225	C	264	D
196	B			217	C or B	226	C	267	D
199	B			218	C	227	C		
202	B			219	C	228	C		
				220	C	229	C		
				221	C	230	C		
				222	C	231	D or C		
				223	C	232	D or C		
				225	C	233	D or C		
				227	C	234	D or C		
				228	C	235	D		
				229	C	236	D		
				230	C	237	D		
				231	C	238	D		
				232	C	239	D		
				233	C	240	D		
				234	C	242	D		
						243	D		
						244	D		
						245	D		
						247	D		
						249	D		

CASAS Test Forms by Level	
Level	READING
Beg. Literacy	ECS Series
A	27R, 28R
B	11R, 12R
C	13R, 14R, 114R
D	15R, 16R, 116R
	17R, 18R

Find the ECS reading post-test form number based on Juan's pretest score of 204 on Form 13R.

PRACTICE		Test Record		Agency #	
1 (A) (B) (C) (D)		① <u>Lopez, Juan</u>			
2 (A) (B) (C) (D)		Student Last Name	First	Middle	
3 (A) (B) (C) (D)					
TEST		② <u>D. Panama</u>		Site #	
1 (A) (B) (C) (D)		Instructor Name			
2 (A) (B) (C) (D)		<div style="border: 1px solid black; padding: 5px;"> <b>Directions for marking answers</b> <ul style="list-style-type: none"> <li>• Use No. 2 pencil only</li> <li>• Do NOT use ink or ballpoint pen</li> <li>• Make dark marks that fill rectangle completely</li> <li>• Erase cleanly any answers you change</li> </ul> </div>			
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)		<b>Right</b> 0 1 2 3			
8 (A) (B) (C) (D)		<b>Wrong</b> X 1 2 3			
9 (A) (B) (C) (D)					
10 (A) (B) (C) (D)					
11 (A) (B) (C) (D)					
12 (A) (B) (C) (D)					
13 (A) (B) (C) (D)					
14 (A) (B) (C) (D)					
15 (A) (B) (C) (D)					
16 (A) (B) (C) (D)					
17 (A) (B) (C) (D)					
18 (A) (B) (C) (D)					
19 (A) (B) (C) (D)					
20 (A) (B) (C) (D)					
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)					
26 (A) (B) (C) (D)					
27 (A) (B) (C) (D)					
28 (A) (B) (C) (D)					
29 (A) (B) (C) (D)					
30 (A) (B) (C) (D)					
31 (A) (B) (C) (D)					
32 (A) (B) (C) (D)					
33 (A) (B) (C) (D)					
34 (A) (B) (C) (D)					
35 (A) (B) (C) (D)					
36 (A) (B) (C) (D)					
37 (A) (B) (C) (D)					
38 (A) (B) (C) (D)					
39 (A) (B) (C) (D)					
40 (A) (B) (C) (D)					
41 (A) (B) (C) (D)					
42 (A) (B) (C) (D)					
43 (A) (B) (C) (D)					
44 (A) (B) (C) (D)					
45 (A) (B) (C) (D)					
46 (A) (B) (C) (D)					
47 (A) (B) (C) (D)					
48 (A) (B) (C) (D)					
49 (A) (B) (C) (D)					
50 (A) (B) (C) (D)					

**③ STUDENT IDENTIFICATION**

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

Is this your Social Security #? Yes ☐ No ☐

**④ FORM NUMBER**

0	1	4	R
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	

**⑤ TEST DATE**

Jan	0	1	0
Feb	0	1	0
Mar	0	2	0
Apr	0	3	0
May	0	4	0
Jun	0	5	0
Jul	0	6	0
Aug	0	7	0
Sep	0	8	0
Oct	0	9	0
Nov	0	0	1
Dec	0	0	1

**⑥ CLASS NUMBER**

6	2	5	1
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

**⑦ INSTRUCTIONAL PROGRAM (Mark one)**

☐ Basic Skills (ABE)

☒ ESL

☐ ESL / Citizenship

☐ Citizenship

☐ High School Diploma

☐ GED

☐ Spanish GED

☐ Voc. / Occup. skills

☒ Workforce Readiness

☐ Adults w / Disabilities

☐ Health & Safety

☐ Home Economics

☐ Parent Education

☐ Older Adults

☐ Other

**⑧ HOURS OF INSTRUCTION\***

0	0	9	5
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

\* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

**⑨ RAW SCORE**

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

**⑩ TEST 1**

0	0	0
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

**⑪ TEST 2**

0	0	0
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

**⑫ TEST 3**

0	0	0
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

**⑬ TEST 4**

0	0	0
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

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

Hours of instruction \_\_\_\_\_

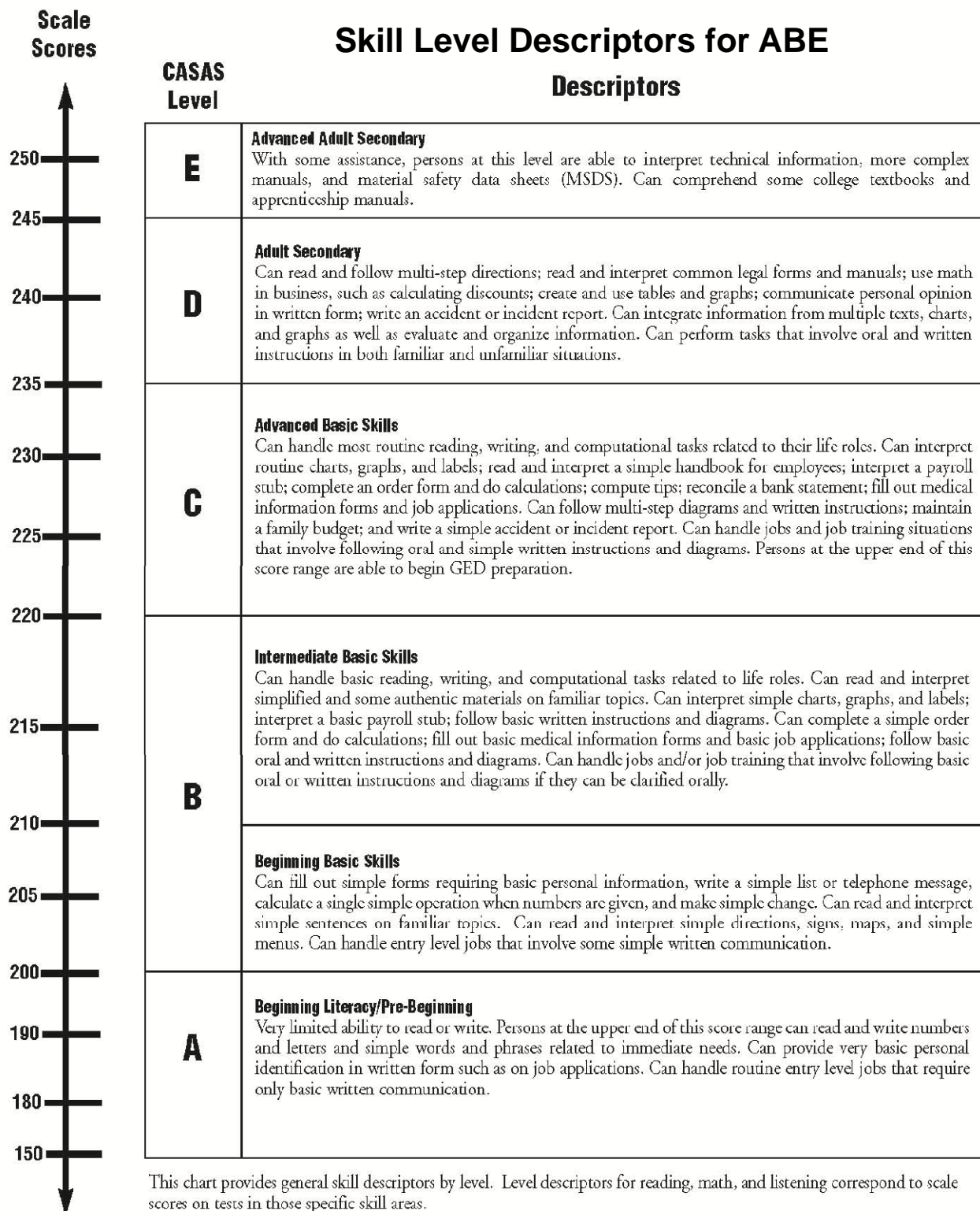
Post-test form number \_\_\_\_\_

Raw score \_\_\_\_\_

# **Form 14R** **Level B – Reading**

Juan's post-test raw score is 20.  
 What is his scale score?

Score Conversion Chart	
Raw Score	Scale Score
1	-
2	-
3	-
4	184
5	187
6	189
7	191
8	193
9	195
10	196
11	198
12	199
13	201
14	202
15	204
16	205
17	206
18	207
19	209
20	210
21	212
22	213
23	214
24	216
25	217
26	219
27	221
28	223
29	225
30	228
31	230♦
32	231♦
33	233♦
34	234♦



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

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

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Which reading level should Juan placed in next semester?

What might influence your decision on Juan's 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: Resources for Workforce Development Programs
- ❖ Resource Four: Choosing CASAS Assessments for Your Program
- ❖ Resource Five: Instructional Resources
- ❖ Resource Six: Checklist – The Testing Process
- ❖ Resource Seven: Checklist – Building Your Program

## Resource One

### Why Assess?

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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

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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**

## **Additional Resources for Workforce Development Programs**

### **Pre-Employment Work Maturity Checklists**

- Page/s
- Code
- Price
- How could I use these in my program?

### **Workforce Skills Certification System**

- Page/s
- How could I use these in my program?

### **Functional Writing Assessment**

- Page/s
- How could I use this in my program?

### **Workplace Speaking**

- Page/s
- What population is this appropriate for and could I use this in my program?