Implementation Basics

MODULE 1

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# Implementation Basics

- **Module 1.** Implementation Basics
- **Module 2.** CASAS eTests Implementation
- **Module 3.** Paper Test Implementation
- **Module 4.** Interpreting Test Results and Reports

<table>
<thead>
<tr>
<th>User Role*</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tester – Administer eTests only</td>
<td>x</td>
<td>x</td>
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<td>Optional</td>
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<tr>
<td>Tester – Administer Paper only</td>
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<td>Optional</td>
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<tr>
<td>Tester – Administer eTests &amp; Paper</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

*Testers must complete at least two modules, including Module 1.
Implementation Basics - Module 1 Agenda

- Introduction to the CASAS system
- CASAS test series for ESL, ABE and ASE
- Introduction to test administration guidelines (the intake process, test timing, test security)
- Paper and computer-based testing overview
- Introduction to test result reports
- Ordering materials
About CASAS

- Non-profit organization started in 1980 to develop a basic skills assessment system for adult education programs
- National leader in adult basic education and adult ESL assessment
- Used in 36 states and internationally
- Approved for WIOA Reporting by the US Dept. of Education and US Dept. of Labor

CASAS = Comprehensive Adult Student Assessment Systems
Products

Paper-based Assessments

Computer-based Assessments

Data Accountability Software

Module 1: CASAS Implementation Basics
Integrated System Approach

- Basic Skills Content Standards and CASAS Competencies
- Reading, Listening, Math Assessments
  Paper or computer-based testing (eTests)
- QuickSearch Online – free resource to find instructional material titles
- TOPSpro Enterprise (TE) – data accountability software to score and track student test scores and generate reports
Getting to Know You................Activity

- With someone you don’t work with, ask:
  - What is your role at your agency?
  - What is the size of your agency?
  - What population do you serve?
  - Do you use computer- and/or paper-based testing?
  - Does testing take place in classrooms and/or test centers?
  - Does testing take place at end of session or “on demand”?

- Think about this during the training:
  - What is your agency’s assessment process?
  - How can it be improved to benefit students, teachers, and administrators?
Tests Overview
How the CASAS System Works

- Use CASAS Locator or Appraisal to find appropriate pretests and place students in program.
- Use CASAS pretests to place students into NRS Educational Functioning Levels (EFLs) and identify instructional needs.
- Use pretest results to guide teaching.
- Use QuickSearch Online to find curriculum resources.
- Use CASAS post-tests to measure learning gains and document completion of NRS EFLs.
Uses of **CASAS** Test Results

- CASAS progress tests (pretests and post-tests) have four principal uses:
  - to identify a student’s skill level
  - to guide instruction
  - to measure learning progress
  - for accountability reporting
NRS Approved Tests

- For ABE & ASE:
  - Reading GOALS 900 series
  - Math GOALS 900 series

- For ESL:
  - Life and Work Reading 80 series
  - Life and Work Listening 980 series
## Reading GOALS Series

<table>
<thead>
<tr>
<th>CASAS Level</th>
<th>Form Number</th>
<th>Number of Test Items</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locator</td>
<td>104R</td>
<td>12</td>
<td>15 min.</td>
</tr>
<tr>
<td>Appraisal</td>
<td>900R</td>
<td>28</td>
<td>30 min.</td>
</tr>
<tr>
<td>A</td>
<td>901 902</td>
<td>39</td>
<td>60 min.</td>
</tr>
<tr>
<td>B</td>
<td>903 904</td>
<td>40</td>
<td>75 min.</td>
</tr>
<tr>
<td>C</td>
<td>905 906</td>
<td>40</td>
<td>75 min.</td>
</tr>
<tr>
<td>D</td>
<td>907 908</td>
<td>40</td>
<td>75 min.</td>
</tr>
</tbody>
</table>

- Aligned to the CCR Standards for Adult Education and CASAS Competencies
- Measures rigorous academic skills in contexts relevant to lives of adult learners
Math GOALS Series

<table>
<thead>
<tr>
<th>CASAS Level</th>
<th>Form Number</th>
<th>Number of Test Items</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locator</td>
<td>104M</td>
<td>10</td>
<td>15 min.</td>
</tr>
<tr>
<td>Appraisal</td>
<td>900M</td>
<td>20</td>
<td>30 min.</td>
</tr>
<tr>
<td>A/B</td>
<td>913 914</td>
<td>40</td>
<td>60 min.</td>
</tr>
<tr>
<td>C/D</td>
<td>917 918</td>
<td>38</td>
<td>75 min.</td>
</tr>
</tbody>
</table>

- Aligned to the CCR Standards for Adult Education and CASAS Competencies
- Formulae are provided so focus is on math concepts and skills, not memorization.
- Basic calculators provided on screen (eTests) or by the agency for paper testing.
Life & Work Reading 80 Series

<table>
<thead>
<tr>
<th>CASAS Level</th>
<th>Form Number</th>
<th># of Test Items</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locator</td>
<td>102R</td>
<td>9</td>
<td>15 min.</td>
</tr>
<tr>
<td>Appraisal</td>
<td>80R</td>
<td>25</td>
<td>25 min.</td>
</tr>
<tr>
<td>Beg Literacy</td>
<td>27 or 28</td>
<td>30</td>
<td>60 min.</td>
</tr>
<tr>
<td>A</td>
<td>81 or 82</td>
<td>24</td>
<td>60 min.</td>
</tr>
<tr>
<td>A/B</td>
<td>81X or 82X</td>
<td>28</td>
<td>60 min.</td>
</tr>
<tr>
<td>B</td>
<td>83 or 84</td>
<td>32</td>
<td>60 min.</td>
</tr>
<tr>
<td>C</td>
<td>85, 86, 185, 186</td>
<td>37, 38</td>
<td>60 min.</td>
</tr>
<tr>
<td>D</td>
<td>187 or 188</td>
<td>32</td>
<td>60 min.</td>
</tr>
</tbody>
</table>

- Aligned to the CASAS Competencies and CASAS Reading Standards
Life & Work Listening 980 Series

<table>
<thead>
<tr>
<th>CASAS Level</th>
<th>Form Number</th>
<th>Number of Test Items</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locator</td>
<td>89L</td>
<td>9</td>
<td>15 min.</td>
</tr>
<tr>
<td>Appraisal</td>
<td>80L</td>
<td>26</td>
<td>30 min.</td>
</tr>
<tr>
<td>A</td>
<td>981</td>
<td>38</td>
<td>49 min.</td>
</tr>
<tr>
<td></td>
<td>982</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>983</td>
<td>38</td>
<td>52 min.</td>
</tr>
<tr>
<td></td>
<td>984</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>985</td>
<td>38</td>
<td>51 min.</td>
</tr>
<tr>
<td></td>
<td>986</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Aligned to the CASAS Competencies and CASAS Listening Standards.
- Available on eTests or via CD with answer sheets
- Test booklet with photo item type at Level A only; no test booklets for Levels B & C
Test Timing

- To test in two modalities, it takes 2.5 – 3 hours

- Intake
  - Locator (eTests only) – 15 minutes or
  - Appraisal (paper) – 30 minutes

- Pre- and post-tests
  - ABE
    - Reading GOALS – 60 or 75 minutes
    - Math GOALS – 60 or 75 minutes
  - ESL
    - Life and Work Reading – 60 minutes
    - Life and Work Listening – 49 to 52 minutes

- Post-test after 70 – 100 instructional hours, minimum of 40 hours
Testing Requirements

**COMPUTER-BASED**
- for eTesting: Computers and Laptops with Windows 10, Chromebooks, iPads, or tablets
- for TE: Windows 10
- Internet access
- Test Administration Manual

**PAPER-BASED**
- Test Booklets (+ Listening CDs) for Appraisal and Pre/Post Tests
- Test Administration Manual
- Answer Sheets
- Scanner (Optional)
Test Administration Manuals

- Essential for administering paper-based & computer-based tests

- A Test Administration Manual (TAM) contains:
  - answer keys
  - scoring guidelines
  - score conversion charts
  - next assigned test charts
  - competency and content standard content
  - class and student profiles
  - standardized test administration procedures and policies
  - test security protocols
  - resources for testing and instructional support
Test Administration Guidelines

Module 2 (eTesting) and Module 3 (paper testing) cover the following topics in greater detail:

- General Testing Guidelines
- Specific Test Administration Procedures
- Scoring Instructions
Locators & Appraisals
Intake Screening

- An **Intake Screening** process is crucial to identify test takers who should **NOT** be automatically administered a Locator or Appraisal because they have very low (beginning level) basic skills.
  - Some test takers should be administered a Level A test.
  - Some test takers should be administered a Beginning Literacy test.

- **Module 2 and Module 3** contain **Intake Screening** process instructions.
What’s the difference between Locators/Appraisals and Pretests?

- **Locators & Appraisals**
  - Placement Tests
  - Test items are **widely distributed** along the CASAS scale and range from very easy items to difficult items.
  - **These scores cannot be reported for pre- and post-testing.**

- **Pre and Post-Tests**
  - Progress Tests
  - Progress test items are **clustered** at a specific level.
Locators & Appraisals - ESL

**COMPUTER-BASED**
- L & W Reading 102R
- L & W Listening 89L
- 10-15 minutes
- Leads students seamlessly into the appropriate pretest.

**PAPER-BASED**
- L & W Reading 80R
- L & W Listening 80L
- 30 minutes each
Locators & Appraisals – ABE/ASE

- Reading GOALS 104R
- Math GOALS 104M
- 10-15 minutes
- Leads students seamlessly into the appropriate pretest.

- Reading GOALS 900R
- Math GOALS 900M
- 30 minutes each

Module 1: CASAS Implementation Basics
Raw Scores and Scale Scores

- **Raw Score**: the number of questions a student answers correctly

- **Scale Score**: converts a student's raw score on a test to a common scale that allows for comparison between students.

- Each test form has its own Raw to Scale Score chart.

- For example, a raw score of 12 is a scale score of 213

- [https://casasportal.org/eTests](https://casasportal.org/eTests)
Next Assigned Test (NAT) chart

- Excerpt from Reading GOALS Appraisal NAT chart

- From the Reading Appraisal
  - A test taker has a raw score of 11 and a scale score of 211. What is the next test (pretest) form he should take?
  - If a test taker scores 18 correct, what is the next test (pretest) she should take?

- Refer to the correct NAT charts in the Test Administration Manuals (TAM)
Skill Level Descriptors

The Skill Level Descriptors provide general information on how to interpret a learner’s scale score with respect to the common job-related and life skill tasks.

Module 1: CASAS Implementation Basics
Progress Tests
Assessments: Levels & Forms

- CASAS assessments cover from Beginning Literacy to transition to post-secondary: Level A (beginning), B, C, to Level D (advanced)

- Forms are color-coded by CASAS in all series.

- Two alternate forms at each level (e.g., Level B is 903 & 904; 904 is NOT a higher level test than 903. Both tests have the same level of difficulty.

- 5 points on the CASAS scale is an average gain for students that attend for 70 – 100 hours.
Sample Test Items

Activity

Review and compare sample test items. Sample eTests and paper test formats are available at www.casas.org:

- Use sample test items to:
  - familiarize and give students practice with CASAS items
  - make future testing go more smoothly
  - help reduce student test-taking anxiety
Interpreting Scale Score Charts

- **Inaccurate scores** are out of range scores that are marked with an asterisk (*). There is no scale score. These scores cannot be used for pre- or post-testing.

- Accurate range scale scores are between the dotted lines on score conversion charts.

- **Conservative estimate (♦) scale scores** are provided for test takers that perform very well on a test. These scores are very conservative estimates of the test takers’ ability and can be used for reporting purposes for post-testing.
### NRS EFLs/CASAS Reading Score Ranges for ABE/ASE

<table>
<thead>
<tr>
<th>Educational Functioning Levels</th>
<th>CASAS Level</th>
<th>Reading GOALS Scale Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Beginning ABE Literacy</td>
<td>A</td>
<td>203 &amp; below</td>
</tr>
<tr>
<td>2  Beginning Basic Education</td>
<td>B</td>
<td>204-216</td>
</tr>
<tr>
<td>3  Low Intermediate Basic Education</td>
<td>B</td>
<td>217-227</td>
</tr>
<tr>
<td>4  High Intermediate Basic Education</td>
<td>C</td>
<td>228-238</td>
</tr>
<tr>
<td>5  Low Adult Secondary Education</td>
<td>D</td>
<td>239-248</td>
</tr>
<tr>
<td>6  High Adult Secondary Education</td>
<td>E</td>
<td>249 &amp; above</td>
</tr>
</tbody>
</table>
## NRS EFLs/CASAS Math Score Ranges for ABE/ASE

<table>
<thead>
<tr>
<th>Educational Functioning Levels</th>
<th>CASAS Level</th>
<th>Math GOALS Scale Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginning ABE Literacy</td>
<td>A</td>
<td>193 &amp; below</td>
</tr>
<tr>
<td>2 Beginning Basic Education</td>
<td>A/B</td>
<td>194-203</td>
</tr>
<tr>
<td>3 Low Intermediate Basic Education</td>
<td>B</td>
<td>204-214</td>
</tr>
<tr>
<td>4 Middle Intermediate Basic Education</td>
<td>C</td>
<td>215-225</td>
</tr>
<tr>
<td>5 High Intermediate Education</td>
<td>C</td>
<td>226-235</td>
</tr>
<tr>
<td>6 Adult Secondary Education</td>
<td>D/E</td>
<td>236 &amp; above</td>
</tr>
</tbody>
</table>
### NRS EFLs/CASAS Score Ranges for ESL

<table>
<thead>
<tr>
<th>Educational Functioning Levels</th>
<th>CASAS Level</th>
<th>Life &amp; Work Reading Scale Score Ranges</th>
<th>Life &amp; Work Listening (980 Series) Scale Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginning ESL Literacy</td>
<td>A</td>
<td>180 &amp; below</td>
<td>180 &amp; below</td>
</tr>
<tr>
<td>2 Low Beginning ESL</td>
<td>A</td>
<td>181-190</td>
<td>181-189</td>
</tr>
<tr>
<td>3 High Beginning ESL</td>
<td>A</td>
<td>191-200</td>
<td>190-199</td>
</tr>
<tr>
<td>4 Low Intermediate ESL</td>
<td>B</td>
<td>201-210</td>
<td>200-209</td>
</tr>
<tr>
<td>5 High Intermediate ESL</td>
<td>B</td>
<td>211-220</td>
<td>210-218</td>
</tr>
<tr>
<td>6 Advanced ESL</td>
<td>C/D</td>
<td>221-235</td>
<td>219-227</td>
</tr>
</tbody>
</table>
## NRS EFLs/CASAS Reading Score Ranges & GLEs

<table>
<thead>
<tr>
<th>Educational Functioning Levels</th>
<th>Reading GOALS Scale Score Ranges</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginning ABE Literacy</td>
<td>193 &amp; below</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>194-203</td>
<td>2</td>
</tr>
<tr>
<td>2 Beginning Basic Education</td>
<td>204-210</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>211-216</td>
<td>4</td>
</tr>
<tr>
<td>3 Low Intermediate Basic Education</td>
<td>217-222</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>223-227</td>
<td>6</td>
</tr>
<tr>
<td>4 High Intermediate Basic Education</td>
<td>228-232</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>233-238</td>
<td>8</td>
</tr>
<tr>
<td>5 Low Adult Secondary Education</td>
<td>239-243</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>244-248</td>
<td>10</td>
</tr>
<tr>
<td>6 High Adult Secondary Education</td>
<td>249-253</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>254 &amp; above</td>
<td>12</td>
</tr>
</tbody>
</table>
Instruction
Targeting Instruction

- Use these resources at www.casas.org:
  - QuickSearch Online
  - CASAS Content Standards
  - CASAS Competencies

- CASAS Instructional Reports
  - Generate reports from TOPSpro
  - Fill out charts in TAMs
Content Standards, Competencies, and Task Areas

Basic Skills Content Standard
Academic skill measured (e.g., locate detail)

Competency
A measurable learning objective in a functional life skills context (e.g., read an activity schedule)

Task Area
Format of the test item prompt (read a chart)
<table>
<thead>
<tr>
<th>CASAS Reading GOALS Content Areas</th>
<th>CCRS Reading Anchor*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>R4</td>
</tr>
<tr>
<td><strong>Reading Comprehension Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Locate detail</td>
<td>R1</td>
</tr>
<tr>
<td>Main idea; Author’s purpose</td>
<td>R2, R6</td>
</tr>
<tr>
<td><strong>Higher Order Reading Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Locate/compare details; Infer/draw conclusions</td>
<td>R1</td>
</tr>
<tr>
<td>Text structure and features</td>
<td>R5</td>
</tr>
<tr>
<td>Author’s point of view</td>
<td>R6</td>
</tr>
<tr>
<td>Analyze claim/argument</td>
<td>R8</td>
</tr>
</tbody>
</table>

*CCRS Reading Standards R7, R9 and R10 are measured across content areas.
Guidelines for Preparing Students for Testing

**APPROPRIATE**
- Using diagnostic information from test results to target instruction in:
  - Content Standards
  - CASAS Competencies
  - Task Areas
- Using Quick Search
- Using CASAS Sample Test Items

**INAPPROPRIATE**
- Teaching to particular test items
- Teaching specific vocabulary in a test item
- Limiting curriculum to what the test covers
What is **TOPSpro**?

- TOPSpro Enterprise (TE) generates student test reports
  - From eTests
  - From scanned answer sheets from paper testing.
  - By manually entering student test responses

- Basic TE includes individual student reports.
- Enhanced TE includes individual and class level reports.
Personal Score Report (PSR)

eTests Online Personal Score Report

ID: 666121289
Victor Rodriguez
Your Reading score on form 903R is 200.
Apr 25 2019

Beginning ABE Literacy

Reads familiar words, phrases, and many other common words related to immediate needs. Recognizes sight words on the computer. Reads common signs with familiar words and symbols, including many transportation-related and workplace signs. Recognizes some unfamiliar words even though unsure of meaning. Makes sense of simple notes and messages. Interprets simple forms and locate familiar information in simple lists.
# Individual Skills Profile

## Erica Kim

| ID# | 274564719 |

**Agency:** 4908 - Rolling Hills Adult School (RHAS)  
**Program:** HSE

### Most Recent

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
<th>Date</th>
<th>Scale Score</th>
<th>NRS Level</th>
<th>Form Level</th>
<th>Number of Items</th>
<th>Grade Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>035M</td>
<td>10/17/2017</td>
<td>223</td>
<td>4</td>
<td>C</td>
<td>35</td>
<td>6.5</td>
</tr>
<tr>
<td>Reading</td>
<td>187R</td>
<td>08/28/2017</td>
<td>240</td>
<td>5</td>
<td>D</td>
<td>32</td>
<td>9.9</td>
</tr>
</tbody>
</table>

### Reading Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Economics</td>
<td>4</td>
<td>75 %</td>
</tr>
<tr>
<td>Community Resources</td>
<td>14</td>
<td>71 %</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>80 %</td>
</tr>
<tr>
<td>Employment</td>
<td>16</td>
<td>81 %</td>
</tr>
<tr>
<td>Government and Law</td>
<td>5</td>
<td>0 %</td>
</tr>
<tr>
<td>Learning and Thinking Skills</td>
<td>9</td>
<td>22 %</td>
</tr>
</tbody>
</table>

### Reading Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>16</td>
<td>62 %</td>
</tr>
<tr>
<td>General reading comprehension</td>
<td>28</td>
<td>67 %</td>
</tr>
<tr>
<td>Text in format</td>
<td>4</td>
<td>75 %</td>
</tr>
<tr>
<td>Reference materials</td>
<td>3</td>
<td>0 %</td>
</tr>
<tr>
<td>Reading strategies</td>
<td>12</td>
<td>83 %</td>
</tr>
<tr>
<td>Reading and thinking skills</td>
<td>9</td>
<td>33 %</td>
</tr>
</tbody>
</table>

### Math Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>35</td>
<td>48 %</td>
</tr>
</tbody>
</table>

### Math Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number sense</td>
<td>17</td>
<td>58 %</td>
</tr>
<tr>
<td>Measurement</td>
<td>17</td>
<td>29 %</td>
</tr>
<tr>
<td>Statistics, Data Analysis and Probability</td>
<td>7</td>
<td>57 %</td>
</tr>
</tbody>
</table>

### Reading Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>N</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms</td>
<td>1</td>
<td>100 %</td>
</tr>
<tr>
<td>Charts, maps, consumer billings, matrices, graphs, ...</td>
<td>6</td>
<td>33 %</td>
</tr>
<tr>
<td>Articles, paragraphs, sentences, directions, manuals</td>
<td>25</td>
<td>68 %</td>
</tr>
</tbody>
</table>

**Erica Kim has a likelihood of... to pass this GED 2014 subsection**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning Through Language Arts</td>
<td>79 %</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>More study needed</td>
</tr>
</tbody>
</table>

---

**Module 1: CASAS Implementation Basics**
## Student Performance by Competency Basic

<table>
<thead>
<tr>
<th>Agency:</th>
<th>4908 - Rolling Hills Adult School (RHAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site:</td>
<td>11 - RHAS: North City</td>
</tr>
<tr>
<td>Class:</td>
<td>110 - Low Intermediate ESL</td>
</tr>
<tr>
<td>Teacher:</td>
<td><a href="mailto:calvarez@familycenters.org">calvarez@familycenters.org</a> - Alvarez, Cynthia</td>
</tr>
<tr>
<td>Form:</td>
<td>082RX - Life and Work Reading Level A Extended</td>
</tr>
<tr>
<td>Student:</td>
<td>Ortiz, Manuel ID: 599688888</td>
</tr>
<tr>
<td>Test Date:</td>
<td>08/04/2017</td>
</tr>
<tr>
<td>Raw Score:</td>
<td>12</td>
</tr>
<tr>
<td>Scale Score:</td>
<td>196</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Correct?</th>
<th>Comp No.</th>
<th>Task</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1.9.1</td>
<td>4</td>
<td>Interpret highway and traffic signs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.2</td>
<td></td>
<td>Recognize and use signs related to transportation</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>1.2.1</td>
<td>4</td>
<td>Interpret ads, labels, charts, etc to select goods, services</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>2.5.4</td>
<td>4</td>
<td>Read, interpret, follow public signs, building directories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.1</td>
<td></td>
<td>Interpret clock time</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td>4.8.4</td>
<td>3</td>
<td>Demonstrate ability to meet customer needs</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>7.2.4</td>
<td>2</td>
<td>Identify, make inferences: inductive, deductive reasoning</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>4.1.3</td>
<td>4</td>
<td>Identify, use information in job descriptions, ads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.1</td>
<td></td>
<td>Interpret clock time</td>
</tr>
</tbody>
</table>

---

Module 1: CASAS Implementation Basics
### Class Performance by Competency

**Agency:** 4908 - Rolling Hills Adult School  
**Site:** 11 - North City  
**Class:** 110 - Low Intermediate ESL

<table>
<thead>
<tr>
<th>Position</th>
<th>Correct?</th>
<th>Comp No.</th>
<th>Task</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>33 %</td>
<td>4.2.1</td>
<td>2</td>
<td>Interpret wages, deductions, benefits, timekeeping forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2.3</td>
<td></td>
<td>Make comparisons of items, information, ideas</td>
</tr>
<tr>
<td>22</td>
<td>36 %</td>
<td>4.2.1</td>
<td>2</td>
<td>Interpret wages, deductions, benefits, timekeeping forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.6</td>
<td></td>
<td>Count, convert, use coins, currency and symbols ($ and .)</td>
</tr>
<tr>
<td>23</td>
<td>36 %</td>
<td>5.3.8</td>
<td>3</td>
<td>Identify procedures for reporting a crime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2.2</td>
<td></td>
<td>Analyze a situation, statement, or process</td>
</tr>
<tr>
<td>24</td>
<td>43 %</td>
<td>5.3.8</td>
<td>3</td>
<td>Identify procedures for reporting a crime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2.2</td>
<td></td>
<td>Analyze a situation, statement, or process</td>
</tr>
<tr>
<td>25</td>
<td>46 %</td>
<td>5.3.8</td>
<td>3</td>
<td>Identify procedures for reporting a crime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2.1</td>
<td></td>
<td>Identify and paraphrase pertinent information</td>
</tr>
</tbody>
</table>

### Reading/Math Task Legend
- **Task 1:** Forms  
- **Task 2:** Charts, maps, consumer billings, matrices, graphs, tables  
- **Task 3:** Articles, paragraphs, sentences, directions, manuals  
- **Task 4:** Signs, price tags, advertisements, product labels  
- **Task 5:** Measurement scales, diagrams

### Listening Item Type Legend
- **Type 1:** Picture Prompt  
- **Type 2:** Comprehension question  
- **Type 3:** Predict next line of dialogue  
- **Type 4:** Identify true statement based on prompt

**Teacher:** 1110 - Askew, Elisa  
**Form:** 083R - Life and Work Reading Level B  
**Total Tests:** 30  
**Total Students:** 30
QuickSearch

- Quick, easy access to database of more than 3,000 instructional materials
- Includes print, audio, video, and software materials
- Correlated to CASAS Competencies and Content Standards

Search by
- Title
- Competency
- Program, Level, and Skill
- Publisher
- CASAS Assessment
QuickSearch by Competencies

A Database of Instructional Materials for Youth and Adult Educational and Training Programs

**Selected Competencies**

4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application

<table>
<thead>
<tr>
<th>Matches</th>
<th>Title</th>
<th>Publisher</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>A Conversation Book - English in Everyday Life, Book 1 New Edition</em></td>
<td>LONGMAN ESL/PEARSON ADULT</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td><em>Downtown, Four, English for Work and Life,</em></td>
<td>HEINLE/THOMSON</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td><em>Downtown, One, English for Work and Life,</em></td>
<td>HEINLE/THOMSON</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td><em>Downtown Three, English for Work and Home,</em></td>
<td>HEINLE/THOMSON</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td><em>Foundations Activity Workbook,</em></td>
<td>LONGMAN ESL/PEARSON ADULT</td>
<td>Pre-A/A</td>
</tr>
<tr>
<td>1</td>
<td><em>Foundations, Second Edition,</em></td>
<td>LONGMAN ESL/PEARSON ADULT</td>
<td>Pre-A/A</td>
</tr>
<tr>
<td>1</td>
<td><em>Grammar in Context, Basic,</em></td>
<td>HEINLE/THOMSON</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td><em>New Land, New Language,</em></td>
<td>NEW READERS PRESS</td>
<td>C/B</td>
</tr>
<tr>
<td>1</td>
<td><em>Picture This! Learning English through Pictures, Book One,</em></td>
<td>LONGMAN ESL/PEARSON ADULT</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td><em>Picture This! Learning English through Pictures, Book Two,</em></td>
<td>LONGMAN ESL/PEARSON ADULT</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td><em>WORKmatters: Complete Work-to-School Curriculum,</em></td>
<td>MCGRAW-HILL/CONTEMPORARY</td>
<td>E</td>
</tr>
</tbody>
</table>
Training Requirements & Ordering

IMPLEMENTING AT YOUR AGENCY
How to Enroll in CASAS Trainings

- Go to the CASAS homepage and create an online account.
- Once you’re logged in, click on the Training Registration button.
- Click “Learn More” & then select “Enroll in this Workshop”
- After adding all of the trainings you need, select “Complete Registration”
- Confirmation will be sent to your email account
eTests Start-up Process

- Complete CASAS Implementation Modules 1 and 2.
- Complete agency agreement and certifications for eTesting:
  - Online Implementation Agreement for New Programs
  - eTests Coordinator Certification
  - eTests Proctor Certification
- Submit an order for WTUs to orders@casas.org
- CASAS will email the Data Manager with access credentials when your account has been set up.
- Use the “Going Live” Checklist and other online resources to get started.
- Free CASAS Tech Support available (800-255-1036, Option 2)
eTesting Agency Agreement and Certifications

- **Online Implementation Agreement for New Programs**
  - 15 minutes
  - Completed by the Assessment/Program Director – only one per organization
  - Identifies the **Data Manager**

- **Coordinator certification**
  - 30-45 min
  - Anyone managing the test administration process and selecting testing specifications for eTesting

- **Proctor certification**
  - 30-45 min
  - Anyone administering the test and assisting in the setup process for eTests test administration
Basic Package

- Individual Student Skills Profile
- Individual Student Competency Performance
- Personal Score Report (at end of test)
- Test History -- of all test takers
  - CASAS test form, test date, scale score, and scores outside of accuracy range
- Next Assigned Test
- eTests Administrations -- # of tests given per month
- Export student test data to 3rd Party data system
Enhanced Package

- All Basic Package features plus:
- Class reports (competencies, content standards)
- Class, Site and Agency Data Reports
- Record instructional hours
- Drill-down: reports-to-data for better program management
- State & Federal accountability reporting (NRS Fed Tables) and demographic information
What to Order: CASAS eTests

- WTU includes a **Basic** package of TOPSpro Enterprise
- TEU includes an **Enhanced** package of TOPSpro Enterprise

Order the following:
- WTUs or TEUs
- Test Administration Manual (1 per site)

When ordering CASAS eTests, keep in mind...
- 1 WTU or TEU = one test administration
- WTUs and TEUs never expire
- WTUs and TEUs are not specific to a testing series
### Pricing: CASAS eTests

<table>
<thead>
<tr>
<th>Test Administrations</th>
<th>WTU code</th>
<th>WTU Price Each</th>
<th>TEU code</th>
<th>TEU Price each</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-500</td>
<td>WTU-0001</td>
<td>$2.85</td>
<td>TEU-0001</td>
<td>$3.45</td>
</tr>
<tr>
<td>501-1000</td>
<td></td>
<td>$2.20</td>
<td></td>
<td>$2.80</td>
</tr>
<tr>
<td>1001-5000</td>
<td></td>
<td>$2.00</td>
<td></td>
<td>$2.60</td>
</tr>
<tr>
<td>5001+</td>
<td></td>
<td>$1.75</td>
<td></td>
<td>$2.35</td>
</tr>
</tbody>
</table>

- WTU = Web Test Unit (includes TOPSpro basic functions)
- TEU = TOPSpro Enterprise Units (includes TOPpro basic and enhanced functions)
- Minimum order is 100 WTUs/TEUs
- A $15 processing fee is added to all orders of eTests
Paper-based Tests Start Up Process

- Complete CASAS Implementation Modules 1 and 3

Order the following:
- Test Administration Manual (1 per site)
- Appraisal test booklets
- Pre and Post-test booklets
- CDs for Listening tests
- Answer sheets
Pricing: Paper-based Assessments

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administration Manual for Reading GOALS</td>
<td>TAMS-GOALSR</td>
<td>$ 40.00</td>
</tr>
<tr>
<td>Reading GOALS Appraisal Test Booklets (set of 25)</td>
<td>GOALS-900R</td>
<td>$100.00</td>
</tr>
<tr>
<td>Reading GOALS Appraisal Test Booklets (set of 10)</td>
<td>GOALSARS10</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>Forms 901R – 908R (set of 5 each, includes all 8 forms)</td>
<td>GOALSRS05</td>
<td>$190.00</td>
</tr>
<tr>
<td>Forms 901R – 908R (set of 10 each, includes all 8 forms)</td>
<td>GOALSRS10</td>
<td>$350.00</td>
</tr>
<tr>
<td>Reading GOALS Level Form (set of 25 each per form)</td>
<td>GOALS-90*R</td>
<td>$100.00</td>
</tr>
<tr>
<td>Answer sheets: TOPSpro Student Test Record (set of 100)</td>
<td>TRUS-016</td>
<td>$ 63.00</td>
</tr>
</tbody>
</table>

- 1 Test Administration Manual per testing site – includes appraisal and progress test answer keys and scale score conversions.
- Shipping & Handling is 10% charge for total cost of paper materials
Test Security

- CASAS eTests Coordinator or Proctor starts and stops testing sessions so that tests cannot be accessed by students outside testing sessions.

- Each computer used for CASAS eTesting will be registered.

- Testing will only occur when a proctor is present.

- Keep all testing materials, including test booklets, CDs, answer sheets, test manuals in secure storage, available only to those involved in test administration.

- Develop a system to distribute and collect testing materials, including numbering the test booklets.

- Test administrators are responsible for the security of all test materials in their possession.
Testing Accommodations

- You may provide these accommodations in testing conditions for documented disabilities without contacting CASAS:
  - allow extended time
  - give supervised breaks
  - provide a sign language interpreter (for test administration directions only)
  - testing in an alternate room

- Refer to CASAS Assessment Accommodations at www.CASAS.org

**COMPUTER-BASED**

- Display options (font size, color)
- Time allowed

**PAPER-BASED**

- Time allowed
- Large-print testing booklet & answer sheet
Next Steps

- Decide if testing via paper, eTests, or both – and place order

- For eTesting
  - Complete eTests computer-delivered training on CASAS website
    - Coordinator training (minimum one person per site)
    - Proctor training (all test administrators)
    - Online Implementation Agreement (one per agency)

- For Paper Testing:
  - Have everyone who helps with paper testing sign the Test Security Policy agreement (online and in the TAM)

- Communicate testing procedures for the year
  - If testing is at scheduled times, make sure everyone knows the dates
  - If testing is on demand (i.e. after 100 hours), make sure everyone knows how to request testing
Closing Activity: Discuss with a partner

- What are two things you learned today that could improve your agency’s assessment process?

- How will it benefit
  - Students?
  - Teachers?
  - Administrators?
Paper Test
Implementation

MODULE 3
Module 3: Paper Test Implementation

Agenda

- Steps for Test Administration
- Intake Screening
- Appraisals
- Scoring
- Pre- and Post-tests
- Interpreting Scores
- Generating Reports
Steps for Testing Day

- Step 1: Prepare to Test
- Step 2: Begin to Test
- Step 3: During the Test
- Step 4: After the Test
Step 1 - Prepare to Test

- Demonstrate sample test items
- Demonstrate how to respond to test items
- Identify students who might have very low skills and should not automatically take an appraisal.
  - Refer to the Intake Screening process
- Identify students who need accommodations
  - Refer to CASAS Assessment Accommodations at https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines
Step 1 - Prepare to Test

- Pick up test booklets and answer sheets from secure location
- Set up room to allow adequate space between students
- Provide **scratch paper** for math tests
  - Scratch paper not allowed for listening or reading tests.
  - All scratch paper must be collected and shredded after the test.
- Provide **basic calculators** for math tests.
Step 2 - Begin to Test

- All personal items must be off the tables.
- No cell phones, dictionaries, translators, or any other items allowed.
- Students are not to talk or get help from others.
- Demonstrate how to fill out demographics information, if needed by your agency.
- Guessing by the examinees should be discouraged. Explain that if they can’t answer a question they don’t need to mark an answer, and can go on to the following questions.
- Maintain a positive attitude and atmosphere about testing
  - Your attitude can influence students’ attitudes and performance.
Step 3 – During the Test

- Post start and end times.
- Circulate to make sure that everyone is working individually.
- Circulate to make sure examinees are marking answers at the correct number on the answer sheet.
- At the end of the allowed testing time, if a student is answering a question, the student can finish working on that question.
- Students are not allowed to stop testing and continue at another time.
Step 4 - After the Test

- Pick up all test booklets and answer sheets and any scratch paper (math tests).
- Check answer sheets to see that answers are clearly marked and that changed answers are completely erased.
- Check that the correct test form is on the answer sheet.
- Check the test booklets and erase any pencil marks.
- Shred all scratch paper.
- Return all test booklets and answer sheets to a secure location. Test administrators are responsible for the security of all test materials in their possession.
- Score the tests and generate test result reports
Intake Screening

About Intake Screening
Observe & Consider
Oral, Writing and Reading Screening
About Intake Screening

- Some test takers have very low (beginning level) basic skills and should NOT take an Appraisal.
- The Intake Screening process provides informal tools to determine whether a test taker should bypass the Appraisal and be placed directly in a beginning level test form.
- Intake Screening should be done BEFORE a test taker is asked to take an Appraisal.
- Test takers that clearly have the skills to take an Appraisal do not need to be taken through the Intake Screening process.
Observe & Consider

For all incoming students:

- Observe how well the test taker communicates during registration (speaking ability)
- Observe how well the student fills out registration forms to check writing ability
- Consider number of years of formal schooling – few or many years?
- Consider other factors affecting class placement – any certificates or degree?
Oral, Writing, and Reading Screening

Optional one-on-one tools used to determine if ESL learners should take listening and/or reading appraisal tests

- **Oral Screening**
  - six questions

- **Writing Screening**
  - two dictated sentences or one short response

- **Reading Screening**
  - five questions
Oral Screening

- Administer one-on-one, score, and add the points
  - See Activity Packet

- If less than 6 points
  - Skip the appraisal and administer the Reading Screening

- If 6 or more points
  - Administer the appraisal
Writing Screening - Optional

- Short Writing Dictation -- Examinees write the following two sentences:
  - The flag is red, white, and blue.
  - New York is the largest city in the United States.

- Short Answer to a writing prompt:
  - Why do you want to study here?

- Scoring Writing Screening
  - If the written response is very unclear or incomprehensible, do not give an Appraisal
Reading Screening

- Administer 5 reading questions one-on-one
  - See Activity packet

- If great difficulty
  - administer Beginning Literacy Form 27 after some instruction

- If some difficulty
  - administer Beginning Literacy Form 27

- If little or no difficulty
  - administer Reading Form 81R
Appraisals

Test Administration Guidelines
Administering the Appraisal
Scoring Tests
Next Assigned Test
Appraisals

- 30 minutes each

**ESL**
- L & W Reading Form 80R
- L & W Listening Form 80L

**ABE/ASE**
- Reading GOALS 900R
- Math GOALS 900M
Test Administration Guidelines

**APPROPRIATE**
- Reviewing practice questions together
- Providing start and end times on the board
- Providing a relaxed, unhurried atmosphere.
- Providing scratch paper (for math tests only) and pencils

**INAPPROPRIATE**
- Reading questions to students
- Translation devices
- Allowing cell phones
Administer the Appraisal

- Have examinees open their test booklets to the test directions and practice items. Read the directions aloud.
- Point out the location of the box on the answer sheet for answering the practice items.
- Take the time to have everyone answer the practice items, then discuss and help as needed.
- Advise students to do their best but not to spend more than a few minutes on any one question.
  - Don’t guess.
  - Stop when you can’t answer any more questions.
  - Walk around the room to check students’ work.
Finishing the Test

- As examinees finish, have them put their answer sheet inside their test booklet and wait.
- Announce when time is up. Allow examinees who are not finished to answer the question they are working on.
Scoring Tests

Tests can be:

- Hand scored
  - Answer key is in the Test Administration Manual (TAM)
  - Convert the raw score into a scale score.
  - Refer to the Next Assigned Test chart to see which pretest to give next.

- Scanned into TOPSpro Enterprise (TE) with a compatible scanner
  - The raw score (the number correct) will automatically be converted into a scale score
  - Run Next Assigned Test report to see which pretest students should take.
Raw Scores and Scale Scores

- **Raw Score**: the number of questions a student answers correctly

- **Scale Score**: converts a student's raw score on a test to a common scale that allows for comparison between students.

- Each test form has its own Raw to Scale Score chart.

- For example, on this test a raw score of 15 is a scale score of 221.

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Scale Score</th>
<th>Progress Test (Pre- and Post-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*</td>
<td>Level A Form 901R Form 902R</td>
</tr>
<tr>
<td>2</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>*</td>
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</tr>
<tr>
<td>6</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>203</td>
<td>Level B Form 903R Form 904R</td>
</tr>
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<td>206</td>
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<tr>
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<tr>
<td>13</td>
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<td>218</td>
<td>Level C Form 905R Form 906R</td>
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<tr>
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Next Assigned Test (NAT) chart

- Excerpt from Reading GOALS Appraisal Form 900R NAT chart

  - For example,
    - if a test taker has a raw score of 12
    - it converts to a scale score of 213
    - the next test should be Level B, Form 903R or 904R as a Pretest.

- Refer to the correct NAT charts in the Test Administration Manuals (TAMs)

- An Appraisal score cannot be used as a baseline pretest score for NRS reporting.
Joe Woods took the Form 900R Appraisal. His raw score was 17.
  ◦ Refer to the previous slide to answer the next 2 questions.

What is his Reading GOALS Appraisal scale score?

_________

What Reading GOALS pretest form could he take?

_________
Pre- and Post-Testing

- Pre-testing
- Post-testing
Interpreting Scale Score Charts

- **For pretesting,**
  - if the score is out of range (* or ◆ score), retest to get a valid score.

- **For post-testing,**
  - conservative estimate (◆ scores) can be used for reporting purposes.
  - inaccurate scores marked with an asterisk (*) cannot be used for post-testing. Retest to get a valid score on a lower test form.
Interpreting Scale Score Charts

- Each appraisal and pre-/post-test form has its own raw to scale score conversion chart.
- There are at least two alternate forms for each test level.
- It is important to use the raw to scale score conversion chart for the specific form of the test administered.
- The same scale score (e.g., 186) can appear on different test forms, converted from different raw scores. A scale score of 186 represents the same level of ability on each form.
- If testing in two modalities, place the student based on the lower scale score.
Generate Reports for Teachers

- **Option 1** – Generate test result reports from TOPSpro Enterprise (TE)
  - Scan Answer sheets into TE,
  - OR
  - Manually enter answers into TE
  - Teachers can be given TE Access Rights to view their class and students.

- **Option 2** - Generate test result reports by filling in charts provided in the TAMs.
  - Agencies need to determine who will fill out these charts, support staff or teachers
Determining Schedule for Post-Testing

- Base your testing calendar on your agency’s schedule:
  - managed enrollment schedule
  - at the end of the quarter or semester or term
  - after completion of 100 hours of instruction

- CASAS recommends 70 – 100 hours of instruction between pre- and post-testing.
  - A minimum of 40 hours of instruction between pre- and post-testing is allowed for exceptional situations when needed (e.g., student is leaving the program early).
  - That does NOT mean automatically testing at the 40-hour mark.

- An average gain for students that attend 70 - 100 hours of instruction is 5 points on the CASAS scale.
Which Post-test do you give?

- If you have hand-scored the pretests, use the Next Assigned Test chart in the TAM to select the post-test form for each student.
  - Paired tests always must be in the same skill area (i.e. reading) and the same test series (i.e. GOALS).

- If you have scanned pretest results into TE, generate and use your Next Assigned Test (NAT) report.
Next Assigned Test Report

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<tr>
<th>Student</th>
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<th>Date</th>
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Post-testing Activity

Refer to the Activity Packet - page 8 - to answer the next questions.

◦ What is the next assigned post-test form for Roberto A?

_________________

◦ What is the next assigned post-test form for Graciela G?

_________________
What do you need for Post-testing?

- Follow the testing day steps
  - Step 1: Prepare to Test
    - Skip the Intake Screening process
  - Step 2: Begin to Test
  - Step 3: During the Test
  - Step 4: After the Test
Module 2-E-Test

- Write “E” by your name on the sign up sheet if you are interested in Module 2 Webinar.

- Review these sites for additional information:
Time to complete your training!

Complete the following online:

✅ Submit your **Test Security Agreement**
✅ Get your Certificate

**This key step verifies your attendance!**
Steps to Complete Your Certification

1. Go to training.casas.org
2. Click: In-Person Training Completion Certificates
3. Click: the State for your training completion portal
4. Click: the portal for the Date of your training
5. Log in OR Click on the Create a new account button and activate your account
6. Enter: the Training Passcode given to you by your trainer
7. Click: Enroll Me
8. Click: Test Security Agreement and submit
9. Click: ‘Get your certificate’
When you click “Get your certificate”...

This certificate is automatically sent to the email used to register your CASAS account.
Congratulations!

If you need further assistance with training completion, contact training@casas.org

**Additional E-Mail Contact Groups**
CASAS eTests Online Implementation: golive@casas.org
CA WIOA, Title II Accountability: capm@casas.org
CA AEP: caep@casas.org
CIT: citcertification@casas.org
FIELD TESTING: fieldtesting@casas.org
GENERAL QUESTIONS: casas@casas.org
NEDP: nedp@casas.org
ORDERING: orders@casas.org
TECHNICAL SUPPORT: techsupport@casas.org
TRAINING: training@casas.org
WSCS: wscs@casas.org