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

User Role*	Module 1	Module 2	Module 3	Module 4
Tester – Administer eTests only	x	x		Optional
Tester – Administer Paper only	x		x	Optional
Tester – Administer eTests & Paper	x	x	x	Optional
Teachers	x			x

*Testers must complete at least two modules, including Module 1.

CASAS 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

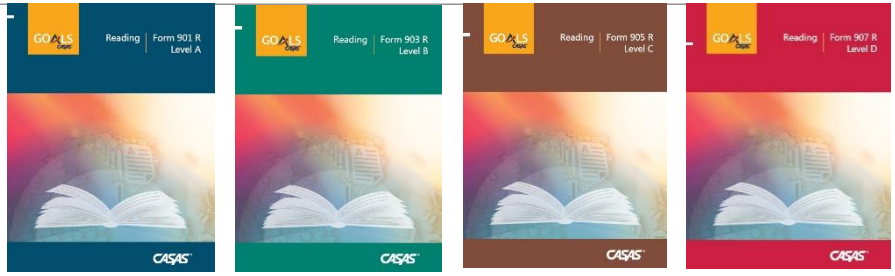
About CASAS

- 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

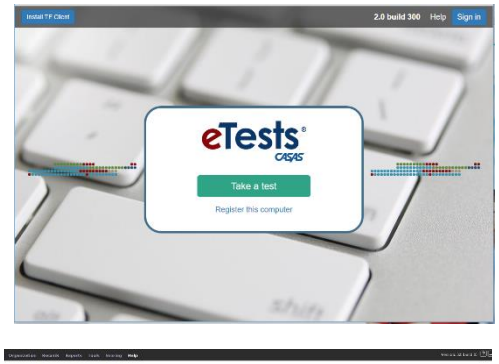
CASAS Products

Paper-based Assessments



Computer-based Assessments

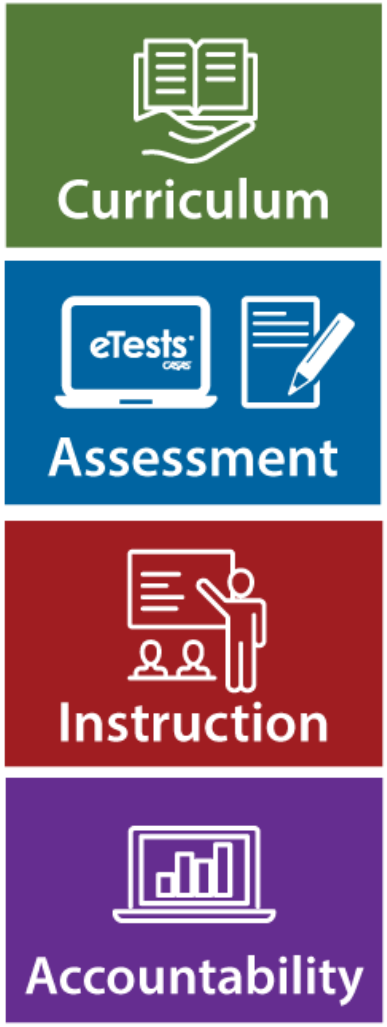
eTests®
CASAS



Data Accountability Software

TOPSpro® enterprise

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 takes 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?

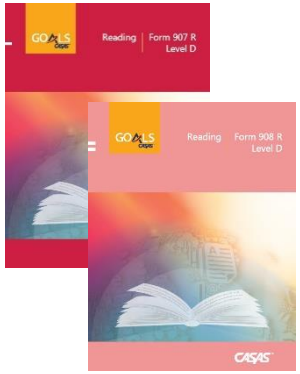
Tests Overview

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

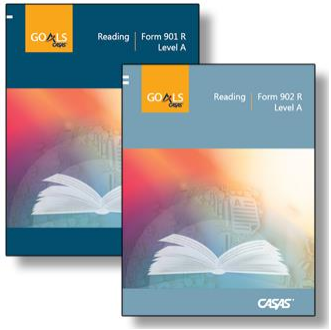
- CASAS progress tests (pretests and post-tests) have four principal uses:
  - to identify a student's skill level
  - to guide instruction
  - to measure learning progress
  - for accountability reporting



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

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

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

Math GOALS Series

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

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

Life and Work

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

- Aligned to the CASAS Competencies and CASAS Reading Standards

Life & Work Listening 980 Series

Life and Work

CASAS Level	Form Number	Number of Test Items	Timing
Locator	89L	9	15 min.
Appraisal	80L	26	30 min.
A	981 982	38	49 min.
B	983 984	38	52 min.
C	985 986	38	51 min.

- 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

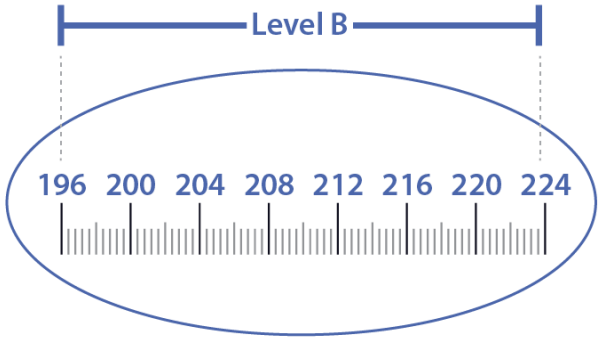
Intake Screening

- 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

COMPUTER-BASED

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

PAPER-BASED

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

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

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
1	*	Level A Form 901R Form 902R
2	*	
3	*	
4	*	
5	*	
6	*	
7	200	
8	203	Level B Form 903R Form 904R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	Level C Form 905R Form 906R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	Level D Form 907R Form 908R
21	237	
22	240	
23	243	
24	244◆	
25	244◆	
26	244◆	
27	244◆	
28	244◆	

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)

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
8	203	Level B Form 903R Form 904R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	Level C Form 905R Form 906R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	

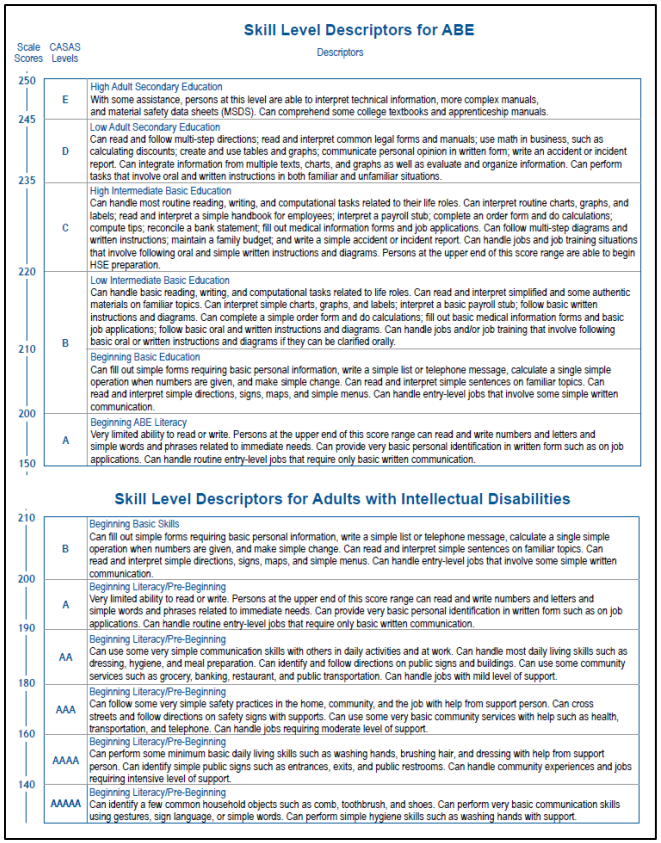
Skill Level Descriptors

- 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.

Skill Level Descriptors for ESL

Scale Scores	CASAS Levels	Descriptors
250	E	Proficient Skills 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. (SPL 8)
245	D	Adult Secondary Listening/Speaking: Can function independently in survival, social, and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret nonsimplified 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. (SPL 7)
240		
235	C	Advanced ESL/ELL 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 HSE preparation. (SPL 6)
230		
225		
220	B	High Intermediate ESL/ELL 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. (SPL 5)
215		
210		Low Intermediate ESL/ELL 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. (SPL 4)
205		
200	A	High Beginning ESL/ELL 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. (SPL 3)
190		Low Beginning ESL/ELL 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. (SPL 2)
180		Beginning Literacy/Pre-Beginning ESL/ELL 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. (SPL 0-1)
150		

Note: These three charts provide general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.



Skill Level Descriptors for ABE

Scale Scores	CASAS Levels	Descriptors
250	E	High Adult Secondary Education With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245	D	Low Adult Secondary Education Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235	C	High Intermediate Basic Education Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin HSE preparation.
220	B	Low Intermediate Basic Education Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
210		Beginning Basic Education Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200	A	Beginning ABE Literacy Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
150		

Skill Level Descriptors for Adults with Intellectual Disabilities

210	B	Beginning Basic Skills Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200	A	Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
190	AA	Beginning Literacy/Pre-Beginning Can use some very simple communication skills with others in daily activities and at work. Can handle most daily living skills such as dressing, hygiene, and meal preparation. Can identify and follow directions on public signs and buildings. Can use some community services such as grocery, banking, restaurant, and public transportation. Can handle jobs with mild level of support.
180	AAA	Beginning Literacy/Pre-Beginning Can follow some very simple safety practices in the home, community, and the job with help from support person. Can cross streets and follow directions on safety signs with supports. Can use some very basic community services with help such as health, transportation, and telephone. Can handle jobs requiring moderate level of support.
160	AAAA	Beginning Literacy/Pre-Beginning Can perform some minimum basic daily living skills such as washing hands, brushing hair, and dressing with help from support person. Can identify simple public signs such as entrances, exits, and public restrooms. Can handle community experiences and jobs requiring intensive level of support.
140	AAAAA	Beginning Literacy/Pre-Beginning Can identify a few common household objects such as comb, toothbrush, and shoes. Can perform very basic communication skills using gestures, sign language, or simple words. Can perform simple hygiene skills such as washing hands with support.

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.

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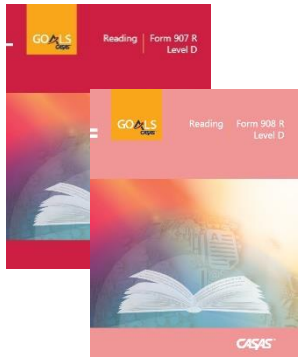


Sample Test Items Activity

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

Home > Product Overviews > Curriculum Management & Instruction > Sample Test Items

- 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

CASAS eTests Sampler

Reading GOALS

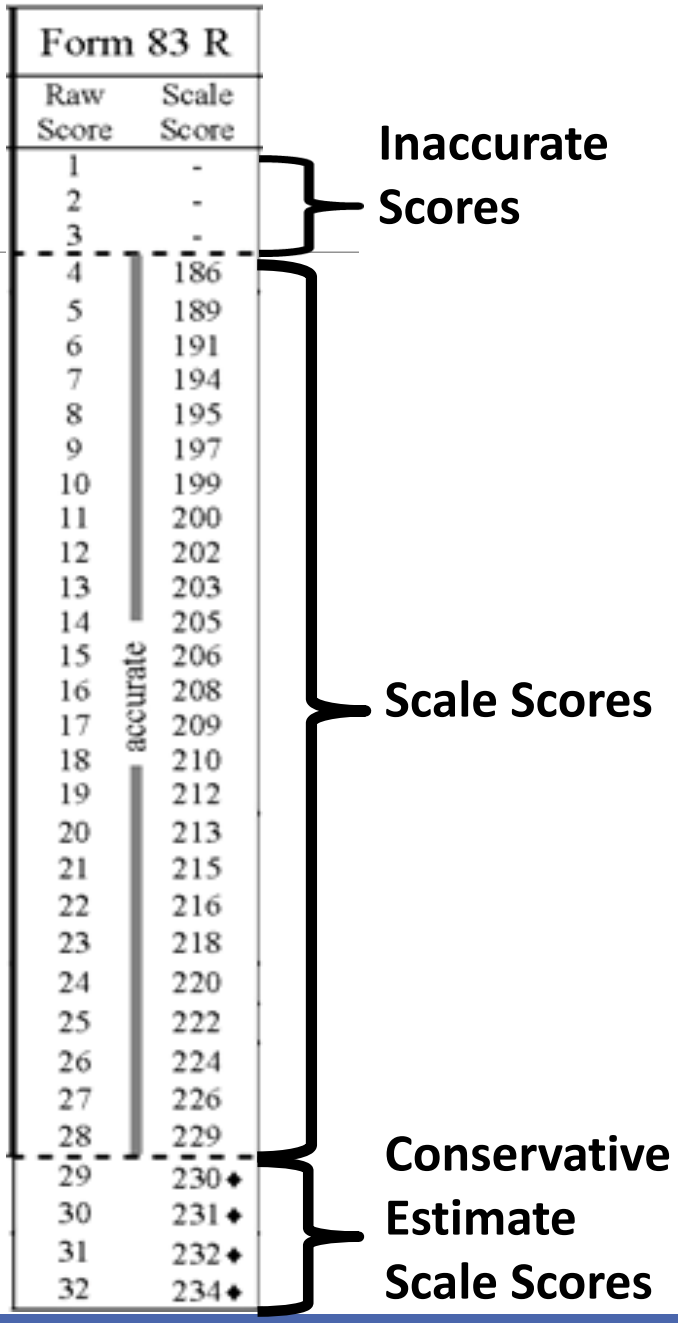
Math GOALS

Life and Work Reading

Life and Work Listening

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

Educational Functioning Levels		CASAS Level	Reading GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	203 & below
2	Beginning Basic Education	B	204-216
3	Low Intermediate Basic Education	B	217-227
4	High Intermediate Basic Education	C	228-238
5	Low Adult Secondary Education	D	239-248
6	High Adult Secondary Education	E	249 & above

NRS EFLs/CASAS Math Score Ranges for ABE/ASE

Educational Functioning Levels		CASAS Level	Math GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	193 & below
2	Beginning Basic Education	A/B	194-203
3	Low Intermediate Basic Education	B	204-214
4	Middle Intermediate Basic Education	C	215-225
5	High Intermediate Education	C	226-235
6	Adult Secondary Education	D/E	236 & above

NRS EFLs/CASAS Score Ranges for ESL

Educational Functioning Levels		CASAS Level	Life & Work Reading Scale Score Ranges	Life & Work Listening (980 Series) Scale Score Ranges
1	Beginning ESL Literacy	A	180 & below	180 & below
2	Low Beginning ESL	A	181-190	181-189
3	High Beginning ESL	A	191-200	190-199
4	Low Intermediate ESL	B	201-210	200-209
5	High Intermediate ESL	B	211-220	210-218
6	Advanced ESL	C/D	221-235	219-227

NRS EFLs/CASAS Reading Score Ranges & GLEs

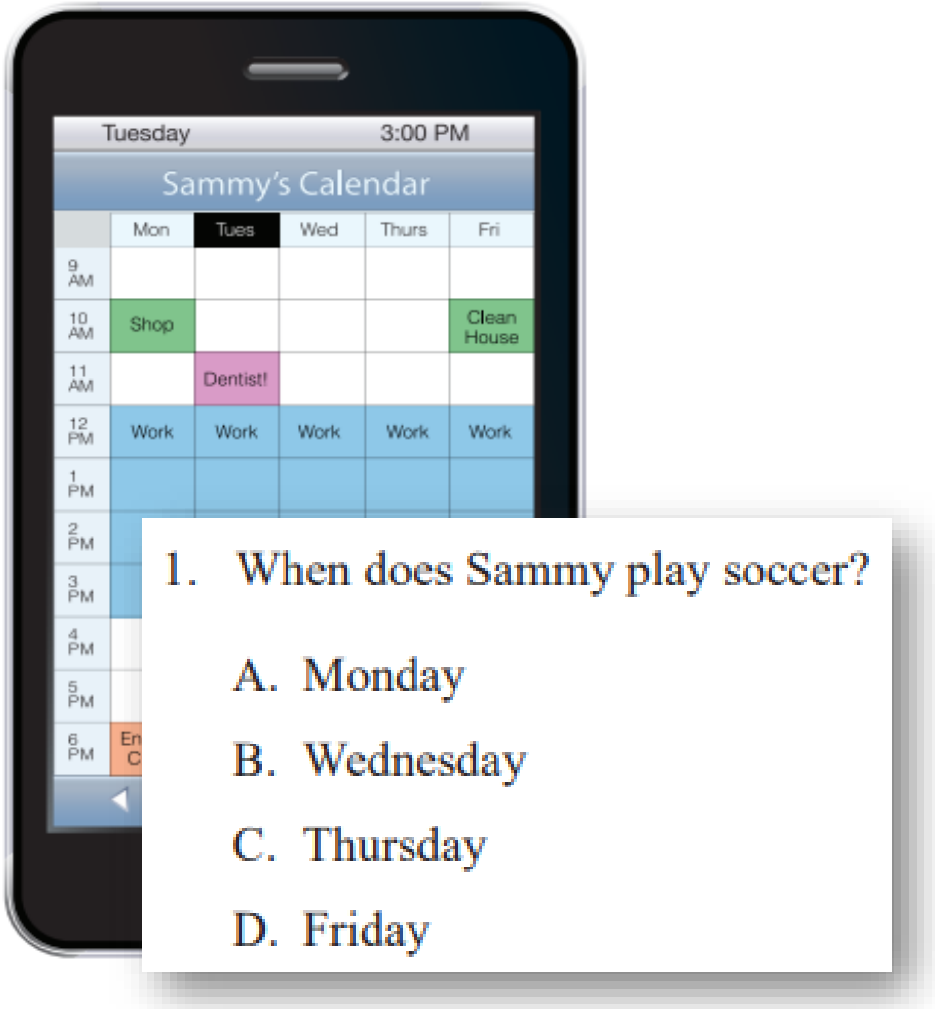
Educational Functioning Levels		Reading GOALS Scale Score Ranges	Grade Level
1	Beginning ABE Literacy	193 & below	1
		194-203	2
2	Beginning Basic Education	204-210	3
		211-216	4
3	Low Intermediate Basic Education	217-222	5
		223-227	6
4	High Intermediate Basic Education	228-232	7
		233-238	8
5	Low Adult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

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)

Alignment of CASAS Reading Standards and College and Career Readiness Standards (CCRS)

CASAS Reading GOALS Content Areas	CCRS Reading Anchor*
Vocabulary	R4
Reading Comprehension Skills	
Locate detail	R1
Main idea; Author's purpose	R2, R6
Higher Order Reading Skills	
Locate/compare details; Infer/draw conclusions	R1
Text structure and features	R5
Author's point of view	R6
Analyze claim/argument	R8
*CCRS Reading Standards R7, R9 and R10 are measured across content areas.	

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® enterprise?

- 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)

TOPSpro® enterprise Basic

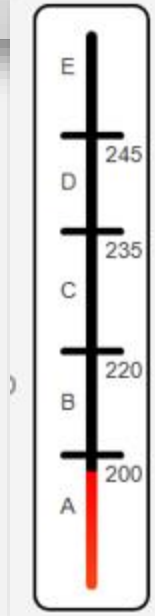
eTests Online Personal Score Report

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

TOPSpro® enterprise Basic

Erica Kim

ID# 274564719

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

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items Total	Number of Items Correct	Number of Items Attempted	Grade Equiv.
Math	035M	10/17/2017	223	4	C	35	17	35	6.5
Reading	187R	08/28/2017	240	5	D	32	20	32	9.9

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	80 %
Employment	16	81 %
Government and Law	5	0 %
Learning and Thinking Skills	9	22 %

Reading Content Standards	N	Correct
Vocabulary	16	62 %
General reading comprehension	28	67 %
Text in format	4	75 %
Reference materials	3	0 %
Reading strategies	12	83 %
Reading and thinking skills	9	33 %

Math Competencies	N	Correct
Computation	35	48 %

Math Content Standards	N	Correct
Number sense	17	58 %
Measurement	17	29 %
Statistics, Data Analysis and Probability	7	57 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs, ...	6	33 %
Articles, paragraphs, sentences, directions, manuals	25	68 %

Erica Kim has a likelihood of ...	to pass this GED 2014 subsection
79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

Student Performance by Competency Basic

Agency:	4908 - Rolling Hills Adult School (RHAS)	**Form:**	082RX - Life and Work Reading Level A Extended
Site:	11 - RHAS: North City	**Student:**	Ortiz, Manuel **ID:** 599688888
Class:	110 - Low Intermediate ESL	**Test Date:**	08/04/2017
Teacher:	calvarez@familycenters.org - Alvarez, Cynthia	**Raw Score:**	12 **Scale Score:** 196

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	**1.9.1**	**4**	**Interpret highway and traffic signs**
		2.2.2		Recognize and use signs related to transportation
2	Yes	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
3	No	**2.5.4**	**4**	**Read, interpret, follow public signs, building directories**
		2.3.1		Interpret clock time
4	No	**4.8.4**	**3**	**Demonstrate ability to meet customer needs**
		7.2.4		Identify, make inferences: inductive, deductive reasoning
5	Yes	2.3.2	2	Identify the months of the year and the days of the week
6	Yes	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		2.3.1		Interpret clock time

Class Performance by Competency Enhanced

Agency:	4908 - Rolling Hills Adult School	**Teacher:**	1110 - Askew, Elisa
Site:	11 - North City	**Form:**	083R - Life and Work Reading Level B
Class:	110 - Low Intermediate ESL	**Total Tests:**	30 **Total Students:** 30

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

Reading/Math Task Legend

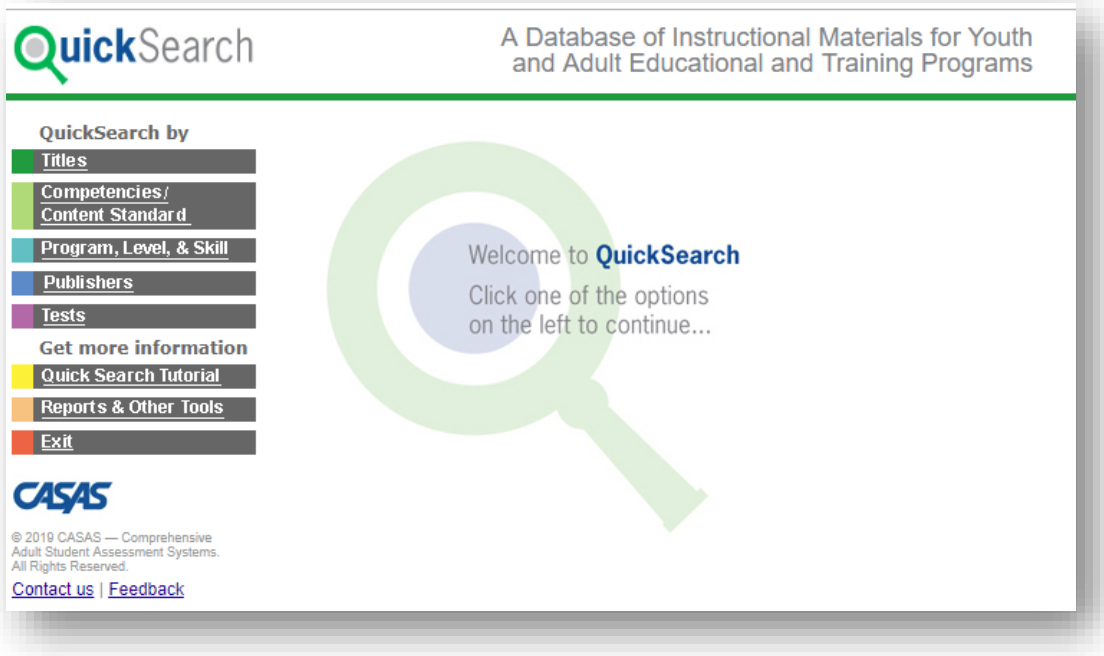
Task 1 - Forms
Task 2 - Charts, maps, consumer billings, matrices, graphs, tables
Task 3 - Articles, paragraphs, sentences, directions, manuals
Task 4 - Signs, price tags, advertisements, product labels
Task 5 - Measurement scales, diagrams

Listening Item Type Legend

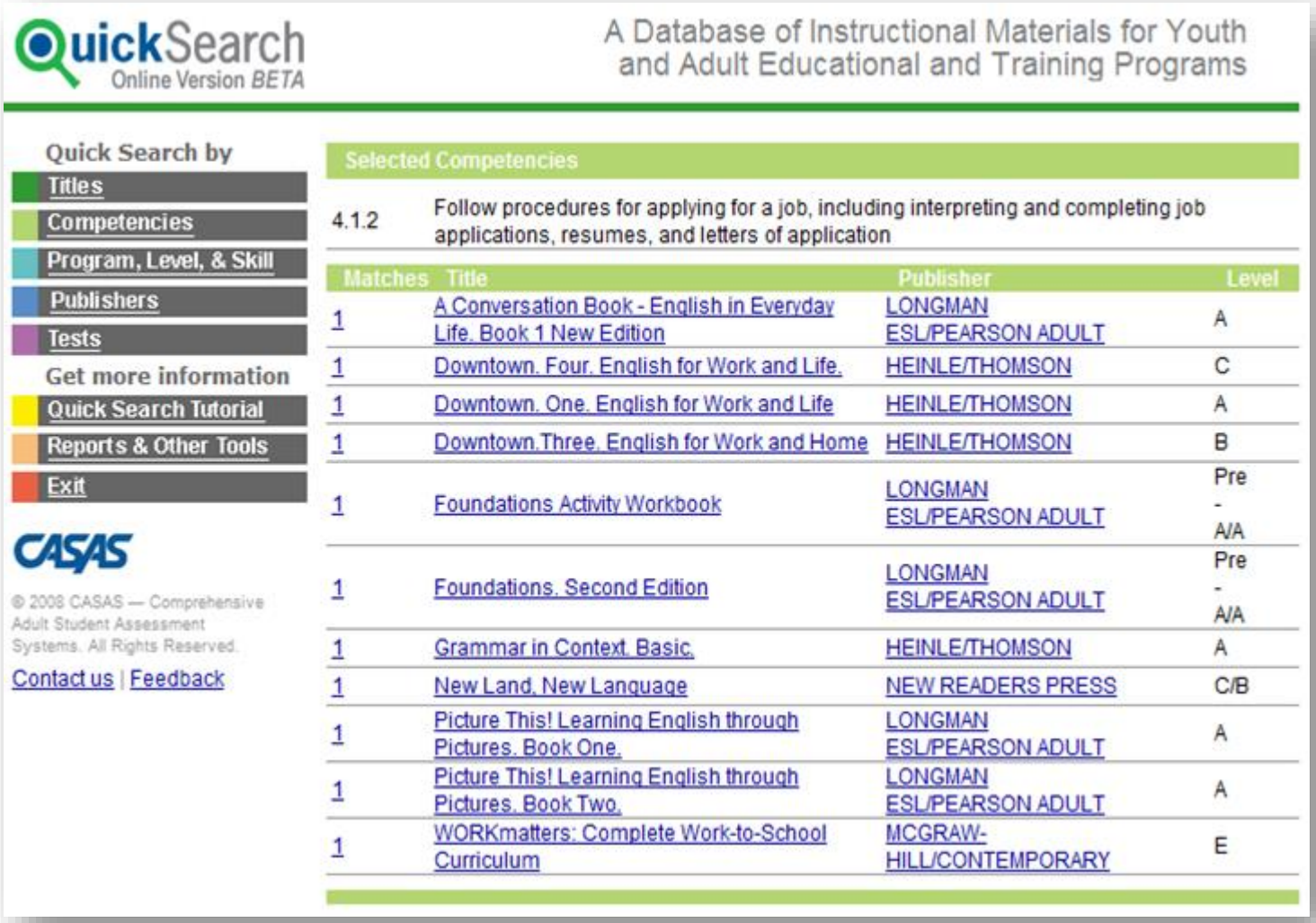
Type 1 - Picture Prompt
Type 2 - Comprehension question
Type 3 - Predict next line of dialogue
Type 4 - Identify true statement based on prompt

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



QuickSearch Online Version BETA

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

Quick Search by
- Titles
- Competencies
- Program, Level, & Skill
- Publishers
- Tests

Get more information
- Quick Search Tutorial
- Reports & Other Tools
- Exit

CASAS

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Selected Competencies

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

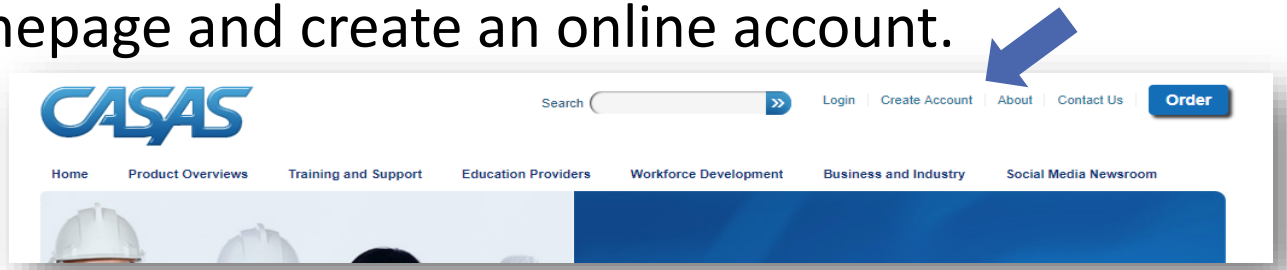
Matches	Title	Publisher	Level
1	A Conversation Book - English in Everyday Life. Book 1 New Edition	LONGMAN ESL/PEARSON ADULT	A
1	Downtown. Four. English for Work and Life.	HEINLE/THOMSON	C
1	Downtown. One. English for Work and Life	HEINLE/THOMSON	A
1	Downtown.Three. English for Work and Home	HEINLE/THOMSON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

Training Requirements & Ordering

IMPLEMENTING AT YOUR AGENCY

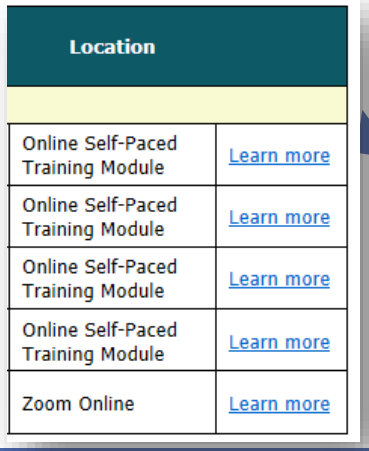
How to Enroll in CASAS Trainings

- 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

TOPSpro® enterprise Basic Package

eTests® CASAS

- 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

TOPSpro® enterprise Enhanced Package

eTests® CASAS

- 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

Test Administrations	WTU code	WTU Price Each	TEU code	TEU Price each
100-500	WTU-0001	$2.85	TEU-0001	$3.45
501-1000		$2.20		$2.80
1001-5000		$2.00		$2.60
5001+		$1.75		$2.35

- 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

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

- 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

COMPUTER-BASED

- 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.

PAPER-BASED

- 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

Oral Screening Questions and Scoring Rubric

Question	Response	0	1	2
What's your name?	This question is not scored. Omit if the proctor knows the examinee.		My name Robert Torres.	Maria Alvarez.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: *Four years; 1987;* etc.	¿Cómo? Last time.	Two year.	I've been here since 1980.
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.	Want? Learn? English. Good.	Improve study.	Because I want a better job.
4. Do you read in your native language? If *Yes*, ask: What do you like to read? If *No*, ask: Why not?	*Yes.* Some possible responses: names of books, types of books, subjects. *No.* Some possible responses: *I didn't go to school in my country; I can't read; I have no time to read;* etc.	Sí. Yes. Read. . . . I no understand	In Spanish? Yes. Oh, book, magazine.	Not much. I try to practice my English
5. What work did you do in your country? *or* What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.	Uh . . . work. [No response]	Before, right? Before I'm here? Fix machine. Now work mechanic.	I never worked in Mexico.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.	School [No response]	Go school six year.	Ten years.

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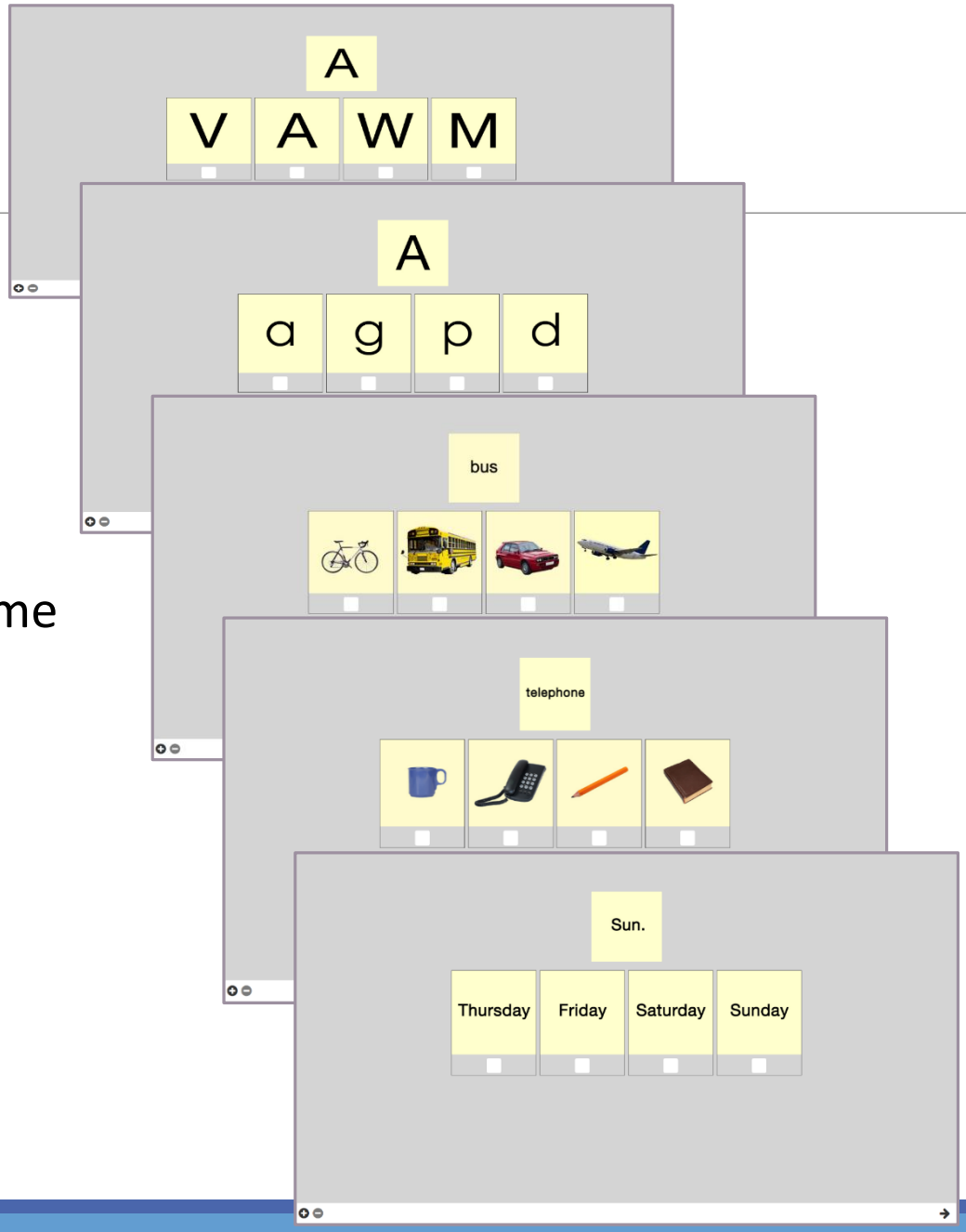
Writing Screening - Optional

- 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

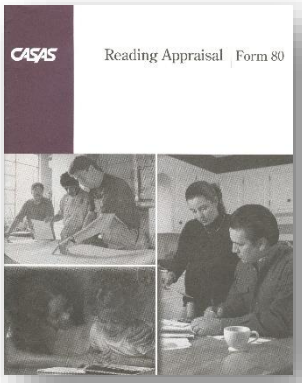
Next Assigned Test

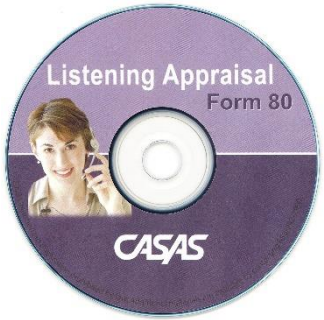
Appraisals

- 30 minutes each

ESL

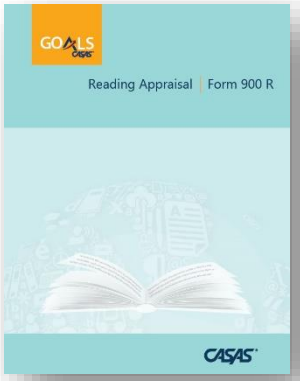
- L & W Reading Form 80R
- L & W Listening Form 80L

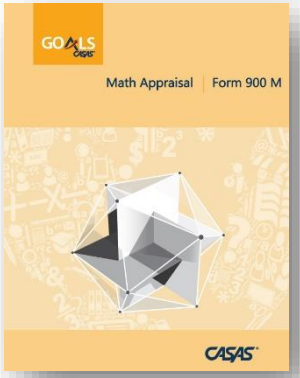




ABE/ASE

- 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.

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
1	*	Level A Form 901R Form 902R
2	*	
3	*	
4	*	
5	*	
6	*	
7	200	
8	203	Level B Form 903R Form 904R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	Level C Form 905R Form 906R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	Level D Form 907R Form 908R
21	237	
22	240	
23	243	
24	244◆	
25	244◆	
26	244◆	
27	244◆	
28	244◆	

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.

Reading GOALS Appraisal Next Assigned Test		
Raw Score	**Scale Score**	**Progress Test (Pre- and Post-test)**
8	203	**Level B** Form 903R Form 904R
9	206	
10	209	
11	211	
12	213	
13	216	
14	218	**Level C** Form 905R Form 906R
15	221	
16	223	
17	226	
18	228	
19	231	
20	234	

Appraisal Activity

- 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?

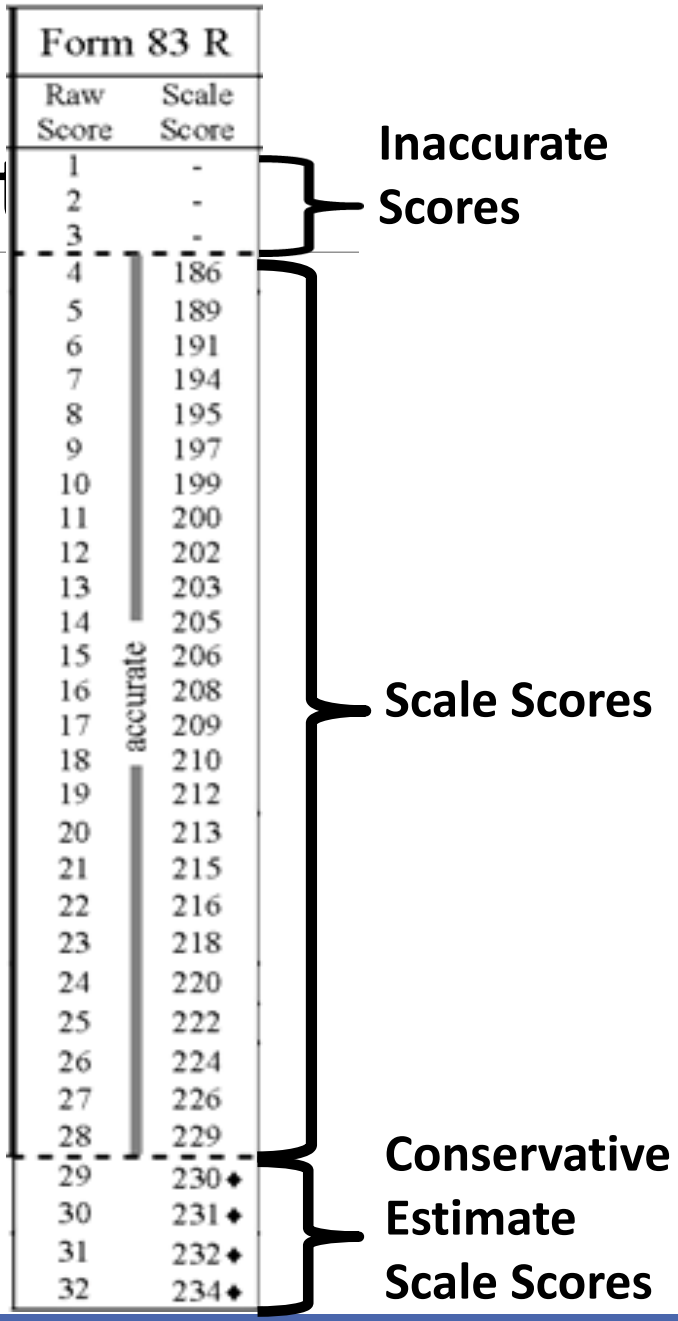
  _____

Pre- and Post-Testing

- Pre-testing
- Post-testing

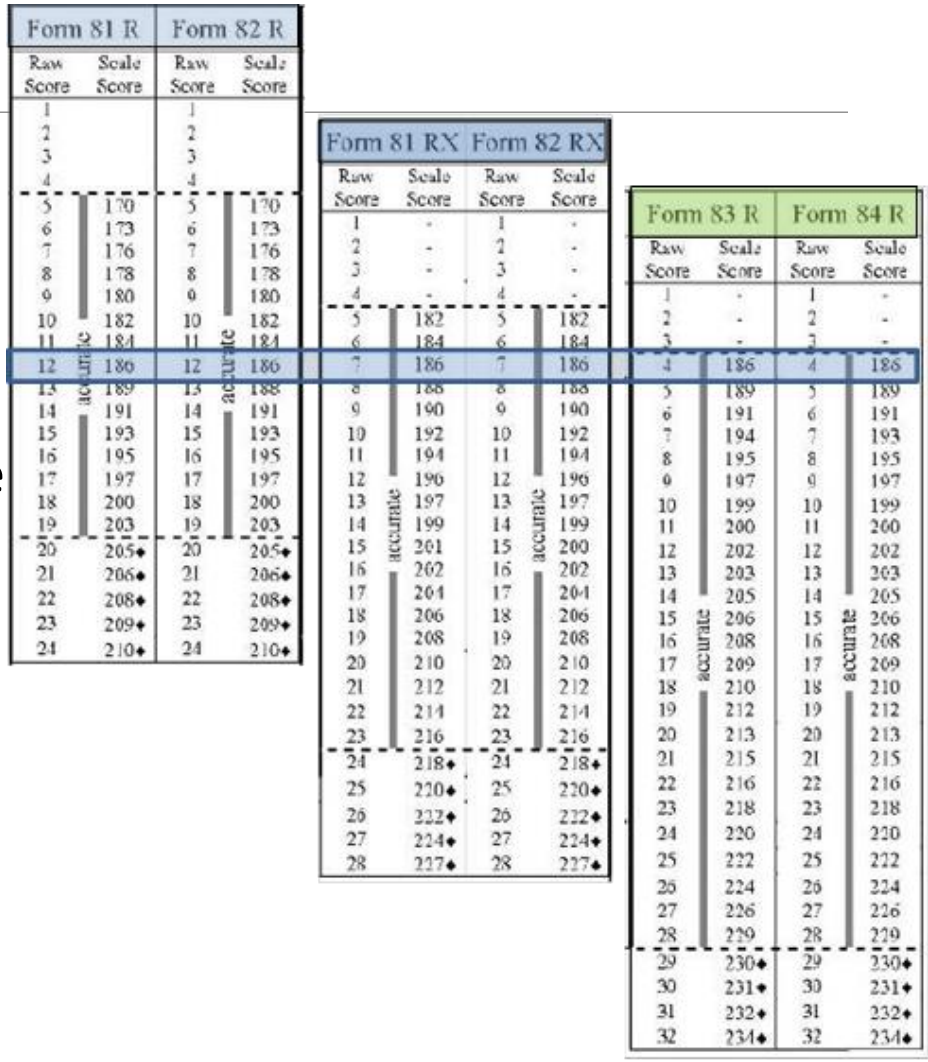
Interpreting Scale Score Chart

- 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.



Form 81 R		Form 82 R	
Raw Score	Scale Score	Raw Score	Scale Score
1		1	
2		2	
3		3	
4		4	
5	170	5	170
6	173	6	173
7	176	7	176
8	178	8	178
9	180	9	180
10	182	10	182
11	184	11	184
12	186	12	186
13	189	13	188
14	191	14	191
15	193	15	193
16	195	16	195
17	197	17	197
18	200	18	200
19	203	19	203
20	205◆	20	205◆
21	206◆	21	206◆
22	208◆	22	208◆
23	209◆	23	209◆
24	210◆	24	210◆

accurate

Form 81 RX		Form 82 RX	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	-	4	-
5	182	5	182
6	184	6	184
7	186	7	186
8	188	8	188
9	190	9	190
10	192	10	192
11	194	11	194
12	196	12	196
13	197	13	197
14	199	14	199
15	201	15	200
16	202	16	202
17	204	17	204
18	206	18	206
19	208	19	208
20	210	20	210
21	212	21	212
22	214	22	214
23	216	23	216
24	218◆	24	218◆
25	220◆	25	220◆
26	222◆	26	222◆
27	224◆	27	224◆
28	227◆	28	227◆

accurate

Form 83 R		Form 84 R	
Raw Score	Scale Score	Raw Score	Scale Score
1	-	1	-
2	-	2	-
3	-	3	-
4	186	4	186
5	189	5	189
6	191	6	191
7	194	7	193
8	195	8	195
9	197	9	197
10	199	10	199
11	200	11	200
12	202	12	202
13	203	13	203
14	205	14	205
15	206	15	206
16	208	16	208
17	209	17	209
18	210	18	210
19	212	19	212
20	213	20	213
21	215	21	215
22	216	22	216
23	218	23	218
24	220	24	220
25	222	25	222
26	224	26	224
27	226	27	226
28	229	28	229
29	230◆	29	230◆
30	231◆	30	231◆
31	232◆	31	232◆
32	234◆	32	234◆

accurate

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

Agency:	4908 - Rolling Hills Adult School (RHAS)	**Class:**	110 - Low Intermediate ESL
Site:	11 - RHAS: North City	**Teacher:**	calvarez@familycenters.org - Alvarez, Cynthia

		Last Test						Next Assigned Test	
Student		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Acosta, Melinda	555141083	11/110	09/30/2017	082L	A	19	194	081L	LW
		11/110	08/04/2017	082RX	A	25	220 ♦	086R	LW-1
								186R	LW-2, LW-3
Alcazar, Leo	501161426	11/110	08/04/2017	081L	A	17	191	082L	LW
		11/110	08/04/2017	082RX	A	20	210	084R	LW-1, LW-2, LW-3
Araiza, Roberto	511156803	11/110	08/04/2017	083L	B	13	201	084L	LW
Arteste, Geralde	613132728	11/110	08/04/2017	081L	A	12	184	082L	LW
		11/110	08/04/2017	082RX	A	17	204	081RX	LW-1, LW-2, LW-3
Bello, Rogelio	603605557	11/110	08/04/2017	083L	B	7	191	084L	LW
		11/110	08/04/2017	082RX	A	9	190	082R	LW-1, LW-2, LW-3
Cristobal, Jose	516160359	11/110	08/04/2017	082RX	A	19	208	084R	LW-1, LW-2, LW-3
Duarte, Zelmira	515518580	11/110	09/22/2017	082L	A	17	191	081L	LW
		11/110	08/04/2017	082RX	A	10	192	082R	LW-1, LW-2, LW-3
Gomes, Graciela	656557081	11/110	08/23/2017	082L	A	16	189	081L	LW
		11/110	08/04/2017	082RX	A	14	199	081RX	LW-1, LW-2, LW-3
Huata, Mianda	599990603	11/110	08/04/2017	082RX	A	15	200	081RX	LW-1, LW-2, LW-3

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:
  - https://www.casas.org/product-overviews/software/casas-etests/etests-online-help
  - https://www.casas.org/docs/default-source/te-help-documentation/key-reports-for-topspro-enterprise-users.pdf?sfvrsn=ab632c5a_4?Status=Master
  - https://www.casas.org/product-overviews/software/casas-etests/-going-live-checklist

Time to complete your training!

Complete the following online:

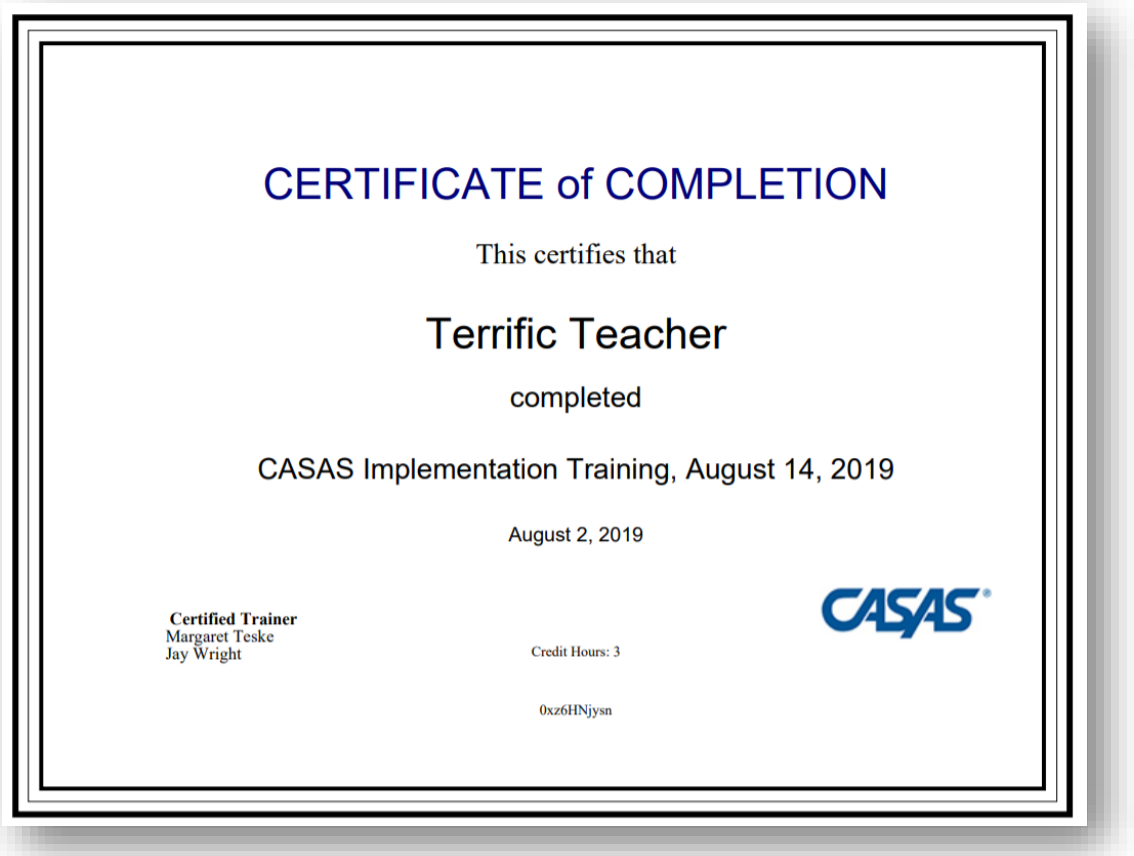
- ✓ Submit your **Test Security Agreement**
- ✓ Get your Certificate

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”…



CERTIFICATE of COMPLETION

This certifies that

Terrific Teacher

completed

CASAS Implementation Training, August 14, 2019

August 2, 2019

Certified Trainer
Margaret Teske
Jay Wright

Credit Hours: 3

0xz6HNjysn

CASAS

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