

CASAS

Handbook for Adult ESL Teachers

An Interactive
Resource Guide for New
and Experienced
Adult ESL Teachers

Florida Edition

Introduction


The CASAS Handbook for Adult ESL Teachers provides new teachers the instructions and guidelines they need to fulfill program, state and federal accountability requirements. The Handbook gives some basic tools to maximize instruction based on information gained through CASAS testing and demographic data collection. It also functions as a reference guide for more experienced teachers.

As an ESL teacher, you will become familiar with a variety of procedures and terms. After reading this manual, you should have a basic understanding of:


- The CASAS system
- CASAS Testing
- CASAS Reports
- How to determine class and students' needs based on CASAS testing and reports

This manual is an interactive tool and a reference resource for teachers. It will help you become familiar with accountability procedures at your school site.



Where you see the  icon, take time to answer the questions. You may need to ask for assistance from your supervisor or a lead teacher in order to gather all the information. There is an answer key at the end of this Handbook.



Where you see the  icon, follow the link to the referenced document on the CASAS Web site at www.casas.org.

For the New Teacher

There is a wealth of information provided in this handbook. It is very important for you to understand how to use the CASAS system to help your students meet their learning goals. It is also important you understand what documents are required to maintain school funding. This handbook will help you see how all your work in testing and data collection can benefit you, your students, and your agency.

For the Experienced Teacher

Much of this information may be review for you, but chances are you will find out some things you didn't know about CASAS. Tips are provided to help with data management, to read various reports, to target instruction based on testing outcomes, and to find corresponding instructional materials.

Special thanks to Kathy Bywater and Laurel Leonard for their work in creating the first draft of this handbook, and to Patty Long for shaping the content and moving it to completion. Many thanks go to Linda Taylor for her vision, leadership, and advice, and to Andrea Dolney for her technical prowess in making the handbook look so wonderful. And to those of you in the field who were so generous with your feedback – thank you!

Contents

| | |
|---|-----------|
| SECTION 1: WHAT IS ADULT EDUCATION ENGLISH AS A SECOND LANGUAGE (ESL)? | 1 |
| <i>Types of agencies</i> | 1 |
| <i>ESL program characteristics</i> | 1 |
| <i>Adult ESL student characteristics</i> | 1 |
| <i>How are programs funded?</i> | 2 |
| SECTION 2: WHAT IS CASAS? | 3 |
| <i>What is TOPSpro?</i> | 3 |
| SECTION 3: COMPETENCIES, TASK AREAS, AND CONTENT STANDARDS | 6 |
| <i>What are Competencies?</i> | 6 |
| <i>What are Task Areas?</i> | 7 |
| <i>What are Content Standards?</i> | 9 |
| SECTION 4: STUDENT REGISTRATION, ORIENTATION, AND PLACEMENT | 12 |
| <i>What is the process for student registration?</i> | 12 |
| <i>What is the process for student orientation?</i> | 13 |
| <i>What is the process for placement?</i> | 13 |
| SECTION 5: ACCOUNTABILITY | 15 |
| <i>What is an Entry Record?</i> | 16 |
| <i>What is an Update Record?</i> | 18 |
| SECTION 6: CASAS TESTING | 20 |
| APPRAISAL, PRE- AND POST-TESTING OVERVIEW | 20 |
| 1. <i>Place: Appraisals</i> | 20 |
| 2. <i>Diagnose: Pretest</i> | 21 |
| 3. <i>Instruct</i> | 21 |
| 4. <i>Monitor: post-tests</i> | 21 |
| HOW DO I FILL OUT THE TEST RECORD FORM? | 22 |
| THE CASAS SCALE AND SKILL LEVEL DESCRIPTORS | 24 |
| <i>CASAS across the levels</i> | 25 |
| SECTION 7: ADMINISTRATION AND STORAGE OF TESTS | 26 |
| <i>How do I Administer CASAS Tests?</i> | 26 |
| Needed for testing day:..... | 26 |
| Preparation for testing | 26 |
| Getting started | 26 |
| Give the test | 27 |
| Test timing guidelines..... | 27 |
| SECTION 8: APPRAISALS, PRETESTS, AND POST-TESTS | 28 |
| APPRAISALS | 28 |
| WHAT’S THE DIFFERENCE BETWEEN AN APPRAISAL AND A PRE/POST-TEST? | 29 |
| <i>Appraisals</i> | 29 |
| <i>Pre- and Post-tests</i> | 29 |
| PRETESTS: HOW DO YOU KNOW WHICH PRETEST TO GIVE? | 30 |
| <i>Select a Pretest Level based on an Appraisal Score</i> | 30 |

| | |
|---|-----------|
| SCORES OUTSIDE THE ACCURACY RANGE | 32 |
| POST-TESTS..... | 33 |
| CASAS TEST PREPARATION | 36 |
| <i>Test Preparation Guidelines</i> | 36 |
| SAMPLE TEST ITEMS | 37 |
| CASAS eTESTS..... | 38 |
| SECTION 9: USING TEST RESULTS | 39 |
| HOW DO I USE TEST RESULTS TO GUIDE INSTRUCTION? | 39 |
| HOW DO I SHARE TEST RESULTS WITH MY STUDENTS?..... | 42 |
| PRACTICE ACTIVITY: DEVELOP A WAY TO PRACTICE A COMPETENCY IN ANOTHER TOPIC AREA | 43 |
| HOW DO I FIND APPROPRIATE INSTRUCTIONAL MATERIALS TO TEACH THE COMPETENCIES? | 44 |
| CASAS QUICKSEARCH ONLINE..... | 45 |
| MULTIPLE MEASURES OF DOCUMENTING STUDENT PROGRESS | 46 |
| REVIEW | 47 |
| CASAS TRAINING OPPORTUNITIES | 47 |
| REFLECTION | 48 |
| ANSWER KEY | 49 |

Section 1: What is Adult Education English as a Second Language (ESL)?

Adult Education ESL programs provide adults with literacy and language development skills necessary to participate effectively in the United States as productive citizens, workers, and family members. Reading, writing, speaking, and listening in English are taught in the context of real-life situations.

Types of agencies

Adult Education ESL programs vary in size and program offerings. Agencies providing Adult Education can be

- School districts
- Community colleges
- Library literacy programs
- Correctional facilities
- County offices of education
- Community-based organizations (CBOs)
- Faith-based organizations
- Universities

ESL program characteristics

Depending on the size of the program and community needs, agencies may provide

- One ESL class
- More than one hundred classes
- Classes at the main campus
- Classes at an off-agency location
- Classes focusing on only one skill (e.g., only speaking) or on specific combinations of skills (e.g., only reading and writing)
- Integrated skill classes
- Single level classes (Low Beginning, High Beginning...)
- Multilevel classes with students at more than one level in the same class (e.g., High Beginning, Low Intermediate and High Intermediate)
- Multilevel classes with students at the same level (e.g., High Beginning), but with some students who are low in the level, some in the middle of the level, and some who are high in the level.

Adult ESL student characteristics

ESL students come to your program with

- A wide range of educational and cultural backgrounds
- Varied levels of proficiency and literacy in their first language
- A variety of life experiences and proficiency of life skills in their native language
- Specific or generalized goals
- Widely varying levels of English language proficiency
- Varied life experiences and reasons for coming to the U.S.

How are programs funded?

Your program probably receives funding from a variety of sources, including

- State apportionment
- Federal funds - Workforce Investment Act (WIA) Title II funds, including EL Civics
- Any number of state programs
- State and/or local government funding

Individual funding sources may have their own data collection requirements to include:

- Student demographics
- Tracking of student progress and goals
- Pre- and post-test for each student

This handbook provides teachers with the information they need to meet state and federal requirements.



Gather the Information: Ask a Supervisor or Lead Teacher

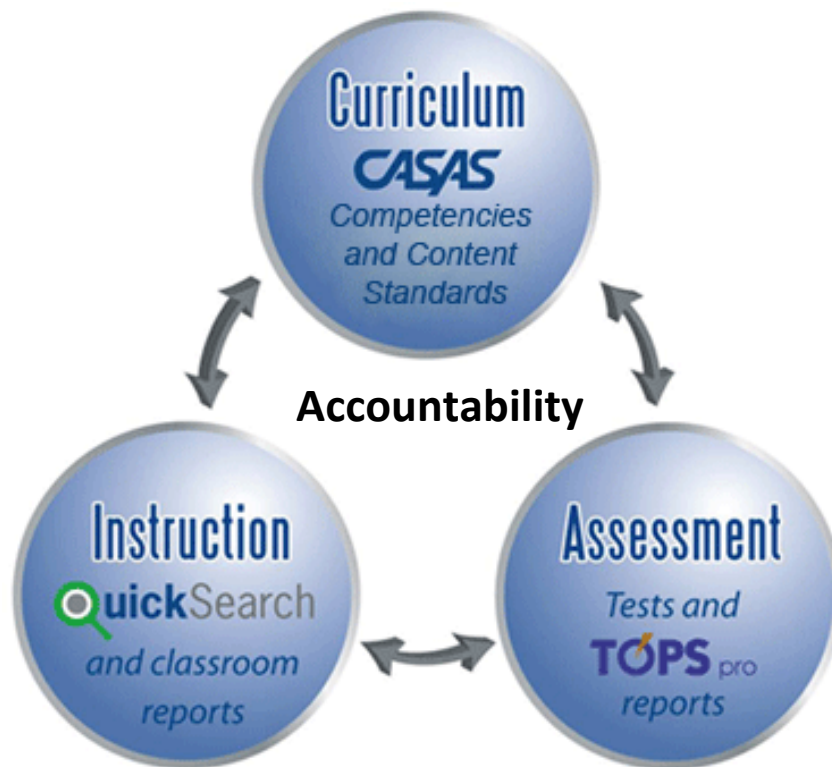
1. What kind of program do you work for (adult school, CBO, etc.)?
2. How is your program funded?
3. How many ESL classes are offered by your district or program both on- and off-site?
4. What language groups are represented in your class?
5. Do you have a multi-level or single-level class?
6. Is your class a single-skill, specific combination of skills (e.g., listening and speaking) or integrated skills class?

Section 2: What is CASAS?

CASAS — Comprehensive Adult Student Assessment Systems — is a nonprofit organization. It provides standardized assessments and other tools needed to collect and report student information and learning progress.

With the CASAS system, agencies can establish measurable goals, place students into appropriate instructional levels, document student progress and outcomes, and report program success to students, staff, local boards, and policymakers, while meeting the requirements of the WIA Title II program.

There are four key components of the CASAS system. This teacher’s handbook will direct you through each of the components, and demonstrate how they work together.



Gather the Information: Ask a Supervisor or Lead Teacher

CASAS Training and Accountability contacts at my site:

Name: _____ Phone: _____ Email: _____

Name: _____ Phone: _____ Email: _____

Name: _____ Phone: _____ Email: _____

Agencies can use a computer-based management information system called Tracking of Programs and Students Program, or **TOPSpro**, to track and process CASAS data.

Information from TOPSpro Test Records can score tests and can generate reports for students, teachers, and administrators. TOPSpro reports help instructors target appropriate instruction based on what skills students have and need to have for progress and level completion.

The **TOPSpro Management Information System**:

- Scores CASAS tests
- Identifies missing information in data collection
- Tracks student progress and goal attainment
- Suggests the test level for the next test
- Identifies inaccurate scores
- Generates reports for students, teachers, administrators and funding sources

In some states, TOPSpro software is also used as the state accountability system to compile data to meet both state and federal funding requirements.

If your agency does not use TOPSpro, ask for the CASAS Test Administration Manual which provides report templates for creating student and class profiles based on test results.

Information about the State Assessment and Accountability System

The **Florida Adult Education Assessment System** is designed to address the following areas:

- Federal Grants
 - Compliance with federal grant requirements
 - Measuring and reporting student outcomes in programs supported with federal grants
- State of Florida Workforce Education Appropriations
 - Compliance with state policies
 - Measuring and reporting student outcomes in programs funded with State appropriations

Federal Grants: USDOE provides funds to support adult education programs through the following grants: Adult General Education (AGE) and English Literacy and Civics Education (EL/Civics). The amount of funds awarded to the State by USDOE is based on the numbers of the US Census. The USDOE requires that states with programs supported with federal funds must test students for placement, progression and completion, using a standardized test that has been approved by USDOE. The state is also required to report on student outcomes as measured by taking a test that has been reviewed and approved by USDOE.

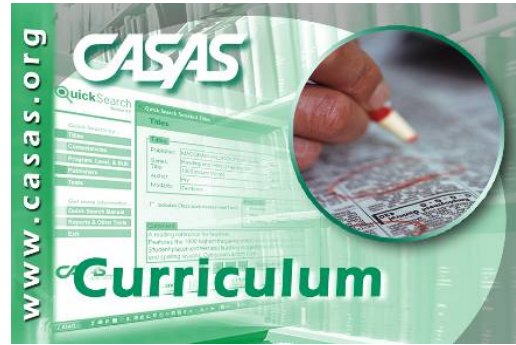
The Adult Education Section of the Florida Department of Education's Division of Career and Adult Education has prepared a comprehensive [Technical Assistance \(TA\) Paper on adult education assessments](#), which can be downloaded at the [Section's Web site](#). The TA paper covers guidelines on the use of CASAS tests for assessing Adult Basic Education (ABE) and Adult English for Speakers of Other Languages (ESOL) students in Florida. The contact telephone number for the Adult Education Section is (850) 245-0450.

Florida Accountability System: The Division of Accountability, Research and Measurement (ARM) of the Florida Department of Education collects data that are reported to the Division of Career and Adult Education and to the US Department of Education for inclusion in the National Reporting System (NRS) annual reports. ARM collects various types of data that help determine the effectiveness of adult education programs. The key pieces of information collected are the number of students enrolled in adult education classes, the initial educational functioning level (EFL) of students at the time of enrollment, and the progression of students through the EFLs.

Training for persons that administer CASAS tests: The Florida Department of Education requires that all persons who administer or proctor any CASAS test to students enrolled in adult education classes must first be trained. It is required that at least one person at each local program must be trained by a CASAS certified state or national trainer. That person may train additional persons at the local program to administer or proctor CASAS tests, but may not train persons employed by other programs. Large districts must have more than one person trained by a CASAS certified state or national trainer. If the program does not have sufficient testing staff to administer CASAS tests, the program may need to train teachers to administer or proctor the tests. If teachers are needed to administer or proctor tests, they may not administer or proctor the test to their own students.

Persons interested in becoming a certified CASAS test trainer may contact the Adult Education Section, at (850) 245-0450.

Section 3: Competencies, Task Areas, and Content Standards



Competencies, Task Areas, and Content Standards create the foundation for the CASAS curriculum. Separately, they provide life skills contexts, a variety of visual prompts, and the underlying basic literacy skills that together work as the ladder to successful attainment of the curriculum objectives.



CASAS Web site: [www.casas.org/AboutCASAS / CASAS Competencies](http://www.casas.org/AboutCASAS/CASASCompetencies)

What are Competencies?

A competency is a measurable learning objective written in a functional life skills context. CASAS Competencies specifically address essential skills for life and work. CASAS tests are aligned to these competencies.

There are nine CASAS Competency Content Areas:

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

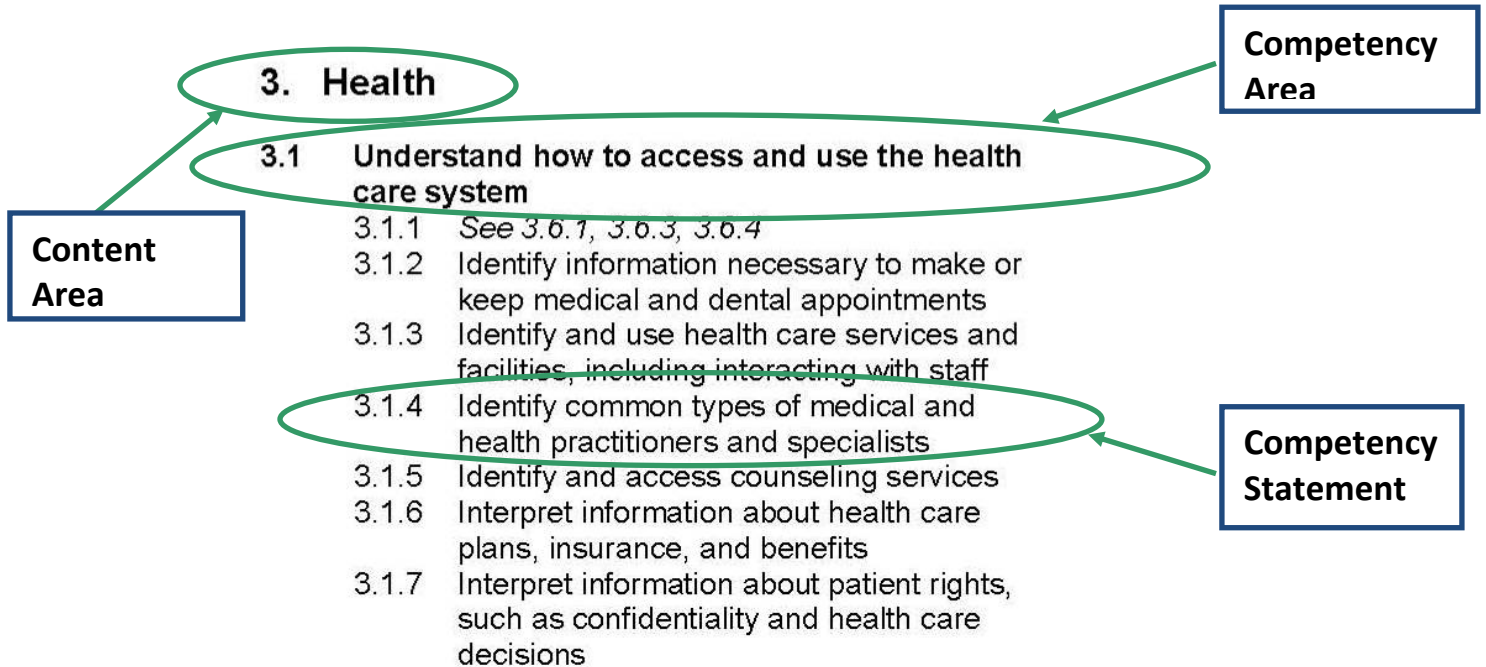
CASAS COMPETENCIES

ESSENTIAL LIFE AND WORK SKILLS FOR YOUTH AND ADULTS



Under each of the nine *Content Areas* are *Competency Areas*. And finally, more specific *Competency Statements* give the clear objective for students to achieve.

Each *Content Area* is identified by a number, 0-8. This is followed by *Competency Area* and *Competency Statement* numbers, which creates the 3-digit **Competency Coding System**.



CASAS Competencies serve as both a reference for program instructional content and as a link to CASAS assessment by providing a numbering system that links reports and curriculum. Agencies are encouraged to determine how well their curriculum aligns with the CASAS Competencies so that agencies can identify strengths and weaknesses in their curriculum. The competencies can be used to measure English and Life Skills proficiency across a broad range of levels so programs can teach and measure competency attainment from beginning literacy through high school completion.

What are Task Areas?

Task Areas are the written or graphic prompts in CASAS tests. These *Task Areas* are vital to student instruction, as students must not only be able to read a sentence, but must be able to understand vocabulary in the context of advertisements, newspaper articles, utility bills, or recipes. Teachers need to be familiar with these *Task Areas* so that they can target instruction for students to learn and practice a competency or content standard within these *Task Areas*. Note: Each *Task Area* shows as the fourth digit of the CASAS coding system, and is listed on various report templates and TOPSpro reports.

Reading Task Areas

1. Forms
2. Charts, maps, consumer billings, matrices, graphs, or tables
3. Articles, paragraphs, sentences, directions, or pictures
4. Signs, price tags, ads, or product labels
5. Measurement scales and diagrams

Listening Task Areas

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

The following sample test item assesses reading in the context of a telephone message. Each test item on a CASAS test is coded by competency and task area. This particular test item has been coded to both 2.1.7 – 3 and to 4.6.2 – 3.

8:30

Sara -

*Dan is
coming today at
11:00.*

Amy

Who is coming?

- A. Today
- B. Sara
- C. Dan
- D. Amy

Test Item Description and Code Number

| | | | |
|----------------------|-------------------|---|--|
| Item Description | Telephone message | | |
| Content Area | 2 | Community Resource | 4 Employment |
| Competency Area | 2.1 | Use the telephone and similar communication systems | 4.6 Communicate effectively in the workplace |
| Competency Statement | 2.1.7 | Take, interpret, and leave telephone messages | 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail |
| Task Type | 3 | Answer questions based on information found in articles, paragraphs, sentences, directions, manuals | |
| Difficulty Level | A | | |

What are Content Standards?



CASAS Web site at: [www.casas.org / About CASAS / Basic Skills Content Standards](http://www.casas.org/About_CASAS/Basic_Skills_Content_Standards)

Content Standards are the underlying basic skills of the CASAS Competencies. Teaching *Content Standards* (e.g., reading numbers, then reading clock times) provide students the literacy skill foundation students need to be successful in mastering the competencies.

CASAS Content Standards are categorized by a letter and numbering system. The letter designates the skill area. For ESL, there are Content Standards for reading and listening skills. Content Standards for writing and speaking are in development.

Within each *Content Standard Category* there are a number of *content standards* listed in order of difficulty.

Reading Content Standards Categories

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills

R4 Text in format

- R4.1** Read numbers
- R4.2** Read clock times
- R4.3** Read dates
- R4.4** Read money amounts
- R4.5** Read simple handwriting
- R4.6** Interpret simple forms (e.g. sign-in sheet, class registration)

Tie It Together

Imagine you're planning to teach a lesson on reading medicine labels to an intermediate low class.

What are some skills you may need to teach so that students can perform this task?

Look at the

Content Area

3. Health

Competency Area

3.4 Understand basic safety measures and health risks

Competency Statements

3.4.1. Interpret product label directions and safety warnings

Once you determine student level and the Competency Statement, ask your agency's TOPSpro staff for your ***Class by Competency Report**** that will provide you with the

Task Area

3. Stories, articles, paragraphs, sentences, directions, or pictures

4. Signs, price tags, ads, or product labels

Content Standards (Reading)

Vocabulary

R2.3 Interpret common high-frequency words and phrases in everyday contexts (e.g., labels)

R2.7 Interpret abbreviations in specialized contexts (e.g., tsp.)

General reading comprehension

R3.2 Read and understand simple sentences that contain familiar vocabulary

R3.6 Interpret simple written instructions

R3.10 Follow pronoun references within a text (e.g., This is important.)

R3.12 Use supporting illustrations to interpret text

Text in format

R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

Reading strategies

R6.1 Predict the content of a text from title, pictures, type of material

R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

*Note: If your program does not have TOPSpro software to generate test result reports, you can request your students' test results and manually create a Class Profile. To do this, you will need the information from your CASAS Test Administration Manual (TAM) about the competencies, task areas and content standards covered on each test form.

Section 4: Student Registration, Orientation, and Placement

What is the process for student registration?

During the registration process, personal information as well as certain demographic information required by the program is collected from the students. Sometimes this is a scan form (“bubble sheet” form), or a regular paper fill-in form, or an online form.

Florida statutes and Board of Education administrative rules require that local programs request four pieces of information from adult education students at the time of enrollment. Three of the four must be obtained from the student, and one is optional, although it must be requested. The four items are:

- Identity
- Age
- Address
- Social Security Number

The student’s identity must be obtained. It is not required that the identification document be issued by the state of Florida. Identification cards or driver’s licenses from other states or countries may be used. A passport may also be used.

The student’s age must be obtained. If this is included on the identification document provided, that is acceptable.

The student’s address must be obtained. If this is included on the identification document provided, that is acceptable. Adult education students are not required to provide proof of Florida residency, nor to show they have resided in the state for one year. The proof of Florida residency applies to students that are enrolling in courses that earn credits toward a degree. Any documentation that indicates the address at which a student resides is acceptable, such as an envelope addressed to the student that has been cleared by the Post Office, a utility bill or telephone bill. The purpose of obtaining the address is to have a means to contact the student for follow up information related to employment or post-secondary employment.

The Social Security Number must be requested, but is optional. If the student does not provide a Social Security Number, the program may generate an identifier number.

In addition to these required items needed to register a student in adult education programs, local programs must also provide information about the student’s learning and assessment activities to the state for reporting purposes.

In order to complete the registration process, Florida requires that local programs pretest enrolling students in the first 12 hours of instructional activity for correct placement in their new class. Preferably, all new enrolling students would be pretested before being given instruction.

What is the process for student orientation?

For students to meet their language-learning goals, a comprehensive orientation, including goal setting, needs to take place as close to the time of enrollment as possible. Some registration processes include orientations, while others expect teachers to provide an orientation for their students. Minimally, the following information should be shared with students:

- Programs offered/class schedules
- Rules and regulations
- Safety and emergency procedures
- How to set learning goals and steps to reaching goals

Needs assessments and goal setting are an important part of orientation. Identifying students' needs and goals is a powerful way to guide instruction and encourage student motivation and retention. There are a variety of goal setting activities that the teacher can do at the beginning of a class. For example, teachers may use a goal-setting questionnaire and steps for goal achievement, list goals and record what students learn in each class in a daily log, or even have the students set a "whole-class" goal for each week or term.

What is the process for placement?

Students are placed in class by interest area, skill level in English and by proximity to a class site. Once a student registers, the student should take a CASAS pretest for placement purposes.

Refer to the Florida Adult Education Assessment TA Paper for a complete explanation of the process for enrolling and placing adult education students using CASAS.



Gather the Information

- Locate a registration form that your site uses and place it in this handbook. Is it a fill-in form, bubble-in form, or an online form?



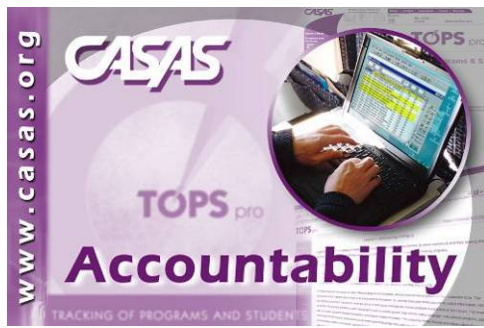
Ask a Supervisor or Lead Teacher – Registration and Placement

1. Where do students go to register at your site?
2. When can they register?
3. What type of appraisal or locator test is given?
4. Who gives the appraisal or locator test?
5. Who determines class placement for each student?
6. How is class placement determined?



Ask a Supervisor or Lead Teacher – Orientation and Goal Setting

1. When is student orientation at your site?
2. Are there orientation materials available for you to use? If so, what are they? Place a master set in this packet for your reference.
3. What goal setting activities are conducted in your program?
4. What goal setting activities do you plan to use with your class?



Section 5: Accountability

The accountability procedures used in Florida are designed to address the reporting requirements of both federal and state adult education funding sources.

Both federal and state rules require that all students enrolling in adult education programs must be tested during the first 12 hours of instructional activity. Both federal and state rules require that students in adult education programs must be pretested and posttested at intervals recommended by test publishers.

Most Florida programs use their own Management Information Systems (MIS) to collect and report student demographic, enrollment, and goal-related data. The information in the section below is provided ONLY for programs that use TOPSpro Entry and Update Records to collect student demographic, enrollment and goal-related data.



If your program uses TOPSpro Entry and Update Records, continue to go through this section. If you do not use TOPSpro, skip ahead to Section 6.

- A. Does your program have its own data collection system, or does it use TOPSpro Entry and Update Records?

- B. If your program has its own data collection system, find out what you need to do to use it.

What is an Entry Record?

Entry Records are required for every student in your program and include fields to collect demographics, such as student gender and date of birth. These records are used to monitor the student's reasons for enrollment, program they are enrolled in (ESL, EL Civics, CBET), and level.

In WIA Title II programs that use TOPSpro to collect student demographic and enrollment information, students who have accumulated 12 or more hours must have an Entry Record and an Update Record along with a pre- and post-test. This section reviews the TOPSpro Entry and Update Records.

Many agencies complete Entry Records through registration. However, if you are responsible for filling out the Entry Record with your students, remember that it is important to gather all the information. This information will help determine whether the students' needs are being met by your program and are vital for state and federal funding.



If your program uses, TOPS Pro for data collection:

Ask a Supervisor or Lead Teacher

At your site, are teachers required to fill out the Entry Record form?

- If not, who completes it?
- When must it be completed?

Sample Entry Record

Highest Year
Number of full years attended in US or other country. Use leading "0" if fewer than 10 years.

Highest Diploma or Degree
Mark one. Mark whether it was earned outside the US.

Directions
If your students must complete the Entry Record, please review the directions with them.

Instructional Program
Mark the one that applies to your class. Check with your data collection staff if you're not sure which one to mark.

Attainable Goal
Must be a realistic goal that the student can realistically attain before the end of the instructional program.

Special Programs
Check with your administrator to make sure any of these apply to the class you teach. These refer to specially funded programs, not topics you may teach in class.

Instructional Level
Mark student's level according to CASAS score on their appraisal or by using CASAS Skill Level Descriptors.

Provider Use
Leave blank unless otherwise instructed by your agency.

TOPS
Tracking Of Programs and Students

EUUS-008

Entry Record

Agency # 1964

Acuna Rosalina (701) 559-4896

Student Last Name First Middle Phone Number
Staff, Person 1530 Main Street James Town, CA 95846

Instructor Name Student Address City State

Directions for marking answers
• Use No. 2 pencil only • Make dark marks that fill rectangle completely
• Do NOT use ink or ballpoint pen • Erase cleanly any answers you change

STUDENT IDENTIFICATION
9 1 3 4 2 5 0 9 8

4 GENDER Male Female

5 DATE OF BIRTH
05 0 9 7 7

6 HIGHEST YEAR OF SCHOOL COMPLETED 10

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
 None
 GED Certificate
 High School Diploma
 Technical / Certificate
 A.A. / A.S. Degree
 4 yr. College Graduate
 Graduate Studies
 Other

8 ETHNICITY (Mark one)
 Hispanic or Latino
 not Hispanic or Latino

9 NATIVE LANGUAGE (Mark one)
 English
 Spanish
 Vietnamese
 Chinese
 Hindi
 Cambodian
 Tagalog
 Korean
 Laotian
 Russian
 Farsi
 Other

8a RACE (Mark one or more)
 White
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 Filipino
 American Indian
 Alaska Native

10 DATE OF ENTRY TO THIS CLASS
1 6 0 7

11 INSTRUCTIONAL PROGRAM (Mark one)
 Basic Skills (ABE)
 ESL
 ESL / Citizenship
 Citizenship
 High School Diploma
 GED
 Spanish GED
 Career / Tech Ed
 Workforce Readiness
 Adults w / Disabilities
 Health & Safety
 Home Economics
 Parent Education
 Older Adults
 Other

12 Attainable Goal Within Program Year (Mark one in each column)
1 2 (1=Primary, 2=Secondary)
 Improve basic skills
 H.S. Diploma / GED
 Get a job
 Retain job
 Enter college or training
 Work-based project
 Family goal
 U.S. Citizenship
 Military
 Personal goal
 None
 Other

13 SPECIAL PROGRAMS (Mark all that apply)
 None
 Jail
 Community Corrections
 State Corrections
 Homeless Program
 Family Literacy
 Workplace Ed.
 Tutoring
 Distance Learning
 Special Needs
 Alternative Ed. [K12]
 Non-traditional Training
 EL Civics
 Carl Perkins
 Other

14 PERSONAL STATUS (Mark all that apply or leave blank)
 TANF
 Other Public Assistance
 WIA I
 Jail
 Rehabilitation
 Concurrently Enrolled in high school / K12
 Dislocated Worker
 Veteran
 Disabled
 Displaced
 Single Parent
 Other

15 LABOR FORCE STATUS (Mark one)
 Employed
 Unemployed
 Not employed and not seeking work
 Retired

16 HOME PHONE CODE

17 CLASS NUMBER
03506013

18 INSTRUCTIONAL LEVEL (Mark one)
ESL
 Beg. Literacy
 Beg. Low
 Beg. High
 Int. Low
 Int. High
 Advanced
Basic Skills (ABE)
 Beg. Literacy
 Beginning
 Int. Low
 Int. High
 ASE Low
 ASE High

19 SKILL LEVEL
T S L R M W
0 0 0 0 0 0
1 1 1 1 1 1
2 2 2 2 2 2
3 3 3 3 3 3
4 4 4 4 4 4
5 5 5 5 5 5
6 6 6 6 6 6
7 7 7 7 7 7
8 8 8 8 8 8
9 9 9 9 9 9
10 10 10 10 10 10

20 PROVIDER USE
A B C D E F
0 0 0 0 0 0
1 1 1 1 1 1
2 2 2 2 2 2
3 3 3 3 3 3
4 4 4 4 4 4
5 5 5 5 5 5
6 6 6 6 6 6
7 7 7 7 7 7
8 8 8 8 8 8
9 9 9 9 9 9

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TOPSpro software www.casas.org CASAS

What is an Update Record?

The following information is ONLY for programs that use TOPSpro Update Records.

An **Update Record** provides important information about a student, including status in the program, progress, learner results, instructional level at update, and reason for changing or exiting the program or class. Teachers complete an **Update Record** to document completed student outcomes.

While some agencies are moving toward a system of completing Update Records online through their attendance system, most agencies still have their teachers fill out these forms by hand.



Ask a Supervisor or Lead Teacher

1. Are Update Records automatically generated for your dropped students or do you need to request them?
2. If you need to request them, from whom do you request them?

Name: _____ Phone: _____ Email: _____

3. List three ways you know if your students have reached their personal, family, and/or academic goals? (student portfolios, interviews, etc.)

Sample Update Record

Depending on your program's procedures, you will need to complete an Update Record at the end of a semester, end of the fiscal year, or once you have dropped a student from your class. Please refer to your state policy for more detailed instructions.

TOPS EUUS-008

Agency # 1954 Tracking Of Programs and Students

Update Record

1a Acuna Rosalina
Student Last Name First Middle

2 Staff, Person 1b 1500 Main Street James
Instructor Name Student Address City

Box 4 – Date of Class Update
Mark the last date of attendance for the student or the date you are completing the Update.

3 IDENTIFICATION

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

4 DATE OF CLASS UPDATE

| | | | | |
|-----|-------------------------------------|---|-----|---|
| 09 | 0 | 4 | 0 | 7 |
| Jan | <input type="checkbox"/> | 0 | 200 | 0 |
| Feb | <input type="checkbox"/> | 1 | 200 | 1 |
| Mar | <input type="checkbox"/> | 2 | 200 | 2 |
| Apr | <input type="checkbox"/> | 3 | 200 | 3 |
| May | <input type="checkbox"/> | 4 | 200 | 4 |
| Jun | <input type="checkbox"/> | 5 | 200 | 5 |
| Jul | <input type="checkbox"/> | 6 | 200 | 6 |
| Aug | <input type="checkbox"/> | 7 | 200 | 7 |
| Sep | <input checked="" type="checkbox"/> | 8 | 200 | 8 |
| Oct | <input type="checkbox"/> | 9 | 200 | 9 |
| Nov | <input type="checkbox"/> | 0 | 201 | 0 |
| Dec | <input type="checkbox"/> | 1 | 201 | 1 |

5 HOURS OF INSTRUCTION

| | | | |
|------|---|---|---|
| 0034 | | | |
| 0 | 0 | 3 | 4 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

Box 7 – Status Mark “Retained in Program” if the student has changed to another teacher’s class, you think s/he may return, or it’s June and the student plans to continue in the summer. Mark “Left Program” if the student has not been in class for 90 consecutive days.

6 INSTRUCTIONAL PROGRAM (Mark one)

Basic Skills (ABE)

ESL

ESL / Citizenship

Citizenship

High School Diploma

GED

Spanish GED

Career / Tech Ed

Workforce Readiness

Adults w / Disabilities

Health & Safety

Home Economics

Parent Education

Older Adults

Other

7 STATUS (Mark one)

Retained in program

Left program

No show or did not attend at least 12 hours

Box 9 – Learner Results
This is your chance to show all the things your student has accomplished while in your class.

9 LEARNER RESULTS (Mark all that apply)

| WORK | PERSONAL / FAMILY | COMMUNITY | EDUCATION |
|--|--|---|---|
| <input type="checkbox"/> Got a job | <input type="checkbox"/> Increased involvement in children's education | <input type="checkbox"/> Achieved U.S. Citizenship | <input type="checkbox"/> Returned to school |
| <input type="checkbox"/> Retained job | <input type="checkbox"/> Increased involvement in children's literacy related activities | <input type="checkbox"/> Registered to vote or voted for first time | <input type="checkbox"/> Passed GED |
| <input type="checkbox"/> Met work-based project goal | <input type="checkbox"/> Met other family goal | <input checked="" type="checkbox"/> Increased involvement in community activities | <input type="checkbox"/> Earned certificate |
| <input type="checkbox"/> Entered job training | <input type="checkbox"/> Met personal goal | <input type="checkbox"/> Other | <input type="checkbox"/> Earned high school diploma |
| <input type="checkbox"/> Entered apprenticeship | <input type="checkbox"/> Other | | <input type="checkbox"/> Entered college |
| <input type="checkbox"/> Entered workforce readiness | | | <input type="checkbox"/> Entered trade school |
| <input type="checkbox"/> Entered public assistance | | | <input type="checkbox"/> Gained college credit |
| | | | <input type="checkbox"/> Mastered GED |
| | | | <input type="checkbox"/> Mastered other educational program |
| | | | <input type="checkbox"/> Other |

Box 8 – Progress
Mark one. “Progressed...” for those who have not completed a level (e.g. Beginning, Low) or program (e.g. ESL). “Completed” for those who have completed a level or program, but are not currently receiving instruction at the next level or anywhere in your program. “Advanced...” for those now receiving instruction in your program at a higher level than stated on their Entry Record.

8 PROGRESS (Mark highest)

Progressed within level or program

Completed level or program

Advanced to a higher level or program

Box 11 – Instructional Level
Mark the level that the student performs at in class. Use the CASAS Skill Level Descriptors to help you decide.

11 INSTRUCTIONAL LEVEL (Mark one)

| ESL | Basic Skills (ABE) |
|--|--|
| <input type="checkbox"/> Beg. Literacy | <input type="checkbox"/> Beg. Literacy |
| <input type="checkbox"/> Beg. Low | <input type="checkbox"/> Beginning |
| <input type="checkbox"/> Beg. High | <input type="checkbox"/> Int. Low |
| <input checked="" type="checkbox"/> Int. Low | <input type="checkbox"/> Int. High |
| <input type="checkbox"/> Int. High | <input type="checkbox"/> ASE Low |
| <input type="checkbox"/> Advanced | <input type="checkbox"/> ASE High |
| <input type="checkbox"/> Completed | <input type="checkbox"/> Completed |
| <input type="checkbox"/> Adv. High | <input type="checkbox"/> ASE High |

12 SKILL LEVEL

| | | | | | |
|----|----|----|----|----|----|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |
| 10 | 10 | 10 | 10 | 10 | 10 |

Box 13 – Reason for Exiting
Must complete if Box 7 is marked “Left Program.” Otherwise, this is a great tool for determining agency needs. Mark the one that most closely applies. Mark “End of Program Year” if students will continue into the next fiscal year.

13 REASON (Mark one)

Changed class or program

Completed Program

Met goal

End of program year

Got a job

Moved

Schedule conflict

Lack of transportation

Lack of interest

Public safety

Administratively separated

Unknown reason

Other known reason

14 Sub-sections of GED passed

Language

Arts, Writing

Science

Social Studies

Box 14 – GED
For GED classes only.

15 High School credits earned

Multiple bubbles are added together

0.5

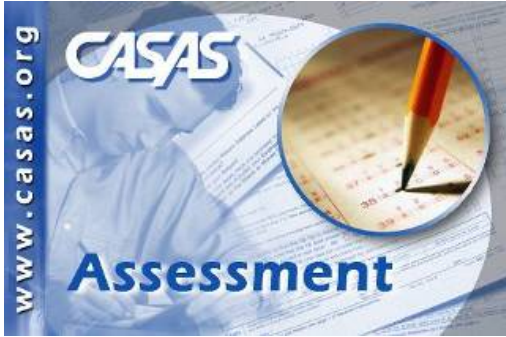
1.0

2.0

10.0

20.0

30.0



Section 6: CASAS Testing

What is CASAS testing and what is my responsibility?

Appraisal, pre- and post-testing overview



1. Place: Appraisals

The FLDOE encourages, but does not require, the use of Appraisals to determine the pretest level that students should be given. CASAS has approved a process for adult education programs in Florida to administer certain pretests in place of an Appraisal. Refer to the FLDOE Adult Education Assessment TA Paper on the process for pre-testing and placing students.

The purpose of the Appraisal Process is to:

- determine readiness for a program and instructional level for the student
- identify the correct CASAS pretest level

At the time of registration, students may be given an appraisal to determine their English language skill and literacy level. Some agencies have developed their own placement system. In many programs, the registration process for new ESL students includes the **CASAS Appraisal Form 80**.

The appraisal is not a pretest, but a tool to determine the correct pretest.

In CASAS eTests, the computer-delivered version, students take a short Locator test and then move directly into the appropriate pretest.

2. Diagnose: Pretest

The pretest is given upon entry into the program. “Pretest” denotes the first CASAS test administered to students after an appraisal. The pretest measures what a student knows at the beginning of your class. The results of the pretest help determine the learning needs of your students and help guide instruction.

3. Instruct

Instruction is a time for ongoing, informal assessment. Instruction is guided by pretest results. You will learn more about test results reports and finding appropriate instructional materials in Section 9.

4. Monitor: post-tests

The FLDOE requires that adult education programs follow the guidelines provided by CASAS on the number of hours to provide instruction between pretest and post-test. Refer to the Adult Education Assessment TA Paper for complete guidance on the procedures for post-testing students.

The post-test measures what the student knows after completing a substantial number of hours in your class. These test results help you monitor the progress the student is making in your class.

Each student takes a minimum of two (2) CASAS tests while enrolled in your class: a pretest and a post-test. Additional post-tests may be administered throughout the year to continue to monitor progress.

You must be trained to administer these tests by someone at your agency that has been certified by CASAS. Only staff who have completed the CASAS Implementation Training may train you.
Note: In some programs, teachers are not permitted to give CASAS tests.

Testing students with standardized tests enables funded programs to be accountable to their funding sources by measuring student progress in a way that can be compared with other programs and states over time. It also helps in correct placement for class or level, measures learning from one test to the next, and provides information regarding strengths and weaknesses in particular skill areas so that they can be addressed. CASAS has also developed assessments that are appropriate to measure listening, reading, writing and speaking skills.

- For pre- and post-testing in **reading**, the *Life and Work Series* is approved for use in adult ESOL and ABE programs. One of the adult ESOL courses, English Literacy for Career and Technical Education (ELCATE) uses the *Employability Competency Series* (ECS) to test reading.
- For pre- and post-testing in **listening**, Adult ESOL programs may in Florida use the *Life and Work Series* listening tests.
- For pre- and post-testing in **writing**, ABE programs in Florida may use the Functional Writing Assessment (FWA).

Each CASAS test series has its own *Test Administration Manual*. It is very important to refer to the *Test Administration Manual* of test series you are using, as score charts and testing instructions are different for each test series.

It is important to remember that if a reading pretest is administered, the post-test must also be a reading test in the same series; a listening pretest must be followed by a listening post-test. They are not interchangeable.

Adult ESOL programs must pretest and post-test students with a reading test **and** a listening test. The lowest of the two scores is used to determine the level of the student for reporting purposes. Refer to the Adult Education Assessment TA Paper for a complete explanation.



Ask a Supervisor or Lead Teacher

1. Who conducts CASAS testing in your program?
2. Which CASAS test series is used in your class?
3. Are teachers permitted to give CASAS tests in your program? If you are permitted to test, where can you access the Test Administration Manual?
4. Which skills are tested? Reading, Listening, Writing, or all three skills?

How do I fill out the Test Record form?

The information below is provided for programs that use the TOPSpro Test Record. It is necessary to use the TOPSpro Test Record to use TOPSpro to score, track and report test results.

To ensure that all testing data are submitted correctly, you must fill in the *Test Record form* accurately. On the Test Record form, there are important fields that need to be completed. Some agencies pre-print (or “pre-slug”) the forms with students’ information; otherwise, each form needs to be filled in by hand.

Sample Test Record

TOPS
Tracking Of Programs and Students

TRUS-008

① **Student Last Name**
Make sure that the name appears *exactly* as it does on your attendance records.

| PRACTICE | | | |
|----------|---|---|---|
| 1 | A | B | C |
| 2 | A | B | C |
| 3 | A | B | C |

Practice
Use this box for students to mark their answers to the practice items in the test booklet.

① Acuna Rosalina
Student Last Name First

② Staff, Person
Instructor Name

② **Instructor Name**
Please print if not pre-slugged for you.

| | | | | | | | |
|----------|--|--|--|--|--|--|--|
| Agency # | | | | | | | |
| Site # | | | | | | | |

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

| Right | | |
|-------|---|---|
| 0 | 1 | 2 |
| 3 | 4 | 5 |
| Wrong | | |
| 6 | 7 | 8 |
| 9 | 0 | 1 |

Directions for marking answers
Use this box to review with your students how to bubble in their answers.

③ **Student Identification**
Use the ID number found on your attendance records.

③ **STUDENT IDENTIFICATION**

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

Is this your Social Security #? Yes No

Is this your SSN?
Mark "No" if ③ is blank or if using a site-assigned number.

④ **FORM NUMBER**

| | | | |
|---|---|---|---|
| 0 | 8 | 3 | R |
| 0 | 0 | 0 | X |
| 1 | 1 | 1 | M |
| 2 | 2 | 2 | L |
| 3 | 3 | 3 | W |
| 4 | 4 | 4 | S |
| 5 | 5 | 5 | G |
| 6 | 6 | 6 | C |
| 7 | 7 | 7 | |
| 8 | 8 | 8 | B |
| 9 | 9 | 9 | |

⑤ **TEST DATE**

| | | | | |
|-----|-------------------------------------|---|-----|---|
| 09 | 0 | 1 | 0 | 7 |
| Jan | <input type="checkbox"/> | 0 | 200 | 0 |
| Feb | <input type="checkbox"/> | 1 | 200 | 1 |
| Mar | <input type="checkbox"/> | 2 | 200 | 2 |
| Apr | <input type="checkbox"/> | 3 | 200 | 3 |
| May | <input type="checkbox"/> | 4 | 200 | 4 |
| Jun | <input type="checkbox"/> | 5 | 200 | 5 |
| Jul | <input type="checkbox"/> | 6 | 200 | 6 |
| Aug | <input type="checkbox"/> | 7 | 200 | 7 |
| Sep | <input checked="" type="checkbox"/> | 8 | 200 | 8 |
| Oct | <input type="checkbox"/> | 9 | 200 | 9 |
| Nov | <input type="checkbox"/> | | 201 | 0 |
| Dec | <input type="checkbox"/> | | 201 | 1 |

④ **Form Number**
This number is found on front of the test booklets. Use a leading 0 – for example, write 082R or 082RX (Reading test).

⑤ **Test Date**
Mark the date the student takes the test.

⑥ **Class Number**
Mark your class number here.

⑥ **CLASS NUMBER**

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

⑦ **Instructional Program**
Mark the one that applies to your class. Check with your data collection staff if you're not sure which one to mark.

⑦ **INSTRUCTIONAL PROGRAM**
(Mark one)

- Basic Skills (ABE)
- ESL
- ESL / Citizenship
- Citizenship
- High School Diploma
- GED
- Spanish GED
- Career / Tech Ed
- Workforce Readiness
- Adults w / Disabilities
- Health & Safety
- Home Economics
- Parent Education
- Older Adults
- Other

⑧ **HOURS OF INSTRUCTION***

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

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

⑨ **RAW SCORE**

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

⑨ **Raw Score**
To scan information for forms 27R and 28R, write the number correct here.

Student does not yet have the skills to be tested.

If you have a student who is unable to get a valid score on a form 27R or 28R, mark this box. Don't forget to re-test the student after s/he has completed some class time!

⑩ **TEST 1** ⑪ **TEST 2** ⑫ **TEST 3** ⑬ **TEST 4**

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

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The CASAS Scale and Skill Level Descriptors



CASAS Web site at: [www.casas.org / About CASAS / Skill Level Descriptors](http://www.casas.org/AboutCASAS/SkillLevelDescriptors)

Results from CASAS tests are translated from a raw score (the number correct) to a scale score, and relate to a unique numerical scale showing level of proficiency.

| CASAS Levels - ESL | | |
|--------------------------------------|---|---------|
| Proficient Skills | E | 246 + |
| Adult Secondary | D | 236-245 |
| Advanced ESL | C | 221-235 |
| High Intermediate ESL | B | 211-220 |
| Low Intermediate ESL | | 201-210 |
| High Beginning ESL | A | 191-200 |
| Low Beginning ESL | | 181-190 |
| Beginning Literacy/Pre-Beginning ESL | | 150-180 |

Each proficiency level defined by this CASAS scale score range corresponds to descriptors of performance in terms of employment and adult life skills. These *Skill Level Descriptors* describe in positive terms what a person is able to do or learn within a range of the scale scores.

Keep in mind that the descriptors only apply to the type of test given. For example, if a student took a reading test, only the reading descriptors at that determined level are applicable to that student. Do not assume that the listening, speaking, or writing skills are at the same level.

Below is an excerpt from the Skill Level Descriptors for ESL.

| | | |
|-----|---|---|
| 220 | B | <p>High Intermediate ESL</p> <p>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 materials 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)</p> |
| 215 | | <p>Low Intermediate ESL</p> <p>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 and 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.</p> |
| 210 | | |
| 205 | | |
| 200 | | |

CASAS across the levels

Here are examples of test items (or questions) at three different levels along the CASAS scale. Each test question has a display (a picture or a cue) which the student reads, and then a question with four multiple choice answers to select from.

Competency 2.1.7: Take or interpret telephone messages

The diagram illustrates three levels of CASAS test items on a scale from 150 to 250. Arrows point from the scale to the corresponding level and test item.

- A Level (185):** Question: "Who is coming?"
Options: A. today, B. Sara, C. Dan, D. Amy.
Display: A note from Sara at 8:30 saying "Dan is coming today at 11:00." signed Amy.
- B Level (205):** Question: "When does the caller want to meet?"
Options: A. at 8:20, B. on 3/15, C. on Monday, D. downtown.
Display: A message card titled "WHILE YOU WERE OUT" with fields for Date (3/15), Time (8:20), To (Lisa), From (Mr. Harper), and Of (Lofton College). It includes checkboxes for "Telephoned", "Returned your call", "Please call", "Will call again", and "Urgent". The message text is "Can you meet him downtown on Mon. at 1:30?". Taken by: Paula.
- C Level (221):** Question: "What should be done with this message?"
Options: A. Paula should give it to Mr. Harper, B. Mr. Harper should give it to Lisa, C. Lisa should give it to Mr. Harper, D. Paula should give it to Lisa.

A Level: The student reads a simple note, and selects the answer A, B, C, or D to a simple question: "Who is coming?" This question is at a reading level of 185 on the CASAS scale.

B Level: The student reads the message and selects the answer to "When does the caller want to meet?" This type of question is at a reading level of 205 on the CASAS scale.

C Level: The question may require some critical thinking. "What should be done with this message?" is a question that is at a reading level of 221 on the CASAS scale.

No entity (individual, school, program or business enterprise) may use or copy displays, questions, or answers that appear on any CASAS test to create materials to teach or to prepare students to answer CASAS test items.

Section 7: Administration and Storage of Tests

Anyone who administers CASAS tests must be trained by a CASAS-certified trainer. CASAS allows persons at the local program level that have been trained by a CASAS-certified trainer to train only other staff at their local program on the procedures to administer the test.

In Florida, CASAS has certified state trainers that provide CASAS test administration trainings through the Regional Training Councils (RTCs). The contact information for RTCs can be found at the [Florida TechNet](#) Web site.

How do I Administer CASAS Tests?

Follow these guidelines to administer all CASAS paper-delivered tests. See instructions for CASAS eTests in Section 8.

Needed for testing day:

- Test Administration Manual
- Test booklets (Number your booklets for tracking and security purposes.)
- Answer sheets and #2 pencils (if using scannable answer sheets)
- A reliable CD or cassette player and the test CD or tape for listening tests
- Overhead of the answer sheet (optional)



See the “Guidelines for Providing Accommodations for CASAS Assessment for Learners with Disabilities” at [www.casas.org / Products and Services / Accommodations](http://www.casas.org/Products_and_Services/Accommodations) or in your Test Administration Manual for alternate test forms available and for a list of approved accommodations.

Preparation for testing

- Students may not use dictionaries or calculators
- Teachers may not read questions to the students

Getting started

- Provide a quiet testing room
- Space students apart
- Maximum of 25 learners per proctor
- Explain purpose for testing
- Ease student anxiety
- Pass out pencils, answer sheets, and scratch paper
- Assist in completing the demographic portion of the answer sheet
- Demonstrate how to mark answer sheets

Give the test

- Pass out test booklets
- Read the test directions and review practice items
- Encourage test-takers to review their own answers
- Write start and end times on the board
- Begin the test
- Monitor test-takers

Test timing guidelines

- **Appraisals** – check the appropriate administration manual for the suggested times allotted for each section of the appraisal.
- **Pre- and post-tests** – allow about one hour.
 - These tests are not strictly timed. See the Test Administration Manual for more information.
 - Allow the same amount of time for pre and post-tests.
 - Students who are not able to complete the test within the hour can be given a few extra minutes to complete the question they are working on.
 - Students are not allowed to “finish” the test at another time. However, please refer to the Test Accommodations section in the Test Administration Manual for students with disabilities.
- For **listening tests**, timing is determined by the tape or CD used for the test.
 - Do not stop the tape or CD once the test begins.

If students are having a great deal of difficulty with test items, and obviously cannot complete them, they may be dismissed. Submit the test as is to your scoring staff. They will score the test and let you know if the student received an accurate score or if the student needs to be retested at a lower level.

Test security is vital. All CASAS test materials including test booklets and answer sheets (which contain marks or responses) must be stored in a locked, preferably fireproof, file cabinet. After administering assessments, teachers must return all materials immediately to the program director or the director’s designees. Duplication of any part of CASAS tests is prohibited.



Ask a Supervisor or Lead Teacher

1. Where are the CASAS test booklets stored at your site?
2. If you are permitted to give CASAS tests, what is the check-in/check-out procedure when you take CASAS test booklets to your class?

Section 8: Appraisals, Pretests, and Post-Tests

Appraisals

See the Form 80 Appraisal Test Administration Manual for additional screening tools for speaking and writing.

The raw score is the number correct on the test. The raw score is not the score you will use. You will use a scale score. All CASAS test results are reported as scale scores, and all CASAS reports refer to scale scores, not raw scores

Convert the raw score to the scale score using the Score Conversion Chart for the test that was administered. For example, if **Maria Gonzalez has a CASAS Appraisal Reading raw score of 10, then her scale score is 207.**

There are different *Score Conversion Charts* for test types (reading, listening, etc.), test series and for appraisals. The test administration manuals contain the raw to scale score conversion charts for each test. **Use the *Score Conversion Chart* for the test you are using!**

Based on the appraisal, students are placed in a particular class or level. Some programs give the appraisal and the pretest before placing students in class. They use the pretest score to place students in class.

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

What's the difference between an Appraisal and a Pre/Post-test?

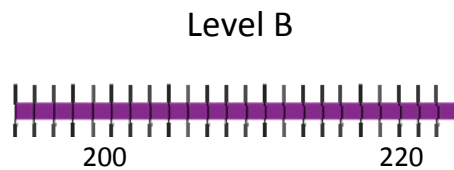
Appraisals

There are 20-25 test items in the CASAS Appraisals (depending on which one is administered.) The items are widely distributed along the CASAS scale. They range from very easy items to difficult items.



Pre- and Post-tests

There can be anywhere from 25 – 35 test items in the pre- and post-tests. These test items are clustered at a specific proficiency level, and include items from low to high difficulty within that specified range. The comparison between pre and post-test scores documents learning gains.



Pretests: How do you know which pretest to give?



Use the CASAS appraisal score to determine the pretest level. The Suggested Next Test (SNT) Charts provide information about which test form to give next. Find the SNT Charts in your Test Administration Manual or at: [www.casas.org / Research and Reports / Assessment Research / Suggested Next Test Charts](http://www.casas.org/Research%20and%20Reports/Assessment%20Research/Suggested%20Next%20Test%20Charts).

Select a Pretest Level based on an Appraisal Score

Use the CASAS appraisal score to determine the pretest level. From the appraisal test score, find the suggested next test level to administer in a CASAS testing progression. The chart below indicates which test level to give your student.

Appraisal Suggested Next Test Chart

| LISTENING | | READING | |
|-----------|-----------------|----------|-----------------|
| Form 80L | | Form 80R | |
| Score | Next Test Level | Score | Next Test Level |
| 171 | A | 171 | A |
| 179 | A | 180 | A |
| 184 | A | 185 | A |
| 188 | A | 189 | A |
| 191 | A | 193 | AX or A |
| 193 | A | 196 | B or AX |
| 196 | A | 199 | B or AX |
| 198 | B or A | 201 | B or AX |
| 200 | B | 204 | B or AX |
| 202 | B | 207 | B |
| 204 | B | 209 | B |
| 206 | B | 212 | C or B |
| 208 | B | 214 | C or B |
| 210 | B | 216 | C or B |
| 212 | C or B | 219 | C or B |
| 214 | C or B | 222 | C |
| 216 | C | 224 | C |
| 218 | C | 227 | C |
| 220 | C | 230 | D or C |
| 223 | C | 234 | D or C |
| 225 | C | 237 | D |
| 229 | C | 240 | D |
| 233 | C | 242 | D |
| 235 | C | 244 | D |
| 237 | C | 246 | D |
| 239 | C | | |

Our student, Maria Gonzalez, had a score of 207 on her reading appraisal. Her pretest level is Level B.

Then refer to the *CASAS Test Forms Chart* found in the Test Administration Manual to identify appropriate test form numbers. Select a pretest based on the series used at your agency. (This chart is for the *Life and Work Reading Series*.)

Test Forms Chart – Life and Work Series

| Level | Reading (L&W) |
|----------|----------------------|
| Literacy | 27R, 28R |
| A | 81R, 82R |
| AX | 81 RX, 82 RX |
| B | 83R, 84R |
| C | 85R, 86R, 185R, 186R |
| D | 187R, 188R |

Maria Gonzalez should take an 83R or 84R for her pretest.



Ask a Supervisor or Lead Teacher

1. When is the pretest given at your site?

2. How do you determine which post-test form to give?

Scores Outside the Accuracy Range

In spite of your best efforts to appraise students' skills, occasionally students will not perform on their pretest as anticipated. Sometimes, students may score lower than expected or higher than expected and "top out" of the test.

For low pretest scores, the student may have been ill, or skipped a line on the answer sheet and marked the rest of the answers on the wrong line, or the wrong Test Form Number was bubbled in on the student's answer sheet.

For higher than expected test scores, a student may have received "help" on the appraisal.

The technical errors can be easily remedied, but the others cannot. Sometimes you have to re-test the student. Other times a student is given a test form that is below their ability and they "top out" of the test. In any of these cases, the student does not have an accurate pretest score – the base line from which their progress is measured by the post-test.

According to this score conversion chart, if a student only scores 1-3 answers correct on this test, the student should be given a test at a lower level. This test was too hard for the student.

If another student scores 29 to 32 answers correct, the student should be given a test at the next higher level. This test was too easy for the student.

A diamond ♦ score represents a "conservative estimate" of a student's true ability. This score may be used if there is no opportunity to re-test the student at a higher level.

For example, a student post-tests at the end of the school year and receives a diamond ♦ score. The agency will be able to document the student's learning gain by comparing the student's pretest score to this diamond ♦ score.

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

Post-tests

The *post-test* results show the progress the student is making in your class and are an excellent way to monitor that progress.

Post-tests can be given multiple times throughout the year. However, be mindful of under- and over-testing. Research shows that students are more likely to show learning gains after completing 70-100 hours of class time. Post-testing students more frequently (say, every 20 hours) will not provide your agency with better results. Your agency will have a testing policy and/or schedule of post-testing based on how long students typically remain in the program, intensity of program, and program schedule.


Students pretest and post-test (and can continue to post-test) within a test level until the student scores high enough to move to the next test level. In other words, a student can continue taking tests within Level A, moving from 81R → 82R → 81R. When a student scores high enough to move to the next test level, according to the Suggested Next Test chart, they should take 81RX.

| LEVEL A | | | | LEVEL A EXTENDED | | | |
|-----------|-------------|-----------|-------------|------------------|-------------|------------|-------------|
| Form 81 R | | Form 82 R | | Form 81 RX | | Form 82 RX | |
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 1 | | 1 | | 1 | - | 1 | - |
| 2 | | 2 | | 2 | - | 2 | - |
| 3 | | 3 | | 3 | - | 3 | - |
| 4 | | 4 | | 4 | - | 4 | - |
| 5 | | 5 | 170 | 5 | 182 | 5 | 182 |
| 6 | | 6 | 173 | 6 | 184 | 6 | 184 |
| 7 | | 7 | 176 | 7 | 186 | 7 | 186 |
| 8 | | 8 | 178 | 8 | 188 | 8 | 188 |
| 9 | | 9 | 180 | 9 | 190 | 9 | 190 |
| 10 | | 10 | 182 | 10 | 192 | 10 | 192 |
| 11 | | 11 | 184 | 11 | 194 | 11 | 194 |
| 12 | | 12 | 186 | 12 | 196 | 12 | 196 |
| 13 | | 13 | 188 | 13 | 197 | 13 | 197 |
| 14 | | 14 | 191 | 14 | 199 | 14 | 199 |
| 15 | | 15 | 193 | 15 | 201 | 15 | 200 |
| 16 | | 16 | 195 | 16 | 202 | 16 | 202 |
| 17 | | 17 | 197 | 17 | 204 | 17 | 204 |
| 18 | | 18 | 200 | 18 | 206 | 18 | 206 |
| 19 | | 19 | 203 | 19 | 208 | 19 | 208 |
| 20 | | 20 | 205 ♦ | 20 | 210 | 20 | 210 |
| 21 | | 21 | 206 ♦ | 21 | 212 | 21 | 212 |
| 22 | | 22 | 208 ♦ | 22 | 214 | 22 | 214 |
| 23 | | 23 | 209 ♦ | 23 | 216 | 23 | 216 |
| 24 | | 24 | 210 ♦ | 24 | 218 ♦ | 24 | 218 ♦ |
| | | | | 25 | 220 ♦ | 25 | 220 ♦ |
| | | | | 26 | 222 ♦ | 26 | 222 ♦ |
| | | | | 27 | 224 ♦ | 27 | 224 ♦ |
| | | | | 28 | 227 ♦ | 28 | 227 ♦ |

| | | | |
|--|---|--|--|
| Pretest (Points to Form 81 R, Row 7) | Second Post-test Student now has a high enough score to move to Level AX. | First Post-Test (Points to Form 81 RX, Row 12) | Third Post-Test Student now has a high enough score to move to Level AX or B tests for next post-test. |
|--|---|--|--|

The information below is provided for programs that use TOPS Pro.

TOPSpro has a Suggested Next Test Report to help you determine which test forms to give next. Here is an example.

| 10/01/2007 15:07:10 | | Suggested Next Test Level Detail by Class | | | | | Page: 1 SNTD3 | |
|---|-------------|--|------|------------|-----------|-------------|--------------------|---|
| | | 4908 - Rolling Hills Adult School | | | | | | |
| | | Test Dates between 07/01/2007 and 06/30/2008 | | | | | | |
| Agency: 4908 - Rolling Hills Adult School | | | | | | | Teacher: | |
| Site: 6 - Southwest Campus | | | | | | | | |
| Class: 005 - ESL Intermediate Low | | | | | | | | |
| Course: | | | | | | | | |
| Student | | Test History | | | | | | Suggested Next Test Level For Last Test Taken |
| | | Date | Form | Test Level | Raw Score | Scale Score | Class Administered | |
| Acuna, Rosalina | - *****5098 | 09/01/2007 | 083R | B | 22 | 216 | 005 | |
| | | 11/04/2007 | 084R | B | 26 | 224 | 005 | Level C  |
| Alvarez, Georgina Leonor | - *****9342 | 01/29/2008 | 054L | B | 18 | 206 | 005 | |
| | | 05/17/2008 | 055L | C | 11 | 210 | 005 | Level C |
| | | 01/07/2008 | 020R | | 7 | 204 | 005 | |
| | | 01/28/2008 | 083R | B | 19 | 212 | 005 | |
| | | 05/06/2008 | 084R | B | 28 | 229 | 005 | Level C |
| Cabrera, Dora A | - 060882 | 02/05/2008 | 054L | B | 17 | 204 | 005 | Level B |
| | | 02/05/2008 | 083R | B | 29 | 230 | 005 | |



Ask a Supervisor or Lead Teacher: How are post-tests administered at your site?

1. Who is responsible for determining which post-test to give to each student?
2. Who is responsible for giving the post-test to your students?
3. If the post-test is administered in your class, after how many hours are you instructed to give it?
4. Does your site have a testing calendar? If so, get a copy and place it in this handbook.
5. About how often do you post test your students? (Every quarter, before major holidays, etc.)
6. What can you do to ensure that students who are absent during post-testing eventually get tested?

CASAS Test Preparation

CASAS encourages the use of the Competencies, Content Standards, QuickSearch (introduced later in this handbook), and other materials to link assessment, curriculum, and instruction and prepare students for post-testing.

Test Preparation Guidelines

Appropriate strategies:

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



Innapropriate strategies:

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



Sample Test Items



Download the Sample Test Items from the CASAS website at [www.casas.org / Products and Services / Test Support Materials / Sample Test Items](http://www.casas.org/Products%20and%20Services/Test%20Support%20Materials/Sample%20Test%20Items)

Sample Test Items are a resource available to help:

- Familiarize students and teachers with the CASAS test format
- Practice test taking skills and ease test-taking anxiety
- Practice marking the answer sheet (You may use TOPSpro Test Records for practice.)

There are Sample Test Items available for Levels A, B, C, and D in the Life and Work Reading series and levels A, B, and C in the Life and Work Listening Series and the Life Skills Listening Series. There are 5 to 6 test items for each of the three skill levels. Remember, these Sample Test Items are not a predictor of performance.



Gather the Information

1. Download the Reading Sample Test Items from the CASAS Website. Take the Reading sample test items and write your answers below.
2. Identify the task area (type of question – forms, graphs, narratives, etc) for each of the Reading Sample Test Items. See the list of task areas on page 7.

| Level A | | Level B | | Level C | |
|----------|-----------|----------|-----------|----------|-----------|
| Answers | Task Area | Answers | Task Area | Answers | Task Area |
| 1. _____ | 1. _____ | 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ | 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ |

CASAS eTests

CASAS eTests, or electronic tests, are available from CASAS for your agency. CASAS eTests eliminate the need for test booklets or answer sheets by having students test on the computer. Check with your agency to find out if your school uses this system.

Benefits of CASAS eTests

- No need for test booklets or answer sheets or #2 pencils
- Contains a quick locator to seamlessly move a student into the correct pretest
- Provides immediate results
- Selects next test automatically
- Exports to TOPSpro
- Includes practice test items
- Given individually or to a group
- Installs on a stand-alone computer or a network
- Retains demographic data across all tests



Section 8 Appraisals, Pretests, and Post-Tests Summary

1. How is what you've read about Appraisal and pre- and post-testing similar to what you're already doing?
2. Is your program using CASAS eTests? Why or why not?
3. What are some of the challenges you face with the testing process?
4. What are some ways you can improve the testing process in your classroom or agency?



Section 9: Using Test Results

Once all the students in class have taken the pretest, you will need to request or create a report that helps identify the areas your students are having difficulty with, allowing you to target your instruction accordingly.

How do I use test results to guide instruction?

Following testing, TOPSpro can provide various reports to help you gauge student level, guide classroom instruction, and inform students of their progress. While there are approximately 150 reports to choose from, the most helpful TOPSpro reports for teachers are:

- Class Performance by Competency
 - shows percentage of correct answers for a class on a particular test
- Learning Gains First to Last
 - shows individual student progress between pretest and most recent test

Teachers may also use the templates in the Test Administration Manuals to create reports of student or class performance. The reports are also available in TOPSpro.

- Student Performance by Competency
 - shows an overview of test content and records individual test scores
- Class Profile
 - Identifies strengths and weaknesses of an entire class on a particular test form

| CLASS PROFILE BY COMPETENCY | | | | STUDENT NAMES | | | | | | | | | | | | | |
|--|----------------------|---------------------|----------------|---------------|----------|---------|-------|------|-------|------|----------|-------|---------|---|--|--|--|
| Form 83 R - Reading - Level B | | | | | | | | | | | | | | | | | |
| Life and Work | | | | | | | | | | | | | | | | | |
| Test date: <u>3 - 17 - 05</u> | | | | | | | | | | | | | | | | | |
| Enter names and scores at top of columns and check items answered correctly. | | | | | | | | | | | | | | | | | |
| Appraisal Score | | | | | | | | | | | | | | | | | |
| Raw Score | | | | 18 | 25 | 13 | 3 | 16 | 13 | 23 | 11 | 29 | 27 | | | | |
| Scale Score | | | | 210 | 222 | | | | | | | | | | | | |
| # | ITEM DESCRIPTION | COMPETENCY | T ^m | Anabita | Marcella | Dimitri | Afagh | Petr | Ching | Jong | Herlinda | Marco | Tharang | | | | |
| 1 | Narrative | 0.2.1, 7.2.1 | 3 | + | + | + | + | + | + | + | + | + | + | | | | |
| 2 | " | 4.2.1, 7.2.1 | 3 | + | + | + | + | + | + | + | + | + | + | | | | |
| 3 | Job ad | 4.1.3, 4.1.6 | 4 | + | + | + | + | + | + | + | + | + | + | | | | |
| 4 | " | 4.1.3, 4.1.6 | 4 | + | + | + | | | + | + | + | + | + | | | | |
| 5 | Job application form | 4.1.2, 0.2.1, | 1 | + | + | | | + | + | | | + | + | | | | |
| 6 | " | 4.1.2, 0.2.1, 2.3.2 | 1 | + | + | + | | + | + | + | | + | + | | | | |
| 7 | Narrative | 1.4.7, 7.3.1, 7.2.1 | 3 | | + | | | | | | | + | + | + | | | |

The TOPSpro **Class Performance by Competency** report tells which Competencies your class needs to work on.

| Item | Correct? | Comp No. | Task | Competency Description |
|------|----------|-------------------------|------|--|
| 1 | 73% | 0.2.1 7.2.1 | 3 | Respond appropriately to common pers. info. questions Identify and paraphrase pertinent information |
| 2 | 67% | 4.2.1 7.2.1 | 3 | Interpret wages, deductions, benefits, timekeeping forms Identify and paraphrase pertinent information |
| 3 | 77% | 4.1.3 4.1.6 | 4 | Identify, use information in job descriptions, ads Interpret work-related vocabulary |
| 4 | 63% | 4.1.3 4.1.6 | 4 | Identify, use information in job descriptions, ads Interpret work-related vocabulary |
| 5 | 53% | 4.1.2 0.2.1 | 1 | Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions |
| 6 | 50% | 4.1.2 0.2.1 2.3.2 | 1 | Follow proc. for applying for a job, incl. application forms Respond appropriately to common pers. info. questions Identify the months of the year and the days of the week |
| 7 | 47% | 1.4.7 7.2.1 7.3.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information Identify a problem and its possible causes |
| 8 | 70% | 1.4.7 7.2.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information |
| 9 | 73% | 1.4.7 7.2.1 | 3 | Interpret info. about home maintenance; comm. w/landlord Identify and paraphrase pertinent information |
| 10 | 43% | 1.4.2 | 4 | Select housing by interpreting ads, signs, and other info. |
| 11 | 40% | 1.4.3 | 1 | Interpret lease and rental agreements |



Refer to the Class by Competency Report above

1. Identify two competencies that this particular teacher should focus on:

2. The task area shows how an item is presented. What is the task area for item #3? *Refer to page 6 for the Reading Task Areas chart.*

Teachers can use the TOPSpro **Learning Gains First to Last** report to check the gains for each student from their pretest to their most recent post-test, and to obtain each student's individual scale scores.

Learning Gains - First to Last
4908 - Rolling Hills Adult School


Page: 1
LGFL

Program: ESL - ESL
 Agency: 4908 - Rolling Hills Adult School
 Site: 6 - Southwest Campus
 Class: 005 - ESL Intermediate Low
 Course:
 Teacher: None

Modality: CASAS READING TEST

| Student | | First Test | | | Last Test | | | Gain | Cumulative Hours of Instruction |
|--------------------------|-------------|------------|------|-------|------------|------|-------|------|---------------------------------|
| | | Date | Form | Score | Date | Form | Score | | |
| Acuna, Rosalina | - *****5098 | 09/01/2007 | 083R | 216 | 11/04/2007 | 084R | 224 | 8 | 0 |
| Alvarez, Georgina Leonor | - *****9342 | 01/28/2008 | 083R | 212 | 05/06/2008 | 084R | 229 | 17 | 148 |
| Cabrera, Dora A | - 060882 | 02/05/2008 | 083R | 230 * | 03/26/2008 | 084R | 231 * | 1 | 0 |
| Chavez, Oralia | - *****6354 | 01/30/2008 | 083R | 206 | 05/08/2008 | 084R | 206 | 0 | 143 |
| Costas, Maria Portillo | - 3673673 | 03/17/2008 | 083R | 224 | 05/19/2008 | 084R | 230 * | 6 | 0 |
| Gonzales, Edgar | - *****0142 | 03/25/2008 | 083R | 206 | 05/07/2008 | 084R | 209 | 3 | 35 |
| Guzman, Lucina | - 89785745 | 09/25/2007 | 083R | 215 | 03/17/2008 | 083R | 218 | 3 | 0 |
| Huynh, Tin Thi | - *****8900 | 03/25/2008 | 083R | 203 | 05/07/2008 | 084R | 208 | 5 | 54 |
| Li, Mei Chong | - 87676 | 01/12/2008 | 083R | 203 | 05/07/2008 | 084R | 208 | 5 | 56 |
| Morales, Claudia Noemi | - 464545 | 03/25/2008 | 083R | 222 | 05/07/2008 | 084R | 230 * | 8 | 51 |
| Tran, Ba Thi | - 8760435 | 03/19/2008 | 083R | 200 | 05/07/2008 | 084R | 212 | 12 | 75 |

Number of Students: 11

 **Look at the report above.**

1. What was the point gain between Maria Costas' pretest and post-test?

2. How can you use information about student gains?

3. How can you use information about individual student scale scores for instruction?

How do I share test results with my students?

Encourage your students to track their progress by helping them create charts or graphs, or simply keeping a list of test dates and scores.

The *Learning Gains First to Last* report provides the students' scale scores from their first test of the fiscal year (July 1) to the most recent test. Share these scores with individual students using the *Skill Level Descriptors Chart* to explain what each score means.

*Note: Remind students that if they receive a **negative gain** (their score drops from the pretest score), not to be discouraged. It could be due to a variety of things, including an improper (or inflated) pretest score, personal distractions on the testing day, etc. Reassure the students that they will have another opportunity to post-test and to show gains at that time.*

The *Student Gains by Class Report* shows all the tests students have taken, regardless of type of test (reading or listening). It also shows tests students have taken in other classes in your program.

When looking at your class test results, be aware that there are underlying skills that relate to more than that specific competency. Determine the task type (form, narrative, map, etc.) and think of other ways that the skills can be practiced in the competency area or content standard you are currently working on.



Tie It Together

1. How does this information relate to what you're already doing?
2. What are some of the challenges you face with using test results?
3. What are some ways you can improve the process for getting and interpreting test results in your classroom or agency?

Practice Activity: Develop a way to practice a competency in another topic area

You've received your test results and have found that half of your students missed questions about "Filling out a Family Medical History Form" - Competency # 3.2.1

Your class studied Health two months ago. Under what other Competency Areas and Topic Areas could you practice similar skills?

| Competency Number Tested | Competency Area of Test Item | Alternate Content Areas | Alternate Sample Tasks |
|--------------------------|---|--|---|
| 3.2.1 | Understand forms related to health care | Employment Consumer Economics Health | Complete a job application Fill out forms related to banking Complete a health plan application for their job |

For Competency # 3.2.1, instead of students learning how to fill out a family medical history form, they could practice the same skill under "Employment." Students could

- ✓ Complete a job application

Or under "Consumer Economics", students could

- ✓ Learn to fill out forms related to banking

Or under "Health," students could

- ✓ Complete a health plan application for their job

How do I find appropriate instructional materials to teach the competencies?

The “**Scope and Sequence**” section in your textbook, generally found at the beginning of the text, can help you identify which CASAS Competencies are being addressed in each lesson. Competencies are taught in conjunction with grammar, vocabulary, listening, and critical thinking activities.

CASAS offers a selection of helpful instructional resources that assist teachers in selecting appropriate instructional materials to meet the needs of their students.

These resources include:

- **QuickSearch Online**, a user-friendly database that includes more than 2,300 print, audio, visual and computer-based instructional materials that are commercially available
- **English Literacy and Civics Education Objectives Correlated to Instructional Materials**, a bibliography that assists EL Civics programs in identifying useful instructional materials that relate directly to EL Civics objectives and EL Civics language and literacy objectives



Gather the Information

1. Which core text series do you use?
2. What level?
3. Is there a “Scope and Sequence” section?
 - a. On what page can it be found?
 - b. List two ways you can use it:

CASAS QuickSearch Online


The CASAS Instructional Materials **QuickSearch Online** is a user-friendly database that includes more than 2,300 commercially available print, audio, visual and computer-based instructional materials. **QuickSearch Online** is updated annually to include new materials from publishers and software companies.

With your class or student test results, you can search for materials to address specific competencies and match curriculum by:

- Title of instructional material
- Competency number
- Program, Level, and Skill (reading, writing, listening or speaking)
- Publisher
- CASAS Test (both level and series)

Below is a sample report from **QuickSearch**

Competency selected for this report: 4.1.2



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 |

Multiple measures of documenting student progress

While CASAS testing provides useful information about students' skills and progress, you should monitor student progress through a variety of means.

Keeping a student portfolio (e.g., CASAS scores, tests, quizzes, writing samples, handouts, etc.) is important to provide a comprehensive picture documenting student progress. Items to keep in the portfolio might include:

- a list or graph of CASAS test results
- Instructor-generated tests & quizzes
- Samples of student work
- Needs assessments
- Alternative (performance-based) assessments

Portfolios can be created and updated by your students during class. Have students update their portfolios at the end of each week or unit identifying goals they have met or skills they have attained. "Student Record Sheets" can be used to document other achievements. You can also use a copy of your textbook's table of contents to have students track what they have learned.



Ask a Supervisor or Lead Teacher

1. List two ways you monitor student progress:

2. What Student Portfolio items are required by your agency?

3. How do you have students participate in documenting their own progress?

Review

Review the Table of Contents for this Handbook. Are there any areas that you need more information about? If so, who could you ask at your agency?

CASAS training opportunities

The FLDOE provides free trainings on CASAS to adult education programs through five Regional Training Councils. The contact information for the RTC in each region can be found at the [Florida TechNet](#) Website. The CASAS trainings provided by the RTCs are conducted by CASAS-certified trainers. Persons who complete a training provided by the RTC may train only other staff at their local program, but not staff from other programs.

FLDOE, through the RTCs, provides two types of CASAS trainings, as described in the following table.

Table: CASAS Certification Trainings

| No. | Purpose | Audience | Duration |
|-----|---|---|----------|
| 101 | “Implementation Training” To train on the procedures of administering, scoring, and interpreting the results of CASAS tests To provide training on how to use the CASAS Competency-Based System and additional CASAS resources | All persons that will administer CASAS tests to students, and have had little or no experience administering CASAS tests Testers that completed CASAS Tester Training 101/102 more than 3 years prior and have not administered tests regularly during the previous year | 6 hours |
| 102 | “Beyond Implementation” To provide experienced testers with a review of the CASAS testing system, and take an in-depth examination of all components of the CASAS Competency-Based System (Competencies, Content Standards, TOPS Pro, Quick Search, etc.) To address specific problem areas that testers encounter in administering, scoring and interpreting test results | Testers that completed CASAS Tester Training 101 or 102 two years prior and have administered tests regularly during the previous two years | 3 hours |

Reflection

Write two things you've learned from this handbook:

Write two things you want to learn more about:

Answer Key

Section 8, page 33

Level A

1. B, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
2. A, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
3. C, Task area 2 - Charts, maps, consumer billings, matrices, graphs, or tables
4. D, Task area 1 – Forms
5. D, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures

Level B

1. C, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
2. B, Task area 2 - Charts, maps, consumer billings, matrices, graphs, or tables
3. D, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
4. C, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
5. A, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures

Level C

1. B, Task area 2 - Charts, maps, consumer billings, matrices, graphs, or tables
2. A, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
3. C, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
4. B, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures
5. A, Task area 3 - Stories, articles, paragraphs, sentences, directions, or pictures

Section 9, page 36: Refer to the Class by Competency Report

1. 4.1.3; 4.1.6
2. Task area 4 - Signs, price tags, ads, or product labels

Section 9, page 37: Look at the report

1. 6 points
(Answers will vary for questions 2 and 3.)