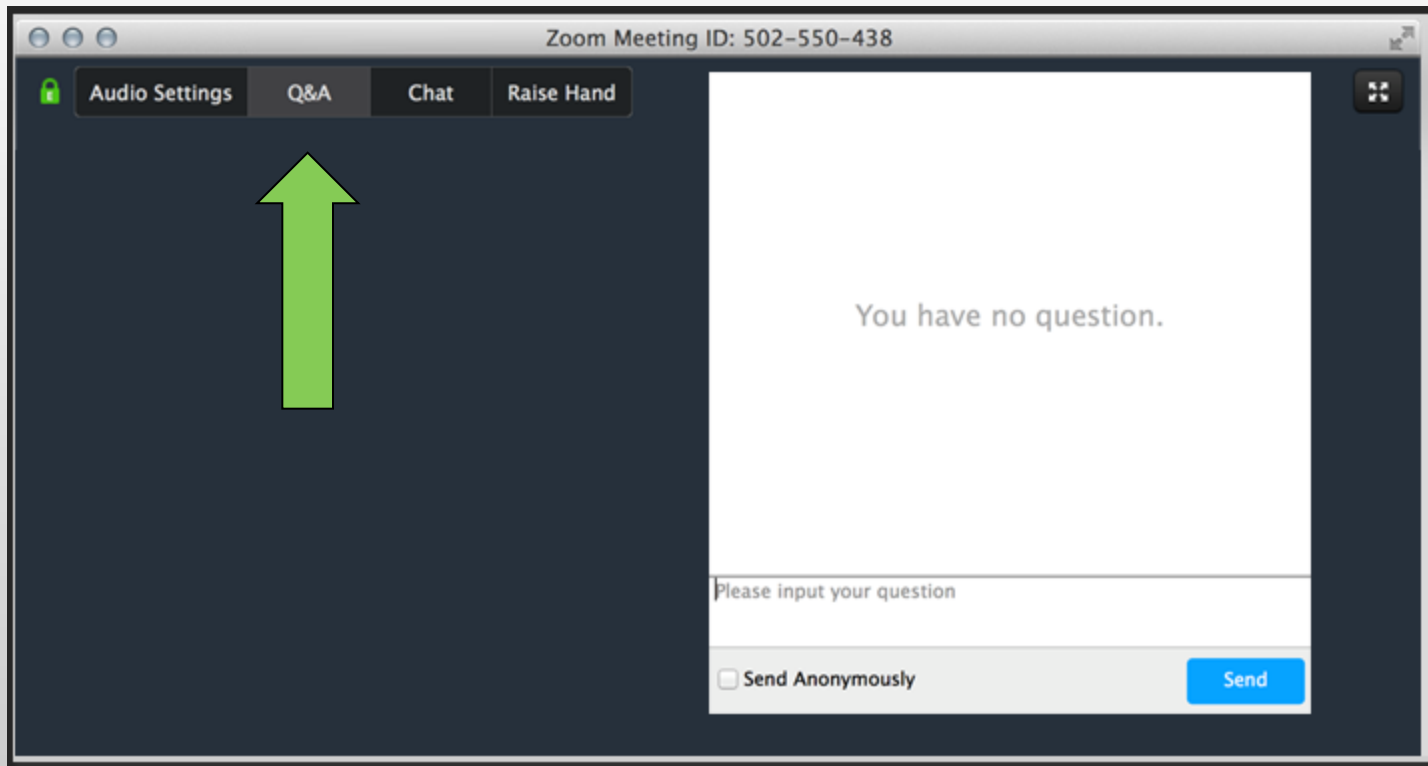# ipdae

INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

How to Make Data Work for You (Part 1)

www.floridaipdae.org

- If you have a question, please type it into the **Q&A** option.

- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

"How to Make Data Work for You" is a two-part webinar series for new teachers who are unfamiliar with the process of using data to improve instruction.

PART 1 In Part I, we will address key skills and concepts for locating and using the right data when planning lessons.   Participants will learn to use data to map instruction effectively within given time constraints and develop lessons that lead to better student outcomes.
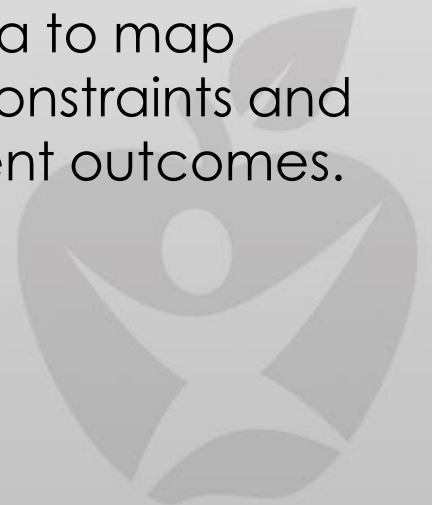
Agenda:

1. **Key terms**
   - *What are some key terms I need to know?*

2. **Identifying what data to use**
   - *What data should I be looking at?*
   - *Why is the data important?*

3. **Locating the data**
   - *Where do I find student assessment data?*

4. **Understanding test scores**
   - *What do the test scores mean?*

5. **What to teach when**
   - *What content must I cover in my class?*
   - *What content should I emphasize?*

6. **Data-driven lessons for better student outcomes**
   - *How can I cover all content that needs to be emphasized within the time constraints of the course?*
   - *What types of activities should I incorporate during instruction?*

1. Key terms

What are some key terms I need to know?

NRS **NATIONAL REPORTING SYSTEM**
The **National Reporting System** for Adult Education (**NRS**) is the accountability system for the Federally funded adult education program.

EFL **EDUCATIONAL FUNCTIONAL LEVEL**
In the NRS, the EFL descriptors are intended to guide teaching & assessment.

MSG **MEASURABLE SKILL GAINS**
The purpose of the **Measurable Skill Gains** (**MSG**) indicator is to track and measure important progressions and achievements made by WIOA

LCP **LITERACY COMPLETION POINT**
LCPs indicate student progress. School districts report LCPs earned by adult education students to the FDOE.

Continue ➜

1. Key terms

What are some key terms I need to know?

| ①	②	③	④
EFL	**MSG**	**LCP**	**NRS**
A student pre-tests and is placed in the correct course based on his/her EFL.	When the student post-tests, you have to look to see if he/she made a measurable skill gain.	In adult ed. programs (ESOL, ABE, & GED), a gain from one functional level to the next is reported in LCPs.	LCPs earned are reported to the NRS as a measure of student performance

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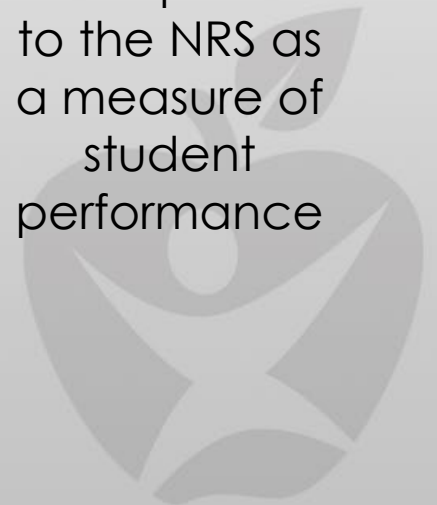
2. Identifying what data to use

What data should I be looking at?

Identify the test used at your site for your program.

ABE EDUCATIONAL FUNCTIONING LEVELS

SUBJECT	EFL LEVELS	FDOE LCP	TABE 11 & 12	CASAS
Math	ABE Level 1	A	300-448	178-193
	ABE Level 2	B	449-495	194-203
	ABE Level 3	C	496-536	204-214
	ABE Level 4	D	537-595	215-225
Reading	ABE Level 1	E	300-441	165-203
	ABE Level 2	F	442-500	204-216
	ABE Level 3	G	501-535	217-227
	ABE Level 4	H	536-575	228-238
Language	ABE Level 1	J	300-457	N/A
	ABE Level 2	K	458-510	N/A
	ABE Level 3	M	511-546	N/A
	ABE Level 4	N	547-583	N/A

GED EDUCATIONAL FUNCTIONING LEVELS

Subject	EFL LEVELS		TABE	CASAS
Math	ABE Level 5		596-656	226-233
	ABE Level 6		657-800	236-249
Reading	ABE Level 5		576-616	239-248
	ABE Level 6		657-800	249-262
Language	ABE Level 5		584-630	N/A
	ABE Level 6		631-800	N/A

ESOL EDUCATIONAL FUNCTIONING LEVELS

		BEST		CASAS Life & Work Series			TABE CLAS-E	
EFL LEVELS	FDOE LCP	BEST Plus 2.0	BEST Literacy	Reading 27/28R	Reading 80R	Listening 980L	Reading A&B	Listening A&B
ESOL Level 1	A	88-361	0-20	153-180	170-180	169-180	250-392	230-389
ESOL Level 2	B	362-427	21-52	N/A	181-190	181-189	393-436	390-437
ESOL Level 3	C	428-452	53-63	N/A	191-200	190-199	437-476	438-468
ESOL Level 4	D	453-484	64-67	N/A	201-210	200-209	477-508	469-514
ESOL Level 5	E	485-524	68-75	N/A	211-220	210-218	509-557	515-549
ESOL Level 6	F	525-564	76-78	N/A	221-235	219-227	558-588	550-607

ELCATE EDUCATIONAL FUNCTIONING LEVELS

		BEST		CASAS Life & Work Series			TABE CLAS-E	
EFL LEVELS	FDOE LCP	BEST Plus 2.0	BEST Literacy	Reading 27/28R	Reading 80R	Listening 980L	Reading A&B	Listening A&B
ESOL Level 1	B	485-524	68-75		211-220	210-218	509-557	515-549
ESOL Level 2	C	525-564	76-78		221-235	219-227	558-588	550-607

2. Identifying what data to use

What data should I be looking at?

Pre- & Post-test

ESOL ELCATE

ABE GED AAAE

CASAS

TABE
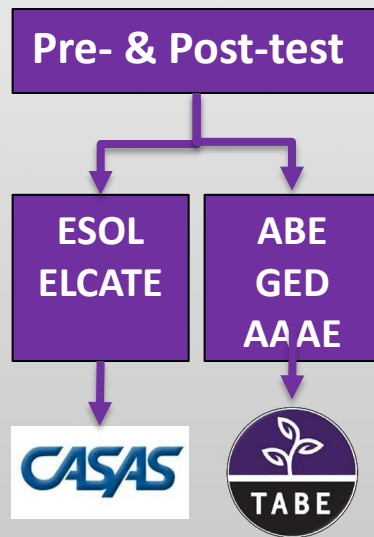
- Use the student's initial valid pre-test score to determine what you need to target.

- Use the student's valid post-test score to determine growth/ mastery.

- Use other formative assessments (quizzes, assignments, projects, etc.) to measure ongoing mastery.

2. Identifying what data to use

Why is the data important?

- Use the wrong data and you won't be able to show student growth and mastery as reported to the State.

- Focus on moving your students from one EFL or NRS level to the next.

- To accomplish this, you must use the student data obtained from these standardized assessment.

3. Locating the data

Where do I find student assessment data?

- Administrator
- Test Chair
- Department Head
- Lead Teacher

Actions:

1. Ask your administrator/supervisor for assistance/support in helping you obtain all student test results.
2. Identify the person who has access to your students' pre- and post-test scores.
3. Familiarize yourself with the testing process so that you know when/how often students are tested.
4. Establish a procedure/routine for receiving test scores and full profile results.
5. Follow through on any missing test results.

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3. Locating the data

Where do I find student assessment data?

Sample Student Assessment Results Template

Student Name	ID	Current Course	Test	Test Date	Test Form	Test Level	Scale Score	LCP(s) Earned	Next Placement
Jose Garcia	1234567	ESOL 1	CASAS Reading	12/15/2021	81 R	A	174	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Listening	12/15/2021	981 L	A	170	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Reading	2/4/2022	82R	A	184	1	ESOL 2
Jose Garcia	1234567	ESOL 1	CASAS Listening	2/4/2022	981 L	A	181	1	ESOL 2

Student Name	ID	Current Course	Test	Test Date	Test Form	Test Level	Scale Score	LCP(s) Earned	Next Placement	NRS Level
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	12/15/2021	11	E	352	N/A	N/A	1
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	12/15/2021	11	E	348	N/A	N/A	1
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	12/15/2021	11	E	428	N/A	N/A	1
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	2/4/2022	12	E	440	0	ABE Reading B	1
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	2/4/2022	12	E	446	1	ABE Language C	2
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	2/4/2022	12	M	512	2	ABE Math C	3

4. Understanding test scores

What do the test scores mean?

ESOL Program

ESOL Level	EFL	CASAS Level	CASAS Scale Score Range	
			Reading	Listening
1	Basic Literacy/Foundation	A	180 and below	180 and below
2	Low Beginning	B	181-190	181-189
3	High Beginning	B	191-200	190-199
4	Low Intermediate	C	201-210	200-209
5	High Intermediate	D	211-220	210-218
6	Advanced	E	221-235	219-227

ABE Program

ABE Level	EFL	TABE 11/12 Scale Score Ranges		
		Mathematics	Reading	Language
1	ABE A	300-448	310-441	310-457
2	ABE B	449-495	442-500	458-510
3	ABE C	496-536	501-535	511-546
4	ABE D	537-595	536-575	547-583
5	ASE Low	596-656	576-616	584-630
6	ASE High	657-800	617-800	631-800

ESOL

Pre-test Scores:

Reading: 182
Listening: 178

- Student placed in ESOL 1
- To move to the next functional level (ESOL 2), this student has to increase his/her listening score to a minimum of 181.

ABE

Pre-test Scores:
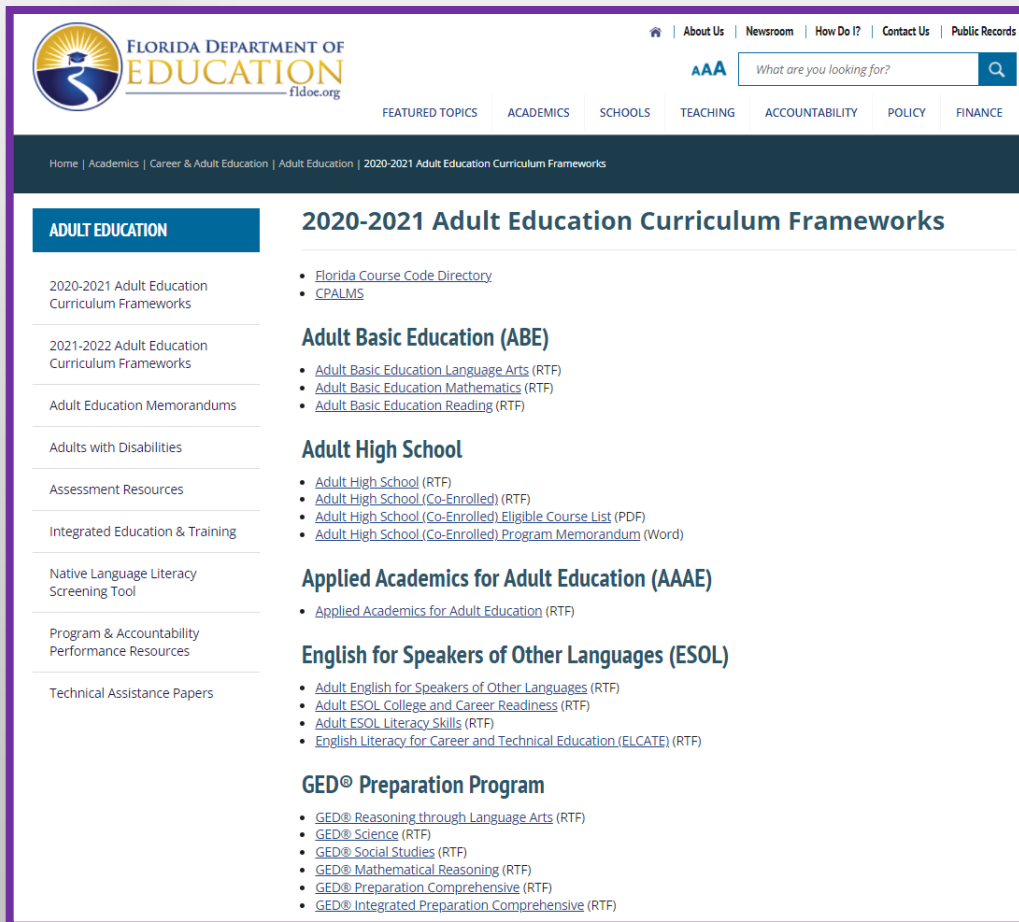
Math 342; Reading 442; Lang. 500

- Student placed in ABE A in math, ABE B in Reading, & ABE B in Lang.
- To move to the next functional levels, this student has to get a minimum of 449 in math, 501 in rdg. & 511 in lang.

5. What to teach when

What content must I cover in my class?

Adult Education Curriculum Frameworks:
https://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-framewo.stml

Select the appropriate framework for your program and course level.

Continue ➔

5. What to teach when

What content should I emphasize?

① **Find out the test info. for the student's pre-test.**

② **Get a printout of the student's Individual Profile Report which provides detailed info. on content failed on the pre-test.**

③ *Emphasize content the student failed on the pre-test.*

④ **Find out the test info. for the student's post-test.**

⑤ *Emphasize new content that will be tested on the post-test.*

emphasize

5. What to teach when

What content should I emphasize in ESOL?

① Find out test info. for student's pre-test.

② Get printout of detailed, individual student test report (specific content failed on pre-test).

③ Emphasize content student failed on pre-test.

CASAS

01/14/2022
11:46:01

Individual Skills Profile

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ISP

AGMARY SALAZAR

ID# 92649295

Agency: 0013 - Miami-Dade County Pu..
Program: ESL/ELL

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	982L	01/10/2022	190	3	A	38	19	38
Reading	084R	01/10/2022	209	4	B	32	17	32

Reading Competencies	N	Correct
Basic Communication	1	100 %
Consumer Economics	10	30 %
Community Resources	6	33 %
Health	6	83 %
Employment	12	66 %
Government and Law	2	50 %
Learning and Thinking Skills	15	46 %

CASAS Reading Content Standards (2009)	N	Correct
Vocabulary	26	57 %
General reading comprehension	32	53 %
Text in format	19	63 %
Reference materials	4	75 %
Reading strategies	29	58 %
Reading and thinking skills	7	57 %

Listening Competencies	N	Correct
Basic Communication	24	58 %
Consumer Economics	12	16 %
Community Resources	10	60 %
Health	6	50 %
Employment	7	57 %

CASAS Listening Content Standards (2009)	N	Correct
Grammar	34	47 %
Strategies and Critical Thinking	23	43 %
Informational Discourse	5	60 %
Vocabulary	38	50 %
General Discourse	27	40 %
Phonology	29	51 %

Reading Tasks	N	Correct
Forms	3	100 %
Charts, maps, consumer billings, matrices, graphs, tables	6	66 %
Articles, paragraphs, sentences, directions, manuals	17	41 %
Signs, price tags, advertisements, product labels	6	50 %

Listening Tasks	N	Correct
Picture Prompt	10	70 %
Comprehension question	15	66 %
Predict next line of dialogue	13	15 %

Continue ➔

5. What to teach when

What content should I emphasize in ESOL?

④
Find out next test/post-test info.

⑤
Emphasize new content that will be covered on post-test.

CASAS

07/10/2013
15:27:56

Next Assigned Test
by Class

Page 1 of 7
NAT4

| Agency: | 4908 - Rolling Hills Adult School | Class: | 110 - Low Beginning |
| Site: | 11 - North City ESL | Teacher: | 1110 - Askew, Elisa |

| Student | | Last Test | | | | | | Next Assigned Test | |
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
544443236	Fraticelli, Sofia	110	05/29/2013	082L	A	16	189	081L	LW
		110	06/29/2013	081RX	A	11	194	083R	LW-1, LW-2, LW-3
555555223	Vang, Khamboon	110	05/23/2013	084L	B	16	206	083L	LW
		110	05/25/2013	084R	B	15	206	083R	CIT, LW-1, LW-2, LW-3
555666815	Reyes, Ramon	110	05/10/2013	084L	B	7	191	083L	LW
		110	05/25/2013	084R	B	19	212	083R	CIT, LW-1, LW-2, LW-3
616116180	Cruz, Frances	110	03/30/2013	084L	B	16	206	083L	LW
		110	05/23/2013	083R	B	9	197	081RX	LW-1, LW-2, LW-3
								951RX	CIT
61770499	Gomorra, Miguel	110	04/10/2013	082L	A	19	194	081L	LW
		110	05/25/2013	084R	B	23	218	086R	LW-1
								186R	CIT, LW-2, LW-3
677899133	Martinez, Esmeralda	110	05/10/2013	084L	B	16	206	083L	LW
		110	05/25/2013	186R	C	17	219	086R	CIT, LW-1, LW-3
								185R	LW-2

* Score outside of accuracy range

5. What to teach when

What content should I emphasize in ESOL?

⑤

Emphasize new content that will be covered on post-test.

CASAS Test Competency Content:

https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies/competency-content-for-test-series

Test Competency Content

Reading

File	Type	Size	Download
Life and Work Reading Competency Content Forms 81-86; 81X, 82X, 185-188	PDF	19.66 KB	Download
Employability Reading Series Competency Content Forms 11-18; and 114, 116	PDF	16.38 KB	Download
Life Skills Reading Series Competency Content Forms 27-28; and 32X, 34X	PDF	15.71 KB	Download
Workforce Learning System (WLS) Reading Series Competency Content Forms 213-216	PDF	11.08 KB	Download

Listening

File	Type	Size	Download
Life and Work Listening Competency Content Forms 981-986	PDF	60.75 KB	Download
Life and Work Listening Competency Content Form 81-86	PDF	15.05 KB	Download
Employability Listening Competency Content Forms 51-52; 63-66	PDF	11.32 KB	Download
Life Skills Listening Competency Content Forms 51-56	PDF	11.27 KB	Download

Continue ➔

5. What to teach when

What content should I emphasize in ESOL?

⑤ Emphasize new content that will be covered on post-test.

Beg. Literacy		Test Level A				Test Level B	
27 30 items	**28** 30 items	**81** 24 items	**82** 24 items	**81X** 28 items	**82X** 28 items	**83** 32 items	**84** 35 items
0.2.2 (8)	0.2.2 (8)	0.2.1 0.2.2 (3) 0.2.4	0.2.1 (2) 0.2.2 (2) 0.2.4	0.2.2 (2)	0.1.4 0.1.8 0.2.1 (2)	0.2.1 (3) 0.2.4	0.2.1 1.1.6
1.1.4 1.1.6 1.2.1 (2) 1.7.3 (2) 1.9.1 (2)	1.1.4 1.1.6 1.2.1 (2) 1.7.3 (2) 1.9.1 (2)	1.1.6 (2) 1.2.1 1.2.8 1.2.9 1.4.1 (2) 1.4.2 1.4.7	1.1.6 (2) 1.2.1 1.2.8 1.2.9 1.4.1 (2) 1.4.2 1.4.7 1.8.1 1.9.1	1.2.1 1.2.2 1.9.1 (3)	1.1.4 1.1.6 (5) 1.2.1 (3) 1.2.2 1.3.1 1.4.1 (2) 1.8.1 (2) 1.9.1 1.9.2 (2)	1.1.6 (2) 1.2.2 1.3.1 (3) 1.3.3 (3) 1.4.2 1.4.3 (3) 1.4.7 (3)	1.4.1 1.4.2 (2) 1.4.6 (2) 1.7.1 (2)
2.2.1 (3) 2.2.2 2.3.1 2.3.2 (4)	2.2.1 (3) 2.2.2 2.3.1 2.3.2 (3)	2.2.1 (4) 2.2.2 2.3.1 (3) 2.3.2 (2) 2.5.2 2.8.5 (2)	2.2.1 (4) 2.2.2 2.3.1 (2) 2.3.2 (3) 2.5.2 2.8.2 2.8.5 (2)	2.1.2 2.1.7 (2) 2.2.1 (6) 2.2.2 2.2.5 (2) 2.3.1 2.3.2 (5)	2.2.1 (3) 2.2.2 2.2.5 2.3.1 (2) 2.3.2 (4) 2.6.4 (2)	2.2.5 (2) 2.3.1 2.3.2	2.2.3 2.2.5 (2) 2.3.1 2.3.2 (2) 2.8.3 (2)

5. What to teach when

What content should I emphasize in ABE?

① Find out test info. for student's pre-test.

② Get printout of detailed, individual student test report (specific content failed on pre-test).

③ Emphasize content student failed on pre-test.

DATA RECOGNITION **DRC** CORPORATION

TABE

Individual Profile: STUDENT, SAMPLE

Report Criteria

ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

Test Results	**Test Date**	**Level**	**Number of Points**		**Items Attempted**	**Scale Score**	**SEM**	**NRS Level**	**MSG**
			Total	**Obtained**					
Reading	10/25/2018	M	47	44	40	575+	52	4	Y
Mathematics	10/26/2018	M	39	31	35	570	20	4	Y
Language	10/26/2018	M	39	30	35	552	19	4	N

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

Performance on Domains	**Number of Items**	**Number of Points**		**Performance Category**		
		Total	**Obtained**	**Non-Proficiency**	**Partial Proficiency**	**Proficiency**
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	
Numbers and Operations - Base Ten	5					✓

5. What to teach when

What content should I emphasize in ABE?

③
Emphasize content student failed on pre-test.

DATA RECOGNITION DRC CORPORATION

TABE

Individual Profile: STUDENT, SAMPLE

Report Criteria

ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	Reading			
	Key Ideas and Details	Proficiency	• Summarize an informational text • Identify the main idea of a very complex text • Make an inference connecting ideas in a text • Make an inference based on a section of text • Use details to support inferences regarding connections in a text	• Support an inferred central idea with evidence from a moderately complex text • Make distinctions between ideas in a moderately complex text • Analyze the connections among ideas in a very complex text • Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	• Describe the structure of multiple paragraphs of a moderately complex text • Describe the structure of a section of very complex text (technical document) • Describe the structure of very complex text • Use evidence to support comparisons of the structure of moderately to very complex texts • Use evidence to support the comparison of points of view across multiple texts on the same topic	• Analyze the function of a text feature • Determine the point of view of a moderately-very complex text • Use evidence to support the determination point of view • Determine authors' purposes across complex texts

5. What to teach when

What content should I emphasize in ABE?

④
Find out next test/post-test info.

TABE 11/12 READING

E Range: 310/535+		M Range: 442-/575+		D Range: 501-/616+		A Range: 538-/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	310-441						
2	442-500	2	442-500				
3	501-535	3	501-535	3	501-535		
		4	536-575	4	536-575	4	536-575
				5	576-616	5	576-616
						6	617-800

TABE 11/12 LANGUAGE

E Range: 310/546+		M Range: 459-/583+		D Range: 512-(11) & 514(12)/630+		A Range: 551-(11) & 548-(12)/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	310-457						
2	458-510	2	458-510				
3	511-546	3	511-546	3	511-546		
		4	547-583	4	547-583	4	547-583
				5	584-630	5	584-630
						6	631-800

TABE 11/12 MATHEMATICS

E Range: 310/536+		M Range: 454/595+		D Range: 497-(11) & 496-(12) /656+		A Range: 537-/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	300-448						
2	449-495	2	449-495				
3	496-536	3	496-536	3	496-536		
		4	537-595	4	537-595	4	537-595
				5	596-656	5	596-656
						6	657-800

- Use this chart on the validity ranges by subject area test and test level for reference.

- Ask your test chair to provide you with the post-test level for every student (by subject).

5. What to teach when

What content should I emphasize in ABE?

⑤
Emphasize new content that will be covered on post-test.

TABE 11 & 12 Blueprints: https://tabetest.com/resources-2/testing-information/blue-prints/

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

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6.   Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

ESOL 2 – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan							14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thu							Fri.	Sat.	Sun.

Beg. Literacy		Test Level A				Test Level B	
27	**28**	**81**	**82**	**81X**	**82X**	**83**	**84**
30 items	30 items	24 items	24 items	28 items	28 items	32 items	35 items
0.2.2 (8)	0.2.2 (8)	0.2.1	0.2.1 (2)	0.2.2 (2)	0.1.4	0.2.1 (3)	0.2.1
		0.2.2 (3)	0.2.2 (2)		0.1.8	0.2.4	1.1.6
		0.2.4	0.2.4		0.2.1 (2)		
1.1.4	1.1.4	1.1.6 (2)	1.1.6 (2)	1.2.1	1.1.4	1.1.6 (2)	1.4.1
1.1.6	1.1.6	1.2.1	1.2.1	1.2.2	1.1.6 (5)	1.2.2	1.4.2 (2)
1.2.1 (2)	1.2.1 (2)	1.2.8	1.2.8	1.9.1 (3)	1.2.1 (3)	1.3.1 (3)	1.4.6 (2)
1.7.3 (2)	1.7.3 (2)	1.2.9	1.2.9		1.2.2	1.3.3 (3)	1.7.1 (2)
1.9.1 (2)	1.9.1 (2)	1.4.1 (2)	1.4.1 (2)		1.3.1	1.4.2	
		1.4.2	1.4.2		1.4.1 (2)	1.4.3 (3)	
		1.4.7	1.4.7		1.8.1 (2)	1.4.7 (3)	
					1.9.1		
					1.9.2 (2)		
2.2.1 (3)	2.2.1 (3)	2.2.1 (4)	2.2.1 (4)	2.1.2	2.2.1 (3)	2.2.5 (2)	2.2.3
2.2.2	2.2.2	2.2.2	2.2.2	2.1.7 (2)	2.2.2	2.3.1	2.2.5 (2)
2.3.1	2.3.1	2.3.1 (3)	2.3.1 (2)	2.2.1 (6)	2.2.5	2.3.2	2.3.1
2.3.2 (4)	2.3.2 (3)	2.3.2 (2)	2.3.2 (3)	2.2.2	2.3.1 (2)		2.3.2 (2)
		2.5.2	2.5.2	2.2.5 (2)	2.3.2 (4)		2.8.3 (2)
		2.8.5 (2)	2.8.2	2.3.1	2.6.4 (2)		
			2.8.5 (2)	2.3.2 (5)			

Continue ➔

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

ESOL 2 – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

0.2.1
0.2.2
0.2.4
0.1.4
0.1.8

Basic Communication

1.1.4
1.1.6
1.2.1
1.2.2
1.2.8
1.2.9
1.3.1
1.4.1
1.4.2
1.4.7
1.8.1
1.9.1
1.9.2

"EMPHASIZE"

Continue ➔

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

ABE Reading Level B – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

If your students are in ABE Reading B, they are in NRS Level 2.

This means they need to jump to NRS Level 3 to gain an LCP.

TABE 11/12 READING

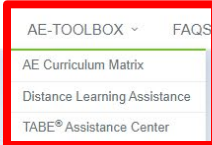| E		M		D		A	
Range: 310/535+		Range: 442-/575+		Range: 501-/616+		Range: 538-/800	
NRS	SS	NRS	SS	NRS	SS	NRS	SS
1	310-441						
2	442-500	2	442-500				
3	501-535	3	501-535	3	501-535		
		4	536-575	4	536-575	4	536-575
				5	576-616	5	576-616
						6	617-800

Continue ➡

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

ABE Reading Level B – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

If your students are in ABE Reading B, they are in NRS Level 2.

This means they need to jump to NRS Level 3 to gain a LCP.

DRC DATA RECOGNITION

TABE

Individual Profile: STUDENT, SAMPLE
Report Criteria

ID:	12345	State:	
Test Name:	TABE 11 ALL	District:	SAMPLE DISTRICT
Report:	ALL	School:	SAMPLE SCHOOL
Report Date:	10-18-2019		

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	Reading			
	Key Ideas and Details	Proficiency	• Summarize an informational text • Identify the main idea of a very complex text • Make an inference connecting ideas in a text • Make an inference based on a section of text • Use details to support inferences regarding connections in a text	• Support an inferred central idea with evidence from a moderately complex text • Make distinctions between ideas in a moderately complex text • Analyze the connections among ideas in a very complex text • Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	• Describe the structure of multiple paragraph of a moderately complex text • Describe the structure of a section of very complex text (technical document) • Describe the structure of very complex text • Use evidence to support comparisons of the structure of moderately to very complex text • Use evidence to support the comparison of points of view across multiple texts on the same topic	• Analyze the function of a text feature • Determine the point of view of a moderately-very complex text • Use evidence to support the determination point of view • Determine authors' purposes across complex texts

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

ABE Reading Level B – Planning Calendar

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Key Ideas & Details

Key Ideas & Details	Support an inferred central idea with evidence from a moderately complex text.
Key Ideas & Details	Make distinctions between ideas in a moderately complex text.
Key Ideas & Details	Analyze the connections among ideas in a very complex text.
Key Ideas & Details	Use evidence to support the analysis of connections among ideas in a very complex text.

"EMPHASIZE"

Continue ➔

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

Bonus for ABE Teachers at www.ipdae.org

Continue ➔

6. Data-driven lessons for better student outcomes

How can I cover all content that needs to be emphasized within the time constraints of the course?

Bonus for ABE Teachers at www.ipdae.org

Continue ➔

6. Data-driven lessons for better student outcomes

What types of activities should I incorporate during instruction?

Testing websites have sample items. Take the time to go over these materials and use them during instruction!

for ESOL teachers: www.casas.org
for ABE/GED teachers: https://tabetest.com/

In Part 2 of this webinar series, we will look more into the types of test questions on both the CASAS and TABE 11/12.

Continue ➔

6. Data-driven lessons for better student outcomes

What types of activities should I incorporate during instruction?

You've got to understand how each test form and level is broken down.

CASAS TEST BREAKDOWN																	
LISTENING						**READING**											
Level A		Level B		Level C		Level A				Level B		Level C		Level D			
981	982	983	984	985	986	81	82	81x	82x	83	84	185	186	187	188		
ITEMS/ TIME PER TEST																	
38 Items Total						24 Items		28 Items		32 Items		38 Items		32 Items			
49 min.		52 min.		51 min.		60 min.											
TASKS/ITEMS:																	
Picture Prompt:						TASK 1: Forms											
10 Items (R)																	
Comprehension Questions:						TASK 2: Charts, Maps, Consumer Billings, Matrices, Graphs, Tables											
15 Items (R)		*11 Items (R)*		*11 Items N(R)*													
Predict Next Line:						TASK 3: Stories, Articles, Paragraphs, Sentences, Directions, or Pictures											
13 Items (R)		*15 Items (R)*		*12 Items (NR)*													
Identify True Statement:						TASK 4: Signs, Price Tags, Ads, or Product Labels											
		12 Items (NR)		*15 Items (NR)*													
(R=Repeated / NR=Not Repeated)																	

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1 → **2** → **3** → **4** →

Key Terms

NRS

EFL

MSG

LCP

Focus on 1 LCP per student per subject area test.

Identifying What Data to Use

Pre- & Post-test

ESOL ELCATE

ABE GED AAAE

CASAS

TABE
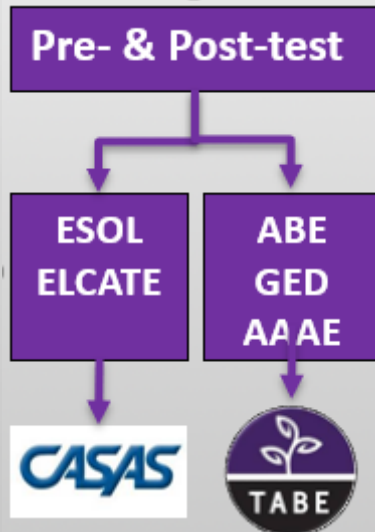
Focus only on the test for your class!

Locating the Data

Administrator

Test Chair

Department Head

Lead Teacher

***

Set up procedures for receiving student testing data regularly.

Understanding Test Scores

ESOL Program

ESOL	EFL	CASAS Level	CASAS Scale Score Range	
			Reading	Listening
1	Basic Lit/Found.	A	180 and below	180 and below
2	Low Beginning	B	181-190	181-189
3	High Beginning	B	191-200	190-199
4	Low Intermediate	C	201-210	200-209
5	High Intermediate	D	211-220	210-218
6	Advanced	E	221-235	219-227

ABE Program

ABE	EFL	TABE 11/12 Scale Score Ranges		
		Math	Reading	Language
1	ABE A	300-448	310-441	310-457
2	ABE B	449-495	442-500	458-510
3	ABE C	496-536	501-535	511-546
4	ABE D	537-595	536-575	547-583
5	ASE Low	596-656	576-616	584-630
6	ASE High	657-800	617-800	631-800

Know what your students need to score to move up one functional level.

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What to Teach When

Failed content on pre-test.
New content for post-test.
Identify post-test form for each subject.

ESOL:

- *CASAS Individual Skills Profile*
- *Next Assigned Test*
- *CASAS Test Competency Report* (Competencies listed on Life & Work Reading & Listening)

ABE:

- *TABE 11/12 Individual Student Profile* ("Areas for Next Focus" column)
- TABE Blueprints

⑥

Data-driven Lessons for Better Student Outcomes

Planning Calendar (for emphasizing "tested" content)
(Identify tested competencies & distribute across instructional days in trimester.)

ESOL:

- Sample Test Items
- www.casas.org

ABE:

- Sample Test Items
- https://tabetest.com/

Understand breakdown of each subject test level and form.

"How to Make Data Work for You" Part 2

PART 2 This is the second webinar in our two-part series titled "How to Make Data Work for You" In this training, participants will have an opportunity to deepen their understanding of skills and concepts essential to student assessment and data analysis. They will explore options for interim (or formative) assessments that can be used to gauge student progress and best determine when and how often to post-test a student in order to achieve maximum performance gains.

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What does it really mean to have a "growth mindset?"

Having a growth mindset means that you can learn anything if you are sufficiently motivated.

- Choose growth over fear of failure.

- Don't memorize information. Actually try to understand so that you and your students can achieve more.

- Remind yourself of your success.

- Remember that it's impossible to grow without failure.