

# How To Make Data Work for You (Part 2)

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Resources for the Adult Education Practitioner



## How To Make Data Work for You (Part 2)

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## Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
3, 5	What will be addressed in Part 2 of this training?	
4	What key points were addressed in Part 1?	
6	Are the CASAS Reading scale score the same as the Listening scale score ranges for each of the 6 ESOL levels?	
6	What score is used to place students in the appropriate ESOL functional level?	
6	How are ESOL students promoted to the next functional level?	
7-8	Why is it important to maintain a database/spreadsheet of student assessment results?	
9	How are LCPs calculated in ESOL?	
11	What three steps do you need to follow when deciding what to teach in your ESOL or ABE classroom and when to teach it?	
12-15	What kind of data elements can be found on the CASAS Individual Skills Profile report, and why do you need to understand what they mean?	
16-17	What kind of data elements can be found on the CASAS Student Performance report, and why do you need to understand what they mean?	
18	What CASAS report provides you with each student's next test level and form?	
20-21	Where can you access this information?	
25	What information should you "emphasize" during instruction in your ABE class?	

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Slide(s)	Guiding Questions	My Thoughts
26	What is the value of having an Individualized Instructional Student Plan (IISP) for every ABE student?	
27	How do you know on which post-test form and level each of your ABE students will assessed?	
28	What reports/documents should each of your ABE students receive a copy of?	
29	How do you know which IISP level to assign to each of your students?	
30-31	Describe the Reading Common Planning Tool for the Multi-level ABE Classroom.	
33	What are the four categories for creating better data-driven lessons that will yield better student outcomes?	
34	Describe how the CASAS Listening and CASAS Reading tests are broken down.	
35	What components must you combine to create better data-driven lessons for the ESOL classroom?	
36	What information should be included in your ESOL Planning Calendar?	
37	Where can you access sample test items for each of the CASAS tests and forms?	
39	Describe how the TABE 11/12 Reading Test is broken down.	
40	Describe how the TABE 11/12 Language Test is broken down.	
41	Describe how the TABE 11/12 Math Test is broken down.	
42	What components must you combine to create better data-driven lessons for the ABE classroom?	
43	What key document will ensure that you address all tested	

Slide(s)	Guiding Questions	My Thoughts
	content for all ABE levels on your Planning Calendar?	
44	Where can you access sample test items for each of the TABE tests and levels?	
45	What is Boot Camp and why is it important?	
46	When should you post-test your students?	

## Introduction

This Companion Resource Handbook supports IPDAE’s live training titled “How To Make Data Work for You, Part 2.” The content addresses the following topics:

- Locating, interpreting , and tracking student data
- Measuring students’ gains
- A deeper look at knowing what to teach and when to teach it
- Creating data-driven lessons for better student outcomes, a deeper look
- Using sample test items to informally assess mastery of tested content!
- Knowing when and how often to post-test your students

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. We 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.

## Training Objectives

This training builds upon the objectives addressed in Part 1 of this training and includes the following:

1. Integrate CASAS and TABE 11/12 student assessment data/results with information pertaining to each test, subject area, level and format in order to develop lessons that target assessed content and yield higher student performance results.
2. Create and maintain a tracking spreadsheet to record student assessment data and track LCPs.
3. Identifying existing resources to support better data-driven lessons that will yield better student outcomes.

4. Include necessary components in the development of an intensive test prep and review program for students who are getting ready to post-test.
5. Know when and how often to post-test your students.

As you read through this handbook, remember that the content presented is tailored to the new ESOL, ABE, or GED teacher. The focus is specifically on ESOL and ABE, and the standardized assessment tools that are emphasized throughout include all test levels and forms for the CASAS Life and Work Reading and Listening tests as well as all test levels and forms for the TABE 11/12 Reading, Language, and Mathematics tests.

## Overview

Let's begin to explore how today's training will build upon the initial information from Part 1 and will take it to the next level to increase your students' performance outcomes even more. There are four parts to the training. Notice the bulleted topics, which will be addressed in detail, under each part.

### Part 1: Locating, Interpreting, and Tracking Student Data

- *Sample Student Assessment Results Template*
- *How to tack your LCPs*

We will begin our training by expanding on the sample Student Assessment Results Template that was presented in Part 1 by adding some columns which will enable you to easily track your students' performance gains or LCPs.

### Part 2: What To Teach When, Digging Deeper

- *Emphasizing failed pre-test content + new content for post-test*
- *Obtaining student's post-test information in advance*

In Part 1, we touched upon the content that you needed to teach in order to move your students' performance numbers in the right direction. We will revisit this by focusing more on your students' post-test and additional information that you can include in your lesson planning calendar (such as the item types).

### Part 3: Better Data-driven Lessons for Better Student Outcomes

- *Understanding the CASAS & TABE 11/12 tests (breakdown)*
- *CASAS Individual Skills Profile & CASAS Student Performance reports*
- *TABE 11/12 Individual student Profile + IISPs (detailed)*
- *Adding to the lesson planning calendar (item types/test-taking skills)*
- *Lesson planning resources for ESOL & ABE (sample items)*

We will, of course, revisit how we can continue to improve our data driven lessons for even better student outcomes. We will spend some time better understanding the CASAS and TABE 11/12 tests. I will share a more detailed breakdown of each test because the more you and your students know about these standardized tests, the better your student post-test results will be. I will review the original content from Part 1 on the lesson planning calendar, and I will provide guidance on adding information, such as item types, to the calendar to include essential test-taking skills. Together we will review how to connect the test breakdown information with the student assessment reports, and how to tie this into available instructional resources.

## **Part 4: When and How Often to Post-test**

- ***Boot Camp (intensive test prep)***
- ***Ongoing post-testing***

This part is fully new to this training. It is essential to add some sort of intensive test preparation piece to your testing program. We call it boot camp, and it is an essential ingredient to increasing your students' post-testing performance. In addition, we will consider when is the best time to post-test a student, and how often should he or she be post-tested.

Before we begin to address each part of this training in greater detail, let me share how its presentation format. As already mentioned, the focus of this training is on ESOL and ABE. The information can be extended into GED because NRS Levels 5 and 6 do not apply to the ABE program but do apply to the GED program. The information that is covered for ABE NRS levels 1-4 can be applied to NRS 5 and 6.

Next, each part below addresses the ESOL Program first, and then continues with ABE. You will notice that the content and format are the same, only the application differs.



## **Part 1: Locating, Interpreting, and Tracking Student Data**

### ***Sample Student Assessment Results Template***

Let us explore the chart on the following page before we address developing a Student Assessment Results template. You don't have to memorize the information on the chart but do keep it handy. Familiarize yourself with the scale score ranges that are associated with the ESOL functional level or levels that you teach.



ESOL Program				
ESOL Level	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

LCPs are counted separately for reading and listening.

#### KEY POINTS:

- **Placement:** Place on lowest of the two scores (reading or listening)
- **Next Level Promotion:** Student must pass both the reading and listening.
- **Retesting:** Retest only on failed subject (reading or listening)
- **Skipping Functional Levels:** Skipping course levels is NOT recommended for language acquisition programs.

When talking about placement, an ESOL student is placed according to the lowest of the two scores (reading or listening). Once placed, the goal for every ESOL student is to move them from one functional level to the next. If, for example, you have a student in High Beginning (or ESOL 3), the goal is to move his/her reading AND listening scores both to the next higher functional level. This means that the minimum scores the student would need to earn on the post-tests would be a 201 for reading and a 200 for listening.

Let me highlight two more points: (1) If a student is post-tested and fails one of the two subject tests (reading or listening), he or she will only need to retest the failed subject until gaining the LCP for that particular subject. (2) Also, even if a student tests 2 or 3 functional levels above his current placement, the State does NOT recommend skipping any levels. This is NOT a best practice when we're talking about language acquisition.

Now that you understand scale score ranges and how they determine the student's ESOL level placement, let's look at a sample student assessment results template that you can use to record student assessment data as well as performance (LCP). On the following page is such a template which you can easily create in Excel. I introduced a simpler version of this template in Part 1 of this training. This revised template includes performance (LCP) data. All you have to do is set up the columns and column headings exactly as they appear on the sample and fill in the spreadsheet with your own student data. Don't forget to refer to the scale score ranges chart above when you are determining LCP gains.

Sample Student Assessment Results Template for ESOL											Minimum Required Posttest Scale Score	Post-Test Results		
Student Name	ID	Current Course	Test	Test Date	Test Type	Test Form	Test Level	Scale Score	Tested ESL Level	Next Placement	Reading	Listening	LCP (Y/N)	Retest (Y/N)
Jose Garcia	1234567	ESOL 1	CASAS Reading	12/15/2021	Pretest	81 R	A	174	1	N/A	N/A	N/A	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Listening	12/15/2021	Pretest	981 L	A	170	1	N/A	N/A	N/A	N/A	N/A
Jose Garcia	1234567	ESOL 1	CASAS Reading	2/4/2022	Posttest	82R	A	184	2	ESOL 2	181	181	1	N
Jose Garcia	1234567	ESOL 1	CASAS Listening	2/4/2022	Posttest	982 L	A	181	2	ESOL 2	181	181	1	N
Mike Leroux	3456789	ESOL 4	CASAS Reading	12/14/2021	Pretest	83	B	218	5	N/A	N/A	N/A	N/A	N/A
Mike Leroux	3456789	ESOL 4	CASAS Listening	12/14/2021	Pretest	983	B	208	4	N/A	N/A	N/A	N/A	N/A
Mike Leroux	3456789	ESOL 4	CASAS Reading	2/7/2022	Posttest	84	B	208	4	ESOL 5	211	210	0	N
Mike Leroux	3456789	ESOL 4	CASAS Listening	2/7/2022	Posttest	984	B	212	5	ESOL 5	211	210	1	N

The sample template above is for the ESOL Program. Let's look at two scenarios to better illustrate its application in tracking your LCPs.

### *How to tack your LCPs: ESOL Program Sample*

**Scenario 1:**  
**Student Jose Garcia**

**Pre-test:**

81R, SS 174, Level 1

981L, SS 170, Level 1

Gained 1 LCP for Reading  
↑ Level 1 to 2

**Initial Placement:**  
ESOL 1

**Post-test:**

82R, SS 184, Level 2

982L, SS 181, Level 2

Gained 1 LCP for Listening  
↑ Level 1 to 2

**Next Placement:**  
ESOL 2

**Scenario 2:**  
**Student Mike Leroux**

**Pre-test:**

83R, SS 218, Level 5

983L, SS 208, Level 4

Gained 0 LCPs for Reading  
↓ Level 5 to 4

**Initial Placement:**  
ESOL 4 (Placed on lowest score)

**Post-test:**

84R, SS 208, Level 4

984L, SS 212, Level 5

Gained 1 LCP for Listening  
↑ Level 4 to 5

**Next Placement:**  
ESOL 5

In Scenario #1, Student Jose Garcia scored at an ESOL Level 1 on both the listening and reading tests. He was, as a result, placed in an ESOL Level 1 course. When Jose Post-tested, he moved up 1 functional level in listening and 1 functional level in reading. This means that he earned 1 LCP for listening and 1 LCP for reading.

In Scenario #2, Mike Leroux scored at an ESOL Level 5 on his reading test and on an ESOL Level 4 on his listening test. The lowest of the two scores was a Level 4, so he was placed in an ESOL Level 4 class. (ESOL students are placed at the lowest level or with the lowest of the two scores.) When Mike post-tested, he dropped from a Level 5 to a Level 4 on the reading test, and he moved up from

a Level 4 to a Level 5 on the listening test. This means he dropped his reading score to the current placement, but he moved up his listening score to the next functional level. Since Mike had already scored at a Level 5 on the reading pre-test, he has already technically passed to Level 5 on the reading test (but he was placed on the lowest of the two scores: ESOL 4). The score that he, in fact, was required to increase in order to move to the next functional level was his listening score, and he did just that. Technically, Mike's next placement should be ESOL 5.

Let's discuss the LCPs in Scenario #2. Since Mike did not move up to a Level 6 when he post-tested for reading, then he earned zero (0) LCPs for reading. In listening, he moved up from a Level 4 to a 5, so he gets 1 LCP. Let me emphasize one additional point. A student can earn the same LCP only once. What does this mean? This means that if a student earns an LCP for moving up from Level 2 to Level 3, he cannot earn that LCP a second time for doing the same thing. If he post-tests at a lower level and then moves up again to a Level 3 the following trimester, he will NOT get that LCP because he had already previously earned it.

Before moving on to the ABE sample template, I want you to look at the last column that reads Retest (Y/N). If a student were to fail a level, you would need to retest that student on that particular subject test until s/he moved to the next functional level. This column will easily let you sort out any students that need to retest as the trimester progresses. This is extremely important in helping to ensure that you don't bypass anyone.

### *How to tack your LCPs: ABE Program Sample*

We will now repeat the process for ABE. Before we look at a template or discuss how to earn LCPs in ABE, I want you to take a look at the chart below. Again, you don't have to memorize the information on the chart but do keep it handy. You should, at least, know the scale score ranges that are associated with the ABE subjects and functional level or levels that you teach.

NRS Level =

ABE Program				
ABE Level	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
GED				
5	ASE Low	596-656	576-616	584-630
6	ASE High	657-800	617-800	631-800

LCPs are counted separately for each subject (math, reading and language).

LCPs are counted separately for each subject (math, reading and language).

**KEY POINTS:**

- **Placement:** Based on scale score (pre-test NRS Level) for each subject area.
- **Next Level Promotion:** Based on scale score (post-test NRS Level) for each subject area.
- **Skipping Functional Levels:** May skip functional levels since students are placed by each individual subject area score.

An ABE is placed in the corresponding ABE level course based on his scale score range or NRS level. Once placed, the goal for every student is to move them from one functional level to the next. For example, if a student is registered in ABE Reading C, the goal is to move him/her to ABE Reading D. In ABE, you can easily look at the student's NRS level to determine placement and LCP gains. The ABE Level on the left column of the chart on the previous page is the same as the corresponding NRS Level.

Here are a few other details I want to emphasize. In ABE, LCPs are counted separately for each subject area. In other words, a student can earn an LCP for each separate subject area. Initial placement is based on the student's scale score or NRS level on his/her pretest. The student's next level promotion is also based on the student's post-test scale score or NRS level. Unlike in ESOL, an ABE student CAN skip functional levels based on test scores. Now that you understand scale score ranges and how they determine the student's ABE level, let's look at a similar sample student assessment results template that you can use to record student assessment data as well as performance (LCP).

Sample Student Assessment Results Template for ABE											Post-Test Results	
Student Name	ID	Current Course	Test	Test Date	Test Type	Test Form	Test Level	Scale Score	Next Placement	Current NRS Level	Post-Test NRS Level	LCP (Y/N)
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	12/15/2021	Pretest	11	E	352	N/A	2	N/A	N/A
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	12/15/2021	Pretest	11	E	348	N/A	2	N/A	N/A
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	12/15/2021	Pretest	11	E	428	N/A	1	N/A	N/A
Maria Gutierrez	3456789	ABE Reading B	TABE 11/12 Reading	2/4/2022	Posttest	12	E	440	ABE Reading B	2	2	0
Maria Gutierrez	3456789	ABE Language B	TABE 11/12 Language	2/4/2022	Posttest	12	E	446	ABE Language C	2	3	1
Maria Gutierrez	3456789	ABE Math A	TABE 11/12 Math	2/4/2022	Posttest	12	M	512	ABE Math C	1	3	2

The sample template above is for the ABE Program. Let's use three scenarios on the following page to better illustrate how to use this template to track your students' LCPs. As we go through all the scenarios, you'll see that, it's actually a little easier to figure out the LCPs for ABE because you don't even really need to look at the TABE scale scores. You can just look at the NRS level and see if that increased.

The difference between the latest NRS level and the pre-test is the number of LCPs the student earned. As with the ESOL example, I want to reiterate that a student cannot earn the same LCP twice. For example, if the student earned an LCP for ABE Reading when s/he moved from NRS Level 1 to NRS Level 3, post-tested and dropped the post-test score to an NRS Level 2, and post-tested

again and moved to Level 3; then this student would not be eligible to earn that LCP from NRS 2 to NRS 3 again. See below.

Scenario 1: Student Maria Gutierrez	
<b>Reading Pre-test:</b>	
Level E, Form 11, SS 352 = NRS Level 2	
<b>Initial Placement:</b> ABE Reading B	<b>Gained 0 LCPs in Reading</b>
<b>Reading Post-test:</b>	
Level E, Form 12, SS 440 = NRS Level 2	<b>Remained in NRS Level 2 (or Reading B)</b>
<b>Next Placement:</b> ABE Reading B	

Scenario 2: Student Maria Gutierrez	
<b>Language Pre-test:</b>	
Level E, Form 11, SS 348 = NRS Level 2	
<b>Initial Placement:</b> ABE Language B	<b>Gained 1 LCP in Language</b>
<b>Language Post-test:</b>	
Level E, Form 12, SS 446 = NRS Level 3	<b>↑ NRS Level 2 to 3</b>
<b>Next Placement:</b> ABE Language C	

Scenario 1: Student Maria Gutierrez	
<b>Math Pre-test:</b>	
Level E, Form 11, SS 428 = NRS Level 1	
<b>Initial Placement:</b> ABE Math A	<b>Gained 2 LCPs in Math</b>
<b>Math Post-test:</b>	
Level M, Form 12, SS 512 = NRS Level 3	<b>↑ NRS Level 1 to 3</b>
<b>Next Placement:</b> ABE Math C	

In Scenario #1, Maria Gutierrez pre-tested on reading on Form 11, Level E and scored an NRS level 2. This means that she was placed in an ABE Reading Level 2, or Level B course. When she post-tested, she did NOT move up from an NRS level 2, so she needs to repeat ABE Reading B.

In Scenario #2, Maria pre-tested at an NRS Level 2 for language and then post-tested and moved up to NRS level 3. This means that in language, she moved from ABE Language 2 or Language B to the next higher level language course: Language 3 or C. Maria, thus, earned 1 LCP in Language.

In Scenario #3, Maria pretested in math and scored at an NRS Level 1. She worked really hard and then scored 2 levels higher at NRS Level 3. This means that she earned 2 LCPs and will be placed next in an ABE Math Level 3 or Level C class.

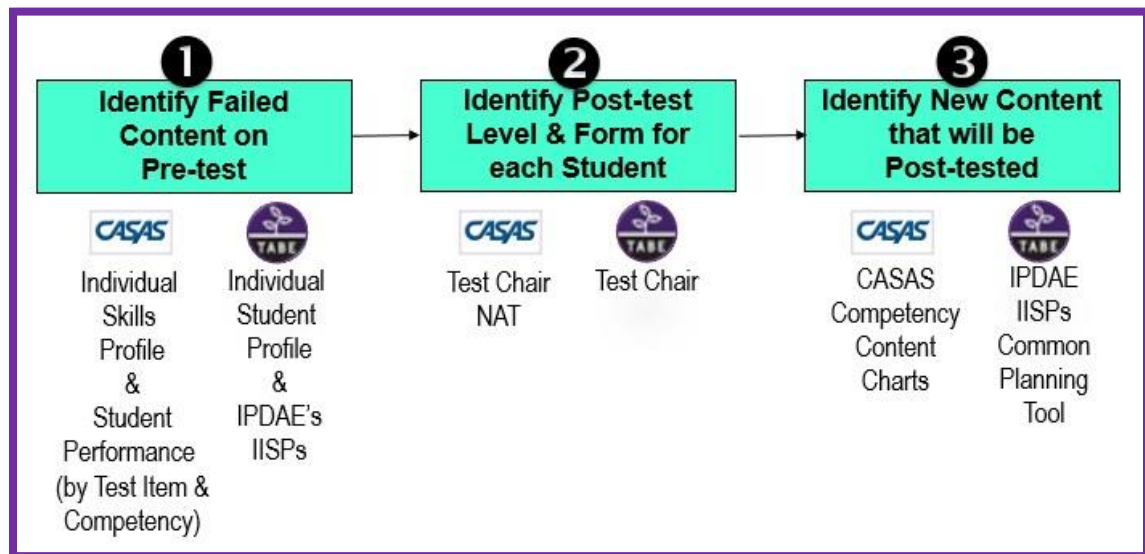


## Part 2: What To Teach When, Digging Deeper

*Emphasizing failed pre-test content + new content for post-test*

*Obtaining student's post-test information in advance*

When asking ourselves what content to “emphasize” during instruction, we’re basically referring to content we need to “target.” This means we’re addressing two items: emphasizing failed pre-test content + new content for post-test and obtaining students’ post-test information in advance. Let’s translate these two items into three basic steps. Just a reminder that we will first address the three steps as applied to the ESOL Program and then again as applied to the ABE Program. See the diagram below.



**1** Identifying what students failed on the pre-test is simple. If you’re referring to the CASAS test, then you need to ask your test chair to provide you with the *Individual Skills Profile* report for **each** of your students. If you’re an ABE teacher, you need to ask your test chair to provide you with the *Individual Student Profile* report for **each** of your students. Figuring out what is going to be post-tested is a little more difficult because there’s an added step you have to perform.

**2** Before you can Identify what’s going to be post-tested, you need to know the test level and form on which your student or students will be post-tested. Keep things simple. Your test chair has

this piece of information; so all you really need to do is establish a procedure or routine whereby you get the information you need in a timely manner. We'll soon take a deeper look into this.

③ Once you know what your students failed on the pre-test and you know the test level and form for the post-test, you can figure out what information is going to be covered on the post-test.


It's time to dig a little deeper into each of these three steps. I'm going to go through steps 1, 2, and 3 for the ESOL Program and will then continue with steps 1, 2, and 3 for the ABE Program. Let's get started!



## ① Identify Failed Content on Pre-test

- *Individual Skills Profile*
- *Student Performance (by Test Item & Competency)*

▪ *Individual Skills Profile*



### Individual Skills Profile

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ISP

**01/14/2022**  
**11:46:01**

**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 %

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

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 %

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 %

We begin with Step 1: Identify Failed Content on Student's Pre-test for the ESOL Program.

The *Individual Skills Profile* on the previous page is the report that will provide you with specific information on what each of your students mastered or failed on their CASAS test. I shared this information in Part 1 of this training, however, in Part 2 I want to go over the report in more detail so that you can actually use the information to develop targeted lessons.

Let's explore the *Individual Skills Profile* a little more closely. I'm going to start with the left section first will then move on to the two bottom sections. I will not go into detail with the other sections or categories of data because this training is a beginner's training for new adult education teachers. We are keeping it simple by focusing only on basic pieces of data you can use to develop lessons that will make the biggest impact on your students' post-test scores.

Below is an excerpt of the left box of the Individual Skills Profile. This section of the report provides two key data pieces: (1) student performance on the reading competencies, and (2) student performance on the listening competencies. Let's begin with the student performance on the reading competencies. As you can see, these are the CASAS competency categories for reading. It provides a useful "overall" picture of how this student performed on each of the categories. In this example, the student scored a 100% on **basic communication** and 83% on **health**. The other categories are well below 75%, so this tells you that you that you will need to emphasize instruction in these other categories. The second piece of data shows how the student performed on the listening competencies. In this example, all of the scores are <75%, so you need to target all of these competency areas for listening.

Let's move on to the bottom two boxes on the Individual Skills Profile. There are two key data pieces here: (1) Reading Tasks and (2) Listening Tasks. Reading tasks refer to the format in which the reading questions are presented on the test. In this example, you can see that this student did great on **forms**; however, he had difficulty with the remaining question formats. The listening tasks refer to the format in which the listening questions are presented on the test. In this example, the student needs a lot of instruction on all three tested listening question formats, especially **predict the next line of dialogue** where he only got 15% of those types of questions correct.

Just to reiterate before moving on to the next section, you need to focus on 4 key pieces of data on the CASAS Individual Skills Profile:

1. Reading Competencies
2. Listening Competencies
3. Reading Tasks
4. Listening Tasks

You can use this more general information for whole group instruction in your classroom since it's easily to compile this data for all of the students in your class. As you gain proficiency in working with these essential pieces of data, you can then move on to include other data pieces included in this report; but next, I want to move to another very useful CASAS report, the *Student Performance (by Test Item and Competency)* report.



▪ **Student Performance (By Test Item & Competency)**

<b>CASAS</b>		<b>Student Performance</b>		Page 1 of 3 SCPTIC	
01/05/2020 10:55:27		by Test Item & Competency			
<b>Agency:</b>	4908 - Rolling Hills Adult School (RHAS)	<b>Form:</b>	907R - Reading GOALS Level D		
<b>Site:</b>	01 - RHAS: North Campus	<b>Student:</b>	Sample, Student ID: 5615969		
<b>Class:</b>	020101 - AM: HSD/HSE	<b>Test Date:</b>	12/10/2019		
<b>Teacher:</b>	Teacher20@rhas.org	<b>Raw Score:</b>	24	<b>Scale Score:</b>	243
Position	Correct?	Comp No.	Task	Competency Description	
1	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel	
2	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel	
3	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel	
4	Yes	2.8.6	3	Interpret information from schools and communicate with school personnel	
7	Yes	5.1.6	3	Communicate one's opinion on a current issue	
9	Yes	5.1.6	3	Communicate one's opinion on a current issue	
10	Yes	5.1.6	3	Communicate one's opinion on a current issue	
5	No	3.3.4	4	Interpret information on medications and their proper and safe use	
6	No	3.3.4	4	Interpret information on medications and their proper and safe use	
8	No	5.1.6	3	Communicate one's opinion on a current issue	
11	No	5.1.6	3	Communicate one's opinion on a current issue	
12	No	5.7.1	2	Interpret information on environmental issues	
16	No	4.6.3	3	Interpret written workplace announcements and notices	
18	No	4.6.3	3	Interpret written workplace announcements and notices	

Above is a sample of the *CASAS Student Performance (by Test Item and Competency)* report. Let's go over the data provided on this report. First of all, the report is available for every student who tests with CASAS, so be sure to request this report from your test chair. Now, for the data pieces. I've split this report so that I could hone in on specific data. We will focus on 4 columns:

1. Column 1 tells you the specific questions the student either got correct or did not get correct on the test. You only need to concentrate on those questions labeled "no" which means the student did not get these correct.
2. Column 2 identifies the specific competency number associated with the question, and
3. Column 3 tells you the question format for that particular test item. I will address each of these tasks and their meaning when we look at a breakdown of the CASAS test.
4. Column 4 gives you a full description of the competency listed in Column 2.

Be sure you remember where the above information is located; and if you forget, always refer back to this training. This training, along with Part 1 and the resource handbooks for both can be accessed on our IPDAE website for free.

## ESOL



## ② Identify Post-test Level & Form for Each Student

- Test Chair
- NAT

### ▪ Test Chair

In Step 2, you are going to obtain the post-test level and form for each of your students. Your test chair has this information, and it is obtained from the *CASAS Next Assigned Test* report. See below.

### ▪ NAT

CASAS

Next Assigned Test

07/10/2013  
15:27:56

by Class

Page 1 of 7  
NAT4

Agency: 4908 - Rolling Hills Adult School  
Site: 11 - North City ESL

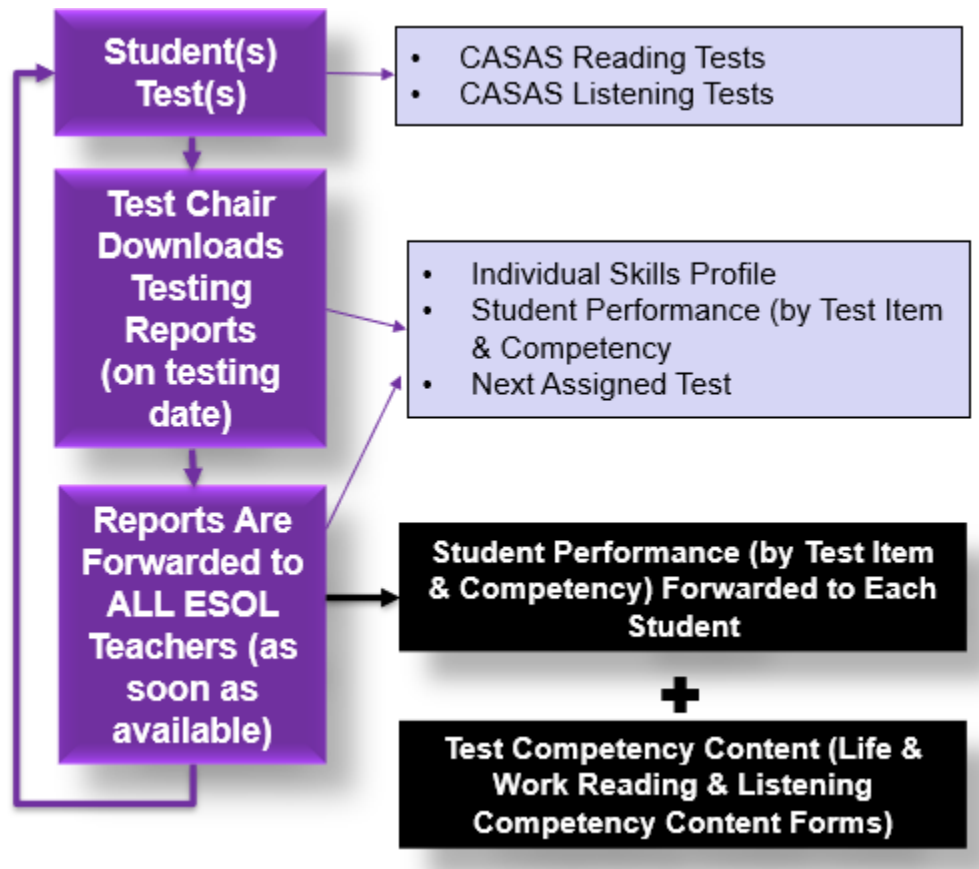
Class: 110 - Low Beginning  
Teacher: 1110 - Askew, Elisa

		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
544443236	Fratlicelli, 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
55555223	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
61770499	Gomorra, Miguel	110	04/10/2013	082L	A	19	194	951RX	CIT
								081L	LW
								086R	LW-1
677899133	Martinez, Esmeralda	110	05/10/2013	084L	B	16	206	186R	CIT, LW-2, LW-3
								083L	LW
								086R	CIT, LW-1, LW-3
		110	05/25/2013	186R	C	17	219	185R	LW-2

Look at the boxed area in red on this slide. This is the information that you need to identify the post-test form for each of your students. Only concern yourself with the test form or forms that are used at your specific school site. Your test chair has access to this report and can explain it to you.

That being said, you need also to familiarize yourself with the process for obtaining student assessment information from your testing department/test chair. It is possible that there may not


be any established procedures for obtaining said information at your instructional facility; and if that is the case, then it is recommended that you meet with your administrator or direct supervisor to discuss and create procedures that will ensure ***all*** teachers get their students' assessment data in a ***timely manner***. Let's go over the simple flowchart below which can be used to facilitate such a discussion.



Use the flowchart above to hold a conversation with your administrator and/or test chair in order to establish a set procedure for receiving all required student assessment reports/information. Let's go over the suggested steps. First, the student takes the required assessment. It doesn't matter if it's a pre-test or post-test because the process will be the same for every test. Once the student tests, the test chair will download the listed testing reports. These include the *Individual Skills Profile* report for every student, the *Student Performance* report for every student, and the *Next Assigned Test* report which includes all students on one report. Notice that these reports are downloaded on every testing date. This will ensure that you (as well as other teachers) receive student assessment information in a timely manner. After all, what good are test results a month into the trimester? You need the information as soon as it becomes.

Finally, the test chair/designee forwards the previously mentioned reports to the corresponding teacher. Make sure when you are discussing these procedures with your administrator/supervisor and your test chair that you establish a set time frame for receiving these reports. You want to be sure that you get them in a timely manner. You want to access to the most current student data in order to develop your data-driven lessons.

Notice the black boxes on the flowchart. This is important because just like data is important for you as a teacher, it should be just as important to your students. Be sure that your students have a copy of their *Student Performance by Test Item and Competency* report and that they are aware of their next post-test level and form. Also, be sure to distribute a copy of the *Test Competency Content (Life & Work Reading & Listening Competency Content Forms)* to all students so that they know the competencies that will be assessed on their post-tests.

	<b>3 Identify New Content that Will Be Post-tested</b> <ul style="list-style-type: none"><li>▪ CASAS Competency Content charts</li></ul>
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- CASAS Competency Content Charts

We're finally at Step 3 for the ESOL Program. Now, all you need to do is identify the content that is covered on the post-test. You need to go to the CASAS website and then look for the *Test Competency Content* report for the *Life & Work Reading Competency Content Forms* plus the *Life & Work Listening Competency Content Forms*. Below is the access link to the web page.

<p style="text-align: center;"><b>CASAS Test Competency Content:</b> <a href="https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies/competency-content-for-test-series">https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies/competency-content-for-test-series</a></p>
--

We mentioned the *Test Competency Content* report for the *Life & Work Reading Competency Content Forms* and the *Life & Work Listening Competency Content Forms* in Part 1 of this training. What we're going to add in Part 2 has to do with identifying the tests that are represented by the students in **your** class so that you can identify the content that will be post-tested. This information is very important when determining what you want to target or emphasize during whole group instruction, especially. Let's say that the students in your class will be post-testing on the 81, 82, and 81X reading tests. That means that all of the competencies listed under each column will be post-tested. You need to make sure that when you are providing classroom instruction, you cover every single one of these competencies. Take the time to assess if your students are truly mastering the competencies.

Take a minute to look at the sample excerpt below of the *Test Competency Content* form for CASAS *Life and Work Reading*. Let's take the process one step further.

**Sample Excerpt: Test Competency Content**  
(Life & Work Reading Competency Content Forms)

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

**CASAS**  
01/05/2020  
10:55:27

**Student Performance**  
by Test Item & Competency

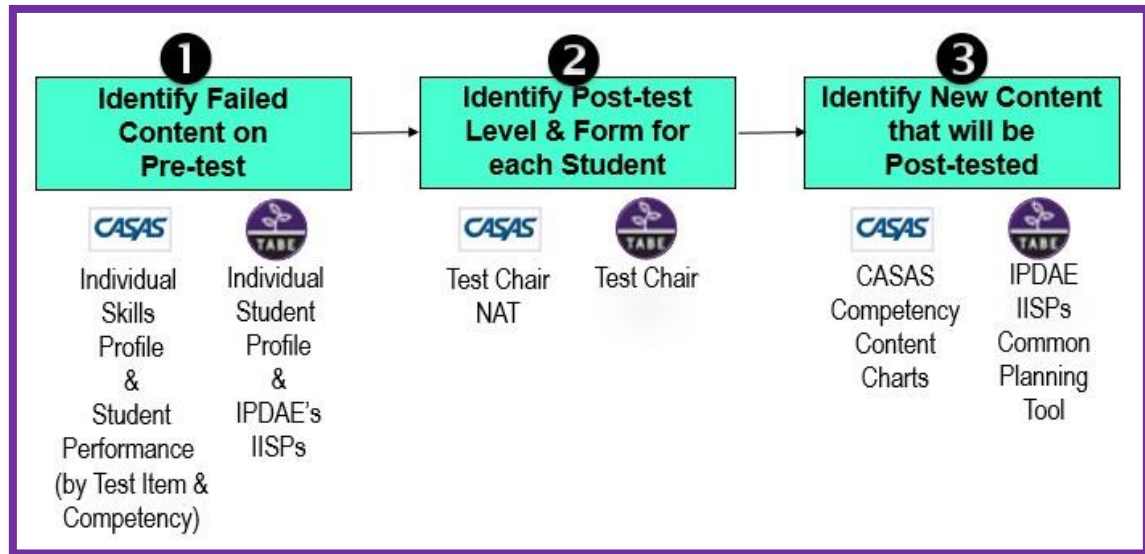
Page 1 of 3  
scnnc

5	No	3.3.4	4	Interpret information on medications and their proper and safe use
6	No	3.3.4	4	Interpret information on medications and their proper and safe use
8	No	5.1.6	3	Communicate one's opinion on a current issue
11	No	5.1.6	3	Communicate one's opinion on a current issue
12	No	5.7.1	2	Interpret information on environmental issues
16	No	4.6.3	3	Interpret written workplace announcements and notices
18	No	4.6.3	3	Interpret written workplace announcements and notices

Every one of your students should have a copy of the tested competencies that pertain to their next assigned test form for reading and for listening. Why is this important? Every student should take his or her *Student Performance* and highlight any **"NO"** competencies that s/he failed on the pre-test and that will be assessed on the post-test. Any remaining competencies on the *Test Competency Content Chart* are all "new" competencies that will be assessed on the post-test. Be sure that students focus **only on the column that pertains to their post-test form**. As they receive instruction on these competencies and demonstrate mastery, they can just mark them off their chart.


Let's take another look at the chart on the next page. We just went over all of the three steps under *Part 2: What To Teach When, Digging Deeper*. Next, we will readdress all three steps and how they apply to the ABE Program.





We begin with Step #1, identify failed content on the pre-test.

**ABE**



**1 Identify Failed Content on Pre-test**

- *Individual Student Profile*
- *IPDAE's IISPs*

▪ *Individual Student Profile*

The *Individual Profile Report* is the report that will provide you with specific information on what each of your students mastered or failed on their ABE TABE 11/12 test. I shared this information in Part 1 of this training, but in Part 2, we will go over the report in greater detail so that you can actually use the information to develop targeted lessons. Let's look at this *Individual Profile Report* a little more closely. Remember that the first page of the report gives you overall data on how each student performed on each domain and subdomain category. Again, this is a basic training for teachers who are new to ABE, so we are going to focus on the most basic pieces of data that you can use to develop lessons that will make the biggest impact on your students' post-test scores.

See the visual on the following page.

**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
<b>Reading</b>						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
<b>Mathematics</b>						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	

The overall information highlighted on the first page of this report is very useful when you're preparing whole group lessons. For example, if you have a class of 25 ABE Reading Level 2 students and 20 of them fall under the "Proficiency" category for "Key Ideas and Details", then you would probably not spend too much time covering the standards under this domain. Now, if you had 20 out of 25 students who fell under the "Non-Proficiency" or "Partial Proficiency" category for "Craft and Structure", then you know you have to dedicate more instructional time to this domain.

Let's move on to the more specific data on the next part of this report. Look at the visual on the following page.

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
<b>M</b>	<b>Reading</b>			
	Key Ideas and Details	Proficiency	<ul style="list-style-type: none"> <li>Summarize an informational text</li> <li>Identify the main idea of a very complex text</li> <li>Make an inference connecting ideas in a text</li> <li>Make an inference based on a section of text</li> <li>Use details to support inferences regarding connections in a text</li> </ul>	<ul style="list-style-type: none"> <li>Support an inferred central idea with evidence from a moderately complex text</li> <li>Make distinctions between ideas in a moderately complex text</li> <li>Analyze the connections among ideas in a very complex text</li> <li>Use evidence to support the analysis of connections among ideas in a very complex text</li> </ul>
	Craft and Structure	Proficiency	<ul style="list-style-type: none"> <li>Describe the structure of multiple paragraphs of a moderately complex text</li> <li>Describe the structure of a section of very complex text (technical document)</li> <li>Describe the structure of very complex text</li> <li>Use evidence to support comparisons of the structure of moderately to very complex texts</li> <li>Use evidence to support the comparison of points of view across multiple texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the function of a text feature</li> <li>Determine the point of view of a moderately-very complex text</li> <li>Use evidence to support the determination point of view</li> <li>Determine authors' purposes across complex texts</li> </ul>

Above is the more detailed part of the *Individual Student Profile* report. Here, you can see the specific TABE skills that were assessed on the test. You have a column that is titled “Demonstrated Skills” which means that the student already mastered these skills and may only need a brief review of the content. Then you have a column titled “Areas for Next Focus.” This is exactly that, what you need to focus on. This is the content that you need to “emphasize” for this student. Let’s keep digging for a clearer picture.

**ABE**




**① Identify Failed Content on Pre-test**

- *Individual Student Profile*
- *IPDAE's IISPs*



▪ **IPDAE's IISPs**

You are already aware that the *Individual Student Profile* report gives you detailed information on what the student needs to focus on for the next test or for his post-test. Look at the document excerpt below.



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Reading: TABE® Level M

**STUDENT:**   
**TEACHER:**

**I.D.:**   
**DATE:**

**CURRENT TESTING INFORMATION:**  
 Test Date: ☐ E ☐ M  
 Current Test Level: ☐ 11 ☐ 12  
 Current Test Form: ☐ 2 (442-500) ☐ 3 (501-535)  
 NRS Level & Scale Score:

**POST-TESTING INFORMATION:**  
 TABE Level: M  
 CCR Level: C  
 Average Word Count: 463-485  
 Average Lexile: 830 L – 846 L

**DOMAIN:** Key Ideas & Details (37%)  
**CATEGORY:** Reading Informational Text (RI) /  
 Reading Literature (RL)  
 # Questions: 18

**SCORED PROFICIENCY:** ☐ Non-Proficiency  
☐ Partial Proficiency  
☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text	Low Low	4.RI.1 4.RL.1	
	Support a stated inference with detail from the text			
	Use details to support inferences regarding connections in a text			
Draw Inferences in Text	Make an inference about a section of text	Low Medium	5.RI.1 5.RL.1	
	Make an inference based on a section of text			
	Make an inference about the text			
	Make an inference about an event in a slightly complex text			
	Make inferences based on events in a moderately complex text			
Identify Main Idea	Make an inference connecting ideas in a text	High	4.RL.2	
	Identify the central idea of a literary text			
	Identify the main idea of a moderately complex text			
	Identify the main idea of a very complex text			
Support Main Idea	Determine the theme of a text across varying text complexities	High	4.RI.2	
	Use details to support the main idea			
	Use details to support the main idea in a very complex text			
Summarize	Support an inferred central idea with evidence from a moderately complex text	High	4.RI.2	
	Summarize a section of the text			
	Summarize an informational text			
	Use details to support key ideas			

This is an *Individualized Instructional Student Plan* or *IISP* for a student who will be post-testing on the TABE 11/12 Reading Level M test. There is an *IISP* for every level of the TABE Reading, Language, and Math tests, and all of them are available for free on the IPDAE website. We provided this information in Part 1 of this training, but for Part 2, I want to focus more on how to use these *IISPs* in conjunction with the *Individual Profile* report to develop data-driven lessons that will target non-mastered content. We'll soon address this in greater detail, but first, we need to address Step 2.



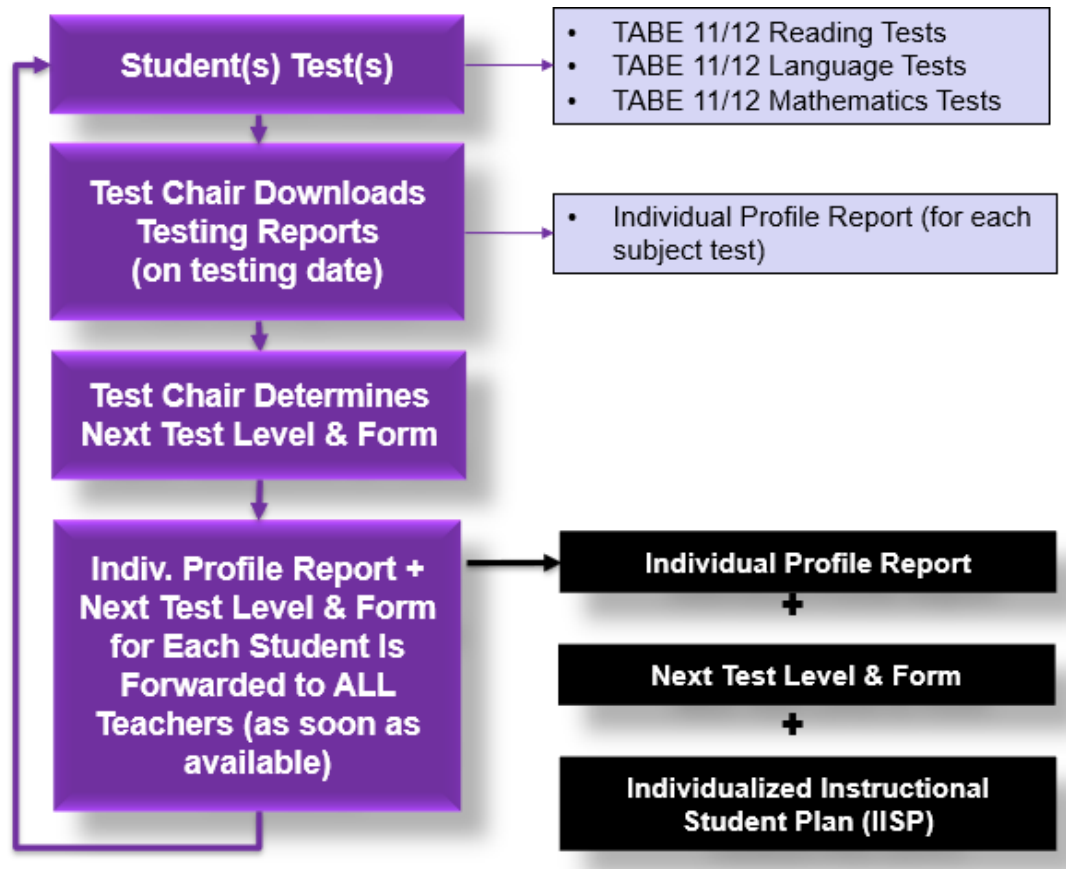
## 2 Identify Post-test Level & Form for Each Student

### ▪ Test Chair

### ▪ Test Chair

In Step 2, you are going to identify the post-test level and form for each of your students. Unlike ESOL, there is no *Next Assigned Test (NAT)* report that identifies what each student's post-test level and form will be, but you can still ask your test chair for this information.

Let's bring back the flowchart below. This one has been adapted for the ABE Program.



Use this flowchart to initiate a conversation with your administrator and/or test chair in order to establish a set procedure for receiving all required student assessment information. Let's go over it and highlight some major differences from the ESOL flowchart we shared.

First, the student takes the required assessment. It doesn't matter if it's a pre-test or post-test because the process will be the same for every test. Once the student tests, the test chair will download the *Individual Profile* report for each subject test taken. Notice that these reports are downloaded on every testing date. This will ensure that you (as well as other teachers) receive student assessment information in a timely manner. You need the information as soon as it becomes available.

In addition to downloading the *Individual Profile* reports for all students, the test chair must determine the test level and form for each student's post-test. Don't worry about the process. This is not your responsibility. It is your test chair's responsibility.

Finally, the test chair/designee forwards the *Individual Profile* report plus the next level test and form for each student to the corresponding teacher. Make sure when you are discussing these procedures with your administrator/supervisor and your test chair that you establish a set time frame for receiving these reports. You want to be sure that you get them in a timely manner. You want to access to the most current student data in order to develop your data-driven lessons.

Notice the black boxes on the flowchart. This is important because again, just like data is important for you as a teacher, it should be just as important to your students. Be sure that your students have a copy of their *Individual Profile* report and that they are aware of their next post-test level and form. Also, be sure to distribute a copy of the *Individualized Instructional Student Plan* (OR *IISP*) to all students so that they know the competencies that will be assessed on their post-tests.

Let's look at these *IISPs* in greater detail on the following page.


**ABE**



### **③ Identify New Content that Will Be Post-tested**

- *IPDAE IISPs*
- *Common Planning Tool*

■ IPDAE IISPs



INSTITUTE FOR THE PROFESSIONAL  
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## INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

### ABE Reading: TABE® Level M

**STUDENT:**

**TEACHER:**

**I.D.:**

**COURSE:**

**DATE:**

**CURRENT TESTING INFORMATION:**

Test Date: \_\_\_\_\_

Current Test Level: ☐ E ☐ M

Current Test Form: ☐ 11 ☐ 12

NRS Level & Scale Score: ☐ 2 (442-500) ☐ 3 (501-535)

**POST-TESTING INFORMATION:**

TABE Level: M

CCR Level: C

Average Word Count: 463-485

Average Lexile: 830 L – 846 L

**DOMAIN:** Key Ideas & Details (37%)

**CATEGORY:** Reading Informational Text (RI) / Reading Literature (RL)

**# Questions:** 18

**SCORED PROFICIENCY:** ☐ Non-Proficiency ☐ Partial Proficiency ☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text	Low Low	4.RI.1 4.RL.1	
	Support a stated inference with detail from the text			
Draw Inferences in Text	Use details to support inferences regarding connections in a text	Low Medium	5.RI.1 5.RL.1	
	Make an inference about a section of text			
	Make an inference based on a section of text			
	Make an inference about the text			
	Make an inference about an event in a slightly complex text			
Identify Main Idea	Make inferences based on events in a moderately complex text	High	4.RL.2	
	Make an inference connecting ideas in a text			
	Identify the central idea of a literary text			
	Identify the main idea of a moderately complex text			
Support Main Idea	Identify the main idea of a very complex text	High	4.RI.2	
	Determine the theme of a text across varying text complexities			
	Use details to support the main idea			
Summarize	Use details to support the main idea in a very complex text			
	Support an inferred central idea with evidence from a moderately complex text			
	Summarize a section of the text			
	Summarize an informational text			

In Step 2, we addressed obtaining information on each student’s next test level and form. Every student’s next test level must correspond to the *IISP*. For example, if the student is going to be tested on a *Level M Reading Test*, then the appropriate *IISP* for that student will be a *Level M Reading IISP*.

Every TABE skill that is listed on each *IISP* is going to be assessed on that post-test level. This means that this content is what you need to **emphasize** for each individual student. Now, remember that

these are “individualized” plans, which means that they are unique to every student. I’m not going to go into great detail because again, this is a basic training for new adult education teacher.

Focus on the following with regard to the *IISPs*.

1. Be sure that each student has the correct *IISP*. Again, the *IISP* level has to be the same as the next post-test level.
2. Be sure to emphasize instruction on content listed on the *IISP*.
3. When the student masters the content, insert the date of mastery on the *IISP*. This will keep the *IISP* current.

Remember that every student should have an *IISP* and should be engaged in regularly updating mastered content. They should be well aware that all of the content on the *IISP* will be assessed on the post-test. Again, I just want to remind you that you have access to all *IISPs* on the IPDAE website. They are free, and they are in fillable pdf format. Now that you have a better understanding of how to use these, especially during individualized or small group instruction, I’m going to share another amazing tool that will help you in developing data-driven lessons, especially for whole group instruction.

#### ▪ **Common Planning Tool**

Take a look at the excerpt of the *TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom* on the following page.

①	②	③	④
TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom			
TABE Level E	TABE Level M	TABE Level D	TABE Level A
DOMAIN: Integration of Knowledge & Ideas			
15%/ 7 ?s/ RI	11%/ 5 ?s/ RI	15%/ 7 ?s/ RI-RST	11%/ 5 ?s/ RI
Connect Illustration & Text			
<b>Medium: 3.RI.7</b> Use graphics to support understanding of a slightly complex text Use graphics and text to support understanding of a slightly complex text Use graphics to support understanding of a moderately complex text Use graphics to support understanding of a very complex text	<b>Medium: 4.RI.7</b> Explain the connection between text and graphics Use quantitative information to support text Use quantitative information to support multiple texts Use text evidence to support the use of quantitative information Use text evidence from multiple texts to support the use of quantitative information	<b>Low: 6-8.RST.7, 6.RI.7</b> Incorporate graphic and text to understand topic Use evidence to support a stated claim Evaluate a claim made in a text Evaluate support for a claim Compare claims made across texts Integrate BASIC quantitative information with evidence from the text Use quantitative data to support stated author's point of view Integrate quantitative information with evidence from text Use quantitative data & evidence from text to support stated author's point of view	
How Reasons/Evidence Support Author's Point		Evaluate Arguments/Claims in Text	
<b>Low: 2.RI.8</b> Use evidence in slightly complex text to support reasons Use evidence in moderately complex text to support reasons Use evidence in a very complex text to support reasons Use multiple pieces of evidence to support reasons Explain the author's use of evidence to support an idea in very complex text Use evidence to support the explanation of an author's point about a text Use multiple pieces of evidence to support the explanation of an author's point about a text Use text evidence from multiple texts to support the use of quantitative information	<b>Medium: 5.RI.8</b> Identify author's point about a section of moderately complex text Explain the author's use of evidence to support an idea in a slightly complex text Use evidence to support the explanation of an author's point about a section of text Explain the author's use of evidence to support an idea in moderately complex text Determine the relevance of evidence used to support a claim Compare claims made across texts and support comparison with multiple pieces of evidence	<b>High: 8.RI.8</b> Identify a claim made in text Use evidence to support a claim made in complex texts	<b>High: 9-10.RI.8</b> Determine a claim made in an informational text Determine a claim made in a moderately complex text Determine a claim made in a complex text Determine a claim based on information in a moderately complex text Support stated claim with multiple pieces of evidence from moderately complex text Identify faulty reasoning as related to a stated claim Support a cross-text claim with evidence from a moderately complex text Support a claim made in a complex text Support a stated claim with evidence from an informational text Support a stated argument with evidence from a moderately complex text

Let's quickly explain the purpose of this tool. Some ABE classes are specific to one subject and one level (for example, ABE Reading Level B). Other ABE classes include all levels for one subject (for example, ABE Reading, Levels A, B, C, & D combined.) At IPDAE, we wanted to create a simple tool that teachers could use for both scenarios. Let me just show you how this document is built, and then all you have to do is make sure that you use it when you plan your data-driven lessons.

Notice there are four columns.

1. Column 1 contains tested content (TABE Skills) for the Reading Level E test.
2. Column 2 contains tested content (TABE Skills) for the Reading Level M test.
3. Column 3 contains tested content (TABE Skills) for the Reading Level D test.
4. Column 4 contains tested content (TABE Skills) for the Reading Level A test.

Similar content is aligned across all four columns so that you don't have to go crazy trying to figure out if main idea, for example, is tested in levels M and D but not on level E. I'll go over this in a little more detail on the following page.





TABE Level M		TABE Level D	
DOMAIN: Integration of Knowledge & Ideas		DOMAIN: Integration of Knowledge & Ideas	
11%/ 5 ?s/ RI		15%/ 7 ?s/ RI-RST	
Connect Illustration & Text		Connect Illustration & Text	
Medium: 4.RI.7		Low: 6-8.RST.7, 6.RI.7	
Explain the connection between text and graphics		+Incorporate graphic and text to understand topic	
		+Use evidence to support a stated claim	
		+Evaluate a claim made in a text	
		+Evaluate support for a claim	
		+Compare claims made across texts	
Use quantitative information to support text		+Integrate BASIC quantitative information with evidence from the text	
Use quantitative information to support multiple texts		+Use quantitative data to support stated author's point of view	
Use text evidence to support the use of quantitative information		Integrate quantitative information with evidence from text	
Use text evidence from multiple texts to support the use of quantitative information		Use quantitative data & evidence from text to support stated author's point of view	

Let's take a closer look at this more detailed excerpt of the common planning tool in order to explain how the tool works and how you can use it to develop your data-driven lessons. Again, the skills listed under each test level are skills that are tested. Those that have a "+" sign in front of them are not specifically identified on the TABE *Individual Profile* report, but they are necessary skills that your students will need to master in order to understand subsequently listed TABE skills.

In this example, if you have students who will be post-testing on the Level M and D tests, you will be able to just look across both columns and see how these skills are aligned. You begin instruction at the lowest level (Column 2) and then move across to Column 3 once students have mastered Column 2. To better explain how it works, look at the red box at the bottom of the chart excerpt. You would begin teaching the content in the box on the left. Then once your group of students understand that content, you would continue to the next level up and would teach the content directly to the right of it.

There are multiple recorded trainings on how to use these Common Planning Tools on the IPDAE website. For now, just look at the tool as an at-a-glance view of all tested TABE content by subject area. Highlight those columns that pertain exclusively to your class. Ignore the rest. Let's just keep things simple.

By now you should have a pretty clear idea of the ABE content that you need to emphasize in order to move your students to the next functional level!



## Part 3: Better Data-driven Lessons for Better Student Outcomes

*Understanding the CASAS & TABE 11/12 tests (breakdown)*

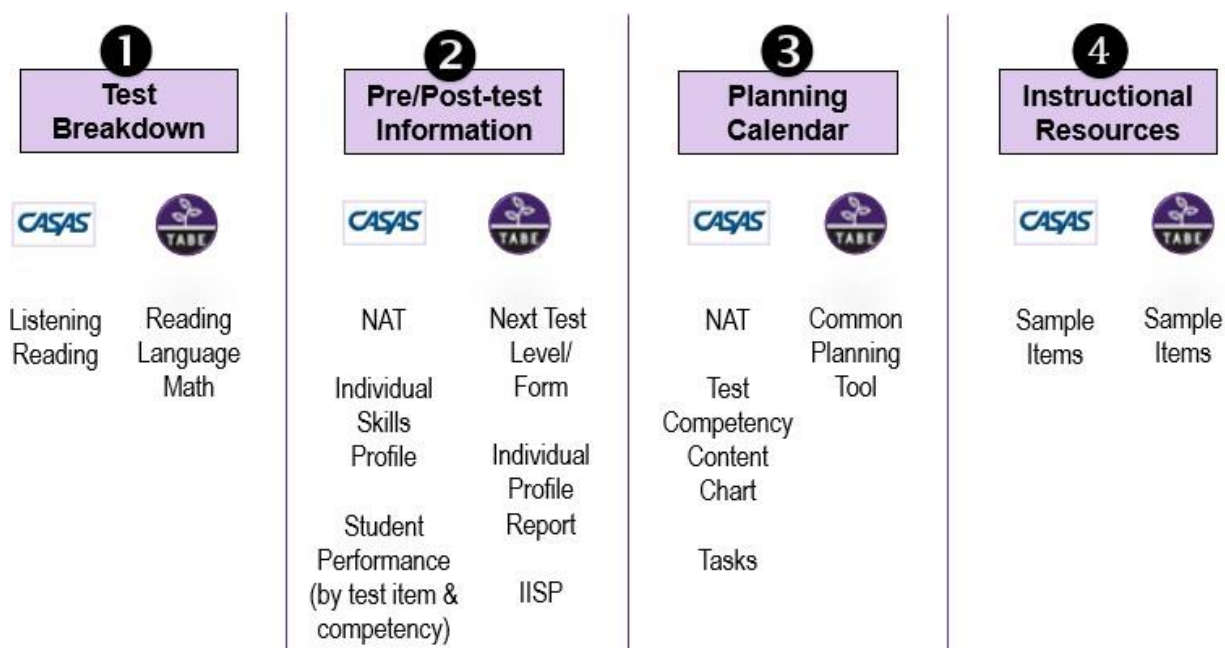
*CASAS Individual Skills Profile & CASAS Student Performance reports*

*TABE 11/12 Individual student Profile + IISPs (detailed)*

*Adding to the lesson planning calendar (item types/test-taking skills)*


*Lesson planning resources for ESOL & ABE (sample items)*

When asking ourselves how we can continue to improve our data-driven lessons for yet better student outcomes, the above topics come to mind. We need to first of all, really understand the standardized tests that are used to assess our students' performance and report functional level achievement to the state. To do so, we need to break down each test as much as possible. Next, we need to use test reports and combine them with individualized student plans to clearly identify non-mastered content to be emphasized during instruction. Finally, we need a clear lesson planning calendar where we can map out all tested content within the time constraints of the course. In Part 1 of this training, I introduced this calendar and provided instruction on how to map out this essential information. In Part 2, we will add item types, test-taking skills, and sample items to the mix. This is a lot of new information, so let's categorize it all into 4 simple steps as illustrated in the diagram below.





It's now time to address steps 1, 2, 3 and 4 for the ESOL Program and then repeat the same steps with adjusted content specific to the ABE Program. Let's get started!

<p><b>ESOL</b></p> 	<p><b>① Test Breakdown</b></p> <ul style="list-style-type: none"> <li>▪ <i>CASAS Life &amp; Work Listening Test (all forms)</i></li> <li>▪ <i>CASAS Life &amp; Work Reading Test (all forms)</i></li> </ul>
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We begin with a breakdown of the CASAS Life & Work Listening and Reading Tests. Remember, we're emphasizing CASAS in this training just as we did in Part 1 because that is the standardized test that is primarily to assess ESOL students throughout our State of Florida. Let me first draw attention to the test levels that are correlated to the different test forms. Notice the listening tests are on the left side of the chart and the reading tests are on the right side of the chart.

CASAS TEST BREAKDOWN																
LISTENING						READING										
Level A		Level B		Level C		Level A - Bridge				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)							TASK 2: Charts, Maps, Consumer Billings, Matrices, Graphs, Tables									
Comprehension Questions:																
15 Items (R)		11 Items (R)		11 Items N(R)		TASK 3: Stories, Articles, Paragraphs, Sentences, Directions, or Pictures										
Predict Next Line:																
13 Items (R)		15 Items (R)		12 Items (NR)		TASK 4: Signs, Price Tags, Ads, or Product Labels										
Identify True Statement:																
		12 Items (NR)		15 Items (NR)		TASK 5: Measurement Scales & Diagrams										
(R=Repeated / NR=Not Repeated)																

Let's continue by digging deeper into the listening tests. See the chart on the following page.

▪ **CASAS Life & Work Listening Test (all forms)**

LISTENING					
Level A		Level B		Level C	
981	982	983	984	985	986
38 Items Total					
49 min.		52 min.		51 min.	
Picture Prompt:					
10 Items (R)					
Comprehension Questions:					
15 Items (R)		11 Items (R)		11 Items N(R)	
Predict Next Line:					
13 Items (R)		15 Items (R)		12 Items (NR)	
		Identify True Statement:			
		12 Items (NR)		15 Items (NR)	
(R=Repeated / NR=Not Repeated)					

There are 3 levels to the listening test. These levels are important because they correlate to the level of the test and test items. Listening A has 2 forms: Form 981 and 982. Each of these forms has 38 items and students have approximately 49 minutes to complete the test. Right below you have the tasks or question formats. With the Level A Listening forms, students will be assessed with 10 picture prompt questions, 15 comprehension questions, and 13 predict next line questions. All questions on Level A listening forms are repeated once.

Listening B has 2 forms: Form 983 and 984. Each of these forms has 38 items and students have approximately 52 minutes to complete the test. Right below you have the tasks or question formats. With the Level B Listening forms, students will NOT have any picture prompt questions. They will be assessed with 11 comprehension questions, 15 predict next line questions, and 12 identify true statement questions. Comprehension questions and predict the next line questions are repeated once. The identify true statement questions are NOT repeated at all.

Listening C has 2 forms: Form 985 and 986. Each of these forms has 38 items and students have approximately 51 minutes to complete the test. Right below you have the tasks or question formats. With the Level C Listening forms, students will NOT have any picture prompt questions either. They will

be assessed with 11 comprehension questions, 12 predict next line questions, and 15 identify true statement questions. None of the questions are repeated on the Level C listening test forms.

We continue with the reading test.

READING									
Level A - Bridge				Level B		Level C		Level D	
81	82	81x	82x	83	84	185	186	187	188
ITEMS/ TIME PER TEST									
24 Items		28 Items		32 Items		38 Items		32 Items	
60 min.									
TASKS/ITEMS:									
TASK 1: Forms									
TASK 2: Charts, Maps, Consumer Billings, Matrices, Graphs, Tables									
TASK 3: Stories, Articles, Paragraphs, Sentences, Directions, or Pictures									
TASK 4: Signs, Price Tags, Ads, or Product Labels									
TASK 5: Measurement Scales & Diagrams									


There are four levels to the reading test. These levels are important because they correlate to the level of the test and test items. Reading A has 4 forms: Form 81 and 82, and then forms 81X and 82X which actually serve as a bridge between 2 levels (Level A and Level B). Forms 81 and 82 have 24 items, and Forms 81X and 82X have 28 items.

Students have approximately 60 minutes to complete the Reading test, regardless of level or form number. Right below you have the tasks or question formats.

With the Level A Reading forms as well as with ALL the reading forms, you have 5 general categories of tasks. Task 1 falls under the category of forms, so these questions are tied into reading and interpreting forms. Task 2 questions are built around charts, maps, consumer billings, matrices, graphs and tables. Task 3 questions are text questions. They're questions about stories, articles, paragraphs, sentences, directions or pictures. Task 4 questions are about signs, price tags, ads or product labels; and Task 5 questions are about measurement scales and diagrams.

Now it's time to move on to the TABE 11/12 subject tests.

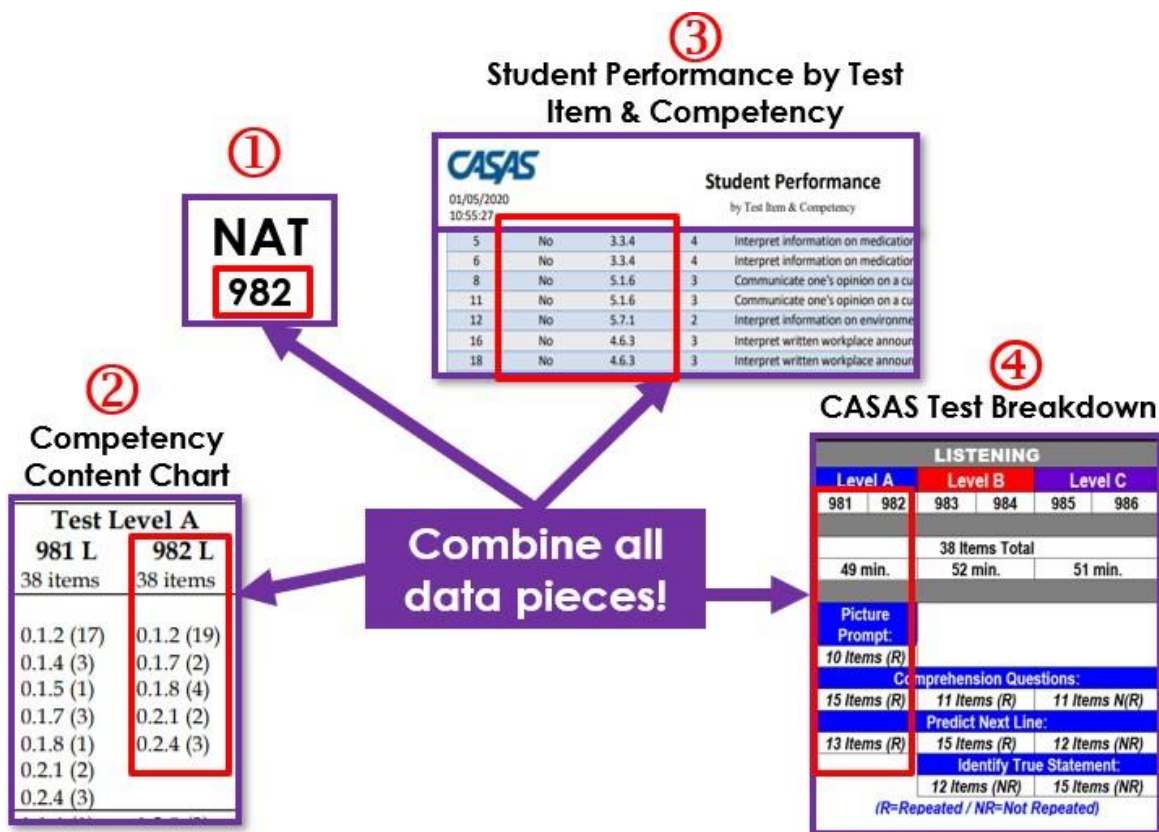
**ESOL**



**② Pre-/Post-test Information**

- *NAT*
- *Individual Skills Profile*
- *Student Performance (by test item & competency)*


Now, it's time to put everything together. When I refer to pre-and post-test information, I'm not referring to just assessment results. I'm referring to all of the pieces of information that impact each student's post-test performance. This includes his or her NAT or the form with which they will be assessed (see #1 in red), the competencies that are assessed on that form of the test (see #2 in red), the competencies each student failed on the pre-test (See #3 in red) and the breakdown of the post-test form (See #4 in red.) Let's review each of these 4 sub-steps.



1. Identify the next assigned test form for each student's post-test. (This example shows a student who will be post-tested with the 982 form in listening.)

2. Pull the *Competency Content Chart* and focus on the competencies that will be assessed on that form of the test. (In this example, you would focus on the competencies listed under the 982 column.)
3. Next, pull the *Student Performance by Test Item & Competency*, and make sure to target those competencies that each student failed.
4. Finally, don't forget to incorporate the information on the breakdown of the test form on which each student will be post-tested. (In this example, remember we're looking at Form 982. )

You should now have a rather comprehensive picture of the kind of data-driven lesson you need to put together so that all of your students can significantly improve their post-test outcomes!!



### ③ Planning Calendar

- NAT
- *Test Competency Content Chart*
- *Tasks*
- *CASAS Tests Breakdown*

Remember the ESOL Planning Calendar that we introduced in Part 1 of this webinar training, well here it is again. This time, however, you have more information to include in the calendar so that you can plan better data-driven lessons.

### ESOL Level 2 – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.

①

**NAT**  
982

②

**Competency Content Chart**  

Test Level A	
981 L	982 L
38 items	38 items
0.1.2 (17)	0.1.2 (19)
0.1.4 (3)	0.1.7 (2)
0.1.5 (1)	0.1.8 (4)
0.1.7 (3)	0.2.1 (2)
0.1.8 (1)	0.2.4 (3)
0.2.1 (2)	
0.2.4 (3)	

③

**Student Performance by Test Item & Competency**  

Student Performance				
by Test Item & Competency				
5	No	3.3.4	4	Interpret information on medication
6	No	3.3.4	4	Interpret information on medication
8	No	5.1.6	3	Communicate one's opinion on a cu
11	No	5.1.6	3	Communicate one's opinion on a cu
12	No	5.7.1	2	Interpret information on environme
16	No	4.6.3	3	Interpret written workplace announ
18	No	4.6.3	3	Interpret written workplace announ


④

**CASAS Test Breakdown**  

LISTENING					
Level A		Level B		Level C	
981	982	983	984	985	986
38 Items Total					
49 min.		52 min.		51 min.	
Picture Prompt: 10 Items (R)					
Comprehension Questions:					
15 Items (R)		11 Items (R)		11 Items (NR)	
Predict Next Line:					
13 Items (R)		15 Items (R)		12 Items (NR)	
Identify True Statement:					
12 Items (NR)		15 Items (NR)			
(R=Repeated / NR=Not Repeated)					



1. Start with all NATs represented in your class.
2. Include all tested competencies listed in the columns that corresponding to the NATs you identified.
3. Highlight those competencies that your students failed.
4. Take into consideration the number of questions, amount of time, and types of questions that will be assessed on the post-tests.

<b>ESOL</b> 	<b>④ Instructional Resources</b> <ul style="list-style-type: none"><li>▪ <i>Sample Items</i></li></ul>
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We're finally at Step 4. This is probably the easiest step because all you have to do is be sure to use sample test items during instruction. CASAS provides sample test items for both the *Life & Work Reading and Listening Tests*. Here are the links.

<p><b>CASAS Life &amp; Work Reading Sample Items:</b> <a href="https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading">https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading</a></p> <p><b>CASAS Life &amp; Work Listening Sample Items:</b> <a href="https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-listening">https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-listening</a></p>
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Use these sample items to highlight vocabulary, content, and test-taking skills! Use these sample questions to informally assess mastery of tested content!

Alright, let's move on to ABE!

It's now time to address steps 1, 2, 3 and 4 for the ESOL Program and then repeat the same steps with adjusted content specific to the ABE Program. Let's get started!

<p><b>ABE</b></p> 	<p><b>① Test Breakdown</b></p> <ul style="list-style-type: none"> <li>▪ <i>TABE 11/12 Reading Test (all levels)</i></li> <li>▪ <i>TABE 11/12 Language Test (all levels)</i></li> <li>▪ <i>TABE 11/12 Mathematics Test (all levels)</i></li> </ul>
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▪ *TABE 11/12 Reading Test (all levels)*

We begin with a breakdown of the TABE 11/12 Reading Test. Remember, we're emphasizing TABE 11/12 in this training just as we did in Part 1 because that is the standardized test that is primarily to assess ABE students throughout our State of Florida.

## Breakdown of the TABE 11/12 Reading Test (Forms E, M, D & A)

Reading E	Reading M	Reading D	Reading A
<b>Domain: Phonics &amp; Word Recognition</b>			
16%: 5-6 ?s RF	N/A	N/A	N/A
<b>Domain: Key Ideas &amp; Details</b>			
37%: 11-14 ?s RI	37%: 18 ?s RI/RL	47%: 17 ?s RI/RL/RH/RST	47%: 18 ?s RI/RL/RH/RST
<b>Domain: Craft &amp; Structure</b>			
32%: 13 ?s RI	42%: 17 ?s RI/RL	38%: 16 ?s RI/RL/RH/RST	42%: 17 ?s RI/RL/RH/RST
<b>Domain: Integration of Knowledge &amp; Ideas</b>			
15%: 7 ?s RI	11%: 5 ?s RI	15%: 7 ?s RI/RST	11%: 5 ?s RI

There are four levels of the TABE 11/12 Reading Test:

1. Level E (easy)
2. M (Medium)
3. D (Difficult)
4. A (Advanced)

There are four reading domains:

1. Phonics & Word Recognition
2. Key Ideas & Details
3. Craft & Structure and
4. Integration of Knowledge and Ideas

Under each domain, you have the % of the test that focuses on each domain, the number of questions, and the reading category or categories. Just as we saw with the CASAS tests, it's critical for you to understand how each of these test levels are broken down. Let's move on to the next subject test: Language

## Breakdown of the TABE 11/12 Language Test (Forms E, M, D & A)

Language E	Language M	Language D	Language A
<b>Domain: Conventions of Standard English</b>			
48%: 19 ?s L	44%: 17-18 ?s L	44%: 17 ?s L	52%: 21 ?s L
<b>Domain: Knowledge of Language</b>			
N/A	5%: 2 ?s L	10%: 4 ?s L	N/A
<b>Domain: Vocabulary Acquisition &amp; Use</b>			
22%: 7 ?s L	26%: 5-6 ?s L	26%: 6 ?s L	23%: 4 ?s L
<b>Domain: Text Types &amp; Purposes</b>			
30%: 19 ?s W	25%: 10 ?s W	23%: 9 ?s W	25%: 9 ?s W/WHST

As with reading, there are four levels of the TABE 11/12 Language test:

1. Level E (easy)
2. M (Medium)
3. D (Difficult)
4. A (Advanced)

There are four language domains:

1. Conventions of standard English (which is basically grammar)
2. Knowledge of Language
3. Vocabulary Acquisition & Use and
4. Text Types and Purposes



Under each domain, you have the % of the test that focuses on each domain, the number of questions, and the language category or categories. You and your students must understand how each of these test levels is broken down. Let's move on to the third subject test: Mathematics.

## Breakdown of the TABE 11/12 Math Test (Forms E, M, D & A)

Math E	Math M	Math D	Math A
<b>Domain: Number &amp; Operations in Base Ten</b>			
28%: 9 ?s (NBT)	15%: 5 ?s (NBT)	N/A	N/A
<b>Domain: Number &amp; Operations - Fractions</b>			
12%: 5 ?s (NF)	20%: 7 ?s (NF)	N/A	N/A
<b>Domain: Operations &amp; Algebraic Thinking</b>			
22%: 7 ?s (OA)	12%: 4 ?s (OA)	N/A	N/A
<b>Domain: Geometry</b>			
10%: 4 ?s (G)	10%: 4 ?s (G)	18%: 5 ?s (G)	15%: 5 ?s (G.CO/ G.SRT G.GMD/G.MG)
<b>Domain: Measurement &amp; Data</b>			
10%: 10 ?s (MD)	15%: 6 ?s (MD)	N/A	N/A
<b>Domain: Expressions &amp; Equations</b>			
N/A	15%: 4 ?s (EE)	18%: 7 ?s (EE)	N/A
<b>Domain: Statistics &amp; Probability</b>			
N/A	5%: No ?s Identified (SP)	22%: 7 ?s (SP)	16%: 7 ?s (S.ID)

AS with the language and reading, there are 4 levels of the mathematics test:

1. Level E (easy)
2. M (Medium)
3. D (Difficult)
4. A (Advanced)

Look carefully at the domains. You will see that they shift as you move from level E to M to D to A. Be sure to focus on the domains by level as shown on this chart. Under each domain, you have the % of the test that focuses on each domain, the number of questions, and the math category or categories. You and your students must understand how each of these test levels is broken down.

Now that you understand how these tests are broken down, let's move to step 2.

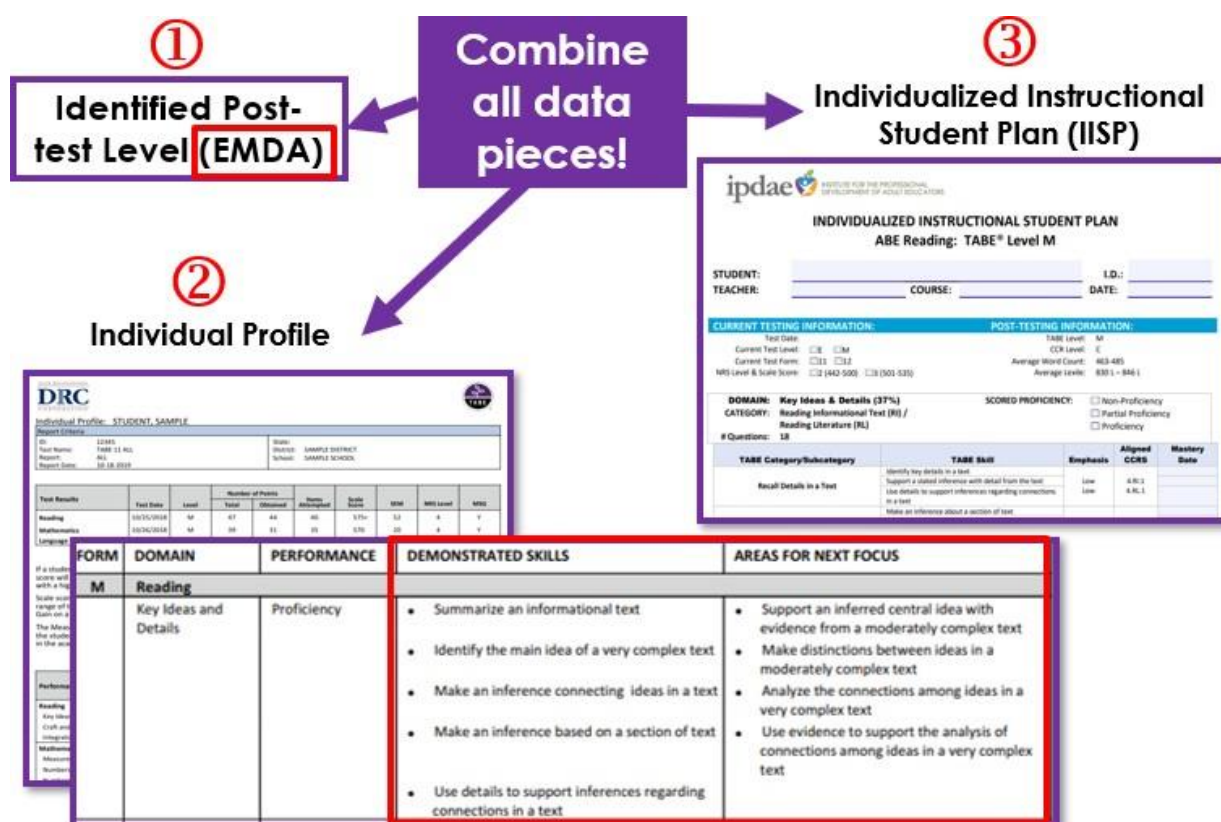
## ABE



## 2 Pre-/Post-test Information

- *Next Test Level & Form*
- *Individual Profile Report*
- *IISP*

Now, it's time to put everything together. When I refer to pre-and post-test information, I'm not referring to just assessment results. I'm referring to all of the pieces of information that impact each student's post-test performance. This includes the next test level and form with which they will be assessed (see #1 in red), the competencies each student failed on the pretest (see #2 in red), and the breakdown of the post-test form along with all content that will be assessed on the post-test (See #3 in red.) Let's review each of these three sub-steps




1. Identify the next assigned test form for each student's post-test. Your test chair can provide this information. You need to know if your student will be post-tested on the level E, M, D, or A.
2. Ask your test chair to provide you with each student's *Individual Profile* report which specifically identified the TABE skills that were mastered and the ones that need additional instruction.

3. Finally, don't forget to create an *Individualized Instructional Student Plan* (IISP) for each of your students. This *IISP* as it is commonly referred to contains all TABE skills that will be assessed on the student's post-test. The *IISP* form that you select must be the same level as the post-test level for the student. For example, if the student is going to post-test on the Reading Level M form, then his *IISP* should be the *IISP for Reading Level M*.

You are now ready to create the kind of data-driven lessons you need to put together so that all of your students can significantly improve their post-test outcomes!!

Let's move to step 3.

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<p><b>ABE</b></p> 	<p><b>③ Planning Calendar</b></p> <ul style="list-style-type: none"><li>▪ <i>Common Planning Tool</i></li></ul>
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Remember the ABE Planning Calendar that we introduced in Part 1 of this webinar training? Well, here we are discussing it again. Planning for ABE is a little easier because we have created this common planning tool that identifies all of the **tested** TABE 11/12 skills by subject area and test level. All you need to do is go to the IPDAE website and download the corresponding common planning tool for your class. Look at the sample on the following page.

## ABE Reading – Planning Calendar Example

3-Jan	4-Jan	5-Jan	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.

TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom			
TABE Level E	TABE Level M	TABE Level D	TABE Level A
<b>DOMAIN: Phonics &amp; Word Recognition</b> <b>16% 5-6 Tq RF</b> <b>Segment Syllables</b> 1.RF.3 / 1.RF.3a / 1.RF.3b / 1.RF.3c / 1.RF.3d Distinguish multiple words <b>Know Long and Short Vowel Sounds</b> 2.RF.3 / 2.RF.3a / 2.RF.3b / 2.RF.3c / 2.RF.3d Distinguish between vowel sounds Distinguish between vowel sounds of words embedded in a sentence Distinguish between vowel sounds of words with similar structures <b>Understand Affixes</b> 3.RF.3 / 3.RF.3a / 3.RF.3b / 3.RF.3c / 3.RF.3d Determine the meaning of common affixes Determine word meaning based on affixes Determine the meaning of a common affix embedded in a sentence Describe the connection between ideas in a moderately complex text Explain connection between ideas in a very complex text Use evidence to explain the connections between ideas Use details to support inferences regarding connections in a text			
<b>DOMAIN: Key Ideas &amp; Details</b> <b>37% 14-15 Tq RI</b> <b>Recall Details in a Text</b> High: 2.RL.1 Respond to basic questions about key details in a slightly complex text Respond to basic questions about key details in a moderately complex text Recall key details of a very complex text without requiring inference Recall key details of a slightly complex text without requiring inference Recall key details of a moderately complex text without requiring inference Respond to inferential questions about key details Low: 4.RL.1, 4.RL.2 Identify key details in a text Support a stated inference with detail from the text Use details to support inferences regarding connections in a text			
<b>47% 16 Tq RI-RL-RH-RST</b> <b>Draw Inferences in Text</b> High: 2.RL.1 Make an inference about details Make an inference based on a section of text Make an inference about the text Make an inference about an event in a slightly complex text Low: 5.RL.1 / Medium: 5.RL.1 Make an inference about a section of text Make an inference about the text Make an inference about an event in a slightly complex text Medium: 7.RL.1 / High: 7.RL.1 / Low: 6-8.RH.1 / High: 6-8.RST.1 Draw a conclusion based on a section of literary text Use evidence to support a stated inference Make an inference of a slightly complex text based on explicit evidence Use details to support an inference of a literary text Low: 9-10.RL.1, 9-10.RST.1 / Medium: 9-10.RH.1 / High: 9-10.RL.1 Support a given inference Make an inference based on explicit details			

You can see that the tool addresses tested content for all 4 ABE reading levels. Under each level, you have the domains, TABE categories, and TABE skills that are tested on each of the four reading test levels (E, M, D, and A). Since the content is aligned across all 4 levels, you can easily how it progresses from the basic level (E) to the most advanced level (A). Again, I want to emphasize that this tool contains all **tested** TABE Skills on the *TABE 11/12 Reading Test*. The purpose of the tool is to provide you with information on what is tested at each level so that you can emphasize the content during regular instruction. By emphasizing and targeting what is tested, you ensure that all critical content is addressed during instruction.

Let's look a little deeper into how to use this tool.

TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom			
TABE Level E	TABE Level M	TABE Level D	TABE Level A
<b>1 → DOMAIN: Key Ideas &amp; Details</b> 37% / 14-15 ?s / RI      37% / 18 ?s / RI-RL      47% / 17 ?s / RI-RL-RH-RST      47% / 18 ?s – RI-RL-RH-RST			
<b>2 → Draw Inferences In Text</b>			
High: 2.RI.1 <b>3 →</b> <del>Make an inference about details</del> Make an inference about a section of text. Make an inference about the text.	Low: 5.RI.1 / Medium 5.RL.1 Make an inference about the text.	Medium: 7.RL.1 / High: 7.RI.1 / Low: 6-8.RH.1 / High 6-8.RST.1 Draw a conclusion based on a section of literary text Use evidence to support a stated inference Make an inference of a slightly complex text based on explicit evidence.	Low: 9-10.RL.1, 9-10.RST.1 / Medium: 9-10.RH.1 / High: 9-10.RI.1 +Support a given inference

This tool is actually quite easy to use. First, identify the Domain and Skills Group or CCRS Group that you are going to teach. See #1 above. In this example, we’re going to focus on teaching “inferencing.” So we’re going to highlight the specific content under each level that is related to inferencing and that we want to emphasize in instruction. See #2 above. If there’s any content that your students have already mastered, just “x” it out so that you don’t waste time teaching something they already know. See #3 above. Now, whatever is left over is what you are going to plug into your planning calendar. Again, be sure to space out all remaining non-mastered content to ensure that you do not miss emphasizing any tested content.

## ABE



## 4 Instructional Resource

### ▪ Sample Items

We’re finally at Step 4 for the ABE program. This too is a very simple step because all you have to do is be sure to use sample test items during instruction. TABE provides sample test items for every subject area test and test level. Use these sample items to highlight vocabulary, content, and test-taking skills! Use these sample questions to informally assess mastery of tested content!

Here is the main link.

### TABE 11/12 Sample Practice Items:

<https://tabetest.com/resources-2/testing-information/tabe-1112-practice/>



## Part 4: When and How Often To Post-test

### *Boot Camp (intensive test prep)*

It's important to address when to post-test a student and how often to post-test a student. This applies to both the ESOL & ABE programs. First of all, you need to make sure that any student who is going to post-test receives some sort of intensive test prep that will target any pending content to be mastered and reinforces learning. We call this Boot Camp, and it is an intensive test prep opportunity.

Here are some basic guidelines:

1. Speak with your administrator and test chair to ensure that every student who is going to be post-tested has an opportunity to attend Boot Camp.
2. Boot camp should be no longer than 5-10 hours.
3. Focus only on content that will be post-tested.
4. Focus only on content that the student has yet to master.
5. Focus only on content that is heavily tested and can impact student scores.
6. During boot camp, you should also review the test format and questions types specific to the test level and form on which the student will be post-tested.

Following these guidelines will ease students' anxiety and will ensure that they are better prepared for and confident about scoring well on the post-test.

### *Ongoing post-testing*

Before ending this training, we need to address how often a student should be post-tested. Try to post-test students as often as possible, ensuring that you are following the test manufacturer's required minimum number of instructional hours for post-testing. This ensures that your students will have multiple opportunities to demonstrate mastery and move to the next functional level. Also, the more often a student is exposed to a test, the more at ease he/she will be and the better he or she will perform.

This brings us to the end of Part 2 of this 2-part webinar training. If you didn't attend Part 1 of the training, be sure to access the recording and *Companion Handbook* on our IPDAE website.



## Summary

Let's summarize the basics for this training:

### LOCATING, INTERPRETING & TRACKING STUDENT DATA

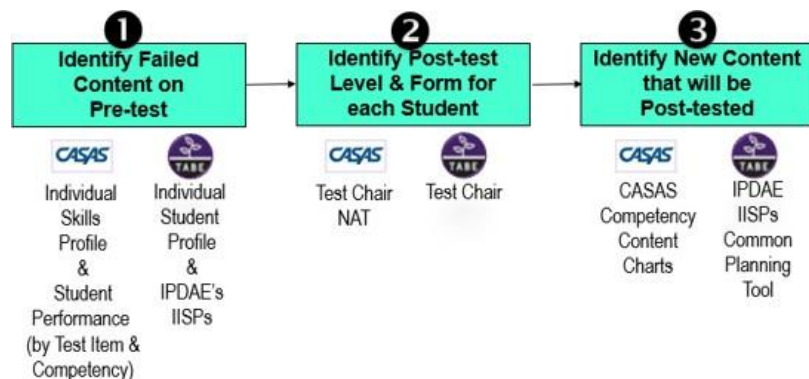
1



- Use the provided Student Assessment Results Template to document student assessments and track LCPs.
- ESOL: Students earn LCPs for Reading & Listening.
- ABE: Students earn LCPs for Reading, Language, and Math

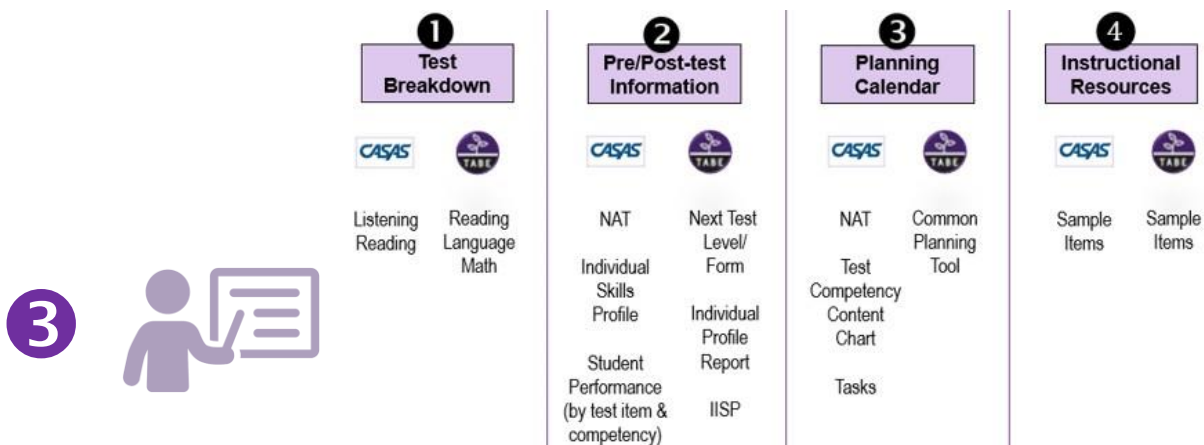
### WHAT TO TEACH WHEN, DIGGING DEEPER

2



- Familiarize yourself with the data reports provided by the testing companies.
- Focus only on “key” pieces of data to start.
- You MUST know on what level and form of the test each student will be post-tested.
- Emphasize “failed” content on pre-test and “new” content on post-test.
- Use the data to “individualize” instruction.
- Establish a procedure for receiving ALL student assessment data from your test chair.
- Access all free available resources from the IPDAE website!

## BETTER DATA-DRIVEN LESSONS FOR BETTER STUDENT OUTCOMES



- Dig deep into understanding how every test level and form is broken down and regularly review this information with your students.
- Learn to combine all available data pieces in order to develop better data-driven lessons.
- Don't forget to incorporate sample items available from the test publishers during instruction.
- Use sample items to informally assess student mastery.

## WHEN AND HOW OFTEN TO POST-TEST



- Establish an intensive test prep program (boot camp) to better prepare students for success when post-testing and ease test anxiety.
- Post-test as often as possible to ensure students have multiple opportunities within the time constraints of the course to gain a functional level.
- Be sure to follow all testing guidelines provided by the test publisher.



## Reflection

### 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.

## Websites

CASAS

[www.casas.org](http://www.casas.org)

Florida Department of Education (Adult Education Curriculum Frameworks)

<https://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-frameworko.stml>

TABE

<https://tabetest.com/>

Florida IPDAE. <http://www.floridaipdae.org/>

## Acknowledgements

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*Life and work reading sample test items.* Life and Work Reading. (n.d.). Retrieved February 1, 2022, from <https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading>

*Tabe 11&12 sample practice items.* Tabetest. (n.d.). Retrieved February 1, 2022, from <https://tabetest.com/resources-2/testing-information/tabe-1112-practice/>

*Test competency content.* Competency Content for Test Series. (n.d.). Retrieved January 25, 2022, from <https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies/competency-content-for-test-series>