CASAS Basic Assessment Training

For New Users
California
Web-Based
Materials

- Training packet
- CASAS Skill Level Descriptors
- CASAS Sample Test Items
- CASAS Competencies
- CASAS Content Standards
- Activity Packet
- Training Verification form
- Training Evaluation form
Training Objectives

At the end of this training, you will be able to:

- Identify links between curriculum, instruction, and assessment
- Identify CASAS Competencies
- Identify CASAS Content Standards
- Identify and select CASAS tests
- Administer CASAS tests
- Interpret test results
- Access QuickSearch Online
- Train staff at your agency to use CASAS tests
Tell us about your agency

- Who are your students?
- What services do you provide them?
- Why and how do you assess your students?
- What are some benefits of assessment?
About CASAS

CASAS is a nonprofit organization dedicated to improving youth and adult education assessment and delivery systems.

- There are four key components:
  - Curriculum
  - Assessment
  - Instruction
  - Accountability
An Integrated Systems Approach

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Key Component: Curriculum

- CASAS Competencies
  - Skills for life and work

- CASAS Content Standards
  - Underlying basic skills in reading, math, and listening

- Both used for curriculum design and instruction
- Both aligned to CASAS test items
CASAS Competencies

What is a competency?

• A competency is a measurable learning objective in a functional life skills context.

Examples:

• Interpret medicine labels
• Check sales receipts

Competency Content Areas

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

Download CASAS Competencies at www.casas.org
Content Area

2. Community resources

Competency Area

2.2 Understand how to locate and use transportation

Competency Statements

2.2.2 Recognize and use signs related to transportation

2.2.4 Interpret transportation schedules and fares

Look at the competencies. What areas are relevant to the populations you serve?
Every test item is correlated to at least one competency statement.

This sample test item is correlated to Competency 2.2.2 and 2.2.4.
Practice

• Now turn to page 3, Activity 1, in your activity booklet
Content Standards are basic skills needed to perform competencies or life skills.

CASAS Competency Example: 2.2.2 Recognize and use signs related to transportation
• CASAS Content Standards are clear statements of the skills that students need to have at specific levels.

• Standards provide a clear sequence and the scope of learning activities leading to high school completion and readiness for college.
Key Component: Assessment

- Appraisals and Pre- and Post-Tests
  - Select appropriate tests
  - Administer CASAS tests and interpret results
  - Match CASAS scale scores to CASAS Skill Level Descriptors

See the CASAS catalog for more information.
Assessment Process

1. Place

Screening and Appraisal
Determine program, level placement
Identify pretest level

2. Diagnose

Pretest
Identify learning needs based on pretest results

3. Instruct

Instruction
Competencies, content standards, and QuickSearch Online to inform instruction

4. Monitor

Post-Test
Select based on pretest score
Monitor progress
General Test Administration Procedures

- Components of CASAS Test Administration
  - Planning for Testing
  - Getting Started
  - Giving the Test
  - Timing Guidelines
  - After the Test
  - Using CASAS eTests

- Needed for testing day:
  - Test administration manual
  - Test booklets (Number booklets for tracking and security)
  - Answer sheets and #2 pencils
  - Scratch paper for math tests
  - A reliable CD (or cassette player) and the CD (or tape) for listening tests
  - Overhead of answer sheet (optional)

- Accommodations
  - Refer to Guidelines for Providing Accommodations for CASAS Assessment for Learners with Disabilities in your test administration manual for alternate test forms and for a full list of approved accommodations.

Dictionaries and calculators not allowed
Getting Started: Using Paper and Pencil Tests

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

- Pass out test booklets
- Read the test directions
- Review practice items
- Encourage students to review answers
- Write start and end times on the board
- Begin the test
- Monitor students
Timing Guidelines

- **Appraisals**
  - Check administration manual for times allotted for each section.

- **Pre- and post-tests for math and reading** – allow one hour.
  - Allow the same amount of time for pre- and for post-tests.

- **Tests are not strictly timed.**
  - Those unable to complete the test within the hour may have a few extra minutes to complete the question they are working on.

- **Timing of listening tests determined by CD (or tape) for that test.**
  - Do not stop the CD (or tape) until the end of each section.
Appraisals: Interpreting Test Results

- **Raw Scores**: Students’ scores are found by counting the number answered correctly on the test. This score is called a raw score.

- **Converting the Raw Score**: Raw scores are always converted to scale scores. Scale scores are used to determine students’ levels.

- Convert the raw score to the scale score using a chart like this one. All test administration manuals contain the raw to scale score conversion charts for each test.

- In this example, the raw score is 15. What is the scale score?

- What is the scale score if the number correct is 8?
Interpreting Appraisal Results
What do these scores mean and how can you use them?

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Interpreting Scores
Look at your ABE Skill Level Descriptors

**Intermediate Basic Skills**
Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar subjects. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub, follow basic written instructions and diagrams. Can complete a simple order from and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral and written instructions and diagrams if they can be clarified orally.

**Beginning Basic Skills**
Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.

- The Skill Level Descriptors describe what a person can do or learn within a range of scale scores.
- Once you determine the scale score, use the Skill Level Descriptors to interpret the score.
Practice

• Now turn to page 4, Activity 2, in your activity booklet
### Suggested Next Test Charts

#### Form 80 Appraisal

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#### ECS Appraisal Form 130

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Practice

• Now turn to page 5, Activity 3, in your activity booklet
Class Placement Guidelines

- Review individual appraisal scores for reading, listening, or math
- Never average scale scores
- Place the student according to the lowest score or consider the student’s goals
## Select a Test Series:
What CASAS tests does your agency use?

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Practice

• Now turn to page 6, Activity 4, in your activity booklet
Interpreting Pre- and Post-Test Results: Finding Inaccurate Scores

Scale scores below the accurate range (with no scale score) have a higher standard error of measurement and do not offer enough information for use.

*Scores below the accurate range are provided only for appraisals.

Scores at the high end of the range marked with a ◆ are conservative estimates. Use with caution.
Practice

- Now turn to page 7, Activity 5, in your activity booklet
Electronic Testing: CASAS eTests

• Benefits of CASAS eTests
  • No need for test booklets or answer sheets or #2 pencils
  • Contains a quick locator to seamlessly move a student into the correct pretest
  • Provides immediate results
  • Selects next test automatically
  • Includes practice test items
  • Given individually or to a group

To order CASAS eTests and to participate in additional training, contact:
  Carol Farrell: 1-800-255-1036 ext 123 or cfarrell@casas.org
  Dawn Montgomery: 1-800-255-1036 ext 126 or dmontgomery@casas.org
Key Component: Instruction

- Sample Tests
  - Task Areas
- TOPSpro Reports
  - Provide diagnostic reports for teachers and learners
- QuickSearch Online
  - Helps identify effective instructional materials

What instructional materials do your teachers use?
Instruction: Using TOPSpro Reports

- Instruction is guided by test results

- TOPSpro Reports provide:
  - Test results
  - Skill level
  - Competencies attained
  - Competencies to attain
  - Suggested next test
CASAS Sample Test Items

- Sample test items for Levels A, B, and C
  - Familiarize students and teachers with test item format
  - Practice test-taking skills
  - Practice marking the TOPSpro Test Record

- 5 to 6 test items per level for each skill area

- Not a predictor of performance

- Download at no cost from www.casas.org
Sample Test Items at Three Levels
Competency 2.1.7: Take or interpret telephone messages

A Level
Who is coming?
A. today
B. Sara
C. Dan
D. Amy

B Level
When does the caller want to meet?
A. at 8:20
B. on 3/15
C. on Monday
D. downtown

C Level
What should be done with this message?
A. Paula should give it to Mr. Harper.
B. Mr. Harper should give it to Lisa.
C. Lisa should give it to Mr. Harper.
D. Paula should give it to Lisa.

WHILE YOU WERE OUT
Date: 3/15 Time: 8:20
To: Lisa
From: Mr. Harper
Of: Lofton College
Phone:

☐ Telephoned ☐ Returned your call
☐ Please call ☐ Will call again
☐ Urgent

Message: Can you meet him downtown on Mon. at 1:30?

Taken by: Paula
Practice

- Find your CASAS Sample Test Items handout

- Turn to page 9, Activity 6, in your activity booklet
Test Items: Task Areas and Test Items

• **Reading Task Areas**
  • Forms
  • Charts, maps, consumer billings, matrices, graphs, or tables
  • Stories, articles, paragraphs, sentences, directions, or pictures
  • Signs, price tags, ads, or product labels
  • Measurement scales and diagrams

• **Listening Test Items (new)**
  • Picture prompt
  • Comprehension question
  • Predict next line of dialogue
  • Identify true statement based on prompt
Practice

- Now turn to page 11, Activity 7, in your activity booklet
### Class Performance by Competency

**TOPSpro Report**

**08/06/2007**

**13:50:15**

**Class Performance by Competency**

4908 - Rolling Hills Adult School

Test Dates between 07/01/2007 and 06/30/2008

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct?</th>
<th>Comp No.</th>
<th>Task</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>74%</td>
<td>0.2.1</td>
<td>3</td>
<td>Respond appropriately to common pers. info. questions: 7.2.1 Identify and paraphrase pertinent information</td>
</tr>
<tr>
<td>2</td>
<td>78%</td>
<td>4.1.3</td>
<td>3</td>
<td>Interpret wages, deductions, benefits, timekeeping forms: 7.2.1 Identify and paraphrase pertinent information</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
<td>4.1.3</td>
<td>4</td>
<td>Identify, use information in job descriptions, ads: 4.1.6 Identify and use information in job descriptions, ads: 4.1.6 Identify work-related vocabulary</td>
</tr>
<tr>
<td>4</td>
<td>26%</td>
<td>4.1.3</td>
<td>4</td>
<td>Identify, use information in job descriptions, ads: 4.1.6 Identify and use information in job descriptions, ads: 4.1.6 Identify work-related vocabulary</td>
</tr>
<tr>
<td>5</td>
<td>57%</td>
<td>4.1.3</td>
<td>4</td>
<td>Identify, use information in job descriptions, ads: 4.1.6 Identify and use information in job descriptions, ads: 4.1.6 Identify work-related vocabulary</td>
</tr>
<tr>
<td>6</td>
<td>70%</td>
<td>1.4.7</td>
<td>3</td>
<td>Interpret info. about home maintenance; comm. w/landlord: 2.4 Identify and paraphrase pertinent information</td>
</tr>
<tr>
<td>7</td>
<td>78%</td>
<td>1.4.7</td>
<td>3</td>
<td>Interpret info. about home maintenance; comm. w/landlord: 2.4 Identify and paraphrase pertinent information</td>
</tr>
</tbody>
</table>

**Agency:** 4908 - Rolling Hills Adult School  
**Site:** 6 - Southwest Campus  
**Class:** 001 - ESL - Intermediate Low  
**Course:** 083R - Life and Work Reading Level D  

**Total Tests:** 23  
**Total Students:** 22

**The Task Number tells you the format in which the question was asked.**  
**The Competency Description gives more detail of the Competency Number.**

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Calif. New Users Web-Based
Monitor: Post-Test

- After a student completes approximately 70 to 100 instructional hours (based on state assessment policy in your state) the student should take a post-test.

- How is your program set up? What is the interval of instruction between pre- and post-testing: By month? By semester? By a certain number of weeks?

- The post-test will be at the same, or a slightly higher difficulty level, as the pre-test and will test similar competencies as the pre-test.
Test Preparation Guidelines

- Do not photocopy, scan, or duplicate CASAS tests.

- Do not use displays, questions, or answers from any CASAS test to create materials to teach or to prepare students to answer CASAS test items.

- CASAS encourages use of competencies, content standards, QuickSearch Online, and other materials to link assessment, curriculum, and instruction.
QuickSearch Online

- Quick, easy online access to a database of more than 2,300 instructional materials
- Includes print, audio, video, and software materials
- Identifies effective instructional materials and aligns materials to CASAS Competencies
- Search by
  - Title
  - Competency
  - Program, Level, and Skill
  - Publisher
  - CASAS Test

View CASAS QuickSearch Online at www.casas.org!
Complete the Case Study

- Find the case study that begins on page 12 in your activity booklet.
- Work in a group of 2-3 if possible, or work alone.
- Your trainer will stay on the phone for questions.
- Answer the questions in the case study. Use the materials provided and what you have learned today.
- When your group finishes, we will review answers together.

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Calif. New Users Web-Based
Case Study Answers

p. 13, Student’s Name:
   Ching Lin
SS# or ID:
   353-45-3456
Date of Appraisal Test (today’s date):
   March 12, 2008

p.14, Ching’s Listening Appraisal raw score was 8. Listening scale score?
   198
Ching’s Reading Appraisal raw score was 11. Reading scale score?
   209

p.15 Listening:
   A – High Beginning ESL
Reading:
   B – Low Intermediate ESL
p.16, Select the appropriate Life and Work reading pretest form.  
83R or 84R

p.17, What form number did Ching take as her pretest?  
83R  
What was her pretest Reading raw score?  
13

p.18, What is Ching’s Reading pretest scale score if her raw score is 13?  
203

p.19, Which item on the report was missed by most students in the class?  
Item 13  
What competency does that test item address?  
1.4.3  
What kind of task might have been on that item?  
Task 1, Forms
Case Study Answers, continued

p.20, Find the Life and Work reading post-test form number based on Ching’s pretest scale score of 203 on Form 83R:

84R, 81RX, or 82RX

p.21  Date of post-test:

June 5, 2008

Post-test Form Number:

84R

Hours of Instruction:

90 hours

Reading Raw Score:

17

p.22, What is the reading post-test scale score on Form 84R if the raw score is 17?

209

p.23, What are the learning gains between the pre- and post-tests?

209 – 203 = 6

What reading level should Ching be placed in next semester?

B – Low Intermediate ESL
Training Objectives

- You are now able to:
  - Identify the link between curriculum, instruction and assessment
  - Identify CASAS Competencies
  - Identify CASAS Content Standards
  - Identify and select CASAS tests
  - Administer CASAS Tests
  - Interpret test results
  - Use QuickSearch Online
  - Train staff at your agency to use CASAS tests
Now that you have completed training...

- Submit a Training Verification form by fax to CASAS
  - Collects information about your agency and its implementation status
  - Serves as proof of completion of Implementation Training
  - Verifies you may order the assessments covered in this training. Contact CASAS for more information.

- You qualify to train others at your site only.
- You are eligible to order and implement these CASAS appraisals and pre- and post-tests:
  - Life and Work Series
  - Employability Competency System (ECS) and the Workforce Learning System (WLS) Series
  - Life Skills Series
  - Reading for Citizenship
Next Steps

- Train staff at your agency in these CASAS appraisals and pre- and post-tests:
  - Life and Work Series
  - Employability Competency System (ECS) and the Workforce Learning System (WLS) Series
  - Life Skills Series
  - Reading for Citizenship

- Sign up for more CASAS Web training:
  - Administering CASAS Appraisal Tests
  - CASAS Reading Basic Skills Content Standards
  - Using TOPSpro Reports
  - Putting It Together, making lessons using class performance reports from TOPSpro
Resources on www.casas.org

- CASAS Handbook for Adult ESL Teachers
- California Teachers New to CASAS
- Getting the Most from Your TOPSpro Reports
- TOPSpro Tutorial
- Secondary Level Assessment — pre- and post-tests for ABE, ASE, GED preparation, and alternative high school
- CASAS Life and Work Listening
- CASAS Sample Test Items — Life and Work Listening and Reading
- QuickSearch Online
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