CALIFORNIA
ADULT EDUCATION
PROGRAM

TECHNICAL ASSISTANCE PROJECT

Assessment to Instruction – Using CASAS Test Results to Inform Teaching

CAEP Webinar, November 13, 2019

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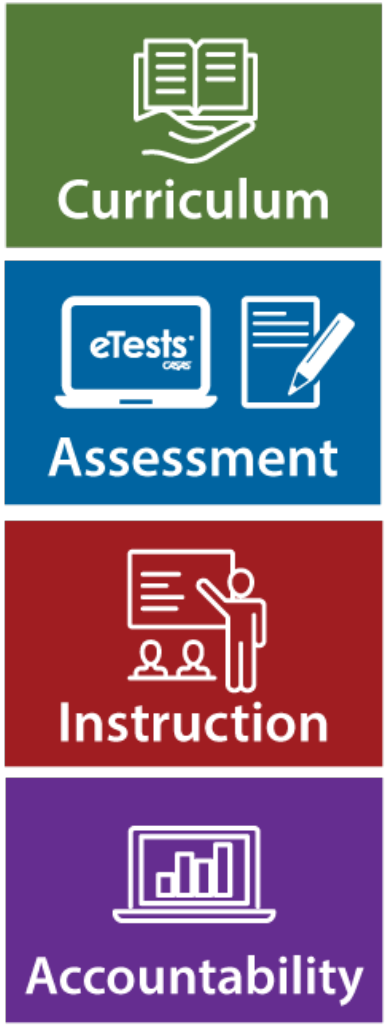
Objectives for this Session

- Understand basic information that TOPSpro reports provide.
- Identify potential areas of program success or concern.
- Create an action plan to address concerns.
- Recognize what reports are most helpful.
  - To determine where students are succeeding.
  - To analyze areas for improvement.
- Reflect on how this presentation could affect your agency/class.

Integrated System Approach



- Basic Skills Content Standards and CASAS Competencies
- Reading, Listening, Math Assessments Paper or computer-based testing (eTests)
- QuickSearch Online – free resource to find instructional material titles
- TOPSpro Enterprise (TE) – data accountability software to score and track student test scores and generate reports

The Foundation of the CASAS system

- College and Career Readiness Standards (CCR)
- CASAS Content Standards
- CASAS Competencies
- Task Areas

College and Career Readiness (CCR)Standards*

Key Goals:

- Ensure core college and career readiness requirements for adult learners are represented but *also* keep the overall content demands manageable
- Include standards that are:
  - *relevant* to preparing adult students for success in higher education and training programs
  - most important for adult learners

**College and Career Readiness (CCR) Standards for Adult Education* – published by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) - April 2013.

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

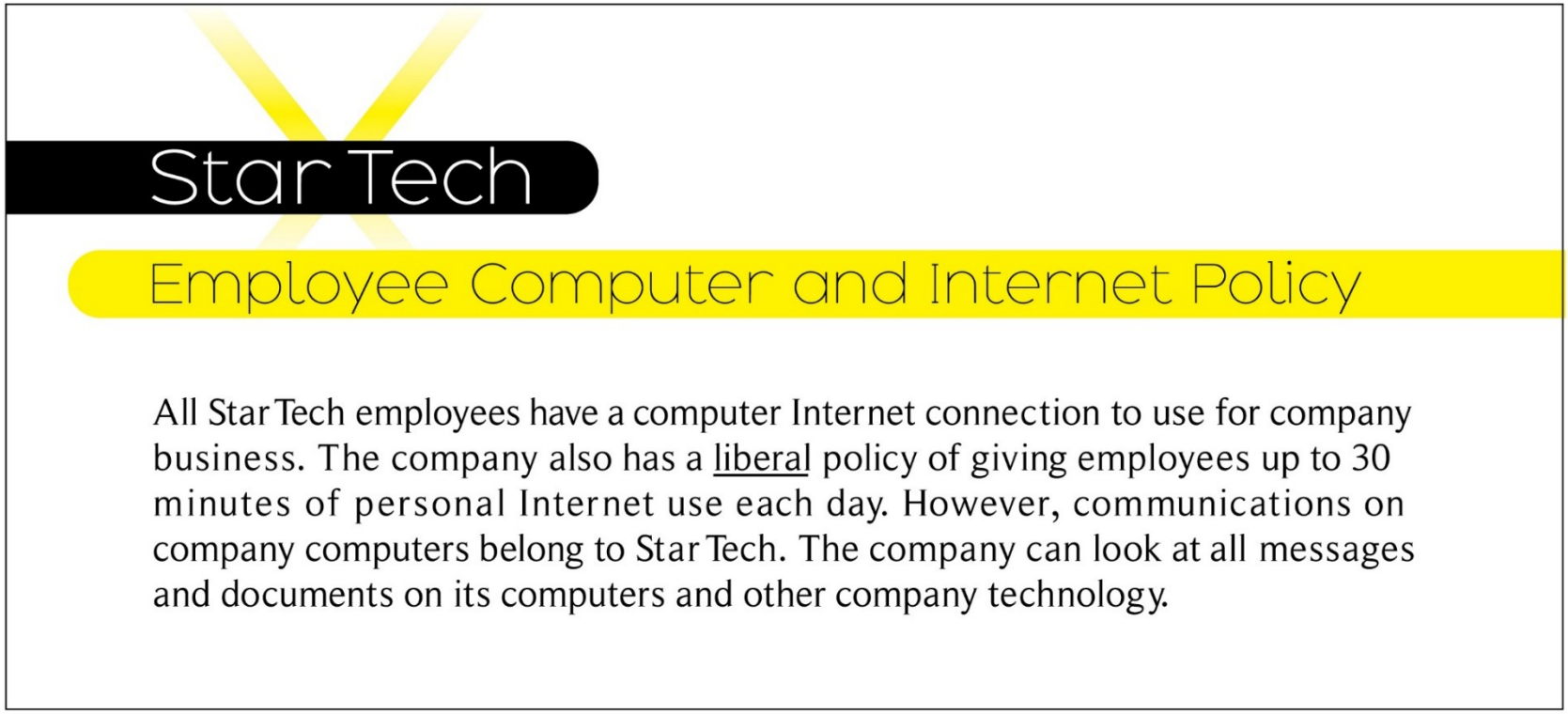
CASAS Reading GOALS Content Areas	CCRS Reading Anchor*
Vocabulary	R4
Reading Comprehension Skills	
Locate detail	R1
Main idea; Author's purpose	R2, R6
Higher Order Reading Skills	
Locate/compare details; Infer/draw conclusions	R1
Text structure and features	R5
Author's point of view	R6
Analyze claim/argument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

*CCRS Reading Standards R7, R9 and R10 are measured across content areas.

Example of CCR ReadingStandard

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

A	B	C	D	E
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze cumulative impact of specific word choices on meaning and tone.



Star Tech

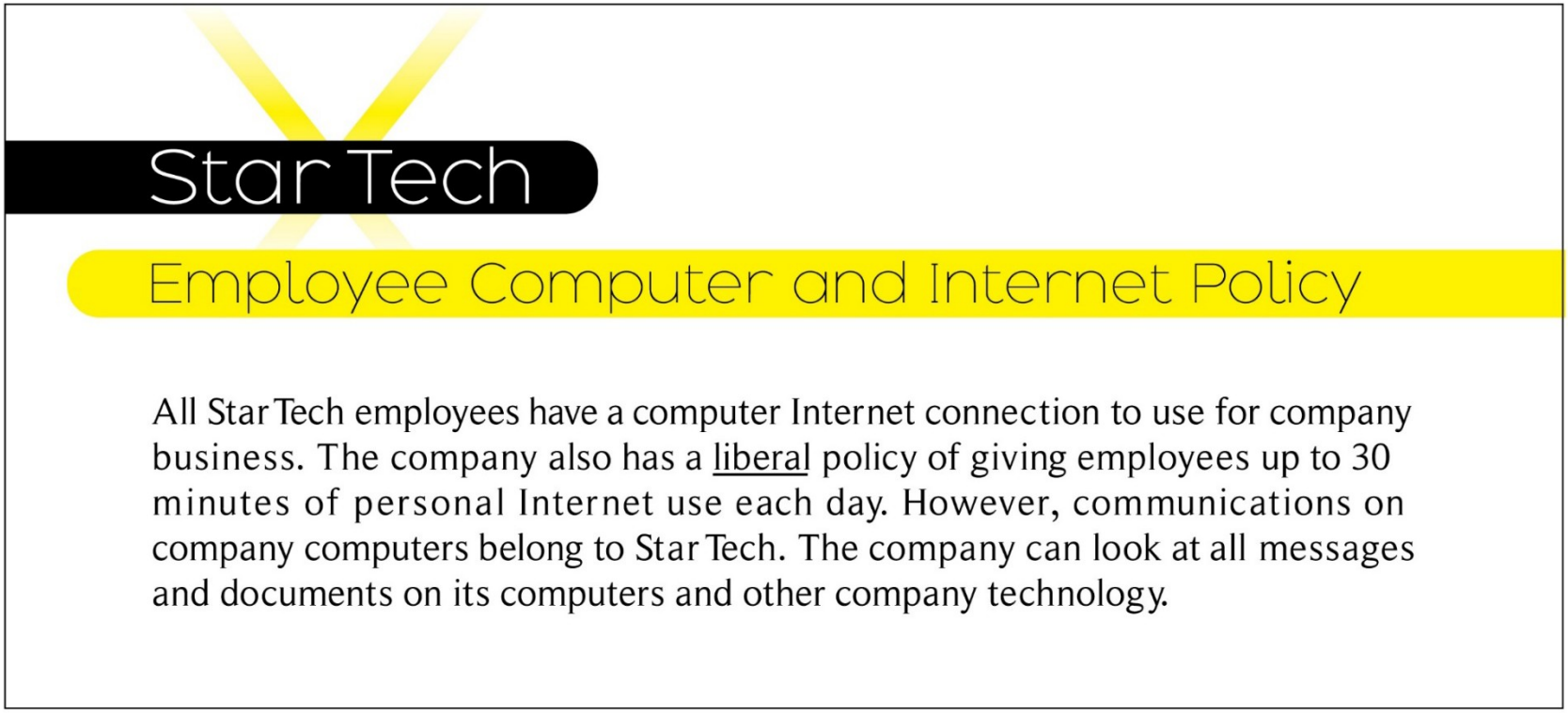
Employee Computer and Internet Policy

All Star Tech employees have a computer Internet connection to use for company business. The company also has a liberal policy of giving employees up to 30 minutes of personal Internet use each day. However, communications on company computers belong to Star Tech. The company can look at all messages and documents on its computers and other company technology.

In line 2, which word means the same as the underlined word liberal in this announcement?

A. generous
B. radical
C. traditional
D. widespread

What CCR standard is being tested?



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CCR Standard

R4.B, C: Interpret words and phrases in a text

Content Standards, Competencies, and Task Areas

Basic Skills Content Standard
Academic skill measured
(e.g., locate detail)

Competency
A measurable learning objective in a functional life skills context
(e.g., read an activity schedule)

Task Area
Format of the test item prompt
(read a chart)

Content Standards Categories

- R1 Beginning literacy/phonics
- R2 Vocabulary
- R3 General reading comprehension
- R4 Text in format
- R5 Reference materials
- R6 Reading strategies
- R7 Reading and thinking skills
- R8 Academic-oriented skills
- R9 Literary Analysis (ABE/ASE only)

Reading

- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

Listening

- M1 Number Sense
- M2 Algebra
- M3 Geometry
- M4 Measurement
- M5 Statistics, Data Analysis and Probability

Math

- W1 Beginning Literacy
- W2 Spelling and Mechanics
- W3 Grammar and Sentence Structure
- W4 Vocabulary/Word Choice
- W5 Organization
- W6 Content
- W7 Writing for Varied Purposes
- W8 Academic-oriented Skills

Writing

- S1 Phonology/ Pronunciation
- S2 Vocabulary
- S3 Grammar
- S4 General Discourse
- S5 Informational Discourse
- S6 Strategies and Critical Thinking

Speaking

CASAS Reading Standards Categories

RDG 1 - Foundational Literacy

RDG 2 - Language and Vocabulary

RDG 3 - Reading Comprehension Skills and Strategies

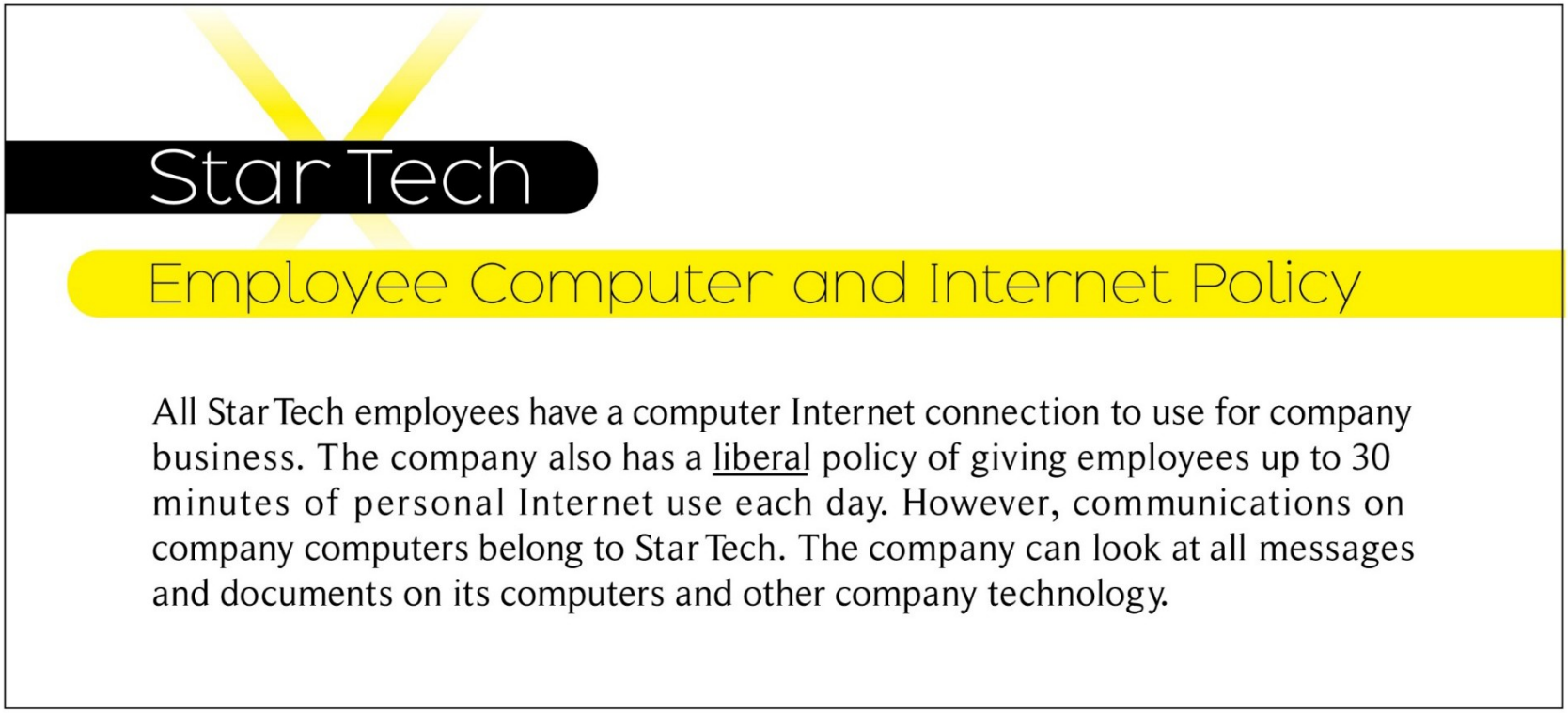
RDG 4 - Higher Order Reading Skills and Strategies

RDG 5 - Higher Order Reading Skills and Strategies – Literary Texts Only

CASAS Reading Standards example

RDG 2 Language and Vocabulary

	ABE/ASE NRS Level			**1**	**2**	**3**	**4**	**5**	**6**
	ESL NRS Level	**1**	**2**	**3**	**4**	**5**	**6**		
CS #	**Content Standard CASAS Instructional Level**	A	A	A	B	B	C	D	E
RDG 2	**Language and Vocabulary**								
RDG 2.1	Interpret the conventions of standard English including **punctuation** (e.g., periods, appropriate placement of commas, quotation marks) and **capitalization** (e.g., at the beginning of a sentence, proper nouns). [L2. A, B, C, D, E]	●	●	●	●	●	●	●	●
RDG 2.2	Read and interpret **high-frequency words, phrases, and abbreviations** in everyday contexts (e.g., signs, ads, labels, forms). [L6. A, B] [R4. A]	●	●	●	●				
RDG 2.3	Interpret accurately a range of general **academic** (e.g., indicate, procedure, evidence), **technical** (e.g., phlebotomist), **and domain-specific words and phrases** (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to). [L6. B, C, D, E] [R4. B, C, D, E]				●	●	●	●	●



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CASAS Reading Standard

RDG 2.8 - Interpret multiple-meaning words

CASAS Math Blueprint

GOALS CASAS Math Series

CASAS Content Domains	CASAS Level A/B	CASAS Level C/D	College and Career Readiness Standards (CCRS) Covered by CASAS Math Goals Series
M1: Number Sense	31%	17%	**At the A/B level**, use basic concepts of number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions. **At the C/D level**, use advanced number concepts such as comparing fractions, using operations with rational numbers and exponents.
M2: Algebra	11%	29%	**At the A/B level,** understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations. **At the C/D level,** generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.
M3: Geometry	9%	12%	**At the A/B level,** identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume. **At the C/D level**, solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.
M4: Measurement*	31%	25%	**At the A/B level,** measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements. **At the C/D level,** understand/apply Pythagorean theorem, use volume measurements for complex modeling.
M5: Statistics and Probability**	18%	17%	**At the A/B level,** understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions. **At the C/D level,** understand probability, sampling, draw inferences, summarize and interpret data categorical and quantitative data, draw inferences, investigate associations in bivariate data.

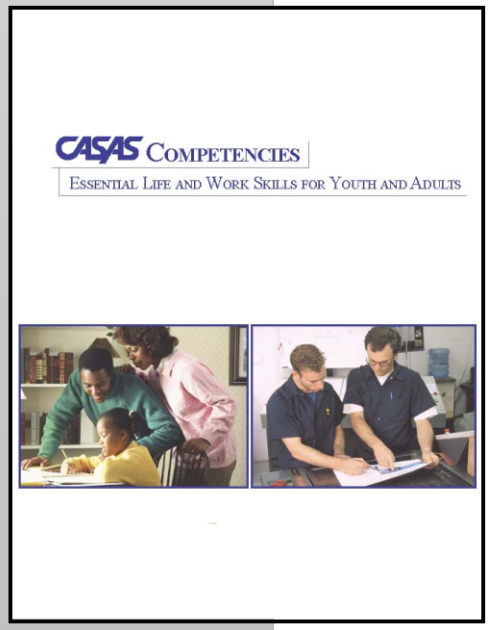
* CCRS domains of **Geometry** and **Statistics** include content from CASAS category *M4: Measurement*

What are Competencies?

Measurable learning objectives written in a functional life skills context

Competency Content Areas

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



CASAS Web site: www.casas.org/ About CASAS / CASAS Competencies

The Competency Coding System

Content Area

3. Health

Competency Area

3.4 Understand basic health & safety procedures

Competency Statements

3.4.1. Interpret product label directions and safety warnings

3.4.2. Identify safety measures that can prevent accidents and injuries

Every test item in the CASAS system is associated with a specific competency.

CASAS Competencies – example

4. Employment

4.6 Communicate effectively in the workplace

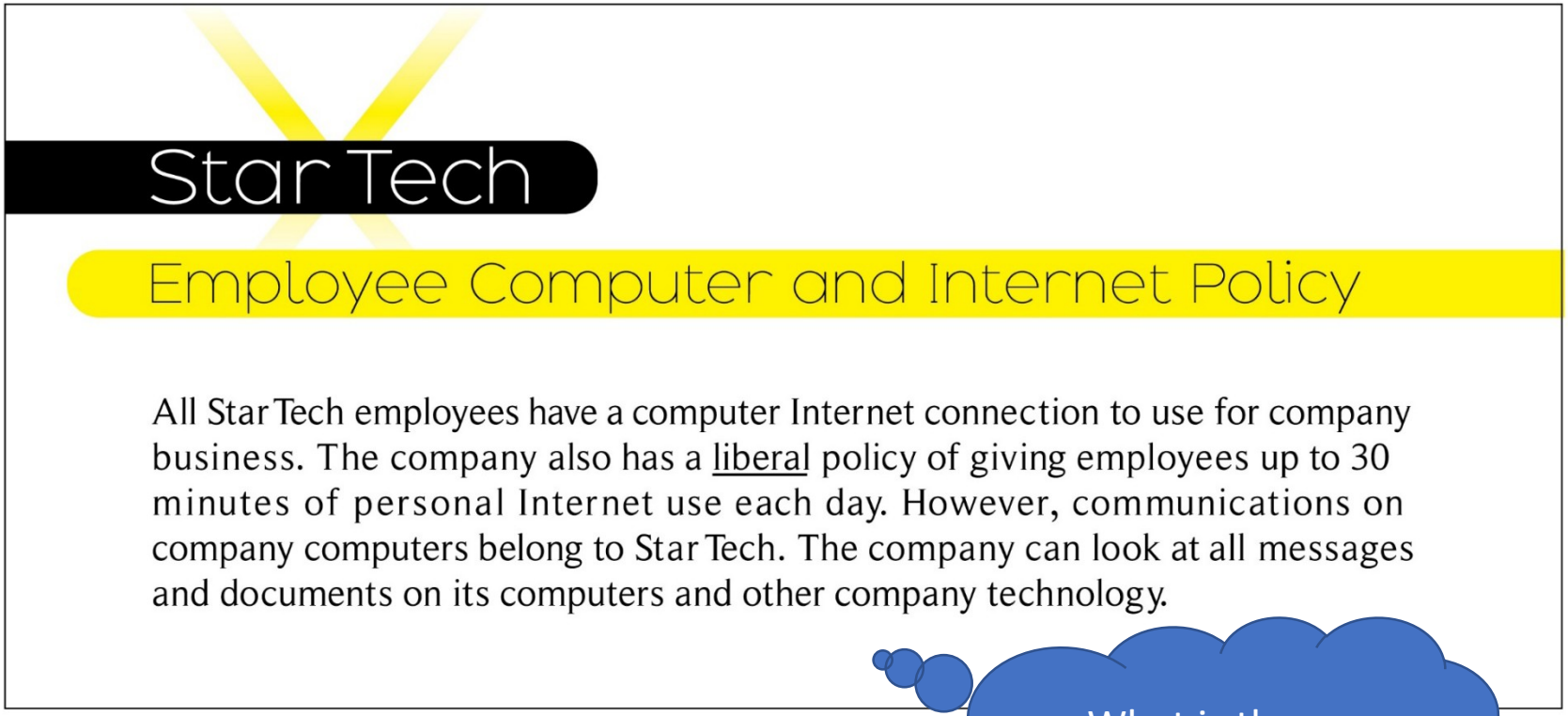
4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism

4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail

4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)

4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion

4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing



What is the competency area being tested?

In line 2, which word means the same word liberal in this announcement?

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CASAS Competency - employment

4.2.4 Interpret employee handbooks, personnel policies, and job manuals.

Reading Task Area (Format) Categories

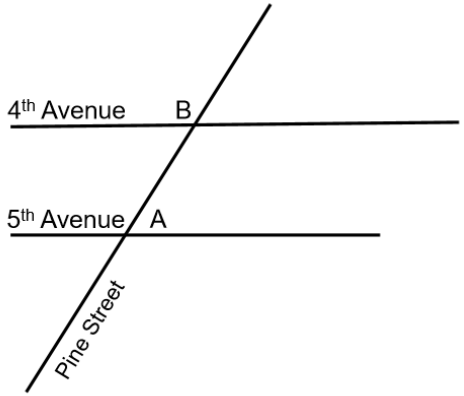
1 - Forms

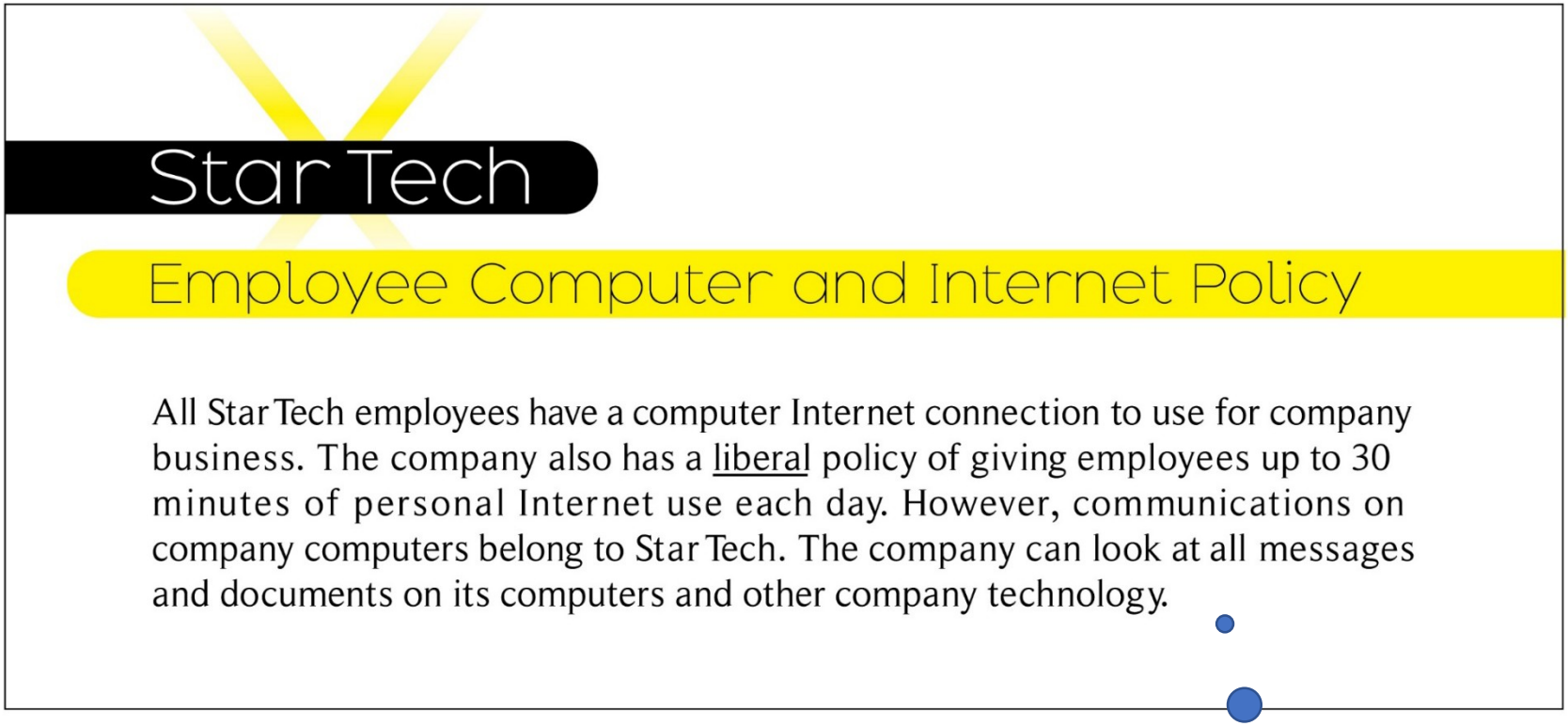
2- Charts, tables, graphs, etc.

3 - Text

4 - Signs, ads, labels, etc.

5 - Measurement scales and diagrams





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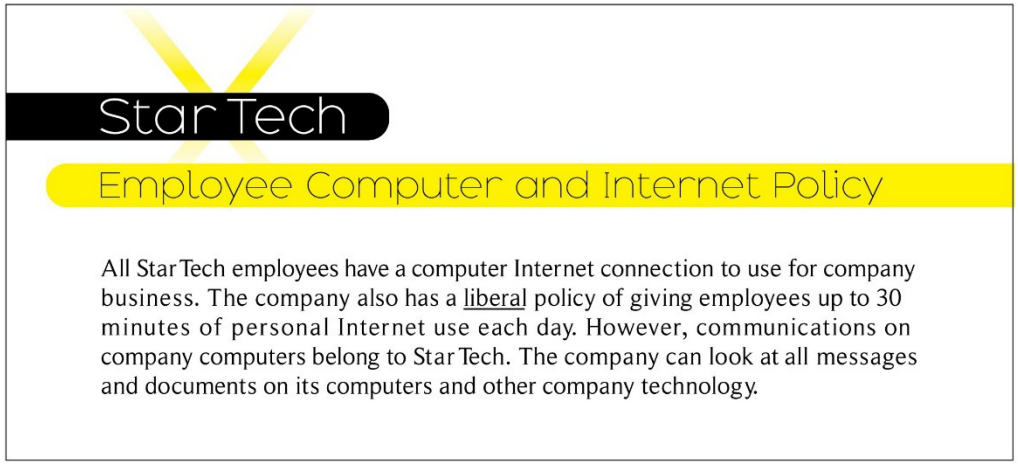
Reading Task Area/Format is…

3 - Text

What is the task format for this question?



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CCR Standard: R4.B, C - Interpret words and phrases in a text

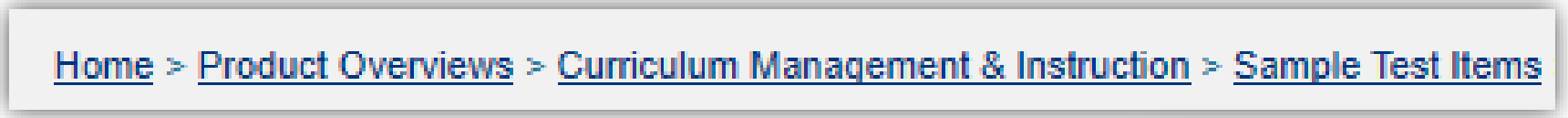
CASAS Content Standard: RDG 2.8 - Interpret multiple-meaning words

CASAS Competency: 4.2.4 - Interpret employee handbooks, personnel policies, and job manuals.

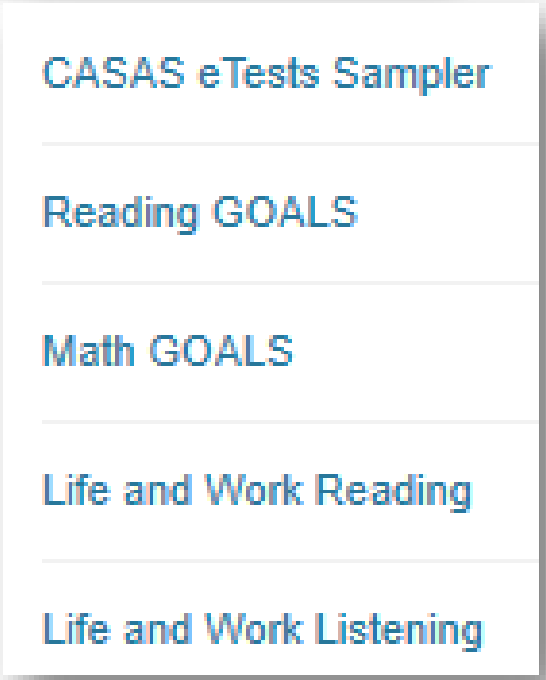
Reading Task Area: 3 - Text

Sample Test Items

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



- Use sample test items to:
  - familiarize and give students practice with CASAS items
  - make future testing go more smoothly
  - help reduce student test-taking anxiety
  - provide teachers with more insight into test items



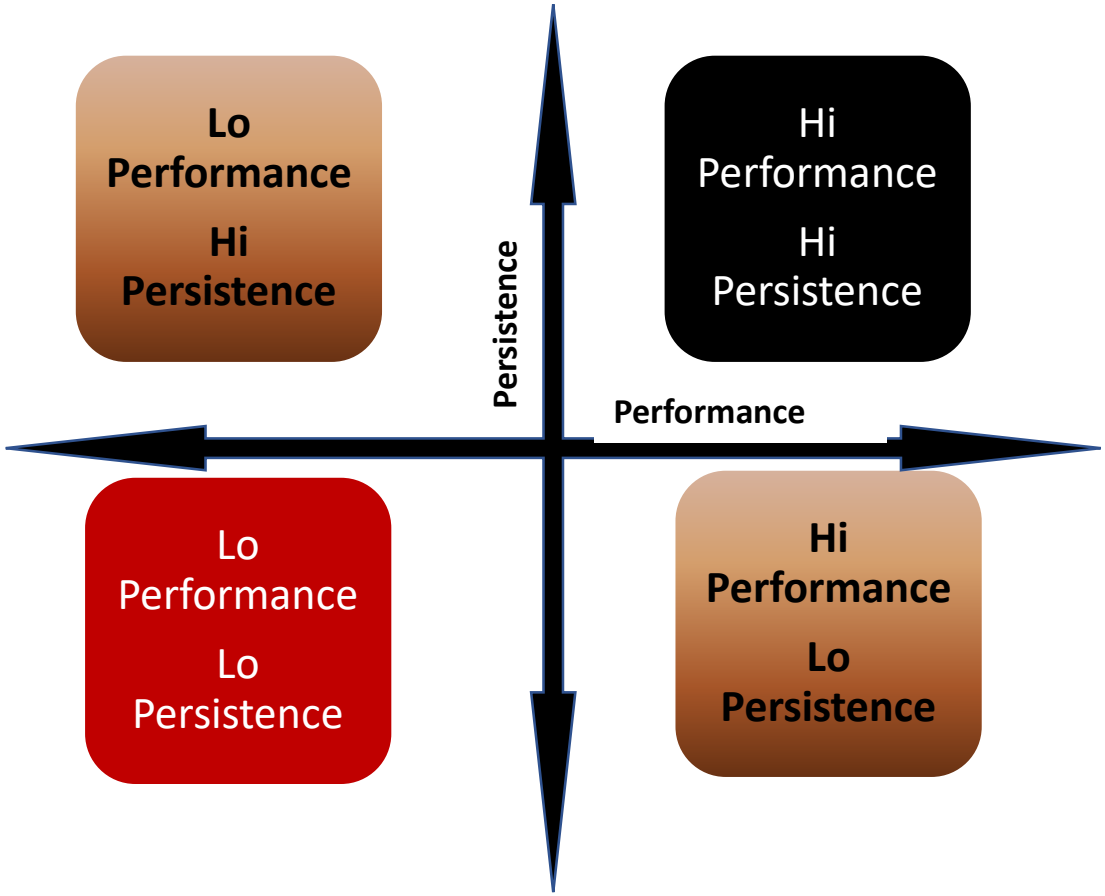
Look at your agency results

Review big picture reports

Think through what's working

And what needs improvement

Identify Potential Problems



Review the big picture

CASAS

CAEP Summary

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AEBG2017S

Agency: 4908 - Rolling Hills Adult School (RHAS)
Member: N/A

Program Year: 2019-2020
Consortium: [redacted]

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes							Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Other Literacy Gains (F)	HSD/HSE Achieved (G)	Post-Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)	Enrollees (L)	Enrollees with any Services Received (M)	Supportive Services Received (N)	Training Services Received (O)	Transition Services Received (P)	Career Services Received (Q)
English Language Learner (ESL/ELL)	2,151	1,669	1,100	2,265	92	23	19	353	125	22	3,073	1,733	1,474	9	446	658
Basic Skills (ABE)	415	320	185	1,123	179	36	30	221	127	72	1,457	586	478	7	487	97
High School Diploma (HSD)	148	67	106	792	143	76	24	103	49	18	1,449	936	812	8	884	127
High School Equivalency (HSE)	278	165	119	857	203	58	26	265	173	32	1,276	538	402	14	314	98
Career and Technical Education (CTE)	297	256	194	787	75	13										
Programs for Adults with Disabilities	0	0	0	18	0	0										
Adults Training for Child School Success	31	28	16	32	1	0										
Workforce (Re)Entry	384	328	220	798	62	17										
Pre-Apprenticeship	0	0	0	0	0	0										
Total	**3,704**	**2,833**	**1,940**	**6,672**	**755**	**223**										
Students in two or more programs	**840**	**658**	**425**	**1,506**	**206**	**51**										
Total unduplicated students	**2,262**	**1,684**	**1,172**	**4,336**	**375**	**124**										

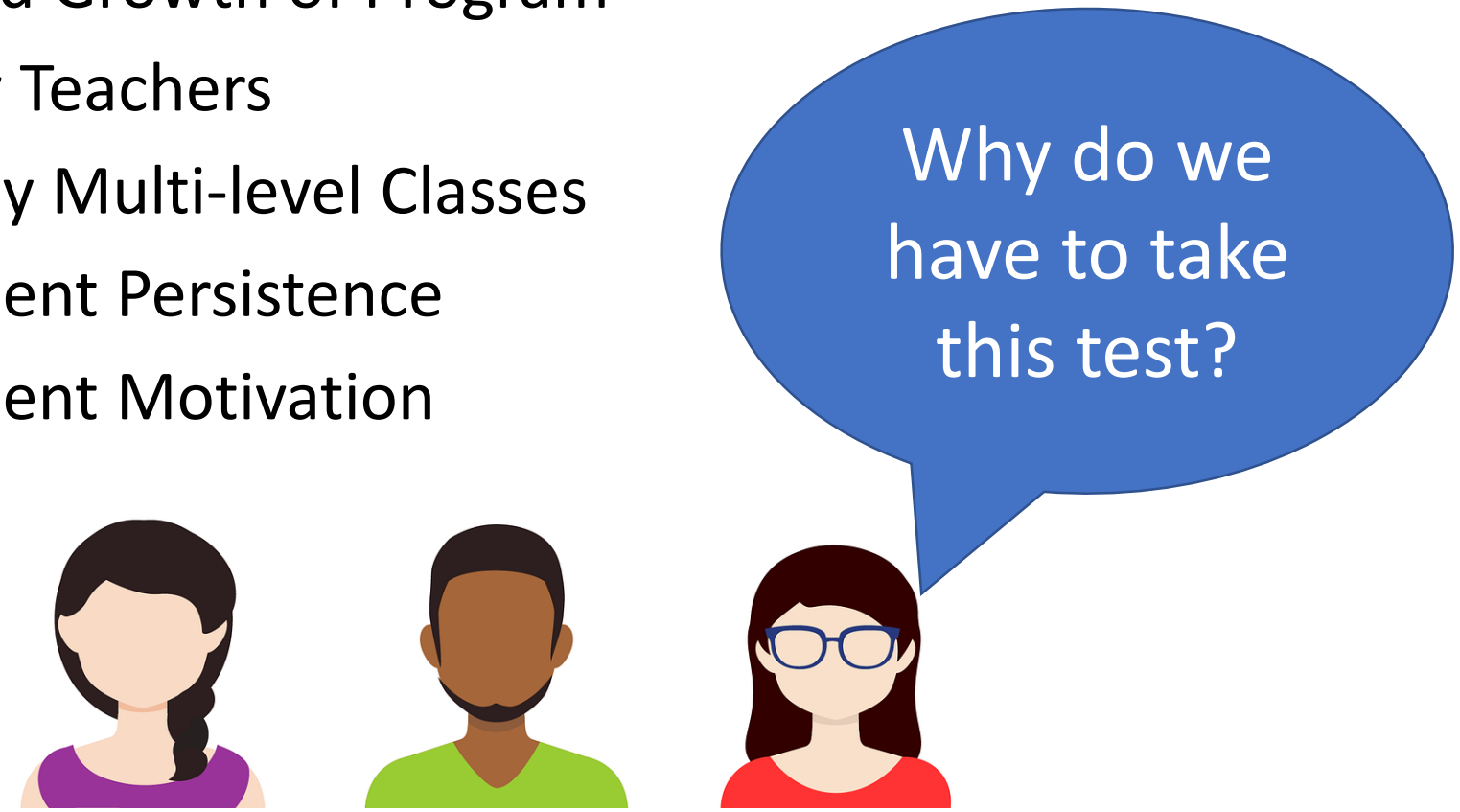
*All learners in multiple programs are counted in each program in which they are enrolled.
**Includes learning gains from pre/post testing

Displays outcomes in three separate sections:

1. Literacy Gains (Pre/Post) using NRS Table 4 guidelines
2. Other CAEP (AB104) Outcomes using WIOA II reporting requirements but not pre/post
3. Services Received that do not impose WIOA II reporting requirements

Potential Causes of a Problem

- Rapid Growth of Program
- New Teachers
- Many Multi-level Classes
- Student Persistence
- Student Motivation



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Action Plan- California WIOA II PD Plan

Here's an example:

In alignment with WIOA Title II, instructors will gain the ability to effectively **use assessment data to inform instruction**, select or create materials, and support post-secondary transition efforts, as evidenced by pre- and post-assessments.

WIOA II PD Plan

- In the ESL program, half the teacher are either new or ESL teachers without adult education teaching experience.
- The Adult High School is still fairly new to CASAS testing in all courses. Although, nearly all teachers in both ESL and AHS have taken the online CASAS Implementation training, faculty are not regularly provided with Class Performance Reports.
- **Providing teachers with these reports will help faculty target areas in which students are not performing to standards**. However, teachers need preparation in understanding the different skills that are tested and interpreting the results.

WIOA II PD Plan - Steps

- The TE data manager, faculty coordinators, and principal will collaboratively develop a self-assessment instrument for ESL and AHS teachers to document their understanding of CASAS test scores and results.
- Administer the developed instrument as a pre-assessment.
- Compile and analyze the results and report back to the teachers the overall findings.
- **Schedule and conduct at least one professional development workshop in which teachers receive training on using assessment data**.
- Re-administer the developed instrument as a post-self-assessment, compile and analyze the results. Report the results to the department and plan a follow-up session.

SURVEY – WORKSHOP - SURVEY

Workshop for Teachers: Identify and practice reading useful CASAS TOPSpro Reports

- Personal Score Report
- Student Gains Student Test Summary
- Student Competency Performance
- Learning Gains Report
- Class Profile
- Competency Performance Summary by Test Item and Competency
- Content Standard Performance
- Individual Skills Profile

Types of Instructional Reports

- **Score Reports and Test History**
  - Personal Score Report
  - Student Test Summary Report
  - Learning Gains Report
- **Skill Reports**
  - Class Profile
  - Content Standard Performance
  - Competency Performance
  - Individual Skills Profile

Score Reports

- **Personal Score Report**

gives a summary of the student's results on a given test form

Personal Score Report

01/01/2019
15:36:29

Personal Score Report

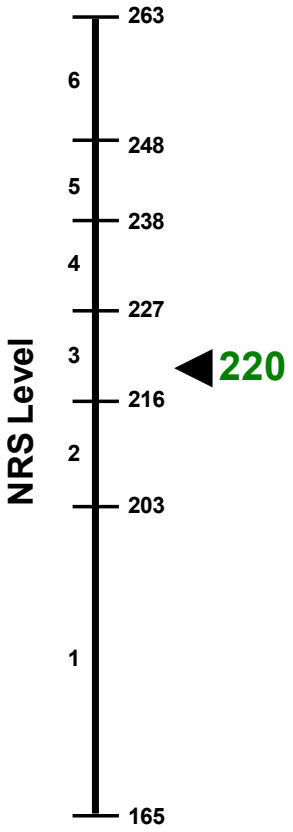
Jennifer Lee

PSR

Agency: 4908 – Rolling Hills Adult School **Class:** 220 - ABE

Site: (RHAS) 11 – RHAS: North City **Teacher:** N/A

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Reading	905R	C	05/05/2019	**220**	ABE Level 3



ABE Level 3

Understands common vocabulary on familiar subjects.
Locates specific information in short familiar text and in ordered lists.
Interprets a variety of simple forms in common life and work contexts.
Understands simple written instructions. Understands basic terms in common computer applications.

Raw Scores and Scale Scores

- Raw Score: the number of questions a student answers correctly

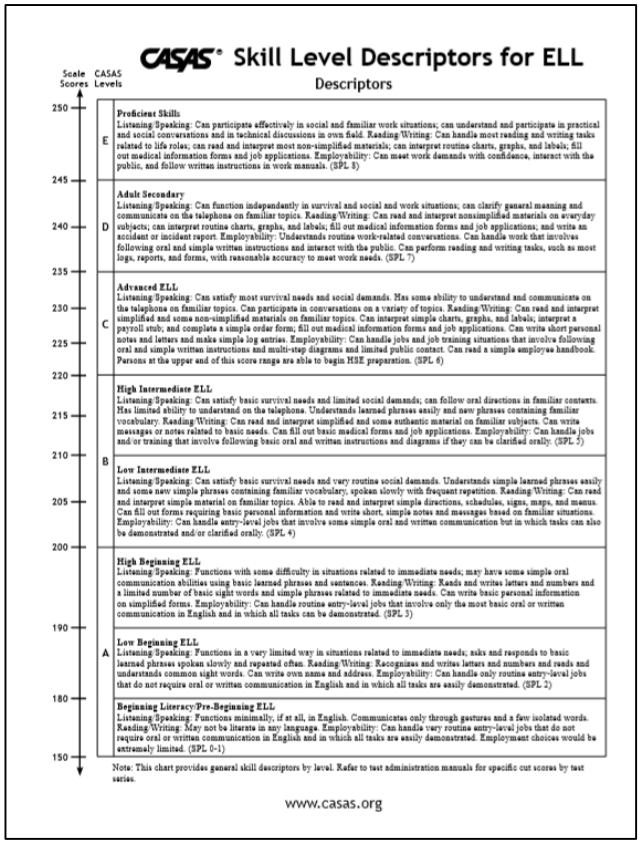
- Scale Score: converts a student's raw score on a test to a common scale that allows for comparison between students.
- Each test form has its own Raw to Scale Score chart.

- For example, a raw score of 12 is a scale score of 213
- https://casasportal.org/eTests

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

Skill Level Descriptors

- The **Skill Level Descriptors** provide general information on how to interpret a learner's scale score with respect to the common job-related and life skill tasks.

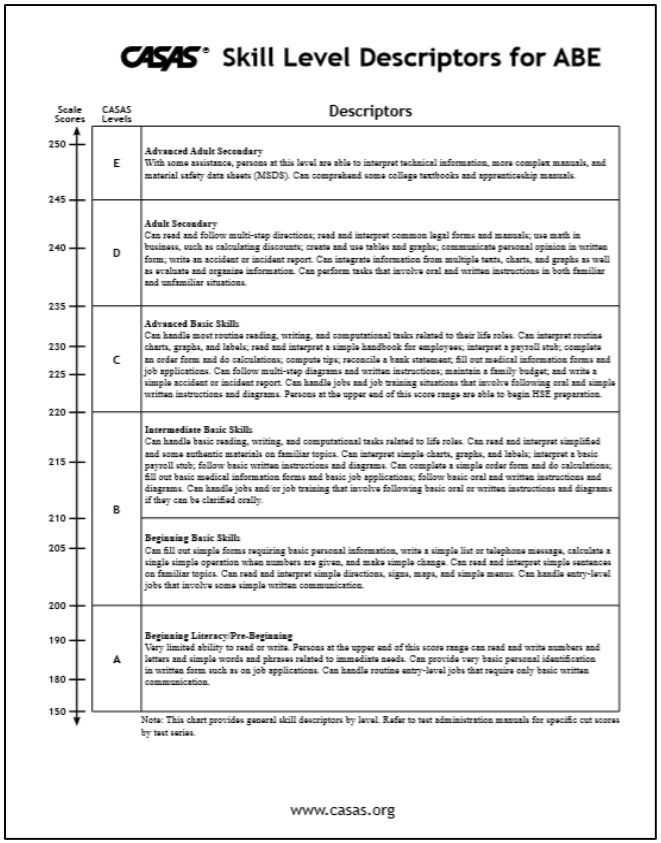


CASAS® Skill Level Descriptors for ELL

Scale Scores	CASAS Levels	Descriptors
250	E	**Proficient Skills** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals. (SPL 8)
245		
240	D	**Adult Secondary** Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret nonsimplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
235		
230	C	**Advanced ELL** Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin HSE preparation. (SPL 6)
225		
220		
215	B	**High Intermediate ELL** Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
210		
205		**Low Intermediate ELL** Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary; spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)
200		
190	A	**High Beginning ELL** Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
180		**Low Beginning ELL** Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
150		**Beginning Literacy/Pre-Beginning ELL** Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

www.casas.org



CASAS® Skill Level Descriptors for ABE

Scale Scores	CASAS Levels	Descriptors
250	E	**Advanced Adult Secondary** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	**Adult Secondary** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	**Advanced Basic Skills** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin HSE preparation.
225		
220		
215	B	**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 topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
210		
205		**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200		
190	A	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
180		
150		

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

www.casas.org

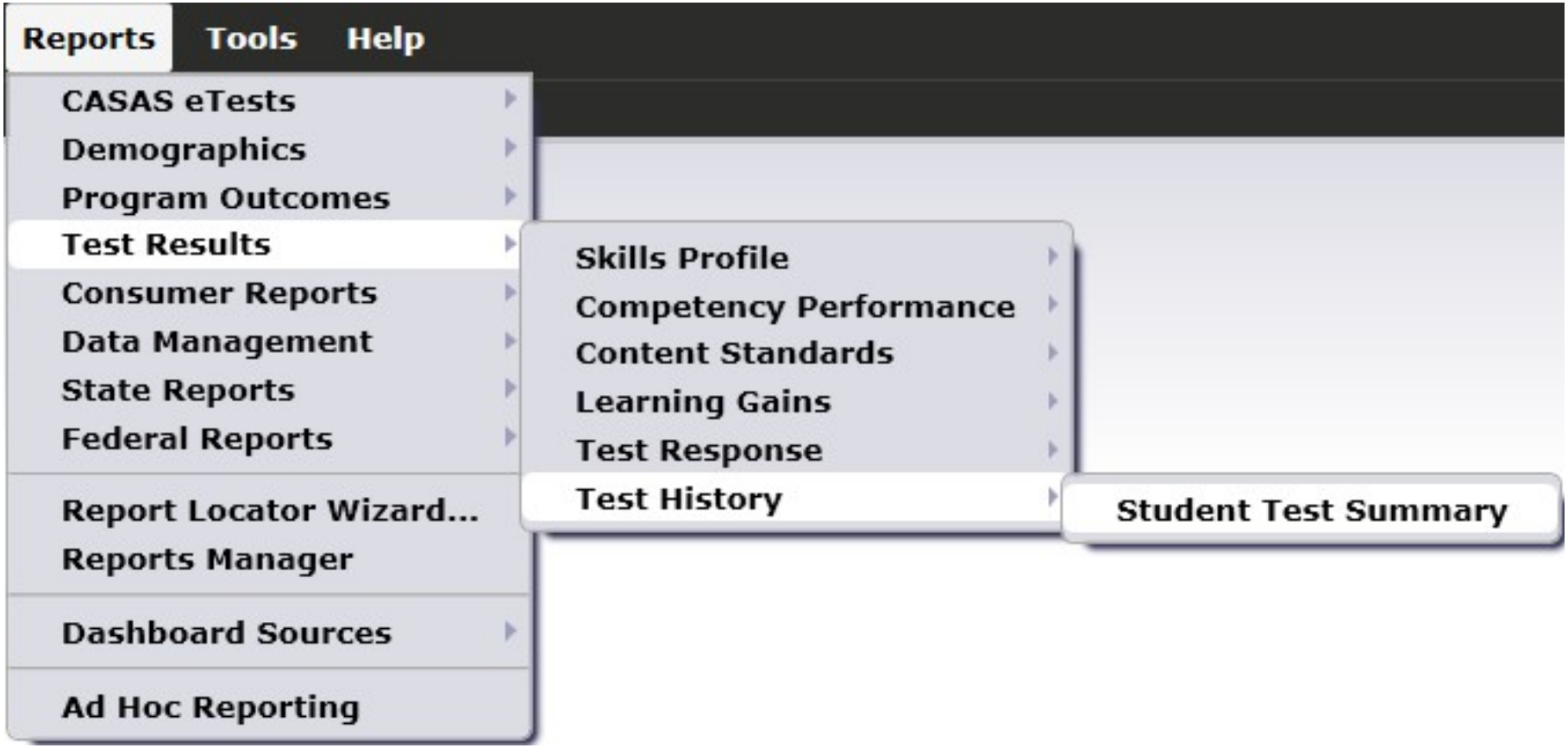
Home > Product Overviews > Curriculum Management & Instruction > CASAS Scale, Skill Levels, and Descriptors

Score Reports

Student Test Summary Report

lists all tests, scores and test hours of instruction

Student Test Summary Report



Student Test Summary

Agency:	4908 - Rolling Hills Adult School (RHAS)	**Class:**	110 - ESL Low Intermediate
Site:	11 - RHAS: North City	**Teacher:**	N/A

Student		Status	Date	Form	Score	Test Hours of Instruction
Acosta, Melinda	555141083	Active	08/04/2018	081L	187	
		Active	08/04/2018	082RX	220♦	
		Active	09/30/2018	082L	194	
		Active	12/01/2018	081RX	224♦	
Alcazar, Leo	501161426	Active	08/04/2018	081L	191	
		Active	08/04/2018	082RX	210	
		Active	10/10/2018	082L	194	
Altamirano, Pedro	502162564	Active	02/04/2019	083L	201	
		Active	02/08/2019	082RX	214	
		Active	05/04/2019	084L	203	
Araiza, Roberto	511156803	Active	08/04/2018	083L	201	
		Active	10/04/2018	084L	195	
		Active	02/01/2019	084R	208	

Score Reports

Learning Gains Report

provides a list of student test scores by class and displays learner gains from pretest to post-test

Learning Gains Report

Agency: 4908 - Rolling Hills Adult School (RHAS)
Site: 11 - RHAS: North City
Class: 110 - ESL Low Intermediate
Teacher: N/A
Modality: CASAS Reading

Student		Status	First Test			High Test			Gain
			Date	Form	Score	Date	Form	Score	
Acosta, Melinda	555141083	Active	08/04/2018	082RX	220 ♦	12/01/2018	081RX	224 ♦	4
Alcazar, Leo	501161426	Active	08/04/2018	082RX	210				
Altamirano, Pedro	502162564	Active	02/08/2019	082RX	214				
Araiza, Roberto	511156803	Active	02/01/2019	084R	208				
Arando, Azucena	615151288	Active	12/01/2018	081RX	216				
Arteste, Geralde	613132728	Active	08/04/2018	082RX	204	12/01/2018	081RX	214	10
Barron, Joe	671222339	Active	11/23/2018	081RX	202	02/01/2019	084R	202	0
Bello, Rogelio	603605557	Active	08/04/2018	082RX	190	02/01/2019	084R	203	13
Colin, Hilary	663456666	Active	05/23/2019	083R	191				

NRS EFLs/CASAS Reading Score Ranges for ABE/ASE

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

Score Reports

- **Class Profile Report**

gives a classwide summary of the student results by competency on a given test form

Class Profile

04/23/2019
17:24:26

The competency number on which this question is based

Agency:
Site:
Class:

Teacher: N/A

Form: 081R - Life and Work Reading Level A

Competency for each item (read down)

```
1 1 0 6 5 1 2 2 2 3 0 0 1 1 2 2 1 1 2 2 4 2 4 4
4 3 2 0 3 1 3 5 5 1 2 2 4 4 5 5 2 3 5 5 1 5 2 4
1 9 3 1 1 6 1 4 4 1 4 4 7 2 4 4 1 8 5 5 3 2 1 3
```

Student		Raw/Scale	1 . . . 5 . . . . 10 . . . . 15 . . . . 20 . . . 24
	131334	15 193	++++-++++++-+++--+----+-
Total Tests:	1	**Mean:** 15.0	
Accurate Scores:	1	**Mean:** 15.0 193.0	

Note: Raw and Scale Scores of zero are not used in the computation of means.

* Score outside of accuracy range
♦ Score is a conservative estimate; retesting is recommended

\+ Denotes an accurate item response
\- Denotes an inaccurate item response
! Denotes no item response
m Denotes multiple marks

Skill Reports

- **Student Content Standard Performance**

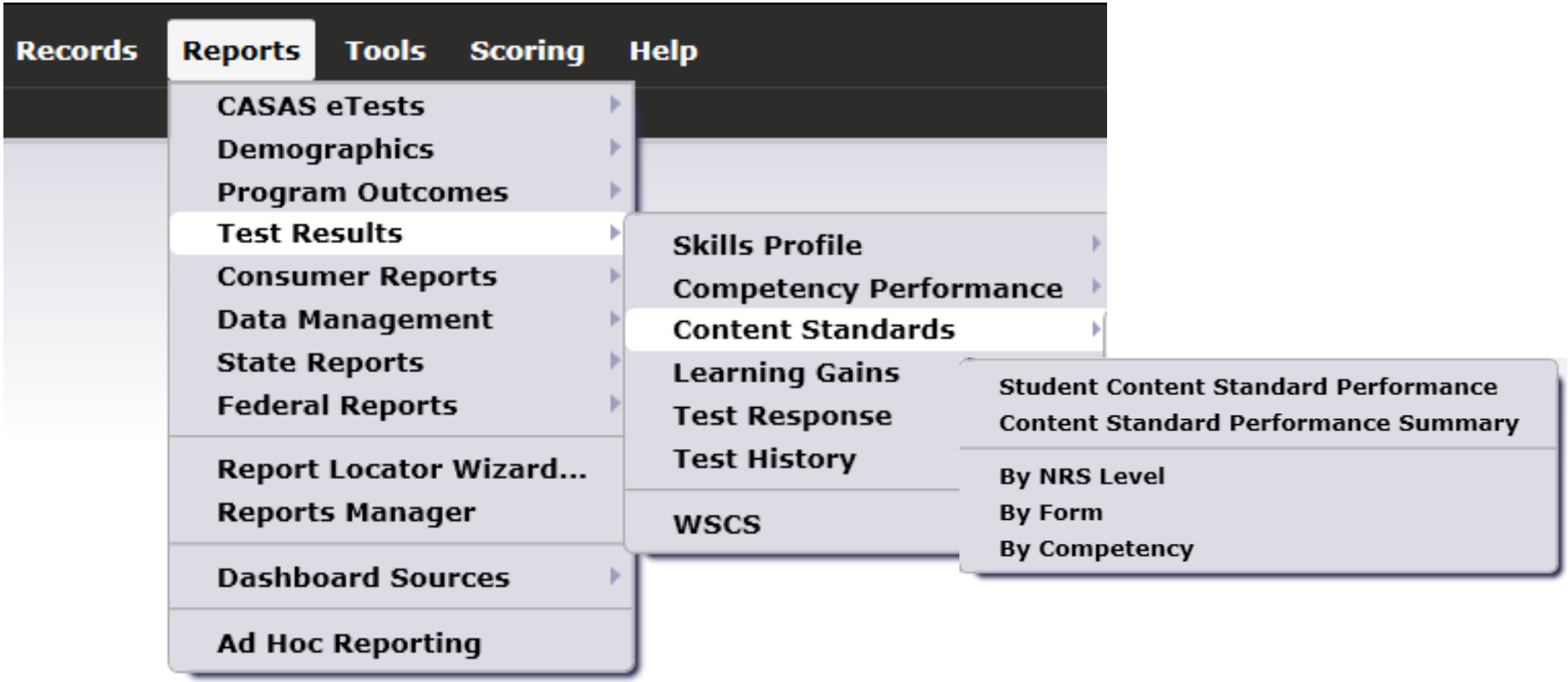
provides detailed information on student test results by

  - test item
  - CASAS content standard

- **Content Standard Performance Summary**

a **class-level** report teachers use to target the areas of greatest need for the entire class.

Content Standard Reports



01/06/2019
23:30:59

Student Performance

by Test & Content Standard

SCSTC

Agency: 4908 – Rolling Hills Adult School (RHAS)
Site: Class: 11 – RHAS: North City
Course: 61392 - Reading Skills 3
Teacher: RS3BEE

Form: 906R - Reading GOALS Level C
Student: Perez, Maria **ID:** 123456
Test Date: 01/06/2019
Raw Score: 19 **Scale Score:** 220

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	50%	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence),technical e.g., phlebotomist), and domain-specific words and phrases(e.g., endangered species, peace treaty) in context.
RDG2.8	3	0%	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., sentence-level, paragraph or complete text context, known affix, root words).
RDG3.11	2	50%	Identify the main idea of a simple text or the central ideas or themes of a complex text.
RDG3.12	13	38%	Identify the key details and cite evidence from a text.
RDG3.14	3	100%	Identify the author's purpose including what the author wants to answer, explain or describe.
RDG4.3	2	100%	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.4	7	43%	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).
RDG4.6	1	0%	Analyze how the author's purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience. Distinguish own point of view, including personal experience, from the author's point of view.
RDG4.7	2	50%	Explain, delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).
RDG4.8	3	67%	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.

Class -- Content Standard Performance Summary

01/06/2019
23:34:49

Class Performance

by Test & Content Standard

SCSSTC4

Agency: 4908 – Rolling Hills Adult School (RHAS)
Site: Class: 11 – RHAS: North City
Course: 61392 - Reading Skills 3
RS3BEE

Teacher: 521457 - Goldberg, C
Form: 906R - Reading GOALS Level C
Total Tests: 13 **Total Students:** 13

CASAS Reading Standards (2016)	No. of Items	Correct	Content Standard Description
RDG2.3	4	56%	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence),technical e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
RDG2.8	3	51%	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).
RDG3.11	2	65%	Identify the main idea of a simple text or the central ideas or themes of acomplex text.
RDG3.12	13	57%	Identify the key details and cite evidence from a text.
RDG3.14	3	59%	Identify the author's point or purpose including what the author wants to answer, explainor describe.
RDG4.3	2	58%	Determine what texts says explicitly by comparing details from multiple sources or parts of a text.
RDG4.4	7	52%	Determine what texts says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
RDG4.6	1	23%	Use text features (e.g., bold face print, symbols) to locate key details and interpret how these features influence meaning.
RDG4.7	2	65%	Describe and analyze the overall structure and organization of a text (e.g., chronology, case and effect, comparison and contrast, problem and solution.
RDG4.8	3	67%	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.

Skill Reports

- **Student Competency Performance**

provides detailed information on student test results by

  - test item
  - competency
  - task area

- **Competency Performance Summary**

a class-level report teachers use to target the areas of greatest need for the entire class.

Student Competency Performance

Student Competency Performance

Agency: 4908 – Rolling Hills Adult School (RHAS)
Site: 11 – RHAS: North City
Class: 61392 - Reading Skills 3
Course: RS3BEE
Teacher: 521457 - Goldberg, C

Form: 906R - Reading GOALS Level C
Student: Perez, Maria **ID:** 123456
Test Date: 01/05/2019
Raw Score: 19 **Scale Score: 220**

Position	Correct?	Comp No.	Task	Competency Description
1	No	4.2.5	2	Interpret information about employee benefits
2	No	4.2.5	2	Interpret information about employee benefits
3	Yes	4.2.5	2	Interpret information about employee benefits
4	No	4.2.5	2	Interpret information about employee benefits
5	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
6	No	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
7	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
8	Yes	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
9	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
10	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
11	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
12	Yes	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
13	No	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
14	Yes	1.7.3	3	Interpret product instructions, directions, labels
15	No	1.7.3	3	Interpret product instructions, directions, labels

Student Performance by Competency Category

01/06/2019
20:22:49

Student Performance

by Competency Category

SCPCC

Agency: 4908 – Rolling Hills Adult School (RHAS)
Site: 11 – RHAS: North City
Class: 61392 - Reading Skills 3
Course: RS3BEE
Teacher: 521457 - Goldberg, C
Form Level: C
Student: Perez, Maria **ID: 123456**
Total Tests: 1

Comp No.	Correct	Competency Description	No. of Items
1.7	25%	Understand procedures for care of personal possessions	4
4.2	25%	Understand wages, benefits, and employee organization	4
5.4	33%	Understand information about taxes	6
4.4	46%	Understand concepts and materials related to job performance	13
3.6	50%	Understand basic health and medical information	4
5.6	75%	Understand civic responsibilities and activities	4
4.6	80%	Communicate effectively in the workplace	5

Class -- Competency Performance Summary

01/6/2019
23:09:16

Class Performance

by Test Item & Competency

SCPSTIC4

Agency: 4908 – Rolling Hills Adult School (RHAS)
Site: 11 – RHAS: North City
Class: 61392 - Reading Skills 3
Course: RS3BEE

Teacher: 521457 - Goldberg, C
Form: 906R - Reading GOALS Level C
Total Tests: 13 **Total Students:** 13

Position	Correct?	Comp No.	Task	Competency Description
1	61 %	4.2.5	2	Interpret information about employee benefits
2	61 %	4.2.5	2	Interpret information about employee benefits
3	69 %	4.2.5	2	Interpret information about employee benefits
4	69 %	4.2.5	2	Interpret information about employee benefits
5	69 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
6	92 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
7	46 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
8	53 %	4.4.3	1	Interpret job-related signs, charts, diagrams, forms, etc.
9	46 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
10	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
11	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
12	69 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
13	61 %	4.6.2	2	Interpret work-related correspondence, e.g. memos and e-mail
14	38 %	1.7.3	3	Interpret product instructions, directions, labels
15	76 %	1.7.3	3	Interpret product instructions, directions, labels
16	46 %	1.7.3	3	Interpret product instructions, directions, labels
17	61 %	1.7.3	3	Interpret product instructions, directions, labels
18	46 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement
19	76 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement
20	53 %	4.4.1	2	Identify behavior, attitudes for job retention, advancement

Skill Reports

- **Individual Skills Profile**

student-level report that includes performance on competencies, task areas, and content standards by skill area

- **Individual Skills Profile Summary**

class-level report that includes performance on competencies, task areas, and content standards by skill area

Individual Skills Profile Report

Individual Skills Profile

Erica Kim

ID# 274564719

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

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

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

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

Math Competencies	N	Correct
Computation	35	48 %

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

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

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

Individual Skills Profile

Ana Zin

ID# 2105277

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program: HSE

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Math	033M	08/18/2019	217	3	B	30	21	30
Reading	185R	08/21/2019	221	4	C	38	19	38

Reading Competencies	N	Correct
Consumer Economics	9	22 %
Community Resources	14	57 %
Health	6	66 %
Employment	20	50 %
Government and Law	6	0 %
Learning and Thinking Skills	1	100 %

CASAS Reading Content Standards (2009)	N	Correct
Vocabulary	21	52 %
General reading comprehension	30	50 %
Text in format	25	64 %
Reference materials	7	57 %
Reading strategies	12	33 %
Reading and thinking skills	4	50 %

Math Competencies	N	Correct
Consumer Economics	21	61 %
Community Resources	9	88 %
Health	2	100 %
Employment	4	100 %
Government and Law	4	25 %
Computation	30	70 %

CASAS Math Content Standards (2009)	N	Correct
Number sense	16	68 %
Measurement	14	64 %
Statistics, Data Analysis and Probability	7	71 %

Reading Tasks	N	Correct
Forms	2	0 %
Charts, maps, consumer billings, matrices, graphs, tables	10	50 %
Articles, paragraphs, sentences, directions, manuals	21	42 %
Signs, price tags, advertisements, product labels	5	100 %

Math Tasks	N	Correct
Forms	5	60 %
Charts, maps, consumer billings, matrices, graphs, tables	12	83 %
Articles, paragraphs, sentences, directions, manuals	2	50 %
Signs, price tags, advertisements, product labels	2	100 %
Measurement scales, diagrams	8	50 %

Individual Skills Profile Summary

05/22/2019
23:22:13

Individual Skills Profile Summary

by Site

ISPS3

Agency: 4908 – Rolling Hills Adult School (RHAS)

Site: 001 - RSCCD: Centennial Education Center (CEC) 11 11 – RHAS: North City

Program: ABE

Form Level: C

Total Tests: 26

Total Students: 26

Most Recent	Students	Date Range	Mean Score	Mean Number of Items		
				Total	Correct	Attempted
Reading	26	07/13/2018 - 12/04/2018	225	40	24	40

Reading Competencies	N	Correct
Consumer Economics	134	62%
Community Resources	30	73%
Health	80	58%
Employment	566	60%
Government and Law	230	57%

CASAS Reading Standards (2016)	N	Correct
Language and Vocabulary	182	54%
Reading Comprehension Skills	462	61
% Higher Order Reading Skills	396	61

%

Reading Tasks	N	Correct
Forms	178	57%
Charts, maps, consumer billings, matrices, gra…	598	59%
Articles, paragraphs, sentences, directions, m…	252	62%
Signs, price tags, advertisements, productlabe…	12	75%

QuickSearch

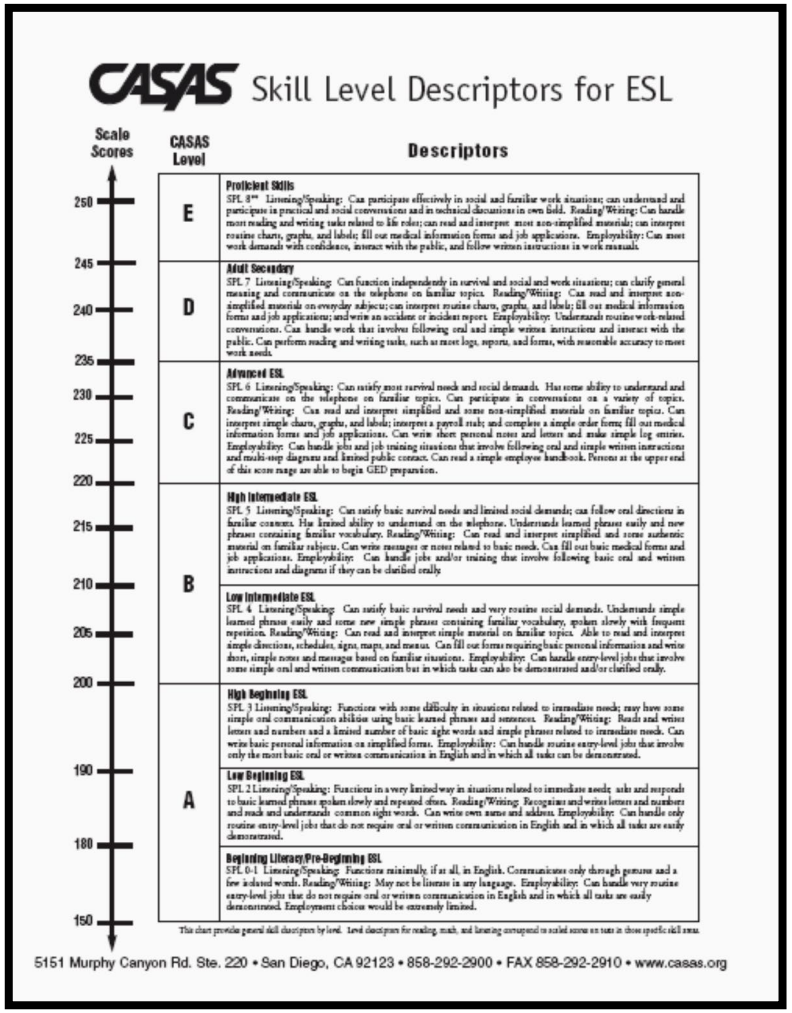
- Quick, easy access to database of more than 2,000 instructional materials
- Includes print, audio, video, and software materials
- Correlated to CASAS Competencies (and to Content Standards in 2008)
- Search by
  - Title
  - Competency
  - Program, Level, and Skill
  - Publisher
  - CASAS Test

Communicating with Students about Data

Do you share with students about the purpose of the test, overall class results, and individual results?

Why is it important to communicate with students about the test and data in general?

CASAS Skill Level Descriptors



CASAS Skill Level Descriptors for ESL

Scale Scores	CASAS Level	Descriptors
250	E	**Proficient Skills** SPL 8** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
245		
240	D	**Adult Secondary** SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as meet logs, reports, and forms, with reasonable accuracy to meet work needs.
235		
230	C	**Advanced ESL** SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215	B	**High Intermediate ESL** SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
210		
205		**Low Intermediate ESL** SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
200		
190	A	**High Beginning ESL** SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
180		**Low Beginning ESL** SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
150		**Beginning Literacy/Pre-Beginning ESL** SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening interpreted to scaled scores are tests in those specific skill areas.

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- Post in every classroom.
- Teachers use them to show students where they are in the program.

Communicating with students about CASAS Tests

Before Testing

- Involve students in the goal
- Tell them the "what" and "why" of CASAS
- Use explanations appropriate to their instructional level

CASAS Test Results: Personal Record Sheet Student _____

Pre-Test	Post-Test **1**	Post-Test **2**	Post-Test **3**
Date:	Date:	Date:	Date:
Score:	**Score:**	**Score:**	**Score:**
Goal for next test:	**Goal for next test:**	**Goal for next test:**	**Goal for next test:**

CASAS Test Results: Personal Record Sheet Student _____

Pre-Test	Post-Test **1**	Post-Test **2**	Post-Test **3**
Date:	Date:	Date:	Date:
Score:	**Score:**	**Score:**	**Score:**
Goal for next test:	**Goal for next test:**	**Goal for next test:**	**Goal for next test:**

After Testing

- Provide assessment results privately
- Encourage students to focus on effort and improvement, not on the number; compare to their previous scores, not to the class average (mastery over performance)
- Have students chart their test results over time so that they can see progress over time
- When possible, allow students to complete the assessment again if they feel that the score doesn't accurately reflect their ability

Follow Up Workshop with Teachers

- Report results (anecdotal and quantitative – student gains for competencies)
- Share activities and lessons developed to help students gain skills
- Share challenges and successes
- Discuss common scenarios with test results
- Set new goals/adjust goals

Example Scenario

The competency my students have trouble with is at the end of the textbook I use.

There is never enough time to get to that chapter in the book.

I don't feel that I can jump to that chapter without doing the other chapters first because the content in the other chapters is the scaffolding students need before we get to the target competency.

Turn and Talk:

What would you suggest?

Another Scenario

Program-wide area of need: **Competency related to employment**

- Many morning students are unemployed and not looking for work (stay-at-home parents, retired/elderly, only spouses authorized to work)
- Evening students performed much better

4. Employment

4.1 Understand basic principles of getting a job

4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)

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

Discussion

4. Employment

4.1 Understand basic principles of getting a job

4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)

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

Turn and talk:

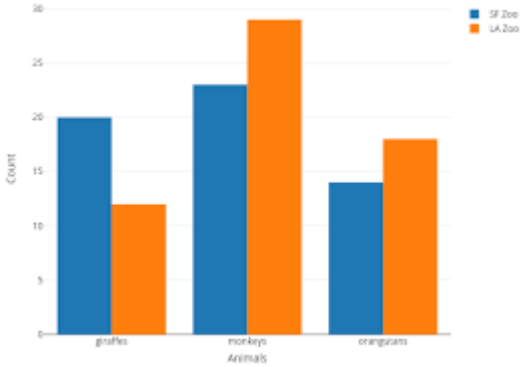
How do you address this issue?

Is there a similar issue in your program (i.e., a competency that doesn't have immediate relevance for a particular group of students)? If so, what is it and what is your strategy for dealing with it?

Qualitative Results

- Teachers now better understand the importance of the CASAS test results.
- Teachers are better equipped to plan lessons, select materials, connect needs to class content and skills practice.
- Teachers will now have access to selected TE reports.
- Unintended consequences:
  - Reflective teaching
  - A chance for teachers to talk about their craft
- More clarity of the connection between class content and CASAS tests for students

Quantitative Results



- Take time for the cycle of test, instruction, post-test to happen
- Anticipated improved learning gains at end of next term/semester/year
- Report back to the instructors
- From the data, identify additional content standards to address in future

Conclusion

Teacher benefits:

- Increased knowledge and understanding –> greater professionalization of teaching staff
- Enhanced motivation and sense of efficacy
- Improved success with standards-based instructional planning and delivery
- Developed team culture / camaraderie of like-minded educators with shared purpose

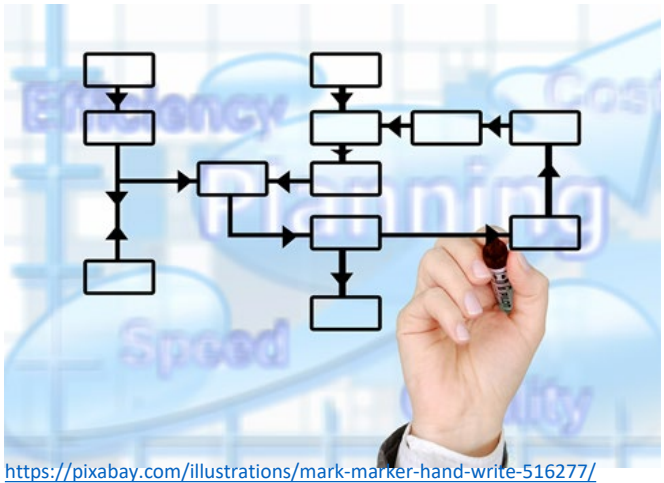
Student benefits:

- Better understanding of the purpose and reasons for CASAS testing
- Improved perceptions of the links between instruction and assessment
- Needs of widely diverse student population better met

Happy Teachers + Happy Students = Results

Going Forward

- Make use of reports to reflect on instruction.
- Use CASAS test results systematically:
  - Return to reports often
  - Hold regular group meetings or check-ins with teachers
  - Develop a procedure and process for training new teachers
  - Continue to share and compile lesson plans and activities related to targeted competencies



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Questions?

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CALIFORNIA
ADULT EDUCATION
PROGRAM

TECHNICAL ASSISTANCE PROJECT

Thank you for attending!

For more information, contact Margaret Teske at mteske@casas.org