CASAS National Summer Institute 2017

CASAS from Inside Out Updates

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The CASAS System

CASAS is a nonprofit organization dedicated to improving youth and adult education services.

CASAS is an integrated systems approach with four key components.

- Learner-centered curriculum management
- Used nationwide in
  - Adult Basic Education (ABE)
  - English as a Second Language (ESL)
  - workplace literacy
  - family literacy
  - employment and training
  - welfare reform/TANF
  - citizenship
  - correctional programs
- Meets Workforce Innovative Opportunity Act (WIOA)

CASAS NRS-approved Assessments

Approved through **February 2019**

- Life and Work Reading (80 series) and Beginning Literacy, Forms 27 and 28
- Life and Work Listening (980 series)
- Life Skills Math (30 series)

New GOALS Test Series Timeline

Summer Institute 2017

- 2013-2016 Wrote and field-tested new Reading and Math items
- 2015-2016 Conducted research studies with new test forms
- Oct. 2016 Submitted Reading and Math series to NRS for approval for ABE/ASE
- 2017 Conduct additional studies, as needed. Ready for ABE/ASE programs to use, depending on OCTAE approval process.
- 2017-2019 Develop Reading and Listening series for ELLs. Submit to NRS for approval. (Depends on OCTAE finalization date of revised NRS ELL Descriptors)
- 2019 Ready for ELL programs to use or later

New Reading Test Series

- ***New CASAS Reading Series measures:***
  - CASAS Competencies
  - Content Standards
    - CASAS Reading Content Standards
    - CCR Standards for Adult Education in the areas of:
      - Reading
      - Reading Foundations
  - Reading Task Areas
  - Depth of Knowledge (DOK)
  - Academic Vocabulary – drawn from the Academic Word List (AWL)

Overview

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

- The CCR Standards are the Anchor Standards for the Common Core State Standards for K-12 programs. The April 2013 study was based on these standards.

- The April 2013 CCRS study focused on Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners, not on Adult ESL learners.
  - Change in terms from ESL (English as a Second Language) learners to ELL (English Language Learners)

CCR Standards for Adult ELLs

In 2015, OCTAE funded a similar study for Adult ELLs.

- This project produced new Adult ELL standards in October 2016, called *English Language Proficiency Standards for Adult Education* (ELPS).
  - The ELPS is intended to be a "language lift" to assist Adult ELLs to achieve the CCR Standards for Adult Education.
- This OCTAE project will also produce:
  - related training materials for Adult ELLs, and
  - revised NRS EFL Descriptors for Adult ELLs, due to be published for public review in early Summer 2017
- Adult ELL programs should continue to use current NRS ESL Descriptors (EFLs)

Example of Reading Anchor and Level-Specific Standards

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

A	B	C	D	E
Identify the main topic and retell key details of a text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
BEG LIT ESL, LOW BEG ESL, HIGH BEG ESL	LOW INT ESL	HIGH INT ESL	ADV ESL	NRS Level

New Reading Test Series – Item Types

4 Test Levels: Levels A to D

Multiple choice -- All levels

- Comprehension (in existing Reading tests)
- Sentence completion

New text and item features – Levels B, C, D

- Numbered lines in text passages
- Items containing references to numbered lines in text
- Underlined words embedded in passage

Level A only: **Photo prompts** and distractors for some items

Item Families – All levels

Photo Prompts (Level A only)

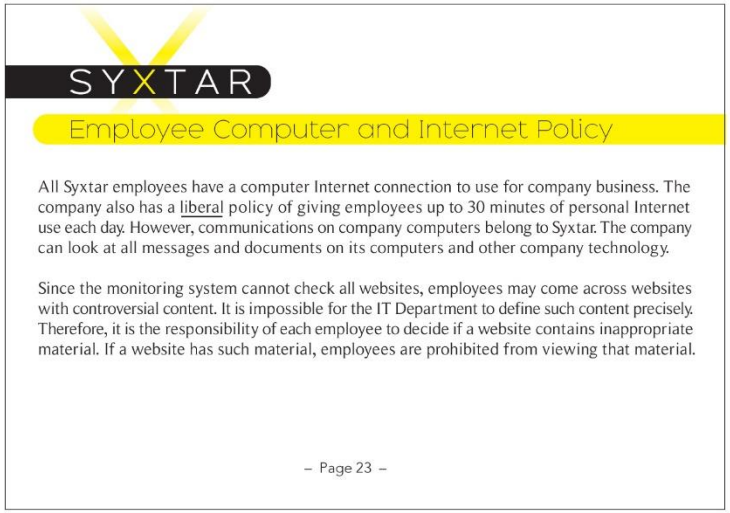
Item Family Approach

- Grouped items related to one display
  - Display length ranges: single sentence to passage
- More efficient use of testing time

- "Family members" may vary
  - Difficulty
  - Standards/competencies addressed

Item Family Approach

Summer Institute 2017



SYXTAR

Employee Computer and Internet Policy

All Syxtar 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 Syxtar. The company can look at all messages and documents on its computers and other company technology.

Since the monitoring system cannot check all websites, employees may come across websites with controversial content. It is impossible for the IT Department to define such content precisely. Therefore, it is the responsibility of each employee to decide if a website contains inappropriate material. If a website has such material, employees are prohibited from viewing that material.

– Page 23 –

Which sentence explains what employees should do if they find inappropriate websites?
(Sentence Completion)
The sentence starting on_____ .

A. line 2
B. line 4
C. line 5
D. line 8

Which statement best summarizes this announcement?
(Comprehension Question)

A. The company requires a more straightforward computer-use policy.
B. Too many employees have violated proper computer-use standards.
C. The company plans to prohibit sending and receiving personal e-mail.
D. There are restrictions to the use of company computers by employees.

Which lines explain that the company is inspecting employees' use of computers and the internet?
(Cite evidence in text with numbered lines)
A. lines 1-2
B. **lines 3-4**
C. lines 5-6
D. lines 7-8

Which word means the same as liberal as used in this announcement?
(Vocabulary in Context)
A. generous
B. radical
C. traditional
D. Widespread

Depth of Knowledge (DOK)

- Describe levels of cognitive processing
- The new *College and Career Readiness Standards* and the *Common Core State Standards* in language arts and mathematics reflect higher-order thinking.
- One of 4 criteria of Norman Webb's Alignment Tool (2005), WI Center for Education Research
- Related to *Bloom's Taxonomy of Educational Objectives* – Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation (1956)

Depth of Knowledge (DOK)

- Four DOK levels:
    1. Recall, Reproduction, Recitation
    2. Application of Skill/Concept
    3. Strategic Thinking
    4. Extended Thinking
- Levels of cognitive processing, not difficulty
- Final Jeopardy is always a DOK 1!!!

Revised CASAS Reading Content Standards

- Combined, reduced, re-named and re-organized the categories and standards
    - Number of categories reduced from 9 to 5
    - Number of standards reduced from 125 to 51
- Added new standards from the CCR Standards for Adult Education in the English Language Arts and Literacy areas of Reading, Reading Foundations and Language
    - All CCRS Standards in these 3 areas are referenced at least once in the revised CASAS Reading Standards.
- To align assessment with instruction, the categories in the revised CASAS Reading Standards will be the same as the categories for reporting test results for the new CASAS Reading series.
- Posted on www.casas.org – with dots for ABE/ASE

Revised CASAS Reading Content Standards

Revised CASAS Reading Standards Categories

1 - Foundational Literacy

2 - Language and Vocabulary

3 - Reading Comprehension Skills

Literal Comprehension – DOK 1

Informational and Literary Text

Includes CASAS Reading Task Areas:

Forms, Charts/Tables, Text, Other Formats

4 - Higher Order Reading Skills - DOK 2 and higher

Informational and Literary Text

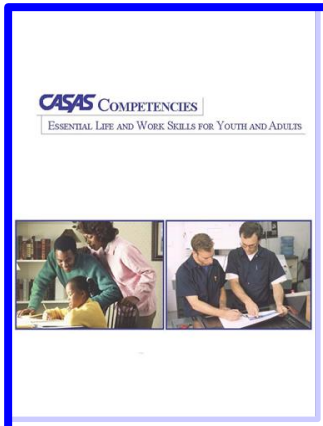
5 - Higher Order Reading Skills

Literary Text Only

CASAS Test Items are based on the application of functional language skills in realistic, everyday life or workplace contexts.

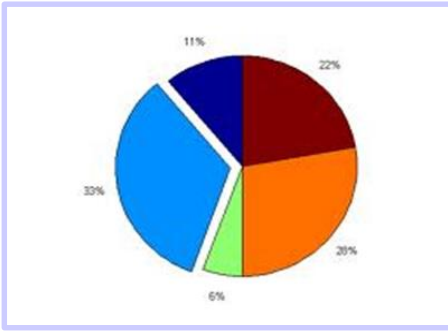
Every test item addresses

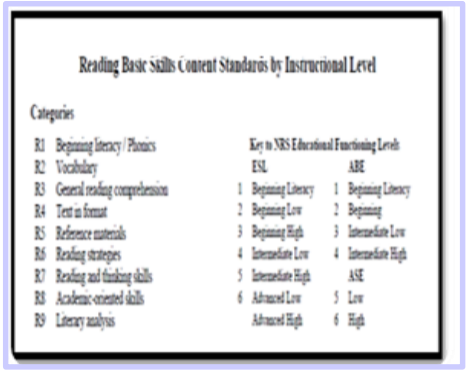
- one or more ***competencies***,
- a ***task area***,
- and several ***content standards***.



Competencies

Task Areas





Content Standards

Task Areas

Task areas show how a test item is displayed: a fillable form, a graph, or a sign, etc.

This helps measure how well students can read, or listen, in a variety of formats.

Reading Tasks

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

Listening Tasks

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

CASAS Competency 4.4.3 at two levels:
Interpret job-related signs, charts, diagrams, forms and procedures, and record information on forms, charts and checklists, etc.

Level A

Name ①
Address ②

Telephone ③
ID # ④

4. Where do you write your identification number?

Ⓐ ①
Ⓑ ②
Ⓒ ③
Ⓓ ④

Level D

AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

Employee's Agreement

I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve in the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

3. What obligation does an employee agree to in point 1?

A. to complete at least one month of unpaid training
B. to serve in the agency at least three times during the training period
C. to continue working for a specified period of time after training
D. to attend training classes part-time or full-time as assigned

CASAS Task Areas at 2 Levels

Level A
Task 3 - Paragraphs

John works in Lakeview. He rides the bus to work every day. It usually takes him about 20 minutes to get to work.

---

5. How does John get to work?

(A) He drives.

(B) He works in Lakeview.

(C) It takes 20 minutes.

(D) He rides the bus.

Level D
Task 3 - Paragraphs

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In Summary…..

Competencies, Content Standards and Tasks create the foundation of the CASAS System.

Separately, they provide

- life and work skills contexts
- a variety of visual prompts
- the underlying basic literacy skills instruction that together work as the ladder to successful attainment of the learning objectives.

Place

Appraisal	Identifies the Pretest students should take.

Diagnose

Pre-Test	Establishes a baseline score and begins to diagnose learning needs

Instruct

Informal Assessment	Includes targeted instruction based on information from Pretests

Monitor

Post Test	Given after 70-100 hours of instruction. Results compared to previous test. Progress determined.

TOPSpro Report: Class Performance by Competency

The **Task Number (Item Type)** tells you the format in which the question was asked.

05/11/2017
17:08:10

Class Performance

by Test Item & Competency

Agency:	4908 - Rolling Hills Adult School	**Teacher:**	1110 - Askew, Elisa
Site:	11 - North City	**Form:**	081L - Life and Work Level A Listening
Class:	110 - Low Intermediate ESL	**Total Tests:**	23 **Total Students:** 23

Position	Correct?	Comp No.	Item Type	Competency Description
1	95 %	**3.6.1**	**1**	**Identify parts of the body**
		0.1.8		Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
		3.6.3		Interpret information about illnesses, diseases, and health conditions, and their symptoms
2	26 %	**1.2.9**	**1**	**Identify common articles of clothing**
		0.1.2		Identify or use appropr. lang. for informat
3	78 %	**4.7.3**	**1**	**Identify or demonstrate effective mgmt.**
		0.1.7		Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
				lect, analyze, communicate work-related information
				emonstrate ability to work as a member of a team
	69 %	**0.2.4**	**1**	**Converse about activities and personal interests**
		0.1.2		Identify or use appropr. lang. for informational purposes
		2.6.1		Interpret information about recreation and entertainment
5	69 %	**4.6.1**	**1**	**Follow, clarify, give, or provide feedback to instructions; give and respond**

Test Question Number

The **Competency Description** gives more detail of the **Competency Number**

Percentage of Students who answered this question correctly

The **Competency Number** on which this question was based

TOPSpro Report: Next Assigned Test

CASAS

06/16/2017
12:16:55

Next Assigned Test

by Class

Agency: Miami-Dade County Public Schools (M-DCPS) - 0013
Site: M-DCPS: Miami Beach Adult & Community Ed Center - 7202
Class: ESOL ADV
Course: 9900040.F0
Teacher: 317771, 317771 - 317771

Student		Last Test						Next Assigned Test	
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
Bautista, Maria	92670639	N/A	04/20/2017	985L	C	18	219	986L	LW-L980
		N/A	04/20/2017	185R	C	20	222	085R	LW-1
								186R	CIT, LW-2, LW-3
Camargo, Barbara	30000921	N/A	04/17/2017	985L	C	25	227	986L	LW-L980
		N/A	04/17/2017	187R	D	22	243	188R	CIT, LW-1, LW-2, LW-3
Cendra, Rafael	92599929	N/A	03/22/2017	986L	C	33	240 ♦	985L	LW-L980
		N/A	03/22/2017	186R	C	31	238	188R	CIT, LW-1, LW-2, LW-3
Gamboa, Daniel	30005115	N/A	04/20/2017	985L	C	29	233	986L	LW-L980
		N/A	04/20/2017	187R	D	21	242	188R	CIT, LW-1, LW-2, LW-3
Maal, Mercedes	99144418	N/A	02/09/2017	985L	C	29	233	986L	LW-L980
		N/A	02/09/2017	083R	B	26	224	085R	LW-1
								185R	CIT, LW-2, LW-3
Mafe, Hagay	92758327	N/A	03/28/2017	985L	C	27	230	986L	LW-L980
		N/A	03/28/2017	185R	C	28	233	085R	LW-1

TOPSpro Report: Individual Skills Profile

CASAS

Individual Skills Profile

05/11/2017
17:12:39

Matt O'Happ
ID# 095898383

Agency: 4908 - Rolling Hills Adult School
Program: HSE

Shows the most recent tests the student has taken

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Reading	187R	09/21/2016	247	6	D	32	24	32

When a student scores 225 and above, the "likelihood of passing the GED" is shown. There will be a similar chart for the HiSet.

Reading Competencies	N	Correct
Consumer Economics	4	75 %
Community Resources	14	71 %
Health	5	100 %
Employment	16	81 %
Government and Law	5	20 %
Learning and Thinking Skills	9	44 %

Reading Content Standards	N	Correct
Vocabulary	16	81 %
General reading comprehension	28	75 %
Text in format	4	75 %
Reference materials	3	66 %
Reading strategies	12	91 %
Reading and thinking skills	9	44 %

Reading Tasks	N	Correct
Forms	1	100 %
Charts, maps, consumer billings, matrices, graphs, ...	6	66 %
Articles, paragraphs, sentences, directions, manuals	25	76 %

Matt O'Happenstance has a likelihood of ...	to pass this GED 2014 subsection
87 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

Competencies, Content Standards and Task Area performance is shown.

N=number of times the item was presented in some way in the test (not equal to the number of test questions – several items occur several times in each question.)

Using CASAS Competencies and Content Standards in Curriculum, Assessment, and Instruction

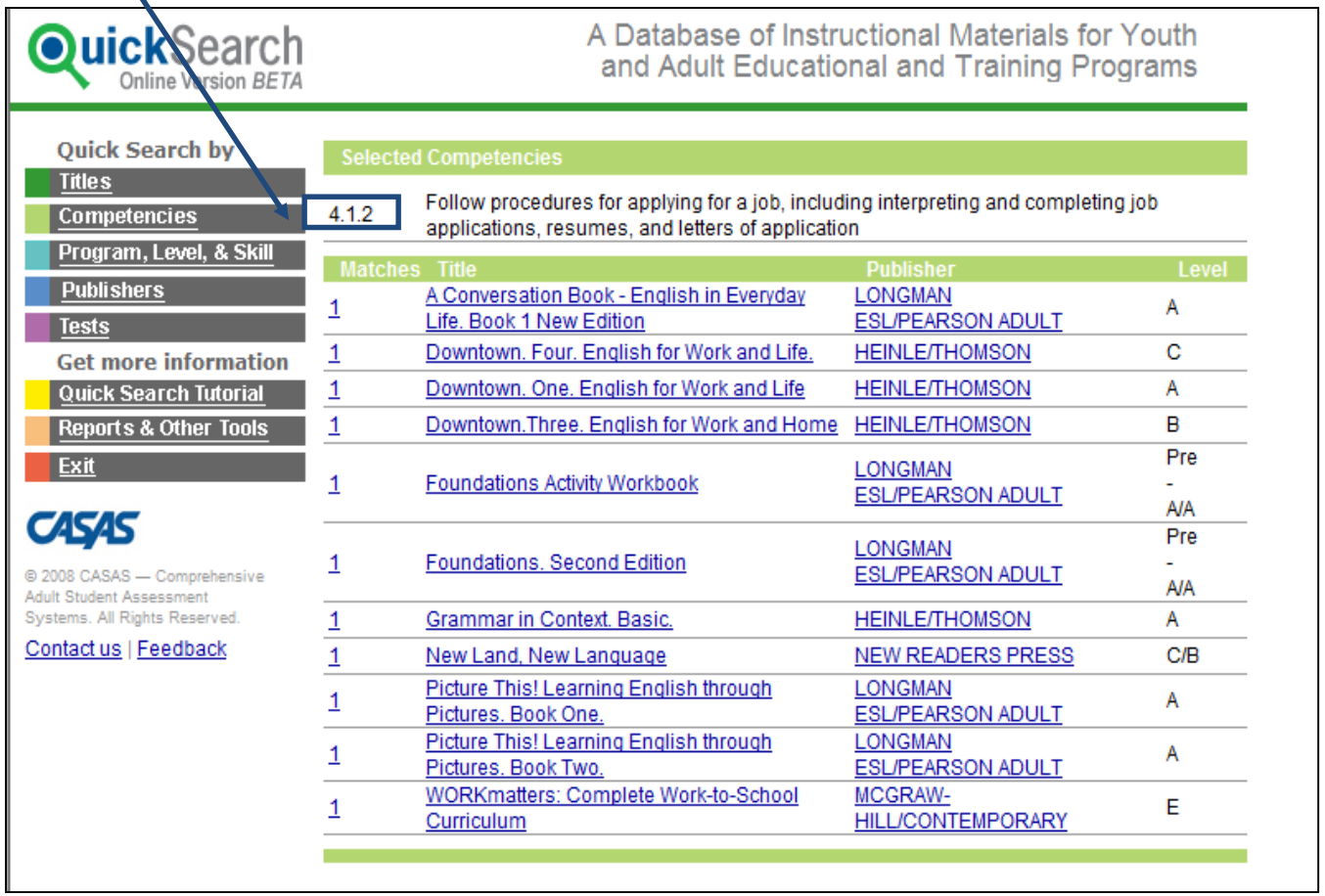
- Assessment results provide feedback to learners and instructors to target further instruction.
- Incorporating *CASAS Competencies and Content Standards* into curriculum and using the CASAS assessment system can help programs better meet learner, community, and program needs and fulfill federal, state, and local reporting requirements.
-
- The CASAS resource *QuickSearch Online* database lists more than 2,300 print, audio, visual and computer-based instructional materials, and correlates them to the *CASAS Competencies*, *Content Standards and Tasks*.

Quick Search

- 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 Assessment

Quick Search by Competencies

Competency selected for this report: 4.1.2



Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
- Follow us on **Twitter** twitter.com/CASASsystem and use the hashtag #casassi2017 to tweet updates, photos, and stories.
- Keep in touch with **Facebook** facebook.com/CASASsystem use the hashtag #casassi2017 to share photos and post stories.
- Visit us on the YouTube Channel