CASAS eTests Online and TOPSpro Enterprise
October 2019

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Overview

- Part I: Essential Features of TE and *eTests*

- Part II: New features in TE & *eTests*

- Part III: Changes and new directions in TE and *eTests*

Training and Technical Support

- *CASAS eTests Online Trainings* at www.casas.org

- The **CASAS Technology Support Team** is available
9:00 a.m.– 8:00 p.m. Eastern, M – F
at techsupport@casas.org to provide technical assistance
or call 1-800-255-1036, option 2.

- Team members check emails and phone messages as soon as they become available.

TOPSpro Enterprise (TE) and *eTests*

- What are the essential features?
- What's in it for students?
- What's in it for teachers?
- What's in it for administrators?

Essential Features

- *What is TE + eTests Online?*
  - Student management and accountability system

  eTests CASAS ➕ **TOPSpro** enterprise

  - Two applications in one
  - Online test administration
  - Hosted by CASAS
  - Secure web-based application
  - FERPA compliant
  - HTML only, since July 2018

Features of "Basic" Online Implementation

- Personal Score Report (at end of test)

- Individual Student Skills Profile

- Individual Student Competency Performance

- Coming soon: Individual Student Content Standards Performance

- Next Assigned Test (NAT)

- Test Administrations (# of test given per month)

- Export student test data to 3rd Party data system

- Test History—of all test takers

- CASAS test form, test date, scale score, and scores outside of accuracy range

Features of "Enhanced" Implementation

- Class Reports (Content Standards, Competencies)

- New: Test Score Overview (Class Report)

- Monitor program effectiveness
  - Class, Site and Agency Data Reports

- Drill-down: reports-to-data

- Customizable listers, Ad hoc reporting

- State & Federal accountability reporting (NRS Fed Tables)

Essential Features

eTests CASAS

- Flexible testing
- Multiple series & modalities
- Registration & data collection
- Practice tests
- Streamlined testing (locator)
- Accommodation features
- Automated timing
- Automated scoring/recording
- Immediate results
- Auto-selected next test
- Reduced risk of duplications
- Discourages cheating
  - No A, B, C, D indicators

TOPSpro enterprise

- Used with CASAS eTests Online
- Automated scoring/recording
- Scanning option
- Import/export 3rd-Party data
- Record instructional hours
- Customizable listers
- Ad hoc reporting
- Drill-down: reports-to-data
- Actionable reports
- Compliance
  - Data Integrity
  - NRS Federal Tables
  - Core Performance

TE for Students

- ***What's in it for students?***
  - Basic computer skills
  - Immediate score after testing (optional)

TE for Students -- **Personal Score Report (PSR)** Basic

CASAS

Jason Lee

ID# 103854

Agency: 0000 - Rolling Hills Adult School (RHAS)

Program: Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Math	917M	07/18/2019	238	6	C/D	38	27	38
Reading	907R	07/18/2019	248	5	D	40	28	40

Reading Competencies	N	Correct
Community Resources	4	50 %
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

Math Competencies	N	Correct
Consumer Economics	12	75 %
Community Resources	2	50 %
Employment	16	68 %
Computation	8	75 %

College & Career Readiness Standards Math Content Areas	N	Correct
Base Ten; Fractions and Ratios Number and Operations: Base Ten Number System	9	66 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions	10	70 %
Geometry Geometry	9	55 %
Measurement; Data Analysis Measurement and Data	5	80 %
Statistics and Probability Statistics and Probability	5	100 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	14	78 %
Articles, paragraphs, sentences, directions, manuals	18	77 %
Measurement scales, diagrams	5	40 %

Jason Lee has a likelihood of ...	to pass this HiSET subsection
78 %	Language Arts, Reading

CASAS

Individual Skills Profile

Jason Lee

ID# 103854

Agency: 0000 - Rolling Hills Adult School (RHAS)

Program: Basic Skills (ABE)

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Reading	907R	07/18/2019	248	5	D	40	28	40

Reading Competencies	N	Correct
Community Resources	4	50 %
Health	2	100 %
Employment	17	70 %
Government and Law	12	66 %
Learning and Thinking Skills	5	80 %

College & Career Readiness Standards Content Areas	CCR Reading Anchor Standards	N	Correct
Vocabulary			
Academic	R4	4	50 %
Meaning from context	R4	4	50 %
Reading Comprehension Skills			
Locate details	R1	7	42 %
Identify main idea, Author's purpose	R2, R6	3	66 %
Higher Order Reading Skills			
Locate/Compare details, Infer/Draw conclusions	R1, R9	11	81 %
Text structure	R5	3	100 %
Author's point of view	R6	4	75 %
Analyze claim	R8	4	100 %

Reading Tasks	N	Correct
Forms	4	75 %
Charts, maps, consumer billings, matrices, graphs, tables	3	66 %
Articles, paragraphs, sentences, directions, manuals	31	67 %
Signs, price tags, advertisements, product labels	2	100 %

Jason Lee has a likelihood of ...	to pass this HiSET subsection
78 %	Language Arts, Reading

Assessment and Research-
High School Equivalency Studies

- CASAS is collaborating with GED Testing Service and ETS HiSET on HSE research studies.

- To provide information about a student's "Likelihood of Passing" the HiSET and GED reading and math sections based on CASAS test scores.
- Results appear in the Individual Skills Profile report.

- HiSet Reading and Math studies are completed!
- HiSet Reading report table is available.
- HiSet Math report table to be released in mid-October.

- GED Reading and Math studies in final stages – available soon.

TE for ESOL Students -- Basic

CASAS

Individual Skills Profile

06/07/2011
15:37:20

Maria Gonzalez

ID#   8760435

Agency: 4908 - Rolling Hills Adult School

Program: ESL

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items		
						Total	Correct	Attempted
Listening	083L	05/25/2010	204	4	B	36	21	30
Reading	084R	05/07/2010	212	5	B	34	19	24

Reading Competencies	N	Correct
Basic Communication	4	50 %
Consumer Economics	15	80 %
Community resources	3	33 %
Health	5	60 %
Employment	16	75 %
Learning to learn	12	75 %

Reading Content Standards	N	Correct
Vocabulary	31	70 %
General reading comprehension	36	72 %
Text in format	23	65 %
Reference materials	5	40 %
Reading strategies	34	70 %
Reading and thinking skills	4	75 %

Listening Competencies	N	Correct
Basic Communication	12	75 %
Consumer Economics	16	68 %
Community resources	18	50 %
Health	14	64 %
Employment	21	52 %
Government and law	1	100 %

Listening Content Standards	N	Correct
Phonology	9	44 %
Vocabulary	48	56 %
Grammar	48	56 %
General Discourse	42	57 %
Informational Discourse	18	55 %
Strategies and Critical Thinking	41	60 %

Reading Tasks	N	Correct
Forms	8	75 %
Charts, maps, consumer billings, matrices, graphs, tabl	4	50 %
Articles, paragraphs, sentences, directions, manuals	14	78 %
Signs, price tags, advertisements, product labels	10	70 %
Measurement scales, diagrams	0	N/A

Listening Tasks	N	Correct
Picture Prompt	0	N/A
Comprehension question	16	56 %
Predict next line of dialogue	16	56 %
Identify true statement based on prompt	16	56 %
Responds to oral cues	0	N/A

TE for ESOL Students- Basic

CASAS

Student Performance
by Test Item & Competency

06/16/2018
22:26:47

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SCPTIC

Agency:	4908 - Rolling Hills Adult School (RHAS)		Form:	083R - Life and Work Reading Level B
Site:	01 - RHAS: North Campus		Student:	Acuna, Rosalina **ID:** 913425098
Class:	1 - ABE Low Intermediate		Test Date:	09/01/2017
Course:	1		Raw Score:	23 Scale Score: 218
Teacher:	101 - Team One, Main Campus -			

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	**0.2.1**	**3**	**Respond appropriately to common pers. info. questions**
		7.2.1		Identify and paraphrase pertinent information
2	Yes	**4.2.1**	**3**	**Interpret wages, deductions, benefits, timekeeping forms**
		7.2.1		Identify and paraphrase pertinent information
3	Yes	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
4	No	**4.1.3**	**4**	**Identify, use information in job descriptions, ads**
		4.1.6		Interpret work-related vocabulary
5	Yes	**4.1.2**	**1**	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
6	Yes	**4.1.2**	**1**	**Follow proc. for applying for a job, incl. application forms**
		0.2.1		Respond appropriately to common pers. info. questions
		2.3.2		Identify the months of the year and the days of the week
7	Yes	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
		7.3.1		Identify a problem and its possible causes
8	Yes	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
9	No	**1.4.7**	**3**	**Interpret info. about home maintenance; comm. w/landlord**
		7.2.1		Identify and paraphrase pertinent information
10	Yes	1.4.2	4	Select housing by interpreting ads, signs, and other info.
11	No	1.4.3	1	Interpret lease and rental agreements
12	Yes	1.4.3	1	Interpret lease and rental agreements
13	Yes	1.4.3	1	Interpret lease and rental agreements

TE for Students- Drill Down Menu- Enhanced – need to replace this slide. Contains 35 M

TE for Teachers

- ***What's in it for teachers?***
  - Spend zero time scoring tests
  - Generate individual and class reports on demand
  - How do you get your reports?

Instructional Reports

- *eTests* Reports
- Skills Profile
- Competency Performance
- Content Standards
- Learning Gains
- NAT Report
- Test History
- New – Test Score Overview

TE for Teachers- Basic

CASAS

Student Test Summary
by Class

06/04/2013
01:23:09

Agency:	4908 - Rolling Hills Adult School	Course:	1
Site:	1 - North Campus	Teacher:	101 - Team One, Main Campus -
Class:	1 - ABE		

Student		Status	Date	Form	Score	Test Hours of Instruction	Cumulative Hours of Instruction
023945893	Ford, Trayla B	Active	09/01/2012	086R	217	0	0
098509389	Aljmaner, Robin A	Active	09/19/2012	130M	214	0	0
		Active	09/19/2012	130R	247♦	0	0
298349872	River, Autumn	Active	10/23/2012	085R	226	0	0
		Active	11/20/2012	086R	237	0	0
308303438	Ankiel, Rick L	Active	07/03/2012	085R	221	0	0
		Active	07/05/2012	031M	209♦	0	0
		Active	02/25/2013	033M	214	0	0
340993385	Andrews, Dustin P	Active	10/17/2012	130M	212	0	0
		Active	10/17/2012	130R	239	0	0
		Active	10/23/2012	033M	212	0	0
		Active	02/01/2013	034M	215	0	0
364363453	Jipper, Veronica A	Active	10/09/2012	034M	226	0	0
		Active	12/01/2012	035M	229	0	0
498098833	Crespa, Jose	Active	07/25/2012	130M	217	0	0
		Active	07/25/2012	130R	233	0	0
		Active	07/26/2012	035M	224	0	0
536363636	Long, Bob A	Active	09/01/2012	037R	238	0	0
872347348	Fabroso, Ruinistia J	Active	07/01/2012	033M	219	0	0

CASAS

Test Score Overview

Agency:	Teacher:
Site:	Modality: Reading
Class:	Scale: CASAS RML
Course:	

Student		Test Date	Form	Scale Score	NRS EFL	Grade Equiv.
Ibarra, Isabel	032000134	10/16/2018	081R	205 ♦	4	2.9
Torres, Rosa	032959454	07/01/2018	083R	210	4	3.9
Gutierrez, Alma Rosa	082577284	06/06/2019	081RX	212	5	4.3
Gonzalez, Guillermina	041089677	10/17/2018	081RX	214	5	4.7
Huerta, Sandra	080374696	06/18/2019	082RX	214	5	4.7
Granados, Dora	083167022	01/17/2019	084R	215	5	4.9
Alvarez, Gabriel	071164643	06/06/2019	083R	215	5	4.9
Castellanos, Gabriela	091876925	03/12/2019	083R	216	5	5.1
Arambula, Evangelina	122065511	06/18/2019	082RX	216	5	5.1
Villagomez, Noemi	100481598	06/27/2019	083R	220	5	5.9
Fuentes, Maria	041354376	01/31/2019	083R	222	6	6.3

* Score outside of accuracy range
♦ Score is a conservative estimate

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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.

New for GOALS:
Only one competency for each set of test questions
  - Makes reports easier to interpret and use
  - Results are more meaningful -- with more items related to the same competency.
  - Recommend using "Competency Category" reports

Student Competency Performance

TE for Teachers- Enhanced

CASAS

Class Performance

03/01/2012
09:34:52

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SCPSTIC2

| Agency: | 4908 - Rolling Hills Adult School | Total Tests: 37 | Total Students: 35 |
| Form: | 083R - Life and Work Reading Level B | | |

Position	Correct?	Comp No.	Task	Competency Description
30	27 %	1.1.3	2	**Interpret maps and graphs**
		1.9.4		Interpret maps related to driving
		2.2.5		Use maps relating to travel needs
24		5.3.8	3	**Identify procedures for reporting a crime**
		7.2.2		Analyze a situation, statement, or process
32	40 %	4.2.1	3	**Interpret wages, deductions, benefits, timekeep**
		3.3.3		Interpret info. for medical, dental, life insurance
29	45 %			**Interpret maps and graphs**
				Interpret maps related to driving
				Ask for, give, follow, or clarify directions
				Use maps relating to travel needs
31	45 %	3.2.1	1	**Fill out medical health history forms**
		7.2.4		Identify, make inferences: inductive, deductive re
19	48 %	4.4.3	2	**Interpret job-related signs, charts, diagrams, for**
		2.3.2		Identify the months of the year and the days of th
		7.2.2		Analyze a situation, statement, or process
		4.2.1	2	**Interpret wages, deductions, benefits, timekeep**
		1.1.6		Count, convert, use coins, currency and symbols (
		1.3.3	3	**Identify, use methods to buy goods, services, mak**
		7.2.1		Identify and paraphrase pertinent information
13	54 %	1.4.3	1	Interpret lease and rental agreements
25	54 %	5.3.8	3	**Identify procedures for reporting a crime**
				Identify and paraphrase pertinent information
20	56 %		2	Interpret wages, deductions, benefits, timekeeping forms

Annotations:
- Test Question Number
- Bold Competency Descriptions give details about the Competency Number
- Percentage of students who answered this question correctly
- Non-bold Competency Descriptions and Numbers give additional details about the test item.
- The Competency Number on which this question is based
- Task Area

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Student Competency Performance -- GOALS

Agency:	4908 – Rolling Hills Adult School (RHAS)	**Form:**	906R - Reading GOALS Level C	
Site:	11 – RHAS: North City	**Student:**	Perez, Maria	**ID:** 123456
Class:	61392 - Reading Skills 3	**Test Date:**	01/05/2019	
Course:	RS3BEE	**Raw Score:**	19	**Scale Score: 220**
Teacher:	521457 - Goldberg, C			

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**

**Student
Performance**

by Competency Category

01/06/2019
20:22:49

Page 1 of 1
SCPCC

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

Skill Reports

Student Content Standard Performance
- provides detailed information on student test results by
  - test item
  - CASAS content standard
- **Available soon with Basic TE Access**

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

New for GOALS:
Only one content standard per test item
- Makes reports easier to interpret and use

01/06/2019
23:30:59

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

Class Performance

by Test & Content Standard

01/06/2019
23:34:49

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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 a complex 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, explain or 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.

TE for Teachers -- Basic

CASAS

Next Assigned Test
by Class

06/03/2013
23:54:52

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NAT4

Agency:	4908 - Rolling Hills Adult School	Course:	1
Site:	1 - North Campus	Teacher:	101 - Team One, Main Campus -
Class:	1 - ABE		

| Student | | Last Test | | | | | | Next Assigned Test | |
		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
023945893	Ford, Trayla B	1	09/01/2012	086R	C	14	217	085R	CIT, LW-1, LW-2, LW-3
098509389	Aljmaner, Robin A	1	09/19/2012	130M		9	214	013M	ECS
								033M	LW
								213M	WLS
		1	09/19/2012	130R		22	247 ♦	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
298349872	River, Autumn	1	11/20/2012	086R	C	29	237	188R	CIT, LW-1, LW-2, LW-3
308303438	Ankiel, Rick L	1	02/25/2013	033M	B	19	214	034M	LW
		1	07/03/2012	085R	C	17	221	086R	CIT, LW-1, LW-2, LW-3
340993385	Andrews, Dustin P	1	02/01/2013	034M	B	20	215	033M	LW
		1	10/17/2012	130R		19	239	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
364363453	Jipper, Veronica A	1	12/01/2012	035M	C	22	229	036M	LW
498098833	Crespa, Jose	1	07/26/2012	035M	C	18	224	036M	LW
		1	07/25/2012	130R		17	233	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
536363636	Long, Bob A	1	09/01/2012	037R		22	238		
872347348	Fabroso, Ruinistia L	1	07/01/2012	033M	B	22	219	035M	LW
892593875	Hillon, Jarper	1	12/21/2012	084R	B	14	205	083RX	LW-1, LW-2, LW-3

Student Gains

CASAS

06/14/2018

Student Gains

by Agency

Program Year: 2017-2018   **Agency:**   4908 - Rolling Hills Adult School (RHAS)

Student		Class Status	Hours of Instruction	Test/Obs. Date	Site - Class	Form	Score	Level	Gain	Preliminary *	
										Completed Level	Drop Code
Martinez, Albello	575555204	Active	158					ESL 5			
				08/04/2017	11 - 110	082RX	216	ESL 5			
				11/23/2017	11 - 110	081RX	212	ESL 5	-4		
Martinez, Esmeralda	677899133	Active	0					ESL 5			
				02/23/2018	11 - 110	185R	216	ESL 5			
				05/25/2018	11 - 110	186R	219	ESL 5	3		02
Morales, Graciela	515519212	Active	110					ESL 4			
				02/01/2018	11 - 110	084R	203	ESL 4			
				05/23/2018	11 - 110	083R	209	ESL 4	6		
Nievarra, Raquel	616182361	Active	81					ESL 3			
				05/23/2018	11 - 110	083R	195	ESL 3			
				06/22/2018	11 - 110	084R	212	ESL 5	17	Yes	
Ortega, Florentino	567888969	Active	160					ESL 4			
				08/04/2017	11 - 110	082RX	206	ESL 4			
				11/23/2017	11 - 110	081RX	216	ESL 5	10	Yes	
Ortiz, Manuel	599688888	Active	88					ESL 3			
				08/04/2017	11 - 110	082RX	196	ESL 3			
				11/23/2017	11 - 110	081RX	202	ESL 4			
				04/29/2018	11 - 110	084R	212	ESL 5	16	Yes	
Pacheco, Andy	551784784	Active	132					ESL 4			
				02/01/2018	N/A	981L	186	ESL 2			
				11/23/2017	11 - 110	081RX	201	ESL 4			
				02/01/2018	11 - 110	084R	203	ESL 4	2		

31

TE for Administrators

- ***What's in it for administrators?***
  - Monitor program effectiveness
  - Track students in multiple programs
  - Meet accountability requirements

TE for Administrators -- Enhanced

TE for Administrators -- Enhanced Learning Gains Summary by Class

CASAS

Learning Gains Summary

First to High by Class

06/16/2018
23:28:29

Page 3 of 4
LGSFH4

Agency:	4908 - Rolling Hills Adult School (RHAS)	Course:	1
Site:	01 - RHAS: North Campus	Teacher:	101 - Team One, Main Campus -
Class:	1 - ABE Low Intermediate	Level:	BSIL
Program:	Basic Skills (ABE)	Pretest:	211 - 220

No of Students:	9	CASAS Math					
			N	First Test	N	High Test	Gain	Hours
		All test scores:	9	212.6	6	215.3	~	0.0
		Paired accurate scores:	6	208.8	6	215.3	6.5	0.0

No of Students:	15	CASAS Reading					
			N	First Test	N	High Test	Gain	Hours
		All test scores:	15	212.9	9	219.1	~	0.0
		Paired accurate scores:	9	204.6	9	219.1	14.6	0.0

First Test   High Test

215.3

219.1

208.8

204.6

200

Math   Reading

TE for Administrators -- Enhanced

CASAS
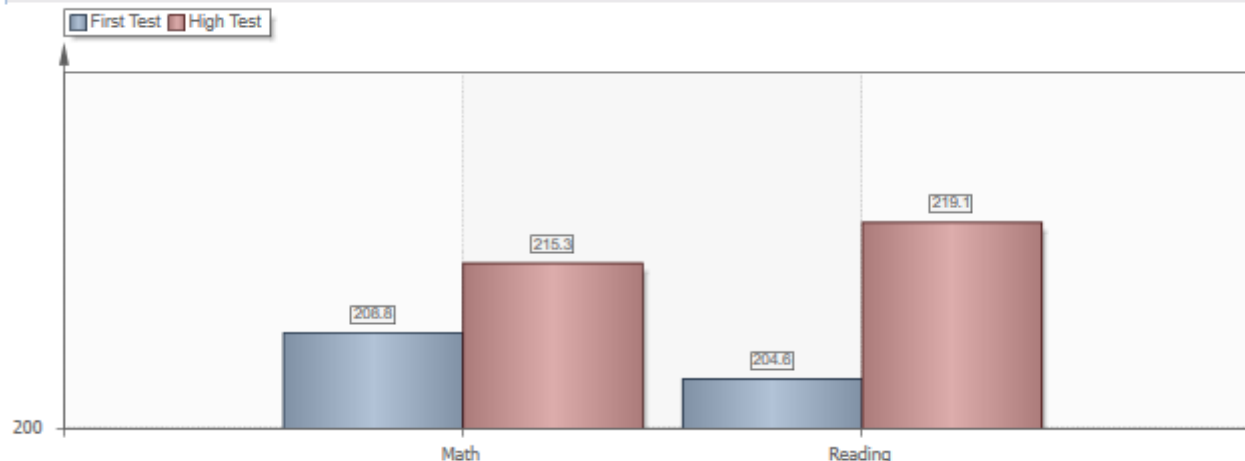
06/21/2016
14:35:05

Demographic Summary
by Agency

Agency: 4908 - Rolling Hills Adult School   **Students:** 237

Gender	#	%
Male	125	52.74
Female	111	46.84
N/A	1	0.42

Legend
- Male
- Female
- N/A
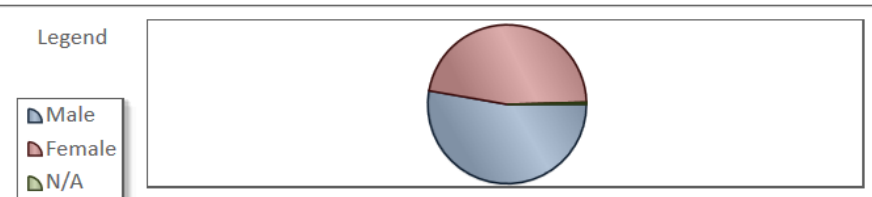
Highest School Year	#	%
Under 6	27	11.39
6 - 8	42	17.72
9 - 10	53	22.36
11	33	13.92
12	40	16.88
13+	8	3.38
N/A	34	14.35

Legend
- Under 6
- 6 - 8
- 9 - 10
- 11
- 12
- 13+
- N/A
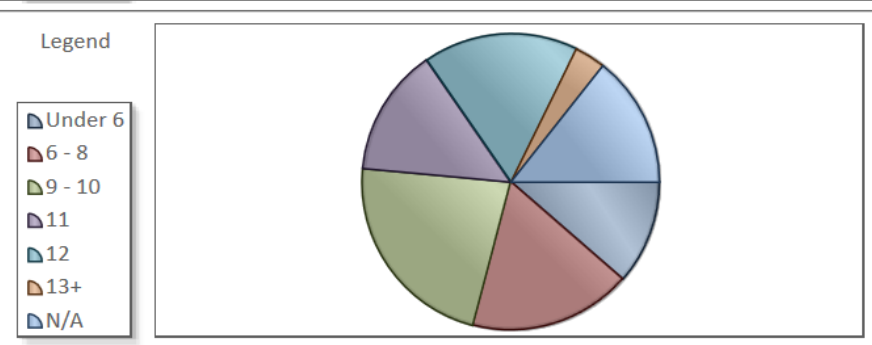
Reports for Administrators -- Enhanced

Sample report displays students missing essential data needed to comply with state and federal mandates.

- by agency
- by site
- by class

Part II – New Features in TE & eTests

- Testing on multiple devices
- Data Collection Tool in eTests
- Restrict Teachers to own class in TE
- ISP Report: Likelihood of passing GED 2014
- Ability to take negative attendance

New Directions in TE and eTests
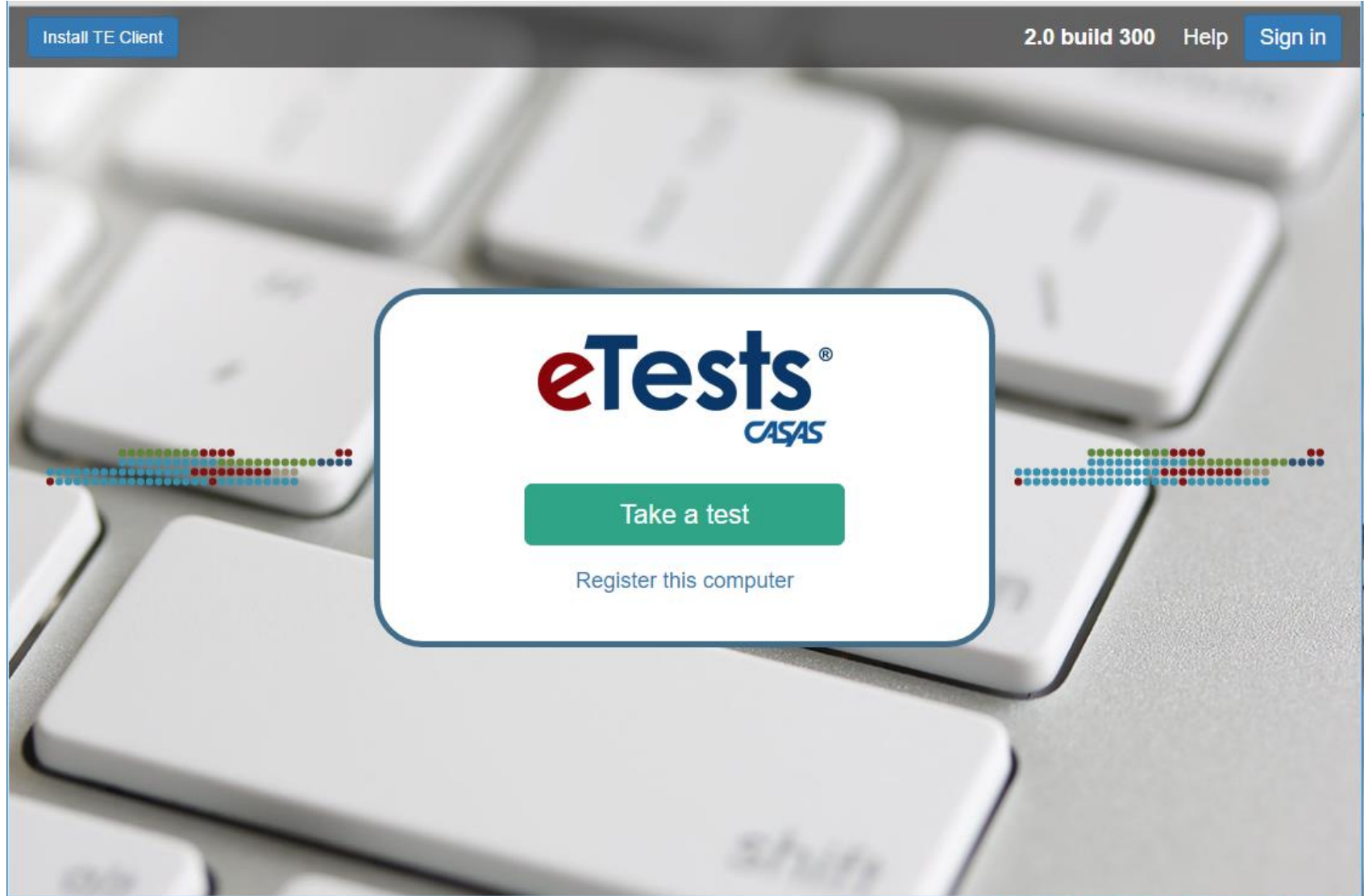
New Directions in TE and eTests

- ***Testing on multiple devices***
  - Windows based computers
  - Chromebook -- available now
  - iPad – soft launch
  - Android Tablets –- coming later
  - Touchscreen – useful for all test takers, especially low literate learners
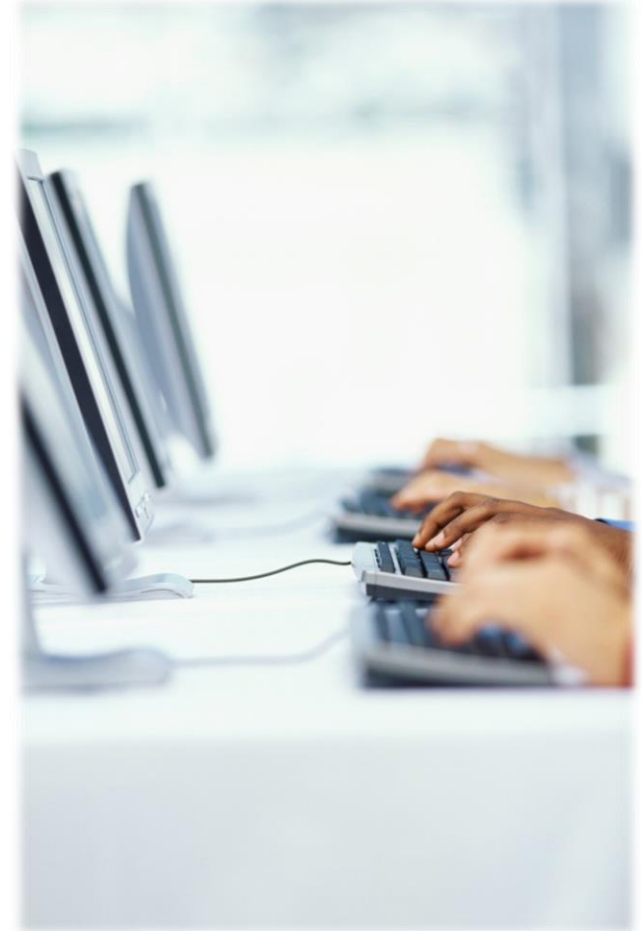
New Directions in TE and eTests

- ***Conversion to HTML***
  - Everyone should be on HTML now
  - Silverlight was phased out on June 30, 2018
  - HTML improves graphic displays

- Phasing out *eTests* Desktop version
  - Move to eTests Online
  - Anyone still using a dongle??

New eTests Features

Technology on the Way

- Mobile Attendance
- Student Portal
- Executive Dashboard
- API Gateway – Badges first
- Case Management
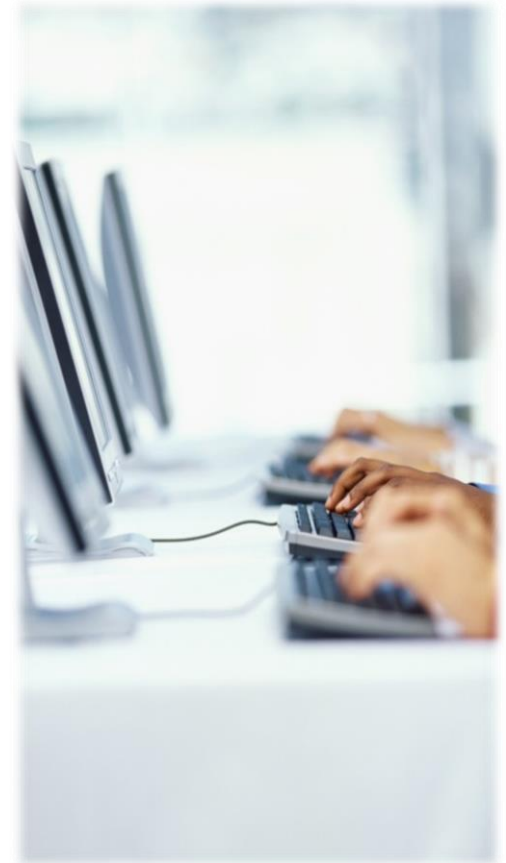
Student Portal

- Phase 1
  - NRS Core Performance Follow Up Survey
  - Unique Student IDs across agencies
  - Sample GOALS items in simulated test

- Phase 2
  - Student Registration
  - Monitor Educational Progress
  - Interact with Education Provider

Student Portal -- Benefits

- Students able to access own records
- New channel of communication
- Uses mobile devices
- Helps retain students
- Find students after leaving program
- Ability to follow up on student outcomes
- Practice taking a test with CASAS eTests
- Allow students to register for classes
- Complete demographics from home
- Better engage students in their education
- Assist students in meeting goals
- Offer services including distance learning

CASAS Partnership with Burlington English

- CASAS has entered into a strategic partnership with Burlington English as an official CASAS partner.

- Burlington English has developed an online blended learning system for adult ESOL learners that is strongly aligned with the CASAS system. For these reasons, it has been designated as an official CASAS preparation system.

Monthly Florida CASAS Network Meetings

- Who and Why?
  - Any Florida agency using CASAS assessment
  - To answer questions and discuss CASAS assessment and Florida DOE policy related to CASAS assessment

- When?
  - Usually on Tuesday at 2 pm Eastern time
  - Next one:
    - October 22, 2019

    - Zoom meetings – email Phil Anderson to get call info:

      Philip.Anderson@fldoe.org

- Topics?
  - Email Phil or Linda with suggestions

2020 CASAS Summer Institute

Join us at the 2020 CASAS National Summer Institute!

- June 23-25, 2020
- Orange County, California

Thank you for attending!

▶ Help improve the Summer Institute, take the survey!

Facebook.com/CASASsystem use #casassi2019 to share!

@CASASsystem use #casassi2019 to tweet!

CASASAssessment

Contacts

- Linda Taylor, CASAS – ltaylor@casas.org, 800-255-1036, ext. 186

- Co-Presenters, FL Certified CASAS Trainers:
- Veronica Pavon Baker – doramarg@bellsouth.net
- Phil Anderson, FDOE – Philip.Anderson@fldoe.org, 850-245-9450

- CASAS Office -- 800-255-1036

- Tech Support from **9 am to 8 pm Eastern time**: press 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

Information for ABE and GED® Preparatory Programs

Table 1: CASAS GOALS Reading and Math Tests Approved for ABE and GED® Preparatory

CASAS Test Series	CASAS Test Levels	CASAS Test Forms
READING GOALS Series	A	901R/902R
	B	903R/904R
	C	905R/906R
	D	907R/908R
MATH GOALS Series	A/B	913M/914M
	C/D	917M/918M

Table 2: Intake Procedure for ABE and GED® Preparatory Students

Intake Procedure for ABE and GED® Preparatory Students
Programs using eTests: • Administer the eTests Reading and Math Locator • Administer Reading and Math online pre-tests assigned by Locator • Use the Score Chart to determine the student's Initial EFL Programs using paper tests: • Administer the Reading and Math Appraisal and pre-test assigned • Administer Reading and Math online pre-tests assigned by Appraisal • Use the Score Chart to determine the student's Initial EFL

Table 3: ABE and GED® Preparatory Levels and NRS Score Chart (Showing scores within accurate range only)

Levels ABE and GED® Preparatory	NRS Scores Reading GOALS Series	NRS Scores Math GOALS Series
1 ABE	165-203	178-193
2 ABE	204-216	194-203
3 ABE	217-227	204-214
4 ABE	228-238	215-225
5 GED® Preparatory Placement	239-248	226-235
6 ASE	249-262	236-249

Topic 2: Information for Adult ESOL and ELCATE Programs

Table 1: Reading and Listening Tests Approved for Adult ESOL and ELCATE Programs

CASAS Test Series	CASAS Test Levels	CASAS Test Forms
READING **Literacy Series**	Literacy	27/28
READING **Life and Work Series**	A	81R/82R 81RX/82RX
	B	83R/84R
	C	185R/186R * 85R/86R
	D	187R/188R
LISTENING **Life and Work Series**	A	981L/982L
	B	983L/984L
	C	985L/986L
* Use Test Forms 185R and 186R in Adult ESOL ESOL and ELCATE programs. Use Test Forms 85R and 86R in workplace programs.		

Table 2.1: Intake Procedure for Adult ESOL and ELCATE Students
- Students score 6 or more on CASAS Oral Screening

1	Administer the CASAS Oral Screening
2	Programs using eTests: • Administer eTests Reading and Listening Locator • Administer Reading and Listening pre-test assigned by the Locator • Use the Score Chart to determine the student's Initial EFL Programs using paper tests: • Administer 83R/84R and 983L/984L • Use the Score Chart to determine the student's Initial EFL Or • Administer Reading and Listening Appraisal • Administer Reading and Listening pre-test assigned by the Appraisal • Use the Score Chart to determine the student's Initial EFL
Note: At times, a student who self-reports having attended school for five or more years may score below 6 on the Oral Screening. In these situations, CASAS recommends administering the eTests Reading and Listening Locator or the Appraisal.	

Table 2.2: Intake Procedure for Adult ESOL and ELCATE Students
- Student scores 5 or Less on CASAS Oral Screening
- Program does not offer the Literacy Skills course

1	Administer the CASAS Oral Screening
2	Administer the Five Practice Items from Form 27
3	If the student has difficulty with the Five Practice Items from Form 27: Programs using eTests or paper tests: • Administer Form 27/28 and Form 981L/982L • If the student scores above 180 on Form 27/28, administer Forms 81R/82R and 981L/982L • Use the Score Chart to determine the student's Initial EFL

4	If the student has little or no difficulty with the Five Practice Items from Form 27: Programs using eTests: • Administer 81R/82R and 981L/982L • Use Score Chart to determine the student's Initial EFL Or • Administer eTests Reading and Listening Locator • Administer eTests Reading and Listening Pre-tests assigned by the Locator • Use the Score Chart to determine the student's Initial EFL. Programs using paper tests: • Administer 81R/82R and 981L/982L • Use Score Chart to determine the student's Initial EFL Or • Administer Reading and Listening Appraisal • Administer Reading and Listening Pre-tests assigned by the Appraisal • Use Score Chart to determine the student's Initial EFL

Table 2.3: Intake Procedure for Adult ESOL and ELCATE
- Students score 5 or Less on CASAS Oral Screening
- Program offers the Literacy Skills course

1	Administer the CASAS Oral Screening
2	Administer the 5 Practice Items from Form 27
3	If the student has difficulty with the 5 Practice Items from Form 27, administer the FDOE Native Language Screening (NLS) on the FDOE Adult Education website (http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml) • If the NLS scores indicate the student is not able to read or write in their native language, use the NLS scoring chart to place the student in level A, B, or C of the Literacy Skills course • Do not administer CASAS tests to Literacy Skills students until student completes the Literacy Skills course Or • If the NLS scores indicate the student is able to read and write in their native language, do not enroll the student in the Literacy Skills course • Administer Form 27/28 or 81R/82R and 981L/982L to enroll the student in the Adult ESOL course* • Use the Score Chart to determine the student's Initial EFL
4	If the student has little or no difficulty with the 5 Practice Items from Form 27, administer CASAS tests: Programs using eTests: • Administer 81R/82R and 981L/982L • Use Score Chart to determine the student's Initial EFL Or • Administer eTests Reading and Listening Locator • Administer eTests Reading and Listening pre-test assigned by Locator • Use the Score Chart to determine the student's Initial EFL Programs using paper tests: • Administer Forms 81R or 82R and 981L/982L Or • Administer Reading and Listening Appraisal • Administer Reading and Listening pre-test assigned by Appraisal • Use the Score Chart to determine the student's Initial EFL
	* Programs should not enroll students who are able to read and write in their native language in the Literacy Skills course.

Table 3: SCORING CHART for Adult ESOL and ELCATE (Showing scores within accurate range only)

Adult ESOL and ELCATE Educational Functioning Levels	NRS Scores 20 Literacy Reading Series	NRS Scores 80 Life and Work Reading Series	NRS Scores 980 Life and Work Listening Series
1 ESOL	153-180*	170-180	169-180
2 ESOL	---	181-190	181-189
3 ESOL	---	191-200	190-199
4 ESOL	---	201-210	200-209
5 ESOL ELCATE	---	211-220	210-218
6 ESOL ELCATE	---	221-235	219-227
	---	236 or more Exit	228 or more Exit
* Use only scores from 153 to 180 for state reporting purposes when scoring Forms 27 and 28. Administer Form 81R/82R to students who score 181 or more.			