How to Increase Reading Skills in the Virtual Classroom Incorporating the CASAS Reading Standards

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FL STATE AND NATIONAL CASAS CERTIFIED TRAINER

2021

https://www.youtube.com/watch?v=68Uv959QuCg

YOU ARE MAKING
A DIFFERENCE
EVERY
day.

THE
designer
TEACHER

A Brand-New World…

- Last year the adult education world migrated a majority of services to distance education and virtual classroom environments

- As we move forward and make decisions about maintaining some or all of these distance education services, we need to continue ensuring quality education

Agenda

- Provide information to assist adult ESOL teachers maximize classroom instruction

- Review CASAS Competencies and Reading Content Standards

- Identify CASAS Task Areas

- How to use TOPSpro Reports to Target Instruction

Models of Learning

- Blended

In-class and online instruction as part of a collective whole

- Hybrid

Both an online and in-class teaching, but the work students complete online may not be directly aligned to what happens in the classroom

Synchronous Learning

❑Synchronous learning is the kind of learning that happens in real time.

❑ Learner and the instructor interact in a specific virtual place, through a specific online medium, at a specific time.

❑Synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

Source: https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/

Asynchronous Learning

❑ Asynchronous learning happens on the learners' schedule.

❑ Instructor or degree program will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation.

❑ Learner has the ability to access and satisfy these requirements within a flexible time frame.

❑ Asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Source: https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/

Are you currently doing asynchronous or synchronous instruction?

Just a Thought...Why books?

➢ Do you think it is important for students to have a book in a virtual classroom?

➢ Do your students have a book when they attend a virtual session?

RESEARCH

➤ **Books** can improve the **student's** ability to think, and they are able to find the solution to problems

➤ Reading **books** can build the understanding and awareness of **students** in different situation

➤ **Books** boost the confidence of **students**

➤ **Books** develop analytical skills

EFFECTIVE USE OF TEXTBOOKS
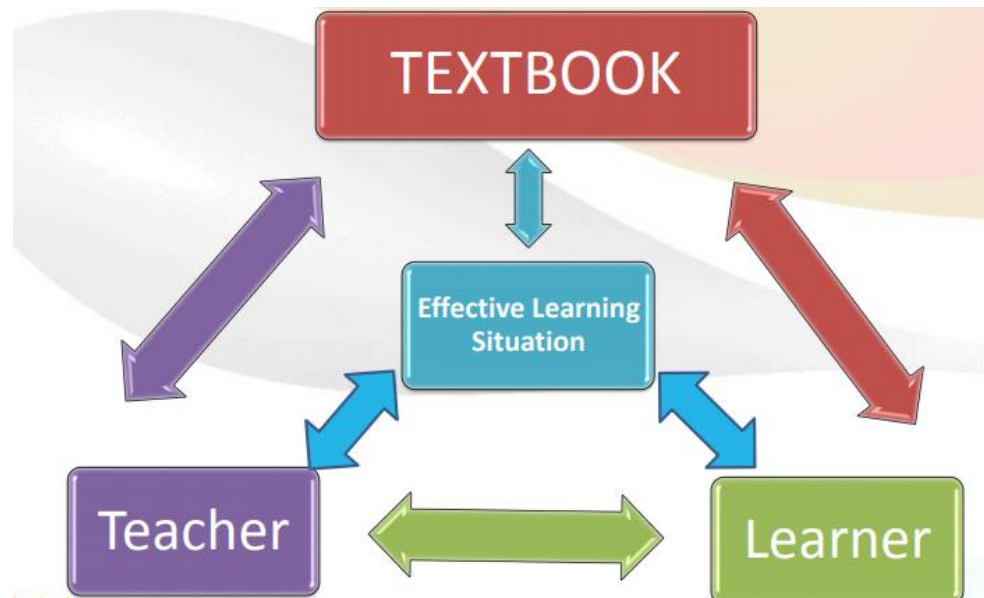
DIGITAL READING

➢ Is "digital reading" really the same as reading a print text?

➢ Do we use the same kinds of skills?

➢ Do we comprehend the texts in the same way?

Sample Activity

- Select two short texts, one print and one digital. Ask students to read both. Put the learners into small groups and give them the following sentence stems:

I like reading hard copies because…

I like reading from a screen because…

- Learners complete the sentences in as many different ways as possible, drawing on their experience of reading the texts used in the lesson and also their wider experience.

- Each group reports back its ideas.

Depth of Knowledge (DOK)

Webb's DOK (2002)
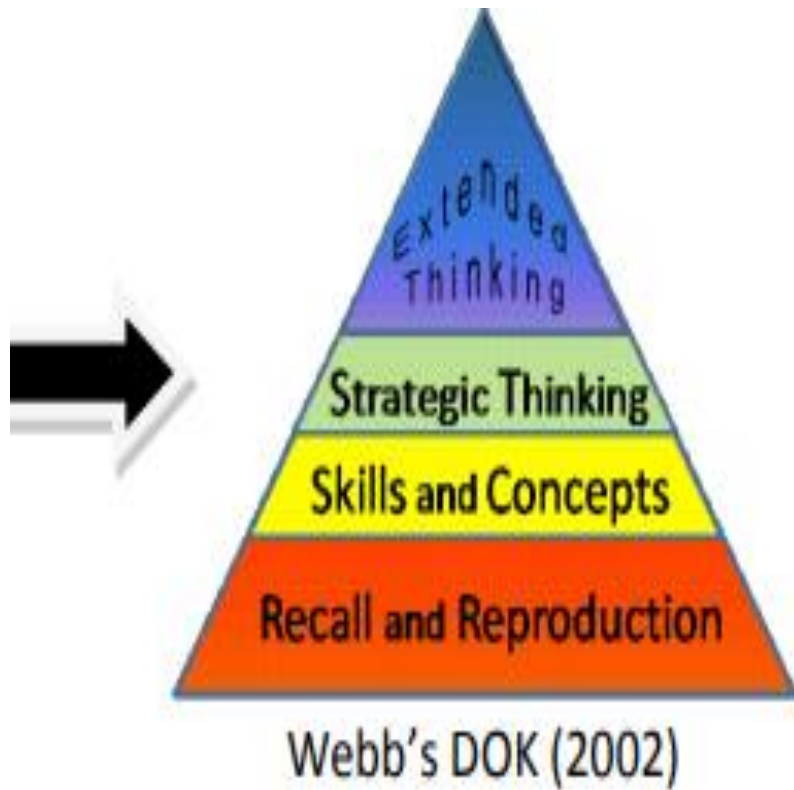
- **Recall and Reproduction**

(recall a fact, information, or procedure)

- **Skill/Concept**

(engages mental process using information or conceptual knowledge)

- **Strategic Thinking**

(reasoning, higher level of thinking)

- **Extended Thinking**

(investigation, planning, complex thinking)

Instructional Considerations When Practicing Reading Activities

- Reading activities require modeling and preparation, such as eliciting prior knowledge

- Vocabulary should be introduced in context and not in an isolated memory exercise

- Keep in mind to use Depth of Knowledge of higher thinking levels, such as understanding, applying, analyzing and evaluating

- Engage students in a mental process beyond habitual responses using information or conceptual knowledge, and complex reasoning

Summary

- Preview Reading - Predicting

- Read to determine what text is saying

- Read again for information

- Read again for meaning

6 Scaffolds for Els in a Virtual Classroom

- Establish virtual classroom routines

- Increase wait time

- Employ Choral reading and skits

- Use technology to support learning

- Use visual learning support

- Paraphrase content before teaching academic lessons
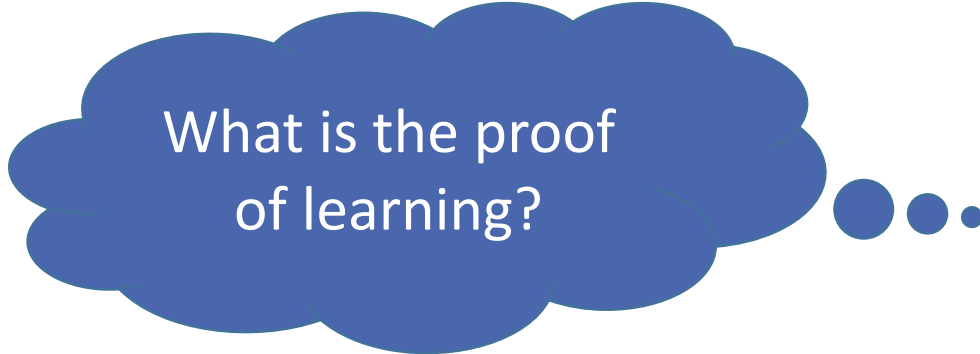
Planning Lessons

What do learners need to be able to do?

What standards can they be working towards?

What is the proof of learning?

Planning Lessons
Identifying Types of Activities

- Quizzes
- Teacher questions
- Dictation (T-Ss, Peer2Peer)
- Peer assessment
- Rubrics
- Games (gamification)
- Group projects

- Graphic organizers
- Presentations
- Role plays
- Debates
- Interviews
- Exit tickets

Questions

- What does CASAS stand for?

- Do you use TopsPro reports to guide instruction?

Comprehensive Adult Student Assessment System

What is your knowledge level of CASAS?

- Beginning

- Intermediate

- Advanced

Integrated System Approach

Curriculum

- Basic Skills Content Standards and CASAS Competencies

Assessment

- Reading, Listening, Math Assessments Paper or computer-based testing (eTests)

Instruction

- QuickSearch Online – free resource to find instructional material titles

Accountability

- TOPSpro Enterprise (TE) – data accountability software to score and track student test scores and generate reports

CASAS ESL Reading and Listening Scores by EFLs

CASAS LEVEL	NRS Levels	Reading and Listening ESL Educational Functioning Levels	Life and Work Reading Score Ranges	Life and Work Listening Score Ranges
A	1	Beginning ESL Literacy	180 and below	180 and below
A	2	Low Beginning ESL	181 - 190	181 – 189
A	3	High Beginning ESL	191 – 200	190 – 199
B	4	Low Intermediate ESL	201 – 210	200 – 209
B	5	High Intermediate ESL	211 – 220	210 – 218
C	6	Advanced ESL	221 – 235	219 – 227
D		Exit Advanced ESL	236 and above	228 and above

https://www.casas.org/docs/default-source/pagecontents/casas-ell-level-descriptors.pdf?sfvrsn=16cad783_20?Status=Master

CASAS test items measure basic language and math skills in realistic, everyday life and workplace contexts.

Test items address:

- content standards

- competencies

- task areas

Content Standards

Reading Basic Skills Content Standards by Instructional Level

Categories

		Key to NRS Educational Functioning Levels		
R1	Beginning Literacy / Phonics			
R2	Vocabulary	ESL		ABE
R3	General reading comprehension	1	Beginning Literacy	1 Beginning Literacy
R4	Text in format	2	Beginning Low	2 Beginning
R5	Reference materials	3	Beginning High	3 Intermediate Low
R6	Reading strategies	4	Intermediate Low	4 Intermediate High
R7	Reading and thinking skills	5	Intermediate High	ASE
R8	Academic-oriented skills	6	Advanced Low	5 Low
R9	Literary analysis		Advanced High	6 High

Competencies

CASAS COMPETENCIES
ESSENTIAL LIFE AND WORK SKILLS FOR YOUTH AND ADULTS
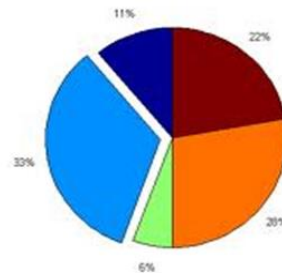
Task Areas

Competency

The functional life skills context in which the learning objective is being measured

https://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master

# CASAS Competency Categories

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

How would you rate your familiarity with the CASAS Reading (Content) Standards?

4 = Extremely familiar
3 = Somewhat familiar
2 = Have heard of it
1 = Not at all familiar

POLLING BOOTH
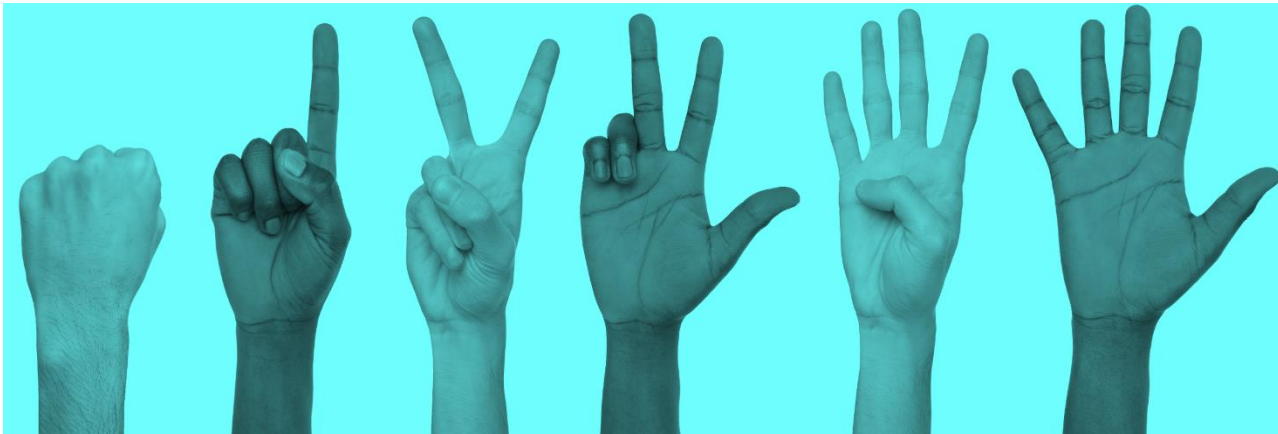
CASAS Reading Standards

CASAS Reading Standards-2016 Second Edition

https://www.casas.org/docs/default-source/research/casas-reading-standards-2016-second-edition.pdf?sfvrsn=36733d5a_2?Status=Master

CASAS Reading Standards

- Reading standards define the underlying basic skills

- Incorporates standards from the College and Career Readiness Standards (CCRS)

- There is generally one or two CCR anchor standards referenced for each CASAS reading standard

- There are 52 CASAS Reading standards in five categories

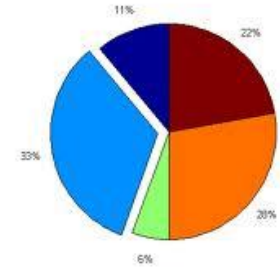| Category	Number of Standards
RDG1 1 – Foundational Literacy	9
RDG2 2 – Language and Vocabulary	11
RDG3 3 – Reading Comprehension Skills • Literal Comprehension (DOK 1) • Informational and Literary Text	15
RDG4 4 – Higher Order Reading Skills (DOK 2 and higher) • Informational and Literary Text	11
RDG5 5 – Higher Order Reading Skills (DOK 2 and higher) • Literary Text Only	6
Total	52

CASAS Reading Standards Example

RDG 2 Language and Vocabulary

CS #	Content Standard CASAS Instructional Level	ESL NRS Level 1 / A	ESL 2 / A	ABE 1 / ESL 3 / A	ABE 2 / ESL 4 / B	ABE 3 / ESL 5 / B	ABE 4 / ESL 6 / C	ABE 5 / D	ABE 6 / 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]				●	●	●	●	●

The ABE/ASE NRS Level header is 1, 2, 3, 4, 5, 6 (over the last six columns). The ESL NRS Level header is 1, 2, 3, 4, 5, 6 (over the first six columns). The CASAS Instructional Level row is A, A, A, B, B, C, D, E.

Task Areas

Format of the test item prompt

Tasks are how test items are presented. It's important that these tasks are practiced in the classroom.

JOB APPLICATION FORM

CASAS TASK AREAS

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, diagrams

LISTENING TASKS

Task 1: Picture/Photo Prompt

Task 2: Comprehension Question

Task 3: Predict Next Line of Dialogue

Task 4: Identify True Statement Based on Prompt

Sample Reading Test Items

ID: Name:

Mario has been playing soccer for the last three years. His first game was in Brazil. Now he plays in the United States. He plays with a neighborhood team at a park. He likes to play with the team, but he wants to get a scholarship to play full-time.

Where does Mario play?

in Brazil

at a full-time

at a park

in three years

ID: Name:

Monthly Membership Rates

	Resident Discount	Base Rate	Corporate Rate
Youth (3-15 years old)	$36.00	$45.00	N/A
Adult (16-64 years old)	$45.00	$56.00	$50.00
Senior (65+ years old)	$36.00	$45.00	$41.00
Family	$99.00	$124.00	$112.00
Family (no child-watch)	$89.00	N/A	N/A

Military discount– 10% off above eligible fees

What is the base fee for an adult and the corporate fee for a family?

$45 and $112

$56 and $112

$56 and $124

$45 and $99

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 <u>liberal</u> 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.

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

ACTIVITY   Padlet

https://padlet.com/vpb4170/5wmz14lezuvfplp7

Breakout Rooms

➢ Copy link posted in the Chat box

➢ Select a scriber (notes in the Padlet)

➢ Open CASAS Reading   Standards

➢ Select 2/3 RDGs you would include using the sample passage

▪ Group 1= Level A

▪ Group 2= Level A (2)

▪ Group 3= Level B

▪ Group 4= Level C

▪ Notice that many content standards have Task Areas

▪ https://www.casas.org/docs/default-source/research/casas-reading-standards-2016-second-edition.pdf?sfvrsn=36733d5a_2?Status=Master

newsela

Engaged learners are better learners.
Key literacy skills cannot be taught with just any content.
Engage students with thousands of texts on topics they care
about most, with standards-aligned lesson supports built for
ELA instruction.

Differentiate instruction easily with texts published at 5
reading levels

Get visibility into **usage and student performance** with built-in
activities

https://newsela.com/about/solutions

Adult Low-Level Literacy Curriculum Modules

Log In and Access the Curriculum Modules Now!
Access the complete curriculum, or choose a module below.

Get and Hold the Job You Want	Planning a Trip to the Store
Making Safety a Sure Thing	Make Your Money Count
You Are What You Eat	Getting to Know Your Doctor
Night on the Town	Smart Shopping
Choosing to Move	Get the Help You Need

- https://www.casas.org/product-overviews/curriculum-management-instruction/low-level-literacy-curriculum-modules

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 Content Standards

- Search by
  - Title
  - Competency
  - Program, Level, and Skill
  - Publisher
  - CASAS Assessment

Instructional Reports

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

Personal Score Report
by Site

01/05/2021
08:50:10

Page 6 of 99
PSR3

Aniley Alvarez - 576950

Agency:	12679 - Literacy Volunteers Of Collier County	Class:	N/A
Site	01 - Literacy Volunteers of Collier County	Teacher:	N/A

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Listening	981L	A	12/02/2020	195	ESL Level 3

ESL NRS Level (scale: 240, 227, 218, 209, 199, 189, 180, 169 — NRS levels 6, 5, 4, 3, 2, 1)

◄ 195
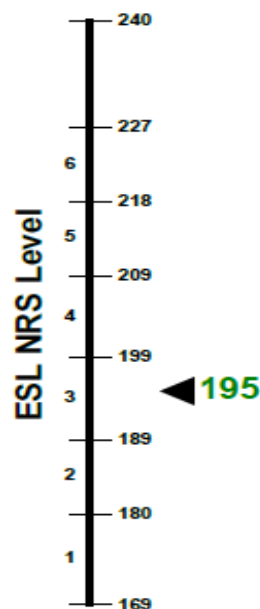
ESL Level 3

Understands simplified conversation on everyday subjects containing frequently used words in context and very simple phrases, spoken slowly and repeated. Understands simple greetings, common social language, and questions about basic personal information. Recognizes very basic sentence structures, and understands simple commands, requests, and warnings related to immediate needs. Frequently requires assistance (rephrasing, explanation, demonstration) to understand basic communication.

https://www.casas.org/docs/default-source/pagecontents/casas-ell-level-descriptors.pdf?sfvrsn=16cad783_20?Status=Master

CASAS

Personal Score Report

01/01/2019
15:36:29

Jennifer Lee

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
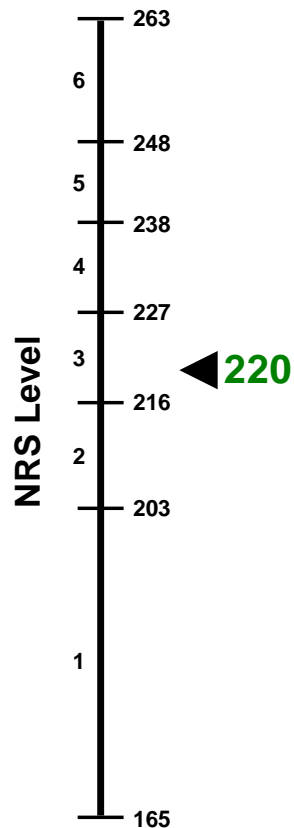
ABE Level 3

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.

NRS Level

- 6 — 263
- 248
- 5 — 238
- 4 — 227
- 3 ◄ 220
- 216
- 2 — 203
- 1
- 165

Student Performance

by Test & Content Standard

Agency: 4908 – Rolling Hills Adult School (RHAS)	**Form:** 906R - Reading GOALS Level C
Site: Class: 11 – RHAS: North City	**Student:** Perez, Maria **ID:** 123456
Course: 61392 - Reading Skills 3	**Test Date:** 01/06/2019
Teacher: RS3BEE	**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 acomplex 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.

Class -- Content Standard Performance Summary

CASAS

01/06/2019
23:34:49

Class Performance
by Test & Content Standard

SCSSTC4

Agency:	4908 – Rolling Hills Adult School (RHAS)	Teacher:	521457 - Goldberg, C
Site: Class:	11 – RHAS: North City	Form:	906R - Reading GOALS Level C
Course:	61392 - Reading Skills 3	Total Tests: 13	Total Students: 13
	RS3BEE		

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.

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CASAS

Individual Skills Profile

Argemis Lluberes

ID#   576274

Agency: 12679 - Literacy Volunteers..
Program: ESL/ELL

Most Recent	Form	Date	Scale Score	NRS Level	Form Level	Total	Correct	Attempted	
Listening	983L	07/15/2020	200	4	B	38	18	38	
Reading	185R	07/15/2020	215	5	C	38	14	38	

Reading Competencies	N	Correct
Consumer Economics	9	22 %
Community Resources	14	50 %
Health	6	66 %
Employment	20	35 %
Government and Law	6	0 %
Learning and Thinking Skills	1	100 %

CASAS Reading Content Standards (2009)	N	Correct
Vocabulary	21	28 %
General reading comprehension	30	33 %
Text in format	25	44 %
Reference materials	7	57 %
Reading strategies	12	16 %
Reading and thinking skills	4	75 %

Listening Competencies	N	Correct
Basic Communication	16	56 %
Consumer Economics	10	50 %
Community Resources	14	35 %
Health	9	44 %
Employment	12	50 %
Government and Law	1	0 %

CASAS Listening Content Standards (2009)	N	Correct
Phonology	17	47 %
Vocabulary	38	47 %
Grammar	37	48 %
General Discourse	34	47 %
Informational Discourse	13	46 %
Strategies and Critical Thinking	18	66 %

Reading Tasks	N	Correct
Forms	2	0 %
Charts, maps, consumer billings, matrices, graphs, tables	10	50 %
Articles, paragraphs, sentences, directions, manuals	21	28 %
Signs, price tags, advertisements, product labels	5	60 %

Listening Tasks	N	Correct
Comprehension question	11	36 %
Predict next line of dialogue	15	60 %
Identify true statement based on prompt	12	41 %

CASAS

Individual Skills Profile
Summary

01/06/2019
23:22:13

by Site

Page 4 of 4
ISPS3

Agency:	24908 – Rolling Hills Adult School (RHAS)	Form Level: C	
Site:	11 – RHAS: North City High School Diploma	Total Tests: 26	Total Students: 26
Program:	ABE		

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, product labe...	12	75 %

TOPSpro Enterprise 3.0 build 54

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Prepared by: Ima Educator

Test Taking Skills

- Give students practice taking a **CASAS** test, this will make future testing go more smoothly; and reduce student **test-taking** anxiety.

- It is recommended to explain to students to avoid guessing. Students should try to answer every question and choose the <u>one best answer</u>. A good strategy instead of guessing is to eliminate one or two answers that might not be correct, and then make an educated selection.

https://casasportal.org/eTests

Take a deep breath, go with the flow. Just do your best and show what you know!
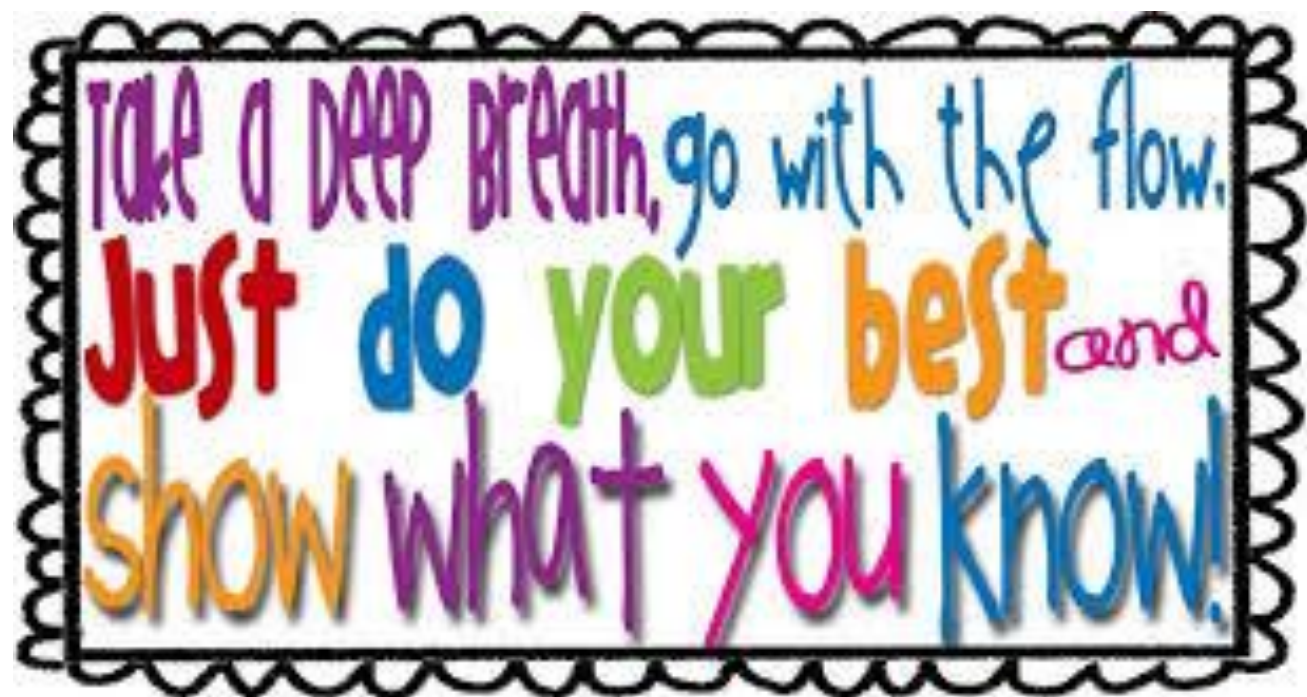
CONTACT INFORMATION

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Links to review

- Language magazine

https://www.languagemagazine.com/2020/04/02/the-digital-divide-leaves-millions-at-a-disadvantage-during-the-coronavirus-pandemic

- LINCS

https://lincs.ed.gov/keywords/distance-education

- IDEAL Distance Learning

https://edtech.worlded.org/wp-content/uploads/2018/08/IDEAL-Handbook-6th-Edition-8-16-18.pdf

Links to review

- CASAS Low Literacy Modules

https://www.casas.org/product-overviews/curriculum-management-instruction/low-level-literacy-curriculum-modules

- CASAS Skill Descriptors

https://www.casas.org/docs/default-source/pagecontents/casas-ell-level-descriptors.pdf?sfvrsn=16cad783_20?Status=Master

- Approaches to Reading in the Classroom

https://www.cambridge.org/elt/blog/2018/01/10/reading-skills-dr-peter-watkins/?utm_source=wobl&utm_medium=blog&utm_content=woblactivity&utm_campaign=teacherdevelopment

Links to review

- **CASAS Competencies**

https://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master

- CASAS Reading Content Standards (Second edition)

https://www.casas.org/docs/default-source/research/casas-reading-standards-2016-second-edition.pdf?sfvrsn=36733d5a_2?Status=Master

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