



CASAS Implementation Training Modules 1 & 2

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CASAS Implementation Basics

Module 1



Opening Activity

- State your name, where you work, what you do and one talent, skill or gift that you bring to working with District residents.

Module 1: CASAS Implementation Basics

Agenda

- Introduction to the CASAS system
- CASAS test series for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL)
- Introduction to test administration guidelines (the intake process, test timing, test security)
- Paper and computer-based testing overview
- Introduction to test result reports

Activity: Are you assessing or guessing?

- Who are your customers (i.e., demographics, characteristics, etc.)?
- What services do you provide them?
- Are their educational/workforce needs currently being assessed? If yes, how? What assessment tools are you using? If no, why not?
- What are some of the benefits of assessment? To students? To teachers/instructors? To your agency?

Why CASAS?

Adult education and workforce development programs across the country are using the Comprehensive Adult Student Assessment System (CASAS) to:

- address the literacy needs of youth and adults;
- integrate literacy and occupational skill instruction;
- evaluate the effectiveness of adult education and training programs;
- establish comprehensive performance accountability systems; and
- address core indicators of performance.

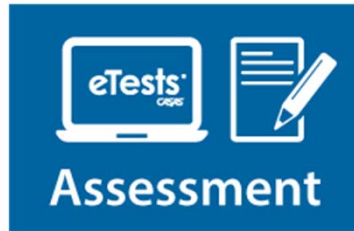
About CASAS

- Nonprofit organization started in 1980 to develop a basic skills assessment system for adult education programs.
- National leader in adult basic education and adult ESL assessment.
- Used in 36 states and internationally.
- Approved for WIOA Reporting by the US Dept. of Education and US Dept. of Labor.

CASAS = Comprehensive Adult Student Assessment Systems



CASAS - Integrated System Approach



- Reading, Math, and Listening Assessments Paper or computer-based (eTests)
- Basic Skills Content Areas, Competencies, and Task Areas
- 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



Tests Overview



CASAS Products



Paper-based Assessments



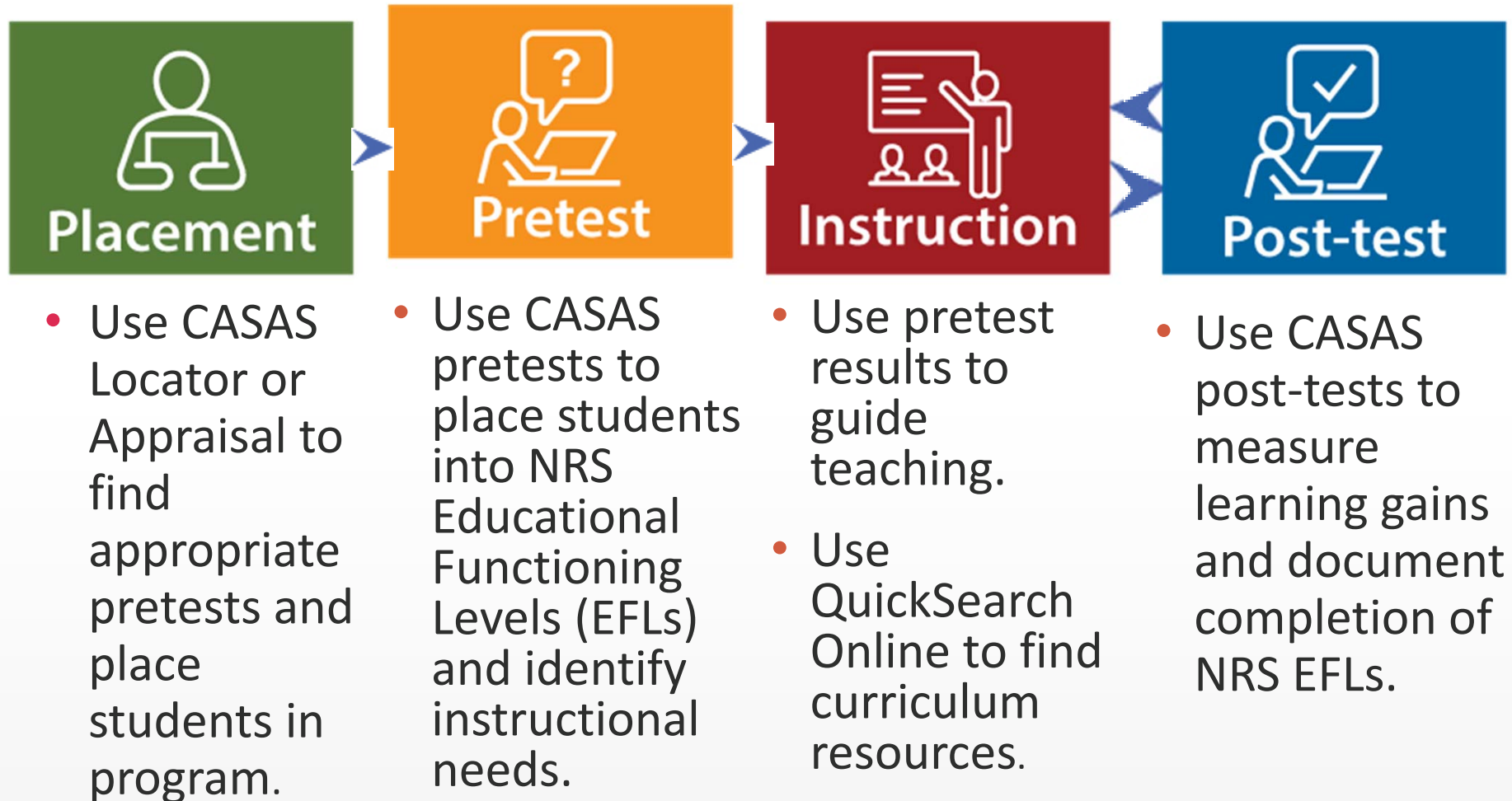
Computer-based Assessments



Data Accountability Software



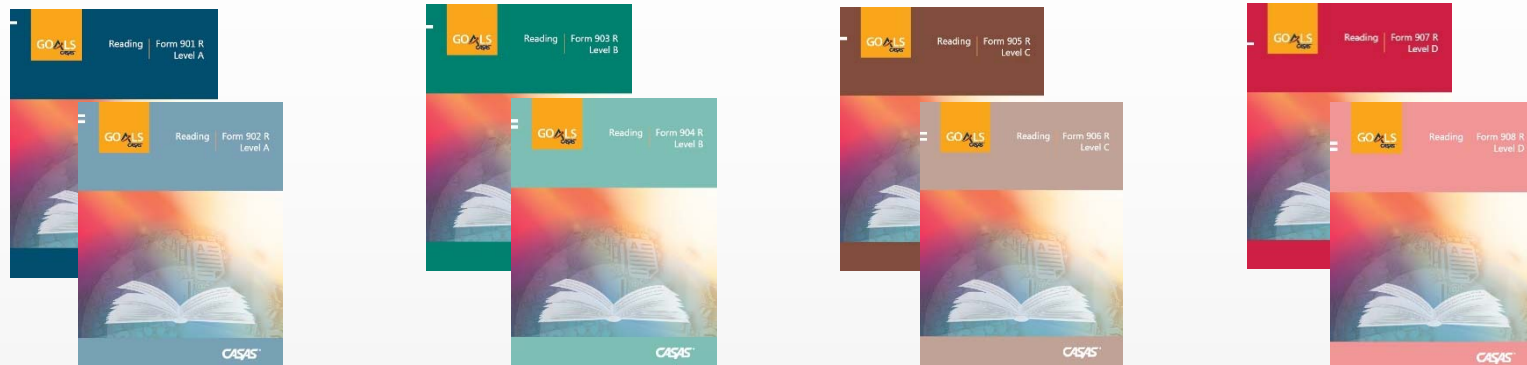
How the CASAS System Works



Uses of CASAS Pre- and Post-Test Results

CASAS progress tests (pretests and post-tests) have four principal uses:

- to identify a student's skill level;
- to guide instruction;
- to measure learning progress; and
- for accountability reporting.



National Reporting System (NRS) Approved Tests

- **For Adult Basic Education (ABE) and Adult Secondary Education (ASE):**
- Reading GOALS 900 series
- Math GOALS 900 series

- **For English as a Second Language (ESL):**
- Life and Work Reading 80 series
- Life and Work Listening 980 series



Reading GOALS Series



CASAS Level	Form Number	Number of Test Items	Timing
Locator	104R	12	15 min.
Appraisal	900R	28	30 min.
A	901	39	60 min.
	902		
B	903	40	75 min.
	904		
C	905	40	75 min.
	906		
D	907	40	75 min.
	908		

- Aligned to the College and Career Readiness (CCR) Standards for Adult Education and CASAS Competencies.
- Measures rigorous academic skills in contexts relevant to lives of adult learners.

Math GOALS Series



CASAS Level	Form Number	Number of Test Items	Timing
Locator	104M	10	15 min.
Appraisal	900M	20	30 min.
A/B	913 914	40	60 min.
C/D	917 918	38	75 min.

- Aligned to the College and Career Readiness Standards (CCRS) for Adult Education and CASAS Competencies.
- Formulae are provided so the focus is on math concepts and skills, not memorization.
- Basic calculators are provided on screen in CASAS eTests or by the agency for paper testing.



Life and Work

Life & Work Reading 80 Series

CASAS Level	Form Number		# of Test Items		Timing
Locator	102R		9		15 min.
Appraisal	80R		25		25 min.
Beg Literacy	27 or 28		30		60 min.
A	81 or 82		24		60 min.
A/B	81X or 82X		28		60 min.
B	83 or 84		32		60 min.
C	85 86	185 186	37	38	60 min.
D	187 or 188		32		60 min.

- Aligned to the CASAS Competencies and CASAS Reading Standards.

Life & Work Listening 980 Series



Life and Work

CASAS Level	Form Number	Number of Test Items	Timing
Locator	89L	9	15 min.
Appraisal	80L	26	30 min.
A	981 982	38	49 min.
B	983 984	38	52 min.
C	985 986	38	51 min.

- Aligned to the CASAS Competencies and CASAS Listening Standards.
- Available on eTests or via CD with answer sheets.
- Test booklet with photo item type at Level A only; no test booklets for Levels B & C.



CASAS Testing Requirements



Computer-based

- for eTesting: Computers and Laptops with Windows 10, Chromebooks, iPads, or tablets
- for TOPSpro Enterprise: Windows 10
- Internet access
- Test Administration Manual (TAM)



Paper-based

- Test Booklets (+ Listening CDs) for Appraisal and Pre/Post Tests
- Test Administration Manual (TAM)
- Answer Sheets
- Scanner (Optional)

Test Timing

- To test in two modalities, it takes 2.5 – 3 hours
- Intake
 - Locator (eTests only) – 15 minutes **or**
 - Appraisal (paper) – 30 minutes
- Pre- and post-tests
 - **Adult Basic Education (ABE)**
 - Reading GOALS – 60 or 75 minutes
 - Math GOALS – 60 or 75 minutes
 - **English as a Second Language (ESL)**
 - Life and Work Reading – 60 minutes
 - Life and Work Listening – 49 to 52 minutes
- Post-test after 70 – 100 instructional hours, minimum of 50 hours

Testing Accommodations

- You may provide these accommodations in testing conditions for documented disabilities without contacting CASAS:
 - allow extended time
 - give supervised breaks
 - provide a sign language interpreter (for test administration directions only)
 - testing in an alternate room
- Refer to **CASAS Assessment Accommodations** at www.CASAS.org.



Computer-based

- Display options (font size, color)
- Time allowed



Paper-based

- Time allowed
- Large-print testing booklet & answer sheet

Test Security



Computer-based

- CASAS eTests Coordinator or Proctor starts and stops testing sessions so that tests cannot be accessed by students outside testing sessions.
- Each computer used for CASAS eTesting will be registered.
- Testing will only occur when a proctor is present.



Paper-based

- Keep all testing materials, including test booklets, CDs, answer sheets, test manuals in secure storage, available only to those involved in test administration.
- Develop a system to distribute and collect testing materials, including numbering the test booklets.
- Test administrators are responsible for the security of all test materials in their possession.

Intake Screening

- About Intake Screening
- Observe & Consider
- Oral, Writing & Reading Screening

About Intake Screening

- Some test takers have very low (beginning level) basic skills and should NOT take a Locator.
- The Intake Screening process provides informal tools to determine whether a test taker should bypass the Locator and be placed directly in a beginning level test form.
- Intake Screening should be done BEFORE a test taker is asked to take the Locator.
- Test takers that clearly have the skills to take the Locator do not need to be taken through the Intake Screening process.

Observe and Consider

For all incoming students:

- Observe how well the test taker communicates during registration (speaking ability).
- Observe how well the student fills out registration forms to check writing ability.
- Consider number of years of formal schooling – few or many years?
- Consider other factors affecting class placement – any certificates or degree?

Oral, Writing, Reading Screening

Optional one-on-one tools used to determine if ESL learners should take listening and/or reading appraisal tests:

- Oral Screening
 - six questions
- Writing Screening
 - two dictated sentences or one short response
- Reading Screening
 - five questions

Oral Screening

- Administer one-on-one, score, and add the points
- If less than 6 points
 - Skip the Locator and administer the Reading Screening items
- If 6 or more points
 - Administer the Locator

Oral Screening Questions and Scoring Rubric

Question	Response	0	1	2
What's your name?	This question is not scored. Omit if the proctor knows the examinee.		My name Robert Torres.	Maria Alvarez.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>	¿Cómo? Last time.	Two year.	I've been here since 1980.
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.	Want? Learn? English. Good.	Improve study.	Because I want a better job.
4. Do you read in your native language? If Yes, ask: What do you like to read? If No, ask: Why not?	Yes. Some possible responses: names of books, types of books, subjects. No. Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>	Sí. Yes. Read. . . I no understand	In Spanish? Yes. Oh, book, magazine.	Not much. I try to practice my English
5. What work did you do in your country? or What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that fact is also correct.	Uh . . . work. [No response]	Before, right? Before I'm here? Fix machine. Now work mechanic.	I never worked in Mexico.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.	School [No response]	Go school six year.	Ten years.

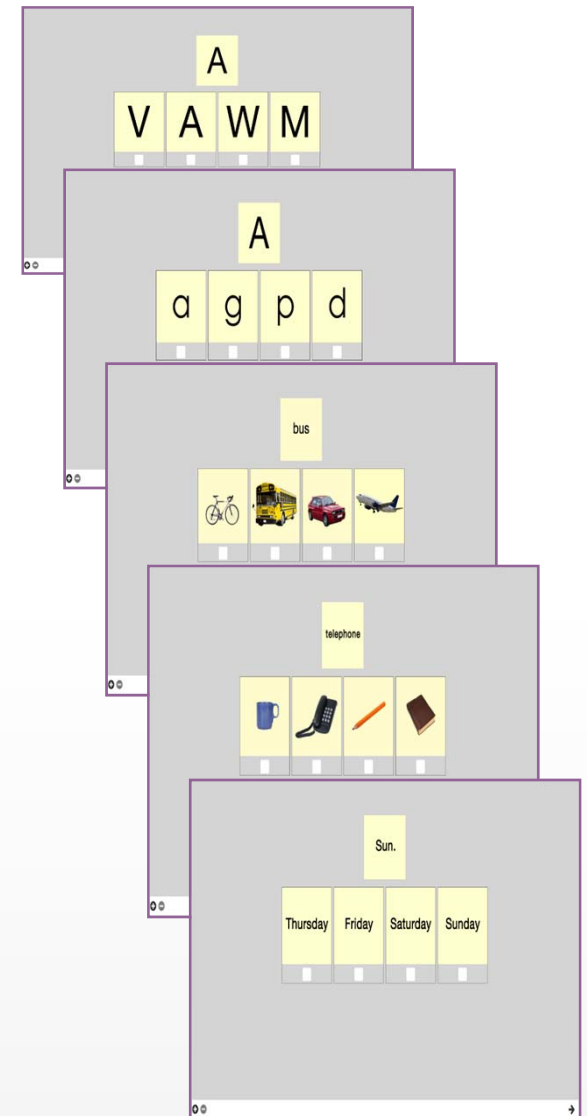
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Writing Screening – Optional

- Short Writing Dictation - Examinees write the following two sentences:
The flag is red, white, and blue.
 - New York is the largest city in the United States.
- Short Answer to a writing prompt:
 - Why do you want to study here?
- Scoring Writing Screening
 - If the written response is very unclear or incomprehensible, do not give an Appraisal.

Reading Screening

- Administer five reading questions one-on-one
 - See Activity packet.
- If great difficulty
 - administer Beginning Literacy Form 27 after some instruction.
- If some difficulty
 - administer Beginning Literacy Form 27.
- If little or no difficulty
 - administer Reading Form 81R.



Intake Screening Summary



Difficulty

Administer the Beginning Literacy Reading form as the Pretest

Some Difficulty

Administer Level A forms as the Pretest

Little or no Difficulty

Administer the Locator + Pretest

Intake Screening Summary (Cont.)

Use the following testing sessions for students that screen out of the Locator.

- Intake: Pretest – Beginning Literacy Reading
 - This testing session delivers forms 27R and 28R.
 - It does not deliver a Locator or appraisal.
 - This should be given to beginning literacy students.
- Intake: Pretest – Level A
 - This testing session delivers Level A forms.
 - It does not deliver a Locator or appraisal.
 - This should be delivered to low literacy students.

Locators and Appraisals & Pre- and Post-tests



Locators and Appraisals – Adult Basic Education (ABE)/Adult Secondary Education (ASE)



Computer-based

- Reading GOALS 104R
- Math GOALS 104M
- 10-15 minutes
- Leads students seamlessly into the appropriate pretest.



Paper-based

- Reading GOALS 900R
- Math GOALS 900M
- 30 minutes each

Locators and Appraisals – English as a Second Language (ESL)



Computer-based

- Life & Work Reading 102R
- Life & Work Listening 89L
- 10-15 minutes
- Leads students seamlessly into the appropriate pretest.



Paper-based

- Life & Work Reading 80R
- Life & Work Listening 80L
- 30 minutes each

Administering the Locator

- Two practice items will be presented on the screen.
 - Students will have two chances to answer.
- Provide additional time and help with the practice items for any students that need it.
- Advise students to do their best but not to spend more than a few minutes on any one question.
- Advise students not to guess.
- Advise students to stop when they can't answer any more questions.
- Walk around the room to check students' work.

The Locator and Pretesting

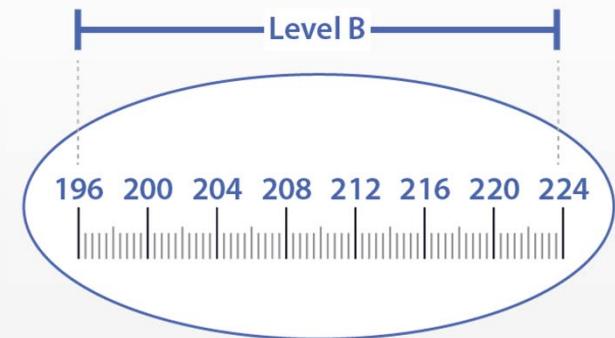
- The Locator is scored automatically and students begin their pretest with no interruption.
- The appropriate level pretest form is automatically administered.
- For the test taker, transitioning from the Locator to the Pretest is seamless.

Locators and Appraisals & Pre- and Post-tests

- Locators and Appraisals
 - Placement Tests
 - Test items are **widely distributed** along the CASAS scale and range from very easy items to difficult items.
 - **These scores cannot be reported for pre- and post-testing.**

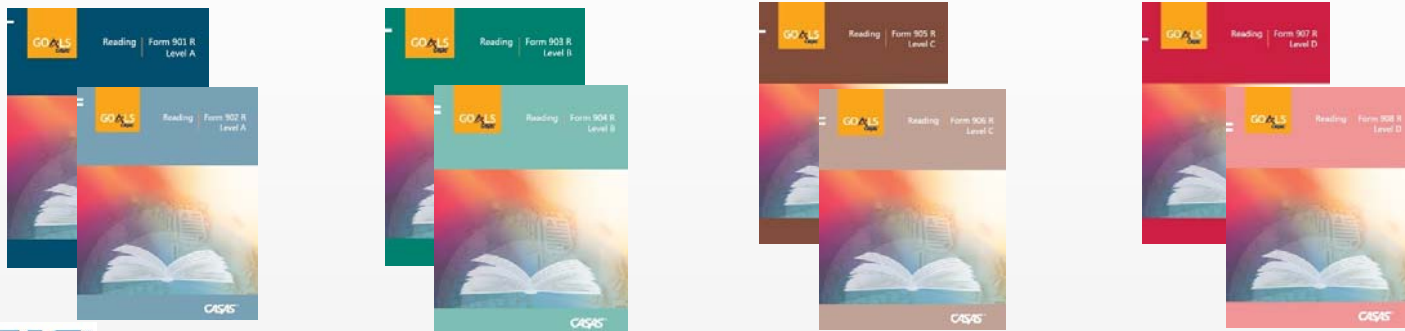


- Pre and Post-Tests
 - Progress Tests
 - Progress test items are **clustered** at a specific level.



CASAS Pre- and Post Assessments: Levels & Forms


- CASAS assessments cover from Beginning Literacy to transition to post-secondary: Level A (beginning), B, C, to Level D (advanced)
- Forms are color-coded by CASAS in all series.
- Two alternate forms at each level (e.g., Level B is 903 & 904; 904 is NOT a higher level test than 903. Both tests have the same level of difficulty.
- Five points on the CASAS scale is an average gain for students that attend for 70 – 100 hours.



New Reading GOALS Series (Cont.)

Photo Prompts (Level A only)

Question 4




mat map may man

A B C D

The image shows a digital interface for a reading test. At the top, it says 'Question 4'. Below this is a square photo of a man. Underneath the photo are four yellow rectangular buttons, each with a word: 'mat', 'map', 'may', and 'man'. Below each word button is a smaller, greyish button with a letter: 'A', 'B', 'C', and 'D' respectively. Each of these letter buttons has a small square icon below it, likely for a mouse click.

On-Screen Calculator

Midtown Gym costs \$40 per month to join but is having a half-price special for August.

1 of 2 → Practice Review 

How much would it cost to join for April, May and June? (You may use the calculator.)

☐ \$20
☐ \$40
☐ \$60
☐ \$120

Calculator

0

←	±	√	C	
7	8	9	/	%
4	5	6	*	1/x
1	2	3	-	=
0	.	+		

Click on icon

Calculator opens!

It can be moved to any position on the screen. It includes basic functions.

Activity - CASAS Sample Test Items

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

[Home](#) > [Product Overviews](#) > [Curriculum Management & Instruction](#) > [Sample Test Items](#)

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

[CASAS eTests Sampler](#)

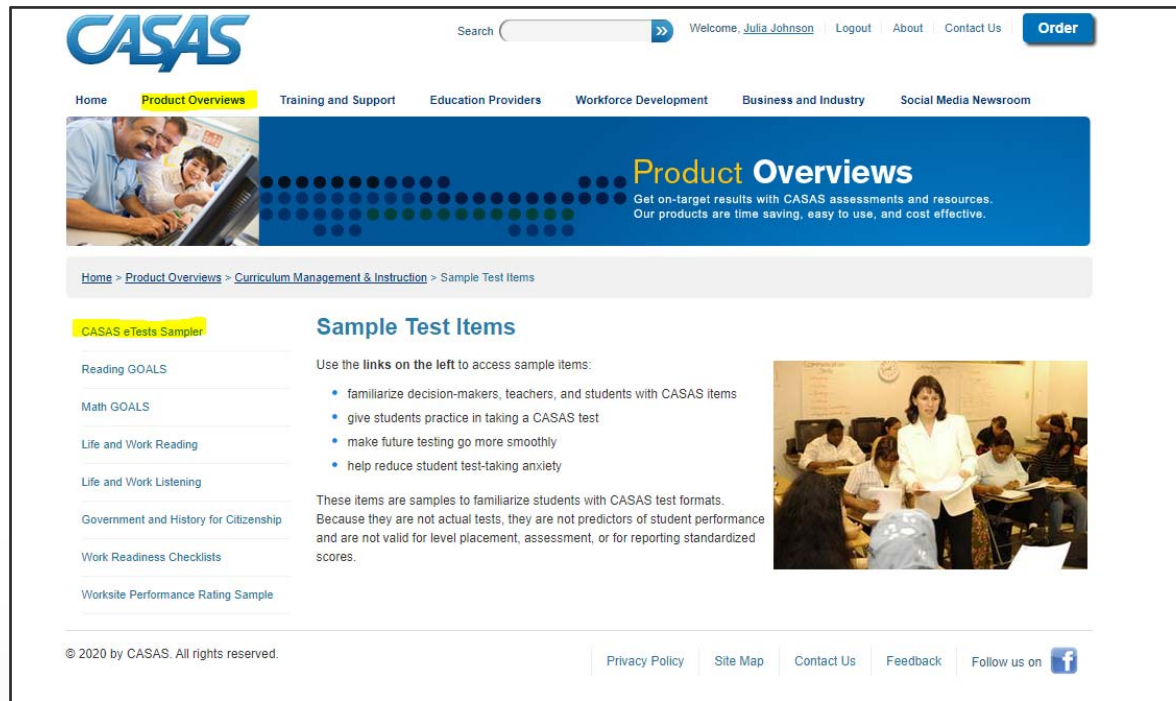
[Reading GOALS](#)

[Math GOALS](#)

[Life and Work Reading](#)

[Life and Work Listening](#)

Activity – CASAS eTests Sampler



- If you get a message saying “Session Expired” when trying to access the CASAS eTests Sampler, CASAS Tech Support recommends clearing the internet cache. CASAS has a video on how to clear the internet cache posted at: <https://casasportal.org/eTests>.

Activity – CASAS eTests Sampler

The screenshot displays a web browser window with the URL casasportal.org/eTests. The page features a blue header with the text "CASAS Portal" and a "Login" button. Below the header, a dark blue banner reads "CASAS eTests Sampler". The main content area is titled "Sample Test Items" and lists the following categories in a vertical stack of colored boxes:

- Life and Work Reading
- Reading GOALS Level A
- Reading GOALS Level B
- Reading GOALS Level C
- Reading GOALS Level D
- Math GOALS
- Life and Work Listening 980 Level A
- Life and Work Listening 980 Level B
- Life and Work Listening 980 Level C

The browser's taskbar at the bottom shows the Windows search bar, several application icons, and the system clock indicating 1:10 PM on 7/17/2020.

What do you need for Post-testing?

- Simple! Start the “Progress: Post-test” session.
- Make sure students enter the same ID assigned to them in your online account.
- After students sign in, the next assigned test is presented automatically.

The ***CASAS Online System*** is fully automated to present appropriate-level tests to each student at any time testing is needed - just start the appropriate testing session.

Generate TopsPro Enterprise Reports

- Test results are immediately available after eTesting to generate reports in TopsPro Enterprise (TE)
 - for Students
 - for Teachers
- Students value immediate feedback after testing.
- Teachers appreciate timely performance reports to inform instruction and prepare students for progress testing.
- **NOTE!** You may give teachers Tops Pro Enterprise access to view, monitor, and track student performance for their class and generate their own individual student and class reports.



Scoring



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♦	

Interpreting Scale Score Charts

- **Inaccurate scores** are out of range scores that are marked with an asterisk (*). There is no scale score. These scores cannot be used for pre- or post-testing.
- Accurate range scale scores are between the dotted lines on score conversion charts.
- **Conservative estimate (♦)** scale scores are provided for test takers that perform very well on a test. These scores are very conservative estimates of the test takers' ability and can be used for reporting purposes for post-testing.

Form 83 R		
Raw Score	Scale Score	
1	-	Inaccurate Scores
2	-	
3	-	
4	186	Scale Scores
5	189	
6	191	
7	194	
8	195	
9	197	
10	199	
11	200	
12	202	
13	203	
14	205	
15	206	
16	208	
17	209	
18	210	
19	212	
20	213	
21	215	
22	216	
23	218	
24	220	
25	222	
26	224	
27	226	
28	229	
29	230♦	Conservative Estimate Scale Scores
30	231♦	
31	232♦	
32	234♦	

Next Assigned Test (NAT) Charts

- Excerpt from Reading GOALS Appraisal Next Assigned Test (NAT) chart.
- From the Reading Appraisal
 - A test taker has a raw score of 11 and a scale score of 211. **What is the next test (pretest) form he should take?**
 - If a test taker scores 18 correct, **what is the next test (pretest) she should take?**
- Refer to the correct NAT charts in the Test Administration Manuals (TAMs).

Reading GOALS Appraisal Next Assigned Test		
Raw Score	Scale Score	Progress Test (Pre- and Post-test)
7	200	Level B Form 903R Form 904R
8	203	
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	

Skill Level Descriptor Charts

- 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.

Skill Level Descriptors for ESL		
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		Adult Secondary Listening/Speaking: Can function independently in survival, 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)
240	D	
235	C	Advanced ESUELL 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)
230		
225	B	High Intermediate ESUELL 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)
220		Low Intermediate ESUELL 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)
215	A	High Beginning ESUELL 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)
210		Low Beginning ESUELL 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)
205		Beginning Literacy/Pre-Beginning ESUELL 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)
200		
190		
180		
170		
160		
150		

Note: These three charts provide general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Skill Level Descriptors for ABE		
Scale Scores	CASAS Levels	Descriptors
250	E	High Adult Secondary Education 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		Low Adult Secondary Education 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	C	High Intermediate Basic Education 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.
220		Low Intermediate Basic Education 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	B	Beginning Basic Education 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	A	Beginning ABE Literacy 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.
150		
Skill Level Descriptors for Adults with Intellectual Disabilities		
210	B	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		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.
190	A	
180	AA	Beginning Literacy/Pre-Beginning Can use some very simple communication skills with others in daily activities and at work. Can handle most daily living skills such as dressing, hygiene, and meal preparation. Can identify and follow directions on public signs and buildings. Can use some community services such as grocery, banking, restaurant, and public transportation. Can handle jobs with mild level of support.
	AAA	Beginning Literacy/Pre-Beginning Can follow some very simple safety practices in the home, community, and the job with help from support person. Can cross streets and follow directions on safety signs with supports. Can use some very basic community services with help such as health, transportation, and telephone. Can handle jobs requiring moderate level of support.
160	AAAA	Beginning Literacy/Pre-Beginning Can perform some minimum basic daily living skills such as washing hands, brushing hair, and dressing with help from support person. Can identify simple public signs such as entrances, exits, and public restrooms. Can handle community experiences and jobs requiring intensive level of support.
140		AAAAA Can identify a few common household objects such as comb, toothbrush, and shoes. Can perform very basic communication skills using gestures, sign language, or simple words. Can perform simple hygiene skills such as washing hands with support.

Activity: Interpreting Test Scores

Skill Level Descriptors for Adult Basic Education (ABE)

220	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 subjects. 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 and written instructions and diagrams if they can be clarified orally.
215		
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		

Excerpt from ABE Skill Level Descriptors

- Look at the descriptors and provide examples of the types of entry level jobs that a District resident might be able to get with reading skills at the Beginning Basic (Scale Score 207) or Intermediate Basic (Scale Score 215) Skill Levels.

Activity: Interpreting Test Scores (Cont.)

Skill Level Descriptors for English as a Second Language (ESL)/English Language Learners (ELL)

B	High Intermediate ESL ; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understand Listening/Speaking: Can satisfy basic survival needs and limited social demands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic materials 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)
	Low Intermediate ESL 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 and 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.

Excerpt from ESL Skill Level Descriptors

- Look at the descriptors and provide examples of the types of entry level jobs that a District resident that speaks ESL might be able to get with reading skills at the Low Intermediate ESL (Scale Score 205) or High Intermediate ESL (Scale Score 218) Skill levels.

NRS Educational Functioning Levels (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

NRS Educational Functioning Levels (EFLs)/ CASAS Math Score Ranges for ABE/ASE

Educational Functioning Levels		CASAS Level	Math GOALS Scale Score Ranges
1	Beginning ABE Literacy	A	193 & below
2	Beginning Basic Education	A/B	194-203
3	Low Intermediate Basic Education	B	204-214
4	Middle Intermediate Basic Education	C	215-225
5	High Intermediate Education	C	226-235
6	Adult Secondary Education	D/E	236 & above

NRS Educational Functioning Levels (EFLs)/ CASAS Score Ranges for ESL

Educational Functioning Levels		CASAS Level	Life & Work Reading Scale Score Ranges	Life & Work Listening (980 Series) Scale Score Ranges
1	Beginning ESL Literacy	A	180 & below	180 & below
2	Low Beginning ESL	A	181-190	181-189
3	High Beginning ESL	A	191-200	190-199
4	Low Intermediate ESL	B	201-210	200-209
5	High Intermediate ESL	B	211-220	210-218
6	Advanced ESL	C/D	221-235	219-227

NRS Educational Functioning Levels (EFLs)/ CASAS Reading Score Ranges and Grade Level Equivalents (GLEs)

Educational Functioning Levels (EFLs)		Reading GOALS Scale Score Ranges	Grade Level Equivalents (GLEs)
1	Beginning ABE Literacy	193 & below	1
		194-203	2
2	Beginning Basic Education	204-210	3
		211-216	4
3	Low Intermediate Basic Education	217-222	5
		223-227	6
4	High Intermediate Basic Education	228-232	7
		233-238	8
5	Low Adult Secondary Education	239-243	9
		244-248	10
6	High Adult Secondary Education	249-253	11
		254 & above	12

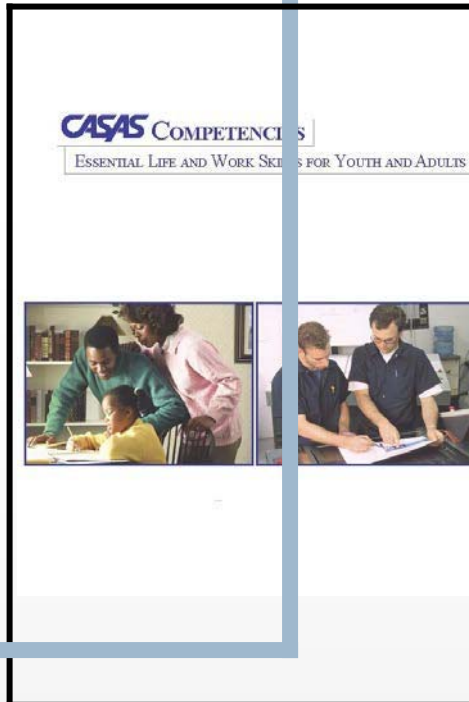
Instruction



What are CASAS Competencies?

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 Competencies are measurable learning objectives written in a functional life skills context.

CASAS tests are aligned to these competencies.

Importance of Competencies

Competencies provide

- instructional objectives for curriculum
- direct links to test content for monitoring student learning
- criteria for program evaluation
- a referencing system for instructional materials

Content Area

Competency Area

Competency Statement

3. Health

3.1 Understand how to access and use the health care system

3.1.1 See 3.6.1, 3.6.3, 3.6.4

3.1.2 Identify information necessary to keep medical and dental appointments

3.1.3 Identify and use health care services and facilities, including interacting with health care providers

3.1.4 Identify common types of medical health practitioners and specialists

3.1.5 Identify and access counseling services

3.1.6 Interpret information about health plans, insurance, and benefits

3.1.7 Interpret information about patient rights such as confidentiality and health care decisions

The numbering systems for Competencies, Tasks and Content Standards are used in test reports for your students and classes.

What are Content Standards?

- **Basic Skills Content Standards** identify the underlying basic skills (literacy and academic skills) associated with CASAS Competencies.

- 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



What are Task Areas?

Reading Tasks

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

Listening Tasks

- Picture prompt
- Comprehension question
- Predict next line of dialogue
- Identify true statement based on prompt

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



Competencies, Content Standards and Task Area

Competency

A measurable learning objective in a functional life skills context.



Basic Skills Content Standards

are the underlying academic skills students need to be successful in mastering competencies (e.g., students must be able to understand vocabulary in context).

2. Where is she going?

- (A) into the store
- (B) into the post office
- (C) into the bank
- (D) into the library

Task Area

In CASAS Reading tests, these are the written or graphic prompts.

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.



What is TopsPro Enterprise?

- TOPSpro Enterprise (TE) generates student test reports
 - From eTests
 - From scanned answer sheets from paper testing.
 - By manually entering student test responses
- Basic TE includes individual student reports.
- Enhanced TE includes individual and class level reports.

Personal Score Report (PSR) Basic

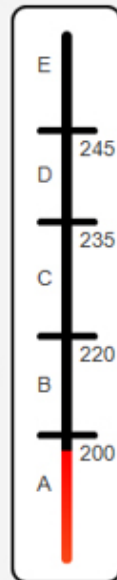
eTests Online Personal Score Report

ID: 666121289

Victor Rodriguez

Your Reading score on form 903R is 200.

Apr 25 2019



Beginning ABE Literacy

Reads familiar words, phrases, and many other common words related to immediate needs. Recognizes sight words on the computer. Reads common signs with familiar words and symbols, including many transportation-related and workplace signs. Recognizes some unfamiliar words even though unsure of meaning. Makes sense of simple notes and messages. Interprets simple forms and locate familiar information in simple lists.

This is a fictitious student from the CASAS training database called Rolling Hills Adult School.



Individual Skills Profile Basic

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 %

Math Competencies	N	Correct
Computation	35	48 %

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

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

TOPS^{pro}
enterprise

This is a fictitious student from the CASAS training database called Rolling Hills Adult School.



Student Performance by Competency Basic



Agency:	4908 - Rolling Hills Adult School (RHAS)	Form:	082RX - Life and Work Reading Level A Extended
Site:	11 - RHAS: North City	Student:	Ortiz, Manuel ID: 599688888
Class:	110 - Low Intermediate ESL	Test Date:	08/04/2017
Teacher:	calvarez@familycenters.org - Alvarez, Cynthia	Raw Score:	12 Scale Score: 196

Position	Correct?	Comp No.	Task	Competency Description
1	Yes	1.9.1	4	Interpret highway and traffic signs
		2.2.2		Recognize and use signs related to transportation
2	Yes	1.2.1	4	Interpret ads, labels, charts, etc to select goods, services
3	No	2.5.4	4	Read, interpret, follow public signs, building directories
		2.3.1		Interpret clock time
4	No	4.8.4	3	Demonstrate ability to meet customer needs
		7.2.4		Identify, make inferences: inductive, deductive reasoning
5	Yes	2.3.2	2	Identify the months of the year and the days of the week
6	Yes	4.1.3	4	Identify, use information in job descriptions, ads
		2.3.1		Interpret clock time

This is a fictitious student from the CASAS training database called Rolling Hills Adult School.



Class Performance by Competency Enhanced

Agency:	4908 - Rolling Hills Adult School	Teacher:	1110 - Askew, Elisa
Site:	11 - North City	Form:	083R - Life and Work Reading Level B
Class:	110 - Low Intermediate ESL	Total Tests:	30
		Total Students:	30

Position	Correct?	Comp No.	Task	Competency Description
21	33 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		7.2.3		Make comparisons of items, information, ideas
22	36 %	4.2.1	2	Interpret wages, deductions, benefits, timekeeping forms
		1.1.6		Count, convert, use coins, currency and symbols (\$ and .)
23	36 %	5.3.8	3	Identify procedures for reporting a crime
		7.2.2		Analyze a situation, statement, or process
24	43 %	5.3.8	3	Identify procedures for reporting a crime
		7.2.2		Analyze a situation, statement, or process
25	46 %	5.3.8	3	Identify procedures for reporting a crime
		7.2.1		Identify and paraphrase pertinent information

Reading/Math Task Legend

- Task 1 - Forms
- Task 2 - Charts, maps, consumer billings, matrices, graphs, tables
- Task 3 - Articles, paragraphs, sentences, directions, manuals
- Task 4 - Signs, price tags, advertisements, product labels
- Task 5 - Measurement scales, diagrams

Listening Item Type Legend

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

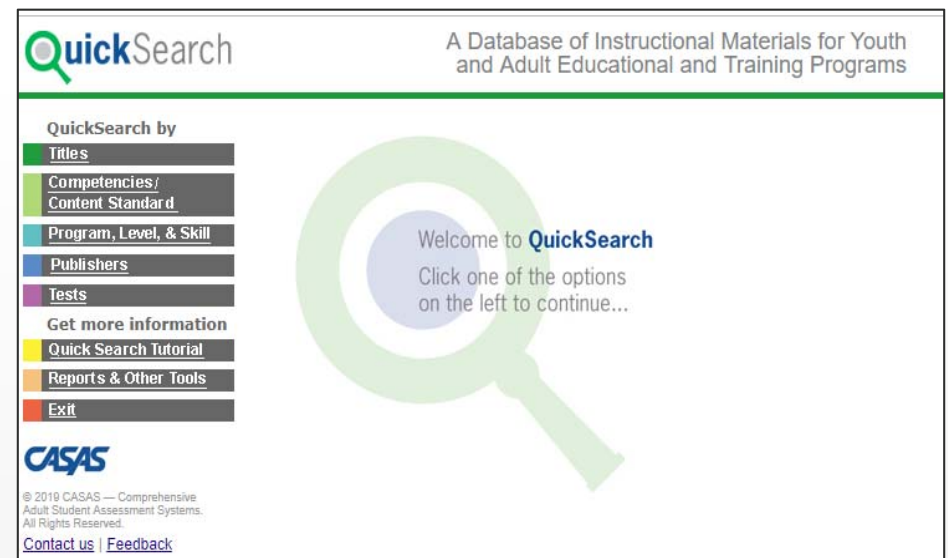
This is a fictitious student from the CASAS training database called Rolling Hills Adult School.

Test Administration Manuals (TAMs)

- Essential for administering paper-based and computer-based tests
- A Test Administration Manual (TAM) contains:
 - answer keys
 - scoring guidelines
 - score conversion charts
 - next assigned test charts
 - competency and content standard content
 - class and student profiles
 - standardized test administration procedures and policies
 - test security protocols
 - resources for testing and instructional support

QuickSearch

- Quick, easy access to database of more than 3,000 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



QuickSearch by Competencies



A Database of Instructional Materials for Youth and Adult Educational and Training Programs

Quick Search by

[Titles](#)

[Competencies](#)

[Program, Level, & Skill](#)

[Publishers](#)

[Tests](#)

[Get more information](#)

[Quick Search Tutorial](#)

[Reports & Other Tools](#)

[Exit](#)



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Selected Competencies

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

Matches	Title	Publisher	Level
1	A Conversation Book - English in Everyday Life. Book 1 New Edition	LONGMAN ESL/PEARSON ADULT	A
1	Downtown. Four. English for Work and Life.	HEINLE/THOMSON	C
1	Downtown. One. English for Work and Life	HEINLE/THOMSON	A
1	Downtown. Three. English for Work and Home	HEINLE/THOMSON	B
1	Foundations Activity Workbook	LONGMAN ESL/PEARSON ADULT	Pre - A/A
1	Foundations. Second Edition	LONGMAN ESL/PEARSON ADULT	Pre - A/A
1	Grammar in Context. Basic.	HEINLE/THOMSON	A
1	New Land. New Language	NEW READERS PRESS	C/B
1	Picture This! Learning English through Pictures. Book One.	LONGMAN ESL/PEARSON ADULT	A
1	Picture This! Learning English through Pictures. Book Two.	LONGMAN ESL/PEARSON ADULT	A
1	WORKmatters: Complete Work-to-School Curriculum	MCGRAW-HILL/CONTEMPORARY	E

Guidelines for Planning Instruction



APPROPRIATE

- Using diagnostic information from test results to target instruction in:
 - Content Standards
 - CASAS Competencies
 - Task Areas
- Using Quick Search
- Using CASAS Sample Test Items



INAPPROPRIATE

- Teaching to particular test items
- Teaching specific vocabulary in a test item
- Limiting curriculum to what the test covers

Targeting Instruction

- Visit www.casas.org:
 - QuickSearch Online
 - CASAS Competencies
 - CASAS Content Standards
- CASAS Instructional Reports
 - Generate reports from TOPSpro
 - Fill out charts in Test Administration Manuals (TAMs)

CASAS eTest Implementation

Module 2



Module 2: CASAS eTests Implementation

Agenda

- Going Live! Checklist
- Training Requirements
- Main Point-of-Contact and Data Manager
- eTests Coordinator and Proctor
- Online Account Setup and Access
- Intake Screening
- Pre- and Progress/Post-tests
- Generating Reports

Going Live! Checklist

First Steps



Going Live! Checklist - First Steps

1. Confirm system requirements for each online application:

- CASAS eTests Online [System Requirements](#)
- TOPSpro Enterprise Online [System Requirements](#)

2. Complete training, agency agreement, and certifications:

- Module 1: Implementation Basics
- Module 2: CASAS eTests Implementation
- New Agency Online Implementation Agreement
- eTests Coordinator Certification
- eTests Proctor Certification

3. Order your [eTests and TOPSpro Enterprise package](#):

- WTUs (TE Basic) or TEUs (TE Enhanced)

4. Email golive@casas.org and request CASAS to set up your online account.



Going Live! Checklist – Next Steps

5. Connect to your online account.
6. Add Sites.
7. Add Users.
8. Register testing stations.
9. Review testing sessions.
10. Conduct a trial run.
11. Go live! and begin testing.
12. Retrieve results and generate reports.

Step 1. System Requirements

eTests[®]
CASAS



TOPS[®]
pro
enterprise

CASAS eTests Online

Used to administer to tests.

TOPSpro Enterprise

Used to manage data and user access, retrieve test results and generate reports.

Step 1. System Requirements (Cont.)



- **Desktop and laptop computers**
 - Require Windows 10
- **Chromebooks**
 - Current Chrome OS version is recommended and [eTests Online app](#)
- **iPads**
 - iOS 11 or higher and [eTests Online Guided Access app](#)
- **Mac**
 - Desktop and laptop computers with Windows 10 using [Boot Camp](#)



- **Desktop and laptop computers**
 - Require Windows 10
- **Mac**
 - Desktop and laptop computers with Windows 10 using [Boot Camp](#)
- [TE Client](#)
 - Installation required to validate login credentials and connect to your online account through a secure [HTTPS](#) connection

Step 2. Training, Agreement & Certifications

Complete training, agency agreement, and certifications

- At least one person per agency must complete:
 - ☐ Module 1: Implementation Basics Training
AND
 - ☐ Module 2: CASAS eTests Implementation Training
 - ☐ New Agency Online Implementation Agreement
 - ☐ eTests Coordinator Certification
 - ☐ eTests Proctor Certification

Step 2. Agreement & Certifications

- CASAS Implementation Agreement for New Agencies
 - 15 minutes
 - Submitted by Program Director/Administrator who becomes the **Main Point-of-Contact (MPOC)** for your agency
 - MPOC identifies the **Data Manager (DM)** for your online account
- **eTests Coordinator** Certification
 - 30-45 minutes
 - Completed by anyone coordinating online testing at one or multiple site locations
- **eTests Proctor** Certification
 - 30-45 minutes
 - Completed by anyone administering online tests



Step 2. Point of Contact/Data Manager Responsibilities

- The Point of Contact/ Data Manager:
 - Manages your online account data
 - Adds users, sites, teachers and classes*
 - Manages user access to TE and/or eTests
 - Reports outcomes*
- Contact OSSE AFE at osse.afeta@dc.gov to work with you/your agency's point of contact/data manager to establish an account for your agency and to receive an allocation of Web Test Units (WTUs).
- Contact CASAS Tech Support, if needed (800-255-1036, Option 2)

*Data exchange options available



Step 2. eTests Coordinator Responsibilities

1) Coordinates station registration

- Identifies computers to register for eTesting in each lab at each site
- Coordinates station registration by two certified eTests users

2) Customizes default testing session templates

- Ensures test series comply with local or state Assessment Policy
- Confirms data collection needs for local, state, or federal accountability

3) Selects sets of testing sessions per program

- Replicates sessions to each site for proctors to administer tests
- Assigns sets of sessions per lab at each site location

4) Coordinates a trial run in each lab at each site

- Ensures staff are appropriately trained
- Confirms successful test delivery before going live

5) Coordinates ongoing testing at one or multiple sites

- Ensures all testers are certified eTests proctors
- Ensures adherence to test security & testing code of ethics

Step 2. eTests Proctor Responsibilities

1) Prepare to Test

- SIGNS IN & STARTS testing sessions at proctor station
- OPENS eTests application at testing stations
- ADDS stations to sessions matching testing purpose

2) Begin to Test

- Assists examinees entering demographics
- Helps examinees understand test delivery
- Directs examinees to begin the test

3) During the Test

- Supervises examinees at each station
- Maintains test security and examinee confidentiality
- Adheres to testing code of ethics

4) After the Test

- EXITS eTests application at testing stations
- STOPS testing sessions at proctor station
- LOGS OUT & EXITS eTests application at proctor station

Step 3. Order



Cart

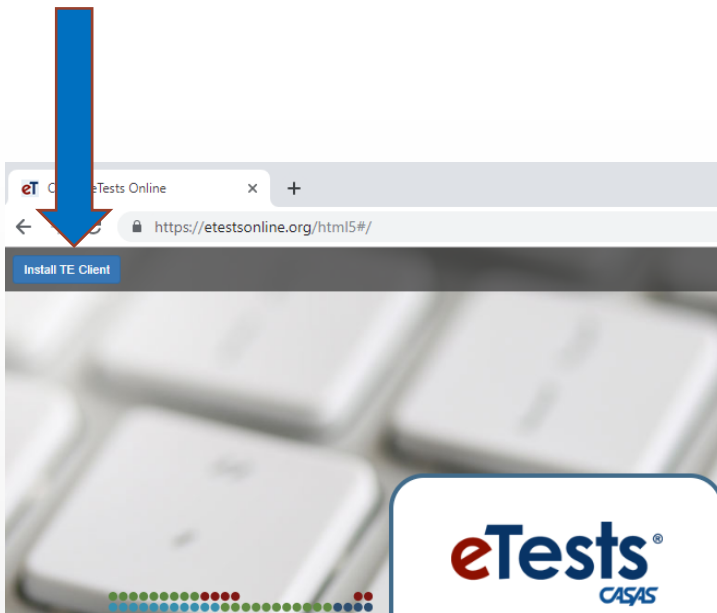
- Place your order at any time while completing Going Live Steps 1 and 2.
 - Use [Online Ordering](#) with a purchase order or credit card.
 - Submit an [Order Form](#) by email or fax.
- Select your [eTests and TOPSpro Enterprise \(TE\) package](#)
 - Web Test Units (WTUs) (TopsPro Enterprise Basic) or TEUs (TopsPro Enterprise Enhanced)
- Order Test Administration Manuals (TAMs) for each [test series and modality](#), at least one per site.

Step 4. Online Account Setup and Access

- When you complete initial prerequisites for eTests implementation (Steps 1– 3),
 - Send an email to golive@casas.org and request CASAS to set up your online account.
- CASAS will set up your online account with the following:
 - Web Test Unit (WTU) purchase record
 - One eTests site
 - Default testing session templates and sessions at the eTests site
 - Default set of TopsPro Enterprise access groups for the Data Manager (DM) to add and manage users
- CASAS will send an email:
 - In 2-3 business days, the Main Point of Contact (MPOC) and Data Manager (DM) will receive an email from CASAS with access information.

Step 5. Connect to Your Online Account

- Open any modern web browser.
- Enter the server URL.
- At top left of the webpage,
 - Click **Install TE Client**.
- The **TE Client** will open automatically when installation is complete.
- You may need assistance from your IT Department to download and install the client on your computer.



Step 5. Connect to Your Online Account (Cont.)

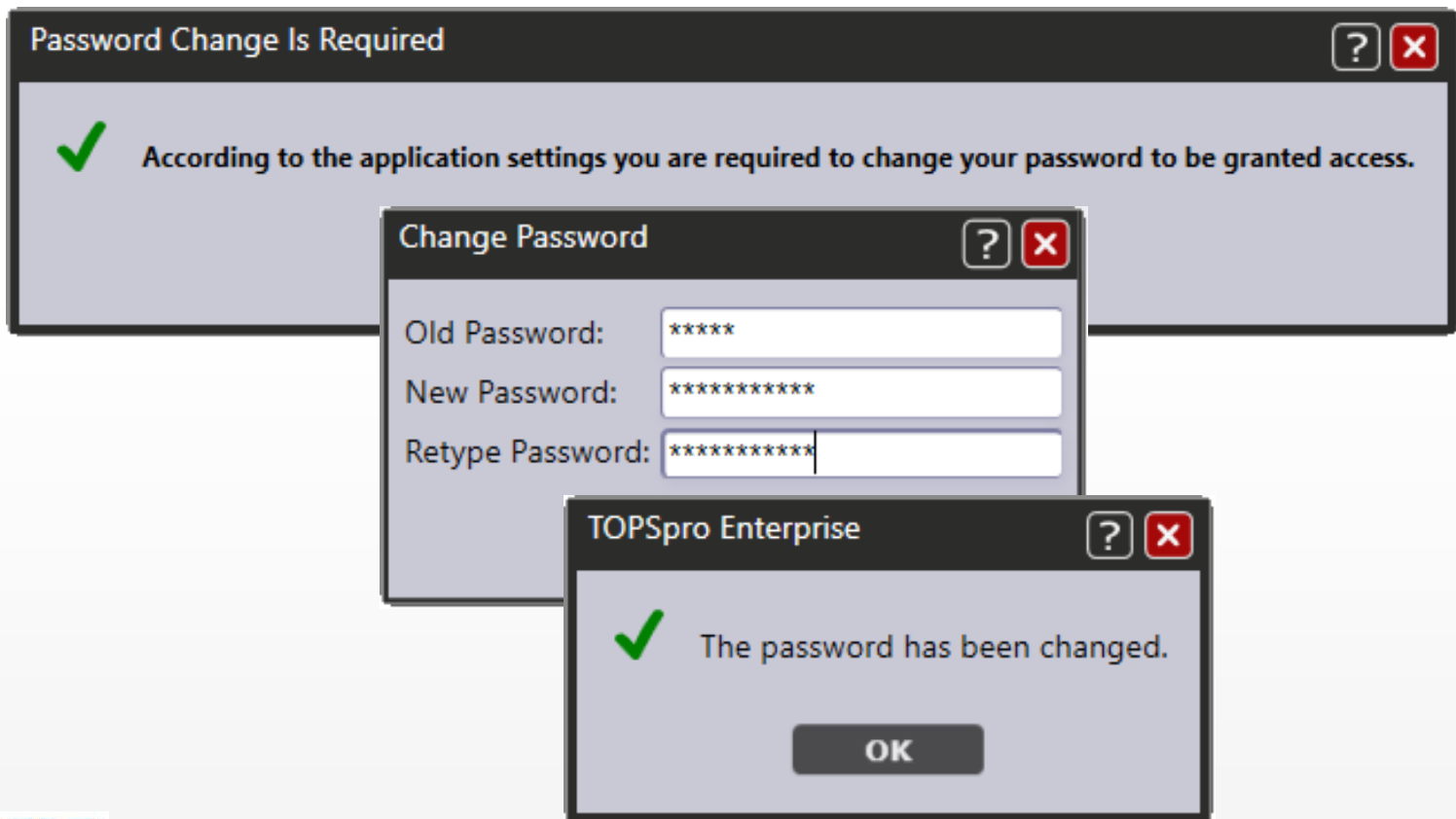
- Click the **Server** field down-arrow and from the drop-down menu,
 - Select the **Server** for your online account
 - Enter your **Agency ID**
 - Enter your **User** name
 - Enter your **Password**
- Click **Connect**



The screenshot shows the TOPSpro enterprise login page. On the left is the TOPSpro logo with 'enterprise' in smaller text below it. On the right are the login fields: 'Server:' with a dropdown menu showing 'Global - https://etestsonlin...', 'State/Agency(/Site):' with an empty text box, 'User:' with an empty text box, and 'Password:' with an empty text box. Below the password field is a link that says 'Forgot your password?'. At the bottom of the form area is a green 'Connect' button. A large blue arrow with a red outline points from the bottom left towards the 'Connect' button. The CASAS logo is visible in the bottom left corner of the form area. There are also decorative dots on either side of the form area.

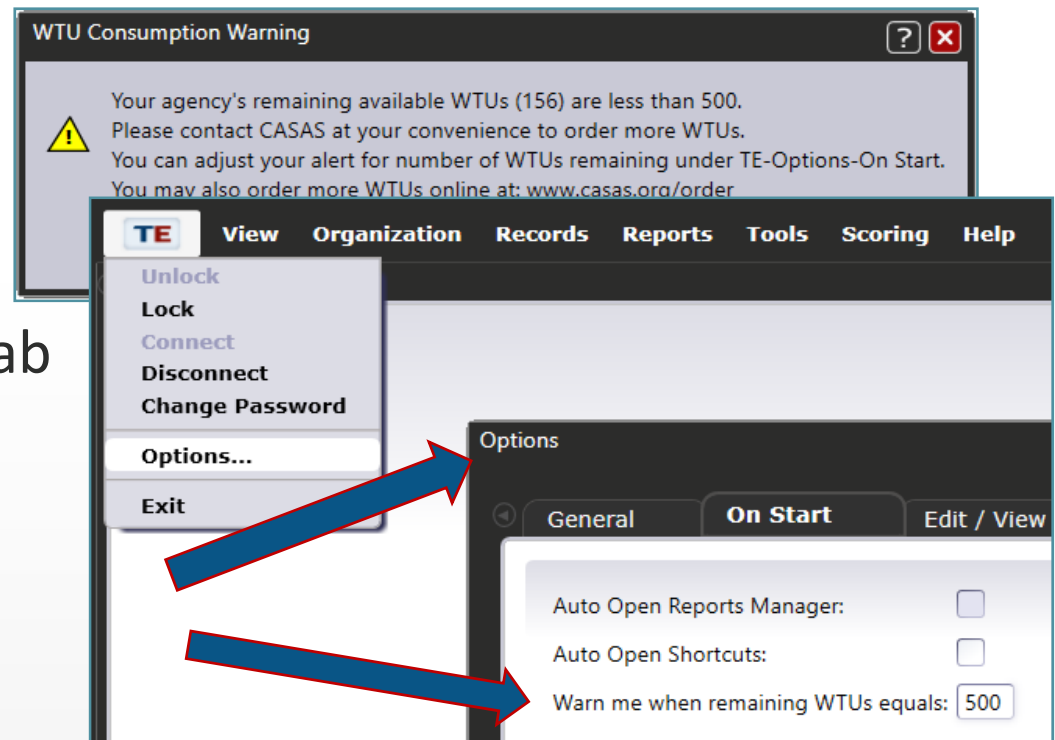
Step 5. Connect to Your Online Account (Cont.)

- Change your temporary password when prompted upon first connecting to TE.



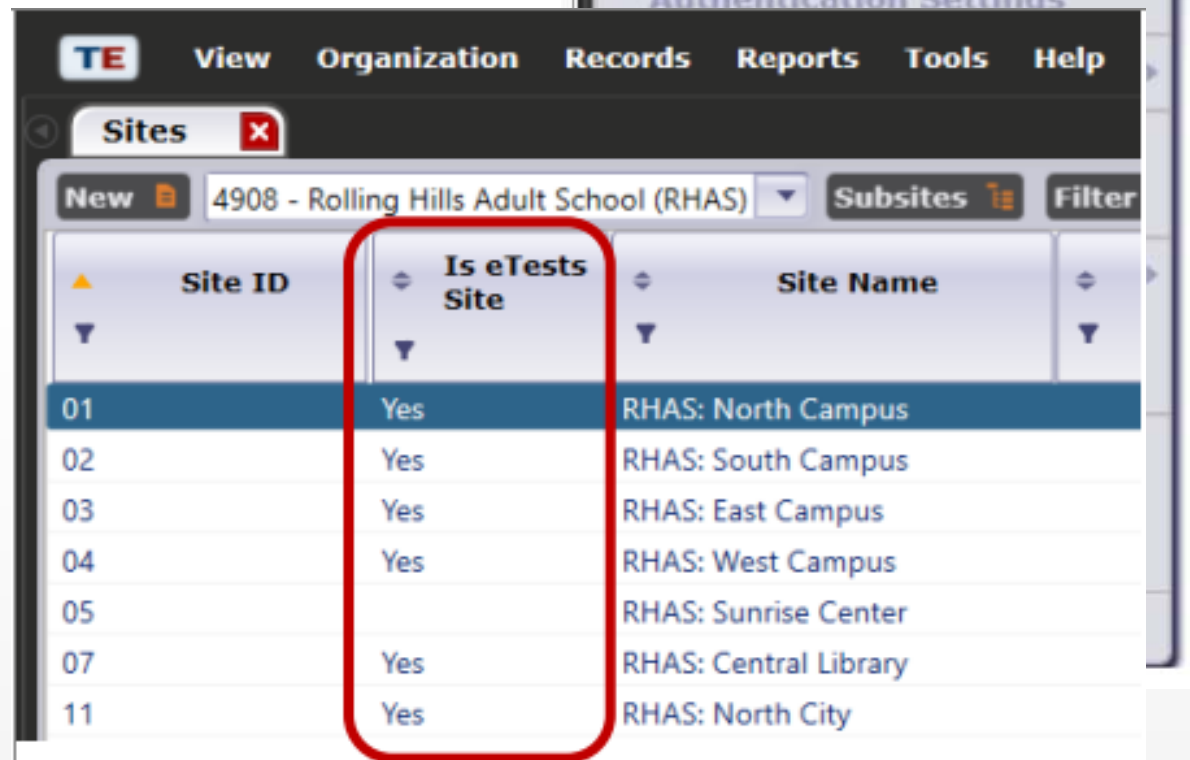
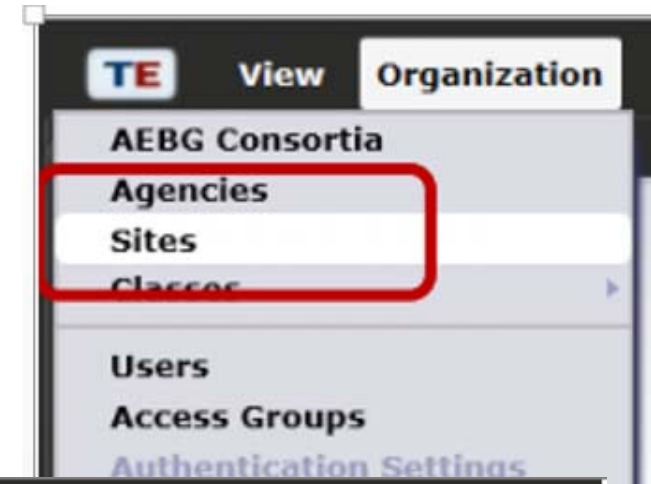
Step 5. Connect to Your Online Account (Cont.)

- Web Test Unit (WTU) Consumption Warning
 - Default prompt to reorder displays if your WTU balance is less than 500.
- To edit the WTU alert,
 - From the TE icon,
 - Select Options
 - Click the On Start tab
 - Enter number for alert
 - The minimum is 50



Step 6. Add Sites

- From the menu bar, click Organization > select Sites
- Click on New at the top left
- No limit to number of sites



Step 6. Add Sites (Cont.)

- Sites represent physical locations where testing, instruction, and training take place and are part of the organizational structure of an online account.
- Sites may serve learners in multiple programs (e.g. ABE and ESL)
- Agencies may add Sites to their online account at any time.
- Adding an eTests Site
 - WTUs must be available to enable an eTests Site.
- Sites must be enabled for eTests to register computers and administer tests.

TE View Organization Records Reports Tools Help

Sites New Site

New Save Cancel Delete Duplicate New / 7

Site Information

Site ID: 08 Site Name: RHAS: Meadowbrook

Agency:

WTUs Available:

Select Container

Container: 4908 - Rolling Hills Adult School (RHAS)

Site Identification

Site ID: 08 Site Name: RHAS: Meadowbrook

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

☒ eTests Site

Step 7. Add Users

- Each staff member who will access the CASAS Online System requires a User account with login credentials.
- Users are also part of the organizational structure of an online account.

TOPSpro[®] ACCESS

- May grant to *any* staff as appropriate.
- eTests coordinator and/or proctor certification not required for access.

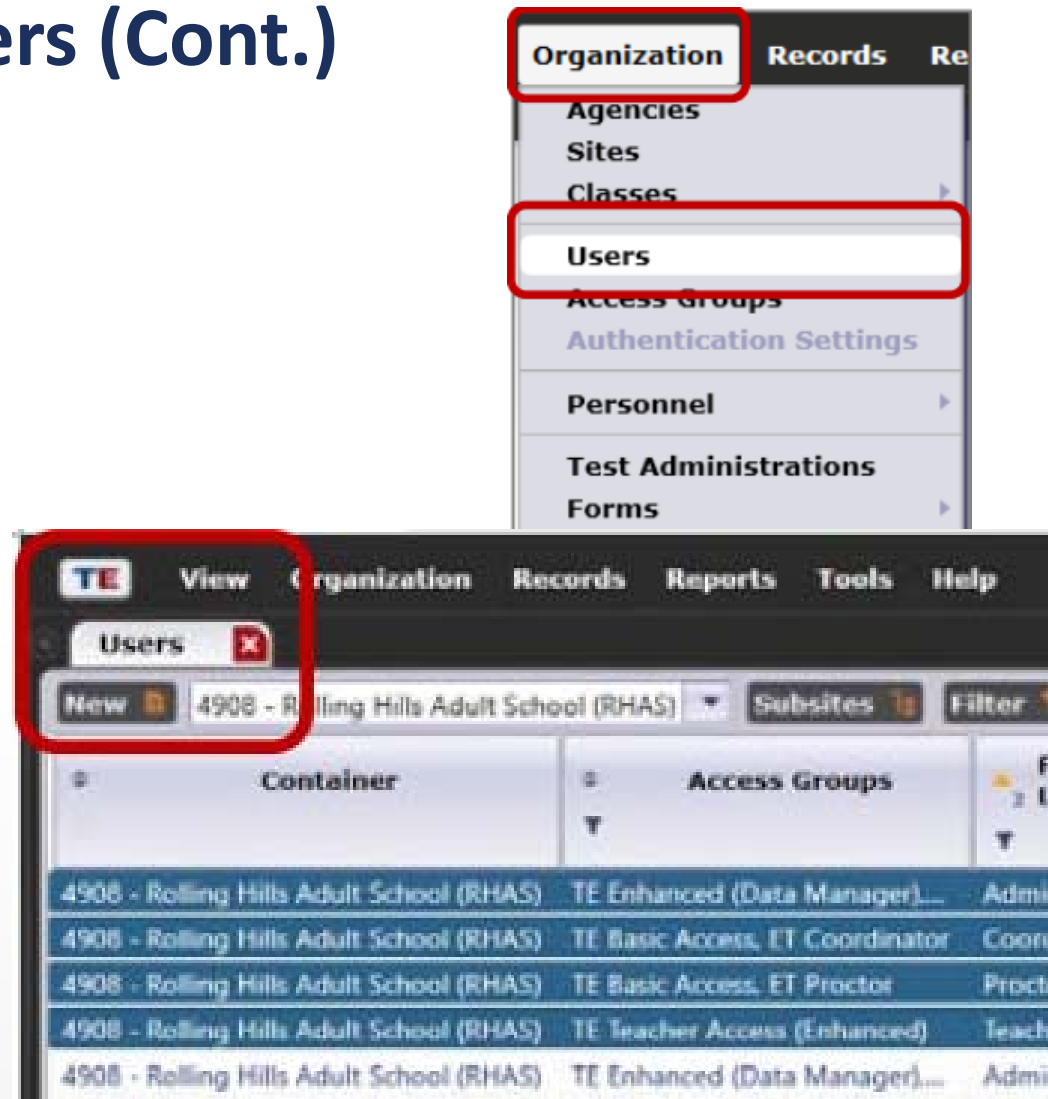
eTests[®] ACCESS

- May *only* grant upon confirmation of coordinator and/or proctor certification.
- Agencies must maintain copies of certificates on file.

Step 7. Add Users (Cont.)

TopsPro Enterprise opens to a blank screen with a menu bar across the top.

- From the menu bar, click Organization and select Users.
- Click New at the top left.



Step 7. Add Users (Cont.)

- CASAS adds pre-configured TE Access Groups when setting up a new online account.
 - Data Managers may edit, rename, duplicate, or delete these groups, and add new groups.
- TE Access Groups define menu and data access rights for groups of users.
 - TE Data access may be restricted to “read only” access.
- There is no limit to the number of users.

Step 7. Add Users – TE Access

- Each agency decides which application its users may access.
- Data Manager will add users to an appropriate Access Groups.

	TE Access Groups			
TE Access Rights	TE Data Manager	TE Admin	TE Basic	TE Teacher
Has full access to TE (e.g. edit, add, delete records)	X	X		
Has limited access to TE			Can only view records	Only View own classes
Can generate reports from TE	X	X	X	Only for own students and classes
Can grant access to eTests	X			
Has access to eTests	X	**	**	**

Step 7. Add Users – eTests Access

- The Data Manager adds Users to an eTests Access Group.
- Most users will serve as Proctors.
- Coordinator access requires a higher level of responsibilities.

	ET Coordinator	ET Proctor	ET Coordinator/Proctor	ET Tech *
Access Application Management Console	✓	✓	✓	✓
Create/Edit Test Sessions	✓		✓	
Supervise Test Administration		✓	✓	
Initiate or confirm Station Registration	✓	✓	✓	
Unregister Station	✓		✓	✓
Register Station Without Confirmation*				✓

Step 8. Register Testing Stations

- Registering testing stations enables a web-secure server to deliver eTests on the local machine.
- Station registration is a **one-time event!**
- Registering stations requires two certified eTests users.
 1. First user initiates
 2. Second user confirms registration (not necessarily at the same time).

Station Registration ?

Site:	<input type="text" value="RHAS: Central Library"/>
Lab:	<input type="text" value="Assessment Center"/>
Station:	<input type="text" value="AC-01"/>
Registration Status:	<input type="text" value="Registered"/>
Identification Info:	<div>Model: OptiPlex 7060 CPU: Intel(R) Core(TM) i7-8700T CPU @ 2.40GHz OS: 6.2.9200 SRVGENID: VYJY5UUQXDMRYTNYFYS2BC77I4S43KKMN7GOZWQ6LP2N4 CNIZDU2GDNQWE4EZV6P ITSUID: 4C4C4544-0048-5810-8042-C2C04F4C5632 MACADDR: B8:85:84:C0:3A:60</div>

Step 9. Review Testing Sessions - Templates

eTests Online - Rolling Hills Adult School (RHAS) Logout

Testing Sessions Testing Session Templates (4 records) Refresh

Testing Session Templates

Test Results

Students

Testing Stations

Change Password

			Template Name	Site	Number Of Sessions Using This Template
<input type="checkbox"/> Save table filters			<input type="text" value="filter"/>	<input type="text" value="filter"/>	<input type="text" value="filter"/>
Edit	Delete	Copy	ABE/ASE	RHAS: 00 - Adult Education	8
Edit	Delete	Copy	ESL/ELL	RHAS: 00 - Adult Education	9
Edit	Delete	Copy	PRACTICE	RHAS: 00 - Adult Education	1
Edit	Delete	Copy	REGISTRATION	RHAS: 00 - Adult Education	2

- The setup and review of testing session templates and testing sessions is a **one-time event!**
- Testing session templates carry over to the next program year.
- Testing sessions must be replicated in a new program year.

Step 9. Review Testing Session - Templates

Testing Session Template settings apply to all sessions sharing the same template to ensure standardization.

- **Template:** identifies program (e.g., ABE/ASE, ESL)
- **Modalities:** what tests to deliver
- **Options:** how to deliver tests
- **Registration:** who to test
- **Data:** the information to collect
- **Layout:** screen displays
- **Admin:** session management

The screenshot displays the 'Edit template details' interface. At the top, the 'Template name' is set to 'ABE/ASE' and the 'Site' is 'RHAS: 00 - Adult Education'. Below this, the 'Template configuration' section is visible, with the 'Modalities' tab selected. This tab shows two test modalities: 'Reading' and 'Math'. Each modality has a 'Locator/Appraisal' dropdown menu. The 'Reading' modality is set to 'Reading GOALS' and '[Default - 104R]'. The 'Math' modality is set to 'Math GOALS' and '[Default - 104M]'.

Modalities	Options	Registration	Data	Layout	Admin
<input checked="" type="checkbox"/> Reading	Reading GOALS				
Locator/Appraisal:	[Default - 104R]				
<input checked="" type="checkbox"/> Math	Math GOALS				
Locator/Appraisal:	[Default - 104M]				

Step 9. Review Testing Sessions – ABE/ASE

eTests Online - Rolling Hills Adult School (RHAS)

Testing Sessions

Testing Session Templates

Test Results

Students

Testing Stations

Change Password

Testing Sessions

Filter by: Status

Site	Lab Name	Template Name	Session Name
	filter	ABE/ASE	filter
Adult Education		ABE/ASE	LAB:??? - Appraisal
Adult Education		ABE/ASE	LAB:??? - Intake: Pretest
Adult Education		ABE/ASE	LAB:??? - Progress: Post-test
Adult Education		ABE/ASE	LAB:??? - Retest: Scores Outside Accurate Range (Not Same Day)
Adult Education		ABE/ASE	LAB:??? - Retest: Scores Outside Accurate Range (Same Day Only)
Adult Education		ABE/ASE	LAB:??? - Returning Students: Pretest
Adult Education		ABE/ASE	LAB:??? - Spanish Reading Comprehension
Adult Education		ABE/ASE	REGISTRATION w/Practice

Step 9. Review Testing Sessions

- Intake: Pretest – Locator + Pretest
 - Delivers the Locator and the appropriate pre-test (based on Locator performance).
- Progress: Post-test
 - Delivers the appropriate next assigned test based on a student's pretest score.
 - Post-testing should occur after 70-100 instructional hours (or a minimum of 40 hours).

Step 9. Review Testing Sessions (Cont.)

- Retest: Same Day Only
 - Delivers the appropriate “retest” to students who tested outside the accurate range (either too low or too high) on their form level test.
 - Deliver to students who are re-testing on the **same** day.
- Retest: Not Same Day
 - Delivers the appropriate “retest” to students who tested outside the accurate range (either too low or too high) on their form level test.
 - Deliver to students who are re-testing on a **different** day.

Step 9. Review Testing Sessions – ABE/ASE

- Sets of testing sessions are required for proctors to manage and administer tests for each lab.
 - Assign sets to each lab by replacing “???” in the Session Name with the Lab name, number, or acronym.
- One certified proctor per 20-25 students is required per lab.

eTests Online - Rolling Hills Adult School (RHAS)

Testing Sessions			
Filter by: Status			
Site	Lab Name	Template Name	Session Name
	filter	ABE/ASE x	filter
Adult Education	ABE/ASE		LAB:??? - Appraisal
Adult Education	ABE/ASE		LAB:??? - Intake: Pretest
Adult Education	ABE/ASE		LAB:??? - Progress: Post-test
Adult Education	ABE/ASE		LAB:??? - Retest: Scores Outside Accurate Range (Not Same Day)
Adult Education	ABE/ASE		LAB:??? - Retest: Scores Outside Accurate Range (Same Day Only)
Adult Education	ABE/ASE		LAB:??? - Returning Students: Pretest
Adult Education	ABE/ASE		LAB:??? - Spanish Reading Comprehension
Adult Education	ABE/ASE		REGISTRATION w/Practice

Step 9. Review Testing Sessions – ESL

- Sessions are ready to use and reuse whenever you need to test – simply **START** and **STOP** sessions throughout the program year (July 1 – June 30).
- The **CASAS Online System** is fully automated to present appropriate-level tests with these standardized sessions.

eTests Online - Rolling Hills Adult School (RHAS) proctor0@rhas.org Logout

Testing Sessions (8 records) Refresh

Filter by: Status

			Site	Lab Name	Template Name	Session Name
<input checked="" type="checkbox"/> Save table filters			RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Appraisal
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Intake: Pretest - Beginning Literacy Reading
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Intake: Pretest - Level A
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Intake: Pretest - w/Locator
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Progress: Post-test
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Retest: Scores Outside Accurate Range (Not Same Day)
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Retest: Scores Outside Accurate Range (Same Day Only)
View	Start	Tests	RHAS: 00 - Adult Education	Assessment Center	ESL/ELL	LAB:AC - Returning Students: Pretest

Step 10. Conduct a Trial Run

- Prior to testing students, conduct a trial run of the testing environment to make sure tests are delivered without any issues
 - in each lab
 - at each site
- A trial run will help staff prepare for live testing by role-playing steps for testing day and administering eTests with staff.
- *TIP!* To avoid using WTUs for the trial run
 - use the practice testing session.

Step 11. Go Live! And Begin Testing

- Testing Day may be a bit daunting but you made it this far!
- From this day forward, you will mostly repeat Steps 11 and 12 to retrieve results and generate reports from ongoing testing.
- ***Need help? CASAS Tech Support***
 - Available 7 a.m. - 5 p.m. (Pacific), Monday – Friday
 - Email techsupport@casas.org
 - Call at 1-800-255-1036, option 2

Step 12. Retrieve Results & Generate Reports

- Test results are immediately available after eTesting to generate reports in TopsPro Enterprise (TE)
 - for Students
 - for Teachers
- Students value immediate feedback after testing.
- Teachers appreciate timely performance reports to inform instruction and prepare students for progress testing.
- **NOTE!** You may give teachers TE access to view, monitor, and track student performance for their class and generate their own individual student and class reports.



CASAS eTest Administration



Step 1 - Prepare to Test

- Demonstrate sample test items
- Demonstrate how to respond to test items
- Identify students who might have very low skills and should not automatically take the Locator.
 - Refer to the **Intake Screening** process
- Identify students who need accommodations
 - Refer to **CASAS Assessment Accommodations** at <https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines>

Step 1 - Prepare to Test (Cont.)

- Prepare computers for eTesting.
- Set up room to allow adequate space between students.
- Provide **scratch paper** for math tests.
 - Scratch paper is not allowed for listening or reading tests.
 - All scratch paper must be collected and shredded after the test.
- Provide **basic calculators** for math tests for those students who have difficulty using the embedded calculator in eTests.

Step 2 - Begin to Test

- All personal items must be off the tables.
- No cell phones, dictionaries, translators, or any other items allowed.
- Students are not to talk or get help from others.
- Demonstrate how to fill out demographics information, if needed by your agency.
- Guessing by the examinees should be discouraged. Explain that if they can't answer a question they don't need to mark an answer, and can go on to the following questions.
- Maintain a positive attitude and atmosphere about testing.
 - Your attitude can influence students' attitudes and performance.

Step 3 – During the Test

- Circulate to make sure that everyone is working individually.
- Circulate to make sure examinees are able to use the embedded calculator for math tests.
- At the end of the allowed testing time, if a student is answering a question, the student can finish working on that question.
- Students are not allowed to stop testing and continue at another time.

Step 3 – During the Test (Cont.)

- In certain circumstances, a proctor may need to interrupt a test in progress.
- If the circumstance compromises test security or integrity, the test should be aborted, and the student should take the alternate form at the same level test upon return.
- Proctors should follow the local policy of their agency for permissible interruptions that are not likely to compromise test integrity.

Step 4 - After the Test

- Proctor exits the testing sessions.
- Pick and shred all scratch paper from math tests.
- Test administrators are responsible for the security of all test materials in their possession.
- Generate test result reports from TE.

Test Administration Guidelines



Appropriate

- Reviewing practice questions together
- Providing a relaxed, unhurried atmosphere
- Providing scratch paper and pencils (for math tests only)



Inappropriate

- Reading questions to students
- Translation devices
- Allowing cell phones

Training Requirements

Implementing at Your Agency



CASAS Implementation Basics

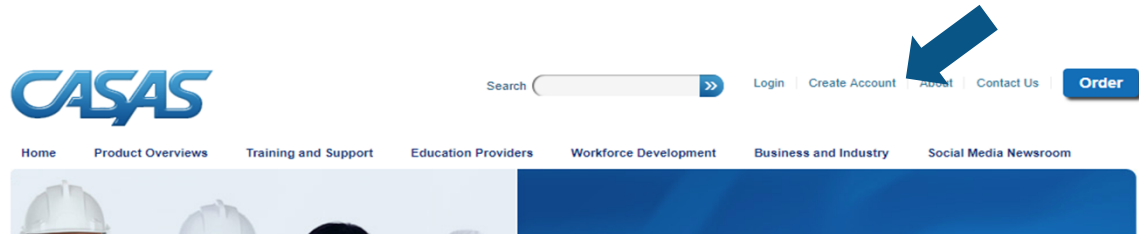
- **Module 1.** Implementation Basics
- **Module 2.** CASAS eTests Implementation
- **Module 3.** Paper Test Implementation
- **Module 4.** Interpreting Test Results and Reports

User Role*	Module 1	Module 2	Module 3	Module 4
Tester – Administer eTests only	x	X		Optional
Tester – Administer Paper only	x		x	Optional
Tester – Administer eTests & Paper	X	x	x	Optional
Teachers	X			x

*Testers must complete at least two modules, including Module 1.

How to Enroll in CASAS Trainings

- Go to the CASAS homepage and create an online account.

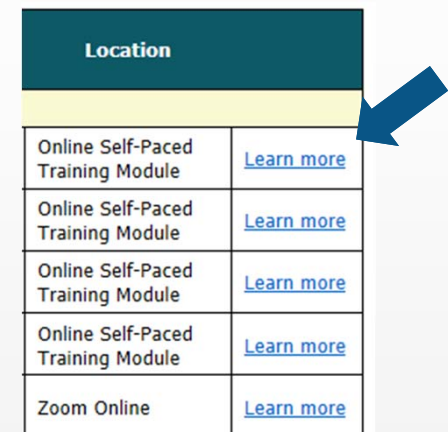


- Once you're logged in, click on the Training Registration button.



- Click "Learn More" and then select "Enroll in this Workshop"

- After adding all of the trainings you need, select **"Complete Registration"**
- Confirmation will be sent to your email account.



Location	
Online Self-Paced Training Module	Learn more
Online Self-Paced Training Module	Learn more
Online Self-Paced Training Module	Learn more
Online Self-Paced Training Module	Learn more
Zoom Online	Learn more

Time to complete your training!

Congratulations! You have completed Module 1 – CASAS Implementation Basics and Module 2 – CASAS eTests Implementation.

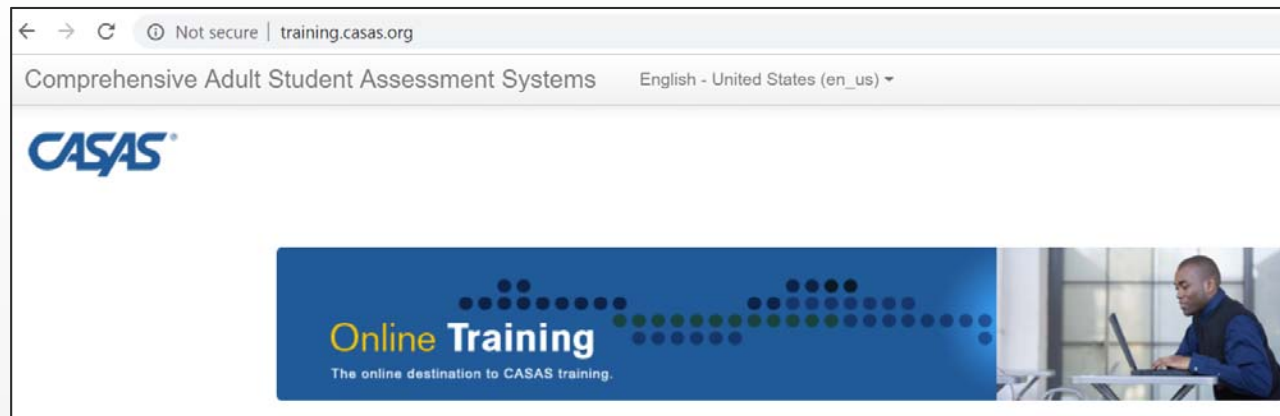


Complete the following online at

www.casas.org:

- ✓ Submit your **Test Security Agreement**
- ✓ Get your Certificate

This key step verifies your attendance!

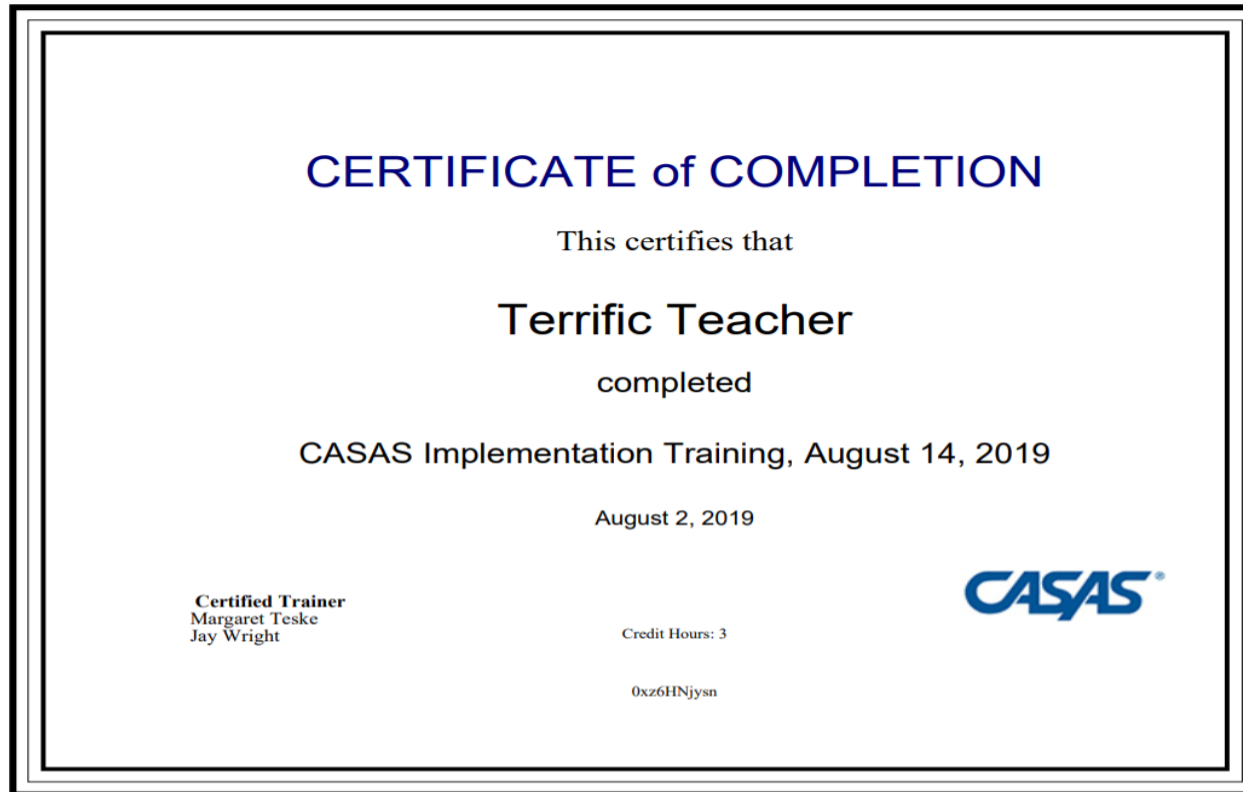


Steps to Complete to Obtain Your Certification for CASAS Implementation Basic Training

- 1) Go to training.casas.org
- 2) Click: **In-Person Training Completion Certificates**
- 3) Click: the **State** for your training completion portal
- 4) Click: the portal for the **Date** of your training
- 5) **Log in OR** Click on the Create a new account button and activate your account
- 6) Enter: the **Training Workshop #/Passcode** - #_____ given to you by your trainer on your training date.
- 7) Click: **Enroll Me**
- 8) Click: **Test Security Agreement** and submit
- 9) Click: **'Get your certificate'**



When you click “Get your certificate”...



This certificate is automatically sent to the email used to register your CASAS account.



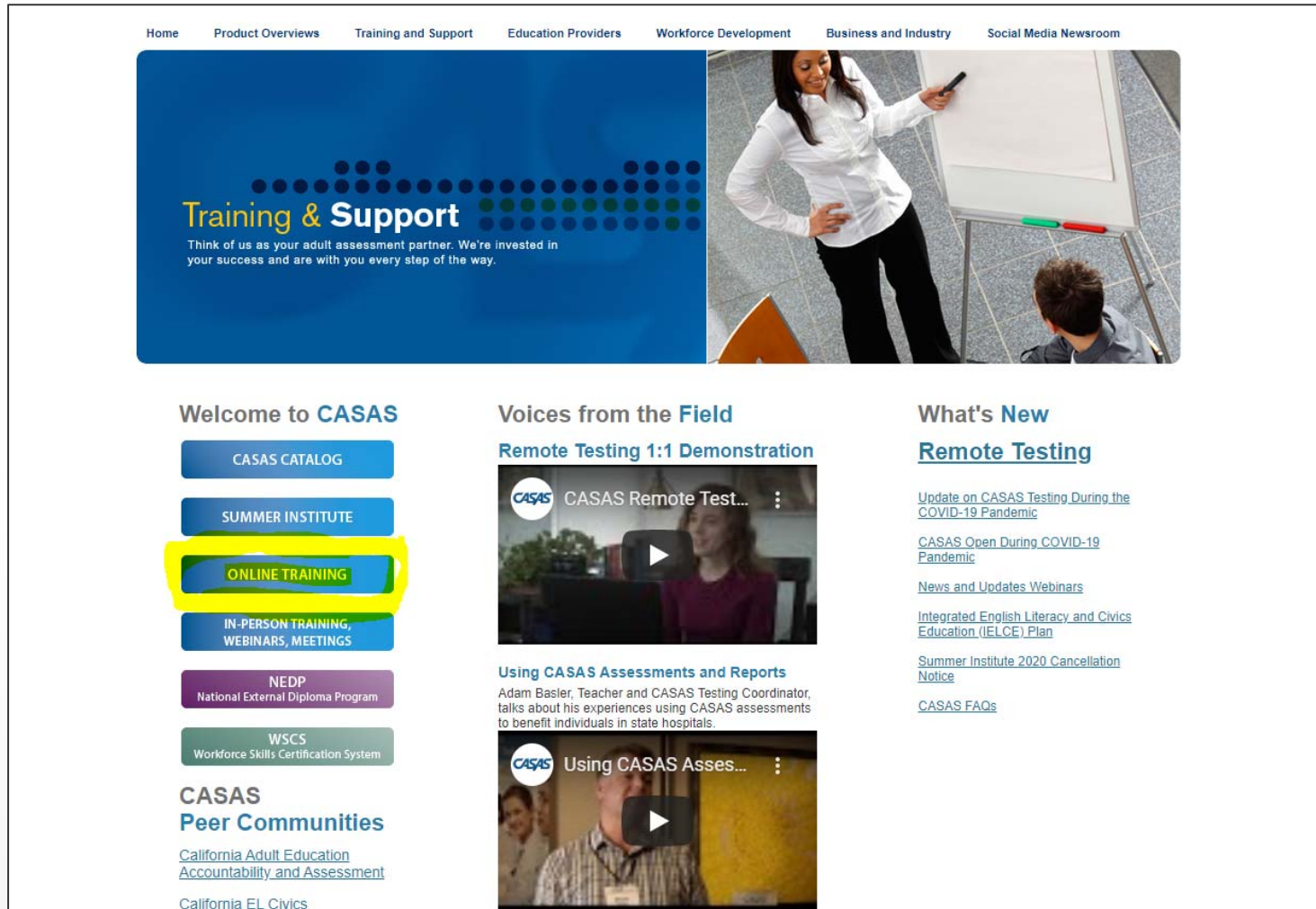
Next Steps

- See the slides to Complete the Steps to Obtain Your CASAS eTest Coordinator and Proctor Certifications.
- Once you receive your CASAS eTest Coordinator and Proctor certifications, please register for the DC OSSE CASAS Remote Testing Implementation Training.
 - Upon completion of the training and acquisition of an OSSE training certificate, you may begin offering CASAS eTests Remotely.
- (Optional) To become a certified Paper Tester:
 - Complete Module 3 for paper testing as well
- (Optional) For Teachers:
 - Complete Module 4, Interpreting Test Results and Reports

CASAS eTest Coordinator and Proctor Certification



CASAS eTest Coordinator and Proctor Certification – Online Training



Home Product Overviews Training and Support Education Providers Workforce Development Business and Industry Social Media Newsroom

Training & Support

Think of us as your adult assessment partner. We're invested in your success and are with you every step of the way.

Welcome to CASAS


- CASAS CATALOG
- SUMMER INSTITUTE
- ONLINE TRAINING**
- IN-PERSON TRAINING, WEBINARS, MEETINGS
- NEDP
National External Diploma Program
- WSCS
Workforce Skills Certification System

CASAS Peer Communities

- [California Adult Education Accountability and Assessment](#)
- [California EL Civics](#)


Voices from the Field

Remote Testing 1:1 Demonstration



Using CASAS Assessments and Reports

Adam Basler, Teacher and CASAS Testing Coordinator, talks about his experiences using CASAS assessments to benefit individuals in state hospitals.





What's New

[Remote Testing](#)

- [Update on CASAS Testing During the COVID-19 Pandemic](#)
- [CASAS Open During COVID-19 Pandemic](#)
- [News and Updates Webinars](#)
- [Integrated English Literacy and Civics Education \(IELCE\) Plan](#)
- [Summer Institute 2020 Cancellation Notice](#)
- [CASAS FAQs](#)


CASAS eTest Coordinator and Proctor Certification – Online Training (Cont.)





Online Training
The online destination to CASAS training.

CASAS Implementation Training is now available in four modules
specific to the needs of test administrators, instructors, and other staff.



If you administer... CASAS eTests

- Module 1 and 2 (required)
- Module 4 (recommended)

If you administer... CASAS Paper Tests

- Module 1 and 3 (required)
- Module 4 (recommended)

If you administer... eTests & Paper Tests


- Module 1, 2 and 3 (required)
- Module 4 (recommended)

If you are an Instructor, a Counselor, a Career Coach ...

- Module 1 (recommended)
- Module 4 (recommended)


Just getting started with CASAS eTests?

- See the [Going Live! Checklist](#) for more information.



Just getting started with Remote Testing?

- See the [Going Remote! Checklist](#) for more information.



Need technical assistance? Contact CASAS Tech Support

- Available: 6:00 am – 5:00 pm (Pacific), M – F.
- Email: TechSupport@casas.org – to alert several members of the team to ensure you receive a timely response.
- Phone: Team members are also available at 1-858-292-2900 or 1-800-255-1036, option 2.

Modules

▼ **CASAS eTests Implementation**

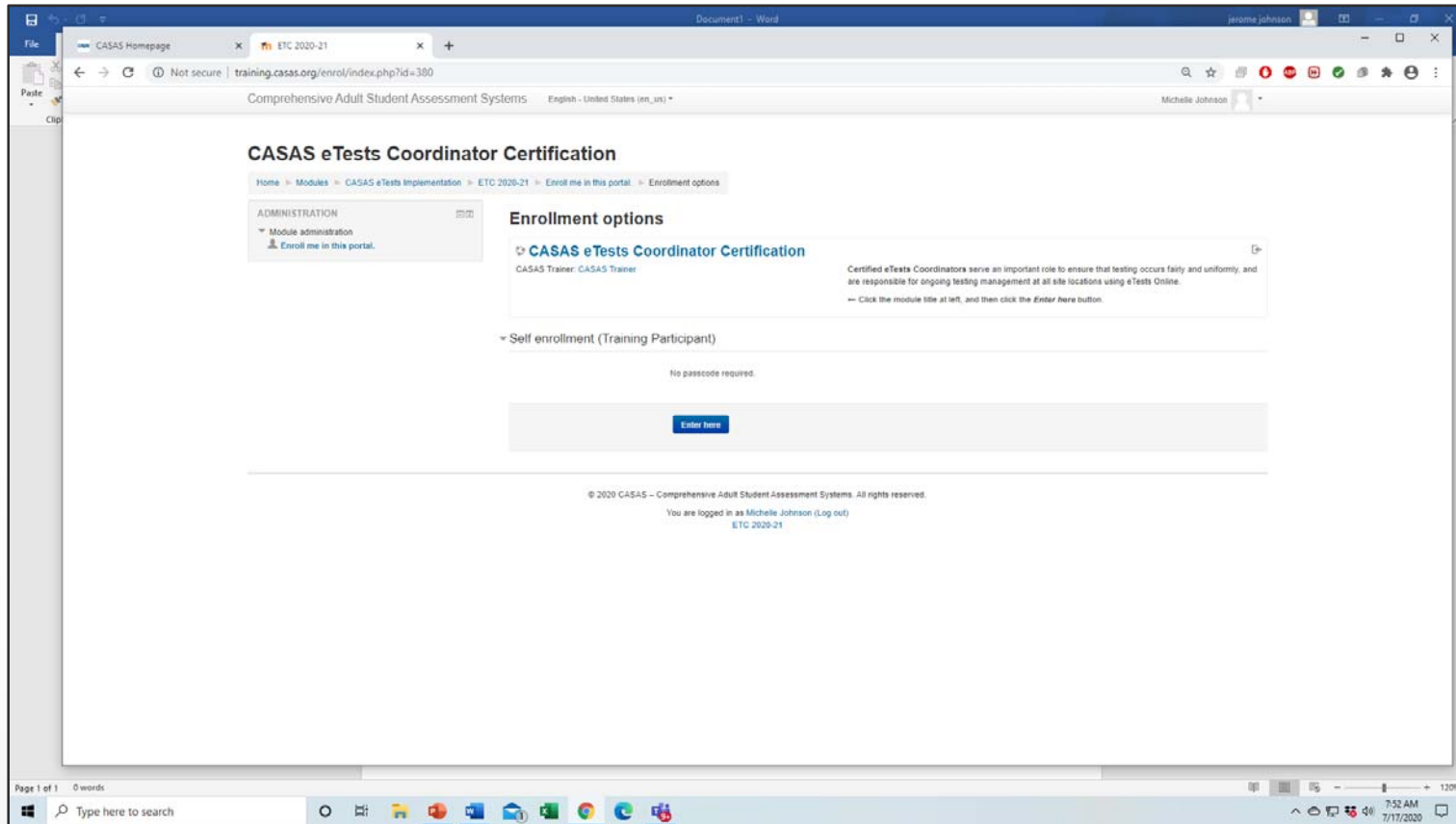
- Module 1: CASAS Implementation Basics
- Module 2: CASAS eTests Implementation
- CASAS eTests Agency Agreement
- CASAS eTests Coordinator Certification
- CASAS eTests Proctor Certification

Steps to Complete to Obtain Your CASAS eTest Coordinator Certification

- 1) Go to www.casas.org
- 2) Click: **Online Training**
- 3) Click: **CASAS eTests Coordinator Certification** – Review and complete each module. Use the gray shaded arrows located at the right side of the screen (top or bottom) to progress to the next page/module. Make sure all the modules have a check in the box next to it.
 - Certification for Online Testing Management
 - About the Training
 - Coordinator Duties and Responsibilities
 - Testing Code of Ethics
 - Training Completion and Certification
 - Test Security Agreement
 - Certificate of Completion
 - **Don't forget to click on the button to request a copy of your Certificate of Completion which will be sent to your email address. Please also provide a copy to your point of contact/data manager.**



CASAS eTest Coordinator Certification Online Training – Enter Passcode to Begin Module



CASAS eTest Coordinator Certification Online Training – Complete “Certification for Online Testing Management” Module

The screenshot displays a web browser window showing the CASAS eTests Coordinator Certification page. The browser's address bar indicates the URL training.casas.org/course/view.php?id=380. The page title is "CASAS eTests Coordinator Certification". On the left side, there is a sidebar with a "From Beginning" button and a list of slides numbered 123, 124, 125, and 126. The main content area is titled "CASAS eTests Coordinator Certification" and includes a "Home" link, a "CASAS eTests Implementation" link, and a "ETC 2020-21" link. Below these links is a "PROGRESS BAR" showing "NOW" and "Progress: 0%". To the right of the progress bar is a section titled "Certification for Online Testing Management" which contains a paragraph of text and a list of links: "About This Training", "Coordinator Duties & Responsibilities", and "Testing Code of Ethics". The "eTests CASAS" logo is visible on the right side of the page. At the bottom of the page, there is a footer with the text "© 2020 CASAS – Comprehensive Adult Student Assessment Systems. All rights reserved." and a login status message: "You are logged in as Michelle Johnson (Log out)". The Windows taskbar at the bottom shows the time as 7:56 AM on 7/17/2020.

CASAS eTest Coordinator Certification Online Training – Complete “About This Training” Module

The screenshot displays a web browser window showing the CASAS eTests Coordinator Certification training module. The page title is "CASAS eTests Coordinator Certification". The breadcrumb trail is: Home > CASAS eTests Implementation > ETC 2020-21 > Certification for Online Testing Management > About This Training. The page is divided into two main sections: "About This Training" and "Introduction". The "About This Training" section includes a "TABLE OF CONTENTS" with links to Introduction, Prerequisites for Online Training, Estimated Time and Enrollment Duration, Training Objectives and Completion, and Training and Technical Support. The "Introduction" section includes a video of a woman sitting at a desk with a laptop. The "Audience" section states that the training is appropriate for the individual of an organization who will be responsible for online testing management. The "Cost" section indicates that the training is complimentary. The "Time Commitment" section states that the training is 1 hour. The "Enrollment Duration" section states that the training is 30 days. The "Questions about this training?" section provides a contact email: training@casas.org. The footer of the page includes the copyright notice: © 2020 CASAS – Comprehensive Adult Student Assessment Systems. All rights reserved. It also indicates that the user is logged in as Michelle Johnson and provides a link to log out. The page number 127 of 130 is visible in the bottom left corner.

CASAS eTests Coordinator Certification

Home > CASAS eTests Implementation > ETC 2020-21 > Certification for Online Testing Management > About This Training

TABLE OF CONTENTS

- Introduction
- Prerequisites for Online Training
- Estimated Time and Enrollment Duration
- Training Objectives and Completion
- Training and Technical Support

ADMINISTRATION

- Book administration
- Print book
- Print this chapter
- Module administration

About This Training

Introduction

CASAS eTests Online coordinators serve an important role to ensure that testing occurs fairly and uniformly, and are responsible for managing online testing at all site locations using eTests Online.

This training outlines the responsibilities and duties of an eTests Online coordinator, testing code of ethics, and the importance of test security. Certified coordinators should follow CASAS test security policy and guidelines. Following these guidelines assures the most favorable conditions for administering CASAS web-based tests with eTests Online.

Audience

This training is appropriate for the individual of an organization who will be responsible for online testing management.

Cost

Complimentary

Time Commitment

1 hour

Enrollment Duration

30 days

Questions about this training?

Contact training@casas.org

© 2020 CASAS – Comprehensive Adult Student Assessment Systems. All rights reserved.
You are logged in as Michelle Johnson (Log out)
ETC 2020-21

Slide 127 of 130

CASAS eTest Coordinator Certification Online Training - Complete “Coordinator Duties & Responsibilities” Module

The screenshot displays a web browser window showing the CASAS eTest Coordinator Certification online training module. The browser's address bar shows the URL training.casas.org/mod/book/view.php?id=2937. The page title is "Comprehensive Adult Student Assessment Systems". The user is logged in as "Michelle Johnson".

The main content area is titled "CASAS eTests Coordinator Certification" and "Coordinator Duties & Responsibilities". It includes a "TABLE OF CONTENTS" on the left with sections like "Station Registration", "Responsibilities", "Testing Session Templates", "Testing Sessions", "Test Interruptions", "Reporting Testing Irregularities", and "CASAS Intake Process". The "ADMINISTRATION" section includes "Book administration", "Print book", "Print this chapter", and "Module administration".

The main content area also features a "Station Registration" section with a sub-section "Connecting Computers with the Online System". It explains that to make a connection with the online system, the user must "run" the CASAS\WebTests.exe file to initiate contact with the CASAS hosted server to begin and complete the station registration process.

Below this, there is a "A One-Time Task" section with a list of tasks:

- Registering computers as testing stations "authorized" by agency staff to deliver CASAS web-based tests is a one-time task per machine.
- Only registered testing stations are recognized by the online system.
- Computers remain registered until a decision is made to no longer use the machine for testing at which time the machine should be unregistered.

There is also a "Verifying Station Registration" section with a list of tasks:

- Each computer requires an eTests certified individual – a coordinator or a proctor – to validate the registration of each machine as a testing station for delivering CASAS web-based tests.
- Coordinators and proctors perform this task at each machine through Station Management.

Finally, there is an "Unregistering a Station" section with a list of tasks:

1. Application Management - Coordinator signs in from any location with an Internet connection and click "unregister" from the list of testing stations.
2. Station Management - Coordinator logs in at the machine and clicks "unregister".

A note states: "Note! You may unregister a computer as a testing station at any time but only if the station is not assigned to a testing session and the station is not in use."

At the bottom, there is a link to "Visit Online" and a note: "For Steps to Register Stations, download CASAS eTests Online for Coordinators - Get Ready to Go Live from the CASAS training material library."

The footer of the page includes the copyright notice: "© 2020 CASAS - Comprehensive Adult Student Assessment Systems. All rights reserved." and the login information: "You are logged in as Michelle Johnson (Log out) ETC 2020-21".

CASAS eTest Coordinator Certification Online Training – Complete “Testing Code of Ethics” Module

The screenshot shows a web browser displaying the CASAS eTest Coordinator Certification module. The page title is "Testing Code of Ethics" and the URL is "training.casas.org/mod/book/view.php?id=2938". The page is titled "Comprehensive Adult Student Assessment Systems" and is in English - United States (en_us). The user is logged in as Michelle Johnson.

The page content includes a "TABLE OF CONTENTS" on the left and a main section titled "Testing Code of Ethics" on the right. The "TABLE OF CONTENTS" includes:

- Introduction
- Test in a fair and ethical manner
- Test Security
- Test Preparation
- Test Administration
 - Scoring
 - Reporting
 - Unethical Testing Practices
 - Violation
- ADMINISTRATION
 - Book administration
 - Print book
 - Print this chapter
 - Module administration

The main section "Testing Code of Ethics" includes an "Introduction" with the following text:

Because standardized tests provide only one valuable piece of information, such information should be used in conjunction with all other available information known about a test-taker to assist with improving learning and training.

The Testing Code of Ethics helps to ensure that testing is conducted in a fair and ethical manner in every test site location.

Standardized testing is an integral part of the training and the educational experience of all test-takers. When a test is properly administered, test results provide an independent, uniform source of reliable and valid information that enables:

- Test-takers - to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- Workforce training, education and literacy providers - to know if their test-takers:
 - Acquire the knowledge and skills needed to succeed in a highly competitive job market;
 - Master proficiency-level knowledge and skills in the curriculum/training, and if not, what weaknesses need to be addressed;
- Community leaders and policymakers - to know if workforce training, education, and literacy programs are improving their performance over time and how test-takers compare with those from other states, or the nation, or internationally; and
- Citizens - to assess the performance of workforce training, education, and literacy programs.

At the bottom of the page, it says "© 2020 CASAS - Comprehensive Adult Student Assessment Systems. All rights reserved." and "You are logged in as Michelle Johnson (Log out)".


CASAS eTest Coordinator Certification Online Training – Request Your Certificate

- Review the steps to make sure you completed all the modules.

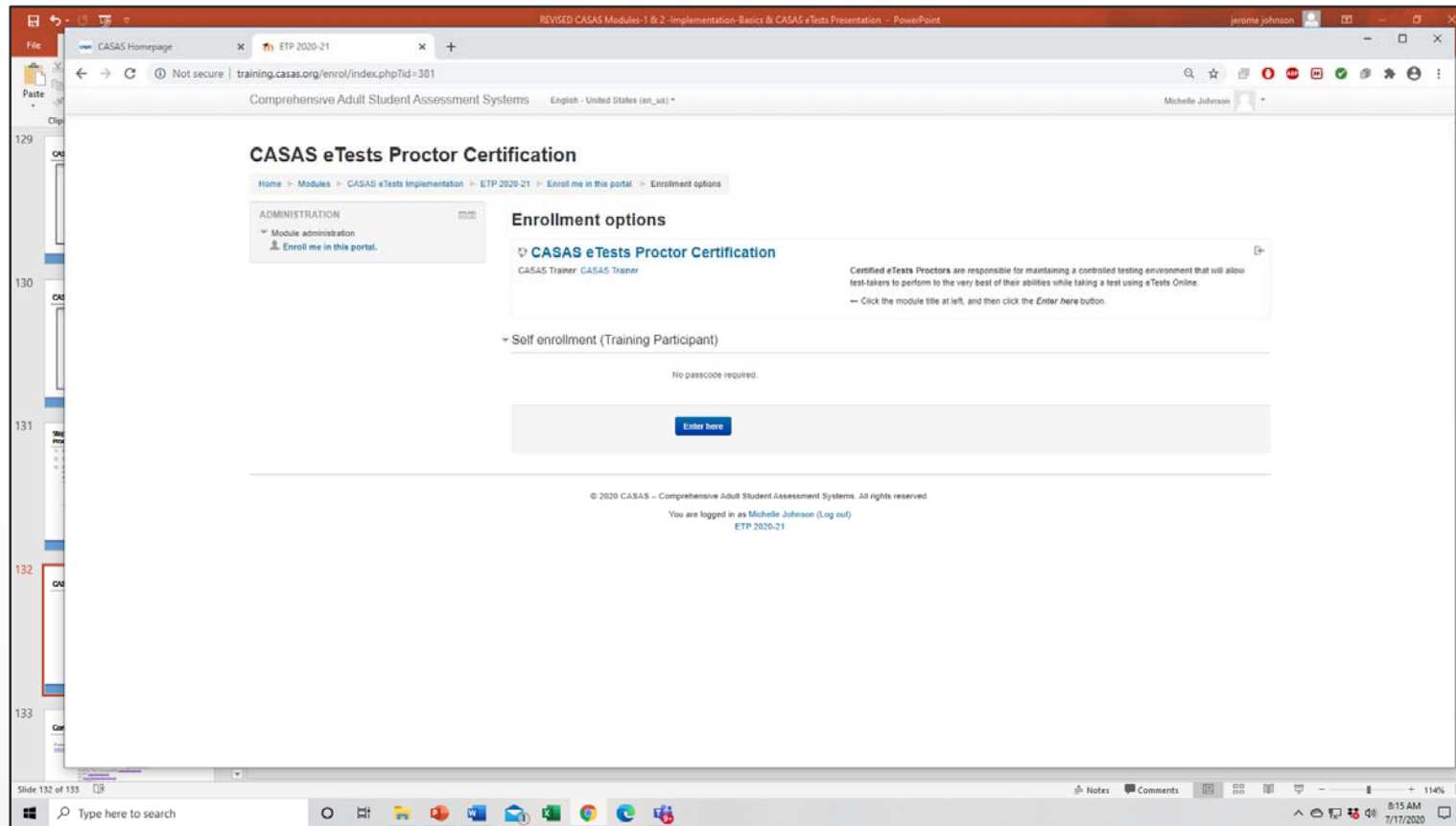


- Request a copy of your CASAS eTest Coordinator Certificate of Completion!

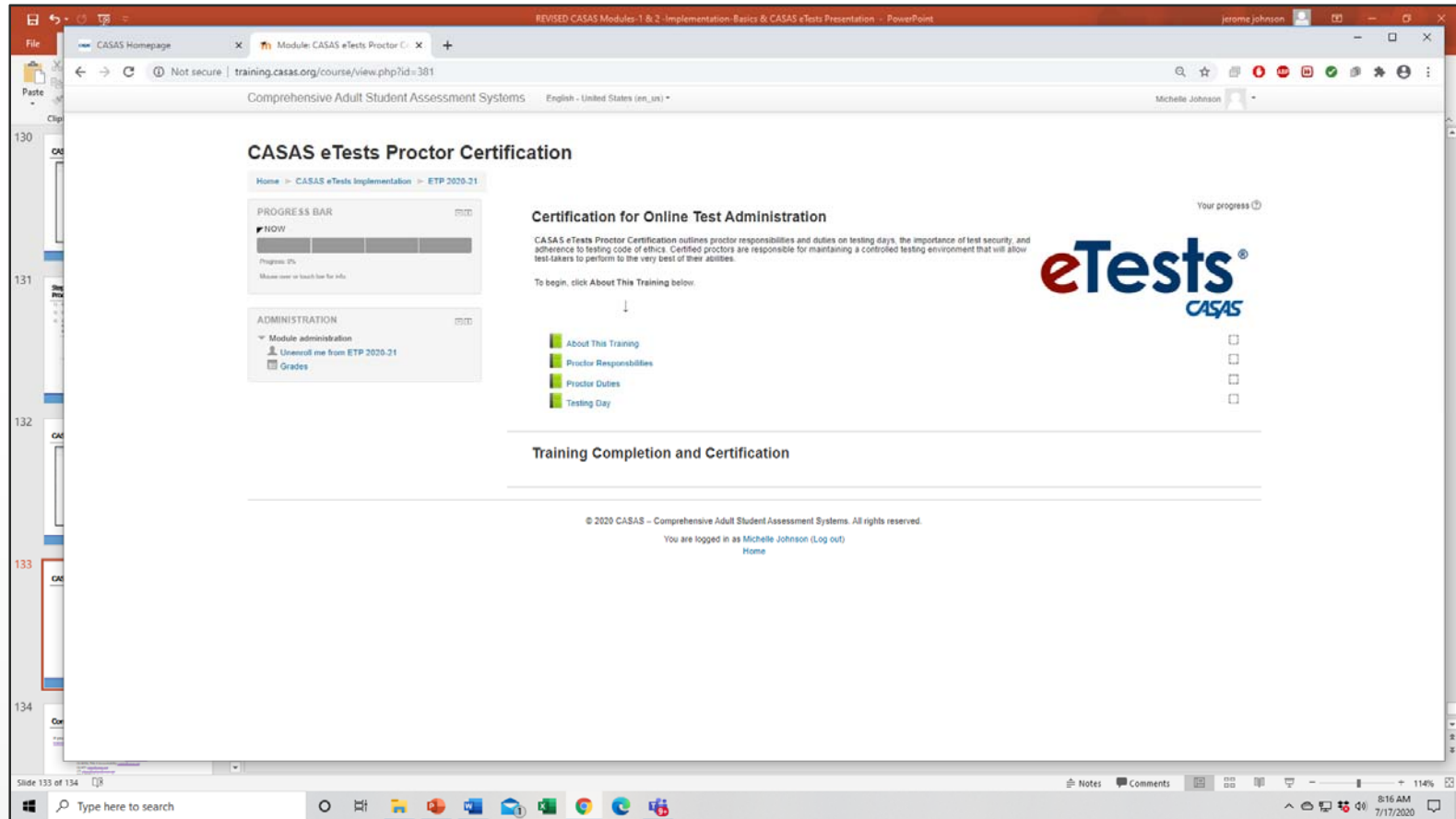
Steps to Complete to Obtain Your CASAS eTest Proctor Certification

- 1) Go to **www.casas.org**
- 2) Click: **Online Training**
- 3) Click: **CASAS eTests Proctor Certification** – Review and complete each module. Use the gray shaded arrows located at the right side of the screen (top or bottom) to progress to the next page/module. Make sure all the modules have a check in the box next to it.
 - Certification for Online Test Administration
 - About the Training
 - Proctor Responsibilities
 - Proctor Duties
 - Testing Day
 - Training Completion and Certification
 - Test Security Agreement
 - Certificate of Completion
 - **Don't forget to click on the button to request a copy of your Certificate of Completion which will be sent to your email address. Please also provide a copy to your point of contact/data manager.**

CASAS eTest Proctor Certification Online Training – Enter Passcode to Begin Module



CASAS eTest Proctor Certification Online Training – Complete “Certification for Online Test Administration” Module



CASAS eTest Proctor Certification Online Training – Complete “About This Training” Module

The screenshot shows a web browser window displaying the CASAS eTests Proctor Certification online training module. The page title is "CASAS eTests Proctor Certification". The breadcrumb trail is: Home > CASAS eTests Implementation > ETP 2020-21 > Certification for Online Test Administration > About This Training. The page is divided into two main sections: "About This Training" and "Introduction". The "About This Training" section includes a "TABLE OF CONTENTS" with links to Introduction, Prerequisites for Online Training, Training Objectives and Completion, and Training and Technical Support. It also includes an "ADMINISTRATION" section with links to Book administration, Print book, Print this chapter, and Module administration. The "Introduction" section includes a paragraph about the role of eTests proctors, a list of training details (Audience, Cost, Time Commitment, Enrollment Duration), and a link for questions about the training. A photograph of two people working on a computer is visible on the right side of the page. The footer of the page includes copyright information for CASAS and a login status for Michelle Johnson.

CASAS eTests Proctor Certification

Home > CASAS eTests Implementation > ETP 2020-21 > Certification for Online Test Administration > About This Training

TABLE OF CONTENTS

- Introduction
- Prerequisites for Online Training
- Training Objectives and Completion
- Training and Technical Support

ADMINISTRATION

- Book administration
- Print book
- Print this chapter
- Module administration

About This Training

Introduction

CASAS eTests proctors serve an important role in maintaining a controlled testing environment that will allow test-takers to perform to the very best of their abilities. This training outlines the responsibilities of an eTests proctor, duties on testing days, and the importance of test security. Certified Proctors should follow the same procedures before, during, and after each testing event. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during testing. Upon successful completion of this training, you will receive a certificate, which authorizes you to administer CASAS web-based tests with eTests.

Audience

This training is appropriate for individuals of an organization who will be involved with online test administration.

Cost

Complimentary

Time Commitment

1 hour

Enrollment Duration

30 days

Questions about this training?

Contact training@casas.org

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CASAS eTest Proctor Certification Online Training – Proctor Responsibilities (Complete Module)

CASAS eTest Proctor Certification Online Training – Complete “Proctor Duties” Module)

The screenshot displays a web browser window showing the CASAS eTests Proctor Certification module. The browser's address bar indicates the URL: training.casas.org/mod/book/view.php?id=2944. The page title is "CASAS eTests Proctor Certification". The left sidebar contains a "TABLE OF CONTENTS" with links to "Managing Sessions", "Guidelines for Managing Sessions", "Administering Tests", "Interrupting a Test in Progress", "Reporting Testing Irregularities", and "CASAS Intake Process". Below this is an "ADMINISTRATION" section with links to "Book administration", "Print book", "Print this chapter", and "Module administration". The main content area is titled "Proctor Duties" and includes a sub-section "Managing Sessions". It explains the role of a CASAS eTests Online Proctor and provides details on starting and stopping sessions. A "Visit Online" link is provided for further resources. The footer of the page states: "© 2020 CASAS – Comprehensive Adult Student Assessment Systems. All rights reserved. You are logged in as Michelle Johnson (Log out) ETP 2020-21". The Windows taskbar at the bottom shows the time as 8:20 AM on 7/17/2020.

CASAS eTests Proctor Certification

Home > CASAS eTests Implementation > ETP 2020-21 > Certification for Online Test Administration > Proctor Duties

TABLE OF CONTENTS

- Managing Sessions
- Guidelines for Managing Sessions
- Administering Tests
- Interrupting a Test in Progress
- Reporting Testing Irregularities
- CASAS Intake Process

ADMINISTRATION

- Book administration
- Print book
- Print this chapter
- Module administration

Proctor Duties

Managing Sessions

As a CASAS eTests Online Proctor, you serve a very important role on testing day. Below are details about your proctoring duties for ensuring a successful testing session.

Starting Sessions

After starting a session, the proctor can then initiate testing on a registered station. A common mistake first-time online proctors make is attempting to administer a test before starting the session. When this happens, the application displays a screen at the testing station that notifies the test-taker to "Please wait for your session to start." A refresh button appears in place of an ID input field until the proctor signs in to the Management Console and starts the session.

Stopping Sessions

Stopping a session is equally important and is similar to collecting test booklets when finished with testing. First time online proctors tend to forget they must stop sessions. Not stopping a session leaves open the opportunity for anyone to take a test in a non-proctored environment. This poses a risk to test security. So please, do not forget to STOP a testing session.

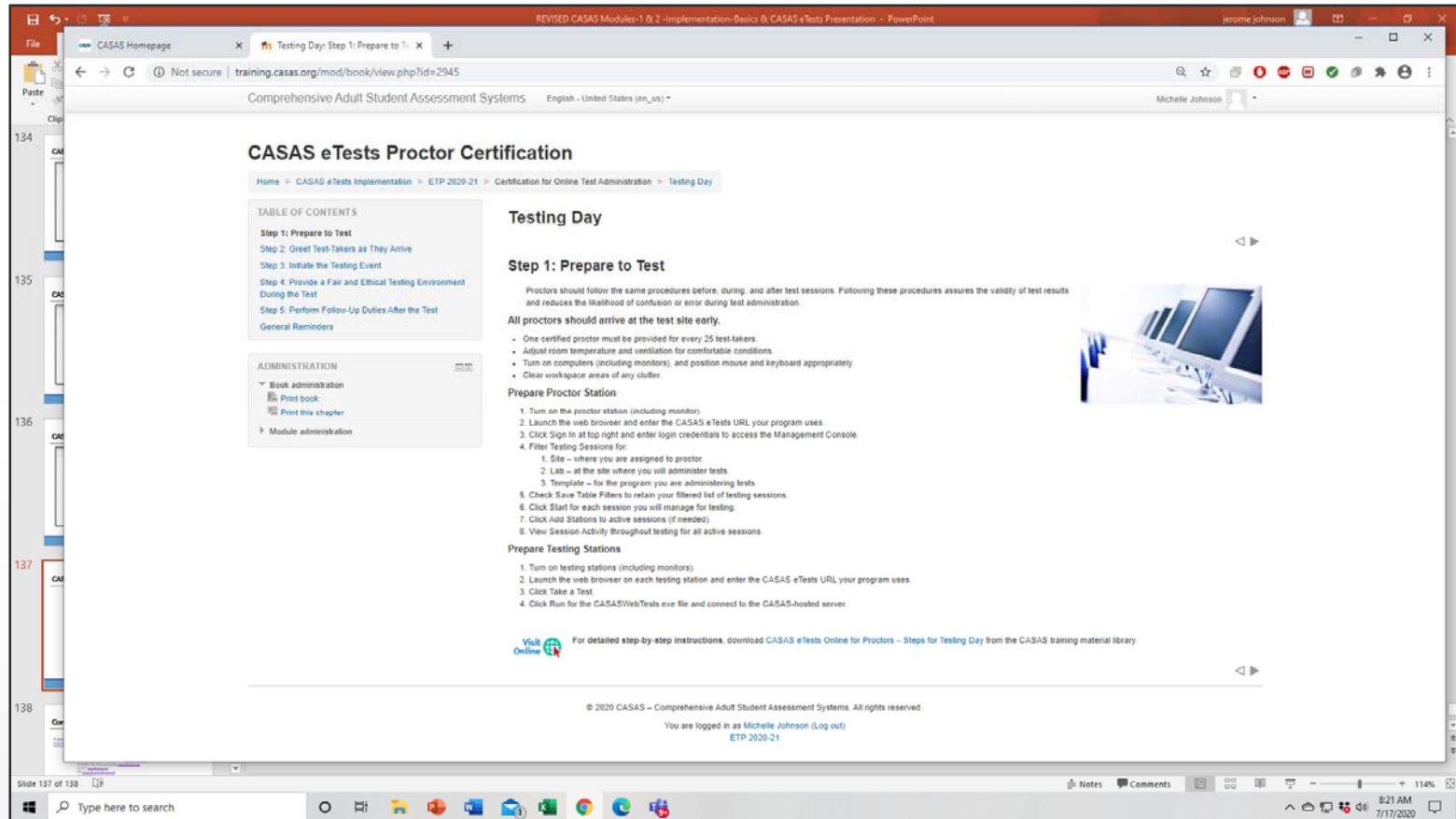
When a proctor signs on to the Management Console, he or she may find a session in one of the following states:

- Active: session is started and active
- Expired: session is expired (end date of the session is lower than current date)
- Inactive: session is not yet started or was stopped
- Pending: session is started, but not yet active (by default, sessions can be started 30 minutes before start time)
- Suspended: session is suspended due to proctoring supervise hours end time (i.e. session was not "stopped" by the proctor)

[Visit Online](#) For Steps to Manage Sessions, CASAS eTests Online for Proctors – Steps for Testing Day from the CASAS training material library.

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CASAS eTest Proctor Certification Online Training– Complete “Testing Day” Module



The screenshot displays the CASAS eTests Proctor Certification online training module. The page is titled "CASAS eTests Proctor Certification" and is part of the "Testing Day" module. The table of contents lists the following steps:

- Step 1: Prepare to Test
- Step 2: Greet Test-Takers as They Arrive
- Step 3: Initiate the Testing Event
- Step 4: Provide a Fair and Ethical Testing Environment During the Test
- Step 5: Perform Follow-Up Duties After the Test
- General Reminders

The "Testing Day" section is currently selected, and the "Step 1: Prepare to Test" sub-section is active. The text states: "Proctors should follow the same procedures before, during, and after test sessions. Following these procedures assures the validity of test results and reduces the likelihood of confusion or error during test administration." It then lists the responsibilities of proctors:

- All proctors should arrive at the test site early.
- One certified proctor must be provided for every 25 test-takers.
- Adjust room temperature and ventilation for comfortable conditions.
- Turn on computers (including monitors), and position mouse and keyboard appropriately.
- Clear workspace areas of any clutter.

The "Prepare Proctor Station" section lists the following steps:

1. Turn on the proctor station (including monitor).
2. Launch the web browser and enter the CASAS eTests URL your program uses.
3. Click Sign In at top right and enter login credentials to access the Management Console.
4. Filter Testing Sessions for:
 1. Site – where you are assigned to proctor.
 2. Lab – at the site where you will administer tests.
 3. Template – for the program you are administering tests.
5. Check Save Table Filters to retain your filtered list of testing sessions.
6. Click Start for each session you will manage for testing.
7. Click Add Stations to active sessions (if needed).
8. View Session Activity throughout testing for all active sessions.

The "Prepare Testing Stations" section lists the following steps:

1. Turn on testing stations (including monitors).
2. Launch the web browser on each testing station and enter the CASAS eTests URL your program uses.
3. Click Take a Test
4. Click Run for the CASASWebTests.exe file and connect to the CASAS-hosted server.

For detailed step-by-step instructions, download CASAS eTests Online for Proctors – Steps for Testing Day from the CASAS training material library.

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ETP 2020-21

CASAS eTest Proctor Certification Online Training – Request Your Certificate

Review the steps to make sure you completed all the modules.



Request a copy of your CASAS eTest Proctor Certificate of Completion!

Closing Activity

- What are two things you learned today that could improve your agency's assessment process?
- How will it benefit:
 - Students?
 - Teachers/Instructors?
 - Agency?

CASAS Announces Weekly Office Hours

NEW – Office Hours with CASAS Staff

- Every Friday at 11 a.m. Pacific/2 p.m. Eastern.
- Join CASAS to get one-on-one support, help, suggestions and just plain old encouragement in using CASAS eTests.
- Attending participants drive the session with their questions and needs.
- First session: Friday, Oct. 23, 2020.
- Register for CASAS Office Hours at:
https://zoom.us/meeting/register/tJ0ofu-tqTljGtXPjrxX_lrvpn8P5uewTjjE

What's New Remote Testing

[CASAS Office Hours Registration](#)
[Field Testing Opportunities](#)
[Getting started with CASAS eTests](#)
[CASAS Open During COVID-19 Pandemic](#)
[We're Going Online! 2021 Summer Institute](#)
[News and Updates Webinars](#)

Contact Information

If you need further assistance with training completion, contact training@casas.org

- **Additional E-Mail Contacts**

- **CASAS eTests Online Implementation:** golive@casas.org
- **CASAS Citizenship Interview Test (CIT):**
citcertification@casas.org
- **CASAS Field Testing:** fieldtesting@casas.org
- **CASAS General Questions:** casas@casas.org
- **National External Diploma Program (NEDP):** nedp@casas.org
- **CASAS Orders:** orders@casas.org
- **CASAS Technical Support:** techsupport@casas.org
- **CASAS Training:** training@casas.org
- **Workforce Skills Certification System (WSCS):** wscs@casas.org
- **OSSE Adult and Family Education (AFE):** OSSE.AFETA@dc.gov