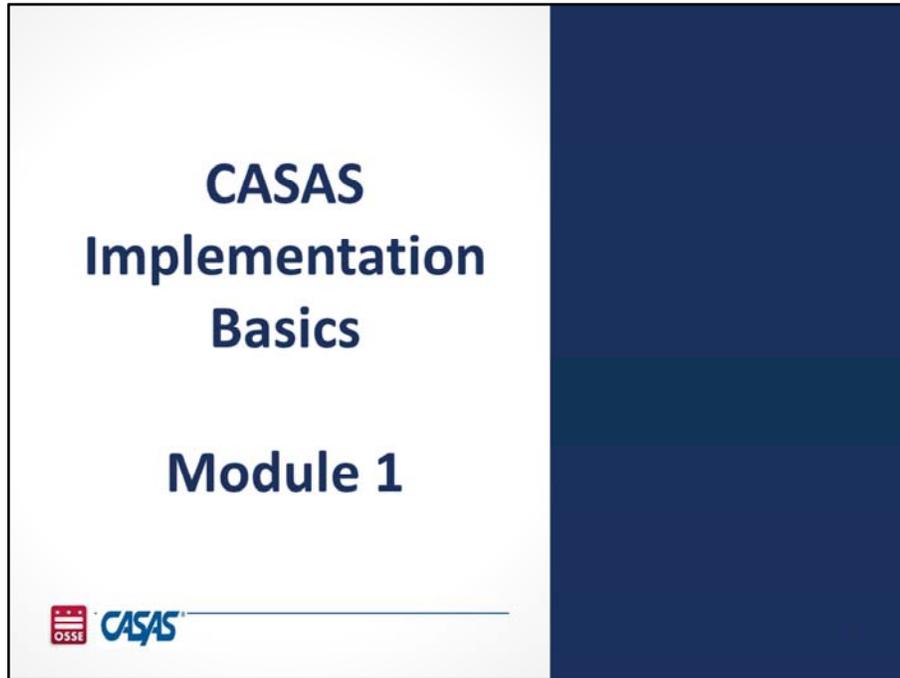




CASAS Implementation Training Modules 1 & 2, v. 1.5 (Sept. 2020) PPT

NOTE:

- See OSSE website at <https://osse.dc.gov/page/adult-education-providers-and-partners> → Assessment
- Also see the OSSE Adult and Family Education Policies and Procedures on the OSSE website at <https://osse.dc.gov/page/adult-education-providers-and-partners>
 - > Policies and Procedures for the:
 - DC OSSE AFE Assessment Policy for WIOA Providers and Core Partners v. 3.1
 - OSSE Guidance Letter(s) – Adult and Family Education



Note to DC CASAS Users:

- Please refer to the Notes section of this PowerPoint for additional details about the CASAS assessments and CASAS eTests.

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



Assessment

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



Curriculum

- Basic Skills Content Areas, Competencies, and Task Areas



Instruction

- QuickSearch Online – free resource to find instructional material titles



Accountability

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



8

CASAS

Tests Overview



CASAS

CASAS Products



Paper-based Assessments



Computer-based Assessments

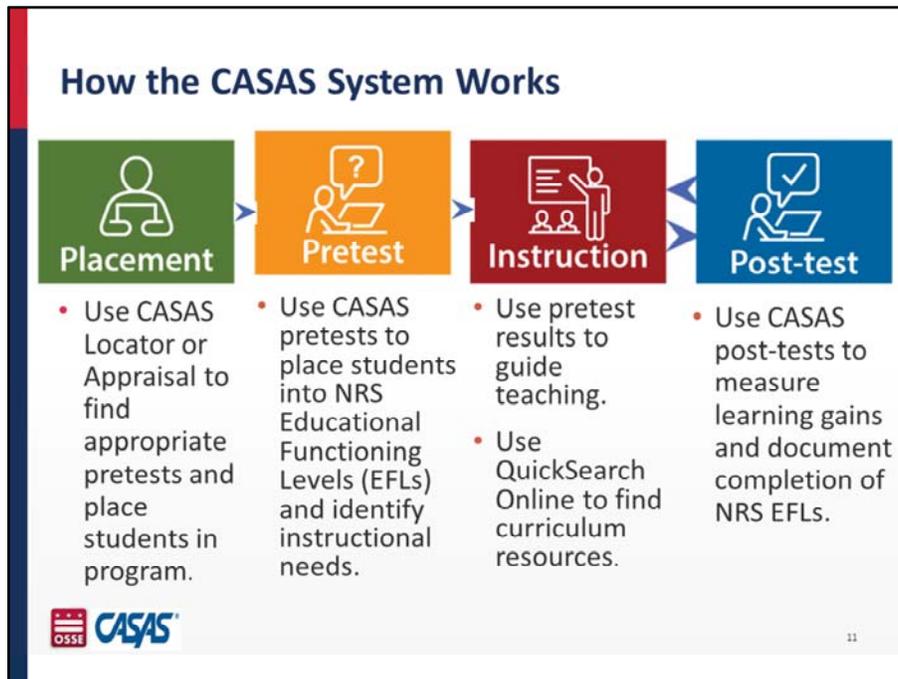
eTests
CASAS



Data Accountability Software

TOPSpro
enterprise





1. Placement:

The Locator available only for computer-based testing (CASAS eTests). The locator test takes up to 15 minutes. An Appraisal test is typically 30-40 minutes.

2. Pretest:

Be sure to assess students in the same assessment series for their pretest and subsequent post-tests.

3. Instruct:

CASAS offers an online tool, QuickSearch Online, to locate instructor-recommended resources for classroom teachers.

4. Post-test:

CASAS recommends post-testing students after 70-100 instructional hours (or a minimum of 40 hours).

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.



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Alternate forms at each level

All CASAS tests follow this color scheme

- Level A = Blue
- Level B = Green
- Level C = Brown
- Level D = Red

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



- Greater Opportunities for Adult Learning Success (GOALS)
- Please note that not all form covers are shown.

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.



14

Locators are available only in eTests. Based on the test taker's locator results, the computer immediately, and seamlessly, administers the appropriate pretest.

Appraisals are used when paper-testing to place learners into the correct pretest level.

The locator is not a stand-alone test.

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	40	60 min.
	914		
C/D	917	38	75 min.
	918		

- 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.



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Locators are available only in eTests. Based on the test taker's locator results, the computer immediately – and seamlessly – administers the appropriate pretest.

Appraisals are used when paper-testing to place learners into the correct pretest level.

The locator is not a stand-alone test.

Link to the College and Career Readiness Standards (CCRS):

<https://lincs.ed.gov/professional-development/resource-collections/profile-521>

Life & Work Reading 80 Series



Life and Work

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	37	38	60 min.
	86			
D	187 or 188	32		60 min.

- Aligned to the CASAS Competencies and CASAS Reading Standards.



16

Locators are available only in eTests. Based on the test taker's locator results, the computer immediately – and seamlessly – administers the appropriate pretest.

Appraisals are used when paper-testing to place learners into the correct pretest level.

The locator is not a stand-alone test.

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	38	49 min.
	982		
B	983	38	52 min.
	984		
C	985	38	51 min.
	986		

- 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.



17

Locators are available only in eTests. Based on the test taker's locator results, the computer immediately – and seamlessly – administers the appropriate pretest.

Appraisals are used when paper-testing to place learners into the correct pretest level.

The locator is not a stand-alone test.

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)


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The eTests interface is compatible with touch screens as well as mouse and keyboard.

CASAS recommends that every testing site have at least one computer with touchscreen capabilities. Touch screens enable test takers with minimum computer skills to easily take the test.

Duplication of CASAS Listening CDs is not allowed.

NOTE for former TABE testing sites: Scanners used with TABE 9/10 can be used to scan TOPSpro answer sheets into TOPSpro.

For information about scanners that are compatible with TOPSpro, go to:

[Home](#) > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > System

Requirements

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



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Intake

Locator - 15 minutes, eTests only
Appraisal - 30 minutes, paper

Pre- and post-tests

Adult Basic Education (ABE)

Reading GOALS (900 series) – 60 minutes for Level A; 75 minutes for Levels B, C, & D

Math GOALS (900 series) – 60 minutes for Level A/B; 75 minutes for Level C/D

English as a Second Language (ESL)

Life and Work Reading (80 series) – 60 minutes each

Life and Work Listening (980 series) – 49 minutes for Level A, 52 minutes for Level B, 51 minutes for Level C

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



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Accommodations for testing should be the same accommodations that are used during instruction.

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.



The CASAS Intake Process is recommended for accurate test results and placement.

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 ingles	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: Four years; 2007, etc.	¿Como? Last time.	I've been here since 1980.	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>	Si. Yes. Read . . . I'm 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. New work machine.	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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Refer to Activity Packet – page 2 - for full size chart **Oral Screening Questions and Scoring Rubric**

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.

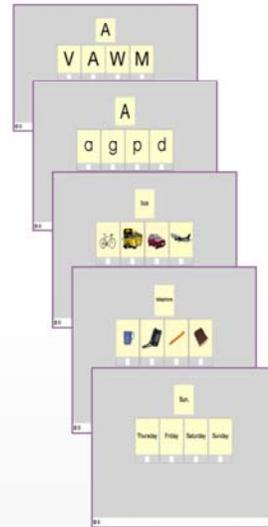


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Add sentences

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.



Refer to Activity Packet pages 3 -5 for Reading Screening.

Check state or local assessment policy to know what to do if a student gets a score below the accurate range score in the lowest form of a series.

Intake Screening Summary



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.



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Do not delete any records that are outside the accurate range.

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



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ABE = Adult Basic Education
ASE = Adult Secondary Education

Benefit – when a student takes the locator in eTests, the computer automatically moves them into the appropriate pre test. For the student this is one test event. This saves testing time for the student and test administrators.

Paper-delivery requires 1st an appraisal which is then scored – after which the appropriate pretest is administered.

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



33

ESL = English as a Second Language

Benefit – when a student takes the locator in eTests, the computer automatically moves them into the appropriate pretest. For the student this is just one testing event. It saves testing time for the student and test administrators.

Paper-delivered requires first an appraisal which is then scored – after which the appropriate pretest is administered.

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.



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Trainer can engage by asking participants “Why?” to most of these instructions so as not to assume participants know or understand the importance of each.

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.

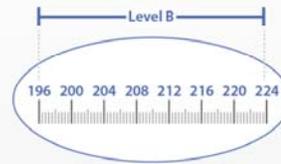


Locators and Appraisals & Pre- and Post-tests

- 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.



Colors for Levels

- Level A = Blue
- Level B = Green
- Level C = Brown
- Level D = Red

New Reading GOALS Series (Cont.)

Photo Prompts (Level A only)

Question 4



mat map may man

A B C D

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](#)

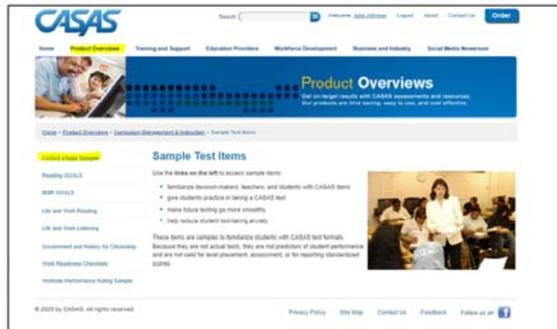
[Math GOALS](#)

[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>.



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If you get a message saying “Session Expired” when trying to access the CASAS eTests Sampler, CASAS Tech Support recommends clearing the internet cache.

Please see the CASAS video on how to clear the internet cache on your computer and at: <https://casasportal.org/eTests>.

If the issues persists after clearing the internet cache, please contact CASAS Technical Support at:

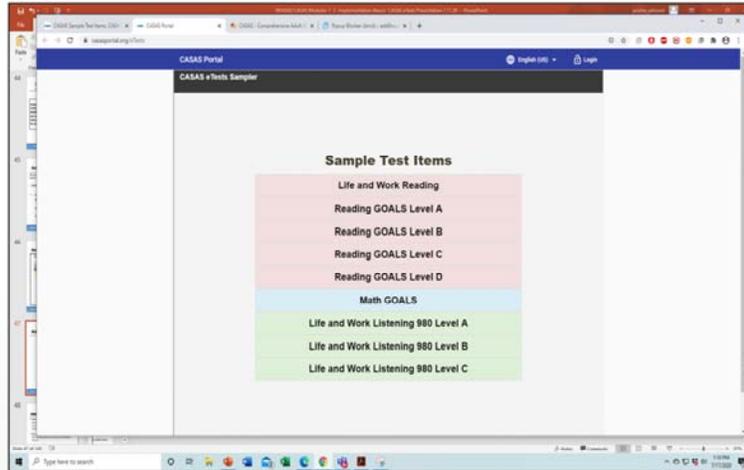
techsupport@casas.org

1-800-255-1036, select option 2

Monday – Friday

7 a.m. – 5 p.m. Pacific Time (PT)

Activity – CASAS eTests Sampler



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.



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CASAS eTests will automatically administer the correct “Next Assigned Test” based on the student’s score on the last test.

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.





NOTE: Module 2 - CASAS eTests Implementation, and Module 3 - Paper Test Implementation, go into greater detail on how to administer CASAS tests.

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●	

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Converting the Raw Score to scale scores

Remember, the raw score is the number correct on the test. But this is not the score you will use a “**scale score**”.

Convert the raw score to a scale score using a chart like this one.

NOTE – eTests automatically scores each test and calculates the raw and scale scores.

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	-
2	-
3	-
4	186
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◆
30	231◆
31	232◆
32	234◆

Inaccurate Scores

Scale Scores

Conservative Estimate Scale Scores

Pretests set the baseline scale score to be able to measure learning gains or growth at the time of the next test.

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)
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	



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There are unique Next Assigned Test (NAT) charts for each test form located in the Test Administration Manuals (TAMs).

Q #1 – they should take Level B, either Form 903R or 904R

Q #2 – they should take Level C, either Form 905R or 906R

eTests automatically scores each test and calculates the raw and scale score and automatically assigns the Next Assigned Test (NAT).

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		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.
210		
205		
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)

220	B	<p>High Intermediate ESL, can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understand</p> <p>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)</p>
215		<p>Low Intermediate ESL</p> <p>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.</p>
210		
205		
200		

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



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Relationship to NRS Educational Functioning Levels (EFLs) for ABE and ASE

Agency testing information can be reported to the federal government – US Dept. of Education, Office of Vocational, Adult, and Training Education (OCTAE) or to the US Department of Labor (DOL) via state offices. The US DOL is the agency that grants the WIOA Title I funding and OCTAE is the agency that grants the WIOA Title II funding to each state. States report how many students are placed at each level and how many students complete an EFL (Educational Functioning Level) in the National Reporting System (NRS). CASAS scale score ranges are aligned to the NRS EFLs.

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



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Relationship to NRS Educational Functioning Levels (EFLs) for Adult Basic Education (ABE) and Adult Secondary Education (ASE)

The new NRS EFLs for math still have 6 levels for ABE/ASE. These 6 levels now include **Middle Intermediate Basic Education** and only **Adult Secondary Education**, and not Adult Low and Adult High Secondary levels as before.

Agency testing information can be reported to the federal government – US Dept. of Education, Office of Vocational, Adult, and Training Education (OCTAE) or to the US Department of Labor (DOL) via state offices. The US DOL is the agency that grants the WIOA Title I funding and OCTAE is the agency that grants the WIOA Title II funding to each state. States report how many students are placed at each level and how many students complete an EFL (Educational Functioning Level) in the

National Reporting System (NRS). CASAS scale score ranges are aligned to the NRS EFLs.

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



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Relationship to NRS Educational Functioning Levels (EFLs) for English as a Second Language (ESL)

Agency testing information can be reported to the federal government – US Dept. of Education, Office of Vocational, Adult, and Training Education (OCTAE) or to the US Department of Labor (DOL) via state offices. The US DOL is the agency that grants the WIOA Title I funding and OCTAE is the agency that grants the WIOA Title II funding to each state. States report how many students are placed at each level and how many students complete an EFL (Educational Functioning Level) in the National Reporting System (NRS). CASAS scale score ranges are aligned to the NRS EFLs.

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



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GLE = Grade Level Equivalent. GLEs are important for WIOA Title I partners in order to determine who is “Basic Skills Deficient”.

Math GLE chart is on the CASAS web site at: <https://www.casas.org/product-overviews/assessments/math-goals>

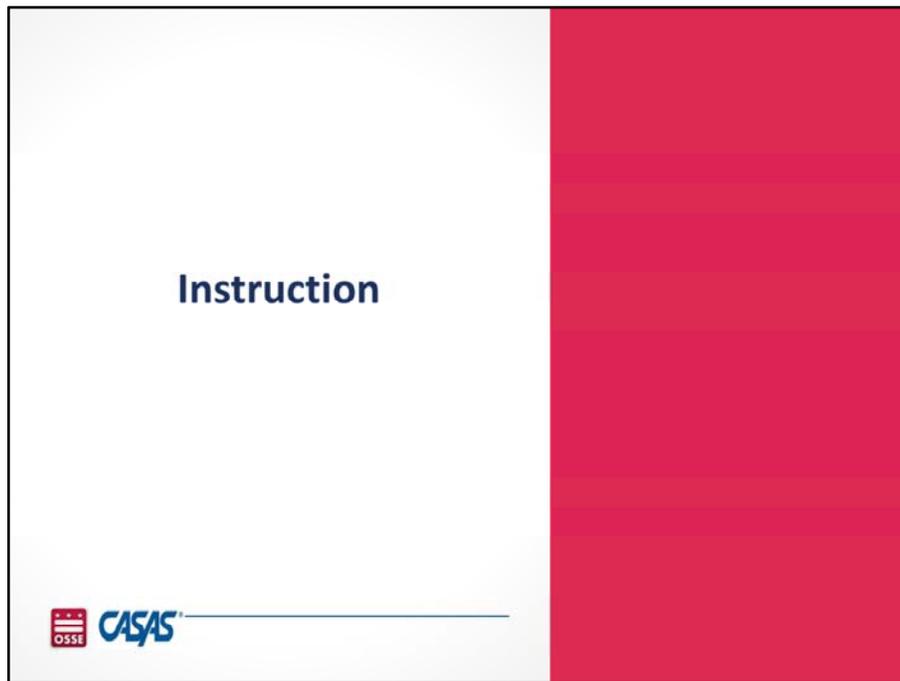
WIOA Section 3(5) defines a participant who is “basic skills deficient:”

(5) BASIC SKILLS DEFICIENT.—The term “basic skills deficient” means, with respect to an individual—

*(A) who is a youth, that the individual has English reading, writing, or computing skills at or **below the 8th grade level on a generally accepted standardized test;***

or

(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

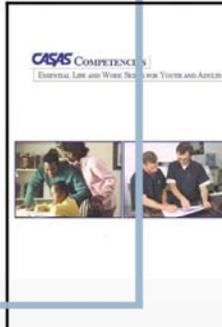


NOTE: Module 4 – Interpreting Test Results and Reports - goes into greater depth on the reports and resources available that link assessment results to instruction.

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.

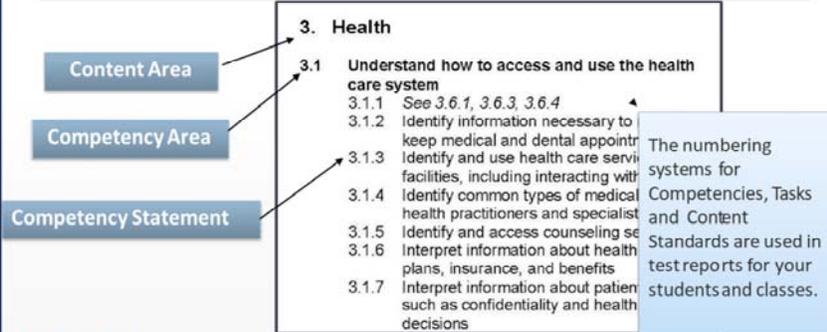
CASAS tests are aligned to these competencies.



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



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

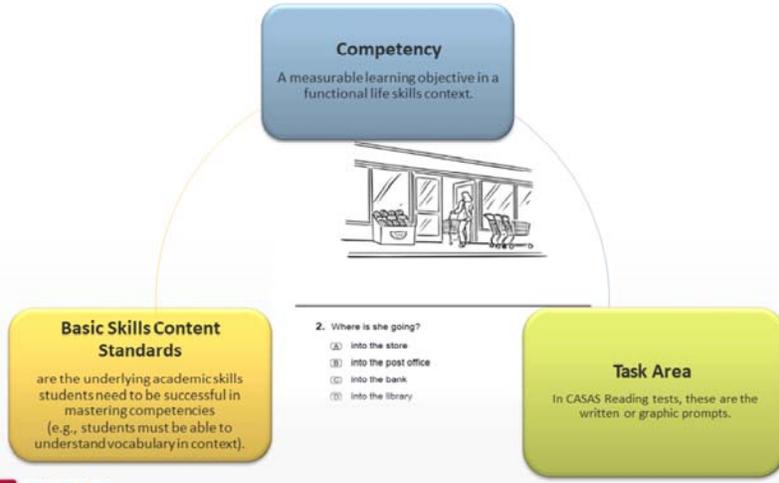
Listening Tasks

- 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



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.



CCRS = College and Career Readiness Standards for Adult Education (national)

Reading Comprehension Skills = DOK 1

Higher Order = DOK 2 & 3

DOK = Depth of Cognitive Demand

CCRS Reading Standards:

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

R.CCR.1: [Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.](#)

R.CCR.2: [Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.](#)

R.CCR.3: [Analyze how and why individuals, events, and ideas develop and interact over the course of a text.](#)

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

R.CCR.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

R.CCR.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

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.



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TOPSpro is the scoring and report generator software that supports the test administration function of eTests

NOTE for former TABE testing sites: Scanners used with TABE 9/10 can be used to scan TOPSpro answer sheets into TOPSpro.

For information about scanners that are compatible with TOPSpro, go to:

[Home](#) > [Product Overviews](#) > [Software](#) > [TOPSpro Enterprise](#) > System Requirements

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

TOPSpro
enterprise

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.

CASAS
OSSE

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Access TE: Reports > Test Results > Skills Profile > Individual Skills Profile

1. Use the **Navigator** to select a **Test** and generate the **PSR**.

This is a copy of the **Personal Score Report** that students see displayed on the testing station screen after ending a test. Information displayed to the student may be customized to remove the levels bar and skills description.

The report gives a summary of the student's results on a given form to provide them with immediate feedback after completing a test.

This is an optional report in eTests and if enabled, students may print the **PSR**.

Individual Skills Profile Basic

Erica Kim
ID#: 274564719

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

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

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

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

Math Competencies		N	Correct
Computation		35	48 %

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

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

Erica Kim has a likelihood of ... **to pass this GED 2014 subsection**

79 %	Reasoning Through Language Arts
More study needed	Mathematical Reasoning

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

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This is a good report for students and teachers. It includes a prediction of readiness to take and pass the GED.

Refer to page 7 in Activity Packet.

Study of the CASAS Relationship to GED® 2014 posted at www.CASAS.org. There are ongoing studies being conducted with HiSET and GED and the new CASAS GOALS reading and math series. Contact fieldtesting@casas.org if you'd like to participate.

Available in Basic and Enhanced TE Package

This is a fictitious student.

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
		2.5.4	4	Read, interpret, follow public signs, building directories
3	No	2.3.1		Interpret clock time
		4.8.4	3	Demonstrate ability to meet customer needs
4	No	7.2.4		Identify, make inferences: inductive, deductive reasoning
		2.3.2	2	Identify the months of the year and the days of the week
5	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.



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ANSWERS

- Who is the student? **Manuel Ortiz**
- What test did he take? **82RX**
- Raw Score? **12**
- Scale Score? **196**

Available in Basic & Enhanced TE Package

Class Performance by Competency Enhanced

TOPS^{pro}

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.

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Additional TE Reports can be generated.

Position = question #

Correct? = Percentage of students who answered this question correctly

Comp. No. = Competency # on which question was based

Task # = which format the question was asked in

Comp. Description = more detailed information about the comp. #

Available in Enhanced TE Package Only.

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



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Each building/site that offers CASAS testing should have CASAS Test Administration Manuals available for testers.

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



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- Instructional Materials Quick Search help program coordinators and instructors search and match their curriculum.
- Programs can use the CASAS Life and Work Test Series Competency Content
- Review points and benefits of Instructional Materials Quick Search Updated annually with new materials from publishers and software companies.

QuickSearch by Competencies



QuickSearch
Online Version BETA

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**

Selected Competencies

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

Match	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, That! Learning English through Pictures, Book One	LONGMAN ESL/PEARSON ADULT	A
1	Picture, That! Learning English through Pictures, Book Two	LONGMAN ESL/PEARSON ADULT	A
1	WORKnatters, Complete Work-to-School Curriculum	MCGRAW HILL/CONTEMPORARY	E



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- **Competency selected for this report: 4.1.2**
- This QuickSearch screen lists the results of a search by competency
- Multiple competency searches are possible.
- The books that address all or most of the competencies appear first; the books that a one of the selected competencies appear last.

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)



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Programs use this information – along with QuickSearch – while planning their curriculum to make sure they have instructional materials that covers content in the assessments.

Ask, “How soon do teachers receive testing reports from TOPSpro at your agency?”

Discuss. If teachers don’t get reports, why? Is it because teachers don’t ask for them? Do they know about reports?

Ideally, reports should be sent to teachers within a week of testing. Teachers can be given online access in TE to view only their class and student data and generate the reports they need.

This is covered in more detail in Module 4.

CASAS eTest Implementation

Module 2



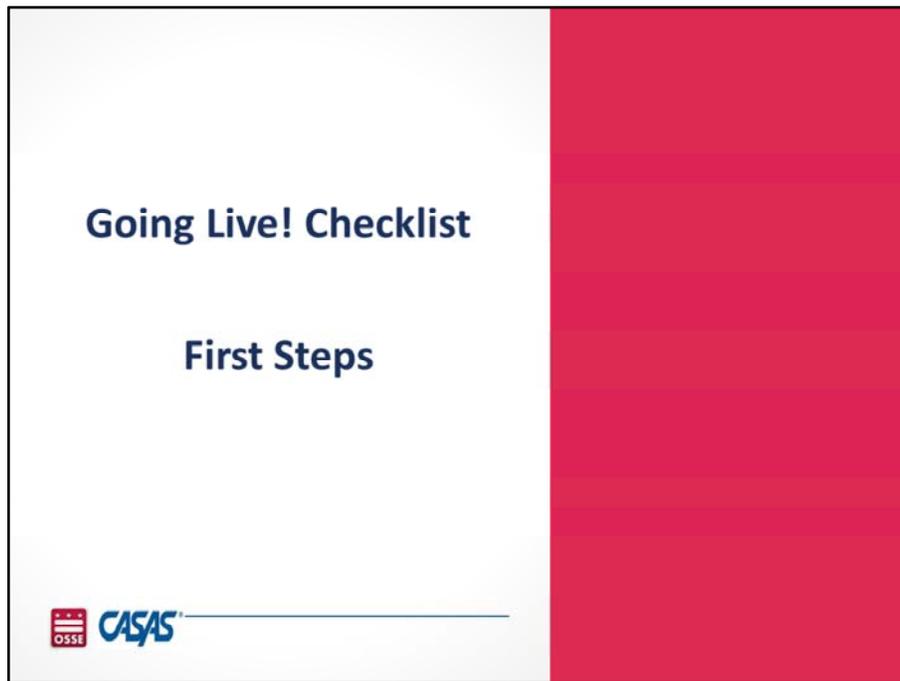
CASAS

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





The **CASAS eTests Implementation** process includes:

- initial prerequisites ***before access*** is granted to an account in the **CASAS Online System**, and
- remaining prerequisites ***after access*** to your online account to prepare for Going Live! with eTests Online.

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.



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Steps 1 – 4 are prerequisites that agencies complete **before access** is granted to an online account.

Steps 1 – 3 may be coordinated simultaneously. They are not sequential prerequisites.

Step 4 is what alerts CASAS that your agency is ready to access an online account and complete remaining prerequisites to Going Live! with eTests Online.

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.



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Steps 5 – 10 are remaining prerequisites necessary to complete **after access** to your online account and before Going Live! with eTests Online.

Step 6 applies if you have more than one site where you plan to use eTests.

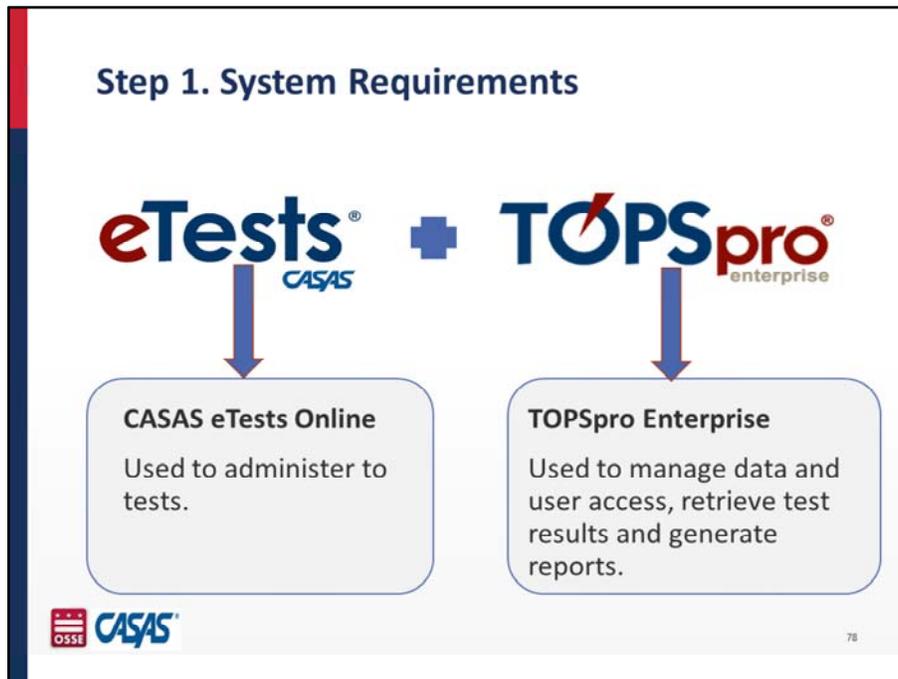
Step 7 is necessary to add certified eTests users who will assist with Step 8 and also participate in Steps 10 & 11.

Steps 6 & 7 combined give you the option of adding users at the site level otherwise, the recommendation is adding all users at the agency level for maximum flexibility with managing user access to TE and / or eTests.

Steps 8 & 9 may be completed in any order.

Step 10 is strongly recommended prior to going live in Step 11.

Step 12 applies any time after Going Live!



The **CASAS Online System** uses two applications sharing the same database.

You will be using both online applications.

1. **CASAS eTests Online** presents appropriate level tests to each learner automatically, with option to collect demographic data.
2. **TOPSpro Enterprise Online** scores eTests, records results, tracks progress, and reports outcomes for local, state, and federal accountability.

Step 1. System Requirements (Cont.)





<ul style="list-style-type: none"> • Desktop and laptop computers <ul style="list-style-type: none"> ▪ Require Windows 10 • Chromebooks <ul style="list-style-type: none"> ▪ Current Chrome OS version is recommended and eTests Online app • iPads <ul style="list-style-type: none"> ▪ iOS 11 or higher and eTests Online Guided Access app • Mac <ul style="list-style-type: none"> ▪ Desktop and laptop computers with Windows 10 using Boot Camp 	<ul style="list-style-type: none"> • Desktop and laptop computers <ul style="list-style-type: none"> ▪ Require Windows 10 • Mac <ul style="list-style-type: none"> ▪ Desktop and laptop computers with Windows 10 using Boot Camp • TE Client <ul style="list-style-type: none"> ▪ Installation required to validate login credentials and connect to your online account through a secure HTTPS connection
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For optimal performance, CASAS recommends having the most updated version of the Chrome operating system (OS) on the Chromebook when administering eTests. However, CASAS states that having the most recent version of the Chromebook operating system (OS) is not a requirement to administer eTests.

Requires a stable Internet connection.

TE is a cloud-based application that staff access through installation of the [TE Client](#).

If TE will be accessed on computers also registered for eTesting, TE Client must be installed.

If computers are only used for eTesting, TE Client is not required.

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



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The **CASAS Implementation Agreement** is for **New Agencies** and agencies transitioning from CASAS paper tests to CASAS eTests.

The agreement provides the information CASAS needs to set up your online account.

If ever there is a need to change the MPOC or DM at your agency, please submit a [TOPSpro Enterprise Online - Change Request](#).

The next slides will help your agency identify staff to fulfill responsibilities for these key roles:

1. Data Manager
2. eTests Coordinator
3. eTests Proctor

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



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The **CASAS Implementation Agreement** is for **New Agencies** and agencies transitioning from CASAS paper tests to CASAS eTests.

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1. Data Manager
2. eTests Coordinator
3. eTests Proctor

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



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The Data Manager –

- may grant any person **Access to TE Online** as appropriate without eTests certification, or any other required CASAS training.
- may *only* grant **Access to eTests Online** upon confirmation of eTests coordinator and / or proctor certification. Retain copies of certificates for your records.
 - eTests Coordinators – responsible for online testing management
 - eTests Proctors – responsible for administering online tests

*Data Exchange Options

- **Import** data to your online account from a 3rd-Party System or other external database for quick setup/ongoing data management
- **Export** student and test data from TE to a 3rd-

Party System or other external database for local, state, or federal accountability

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



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eTests Coordinators have 5 primary duties to fulfill.

- **1 – 3** must be completed prior to going live. These steps may be coordinated simultaneously.
- **4** is strongly recommended prior to going live to begin testing.
- **5** is an ongoing responsibility of an eTests Coordinator.

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



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eTests Proctors have 4 primary duties to fulfill.

- **1 – 4** must be completed every time a proctor administers tests.

Proctors will use the same testing sessions whenever testing is needed throughout the program year (July 1 – June 30).

Proctors must **START** testing sessions to administer tests.

Proctors must **always STOP** testing sessions when they are finished administering tests.

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.



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Please refer to the CASAS Catalog at: <https://www.casas.org/>

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 login interface. On the left is the CASAS logo. On the right is a login form with the following fields: 'Server' (a dropdown menu showing 'Global - https://etestsom...'), 'State/Agency/Site:', 'User:', and 'Password:'. Below the password field is a link that says 'Forgot your password?'. At the bottom of the form is a green 'Connect' button. A blue arrow points from the bottom left towards the 'Connect' button. The CASAS logo is also visible at the bottom left of the screenshot area.

Once TE is downloaded, select the correct server designated in the Access Credentials email.

Enter Agency ID, User Account (email address), and Password (first name, all lowercase).

The login into TE is the same as login into CASAS eTests.

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

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



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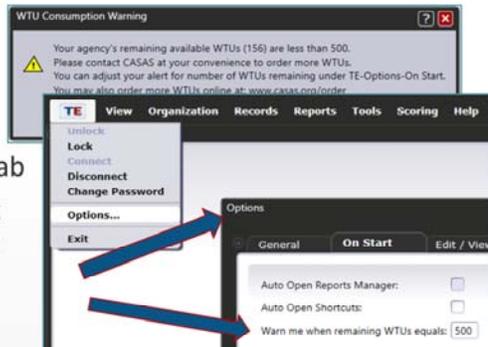
Your log in credentials are the same for both online applications because there is only one database.

You may change your password at any time from either TE or eTests.

Changing your password in one application affects your log in to the other application.

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

The screenshot displays the TE system interface. At the top, there is a navigation bar with 'TE', 'View', and 'Organization'. Below this, a dropdown menu is open under 'Organization', showing options: 'AEBG Consortia', 'Agencies', 'Sites', 'Classes', 'Users', 'Access Groups', and 'Authentication Settings'. The 'Sites' option is highlighted with a red box. Below the menu, a table titled 'Sites' is shown. The table has columns for 'Site ID', 'Is eTests Site', and 'Site Name'. The 'Is eTests Site' column is highlighted with a red box. The table contains the following data:

Site ID	Is eTests Site	Site Name
01	Yes	RHAS: North Campus
02	Yes	RHAS: South Campus
03	Yes	RHAS: East Campus
04	Yes	RHAS: West Campus
05		RHAS: Sunrise Center
07	Yes	RHAS: Central Library
11	Yes	RHAS: North City

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.

The screenshot shows a web form for adding a new site. The form is titled "New Site" and has a "Save" button. It contains several sections: "Site Information" with fields for Site ID (08) and Site Name (RHAS: Meadowbrook); "Select Container" with a dropdown menu showing "4908 - Rolling Hills Adult School (RHAS)"; and "Site Identification" with fields for Site ID (08), Site Name (RHAS: Meadowbrook), and Time Zone ((UTC-08:00) Pacific Time (US & Canada)). At the bottom, there is a checkbox labeled "eTests Site" which is checked. A blue arrow points from the text "eTests Site" in the list above to this checkbox.



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When setting up a new online account, CASAS adds one Site enabled for eTests.

The **Data Manager** adds additional Sites as needed and enables Sites that will use eTests.

If **eTests Site** is not checked, the Site will *not* be available in eTests.

A set of mobile devices (such as Chrome books) can be registered to a "Mobile Lab" at a given site.

If the mobile devices are used at multiple sites, they can be registered as a site that is named "Mobile Lab".

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.



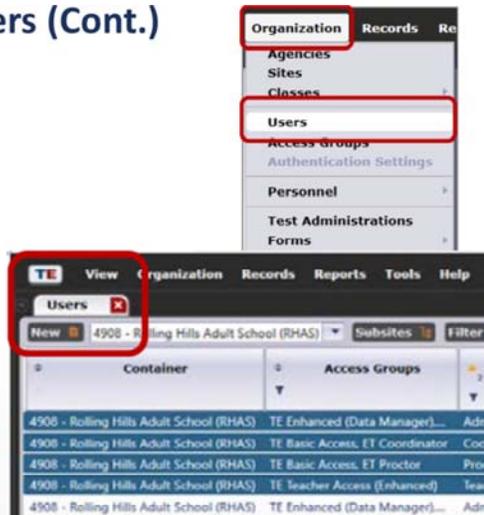
93

When setting up a new online account, CASAS adds one User account for the Data Manager who adds User accounts for other staff and grants access to TopsPro Enterprise and/or eTests, as appropriate.

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.



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CASAS recommends using TE Access groups to manage users at all sites.

TE Menu access may be restricted to specified menus.

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 Rights	TE Access Groups			
	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	**	**	**



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** eTests access enabled by DM if user completes eTests Certification.

TE Data access may be:

- Restricted to “Read Only” data access
 - List records only
 - List/View records only
- Granted data functions to:
 - Create (add) new records
 - Update records
 - Delete records

Users may be granted:

- Access to TE without access to eTests
- Access to eTests without access to TE
- Access to both TE and eTests

eTests Access Groups defined on the next slide

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*				✓



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The Data Manager is not required to enable both Coordinator and Proctor access to eTests if staff complete both certifications.

*CASAS Exception: *If* an agency only has one staff member using CASAS at a site and no other staff is available or certified to register testing stations, send an email to CASAS Tech Support and request assistance.

Step 9. Review Testing Sessions - Templates

	Template Name	Site	Number Of Sessions Using This Template
Edit	ABE/ASE	RHAS: 00 - Adult Education	6
Edit	ESL/ELL	RHAS: 00 - Adult Education	9
Edit	PRACTICE	RHAS: 00 - Adult Education	1
Edit	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.

OSSE CASAS 99

The initial set of testing session templates deliver tests from the following CASAS test series.

- ABE/ASE – [Reading GOALS](#) and [Math GOALS](#)
- ESL/ELL – [Beginning Literacy Reading](#), [Life and Work Reading](#), and [Life and Work Listening \(980 series\)](#)

You may customize templates or add additional sessions sharing the same template

CASAS Tech Support is also available to work with you to customize the default templates and sessions or help you set up new ones.

You may also request these additional templates with sessions

- **CIT** – [Beginning Literacy Reading](#), [Reading for Citizenship](#), [Life and Work Listening \(980 series\)](#), and [Government and History for Citizenship](#)
- **MULTI** – [Beginning Literacy Reading](#), [Life and Work Reading](#), [Life Skills Math](#), and [Life and Work Listening \(980 series\)](#)
- **WLS** – [Workplace Learning Systems](#) (reading and math)
- **WSCS** – [Workforce Skills Certification System](#)*

*Requires certification (complimentary), purchase of [Workforce Skills Package \(WSP\)](#) per student, and enhanced package to implement.

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 shows the 'Edit template details' interface. At the top, the 'Template name' is 'ABE/ASE'. Below that, the 'Site' is 'OSSE ID: Adult Education'. The 'Template configuration' section has tabs for 'Modalities', 'Options', 'Registration', 'Data', 'Layout', and 'Admin'. The 'Modalities' tab is active, showing two sections: 'Reading' and 'Math'. Each section has a checked checkbox, a 'Reading GOALS' or 'Math GOALS' dropdown menu, and a 'Locator/Appraisal' dropdown menu with a default value of '104R' or '104M'.



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Template Name – Identifies settings for assessing learners in an instructional program.

Modalities – Settings specify *what tests to deliver* in a session.

- Reading, math, listening, citizenship, problem solving, and critical thinking
- Locators and appraisals
- Fixed forms and computer-adaptive tests (reading and math only)

Options – Settings specify *how to deliver tests* in a session.

- Test timers
- Practice

Registration – Settings identify *who to test* in a session.

Data – Settings specify *the information to collect* in a session.

Layout – Settings specify *screen displays during and after the test*.

Admin – Settings define *session management*.

Step 9. Review Testing Sessions – ABE/ASE

The screenshot displays the 'eTests Online - Rolling Hills Adult School (RHAS)' interface. The main heading is 'Testing Sessions'. A sidebar on the left contains navigation options: 'Testing Sessions', 'Testing Session Templates', 'Test Results', 'Students', 'Testing Stations', and 'Change Password'. The main content area features a 'Filter by: Status' dropdown and a table with columns for 'Site', 'Lab Name', 'Template Name', and 'Session Name'. The table lists several testing sessions, all with 'ABE/ASE' as the Lab Name. The OSSE CASAS logo is visible in the bottom left corner, and the number '101' is in the bottom right corner.

Site	Lab Name	Template Name	Session Name
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	

Sets of testing sessions are required per lab for proctors to manage and administer tests.

One certified proctor per 20-25 students is required per lab.

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.



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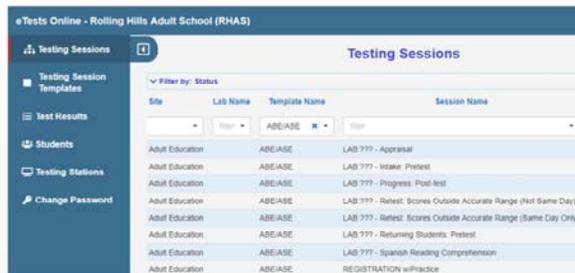
Do not delete any records that are outside the accurate range.

eTests automatically knows to administer the next assigned test.

Re-testing requires the use of an additional WTU or TEU.

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.



Site	Lab Name	Template Name	Session Name
Adult Education	ABE/ASE	LAB 777 - Appraisal	
Adult Education	ABE/ASE	LAB 777 - Intake: Pretest	
Adult Education	ABE/ASE	LAB 777 - Progress: Post-test	
Adult Education	ABE/ASE	LAB 777 - Retest: Scores Outside Accurate Range (Not Same Day)	
Adult Education	ABE/ASE	LAB 777 - Retest: Scores Outside Accurate Range (Same Day Only)	
Adult Education	ABE/ASE	LAB 777 - Returning Students: Pretest	
Adult Education	ABE/ASE	LAB 777 - 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.

	Site	Lab Name	Template Name	Session Name
<input checked="" type="checkbox"/> Save Table Filters	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	None
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Appraisal
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Intake: Pretest - Beginning Literacy Reading
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Intake: Pretest - Level A
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Intake: Pretest - w/Locator
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Progress: Pre-test
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Retest: Scores Outside Accurate Range (Not Same Day)
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Retest: Scores Outside Accurate Range (Same Day Only)
Start	RHAS - 00 - Adult Education	Assessment Center	ESL/ELL	LAB AC - Returning Students: Pretest

Proctors may filter the list of testing sessions and check **Save Table Filters** to retain the display for managing sessions while administering tests.

Proctors may use any testing station in a lab to deliver tests from any of these sessions.

Testing stations will deliver tests according to the testing session purpose stated in the session name.

Intake/Pretest: allow adding new student records to your online account at time of testing following the recommended intake process

Progress/Post-test: disallow new student records to avoid duplications; administer the next-assigned test (NAT) automatically when the student enters the same ID recorded in your online account

Retest (same day or other day): retest students with the next-assigned test (NAT)

automatically when a test score is –

- * Below accurate range – retesting required
- ◆ Conservative estimate – retesting required for pretests and recommended for progress/post-tests before next term

Returning Students: re-administer the Locator (or Appraisal) to present an appropriate level test at time of return when previous results are too old

Registration: add new student records to your online account and collect demographic information without testing

Practice: introduce students to the test interface and sample test items

After testing stations are registered in a lab, the eTests Coordinator assigns a set of sessions to the lab

Note! Sets of testing sessions are required per lab for proctors to manage and administer tests.

One certified proctor per 20-25 students is required per lab.

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.



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You may also send an email to golive@casas.org and request a WTU credit for staff training.

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



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The Data Manager will continue steps to manage data and user access as needed.

“Set it and forget it!”

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.



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Student test results are automatically populated in TopsPro Enterprise (TE).

Retrieving test results in **TOPSpro** offers greater flexibility for filtering, sorting, listing and viewing records, generating reports, and exporting results to multiple file types, including 3rd-Party exports to an external database.

Retrieving test results **from eTests** is limited to listing records that may be filtered, sorted, and exported to *.csv file. There are no editing and reporting capabilities in eTests.

**CASAS
eTest
Administration**



CASAS

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.



CASAS tests are standardized, government-approved assessments with strict testing policies.

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.

About guessing, tell students that if they guess, they might be placed in a class that is too hard for them.

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.

Some students may finish before time is up.

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

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.



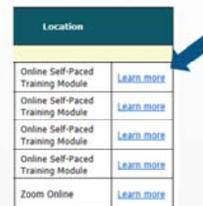
- Once you're logged in, click on the Training Registration button.



- 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



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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!



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Option: Model going to the website so participants see the Training landing page.

Remind all attendees to set up their account on the CASAS website – which can be done on any device. It's key they choose their agency in the drop-down menu when asked for .

Go to <http://training.casas.org>

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'**



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

When you click “Get your certificate”...



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



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Participants can download the certificate immediately. Remind participants they should also get an email with the certification, and they should check their spam folder if for some reason they do not receive the auto-generated email.

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

CASAS eTest Coordinator and Proctor Certification – Online Training

The screenshot shows the CASAS website home page. At the top, there is a navigation menu with links for Home, Product Overview, Training and Support, Education Providers, Workforce Development, Business and Industry, and Social Media Resources. Below the navigation is a large blue banner with the text "Training & Support" and a sub-headline "Think of us as your adult assessment partner. We're involved in your success and are with you every step of the way." To the right of the banner is a photo of a woman pointing at a whiteboard. Below the banner are three main content areas: "Welcome to CASAS" with a list of buttons including "ONLINE TRAINING" (highlighted in yellow), "Voices from the Field" with video thumbnails, and "What's New" with a "Remote Testing" link. At the bottom left is the CASAS logo and at the bottom right is the number 125.

Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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

CASAS
Online Training
 The online resources to support training.

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

<p>If you administer CASAS eTests</p> <p>Module 1 and 2 (required) Module 4 (recommended)</p>	<p>If you administer CASAS Paper Tests</p> <p>Module 1 and 2 (required) Module 3 (recommended)</p>	<p>If you administer CASAS eTests & Paper Tests</p> <p>Module 1, 2 and 3 (required) Module 4 (recommended)</p>	<p>If you are an Instructor, a Coordinator, a Career Coach...</p> <p>Module 1 (recommended) Module 4 (recommended)</p>
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Just getting started with CASAS eTests?
 • See the Getting Started Checklist for more information.

Not getting started with Paper Testing?
 • See the Getting Started Checklist for more information.

Need technical assistance? Contact CASAS Tech Support

- Available: 9:00 am – 5:00 pm (Pacific), M – F
- Email: TechSupport@casas.org (15 best answer members of the team to ensure you receive a timely response)
- Phone: Tech resources are also available at 1-800-202-2900 or 1-800-202-1010, option 2.

Modules

- CASAS eTests Implementation
 - Module 1: CASAS Implementation Basics
 - Module 2: CASAS eTests Implementation
 - CASAS eTests System Operations
 - CASAS eTests Coordinator Certification
 - CASAS eTests Proctor Certification



Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

Steps to Complete to Obtain Your CASAS eTest Coordinator Certification

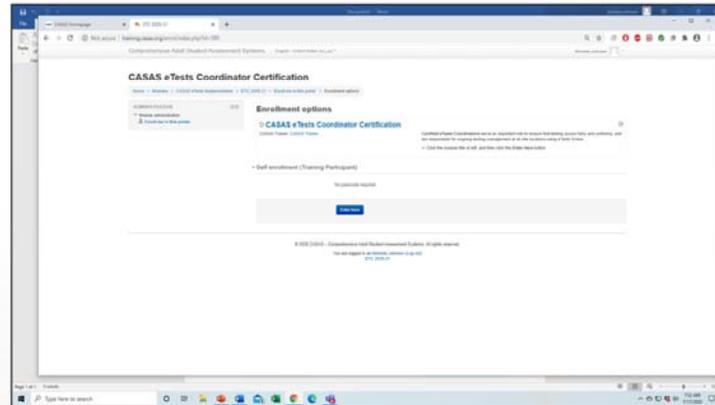
- 1) Go to www.casas.org
- 2) Click: **Online Training**
- 3) Click: **CASAS eTests Coordinator Certification** – Review and complete each module. Use the gray shaded arrows located at the right side of the screen (top or bottom) to progress to the next page/module. Make sure all the modules have a check 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.**



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

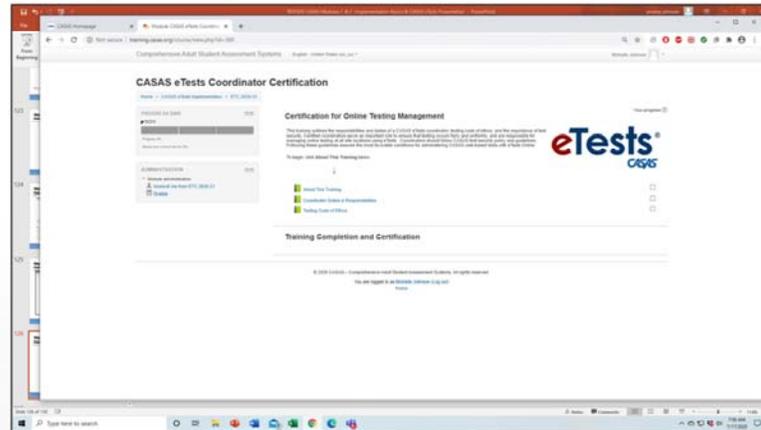
CASAS eTest Coordinator Certification Online Training – Enter Passcode to Begin Module



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

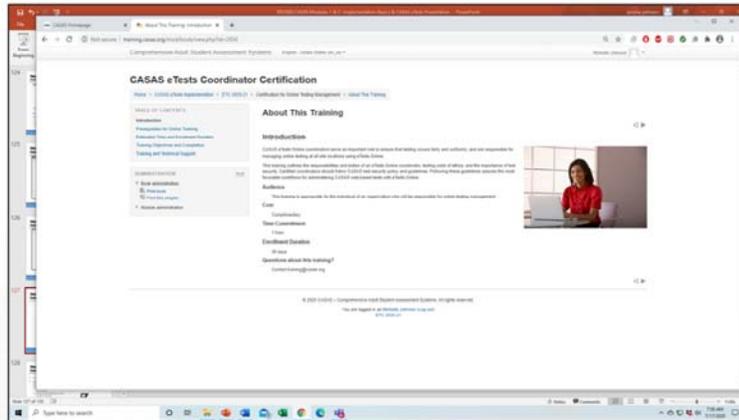
CASAS eTest Coordinator Certification Online Training – Complete “Certification for Online Testing Management” Module



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

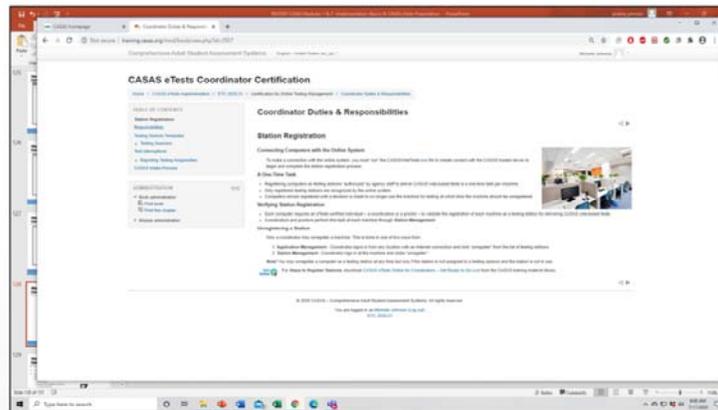
CASAS eTest Coordinator Certification Online Training – Complete “About This Training” Module



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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!



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

Steps to Complete to Obtain Your CASAS eTest Proctor Certification

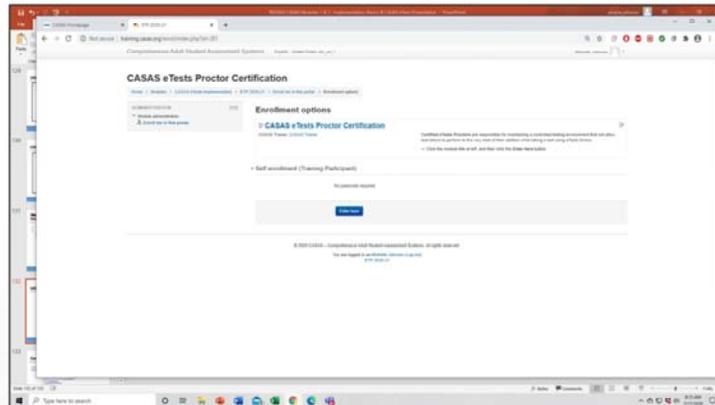
- 1) Go to www.casas.org
 - 2) Click: **Online Training**
 - 3) Click: **CASAS eTests Proctor Certification** – Review and complete each module. Use the gray shaded arrows located at the right side of the screen (top or bottom) to progress to the next page/module. Make sure all the modules have a check 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.**



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

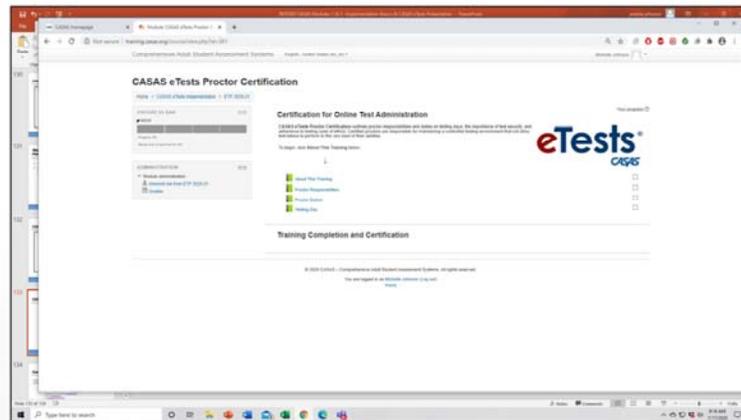
CASAS eTest Proctor Certification Online Training – Enter Passcode to Begin Module



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

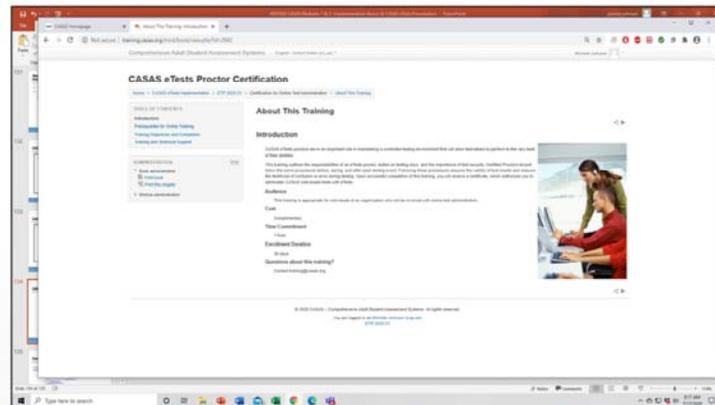
CASAS eTests Proctor Certification Online Training – Complete “Certification for Online Test Administration” Module



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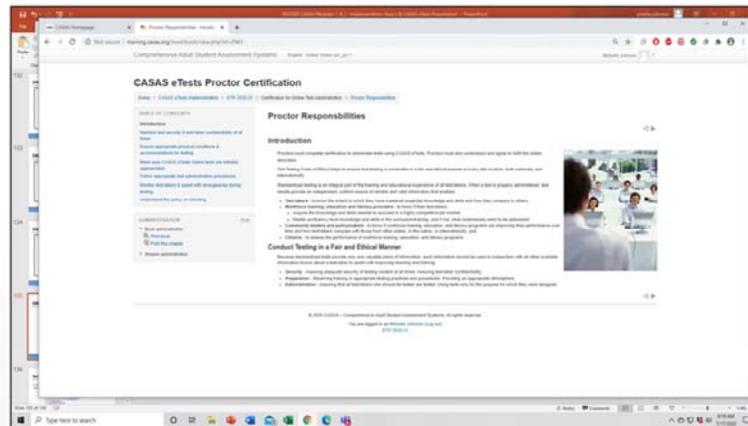
Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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



Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

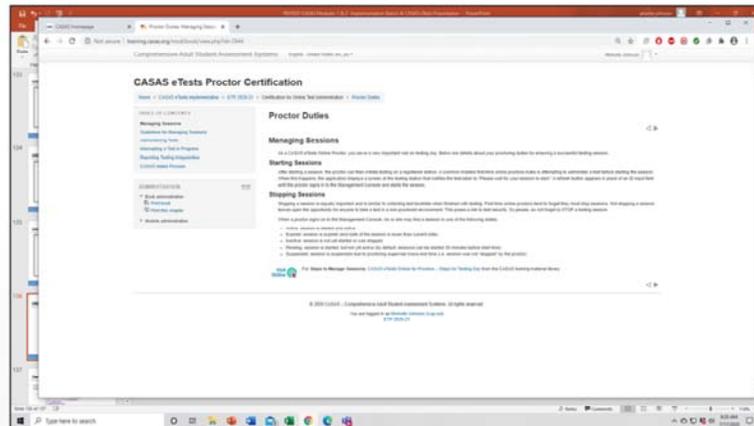
CASAS eTest Proctor Certification Online Training – Proctor Responsibilities (Complete Module)



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

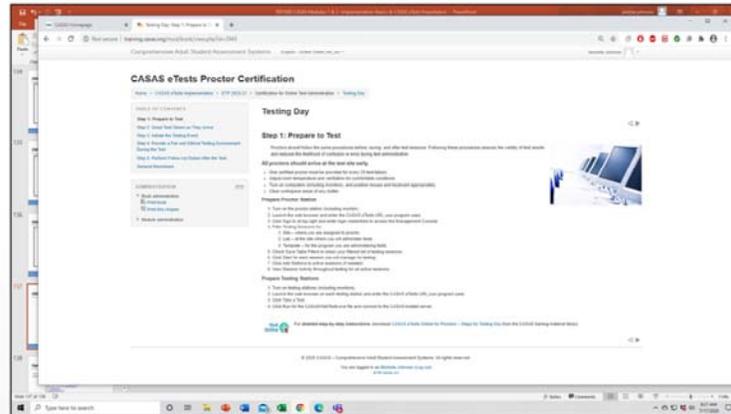
CASAS eTest Proctor Certification Online Training – Complete “Proctor Duties” Module)



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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



Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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!



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Walk training participants through the process. On step 8: “Get your certificate”, advance to the next slide.

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?



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Activity:

Partners discuss questions.

After a few minutes, ask for a few ideas to be shared with larger group.

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



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If participants have any problems with certification, contact training@casas.org.

For all other CASAS Tech Support needs, please contact CASAS at:

CASAS Tech Support:

Email: techsupport@casas.org

Phone: 1-800-255-1036, select option 2

CASAS Tech Support is open:

Monday through Friday

7 a.m. – 5 p.m. Pacific Time (PT)