CASAS FOR TEACHERS

M-DCPS
Adult ESOL Program

IT’S DATA!
Instruct, Transition, Support
“You must welcome tests because it gives you confidence and it ensures promotion”

-Sri Sathya Sai
Objective

To provide information, instruction and guidelines to help adult ESOL teachers maximize instruction based on the information provided through CASAS tests and reports.*

Content

• CASAS Key Components
  - Curriculum
  - Assessment
  - Instruction
  - Accountability

• CASAS Task Areas

• Learn the Different CASAS Test Forms and Levels

• Practice the Reading and Listening Test Items

• How to Use TOPSpro Reports for Target Instruction

* CASAS 2008 Handbook for ESL Teachers
Before we start...

Why and how do you assess your students?

What are some benefits of assessment?

Who is the Test Chair at your school?
What is CASAS?

The Comprehensive Adult Student Assessment System (CASAS) is the Florida Department of Education approved standardized test for the Miami-Dade County Public Schools (M-DCPS) Adult ESOL Program. CASAS is considered an assessment system not just a test, it includes performance-based assessment instruments to measure life and work skills.

How is CASAS assessment done?

When a student registers, a pre-test is administered to evaluate the language proficiency level of the student. Students are placed according to their test results. The student is post-tested after the recommended hours of instruction to measure learning gains. The trained personnel from the testing department administers the CASAS tests.

The tests are safeguarded and protected to ensure the validity and reliability of the test. All testing material, including electronic tests should be secured and accounted for.

The students are tested in reading and listening skills. The correct answers (raw scores) on the tests are converted to a scaled score, which serves as a performance level indicator. The students progression is based on their test scores.
Four key Components

- CASAS Competencies and Content Standards
- Reading and Listening Tests
- TOPSpro Diagnostic Reports and Quick Search
- TOPSpro Reports
The CASAS competencies create the foundation for the CASAS Curriculum. The Florida ESOL Standards come from the CASAS competencies, and it is the curriculum for all adult ESOL classes. They are based on life skills contexts, and are presented in the CASAS Tests through a variety of prompts or tasks areas.

What is a competency?
A competency is a measurable learning objective in a functional life skills context. The Florida ESOL Standards are aligned to the CASAS test items.

3. EMPLOYMENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.03.01</td>
<td>Recognize entry-level jobs and workplaces of various occupations</td>
<td></td>
</tr>
<tr>
<td>2.03.01</td>
<td>Interpret job application</td>
<td></td>
</tr>
<tr>
<td>3.03.01</td>
<td>Recognize common skills, responsibilities and/or duties of entry-level jobs.</td>
<td></td>
</tr>
<tr>
<td>4.03.01</td>
<td>Respond appropriately to job ads</td>
<td></td>
</tr>
<tr>
<td>5.03.01</td>
<td>Create a job-wanted ad.</td>
<td></td>
</tr>
<tr>
<td>6.03.01</td>
<td>Compare/contrast job opportunities available in the community.</td>
<td></td>
</tr>
</tbody>
</table>
What are Task Areas?

Task Areas are the written or graphic prompts in CASAS tests. They are vital to student instruction, as students must not only be able to read a sentence, but must be able to understand vocabulary in the context of advertisements, newspaper clips, utility bills or recipes. Teachers need to be familiar with the task areas and the TOPSpro reports so that they can target instruction.

**• Reading Task Areas**

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

**• Listening Task Areas**

1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt
Tie It Together...

What are the four key components of CASAS?

Look at the Florida ESOL Standard (Appendix A):
4.02.04 Interpret civic responsibilities for voting, jury duty, and taxes.

What is the Level?
What is the Standard?
What is the Benchmark?

Look at the TOPSpro sample report (Appendix B).

What is the Task Area # 4 for Reading?
What is the Task Area # 3 for Listening?

Describe Reading Task Area #3:
What is CASAS testing and what is my responsibility?

After students are registered, students are given a test to determine their English language skill and literacy level, based on the lowest of the two scores, students are placed accordingly:

**Adult ESOL Program and CASAS Assessment Matrix**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ENTRY-PROGRESSION-EXIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>≤ 180</td>
</tr>
<tr>
<td>Low Beginning</td>
<td>181-190</td>
</tr>
<tr>
<td>High Beginning</td>
<td>191-200</td>
</tr>
<tr>
<td>Low Intermediate</td>
<td>201-210</td>
</tr>
<tr>
<td>High Intermediate</td>
<td>211-220</td>
</tr>
<tr>
<td>Advanced</td>
<td>221-235</td>
</tr>
</tbody>
</table>

No entity (individual, school, or program) may use or copy displays, questions, or answers that appear on any CASAS test to create materials to teach or to prepare students to answer CASAS test items.
There are four levels for reading test forms:

A Level

The student reads a simple note, and selects the answer A, B, C, or D to a simple question such as “Who is coming?”

B Level

The student reads the message and selects the answer to a questions, such as “When does the caller want to meet?”

C Level

The question may require some critical thinking, such as “What should be done with this message?”. 

<table>
<thead>
<tr>
<th>Test Level</th>
<th>Life &amp; Work Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>81R, 82R</td>
</tr>
<tr>
<td>AX</td>
<td>81RX, 82RX</td>
</tr>
<tr>
<td>B</td>
<td>83R, 84R</td>
</tr>
<tr>
<td>C</td>
<td>185R, 186 R</td>
</tr>
</tbody>
</table>
LISTENING TEST FORMS

√ Test items are **multiple choice**
√ No reading or writing (beyond marking answer sheet)
√ Each test has **three parts** and **three different item types**
√ Items may or may not be said twice
  - **Level A** – all three items types are repeated
  - **Level B** - two item types are repeated
  - **Level C** – all items are presented only once

<table>
<thead>
<tr>
<th>LISTENING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Level</strong></td>
<td><strong>Life &amp;Work Series</strong></td>
</tr>
<tr>
<td>A</td>
<td>81L, 82L</td>
</tr>
<tr>
<td>B</td>
<td>83L, 84L</td>
</tr>
<tr>
<td>C</td>
<td>85L, 86L</td>
</tr>
</tbody>
</table>
## CASAS Listening - Item prompts

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Level A Forms 81L, 82L</th>
<th>Level B Forms 83L, 84L</th>
<th>Level C Forms 85L, 86L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Items</td>
<td>Repeat</td>
<td>No. of Items</td>
</tr>
<tr>
<td>Picture Prompt</td>
<td>10</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Comprehension question</td>
<td>9</td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td>Predict next line</td>
<td>11</td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td>Identify true statement</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total items on test</td>
<td>30</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Test forms and results are available in the TOPSpro Student Performance by Test Item Report (Appendix C).
If a student scores 182 in listening and 191 in listening, what level should this student be placed?

Why is it important for a teacher to know the last (pre-test) and next (post-test) test form of a student?

Where is this information available?

What test forms are available in Listening Level A?

What test forms are available in Reading Level B?
Sample Test Items

Download the sample test items from the CASAS website at www.casas.org/ProductsandServices/TestSupportMaterials/SampleTestItems

Take the Reading sample test items and write your answers below:

<table>
<thead>
<tr>
<th>Level A</th>
<th>Answer</th>
<th>Task Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level B</th>
<th>Answer</th>
<th>Task Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level C</th>
<th>Answer</th>
<th>Task Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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<td>5.</td>
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</tbody>
</table>
Instruction is a time for ongoing, informal assessment, and it should be guided by pre-test results. This is why it is important for teachers to be familiar with the TOPSpro reports. You will learn more about the TOPSpro reports in the next section.

CASAS provides the **Skill Level Descriptors for ESL** students to assist teachers identify the skills a student should be learning at that level (*see Handout 1*).

<table>
<thead>
<tr>
<th>Intermediate Basic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 from 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning Basic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
CASAS QuickSearch Online

The CASAS Instructional Materials *QuickSearch Online* is a user-friendly database that includes more than 2,300 commercially available print, audio, visual and computer-based instructional materials.

Below is a sample of the *QuickSearch* page.
What are Content Standards?

CASAS Basic Skills Content Standards are the underlying skills of the CASAS Competencies. Understanding the Content Standards will help teachers provide students the literacy skill foundation needed to master the competencies.

CASAS Content Standards are categorized by a letter and numbering system. The letter designates the skill area for reading and listening.

**Reading Content Standards Categories**
- 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

Similarly, six categories for **Listening Content Standards** include:
- L1 Phonology
- L2 Vocabulary
- L3 Grammar
- L4 General Discourse
- L5 Informational Discourse
- L6 Strategies and Critical Thinking

The Basic Skills Content Standards by Test Item Correlations provide information about the basic skills content standards contained in each test form.
Tie It Together...

Take a few minutes to work with a partner to review the content standards.

Look at the Basic Skills Content Standards (Appendix C) Under R2.6 Vocabulary, what is the competency? What is the FL ESOL Standards correlation?

Access QuickSearch and find video materials for your level.
Just a few questions...

Are you familiar with the TOPSpro reports?

If you are, how do you use the TOPSpro reports in your classroom?
TOPSpro is a software system that tracks student assessment and learner results and provides tools to communicate program effectiveness to adult education and training programs. TOPSpro also provides powerful accountability information for students and teachers.

- Compiles and scores student assessment results
- Provides multiple reports analyzing student test results
- Provides useful reports for
  - Students
  - Teachers
  - Administrators

**Reports**

- Class Performance by Competency
- Student Performance by Test Item
- Suggested Next Test Level Detail
- Class Roster
TOPSpro in the Classroom

• Objectives:
  - How to use TOPSpro reports effectively in the classroom
  - Identify Task Areas in TOPspro results
  - How to use TOPSpro reports to plan and differentiate instruction to meet individual students’ needs
TOPSpro Reports for Teachers

- Student Performance by Test Item Competency
- Class Performance by Competency

See Appendix D
Task Areas

• Test items are presented in a variety of task areas, or display formats.

• Task areas help identify important skills that need to be addressed during instruction.
  
  – *For example: a student may comprehend the language on a test item but not understand the item display, such as a bar chart, graph, or pie chart.*

• Task areas are listed on the TOPSpro Reports.
TOPSpro Task Areas

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

• Listening Task Areas
  1. Picture prompt
  2. Comprehension question
  3. Predict next line of dialogue
  4. Identify true statement based on prompt
Tie It Together...

Group Activity

A. Look at the Student Performance by Test Item (Appendix D) and select 2 from reading and 2 from listening (lowest).

B. Correlate the CASAS Competencies to a Florida ESOL Standard:

<table>
<thead>
<tr>
<th>Test Item</th>
<th>CASAS Competency</th>
<th>FL ESOL Standard</th>
<th>TASK Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
What is CASAS Testing and What is My Responsibility?
Teachers need to follow the curriculum, the Florida ESOL Standards and based instruction on life and work skills. Students need to be post-tested in both reading and listening skills after approximately 70 hours of instruction.

Formative assessment is required weekly to monitor students before the post-test.

The Purpose of Assessment
The purpose of assessment is to determine the student’s performance level and identify instructional gaps.

The post-test measures what the student knows after completing the required number of hours of instruction. Testing students with standardized tests helps in correct placement of class, measures learning gains from one test to the next, and provides information regarding the strengths and weaknesses to be addressed.

M-DCPS uses the Life and Work Series for testing reading and listening.

* CASAS 2008 Handbook for ESL Teachers
# Test Forms Chart-Life and Work Series

## Reading Table

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>81R, 82R</td>
</tr>
<tr>
<td>AX</td>
<td>81Rx, 82RX</td>
</tr>
<tr>
<td>B</td>
<td>83R, 84R</td>
</tr>
<tr>
<td>C</td>
<td>85R, 86R, 185R, 186R</td>
</tr>
<tr>
<td>D</td>
<td>187R, 188R</td>
</tr>
</tbody>
</table>

## Listening Table

<table>
<thead>
<tr>
<th>Level</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>81L, 82L</td>
</tr>
<tr>
<td>B</td>
<td>83L, 84L</td>
</tr>
<tr>
<td>C</td>
<td>85L, 86L</td>
</tr>
</tbody>
</table>
CASAS Test Preparation

Use diagnostic information from the test results (TOPSpro)
Familiarize students with the CASAS test format
Practice taking the CASAS practice tests at casas.org
Practice test taking skills and ease test-taking anxiety
Practice marking the answer sheet if students are taking pencil and paper test

Students at most M-DCPS adult centers take the e-Tests, the electronic test.

* CASAS 2008 Handbook for ESL Teachers
Tie It Together...

A. Which skills are tested at post-test?

B. After how many hours of instruction are students post-tested?

C. What are the teacher’s responsibility in CASAS testing?

D. What can a teacher do to prepare a student for the CASAS test?
Reflection...

Write two things you’ve learned from this handbook:

Write two things you want to learn more about:
If you have any questions, please contact:

M-DCPS Adult ESOL Program

305. 579.0340

adultesolprogram@dadeschools.net