

CASAS Time Frame

Adult Education Instructor

All new adult learning instructors must complete the CASAS (Comprehensive Adult Student Assessment System) Implementation Online Training Module before administering the CASAS assessments to students. It is not necessary to take this training annually, but it may be retaken if the teacher believes a refresher would be beneficial. As a rule, students will not write their answers in the CASAS test booklets. Provide the given CASAS assessment answer sheets for students to use during the test.

Assessment

First day of enrollment. Explain the purposes of the CASAS assessment and reasons for administering the assessment to all adult participants (e.g., support student goal setting, inform students of their academic baseline and progress, demonstrate student gains, guide instruction, show program effectiveness).

The third-fourth day of attendance. Administer CASAS Appraisal Form 130. All students take the CASAS Appraisal to determine the correct level of pretest to administer. Allow 25 minutes to complete the reading section and 25 minutes to complete the math section, for a total of 50 minutes. Refer to the Suggested Next Test ECS Appraisal Table in the ECS Test Administrators' Manual to determine the correct level pretest to administer in reading and math. It is possible that a student will score in the invalid range on the Appraisal 130. If the score is below the lowest accurate score on the Suggested Next Test-ECS Appraisal, then the score is invalid and then Form 27 should be administered. Likewise, if the score is higher than the highest accurate score on the Suggested Next Test-ECS Appraisal, then the score is invalid and the CASAS is not the appropriate assessment system for this student.

Using the appraisal test. The appraisal form 130 is only administered one time to each student, not yearly. Returning students should be given the appropriate level test based on their scores from the end of the previous year. Use the Suggested Next Test Employability Math and Reading Table in the ECS Test Administrators' Manual for guidance.

Test students after six hours of adult ed. For parents attending part-time, begin the CASAS assessments after they have had at least six hours of adult education assistance. Follow the same timeline for completing the pretest and posttest as outlined for parents attending full-time. Flex-time parents who request adult education assistance should take the CASAS Appraisal Form 130 after the first six hours of academic support. Follow the same timeline as for the students attending full-time.

Accommodating adult education students. If the adult student has a documented learning disability or great difficulty in independently completing enrollment forms, allow additional time for testing. If the adult student has little, limited or no formal education, Form 27 or 28 may be administered. These students do not take the Appraisal Form 130 prior to taking the Form 27 or 28. Form 27 and 28 are different from other CASAS assessment tools in that the adult learner writes the answers in the test booklet and not on a separate answer sheet.

Administer the appropriate Reading and Math level pretest. Administer the level test, immediately after the appraisal. It is suggested that odd number tests be used for pretests and even number tests be used for the first posttest. Pretests and posttests are not timed; however, one hour should prove sufficient for each test. If an adult student has not finished the test within an hour, ask her/him to finish the current question and turn in the reading test. Students may become frustrated and the assessment experience may become a negative one if they continue past one hour. Administer the correct Math level pretest. Once again, the test is not timed but one hour should be sufficient.

Assessment results

Scoring the test. Tally the number of correct answers. Find the scale score based on the raw score in the Administration Manual. Write the scale score and raw score on the appropriate lines. Update the label in the student folder after each test has been administered.

Check for valid test scores by referring to the Score Conversion Chart-Employability Reading and Math in the ECS Test Administrators' Manual. If the score is lower than the lowest accurate score for that level test, then administer the next lower level test. If the score is higher than the highest accurate score for that level test, then administer the next higher-level test. If a student took the highest-level test (D level) and scored higher than the highest accurate score, CASAS is not the appropriate assessment system for this student. This test score should still be reported in end-of-year Adult Achievement Roster. It is not uncommon for a student to top out on either the reading or math test, but still have an accurate score in the other area.

Student Profile by Competency. The adult education instructor completes a Student Performance by Competency sheet for each student in reading and in math. Profile Sheet for each student in reading and math. Class Profiles by Competency are then compiled based on the individual profile sheets. These documents are used to provide group instruction based on students' needs. Profile sheets are found in the ECS Test Administrators' Manual. You can also use the Class Profile by Competency for the appropriate test form as well.

Developing a plan for instruction. After the reading and math assessments have been scored and validated, the adult learning instructor shares with parents their own completed individual profile sheets with questions the students answered correctly. Short-term goals (steps) and daily goals are discussed and planned with each student using the individual profile sheets to be certain that student goals drive instruction. Work to provide basic skills instruction that is aligned to the CASAS Competencies. In addition, instruction should also reflect students' personal program goals as well. Refer to the goal-setting support documents for more information on CASAS and goal-setting.

Adult education reflection. At least weekly, adult learning reflection is centered on accomplishments related to the CASAS Profile Sheets. Instructors provide ongoing support and connections among CASAS, GED and any other educational frameworks or curriculum. Instruction should be aligned to the CASAS competencies and the College and Career Readiness Standards. This is to ensure that students are continuously improving to meet their goals.

Posttest

Posttest each time a student receives 50 hours of instruction. Use the next test in the same level but with a different test number (i.e., Level B Form 13 for pretest, Level B Form 14 for posttest). Refer to the Suggested Next Test-Employability Math and Reading Table in the Administrators' Manual to determine the correct level test to administer in reading and math. Allow several weeks for end-of-year testing before your program ends instruction for the summer. Posttest all FACE adults who have received at least 50-60 hours of instruction since their last test. As students leave the program, ensure students have taken a posttest, even if they leave the program early.

CASAS Completion

Students who remain in the same skill level for two years should not be administered the same level test more than six times. The adult learning instructor and student discuss why this may be happening (e.g., overall test anxiety, shutting down in math problems instead of trying to complete them, etc).

CASAS Support

If you have additional questions or need clarification, contact your NCFL technical assistance provider. NCFL provides the CASAS assessment materials. You can also review the casas.org website for additional information. The frequently asked questions (FAQ) section has questions and answers about CASAS.

Summarized from

ECS test administration manual. (Second edition). (2003). San Diego, CA: CASAS.