



## Minutes

# ESL Work Group

## Cross Program Meeting & CASAS Reports Training

**Thursday, August 3, 2017**

**1:00 pm - 3:00 pm**

Rowland

<b>Baldwin Park</b>	<b>Covina Valley</b> <input checked="" type="checkbox"/> Victoria Banuelos <input checked="" type="checkbox"/> Nicole Hibner <input checked="" type="checkbox"/> Cindy Manke <input checked="" type="checkbox"/> Kevin Sam <input checked="" type="checkbox"/> Carl Swift	<b>Mt. SAC</b> <input checked="" type="checkbox"/> Diana Dzib <input checked="" type="checkbox"/> Luisa Giron <input checked="" type="checkbox"/> Margaret Teske <input checked="" type="checkbox"/> Rita Van Dyke-Kao <input checked="" type="checkbox"/> Christina Yanuaria	<b>Consortium</b> <input checked="" type="checkbox"/> Ryan Whetstone <input checked="" type="checkbox"/> Wanda Pyle <input checked="" type="checkbox"/> Lila Manyweather <input checked="" type="checkbox"/> Sage Overoye
<b>Bassett</b> <input checked="" type="checkbox"/> Gale Ard <input checked="" type="checkbox"/> Lidia Espinosa <input checked="" type="checkbox"/> Louis Kreslie <input checked="" type="checkbox"/> Alex Martinez <input checked="" type="checkbox"/> Olga Moreno <input checked="" type="checkbox"/> Steven Munoz <input checked="" type="checkbox"/> Jacob Saravia <input checked="" type="checkbox"/> Trudi Sparnicht	<b>ESGV ROP</b>	<b>Pomona</b> <input checked="" type="checkbox"/> Maureen Ufkes <input checked="" type="checkbox"/> Margaret Velarde	<b>Partners/guests present:</b> Lilly Jimenez (Covina Library Literacy Coordinator)
<b>Charter Oak</b> <input checked="" type="checkbox"/> Ivan Ayro	<b>Hacienda-La Puente</b> <input checked="" type="checkbox"/> Val Clifford <input checked="" type="checkbox"/> Micah Goins <input checked="" type="checkbox"/> Karen Neville <input checked="" type="checkbox"/> Miranda Noriega <input checked="" type="checkbox"/> Theresa Petersen	<b>Rowland</b> <input checked="" type="checkbox"/> Elsa Castanon <input checked="" type="checkbox"/> Norman Chavez <input checked="" type="checkbox"/> Carmen Elsahrgty <input checked="" type="checkbox"/> Gale Lee <input checked="" type="checkbox"/> Peggy Toda	

### Agenda

- Welcome/Introductions/Purpose of Meeting
- Using CASAS Reports to Help Our Students Make Learning Gains
- ESL Student Progress Report: Discussion
- Discussion: ABE/ASE and ESL Collaboration
- Website
- Wrap Up/Next Time

### Minutes

1. Welcome/Introductions/Purpose of Meeting

Each work group is meeting and reviewing the White Pages created by State Field Groups. All white pages can be found here:

<http://aebg.cccco.edu/About/Adult-Ed-Block-Grant-Framework/AEBG-Field-Teams>

CASAS is how we are reporting student progress to the State. We need to understand what is available in CASAS, how we can use it based on the guidelines in the White Pages, and how to improve student success with the tools available to us.

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### 2. Using CASAS Reports to Help Our Students Make Learning Gains

The group reviewed the CASAS Competencies – Essential Life and Work Skills for Youth and Adults. These can be found online here:

<https://www.casas.org/product-overviews/curriculum-management-instruction/casas-competencies>

The competencies are relevant across the full range of instructional levels, from beginning literacy through high school completion including transition to postsecondary education and training. They cover nine broad content areas:

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

Six CASAS Reports were presented to the group by Elsa & Gale – Rowland

#### **(1) Agency Performance**

Teachers can use this report to identify what CASAS Competencies their class is grasping well, and what Competencies they are struggling to understand. Competencies listed in bold are the most important. If the “Correct?” column has a low percentage, your students do not understand that competency; if it shows a high percentage, your students do understanding that competency.

Q: Can this report apply to only one class, or is it for the entire agency?

A: If you select your class, it will generate the report for your class only.

#### **(2) Student Performance**

Teachers can use this report to identify what CASAS Competencies individual students are grasping well, and what Competencies individual students are struggling to understand. If the “Correct?” column says “Yes,” the student answered the questions related to the Competencies listed correctly. If the “Correct?” column says “No,” the student missed the questions related to the Competencies listed.

#### **(3) Individual Skills Profile**

Teachers can use this form to understand individual student progress and understanding in a variety of categories. If a student scores 236 or above this report can also generate a table with percentage likelihood to pass the GED in all 5 subsections (Writing, Science, Social Studies,

## Minutes

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Reading, and Math). If a student has not taken a test related to the GED subsections, report will read "More Study Needed."

Q: What should we do if our students do not take CASAS seriously since it is not part of our curriculum?

A: CASAS should guide your instruction, do not tell students that it is unrelated to your curriculum. For example, even if you are teaching a High School Diploma course, you should still make sure your students demonstrate the abilities outlined in the CASAS Competencies.

Q: Can you generate the GED Table in this report even if a student scores below 236?

A: No, the GED prediction table can only be seen if the student scores 236 or above.

Q: CASAS Testing does not cover skills in High School Courses, how am I supposed to use the information generated?

A: CASAS covers basic skills, so you are responsible for teaching it in your courses.

Q: If a student does not know how to answer a question, should they guess or leave it blank?

A: There is debate on this, but the consensus is to tell the student to leave it blank. That way, we can identify gaps in student understanding.

Q: How do you motivate students to take CASAS seriously if it is not part of the High School Diploma program?

A: Your district could make it a diploma requirement. For example, to receive an adult diploma, a student must score above 70% in the likelihood to pass the GED table.

Q: How can I learn more about generating and using these forms?

A: CASAS has a teacher handbook with a lot of great information. You can find it on their website here: <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/training-and-networking>

### **(4) Learning Gains**

Teachers can use this report to see points gained from a student's pre-test to their highest test score. The points are listed in the "Gain" column on the right. If it shows a negative score, that means the student has dropped in performance.

Q: What do the diamonds mean?

A: The test taken was too easy for the student, so it is a conservative score.

### **(5) Student Gains (NEW)**

This report allows teachers to view change in score from pre-test to post test. If a student drops in score, you can go back, run a Student

## Minutes

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<p>3. ESL Student Progress Report: Discussion</p>	<p>Performance Report, and see what they are struggling with. The last column in the report has a drop code. This means that the student will not generate a pay point for the reason listed.</p> <p>Q: Is there a place with the EFL Chart?</p> <p>A: Yes, the CASAS website give info on all educational functioning levels You can find it here: <a href="https://www.casas.org/training-and-support/wioa-and-nrs-compliance/scale-scores-nrs-efls-and-grade-levels">https://www.casas.org/training-and-support/wioa-and-nrs-compliance/scale-scores-nrs-efls-and-grade-levels</a></p> <p>Q: Can you test reading and listening on the same day and use the lowest score?</p> <p>A: Yes, but you do not want to overwhelm students with too many tests.</p> <p>Q: If a student pre-tests high (over 236) can they still get a pay point?</p> <p>A: Yes, as long as they also post-test over 236 they will get a pay point for EL Civics. You could also switch to listening to bring down the pre-test score and show a gain if the post-test improves.</p> <p>Q: Are there still payment points for advancing a level in ESL?</p> <p>A: No</p> <p><b>(6) Student Test Summary</b></p> <p>This report shows the date, form, and score for all tests taken by each student in a class.</p> <p>The ESL progress report is intended to help students understand how well they are doing, and to help teachers tailor their instruction to the needs of their students. We are going to be piloting the progress report this fall; if you find problems while using it we will adjust accordingly. A rubric to use with the progress report is coming in the future – potentially correlated to CASAS Scores. This tool may be useful to ABE/ASE or CTE with some minor changes. So far, students have been appreciative of this progress report, and it has held teachers accountable for student progress.</p> <p>Q: Can the fields in Blue on the ESL Student Progress Report be changed?</p> <p>A: Yes, you can download the document as a word file (.doc) on the Mt. SAC Consortium website here:</p> <p>Q: Will the report card be in an online database?</p> <p>A: At some point in the future, yes. We are still piloting use of the report card and making changes.</p>
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<p>4. Discussion: ABE/ASE and ESL Collaboration</p>	<p>In the future ABE/ASE and ESL Work Groups might be able to collaborate on:</p> <ul style="list-style-type: none"> <li>• Bridging from ESL → ABE/ASE           <ul style="list-style-type: none"> <li>-Currently, many students are recommended to move from ESL to ABE/ASE before they are ready. They get discouraged and do not stay in the program. ESL teachers need understand how to prepare their students for ABE/ASE.</li> <li>-Currently, some schools feel that their ESL and ABE/ASE programs are operating in separate silos and that they need to start working together.</li> <li>-CASAS recommends students who score 235 and below to enroll in Adult Basic Education and 236 and above to enroll in Adult Secondary Education. Some people felt that this is not always accurate, and additional placement tests may be needed for students coming from ESL.</li> </ul> </li> </ul>
<p>5. Website</p>	<p>The website is available at <a href="http://www.mtsac-rc.org/">http://www.mtsac-rc.org/</a> A password-protected site with more information will be available to work group and steering committee members within the next couple of weeks. Look for an email from Sage with information on how to access this site.</p>
<p>Wrap Up/Next Time</p>	<p>September 8, 2017 1:00 PM – 3:00 PM @Mt. SAC bldg. 66 Rm. 137 Work Group will discuss White Pages, Fall Conference, and set a calendar for meetings through June 2018.</p>

**Next meeting:** Friday September 8, 2017; 1:00 PM – 3:00 PM; @ Mt. SAC, Bld. 66 Rm. 137