

CASAS Tools to Aid Instruction for Low Beginning ESL Learners

How do you prepare your students for a CASAS post-test?

- Discuss in small group
- Share with large group

CASAS Tools/Suggestions

1. CASAS Competencies (www.casas.org >> Product Overviews >> Curriculum Management & Instruction >> CASAS Competencies)
 - a. "Class Profile by Competency" available in Test Administration Manual
 - b. Many of the test items are linked to multiple competencies. While that will suggest a well-rounded unit to offer, looking at the specific test item will help the instructor determine the specific skill that needs to be incorporated into instruction.
 - c. Caution: Although the objective statements are measurable, many are very broad and will need to be broken into smaller parts to assist students in achieving success.
2. CASAS Content Standards (www.casas.org >> Product Overviews >> Curriculum Management & Instruction >> CASAS Basic Skills Content Standards)
 - a. Click on "Basic Skills Content Standards by Test Item Correlations" to access the linked document for the test that you administered
 - b. Content Standards provide information about the basic skills contained in each test form and specifically linked to each test item.
3. Task Areas
 - a. Pay attention to the 4th number in the competency. It indicates the item type represented by each question. The numbers in the Forms 81R and 82R represent the following tasks:
 1. Forms
 2. Charts, maps, consumer billings, matrices, graphs, tables
 3. Articles, paragraphs, sentences, directions and manuals
 4. Signs, price tags, advertisements, product labels
4. Sample Test Items – Level A (www.casas.org >> Product Overviews >> Curriculum Management & Instruction >> Sample Test Items >> Life and Work Reading)
 - a. Printable practice test
 - b. Interactive PowerPoint
5. Suggested Next Test charts (www.casas.org >> Training and Support >> Testing Guidelines >> Suggested Next Test Charts) Also found in your Test Administration Manual
 - a. Use to determine appropriate post-test
 - b. Forms 81R and 82R score 170 to 210
 - i. Low Beginning includes scores 181 to 190
 - ii. High Beginning includes scores 191 to 200
 - c. Do not transition to higher level test too soon!

Other Curricula Suggestions

1. Curriculum adopted by your program (Scope and Sequence linked to CASAS)
2. Scope and Sequence (www.marshalladulthoodeducation.org/scope-a-sequence)

Skills that should be addressed at the ESL Literacy and ESL Low Beginning Level

1. "Picture Literacy" – The ability to understand ("read") pictures, is often taken for granted. Picture usage often seems to be based on the assumption that non-verbal visual images are a universal language that every sighted person can interpret. This is not always the case. Reading pictures is a cognitive skill and to understand a picture correctly, the viewer must know certain conventions. One way to teach our students the relation between an object and an image is to illustrate the connection by showing them samples of the real object and then the progression of images that finally lead to a stylized drawing.



photo of real orange



realistic color drawing



stylized color drawing



black and white drawing

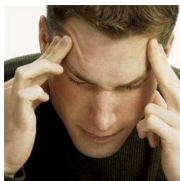


Photo of headache



color drawing of headache



black & white drawing



stylized drawing

*(all images located through Google images)

2. Who? What? Where? How? Students should be familiar with the meaning of the following phrases and be able to answer questions that include them.
 - a. How much?
 - b. What time?
 - c. What can you do?
 - d. What can you get?
 - e. What's wrong?
 - f. What is she doing?
 - g. What's the problem?
 - h. How much?
 - i. Which way?
 - j. How do you?
 - k. Who?
 - l. How many?
 - m. Where?
 - n. What does?
 - o. What kind?

Additional Resources

1. Materials Online for Teacher Use
 - a. Videos demonstrating best practices in teaching low level ESL learners (<http://www.newamericanhorizons.org/training-videos>)
 - b. Lesson plans linked to competencies (www.mnabeassessment.com/competency_links.html)
 - c. CASAS Life & Work – Forms 81R and 82R – Linking documents (www.mnabeassessment.com/competency_links.html)
 - d. Reading For Life (<http://www.mnliteracy.org/tools/reading-for-life>)
 - e. HUBBS EL Civics “Introductions” Unit (http://www.hubbs.spps.org/Introductions_Unit.html)
 - f. HUBBS EL Civics “Healthy Living” Unit (http://www.hubbs.spps.org/Healthy_Living.html)
2. Targeted Online Activities for Student Use
 - a. Minneapolis ABE (<https://abeweb.mpls.k12.mn.us/>)
 - b. Marshall Adult Education (<http://www.marshalladulthoodeducation.org/student-lessons>)
 - c. johnmh.com – Adult and Family Education (<http://www.web-esl.com/>)
 - d. johnmh.com – Form 81 Practice (<http://www.web-esl.com/ILA/ila81r.html>)
 - e. johnmh.com – Form 81RX Practice (<http://www.web-esl.com/ILA/ila81rx.html>)
 - f. Learning Line (www.rmpbs.org/resources/files/education/learningline)
 - g. GCFLearnFree (www.gcflearnfree.org)
 - h. English-On-The-Web (www.english-on-the-web.yolasite.com)
3. Lesson Suggestions
 - a. After teaching vocabulary – give each student one of the vocabulary words/pictures on a card. Divide the room into stations for each category that the vocabulary might be tied to and have the students place themselves in the correct category (e.g. – furniture items place themselves in the correct room; food items place themselves in the correct category on the food pyramid).
 - b. When doing paired activities – give the students an “Appointment Schedule” form. Teach them to move around the classroom and “schedule appointments” with other students for the activities that will be done during the class period.

- o Language to be taught:
 - “Can you meet at 12:45?”
 - “Yes, I can.”
 - “No, I can’t. I’m busy. How about 1:00?”
- o Sample Form:

<p>Appointment Schedule Date _____</p>	
Name	Appointment Time