

CASAS Tools to Aid Instruction for Low Intermediate ESL Learners

How are the 83R/84R level tests different from the previous tests (81R, 82R, 81RX, 82RX)?

What does this mean for your instructional plans?

- 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 B(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
 - a. Use to determine appropriate post-test
 - b. Forms 83R and 84R score 186 to 234
 - i. Low Intermediate includes scores 201 to 210
 - ii. High Intermediate includes scores 211 to 220
 - 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)

Suggestions for Instruction at the ESL Low Intermediate Level

1. WIPPEA Lesson Plan (incorporating Competencies/Content Standards)
2. Graphic Organizers – Because of the increased number of and length of reading passages in the Level B assessments, the use of graphic organizers should be introduced to aide students in learning to organize information found in a paragraph or a longer selection.
 - a. Text Structure Table – http://www.jeffzwiers.com/graphics/text_structure_table.doc
 - b. Scholastic–<http://www2.scholastic.com/browse/article.jsp?id=2983>
 - c. Freeology –<http://freeology.com/graphicorgs/>
 - d. TeacherVision- <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>
 - e. Oracle ThinkQuest – (click on “Graphic Organizers – after opening any of the organizers, you can save them to your computer for printing by right-clicking and selecting “Save picture as”) <http://library.thinkquest.org/J001156/writing%20process/writingprocess.htm>
 - f. Google “graphic organizers” for many more examples

Additional Resources

1. Materials Online for Teacher Use
 - a. Lesson plans linked to competencies www.mnabeassessment.com/competency_links.html
 - b. CASAS Life & Work – Forms 83R and 84R – Linking documents (www.mnabeassessment.com/competency_links.html)
 - c. Reading For Life (<http://www.mnliteracy.org/tools/reading-for-life>)
 - d. HUBBS EL Civics – “Food Safety” (http://www.hubbs.spps.org/Food_Safety2.html)
 - e. HUBBS EL Civics – “Construction” (http://www.hubbs.spps.org/Construction_Skills.html)
 - f. Marshall Adult Education (<http://www.marshalladulthoodeducation.org/reading-skills-for-todays-adult>)
 - g. 100 free Short English Stories for ESL Learners (<http://www.rong-chang.com/qa2/index.html>)
 - h. EL Civics “Print & Go ESL Reading Worksheets” (<http://www.elcivics.com/esl-ebooks-free.html>)
2. Targeted Online Activities for Student Use
 - a. Minneapolis (<https://abeweb.mpls.k12.mn.us/>)
 - b. Marshall Adult Education (<http://www.marshalladulthoodeducation.org/reading-skills-for-todays-adult>)
 - c. johnmh.com – Adult and Family Education (<http://www.web-esl.com/>)
 - d. johnmh.com – Form 83 Practice (<http://www.web-esl.com/ILA/ila83r.html>)
 - e. johnmh.com – Form 185 Practice (<http://www.web-esl.com/ILA/ila185.html>)
 - e. Learning Line (www.rmpbs.org/resources/files/education/learningline)
 - f. GCFLearnFree (www.gcflearnfree.org)
 - g. English-On-The-Web (www.english-on-the-web.yolasite.com)

Competency-Based Lesson Plan (WIPPEA Lesson Plan)

CASAS Competency/Objective(s): Identify the focus of the lesson.

CASAS/NRS Level _____ Scale Score Range _____

Basic Skills Content Standard(s): What skills are involved in the lesson?

____ Reading ____ Listening ____ Speaking ____ Writing ____ Math

Content Standard(s):

Warm-Up/Introduction:

(Review previously learned materials. Prepare for new lesson. Establish purpose of lesson.)

Presentation:

(Introduce new information and skills using a variety of activities and techniques. Use a variety of strategies: visual, realia, lecture, demonstration.)

Practice:

(Provide learners with an opportunity to practice the new information and skills by integrating the new information in a controlled context. Include Guided Practice – pair work, dictation and worksheets – and Communicative Practice – role play, team work, info exchange and problem solving – when appropriate. During the practice, monitor learners and provide feedback.)

Evaluation/Assessment:

(Assess the learners and provide feedback.)

Application:

(Learners apply new skills and knowledge in a different functional context.)

Sample Competency-Based Lesson Plan

Competency Objective(s):

1.4.7 – Interpret information about home maintenance and communication housing problems to the landlord

CASAS/NRS Level Level B/Int Low ESL/Level 4 Scale Score Range 201-210

Basic Skills Content Standard(s): What skills are involved in the lesson?

X Reading ___ Listening ___ Speaking ___ Writing ___ Math

Content Standard to be covered in this lesson:

R6.2 Scan simple text for information

Content Standards to be addressed in other lessons:

R2.9 Interpret common suffixes and prefixes to determine the meaning of words

R3.2 Read and understand simple sentences with familiar vocabulary

R3.3 Read and understand simple text

Warm-Up/Introduction:

1. Review vocabulary about housing repair. Ask for examples of repair process for different problems
2. Show pictures and write the vocabulary on the board.

Presentation:

1. Using pictures, introduce a problem in an apartment complex where the electricity will be shut off.
2. Write Q (such as what day/ what will happen? etc) on board. Go over the Qs with the students.
3. Show the notice on OH that has been posted on the apartment doors. Read each Q and explain that they must find the answer quickly. Ask for answers to each Q from students.
4. As students give answer, point to the answer in the text. Underline and mark answers with #1,2,3 etc. (corresponding to questions) on the notice.

Practice:

1. Pass out a worksheet with 3-4 notices/signs/letters (about different repair work, fumigation, wet paint, etc.) with Qs under each. Tell the students to read the Qs silently as the teacher reads them aloud. Then quickly find the answer.
2. Teacher reads Q aloud and students underline and put the Q number next to the answer in the text.
3. Students can work in pairs to check each other, and then individuals can mark on OH in front of the class for feedback.

Evaluation/Assessment:

1. Students will be given a worksheet with a new notice. Teacher will ask the group Qs such as what work will be done? What apartments will be without water? Who do you contact?
2. Students will mark answers in notice with 1,2,3,4 etc.
3. Teacher can walk around to view work and assess students' mastery.

Application:

Send small groups with Qs to answer, each to a different area of the school to read signs that have been posted there and report back to the class (i.e. Men's bathroom will be painted Tuesday: closed between 1:00 and 5:00)