



BURLINGTON ENGLISH®
THE PUBLISHER THAT CARES

First STEPS Taken! Assessment and Instructional Insights from Early Adopters of the CASAS ESL Exam.

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STEPS TO GOALS

Agenda

Step 1: **S**tudent awareness

Step 2: **T**each with standards

Step 3: **E**xamine data

Step 4: **P**repare for post testing

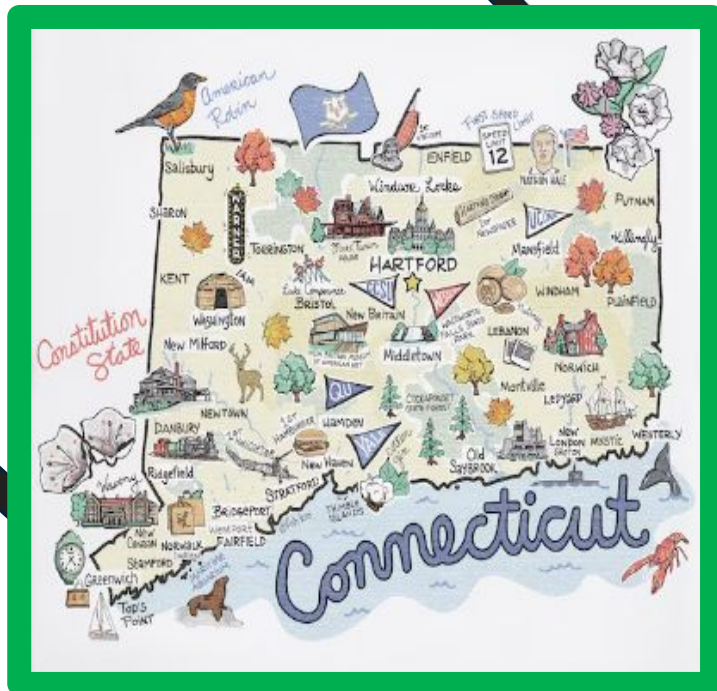
Step 5: **S**uccess!

The People...

The History...

The Food!

So much
to love
about
Connecticut...



Which Connecticut specialty pizza best describes your relationship with CASAS?

New Haven

It's a coal-fired, thin 'apizza' –might require checking to make sure it's done right, maybe a little crusty –a basic traditional pizza that gets the job done.



Which Connecticut specialty best describes your relationship with CASAS?

The Sicilian

A thick, fluffy crust that takes a little more time to rise, topped with savory tomato –more sauce than cheese in every square. A great combination!





Which Connecticut specialty best describes your relationship with CASAS?

Deep Dish Pizza

Layer upon layer of deliciousness, but a little goes a long way!



New Haven
– *basics and good to go*



Sicilian
– *new, different but getting used to it*



Deep Dish
– *complex and need more time to digest*





Your Turn!

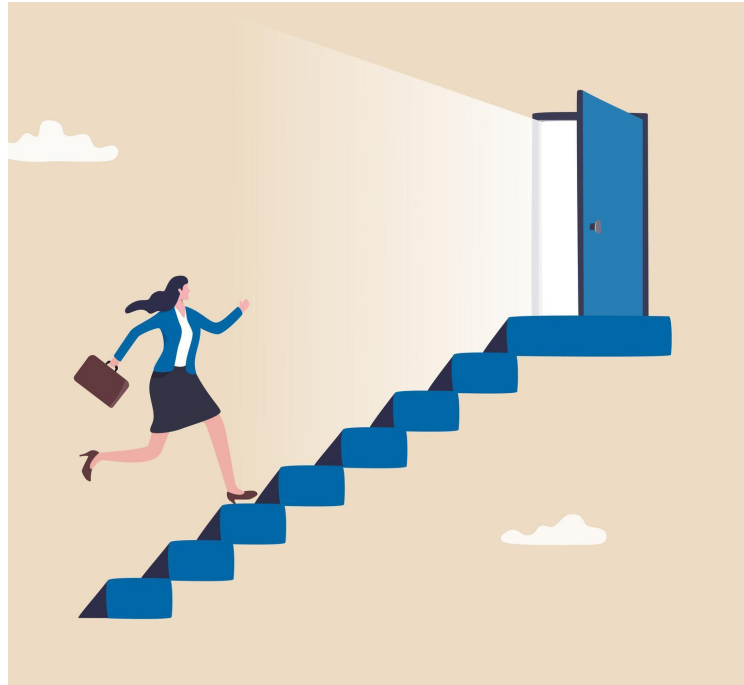
Please turn to your elbow partner and discuss:

What first comes to mind when you recall implementing CASAS STEPS?



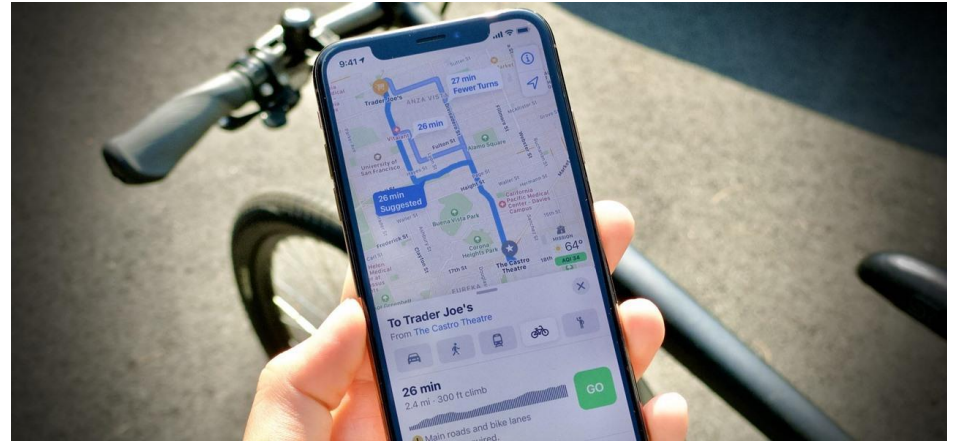
Would anyone like to share?

Step 1: **S**tudent awareness



Step 1: Student Awareness

Some Analogies...




Step 1: Student Awareness



Step 1: (Help Teachers Build) Student Awareness

Watch and Practice



NOW with
Practice
Activities!



Watch and Practice



www.BurlingtonEnglish.com

Your Turn!

Please turn to your elbow partner and discuss:
What has caused the most change in adult education in the past 10 years?



Would anyone like to share?

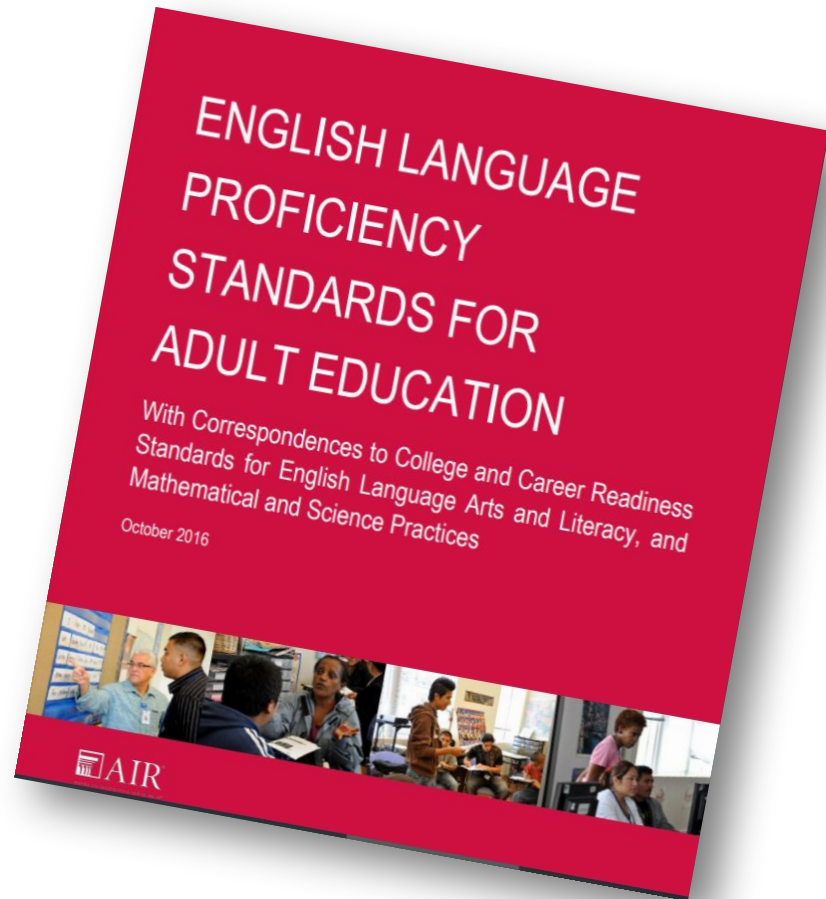
Step 2: **T**each With Standards



Step 2: Teach With Standards

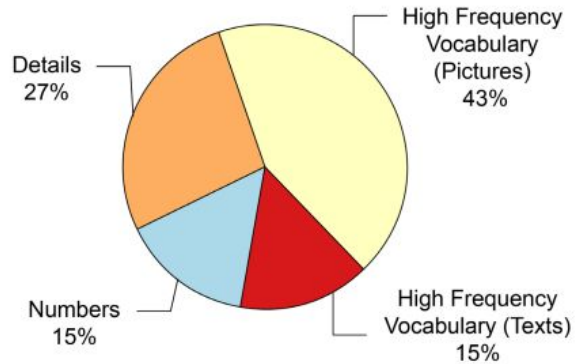
QUESTION!

What standards guide national Adult ESL programming?

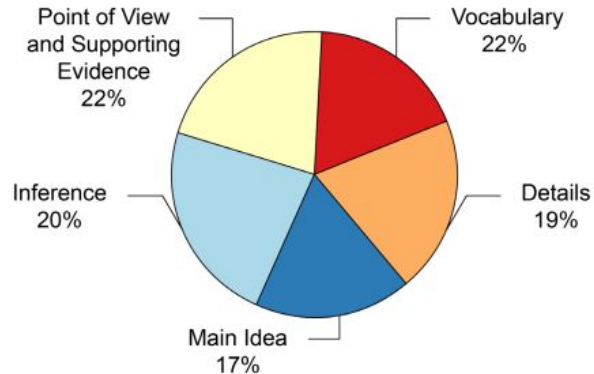


Reading ST_{CASAS}PS for ESL

Level A



Level E

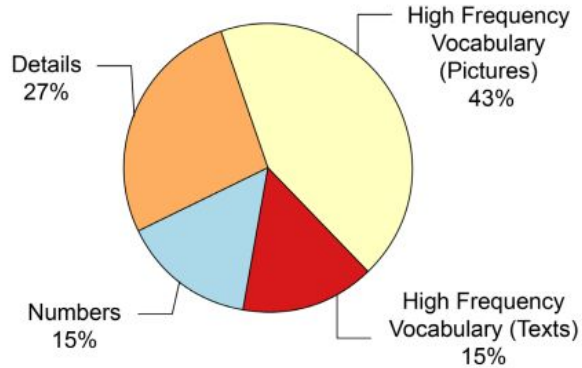


What do you notice about what skills are assessed in CASAS Level A (beginning) compared to CASAS Level E (advanced)?

Why do you think that might be?

Reading STEPS Content Standard Blueprint: **CASAS Level A**

Level A



ELP Standard 8:
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

NRS Educational Functioning Levels
Levels 1 and 2

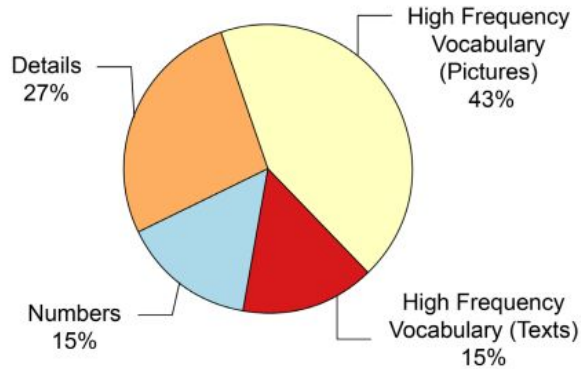
English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

Level 1: relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Reading STEPS Content Standard Blueprint: CASAS Level A

Level A



ELP Standard 1:
An ELL can...
construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

NRS Educational Functioning Levels
Levels 1 and 2

English Language Proficiency Standards
Level 1

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

Level 1: use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts.

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#1	High-frequency Vocabulary (Pictures) Photo items	8	1.2	4	D

A. shirts
B. shoes
C. shorts
D. socks

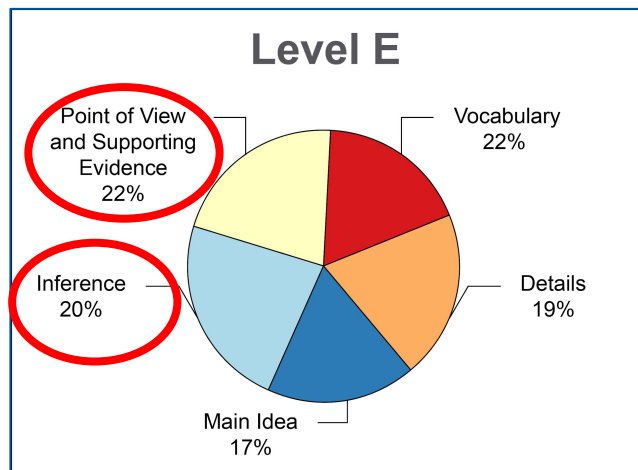


Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#3	Numbers Number formatting	8	2.3	3	A

A. 3-29-84
B. 5-29-84
C. 7-29-84
D. 9-29-84

March 29, 1984

Reading STEPS Content Standard Blueprint – Level E



ELPS Levels 4 and 5

Content Areas	ELP Standard	% of test items
Vocabulary		
Understand academic vocabulary	8	22%
Understand words with multiple meanings		
Details		
Retell key details	1	19%
Locate/Compare details		
Main Idea		
Identify the main topic	1	17%
Identify an author's purpose		
Inference		
Infer/Draw conclusions	1	20%
Point of View and Supporting Evidence		
Identify an author's point of view	6	22%
Identify supporting evidence		

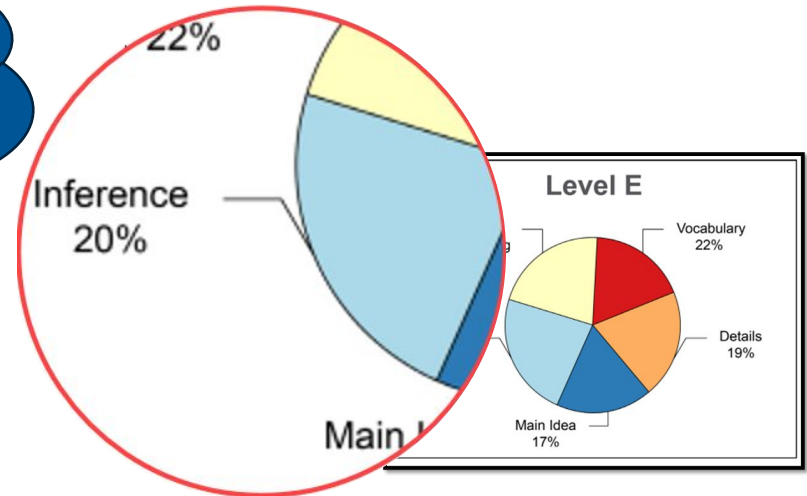
Inference? Drawing Conclusions? (ELPS 1)

Inference: drawing a conclusion based on the available evidence plus previous knowledge and experience.
“Make an educated guess.”

- ✓ Answer is NOT stated explicitly
- ✓ “Read between the lines”
- ✓ Higher-order skill
- ✓ Leads to deeper comprehension
- ✓ Important skill for workplace situations, math, science, etc.



- What clues (evidence) does the text give me?
- What do I know about this topic?
- What is the logical conclusion?



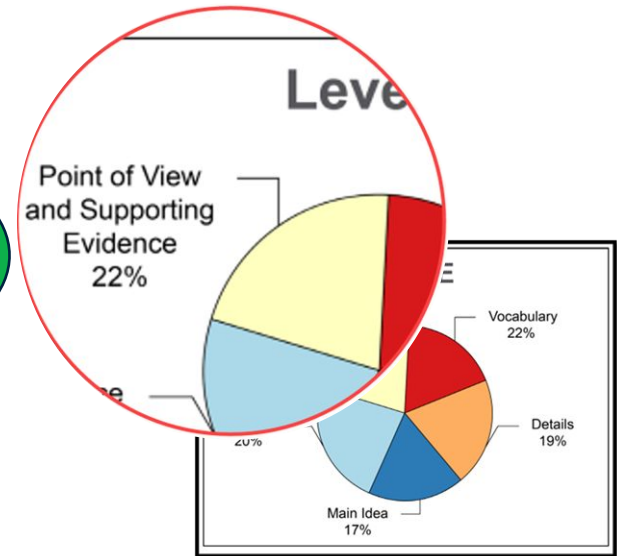
Point of View? Supporting Evidence? (ELPS 6)

Point of View: the author's unique perspective, beliefs, opinions, and biases that shape their writing.

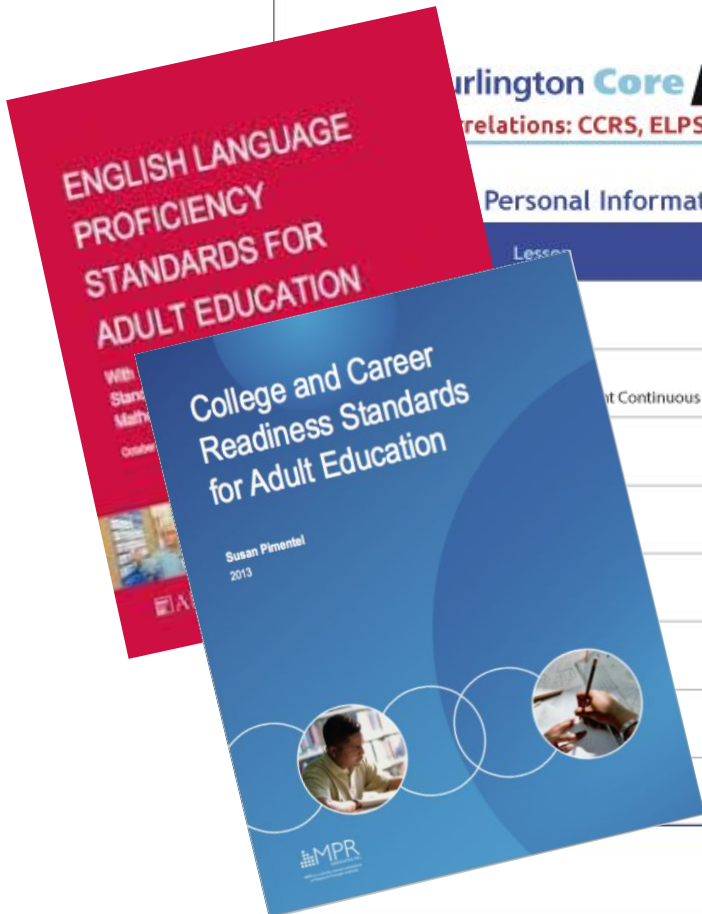
- ✓ Higher-order skill
- ✓ Helps understand deeper meaning of texts and notice bias
- ✓ Important skill for understanding workplace situations and texts and encouraging perspective



- ❑ What is the author's purpose in writing this? To teach me something? Change my mind? Make me laugh? Persuade me?
- ❑ Words: strong opinions? Emotional language?
- ❑ Who is the author's audience?



Step 2: (Make It Easy To) Teach With Standards



Burlington Core LOW INTERMEDIATE

Correlations: CCRS, ELPS, CASAS Reading Standards, and CASAS Competencies

Personal Information

Lesson	CCRS	ELPS	CASAS Reading Standards	CASAS Competencies
	SL.3.B; L.4a.B; L.6.B	6; 7; 8		0.1.4; 0.2.1; 0.2.4
	L.1h.B; L.1c.C	10		—
at Continuous	R.1.B; L.4a.B; L.4d.B; L.6.B	1; 7; 8	RDG 3.1; RDG 3.7	4.1.9; 7.2.3
	L.1e.B; L.1g.B; L.1h.B	10		—
	SL.3.B; L.4a.B; L.6.B	6; 7; 8		2.5.8; 7.3.2
	L.1h.B	10		—
	R.1.B; R.5.B; L.4a.B; L.6.B	1; 7; 8	RDG 3.6; RDG 3.10; RDG 4.6	7.7.2; 7.7.3; 7.7.5
	W.4.B; W.5.B	7		0.2.3

Step 2: (Make It Easy To) Teach With Standards



Burlington Core High Beginners Lesson Plan
Module 3: Getting a Job • Lesson 1: Listen & Speak

HELP WANTED

LESSON OVERVIEW

ABOUT THE LESSON
In this lesson, students listen to conversations about job searches. Then they role-play similar conversations. Students ask for clarification, use repetition to confirm understanding, and use topic vocabulary: *occupations*.

PACING OPTIONS

Full Lesson	90 min.
To EXPAND the lesson, add:	
Expansion Worksheet	30 min.
Additional Activity	30 min.
Full Lesson	60 min.
To SHORTEN the lesson, do:	
Listen + Speak	30 min.
Speak	20 min.

Vocabulary Practice on smartphones

WORKSHEETS

- ICL: Lesson Wordlist
- ICL: Listen
- Expansion

CRITICAL THINKING SKILLS

- Interpret
- Adapt
- Categorize
- Sequence

LESSON WORDLIST
The headings in the list below refer to the ICL tab where the words are first introduced.

Get Ready
Help Wanted sign owner

Vocabulary
Are you hiring?
carpenter
cashier
Do you have any experience?
Do you have any job openings?
Is the job still available?
job application
manager
Which position are you interested in?

Listen
I'd like to apply for...
interview

Vocabulary Focus
electrician
gas pump attendant
housekeeper
manicurist
oil rig worker
pharmacist

CORRELATIONS

- CCRS: SL.2.A; SL.3.A; L.5a.A; L.6.A
- ELPS: 1; 6; 7; 8
- CASAS Competencies: 4.1.2; 4.1.3; 4.1.8

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English Language Proficiency Standards for Adult Education

College and Career Readiness Standards for Adult Education

Susan Pimentel 2013

With Standard Math

October

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

College and Career Readiness Standards for Adult Education

Susan Pimentel 2013

With Standard Math

October

LESSON PLAN

Activity (Before opening the ICL)
e of the new module on the board: GETTING A JOB
/ phrases that come to mind when they
as on the board and create a mind map

reference letter skills goal
English GETTING A JOB
certificate job interview

ody
te the name of the lesson on the b
son and the objectives.
it students' prior knowledge of the
bulary and concepts through a st
ary
Teach key vocabulary to prepara
n.
or the entire lesson appears on

roduce the vocabulary to the
Have students listen to two
n through a series of activitie
do Activities 5 and 6 on the

2: Have students practice as
play conversations.

Vocabulary Focus
2: Introduce and practice additional v
Game
by a team game to review the lesson

© Burlington English Page 2 of 3

Step 2: (Make It Easy To) Teach With Standards

Burlington English is ready!

The image is a composite graphic. In the background is a screenshot of a digital reading application. The text on the screen is partially obscured by a large red-bordered overlay. The overlay contains the following text:

**ENGLISH LANGUAGE
PROFICIENCY
STANDARDS FOR
ADULT EDUCATION**

*With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices*

October 2016

At the bottom of the overlay is a small photograph of students in a classroom setting and the logo for 'AIR' (Assessment for Instructional Readiness).

The background screenshot shows a text passage with the following visible text:

Hollywood movies of the past are powerless, and the future reflects a very real possibility. According to research, by 2030 we, as a society, the best way to Almost everyone the future. After tasks, and the

Some humans his days – that According to mated. Can e can't, what's

Some jobs in repetitive So companies

On the right side of the screenshot, there are navigation icons and a list of buttons: 've tasks', 'ocial skills', 'jobs', 'Check', and 'Reset'.

BurlingtonEnglish is ready!



▼ Making Inferences
Reading between the lines is also called *making an inference*. To make inferences when you read, ask yourself what you can understand beyond what's stated in the text. Use clues from the text, your knowledge, and your logic to help you.

Read the first 3 paragraphs of the text. What can you understand from each section of the text? There may be more than one correct answer.

give people a purpose in life do repetitive tasks

the perfect solution require creative and social skills

do unpredictable jobs may lose their jobs

Check Reset

Step 2: (Make It Easy To) Teach With Standards



CITE EVIDENCE Read the article. Are the following sentences true or false? Cite evidence from the text to support your answers.

1. Martin Luther King, Jr. fought against African-Americans.

2. The first African-Americans in the United States did not have any rights.

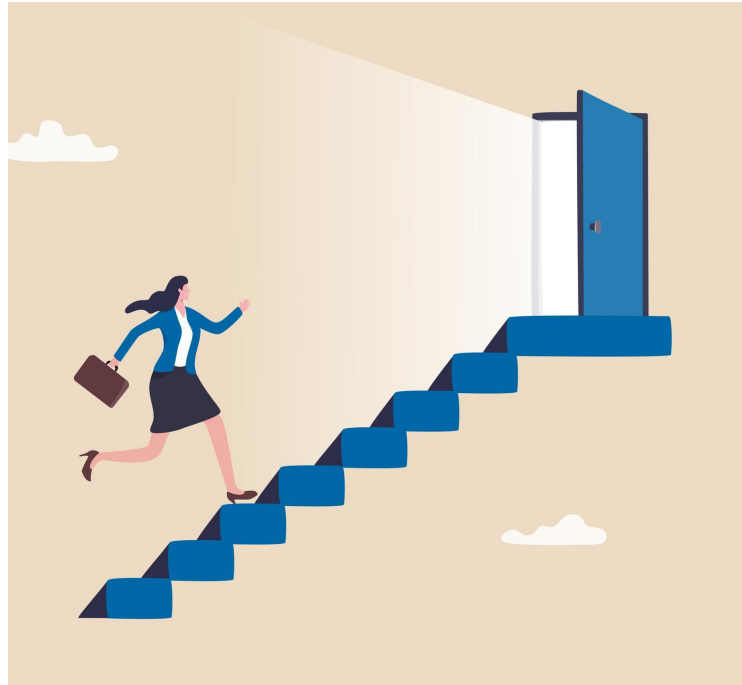
3. Discrimination against African-Americans ended with slavery.

4. During the protest against bus laws, African-Americans sat at the front of buses.

Martin Luther King

One of the most famous people in history is Dr. Martin Luther King, Jr., who fought for the rights of African-Americans. African-Americans didn't use to have the same rights as white people did. In the 17th century, African-Americans were enslaved. Slavery ended in 1865, but discrimination continued. African-Americans could not go to the same schools as white people and could not use the same public facilities. They had to sit at the back of buses. This was because of their race. African-American Dr. Martin Luther King believed that this was wrong. Dr. King's life changed in 1955, after Rosa Parks was an African-American woman who gave her seat to a white man. King led a protest. For the next

Step 3: **E**xamine Reports



Step 3: Examine Data



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On-Demand Training

On-Demand Training was developed for new users to get started and for current users who would like additional practice and support. You may start, stop, resume, or review any course at any time. A Certificate of Completion is awarded for each completed course.

If you have questions while taking any of these courses, please reach out to your BurlingtonEnglish representative or contact training support at training.support@burlingtonenglish.com.

Select a course below to get started.



BurlingtonEnglish Overview

Learn about everything BurlingtonEnglish has to offer teachers and students. Completion time: 15 minutes.

100%

COMPLETE ☑



Teaching with Burlington Core

Learn how to teach with Burlington Core In-Class Lessons and use Burlington Core resources to support instruction. Completion time: 90 minutes.

100%

COMPLETE ☑

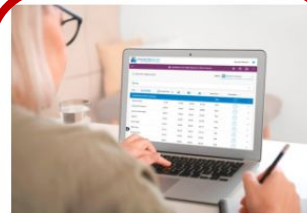


Student Lessons in BurlingtonEnglish

Learn how to help students get started with BurlingtonEnglish Student Lessons. Completion time: 60 minutes.

100%

COMPLETE ☑



Progress for BurlingtonEnglish Courses

Learn how teachers and students can easily track student Progress in BurlingtonEnglish Student Lessons and Vocabulary Practice. Completion time: 30 minutes.

100%

COMPLETE ☑



Step 3: Examine Data

2.2: Modeling Progress












Progress for BurlingtonEnglish Courses > Lesson 2: Getting Students Started with Progress > 2.2: Modeling Progress

COMPLETE

You can model how to locate and interpret information in Progress using work you have completed in the Student Lessons and Vocabulary Practice.

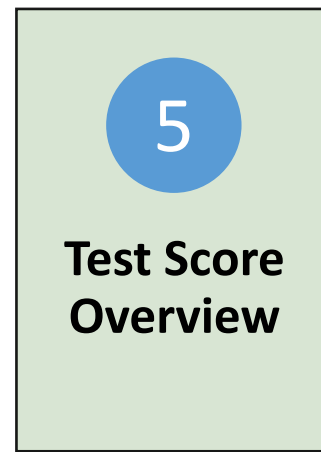
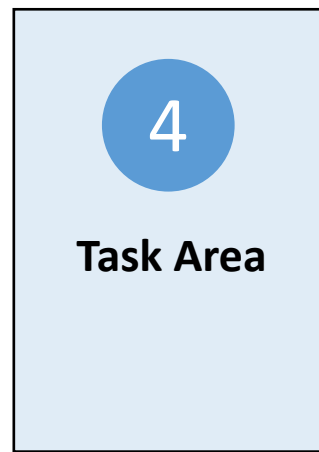
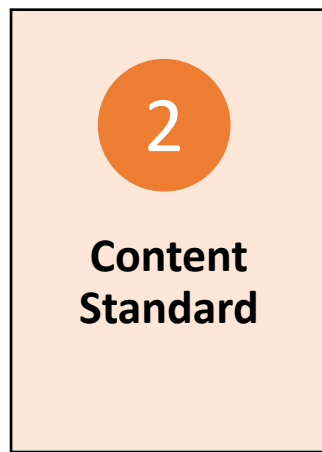
When you complete work in the Student Lessons and Vocabulary Practice, your time, scores and completion are tracked in My Progress. The My Progress icon  is located in the purple bar.

The image below shows an example of Burlington Core High Beginners: My Progress for a sample teacher.

Student Lessons	09:54	00:00	00:41	09:13	90%	
1. Personal information	06:15	00:00	00:23	05:51	78%	 ^
1. Listen & Speak: Achieving Goals	04:00	00:00	00:23	03:37	44%	
2. Grammar: Review of Simple Present	00:17	00:00	00:00	00:17	17%	
3. Read: Student and Teacher Profiles	00:18	00:00	00:00	00:18	100%	
4. Grammar: Review of Simple Prese...	00:12	00:00	00:00	00:12	100%	
4. Watch & Speak: Meeting Old Frien...	00:39	00:00	00:00	00:39	75%	
6. Grammar: Review of Simple Prese...	00:15	00:00	00:00	00:15	100%	
7. Life Skills: Text Messages	00:20	00:00	00:00	00:20	85%	
8. Write: A Description of a Person	00:14	00:00	00:00	00:14	100%	
2. Education	01:15	00:00	00:00	00:15	99%	 v

STEPS: Strengths of the New Test Series Reading and Listening Assessments for ESL

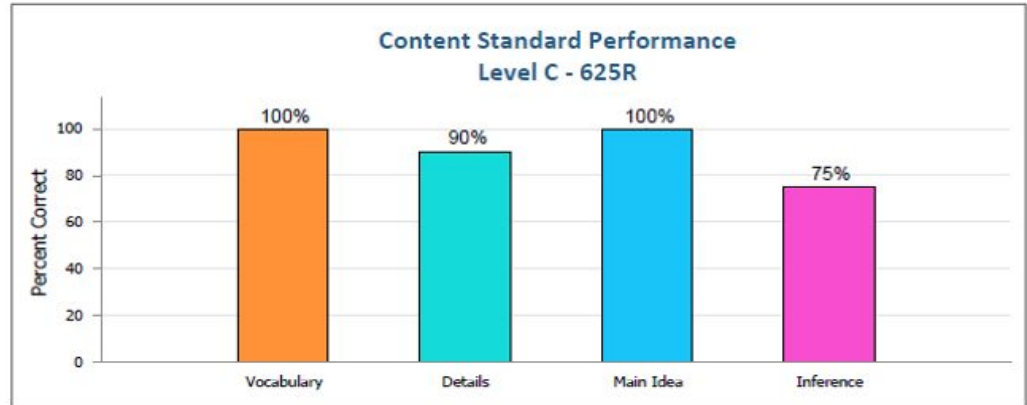
- More simplified reporting in TE
- TE menu organized by test series
- Fewer, more directed suggestions related to CASAS Competencies, CCRS, ELPS



Agency:		Form:	625R - Reading STEPS Level C
Site:		Level Scale:	CASAS STEPS Reading
Class:	N/A	Form Level:	C
Teacher:	N/A	Student:	

New Content Standard Report

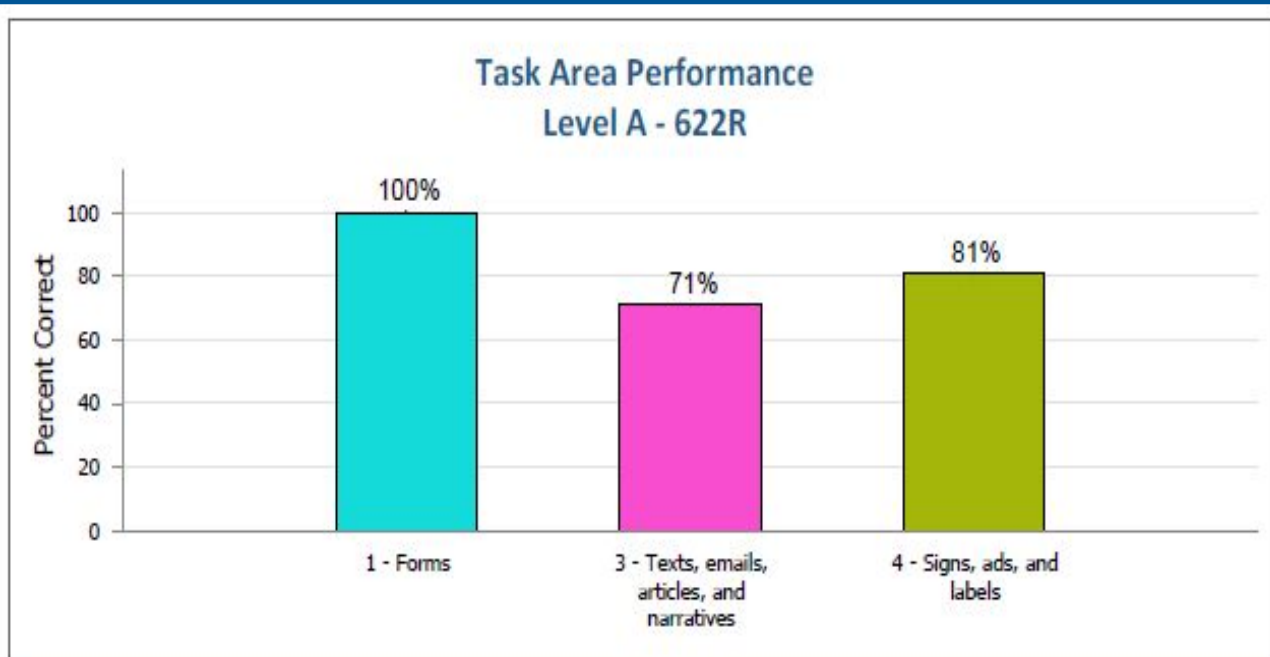
Reading STEPS



Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	100 %
Details Retell key details	1	21	90 %
Main Idea Identify the main topic Identify an author's purpose	1	5	100 %
Inference Infer/Draw conclusions	1	4	75 %


New Task Area Report

Reading STEPS




Task Areas	N	% Correct
1 - Forms	5	100%
3 - Texts, emails, articles, and narratives	7	71%
4 - Signs, ads, and labels	21	81%

So How Should Programs Use These Reports?

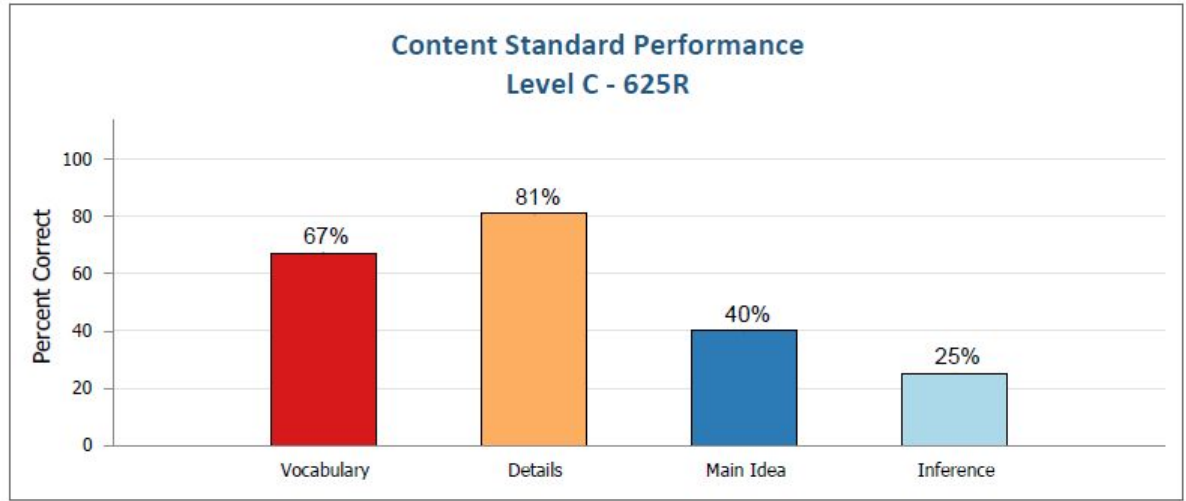


She said I have to take a test.
I'm really nervous!



Welcome, Jose!
We need to find out where your
strengths are, and what areas
we can help you improve.
Come with me to the computer
lab.

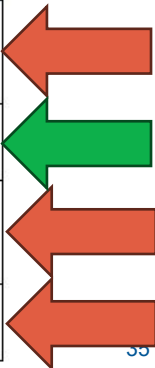
CASAS recommends having a student continue to review at their level if the % correct is **70% or below**



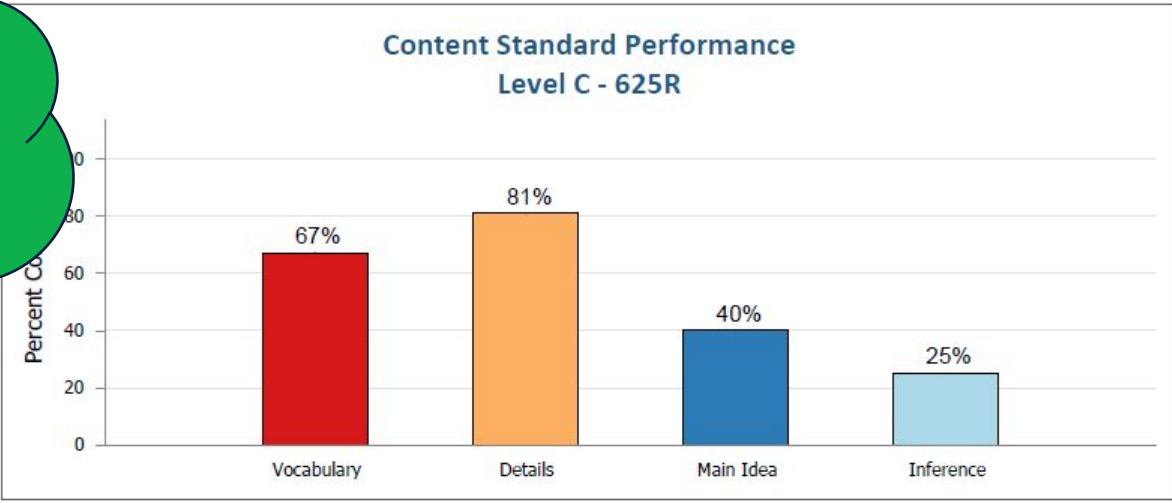
Remember:

Red = **Review** at level
Green = **Go Up** a level during instruction

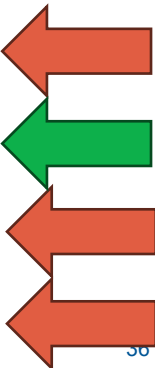
English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67%
Details Retell key details	1	21	81%
Main Idea Identify the main topic Identify an author's purpose	1	5	40%
Inference Infer/Draw conclusions	1	4	25%



Got it.
 So, I'll have Jose review
Vocabulary, Main idea
 concepts, and **Inferences** at
 NRS 3.
 But let's start practicing
 reading texts and retelling key
 details at NRS 4.

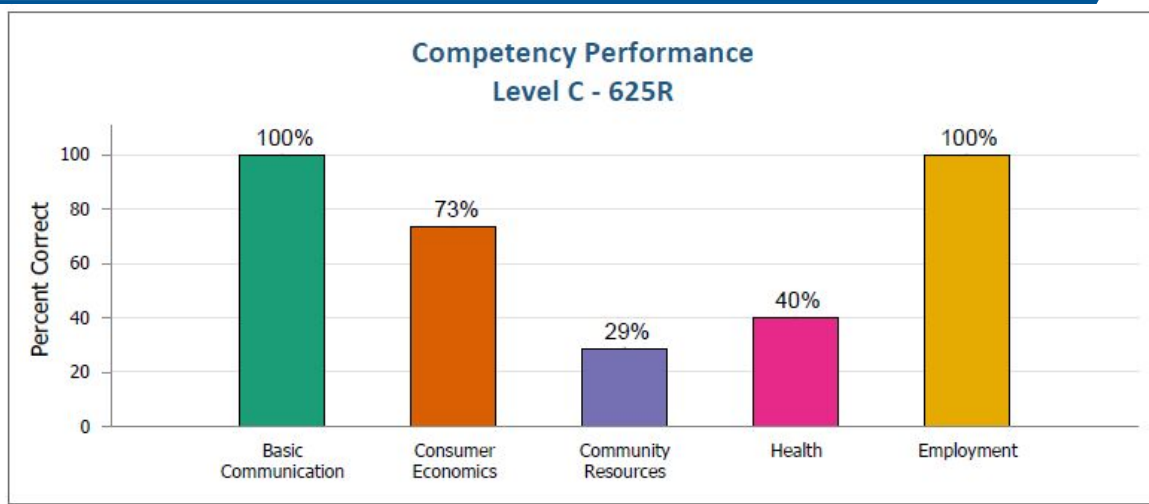


English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67%
Details Retell key details	1	21	81%
Main Idea Identify the main topic Identify an author's purpose	1	5	40%
Inference Infer/Draw conclusions	1	4	25%

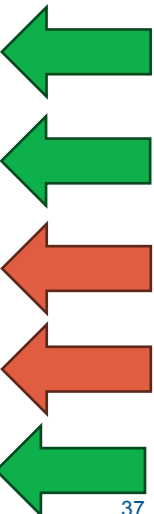




Don't forget
about the
CASAS
Competencies!
Same rules
apply!



Competency Areas	N	% Correct
0. Basic Communication 0.1 Communicate in interpersonal interactions	4	100%
1. Consumer Economics 1.1 Use weights, measures, measurement scales, and money 1.3 Understand methods and procedures to buy goods & services 1.4 Understand methods and procedures to obtain housing	15	73%
2. Community Resources 2.7 Understand aspects of society and culture 2.8 Interpret information about the educational system, from early childhood to post-secondary	7	29%
3. Health 3.1 Understand how to access and utilize the health care system 3.5 Understand basic principles of health maintenance	5	40%
4. Employment 4.2 Understand wages, benefits, and employee organization 4.6 Communicate effectively in the workplace	5	100%



Remember:

Red = Review at level

Green = Go Up a

level during
instruction

Use the Search Function to Highlight BE Lessons

Search

Highlight Filter

Highlight Filter

Search By

Correlation

ELPS

Search By

Correlation

ELPS

1 - An ELL can constru...

All

- Select...
- CCRS
- ELPS
- CASAS Reading Standards
- CASAS Competencies
- TABE CLAS-E

All

- 1 - An ELL can construct meaning from oral presentations and literary and informational text through level ...
- 2 - An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and analyse...
- 3 - An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
- 4 - An ELL can construct level-appropriate oral and written claims and support them with reasoning and evi...
- 6 - An ELL can analyze and critique the arguments of others orally and in writing.
- 7 - An ELL can adapt language choices to purpose, task, and audience when speaking and writing.
- 8 - An ELL can determine the meaning of words and phrases in oral presentations and literary and informati...
- 9 - An ELL can create clear and coherent level-appropriate speech and text.
- 10 - An ELL can demonstrate command of the conventions of standard English to communicate in level-ap...

1. Personal Information



Step 4: **P**repare for post testing



No matter who
we are, testing is
STRESSFUL



Share with your students the **REASON**
for testing— to help **US** help **THEM!**

PRACTICE!

CASAS eTests Sampler and Sample Test Items

- Allow students to explore the Sampler
- Use sample test items in class
- **FIELD TESTING!** Low-stakes way to get more comfortable with taking tests

PARTNERS!

Burlington English

- Test Prep/Prepare for CASAS
- Burlington CORE

POSITIVE!

Malcolm Knowles

- Maintain a supportive, relevant, and positive learning environment- in person, or virtual



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Prepare For

CASAS®

Step 4: Prepare for post testing

BURLINGTON ENGLISH
Prepare for CASAS

Reading Practice Level A

Help/Spells

**CARLTON DRIVING SCHOOL**
STUDENT ENROLLMENT CARD

Name:
Last First Middle

Address:
Number Street Apt. No.

City State Zip Code

Phone:

Lesson Time:

Teacher:

19 What is the student's middle name?

A. Carlos
 B. Johnson
 C. Juan
 D. Ramirez

Next Question

Back

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

End Test



Test Practice

- Builds student confidence to reduce test anxiety
- Practice Mode helps familiarize students with the format of standardized tests without time constraints
- Test Mode helps familiarize students with the format and pacing of the timed test

Step 5: **S**uccess





So what does this mean for your program and instruction?

IT IS **CRUCIAL** THAT CLASSROOM TEACHERS HAVE ACCESS TO REPORTS AND GREAT RESOURCES THAT WILL PROVIDE STUDENTS WITH THE INSTRUCTION THEY NEED TO BE SUCCESSFUL

News & Updates Webinars

Wednesday, December 11

2 pm Eastern / 11 am Pacific

<https://tinyurl.com/casasnews>

Let **CASAS**
Be Your
Compass!

While Using
Burlington English

Thank You
For Attending!

Mary Segarra

CASAS State Certified Trainer |
Program Facilitator, Connecticut

Questions Regarding CASAS?

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