

DEPARTMENT OF SOCIAL SERVICES

744 P Street, Sacramento, CA 95814



April 21, 1987

ALL-COUNTY LETTER NO. 87-57

TO: ALL COUNTY GAIN COORDINATORS
ALL COUNTY WELFARE DIRECTORS

SUBJECT: GAIN EDUCATIONAL SCREENING TESTS

REFERENCE: ACL No. 86-82

The purpose of this letter is to inform you about a new policy regarding further diagnostic testing for GAIN participants who score below 200 on the GAIN Appraisal Program Reading and Math tests.

BACKGROUND

As indicated in All-County Letter Number 86-82 dated August 26, 1986, participants who score below 200 on the reading and math tests are referred to an educational provider who develops a case-by-case determination of an appropriate plan. Concerns were raised by the California Welfare Director's Association (CWDA) regarding the potential for excessive costs and statewide inconsistencies associated with the current policy.

In response to CWDA's concerns, county welfare departments (CWD) will be required to use tests developed by the Comprehensive Adult Student Assessment System (CASAS) which measure reading and math skills at levels below 200. These tests are entitled "Adult Life Skills Level A and Level AA". The Level A and AA tests can also be used to determine the basic skill levels and make appropriate referrals for participants who have difficulty completing the demographic information section on the top of the reading and math answer sheet, or who indicate that they have a learning disability.

TEST ADMINISTRATION AND CONTENT

The Level A test can be group or individually administered. The Level A test contains 24 items and although it is not a timed test, it has been designed so that most participants can complete the test within 60 minutes. However, most participants will

complete the test within 30-45 minutes. If a participant takes longer than 45 minutes to complete the Level A test, he/she should be given the Level AA test. Test administration instructions for the Level A test are contained in loose-leaf form in the front of the test booklet, and have been designed to be inserted into the GAIN Appraisal Program Manual for easy reference.

The Level AA test must be administered on a one-to-one basis with the test proctor reading the questions to the participant and marking the answer sheet when the participant gives the answer. The test contains 25 items and has been designed so that participants can complete the test within 15 minutes. Test administration instructions for the Level AA test are included in the front of the test booklet.

Enclosed with this letter are the test administration instructions for the Level A and AA tests and a test content by item chart for the Level A test, reprinted with the permission of CASAS.

REFERRALS

Participants will be referred to educational providers based on scores attained on the Level A and AA test. Two charts that summarize referral requirements are attached to this letter. Chart #1 indicates appropriate tests and referrals for participants who have taken the GAIN Appraisal Program Reading and Math test and whose test scores indicate that further assessment is needed. Chart #2 displays appropriate testing instruments and referrals for those participants who have indicated that they have a learning disability, or who were unable to complete the demographic information on the answer sheet.

As is allowable with the GAIN Appraisal Program tests, CWD's may contract with qualified individuals or educational agencies to administer the Level A and AA tests.

It is expected that only a small number of GAIN participants (less than two percent) will need to take the Level A and AA tests, and that test administration can be absorbed by the staff responsible for administering the GAIN Appraisal Program Reading and Math tests. However, if necessary, appropriate adjustments to funding allocations and/or staff will be considered.

TEST ADMINISTRATION TRAINING

Test administration training was conducted on March 10, 1987 in Sacramento for the counties that have implemented GAIN. Test administration training for the Level A and AA tests will be incorporated into the GAIN Appraisal Program Training that is provided to counties prior to program implementation. You will be notified when training has been scheduled for your county.

If you have questions regarding these policies, please contact
Kathy Manzer of the GAIN Implementation Bureau, at
(916) 324-7975.

Sincerely,



CARL B. WILLIAMS
Deputy Director
Employment and Community
Services Division

cc: CWDA

Attachments

**CASAS Pre-Employment Tests
Level A – Form 12
Test Administration Directions**

I. General Description of Reading Tests

The CASAS Life Skills Tests assess a participant's ability to transfer basic skills to "real-life" situations, represented by pencil and paper, multiple choice questions. Each item on the test measures a specific competency statement from the CASAS Competency List (See "Test Content by Item" information).

II. Time and Test Setting

This is not a timed test. Test Level A – Form 12 consists of 25 items and has been designed so that most participants will finish within a 30 minute period. Provide a few minutes longer, if necessary, for the slower participants to finish. Encourage participants not to spend more than a few minutes on any one test item. Make sure each participant has adequate working space. A Proctor in addition to a Test Examiner will be necessary for groups of 25 or more.

III. Materials Needed for Testing

1. Test Booklets. (one for each participant)
2. Number 2 pencils and erasers.
3. Answer sheets.
4. Scratch paper.

IV. Test Administration

1. Assure the participants that the purpose of the test is to assist in the referral process. There is no passing or failing grade.
2. Distribute the Answer sheets and #2 pencils. Complete the participant information (Name, Social Security number, etc.). Test Examiners should complete the County code and Form number information.
3. Distribute numbered test booklets and scratch paper. Instruct the participants not to write in the test booklets and not to make any stray marks on the Answer sheets.

4. Open the test booklets and read the general test directions to the participants and do the sample questions together. Make sure that every participant understands how to mark the Answer sheet.
5. Begin the test.

V. Collecting the Materials and Scoring

Make sure you collect each test, Answer sheet, and all scratch paper. Inspect the Answer sheets for completeness.

1. Remove the test security perforations from the top, bottom, and right-hand side of the Answer sheet. Leave the left-hand side attached.
2. Turn to page 2 of the Answer sheet.
3. Count the number of correct answers (the number of 'filled-in' circles) and record this number in the box labelled 'Reading Raw Score'. Using the Raw-to-Scale score conversion table, locate the Raw Score. Read across to the next column labelled 'Scale Score'. Write this Scale Score number in the box labelled 'Reading Scale Score'.

VI. Answer Sheet Security

Answer sheets must remain secure. It is important that the participant tested does not retain any part of the Answer sheet. Following test administration, be certain you get back as many Answer sheets as you hand out. If a participant wants to know his/her test score, this should be written on a separate sheet.

These Answer sheets can be read by optical scanning equipment. This requires that the Answer sheets be handled with care. Please do not staple, clip, fold, or make stray marks on the Answer sheets.

VII. Routing of Answer Sheets

The first page of the completed Answer sheets should be sent monthly to the State Department of Education for machine scoring in the pre-addressed envelopes provided.

The second page of the Answer sheet is intended for the local client file.

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM TEST CONTENT BY ITEM

LEVEL A - FORM R12
SPRING 1987

ITEM	CONTENT AREA*	CODE	TASK*	THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO:	ITEM	CONTENT AREA*	CODE	TASK*	THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO:
1.	C.R.	2.3.1.	5	Interpret clock time	19.	O.K.	4.1.2.	1	Interpret job applications, resumes, and letters of application
2.	C.R.	2.2.2.	4	Recognize and use signs related to transportation	20.	H.	3-4.1.	3	Interpret product label directions, warnings, danger signs and symbols
3.	C.R.	2.2.4.	4	Interpret transportation schedules and fares	21.	H.	3-4.1.	3	Interpret product label directions, warnings, danger signs, and symbols
4.	C.R.	2.5.4.	4	Read, interpret, and follow directions found on signs and directories	22.	O.K.	4.3.1.	4	Interpret safety signs found in places of training, in employment, and in public buildings
5.	C.R.	2.1.1.	4	Use the telephone directory and related publications to locate information	23.	O.K.	4.3.1.	4	Interpret safety signs found in places of training, in employment, and in public buildings
6.	C.R.	2.5.6.	2	Use library resources, reference materials, content tables, indexes, and dictionaries	24.	O.K.	4.3.3.	3	Identify safe work procedures including wearing safe work attire
7.	C.R.	2.5.6.	2	Use library resources, reference materials, content tables, indexes, and dictionaries	25.	O.K.	4.3.3.	3	Identify safe work procedures including wearing safe work attire
8.	C.E.	1.8.2.	1	Interpret the procedures and forms associated with banking services					
9.	C.R.	2.5.4.	4	Read, interpret, and follow directions found on signs and directories					
10.	O.K.	4.2.1.	2	Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms					
11.	O.K.	4.2.1.	2	Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms					
12.	H.	3.3.1.	3	Identify and use necessary medications					
13.	C.R.	2.3.2.	2	Identify the months of the year and the days of the week					
14.	C.R.	2.5.4.	4	Read, interpret, and follow directions found on signs and directories					
15.	C.R.	2.2.1.	2	Ask for, give, follow, or clarify directions					
16.	C.R.	2.2.1.	2	Ask for, give, follow, or clarify directions					
17.	O.K.	4.1.3.	4	Identify and use sources of information about job opportunities such as job descriptions and job ads					
18.	O.K.	4.1.2.	4	Identify and use sources of information about job opportunities such as job descriptions and job ads					

* C.E.-Consumer Economics; C.R.-Community Resources; H.-Health; O.K.-Occupational Knowledge; G.L.-Government and Law + TASK 1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

CASAS LIFE SKILLS TEST FOR GAIN PARTICIPANTS

Test Administration Directions

This CASAS Level AA test is to be used with participants who score below 180 on the CASAS Level A - Form 12 test or who take longer than 45 minutes to complete the Level A - Form 12 test.

A. Preparing for Testing

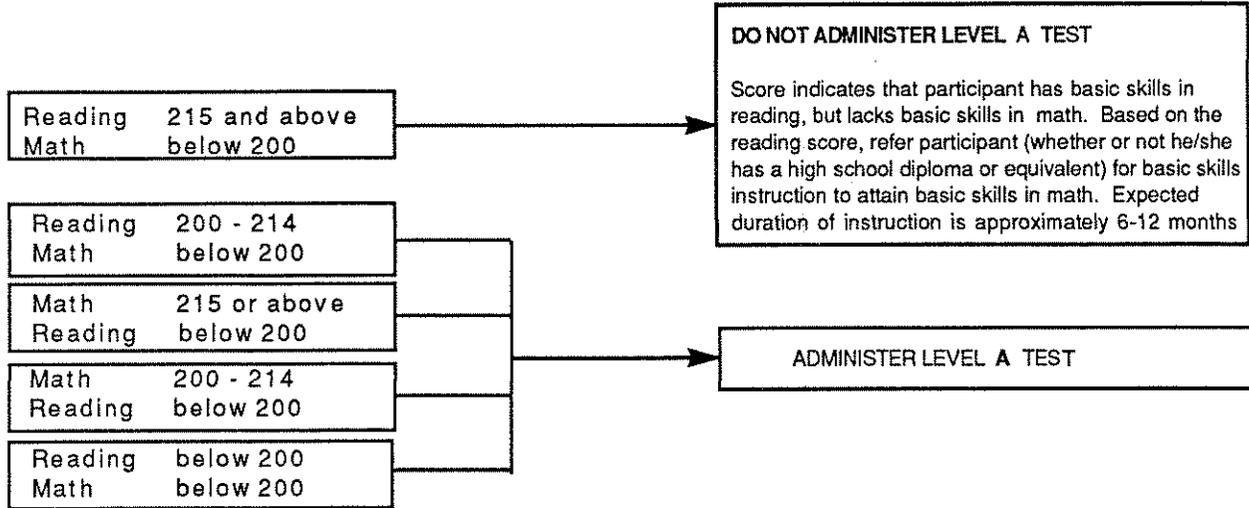
1. Select/arrange appropriate testing environment.
2. Testing area should be uncluttered/non-distractive.
3. Testing area should be the same for all participants, if possible.

B. Administering the Test

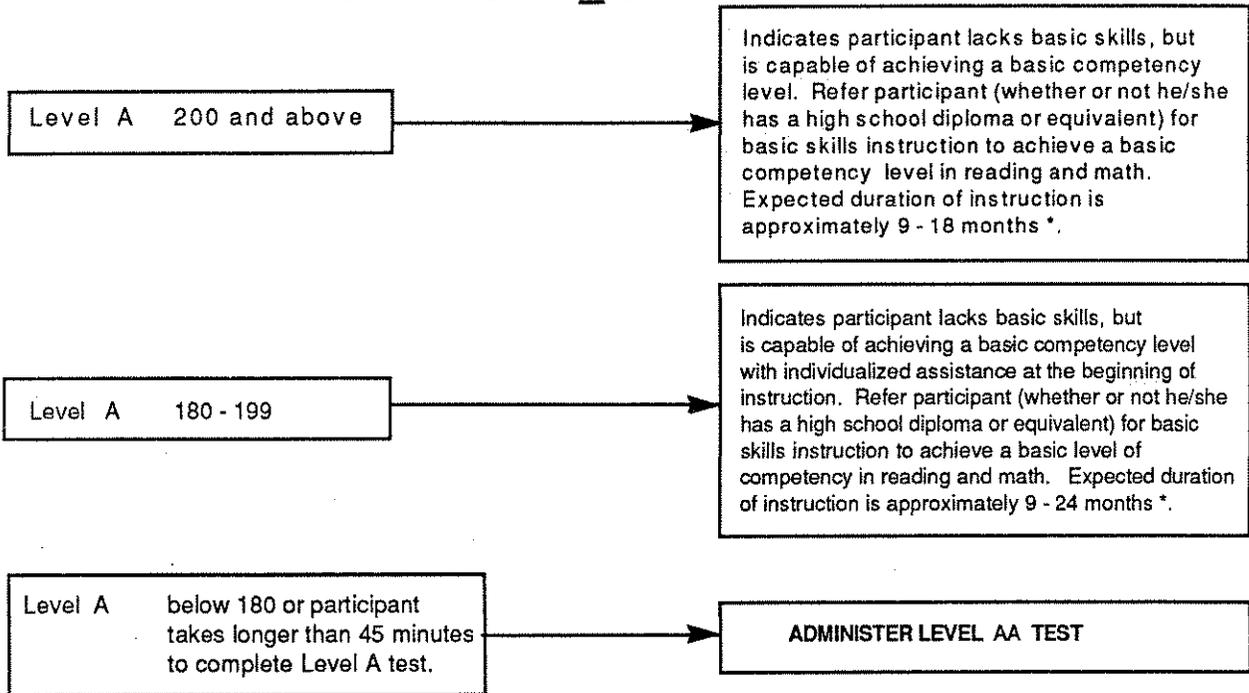
1. Administer the test individually. Assure the participant that the purpose of the test is to assist in the referral process and there is no passing or failing "grade".
2. Schedule uninterrupted time to administer the test.
3. Allow approximately twenty (20) minutes per participant. Each test is designed to be completed in 20 minutes or less. Test administration time may vary somewhat.
4. Say each test item/question no more than twice.
5. Do not make any stray marks on the test booklets.
6. Do not alter or modify any of the test questions in order to elicit a correct answer.

GAIN Appraisal Program Reading & Math Scores

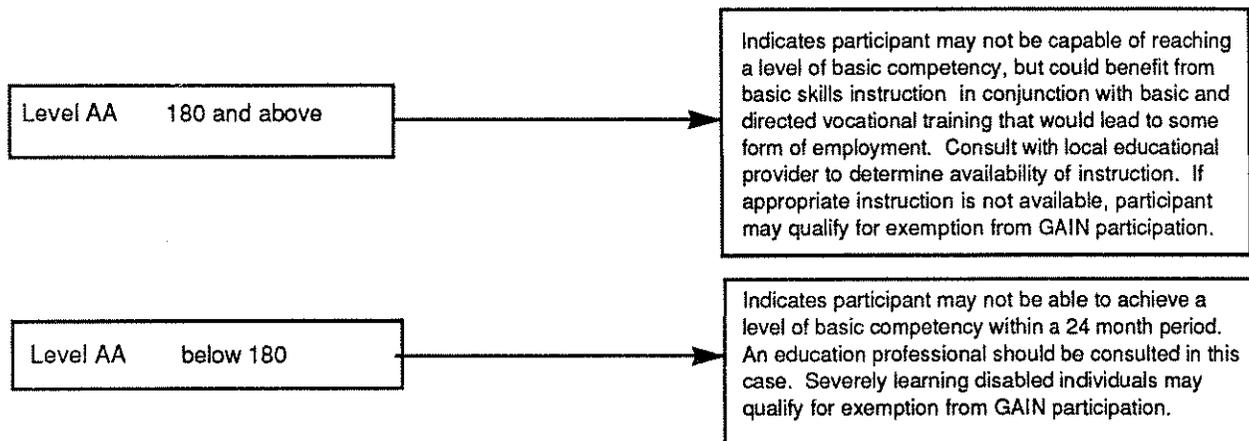
Referral Chart # 1



CASAS Level A Test Scores



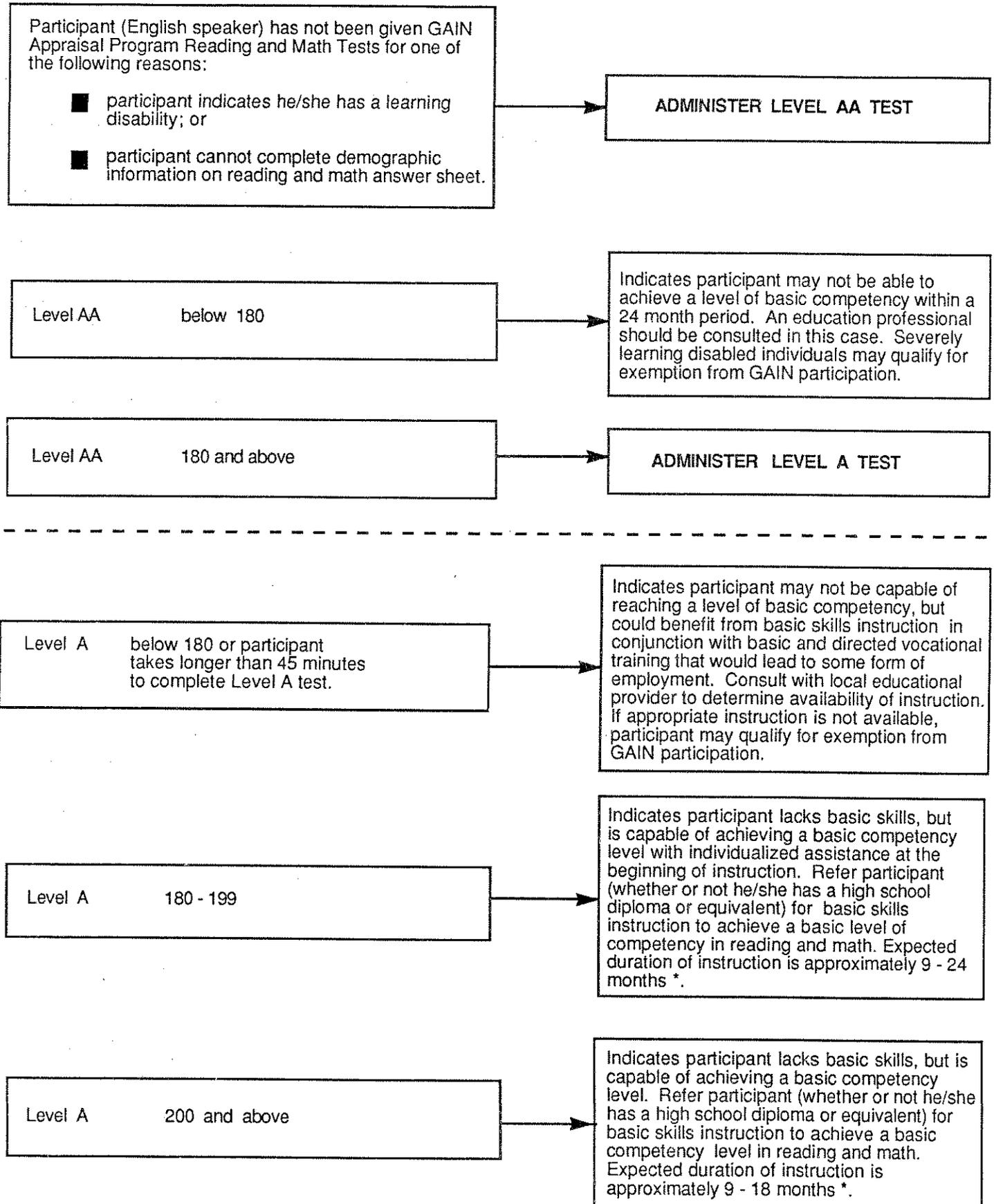
CASAS Level AA Test Scores



* Estimates provided by SDE, based on 25 hours of instruction per week.

GAIN Appraisal Program

Referral Chart # 2



* Estimates provided by SDE, based on 25 hours of instruction per week