



Reading

Sample Test Items

Levels A, B, C, D

Administration Packet

CASAS

Reading Sample Test Items – Levels A, B, C, D

For Instructional Use Only

Purpose

The purpose of these sample test items is to familiarize students with CASAS reading items and give students practice in taking a CASAS reading test. They contain typical items students will encounter in the Life and Work Reading Series, levels A, B, C and D (Forms 81-188). Practicing with these sample test items should make future testing go more smoothly and may help reduce student test-taking anxiety.

Use

The Reading Sample Test Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample test form appropriate for your students' skill level.

Testing

To use the sample test items in the classroom, download, print and copy the test booklets for use by students. Answer sheets are also needed. Answer keys are on page 3 of these instructions.

TO ADMINISTER THE READING SAMPLE TEST ITEMS IN THE CLASSROOM

Before testing

1. Make sure all testing materials are ready:
 - Reading Sample Test Items booklets for Level A, B, C or D (Staple the pages together.)
 - TOPSpro Test Record (Note: CASAS gives permission to duplicate the TOPSpro Test Record for use only with these Sample Test Items.)
 - Pencils
2. Review the test materials to familiarize yourself with them.

Testing

1. Allow adequate space between students. (Even though the students are not taking an actual test, it's important to simulate the testing environment.) Have students turn off their cell phones.
2. Explain to students they will practice taking a test. The purpose is to find out their ability to read in English. Explain that they will read something, answer a question, and mark their answers A, B, C or D on an answer sheet. It will take about 15 minutes.

CASAS Reading Sample Test Items for Instructional Use

3. Pass out the answer sheets. Make sure everyone has a pencil. Have them write their name and other information on the answer sheet. Demonstrate on the board or overhead projector how to fill in the bubbles correctly.
4. Tell students there are two practice questions and five test questions. (Note: For the level D Sample Test Items there is only one practice item.) Point out the Practice question area on the answer sheet: *You will mark your answers to the practice questions here. Only the practice questions. Mark A, B, C or D.* Then point out Test column, number 1: *You will mark your answers to the test questions here.*
5. Hand out the test booklets and ask students not to open them until you tell them to. Tell them not to write in the test booklets.
6. When everyone has a test booklet and is ready to begin, tell students to open their booklets. Point out the two practice questions. Explain that they will read the selection and then the question and answers, and will mark their answers in the Practice area of the answer sheet. Have them begin with the first practice item.
7. When most students are finished with the first practice item, give the answer and discuss the item. Then do the same with the second practice item.
8. Show students again where they will mark the answers to the test questions on their answer sheet (Test column, number 1). Tell them to work by themselves – no talking, no helping one another. Have them begin.
9. When everyone is finished, discuss each item, writing the correct answer on the board. Collect the test booklets and answer sheets. You may discard the answer sheets.

QUESTIONS?

If you have any questions regarding the CASAS Reading Sample Test Items, please contact the Item and Test Development Department at 800-255-1036.

CASAS Reading - Sample Test Items

Answer Keys

Level A

1. B
2. A
3. C
4. D
5. D

Level B

1. D
2. B
3. D
4. C
5. A

Level C

1. B
2. A
3. C
4. B
5. D

Level D

1. D
2. B
3. C
4. C
5. A

Level D

Reading

SAMPLE TEST ITEMS

DIRECTIONS

1. Mark your answers on the answer sheet. Please do **not** write in the test booklet. Use a number 2 pencil only.
 2. Try to answer the question. Choose the **one** best answer. If you want to change an answer, be sure to erase the first mark completely. If you don't know an answer, you can go to the next question. Follow the numbers carefully.
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Practice

The Westview Health Care Center is planning to offer a four-week program to educate teens aged 13 to 18 on healthy weight-loss strategies and good nutrition. The focus will be on self-image, fitness, and food. Participants will identify healthy meals, develop exercise plans, and examine lifestyle choices.

What is the purpose of the new program?

- A. to provide nutritious meals for children
- B. to interest teenagers in health care careers
- C. to learn about the health problems of teenagers
- D. to teach young people how to control their weight and eat healthy food

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PRACTICE				
1	A	B	C	<input checked="" type="radio"/> D
2	A	B	C	D

Riverview Gas and Electric Company

You May Qualify for Energy Assistance

RG&E has a variety of energy assistance plans and services to accommodate customers on a fixed or limited income, or who have certain special living situations. These include:

- 20% discount on monthly energy bills for seniors whose income meets established guidelines
- Lower rates for customers with a medical condition that requires greater energy use
- Advance notice of rolling blackouts for customers vulnerable to the health risk of extreme heat who require a constant temperature in their living space
- Flexible temporary payment plans for customers undergoing sudden and/or emergency economic hardship (please contact us immediately)
- Free energy-saving home improvements for homeowners on fixed and/or limited incomes

Visit www.riverviewge.com or call **1-800-RGE-HELP (1-800-743-4357)**.

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1. Which of the following does RG&E offer?
- A. advance notice of rate increases for customers on a fixed income
 - B. special equipment for customers requiring a constant room temperature
 - C. lower rates for low-income homeowners who conserve energy
 - D. discounted rates for customers who use more energy for health reasons

What Are Today's Employers Looking For?

What are today's employers looking for in a new employee? Why does candidate A get the job when candidate B seems better qualified? The answer may lie in the fact that, in addition to traditional job qualifications, personal qualities are now often being given substantial weight in the hiring process. Technical skills, education, and work experience in themselves may not be enough to land a particular job. Employers are looking for more, and have improved their hiring process to gain the information they need to make what they feel is the right choice in a new hire.

Skilled job interviewers ask questions that provide insight into an applicant's ability to problem-solve and to perform under stress. They try to gain a sense of the person's flexibility, motivation and self-direction, and how well they would fit in and work with others. They assess oral communication skills and writing skills. Finally, interviewers factor in whether or not the attributes and skills of the prospective employee are transferable in the event of a promotion or relocation.

Don't underestimate a job interview. Even though you may have exactly the résumé an employer is looking for, it's only one part of the process.

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2. Which of the following statements is supported by the above information?
- A. Employers are often unrealistic in what they expect of job applicants.
 - B. An interview is still an important part of the hiring process.
 - C. Many of today's employers have relaxed their hiring standards.
 - D. Interviewers tend to focus too much on personality in the questions they ask.

AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

Employee's Agreement

1. I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve in the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

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3. What obligation does an employee agree to in point 1?
 - A. to complete at least one month of unpaid training
 - B. to serve in the agency at least three times during the training period
 - C. to continue working for a specified period of time after training
 - D. to attend training classes part-time or full-time as assigned

Coffee – To Drink or Not to Drink?

Most of us know little about caffeine other than that it is in coffee, tea, cola and chocolate and that it is stimulating. Is it healthy? Is it unhealthy? Some people drink bottomless cups of coffee, while others avoid caffeine because they fear potential health risks. The most common and accurate perception is that caffeine is not exactly good for you, but it isn't really bad for you either.

Caffeine is a stimulant, however, and a mild form of addiction can occur with heavy consumption. There is no question that the coffee habit produces withdrawal symptoms when people suddenly quit. They experience drowsiness, headaches, and restlessness for a short time after abruptly stopping. Even with moderate

consumption, its stimulant effects cause most people, especially as they age, to limit their intake of caffeine and not drink it too late in the day so it does not interfere with their sleep. The most negative aspect of caffeine seems to be that it can create nervousness or stomach discomfort in some individuals. Researchers state that there is no link between coffee and high blood pressure, although people with those conditions should check with their physician about whether or not to drink coffee. For most people, though, moderate consumption has no ill effects, and that cup of coffee first thing in the morning or as a late afternoon “pick-me-up” is just fine.

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4. What claim is supported by the above information?
- A. Caffeine addiction poses considerable health risks.
 - B. The benefits of caffeine outweigh perceived risks to health.
 - C. There is no reason for most people to fear caffeine.
 - D. Not enough research has been done on the positive effects of caffeine.

5. What is the tone of the article?
- A. objective and balanced
 - B. uncertain and tentative
 - C. generally biased towards caffeine
 - D. generally biased against caffeine