College and Career Readiness Standards for Adult Education (CCRS)

CCRS Implementation Team
Summer Institute 2014
In small groups, discuss the following:

1. What are content standards?
2. How can content standards support ABE practitioners?
Content standards describe what students KNOW and are able to DO
Process That Led to the CCR Standards for Adult Education

OCTAE created a deliberative, multilayered process:

- Convened two review panels—one in math and one in English language arts/literacy (ELA/literacy)—with a wide cross-section of experience and expertise.
- Common Core State Standards served as the basis of discussions (CCSS).
- Gathered feedback from colleagues around the nation and the lead CCSS writers.
- Established an evidence-based process.
### Three Questions Guided the Panels’ Review

1. **Using evidence, what CCSS content in the area of ELA/literacy is *relevant* to preparing adult students for success in higher education and training programs?**

2. **Using evidence, what CCSS content in the area of mathematics is *relevant* to preparing adult students for success in higher education and training programs?**

3. **Using evidence, which standards in each content area are *most important* for adult students?**
Panelists bundled the selected standards into five grade-level groupings to more closely reflect adult education levels of learning:

- **ELA/Literacy** - A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12)
- **Math** - A (K–1), B (2–3), C (4–5 +6), D (6+ 7–8), and E (9–12)

Standards were omitted primarily when they were too specific, redundant, subsumed by other standards, or handled sufficiently in an earlier level.
What the CCR Standards for Adult Education Are and Are Not!

- They are *not* an order in which standards are to be taught.
- They are *not* directions about how instructors should teach.
- They are *not* a full spectrum of support and interventions for students.
- They are *not* a curriculum, so states and programs will need to complement them with high-quality curricula.
They are...

- A model set of evidence-based CCR standards for use by state and local adult education programs!
- A set of standards for ALL students, including ELLs!
- Intended to forge a stronger link among adult education, post-secondary education, and the world of work (OCTAE).
Value of CCRS and Standards

- Helps to close the gap between ABE, post-secondary and the workplace

- Provides a common language for educators that can help to promote alignment among and between levels in a program as well as between programs

- Assures that high-mobility students and students who “stop out” have access to a logical, predictable sequence of skills all teachers/programs are working toward

- Provides a guide to instruction that is based on evidence and research

- Professionalizes the field of ABE
WIOA and NRS

- The reauthorization of WIOA (Workforce Innovation and Opportunity Act) requires ABE to align to the CCRS and state K-12 standards.
- National Reporting System (NRS) levels are being aligned to the CCRS.
- Approved NRS assessments will be aligned to the CCRS.
TIF Alignment

- Transitions Integration Framework (TIF)
  1. Effective Communication
  2. Learning Strategies
  3. Academic Language & Skills
  4. Numeracy
  5. Critical Thinking
  6. Self-Management
  7. Developing a Future Pathway
  8. Navigating Systems
2014 GED Alignment

- The test targets align to the CCR standards in Reading and Language while the Multi-Trait Scoring Rubric aligns to the CCR standards in writing.

- The CCR standards and the GED both support deep understanding of mathematical concepts, the development of procedural fluency, and rigorous problem-solving applications.

- The test reflects a key shift in the CCR standards to focus on literacy across the disciplines of science, social studies and technical subjects.

(The Crosswalk, GED Testing Service)
So, How Are States Using the CCR Standards for Adult Education?

In a variety of ways! Some are...

- Adopting the CCR standards outright.
- Adopting the CCR standards and then adding in other content.
- Putting the CCR standards in their own words, but ensuring the key advances are represented.
- Strengthening existing state standards to ensure the key advances are represented.
- Adopting the CCSS standards and using the CCR standards to “tag” as priorities the CCR content.
Navigating the CCRS

Let’s take a walk through the key organizational features of the CCRS!
CCR Standards for Adult Education in ELA/Literacy
Key Shifts Prompted by the CCR Standards for Adult Education

1. Complexity: Regular practice with complex text (and its academic language)

2. Evidence: Reading, writing, and speaking grounded in evidence from text

3. Knowledge: Building knowledge through content-rich informational texts
Key Shifts Build Toward CCR for All Students

Engage with Complex Text

Extract and Employ Evidence

Build Knowledge
What students can read, in terms of complexity, is the greatest predictor of success in college (ACT study).

Gap between complexity of college and high school texts is huge (four years!).

Too many students are reading at too low a level. (<50% of graduates can read sufficiently complex texts).

Deficiencies are not equal opportunity. . .
ELA/Literacy Shift One: Regular Practice With Complex Text

**Example:** Guided highlighting activity (Gettysburg Address)
ELA/Literacy Shift Two:
Reading, Writing, and Speaking
Grounded in Evidence From Text

- Most college and workplace writing requires evidence.
- The ability to cite evidence differentiates strong from weak student performance on national assessments.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers.
ELA/Literacy Shift Two: Reading, Writing, and Speaking Grounded in Evidence From Text

Example: Low-intermediate ESL, reading for evidence (Samsam & Adam)
ELA/Literacy Shift Two:

Answers explicitly in the text: (In Text)

1. Who is telling the story?
   
   Text Evidence: “__________________________________________”
   
   My Summary: ____________________________________________.

2. Why did Samsam begin class right away?
   
   Text Evidence: “__________________________________________”
   
   My Summary: ____________________________________________.

Answers that require interpretation or inference: (Text +)

1. What does Samsam mean when she says her classroom “holds the whole world within its walls”?
   
   Text Evidence: “__________________________________________”
   
   My Idea: _________________________________________________

   Samsam means ______________________ because the text says ___________________________________ and I think that means ________________________________________.
ELA/Literacy Shift Three: Building Knowledge Through Content-Rich Nonfiction

- Nonfiction makes up the vast majority of required reading in college and the workplace.

- Informational text is harder for students to comprehend than narrative text.

- Males lag females in reading. Research shows males prefer reading informational texts over narrative fiction.
ELA/Literacy Shift Three: Building Knowledge Through Content-Rich Nonfiction

**Example:** Science texts example – using multiple expository texts for both literacy work and to deepen content knowledge
Three Advances in CCR
ELA/Literacy Boil Down to. . .

- Texts worth reading!
- Questions worth answering!
- Work worth doing!
1. Quickly skim the handout of the CCR ELA anchor standards. You'll notice they are divided into 4 sections: Reading, Writing, Listening & Speaking, and Language. For this activity, you'll focus on TWO of these categories. Also, note that each anchor standard is numbered (for example, Reading Anchor 1, Language Anchor 3...)

2. There is a blank space next to each nickname on your paper. Read the nickname, and find the standard that it best corresponds to. Write the number of the anchor standard next to it. For example, “Text complexity” refers to Reading Anchor 10.
CCR Standards for Adult Education in Mathematics
While the ELA standards include separate anchor standards, the knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards.

(2014 Common Core State Standards Initiative)
Three Key Shifts
Prompted by the CCR Standards

1. **Focus**: Focus strongly where the CCR standards focus.

2. **Coherence**: Design learning around coherent progressions level to level.

3. **Rigor**: Pursue conceptual understanding, procedural skill and fluency, and application—all with equal intensity.
Mathematics Shift One:
Focus Strongly Where the CCR Standards Focus

- High-performing nations significantly narrow the scope of content so that students can focus their time and energy on the major work of the level.

- By focusing deeply on what is emphasized in the standards, students gain strong foundations.

- Identifying concepts that support the major concepts of the level creates a coherent flow of knowledge and skills within the level.
Mathematics Shift Two: Designing Learning Around Coherent Progressions Level to Level

- Based on how students’ mathematical knowledge, skill, and understanding are known to develop over time:
  - Coherence allows students to demonstrate new understanding built on foundations from previous study.
  - Coherence prevents standards from being a list of isolated topics.
  - Coherence means that each standard is not a new event, but an extension of previous learning so less time needs to be spent on re-teaching.
Mathematics Shift Three: Pursue Conceptual Understanding, Procedural Skill and Fluency, and Application

- Students with solid conceptual understanding know more than “how to get the answer”; they can generalize and apply concepts from several perspectives.
- When students can perform calculations with speed and accuracy (fluency), they are able to access more complex concepts and procedures.
- When students have the ability to use math flexibly, they are then able to apply their knowledge to a wide variety of types of problems.
Standards for Mathematical Practice

MP.1  Make sense of problems and persevere in solving them.
MP.2  Reason abstractly and quantitatively.
MP.3  Construct viable arguments and critique the reasoning of others.
MP.4  Model with mathematics.
MP.5  Use appropriate tools strategically.
MP.6  Attend to precision.
MP.7  Look for and make use of structure.
MP.8  Look for and express regularity in repeated reasoning.
The Standards for Mathematical Practice describe varieties of expertise that students at all levels need to develop.

When concepts and skills are connected to the Practices, deeper understanding can occur, which allows students to extend them to new situations.

Emphasis on the Practices shifts the focus from just “how to get the answer” to also “learning how to learn.”
Exploring the Practices

1. Read the description of the Mathematical Practice and identify key concepts.

2. On flip chart paper
   - Summarize the practice in 6-10 of your own words.
   - Create a visual to represent the practice.
   - Jot down a way that this math practice appears in action in an ABE classroom.
Gallery Walk
Next Steps for CCRS in Minnesota

- CCRS session at South and Metro regionals
- Math:
  - Math Institute (September 19)
  - MNI FY15 cohort
- ELA/Literacy:
  - Language & Literacy Advisory Team focus on academic language
- ACES Transitions Integration Framework – revision of Numeracy and Academic Language & Skills categories to align with CCRS
- Specific CCRS alignment with EBRI and STAR incorporated into STAR trainings
Wrap Up and Questions