ABE FOUNDATIONS
PART 3

PLEASE MUTE UNTIL FURTHER NOTICE

Intro to Content Standards
What you will need…

- ABE Content Standards Reference Sheet
- CCRS book
- TIF at-a-glance
- Northstar Standards
Name: Eduardo  
Sex: Male  
Age: 35 years  
Status: Immigrant from Ecuador  
NRS levels:  
Reading: Low Intermediate ESL (ESL 4)  
Math: High Intermediate ABE (ABE 4)  
CCR ELA level: B  
CCR Math level: D

Education and Employment  
- Engineer in own country (HS and Post-secondary degree)  
- Working at entry level construction  
- Looking to better connect with his community and to work towards a sustainable career path in the US

Other details:  
High level of education, but struggling with English
Sort skills into 3 categories:

In the slide before I show a learner profile and say we should brainstorm skills the student would need....In the notes I say “track brainstormed skills” so I am hoping participants will say
Content standards...

- describe what students should know and be able to do upon successful completion of an instructional program.

- provide the foundation for designing curricula and instruction.

- assist in assessing student progress towards goals, and make instructional adjustments as needed.

Perhaps add a third bullet, something like: assist in assessing student progress towards goals, and making instructional adjustments as needed. (Note - if you do this, probably should...
What skills do adult learners need for successful transitions?

- **BASIC SKILLS**
- **DIGITAL LITERACY SKILLS**
- **PROFESSIONAL/SOFT SKILLS**

**How are these skills defined?**
- College & Career Readiness Standards for Adult Education
- Transitions Integration Framework

**How are these skills defined?**
- NorthStar Digital Literacy Standards

**Content for teaching and learning:**
- Life Skills
- Occupational
- Science & Social Studies
- Civics/citizenship
- Other
<table>
<thead>
<tr>
<th>Skills</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic (Literacy &amp; Math)</td>
<td>CCRS</td>
</tr>
<tr>
<td>Transitions (Professional &amp; Soft)</td>
<td>TIF</td>
</tr>
<tr>
<td>Digital Literacy (Technology)</td>
<td>Northstar</td>
</tr>
</tbody>
</table>
Where did the standards come from?

- **College & Career Readiness Standards for Adult Education (CCRS)**
  - Released in 2013 by OCTAE
  - Based on Common Core State Standards (CCSS)

- **ACES Transitions Integration Framework (TIF)**
  - Developed 2011-2013 by team of MN ABE practitioners and professional developers

- **Northstar Digital Literacy Standards**
  - Developed in 2010 by St. Paul Community Literacy Consortium and St. Paul Public Library with widespread community input
Standards: What’s the law?

- The Workforce Innovation Act of 2014, requires that state ABE content standards are to align to state K-12 academic standards (WIOA, 1A Section 102(2)D(ii)).
- The law does not require a single state or federal curriculum nor does it dictate how local programs implement the standards.
- Standardized tests (CASAS, TABE) will soon align to standards.
- Minnesota state statute states that ABE programs need to comply with federal accountability requirements (M.S.S. 124D.52.Subd.7).
Standards can provide guidance!
Quick Quiz

- True or False: We have one set of standards that covers all skills our learners need to be successful in college, the workplace and their communities.
- True or False: Federal law about standards applies only to K-12, not adult learners.
- True or False: Minnesota law states that we must comply with federal accountability requirements.

Think this should be 12
College and Career Readiness Standards
English Language Arts & Literacy
ELA Strands

- Reading
  - Foundational Reading Skills (syllables, phonics, word recognition, fluency)
- Writing
- Speaking & Listening
- Language (grammar, capitalization, punctuation, style)
- Organized A-E
### Organization: ELA (ESL)

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>CASAS Reading Score</th>
<th>CCR Level (grade equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1</td>
<td>0-180</td>
<td>A (K-1)</td>
</tr>
<tr>
<td>ESL 2</td>
<td>181-190</td>
<td>A (K-1)</td>
</tr>
<tr>
<td>ESL 3</td>
<td>191-200</td>
<td>A (K-1)</td>
</tr>
<tr>
<td>ESL 4</td>
<td>201-210</td>
<td>B (2-3)</td>
</tr>
<tr>
<td>ESL 5</td>
<td>211-220</td>
<td>C (4-5)</td>
</tr>
<tr>
<td>ESL 6</td>
<td>221-235</td>
<td>D (6-8)</td>
</tr>
</tbody>
</table>
## Organization: ELA (ABE)

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>TABE Reading Score</th>
<th>CCR Level (grade equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE 1</td>
<td>367 &amp; below</td>
<td>A (K-1)</td>
</tr>
<tr>
<td>ABE 2</td>
<td>368-460</td>
<td>B (2-3)</td>
</tr>
<tr>
<td>ABE 3</td>
<td>461-517</td>
<td>C (4-5)</td>
</tr>
<tr>
<td>ABE 4</td>
<td>518-566</td>
<td>D (6-8)</td>
</tr>
<tr>
<td>ABE 5</td>
<td>567-594</td>
<td>E (9-12)</td>
</tr>
<tr>
<td>ABE 6</td>
<td>595 +</td>
<td>E (9-12)</td>
</tr>
</tbody>
</table>
I’m hoping participants will be looking at their own books at the time... (?)
Mathematics
The mathematics section of the CCRS contains:

- Math Practices (often referred to as “the practices”)
- Anchor Standards (a specified list of skills)
- Math Domains (areas or topics of math)
- Math Standards (domains with leveled skills in each domain)
Organization: Math

The Math Practices are habits of mind to develop in your students (how students should engage in math as they grow in their expertise) – should happen across all domains.

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics (in everyday life)
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
CCR: Math

Domains:
- The Number System
- Algebra
- Geometry
- Measurement & Data
- Statistics & Probability
- Functions
The Math Standards are leveled A-E:

- Each level (A-D) has four or five domains with overarching standard statements, followed by a cluster of related standards.
- Level E is organized by conceptual categories, then domains, then standards, then clusters of related standards.

Level A (K-1 gr. math) page 51
Level B (gr. 2-3) page 54
Level C (gr. 4-6) page 60
Level D (gr. 6-8) page 70
Level E (high school) page 79
### Organization: Math

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>TABE Math Score</th>
<th>CCR Level (grade equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE 1 (ESL Math/Beginning Math)</td>
<td>&lt; 4.9</td>
<td>A (K-1)</td>
</tr>
<tr>
<td>ABE 2</td>
<td>5.0-5.9</td>
<td>B (2-3)</td>
</tr>
<tr>
<td>ABE 3</td>
<td>6.0-6.9</td>
<td>C (4-5)</td>
</tr>
<tr>
<td>ABE 4</td>
<td>7.0-7.9</td>
<td>D (6-8)</td>
</tr>
<tr>
<td>ABE 5</td>
<td>8.0-8.9</td>
<td>E (9-12)</td>
</tr>
<tr>
<td>ABE 6</td>
<td>&gt; 9.0</td>
<td>E (9-12)</td>
</tr>
</tbody>
</table>
Mathematics Standards Level B

Level B emphasizes understanding base-ten notation (place value for whole numbers to 1000), developing fluency in addition and subtraction (to 3 digits), understanding and exploring strategies for multiplication and division (within 100), and a foundational understanding of fractions. These skills will prepare students for work with rational numbers, ratios, rates, and proportions in subsequent levels. A critical area of focus is on gaining a foundational understanding of fractions and preparing the way for work with rational numbers. In the areas of measurement and geometry, using standard units of measure and developing understanding of the structure of rectangular arrays and areas are priorities, as well as analyzing two-dimensional shapes as a foundation for understanding area, volume, congruence, similarity and symmetry.

LEVEL B (2-3)

Number and Operations: Base Ten
Pause and review…

- Do both math and ELA offer standards from low level to high level?
- Level A represents the highest level or lowest level?
- True or False: pronunciation is one strand of ABE.
- True or False: The math practices are habits of mind that learners should carry throughout all levels.
So... What does this mean for my teaching?
Key Shifts in ELA with CCRS

- Practicing with greater **text complexity**
- Using **evidence** in answers and analysis
- **Building knowledge** with nonfiction
Shift One: Complexity

- What students can read (complexity) is the greatest predictor of success in college (ACT study, 2006)
- Large gap between high school and college text complexity
  - The gap is roughly four grade levels (Williamson, 2006)
  - Less than 50% of high school grads can read sufficiently complex texts
- Too many students reading at too low a level!
Let’s dive in with Text Complexity!

- **Reading Anchor 10 p.21**

<table>
<thead>
<tr>
<th>Common Core Band</th>
<th>ATOS</th>
<th>Degrees of Reading Power</th>
<th>Flesch-Kincaid</th>
<th>The Lexile Framework</th>
<th>Reading Maturity</th>
<th>SourceRater</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd – 3rd (B)</td>
<td>2.75 – 5.14</td>
<td>42 – 54</td>
<td>1.98 – 5.34</td>
<td>420 – 820</td>
<td>3.53 – 6.13</td>
<td>0.05 – 2.48</td>
</tr>
<tr>
<td>4th – 5th (C)</td>
<td>4.97 – 7.03</td>
<td>52 – 60</td>
<td>4.51 – 7.73</td>
<td>740 – 1010</td>
<td>5.42 – 7.92</td>
<td>0.84 – 5.75</td>
</tr>
</tbody>
</table>
Shift Two: Using Evidence

- The ability to gather evidence from a text and answer text dependent questions is critical for college and career readiness.
Using Text Dependent Questions

- Text-dependent questions push students to rely solely on the text for insight and analysis.
- They require reliance on the language and mechanics of the text itself, rather than personal experience or opinion.
- Questions probe the specifics of the text and avoid “canned” questions that could be asked of any text.
### Non-Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter From a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss a time when you wanted to fight against something that you felt was unfair.

From “The Adventures of Tom Sawyer,” identify the different methods of removing warts that Tom and Huck talk about and devise your own charm to remove warts. Are there cultural ideas or artifacts from today that could be used in the charm?

### Text-Dependent

What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

Why does Tom hesitate to allow Ben to paint the fence? How does Twain construct his sentences to reflect that hesitation? What effect does Tom’s hesitation have on Ben?
Using appropriately complex texts, and text dependent questions, your learners will gain a deeper understanding of the content they are reading.

Broaden to multiple content areas – Science, Social Studies, Technical subjects — to build academic lexicon and knowledge base.
Pause...

- Name the three shifts in ELA
- How are text dependent questions different from questions about how a student feels about a topic?
- Any questions so far?
# Organization: Math

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<td>ESL Math/Beginning Math (ABE 1)</td>
<td>&lt; 4.9</td>
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<tr>
<td>Beginning Basic Ed (ABE 2)</td>
<td>5.0-5.9</td>
<td>B (2-3)</td>
</tr>
<tr>
<td>Low Intermediate Basic Ed (ABE 3)</td>
<td>6.0-6.9</td>
<td>C (4-5)</td>
</tr>
<tr>
<td>High Intermediate Basic Ed (ABE 4)</td>
<td>7.0-7.9</td>
<td>D (6-8)</td>
</tr>
<tr>
<td>Low Adult Secondary (ABE 5)</td>
<td>8.0-8.9</td>
<td>E (9-12)</td>
</tr>
<tr>
<td>High Adult Secondary (ABE 6)</td>
<td>&gt; 9.0</td>
<td>E (9-12)</td>
</tr>
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</table>
Key Shifts in math with CCRS

- **Focus:** narrow the scope of content taught and go deeper
- **Coherence:** design learning around coherent progressions
- **Rigor:** develop
  1. conceptual understanding
  2. procedural skill and fluency
  3. real-life application
All with equal intensity!
Shift One: Focus

- High performing nations significantly narrow the scope of content so students focus time/energy on the major work of the level
- Students gain strong foundations
- Narrow and deepen manner of teaching math (don’t race to cover topics!)
Shift Two: Coherence

- Design learning around coherent progressions from level to level
- Allows students to demonstrate new understanding built on previous foundations
- Prevents standards from being a list of isolated topics
- Each standard is not a new concept, but an extension of earlier learning
Shift Three: Rigor

- Students will have solid conceptual understanding and know more than “how to get the answer”
- With speed and accuracy (fluency) in calculations, students can access more complex concepts and procedures
- Ability to use math flexibly allows students to apply knowledge to a wide variety of problems
Pause…

- What are the three key shifts in math?
- Stay narrow, go deep
More resources

- ATLAS ABE Content Standards
- Online course
- MN ABE YouTube channel
- Summer Institute sessions
- Ongoing PD opportunities
Whew!
Northstar Digital Literacy Standards
Northstar Digital Literacy Standards

- Define the skills needed to perform basic tasks on computers and online
- Ability to perform these skills can be assessed through ten online, self-guided modules
- Learners can earn a Northstar Digital Literacy Certificate when they complete a module with a score of 85%

Yeah, I was thinking of adding that, but then I was worried I’m throwing too many details in. But I think it’s good!
Northstar Digital Literacy Standards

Modules include:

- Basic Computer Skills
- World Wide Web
- Windows
- Mac
- Information Literacy
- Email
- Microsoft Word
- Social Media
- Microsoft Excel
- Microsoft PowerPoint
Northstar Digital Literacy Standards

Listen to description of classroom activity and answer: which Northstar digital literacy standards does the activity address?
How could you change the activity or what is an extension could you give to address additional standards?
Digital Literacy Builds through Repetition

Skill Development Cycle

Learning Task + New Skill

Routine Becomes Norm

Consistent Practice = Routine

Routine + 1
Northstar Digital Literacy Assessments

digitalliteracyassessment.org
Northstar Digital Literacy Standards

Learners can earn a certificate
Next steps…

• Talk to your manager about your program’s access to the digital literacy assessments & certificates

• Integrate more digital literacy into your instruction – try to make it **seamless, appropriate, facilitated** and it will be **empowering**! (SAFE)
For Learners: Helpful Websites

Intel® Learn: Easy Steps—Digital Literacy for the Digital Age

Learn the basic steps of how to use a computer in your everyday life, school, or home—in this free, online course.
For teachers:
Digital Literacy Integration Course

Welcome to Digital Literacy in the ABE Classroom!

This course is intended for ABE teachers who are or will be integrating digital literacy (computer skills) into their classrooms. It will help you learn how to integrate digital literacy skill-teaching into a variety of ABE classes.
Any questions about Northstar?
ACES Academic, Career and Employability Skills

Transitions Integration Framework (TIF) is the guide for essential skills in ABE programming and instruction.
Need for Transitions Skills

- Two of the top ten skills sought by employers are critical thinking and effective communication.
- Students are more successful in post-secondary education and workplace training if they can:
  - identify learning strategies
  - navigate systems
  - set goals (self management)
  - develop their future pathways
Transition Integration Framework (TIF)

- Provides guidance to ABE instructors on effective integration of transitions skills
- Defines the academic, career and employability skills essential for successful transition to post secondary education, career training, the workplace and community involvement
TIF Contains

- Categories and definitions
- Skills and sub skills
- Sample activities ranging from simple to complex
- Ideas to contextualize for community, school or work
Categories in TIF book

- Effective Communication
- Learning Strategies
- Critical Thinking
- Self-Management
- Developing a Future Pathway
- Navigating Systems
Wow, how do I learn to teach using three sets of standards?
More resources

- ATLAS ABE Content Standards
- Online course
- MN ABE YouTube channel
- Summer Institute sessions
- Ongoing PD opportunities
Professional Development Opportunities

- Summer Institute
- Math Institute
- Regional Conferences
- Language & Literacy Institute
- Online course through the Minnesota Literacy Council
- PLCs within your organization
- Study Circles with ATLAS: ABE Teaching and Learning Advancement System
The new standards offer a rare opportunity, if we seize it, to make some major shifts in moving...to approaches that richly cultivate the cognitive and communicative potentials of every student.

- Jeff Zwiers, 2014