

College and Career Readiness Standards for Adult Education

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2013



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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 *not* a national or federal set of mandates.

They are...

A model set of evidence-based CCR standards for use by state and local adult education programs!

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 Common Core State Standards (CCSS) and using the CCR standards to “tag” as priorities the CCR content.

CCR Standards for Adult Education in ELA/Literacy

Key ELA/Literacy Advances 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 ELA/Literacy Advances Build Toward CCR for All Students



ELA/Literacy Advance One:
Regular Practice With Complex Text
(and Its Academic Language)


Google Trends for “Text Complexity”

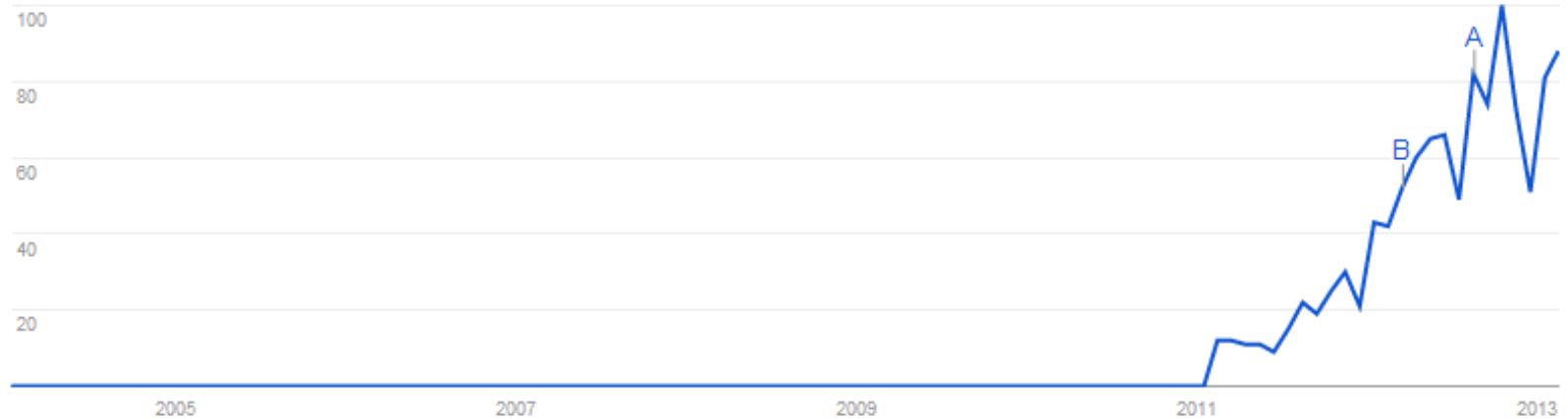
Web Search Interest **“text complexity”** Worldwide, 2004 - present. 



Interest over time

The number 100 represents the peak search volume

News headlines Forecast 



The Crisis of Text Complexity

- Gap between college and high school texts is huge:
 - HS textbooks have *declined* in all subject areas over several decades
 - Average length of sentences in K-8 textbooks have *declined* from 20 to 14 words
 - Vocabulary demands have *declined*, e.g., 8th grade textbooks= former 5th grade texts; 12th grade anthologies=former 7th grade

How much should we worry about this?

Regular Practice With Complex Text

Relevance and Importance Based on the Research?

- 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. . .

Implications for Instruction

- The CCR Standards have raised the bar for what students should read and understand at each level.
- Passages should be of high quality so that they are worthy of close reading.
- There should be a sustained focus on building students' academic vocabulary contained within those complex texts.

ELA/Literacy Advance Two: Reading, Writing, and Speaking Grounded in Evidence From Text

Reading, Writing, and Speaking Grounded in Evidence From Text

Relevance and Importance Based on the Research?

- 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.

Implications for Instruction

- Require students to make valid claims that square with text evidence.
- Ask questions that do not require information or evidence from outside the text.
- Include effective sequences of questions that build on one another so students stay focused on the 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,” have students identify the different methods of removing warts that Tom and Huck talk about. Ask students to devise their own charm to remove warts. Are there cultural ideas or artifacts from the current time 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 do Tom’s hesitations have on Ben?

Which Prompt is Text-Dependent?

In “Letter from Birmingham Jail,” Martin Luther King:

1. Gives several reasons to justify his presence in the city at that time. Write an essay in which you relate a similar situation in your own life. Tell about an experience in which you had to justify your reasons for being in a particular place at a particular time.
2. Describes a process that he and his followers have recently undertaken. Write an essay in which you describe this process and tell how the letter shows that this process is important to the civil rights movement.
3. Is specifically responding to criticism about the goals of the civil rights movement. Write an essay in which you relate these goals to aspects of the modern-day civil rights movement.

Which Questions Require Rigorous Analysis of Complex Texts?

1. When the author states that “Lee was acting like an angry bear,” is he using simile, metaphor, hyperbole, or onomatopoeia?
2. What is the setting of the story about Lee’s adventures?
3. What is the relationship between the setting of the story and the main event of the plot?
4. How did Lee’s decision to stay affect the outcome of the story?
5. Which of the following words describes Lee: brave, determined, careful, or hopeful?
 - a. Questions #1 and #2
 - b. Questions #2 and #3
 - c. Questions #3 and #4
 - d. Questions #4 and #5

ELA/Literacy Advance Three: Building Knowledge Through Content- Rich Nonfiction

Building Knowledge Through Content-Rich Nonfiction

Relevance and Importance Based on the Research?

- 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.

Implications for Instruction

- Need to focus on content-rich informational texts in curriculum.
- Important to provide coherent selections of strategically sequenced texts so students can build knowledge about a topic.
- *Always* demand evidence in student writing.
- Include conducting short research projects to answer a question.

Three Advances in CCR ELA/Literacy Boil Down to . . .

- Texts worth reading!
- Questions worth answering!
- Work worth doing!

CCSS and CCR Standards in ELA/Literacy: How Do They Compare?

- Fewer standards than CCSS, but wording of selected standards is identical.
- For ASE, focus is primarily the 9-10 standards *but* content and texts are CCR.
- Focused mainly on informational text standards.
- CCS standards that specify particular content, namely seminal U.S. documents, were selected.
- Expository writing is accentuated.

Top Ten Actions to Take:

1. Take *Complexity Inventory* of what your students are reading and make adjustments.
2. Ask students to stretch to read more complex texts—especially short texts--beyond their reading level (with supports).
3. Teach students to read strategically. . .to slow down to understand key points and to re-read passages.
4. Focus on academic vocabulary (in addition to domain-specific vocabulary).
5. Place a premium on student stamina and persistence (productive struggle).

Top Ten, cont'd

6. Provide texts that are valuable sources of information and provide opportunities for students to gain knowledge from careful reading.
7. Evidence! Evidence! Evidence!
8. Ask students to engage in written and oral arguments and discussions about everything they read.
9. Substitute text-dependent questions for non text-dependent questions in existing materials.
10. Ensure alignment of the materials teachers use by tying all purchasing of materials to the key shifts.

QUESTIONS?

CCR Standards for Adult Education in Mathematics

Three Key Math Advances Prompted by the CCR Standards

- 1. Focus:** Focus strongly where the 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 Advance One: Focusing Strongly Where the CCR Standards Focus

Focus Strongly Where the CCR Standards Focus

Relevance and Importance Based on the Research?

- 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.

Implications for Instruction

- Focus where the CCR standards focus means that some content is more important than other content:
 - Focusing narrows but deepens the scope of content and shows the “power of the eraser.”
 - Rather than “a mile wide and an inch deep,” focusing results in a “mile deep and an inch wide.”
 - Focusing opens the door to strengthening understanding—fewer topics on the list means more time to spend on each one.
- Other content supports the more important content of what we call the major work of the level.

Mathematics Advance Two: Designing Learning Around Coherent Progressions Level to Level

Design Learning Around Coherence

Relevance and Importance Based on the Research?

- 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.

Implications for Instruction

- Lessons should build new understanding on foundations based on previous lessons or levels so that content unfolds meaningfully.
- Explicit connections between concepts should be made in lessons across the levels but also within each level.
- Students and teachers should begin to expect knowledge and skills to build and grow: Each standard is not a new event, but rather an extension of previous learning.

CCR Domains

Level A		Level B		Level C		Level D		Level E			
K	1	2	3	4	5	6	7	8	HS		
Counting & Cardinality									Algebra Number & Quantity	Modeling	
Operations & Algebraic Thinking				Expressions & Equations							
Number & Operations in Base Ten				The Number System							
		Number & Operations Fractions		Ratios & Proportional		Functions					
Measurement & Data				Statistics & Probability							
Geometry											

Mathematics Advance Three:
Pursuing Conceptual Understanding,
Procedural Skill and Fluency, and
Application—All With Equal Intensity

Rigor

Relevance and Importance Based on the Research?

- 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.

Implications for Instruction

Rigor in lessons relates to the depth at which the major work of each level should be addressed:

- Lessons should help students deeply understand key concepts and see math as more than a set of discrete procedures. (conceptual understanding)
- Some class time and homework should be devoted to students' practice with calculations and mathematical procedures so they gain speed and accuracy. (fluency)
- Fluency practice is critical but not an end in itself; rather it is used to support problem solving and deeper mathematical thinking. (application)

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.

Standards for Mathematical Practice

Relevance and Importance Based on the Research?

- 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 student 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.”

Implications for Instruction

- The Standards for Mathematical Practice are meant to be applied across all levels.
- Not all Standards for Mathematical Practice are appropriate for every lesson—focus should only be on those practices that are central to the lesson.
- Make sure there are opportunities to experience *all* of the Standards for Mathematical Practice for students over the course of the unit or the level of study.

CCSS and CCR Standards in Mathematics: How Do They Compare?

- Many fewer standards (only about 31% of CCSS), but wording of selected standards is identical.
- Drew most CCR standards from the domains of algebra and functions.
- CCR standards do not include the 54 STEM standards from the CCSS.

Math Resources

- EngageNY: <https://www.engageny.org/>
- Illustrative Mathematics: <http://www.illustrativemathematics.org>
- OERCommons: <http://www.oercommons.org>
- Inside Mathematics: <http://insidemathematics.org>
- NCTM: <http://www.nctm.org/resources/>
- NCSM: Network-Communicate-Support-Communicate: <https://www.mathedleadership.org/ccss/itp/index.html>
- The University of Arizona – Bill McCallum Progressions: <http://ime.math.arizona.edu/progressions/>
- www.achievethecore.org

ELA/Literacy Resources

- EngageNY: <https://engageny.org/>
- Student Achievement Partners:
<http://www.achievethecore.org>
- OERCommons: <http://www.oercommons.org>
- Readworks: www.readworks.org
- Core Task Project: coretaskproject.com
- Navigating Text Complexity:
http://www.ccsso.org/Navigating_Text_Complexity.html
- NewsEla: <https://newsela.com/>
- Louisiana Believes: www.louisianabelieves.com
- ACTE: <https://www.acteonline.org/>

Questions & Comments