Guiding ABE Learners Toward College and Career Readiness

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Our Goals

By the end of this Webinar, you’ll be able to

✓ • Identify levels and features of the College and Career Readiness Standards (CCRS)

✓ • Correlate the relationship between the CCRS and Depth of Knowledge levels

✓ • Unpack a CCRS writing standard

✓ • Identify changes in math practices with the CCRS

In addition, you’ll have access to curriculum planning resources that correlate to the CCRS.
A LOOK AT THE LEVELS
LEVELS: GLE, CASAS, CCRS, DOK

QUESTION: IS THAT ENGLISH?

ANSWER: NO. IT IS ACRONYMISH.

GLE:
Grade Level Equivalent

CASAS:
Scaled Score from 180-260
LEVELS A-E correlate to CCRS levels A-E

CCRS:
College and Career Readiness Standards
A: K-1
B: 2-3
C: 4-5, 6+
D: +6, 7-8
E: High School

DOK:
Depth of Knowledge
1-4
Deeper thinking at higher levels
CCRS: An Overview
COLLEGE AND CAREER READINESS STANDARDS

English Language Arts (ELA)
- Reading
- Writing
- Speaking and Listening
- Language
- Reading Foundation Skills

Math
- Mathematics Practice Standards
- Mathematics
# Levels: GLE/CASAS/CCRS

## CASAS and NRS Educational Functioning Levels for WIA Title II ABE and ASE

<table>
<thead>
<tr>
<th>Educational Functioning Levels</th>
<th>CASAS/CCR</th>
<th>Reading and Math Scale Score Ranges</th>
<th>Functional Writing Scale Score Ranges</th>
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<tbody>
<tr>
<td>1. Beginning ABE Literacy</td>
<td>A</td>
<td>200 and below</td>
<td>136* - 200</td>
</tr>
<tr>
<td>2. Beginning Basic Education</td>
<td>B</td>
<td>201-210</td>
<td>201 - 225</td>
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<tr>
<td>3. Low Intermediate Basic Education</td>
<td>B</td>
<td>211 - 220</td>
<td>226 - 242</td>
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<tr>
<td>4. High Intermediate Basic Education</td>
<td>C</td>
<td>221 - 235</td>
<td>243 - 260</td>
</tr>
<tr>
<td>5. Low Adult Secondary Education</td>
<td>D</td>
<td>236 - 245</td>
<td>261 - 270</td>
</tr>
<tr>
<td>6. High Adult Secondary Education</td>
<td>E</td>
<td>246 and above</td>
<td>271 and above</td>
</tr>
</tbody>
</table>

*Estimated score below the accurate range

**CLE**

- K-1
- 2-3
- 2-3
- 4-5, 6+
- +6, 7-8
- High School
## CCRS LEVELS

### ANCHOR STANDARD

**CCR Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **A:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters.
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching adjectives and possessives.
  - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everyone).
  - e. Form and use the past tense (will be walking) verb tenses.

**B:** Demonstrate command of the conventions of standard English grammar and usage when writing, including:

- Grammar and usage in spoken language.

**C:** Demonstrate command of the conventions of standard English grammar and usage when writing, including:

- Use parallel structure.

**D:** Demonstrate command of the conventions of standard English grammar and usage when writing, including:

- Use various types of phrases (noun, verb, adjectival, verbal, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety to writing, interest to writing or presentations. (L.9-10.1)
## Number and Operations: Base Ten (+ The Number System)

**Generalize place value understanding for multi-digit whole numbers.**

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* (4.NBT.1)

- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (4.NBT.2)

- Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

- Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4.NBT.4)

- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.5)

- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.6)
Depth of Knowledge (DOK)
HOW DOES DEPTH OF KNOWLEDGE INFORM THE COLLEGE AND CAREER READINESS STANDARDS?

• DOK quantifies higher level thinking.

• Deeper thinking occurs at higher DOK levels

• DOK provides a road map for teachers.
Example Standard: Reading
Anchor 1: Read closely to determine what a text says explicitly and make logical inferences from it.

CCRS Level B standard: Ask and answer who, what, when, where, why, and how to demonstrate understanding of key details in a text.

Level E standard: Cite strong and thorough textual evidence to support analysis as well as inferences drawn from the text.
LEVEL C: Refer to details, draw inferences from the text
Unpacking a Writing Standard
CHANGES IN TEACHING WRITING

• Response to text
  • Complexity of text
  • Informational text
• Citing textual evidence
Example Standard: Writing
Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Level B: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Level C: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Level D: Write arguments to support claims with clear reasons and relevant evidence.

Level E: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Level B:
Write opinion pieces on topics or texts, supporting a point of view with reasons.

Level C:
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
WRITING PROMPTS SHOULD:

• Match the student’s CCR level

• Address the appropriate DOK level

• Require a response to a text
Identifying Cause and Effect/Summarizing and Paraphrasing:

1. Why did some women, Susan B. Anthony among them, vote in the election of 1872?
2. Why did the suffragists begin to focus their attention on changing the Constitution?
3. Write a summary of the section “Call to Action.”
4. Paraphrase, or state in your own words, what the Nineteenth Amendment says.
TEACHER CREATED WRITING PROMPTS
SAMPLE WRITING PROMPTs

TEXT: ANY U.S. HISTORY BOOK, CIVIL RIGHTS CHAPTER

DOK Level 1/CCR Level B:
Summarize the civil rights movement in the 1960s. Do you agree or disagree with the methods that were used?

DOK Level 2 / CCR Level C:
Compare the civil rights movement to something that has happened in your experience or a current event. Did you agree or disagree with what was done?

DOK Level 3 / CCR Level D:
Argue whether you believe we experience similar issues to the 1960s. Cite evidence from the text and from life.

DOK Level 4 / CCR Level E:
Was the civil rights movement successful, or are we in need of another movement? Analyze the success of the civil rights movement. Create a plan for a new movement if you determine it is necessary, and if not, explain why citing evidence from the texts and life.
Unpacking the Math Standards
Level C (4-5, +6)

Number and Operations: Base Ten (+ The Number System)

1. Generalize place value understanding for multi-digit whole numbers.
   Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. (4.NBT.1)

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (4.NBT.2)

3. Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)

4. Use place value understanding and properties of operations to perform multi-digit arithmetic.
   Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4.NBT.4)
   Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.5)
   Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.6)
ANCHOR STANDARD:

Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4)
Problem: $5 \times \frac{1}{4}$

Show that: $5 = \frac{5}{1}$

Rewrite: $\frac{5}{1} \times \frac{1}{4}$

Procedure: Multiply straight across numerator and denominator

$\frac{5 \times 1}{1 \times 4}$

Answer: $\frac{5}{4}$
Number and Operations: Fractions

Current Practice:
Provide students with rules; a roadmap from the problem to the answer.

Student Outcome:
Be able to solve similar problems using the same strategy.
MATH CONTENT AREA:

NUMBER SENSE AND OPERATIONS: FRACTIONS

ANCHOR STANDARD:

Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4)
Understand fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times \frac{1}{4}$, recording the conclusion by the equation $\frac{5}{4} = 5 \times \frac{1}{4}$.
Common Core Practice:
Provide students with deep understanding of the content.

Student Outcome:
Be able to use their deep understanding of the content to inform their calculations, figure out rules on their own, and extend their thinking to other scenarios.
“Whoa! I finally understand WHY. Dude, that is so crazy.”

Parsa Abbasian, GED Preparation Student
Heard, Wendy, Teacher
Considering the CCR Shifts in Math Instruction, what changes can you see making in your ABE Math class?
WANT TO LEARN MORE?

Download the handout!
Thank you for joining us!

Today, we learned how to:

- Identify levels and features of the College and Career Readiness Standards (CCRS)
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- Identify changes in math practices with the CCRS

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