

# College and Career Readiness Standards: Why Are They Important?



# Presented by

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# Did you know...?

The greatest predictor of success and careers is not a graduate's SAT scores, GPA, or even their critical thinking skills, but rather the ability to read complex text.

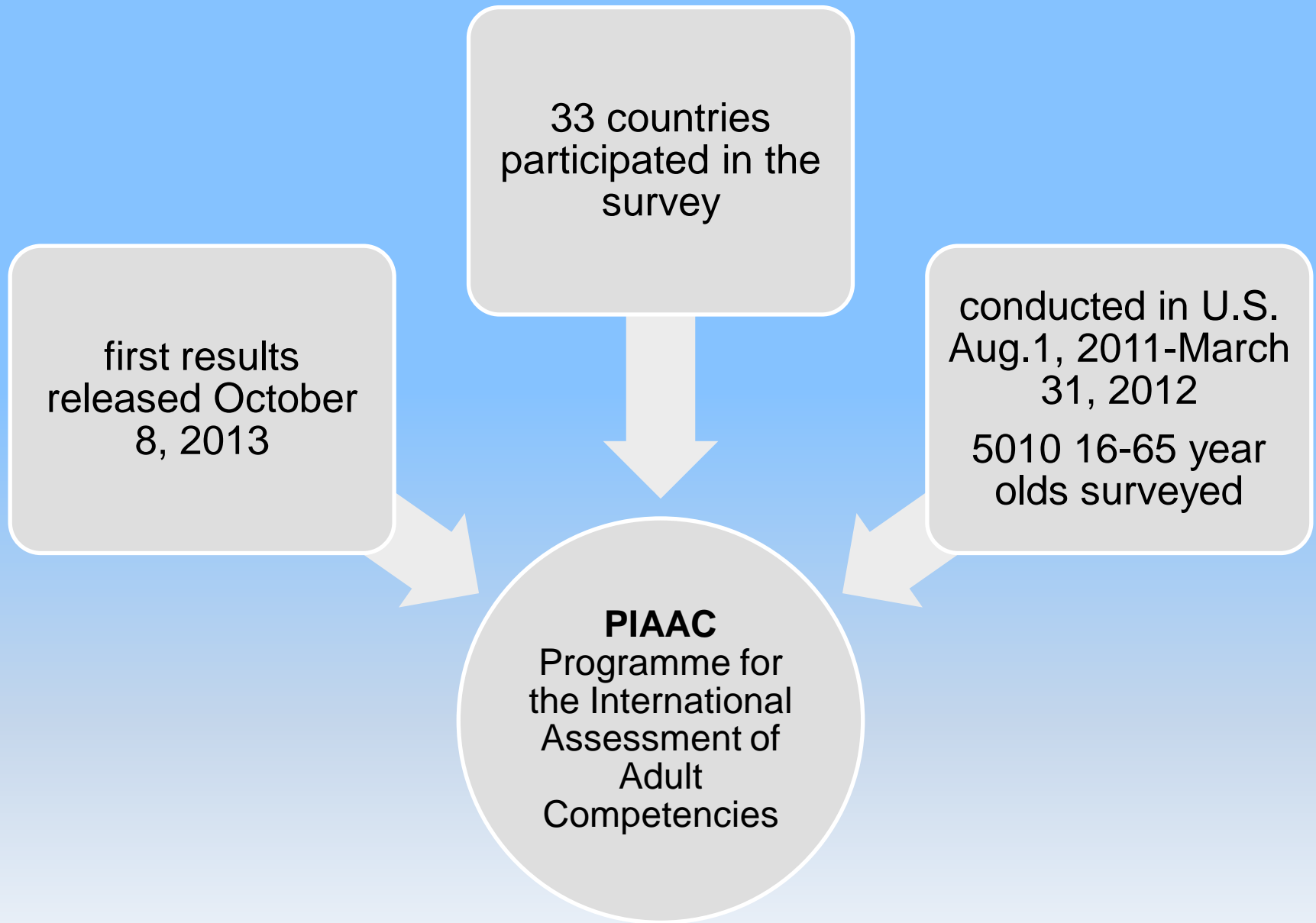
# Did you know...?

The complexity of texts that students read in their classes has eroded significantly over the past 50 years.

# Did you know...?

Only one in four high school students graduate ready for college in all four core subjects (English, reading, math and science), which is why a third of students entering college have to take remedial courses. (ACT, 2011)

The **P**rogramme for the  
International **A**ssessment of **A**dult  
**C**ompetencies (**PIAAC**):  
A Wake-up Call



# The PIAAC Survey...

Interviewed adults aged  
16 to 65 in their homes



# The PIAAC Survey...

Interviewed 5,000 individuals in  
each participating country

# The PIAAC Survey...

Asked questions via computer, and  
pencil-and-paper

# The PIAAC Survey...

Assessed literacy and numeracy skills and the ability to solve problems in technology-rich environments

# The PIAAC Survey...

Collected a broad range of information, including how skills are used at work and in other contexts, such as the home and the community.

**If you want to take the test go to:**

**<http://www.starttest.com/ITDVersions/8.4.0.0/ITDStart.aspx?SVC=9895d5c-e6bc-411f-a0da0bd594deb378>**

**For more detailed information about the PIAAC test results:**

**<http://www.oecd.org/site/piaac/surveyofadultskills.htm>**

**To learn about OECD (Organization for Economic Co-operation and Development:**

**<http://www.oecd.org/about/whatwedoandhow/>**

# Dismal Findings for U.S. Literacy

Literacy proficiency: 6 out of 12  
nations scored higher than the  
U.S.

OECD (2013), *Time for the U.S. to Reskill?: What the Survey of Adult Skills Says*, OECD Skills  
Studies, OECD Publishing.

doi: [10.1787/9789264204904-en](https://doi.org/10.1787/9789264204904-en)

# Dismal Findings for U.S. Numeracy

10 out of 12 nations scored higher  
than the U.S.

OECD (2013), *Time for the U.S. to Reskill?: What the Survey of Adult Skills Says*, OECD Skills Studies, OECD Publishing.  
doi: [10.1787/9789264204904-en](https://doi.org/10.1787/9789264204904-en)

# Dismal Findings for U.S. Problem-solving

(in a technologically rich environment) 16-24 year olds: the U.S. scored second to the highest out of 11 nations below level 1

OECD (2013), *Time for the U.S. to Reskill?: What the Survey of Adult Skills Says*, OECD Skills Studies, OECD Publishing.  
doi: [10.1787/9789264204904-en](https://doi.org/10.1787/9789264204904-en)



# **College and Career Readiness for Adult Education: Improving Instruction and Learner Outcomes**

*Adapted from CASAS slides at the  
2014 CASAS Summer Institute*

# Common Core Standards Initiative

- Two major National Initiatives
  - Common Core State Standards (CCSS) -- June 2010
  - College and Career Readiness (CCR) Standards -- April 2013
- State-led effort coordinated by two national groups
  - Council of Chief State School Officers (CCSSO)
  - National Governors' Association (NGA)

To date, 43 states and the District of Columbia have adopted the CCSS

# OCTAE's "CCR for Adult Education" Report

- The U.S. Department of Education, Office of Career Technical and Adult Education (OCTAE) commissioned a report entitled, "College and Career Readiness Standards (CCRS) for Adult Education."
- Published in April 2013
- Written by Susan Pimentel through a contract with MPR

# Key Goals of the CCRS for Adult Education Project

To select ELA/literacy and mathematics standards from the Common Core that:

- Ensure that college and career readiness requirements for adult learners are represented
- Are *relevant* to preparing adult students for success in higher education and training programs
- Are the most essential skills for adult learners

# Deliberative, Multi-Layered Process

- Convened two review panels with a wide cross-section of experience and expertise
- Employed a review process:
  - Deliberated for nine months
  - Gathered feedback from colleagues around the nation
  - Gathered feedback from some of the lead Common Core writers

# Evidence Relied on by the Panels

- Judgments of **postsecondary faculty and employers** on the importance and relevance of specific knowledge and skills in a variety of concepts (ACT, EPIC).
- Content currently part of **assessments** relevant to adult students (e.g., new GED®, ACCUPLACER, COMPASS, HiSET
- new Consortia tests – PARCC and Smarter Balanced).

TASC measures complex critical thinking skills using Norman Webb's Depths of Knowledge levels which gradually transitions test takers to College and Career Readiness Standards.

<http://www.tasctest.com/tasc-test-details-for-educators.html>

# Panelists Placed Special Emphasis on Comprehension of Informational Texts

- Selected a full progression of informational text standards across the disciplines of ELA, science, and social studies/history
- Selected only a few—but central—literature standards
- Selected some standards that require students to demonstrate knowledge of U.S. Founding Documents



# Panel Grappled with Several Issues

- Chose to focus primarily on the grades 9–10 reading, writing, and speaking and listening standards BUT apply that content to grades 11–12 reading
- Given that most adult education classes include reading across disciplines, panelists selected science and history reading standards to serve as specific applications of the ELA reading standards.

# How Can States Use the Work of the Panel?

They do articulate a college and career readiness framework of standards for states to employ voluntarily in strengthening adult education programs.

# OCTAE Study Leveling

Panelists bundled the selected standards into five grade- level groupings to more closely reflect adult education levels of learning:

- A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12)
- Comparison to CASAS levels:
  - A = CASAS A
  - B = CASAS Low B
  - C = CASAS High B
  - D = CASAS C
  - E = CASAS D and E

# Four CCR ELA Strands

- Reading
- Writing
- Speaking and Listening
- Language

# CCRS for Adult ELL Learners

- The CCRS focused on Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners, not on Adult ELL learners.
- There are no plans to conduct a similar study for Adult ELL learners.
- As a result, Adult ELL programs need to review the ABE/ASE standards and determine how to implement them for Adult ELL.

# Considerations for English Language Learners

- ELLs have varied educational backgrounds and culture that can be drawn on to make meaning of texts.
- Academic discourse needs to be taught (e.g., strategies, evidence) that ELLs need to learn.

--Nash, World Education

# Realizing Opportunities for ELLS: English Language Arts (Bunch, Kibler, Pimentel)

- Challenge them using supports
- Give ample time for conversations
- Build on what they already know
- Make the reading meaningful
- Allow them to access texts rather than simplifying or pre-empting the text

# Speaking/Listening for ELLs

- Provide opportunities for extended discourse
- Provide collaborative tasks
- Teach strategies needed for varied communicative modes



# Writing for ELLs

- Draw on students' background
- Focus on language and text structure
- Ensure that writing is meaningful communication

# Language Skills for ELLs

- Don't teach language features in isolation
- Recognize that communication can be achieved with imperfect, non-native developing language

# Key Shifts in ELA Instruction

- **Complexity**: Regular practice with complex text (and its academic language)
- **Evidence**: Reading, writing, and speaking grounded in evidence from text
- **Knowledge**: Build knowledge through content- rich informational texts

--Susan Pimentel, Student Achievement Partners

# Shift One: Text Complexity

- What students can read, in terms of complexity, is greatest predictor of success in college (ACT study)
- Gap between complexity of college and high school texts is huge (4 years!)
- Too many students are reading at too low a level. (<50% of graduates can read sufficiently complex texts)

# Features of Complex Text

- Unfamiliar content
- Density of information
- Complicated syntax and complex sentences
- Mixed, changing, or unconventional structures
- Unfamiliar vocabulary
- Long paragraphs

--Nash, World Education

# Emphasis on Reading and Re-reading

- ✓ Reading passages are the center of the lesson
- ✓ Focused pre-reading activities (no more than 10% of time)
- ✓ Scaffolding and pre-reading activities that do not pre-empt or replace the text

# Academic Vocabulary

- ✓ Frequent and systematic attention to vocabulary in every reading
- ✓ Focus on words that appear frequently in a wide variety of texts/disciplines
- ✓ Note how meanings of words vary with context
- ✓ Focus on word choice

# Implications for Instruction: Dissect Text

- Talk about text types! Dissect and compare them.
- Teach text features (headings, graphics, etc.).
- Teach terms used in academic discourse (e.g. however, in conclusion, based on, in contrast to).

--Nash, World Education



# Implications for Instruction and Assessment

- Emphasize content-rich informational texts— texts worth reading and re-reading
- Provide students with coherent selections of strategically sequenced texts so they can build knowledge about a topic

# Writing that Comes from Reading Texts

arguments to support claims

convey complex ideas

plan, revise, edit

research

# Old vs. New

## What ELA instruction used to look like

Teachers were taught to give students text at their instructional level

Teachers ask basic questions about text and students give their opinions

## What ELA instruction looks like now with the CCRS

Teachers provide more complex text to challenge students

Teachers ask text-dependent questions to get students to return to text to support their answers. Re-reading fosters deep thinking, the ultimate goal of text-dependent questions

# Old vs. New

**What ELA instruction used to look like**

Students read a text once.

Reading and writing were taught separately.

**What ELA instruction looks like now with the CCRS**

Students spend several days reading, discussing, and answering a progression of questions about the text.

Writing is connected with the text.

# Old vs. New

**What ELA instruction used to look like**

Reading skills were taught in isolation.

**What ELA instruction looks like now with the CCRS**

Reading strategies are no longer taught in isolation. Reading, writing, language, listening & speaking are combined. All subjects are integrated.

# Implications for New Assessments

<b>From</b>	<b>To</b>
Focusing only on basic reading skills	Focusing on complexity of what students can read
Accenting literary terminology	Accessing academic vocabulary
Using writing prompts – personal narratives	Writing evidence-based analyses
Measuring mainly literature	Emphasizing informational text
Measuring through traditional selected response	Measuring through evidence-based selected response

# Example Of Reading Anchor and Level-Specific Standards

Level A	Level B	Level C	Level D
Identify main topic and retell details	Explain how the details support the main idea	Summarize the text; determine theme from details	Determine how theme is conveyed through details; provide a summary for the text devoid of personal opinions or judgments
NRS BEG LIT, LOW BEG, HIGH BEG	NRS LOW INT	NRS HIGH INT	NRS ADV

## Shift Two: Evidence

- ***Reading, Writing and Speaking Grounded in Evidence from Text:***
- Most college and workplace writing requires evidence
- Ability to cite evidence differentiates strong from weak student performance on NAEP
- Being able to locate and deploy evidence are hallmarks of strong readers and writers



# Text-Dependent Questions...

- Can only be answered with evidence from the text
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events
- Focus on difficult portions of text in order to enhance reading proficiency
- Include prompts for writing and discussion questions.

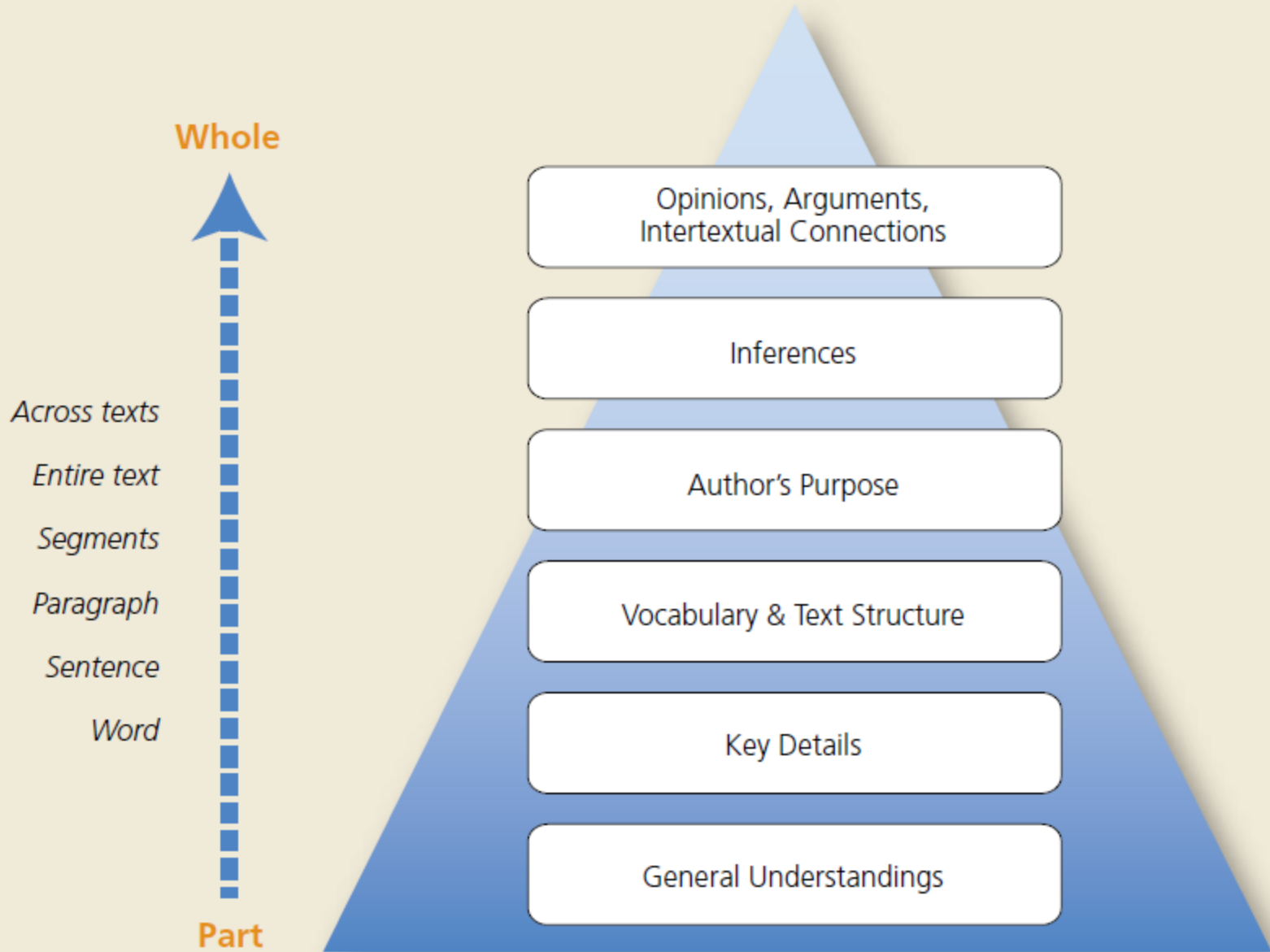
# Text-Dependent Questions

- ✓ Must cite the text
- ✓ Sequence questions
- ✓ Culminate in text-based assignments

# Drawing Evidence from Texts

<b>Not Text-Dependent</b>	<b>Text-Dependent</b>
<p>In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.</p>	<p>What makes Casey’s experiences at bat humorous?</p>
<p>In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.</p>	<p>What can you infer from King’s letter about the letter that he received?</p>
<p>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</p>	<p>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?</p>

# Progression of Text-Dependent Questions



# Old Way: “A Letter” Text from Ventures, Student Book 3

## Questions:

1. What is the date of the letter?
2. Who is the letter to?
3. Who wrote the letter?
4. What is the problem?
5. What does the writer want the manager to do?

# New Way: From Pathways Book 3

A synopsis of Hans Christian Anderson's  
Fairy Tale "The Little Mermaid"

## Questions:

1. Recall as many details as possible in this fairy tale.
2. Discuss the fairy tale as a work of literature. Why was it written? Who is the intended audience? What was the lesson?

# Shift Three

## ***Build knowledge through content rich nonfiction:***

- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is harder for students to comprehend than narrative text.

# Coming Soon! CASAS New Assessment Series

- New Reading and Math series for ESL, ABE and ASE
- Aligned to the CCRS



# CASAS New Assessments continued

- Levels C and D: focus more on academic skills to help transition to training and post-secondary instruction
- Still aligns to the CASAS Competencies
- Available on paper/pencil and online
- Field testing for online assessments currently underway. Paper version scheduled for field testing Fall 2014 or Spring 2015

- Chose to have narrative writing give way to expository writing by levels D and E.
- Selected standards that specify particular content, namely the U.S. Founding Documents and the Great Conversations that has followed.

# Beginning Steps

Determine an instructional focus:

- Reading as purposeful and goal-driven
- Reading as a process and application of strategies during reading (not before)
- Regular and repeated explanations of what we are doing, why, and how it will help
- Lots of modeling, guided and independent practice, and gradual release of responsibility (scaffolding)

# Beginning Steps (continued)

- Develop some lessons and activities that address central concepts of a text
- Rely on (and adapt if necessary) available online lesson resources
- Reflect on what worked, what didn't

# CCRS Math Standards: Key Shifts

- Focus deeply on major work of each level
- Create coherent progressions within and across the levels
- More rigorous
- Balanced combination of procedural fluency, reasoning and proof, modeling, precise communication, and making connections

# TEACHING MATH ...the old way

- Providing numbers in a word problem
- Explaining a formula
- Providing the formula needed
- Substituting the missing variable
- “Testwise” hint to remind the learner of mathematical properties and for looking for different versions of answers

## Example

The base of a triangle is 4 inches. The height of the triangle is 5 inches. Which expression can be used to find the area of the triangle?

 **THINK:** *I can use the formula to help me write an expression.*

Step 1: Find the formula:

$$\text{Area} = \frac{1}{2} \times \text{base} \times \text{height}$$

Step 2: Substitute:  $\text{Area} = \frac{1}{2} \times 4 \times 5$

**SOLUTION:** The expression  $\frac{1}{2} \times 4 \times 5$  could be used to find the area of the triangle.

## TESTWISE

You can change the order in which you add or multiply numbers without changing the result. If your answer doesn't match any expression exactly, see whether it will match if you add or multiply in a different order.

# TEACHING MATH

## ...the old way

### continued

- Provides an example that looks exactly like the sample problem, only with different numbers.
- Includes a “THINK” section to remind students that the square footage will equal the area of a circle
- Models a list of steps to solve the problem with reminders
- Gives students the answer
- Provides math practice questions that look exactly the same and require only regurgitation of facts/processes
- Depth of Knowledge Level 1 -- RECALL

#### TASC Problem

A round kiddie pool with a 5-foot diameter sits on the grass. How many square feet of grass are covered? Use the formula for the area of a circle,  $A = \pi r^2$

A  $\pi \times 2 \times 5$

B  $\pi \times 2.5^2$

C  $\pi \times 5^2$

D  $5 \times 5 \times 3.14$



**THINK:** *The pool is round, so the number of square feet will be equal to the area of the circle.*

**Step 1:** The formula for the area of a circle is  $A = \pi r^2$ .  
The  $\pi$  symbol stands for *pi*.

**Step 2:** To find the radius, divide the diameter in half.  
Then substitute the known values: radius = 2.5  
and so Area =  $\pi \times 2.5^2$ . Compare to the answer choices.

**ANSWER: B**  $\pi \times 2.5^2$

# How much water will the lawns of this Florida Housing Development require?





# Giving an old math problem a CCRS upgrade

- Reduce the literacy demand. Add perplexity.
- Lower the floor on the task.
- Add modeling.
- Create a better answer key.

22. *Application* A prep chef has just made two dozen meatballs. Each meatball has a 2-inch diameter. Right now, before the meatballs are added, the sauce is 2 inches from the top of the 14-inch-diameter pot. Will the sauce spill over when the chef adds the meatballs to the pot?



# Part 1

Show [this video](#) to students.



Ask them to write down a guess: will the sauce overflow? Ask them to guess how many meatballs it'll take. Guess guess guess. It's the cheapest, easiest thing I can do to get students interested in an answer and also bring them into the world of the task.

Ask them what information would be useful to know and how they would get it.

# Part 2 – Give them the information you have



# Part 3 – show them the answer (video)



# What the CCRS Do Not...

- Represent an order to be taught on a hierarchy of importance
- Stipulate how instructors should teach
- Specify a national or federal set of mandates.



- Offer an exhaustive list of what can be taught beyond the fundamentals specified within the CCR standards.
- Specify a curriculum, so states choosing to adopt them will need to complement them with high-quality curricula.

The New Standards raise the bar for learning, raise the demand for language, and call for a higher level of classroom discourse across all subject areas.

# How the CCRS Affect Adult Ed High School Programs

- ✓ Promote career readiness along with using Work Keys as part of Diploma prep
- ✓ Acknowledge that Adult Education learners need more skills beyond Diploma prep
- ✓ Can implement the CCRS in conjunction with the CCS
- ✓ Can be part of your curriculum, *not* a replacement (e.g., elective credit – your students need 7.5 of these)
- ✓ Can be used to go beyond career/workplace readiness and transition to post-secondary instruction skills that go beyond Diploma prep



# The Adult Education Imperative

*Because more than 12 million  
adults without a high school  
credential are in the labor force  
today. . .*

*Because key college and career ready knowledge and skills are closely linked to being able to get the training necessary to earn a living wage...*

*Because 2x as many jobs over the next decade will require a postsecondary credential. . .*

***It is crucial that adult students have the opportunity to acquire skills they need for post-secondary success.***

# What's Next?

In order to go into greater depth with the CCRS, we are planning two face-to-face regional meetings if there is enough interest:

North: Friday, Friday, October 24<sup>th</sup> 3:00-6:00  
**(registration will close on 10/17)** place TBA

South: November 7<sup>th</sup> 3:00-6:00 **(registration will close on 10/30)** at the Adult Ed Complex, 2071 East St. Louis, Las Vegas

# How to Register for a Meeting

1. E-mail me: [cbiancanv@gmail.com](mailto:cbiancanv@gmail.com)
2. In your E-mail, tell me:
  - a. which meeting you want to attend
  - b. your position/program
  - c. if you're a teacher, what program do you teach (ELL, ABE, HSE, Adult Ed HS) and what level

That's it! You're registered! 😊

# College and Career Readiness Standards:

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

# Thank you!

