

Why should Iowa be concerned with College and Career Readiness Standards?

Are we ready to make a shift?

Leadership Committee Face to Face

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Presenter: Phyllis Hinton, Iowa Dept. of Ed. AEL Consultant

Objectives:

Participants will be able to

- Identify a broad view of what the common core standards are.

- Identify rationale for why College and Career Readiness Standards are important for adult learners.

- Be aware of the CCR Reading and Writing Standards Structure.

Reflect back a little on education in Iowa to see how we got here.



https://www.youtube.com/watch?v=dMsNct4X_GU

Since standards-based education took hold in the 1990s, educators have been searching for ways to prioritize and organize the content embedded within standards so that they can focus on the core ideas within a discipline.

The Common Core Standards initiative is an outgrowth of that thinking. The hope is that there would be “**common skills/requirements**” at each grade level taught across the country to “**standardize**” the expectations of what skills a learner acquired - no matter the zip code.

Take a look...

<http://www.youtube.com/watch?v=5s0rRk9sER0>

The CCR Reading Standards are published in OCTAE's document:

College and Career Readiness Standards for Adult Education

Susan Pimentel
2013



The screenshot shows the Iowa Department of Education website. At the top, there is a navigation bar with the Iowa Department of Education logo and links for Home, Adult, Career, and Community College, and a search bar. Below the navigation bar, the text "IOWA Department of Education" is displayed. A breadcrumb trail reads "Home » PK-12 » Standards and Curriculum". The main content area is titled "Iowa Core" and lists various subjects: Literacy, Mathematics, Science, Social Studies, and 21st Century Skills. There are also links for "Essential Elements for Students with Significant Disabilities", "Resources", "Contacts", "Characteristics of Effective Instruction", "Universal Constructs", and "Background". A "What's New" section highlights "Cognitive Complexity" with a brief description of a study on the Iowa Core standards.

And throughout the Iowa Core and
Common Core



OCTAE's panelists bundled the selected standards into five grade level skill groupings (A-E) to more closely reflect adult education levels of learning. CASAS comparisons are able to be made by grade level, as well.

CC Comparison to CASAS assessments :

CASAS
NRS Educational Functioning Levels to
CASAS Scale Scores and Grade Levels

NRS Educational Functioning Levels			CASAS Score Ranges*	Grade Level
EFL	ABE	ESL		
1		Beginning ESL Literacy	180 and below	1
2		Low Beginning ESL	181-190	1
3	Beginning ABE Literacy	High Beginning ESL	191-200	1
4	Beginning Basic Education	Low Intermediate ESL	201-205	2
			206-210	3
5	Low Intermediate Basic Education	High Intermediate ESL	211-215	4
			216-220	5
6	High Intermediate Basic Education	Advanced ESL	221-225	6
			226-230	7
			231-235	8
7	Low Adult Secondary Education		236-240	9
			241-245	10
8	High Adult Secondary Education		246-250	11
			251 and above	12

- A (K-1) = CASAS A
- B (2-3) = CASAS Low B
- C (4-5) = CASAS High B
- D (6-8) = CASAS C
- E (9-12) = CASAS D and E

Resource: The crosswalk between CASAS scores and Grade Levels

<https://www.casas.org/docs/wiaandnrs/casasnrs-grade-wiaI.pdf?sfvrsn=9>

How to read the “code” in the CCR... **Content area, Grade Level, Standard #**

ELA/Literacy Standards Key

The citation at the end of each standard in the following charts identifies the CCSS strand, grade, and number (or standard number and letter, where applicable). So, RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3. W.5.1a stands for Writing, Grade 5, Standard 1a.

RI: Reading Informational Text

W: Writing

RL: Reading Literature

WHST: Writing for History/Social Studies, Scientific
and Technical Subjects

RH: Reading Historical/Social Studies Text

SL: Speaking and Listening

RST: Reading Scientific and Technical Text

L: Language

RF: Reading Foundations

Key Shifts in the Standards for English Language Arts and Literacy

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

Engage with
Complex
Text

Extract and
Employ
Evidence

Build
Knowledge
(nonfiction)

NOTE: Standards 1 and 10 play a special role since they operate whenever students are reading.

Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

OCTAE'S LEVELS

Anchor Standard

A	B	C	D	E
<p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴</p>				
<p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

Details and clarification by OCTAE level/skill/ge level.

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.⁵

Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid	The Lexile Framework [®]	Reading Maturity	SourceRater
2nd – 3rd (B)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th (C)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th (D)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

So?

What are some strategies I could try?



Watch to see if some of these strategies could be used with adult learners to deep process, dig deeper, and use text for evidence.

<https://www.teachingchannel.org/videos/teaching-nonfiction-entry-points>

To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.

*The Writing Standards cultivate the development of three mutually reinforcing writing capacities: **crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences.***

However, the overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts.

*Because of the centrality of writing to most forms of inquiry, **research standards are prominently included as well.***

Key Shifts

Crafting
Arguments

Writing to
Inform and
Explain

Writing
Narratives

The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts.

Watch this strategy and think about how it encourages deep understanding.

<https://www.teachingchannel.org/videos/writing-to-learn>

Note: Anchor 10 applies to all standards and isn't printed in the CCRCCS.

Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Anchor 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Notice the parts to Mr. Hanify's lesson.

Think about which of these strategies could work with adult learners.

<https://www.teachingchannel.org/videos/literacy-analysis-lesson>

Think about how sentence frames could be used with adults.

<https://www.teachingchannel.org/videos/jumpstart-student-writing>

Remember...

Earning a high school equivalency diploma is a starting point, not a stopping point.



So, some shifts are needing to occur:

From Percentages to Performances...



Think of this analogy...

Would you board a plane that could reach 85% of takeoff speed?

With a pilot who'd mastered everything except landing?

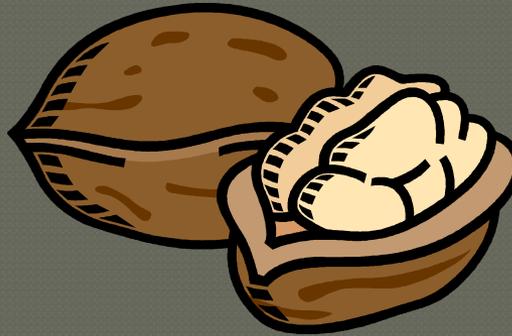
So?

Let's look at an adult class at a community college using these standards as an example.



<https://www.youtube.com/watch?v=HshmFn3L3bU>

In a Nutshell



College and Career Readiness Standards are from the Common Core Standards, which were developed through a collaboration with stakeholders from educators, employers, and states.

Iowa feels these are important to our adult learners' success.

Local programs get to choose the curricula and practices needed to best serve their students' goals.

These standards emphasize critical thinking and analytical skills and will enable students to better compete in the global marketplace.

The bottom line is that our students deserve best practices to help them be successful.