

New CASAS Reading GOALS Series Assessment Strategies Aligned to the College and Career Readiness Standards for Adult Education

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- CCRS (College and Career Readiness Standards) for Adult Education and Adult ESL Overview
- The “Three Shifts” related to Assessment
- CCRS Reading Anchor Standards
- Identifying Appropriate Reading Texts for Formative Assessment
 - Text Complexity
 - Academic Language
- Developing Text Dependent Assessment Questions
- CCRS Resources

- This workshop provides strategies and hands-on activities for developing classroom-based assessments for Adult ESL learners to measure reading skills in the College and Career Readiness (CCR) Standards for Adult Education (April 2013).
- The CCR Standards are the Anchor Standards for the Common Core State Standards for K-12 programs. The Federal Office of Career, Technical, and Adult Education (OCTAE) April 2013 study was based on these standards.
- The April 2013 CCRS study focused on Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners, not on Adult ESL learners.

- In 2015, OCTAE funded a similar study for Adult ESL.
 - This project produced the new English Language Proficiency (ELP) Standards and related training materials for Adult ELLs.
 - Revised NRS EFL Descriptors for ELLs have not been published yet.
A draft for public review may be ready in Summer 2017.
- Adult ELL programs may use the ABE/ASE CCR Standards for Adult Education and adapt them for Adult ELLs.
- Continue to use current NRS ESL Descriptors (EFLs) for now.
- Change in terms from ESL (English as a Second Language) learners to ELL (English Language Learners)

Example of Reading Anchor and Level-Specific Standards

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

A	B	C	D	E
<p>Identify the main topic and retell key details of a text.</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
<p>BEG LIT ESL, LOW BEG ESL, HIGH BEG ESL</p>	<p>LOW INT ESL</p>	<p>HIGH INT ESL</p>	<p>ADV ESL</p>	<p> NRS Level</p>

ABE/ASE NRS Educational Functioning Levels, CCR & CASAS Test Levels, & Estimated ESL Levels

EFL	ABE/ASE Level	CCR Level	Lexile Level	CASAS Test Level	ESL Level (estimated)
1	Beg Literacy	A (K-1)	N/A	A	Beg Lit, Low Beg., High Beg.
2	Beg Basic	B (2-3)	420-820	B	Low Intermediate
3	Low Int. Basic	C (4-5)	740-1010	B	High Intermediate
4	High Int. Basic	D (6-8)	925-1185	C	Advanced
5	Low Adult Secondary	E (9-10)	1050-1335	D	N/A
6	High Adult Secondary	E (11-CCR)	1185-1385	E	N/A

- **Ongoing monitoring of student learning**
 - Distinct from initial and summative (final) assessment
 - Especially important when transitioning to new curriculum and/or instructional approaches
- Can also serve as **test prep** by using item types found in standardized pre- and post-tests
- Importance of **teaching and assessing** reading for college and career readiness
- Need ways to do **efficiently** and **integrate** into instruction
 - Hopefully this workshop will help...

Text

Stem (question)

Response

- MCQ: Answer options -- key (correct answer) & distractors (3 or 4) OR
- Expected generated response

They all work together to create the difficulty of a question.

- The OCTAE CCR for Adult Education Reading Panel validated key shifts in instruction prompted by the Common Core:
 - **Complexity:** Regular practice with complex text (and its academic language)
 - **Evidence:** Reading, writing, and speaking grounded in evidence from text
 - **Knowledge:** Building knowledge through content-rich informational texts

~Susan Pimentel, Student Achievement Partners

- “Content rich informational text”
- “Literary non-fiction”

- Educational background of Adult ELLs
 - Low educated: “Beginning ABE” learners in L1
 - Some education: weak academic skills
 - Highly educated: strong academic skills

- Is the text **appropriate** for my students?
- Will it be **interesting** to my students (and to me)?
- Is it **rich in content**?
- Is it **complex enough** to be challenging but not overwhelming for my students?
- Does it lend itself to **higher order reading skills** questions (DOK)?
- Does it (could it) contain **academic language**?

- Unfamiliar content, format or purpose
 - Abstract or technical content
- Difficult vocabulary
- Complicated syntax and complex sentences
- Density of information and/or long paragraphs
- Lack of words, sentences or paragraphs that review or provide clear transitions

- Some tools to check text complexity:
 - Lexile.com
 - <http://www.fortheteachers.org/Lexile%20files/Using%20the%20Lexile%20Analyzer.pdf>
 - Flesch-Kincaid measure
 - Type “Readability” in the Help box in Microsoft Word.

- **Tier 1**
Words acquired through every day speech.
- **Tier 2**
Academic words that appear across all types of text (e.g., analyze, require).
- **Tier 3**
Domain specific words that are specifically tied to content (e.g., Constitution, lava). Typically included in glossaries, highlighted in textbooks, and address by teachers. Difficult words important to understanding content.

- Academic Word List (AWL)
 - developed by Averil Coxhead at the School of Linguistics and Applied Language Studies at [Victoria University of Wellington](#), New Zealand.
 - This list contains 570 word families which were selected because they appear with great frequency in a broad range of academic texts.
 - Alphabetized version (see handout)

- [General Service List](#)
 - This list does not include words that are in the most frequent 2000 words of English, thus making it specific to academic contexts.

- Do not ask about information or evidence from outside the text.

- Require students to refer to the text to answer questions.
 - If possible, ask where in the text the answer can be found (e.g., In which section? In which line?).

- Require students to follow the details of what is explicitly stated and make valid claims that square with text evidence.

Drawing Evidence from Texts

Not 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, in writing, 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?

Ask cognitively complex questions based on complex text!

- The CCRS requires higher order thinking.
- Two frameworks to describe levels of cognitive processing:
- Bloom's Taxonomy of Educational Objectives - Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation (1956)
 - What type of thinking (verbs) is needed to complete a task?
- Norman Webb's Depth of Knowledge (DOK) framework (2005), WI Center for Education Research
 - How deeply do you have to understand the content to successfully interact with it?
 - How complex or abstract is the content?
 - See also the "DOK Wheel" handout.
- Cognitive Rigor Matrix for ELA (2009) by Karin Hess
 - Combines Bloom and Webb

- It is essential to work with the level-specific descriptors (A - E)
- Teach and assess higher order reading skills at lower levels of reading ability
- Read the standards carefully to ensure understanding of the full extent of what they require (e.g., explain, analyze, not just identify)
- About inference...

- RF1 - organization and basic features of print
 - (Not in CCRS. Only in CCSS.)
- RF2 - phonological awareness
- RF3 - phonics and word recognition
- RF4 - read fluently enough to support comprehension

- R1 - cite evidence; infer
- R2 - main idea; summarize
- R3 - analyze text development and interaction
- R4 - meaning of words and phrases (vocabulary)
- R5 - text structure
- R6 - author's point of view
- R7 - diverse media and formats
- R8 - analyze and evaluate arguments
- R9 - compare 2 or more texts
- R10 - text complexity and independent reading

New CASAS Reading GOALS Series

Test Reporting Categories

CASAS Reading Content Areas	CCRS Reading Anchor*
Vocabulary	R4
Reading Comprehension Skills	R1, R2
Locate information/detail; cite evidence Identify main idea and details	
Higher Order Reading Skills	R1, R2 R5 R6 R8
Cite evidence; infer; draw conclusions; summarize	
Text structure and features	
Author's purpose and point of view	
Analyze claim/argument	
*CCRS Reading Standards R7, R9 and R10 are measured across content areas.	

- Assessment Development Materials and Tools:
 - CCRS Reading Standards (April 2013)
 - CCRS Reading Test Question Frames

 - AWL list




 - DOK Levels (wheel chart)
 - Hess' Cognitive Rigor Matrix for ELA

- And based on the *newsela* article at the level of your presumed students for today...

1. Write a test question that measures R1 or R2.
2. Write a test question that measures a word or phrase that is “academic language” (R4).
3. Write a test question that measures a higher order reading skill.

- College and Career Readiness Standards for Adult Education
 - <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- Common Core Information and Discussions
 - Student Achievement Partners website (writers of the Common Core): www.achievethecore.org
 - <https://www.teachingchannel.org/videos/common-core-standards-ela>
- Common Core Links related specifically to ELLs
 - Stanford's "Understanding Language" website: <http://ell.stanford.edu>
 - Center for Applied Linguistics, Implementing the Common Core for English Learners: www.cal.org
 - Parrish and Johnson, "Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning" at <http://www.cal.org/caelanetwork/resources/transitions.html>
- Common Core Lesson Videos (K-12 contexts)
 - <http://www.achievethecore.org/ela-literacy-common-core/lesson-videos/>
 - <https://www.teachingchannel.org/videos/build-student-vocabulary>
- Common Core Text Resources
 - Newsela.com
 - Lexile.com

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
- Follow us on Twitter  twitter.com/CASASsystem and use the hashtag [#casassi2016](https://twitter.com/hashtag/casassi2016) to tweet updates, photos, and stories.
- Keep in touch with Facebook  facebook.com/CASASsystem use the hashtag [#casassi2016](https://facebook.com/hashtag/casassi2016) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)

(Averil Coxhead's) High-Incidence Academic Word List (AWL) – Alphabetical Order

Words of highest frequency are followed by the number 1

abandon	8	bias	8	constitute	1	distinct	2	fee	6
abstract	6	bond	6	constrain	3	distort	9	file	7
academy	5	brief	6	construct	2	distribute	1	final	2
access	4	bulk	9	consult	5	diverse	6	finance	1
accommodate	9	capable	6	consume	2	document	3	finite	7
accompany	8	capacity	5	contact	5	domain	6	flexible	6
accumulate	8	category	2	contemporary	8	domestic	4	fluctuate	8
accurate	6	cease	9	context	1	dominate	3	focus	2
achieve	2	challenge	5	contract	1	draft	5	format	9
acknowledge	6	channel	7	contradict	8	drama	8	formula	1
acquire	2	chapter	2	contrary	7	duration	9	forthcoming	10
adapt	7	chart	8	contrast	4	dynamic	7	foundation	7
adequate	4	chemical	7	contribute	3	economy	1	found	9
adjacent	10	circumstance	3	controversy	9	edit	6	framework	3
adjust	5	cite	6	convene	3	element	2	function	1
administrate	2	civil	4	converse	9	eliminate	7	fund	3
adult	7	clarify	8	convert	7	emerge	4	fundamental	5
advocate	7	classic	7	convince	10	emphasis	3	furthermore	6
affect	2	clause	5	cooperate	6	empirical	7	gender	6
aggregate	6	code	4	coordinate	3	enable	5	generate	5
aid	7	coherent	9	core	3	encounter	10	generation	5
albeit	10	coincide	9	corporate	3	energy	5	globe	7
allocate	6	collapse	10	correspond	3	enforce	5	goal	4
alter	5	colleague	10	couple	7	enhance	6	grade	7
alternative	3	commence	9	create	1	enormous	10	grant	4
ambiguous	8	comment	3	credit	2	ensure	3	guarantee	7
amend	5	commission	2	criteria	3	entity	5	guideline	8
analogy	9	commit	4	crucial	8	environment	1	hence	4
analyse	1	commodity	8	culture	2	equate	2	hierarchy	7
annual	4	communicate	4	currency	8	equip	7	highlight	8
anticipate	9	community	2	cycle	4	equivalent	5	hypothesis	4
apparent	4	compatible	9	data	1	erode	9	identical	7
append	8	compensate	3	debate	4	error	4	identify	1
appreciate	8	compile	10	decade	7	establish	1	ideology	7
approach	1	complement	8	decline	5	estate	6	ignorance	6
appropriate	2	complex	2	deduce	3	estimate	1	illustrate	3
approximate	4	component	3	define	1	ethic	9	image	5
arbitrary	8	compound	5	definite	7	ethnic	4	immigrate	3
area	1	comprehensive	7	demonstrate	3	evaluate	2	impact	2
aspect	2	comprise	7	denote	8	eventual	8	implement	4
assemble	10	compute	2	deny	7	evident	1	implicate	4
assess	1	conceive	10	depress	10	evolve	5	implicit	8
assign	6	concentrate	4	derive	1	exceed	6	imply	3
assist	2	concept	1	design	2	exclude	3	impose	4
assume	1	conclude	2	despite	4	exhibit	8	incentive	6
assure	9	concurrent	9	detect	8	expand	5	incidence	6
attach	6	conduct	2	deviate	8	expert	6	incline	10
attain	9	confer	4	device	9	explicit	6	income	1
attitude	4	confine	9	devote	9	exploit	8	incorporate	6
attribute	4	confirm	7	differentiate	7	export	1	index	6
author	6	conflict	5	dimension	4	expose	5	indicate	1
authority	1	conform	8	diminish	9	external	5	individual	1
automate	8	consent	3	discrete	5	extract	7	induce	8
available	1	consequent	2	discriminate	6	facilitate	5	inevitable	8
aware	5	considerable	3	displace	8	factor	1	infer	7
behalf	9	consist	1	display	6	feature	2	infrastructure	8
benefit	1	constant	3	dispose	7	federal	6	inherent	9

Academic Word List – Alphabetical

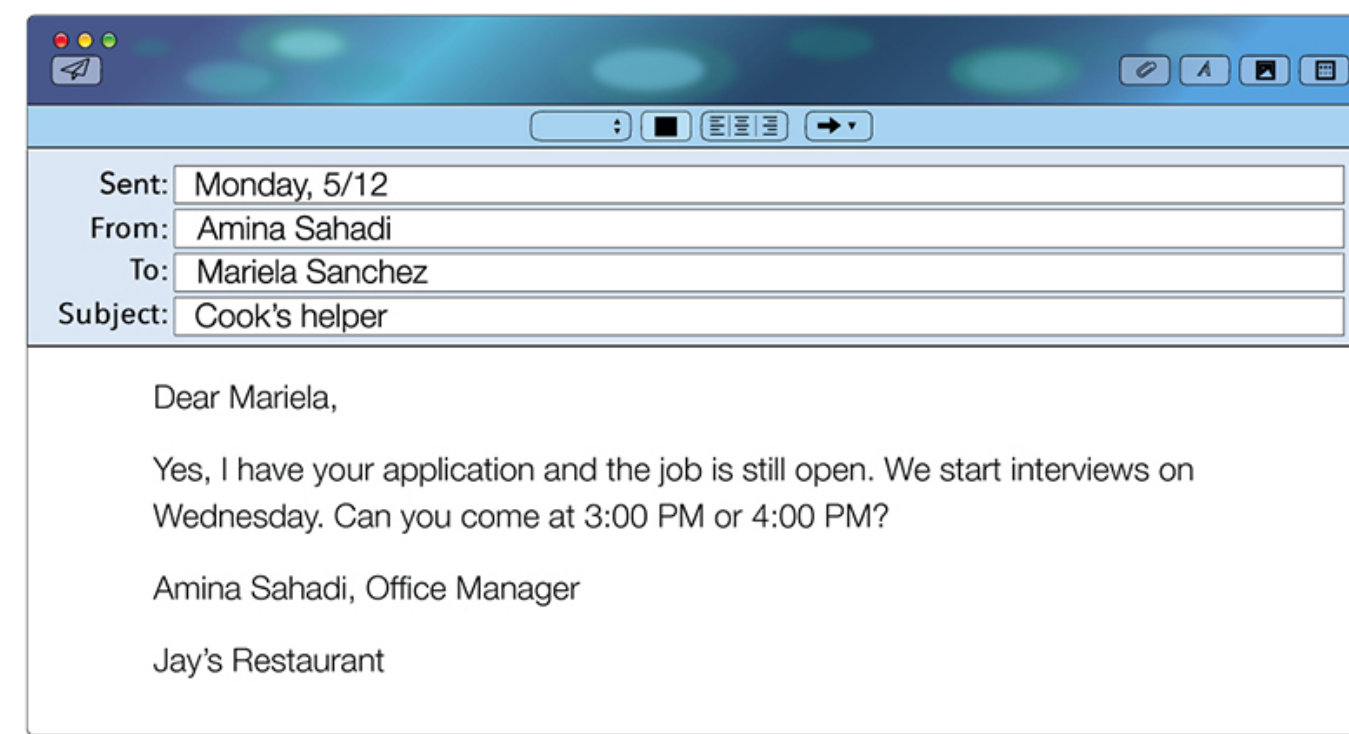
inhibit	6	migrate	6	precede	6	reverse	7	tense	8
initial	3	military	9	precise	5	revise	8	terminate	8
initiate	6	minimal	9	predict	4	revolution	9	text	2
injure	2	minimise	8	predominant	8	rigid	9	theme	8
innovate	7	minimum	6	preliminary	9	role	1	theory	1
input	6	ministry	6	presume	6	route	9	thereby	8
insert	7	minor	3	previous	2	scenario	9	thesis	7
insight	9	mode	7	primary	2	schedule	8	topic	7
inspect	8	modify	5	prime	5	scheme	3	trace	6
instance	3	monitor	5	principal	4	scope	6	tradition	2
institute	2	motive	6	principle	1	section	1	transfer	2
instruct	6	mutual	9	prior	4	sector	1	transform	6
integral	9	negate	3	priority	7	secure	2	transit	5
integrate	4	network	5	proceed	1	seek	2	transmit	7
integrity	10	neutral	6	process	1	select	2	transport	6
intelligence	6	nevertheless	6	professional	4	sequence	3	trend	5
intense	8	nonetheless	10	prohibit	7	series	4	trigger	9
interact	3	norm	9	project	4	sex	3	ultimate	7
intermediate	9	normal	2	promote	4	shift	3	undergo	10
internal	4	notion	5	proportion	3	significant	1	underlie	6
interpret	1	notwithstanding	10	prospect	8	similar	1	undertake	4
interval	6	nuclear	8	protocol	9	simulate	7	uniform	8
intervene	7	objective	5	psychology	5	site	2	unify	9
intrinsic	10	obtain	2	publication	7	so-called	10	unique	7
invest	2	obvious	4	publish	3	sole	7	utilise	6
investigate	4	occupy	4	purchase	2	somewhat	7	valid	3
invoke	10	occur	1	pursue	5	source	1	vary	1
involve	1	odd	10	qualitative	9	specific	1	vehicle	8
isolate	7	offset	8	quote	7	specify	3	version	5
issue	1	ongoing	10	radical	8	sphere	9	via	8
item	2	option	4	random	8	stable	5	violate	9
job	4	orient	5	range	2	statistic	4	virtual	8
journal	2	outcome	3	ratio	5	status	4	visible	7
justify	3	output	4	rational	6	straightforward	10	vision	9
label	4	overall	4	react	3	strategy	2	visual	8
labour	1	overlap	9	recover	6	stress	4	volume	3
layer	3	overseas	6	refine	9	structure	1	voluntary	7
lecture	6	panel	10	regime	4	style	5	welfare	5
legal	1	paradigm	7	region	2	submit	7	whereas	5
legislate	1	paragraph	8	register	3	subordinate	9	whereby	10
levy	10	parallel	4	regulate	2	subsequent	4	widespread	8
liberal	5	parameter	4	reinforce	8	subsidy	6		
licence	5	participate	2	reject	5	substitute	5		
likewise	10	partner	3	relax	9	successor	7		
link	3	passive	9	release	7	sufficient	3		
locate	3	perceive	2	relevant	2	sum	4		
logic	5	percent	1	reluctance	10	summary	4		
maintain	2	period	1	rely	3	supplement	9		
major	1	persist	10	remove	3	survey	2		
manipulate	8	perspective	5	require	1	survive	7		
manual	9	phase	4	research	1	suspend	9		
margin	5	phenomenon	7	reside	2	sustain	5		
mature	9	philosophy	3	resolve	4	symbol	5		
maximise	3	physical	3	resource	2	tape	6		
mechanism	4	plus	8	respond	1	target	5		
media	7	policy	1	restore	8	task	3		
mediate	9	portion	9	restrain	9	team	9		
medical	5	pose	10	restrict	2	technical	3		
medium	9	positive	2	retain	4	technique	3		
mental	5	potential	2	reveal	6	technology	3		
method	1	practitioner	8	revenue	5	temporary	9		

New CASAS GOALS Reading Series

Introduction

CASAS is developing a new ABE/ASE reading test series for release in 2017.

- Test content is aligned with College and Career Readiness (CCR) Standards for Adult Education.
- Comprehension questions draw on higher order reading skills, including citing evidence from complex texts and summarizing.
- New question types include Sentence Completion and an “Item Families” approach.
- Both computer-based and paper-based testing will be available.
- NRS ABE/ASE levels will be covered in four test levels.



Amina Sahadi wrote the e-mail ____.

A. on Wednesday
B. at 3:00 PM
C. to Mariela Sanchez
D. to Jay's Restaurant

Sentence Completion

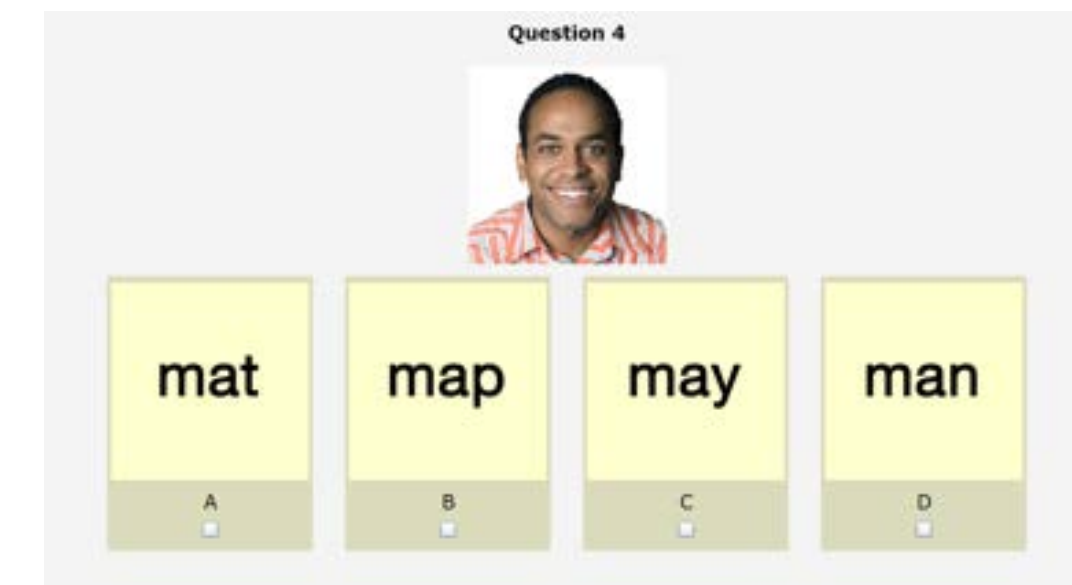


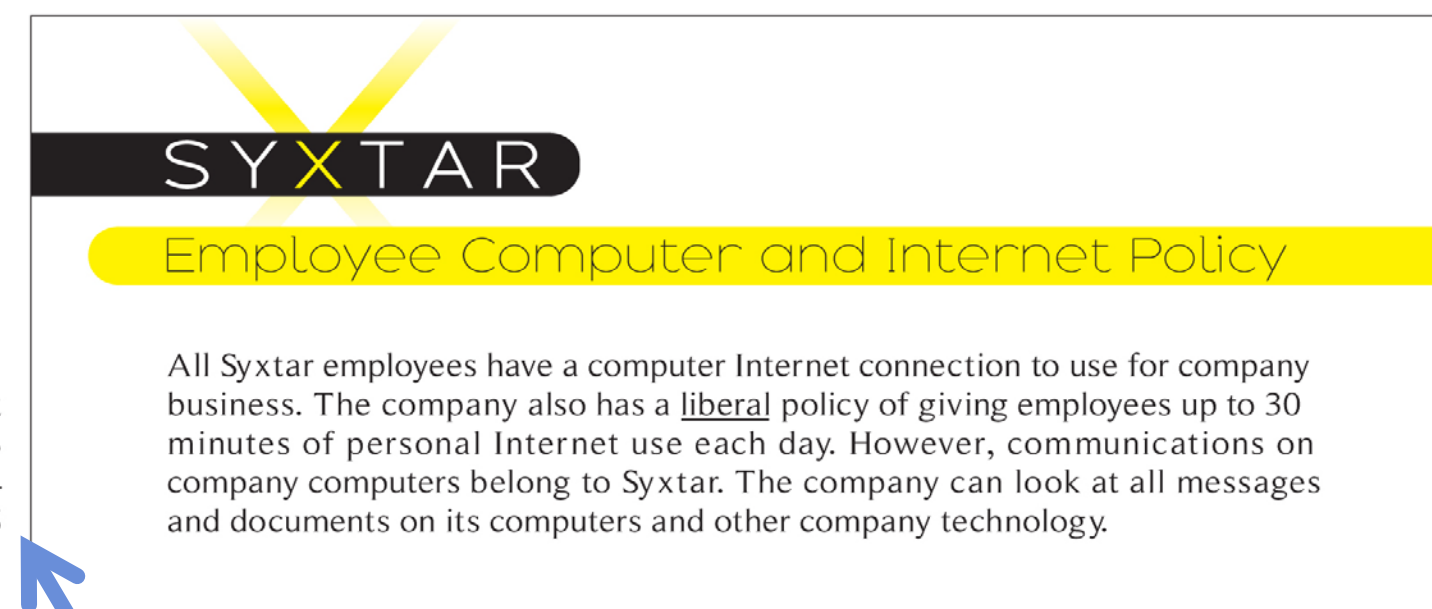
Photo Prompts
(Level A Only)

Multiple-Choice
(all levels)

Comprehension Questions

Item Families Approach

Vocabulary in
Context



Numbered lines in text
passages
(Levels B, C, D)

Which statement *best* summarizes this announcement?

- A. The company requires a more straightforward computer-use policy.
B. Too many employees have violated proper computer-use standards.
C. The company plans to prohibit sending and receiving personal e-mail.
D. **There are restrictions to the use of company computers by employees.**

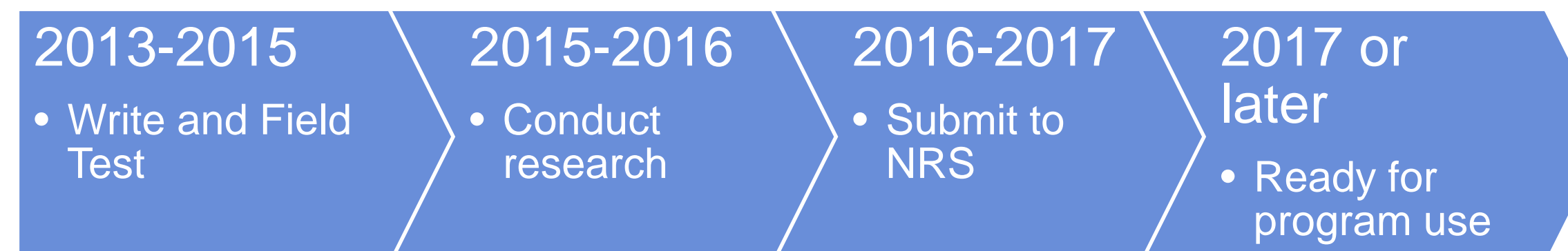
Which lines explain that the company is inspecting employees' use of computers and the Internet?

- A. lines 1 - 2
B. lines 2 - 3
C. lines 3 - 4
D. **lines 4 - 5**

In line 2, which word means the same as the underlined word liberal in this announcement?

- A. **generous**
B. radical
C. traditional
D. widespread

Timeline



For sample test items, go to www.casas.org and search for "CASAS Sample Test Items."

College and Career Readiness Standards for Adult Education

By
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Prepared by
MPR Associates, Inc.
Berkeley, CA Washington, DC

Prepared for
U.S. Department of Education
Office of Vocational and Adult Education April 2013

Reading Standards

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.

Reading Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text

RH: Reading Historical/Social Studies Text

RL: Reading Literature

RST: Reading Scientific and Technical Text

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)

⁴ Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Panel members added this statement to Anchor Standards 1-9 to make sure it is understood that the skills of reading are to be applied to level-appropriate complex text.

A	B	C	D	E
<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) 	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>

A	B	C	D	E
<p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p>	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)</p>	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)</p>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</p> <ul style="list-style-type: none"> • <i>Application:</i> identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>

A	B	C	D	E
<p>CCR 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)
<p>CCR 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</p>	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</p>	<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p>

A	B	C	D	E
<p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</p> <p>Distinguish their own point of view from that of the author of a text. (RI.3.6)</p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6)</p>	<p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</p>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <ul style="list-style-type: none"> • <i>Application:</i> analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6) <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>

A	B	C	D	E
<p>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)</p>	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</p> <p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)</p>	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)</p>	<p>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</p> <p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</p>
<p>CCR 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify the reasons an author gives to support points in a text. (RI.1.8)</p>	<p>Describe how reasons support specific points the author makes in a text. (RI.2.8)</p>	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</p>

A	B	C	D	E
<p>CCR 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. (<i>Apply this standard to texts of appropriate complexity as outlined by Standard 10.</i>)</p>				
<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</p> <ul style="list-style-type: none"> • <i>Application:</i> compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

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

⁵ See Appendix D of this report for the research explaining the importance of text complexity in reading achievement.

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<p>Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify</p>	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 			
<p>Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models</p>	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause-effect Give non-examples/examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify/main ideas or accurate generalizations of texts Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/ make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
<p>Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task</p>	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social) may be interrelated Select or devise an approach among many alternatives to research a novel problem
<p>Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)</p>	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
<p>Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</p>			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
<p>Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce</p>		<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

CCRS Reading Anchor	Selected Reading Test Question Frames for CCRS Reading Anchors
CCR R1	When does the _____ open on _____?
CCR R1	Based on the article, which of the following is true?
CCR R1	According to the article, what is the most important way to -----?
CCR R1	Which paragraph/sentence suggests that -----?
CCR R1	Select the sentence from the first three paragraphs that most likely explains why ----- decided to -----.
CCR R1	Based on the quotes in the article, how _____?
CCR R1	Why is it surprising that ----- decided to -----?
CCR R2	What is the main idea of the article?
CCR R2	Which of these are the two most important main ideas of the article?
CCR R2	What is the main purpose of paragraph 1?
CCR R2	Which of the following answer choices would be another good title for the section " _____"?
CCR R2	Which of the following answer choices would be the BEST title for paragraphs 3-5?
CCR R2	Which sentence would be least/most important to include in a summary of the article?
CCR R2	Which section of the article provides the best details to explain _____
CCR R2	Given below are four quotes from the article. Which of them helps support the main idea of the article?
CCR R2	Which of the following sentences does <u>not</u> belong in a summary of the article?
CCR R2	Which of the following sentences is a personal opinion or judgment that would <u>not</u> belong in a summary of the article?
CCR R3	Read the instructions to assemble _____. What is the next step after _____?
CCR R3	Describe the events that lead to George Washington's decision to retreat from New York during the Revolutionary War.
CCR R4	Read the title of the article. Which of the following words from the article has the opposite meaning of the word " _____" as used in the title?
CCR R4	Read this sentence from the second paragraph. _____ What does the word " _____" mean in this sentence?
CCR R4	Explain the meaning of " _____" as the phrase is used in this sentence from the section " _____."
CCR R4	Read the sentence from the section " _____." Which of the following phrases from the paragraph is an example of an " _____"?
CCR R4	What is the meaning of the phrase ----- as used in the following sentence from the article?
CCR R4	Read the sentence from the article. _____ Which word from the introduction [paragraphs 1-3] has the SAME meaning as the word "harmful"?
CCR R4	Read the following sentence from the section " _____." Select the answer choice that best describes the meaning of the phrase " _____."

CCR R4	Which of the following phrases from the article is an example of -----?
CCR R4	Which word(s) have/has the same/opposite meaning of the word "-----" as used in the title/the introduction/paragraph---?
CCR R5	Select the paragraph from the section " ____ " that shows how ____.
CCR R5	Select the sentence that shows ____.
CCR R5	Which section describes ____?
CCR R5	What role does section " ____ " play in the article as a whole?
CCR R5	Which of the following sentences accurately compares the sections " ____ " and " ____ "?
CCR R5	How does the final paragraph contribute to the article?
CCR R5	Select the section in the article that describes -----.
CCR R6	The writer's attitude toward ____ is best described as _____.
CCR R6	The writer would likely agree that -----.
CCR R6	The PRO and CON authors would likely agree that ____.
CCR R6	Which sentence from the CON article would make the best reply to the PRO author's claim?
CCR 7	What does the photo contribute to the reader's understanding of the article?
CCR 7	Use the public transit schedule and the museum's hours to determine which bus to take to arrive at the museum at least 3 hours before closing?
CCR R8	How does the writer support her viewpoint?
CCR R8	" ____." Which detail in the article supports this claim?

CASAS Assessment Update

New CASAS GOALS Reading and Math Test Series

- Strongly aligned to CCRS (College and Career Readiness Standards for Adult Education)
- Reading GOALS assesses higher order thinking skills (Depth of Knowledge), complex informational text, and vocabulary, including academic language.
- Math GOALS assesses Number Sense, Algebra, Geometry, Measurement, and Statistical Reasoning.
- Currently undergoing OCTAE NRS Test Review (ABE/ASE Reading and Math)
- New ELL Reading development and research studies dependent on release of new NRS ELL Descriptors by OCTAE

CASAS Math Content Standards – available at casas.org

Revised CASAS Reading Content Standards (2016)

- Streamlined, re-organized, shortened
- Incorporate CCRS standards
- Posted on CASAS website. Go to “Product Overviews,” then “Curriculum Management and Instruction,” then “CASAS Basic Skills Content Standards”.

CASAS NRS-approved Assessments -- Approved through **February 2019:**

- Life and Work Reading (80 series) and Beginning Literacy, Forms 27 and 28
- Life and Work Listening (980 series)
- Life Skills Math (30 series)

CASAS eTests and TOPSpro Enterprise

- New: test delivery via tablets, starting with Chromebooks.
- All computer-delivered test forms can be used with a touch screen.
- Beginning Literacy Forms 27 and 28 are on eTests and can also be used with a touch screen.

CASAS Reading GOALS Series Blueprint

Reading GOALS Content Areas	CCRS*	CASAS Level A	CASAS Level B	CASAS Level C	CASAS Level D
Vocabulary <ul style="list-style-type: none"> • High frequency sight words • Academic vocabulary • Meaning from context 	R4	25%	20%	20%	20%
Reading Comprehension Skills <ul style="list-style-type: none"> • Locate information/detail; cite evidence • Main idea 	R1 R2	75%	50%	40%	20%
Higher Order Reading Skills <ul style="list-style-type: none"> • Cite evidence; infer; draw conclusions; summarize • Text structure and features • Author’s purpose and point of view • Analyze claim/argument 	R1, R2 R5 R6 R8		30%	40%	60%

*CCRS Reading Standards R7, R9 and R10 are measured across content areas.

CASAS Math GOALS Series Blueprint

CASAS Content Domains	CASAS Level* A/B	CASAS Level* C/D	College and Career Readiness Standards covered by
M1: Number Sense	22%	20%	At the A/B level, use basic concepts of <i>number system, place values, operations of addition, subtraction, multiplication and division, fractions, fraction equivalents, ratios and proportions.</i> At the C/D level, use advanced number concepts such as <i>comparing fractions, using operations with rational numbers and exponents.</i>
M2: Algebra	15%	30%	At the A/B level, <i>understand and reason with properties of four operations, explain patterns in four operations, solve basic one-variable equations.</i> At the C/D level, <i>generate equivalent equations and those with two or more variables, understand radicals, use lines and linear equations, use functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.</i>
M3: Geometry	10%	10%	At the A/B level, <i>identify and reason with shapes and their attributes in 2- and 3-dimensions, find area and volume.</i> At the C/D level, <i>solve problems of angle, area, congruence, similarity, trigonometry, volumes of cone, pyramids and spheres.</i>
M4: Measurement**	28%	25%	At the A/B level, <i>measure with standard units, time intervals, liquid masses and volumes, area, unit conversions, angle measurements.</i> At the C/D level, <i>understand/apply Pythagorean theorem, use volume measurements for complex modeling.</i>
M5: Statistics and Probability**	25%	15%	At the A/B level, <i>understand categories, identify relevant data in tables, represent data in graphs, understand variability, and describe distributions.</i> At the C/D level, <i>understand probability, sampling, draw inferences, summarize and interpret categorical and quantitative data, draw inferences, investigate associations in bivariate data.</i>

* New CASAS Math Goals series includes (4) pre and post-test forms at two (2) levels. They cover all six (6) NRS levels for mathematics.

- A/B Levels - 2 alternate forms; 40 items each; covers CCRS Levels A-C
- C/D Levels - 2 alternate forms; 38 items each; covers CCRS Levels C-E

** CCRS has one content domain - *Measurement and Data*. It is equivalent to the combination of CASAS content domains *M4: Measurement* and *M5: Statistics and Probability*.

For a more detailed test blueprints for the GOALS series, go to “What’s New” on the home page of casas.org. For sample test items for the GOALS series, go to casas.org and search for “CASAS Sample Test Items.”

Free CASAS Training modules -- Go to “Online Training” at casas.org. Email: training@casas.org

General questions about the CASAS system: casas@casas.org
CASAS phone: 800-255-1036; **CASAS Tech Support:** press 2