

College & Career Readiness Standards: Planning for Success

Ronna Spacone

U.S. Department of Education

Office of Vocational and Adult Education (OVAE)

2003-2011

- *Adult Education Content Standards Warehouse Website*
<http://www.adultedcontentstandards.ed.gov/>
- *A Process Guide for Establishing Adult Education Content Standards*
<http://adultedcontentstandards.ed.gov/howto.asp>
- *Standards-in-Action* train-the-trainer materials
<http://adultedcontentstandards.ed.gov/standardsInActio>

2011-2014

- Promoting College- and Career-Ready (CCR) Standards in Adult Basic Education (ABE) Project

Validate an accepted set of CCR standards for ABE	September 2011–October 2012
Analyze validation results and report on findings	November 2012–March 2013
Review the alignment of the validated standards and NRS framework	April 2012–March 2013
Analyze alignment results and report on findings	February 2013–May 2013
Develop “how-to” guide to scaling up and sustaining educational reforms	April 2013– July 2014
Assess the Adult Education Content Standards Warehouse Website	June 2013–July 2014

- Validate a set of CCR standards for ABE to use as a model for developing or updating standards.
- Help adult educators apply standards designed for K-12 to adult education.
- Close gaps in expectations between K-12 and adult education—and between adult education and postsecondary education.
- Create a consistent application of college and career readiness in adult education.

- Panels consulted a reference document that summarized evidence of CCR and how it connects to the CCSS.
- Panels made initial decisions about the CCSS “exit” high school standards that are relevant and important to ABE.
- Next panels made initial decisions about K-8 CCSS necessary for students to be prepared for “exit level” standards.
- Panels catalogued their reasons for deciding which CCS standards are relevant and important to ABE, and which are not.

- Collect feedback from stakeholder groups and the CCSS lead writers.
- Verify decisions made throughout the process to help ensure the selected standards are manageable for adult education programs.
- Produce a report describing the validation process and the applicability of the standards in preparing adult students for college and career success.
- Provide a set of CCR standards appropriate to adults to serve as the basis for the review of the alignment of the CCSS with the NRS.

Outcomes:

- Identification of levels
- Degree of alignment of NRS descriptors to validation results
- Degree of alignment with approved NRS assessments
- Identification of gaps
- Report that will allow OVAE to assess implications of validated standards for reporting educational gain to the NRS

Key Advances and Important Shifts ELA/Literacy

- Text complexity and academic vocabulary
- Building knowledge through content rich informational texts – literacy in history/social studies, science, and technical subjects
- Reading, writing and speaking grounded in evidence from text

FROM:	TO:
Measuring ELA only	Measuring SS, Scientific and Technical Literacy
Measuring mainly literature	Emphasis on Informational text
Focusing only on reading skills	Focusing on complexity of what students can read too
Assessing literary terminology	Assessing academic vocabulary
Writing to de-contextualized prompts	Analyzing sources in writing (arguments & informative essays)
Assessing solely thru selected response	Drawing evidence from texts & other complex performances

1. Informational Text Complexity: Qualitative Measures Rubric
2. Close, Attentive Reading Model and Text Dependent Questions
3. Consumer's Guide for Evaluating English Language Arts Materials to the Standards
4. Classroom Observation Aligned to Key Advances in the Common Core State Standards
5. Top Ten Actions to Take

1. Take a *Complexity Inventory* of what students are reading and make adjustments
2. Ask students to stretch to read more complex texts—especially short texts--beyond their reading level (with supports)
3. Teach students to read strategically. . .to slow down to understand key points and to re-read passages
4. Place a premium on student stamina and persistence
5. Adjust balances of texts so students have experience with a range of informational texts

6. Attend systematically to building general academic vocabulary across-the-board
7. Ask students to write about everything they read (rather than writing to de-contextualized prompts)
8. Ensure alignment of the materials teachers use by tying all purchasing of materials to the key advances
9. Substitute text-dependent questions for non text-dependent questions in existing materials
10. Make the core of teacher observational tools in literacy focus on specific measurable practices that cultivate the core

QUESTIONS & COMMENTS

**Common Core State Standards
for
Mathematics
and
English Language Arts/Literacy**

**CASAS National Summer Institute
June 12, 2012**

**Michael Beck & Sheila Potter
Assessment & Curriculum Advisors**



Coordinated by:

**NATIONAL GOVERNORS ASSOCIATION
CENTER FOR BEST PRACTICES
(NGA CENTER)**

&

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)

June, 2010



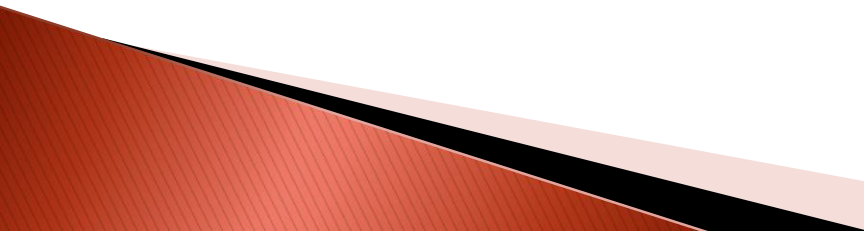
- ▶ Developed in collaboration with teachers, school administrators, & subject matter experts in mathematics & English language arts
- ▶ Based on the College & Career Readiness Standards published in fall, 2009 & K-12 learning progressions
- ▶ Revised following multiple rounds of feedback from states, teachers, researchers, higher education, the general public
- ▶ Released as final document on June 2, 2010

Common Core State Standards (CCSS) in Mathematics & English Language Arts

Purposes

- ▶ To establish a common foundation for building excellence & equity for all students.
- ▶ To ensure that all students are college- & career-ready at the end of K-12 schooling.

Why is this important?

- ▶ Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels.
 - ▶ All students must be prepared to compete with not only their American peers in the next state, but with students from around the world.
- 



Mathematics

What do the CCSS mean for Adult Education?

- ▶ Increased focus on the “practical” – the second C in “CCR”
- ▶ More challenge – “calculus-ready” after HS
- ▶ More integration across content areas (*how??*)
- ▶ A major change in expectations

What characterizes the CCSS ?

- ▶ Focus – fewer “topics” in much greater depth
- ▶ Coherence – better coordination of standards across content areas and strands
- ▶ Balance between conceptual understanding and procedural skill
- ▶ Focus on application of the skills – in practical and “unique” situations

Concerns about these foci

- ▶ **Focus**: There are still plenty of standards, and many of those are “new” to instruction. “Mile wide and inch deep” will go away slowly!
- ▶ **Coherence**: Theory is attractive; most of “learning progressions” is shooting in the dark.
- ▶ **Balance**: Computation, Concepts, & Problem Solving have been with us for > 100 years!
- ▶ **Application**: What’s “real-world” for you isn’t for me. Many skills aren’t very “real”

MAJOR Concern about these foci

▶ Getting there:

- Materials
- “Entry-level” skills for the students
- Instructor preparedness
- Attention to in-service needs

➤ **Can we do it?** *Sure.*

- *Can we do in to 2015? 2016?*

So, what's expected in HS?

- ▶ Extend properties of exponents to rational exponents.
- ▶ Perform arithmetic operations with complex numbers.
- ▶ Use matrices in real-world applications.
- ▶ Construct/compare linear and exponential models.
- ▶ Model periodic phenomena with trigonometric functions.
- ▶ Use Cartesian coordinates to prove simple geometric theorems algebraically.
- ▶ Compute probabilities of compound events in a uniform probability model.
- ▶ Calculate expected values and use these to solve complex problems.
- ▶ Formulate, represent and analyze tractable models.

OK, those are silly. What about Grade 7 ??

- ▶ Test for equivalent ratios in a table or coordinate plane and observe whether the graph is a straight line through the origin.
- ▶ Understand that every quotient of integers (with non-0 divisor) is a rational number.
- ▶ Solve problems involving scale drawings of geometric figures, including reproducing a scale drawing at a different scale.
- ▶ Solve real-world problems involving volume and surface area of 2- and 3-D objects composed of quadrilaterals, polygons, cubes, and right prisms.

OK, these seem hard. But, what about “real questions” ?

- ▶ *If you want to place a towel bar $9 \frac{3}{4}$ inches long in the center of a door $27 \frac{1}{2}$ inches wide, how far from each edge should the bar be placed?*
- ▶ *A salesperson is paid \$50 per week plus \$3 per sale. This week, she wants her pay to be at least \$100. Write an inequality for the number of sales she needs to make and describe your solution.*
- ▶ *If 40% of donors have Type A blood, what is the probability that it will take at least 4 donors to find one with Type A blood?*
- ▶ *The mean height of players on the basketball team is 10 cm greater than that of the players on the soccer team. The mean absolute variability of the heights of the teams is about 15 cm. If the mean height of . . .*

So, what do we have?

- ▶ **Standards that are:**
 - **More concentrated**
 - **More conceptual**
 - **More contextual**
 - **More challenging**



English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

College-Ready or College-Unready?

College readiness – the level of preparation students need in order to be ready to enroll & succeed without remediation in credit-bearing entry-level coursework at a two- or four-year institution, trade school, or technical school – is currently inadequate & should be an expectation for all high school students.

~ ACT, *Reading Between the Lines*, 2006

The clearest differentiator is the ability to comprehend complex texts. College-ready students are willing to struggle & plod through them. Unready students give up.

A Literacy Crisis with Deep Roots

Many never have the opportunity to go on to postsecondary schooling.

- ▶ Inability to comprehend complex text begins long before HS.
- ▶ 70% begin HS with below-proficient skills (NAEP) and can't handle HS.
- ▶ 3,000 students drop out each day.

Chief reason cited?

Students do not have the reading & writing skills to keep up with the curriculum!!

What has caused the crisis – that students are not adequately prepared for postsecondary education ?

College & Career

1. Difficulty of textbooks (2– or 4–yr. institutions, trade & technical schools) has *increased* exponentially.

Why?

- ▶ Explosion of information
- ▶ Need to be current
- ▶ Authors of college texts

Middle School & High School

1. Difficulty of textbooks has *declined* precipitously.

Why?

- ▶ Reader–friendly text features, e.g., margin guides, simpler syntax, Universal Design, other assists
- ▶ Lots of scaffolding

What has caused the crisis?

College & Career

2. Expository/informational text makes up majority of required reading.

Why?

- ▶ Profs assign readings from technical, scientific periodicals, primary source materials, e.g. Supreme Court Decision, & literary nonfiction.

Middle School & High School

2. Students seldom required to read complex informational text.

Why?

- ▶ Textbooks aren't complex.
- ▶ Textbooks regarded as reference books
- ▶ Literary nonfiction & other informational texts seldom used

What has caused the crisis?

College & Career

3. Students held accountable for independent reading.

Why?

- ▶ Little or no scaffolding
- ▶ Assigned readings not explicated in class
- ▶ Accountability is measured

Middle School & High School

3. Students rarely held accountable for independent reading of their textbooks.

Why?

- ▶ School cultures often reward surface reading, foster “dependent” reading, & emphasize breadth over depth.

What has caused the crisis?

4. Aliteracy – a deterioration in overall reading ability increasing at an alarming rate

Why?

- ▶ Aliterates CAN read but DON'T.
- ▶ Adult reading levels at all-time low, especially among 18- to 34-year-olds
- ▶ 25% report not having read ANY book!
- ▶ Lack of skill, concentration, stamina
- ▶ Text-free, text-light sources for information

What has caused the crisis?

5. Digital natives racing through text & responding instantly – seldom reflecting or confronting the limits of their knowledge

Why?

- ▶ “Screenagers” race through digital text – 3,000 texts per month!
- ▶ Instant communication → faulty judgment
- ▶ Great confidence in validity of personal opinions – inhibits growth of the mind
- ▶ Decelerating reading with complex texts – not an easy task

Pathway to College & Career Readiness



National Standards

- ▶ **College & Career Readiness (CCR) Standards in Reading, Writing, Speaking, Listening, & Language (Fall, 2009)**
- ▶ **Common Core State Standards for English Language Arts &**
- ▶ **Literacy in History/Social Studies, Science, & Technical Subjects (June, 2010)**

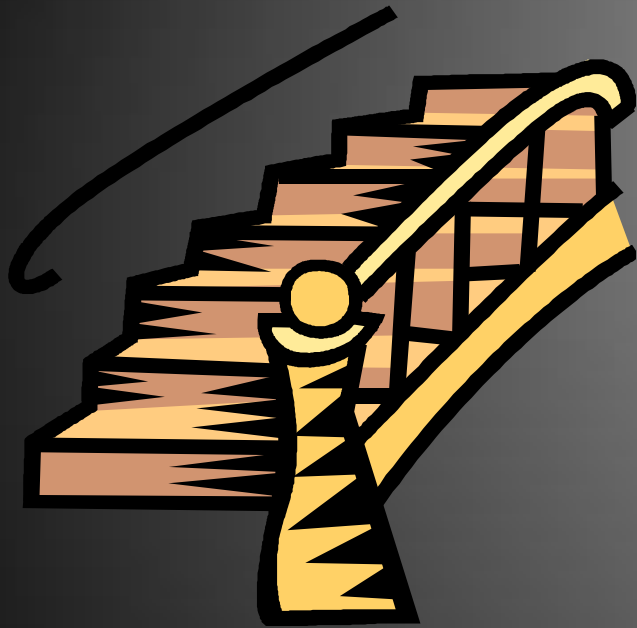
College and Career Readiness Anchor Standards	K–12 ELA/Literacy Common Core Standards
10 Reading Standards	10 Reading Literature Standards (K–12)
	10 Reading Informational Text Standards (K–12)
	10 Reading Standards for Literacy in History/Social Studies (6–12)
	10 Reading Standards for Literacy in Science and Technical Subjects (6–12)
(No CCR Anchor Standards)	4 Reading Foundational Skills (Standards 1–4 for K–2, Standards 3–4 for 3–5)
10 Writing Standards	10 Writing Standards (K–12)
	10 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
6 Speaking and Listening Standards	6 Speaking and Listening (K–12)
6 Language Standards	6 Language Standards (K–12)

CCSS for ELA & Literacy:

7 Themes & Challenges

1. Elevated Complexity Expectations
2. Emphasis on Literary Nonfiction & Informational Text
3. Literacy in Social Studies, Science, & Technical Subjects
4. Close, Careful, & Critical *Reading as Thinking*
5. Academic Vocabulary
6. Evidence & Argument
7. Integrated, Contextualized Tasks

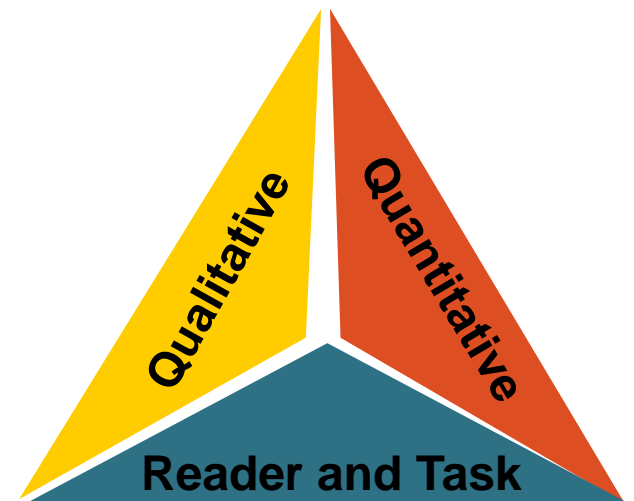
1. Elevated Complexity Expectations



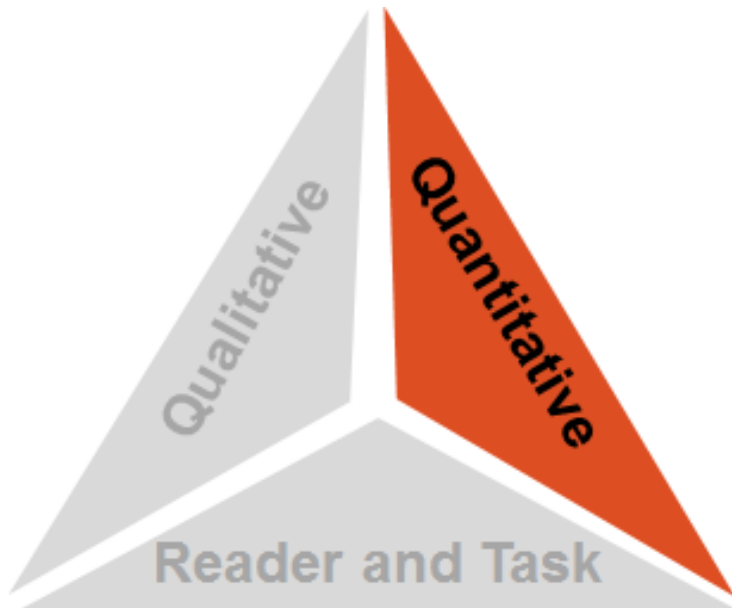
- ▶ **Staircase of Text Complexity**
- ▶ Std. 10: “Read & comprehend texts in the grades ____ band independently & proficiently.”
- ▶ New decisions:
 - Does this text meet the new grade-level complexity band?
 - What scaffolding must I provide so that students can manage the more difficult reading?

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Step 1: Quantitative Measures



Measures such as:

- **Word length**
- **Word frequency**
- **Word difficulty**
- **Sentence length**
- **Text length**
- **Text cohesion**

Change in Complexity of Reading

Grade Span	Old Lexile Band	“Stretch” Lexile Band
2 - 3	450 - 725	450 - 790
4 - 5	645 - 845	770 - 980
6 - 8	860 - 1010	955 - 1155
9 - 10	960 - 1115	1080 - 1305
11 - CCR	1070 - 1220	1215 - 1355

What happens when we “stretch”?

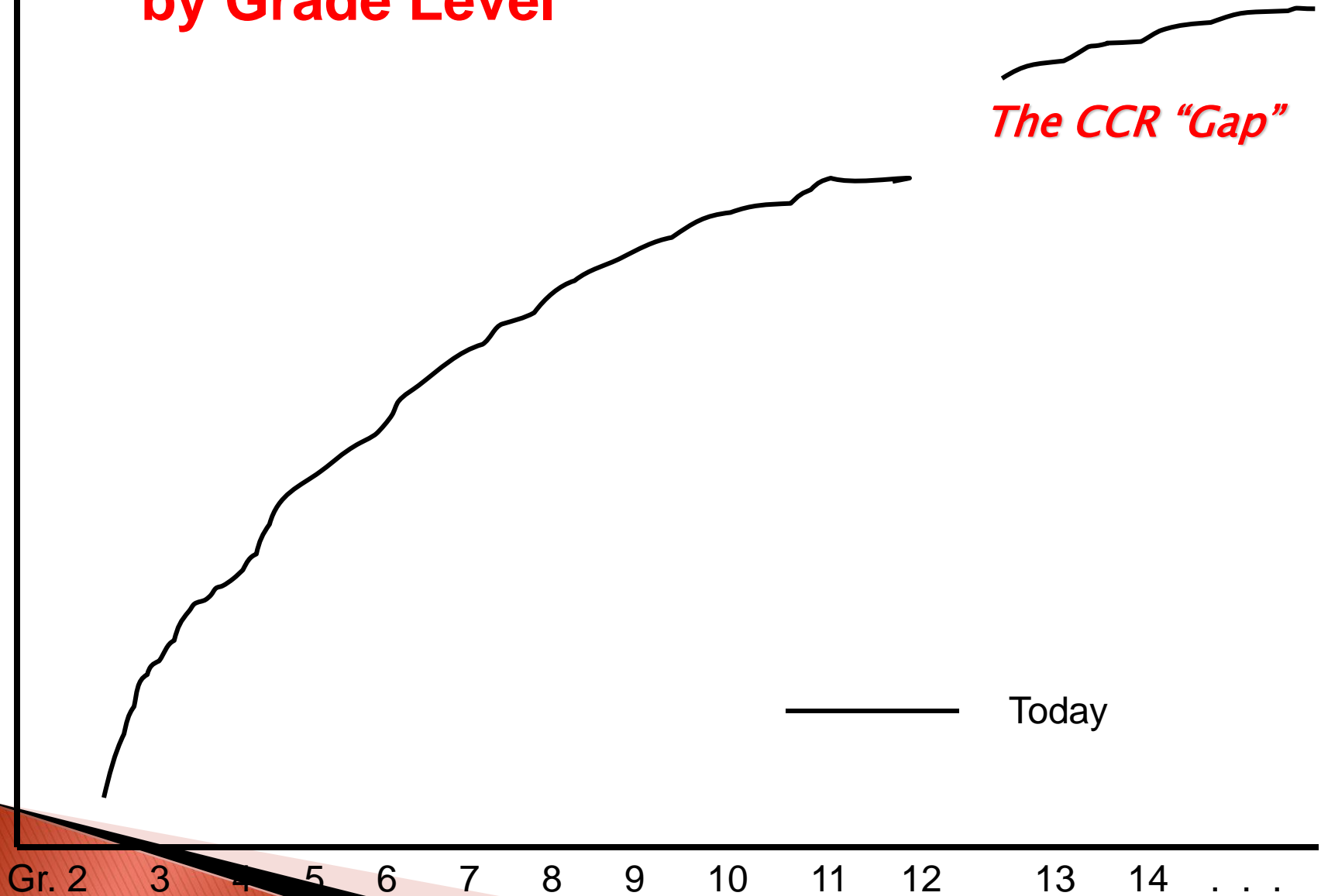
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2 - 3	450 - 725	450 - 790
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6 - 8	860 - 1010	955 - 1155
9 - 10	960 - 1115	1080 - 1305
11 - CCR	1070 - 1220	1215 - 1355

This means: “Top” of Gr. 5 *now* becomes “Mid” Grade 4
“Average” Grade 7 becomes Top Gr. 5 / Bottom Gr/ 6
“Top” Grade 10 becomes “Average” Grade 8
“Hardest” Grade 12 becomes “Average” 10

WHY?

Text Complexity / Difficulty by Grade Level

C
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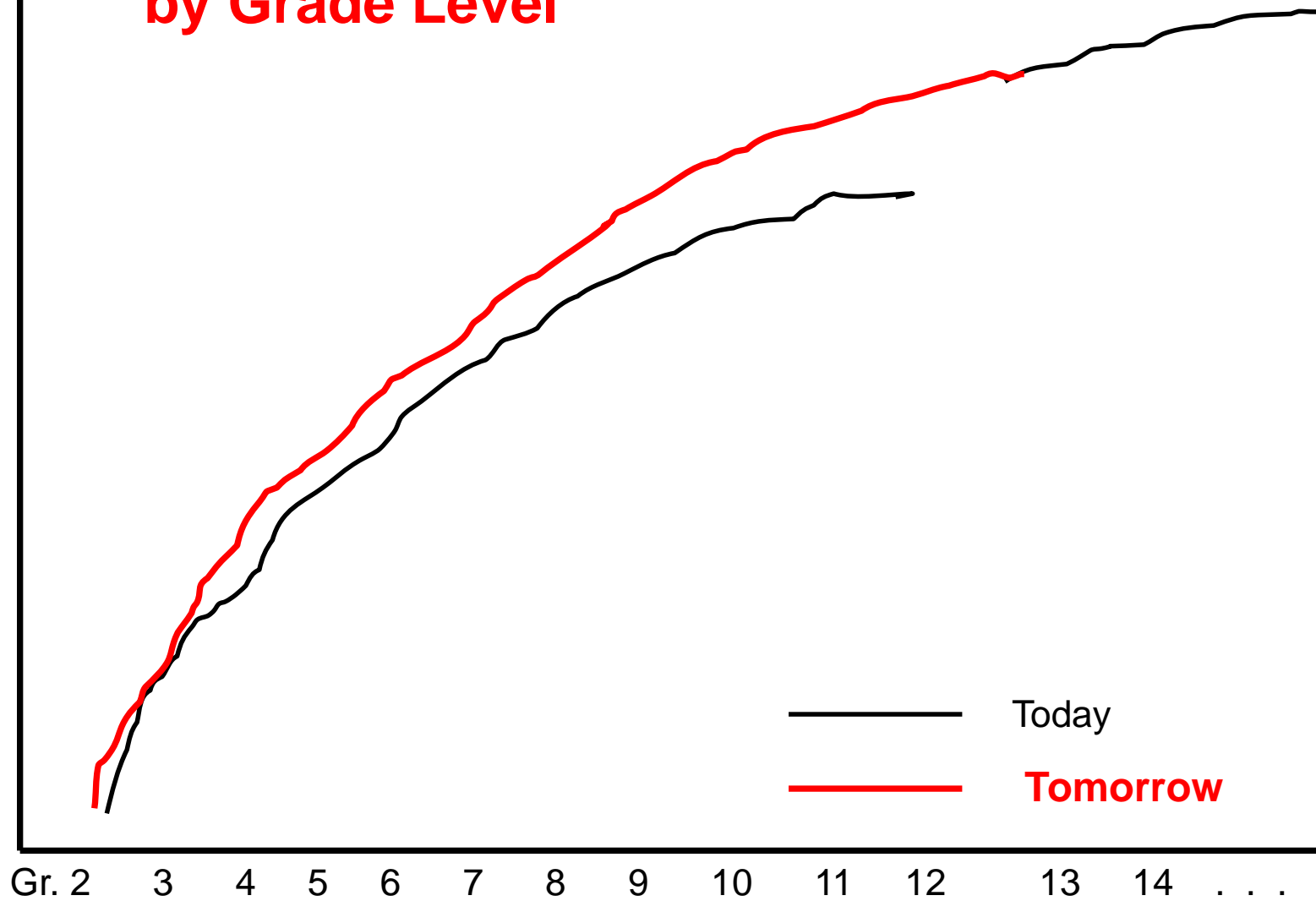


The CCR "Gap"

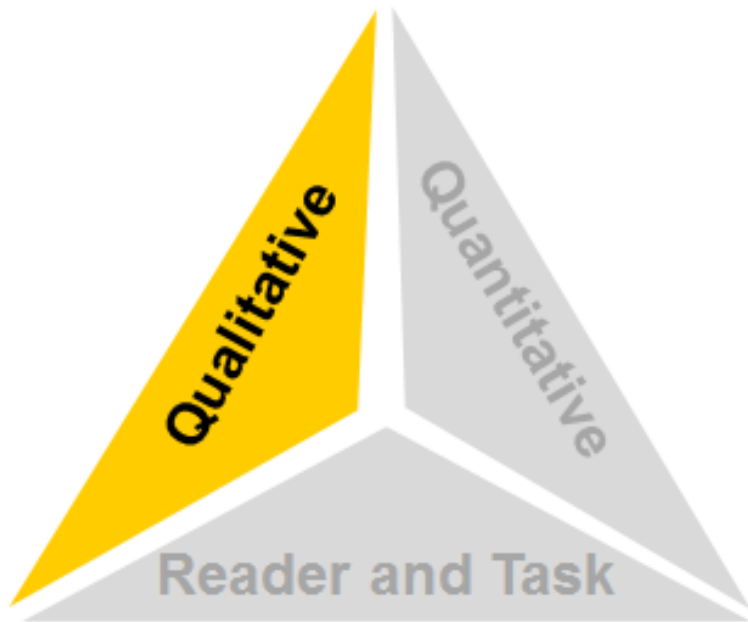
— Today

Gr. 2 3 4 5 6 7 8 9 10 11 12 13 14 . . .

Text Complexity / Difficulty by Grade Level



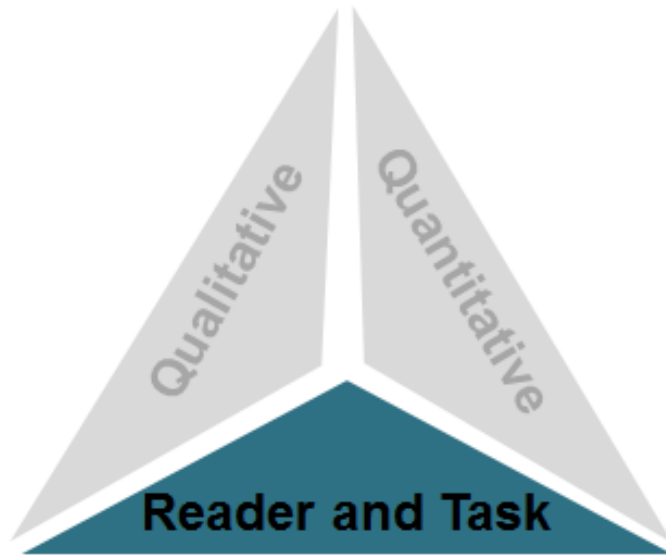
Step 2: Qualitative Measures



Measures such as:

- Levels of meaning
- Explicit vs. implicit purpose
- Structure
- Language conventionality
- Language clarity
- Prior knowledge demands
- Cultural knowledge demands
- Disciplinary knowledge demands

Step 3: Reader and Task

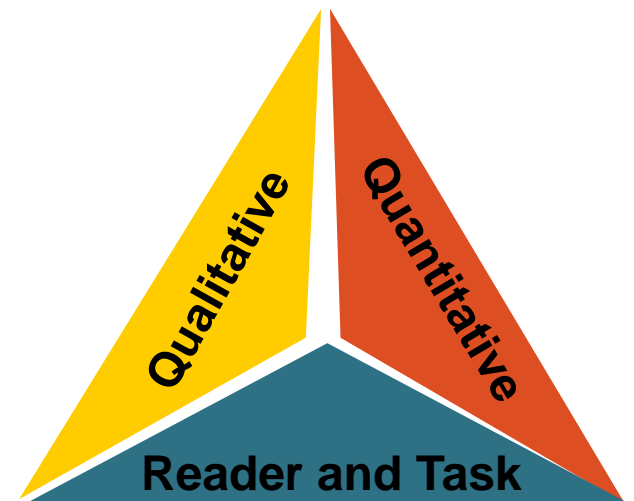


Considerations such as:

- **Motivation**
- **Knowledge and experience**
- **Purpose for reading**
- **Complexity of related task assigned**
- **Complexity of related questions asked**

◆ **Text complexity** is defined by:

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3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



2. Emphasis on Informational Text & Literary Nonfiction

- ▶ Much of our knowledge base comes from informational text.
- ▶ Informational text is harder to comprehend than narrative text.
- ▶ Informational text makes up 80% of required college/workplace reading.
- ▶ Yet students are asked to read very little informational text in elementary & middle school.
- ▶ The CCSS require a balance of literature & informational text:

K-5 - 50:50
6-12 = 75:25

2. Emphasis on Informational Text & Literary Nonfiction

- ▶ Grades 6—12:
 - In English classes, a 50:50 split between literary fiction & literary nonfiction
 - Informational text in other subject areas
- ▶ Literary nonfiction genres include: essays, speeches, opinion pieces, biographies, journalism, & historical, scientific, & other high-quality documents written for a broad audience, e.g., *The Declaration of Independence*, *Walden*, Richard Wright's *Black Boy*, & *Hope, Despair and Memory* by Elie Wiesel.

3. Literacy in Social Studies, Science, & Technical Subjects

- ▶ College/career readiness demands critical thinking, problem solving, & self-directed learning across all subject areas in both academic & career-oriented courses.
- ▶ Primary sources, secondary sources, textbooks (print & digital), quantitative data, technical manuals, etc.
 - Students must not simply refer to texts, but must be held accountable for reading these texts independently.
- ▶ Reading becomes increasingly disciplinary, & a one-size-fits-all approach doesn't work.
- ▶ Highly-specialized literacy skills – disciplinary experts read & write in idiosyncratic ways.

4. Reading as Thinking -- Slow, Deep, Close, Careful, & Analytical

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

~ Francis Bacon (1605)

Reading as Thinking:

What does it look like?

- ▶ Begin with analysis of shorter, challenging texts that elicit close reading & rereading, e.g., The Gettysburg Address – only 3 paragraphs, but complex!
- ▶ Read first for literal ideas, & with repeated readings, probe for deeper meanings.
- ▶ Read with a pencil – note what's confusing, and pay attention to patterns.
- ▶ Respond to text-dependent questions & tasks focused on the meaning within the text, not on connections outside the text.
- ▶ Deconstruct text in order to construct meaning from text. Reading is whole->part->whole->part->whole, etc.
- ▶ Develop habits of mind – stamina, patience, curiosity, motivation, metacognition, & self-efficacy.

Reading as Thinking: Scaffolded Instruction

Struggling readers will need more scaffolding with easier texts, but . . . (they) “must not miss out on essential practice & instruction their classmates are receiving to help them read closely, think deeply about texts, participate in thoughtful discussions, & gain knowledge of both words & the world.”

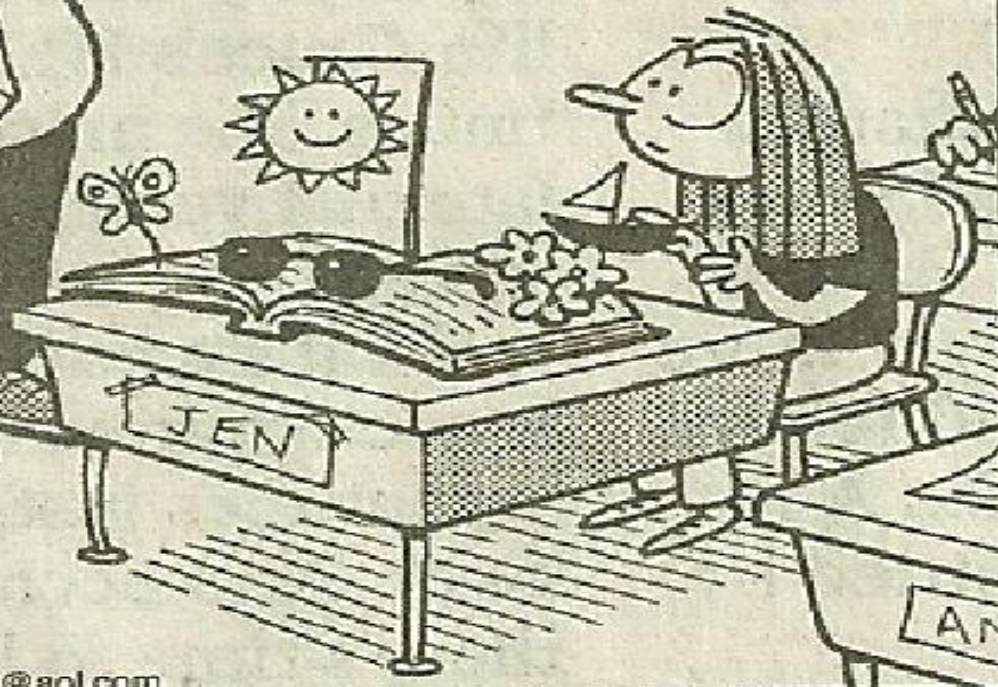
Publishers' Criteria for the CCSS (Revised), Grades 3–12,
April, 2012

Reading as Thinking:

Scaffolded Instruction

- ▶ Create text-dependent tasks.
 - Analyze paragraphs on a sentence-by-sentence basis.
 - Analyze sentences on a word-by-word basis.
 - Consider why an author may have chosen to use certain words & phrases.
 - Determine how sentences/paragraphs connect to other sentences/paragraphs/the whole text.
 - Probe each argument in persuasive text, each idea in expository text, each key detail in literary text.

NO, I SAID SUMMARIZE
THE BOOK...



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Reading as Thinking:

Scaffolded Instruction

- ▶ Use techniques, such as Guided Highlighted Reading to help students read for summary, author's craft, academic vocabulary, etc.
 - In paragraph 3, find & highlight the effects of a tornado.
 - In paragraph 6, find & highlight a concept that supports the author's argument.
 - In paragraph 2, find & highlight the signal word that suggests a cause/effect structure.
 - In paragraph 7, find & highlight the word that means ...
- ▶ Repeated opportunities for independent practice after direct instruction, modeling, guided practice

5. Academic Vocabulary

- ▶ Complex text consists of academic language.
- ▶ Two areas of language emphasis in the CCSS are:
 - 1. Students' ability to acquire & use a rich vocabulary
 - 2. Students' knowledge of language varieties & ability to use language skillfully
- ▶ Only 35% are performing at CCR levels with respect to these skills.

Semantics & Syntax

Academic Vocabulary

- ▶ High-frequency, all-purpose words (*compare, routine, previous*)
- ▶ Multi-meaning Words (*union, balance, obtuse*)
- ▶ Domain-specific terms

Syntax

- ▶ the pattern or structure of word order in complicated sentences, clauses, & phrases
- ▶ Analysis through close reading & discussion

6. Evidence & Argument

Prove it!!!

- ▶ Text-centered experiences
- ▶ Argumentation with text-based evidence
 - Valid conclusions consistent with evidence in text
 - Analysis of author's argument
 - Evaluation of degree to which evidence supports author's claims

Listen/read like a detective!

Speak/write like a reporter!

7. Integrated, Contextualized Tasks

- ▶ Speaking & writing about what is listened to & read – arguments grounded in *discipline-specific content*
- ▶ Analysis & evaluation of information presented in diverse formats & media (e.g., print, digital, visual, quantitative)
- ▶ Comparison of two or more authors' or sources' perspectives on the same topic
- ▶ Synthesis of information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a concept or process

Reading, writing, listening, & speaking like historians, scientists, mathematicians, etc.

7. Integrated, Contextualized Tasks – App. B Examples

- ▶ Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, & *analyze* how both texts *address similar themes & concepts* regarding “entangling alliances.” [RI.9–10.9]
- ▶ Students analyze the role of African American soldiers in the Civil War by *comparing & contrasting primary source* materials against *secondary* syntheses such as Jim Haskin’s *Black, Blue and Gray: African Americans in the Civil War*. [RH9–10.9]

Pathway to College & Career Readiness





Assessment

The Two K-12 Assessment Consortia

- ▶ Both are developing **summative** tests used for accountability.
- ▶ Both will include **performance-based** items.
- ▶ Both will include **“within-year”** assessments.
- ▶ Both will be heavily **computer-based**.
- ▶ Both **“talk the talk”** about **instruction & PD**.

How Will the CCSS Tests Look?

▶ ELA:

- Focus on Reading Comprehension
- More-complex texts
- Paired passages
- Heavy use of “informational” texts
- Somewhat more complex questions
- Some use of constructed-response items

How Will the CCSS Tests Look?

➤ Mathematics

- Much more difficult content
- Grounding in “realistic” contexts
- Assume higher-level HS content
- Some constructed-response items
- Items require *understanding* of concepts

So Why Should *We* Care?

Yes, these will be K-12 (really 3-HS) assessments.

BUT -

These will impact what adult programs do - instructionally & in assessment

What is the Promise?

- ▶ Have 50 sets of standards (and tests) ever really made sense?
- ▶ Efficiencies / clearer direction
- ▶ Focus on deeper thinking (Reading – comprehension, Mathematics – application)
- ▶ Focus on “essentials” – Reading for understanding and essential understandings in Mathematics

FOCUS !

Three Major Concerns – for the Consortia & Adult Programs

▶ *Schedule & Timing*

- 2014–15 is “tomorrow”
- D. C. vs. Classrooms – “Fair notice” for all
- Performance Tasks – 2–4 hr/content area
- “Filtering” from K–12 to Adult Programs

▶ *“End Game”*

- What happens when the federal \$ go away?
- 2 is better than 50; but how are the 2 “aligned”?

▶ *“Complexity”*

Challenge *is* needed. *Is this too much?*

What Should I Do to Get Ready?

- ▶ Don't be an ostrich: This *WILL* Happen.
- ▶ Attend to the Common Core Standards: they are the game for the next few years.
 - They are NOT “more of the same”
 - They ARE markedly more challenging
 - They WILL control state tests . . . and NEDP & GED
- You **MUST** change what & how you are teaching – specific standards, complexity (both ELA & Math), and expectations.

Sources

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Questions & Takeaways?