CASAS TEACHER FEEDBACK STUDY – MATH
CASE STUDIES BASED ON NRS EFLS & CCR STANDARDS

Sample 1: NRS EFL 2 – Beginning Basic

Alfred has been very regularly working on math, and he says that he needs to know math in order to get a promotion in the warehouse where he works. Alfred clearly understands numerical place value and can accurately identify place value up to six digit numbers. Alfred has also mastered mental addition in numbers up to 50. He is working on adding multiple three digit numbers. Alfred knows basic subtraction facts and is able to accurately subtract numbers that require regrouping. He is working on memorizing multiplication tables and doing up to two-digit multiplication. Alfred is struggling with division by two digit numbers. He particularly enjoys geometric problems and is very good at constructing diagrams exemplifying information in geometric word problems.

Sample 2: NRS EFL 6 – High Adult Secondary

Gregory is working diligently in math so he can be prepared to attend the local community college next fall. Greg would like to major in math and hopes to someday be a teacher. He has demonstrated that he can sketch graphs based on a verbal description of the relationship and is working on interpreting quadratic and exponential functions. He is able to think critically as demonstrated in his ability to make assumptions based on a situation and select the most efficient strategy from multiple possible problem-solving strategies. Greg has successfully completed problems that compare relationships in geometric figures. He also can find volume of cylinders, pyramids, and cones. He shows progress in interpreting one- and two-variable data, recognizing trends and associations and distinguishing between causation and correlation.

Practice 1: NRS EFL 3 – Low Intermediate Basic

Berthe gained some knowledge of math when she attended school in Mexico. She is very accurate when doing basic addition, subtraction, multiplication and division computation. Berthe is learning how to convert fractions into decimals, and is proficient at converting decimals to fractions. Berthe is challenged by understanding ratios. She has difficulty with multi-step word problems, particularly when they deal with ratios. Berthe has done well when she is able to visualize the mathematical procedure. She understands problems that use a number line, and likes to plot coordinates on a plane. We are working on how to extract information from a word problem and construct a drawing applying her knowledge of computing area and perimeter. We have not yet worked on how to compute volume.

Practice 2: NRS EFL 5 – Low Adult Secondary

Evelyn has demonstrated that she can write and simplify mathematical expressions. She can solve addition, subtraction, and multiplication polynomial equations, and is working on division of polynomial equations. Last week Evelyn constructed a problem that showed the amortization structure of her car loan. Evelyn is working on graphing inequalities. She has solved a linear equation with variables using a graph, and a problem that graphed an equation with two variables. She is now working on graphing inequalities. We have not yet worked on functions, representations, and modeling of functions. Evelyn has successfully completed problems that compare relationships in geometric figures. She also can find volume of cylinders, pyramids, and cones. Evelyn would like to work in advertising. She has been eager to work on learning how to interpret categorical and quantitative data, and to set up a model of causation that shows how response to an ad can be predicted and then measured.

Practice 3: NRS EFL Level 1 – Beginning Literacy

Ariolle attends class after work and is beginning to build a foundation in math so she can find a better job. She currently has learned the names of primary shapes, and can group like objects or pictures into categories of data. She can add single digit numbers accurately, but is struggling with subtraction. Ariolle is proud that she can now count to 200. She is also starting to interpret simple data sets using two or three categories. We are beginning to work on recognizing fractions on a number line.

Practice 4: NRS EFL 4 – High Intermediate Basic

Robert has a goal of becoming a carpenter and is preparing for the test to enter the carpenter's apprenticeship program. Robert explained that he once wrote a check for $150 not realizing he only had $120 in his account. When his bank told him he had an account balance of -$30, he understood he would immediately would have to add $30 to his bank account to cover his check. This demonstrates a basic knowledge of absolute value. Robert can successfully extract both whole number and fractions from real-life word problems and solve the problems. Robert is currently working on converting measurement units, and he is excited that this is frequently done by carpenters. Robert is struggling to understand how his work as a carpenter will use the algebraic expressions that he is working on. It made sense to him when we applied those expressions to solving a problem that dealt with the unknown length of a side of a planned flower box. Robert has responded very positively to learning geometric formulas. In order to interest him in probabilities, we will have to focus on real-life applications.

CASAS TEACHER FEEDBACK STUDY – MATH
CASE STUDIES BASED ON NRS EFLS & CCR STANDARDS

Sample 1: NRS EFL 2 – Beginning Basic

Adrienne has been attending classes after she gets off of work in a local restaurant. She particularly enjoys reading texts on the computer. She is able to identify the main idea and ask and answer questions about the key details. She is beginning to be able to show how the key details support the main idea and compare those details in two reading passages. She is also starting to be able to read more complex texts and identify the meaning of words in those texts. She says that one of the reasons she likes the computer is that the programs have great graphics. She is beginning to use those graphics to help her understand what the text is saying. In class activities, Adrienne is able to identify the reasons an author gives to support points in a text and is working on describing those connections in what she reads. (Standards 1, 2, 4, 7, 8)

Sample 2: NRS EFL 6 – High Adult Secondary

Michael is an adult secondary education student who plans to enter the community college in the spring quarter. He is working to complete science, economics and elective credits. In his research, Michael is starting to be successful at comparing, contrasting and analyzing how ideas and concepts develop and interact within the primary and secondary source texts he is reading. He is working on paraphrasing in simpler terms the challenging ideas. He particularly enjoys reading and responding to satirical essays but is still working on understanding them fully. Michael has begun a video project that will assess the community need for water conservation and propose strategies that could be implemented. He is planning to use multiple online resources and conduct interviews. (Standards 1, 2, 3, 6, 7, 9)

Practice 1: NRS EFL 3 – Low Intermediate Basic

Anita is a student in a workplace readiness class. Her goal is to prepare for work as a medical assistant. Students in this class are working on curriculum that will prepare them for success in the medical training program. Anita is starting to obtain information about patient care from several texts. She can explain the procedures she is studying and tell how the authors use evidence to support their points. In class activities she has demonstrated that she can answer specific questions and show where in the text she has found the answers. This week in class she is working on how to make logical inferences and summarize what she reads. (Standards 1, 2, 3, 8, 9)

Practice 2: NRS EFL 5 – Low Adult Secondary

Marianne is preparing to pass the high school equivalency exam. She hopes to successfully pass the exam and then enter the military. She has been discussing options with the recruiter and is motivated to meet her entry date. Marianne has been working to develop her ability to cite strong evidence from text as she writes objective summaries of the texts that she is using for her research. She is beginning to demonstrate that she can make logical and well supported inferences, follow complex multistep procedures and use evidence to explain causes and effects in diverse reading passages. Marianne has a strong understanding of figurative language and how word choice affects meaning, but is still learning to identify false statements and fallacious reasoning. (Standards 1, 2, 3, 4, 8)

Practice 3: NRS EFL Level 1 – Beginning Literacy

Practice 3 – NRS EFL 1: Eddie is an adult basic education student who very regularly attends class. He is very motivated to learn. He is starting to be able to read simple texts, find some key details when they are explicitly stated and ask and answer questions about them. Eddie is also beginning to identify the meaning of words from the context of what he reads. Last week Eddie was very proud that he answered a question that required him to identify similarities and differences in two illustrations about being an auto mechanic. For the first time, he demonstrated that he could read headings on an automotive work order. (Standards 1, 2, 4, 5, 9)

Practice 4: NRS EFL 4 – High Intermediate Basic

Roberto is working as a cook in his family's food truck, but he really wants to be an electrician. He has been attending school for several months and hopes to soon be ready to enter the pre-apprenticeship program. Roberto particularly enjoys reading technical manuals. He is learning to extract key ideas and analyze and summarize those ideas. He is also learning how to integrate and evaluate technical diagrams related to what he has read and follow multistep procedures. He is currently working on how to analyze texts that present conflicting viewpoints. He continues to learn academic vocabulary and is beginning to understand the importance of word choice on meaning, but is struggling with evaluating whether or not what he reads is valid. (Standards 1,2, 3,4, 7, 8, 9)

Number Sense and Operations

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C **Students ready to exit this level show the following:**	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers; are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations; are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.	understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100; are able to compute fluently with all four operations with whole numbers within 100; use place value and properties of operations to explain why addition and subtraction strategies work; can demonstrate an understanding of the inverse relationship between multiplication and division; can solve one- and two-step word problems involving all **four** operations within 100 and identify and explain arithmetic patterns; have an understanding of fractions, especially unit fractions, and can represent simple	understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals; are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals; are able to solve multi-step word problems posed with whole numbers and fractions, using the **four** operations; can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. can add, subtract, multiply and divide with fractions and mixed numbers; also have an understanding of ratio concepts and can use	have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane; can apply the concept of absolute value to find horizontal and vertical distances; are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots; Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships	Reason about and solve real-world and mathematical problems that involve the four operations with rational numbers; Apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.	have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers; are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision

Number Sense and Operations

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C **Students ready to exit this level show the following:**	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
	fractions on a number line; understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size	ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio			

Algebraic Thinking: Students prepared to exit this level…..

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
……understand and apply the properties of operations to addition and subtraction problems; understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.	……apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.	…..are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value; can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems; can solve real-world and mathematical problems by writing and solving simple one-variable	…..understand the connections between proportional relationships, lines, and linear equations; understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations; are able to define, interpret, and compare linear functions.	…..are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.	…..understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions; add, subtract, and multiply polynomials that involve linear and/or quadratic expressions; are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities; can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them; add, subtract, and multiply polynomials that extend beyond quadratics; able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, V = IR, to highlight resistance R; able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions; able to use these equations/inequalities to solve

Algebraic Thinking: Students prepared to exit this level…..

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
		equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem; can represent and analyze quantitative relationships between dependent and independent variables.			problems both algebraically and graphically; solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise; have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities; able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context; able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential); sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context; are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level…..

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
….. can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes; are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring	….. are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals; are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole; can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals	….. have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems; can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals; can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms; are able to convert like measurement units within a given	….. can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures; understand the concepts of congruence and similarity with respect to 2-dimensional figures; understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.	….. can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures; can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal; apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.	…… can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Geometry: Students prepared to exit this level…..

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
the length of a pencil using a paper clip as the length unit.	of time, liquid volumes, and masses of objects; understand the concept of area and can relate it to addition and multiplication to solve real-world problems; understand, and can solve, real-world and mathematical problems involving perimeter of polygons	measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems; are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.			

Data Analysis and Statistics and Probability: Students prepared to exit this level…..

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
…..are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.	… are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.	…… have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.	…… can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).	….. can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to	…… can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant

Data Analysis and Statistics and Probability: Students prepared to exit this level…..

NRS 1 CCR Level A	**NRS 2** CCR Level B	**NRS 3** CCR Level C	**NRS 4** CCR Level D	**NRS 5** CCR Level D	**NRS 6** CCR Level E
				summarize and interpret bivariate categorical data.	term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

NRS EDUCATIONAL FUNCTIONING LEVELS (EFL)
READING AND LANGUAGE DESCRIPTORS
FOR CASAS TEACHER FEEDBACK STUDY

AUGUST 2016

READING FOUNDATIONAL SKILLS

CCR Reading Foundational Skills Standard	**1-Beg Lit** **Individuals ready to exit this Level are able to:**	**2-Beg Basic** **Individuals ready to exit this Level are able to:**	**3-Low Int Basic** **Individuals ready to exit this Level are able to:**
RF2	**recognize** and produce **rhyming words, blend and segment onsets and rhymes,** isolate and pronounce **initial, medial,** and **final sounds,** add or substitute **individual sounds,** and **blend and segment single syllable words**.	[Not in EFLs or CCRS]	[Not in EFLs or CCRS]
RF3	**comprehend how print corresponds to spoken language** and are able to **demonstrate understanding of spoken words, syllables, and sound-letter relationships** (phonetic patterns), **including consonant digraphs and blends.** **decode two-syllable words** following basic patterns. **recognize** common **high frequency words** by sight.	**decode multi-syllable words**, **distinguish long and short vowels** when reading regularly spelled one-syllable words, and **recognize the spelling-sound correspondences** for common vowel teams. **identify** and understand the meaning of the most common **prefixes and suffixes**. **read common irregular sight words**.	**use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words.**
RF4	**read** [Not in CCRS: **simple decodable] texts** with **accuracy, appropriate rate, and expression.**	(See R10)	(See R10)

CCR Reading Standard	1-Beg Lit Individuals ready to exit this Level are able to:	2-Beg Basic Individuals ready to exit this Level are able to:	3-Low Int Basic Individuals ready to exit this Level are able to:	4-High Int Basic Individuals ready to exit this Level are able to:	5-Low Adult Sec Individuals ready to exit this Level are able to:	6-High Adult Sec Individuals ready to exit this Level are able to:
R1/R2	**determine main ideas, retell key details, and ask and answer questions about key details** in simple texts.	determine main ideas, ask and answer questions about key details in texts and **show how those details support the main idea.**	**make logical inferences, summarize central ideas or themes**, and **explain** how they are supported by key details. **[Not in CCRS: ….produce valid evidence for their findings and assertions.]**	make logical inferences by **offering several pieces of textual evidence**. This includes **citing evidence to support the analysis of primary and secondary sources in history,** as well as analysis of **science and technical texts**. summarize and **analyze** central ideas**,** including how they are conveyed through **particular details** in the text. [Not in CCRS: produce valid evidence for their findings and assertions, **make sound decisions, and solve problems**.]	make logical and **well-supported** inferences about those **complex** texts. provide an **objective summary** of a text. Through reading and research, **cite strong and thorough textual evidence for their findings and assertions.** [Not in CCRS: ….to make **informed** decisions and solve problems.]	make logical and well-supported inferences about those complex texts. **summarize the challenging ideas, concepts or processes** contained within them (texts). **paraphrase texts in simpler but still accurate terms.** Through reading and research **at complex levels,** cite strong and thorough textual evidence for their findings and assertions. [Not in CCRS: ….to make sound decisions and solve problems].

CCR Reading Standard	**1-Beg Lit** **Individuals ready to exit this Level are able to:**	**2-Beg Basic** **Individuals ready to exit this Level are able to:**	**3-Low Int Basic** **Individuals ready to exit this Level are able to:**	**4-High Int Basic** **Individuals ready to exit this Level are able to:**	**5-Low Adult Sec** **Individuals ready to exit this Level are able to:**	**6-High Adult Sec** **Individuals ready to exit this Level are able to:**
R3	[Not in EFLs]	*When listening to text above their current independent reading level,* they are able to **describe the relationship between ideas in a text in terms of time, sequence, and cause/effect.**	**explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why.**	**analyze how a text makes connections among and distinctions between ideas or events.** **follow multistep procedures**.	**analyze in detail a series of events** described in text and **determine whether earlier events caused later ones or simply preceded them.** follow **complex** multistep directions or procedures.	[Not in CCRS: **Whether conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, analyze how the ideas and concepts within them develop and interact.]**
R4	**determine the meaning of words and phrases in texts with clear and explicit context.**	determine the meaning of words and phrases **in level-appropriate complex texts**.	determine the meaning of words and phrases **(e.g., metaphors and similes)** in level-appropriate complex texts.	display increasing facility with **academic vocabulary** and are able to **analyze the impact of a specific word choice on meaning and tone** in level-appropriate complex texts.	increasing facility with academic vocabulary and **figurative language** in level-appropriate complex texts. determining the meaning of **symbols and key terms used in a specific scientific or technical context**. **analyze the cumulative impact of specific word choices on meaning and tone.**	increasing facility with academic vocabulary and figurative language **sufficient for reading, writing, speaking, and listening at the college and career readiness level**. analyze the cumulative impact of specific word choices on meaning and tone.

CCR Reading Standard	1-Beg Lit Individuals ready to exit this Level are able to:	2-Beg Basic Individuals ready to exit this Level are able to:	3-Low Int Basic Individuals ready to exit this Level are able to:	4-High Int Basic Individuals ready to exit this Level are able to:	5-Low Adult Sec Individuals ready to exit this Level are able to:	6-High Adult Sec Individuals ready to exit this Level are able to:
R5	**use text features, both print and digital, to locate key facts or information.**	*When listening to text above their current independent reading level,* they are able to…. use text features and **search tools**, both print and digital, to **locate information relevant to a given topic efficiently**.	**describe the overall structure of a text compare and contrast the structures of two texts.**	**analyze ….how major sections of a text contribute to the development of the ideas.**	**analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text**.	[Not in EFLs]
R6	[Not in CCRS or EFLs]	**identify the author's main purpose** or what the author wants to answer, explain or describe, as well as **distinguish their own point of view from that of the author's.**	**describe how point of view influences how events are described**. **analyze multiple accounts of the same event or topic, noting similarities and differences.**	identify aspects of a text that reveal point of view and **assess how point of view shapes style and content in texts**.	**compare the point of view of two or more authors writing about the same or similar topics.**	**assess how points of view shape style and content in texts** with particular attention to **distinguishing what is directly stated in a text from what is really meant** (e.g., **satire, sarcasm, irony, or understatement**).

CCR Reading Standard	1-Beg Lit Individuals ready to exit this Level are able to:	2-Beg Basic Individuals ready to exit this Level are able to:	3-Low Int Basic Individuals ready to exit this Level are able to:	4-High Int Basic Individuals ready to exit this Level are able to:	5-Low Adult Sec Individuals ready to exit this Level are able to:	6-High Adult Sec Individuals ready to exit this Level are able to:
R7	**use the illustrations** in the text(s), whether print or digital, **to describe its key ideas (e.g., maps, charts, photographs, cartoons).**	**explain how** specific aspects of both digital and print **illustrations contribute to what is conveyed by the words of a text.**	**interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem.** They display this facility with both print and digital media.	**analyze the purpose of information presented in diverse media** as well as **integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words**.	**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 into words.**	**integrate and evaluate multiple sources of information presented in diverse media in order to address a question.**
R8	*When listening to text above their current independent reading level*, they are able to **identify the reasons an author gives to support points in a text, describe the connections between ideas within a text.**	**describe how reasons support specific points an author makes in a text.**	explain how authors use reasons and **evidence** to support particular points in a text.	**evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence** supplied in the text. This includes **analyzing how an author responds to conflicting evidence or viewpoints.**	evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. **identify false statements and fallacious reasoning.**	[Not in EFLs]

CCR Reading Standard	1-Beg Lit Individuals ready to exit this Level are able to:	2-Beg Basic Individuals ready to exit this Level are able to:	3-Low Int Basic Individuals ready to exit this Level are able to:	4-High Int Basic Individuals ready to exit this Level are able to:	5-Low Adult Sec Individuals ready to exit this Level are able to:	6-High Adult Sec Individuals ready to exit this Level are able to:
R9	**examine the basic similarities in and differences between two texts on the same topic.**	**compare and contrast the most important points and key details of two texts on the same topic.**	**explain how authors … can integrate information from several texts**, whether print, media, or a mix, on the same topic.	**analyze how multiple texts address similar themes**, including **how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts.**	analyze how multiple texts address related themes and concepts, including **challenging texts, such as seminal US documents of historical and literary significance** (e.g., Washington's Farewell Address, the Gettysburg Address). **contrast the findings presented in a text**, **noting whether those findings support or contradict previous explanations or accounts.**	analyze how multiple texts address related themes and concepts, including challenging texts such as **US founding documents (Declaration of Independence, the Bill of Rights).** **compare and contrast treatments of the same topic in several primary and secondary sources.**
R10	[Not in CCRS; see RF4]	**read level appropriate texts** (e.g., texts with a Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression.	**read fluently text of the complexity demanded of this level** (e.g., a Lexile Measure of between 740 – 1010).	**read fluently text of the complexity demanded of this level** (e.g., a Lexile Measure of between 925 – 1185).	**read fluently texts that measure at the secondary level of complexity** (e.g., a Lexile Measure of between 1050 – 1335).	**read fluently at the college and career readiness level of text complexity** (e.g., a Lexile Measure between 1185 – 1385).

LANGUAGE

CCR Language Standard	**1-Beg Lit** **Individuals ready to exit this Level are able to:**	**2-Beg Basic** **Individuals ready to exit this Level are able to:**	**3-Low Int Basic** **Individuals ready to exit this Level are able to:**	**4-High Int Basic** **Individuals ready to exit this Level are able to:**	**5-Low Adult Sec** **Individuals ready to exit this Level are able to:**	**6-High Adult Sec** **Individuals ready to exit this Level are able to:**
L1	[correctly use] **frequently occurring nouns**, **verbs** (past, present, and future), **adjectives, pronouns, prepositions and conjunctions.** [produce and expand complete] **simple and compound declarative, interrogative, imperative, and exclamatory sentences** [orally].	[correctly use**] regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions.** [use correct] **subject-verb and pronoun-antecedent agreement.** [produce, expand, and rearrange] **simple and compound sentences**.	[use] **verb tenses** to **convey** various **times, sequences, states, and conditions** correctly and **recognize inappropriate shifts in verb tense**. [use] **prepositions,** conjunctions, **and interjections** properly. [write] simple, compound and **complex sentences** and use correct subject-verb and pronoun-antecedent agreement [throughout a piece of writing]. [produce] **complete sentences, recognizing** [and correcting] **inappropriate fragments and run-ons** as well as expand, combine and reduce sentences for meaning, reader interest and style.	[ensure] **pronouns are in the proper case**, **recognize** [and correct] **inappropriate shifts in pronoun number and person**, and correct **vague or unclear pronouns**. [form] **all verb tenses**, and **recognize** [and correct] **inappropriate shifts in verb voice and mood.** **recognize** [and correct] **misplaced and dangling modifiers.** [choose] language that **expresses ideas precisely and concisely**, **recognizing and eliminating redundancy and wordiness** as well as **maintaining consistency in style** and tone.	[demonstrate strong control of] **English grammar, usage, and mechanics** [and use these elements to enhance the presentation of ideas both in speech and writing.] [use of] **parallel structure and the correct use of various types of phrases and clauses to convey specific meanings.**	[demonstrate strong control of] English grammar, usage, and mechanics. [use of] parallel structure and [the correct use of] various types of phrases and clauses to convey specific meanings.

Teacher Feedback Training
Sample Spreadsheet

Student Name	NRS EFL Level	Rationale for NRS Level Judgment	Rationale for NOT selecting the NRS Level ABOVE	Rationale for NOT selecting the NRS Level BELOW
Adrienne	**2 - Beginning Basic**	Adrienne demonstrates solid movement toward completing NRS EFL Level 2. She can not only identify the main idea and supporting details but can ask and answer questions about them and compare details in related texts. She can understand more complex texts. She also uses graphics to help better understand what she is reading.	Although Adrienne is moving toward level 2 completion, she has not yet mastered enough of the skill areas to put her at a Level 3. She can identify supporting detail but is not yet making clear connections that show her understanding of how the details support a main idea. Her general comprehension is very good with regard to specific questions about the text but she lacks the ability to make inferences and summarize central ideas.	Adrienne clearly demonstrates mastery of all the descriptors indicated at level 1. She is able to read more complex text, answer more complex questions than at Level 1. Her ability to use graphics to help her gain a better understanding of the text puts her above NRS Level 1.