



National External Diploma Program
Competencies
by
NEDP Performance Tasks
and
College and Career Readiness Standards

July 2018

The National External Diploma Program® (NEDP) is a performance-based assessment that assesses high school level skills in applied life and work contexts. Each performance task assesses core academic skills of reading, writing and /or math in a manner in which the skills are applied in real life at home, in the community, or at work.

The NEDP competencies are organized into the following three (3) foundation competency areas:

1. Communication and Media Literacy
2. Applied Math/Numeracy
3. Information and Communication Technology

These foundation competencies are assessed in seven (7) functional life and work context areas:

4. Cultural Literacy
5. Health Literacy
6. Civic Literacy and Community Participation
7. Geography and History
8. Consumer Awareness and Financial Literacy
9. Science
10. Twenty-First Century Workplace

A nationally representative group of Subject Matter Experts (SMEs) and consultants for the high school diploma program have assisted CASAS in aligning the competencies and performance tasks with the College and Career Readiness (CCR) Standards. Since the NEDP is applied performance, reading for information and drawing inferences from complex texts is a major focus.

Application of core standards and reading for information in the assessment crosses over multiple NEDP foundation competencies as well as one or more of the seven functional competency areas. For example, the core standards related to “*citing strong and thorough textual evidence to support analysis of what the text says explicitly*” as well as “*making inferences drawn from the text*”, are aligned with performance tasks such as those listed below.

- Evaluate sample credit reports for impact on individuals seeking a loan.
- Interpret scientific articles for findings based on factual evidence.

The core standards related to “*integrating and evaluating 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*”, are aligned with performance tasks such as those listed below.

- Compare credit card statements to determine the most advantageous credit card offer for a specific situation.
- Analyze services of a several social service agencies and making the best selection for a specific need.
- Compare multiple sources of job information to select career planning goals.
- Provide supporting evidence to show how geographic features of a state affect economic factors.

The competencies demonstrated by NEDP Candidates are shown in Table 1, column one. The performance assessment tasks that assess mastery of the competencies are listed in column two of Table 1.

Table 2 displays the NEDP Competency Areas that address the College and Career Readiness Standards. This information provides NEDP sites and state and local school boards key information on how NEDP assesses the College and Career Readiness Standards within the NEDP Competency Framework.

Table 1 NEDP Competencies As Assessed by NEDP Performance Tasks

NEDP Competency	NEDP Performance Tasks... (competency)
1 Communication, Cultural and Media Literacy	
1.1 Read informational texts (e.g., documents, manuals, websites, news articles, and texts in academic areas) and: <ol style="list-style-type: none"> a) identify and analyze central ideas and supporting details; b) interpret and navigate the organizational structure; c) examine assumptions, arguments, and conclusions; d) make inferences to broaden comprehension; e) discern orientation or point of view; and f) assess the effectiveness of the presentation (e.g., comprehensiveness, clarity, format, language use), citing strong and thorough textual evidence to support analysis. 	<ul style="list-style-type: none"> ○ <i>Included in all competency areas</i>
1.2 Read and analyze a set of ideas and sequence of events in literary texts (e.g., short story) and: <ol style="list-style-type: none"> a) identify and analyze themes and central ideas; b) evaluate literary elements, such as theme, plot development, setting, conflict, and characterization; c) make inferences; and d) evaluate the author’s choice of point of view, use of language, style and expressiveness, and use of literary devices, citing strong and thorough textual evidence to support analysis. 	<ul style="list-style-type: none"> ○ <i>Reading Literature (1.2)</i>
1.3 Write to: <ol style="list-style-type: none"> a) present, explain and examine information and ideas; b) state a position, with clear and coherent supporting arguments; c) describe experiences and events, real or created; and d) express thoughts, feelings and emotions, using writing techniques, organizational structures, word choices, English language conventions, and styles of expression that are effective and appropriate to the purpose. 	<ul style="list-style-type: none"> ○ <i>Reading Literature (1.2)</i> ○ <i>The Legal System (5.5)</i> ○ <i>Consumer Complaints (7.2)</i> ○ <i>Employment Cover Letter (9.4)</i> ○ <i>The U.S. Supreme Court (6.5)</i> <i>(in development)</i>
1.4 Listen to oral communication (e.g., conversations, announcements, presentations, speeches, and lectures) and: <ol style="list-style-type: none"> a) interpret central ideas, supporting details, and organizational structure; and b) analyze and evaluate the message, including the speaker’s purpose or intent, point of view, reasoning, tone, delivery style, word choice, and use of language. 	<ul style="list-style-type: none"> ○ <i>Patient Safety and Advocacy (4b) (4.2, 4.4)</i> ○ <i>Health Planning (4b) (4.3)</i>
1.5 Speak to: <ol style="list-style-type: none"> a) convey information and express thoughts and ideas in conversations, discussions, meetings and interviews, using appropriate language and communication style; and b) make oral presentations, with content and language appropriate for the purpose and audience, and that are well planned and organized and make strategic use of support materials, using an effective delivery style. 	<ul style="list-style-type: none"> ○ <i>The US Bill of Rights (4b) (5.5)</i> ○ <i>The Job Interview (5a) (9.5)</i>
1.6 Analyze how language functions in different kinds of media messages	<ul style="list-style-type: none"> ○ <i>Analyze Commercial Media Messages (1.6)</i> <i>(in development)</i> ○ <i>Analyze Social and Political Media Messages (1.7)</i>

NEDP Competency	NEDP Performance Tasks... (competency)
1.7 Distinguish fact from opinion, and fact from point of view in media messages and presentations (e.g., news, political and consumer advertisements)	○ <i>Analyze Social and Political Media Messages (1.7)</i>
1.8 Analyze a selected film including elements of film analysis (e.g., themes, setting, plot, character development, cinematography)	○ <i>Analyze Film Elements (1.8)</i>
1.9 Identify and practice responsible and informed research using credible reference sources, including proper citation of textual information (e.g., product and job search information, online media messages, identification of risks associated with the transfer of electronic data, and measures one can take to protect the security of electronic data)	○ <i>The US Bill of Rights (5.5)</i> ○ <i>The US Legal System (5.5)</i> ○ <i>Understanding Plagiarism and Citation Guidelines (1.9)</i>
2 Applied Math/Numeracy	
2.1 Numbers Sense and Operations	
2.1.1 Understand and use the operations of addition, subtraction, multiplication and division with positive and negative numbers including decimals, percentages, and fractions.	○ <i>NEDP Math Diagnostic and throughout</i>
2.1.2 Solve problems in realistic situations, including multi-step problems.	○ <i>Credit Cards (7.3)</i>
2.1.3 Use estimation and mental arithmetic (e.g., estimate tax on a purchase).	○ <i>Consumer Products (7.1)</i>
2.1.4 Compare and convert between fractions and percentages including those from graphic representations (e.g., 21 % of total budget can be approximated by what fraction?).	○ <i>Pay Stubs (9.6)</i>
2.1.5 Understand and use the number relationships represented by rates, ratios, and proportions (e.g., increase the number of servings in a recipe).	○ <i>Credit Cards (7.3)</i> ○ <i>Consumer Loans (7.3)</i> ○ <i>Household Budgets (7.5)</i>
2.2 Algebra	
2.2.1 Represent relationships in mathematical situations with tables, graphs, and equations (including variables, exponents and negative numbers).	○ <i>Credit Cards (7.3)</i> ○ <i>Consumer Loans (7.3)</i>
2.2.2 Simplify expressions and solve equations and/or inequalities with one variable, and explain the process of reasoning.	○ <i>Savings Accounts (7.4)</i> ○ <i>Net Worth and Personal Debt (7.5)</i>
2.2.3 Analyze and solve systems of equations using two or more variables and explain the process of reasoning (e.g., compute interest rates, profit-loss projections).	○ <i>Savings Accounts (7.4)</i> ○ <i>Net Worth and Personal Debt (7.3, 7.5)</i>
2.2.4 Interpret and use rates of change from graphical and numerical data (e.g., average temperature change over multiple years).	○ <i>Net Worth and Personal Debt (7.3, 7.5)</i>
2.3 Geometry and Measurement	
2.3.1 Apply and use both customary U.S. measurements and metric systems of measurement and convert units as required (e.g., 3.5 feet = 42 inches, 1,100 meters = 1.1 kilometer).	○ <i>Measurement to Inform Purchases (7.5)</i>
2.3.2 Solve problems involving two-dimensional objects (e.g., size of angles, perimeters and areas of polygons and circles).	○ <i>Measurement to Inform Purchases (7.5)</i>
2.3.3 Evaluate reports based on data that solve problems involving use of three-dimensional objects (e.g., volumes of cylinders, pyramids, prisms, spheres).	○ <i>Measurement to Inform Purchases (7.5)</i>

NEDP Competency	NEDP Performance Tasks... (competency)
2.3.4 Use the concept of similar figures to create and interpret scale drawings (e.g., blueprints and maps).	○ <i>Measurement to Inform Purchases (7.5)</i>
2.4 Statistics, Data Analysis and Probability	
2.4.1 Calculate and interpret the mean, median, mode and range of a set of data.	○ <i>Household Budgets (7.5)</i>
2.4.2 Interpret, illustrate and summarize data using a variety of graphic visual representations (e.g., pie chart of sales data) and solve problems related to them.	○ <i>Household Budgets (7.5)</i> ○ <i>Net Worth and Personal Debt (7.3, 7.5)</i>
2.4.3 Make and evaluate inferences based on data as found in charts, graphs, and tables.	○ <i>Savings Accounts (7.4)</i> ○ <i>Checking Accounts (7.4)</i> ○ <i>Household Budgets (7.4)</i>
2.4.4 Apply the basic elements of probability to real-life events to make predictions.	○ <i>Science Issues in the News (8.5)</i>
3 Information and Communication Technology	
3.1 Demonstrate computer skills including keyboarding, software applications, and the Internet (e.g., word processing, spreadsheets)	○ <i>Consumer Products (7.1)</i> ○ <i>Creating a Resume (9.4)</i> ○ <i>Employment Information (9.2)</i> ○ <i>Local Geography (6.1)</i> ○ <i>Household Budgets (7.5)</i> ○ <i>Consumer Loans (7.3)</i> ○ <i>Community Services (5.1)</i> ○ <i>Bill of Rights (5.5)</i> ○ <i>Employment information (9.2)</i>
3.2 Demonstrate the use of technology to conduct research, organize data, communicate information, create original work, and solve problems	○ <i>Community Services (5.1)</i> ○ <i>Evaluating Community Services (5.2)</i> ○ <i>Consumer Products (7.1)</i> ○ <i>Local Geography (6.1)</i> ○ <i>Analyze Commercial Media Messages (1.6)</i> ○ <i>Analyze Social and Political Media Messages (1.7)</i> ○ <i>Understanding Plagiarism and Citation Guidelines (1.9)</i>
3.3 Identify and practice responsible and informed use of information and communication technology	○ <i>Analyze Social and Political Media Messages (1.7)</i>
4 Health Literacy	
4.1 Develop a plan for personal and home safety including disaster preparedness	○ <i>First Aid (4.1)</i> ○ <i>Home Hazards (4.1)</i>
4.2 Research and interpret information about health threats	○ <i>Health Threats (4.2)</i> ○ <i>Environmental Threats (4.2)</i> ○ <i>Patient Safety and Advocacy (4.2, 4.4)</i>
4.3 Research and summarize information on techniques for ensuring good health	○ <i>Health Planning (4.3)</i> ○ <i>Emotional Health (4.3)</i>
4.4 Analyze multiple factors to consider when accessing and using health care resources	○ <i>Healthcare Services (4.4)</i>
4.5 Interpret information about nutrition, healthy diets, food safety, and personal fitness	○ <i>Nutrition Labels (4.4)</i> ○ <i>Physical Fitness (4.5)</i>

NEDP Competency	NEDP Performance Tasks... (competency)
<p>5 Civic Literacy and Community Participation</p> <p>5.1 Collect and integrate information about community agencies from Internet sources</p> <p>5.2 Compare and use community agencies and services</p> <p>5.3 Explore opportunities for lifelong learning (e.g., scholarship programs, online learning)</p> <p>5.4 Demonstrate the ability to locate and interact with educational institutions</p> <p>5.5 Reference text and develop a logical argument for individual rights under the Constitution and for the American political system, citing supporting evidence (e.g., voting rights, equal opportunities in employment)</p> <p>5.6 Identify and exercise political and civic participation in a democracy (e.g., voting, contacting elected officials, participating in local government)</p> <p>6 Geography and History</p> <p>6.1 Research diverse media and provide evidence of how local, national and global geography impacts economic factors</p> <p>6.2 Describe and compare social, political and economic systems in countries outside of the United States</p> <p>6.3 Integrate various media reports and interpret information on the impact of a global economy</p> <p>6.4 Describe contributions from diverse cultures to life in the United States</p> <p>6.5 Explain how major U.S. historical events have an impact on the lives of its citizens</p> <p>7 Consumer Awareness and Financial Literacy</p> <p>7.1 Evaluate multiple sources of information, including the Internet, to make decisions regarding price, quality, and product information</p> <p>7.2 Describe procedures for resolving consumer issues</p> <p>7.3 Interpret information on the use of credit, including interest rates, payment terms, and credit reports</p> <p>7.4 Compare and contrast characteristics of savings and checking accounts and calculate simple and compound interest rates</p> <p>7.5 Apply mathematical formulas and calculate expenses for household budgeting purposes</p> <p>8 Science</p> <p>8.1 Use the scientific method to collect, investigate, hypothesize, and analyze information (e.g., why do plants grow towards light?)</p> <p>8.2 Make comparisons, differentiating among, sorting, and classifying items and information (e.g., rainforests and relationship to ecosystem)</p>	<p>○ <i>Community Services (5.1)</i></p> <p>○ <i>Evaluating Community Services (5.2)</i></p> <p>○ <i>Lifelong Learning (5.3)</i></p> <p>○ <i>Evaluating Community Services (5.2)</i></p> <p>○ <i>The U.S Bill of Rights (5.5)</i> ○ <i>The Legal System (5.5)</i></p> <p>○ <i>Community Participation (5.6)</i> ○ <i>The Election Process (5.5, 5.6)</i> ○ <i>Civic Participation (5.6)</i></p> <p>○ <i>Local Geography (6.1)</i> ○ <i>National Geography (6.1)</i></p> <p>○ <i>System of Other Countries (6.2)</i></p> <p>○ <i>The Global Economy (6.3) (in development)</i></p> <p>○ <i>Cultural Diversity and the Changing Workplace (6.4) (9.7) (in development)</i></p> <p>○ <i>The Impact of U.S. Historical Events (Constitution) (6.5) (in development)</i> ○ <i>Historical Conflicts in U.S. (Civil War) (6.5)</i> ○ <i>The U.S. Supreme Court (6.5) (in development)</i></p> <p>○ <i>Consumer Products (7.1)</i></p> <p>○ <i>Consumer Complaints (7.2)</i></p> <p>○ <i>Credit Cards (7.3)</i> ○ <i>Consumer Loans (7.3)</i> ○ <i>Consumer Credit (7.3)</i> ○ <i>Net Worth and Personal Debt (7.5)</i></p> <p>○ <i>Savings Accounts (7.4)</i> ○ <i>Checking Accounts (7.4)</i></p> <p>○ <i>Household Budgets (7.5)</i> ○ <i>Measurement to Inform Purchases (7.5)</i> ○ <i>Net Worth and Personal Debt (7.3, 7.5)</i> ○ <i>Owning or Renting a Home (7.5)</i></p> <p>○ <i>The Scientific Method (8.1)</i></p> <p>○ <i>Scientific Classification System: Deforestation (8.2)</i></p>

NEDP Competency	NEDP Performance Tasks... (competency)
8.3 Provide evidence that humans impact the environment	○ <i>Science Issues in the News (8.3, 8.5)</i>
8.4 Interpret information related to natural science issues	○ <i>Natural Science Issues: Food Safety (5.5, 8.4)</i>
8.5 Identify and analyze scientific issues underlying national and local discussion, citing supporting evidence	○ <i>Science Issues in the News (8.3, 8.5)</i>
8.6 Demonstrate and illustrate the differences and interconnections among branches of science	○ <i>Relationships Among Branches of Science: GMOs (8.6) (in development)</i>
9 Twenty-first Century Workplace	
9.1 Use Internet-based career inventories to establish a career pathway (e.g., O*NET, College and Career Competency Inventory CCCI, including steps needed to achieve career goal)	○ <i>Career Planning (9.1)</i>
9.2 Evaluate sources of information on employment opportunities and summarize the requirements for possible jobs	○ <i>Employment Information (9.2)</i>
9.3 Compare and contrast the skills and education required for specific occupations	○ <i>Occupations, Skills and Education (9.3)</i>
9.4 Use appropriate writing conventions to interpret and complete job applications, resumes, and letters of application	○ <i>Creating a Resume (9.4)</i> ○ <i>Employment cover Letter (9.4)</i>
9.5 Present clear and convincing information in a job interview	○ <i>The Job Interview (9.5)</i>
9.6 Interpret wage and benefits statements to select appropriate benefits for given case situations and justify choices	○ <i>Pay Stubs (9.6)</i> ○ <i>Employee Benefits (9.6)</i>
9.7 Analyze and critique media articles on the changing job market due to technological advances	○ <i>Cultural Diversity and the Changing Workplace (6.4) (9.7) (in development)</i>
10 College and Career Competency (individual competency)	
10.1 Employment/Workforce Training Competency allows the client to document work experience and employment training, including active participation in community volunteer activities or self-employed business success.	○ <i>Career Planning (9.1)</i> ○ <i>Creating a Resume (9.4)</i> ○ <i>Employment Cover Letter (9.4)</i> ○ <i>The Job Interview (9.5)</i>
10.2 Specialized Skill Competency permits the client to demonstrate distinct competencies that provide a source of independent income.	○ <i>Career Planning (9.1)</i> ○ <i>Creating a Resume (9.4)</i> ○ <i>Employment Cover Letter (9.4)</i> ○ <i>The Job Interview (9.5)</i>
10.3 Transition to Postsecondary Competency encourages the client to demonstrate readiness for postsecondary education and training and complete transition work to increase the likelihood of success.	○ <i>Career Planning (9.1)</i> ○ <i>Creating a Resume (9.4)</i> ○ <i>Employment Cover Letter (9.4)</i> ○ <i>The Job Interview (9.5)</i>

Table 2 College and Career Readiness Standards by NEDP Competency Areas

College and Career Readiness Standards	NEDP Competency Area
Reading Informational Text	
<p>CCRA.R1/CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ○ Consumer Awareness and Financial Literacy ○ Communication, Cultural and Media Literacy ○ Science
<p>CCRA.R2/CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ○ Geography and History
<p>CCRA.R3/CCSS.ELA-Literacy.RI.11-12.3 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.</p>	<ul style="list-style-type: none"> ○ Reading Literature ○ Communication, Cultural and Media Literacy
<p>CCRA.R4/CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Communication, Cultural and Media Literacy ○ Geography and History
<p>CCRA.R5/CCSS.ELA-Literacy.RI.11-12.5 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.</p>	<ul style="list-style-type: none"> ○ Communication, Cultural and Media Literacy
<p>CCRA.R6/CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<ul style="list-style-type: none"> ○ Reading Literature
<p>CCRA.R7/CCSS.ELA-Literacy.RI.11-12.7 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.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Communication, Cultural and Media Literacy ○ Consumer Awareness and Financial Literacy ○ Geography and History ○ 21st Century Workplace
<p>CCRA.R8/CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<ul style="list-style-type: none"> ○ Geography and History
<p>CCRA.R9/CCSS.ELA-Literacy.RI.11-12.9 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.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Geography and History

College and Career Readiness Standards	NEDP Competency Area
Reading History/Social Studies	
<p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Geography and History
<p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Geography and History
<p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ○ Geography and History
<p>CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<ul style="list-style-type: none"> ○ Geography and History
<p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<ul style="list-style-type: none"> ○ Geography and History
<p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Geography and History
<p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> ○ Geography and History
Reading Science & Technical Subjects	
<p>CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<ul style="list-style-type: none"> ○ Health Literacy ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.2 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>	<ul style="list-style-type: none"> ○ Health Literacy ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<ul style="list-style-type: none"> ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.4 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 relevant to <i>grades 11–12 texts and topics</i>.</p>	<ul style="list-style-type: none"> ○ Science

College and Career Readiness Standards	NEDP Competency Area
<p>CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<ul style="list-style-type: none"> ○ Health Literacy
<p>CCSS.ELA-Literacy.RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<ul style="list-style-type: none"> ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> ○ Health Literacy ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<ul style="list-style-type: none"> ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<ul style="list-style-type: none"> ○ Science
<p>CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p>	<ul style="list-style-type: none"> ○ Science
Writing	
<p>CCRA.W1/CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation
<p>CCRA.W1/CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<ul style="list-style-type: none"> ○ Consumer Awareness and Financial Literacy
<p>CCRA.W1/CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ 21st Century Workplace
<p>CCRA.W1/CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	<ul style="list-style-type: none"> ○ Civic Literacy and Community Participation ○ Science
<p>CCRA.W2/CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<ul style="list-style-type: none"> ○ Health Literacy
<p>CCRA.W2/CCSS.ELA-Literacy.W.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include</p>	<ul style="list-style-type: none"> ○ Geography and History

College and Career Readiness Standards	NEDP Competency Area
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formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCRA.W.2/CCSS.ELA-Literacy.W.11-12.2b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

○ Science

CCRA.W.2/CCSS.ELA-Literacy.W.11-12.2c

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

○ Science

CCRA.W.2/CCSS.ELA-Literacy.W.11-12.2e

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

○ Science

Language

CCRA.L.1/CCSS.ELA-Literacy.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

○ Civic Literacy and Community Participation
○ 21st Century Workplace

CCRA.L.3/CCSS.ELA-Literacy.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

○ Reading Literature
○ Communication, Cultural and Media Literacy

Speaking and Listening

CCRA.SL.3/CCSS.ELA-Literacy.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

○ Health Literacy

CCRA.SL.4/CCSS.ELA-Literacy.SL.4

Present information, findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

○ 21st Century Workplace

Mathematics: High School Numbers and Quantities

CCSS.Math.Content.HSN-Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays

○ Consumer Awareness and Financial Literacy

CCSS.Math.Content.HSN-Q.A.2

Define appropriate quantities for the purpose of descriptive modeling.

○ Science

CCSS.Math.Content.HSN-Q.A.3

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

○ Science
○ Consumer Awareness and Financial Literacy

Mathematics: High School Algebra > Seeing Structure in Expressions

CCSS.Math.Content.HSA.SSE.A.1

Interpret expressions that represent a quantity in terms of its context.

○ Consumer Awareness and Financial Literacy

College and Career Readiness Standards	NEDP Competency Area
Mathematics: High School Functions > Interpreting Functions	
CCSS.Math.Content.HSF-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	○ Science
CCSS.Math.Content.HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	○ Consumer Awareness and Financial Literacy ○ Science
Standards for Mathematical Practice: Modeling and Use of Tools Strategically	
CCSS Math Practice.MP.4 Identify important quantities in a practical situation, analyzing relationships and mapping them using a diagram and flowchart. Draw conclusions about the results in the context of the situation using modeling.	○ Consumer Awareness and Financial Literacy ○ Science
CCSS. Math Practice.MP.5 Use appropriate tools strategically such as a ruler and calculator to measure perimeter, area of a rectangle, and square footage. Use estimation to solve problems. Analyze graphs of functions. Use technological tools to explore and deepen understanding of mathematical concepts.	○ Consumer Awareness and Financial Literacy
Mathematics: High School Statistics and Probability > Interpreting Data	
CCSS.Math.Content.HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots.	○ Science
Mathematics: High School Statistics and Probability > Making Inferences and Justifying Conclusions	
CCSS.Math.Content.HSS-IC.B.6 Evaluate reports based on data.	○ Science
Mathematics: High School Statistics and Probability > Using Probability to Make Decisions	
CCSS.Math.Content.HSS-MD.B.5 Weigh possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	○ Consumer Awareness and Financial Literacy

Key to Coding Abbreviations:

CCRA – College and Career Readiness Anchor Standards
 CCRS – College and Career Readiness Standards
 CCSS – Common Core State Standards
 ELA – English Language Arts
 HAS – High School Algebra
 HSF – High School Functions
 HSN-Q – High School Numbers and Quantities
 HSS – High School Statistics
 IC – Making Inferences and Justifying Conclusions
 ID – Interpreting Data
 IF – Interpreting Functions

L – Language
 MD – Using Probability to Make Decisions
 MP – Mathematical Practice
 RH – Reading History/Social Studies
 RI – Reading Informational Text
 RST – Reading Science & Technical Subjects
 SL – Speaking and Listening
 SSE – Seeing Structure in Expressions
 W – Writing