

Texas Adult Education Content Standards and Benchmarks (TAECSB) draft of the revised TAECSB as approved by the Standards Working Group

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Texas Adult Education Standards and Benchmarks

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Graphical Overview of the Project



Introduction

Overview of Project

Standards-based education begins with the standards themselves. Clear standards allow educators to understand where to focus their efforts and shape overall instruction. Standards are then translated into curriculum and lessons for teaching the content of the standards to students. Classroom activities, assignments, and a range of formative and summative assessments all help determine whether or not students are attaining the essential skills and knowledge included in the standards.¹

Goals of Standards-Based Education for Adults

The revision of the Texas Adult Education Content Standards and Benchmarks (TAECSB) provides the state with an opportunity to think systemically about change. The revision of content standards is a valuable process for (a) negotiating the range of knowledge and skills that learners should have, (b) measuring learners' knowledge and skills, and (c) developing curriculum with a clearly articulated instructional approach and with a strong delivery system. Having a shared understanding of the goals for standards and a common language will allow partner agencies, adult educators, and learners to work more efficiently in planning, developing, reviewing, and implementing the standards across the state.

Revising the standards is an opportunity to

- raise expectations for all learners and communities;
- engage stakeholders in building a common set of goals and vocabulary;
- improve curriculum, instruction, and assessment to consistently reflect best practices within the disciplines and within the field of adult learning;
- enhance professional development to support instruction;
- hold teachers accountable for providing appropriate and high-quality education;
- strengthen assessment practices;
- articulate adult education goals and possibly align them with goals from other departments, agencies, and organizations; and
- raise awareness and visibility in the community and, thereby, increase commitment to the programs and the learners served.

¹ For more information on standards-based education in adult education, see *A Process Guide for Establishing State Adult Education Content Standards* (American Institutes for Research, 2005).

Seufert et al., 2005

Standards Defined

Standards have been defined differently within many disciplines and over a considerable length of time, so it is important to clarify how these definitions are used in education. Agreeing on definitions lays the groundwork for clear communication throughout the Texas Adult Education Content Standards and Benchmarks (TAECSB) development process.

Key terms for standards-based education are presented in Appendix C, with examples of how each might be developed in the content areas of English Language Arts and Literacy (ELAL), Mathematics, and English Language Acquisition (ELA). The definitions provided in this section will be used throughout the TAECSB document.

Content Areas are the big ideas of a discipline that reverberate as themes throughout the curriculum.

Within each Content Area, there are *Subareas* that further delineate the Content Area.¹

Content Standards describe what learners should know and be able to do within a specific Content Area or Subarea at the exit level. Content standards

- reflect the knowledge and skills that an academic content area recognizes as essential to the discipline;
- provide a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments; and
- do not prescribe class lessons or assignments and are neutral regarding teaching methodology.¹

Benchmarks describe the set of skills that learners need to develop and achieve to meet the more broadly stated standards. Benchmarks

- provide more detailed information on the specific skills and contexts for learners to meet the standards; and
- lead to the development of measurable performance indicators and assessments.¹

¹A process Guide for Establishing State Adult Education Content Standards, (2005). AIR

Seufert et al., 2005

The Process of Selecting Standards for Texas Adult Education

Standards Working Group (SWG)

The Texas Workforce Commission (TWC) in collaboration with Texas State University (TxState) assembled a subject matter expert working group to inform the statewide initiative to update the Texas Adult Education Content Standards and Benchmarks (TAECBS).

The selected members were recognized experts in adult and developmental education; practitioners in reading, writing, math, and English language acquisition; as well as individuals with experience in adult education and literacy (AEL), developmental education (DE), and assessment and employability skills.

The Standards Working Group (SWG) provided guidance for the TWC and TxState project staff as they worked to align and revise the existing TAECBS with the Texas College & Career Readiness Standards (TCCRS); the End of Course Exams for the State of Texas Assessments of Academic Readiness (STAAR); the Texas Certificate of High School Equivalency; the Texas Success Initiative Assessment (TSIA); and other recognized educational, college, and career performance indicators.

The SWG met face-to-face and via digital technology beginning in March of 2016 and continued to work on and provide guidance for this project through the end of June 2016. During this time, the SWG reviewed and considered many documents, which are

included in Appendix D - References. Additionally, the SWG made recommendations regarding essential knowledge and skills to be included in the revised standards. Finally, SWG members reviewed, revised, and conducted validation studies of proposed draft standards and benchmarks.

The Charge

The work and responsibilities of the SWG and the project staff from TxState were specified in the contract between the TWC and TxState. This contract provided a detailed description of the Scope of Work and Informing Documents that should be considered in meeting The Charge for the project,

“...to update the Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition (ELA) levels of the Texas Adult Education Content Standards and Benchmarks (TAECBS) and align them with the Texas College & Career Readiness Standards (TCCRS), the Texas Certification of High School Equivalency and the Texas Success Initiative Assessment (TSIA).” (Texas Workforce Commission, 2015, p. A1)

Building on Texas’s long commitment to promoting state-level institutionalization of Adult Education content standards, the central purpose of this effort—promoting

college and career readiness standards in Adult Basic Education—is to forge a stronger link among Adult Education, postsecondary education, and the world of work. This document presents a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in college, technical training programs, and employment.

Scope of Work

While the academic standards developed by states in recent decades reflected broad agreement among experts about what was desirable for students to learn, they did not necessarily identify what was essential for students to know in order to be prepared for the rigors of postsecondary training, work, or citizenship. In Texas, it was not until the development of the TCCRS and the Texas Essential Knowledge and Skills (TEKS) that such a consensus emerged. Based on evidence from a wide array of sources—including student performance data, academic research, assessment data, and results of large-scale surveys of postsecondary instructors and employers—the TCCRS and the TEKS clearly specify the knowledge and skills necessary to be successful in postsecondary education and the workplace.

Thus, the TCCRS and the TEKS were selected as the basis for the foundations in this project. The following questions guided the review of the TCCRS and TEKS:

1. What content in the area of English Language Arts and Literacy (ELAL) is most relevant to preparing adult students for success in

postsecondary education, training programs, and the workplace?

2. What content in the area of Mathematics is most relevant to preparing adult students for success in postsecondary education, training programs, and the workplace?
3. Which standards in each content area are most important for adult students?

Within the scope of work for this project, the project team was directed by the TWC to update the ABE, ASE, and ELA standards to align with

- the Texas College and Career Readiness Standards (TCCRS),
- the Texas Certificate of High School Equivalency, and
- the Texas Success Initiative Assessment (TSIA) (Texas Workforce Commission, 2015, p. A2).

The project team was also directed to incorporate existing standards and assessment research, tools, and products, including, but not limited to,

- the Texas College and Career Readiness Standards (TCCRS),
- the Texas Certificate of High School Equivalency,
- the Texas Success Initiative Assessment (TSIA),
- National Reporting Systems (NRS) guideline descriptors, and
- recommendations from the content standards expert contracted by the Texas Education Agency (TEA) (Texas Workforce Commission, 2015, p. A2).

The project team further consulted, incorporated, and aligned, as appropriate and when allowable by statute, other existing standards and assessments, research, tools, and products, including, but not limited to

- Federal College and Career Readiness Standards for Adult Education,
- State of Texas Assessments of Academic Readiness (STAAR) performance standards,
- work readiness skills or criteria recognized by Board or private sectors employers,
- Teachers of English to Speakers of Other Languages (TESOL) standards for Adult Education programs, and
- Comprehensive Adult Student Assessment Systems (CASAS) standards (Texas Workforce Commission, 2015, p. A2).

Importance of College and Career Readiness for Adult Students

The importance of college and career readiness for adult students cannot be overstated. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used on a regular basis. They recognize the importance of pursuing a career pathway that pays enough to support a family and provides genuine potential for advancement. A good career requires college-ready and career-ready knowledge and skills. In fact, leading economists who have examined labor market projections note that key college and career-ready

knowledge and skills are closely linked to being able to get the training necessary to earn a living wage in high-growth industries (Carnevale & Desrochers 2002, 2003). It is crucial, then, that Adult Education programs provide students the opportunity to acquire these skills to pursue their long-term career aspirations and goals.

In developing these standards, members of the Standards Working Group (SWG) and project staff were fully aware that not all Adult Education students plan to go to college. However, a survey of the research on readiness for entry into the skilled workforce makes it clear that employers want their employees to be able to read and communicate well, to perform relatively complex mathematical calculations accurately, to possess a strong knowledge of basic science, to have a fundamental knowledge of American culture and the world beyond, and to be able to think critically and adjust to rapidly changing work environments. Because these Texas Adult Education Content Standards and Benchmarks (TAECBS) focus precisely on a strong foundation of knowledge and intellectual skills, including intellectual nimbleness and adaptability, they will serve equally well those students heading to college, training programs and to the workforce.

Applicability of the Texas College and Career Readiness Standards and the Texas Essential Knowledge and Skills

While adult educators have expressed interest in the TCCRS and the TEKS, they

have also raised challenges to accepting college and career readiness standards for use as Adult Education standards. Concerns regarding the amount of time most adult learners can dedicate to their learning are genuine; many students are interested in learning for a specific purpose or length of time and may not be able to complete a full course of study. The 2012 National Research Council Report *Improving Adult Literacy Instruction: Options for Practice and Research* stated that, “On average, learners participate in adult education programs for less than 100 hours over the course of a program year, according to the Adult Education Program Survey” (Lesgold & Welch-Ross 2012, p. 77). Additionally, adult students enter Adult Education programs with varying degrees of formal academic preparation, but they possess a wealth of life experiences. Portions of the TCCRS and TEKS content that are based on level of learning may not be appropriate for Adult Education in which students come in at different levels of preparation and may choose to complete only some of the programming based on their needs.

Project staff and SWG members have worked to identify a manageable subset of the TCCRS and TEKS applicable to adult learners for college, training programs and career readiness. Adult learners will benefit from these standards in a variety of ways, such as

- consistent expectations between K–12 and Adult Education systems so all students—whatever their pathway to high school graduation and postsecondary readiness—will have

access to the preparation they need to enter credit-bearing freshman courses without a need for remediation;

- partnerships between and among programs to combine financial resources and human capital to create common tools and materials to support implementation; and
- student preparation for new assessment models using knowledge and skills identified by the TCCRS and TEKS required for the attainment of a high school diploma or its equivalent (e.g., GED®, Test Assessing Secondary Completion (TASC), and HiSET).

Chapter 28 of the Texas Education Code (TEC) requires the State Board of Education (SBOE) to develop the essential knowledge and skills that Texas public schools are required to teach; these are the Texas Essential Knowledge and Skills (TEKS). Many assessment programs administered in Texas or at the national level are either based on the TEKS or have been aligned to the TEKS. The State of Texas Assessments of Academic Readiness (STAAR), as well as the GED 2014, the TASC, and the HiSET exams are aligned to the TEKS. The alignment of these key examinations supports the decision to use the TEKS and the TCCRS as key informing documents for the TAECBSB.

Texas was one of the first states to mandate the development and use of college readiness standards. The Texas Higher Education Coordinating adopted the TCCRS in 2008, and the SBOE has since embedded the TCCRS within the TEKS. The TCCRS may

be viewed online at: <http://www.theccb.state.tx.us/collegereadiness/crs.pdf>.

The integration of the TCCRS and TEKS into Adult Education programs is intended to provide all adult students with the opportunity to be prepared for postsecondary education, training programs and work with minimal to no need for remediation. To that end, the Texas Adult Education Content Standards and Benchmarks are exit level standards for Adult Basic Education (ABE)/Adult Secondary Education (ASE) students. By elevating the standards for Adult Education in order to align them "...with the Texas College & Career Readiness Standards (TCCRS), the Texas Certification of High School Equivalency and the Texas Success Initiative Assessment (TSIA)," the intent is to provide the means for reaching students at their individual instructional levels upon program entry and to position them for successful progress toward college, technical training, and work readiness.

Early in the project, it was suggested that Texas consider either adopting or basing the TAECSB on the federal College and Career Readiness Standards for Adult Education. Texas cannot, by statute, use any standards based on or aligned to the Common Core State Standards (CCSS) as the basis for any curriculum or standards. Texas Education Code (TEC) and House Bill 462 prohibit the use of the CCSS. The CCRS are based on and

aligned to the Common Core and, subsequently, could not be used in Texas.

The full text of HB 462 is available online at: <http://www.legis.state.tx.us/tlodocs/83R/billtext/pdf/HB00462F.pdf#navpanes=0>.

Rationale for Elevated Rigor

The revised Texas Adult Education Content Standards and Benchmarks are ambitious. It is at the direction of the Standards Working Group and the Texas Workforce Commission that the revised standards reach new levels. In Mathematics, they reflect content typically taught in both beginning and more advanced algebra and geometry courses, as well as in data analysis and statistics classes. The English Language Arts and Literacy (ELAL) standards demand robust analytic and reasoning skills and strong oral and written communication skills. Some adult educators may be daunted by these elevated and more demanding standards. However, although their concerns are genuine, the expectations for increased performance have already been set higher with the release of the new National Reporting System (NRS) levels. A side-by-side comparison of the new and previous NRS levels is available in the appendices of this document. These revised TAECSB meet the parameters that educators and employers have clearly identified as non-negotiable knowledge and skills that are necessary to meet the real-world demands of postsecondary education, training programs, and the workplace.

Understanding How to Read the Standards

Organization of the Texas Adult Education Content Standards and Benchmarks

The goal of the Texas Adult Education Content Standards and Benchmarks is to establish what individuals must know and be able to do to succeed in Adult Basic Education, Adult Secondary Education, and adult English Language Acquisition. The ultimate goal of the TAECSB is focused on establishing a stronger link between Adult Education, postsecondary education, training and certificate programs, and the workplace. In keeping with the spirit of

aligning to the Texas College and Career Readiness Standards, the revised TAECSB follow the format used by the Texas Higher Education Coordinating Board in the TCCRS document (Adapted from THECB, 2009). Adopting a format already familiar to educators in Texas was a conscious choice to assist educators as Texas transitions to the new TAECSB.

The TAECSB are organized into three levels of specificity: Content Area, Content Standards, and Benchmarks. The levels are defined and will appear as follows:

I. Content Area

Big ideas of a discipline that reverberate as themes throughout the curriculum.
(Designated by Roman numerals.)

Subarea I.3:

Within each Content Area are Subareas that further delineate the Content Area.
(Designated by the Roman numeral of the Content Area with an Arabic numeral. e.g., I.3)

A. Content Standard.

Content Standards describe what learners should know and be able to do within a specific content area.
(Designated by capital letters.)

Benchmarks.

Benchmarks describe the set of skills that learners need to develop and achieve to meet the more broadly stated standards.
(Designated by Arabic numerals.)

Example:

I. English Language Arts and Literacy

Subarea I.2 – Reading

A. Vocabulary Development. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
2. Apply knowledge of roots and affixes to infer the meanings of new words.
3. Use reference guides to confirm the meanings of words.

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Content Areas Overview

The revised Texas Adult Education Content Standards and Benchmarks (TAECSB) are organized around three broad Content Areas. These broad Content Areas are: English Language Arts and Literacy (ELAL), Mathematics, and English Language Acquisition (ELA). Within each Content Area, there are Subareas that delineate the different topics within the Content Area. Subareas typically consist of several Content Standards and Benchmarks. This structure assists in breaking a broad Content Area into manageable groupings of information. For example, in the Content Area of ELAL, there are six Subareas: Reading Foundations, Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking.

Content Area I – English Language Arts and Literacy

Subarea I.1 – Reading Foundations

Students develop phonological awareness at the word level, progress in understanding sound-symbol relations, and increase fluency by working with words.

Subarea I.2 – Reading

Students read and understand a wide variety of literary and informational texts.

Subarea I.3 – Writing

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

Subarea I.4 – Oral and Written Conventions

Students learn how to use the oral and written conventions of the English language in speaking and writing.

Subarea I.5 – Research

Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

Subarea I.6 – Listening and Speaking

Students practice listening and responding to the ideas of others while contributing their own ideas in conversations and in groups.

Content Area II – Mathematics

Subarea II.1 – Mathematical Process Skills

Students develop habits of mind that mathematics educators at all levels of learning should seek to develop in their students. These practices rest on “processes and proficiencies” with established significance in mathematics education, including such skills as complex problem solving, reasoning and proof, modeling, precise communication, and making connections.

Subarea II.2 – Numerical Representations and Relationships

Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Subarea II.3 – Representations and Comparisons of Fractions, Decimals, Percents, and Probability

Students understand meanings of operations and how they relate to one another.

Subarea II.4 – Computations

Students compute fluently and make reasonable estimates.

Subarea II.5 – Algebraic Relationships

Students understand patterns, relations, and functions. They represent and analyze mathematical situations and structures using algebraic symbols. Students use mathematical models to represent and understand quantitative relationships and analyze change in various contexts.

Subarea II.6 – Geometry

Students analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. They learn to specify locations and describe spatial relationships using coordinate geometry and other representational systems. Students apply transformations and use symmetry to analyze mathematical situations and use visualization, spatial reasoning, and geometric modeling to solve problems.

Subarea II.7 – Measurement

Students understand measurable attributes of objects and the units, systems, and processes of measurement and apply appropriate techniques, tools, and formulas to determine measurements.

Subarea II.8 – Data Analysis

Students formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. They select and use appropriate statistical methods to analyze data. Students develop and evaluate inferences and predictions that are based on data. They understand and apply basic concepts of probability.

Subarea II.9 – Financial Literacy

Students develop the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

Content Area III – English Language Acquisition

Subarea III.1 – Listening Skills

English Language Learners (ELL) become increasingly able to comprehend what they hear by listening, to retrieve information, and to make inferences and connections so that they can participate in authentic and fluid communication. The ELL listens to a variety of speakers, including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas.

Subarea III.2 – Speaking Skills

The ELL is able to speak in formal and informal settings. They are able to communicate to express ideas, opinions, and feelings, and to learn about other people's ideas. They are able to express themselves orally in ways that avoid misunderstandings and language breakdown. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in all content areas.

Subarea III.3 – Reading Skills

The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. By becoming fluent readers, the ELL can use reading to extend knowledge, develop imagination, and be successful in different careers. Thus, acquiring reading strategies integral to learning to read and expanding vocabulary knowledge.

Subarea III.4 – Writing Skills

The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELL writers should acquire the range of skills needed to express their ideas in English in writing with both print and digital means, in a variety of formal and informal modes, and for a variety of purposes, including formal and informal discourse and social, civic, academic, and work-related purposes.

I. English Language Arts and Literacy Content Standard and Benchmarks

English Language Arts as a Way of Knowing

Listening, speaking, writing, and reading are vehicles for communication. These acts enable people to express their thoughts and demonstrate what they have learned. In the past, students were taught specific lessons under the rubric of language, and the skills were practiced, reinforced, and analyzed throughout the day in subjects such as geography, history, and science. Today the teaching of language arts is often considered the exclusive responsibility of English teachers. However, the complex role of language in education makes it clear that the language arts cannot be left entirely to the English class. Improvement in the language arts requires students to read and write frequently in all disciplines and to receive ample feedback. Following these standards, the language arts should be viewed as fundamental to pedagogy in any subject.

Skilled teachers have the expertise to ask, explore, and help students answer fundamental questions about language, such as the following:

- How does one convey a message in writing?
- What genres are most suitable in a given context, and what are the textual features of those genres?
- What is Standard American English?
- How might one become a more skillful reader who can understand

both the text's surface and deeper meanings?

- What shared and unique features characterize specific literary genres?
- What are significant texts in American, British, and world literature, and what might they reveal about their cultural and historical contexts?
- What are the characteristics of effective listening and speaking, and how might one acquire and improve them?

English is mastered in the context of challenging content that requires students to think deeply and to exercise discipline in order to demonstrate understanding, raise questions, and present ideas (THEBC, 2009, p.2).

Additionally, when students identify supporting evidence in a text, they are able to provide reasons for their opinion based upon information they read, hear, or interpret visually. Acquiring this skill allows students to gain a deeper, more profound understanding of the main idea or topic presented.

English Language Arts and Literacy is the broad Content Area. Within each Content Area there are Subareas that further delineate the Content Area. Each of these has multiple Content Standards with supporting Benchmarks. Each Content Standard defines the type of text students

will use. There are Subareas within some of the Content Standards.

Understanding and Using These Standards

To inform these Content Standards, the SWG and project staff reviewed research on the skills and content knowledge Adult Education students need to succeed in college and careers. The SWG and project staff also examined the Texas College and Career Readiness Standards (TCCRS), the federal College and Career Readiness Standards for Adult Education (CCRS), the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for Kindergarten–English IV vertical alignment, and National Council of Teachers of

English/International Reading Association (NCTE/IRA) Standards for the English Language Arts.

The revised TAECBS are designed to be straightforward and easy to read. The project staff sought to avoid redundancy, wordiness, or specialized terminology. The danger with this approach is that even though each statement may be simple, the underlying meaning is complex. The mastery level necessary on any particular standard depends on the specific task faced by the student. In other words, the standards can be best understood in the context of the learning materials or assignments with which the student is presented.

I. Content Area

I.3 Subarea

A. Content Standard

1. Benchmarks

Subarea I.1 – Reading Foundations

A. Beginning Reading Skills/Print Awareness. Understand that the function of conventional and digital print is to convey meaning and that there is a connection between oral and written language, recognize the ways in which print is organized and the conventions for reading and writing.

1. Display ability to segment words into separate parts, blend sounds to form words, and manipulate sounds auditorily and orally.

B. Beginning Reading Skills/Phonological Awareness. Understand that the sounds of spoken language work together to make words.

1. Display awareness of phonics (e.g., letter-sound knowledge, segmenting, blending, and manipulating sounds auditorily and orally).

C. Beginning Reading Skills/Phonics. Understand that there is a relationship between letters and sounds through written language.

1. Use the relationships between letters and sounds, spelling patterns, and analysis of word structure to decode/encode written and spoken English.

D. Beginning Reading/Strategies. Develop increasingly sophisticated strategies for comprehending a variety of diverse and complex texts.

1. Apply appropriate strategies to determine what print and digital texts say explicitly and to make logical inferences from texts (e.g., written directions, signs, captions, warning labels, informational books).

E. Fluency. Read a text accurately, quickly, and with expression.

1. Read developmentally appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Subarea I.2 – Reading

A. Vocabulary Development. Understand new vocabulary and concepts, in order to use them accurately in reading, speaking, and writing.

1. Identify new words and concepts acquired through study of their relationships to other words and concepts by using context clues.
2. Apply knowledge of roots and affixes to infer the meanings of new words.
3. Use printed, digital and web-based resources (e.g., dictionaries, glossaries, thesauruses) to confirm the meanings of words.

B. Comprehension of Literary Texts in a Range of Genres and Presentation Modes. Comprehend a wide range of increasingly complex literary texts (novels, poems, plays, etc.) from a variety of cultures and historical periods and in a variety of modes.

1. Analyze themes, structures, and elements of contemporary, traditional, and classical literary texts from the United States, Europe, and other cultures (e.g., universal themes in literature, such as death and rebirth, initiation, love and duty).
2. Analyze and compare the use of language in diverse literary works from a variety of world cultures and historical periods.
3. Analyze a wide variety of texts from world cultures and historical periods, to determine what they suggest about the historical period and cultural contexts in which they were written.

C. Comprehension of Literary Text/Literary Nonfiction. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information about the varied structural patterns, stylistic elements, and features of literary nonfiction (e.g., essays, travel writing, biographies, autobiographies, memoirs; historical and scientific texts intended to entertain as well as provide accurate information).

1. Draw and support complex inferences from text to summarize what is presented, draw conclusions, and distinguish facts from opinions.

2. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
3. Identify supporting evidence from informational texts to support their understanding of events, places, people, etc., presented in literary nonfiction.

D. Comprehension of Literary Text/Fiction. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within the structure and elements of fiction. Identify supporting evidence from the text to support understanding.

1. Identify explicit and implicit textual information including main ideas, supporting evidence, and author's purpose.
2. Compare and analyze how features of genres are used across texts (e.g., tone; irony; mood; figurative language; allusion; diction; dialogue; symbolism; point of view; voice; understatement and overstatement; time and sequence; narrator; poetic elements, such as sound, imagery, and personification).

E. Comprehension of Literary Text/Sensory Language. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information about how an author's sensory language creates imagery in literary text. Identify supporting evidence from the text to support their understanding.

1. Identify and analyze how an author's use of language and tone appeals to the senses, creates imagery, and suggests mood.

F. Comprehension of a Range of Informational Text. Describe, analyze, and evaluate diverse informational texts; identify supporting evidence from the text to support their understanding.

1. Identify and distinguish differences in structure and purpose for a range of informational texts, regardless of print or digital presentation mode (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, job-related materials, schedules, speeches, memoranda, public documents, maps).
2. Apply appropriate strategies to identify and analyze the purpose and message of informational texts, including pros and cons, author's bias, alternate points of view when applicable, etc.
3. Analyze works of informational texts for what they suggest about the historical period and cultural contexts in which they were written.

G. Comprehension of Informational Text/Persuasive Text. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information about persuasive text. Identify supporting evidence from the text to support their understanding.

1. Identify and analyze the audience, purpose, and message of an informational or persuasive text.
2. Draw and support complex inferences from texts to summarize, draw conclusions, and distinguish facts from opinions.
3. Analyze the presentation of information in a range of informational texts to determine and judge the strength, sufficiency, and quality of evidence used by the author; the coherence and logic of the presentation; credibility of an argument (e.g., author's bias, author's expertise, authenticity); clarity of purpose, consistency, effectiveness of organizational pattern; validity of reasoning; and use of rhetorical devices to serve purpose (e.g., propaganda techniques, appeal to friendly or hostile audience, effective modes of persuasion).

H. Comprehension of Informational Text/Expository Text. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.

1. Identify explicit and implicit textual information including main idea, point of view, and author's purpose (e.g., full length feature articles in newspapers, magazines and the Internet).
2. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from opinions.
3. Analyze the presentation of information and the strength and quality of evidence used by the author. Judge the coherence and logic of the presentation and the credibility of the information presented.
4. Evaluate the use of print and digital text features, graphics, and informational aides in informational texts to determine where to locate information and enhance comprehension (e.g., guide words; title page; table of content; index; glossary; heading, subheading; keywords; illustrations and photographs).
5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information and argue a position (e.g., vocabulary, language use, expository structure, format, arguments and evidence, omissions or ambiguities).

Subarea I.3 – Writing

A. Writing Process. Use a multi-step process to compose, revise, and edit a variety of texts that demonstrate clear focus, logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

1. Generate ideas and gather information relevant to the topic and purpose, keeping accurate records of outside sources.
2. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information. Organize material generated and formulate a thesis.
3. Subject writing to multiple drafts and revisions to refine key ideas, and organize for logic and flow; ensure accuracy of grammar, punctuation, and other conventions; confirm references and accuracy of information; and proofreading.

4. Edit writing for proper voice, tense, and sentence structure, assuring that it conforms to Standard English (e.g., use a checklist to guide proofreading; edit for grammar, punctuation, capitalization; use resources to resolve issues of complex or contested usage; refine selected pieces to publish for general and specific audiences; use available digital and web-based resources, such as publishing software or graphics programs, to publish written work).
5. Determine effective approaches, forms, and linguistic techniques that demonstrate understanding of the writer's purpose and audience (e.g., to explain, inform, analyze, entertain, reflect, persuade).
6. Use appropriate strategies (e.g., organizational pattern, format, language, tone) to write personal and business correspondence (e.g., informal letters, memos, job application letters, resumes).

Subarea I.4 – Oral and Written Conventions

A. Language Conventions. Understand the function and the use of the conventions of academic language when speaking and writing.

1. Recognize, understand, and apply the parts of speech in the context of reading, writing, and speaking.
2. Develop continuous oral and written text (e.g., sentences and paragraphs) that demonstrate control of vocabulary, voice, and structure appropriate to their audience and purpose.

B. Print Production/Capitalization/Punctuation. Use appropriate capitalization and punctuation and other conventions in writing.

1. Write legibly, demonstrate mastery of keyboarding skills, and make efficient use of technology such as spellcheck, font changes, etc.
2. Use appropriate capitalization conventions in writing (e.g., within divided quotations; for historical periods and events, geological eras, scientific terms).
3. Use appropriate punctuation conventions in writing (e.g., uses colons, quotation marks, and dashes; apostrophes in contractions and possessives, commas with introductory phrases and dependent clauses, semi-colons or a comma and conjunction in compound sentences, commas in a series, and ellipsis to indicate a pause, break, or omission).

Subarea I.5 – Research

A. Planning Research. Use a variety of strategies to plan research.

1. Formulate research topic and questions across the curriculum (e.g., identify possible topic by brainstorming, listing questions, using idea webs; organize prior knowledge about a topic; develop a course of action; determine how to locate necessary information).
2. Explore a research topic.
3. Refine research topic and devise a timeline for completing work.

B. Gathering Sources. Determine, locate, explore, and systematically document a broad range of relevant print, digital and web-based resources addressing a research question.

1. Select information from a variety of sources related to the topic (e.g., informational books, pictures, charts, indexes, videos, television programs, speeches; technical documents; periodicals; Internet sources, such as web sites, podcasts, blogs, and electronic bulletin boards, own observation).
2. Use source material ethically, noting how to properly cite a variety of sources.
3. Systematically record the information gathered (e.g., use notes, maps, charts, graphs, tables, and other graphic organizers; paraphrase and summarize information; gather direct quotes; provide narrative descriptions).

C. Synthesizing Information. Synthesize and organize information effectively.

1. Recognize the importance of revision as the key to effective writing. Drafts should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.
2. Evaluate the validity and reliability of sources (e.g., the motives and perspectives of the author; credibility of author and sources; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence; strengths and limitations of the source relative to audience and purpose).

D. Organizing and Presenting Ideas. Design and produce a written or oral presentation.

1. Organize and present ideas and information according to the purpose of the research and the audience. Synthesize the research into a written or oral presentation.

Subarea I.6 – Listening and Speaking

A. Listening. Apply listening skills in informal and formal situations as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

1. Listen critically in a wide variety of situations (e.g. lectures, presentations, small group and one-on-one discourse) and respond appropriately.
2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.
3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).
4. Listen actively and effectively in a variety of communication situations.
5. Analyze and evaluate the effectiveness of an informal and formal presentation.

B. Speaking. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).

1. Participate actively and effectively in one-on-one and group communication situations.
2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes (e.g., to defend a position, to entertain, to inform, to persuade).
3. Deliver focused, coherent presentations that convey clear, distinct perspectives and demonstrate solid reasoning.

C. Teamwork. Work collaboratively and communicate effectively with others in teams.

1. Understand and apply knowledge of group and team dynamics and expectations to participate and listen actively and effectively in group discussions and team projects, in either academic or real world settings.
2. Consider arguments and conclusions of one's self and others.
3. Understand and apply appropriate rhetorical strategies to construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.
4. Gather evidence systematically to support arguments, findings, or lines of reasoning as dictated by team effort to solve a problem.
5. Analyze, evaluate, and as needed adjust team efforts to achieve individual and group goals.

II. Mathematics Content Standards and Benchmarks

Mathematics as a Way of Knowing

Knowledge and use of mathematics is essential to functioning successfully in today's society. Mathematics has significantly impacted our modern world. For example, consider the use of mathematics in our everyday use of the Internet. Conducting a search for information online requires the use of mathematical and statistical algorithms to find and sort through information. Whether interacting on social media, shopping online, banking, or looking up directions for a road trip, mathematics impacts how we interact with one another, live, shop, and conduct the business of living our lives.

Increasingly, mathematics is a necessary skill in the workplace. Due to advances in technology, the knowledge and skill demands of jobs are continually evolving. Mathematical knowledge is needed across a variety of industries, not only for advanced positions, but also for many entry-level jobs. Mathematics are used in the healthcare and medical industry, building trades, manufacturing, and the food and hospitality industries. Entry into these fields now requires a higher level of knowledge and skills than in prior generations.

As mathematics continues to play a more integral role in our lives, it should no longer be considered a stand-alone content area

consisting of individual courses and skills. Rather, mathematics should be presented and taught so that students may be successful problem solvers and use mathematics in daily life. Additionally, knowledge and skills in mathematics are necessary for successful participation in postsecondary education, training programs, and the workplace.

The revised Texas Adult Education Content Standards and Benchmarks (TAECSB) for Mathematics address procedural fluency and understanding of mathematical concepts intended to be connected through process skills across each Subarea. The process skills standards describe ways in which students are expected to engage with the content. The process skills weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Statements that contain the word "including" reference content that must be mastered, while those containing "e.g." are intended as possible illustrative examples.

Mathematics is the broad Content Area. Within this Content Area, there are Subareas that further delineate the topics within the Content Area. Each Subarea has multiple Content Standard statements with

supporting Benchmarks. Each of the Subareas define the field of mathematics students will study.

Understanding and Using These Standards

The Standards and Benchmarks for Mathematics contained in the TAECBSB specify the content, skills, and mathematical processes necessary for adult students to successfully participate in postsecondary education, training programs, and the workplace. Although some of the mathematical standards are scaffolded upon others—meaning that students must attain the knowledge and skills in some standards before they can move forward to other standards—the focus of these standards is on developing mathematical and reasoning skills in students. The intent is to assist students in learning to apply mathematical concepts in increasingly more complex and challenging ways. This moves the focus of mathematics away from that of a stand-alone subject so that mathematical reasoning and problem solving can be more fully integrated throughout other subjects and, thus, made relevant to the lives of adult learners.

The intent of the Standards Working Group and the project staff was to develop a set of Standards and Benchmarks that are user-friendly, direct, and easy to use. When possible, these mathematics standards use simple language and attempt to limit the use of technical language to only those terms that are necessary and specifically relevant to the field of mathematics. It should be noted that although the language in the Standards and Benchmarks may appear to

be simple, the meaning and expectations contained in each statement is complex. Teachers can best convey the knowledge and skills in these Standards, and students can best master them, when they are taught in the context of practical application. How the standards and benchmarks are taught are curriculum decisions best made by teachers and the Adult Education programs for which they work.

The revised TAECBSB draw from both the Texas College and Career Readiness Standards (TCCRS) and the Texas Essential Knowledge and Skills (TEKS) and are informed by the Texas Success Initiative Assessment (TSIA), GED 2014, and other relevant standards, assessment programs, and guiding documents. Similar to the TCCRS, the TAECBSB do not mandate specific mathematics courses, curriculum, or sequences of instruction. The SWG, project staff, and consulting subject matter experts also examined the federal College and Career Readiness Standards for Adult Education (CCRS), the Texas Mathematics Essential Knowledge and Skills (TEKS) for Kindergarten–Algebra I Vertical Alignment Chart, the Texas Response to Curriculum Focal Points for Kindergarten Through Grade 8 Mathematics (Revised, 2013), and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The resulting Standards and Benchmarks for Mathematics are representative of and incorporate and align to, as appropriate and when allowable by statute, these documents.

Mathematical Process Skills

The Standards and Benchmarks for Mathematics are structured in such a way as to lead adult students to learn to use problem-solving models to analyze information, develop strategies to solve real-world problems, select and provide justification for a chosen solution, and evaluate the problem-solving process. Further, these TAECSB emphasize the importance of real-world applications for mathematical concepts, skills, and language. The TAECSB incorporate practical skills, such as estimation; problem solving; communicating mathematically using symbols, diagrams, and graphs; and making predictions. These mathematical process skills are necessary for successful participation in postsecondary education, training programs, and the workplace.

I. Content Area

I.3 Subarea

A. Content Standard

1. Benchmarks

Subarea II.1 – Mathematical Process Skills

A. Use mathematical processes to acquire and demonstrate mathematical understanding.

1. Apply mathematics to problems arising in everyday life, society, and the workplace.
2. Use a problem-solving model that incorporates analysis of given information along with relevant data to formulate a plan or strategy for determining a solution, justifying the solution, and evaluating the reasonableness of the solution and the problem-solving process used.
3. Select tools (including real objects, manipulatives, paper and pencil) and appropriate technology (such as software and graphing calculators) to solve problems.
4. Apply cognitive strategies (such as mental math, estimation, and number sense) to solve problems that include rational numbers and the four basic operations (addition, subtraction, multiplication, & division).
5. Communicate mathematical concepts and reasoning and their associated implications, orally and in writing, using multiple representations (including appropriate symbols, diagrams, charts, graphs, and language).
6. Analyze mathematical relationships to connect and communicate mathematical concepts.
7. Display, explain, and justify mathematical concepts and arguments using precise mathematical language in written and oral communication.

Subarea II.2 – Numerical Representations and Relationships

A. Recognizing Numbers and Counting. Develop an understanding of whole numbers.

1. Count, represent, and compare quantities and collections accurately, efficiently, and fluently.

B. Recognizing Numbers and Counting. Develop an understanding of place value.

1. Count, represent, compare, and order quantities and accurately, efficiently, and fluently.
2. Develop an understanding of the base-10 place value system and place value concepts.
3. Extend understanding of the base-10 system, including addition and subtraction, using equations and pictorial models such as number lines and graphs.

C. Determining and Simplifying Numeric and Algebraic Expressions. Develop proficiency in the use of place value within the base-10 numeration system.

1. Use the place-value structure of the base-10 number system to represent and compare whole numbers and decimals.
2. Demonstrate comprehension of the relationship between addition and subtraction and how to use these operations in solving problems with rational numbers.

D. Determining and Simplifying Numeric and Algebraic Expressions. Understand and generate expressions and equations to solve problems.

1. Demonstrate comprehension of the relationship between multiplication and division and use of these operations in solving problems with rational numbers.
2. Use or generate expressions and equations to solve problems involving the four mathematical operations (addition, subtraction, multiplication, and division).

Subarea II.3 – Representations and Comparisons of Fractions, Decimals, Percents, and Probability

A. Apply knowledge of two-dimensional and three-dimensional shapes, including exploration of early fraction concepts.

1. Use attributes to compose and decompose two-dimensional shapes and three-dimensional solids.
2. Separate objects into equal parts, identify the resulting geometric shapes, and compare the sizes of parts.

B. Build foundations for addition and subtraction of fractions.

1. Use knowledge of fractions as involving a division operation to develop processes for adding and subtracting fractions, including the need for dividing to find like denominators. Use these processes to solve real-world problems.

C. Develop an understanding of addition, subtraction, multiplication, and division of fractions and decimals and perform the operations accurately, efficiently, and fluently.

1. Recognize that equivalent fractions can have different denominators.
2. Apply understanding of representations of equivalent fractions (i.e., with like and unlike denominators) when using multiplication and division operations.
3. Demonstrate understanding of addition and subtraction to include adding and subtracting fractions and decimals.
4. Make reasonable estimates of fraction and decimal sums and differences using the four basic mathematical operations to solve real-world problems.
5. Apply understanding of multiplication and division to build understanding of multiplication and division of fractions and decimals.

D. Understand and apply ratios and rates by using equivalent ratios to represent percentages and proportional relationships.

1. Use knowledge of fractions to develop procedures for modeling and solving real-world ratio and rate problems.

2. Extend knowledge of equivalent fractions to create equivalent ratios that describe real world situations that involve proportionality.
3. Use various representations (e.g., graphs, tables, equations) to solve real-world problems involving proportional relationships.

E. Represent and apply proportional relationships.

1. Use reasoning about ratios, rates, proportions, and percents to solve real-world problems (e.g. simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).

Subarea II.4 – Computations

A. Adding and Subtracting Whole Numbers, Fractions, and Decimals. Understand and apply place value and properties of operations to solve problems involving addition and subtraction of whole numbers.

1. Identify situations in which addition and subtraction are necessary to solve problems.
2. Use efficient, accurate, and generalizable methods based on application of principles of place value, properties of operations, and the relationship between addition and subtraction to solve problems involving addition and subtraction of whole numbers.
3. Solve multi-step problems involving addition and subtraction with whole numbers that include equations with a letter standing for the unknown quantity.

B. Multiplying Whole Numbers, Fractions, and Decimals. Develop accuracy, efficiency, and flexibility in the use of the four mathematical operations (addition, subtraction, multiplication, and division) with whole numbers and use this knowledge to solve problems.

1. Add, subtract, multiply, and divide whole numbers accurately, efficiently, and fluently and justify these procedures. Use these operations to solve problems, including using formulas for perimeter and area.

C. Dividing Whole Numbers, Fractions, and Decimals. Use operations with positive rational numbers to solve problems.

1. Develop procedures for addition, subtraction, multiplication, and division of real numbers including rational and irrational numbers to solve real-world problems.
2. Relate multiplication and division as inverse operations.
3. Evaluate rational expressions by substituting integers for unknown quantities.

D. Performing a Variety of Operations with Rational Numbers. Accurately, efficiently, and fluently use rational numbers and operations to solve problems in a variety of real-world contexts.

1. Accurately, efficiently, and fluently add, subtract, multiply, and divide rational numbers and use basic operations to solve problems.

Subarea II.5 – Algebraic Relationships

A. Represent and solve algebraic relationships.

1. Use expressions and equations to represent relationships in a variety of contexts, with and without technology.

2. Use mathematical symbols to represent linear relationships and formulas.
3. Use words, tables, and graphs, as well as algebraic expressions and equations to model the mathematical relationships (particularly functional relationships) found in real-world problems.

B. Demonstrate fluency with rational numbers and operations to solve problems in a variety of real-world contexts.

1. Extend fluency with addition, subtraction, multiplication and division to solve real-world problems.

C. Use expressions and equations to describe relationships, including the Pythagorean Theorem.

1. Select and use expressions and equations to represent and solve problems involving rational numbers.
2. Use geometric properties, including the Pythagorean Theorem, to solve problems.

D. Use linear equations, and inequalities.

1. Graph linear equations, inequalities, and systems of linear equations, with and without technology.
2. Write linear equations with information given for slope and a point on the line.
3. Graph linear inequalities in the 2D coordinate plane.
4. Solve a system of 2 linear equations.
5. Formulate statistical relationships and evaluate their reasonableness based on real-world data.
6. Use linear equations and inequalities to model or solve problems using real-world data.
7. Solve linear equations, (with and without technology), and evaluate the reasonableness of their solutions.

E. Use numeric and algebraic methods.

1. Apply algebraic methods to rewrite in equivalent forms of polynomial expressions and perform operations on polynomial expressions.
2. Apply algebraic methods to rewrite polynomial expressions in equivalent forms and perform operations on polynomial expressions.
3. Apply algebraic methods to define, solve, analyze, split into parts and evaluate equations, relations, and functions.
4. Identify functions using sets of ordered pairs, tables, mappings, and graphs.

F. Use quadratic functions and equations.

1. Solve quadratic equations (with and without technology) and evaluate the reasonableness of the solutions.
2. Write a representative quadratic equation based upon a graph or other given attributes.
3. Use quadratic equations to model or solve problems using real-world data.

G. Use exponential functions and equations.

1. Use the properties of exponential functions and their related transformations to represent exponential functions graphically, in a table and as equations, with and without technology.
2. Use exponential functions to model or solve problems using real-world data. Evaluate the reasonableness of the solutions, with and without technology.

H. Use quadratic and square root functions, equations, and inequalities.

1. Apply quadratic and square roots, equations, and quadratic inequalities to model situations, solve problems, and make predictions using.
2. Understand that quadratic and square root, equations, and quadratic inequalities can be used to model situations, solve problems, and make predictions.

I. Use cubic, cube root, absolute value, and rational functions, equations, and inequalities.

1. Write and compute numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers.
2. Use cubic, cube root, absolute value and rational functions, equations, and inequalities to model situations, solve problems, and make predictions.
3. Perform computations and write numerical expressions with cubes and cube roots of positive, rational numbers.

Subarea II.6 – Geometry

A. Identify and use attributes of two-dimensional shapes and three-dimensional solids.

1. Use attributes to identify, classify, sort components of two-dimensional shapes and three-dimensional solids, including measurable attributes.

B. Analyze attributes of two-dimensional shapes and three-dimensional solids.

1. Identify, name, and create basic two-dimensional shapes and three-dimensional solids and identify the attributes of each shape.
2. Use attributes to classify, sort, compose, and decompose two-dimensional shapes and three-dimensional solids.
3. Construct and use drawings, models, and coordinate representations of plane and space figures in order to solve problems with and without technology.

C. Use expressions and equations to describe relationships in a variety of contexts, including geometric problems.

1. Select and justify appropriate symbolic representations to solve problems in varied contexts, including use of geometric formulas for triangles and pyramids, and the equation of a circle.

D. Represent, apply, and analyze proportional relationships by graphing on the coordinate plane.

1. Use knowledge of proportions to draw representations on a coordinate plane (such as the slope of a line) and solve real-life applications.
2. Compare and contrast proportional and non-proportional relationships.

Subarea II.7 – Measurement

A. Measuring length, area, volume, and weight/mass in different measuring systems.

1. Identify length as an attribute that can be measured. List and use appropriate units to measure length.
2. Use the appropriate formulas to calculate the missing side lengths of triangles, rectangles, and other polygons when given the area or perimeter.
3. Apply estimation in measuring, use tools (e.g. including rulers, tape measures, real objects, manipulatives, paper and pencil, and technology as appropriate).

B. Represent and solve problems with perimeter, area, and volume.

1. Apply understanding of measurement to select appropriate units when measuring perimeter, area, and volume in specific problem contexts.
2. Use a variety of representations to build connections between the stated formulas and the direct measurement of perimeter, area, and volume.
3. Compute volume and surface area of three-dimensional shapes such as right prisms, pyramids, cylinders, spheres, cones, and composite figures.

C. Describe characteristics of 2-D and 3-D geometric figures, including measurable attributes.

1. Use attributes to sort, classify, and measure two- and three-dimensional figures.
2. Use the decomposition of rectangles into rows of squares to determine that area can be found through multiplication.

D. Measuring Angles and Using Angle Relationships.

1. Recognize, identify, describe and reason about intersecting and parallel lines and angles in two dimensions.
2. Analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations. Use geometric relations and patterns to solve real-world problems.

E. Use relationships between measures to analyze change (rates).

1. Interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, Kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year).

Subarea II.8 – Data Analysis

A. Organizing, Representing, and Interpreting Sets of Data. Select and apply appropriate visual representations of data.

1. Organize and construct graphical displays of data (e.g. line plots, bar graphs, histograms, box plots, scatter plots, coordinate plane) to describe data based on the attributes of a given data set.

B. Read, analyze, interpret, and draw conclusions from data.

1. Understand the relevance and importance of reliable data sampling techniques to ensure more accurate statistical results.

2. Understand and use descriptions of center, spread, averages, and shape to summarize and compare data sets.
3. Make predictions and draw inferences using summary statistics.
4. Analyze data sets using graphs and summary statistics.
5. Analyze relationships between paired data using spreadsheets, graphing calculators, or software.
6. Understand probability in real-world situations and the influence of independence and dependence of events.

Subarea II.9 – Financial Literacy

A. Understanding the Connections Among Income, Expenses, and Careers.

1. Research and analyze college and career opportunities.
2. Understands the role of financial markets/institutions in saving, borrowing, and capital formation.
3. Understand the role of individuals in financial markets and banking and credit systems.
4. Calculate and compare simple interest and compound interest as it applies to saving, borrowing and lines of credit.
5. Develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.

B. Develop and use an economic way of thinking and problem solving useful in one's life as a knowledgeable employee, consumer, provider, and investor.

1. Apply critical-thinking skills to analyze the costs and benefits of personal financial decisions, including assumption of large amounts of debt.
2. Understand how to provide for basic needs while living within a budget.
3. Compare and understand the various financial aid methods available for college and other postsecondary education and training.

III. English Language Acquisition Content Standard and Benchmarks

English Language Acquisition as a Way of Knowing

The English Language Acquisition (ELA) standards will assist in preparing adults to participate in authentic communication for democratic participation, independence, and lifelong learning. As stated by The Workforce Innovation and Opportunity Act (Sec. 203, 2014), the goal of English Language Acquisition Programs in Adult Education is to help English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language with the purpose of attaining a secondary school diploma or its recognized equivalent, transition to postsecondary education, and training or employment. English language skills are essential to successful participation in the work place, training programs, and postsecondary education.

Language fluency and language competence are crucial for continued education, training, and employment. Additionally, language fluency may empower parents to be full partners in the educational development of their children. Furthermore, ELLs should acquire knowledge on topics related to the cultural norms for social interaction in the United States (U.S.), which will equip them to navigate the culture and participate in the different aspects of their lives.

In addition, ELLs at all levels (levels 1 to level 6) are expected to integrate language skills

when communicating in English. When we use language to communicate, we typically do not just use one skill at a time; we use two or more language skills to be effective communicators and to make and interpret meaning.

English Language Acquisition is defined as a content area in this context. It focuses on assisting students with the acquisition of English language skills simultaneously with acquisition of vocabulary, grammar, and U.S. culture. Within each Content Area, there are Subareas that further delineate the Content Area. Each of these has multiple Content Standards with supporting Benchmarks.

However, the structure of the ELA Content Standards and Benchmarks is different than the other Content Standards and Benchmarks presented in this document. Content Standards are broken down into different levels; higher levels become extensions of previous learning. This structure further emphasizes the importance of recognizing that language acquisition is a complex cyclical process. Even though there is a natural progression to acquire a language, adult learners tend to go back and forth with language acquisition stages, experimenting with language structures and vocabulary until they feel confident utilizing them for communication. In addition, grammar, vocabulary, and culture should be present in all learning activities as learners work to develop the

four language skills—listening, speaking, reading, and writing. These are aspects that should be taught simultaneously and at a level of complexity that matches the student’s proficiency level. The learner should feel challenged and motivated to learn but not feel frustrated or overwhelmed.

Understanding and Using These Standards

The Standards Working Group (SWG), the English language acquisition content expert, and the project staff reviewed research on the English language acquisition skills that Adult Education students need in order to successfully participate in everyday life activities, postsecondary education, training programs, and the workplace. Although the list of informing documents is extensive, many of them should be well known to those who work with English language learners. Included in the review are

- the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for English,
- English Language Proficiency Assessment for the 21st Century (ELPA21) Standards,
- California English as a Second Language Model Standards for Adult Education Programs,
- Canadian Language Benchmarks: English as a Second Language for Adults,
- the Common European Framework of Reference for Languages (CEFR),
- Council of Chief State School Officers (CCSSO) English Language Proficiency (ELP) Standards,

- Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards Framework,
- the World-Class Instructional Design and Assessment (WIDA) Standards Framework and Theoretical Foundations,
- Texas Adult Education Content Standards, and
- the Comprehensive Adult Student Assessment Systems (CASAS).

The TCCRS do not directly address ELA. However, the TEKS for English for Speakers of Other Languages (ESOL) and the English Language Proficiency Standards (ELPS), as well as many additional resources related to ELA produced by the Texas Education Agency (TEA), do address ELA. In addition, federal standards for ELA are currently being developed; when available to the public, these should be reviewed prior to subsequent revisions and updates to the TAECBS for English Language Acquisition.

The ELA standards presented here provide descriptions of what individuals can do with language in terms of the language skills of listening, speaking, reading, and writing for personal and career purposes. For each skill, these guidelines identify six major levels of proficiency, which include the following: beginning literacy, low beginning, high beginning, low intermediate, high intermediate, and advanced. Following the National Reporting System for Adult Education (NRS) guidelines, these are student performance levels (SPLs) and describe the student’s language ability. SPL descriptors are useful in helping students set goals and helping teachers plan instruction.

Subarea III.1 – Listening Skills

English Language Learners (ELL) become increasingly able to comprehend what they hear by listening, to retrieve information, and to make inferences and connections so that they can participate in authentic and fluid communication. The ELL listens to a variety of ELLs including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas.

- A. Distinguish sounds and intonation patterns of English with increasing ease.
- B. Demonstrate understanding when listening to spoken language in different situations and spoken with a variety of regional accents.
- C. Listen to, follow, and give directions and or instructions.
- D. Listen to and participate in a variety of settings and situations (e.g., classroom, conversation, group work, presentation, and interviews).
- E. Participate in and comprehend conversations face-to-face or via electronic media.
- F. Comprehend questions from others and engage in conversations involving asking and answering questions.
- G. Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and proficiency level.

Level 1: Beginning Language Ability. These ELLs are true beginners and can obtain limited meaning from spoken communication. They demonstrate their understanding by using limited responses. For example, responding with an action such as pointing, drawing, and marking an answer.

- 1. Respond to spoken commands and show understanding (e.g., nodding and using body language, drawing, and pointing) after listening to brief messages.
- 2. Listen to spoken language and respond verbally after repeated listening.
- 3. Listen actively and interpret listening to spoken language utilizing visual props, gestures, and facial expressions to provide a response.
- 4. Actively listen and respond to conversations about familiar topics and situations (e.g., such as short phone message or simple dialogue between two people).
- 5. Interpret spoken communication expressed in a few words and in simple sentences.
- 6. Respond verbally to simple spoken communication in familiar contexts using words, phrases, and simple sentences.
- 7. Respond with an action (e.g., raise your hand, sit, walk, stop, put pencil down, look and listen) to basic spoken commands.
- 8. Respond verbally to Yes/No questions, either/or questions, and other types of questions which require simple answers.

9. Use simple language formulas to ask for clarification (e.g., repeat please! say that again? what was that? what do you mean? I don't understand; please repeat, do you agree?).

Level 2: Low Beginning Language Ability. These ELLs respond to questions that require one or two-word answers, can participate in interactions in familiar contexts, and are able to ask the speaker for repetition.

1. Use verbal communication to respond to moderately complex phrases, interactions, and questions in familiar contexts.
2. Follow orally-presented directions to accomplish a multi-step task.
3. Identify high-frequency words that occur in English text (e.g., he, she, you, I, ask, is, but, the, have, good).
4. Listen actively, use context and familiar terms, and identify the main topic of a conversation in familiar situations.

Level 3: High Beginning Language Ability. These ELLs still rely on redundancy in the spoken message such as restatement and paraphrasing of ideas and other context clues to comprehend spoken language.

1. Comprehend messages while engaged in face-to-face conversations such as simple social exchanges.
2. Comprehend messages in routine listening tasks (e.g., phone interactions, listening to messages, announcements over the loud speaker in a store, and simple directions).
3. Identify and begin to understand highly contextualized words and phrases including aural cognates (words in two languages that share a similar meaning, spelling, and pronunciation) and borrowed words (words from other languages).
4. Determine the meaning of words derived from Latin, Greek, or other linguistic roots and affixes (a group of letters that are added to the beginning or the end of a root word that can change the word's meaning).
5. Listen and respond to spoken language that conveys basic information and contains high-frequency vocabulary.
6. After listening to spoken language (several times), identify more than one phrase and provide an answer to a question or repeat what was heard.

Level 4: Low Intermediate Language Ability. These ELLs apply increasingly complex listening strategies to comprehend conversations that include new vocabulary. Thus, they are able to participate in information gap listening activities.

1. Actively listen, determine new meanings of new vocabulary, and interpret complex spoken communication.
2. Listen to, identify main facts and supporting details, and comprehend messages from mass media communication (e.g., radio, movies, TV) and other spoken language.
3. Actively listen and comprehend information and provide a response to a question that requires making inferences from spoken language.

4. Recognize abbreviated phrases (e.g., informal language, slang, and idioms) when listening to a conversation (e.g., Want some?, Like it?, Heard that?).

Level 5: High Intermediate Language Ability. These ELLs are able to identify main ideas and supportive information and recognize the speaker's hidden messages.

1. Comprehend spoken language that deals with unfamiliar topics or situations.
2. Identify and retell the main facts and supportive details of an oral presentation.
3. Comprehend extended social interactions (e.g., a person telling an anecdote, discussing about a social topic).
4. Recognize and respond to routine spoken messages, instructions, or questions, such as "Next customer, please!".
5. Identify and respond to descriptions (of people, place), narratives (of past, present, and future events), argumentative speech as well as complex factual material products of spoken language.
6. Comprehend facts presented in spoken discourse and recognize speaker-intended inferences.
7. Take notes during a workshop, lecture, or oral presentation to capture main ideas and supporting details (e.g., guest speaker or video clip).
8. Use background knowledge and contextual clues to participate in conversations.

Level 6: Advanced Language Ability. These ELLs comprehend abstract topics, hidden messages, and conversations that include new vocabulary and new topics. Their vocabulary knowledge is extensive.

1. Listen actively to comprehend and respond to increasingly complex spoken language in a variety of contexts (news broadcasts, political speeches, mass media, etc.).
2. Identify main ideas and supporting details in spoken language on specialized topics (e.g., news broadcasts or spoken instructions).
3. Comprehend spoken language that uses specialized or technical vocabulary and complex grammatical structures (e.g., multiple verbal tenses, idioms), and that contains cultural references (e.g., TV news, the president's speech, pop culture).
4. When listening to spoken language, summarize and take notes.
5. Make inferences about spoken language, evaluating accuracy and relevance of what is presented.
6. Participate actively in and comprehend conversations in unfamiliar settings (e.g., one's child's school, medical offices, government agencies, and unfamiliar worksites).

Subarea III.2 – Speaking Skills

The ELLs are able to speak in formal and informal settings. They are able to communicate to express ideas, opinions and feelings, and to learn about other people's ideas. They are able to express themselves orally in ways that

avoid misunderstandings and language breakdown. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas.

- A. Communicate basic needs verbally using familiar words and phrases.
- B. Give directions to places and instructions for accomplishing specific tasks.
- C. Demonstrate a range of speaking skills and strategies for conversing with others in social and functional settings and for different purposes (e.g., asking and answering questions, offering one's opinions, taking turns and commenting on others ideas).
- D. Demonstrate appropriate skills for sharing information with others in a variety of informal and formal settings (e.g., group work, making speeches, giving presentations, participating in interviews) or purposes (e.g., presenting an argument and defending ideas using logical reasoning).
- E. Demonstrate an increasing understanding of English vocabulary appropriate for use in informal and formal settings.
- F. Produce spoken communications at each proficiency level that demonstrate knowledge of grammar conventions.

Level 1: Beginning Language Ability. These ELLs are true beginners; their oral communication depends on gestures, their first language, visual aids, and a small number of English words.

- 1. Demonstrate mastery of a simple, basic English vocabulary.
- 2. Use individual words and phrases to communicate verbally (e.g., Look, Go, Stop).
- 3. Conduct conversations using simple/controlled dialogue lines or formulaic phrases (e.g., my name is...).
- 4. Ask simple questions and provide answers verbally using key words, phrases, and ask, questions for clarification for familiar situations.
- 5. Speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts.
- 6. Gain increasing awareness of categorization of English vocabulary into different parts of speech such as nouns and verbs.

Level 2: Low Beginning Language Ability. These ELLs can communicate using basic vocabulary and common English expressions to express themselves and engage in conversations.

- 1. Gain increasing command of common expressions in simple dialogues and social exchanges (e.g. to express feelings or health, to describe weather, to ask how others are doing).
- 2. Engage in brief, guided conversations with peers.
- 3. Use high frequency words to verbally describe things or people.
- 4. Convey brief messages (e.g., I am sick, Jose is absent).

5. Gain increasing command of English vocabulary selecting words that express ideas.

Level 3: High Beginning Language Ability. These ELLs participate in brief but original exchanges, including communicating immediate needs through simple conversation.

1. Engage in simple dialogues with others.
2. Actively engage in natural communication exchanges in different settings (e.g., classroom, phone conversations and software simulated activities).
3. Conduct guided conversations using high frequency words, phrasal verbs, and idioms and following grammatical conventions of conversational English.
4. Provide detailed descriptions of places and people.
5. Clarify and elaborate on a message when asked by using different terms and providing descriptions or examples.
6. Expand vocabulary by gaining increasing command of technical and specialized terms.

Level 4: Low Intermediate Language Ability. These ELLs can initiate and engage in simple conversations that include descriptions, personal opinions, and inferences on familiar topics.

1. Engage in simple conversations (ask about personal information e.g., name, address, phone number, including wh- questions).
2. Provide descriptions, arguments, and simple inferences when using spoken language.
3. Provide and defend opinion to support point of view on familiar topics or situations.
4. Carry on extensive conversations in social narrative context (e.g., a description of family-related weekend activities).
5. Speak in ways that clearly communicate the topic, main ideas, and essential ideas.
6. Demonstrate some understanding of the differences between standard and non-standard spoken English vocabulary and grammar (e.g., not conforming in pronunciation, grammar, vocabulary, etc., to the usage characteristic of and considered acceptable by most educated native speakers or regional dialects).

Level 5: High Intermediate Language Ability. These ELLs comprehend and participate in extended conversation and other verbal exchanges that go beyond personal needs and familiar topics.

1. Comprehend and participate in complex spoken communication.
2. Speak fluently about a variety of familiar topics in low anxiety inducing situations.
3. Verbally provide a personal opinion, logical argument, or examples on a given situation or topic to support one's responses in debates or conversations.
4. Use complex vocabulary to express opinions and defend a point of view.
5. Switch between standard and non-standard English as a situation warrants (e.g., use colloquial language when appropriate).

6. Convey the emotional content of a spoken message (e.g., anger, compliment, condolence, sarcasm) through intonation, rhythm, and stress.
7. Become increasingly able to change grammatical style in formal and informal settings by adjusting language used for a particular purpose or in a particular social setting.
8. Gain increasing command of academic and work related vocabulary.

Level 6: Advanced Language Ability. These ELLs comprehend the main ideas of a speech and can deliver an oral presentation. They are able to converse effectively with fluent English ELLs.

1. Present ideas concisely, logically and persuasively, using grammatically correct spoken language.
2. Give an extended discourse on a topic of special interests (e.g., lectures, speeches, presentations).
3. Demonstrate expanded vocabulary knowledge by delivering a speech/presentation on a specific topic.
4. Converse in fluently English with peers and native speakers.
5. Participate in impromptu conversations on a given topic.
6. Convey humor, jokes, sarcasm, innuendo, irony, etc., as situations demand.
7. Verbally respond to questions and comments by providing suggestions and alternative viewpoints.
8. Verbally demonstrate mastery of broad and deep vocabulary appropriate for use in a variety of formal and informal settings.

Subarea III.3 – Reading Skills

The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. By becoming fluent ELLs, the ELL can use reading to extend knowledge, develop imagination, and be successful in different careers. Thus, acquiring reading strategies integral to learning to read and expanding vocabulary knowledge.

- A. Use appropriate reading strategies (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information.
- B. Implement a variety of reading comprehension strategies and know when they are appropriate to use.
- C. Identify main idea/hypothesis and supporting details.
- D. Read critically to analyze information and make connections to support viewpoints.
- E. Read from a variety of genres for different purposes (e.g., to accomplish a personal or work-related task, academic work, or for pleasure).
- F. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the English language.
- G. Increase background knowledge, concepts, and skills by reading in diverse texts.

Level 1: Beginning Language Ability. These ELLs are true beginners and can obtain very limited meaning from print written in English. As they build reading skills, it is important for them to draw on any literacy skills they possess in their first language(s) and on their emerging speaking and listening skills in English.

1. Read from left to right, top to bottom, front to back.
2. Identify the letters of the English alphabet, upper and lower case.
3. Decode and comprehend phonetically regular vocabulary words and common sight words, in the environment, in isolation, on lists, or in short phrases or simple sentences.
4. Use basic reading strategies (e.g., word identification, think aloud, underlining, cues, letter-sound associations, environmental print, word walls, and lists) to strengthen emerging reading skills.
5. Obtain basic meaning from simple printed and digital material such as prices, dates, and times.

Level 2: Low Beginning Language Ability. These ELLs can interpret and respond to information presented in simple passages with familiar words and language structures. They can answer literal questions that require one or two words for an answer.

1. Gain increasing skill decoding phonetically regular and irregular words and using context to gain meaning from simple texts.
2. Read and understand the meaning of simple passages and print that contain familiar words and structures.
3. Respond to printed phrases, interactions, and questions in familiar contexts by relying on non-verbal communication.
4. Identify information in text when asked to answer basic WH-questions (who, what, where, why, when, how).
5. Answer literal comprehension questions that are asked verbally (e.g., in discussion) or in writing (e.g., on class assignment).
6. Use supporting illustrations to interpret text.
7. Interpret information in charts and tables (e.g., bus schedules).

Level 3: High Beginning Language Ability. These ELLs know how to use context and basic reading comprehension strategies to make sense of print. They can answer literal questions asking WH-questions (who, what, where, why, when, how).

1. Interpret moderately complex reading passages.
2. Use context to determine the meaning of unfamiliar words when reading on familiar topics.
3. Apply appropriate reading strategies (preview, view, and review) as a tool to comprehend text.
4. Answer literal comprehension questions to show understanding of text. (e.g., true/false and multiple choice questions).

5. Identify information to answer WH-questions (who, what, where, why, when, how).
6. Identify main and supporting details of an extended paragraph or multi-paragraph text on a familiar topic.
7. Scan complex or extended text (e.g., web pages, documents, narratives, work manuals, or procedures) to find specific information or general meaning.
8. Generate questions about what has been read.

Level 4: Low Intermediate Language Ability. These ELLs can read texts representing different genres to answer basic comprehension questions, identify main idea and supporting details, and make simple inferences.

1. Identify elements of different reading genres and use text structure to help in comprehension.
2. Read and comprehend multi paragraph texts on a variety of topics and in a variety of text types (e.g., newspaper and magazine articles, how-to materials, and literature).
3. Identify the intended audience and purpose for a variety of text types.
4. Make connections between related information across different sections of a text, from different reading selections, or presented on different platforms (e.g., print or electronic media).
5. Compare and contrast what has been read, considering factors such as presentation format (print, electronic media), point of view, accuracy, etc.
6. Interpret simple analogies, idioms, and other rhetorical devices when reading a text about familiar topics.
7. Accurately paraphrase and summarize information that has been read in print or in electronic media.
8. Use a variety of strategies (e.g. concept mapping, outlining, underlining, and annotating) to assist in comprehension.

Level 5: High Intermediate Language Ability. These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies.

1. Interpret moderately complex written texts.
2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational text, regardless of print or digital presentation.
3. Analyze and summarize information to strengthen reading comprehension.
4. Read critically and identify information in text that will support one's opinions about and interpretations of text.
5. Interpret meaning of increasingly complex figures of speech and rhetorical devices in context.
6. Use reference tools to support reading comprehension (e.g., book, manual, computer application help features, or Internet based reference tools).
7. Determine the sequence of events in a complex narrative and understand techniques that show sequence (e.g., foreshadowing).

8. Identify, interpret and evaluate the role and impact of ambiguity, bias subtleties, contradictions, irony, and incongruities in a text.

Level 6: Advanced Language Ability. These ELLs can read increasingly complex text and use advanced reading strategies for comprehension.

1. Use advanced reading strategies (e.g. inference, and making predictions, identifying an author's assumptions and biases, and evaluating the credibility and adequacy of evidence presented).
2. Evaluate print and digital text using criteria to determine aesthetic value, reliability, and credibility.
3. Read, comprehend, and use increasingly complex print and digital texts for a variety of purposes, about a variety of topics, and in a variety of settings (e.g., to be informed, expand knowledge and skills, conduct research).
4. Identify and evaluate an author's purpose and arguments and refer to text to support, defend, or clarify one's interpretations.
5. Identify, analyze, and evaluate an author's implicit and explicit assumptions and beliefs about a topic, time, or theme.
6. Document one's reading by recording citations, taking notes, developing graphics, writing summaries or abstracts, etc.
7. Paraphrase accurately and summarize information of what has been read in print or in electronic media.

Subarea III.4 – Writing Skills

The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. Writing well to convey meaning for personal and career communication has become more important for ELLs than before. ELLs should acquire the range of skills need to express their ideas in English in writing with both print and digital means, in a variety of formal and informal modes, and for a variety of purposes, including formal and informal discourse and social, civic, academic, and work-related purposes.

- A. Fill out forms, applications, and contracts for everyday life and work purposes by hand or electronically.
- B. Write for a variety of purposes (e.g., reminder list, notes, email, academic paper and report, letters or other documents to persuade, complain, and express opinions).
- C. Write across a variety of genres (e.g., description, argumentation, fiction, persuasive and workplace).
- D. Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, report, procedural lists, and work-related written documents).
- E. Write with fluency, logic, and organization.
- F. Consider context, audience, and purpose of writing (e.g., reader's perspective, cultural influence, social norms, etc.) when writing.

G. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the written English language.

Level 1: Beginning Language Ability. These ELLs are true beginners and can write isolated words, individual short sentences and phrases. If their first language used a different orthography, they are in the process of acquiring the Roman alphabet and its organizing conventions. They can also copy familiar words from a source.

1. Write from left to right, top to bottom, front to back.
2. Write the letters of the English alphabet (upper and lower case).
3. Write words and simple sentences and phrases.
4. Write simple lists of words for specific purposes (e.g., write down a list of ingredients or a shopping list).
5. Copy/transcribe familiar words from a variety of sources.
6. Use capitalization and punctuation to mark the beginning and end of sentences.

Level 2: Low Beginning Language Ability. These ELLs can write basic sentences and phrases.

1. Use pronouns referents correctly across a statement or passage (e.g., Maria travels with her dog).
2. Write using high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, learned, or highly familiar material.
3. Compose simple paragraphs that include a main idea.
4. Write a simple narrative that includes a clear sequence of events.
5. Use basic grammatical agreement and structures with the present tense of regular and irregular verbs (e.g., cut – cut, had – had, let – let, hurt – hurt, fed-fed, sold-sold).
6. Complete everyday functional forms and applications (e.g., job, banking, renting, contract).
7. Continue to expand vocabulary knowledge, becoming increasingly aware of different “registers” for writing and speaking (e.g., the need to the level of formality with which they write and speak).

Level 3: High Beginning Language Ability. These ELLs can write messages, simple descriptions and brief narratives about familiar topics.

1. Use comparative forms of adjectives and adverbs.
2. Write a simple description or narrative using familiar words and phrases.
3. Write a complete paragraph about a familiar topic.
4. Demonstrate mastery of conventions of personal correspondence, including different conventions for email or print formats (e.g., address an envelope vs. subject lines in emails).

5. Continue to expand vocabulary knowledge, showing increased command of formal and academic registers (e.g., the need to the level of formality with which they write and speak).

Level 4: Low Intermediate Language Ability. These ELLs can write with an audience in mind and for personal and career communication.

1. Write compositions that show consideration of audience and purpose (e.g., work related versus personal correspondence).
2. Write short compositions that show understanding of different genres
3. Use transition words and phrases appropriately and with correct punctuation (e.g., however, next, then, after).
4. Continue to expand vocabulary knowledge and show understanding of how idioms, figures or speech, juxtaposed words, and comparisons enrich one's writing.
5. Use words that are appropriate for informal (colloquial or slang) written discourse vs. formal written discourse.
6. Engage in all steps of the writing process (e.g., drafting, editing, and publishing) to create a range of short compositions.
7. Write supporting points or details for a statement, position, or argument on a familiar topic.
8. Recognize word families (i.e. verbs from nouns, adjectives from adverbs, etc.) to develop vocabulary in writing.

Level 5: High Intermediate Language Ability. These ELLs can write about previously discussed topics, use complex transition words, and follow the basic steps of the writing process.

1. Write multi-paragraph compositions that are argumentative or opinion-based and that concern a variety of topics.
2. Write multi-paragraph descriptive and narrative compositions that concern a variety of topics.
3. Use transition words and phrases (e.g., therefore, nevertheless, in addition) to make writing more complex.
4. Deepen understanding of the writing process (e.g., drafting, editing, and publishing) to create longer composition, whether in print or digital format.
5. Use a wide range of vocabulary including synonyms, antonyms, precise terminology, and phrasal verbs on a variety of topics.
6. Write increasingly sophisticated multi-paragraph compositions that present information and ideas concisely, logically, and persuasively.

Level 6: Advanced Language Ability. These ELLs can write multi-paragraph compositions with fluency, logic and organization and with an audience in mind, for several purposes (e.g., personal needs, career needs, and for civic participation).

1. Write commentaries that summarize and then analyze and evaluate a specific topic.
2. Write outlines and analytic summaries prior to writing a research report.

3. Edit writing to conform to conventions of Standard English, including voice, tense, structure, grammar, using print and digital aids as needed.
4. Write with increasing fluency and sophistication for different audiences and purposes (e.g., workplace, classroom, and daily life needs).
5. Demonstrate a range of different styles of writing for different purposes.
6. Apply strategies used to influence or entertain audiences (e.g., ethos, pathos, logos; humor).
7. Explain and extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.
8. Write increasingly complex texts (e.g., newspaper and magazine articles, technical materials, research reports).
9. Select from a full range of vocabulary choices to express one's ideas in rich, precise, and flowing language through the use of reference guides such as a thesaurus in print or digital format.

DRAFT

Appendix A – Diagnostic Level Descriptors Alignment

ESL							ABE						
CASAS ESL Level	CASAS ESL Level Name	Reading Scale Score Ranges	NRS ESL Level	NRS ESL Level Name	BEST Plus BEST Literacy Oral Best	TABE CLAS-E	TSIA	*CCR Adult Ed Grade Level	*CCR Adult Ed Level (A – E)	CASAS ABE Level	CASAS ABE Level Name	NRS ABE Level	NRS ABE Level Name
A	Beginning Literacy/Pre-Beginning ESL	180 and below	1	Beginning ESL Literacy	SPL 0-1	1	1 (K-1)	K	A	A	Beginning Literacy/Pre-Beginning	1	Beginning ABE Literacy
A	Low Beginning ESL	181-190	2	Low Beginning ESL	SPL 2	1-2		1	A				
A	High Beginning ESL	191-200	3	High Beginning ESL	SPL 3	2-3		1	A				
B	Low Intermediate ESL	201-210	4	Low Intermediate ESL	SPL 4	3-4	2 (2-3)	2-3	B	B	Beginning Basic Skills	2	Beginning Basic Education
B	High Intermediate ESL	211-220	5	High Intermediate ESL	SPL 5	4	3 (4-5)	4-5	C	B	Intermediate Basic Skills	3	Low Intermediate Basic Education
C	Advanced ESL	221-235	6	Advanced ESL	SPL 6		4 (6-8)	6-8	D	C	Advanced Basic Skills	4	High Intermediate Basic Education
D	Adult Secondary	236-245			SPL 7		5 (9-10) DE	9-10	E	D	Adult Secondary	5	Low Adult Secondary Education
E	Proficient Skills	246 and above					6 (11-12) DE	11-12	E	E	Advanced Adult Secondary	6	High Adult Secondary

Note. Adopted from CASAS, n.d.a; CASAS, n.d.b; CASAS, n.d.c; NRS, 2015; NRS, 2016; Pimentel, 2013; TABE, 2016; THECB, n.d.

Appendix B – National Reporting System (NRS) Performance Level Descriptors; Current vs. New

Note. National Reporting System, 2016

Red text added to indicate areas of overlap between old and new NRS indicators.

Level 1: Beginning ABE Literacy	
Current	New
Basic Reading and Writing	Literacy/English Language Arts
<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Reading: Individuals ready to exit the Beginning Literacy Level 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. In particular, students at this level are able to 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. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.</p> <p>Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to 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 identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.</p> <p>Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p> <p>Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration,</p>

collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

Numeracy Skills

Mathematics

Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level 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. **They 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. They 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.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level 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. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level 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.

Functional and Workplace Skills

Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.

Level 2: Beginning Basic Education

Current

New

Basic Reading and Writing

Literacy/English Language Arts

Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).

Reading: Individuals ready to exit the Beginning Basic Level are able to 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. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression.¹ They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. 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, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and 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.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. **They also use correct capitalization, ending punctuation,** commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

Numeracy Skills

Mathematics

Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.

The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level 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. **They are able to compute fluently with all four operations with whole numbers within 100.** They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. **They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line.** They 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.

Algebraic Thinking: Students prepared to exit this level 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.

Geometry and Measurement: Students prepared to exit this level 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. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They 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 of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

Data Analysis: Students prepared to exit this level 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.

Functional and Workplace Skills

Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

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Level 3: Low Intermediate Basic Education

Current	New
Basic Reading and Writing	Literacy/English Language Arts
<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 – 1010). They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to 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. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.</p> <p>Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.</p> <p>Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions,</p>

and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to 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. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

Numeracy Skills

Mathematics

Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.

The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets

of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. **They can add, subtract, multiply and divide** with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use 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 are **able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value.** They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

Geometry and Measurement: Students prepared to exit this level 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. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They 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: Students prepared to exit this level 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.

Functional and Workplace Skills

Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.

Level 4: High Intermediate Basic Education

Current	New
Basic Reading and Writing	Literacy/English Language Arts
<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 – 1185).² They 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.</p> <p>Individuals are able to 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. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to 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. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to 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. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and</p>

including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. **Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.**

Numeracy Skills

Mathematics

Individual can perform all four basic math operations with whole numbers and

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from

fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.

among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.

Number Sense and Operations: Students prepared to exit this level 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. They can apply the concept of absolute value to find horizontal and vertical distances. They 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.

Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They 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. Individuals at this level are able to define, interpret, and compare linear functions.

Geometry: Students prepared to exit this level 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. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.

Statistics and Probability: Students prepared to exit this level 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).

Functional and Workplace Skills

Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

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Level 5: Low Adult Secondary Education**Current****New****Basic Reading and Writing****Literacy/English Language Arts**

Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.

Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 – 1335).³ This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to 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. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to 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). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to 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. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts

appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. **Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues,** knowledge of affixes and roots, and use of reference materials.

Numeracy Skills	Mathematics
<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can 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.</p> <p>Algebraic Thinking: Students prepared to exit this level 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.</p> <p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They 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. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.</p> <p>Statistics and Probability: Students prepared to exit this level 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,</p>

positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Functional and Workplace Skills

Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.

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Level 6: High Adult Secondary Education

Current

New

Basic Reading and Writing

Literacy/English Language Arts

Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.

Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 – 1385).⁴ This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. **Individuals are able to make logical and well-supported inferences about those complex texts.** They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. **Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact.** Individuals are able to 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). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). **When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence.** They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex

ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Numeracy Skills

Mathematics

Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles,

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as

lines, and surfaces and can also apply trigonometric functions.

needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They 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.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They 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. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also 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. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can 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.

Students prepared to exit this level also 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. They are 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. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can 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. They 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 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).

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

Functional and Workplace Skills

Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and

reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

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Appendix C – Glossary

Note: In order to assure that the terminology that informs the TAECBS are consistent with standards developed by other states and at the national level, all definitions included here are from Pimentel, 2013, unless noted otherwise.

Academic (or Basic) Skills-Based Approach

An academic skills-based approach focuses on skill development in reading, writing, mathematics, and English language acquisition. Basic skills curricula usually consist of a sequence of skills that are introduced and practiced at higher levels of complexity as learners advance within the program.

Accountability

Accountability considers the extent to which an individual, group, or institution is held responsible for meeting specified outcome measures. Accountability systems require programs to provide substantiated evidence of student achievement (e.g., educational achievement, entry into employment, receipt of a high school credential) as a condition of funding.

Adult Basic Education/Adult Secondary Education (ABE/ASE)

Adult basic education (ABE) and literacy instruction emphasize basic skills development in reading, writing, mathematics, and problem solving for adults below the eighth grade proficiency level. Adult secondary education (ASE) instruction helps learners prepare to receive a high school credential or for successful entry into employment or postsecondary education and training.

Advisory Committee

An advisory committee is often comprised of leaders or experts in a content area who represent various stakeholder perspectives and provide overall guidance to a project.

Alignment

Alignment is a documented connection among standards, teaching, learning, and assessment. Alignment is essential to fairness in an accountability system. Only when the components are aligned can programs expect to see higher outcomes and sustainable program improvement.

Assessment

Assessment is the process for monitoring and evaluating student performance and achievement. Assessment methods include standardized tests and classroom-based measures such as observations, projects, interviews, portfolios, quizzes, etc. Assessments can be conducted at the individual, classroom, school, district, state, and national levels.

Benchmarks

Benchmarks describe the set of skills and knowledge learners need to develop and achieve in order to master a content standard. Performance standards that describe how well or to what extent learners meet the content standards. (See also Example Performance Indicators.)

BEST / BEST Plus

BEST Plus is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners in the United States. BEST Plus is a combined test of listening and speaking skills. As an oral assessment, BEST Plus provides a short, practical test that meets the accountability needs of programs that report to the National Reporting System (NRS). BEST Plus is intended to assess interpersonal communication using everyday language used in practical situations in the U.S.—at home, at work, and in the community.

Bias

When the content or language of a document reflects a prejudice or stereotype of a particular group, it may be considered “biased.” Potential biases may hinder learning and can be found in references to age, gender, race/ethnicity, culture, disability, socioeconomic status, community (rural, urban, or suburban), and/or language.

Competency-Based/Life Skills Approach

A competency-based approach focuses on the functional use of reading, writing, mathematics, and speaking skills in adult contexts. Competency-based or survival curricula offer a list of competencies in topic areas such as consumerism, health, or employment.

Learners identify important competencies and then develop the basic reading, math, and language skills they need to complete a real-life or functional task.

Comprehensive Adult Student Assessment System (CASAS)

CASAS is a widely used system for adult education that includes life-skill competencies, standardized assessments, curriculum and training resources, and instruments for program evaluation. CASAS assessments can be used with both native and non-native speakers of English to measure basic skills in reading, writing, math, listening, and speaking within functional contexts. See <http://casas.org/casasnewweb/index.cfm> (accessed December 2007).

Congruence

Congruence occurs when a content standard coincides exactly with the document(s) with which it must align.

Content Area

A content area is a subject or discipline such as reading, mathematics, science, or English language acquisition.

Content Standards

Content standards describe what learners should know and be able to do within a specific content area.

Contradiction

Contradiction occurs when a content standard is inconsistent with or in opposition to the document(s) with which it must align.

Curriculum

Curricula provide detailed outlines of the knowledge and skills for different instructional levels (e.g., a scope and sequence) and serve as a road map for teachers in planning lessons. Curricula often provide suggestions for teaching techniques, learning activities, textbooks, and materials.

Curriculum Framework

Frameworks are broad outlines of the knowledge and skills that programs use in developing local curricula. Frameworks can guide the development of curriculum but do not specify how to teach.

English as a Second Language (ESL)

ESL programs focus on teaching English language and literacy skills to non-native speakers of English. Other commonly used terms include English for Speakers of Other Languages (ESOL), English Language Acquisition (ELA), and English Language Learners (ELL).

Environmental Scan

An environmental scan is a process for obtaining information, thoughts, and opinions from a wide range of people and programs. It includes literature reviews, formal or informal surveys, focus groups and individual interviews, and reviews of data and documents in the field. The information gathered can help inform decision making and determine project activities.

Evaluation

Evaluation involves reviewing, comparing, and judging the quality of work based on established criteria. Summative evaluation is usually done at specified “end points” through formal and often standardized measures. In contrast, formative evaluation is an ongoing process that assesses understanding and skills through a variety of both formal and informal assessment strategies.

Example Performance Indicators

Indicators are measurable behaviors that reflect the skills and knowledge learners need to develop and achieve in order to master a content standard. (See also Benchmarks.)

Field Test

Field tests are small-scale trials to assess how effectively new products, initiatives, materials, or approaches can be used in a real context. Data collected from the programs that participate in field tests can be used to inform revisions and implementation procedures.

Focus Groups

Focus groups are structured interviews with 8-12 individuals in which a facilitator guides discussion around a set topic. Focus groups allow the facilitator to ask probing questions to gain an understanding of the participants' reactions, opinions, and suggestions.

General Educational Development (GED) test

The GED test measures a learner's knowledge and academic skills in reading, mathematics, science, social studies, and writing. A certificate is given to learners who attain a passing score on the GED test. A GED is recognized in some states and by some employers as a high school credential.

Literacy Information and Communication System (LINCS)

The Adult Education Content Standards Warehouse is an online repository of adult education content standards documents in English language acquisition, mathematics, and reading.

Users can research and retrieve documents by a specific sponsor or author, or they can explore specific content within any given standards. The warehouse is funded by the U.S. Department of Education and can be accessed at <https://lincs.ed.gov/>.

Mathematics Fluency

Procedural fluency is a critical component of mathematical proficiency. Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another. To develop procedural fluency, students need experience in integrating concepts and procedures and building on familiar procedures as they create their own informal strategies and procedures. Students need opportunities to justify both informal strategies and commonly used procedures mathematically, to support and justify their choices of appropriate procedures, and to strengthen their understanding and skills through distributed practice. <http://www.nctm.org/Standards-and-Positions/Position-Statements/Procedural-Fluency-in-Mathematics/>.

National Reporting System (NRS)

The NRS is an outcomes-based accountability system for state-administered, federally-funded adult education programs. The NRS was designed to meet accountability requirements for adult education programs required by Title II of the Workforce Investment Act. See <http://www.nrsweb.org>.

Outcomes

Outcomes are measures of achievement that result from participation in adult education. Within adult education, the NRS outcomes include measures of (a) educational gain in literacy skills; (b) entry into employment, postsecondary education, and training; and (c) high school completion. Adult education programs often track secondary outcomes such as participating in children's education, voting, and obtaining a driver's license.

Participatory Approach

A participatory approach focuses on the expressed needs and interests of learners. Participatory approaches build on learners' prior knowledge and often use problem-posing techniques to construct meaning generated from texts and situations that adults encounter in life.

Performance Descriptions

Performance descriptions state what students should know and the ways they can demonstrate their knowledge and skills.

Performance-Based Assessment

Performance-based assessments are real-life or simulated tasks that require learners to apply knowledge and skills to demonstrate achievement of the indicators or content standards. Performance-based assessments can be in the form of projects, presentations, tests, or writing tasks.

Program Standards

Program standards describe the design, operation, and management of programs and services rather than individuals' skills and performances. Program standards address a full range of issues related to educational program design and delivery, including administration, staffing, assessment, curriculum development, instruction, professional development, support services, intake, and orientation.

Progress Monitoring

Progress monitoring is the ongoing review and assessment of a learner's knowledge and skills. Continual classroom monitoring allows instructors to identify strategies and materials that will help learners gain the knowledge and skills to meet the content standards and to meet their goals.

Reading Fluency

Fluency is the ability to read a text accurately, quickly, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. <http://www.readingrockets.org/teaching/reading101/fluency> .

Reliability

Reliability refers to the degree to which the results of an assessment are consistent when conducted over time and by different people, or across different tasks that measure the same thing.

Stakeholders

Stakeholders are the people (or groups of people) with a vested interest in a program or project. Adult Education stakeholders include learners, teachers, administrators, school staff, advocacy organizations, community members, higher education institutions, and employers who have a significant interest in public education. Broad stakeholder input is essential for the successful development and implementation of content standards.

Standardized Tests

Standardized tests are formal methods of assessing student performance that use the same content, task-scoring procedures, and reporting procedures for all learners. Standardized tests have empirically determined quantifiable measures of reliability and studies of their validity. Such tests are popular accountability methods because they allow for comparison across states and programs.

Standards Working Group (SWG)

A Standards Working Group provides oversight and leadership throughout the standards-based initiative—planning, developing, reviewing, and implementing the standards. The Standards Working Group is responsible for making recommendations to the state.

Standards-Based Education (SBE)

Standards-based education is a reform effort that defines what is important for learners to know and be able to do (content standards). SBE aligns assessment, curriculum, instruction, and professional development. Additionally, SBE provides a systemic model for educational improvement.

TABE / TABE CLAS-E

TABE CLAS–E is an integrated system of assessments, instructional guidance, and staff development materials designed to assess the reading, writing, listening, and speaking skills of adult English language learners' English language proficiency and aid in transitioning learners into mainstream education programs or career paths.

Teachers of English to Speakers of Other Languages, Inc. (TESOL)

Teachers of English to Speakers of Other Languages, Inc., is a professional organization for teachers of English to non-native English language learners. TESOL has developed a set of national standards for Pre-K–12 settings. See <http://www.tesol.org>.

Validity

Validity refers to the extent to which a measure reflects the underlying concept of what it is supposed to measure. Effective assessments must demonstrate their validity through empirical studies that involve comparing their measures with a related measure derived from another source (e.g., another assessment, expert judgment).

Work Readiness Standards and Benchmarks

The Work Readiness Standards and Benchmarks represent the skills and levels needed to succeed in the workplace. ACT Work Readiness Standards and Benchmarks are precise descriptions of the knowledge and combination of skills that individuals need to be minimally qualified for a target occupation and are determined by the level of skills profiled for a national representative sample of jobs in a given occupation. While work readiness standards establish the mix of skills and range of levels reported by employers (i.e., minimum and maximum) for specific occupations, work readiness benchmarks are considered to be a target skill level (i.e., median) that an individual should aim for in order to be considered work ready for that occupation. <https://www.act.org/research/policymakers/pdf/Work-Readiness-Standards-and-Benchmarks.pdf>.

Appendix D – References

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Appendix E – In-Depth Description of the Development Process

Process Framework

The Texas Workforce Commission (TWC) through a contract with Texas State University (TxState) assembled a subject matter expert working group to inform the statewide initiative to update the Texas Adult Education Content Standards and Benchmarks (TAECBS). This Standards Working Group (SWG) first met in March 2016. The products and responsibilities of the project staff from TxState and the SWG and the were specified in the contract between TWC and TxState, including a detailed description of the Scope of Work and Informing Documents that should be considered in meeting The Charge for the project,

...to update the Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition (ELA) levels of the Texas Adult Education Content Standards and Benchmarks (TAECBS) and align them with the Texas College & Career Readiness Standards (TCCRS), the Texas Certification of High School Equivalency and the Texas Success Initiative Assessment (TSIA).

The development process mirrored the methodology used by the federal work group for the development of the federal College and Career Readiness Standards for Adult Education. Although Texas mirrored the methodology used to develop the federal standards, Texas-specific resources replaced federal informing documents. Where the federal standards began with the federal College and Career Readiness Standards (CCRS), these Texas Standards began with the Texas College and Career Readiness Standards (TCCRS). Where the federal standards used the Common Core State Standards for the Benchmarks, the Texas Standards use a combination of the TCCRS and the Texas Essential Knowledge and Skills (TEKS) to derive the TAECBS.

A primary goal was to establish an evidence-based process and to provide the SWG and project staff with appropriate information to inform decisions related to the TAECBS. To support the SWG and project staff in anchoring their decisions in evidence, TWC identified specific guiding documents inclusive of relevant federal guidance, guidance from other states, and research and assessment information, including, but not limited to,

1. the Texas College and Career Readiness Standards (TCCRS),
2. the Texas Certificate of High School Equivalency,
3. the Texas Success Initiative Assessment (TSIA),
4. the National Reporting Systems (NRS) guideline descriptors,
5. recommendations from the content standards expert contracted by the Texas Education Agency (TEA),
6. the federal College and Career Readiness Standards for Adult Education,
7. the State of Texas Assessments of Academic Readiness (STAAR) performance standards,

8. work readiness skills or criteria recognized by the Board or private sectors employers,
9. Teachers of English to Speakers of Other Languages (TESOL) standards for Adult Education programs, and
10. the Comprehensive Adult Student Assessment Systems (CASAS) standards.

Resources listed above were categorized into two groups, providing two crosswalks for each content area: (a) Informing Documents (1-5); and (b) Other Documents (6-10). The selected resources were gathered and presented to group members to assist in building foundational knowledge about the development of content standards. This did not preclude group members from reviewing other resources and building their own knowledgebase. Project staff identified additional guiding documents that are included in the references section of this document.

Another priority was to make sure that a cross section of Subject Matter Experts (SMEs) reviewed the draft TAECSB to ensure the feedback was representative of a broad base of Adult Education practitioners. The project team identified several people they believed would have interest and expertise in the area of college and career readiness in English Language Arts and Literacy (ELAL), Mathematics, and English Language Acquisition (ELA). Project staff received feedback from 13 SMEs, most of whom were also active Adult Education classroom teachers. This team became the Informal Team of Practitioners (ITP). Similar to the composition of the SWG, the ITP included representatives from: (a) Adult Education (e.g., program directors and instructors); (b) higher education (e.g., developmental education specialists, faculty who teach first-year courses, and others with expertise in college readiness); and (c) career/technical training (e.g., employers/industry representatives involved in training, career/technical trainers, and teachers).

A third priority was to introduce a series of checks and balances by establishing an ongoing feedback process and conducting a series of online validation surveys. Project staff members facilitated the feedback and validation process, which included multiple rounds of review and revision by both the SWG and the ITP.

Timeline of Deliberations

Planning, developing, reviewing, and implementing standards is a complex process that occurs over time. According to *A Process Guide for Establishing State Adult Education Content Standards*—a publication provided by the US Department of Education to guide states in the development of Adult Education content standards—the standards development process should be expected to take approximately 2-3 years (Seufert et al., 2005, pp. C23-C24).

The first full meeting in March 2016 began with an orientation to the role and responsibilities of the Standards Working Group (SWG), as well as to understand the State's standards initiative. Discussion topics included the State's perspective on the standards, establishing a common set of definitions and a common language, establishing norms for working together, determining frequency and methods of communication, and reviewing the change process as it relates to the standards development. SWG members used a Nominal Group Technique (Delbecq & VandeVen,

1971, and Vedros, 1979) to identify areas they considered to be either relevant and important to Adult Education or not essential to Adult Education. SWG members were asked to make professional judgments regarding the knowledge and skills they believed were necessary to include in any standards for Adult Education. The SWG agreed upon three primary areas that the standards should address: English Language Arts and Literacy (thus merging reading and writing), Mathematics, and English Language Acquisition. Notes from this meeting were summarized and sent to the members of the SWG who were asked to confirm their agreement with the accuracy of the identified key content and skills. The Informal Team of Practitioners (ITP) was not involved in this process as their role was to confirm and provide validation to the decisions made by the SWG, not to drive the process.

During March and April 2016, an environmental scan of existing materials and publications authored by stakeholder groups (e.g., job postings, national standards, and publications from higher education admissions offices) allowed project staff to gather information without requiring a commitment of time from the SWG and the ITP. Project staff and consulting SMEs reviewed research on the following: (a) standards-based education, (b) the content areas, and (c) existing federal and state-level Adult Education content standards. The review of the research on standards-based education helped to provide an understanding of the potential effect that content standards will have on other systems in Adult Education, such as curriculum, instruction, assessment, professional development, and local program accountability. The review of content area standards assisted in identifying and narrowing the key components and skills for each of the knowledge and skills sets—English Language Arts and Literacy, Mathematics, and English Language Acquisition. The review of existing federal and state-level Adult Education content standards assisted in determining how best to use existing standards to inform the Texas standards. The reference section at the end of this book includes a list of the documents used during each step of the environmental scan.

Following the environmental scan, to assist SWG and ITP members, and to expedite the development process within the shortened timeline, content experts and project staff made initial judgments about the process and content that should guide the development of content standards. They chose as primary source documents the Texas College and Career Readiness Standards (TCCRS) and the Texas Essential Knowledge and Skills (TEKS); as previously mentioned, this decision mirrored the methodology employed in the development of the federal College and Career Readiness Standards for Adult Education (Seufert et al., 2005). For more specific information, see the section on *Applicability of the Texas College and Career Readiness Standards and the Texas Essential Knowledge and Skills*, in which the use of the TCCRS and the TEKS is explained.

In May 2016, the SWG members began reviewing the draft Texas Adult Education Content Standards and Benchmarks (TAECBS) and providing written feedback via participation in a digital validation survey. For each Standard and its supporting Benchmarks, the SWG members were asked to apply four criteria in order to make a professional judgment: (a) Content Match, (b)

Accuracy, (c) Equity, and (d) Relevance. Descriptions of these criteria are available in the appendices of this document. SWG members were asked to apply these criteria and to determine if each standard and benchmark was “valid as is” or “not valid.” If the reviewer felt that the standard or benchmark was “not valid,” they were asked to suggest revisions to the statement that could be addressed in subsequent drafts of the TAECBS. The SWG could also provide general comments and feedback not specific to any individual standard or benchmark.

Drafts of the three identified Content Areas—English Language Arts and Literacy (ELAL), Mathematics, and English Language Acquisition (ELA)— were produced by content experts and then submitted to the SWG and the ITP for two rounds of review and validation in order to develop three progressive drafts of the standards and benchmarks for each of the three Content Areas. Following Round 1 and Round 2 reviews, consulting SMEs reviewed the revisions to ensure that the draft TAECBS continued to reflect current research and practice. The third draft for each Content Area was then reviewed by a national expert on standards development who suggested editorial revisions to strengthen the language and structure of TAECBS. This expert did not make revisions that would change the intent of the SWG.

The feedback provided by the SWG was essential to the development of each of the three progressive drafts of the TAECBS. The national standards expert and project staff reviewed and addressed all relevant changes in the documents after each round of SWG and IPT review. Following are samples of the feedback provided by SWG members:

Statement #1: These are well written and the process to review them has been very well organized. I still have a small concern over the amount of content in the mathematics Standards, but since I do not understand fully the amount of time a student has to complete all of these concepts I do not feel I have the knowledge to recommend something different.

Statement #2: The Financial Literacy area includes valuable tools students need to thrive in postsecondary education, work-place environment, and everyday life. Standards are easy to read and understand, but more examples are needed; would be advantageous to include examples like the ones added to English.

Statement #3: It is unrealistic and unnecessary for basic or ESL students who exit the program to work or trade-skills classes to be able to read, describe, analyze, and evaluate information from texts from a variety of cultures, historical periods, myths, and classical literature. Suggest reading more practical day-to-day texts as an initial point.

Additional feedback was also sought from the ITP, who were asked to review the SWG’s decisions and apply the perspective of an Adult Education classroom teacher to the draft TAECBS. Following are a sample of the statements provided by ITP members:

Statement #1: The revised content standards and benchmarks for English Language Arts is explained clearly and leaves less room for interpretation of what is actually required for

the students to know. The examples that are provided give a clear picture of what is required of the student compared to the previous benchmark that was vague and lacked explanations. The adult learner will be more prepared to meet the college level in reading and writing. The instructor has a clearer picture of what is required of them when planning their class lessons.

Statement #2: The content, knowledge and skills contained in the Standard and this supporting Benchmark is relevant to adult learners. This benchmark will help students put the pieces together and understand the relevance for learning skills that can be applied to real life situations.

June 2016 was dedicated to reviewing and responding to the feedback provided by the SWG and the ITP via the validation process. When conflicting suggestions were made by different SWG or ITP members with regard to adding, revising, or deleting specific content, project staff solicited further review and feedback from content expert consultants whose expertise informed final decisions. Feedback from these content expert consultants was gathered using a Delphi Method (Delbecq, VandeVen, & Gustafson, 1975).

The draft TAECBSB included in this document were identified and refined into their current version over a period of three months of review and deliberations. The draft TAECBSB will undergo a 30-day period of public comment. Any feedback received during the public comment period will be used to further refine the TAECBSB and to produce the final version.

Content Validation Process

Each Content Area was put through a structured content validation process in which two rounds of review were conducted with the Standards Working Group (SWG) and the Informal Team of Practitioners (ITP). The content validation review provided a structured methodology by which the SWG and ITG members provided feedback on the content standards and benchmarks. The information included below provides a summary overview of the directions provided to the group members and an example of a validation form. A final review of the Texas Adult Education Content Standards and Benchmarks (TAECBSB) was conducted by consulting subject matter experts from which the final draft was constructed. The validation surveys were conducted using the online tool, Survey Monkey.

Content validation methods focus on content relevance and representation (Stelly & Goldstein, 2007, p. 256). Content relevance is the extent to which the knowledge and skills are relevant to the target domain. Representativeness refers to the extent to which the knowledge and skills are proportional to the facets of the domain. Content relevance and representativeness are commonly assessed using subject matter expert ratings.

Summary Overview of Draft Standards Review, Feedback and Validation Criteria

The following criteria should be considered when reviewing the Draft Standards.

1. Content Match

- Is the content addressed by the Standards and the supporting Benchmarks appropriate for inclusion in the TAECBS?
- Is the content within each Standard and the supporting Benchmarks appropriate for adult students to work toward as an exit level performance level?
- Do the Standards and the supporting Benchmarks reflect appropriate exit level expectations for adult learners?
- Are the Benchmarks appropriate to show an adult students' ability to meet the Standard?
- Is the content, knowledge or skill addressed by the Standard and the supporting Benchmarks relevant to adult learners?

2. Accuracy

The content contained in the Standards must be accurate. This applies also to terminology and grammar. Each Standard must present clearly defined content, knowledge or skill expectations. Benchmarks should be concise and a true representation of the types of things that students should be able to do when they have reached the exit level standard. The physical representation of the Standards and any additional graphics should be accurate and easy to understand.

- Does the Standard clearly state the required content knowledge or skill/task?
- Are clear expectations stated within the Standard and the supporting Benchmarks?
- Is the terminology used accurate and appropriate?
- Are the Standards and supporting Benchmarks grammatically correct?
- Are the Standards and supporting Benchmarks clear in meaning?
- Is the physical presentation clear, accurate, and easy to understand?

3. Equity

The language and content included in the Standards and the supporting Benchmarks must be free of potential stereotypes and should not disadvantage, offend, or be advantageous to any individual based upon race, ethnicity, gender, religion, age, nationality, or disability. The Standards and the supporting Benchmarks should be fair and equitable to all learners.

Content - Are the Standards and the supporting Benchmarks free of content that could disadvantage, or be advantageous to an individual based upon race, ethnicity, gender, religion, age, nationality, or disability? Economic, cultural, or geographic background?

Language - Are the Standards and the supporting Benchmarks free of language that disadvantages or is advantageous to an individual based upon race, ethnicity, gender, religion, age, nationality, or disability? Economic, cultural, or geographic background?

Offense - Are the Standards and the supporting Benchmarks presented in such a way as to not offend an individual based upon race, ethnicity, gender, religion, age, nationality, or disability? Economic, cultural, or geographic background?

Stereotypes - Are the Standards and the supporting Benchmarks void of language or content that may represent a stereotypical view of an individual or group based upon race, ethnicity, gender, religion, age, nationality, or disability? Economic, cultural, or geographic background?

Fairness - Are the Standards and supporting Benchmarks fair to all individuals regardless of race, ethnicity, gender, religion, age, nationality, or disability? Economic, cultural, or geographic background?

4. **Relevance**

- Do the Standards and the supporting Benchmarks require tasks and state expectations that are appropriate exit level expectations for adult learners?
- Do the Standards and the supporting Benchmarks measure content, knowledge and skills that an adult learner who is exiting adult education services should know or be able to do?
- Is the content, knowledge and skills contained in the Standards and the supporting Benchmarks relevant to adult learners?

Sample TAECBS Draft Standards Review, Feedback and Validation Form

This form should be used to record your individual, professional judgments on and comments related to the draft Standards. This validation form and the accompanying alignment chart represent the first Standard and supporting Benchmarks that have been drafted for the first Content Area.

Value judgments based upon personal criteria are not being solicited. All judgments must be made by applying the four criteria established in the **Draft Standards Review, Feedback and Validation Criteria (see above for a full description of each)**. The judgments you make should be based upon:

1. **Content Match**
2. **Accuracy**
3. **Equity**
4. **Relevance**

This form should be used to record your individual, professional judgments on and comments related to the draft Standards. This validation form represents the Standard and supporting Benchmarks that have been drafted for the Content Area.

"Valid as is"

- You may feel that the Standard and/or supporting Benchmarks are valid as originally written.
- "Valid as is" (with revisions) - You may also decide that some would be valid with revision that you suggest in the Comments section for each Content Standard or Benchmark. For these Standards or Benchmarks, you will enter a judgment of "valid as is".

"Not valid"

- You may also feel that some Standards or Benchmarks are not valid as written and you are not sure as to how to revise them. For these Standards, you will enter a judgment of "not valid".
- For each Standard that you determine is "not valid" either as written or with suggested revision, please indicate the reason(s) why you believe it is "not valid". Any comments you wish to make or explanations of your judgments should be recorded in this form.

Content Area: [Description of Content Area]			
	Judgment	Reason	Comments
<u>Content Standard 1:</u> [Insert text]	<input type="radio"/> Valid as is <input type="radio"/> Not Valid	<input type="radio"/> Content match <input type="radio"/> Accuracy <input type="radio"/> Equity <input type="radio"/> Relevance	
Benchmark 1: [Insert text]	<input type="radio"/> Valid as is <input type="radio"/> Not Valid	<input type="radio"/> Content match <input type="radio"/> Accuracy <input type="radio"/> Equity <input type="radio"/> Relevance	
<u>Content Standard 2:</u> [Insert text]	<input type="radio"/> Valid as is <input type="radio"/> Not Valid	<input type="radio"/> Content match <input type="radio"/> Accuracy <input type="radio"/> Equity <input type="radio"/> Relevance	
Benchmark 1: [Insert text]	<input type="radio"/> Valid as is <input type="radio"/> Not Valid	<input type="radio"/> Content match <input type="radio"/> Accuracy <input type="radio"/> Equity <input type="radio"/> Relevance	

Appendix F – Standards Working Group, Subject Matter Experts, and Project Staff

Standards Working Group

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