TEXAS ADULT EDUCATION & LITERACY CONTENT STANDARDS



Texas Workforce Commission Mission:
To promote and support a workforce system that creates value and offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity.

TEXAS
WORKFORCE SOLUTIONS

Table of Contents

Graphical Overview of the Project 3
Introduction 4
- Why Standards and What Do They Address? 4
- Goals of Standards-Based Education for Adults 4
- Rationale for Elevated Rigor 4
- Standards Defined 4
- Terms Used in this Document 5

The Process of Selecting Standards for Texas Adult Education 6
- Standards Working Group (SWG) 6
- Importance of College and Career Readiness for Adult Students 7
- Building a Framework that Recognizes the Constraints of the Working Adult 8
- Aligning to State-Adopted Content Standards 8

Understanding How to Read the Standards 9
- Organization of the Texas Adult Education Content Standards and Benchmarks 9

Content Areas Overview 11
- Content Area I – English Language Arts and Literacy 11
- Content Area II – Mathematics 11
- Content Area III – English as a Second Language 12

I. English Language Arts and Literacy Content Standards and Benchmarks 15
- English Language Arts and Literacy as a Way of Knowing 15
- Understanding and Using These Standards 15
- Subarea I.1 – Reading Foundations 16
- Subarea I.2 – Reading 16
- Subarea I.3 – Writing 18
- Subarea I.4 – Oral and Written Conventions 19
- Subarea I.5 – Research 19
- Subarea I.6 – Listening and Speaking 20

II. Mathematics Content Standards and Benchmarks 23
- Mathematics as a Way of Knowing 23
- Understanding and Using These Standards 23
- Mathematical Process Skills 24
- Subarea II.1 – Numerical Representations and Relationships 25
- Subarea II.2 – Computations 26
- Subarea II.3 – Geometry 27
- Subarea II.4 – Measurement including Geometry 27
- Subarea II.5 – Algebraic Relationships 28
- Subarea II.6 – Non-linear equations, functions, and inequalities. 30
- Subarea II.7 – Data Analysis 31
- Subarea II.8 – Financial Literacy 31

III. English as a Second Language Content Standards and Benchmarks 35
- English as a Second Language as a Way of Knowing 35
- Understanding and Using These Standards 35

Subarea III.1 – Listening Skills 37
Subarea III.2 – Speaking Skills 40
Subarea III.3 – Reading Skills 42
Subarea III.4 – Writing Skills 45
References 49
Appendix A – Educational Functioning Level Descriptors for
Adult Basic Education, National Reporting System, 2016 53
Reading 53
Writing 59
Speaking and Listening 62
Language 65
The Mathematical Practices 68
Number Sense and Operations 71
Algebraic Thinking 73
Geometry and Measurement 77
Data Analysis 79
Appendix B: English Language Proficiency Standards for Adult Education and
ELP Standard Level 1-5 Descriptors 81
ELP Standard 1 83
ELP Standard 2 84
ELP Standard 3 85
ELP Standard 4 86
ELP Standard 5 87
ELP Standard 6 88
ELP Standard 7 89
ELP Standard 8 90
ELP Standard 9 91
ELP Standard 10 92
Appendix C – Glossary and List of Acronyms 93
Appendix D – In-Depth Description of the Development Process 103
Process Framework 103
Timeline of Deliberations 104
Content Validation Process 106
Summary Overview of Draft Standards Review, Feedback and Validation Criteria 106
Sample Content Standards Draft Standards Review, Feedback and Validation Form 107
Appendix E – Standards Working Group, Subject Matter Experts, and Project Staff 109
Standards Working Group 109
Informal Team of Practitioners 110
Consulting Subject Matter Experts 110
Texas Workforce Commission Staff 110
Texas State University Project Staff 111

Graphical Overview of the Project



This graphical overview of the project represents how the content area standards share connections and commonalities. The College and Career Ready standard, in the center of the overview is represented by themes that relate to all content areas: Mathematics, English Language Arts, Literacy, and English Language Acquisition.

The primary content area standards are in saturated colors to designate their emphasis and the lighter shades represent the supporting standards that correspond with each primary content area standard.

Introduction

Why Standards and What Do They Address?

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.

Goals of Standards-Based Education for Adults

The revision of the Texas AEL Content Standards, originally released in 2008 as 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.[1]

Rationale for Elevated Rigor

The newly revised Texas AEL Content Standards are ambitious. At the direction of the Standards Working Group and the Texas Workforce Commission, the Content 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. The English as a Second Language (ESL) standards have expanded from a focus on basic personal communication skills to proficiency skills required for participation in academic environments.

Some adult educators may be daunted by these elevated and more demanding standards. Despite these genuine and heartfelt concerns, the trend toward more rigorous standards is unavoidable. Expectations for increased performance have already been set higher with the release of the new National Reporting System (NRS) Performance Level Descriptors (Appendix B) and other widely accepted performance indicators for college and workforce readiness. The Content Standards 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.

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.

Standards Defined

Standards are measures, norms, or models that are used to make in comparative evaluations and establish a baseline for quality, safety, specifications, or effectiveness. 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 standards development process.

[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

Content Standards

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]

Standards are set at exit or mastery level because the standards approximate a demonstration of mastery of content and skills. Standards and the supporting benchmarks offer educators and students a transparent view of what is expected at exit or mastery level and, optimally, a way for all stakeholders to gauge student preparedness for college or job training programs following graduation from high school or high school equivalency. Once standards for a field are established, educators can then develop a curriculum and instructional strategies to build to mastery of the skills and knowledge represented in the standards. Because standards represent the exit level knowledge and skills, they must be in place before the field constructs what will be taught at each level (the curriculum), how the content is taught (instruction), and how mastery of the content and skills will be measured (assessment).

Content Areas

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.

Benchmarks

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.

Terms Used in this Document

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 as a Second Language (ESL). The definitions provided in this section will be used throughout the Texas AEL Content Standards document.

Appendix C also contains some definitions with specific language that align to various TWC policy documents. These definitions are meant to provide guidance for programs charged with implementing AEL grants or projects.

Finally, Appendix C also contains a list of acronyms that are used in the Content Standards document. Most of these are familiar to Texas AEL practitioners, but some readers of the Content Standards document may find this reference useful.

The Process of Selecting Standards for Texas Adult Education

Building on Texas's long commitment to promoting state-level well-articulated and rigorous content standards, the operating purpose of this effort—developing college and career readiness standards in Adult Education and Literacy—is to develop unified standards that link adult education, postsecondary education, and the world of work. This document presents a foundation for building program objectives, developing curricula, selecting instructors, and deploying professional development to support the critical skills and knowledge expected and required for success in college, technical training programs, and employment.

Standards Working Group (SWG)

The Texas Workforce Commission (TWC) in collaboration with Texas State University (TxState) assembled a working group of subject matter experts to inform the statewide initiative to update the Texas AEL Content Standards.

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

The Charge

The work and responsibilities of the SWG and the project staff from TxState were specified in the contract between 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 as a Second Language (ESL) levels of the Texas Adult Education Content Standards & Benchmarks (TAECSB) 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)."

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

The work and responsibilities of the Standards Working Group (SWG) and the project staff from Texas State University were specified in the contract between TWC and Texas State. The SWG provided guidance for TWC and Texas State project staff as they worked to align and revise the 2008 TAECSB with the:

- Texas College & Career Readiness Standards (TCCRS);
- End-of-Course Exams for the State of Texas Assessments of Academic Readiness (STAAR);
- Texas Essential Knowledge and Skills (TEKS);
- Texas Certificate of High School Equivalency (TxCHSE); and
- Texas Success Initiative (TSIA).

Alignment to Other Standards

While the academic standards developed by other states in recent decades reflect broad agreement among experts about what is desirable for students to learn, they have not specifically identified what is essential for students to know to be prepared for the requirements of postsecondary training, or work. In Texas, it was not until the development of the TCCRS and the 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, including English Language Proficiency (ELP) standards for English Languages Learners (ELLs), were selected as the basis for the foundations of this project. The following questions guided the review of the TCCRS and TEKS:

- 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?
- What content in the area of Mathematics is most relevant to preparing adult students for success in postsecondary education, training programs, and the workplace?
- What content in the area of English as a Second Language (ESL) is most relevant to preparing adult students for success in postsecondary education, training programs, and the workplace?
- 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 TWC to update the ABE, ASE, and ESL standards to align with the:

- Texas College and Career Readiness Standards (TCCRS);
- Texas Certificate of High School Equivalency (TxCHSE); and
- Texas Success Initiative Assessment (TSIA).

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

- National Reporting Systems (NRS) guideline descriptors;
- 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.

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 discover that they lack critical knowledge and skills that are used on a regular basis. They recognize the importance of pursuing an occupation within 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 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. The Texas AEL Content Standards focus precisely on this kind of a strong foundation of knowledge and intellectual skills that will serve students heading to college, training programs and to the workforce equally well.

Building a Framework that Recognizes the Constraints of the Working Adult

While adult educators have expressed interest in the TCCRS and the TEKS, they have also questioned the wisdom of accepting college and career readiness standards for use as Adult Education standards. The amount of time most adult learners can dedicate to their learning is a major constraint. 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." (Lesgold & Welch-Ross, 2012, p. 77). Additionally, despite having a wealth of life experiences, adult students enter Adult Education programs with varying degrees of formal academic preparation. Portions of the TCCRS and TEKS content that presume a certain level of prior learning may not be appropriate for Adult Education where 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 working group members have worked to identify a manageable subset of the TCCRS and TEKS standards that are 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., the 2014 GED®, the Test Assessing Secondary Completion (TASC), and the High School Equivalency Test (HiSET).

Aligning to State-Adopted Content Standards

The 2014 Workforce Innovation and Opportunity Act (WIOA) was a major driver in the initiative to revise content standards for adult education. In implementing WIOA, the U.S. Department of Education required each state to align their adult education standards with their state-adopted content standards. Fortunately, Texas had already completed much of the work toward the alignment of standards when WIOA was passed.

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). The State of Texas Assessments of Academic Readiness (STAAR), as well as the 2014 GED®, 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 Texas AEL Content Standards.

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.[2]

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 little no need for remediation. To that end, the Texas AEL Content Standards are exit level standards for ABE and ASE. By elevating the standards for Adult Education in order to align with the TCCRS, the TxCHSE and the TSIA, the intent is to provide the means for reaching students at their individual proficiency 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 Texas AEL Content Standards on the College and Career Readiness Standards (CCRS) for Adult Education, the federal standards for adult education, which are aligned to the Common Core State Standards (CCSS). Texas cannot, by statute, use any standards based on or aligned to the CCSS as the basis for any curriculum or standards. Texas Education Code (TEC) and House Bill 462 prohibit the use of the CCSS.[3]

[2] The TCCRS may be viewed online at: http://www.thecb.state.tx.us/collegereadiness/crs.pdf

[3] The full text of HB 462 is available online at: http://www.legis.state.tx.us/BillLookup/History.aspx?Le gSess=84R&Bill=HB462

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 do to succeed in Adult Basic Education, Adult Secondary Education, and English as a Second Language. The ultimate goal of the Texas AEL Content Standards is to establish a stronger link between adult education, postsecondary education, workforce training and certificate programs, and the workplace. In keeping with the spirit of aligning to the Texas College and Career Readiness Standards, the Texas AEL Content Standards 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 Texas AEL Content Standards.

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

Subarea

Content Standard

Benchmarks

I. Content Area

Content Areas are the 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 bold 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.

Content Areas Overview

The Texas Adult Education Content Standards are organized around three broad Content Areas. These broad Content Areas are: English Language Arts and Literacy (ELAL), Mathematics, and English as a Second Language (ESL). 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

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.1 – Numerical Representations and Relationships

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

Subarea II.2 – Computations

Students compute fluently and make reasonable estimates.

Subarea II.3 – 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.4 – Measurement including Geometry

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.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 – Non-linear Equations, Functions, and Inequalities

Students understand and use patterns and relationships of non-linear functions. They represent and analyze mathematical situations and structures using non-linear equations, functions, and inequalities. Students use mathematical models to represent and understand quantitative relationships.

Subarea II.7 – 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 concepts of probability.

Subarea II.8 – 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 as a Second Language

Subarea III.1 – Listening Skills

English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.

Subarea III.2 – Speaking Skills

The ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language complexity with increasing fluency and accuracy.

Subarea III.3 – Reading Skills

The ELL reads a variety of texts at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.

Subarea III.4 – Writing Skills

The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.

I. English Language Arts and Literacy Content Standards and Benchmarks

I. English Language Arts and Literacy Content Standard and Benchmarks

English Language Arts and Literacy 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. 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, including science and mathematics. 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 the application of 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 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 work group and project staff reviewed research on the skills and content knowledge Adult Education students need to succeed in college and careers. The working group and project staff also examined the Texas College and Career Readiness Standards (TCCRS), the 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 Texas AEL Content Standards 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.

Subarea

Content Standard

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 print is organized, and recognize the conventions for reading and writing.

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

B. Beginning Reading Skills/Phonemic 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 aurally and orally).

C. Beginning Reading Skills/Word Analysis and Phonics Instruction. Understand 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.
2. Use word analysis skills such as phonetic and morphemic analysis.

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

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

E. Fluency. Read a text accurately and with fluency.

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

Subarea I.2 – Reading

A. Vocabulary Development. Apply vocabulary and concepts to use accurately in reading, speaking, and writing.

1. Identify new words and concepts by studying 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, and thesauruses) to confirm the meanings of words.

B. Comprehension of Literary Texts in a Variety of Genres and Presentation Modes. Comprehend a wide range of literary texts (novels, poems, plays, etc.) from different world cultures and historical periods.

1. Analyze themes, structures, and elements of contemporary, traditional, and classical literary texts from various cultures.
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 different 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 Texts: Locate explicit textual information, draw inferences, and analyze and evaluate the varied structural patterns, stylistic elements, and features of literary nonfiction and fiction. Identify supporting evidence from the text to support understanding.

1. Draw and support inferences from texts to summarize what is presented, draw conclusions, and distinguish facts from opinions.
2. Identify explicit and implicit textual information including main ideas, supporting evidence, and author's purpose.
3. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers: 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; and poetic elements, such as sound, imagery, and personification).

D. Comprehension of a Variety of Informational Texts. Describe, analyze, and evaluate diverse informational texts, and identify supporting evidence from the text to support 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, manuals, procedures and other job-related materials, schedules, speeches, memoranda, public documents, and maps).
2. Identify and analyze the purpose and message of informational texts, including pros and cons, author's bias, and alternate points of view when applicable.
3. Analyze informational texts for what they suggest about the historical period and cultural contexts in which they were written.

E. Comprehension of Persuasive Texts. Locate explicit textual information, draw inferences, and analyze and evaluate the information about persuasive texts. Identify supporting evidence from the text to support understanding.

1. Identify and analyze the audience, purpose, and message of a persuasive text.
2. Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions.
3. Analyze the presentation of information in a range of persuasive 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 the 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 a purpose (e.g., propaganda techniques, appeal to a friendly or hostile audience, and effective modes of persuasion).
4. Evaluate the use of print and digital text features, graphics, and informational aides in persuasive texts to determine where to locate information and enhance comprehension and credibility (e.g., guide words; title page; table of contents; index; glossary; headings, subheadings; keywords; and illustrations and photographs).

5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, persuasive structure, format, arguments and evidence, and omissions or ambiguities).

F. Comprehension of Expository Texts. 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 inferences from texts 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. Assess 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 contents; index; glossary; headings, subheadings; keywords; and illustrations and photographs).
5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, expository structure, format, arguments and evidence, and omissions or ambiguities).

Subarea I.3 - Writing

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

1. Use various prewriting strategies such as brainstorming, freewriting, listing, and mapping to generate ideas.
2. Identify and evaluate effective strategies that demonstrate the writer's purpose and audience (e.g., to explain, inform, analyze, entertain, reflect, and persuade).
3. Gather information relevant to the topic and purpose, keeping accurate records of outside sources to avoid plagiarism.
4. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information. Organize material generated and formulate a thesis.
5. Craft multiple drafts and revisions to refine and revise key ideas to support thesis, and to organize for logic and flow using transitions; ensure accuracy of grammar, punctuation, and other conventions; confirm references and accuracy of information, and cite references.
6. Edit writing for proper voice, tense, and sentence structure and mechanics, assuring that it conforms to Standard American English (e.g., use a checklist to guide proofreading; edit for grammar, punctuation, capitalization; use resources to resolve issues of usage).
7. Apply proper writing conventions (e.g., organizational pattern, format, language, and tone) to write personal and business correspondence (e.g., informal letters, memos, job application letters, and resumes); and use available digital and web-based resources, such as publishing software or graphics programs, to produce and publish written work.

Subarea I.4 - Oral and Written Conventions

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

1. Understand and apply the parts of speech in the context of reading, writing, and speaking. Use capitalization conventions in writing (e.g., within divided quotations; historical periods and events, geological eras, and scientific terms).
2. Develop oral and written text (e.g., sentences, paragraphs, and longer works) that demonstrate control of vocabulary, voice, and structure suitable for specific audiences and purposes.
3. Use proper punctuation conventions in writing (e.g., colons, quotation marks, and dashes; apostrophes in contractions and possessives; commas with introductory phrases and dependent clauses; semi colons or a comma in compound sentences; commas in a series; and ellipses to indicate a pause, break, or omission).

B. Print Production. Use basic computer skills.

1. Demonstrate basic computer processing skills, and make efficient use of technology such as spellcheck, font changes, printing, etc.
2. Adapt email style to purpose and audience.
3. Master a range of communication protocols for use in the workplace.

Subarea I.5 – Research

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

1. Formulate research topics and questions from the curriculum, current events, and the workforce (e.g., identify possible topics by brainstorming, listing questions, using idea webs; organize prior knowledge about a topic; develop a course of action; and determine how to locate necessary information).
2. Narrow research topics and develop 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 for addressing a research question.

1. Select information from credible 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, and personal observation).
2. Use source material ethically to avoid plagiarism and note how to properly cite a variety of sources.
3. Systematically record gathered information (e.g., use notes, maps, charts, graphs, tables, and other graphic organizers; paraphrase and summarize information; gather direct quotes; and provide narrative descriptions).
4. Evaluate the validity and reliability of sources (e.g., the motives and perspectives of the author; credibility of the author and sources; date of publication; use of logic, propaganda, bias,andlanguage;

C. 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.
2. 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, and interviews).

1. Listen by critically evaluating content in a wide variety of situations (e.g. lectures, presentations, small group and one-on-one discourse).
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 and recognize verbal and nonverbal cues to ensure one's message is communicated, note cues such as change of pace or words that indicate a new point is about to be made, and 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 in 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 (e.g., delivery, vocabulary, and length) for specific audiences and purposes (e.g., to defend a position, to entertain, to inform, or to persuade).
3. Deliver focused, coherent presentations that convey clear, distinct perspectives and demonstrate rationale.

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

1. Understand and apply knowledge of team dynamics as well as expectations to participate and listen actively and effectively in team discussions and projects, in either academic or workplace settings.
2. Consider arguments and conclusions from one's own perspective and from the perspectives of other team members.
3. Understand and apply rhetorical strategies to construct well-reasoned arguments to explain phenomena, validate conjectures, and support positions.
4. Gather evidence systematically to support arguments, findings, and lines of reasoning as determined 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

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 is 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 Texas Adult Education and Literacy Content Standards for Mathematics address procedural fluency and 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 Content Standards 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 Content Standards 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 contextually. 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 Content Standards 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), Certificate of High School Equivalency, and other relevant standards, assessment programs, and guiding documents. The TCCRS, the Content Standards do not mandate specific mathematics courses, curriculum, or sequences of instruction. The work group, project staff, and consulting subject matter experts also examined the 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 Content Standards 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 Content Standards emphasize the importance of real-world applications for mathematical concepts, skills, and language. The Content Standards 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.

Subarea

Content Standard

Benchmarks

Introduction

A. Integrate the following mathematical processes through all mathematical content.

1. Apply appropriate 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, and 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, and division).
5. Communicate both orally and in writing mathematical concepts and reasoning and their associated implications, using multiple representations (including appropriate symbols, diagrams, charts, graphs, and language).
6. Analyze mathematical relationships to connect and communicate mathematical concepts.
7. Develop, display, explain, and justify mathematical concepts and logical arguments using precise mathematical language in written and oral communication.

Subarea II.1 – Numerical Representations and Relationships

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

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

B. 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 to represent a fraction.
3. Demonstrate an understanding of equivalent fractions by representing a fraction in two ways of a uniform whole using objects or pictorial models such as 2/3 represented as 2/3 and 4/6.
4. Equate fractions and decimals.

Subarea II.2 – Computations

A. Adding and Subtracting Whole Numbers. 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 the application of the principles of place value, the 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. Develop accuracy, efficiency, and flexibility in the use of the mathematical operations (addition, subtraction, and multiplication) with whole numbers, and use this knowledge to solve problems.

1. Add, subtract, and multiply 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 Numbers. 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 whole numbers and decimals for unknown quantities.

D. Performing a Variety of Operations with Rational Numbers.

1. Accurately, efficiently, and fluently add, subtract, multiply, and divide rational numbers using the order of operations to solve problems in a variety of real-world contexts.

E. 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 the order of 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).

F. Build foundations and develop an understanding of addition, subtraction, multiplication, and division of fractions and decimals, and perform these operations accurately, efficiently, and fluently.

1. Recognize that equivalent fractions can have different denominators.
2. Apply understanding of representations of equivalent fractions (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 an understanding of multiplication and division to fractions and decimals.

Subarea II.3 – Geometry

A. Identify, analyze, and use 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 identify, classify, and sort components of two-dimensional shapes and three-dimensional solids, including measurable attributes.
3. Compose and decompose two-dimensional shapes and three-dimensional solids.
4. Construct and use drawings, models, and coordinate representations of plane and space figures in order to solve problems with and without technology.

B. Use right triangle relationships, including the Pythagorean Theorem, to describe relationships.

1. Select and use expressions and equations to represent and solve geometric problems involving rational numbers.
2. Use geometric concepts, including the Pythagorean Theorem, to solve problems.
3. Construct and use drawings, models, and coordinate representations of plane and space figures in order to solve problems with and without technology.

C. 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.4 – Measurement Including Geometry

A. Understand units of measure and utilize measurement tools. (i.e. tape measure).

1. Demonstrate ability to convert between different units of measure, such as English to the metric system.

B. 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 solve real-world problems related to length.
2. Identify area as an attribute that can be measured. List and use appropriate units to solve real-world problems related to area.
3. Identify volume as an attribute that can be measured. List and use appropriate units to solve real-world problems related to volume.
4. Identify weight and mass as an attribute that can be measured. List and use appropriate units to solve real-world problems related to weight/mass.
5. When given the area or perimeter, use the appropriate formulas to calculate the missing side dimensions of triangles, rectangles, and other polygons.
6. Understand units of measure and utilize measurement tools, such as a tape measure.
7. Apply estimation in measuring, and use tools (e.g., rulers, tape measures, real objects, manipulatives, paper and pencil) and technology as appropriate.

C. 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 real-world contexts.
2. Use a variety of representations to build connections between the stated formulas and the direct measurement of perimeter, area, and volume.
3. Solve real-world mathematical problems involving surface area and volume of three-dimensional shapes such as right prisms, pyramids, cylinders, spheres, cones, and composite figures.

D. 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.

E. Measuring Angles and Using Angle Relationships.

1. Measure an angle.
2. Recognize, identify, describe, and reason about intersecting and parallel lines and the associated angles in two dimensions.
3. 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.

F. Use relationships between measures to analyze rates of change.

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

Subarea II.5 – Algebraic Relationships

A. Represent and use algebra to solve problems for the unknown.

1. Identify Properties of Real Numbers for addition, subtraction, multiplication, division, and exponents.
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.
4. Simplify expressions.
5. Solve one-step linear equations using addition, subtraction, multiplication, and division properties of equality including proportions.
6. Solve two and three-step linear equations.
7. Solve linear equations involving fractions and decimals by clearing them from the problem.
8. Solve application problems involving linear equations to include percent, interest, sales and sales tax, distance, and geometrical problems.
9. Solve systems of equations in real-world applications.
10. Solve application problems involving systems of equations.
11. Solve and graph absolute value equations.

B. Linear Inequalities

1. Solve linear inequalities in one variable using the addition, subtraction, multiplication, and division properties.
2. Graph linear inequalities on a number line.

3. Solve and graph compound inequalities on a number line.
4. Use set builder notation and interval notation with linear inequalities.
5. Solve and graph absolute value inequalities.

C. Graphing

1. Select and use expressions and equations to represent and solve problems involving rational numbers.
2. Use properties of addition, subtraction, multiplication and division with radicals.
3. Understand and use a rectangular coordinate system to interpret a graph, plot points, and determine coordinates of points from a graph.
4. Graph linear functions by plotting points, including vertical and horizontal lines.
5. Understand and use x- and y-intercepts to graph a linear function.
6. Identify and calculate the slope of a line from both a graph and given coordinates, including vertical and horizontal functions.
7. Determine if two lines are parallel or perpendicular.
8. Write linear functions with information given for slope and a point on a line.
9. Graph linear inequalities in two dimensions.
10. Graph systems of linear functions.
11. Use linear equations and inequalities to model or solve problems using real-world data.
12. Solve linear functions, with and without technology, and evaluate the reasonableness of their solutions.

D. Use numeric and algebraic methods.

1. Identify functions using sets of ordered pairs, tables, mappings, and graphs, including using the vertical line test.
2. Solve Quadratic equations using the Quadratic Formula.
3. Apply algebraic methods to define, solve, analyze, split into parts, and evaluate equations, relations, and functions, including finding the domain and range.
4. Solve Quadratic equations using the Quadratic Formula.

E. 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, and equations) to solve real- world problems, involving proportional relationships.
4. Use knowledge of both direct and inverse variations to solve real-world problems.
5. Use reasoning to solve real-world problems, including proportions, and percentages (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error).

F. Polynomials and properties of exponents.

1. Use properties of exponents to simplify expressions.
2. Use the properties of addition, subtraction, multiplication, and division to simplify polynomials.
3. Use various representations (e.g., graphs, tables, and equations) to solve real- world problems involving polynomial relationships.

Subarea II.6 – Non-Linear Equations, Functions, And Inequalities.

A. Use Quadratic Functions and Equations.

1. Factor polynomials by identifying the greatest common factor.
2. Factor polynomials, including the use of grouping, trial and error method, difference of squares and sum, and difference of two cubes.
3. Solve quadratic equations, with and without technology, by using the zero- product rule, including applications to model situations, solve problems, and make predictions.

B. Rational Expressions

1. Use properties of addition, subtraction, multiplication, and division to simplify rational expressions.
2. Solve rational equations.
3. Use properties of rational equations to solve real-world problems.
4. Select and justify appropriate symbolic representations to solve problems in varied contexts, including use of geometric formulas for triangles and pyramids as well as the equation of a circle.
5. Write a representative quadratic equation based on a graph or other given attributes.

C. Radicals

1. Apply properties of radicals to simplify radical exponents and expressions.
2. Use properties of addition, subtraction, multiplication, and division with radicals.
3. Solve radical equations involving one radical.
4. Solve radical equations involving more than one radical.
5. Use properties of complex numbers to simplify expressions.

D. Use quadratic and square-root functions, equations, and inequalities.

1. Solve quadratic equations using completing-the-square and square-root property.
2. Solve quadratic equations using the quadratic formula.
3. Apply quadratic and square-root equations and quadratic inequalities to model situations, solve problems, and make predictions.
4. Understand that quadratic and square-root equations and quadratic inequalities can be used to model situations, solve problems, and make predictions.

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

1. Use cubic, cube-root, absolute value, and rational functions, equations, and inequalities to model situations, solve problems, and make predictions.
2. Perform computations and write numerical expressions with cubes and cube roots of non-zero rational numbers.

F. 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 equation—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.

Subarea II.7 – 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, and coordinate planes) 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. Use and understand the meaning of representative and non-representative samples.
3. Understand and use descriptions of center, spread, and shape to summarize and compare data sets.
4. Make predictions and draw inferences using summary statistics.
5. Analyze data sets using graphs and summary statistics.
6. Analyze relationships between paired data using spreadsheets, graphing calculators, or software.

C. Determine and use probability to solve problems.

1. Understand probability in real-world situations.
2. Understand the influence of independence and dependence of events and variables.

Subarea II.8 – Financial Literacy

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

1. Research and analyze college and career opportunities.
2. Understand skills needed for a specific career and income potential of different types of jobs and careers.
3. Understand taxes (e.g., income, sales, property, etc.).
4. Understand fixed and variable expenses and how to develop your personal budget.

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 and working within a budget.
3. Compare and understand the various financial-aid methods available for college and other postsecondary education and training.
4. Develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer, employee, and investor.
5. Understand the role of financial markets/institutions in saving, borrowing, and capital formation.
6. Understand the role of individuals in financial markets as well as banking and credit systems.
7. Calculate and compare simple interest and compound interest as it applies to saving, borrowing, and lines of credit.
8. Navigate and use banking, credit, and financial markets in saving, borrowing, and capital formation.

III. English as a Second Language Content Standards and Benchmarks

III. English as a Second Language Content Standards and Benchmarks

English as a Second Language as a Way of Knowing

As stated by WIOA (sec. 203, 2014), the goal of English as a Second Language 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, 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 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 as a Second Language 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. The structure of the ESL 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, the English as a Second Language content expert, and the project staff reviewed research on the English as a Second Language 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 Standards for Adult Education;
- 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 ESL. 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 ESL. In addition, federal standards for ESL are currently being developed; when available to the public, these should be reviewed prior to subsequent revisions and updates to the Content Standards for English as a Second Language.

In October 2016, the American Institutes of Research (AIR) released a report entitled English Language Proficiency Standards for Adult Education, commissioned by the U.S. Department of Education. This report was specifically intended to support the development of academic content standards for adult education and, specifically, ELLs who are preparing for careers and/or postsecondary education. It will inform the NRS descriptors for ESL that are currently being developed and will, no doubt, substantially drive ESL providers to offer more rigorous academic content in their programs. The ELP Content Standards for Adult Education are summarized in Appendix B of this document.

The ESL SWG examined the ELP Standards for Adult Education to determine if the ELP Standards aligned with ESL Content Standards in this document. As a result, a few additional revisions were incorporated into the ESL Content Standards. The ESL Content 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 standard, these guidelines identify six major levels of proficiency that correspond to the six NRS levels. These are student performance levels (SPLs) and describe the student's language ability upon exit of each level. SPL descriptors are useful in helping students set goals and helping teachers plan instruction.

Subarea

Content Standard

Benchmarks

Subarea III.1 – Listening Skills

English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.

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 (e.g., academic, work, and social) and situations (e.g., conversation, teamwork, meetings, presentation, and interviews).

E. Participate in and comprehend conversations face-to-face or via electronic media.

F. Comprehend questions in order to engage in conversation.

G. Use comprehension strategies such as indicating misunderstanding, repeating and rephrasing, or asking for help as appropriate for the communication context.

H. Exhibit knowledge and appropriate interpretation of cultural conventions in conversation, such as the use of titles, eye contact, registers, and expected responses (schemata).

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 (e.g., 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, or 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 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 texts (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 understand the central idea within spoken conversation or oral presentation, but may require context clues, restatement, or paraphrasing of ideas to fully comprehend the spoken message.

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, brief 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. Listen and respond to spoken language that conveys basic information and contains high-frequency vocabulary.
5. 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, and TV) and other spoken communication.
3. Actively listen and comprehend information and provide a response to a question that requires making inferences from spoken language.
4. Recognize abbreviated phrases, including 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 from an oral presentation.
3. Comprehend extended social interactions (e.g., a person telling an anecdote, or, discussing a social topic).
4. Recognize and respond to routine spoken messages, instructions, or questions (e.g., "Next customer, please!").
5. Identify and respond to descriptions (of people and places), narratives (of past, present, and future events), and argumentative speech, as well as complex factual 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.

8. Use background knowledge and contextual clues to participate in conversations.
9. Can participate in conversations over the telephone or other telecommunication devices.

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 (e.g., news broadcasts, political speeches, and mass media).
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, a presidential speech, or a product of pop culture).
4. When listening to spoken language, summarize and take notes.
5. Make inferences about spoken language, evaluating the 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 a variety of situations and settings using increasingly challenging vocabulary and language complexity with increasing fluency and accuracy.

A. Communicate needs verbally using increasingly complex words and phrases.

B. Give directions to places and instructions for accomplishing specific tasks.

C. Demonstrate an increasing range of English vocabulary appropriate for speaking in informal and formal settings.

D. Produce spoken communications at each proficiency level that demonstrates increasing language complexity.

E. Demonstrate appropriate speaking skills and strategies for persuading and discussing.

F. Demonstrate appropriate speaking skills and strategies for seeking and relaying information.

G. Demonstrate appropriate speaking skills and strategies for expressing feelings and emotions.

H. Demonstrate appropriate speaking skills and strategies for collaborating and solving problems.

I. Construct an oral argument presenting a particular point of view and providing evidence to refute an opposing point of view.

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 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. Within familiar situations ask simple questions and provide answers verbally using key words, phrases, and questions for clarification.
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, or 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," or "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 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 social media).
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 (e.g., ask about personal information such as name, address, and phone number) using wh-questions.
2. Provide descriptions, arguments, and simple inferences when using spoken language.
3. Provide and defend an opinion to support a point of view on familiar topics or situations.
4. Carry on extensive conversations in a 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.

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 situations.
3. Verbally provide a personal opinion, logical argument, or examples about 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 the situation warrants (e.g., use colloquial language when appropriate).
6. Convey the emotional content of a spoken message (e.g., anger, compliment, condolence, or 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 speakers.

1. Present ideas concisely, logically, and persuasively, using grammatically correct spoken language.
2. Give an extended discourse on a topic of special interest (e.g., lectures, speeches, and presentations).
3. Demonstrate expanded vocabulary knowledge by delivering a speech/presentation on a specifictopic.
4. Converse fluently in English with peers and native speakers.
5. Participate in impromptu conversations on a given topic.
6. Orally convey humor, jokes, sarcasm, innuendo, irony, etc., as situations demand.
7. Orally respond to questions and comments by providing suggestions and alternative viewpoints.
8. Orally 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 at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.

A. Implement a variety of reading comprehension strategies (e.g., predicting, inferring, comparing and contrasting) and know when they are appropriate to use.

B. Identify the central ideas or hypothesis and supporting details.

C. Read critically to analyze information and make connections to interpret authors' purpose and viewpoints.

D. Read from a variety of genres for different purposes (e.g., to accomplish a personal or work related task, for academic work, or for pleasure).

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

F. Increase background knowledge, concepts, and skills by reading in diverse texts.

G. Ability to interpret a variety of texts, including visual and quantitative.

H. Use digital resources to locate evidence to answer a question, solve a problem, or support an argument.

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, and 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-alouds, 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 (e.g., 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. Decode 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 a text when asked to answer basic wh-questions (e.g., who, what, where, why, when, and how).
5. Answer literal comprehension questions that are asked verbally (e.g., in discussion) or in writing (e.g., in 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, and 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 (e.g., preview, view, and review) as a tool to comprehend text.
4. Answer literal comprehension questions (e.g., true/false and multiple choice questions) to show understanding of text.
5. Identify information to answer wh-questions (e.g., who, what, where, why, when, and how).
6. Identify main and supporting details of an extended-paragraph or multi- paragraph text on a familiar topic.
7. Scan complex or extended texts (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 ideas 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 texts, 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 or 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 texts (e.g., 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 the text.
5. Interpret the meaning in context of increasingly complex figures of speech and rhetorical devices.
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, making predictions, identifying an author's assumptions and biases, and evaluating the credibility and adequacy of evidence presented).
2. Evaluate print and digital texts 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, or conduct research).
4. Identify and evaluate an author's purpose and arguments and refer to the 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, and writing summaries or abstracts, etc.
7. Paraphrase accurately and summarize information from texts in print or in electronic media.

Subarea III.4 – Writing Skills

The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.

A. Fill out a variety of forms, applications, and contracts for everyday life and work purposes by hand or electronically.

B. Write for a variety of purposes (e.g., reminder lists, notes, email, academic papers and reports, letters or other documents to persuade, complain, or 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., outlines, memos, letters, reports, procedural lists, work-related documents).

E. Use a multi-step process to compose, revise, and edit a variety of texts.

F. Write with logic, organization, and accuracy.

G. Consider context, audience, and purpose (e.g., reader's perspective, cultural influence, social norms, etc.) when writing.

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

I. Integrate graphics or multimedia to support written compositions or oral presentations.

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, and front to back.
2. Write the letters of the English alphabet (upper and lower case).
3. Write words and simple phrases and sentences.
4. Write simple lists of words for specific purposes (e.g., 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 phrases and sentences.

1. Use pronoun 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.
6. Complete everyday functional forms and applications (e.g., job applications, banking forms, rental agreements, and other contracts).
7. Demonstrate expanded vocabulary knowledge, identify different registers for writing and speaking (e.g., the need to adjust 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., addressing an envelope or writing subject lines in an email).
5. Expand vocabulary knowledge and use formal and academic registers (e.g., the need to adjust 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 work-related 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, and after).
4. Understand vocabulary knowledge and show understanding of how idioms, figures of speech, juxtaposed words, and comparisons enrich one's writing.
5. Use words that are appropriate for informal (colloquial or slang) written discourse or 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 (e.g., verbs and nouns, adjectives and 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, and in addition) to make writing more complex.
4. Understand of the writing process (e.g., drafting, editing, and publishing) to create longer compositions, whether in print or digital formats.
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 a variety of purposes (e.g., personal needs, academic assignments, work-related 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, and 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, and logos; and 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, and 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 print or digital reference guides.

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Appendix A – Educational Functioning Level Descriptors for Adult Basic Education, National Reporting System, 2016[4]

Reading

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; 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.	NRS L2; 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.	NRS L3; 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). [2]	NRS L4; 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). [3]	NRS L5; 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). [4]	NRS L6; Reading: 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). [5]

[4]The performance descriptors presented in this document have been excerpted from Appendix E: New Educational Functioning Level Descriptors for Adult Basic Education (pp. E1-E17), *Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, February 2016,* U.S. Department of Education, Office of Career, Technical and Adult Education, Division of Adult Education and Literacy, http://www.nrsweb.org/docs/NRS_Implementation_Guidelines_February2016.pdf .

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/ English Language Arts	Literacy/ English Language Arts	Literacy/ English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Reading: 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.	NRS L2; Reading: 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.	NRS L3; Reading: They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words.	NRS L4; Reading: 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.	NRS L5; Reading: This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts.	NRS L6; Reading: This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level.
NRS L1; Reading: They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight.	NRS L2; Reading: They are able to determine the meaning of words and phrases in level-appropriate complex texts.	NRS L3; Reading: They are able to determine the meaning of words and phrases (e. g. , metaphors and similes) in level- appropriate complex texts.	NRS L4; Reading: Individuals are able to make logical inferences by offering several pieces of textual evidence.	NRS L5; Reading: This includes determining the meaning of symbols and key terms used in a specific scientific or technical context.	NRS L6; Reading: They are able to analyze the cumulative impact of specific word choices on meaning and tone.
NRS L1; Reading: Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression.	NRS L2; Reading: 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.	NRS L3; Reading: 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.	NRS L4; Reading: This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts.	NRS L5; Reading: They are able to analyze the cumulative impact of specific word choices on meaning and tone.	NRS L6; Reading: 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.
NRS L1; Reading: They are able to determine the meaning of words and phrases in texts with clear and explicit context.	NRS L2; Reading: 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.	NRS L3; Reading: They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why.	NRS L4; Reading: They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text.	NRS L5; Reading: Individuals are able to make logical and well-supported inferences about those complex texts.	NRS L6; Reading: They are able to paraphrase texts in simpler but still accurate terms.

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/ English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Reading: 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.	NRS L2; Reading: They are able to compare and contrast the most important points and key details of two texts on the same topic.	NRS L3; Reading: 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.	NRS L4; Reading: 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.	NRS L5; Reading: 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.	NRS L6; Reading: 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.
NRS L1; Reading: 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).	NRS L2; Reading: 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.	NRS L3; Reading: They display this facility with both print and digital media.	NRS L4; Reading: 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.	NRS L5; Reading: They are able to provide an objective summary of a text.	NRS L6; Reading: 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).
NRS L1; Reading: They also are able to use text features, both print and digital, to locate key facts or information.	NRS L2; Reading: 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.	NRS L3; Reading: 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.	NRS L4; Reading: 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.	NRS L5; Reading: 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.	NRS L6; Reading: 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).

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Reading: 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.		NRS L3; Reading: They are able to describe how point of view influences how events are described.	NRS L4; Reading: 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.	NRS L5; Reading: They also are able to follow complex multistep directions or procedures.	NRS L6; Reading: In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources.
		NRS L3; Reading: They are able to analyze multiple accounts of the same event or topic, noting similarities and differences.	NRS L4; Reading: 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.	NRS L5; Reading: Individuals are able to compare the point of view of two or more authors writing about the same or similar topics.	NRS L6; Reading: Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question.
		NRS L3; Reading: They are able to produce valid evidence for their findings and assertions.	NRS L4; Reading: They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.	NRS L5; Reading: They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied.	NRS L6; Reading: 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.

Literacy/ English Language Arts	Literacy/English Language Arts	Literacy/ English Language Arts	Literacy/ English Language Arts	Literacy/English Language Arts	Literacy/ English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
				NRS L5; Reading: They also are able to identify false statements and fallacious reasoning.	
				NRS L5; Reading: 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).	
				NRS L5; Reading: In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts.	
				NRS L5; Reading: 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.	

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
				NRS L5; Reading: 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

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; 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.	NRS L2; 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.	NRS L3; 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.	NRS L4; 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).	NRS L5; 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).	NRS L6; 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).
NRS L1; Writing: This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened.	NRS L2; Writing: They are able to write simple informative texts in which they examine a topic and convey information clearly.	NRS L3; Writing: They link ideas, opinions and reasons with words, phrases, and clauses (e. g., another, specifically, consequently, because).	NRS L4; Writing: 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.	NRS L5; Writing: 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.	NRS L6; Writing: When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence.
NRS L1; Writing: They use simple transition and temporal words to signal event order (e. g. , so, and, because, when, next, finally).	NRS L2; Writing: They also are able to write narratives with details that describe actions, thoughts, and feelings.	NRS L3; Writing: They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others.	NRS L4; Writing: 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.	NRS L5; Writing: 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.	NRS L6; Writing: 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.

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Writing: With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.	NRS L2; Writing: They use transition and temporal words (e. g. , also, another, more, but) to link ideas and signal event order.	NRS L3; Writing: 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.	NRS L4; Writing: Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone.	NRS L5; Writing: 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.	NRS L6; Writing: 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.
	NRS L2; Writing: 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.	NRS L3; Writing: They are able to summarize or paraphrase information from and provide a list of those sources.	NRS L4; Writing: Individuals are able to use specific word choices appropriate for the topic, purpose, and audience.	NRS L5; Writing: Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic.	NRS L6; Writing: They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text.
	NRS L2; Writing: They are able to conduct short research projects and summarize their learning in print.		NRS L4; Writing: They also are able to use technology to produce and publish writing and link to and cite sources.	NRS L5; Writing: They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically.	NRS L6; Writing: Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing.
	NRS L2; Writing: This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.		NRS L4; Writing: They conduct short research projects, drawing on several sources.	NRS L5; Writing: They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems.	NRS L6; Writing: They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically.

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
			NRS L4; Writing: 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.	NRS L5; Writing: This includes the ability to draw evidence from several texts to support an analysis.	NRS L6; Writing: 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.
				NRS L5; Writing: 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.	NRS L6; Writing: This includes the ability to draw evidence from several texts to support an analysis.
					NRS L6; Writing: 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

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/ English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences.	NRS L2; 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.	NRS L3; 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.	NRS L4; 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.	NRS L5; 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.	NRS L6; 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.
NRS L1; Speaking and Listening: This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges.	NRS L2; Speaking and Listening: 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.	NRS L3; Speaking and Listening: 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, and making comments that contribute to and elaborate on the remarks of others.	NRS L4; Speaking and Listening: This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines.	NRS L5; Speaking and Listening: As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines.	NRS L6; Speaking and Listening: 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.
NRS L1; Speaking and Listening: Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation.	NRS L2; Speaking and Listening: Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details.	NRS L3; Speaking and Listening: 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.	NRS L4; Speaking and Listening: 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.	NRS L5; Speaking and Listening: 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.	NRS L6; Speaking and Listening: 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.

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Speaking and Listening: They can discuss what they have heard read aloud and ask and answer questions about it.	NRS L2; Speaking and Listening: They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification.	NRS L3; Speaking and Listening: They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	NRS L4; Speaking and Listening: During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others.	NRS L5; Speaking and Listening: They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others.	NRS L6; Speaking and Listening: 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.
	NRS L2; Speaking and Listening: They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.	NRS L3; Speaking and Listening: They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.	NRS L4; Speaking and Listening: Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence.	NRS L5; Speaking and Listening: 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.	NRS L6; Speaking and Listening: Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone.
			NRS L4; Speaking and Listening: They are able to identify when irrelevant evidence is introduced.	NRS L5; Speaking and Listening: 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.	NRS L6; Speaking and Listening: 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.

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
			NRS L4; Speaking and Listening: Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence.	NRS L5; Speaking and Listening: Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
			NRS L4; Speaking and Listening: Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		

Language

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; 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.	NRS L2; Language: 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.	NRS L3; 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.	NRS L4; 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.	NRS L5; 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.	NRS L6; 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.
NRS L1; Language: When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series.	NRS L2; Language: When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement.	NRS L3; Language: They use prepositions, conjunctions, and interjections properly.	NRS L4; Language: They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood.	NRS L5; Language: This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings.	NRS L6; Language: This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings.
NRS L1; Language: They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically.	NRS L2; Language: They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives.	NRS L3; Language: Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing.	NRS L4; Language: They know how to recognize and correct misplaced and dangling modifiers.	NRS L5; Language: They are able to adapt their speech to a variety of contexts and tasks when indicated.	NRS L6; Language: They are able to adapt their speech to a variety of contexts and tasks when indicated.
NRS L1; Language: In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally.	NRS L2; Language: They also are able to spell words with conventional patterns and suffixes.	NRS L3; Language: They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works.	NRS L4; Language: They are able to adapt their speech to a variety of contexts and tasks when indicated.	NRS L5; Language: Though some errors may be present, meaning of their written and oral communications is clear.	NRS L6; Language: The meaning of their written and oral communications is clear.

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
NRS L1; Language: 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.	NRS L2; Language: They are able to use spelling patterns and generalizations (e. g. , word patterns, ending rules) in writing words.	NRS L3; Language: They are able to correctly use frequently confused words (e. g. , to, too, two; there, their) and spell correctly, consulting references as needed.	NRS L4; Language: 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.	NRS L5; Language: 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.	NRS L6; Language: 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.
NRS L1; Language: 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.	NRS L2; Language: In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences.	NRS L3; Language: 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.	NRS L4; Language: Though errors may be present, the meaning of their written and oral communications is clear.		
	NRS L2; Language: 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.	NRS L3; Language: 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.	NRS L4; Language: 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.		

Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts	Literacy/English Language Arts
NRS L1; Reading:	NRS L2; Reading:	NRS L3; Reading:	NRS L4; Reading:	NRS L5; Reading:	NRS L6 Reading:
	NRS L2; Language: 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).	NRS L3; Language: Individuals are able to interpret figurative language, Including similes and metaphors.			
	NRS L2; Language: They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.	NRS L3; Language: They also are able to recognize and explain the meaning of common idioms, adages, and proverbs.			
		NRS L3; Language: 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).			

The Mathematical Practices

NRS LI; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS LI; The Mathematical Practices:	NRS L2; The Mathematical Practices:	NRS L3; The Mathematical Practices:	NRS L4; The Mathematical Practices:	NRS L5; The Mathematical Practices:	NRS L6; The Mathematical Practices:
NRS LI; 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.	NRS L2; 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.	NRS L3; 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.	NRS L4; 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.	NRS L5; 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.	NRS L6; 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 needed when solving problems.
NRS LI; The Mathematical Practices: They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level.	NRS L2; The Mathematical Practices: They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others.	NRS L3; The Mathematical Practices: 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.	NRS L4; The Mathematical Practices: 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.	NRS L5; The Mathematical Practices: They can reason quantitatively, including using units as a way to solve problems.	NRS L6; The Mathematical Practices: They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one.
NRS LI; The Mathematical Practices: They recognize errors in the work and reasoning of others.	NRS L2; The Mathematical Practices: They strategically select and use the appropriate tools to aid in their work, such as pencil/ paper, measuring devices, manipulatives, and/or calculators.	NRS L3; The Mathematical Practices: 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.	NRS L4; The Mathematical Practices: They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results.	NRS L5; The Mathematical Practices: They are able to defend their findings and critique the reasoning of others.	NRS L6; The Mathematical Practices: 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.

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; The Mathematical Practices:	NRS L2; The Mathematical Practices:	NRS L3; The Mathematical Practices:	NRS L4; The Mathematical Practices:	NRS L5; The Mathematical Practices:	NRS L6; The Mathematical Practices:
NRS L1; The Mathematical Practices: They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives.	NRS L2; The Mathematical Practices: 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.	NRS L3; The Mathematical Practices: They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.	NRS L4; The Mathematical Practices: 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.	NRS L5; The Mathematical Practices: They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results.	NRS L6; The Mathematical Practices: 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.
NRS L1; The Mathematical Practices: They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.			NRS L4; The Mathematical Practices: They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.	NRS L5; The Mathematical Practices: They can create algebraic and geometric models and use them to answer questions and solve problems.	NRS L6; The Mathematical Practices: 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.
NRS L1;				NRS L5; The Mathematical Practices: They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software.	NRS L6; The Mathematical Practices: They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems.
				NRS L5; The Mathematical Practices: 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.	NRS L6; The Mathematical Practices: They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work.

NRS LI; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS LI; The Mathematical Practices:	NRS L2; The Mathematical Practices:	NRS L3; The Mathematical Practices:	NRS L4; The Mathematical Practices:	NRS L5; The Mathematical Practices:	NRS L6; The Mathematical Practices:
					NRS L6; The Mathematical Practices: 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

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Number Sense and Operations:	NRS L2; Number Sense and Operations:	NRS L3; Number Sense and Operations:	NRS L4; Number Sense and Operations:	NRS L5; Number Sense and Operations:	NRS L6; Number Sense and Operations:
NRS L1; 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.	NRS L2; 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.	NRS L3; 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.	NRS L4; 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.	NRS L5; 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.	NRS L6; 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.
NRS L1; Number Sense and Operations: 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.	NRS L2; Number Sense and Operations: They are able to compute fluently with all four operations with whole numbers within 100.	NRS L3; Number Sense and Operations: They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals.	NRS L4; Number Sense and Operations: They can apply the concept of absolute value to find horizontal and vertical distances.	NRS L5; Number Sense and Operations: 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.	
NRS L1; Number Sense and 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.	NRS L2; Number Sense and Operations: 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.	NRS L3; Number Sense and Operations: They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison.	NRS L4; Number Sense and Operations: They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots.	NRS L5; Number Sense and Operations: 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.	

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Number Sense and Operations:	NRS L2; Number Sense and Operations:	NRS L3; Number Sense and Operations:	NRS L4; Number Sense and Operations:	NRS L5; Number Sense and Operations:	NRS L6; Number Sense and Operations:
	NRS L2; Number Sense and Operations: They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns.	NRS L3; Number Sense and Operations: They can add, subtract, multiply and divide with fractions and mixed numbers.	NRS L4; Number Sense and Operations: Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.		
	NRS L2; Number Sense and Operations: They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line.	NRS L3; Number Sense and Operations: They are able to solve multi- step word problems posed with whole numbers and fractions, using the four operations.			
	NRS L2; Number Sense and Operations: 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.	NRS L3; Number Sense and 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

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Algebraic Thinking:	NRS L2; Algebraic Thinking:	NRS L3; Algebraic Thinking:	NRS L4; Algebraic Thinking:	NRS L5; Algebraic Thinking:	NRS L6; Algebraic Thinking:
NRS L1; Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems.	NRS L2; Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers.	NRS L3; 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.	NRS L4; Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations.	NRS L5; 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.	NRS L6; 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.
NRS L1; Algebraic Thinking: They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.	NRS L2; Algebraic Thinking: They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.	NRS L3; Algebraic Thinking: They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems.	NRS L4; Algebraic Thinking: They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems.	NRS L5; Algebraic Thinking: Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.	NRS L6; Algebraic Thinking: They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions.
		NRS L3; Algebraic Thinking: 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.	NRS L4; Algebraic Thinking: They are able to analyze and solve linear equations and pairs of simultaneous linear equations.		NRS L6; Algebraic Thinking: 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.

NRS LI; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Algebraic Thinking:	NRS L2; Algebraic Thinking:	NRS L3; Algebraic Thinking:	NRS L4; Algebraic Thinking:	NRS L5; Algebraic Thinking:	NRS L6; Algebraic Thinking:
		NRS L3; Algebraic Thinking: They can represent and analyze quantitative relationships between dependent and independent variables.	NRS L4; Algebraic Thinking: Individuals at this level are able to define, interpret, and compare linear functions.		NRS L6; Algebraic Thinking: They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them.
					NRS L6; Algebraic Thinking: They can add, subtract, and multiply polynomials that extend beyond quadratics.
					NRS L6; Algebraic Thinking: They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, V = IR, to highlight resistance R.
					NRS L6; Algebraic Thinking: 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.
					NRS L6; Algebraic Thinking: They are able to use these equations/inequalities to solve problems both algebraically and graphically.

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Algebraic Thinking:	NRS L2; Algebraic Thinking:	NRS L3; Algebraic Thinking:	NRS L4; Algebraic Thinking:	NRS L5; Algebraic Thinking:	NRS L6; Algebraic Thinking:
					NRS L6; Algebraic Thinking: 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.
					NRS L6; Algebraic Thinking: 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.
					NRS L6; Algebraic Thinking: 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.
					NRS L6; Algebraic Thinking: They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential).
					NRS L6; Algebraic Thinking: 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.

NRS LI; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Algebraic Thinking:	NRS L2; Algebraic Thinking:	NRS L3; Algebraic Thinking:	NRS L4; Algebraic Thinking:	NRS L5; Algebraic Thinking:	NRS L6; Algebraic Thinking:
					NRS L6; Algebraic Thinking: 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 and Measurement

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Geometry and Measurement:	NRS L2; Geometry and Measurement:	NRS L3; Geometry and Measurement:	NRS L4; Geometry:	NRS L5; Geometry:	NRS L6; Geometry:
NRS L1; 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.	NRS L2; Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes.	NRS L3; 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.	NRS L4; 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.	NRS L5; 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.	NRS L6; 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.
NRS L1; Geometry and Measurement: 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.	NRS L2; Geometry and Measurement: 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.	NRS L3; Geometry and Measurement: They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals.	NRS L4; Geometry: 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.	NRS L5; Geometry: 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.	NRS L6; Geometry: 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).
NRS L1; Geometry and Measurement: 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.	NRS L2; Geometry and Measurement: 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.	NRS L3; Geometry and Measurement: They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms.	NRS L4; Geometry: They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.	NRS L5; Geometry: They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.	

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Geometry and Measurement:	NRS L2; Geometry and Measurement:	NRS L3; Geometry and Measurement:	NRS L4; Geometry:	NRS L5; Geometry:	NRS L6; Geometry:
	NRS L2; Geometry and Measurement: 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.	NRS L3; Geometry and Measurement: 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.			
	NRS L2; Geometry and Measurement: They understand the concept of area and can relate it to addition and multiplication to solve real-world problems.	NRS L3; Geometry and Measurement: 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.			
	NRS L2; Geometry and Measurement: They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.				

Data Analysis

NRS L1; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Data Analysis:	NRS L2; Data Analysis:	NRS L3; Data Analysis and Statistics:	NRS L4; Statistics and Probability:	NRS L5; Statistics and Probability:	NRS L6; Data Analysis and Statistics:
NRS L1; 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.	NRS L2; 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.	NRS L3; 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.	NRS L4; 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.	NRS L5; 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.	NRS L6; 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.
NRS L1; Data Analysis: 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.	NRS L2; Data Analysis: They can solve one- and two-step problems using scaled bar graphs.	NRS L3; Data Analysis and Statistics: They can present data using displays such as dot plots, histograms, and box plots.	NRS L4; Statistics and Probability: They understand and can apply the concept of chance, or probability.	NRS L5; Statistics and Probability: They can develop, use, and evaluate probability models.	NRS L6; Data Analysis and Statistics: They can compare data sets by looking at commonalities and differences in shape, center, and spread.
	NRS L2; Data Analysis: 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.		NRS L4; Statistics and 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).	NRS L5; Statistics and Probability: They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.	NRS L6; Data Analysis and Statistics: They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation.

NRS LI; Mathematics	NRS L2; Mathematics	NRS L3; Mathematics	NRS L4; Mathematics	NRS L5; Mathematics	NRS L6; Mathematics
NRS L1; Data Analysis:	NRS L2; Data Analysis:	NRS L3; Data Analysis and Statistics:	NRS L4; Statistics and Probability:	NRS L5; Statistics and Probability:	NRS L6; Data Analysis and Statistics:
					NRS L6; Data Analysis and Statistics: They interpret one- and two-variable data, including those with linear and non-linear relationships.
					NRS L6; Data Analysis and Statistics: They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data.
					NRS L6; Data Analysis and Statistics: They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Appendix B: English Language Proficiency Standards for Adult Education and ELP Standard Level 1-5 Descriptors[5]

The English Language Proficiency (ELP) Standards or Adult Education, released in October 2016, were produced by the American Institutes of Research under a contract with the U.S. Department of Education, Office of Career, Technical and Adult Education. They are important to Texas adult education practitioners because they will inform the development of curriculum and assessments that will become widely available in the coming months and years.

The ELP Standards for Adult Education and the Texas AEL Content Standards for the ESL Content Area were developed simultaneously in separate projects, using different processes, but they shared a common goal—to ensure that adult learners are adequately prepared for careers and post-secondary education. As a result, both projects developed standards that describe a much higher level of rigor, shifting the focus away from basic interpersonal communication skills and toward skills that are aligned to requirements for academic study or workforce training.

While the organization of the two sets of standards share a similar level of rigor, they differ in the way they are organized. The Texas AEL Content Standards for the ESL Content Area are organized by the domains—Speaking, Listening, Reading and Writing—that are now required by WIOA. They are broken down into six levels, which roughly parallel the educational functioning levels used by National Reporting System. The ELP Standards for Adult Education are organized into ten content-specific practices that an adult learner would need in order to participate in academic coursework or employment. Each standard is further divided into five proficiency levels, ranging from basic to advanced, which more explicitly describe knowledge and skills that would be expected at the completion of each level.

- Standards 1 and Standard 8 focus on receptive skills—reading and listening.
- Standards 3, 4 and 7 focus on productive skills—speaking and writing.
- Standards 2, 5 and 6 are interactive, requiring an integration of receptive and productive skills.
- Standards 9 and 10 focus on the linguistic structures of English—e.g., grammar—that support all of the other skills.

The table below summarizes the 10 standards and their functions.

[5]The Descriptors in this document have been excerpted from English Language Proficiency Standards for Adult Education with Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices (October 2016), pp. 15-30, https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf.

ELP Standards for Adult Education

An ELL can…	Functions of Standards
1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and writing 2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 3. speak and write about level-appropriate complex literacy and informational texts and topics. 4. construct level-appropriate oral and written claims and support them with reasoning and evidence. 5. conduct research and evaluate and communicate findings to answer questions or solve problems. 6. analyze and critique the arguments of others orally and in writing. 7. adapt language choices to purpose, task, and audience when speaking and writing	Standards 1-7 describe the language necessary to ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.
8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	ELP Standards 8 -10 support ELP Standards 1-7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.

The tables which follow show the proficiency level descriptors for each standard.

ELP Standard 1

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.	**By the end of English language proficiency level 1, an ELL can…** use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts.	**By the end of English language proficiency level 2, an ELL can…** use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details.	**By the end of English language proficiency level 3, an ELL can…** use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text.	**By the end of English language proficiency level 4, an ELL can…** use an increasing range of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.	**By the end of English language proficiency level 5, an ELL can…** use wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

ELP Standard 2

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**By the end of English language proficiency level 1, an ELL can…** • actively listen to others • participate in short conversations and written exchanges about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some wh-questions.	**By the end of English language proficiency level 2, an ELL can…** • participate in short conversations, discussion, and written exchanges about familiar topics and texts • present information and ideas • appropriately take turns in interactions with others • respond to simple questions and wh-questions.	**By the end of English language proficiency level 3, an ELL can…** • participate in conversations, discussions, and written exchanges about familiar topics, texts and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding.	**By the end of English language proficiency level 4, an ELL can…** • participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas • clearly support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed.	**By the end of English language proficiency level 5, an ELL can…** use wide range of strategies to: • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

ELP Standard 3

An ELL can...	Level 1	Level 2	Level 3	Level 4	Level 5
speak and write about level-appropriate complex literary and informational texts and topics.	**By the end of English language proficiency level 1, an ELL can...** with support, • communicate information and feelings about familiar texts, topics, and experiences.	**By the end of English language proficiency level 2, an ELL can...** with support, • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.	**By the end of English language proficiency level 3, an ELL can...** with support, • deliver short oral presentations • compose written informational texts • develop a topics with a few details about familiar texts, topics or events.	**By the end of English language proficiency level 4, an ELL can...** • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.	**By the end of English language proficiency level 5, an ELL can...** • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.

ELP Standard 4

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
construct level-appropriate claims and support them with reasoning and evidence.	**By the end of English language proficiency level 1, an ELL can…** • express an opinion about a familiar topic, experience, or event • give a reason for the opinion.	**By the end of English language proficiency level 2, an ELL can…** • construct a claim about familiar topics, experiences, or events • introduce the topic, experience, or event • give a reason to support the claim • provide a concluding statement.	**By the end of English language proficiency level 3, an ELL can…** • construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement.	**By the end of English language proficiency level 4, an ELL can…** • construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement.	**By the end of English language proficiency level 5, an ELL can…** • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented.

ELP Standard 5

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
conduct research and evaluate and communicate findings to answer questions or solve problems.	**By the end of English language proficiency level 1, an ELL can…** with support, • carry out short, shared research projects, • gather information from a few provided print and digital sources • label collected information, experiences, or events • recall information from an experience or from a provided source.	**By the end of English language proficiency level 2, an ELL can…** with support, • carry out short individual or shared research projects • gather information from provided print and digital sources • record information in simple notes • summarize data and information.	**By the end of English language proficiency level 3, an ELL can…** with support, • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics as appropriate • provide a list of sources.	**By the end of English language proficiency level 4, an ELL can…** • carry out both short and more sustained research projects to answer a question • gather information from multiple print and digital sources • evaluate the reliability of each source • use search terms effectively • synthesize information from multiple print and digital sources • integrate information into an organized oral or written report • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.	**By the end of English language proficiency level 5, an ELL can…** • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts. • Include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.

ELP Standard 6

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
analyze and critique the arguments of others orally and in writing.	**By the end of English language proficiency level 1, an ELL can…** with support, • identify a point and author or speaker makes.	**By the end of English language proficiency level 2, an ELL can…** with support, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument.	**By the end of English language proficiency level 3, an ELL can…** with support, • explain the reasons an author or a speaker gives to support a claim • identify one or two reasons an author or a speaker gives to support the main point.	**By the end of English language proficiency level 4, an ELL can…** • analyze the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite textual evidence to support the analysis.	**By the end of English language proficiency level 5, an ELL can…** • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.

ELP Standard 7

An ELL can...	Level 1	Level 2	Level 3	Level 4	Level 5
adapt language choices to purpose, task, and audience when speaking and writing.	**By the end of English language proficiency level 1, an ELL can...** • show emerging awareness of differences between informal and formal language use • recognize the meaning of some words learned through conversations, reading and being read to.	**By the end of English language proficiency level 2, an ELL can...** • show increasing awareness of differences between informal and formal language use • adapt language choices to task and audience with emerging control in various social and academic contexts • begin to use some frequently occurring general academic and content-specific words.	**By the end of English language proficiency level 3, an ELL can...** • adapt language choices and style according t purpose, task, and audience with developing ease in various social and academic contexts • use and increasing number of general academic and content- specific words and expressions in spoken and written texts • show developing control of style and tone in spoken and written texts.	**By the end of English language proficiency level 4, an ELL can...** • adapt language choices and style according to purpose, task, and audience in various social and academic contexts • use a wider range of complex general academic and content- specific words and phrases • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.	**By the end of English language proficiency level 5, an ELL can...** • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content- specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

ELP Standard 8

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
determine the meaning of words and phrases in oral presentations and literary and informational text.	**By the end of English language proficiency level 1, an ELL can…** relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases and formulaic expressions in spoken and written texts about familiar topics, experiences or events.	**By the end of English language proficiency level 2, an ELL can…** using context, questioning a knowledge of morphology in their native language(s) • determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts abut familiar topics, experiences, or events.	**By the end of English language proficiency level 3, an ELL can…** Using context, questioning, and a developing knowledge of English and their native language(s) morphology, • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.	**By the end of English language proficiency level 4, an ELL can…** using context, questioning, and an increasing knowledge of English morphology • determine the meaning of general academic and content- specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts abut a variety of topics, experiences, or events.	**By the end of English language proficiency level 5, an ELL can…** using context questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content- specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

ELP Standard 9

An ELL can...	Level 1	Level 2	Level 3	Level 4	Level 5
create clear and coherent level-appropriate speech and text.	**By the end of English language proficiency level 1, an ELL can...** with support, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences.	**By the end of English language proficiency level 2, an ELL can...** with support, • recount a sequence of events in order • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas.	**By the end of English language proficiency level 3, an ELL can...** with support, • recount a sequence of events with a beginning, middle and end • introduce and develop an informational topic with facts and details • use common transitional words and phrases to connect events, ideas and opinions • provide a conclusion.	**By the end of English language proficiency level 4, an ELL can...** • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure • introduce and develop an informational topic with facts, details, and evidence • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.	**By the end of English language proficiency level 5, an ELL can...** • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details and evidence • use complex and varied transitions to link the major sections of a speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.

ELP Standard 10

An ELL can…	Level 1	Level 2	Level 3	Level 4	Level 5
demonstrate command of the conventions of standard English to communicate level-appropriate speech and writing.	**By the end of English language proficiency level 1, an ELL can…** with support, • recognize and use a small number of frequently occurring noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	**By the end of English language proficiency level 2, an ELL can…** with support, • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	**By the end of English language proficiency level 3, an ELL can…** with support, • use simple phrases • use simple clauses • produce and expand simple, compound, and a few complex sentences.	**By the end of English language proficiency level 4, an ELL can…** • use increasingly complex phrases • use increasingly comply clauses • produce and expand simple, compound, and complex sentences.	**By the end of English language proficiency level 5, an ELL can…** • use complex phrases and clauses • produce and expand simple, compound, and complex sentences.

Appendix C – Glossary and List of Acronyms

Acronyms

2014 GED®	General Equivalency Development test (one of three assessments that serve as a basis for awarding a TxCHSE)
ABE	Adult Basic Education (basic skills development in reading, writing, mathematics and problem solving through an eighth grade proficiency level)
AEFLA	Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act of 2014)
AEL	Adult Education & Literacy
ASE	Adult Secondary Education (instruction for learners with proficiency levels ranging from grades 9 to 12, designed for preparation for a high school credential or for transition to employment, workforce training and/or college)
BEST/BEST Plus	Basic English Skills Test (one of several assessments for ESL approved by NRS)
BICS	Basic Interpersonal Communication Skills (basic communication skills for social situations)
CALP	Cognitive Academic Language Proficiency (listening, speaking, reading, and writing for academic purposes)
CASAS	Comprehensive Adult Student Assessment System (one of several assessments approved by NRS)
CCRS	College and Career Readiness Standards for Adult Education (federal standards based on Common Core)
CCSS	Common Core State Standards
Content Standards	Abbreviated in this document for Texas Adult Education and Literacy Content Standards
DE	Developmental Education
ELAL	English Language Arts and Literary (one of three Content Areas addressed by Content Standards)
ELL	English Language Learner
ELP	English Language Proficiency
EOC	End-of-Course Assessment (component the STAAR for secondary education)
ESL	English as a Second Language (one of three Content Areas addressed by Content Standards)
HiSET	High School Equivalency Test (one of three assessments that serve as a basis for awarding a TxCHSE)
LINCS	Literacy Information and Communication System
NRS	National Reporting System
OCTAE	Office of Career, Technical and Adult Education (agency within the U.S. Department of Education that oversees Adult Education)
SBE	Standards-Based Education
SBOB	State Board of Education
STAAR	State of Texas Assessments for Academic Readiness (assessments used by K-12 in Texas)

SWG	Standards Work Group
TABE	Test of Adult Basic Education (one of several assessments for ABE/ASE approved by NRS)
TABE CLAS E	TABE Complete Language Assessment System - English (one of several assessments for ESL approved by NRS)
TAECSB	Texas Adult Education Content Standards and Benchmarks (an earlier version of Content Standards, released in 2008)
TASC	Texas Assessment of Secondary Completion (one of three assessments that serve as a basis for awarding a TxCHSE)
TCALL	Texas Center for the Advancement of Literacy and Learning
TCCRS	Texas College and Career Readiness Standards
TEA	Texas Education Agency
TEAMS	Texas Educating Adults Management System (official database for Texas AEL data)
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills (Texas K12 Standards)
TESOL	Teachers of English to Speakers of Other Languages
THECB	Texas Higher Education Coordinating Board
TSIA	Texas Success Initiative Assessment (test required for most incoming college freshmen in Texas)
TWC	Texas Workforce Commission
TxCHSE	Texas Certificate of High School Equivalency (issued by TEA to examinees who successfully pass the 2014 GED®, the HiSET or the TASC)
TxState	Abbreviated in this document for Texas State University

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.

BEST Literacy

The BEST Literacy an NRS-approved test that assesses literacy skills for adult participants in reading and writing in authentic situations specifically geared for adult ELLs in the United States.

Texas Adult Education & Literacy Assessment Guide for 2016-2017

BEST Plus 2.0

BEST Plus is an NRS-approved assessment. It 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 basic interpersonal communication using everyday language used in practical situations in the U.S.—at home, at work, and in the community.

Texas Adult Education & Literacy Assessment Guide for 2016-2017

Bias

When the content or language of a document reflects a prejudice or stereotype of a 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.

Cognitive Academic Language Proficiency (CALP)

Cognitive Academic Language Proficiency refers to formal academic language. This includes listening, speaking, reading, and writing about subject area content material. This term is usually is applied to ELLs who are pursuing proficiency levels required for participation in college and career programs.

Career Pathway

A Career Pathway is combination of rigorous and high-quality education, training, and other services that:

- align with the skill needs of industries in the state or regional economy involved;
- prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act or the Fitzgerald Act);
- include counseling to support an individual in achieving the individual's education and career goals;
- include, as appropriate, education offered concurrently with and in the same context as IET Workforce Preparation Activities and Workforce Training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- help an individual enter or advance within a specific occupation or occupational cluster.

Texas Adult Education & Literacy Administrators Guide

College Knowledge

College knowledge refers to the body of knowledge that includes, but is not limited to, the purposes, types, costs, and admissions requirements of colleges as well as the academic and behavioral expectations of the college culture.

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.

Definitions[6]

Academic (or Basic) Skills-Based Approach

An academic skills-based approach focuses on skill development in reading, writing, mathematics, and English as a Second Language. 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 (ABE)

Adult Basic Education refers to activities and instruction for adult learners provided across a continuum, from pre-literacy and basic literacy, through elementary levels, culminating with competencies equivalent to the eighth-grade level. Instruction includes reading, mathematics, communication skills, social studies, physical sciences, health, digital literacy, and career and college readiness competencies. Assessment and performance guidance define ABE into four levels: Level 1 (grade level 0–1.9); Level 2 (grade level 2–3.9); Level 3 (grade level 4–5.9); and Level 4 (grade level 6–8.9).

Texas Adult Education & Literacy Assessment Guide for 2016-2017

Adult Secondary Education (ASE)

Adult Secondary Education refers to activities and instruction for adult learners comparable to the competencies developed in secondary high school and college developmental education. Assessment and performance guidance define ASE into two levels: Level 5 (grade level 9–10.9) and Level 6 (grade level 11–12).

Texas Adult Education & Literacy Assessment Guide for 2016-2017

Adult Education and Literacy (AEL)—The Texas Workforce Commission program that administers grants to provide adults with sufficient basic education to enable them to:

- acquire the basic educational skills necessary for literate functioning;
- participate in job training and retraining programs;
- obtain and retain employment; and
- continue their education to at least the level of completion of secondary school.

Texas Adult Education & Literacy Administrators Guide

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.

Basic Interpersonal Communication Skills (BICS)

Basic Interpersonal Communication Skills (BICS) are language skills needed for ELLs in social situations. It is the day-to-day language needed to interact socially with other people.

Basic Skills Deficient

Basic Skills deficient refers to an adult's inability to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

WIOA

[6] In order to assure that the terminology that informs the Adult Education Content Standards are consistent with standards developed by other states and at the national level, most of the definitions included here are from Pimentel, S. (2013). College and Career Readiness Standards for Adult Education. Some definitions refer to specific language within WIOA or TWC policy documents and are so noted.

Comprehensive Adult Student Assessment System (CASAS)

CASAS is an NRS-approved 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

Congruence

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

Content Area

A content area, also referred to as a domain, is a subject or discipline such as reading, mathematics, science, or English as a Second Language.

Content Standards

Content standards that specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and ESL, including how this content aligns to the occupational and industry skill standards widely used by business and industry in Texas.

Contextualized Instruction

The term contextualized instruction describes a set of teaching, learning and assessment practices that are aimed directly at developing the skills and knowledge that adults need to deal with specific situations or perform specific tasks, including situations and tasks aligned to occupational training.

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.

Digital Literacy

Digital Literacy refers to technology skills that enable users to find, evaluate, organize, create, and communicate information.

Domain

A domain, also referred to as a Content Area, is a subject or discipline such as reading, mathematics, science, or English as a Second Language.

English as a Second Language (ESL)

A program of instruction designed to help eligible ELLs achieve competence in reading, writing, speaking, and comprehending the English language. The ESL program also may include instruction in mathematics. Its design must consider customers' learning experiences, incorporate cultural aspects of customers' backgrounds, lead to attainment of a secondary school diploma or its recognized equivalent, and transition customers to postsecondary education and training or employment.

Texas Adult Education & Literacy Administrators Guide

English Language Acquisition (ELA)

English Language Acquisition is the federal term for activities known as English as a Second Language in Texas.

Texas AEL Administrators Guide

English language learner (ELL)—An eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

WIOA

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.

Expository Text

Expository text is non-fiction text meant to inform, analyze, explain or give additional detail about a topic. Some types of expository text include cause-and-effect writing, literary analysis, compare-and-contrast writing and reports.

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.

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.

Informational Text

Informational text is used by authors to provide readers with information about a specific topic. This type of writing is usually nonfiction. This type of information is found in places like magazines, science or history books, autobiographies and instruction manuals.

Integrated Education and Training (IET)

Integrated Education and Training refers to a range of services designed for a specific occupation or occupational cluster, for the purpose of educational and career advancement, which includes the three IET components: AEL Activities, Workforce Preparation Activities, and Workforce Training. IET programs ensure that participants gain the skills needed to succeed in workforce training by attaining a recognized postsecondary credential, entering or advancing in employment, or advancing in postsecondary education and training.

Literacy Information and Communication System (LINCS)

The Adult Education Content Standards Warehouse is an online repository of adult education content standards documents in English as a Second Language, 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/

Literary Text

A literary text is a piece of written material, such as a book or poem that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs.

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 program. 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.

Persuasive Text

A persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader. A persuasive text can be an argument, exposition, discussion, review or even an advertisement.

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

Recursive Process

A recursive process in writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

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.

Test of Adult Basic Education (TABE)

The TABE® is an NRS-approved test for Adult Basic Education (ABE, grade levels 0–8) and Adult Secondary Education (ASE, grade levels 9–12) participants. The purpose of the TABE® is to assess adult basic skills in Reading, Math, and Language.

Texas Adult Education & Literacy Assessment Guide for 2016-2017

TABE Complete Language Assessment System-English (TABE CLAS-E)

TABE CLAS–E is an NRS-approved 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.

Texas Adult Education & Literacy Assessment Guide for 2016-2017

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

Workforce Preparation Activities

Workforce Preparation Activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, Digital Literacy skills, and self-management skills, including competencies in the following:

- Using resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education, training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

Texas Adult Education & Literacy Administrators Guide

Workforce Training

Workforce Training means the following:

1. Occupational skills training, including training for nontraditional employment;
2. On-the-job training;
3. Incumbent worker training;
4. Programs that combine workplace training with related instruction, which may include cooperative education programs;
5. Training programs operated by the private sector;
6. Skills upgrading and retraining;
7. Entrepreneurial training;
8. Job readiness training provided in combination with services described in 1 through 7;

9. AEL Activities, including activities of English as a Second Language and IET programs, provided concurrently or in combination with services described in 1 through 7; and
10. Customized training designed to meet the specific requirements of an employer or group of employers, conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Appendix D – 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 and Literacy (AEL) Content Standards (Content Standards). This Standards Working Group first met in March 2016. The products and responsibilities of the project staff from TxState 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 as a Second Language (ESL) levels of the Texas Adult Education Content Standards and Benchmarks (Content Standards) 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 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 Content Standards. A primary goal was to establish an evidence-based process and to provide the and project staff with appropriate information to inform decisions related to the Content Standards. To support the 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 (TxCHSE),
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 College and Career Readiness Standards for Adult Education (CCRS),
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 Content Standards 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 college and career readiness in English Language Arts and Literacy (ELAL), Mathematics, and English as a Second Language (ESL). 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 work group, 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 work group 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, 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. Work group 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. Work group 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 work group agreed upon three primary areas that the standards should address: English Language Arts and Literacy (thus merging reading and writing), Mathematics, and English as a Second Language. Notes from this meeting were summarized and sent to the members of the work group 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 work group, 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 work group 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 as a Second Language. 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 work group 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 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 work group members began reviewing the Content Standards draft and providing written feedback via participation in a digital validation survey. For each Standard and its supporting Benchmarks, the work group 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. The work group 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 Content Standards. The work group 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 as a Second Language (ESL)— were produced by content experts and then submitted to the work group and the ITP for two rounds of review and validation 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 Content Standards 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 Content Standards. This expert did not make revisions that would change the intent of the work group.

The feedback provided by the work group was essential to the development of each of the three progressive drafts of the Content Standards. The national standards expert and project staff reviewed and addressed all relevant changes in the documents after each round of work group and IPT review. Following are samples of the feedback provided by work group 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 work group's decisions and apply the perspective of an Adult Education classroom teacher to the draft Content Standards. Following are a sample of the statements provided by ITP members:

Statement #1: The revised content standards and benchmarks for English Language Arts and Literacy 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 work group and the ITP via the validation process. When conflicting suggestions were made by different work group or ITP members for 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 Content Standards included in this document were identified and refined into their current version over a period of three months of review and deliberations. The draft Content Standards underwent a 52-day period of public comment from July 15, 2016 through September 5, 2016. Project staff scheduled 5 face- to-face public comment sessions over a 2-week period in early August in the following cities: San Marcos, TX, at the Literacy Texas Conference, San Antonio, TX, Midland, TX, Fort Worth, TX, and Houston, TX. Feedback received during the public comment period was used to further refine the draft Content Standards.

A final meeting of the work group was held October 7, 2016 in San Antonio, TX. The purpose of this meeting was to provide working group members with an additional opportunity to closely examine and provide feedback on the draft content standards and benchmarks. The work group members were directed to prepare for the meeting and were mailed bound copies of the following documents:

1. The draft Texas Adult Education Content Standards and Benchmarks,
2. The Example Performance Indicators document, and
3. Guiding Prompts for CONTENT STANDARDS Review, with Tips for submitting effective feedback.

Workgroup members were directed to utilize weeks prior to the final meeting to thoroughly review the draft content standards and benchmarks for their area of expertise using the guiding prompts and to bring responses in writing to the meeting on October 7th. The guiding prompts were as follows.

1. Logical Development of ELAL/Mathematics/ESL concepts:
   If necessary, note any inconsistencies in the logical development of ELAL, mathematics, and ESL concepts.

2. Vocabulary and Terminology:
   If necessary, note any incorrect, inconsistent, or confusing vocabulary and terminology contained in the document.

3. Rigor:
   If the level of rigor for exit standards is inappropriate for the ELA, mathematics, or ESL standards, indicate which standard and how it might be revised to an appropriate level and include a rationale for the revision.

4. Clarity of Benchmarks:
   If necessary, offer recommendations for making the language in the benchmarks clearer or more specific.

5. Reflection of Current Research:
   If necessary, provide specific recommendations for what should be added or deleted, including citations for the research on which the recommendations are based.

6. Alignment to the Texas College and Career Readiness Standards:
   Provide recommendations for revisions that will help align the standards more appropriately to the TCCRS.

If you have suggestions not addressed in your responses above for ways in which the ELAL/ Mathematics/ESL Standards and Benchmarks can be improved, please use the space below to write those recommendations.

A series of conference calls were held the week prior to the October 2016 meeting with the work group content area sub groups (ELAL, Math and ESL) to provide an advance opportunity for the members to discuss their reviews of the draft Content Standards. The calls were facilitated by staff from the Texas Workforce Commission and participants were directed to bring specific comments and recommendations in writing to the October 7th meeting.

Content Validation Process

Each Content Area was put though a structured content validation process in which two rounds of review were conducted with the Standards Working Group and the Informal Team of Practitioners (ITP). The content validation review provided a structured methodology by which the work group 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 Content Standards was conducted by consulting subject matter experts from which the version 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 Content Standards?
- 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 a ccurate 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 Content Standards 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]			
	Judgement	**Reason**	**Comments**
Content Standard 1: [Insert text]	o Valid as is o Not Valid	o Content match o Accuracy o Equity o Relevance	
Benchmark 1: [Insert text]	o Valid as is o Not Valid	o Content match o Accuracy o Equity o Relevance	
Content Standard 2: [Insert text]	o Valid as is o Not Valid	o Content match o Accuracy o Equity o Relevance	
Benchmark 1: [Insert text]	o Valid as is o Not Valid	o Content match o Accuracy o Equity o Relevance	

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

Standards Working Group

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