College and Career Readiness Standards for Tutors

What does college and career readiness mean?

From Educational Policy and Improvement Center, http://www.epiconline.org/Issues/college-career-readiness/definition.dot

"College and career readiness refers to the content knowledge, skills and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental coursework."

Examples of skills and knowledge needed include:

- Proficiency in reading a wide range of materials
- Fluent writing in several modes
- Quantitative literacy through algebra and including geometry combined with the ability to understand and interpret data

Many of the skills and knowledge needed are addressed in the CCRS and the skills needed for success in college and careers often overlap.

Overview of Standards

The College and Career Readiness Standards (CCRS) are a subset of the Common Core State Standards (CCSS). The CCSS were developed for kindergarten through twelfth grade and are anchored by empirical evidence of what employers and educators truly need from prospective employees and students. Educational standards relevant to adult learners working to achieve college and career readiness were pulled from the CCSS and labeled the College and Career Readiness Standards.

Need for Standards in Adult Education

There is a large discrepancy (approximately four grade levels) between the level of materials being used in high school and those being used in college classes. College materials are written at a much higher level than materials used in high school. Adult education needs to better prepare adult learners for the reality of the workforce and postsecondary education. In order to do so, instruction needs to align with the CCRS and teach the skills identified in the standards.

The standards-based education movement in adult ed has resulted in (or is working toward)

- Clearer expectations for students
- Improved curriculum and instruction ~ provide focus and direction for instruction that will lead to preparation for college and career
- Creating PD for instructional staff

Using the Standards in Tutoring Sessions

Whether a tutor is just beginning to work with an adult learner or they are an existing pair, the tutor has background information on the educational levels of the learner. Using the personal and educational information, along with observations and informal assessments, tutors can begin to identify educational needs of the learner. Once a need (or needs) is identified, it can be linked to a College and Career Readiness Standard. After a standard has been identified, it provides a great reference point for other skills that will most likely be applicable to the learner.

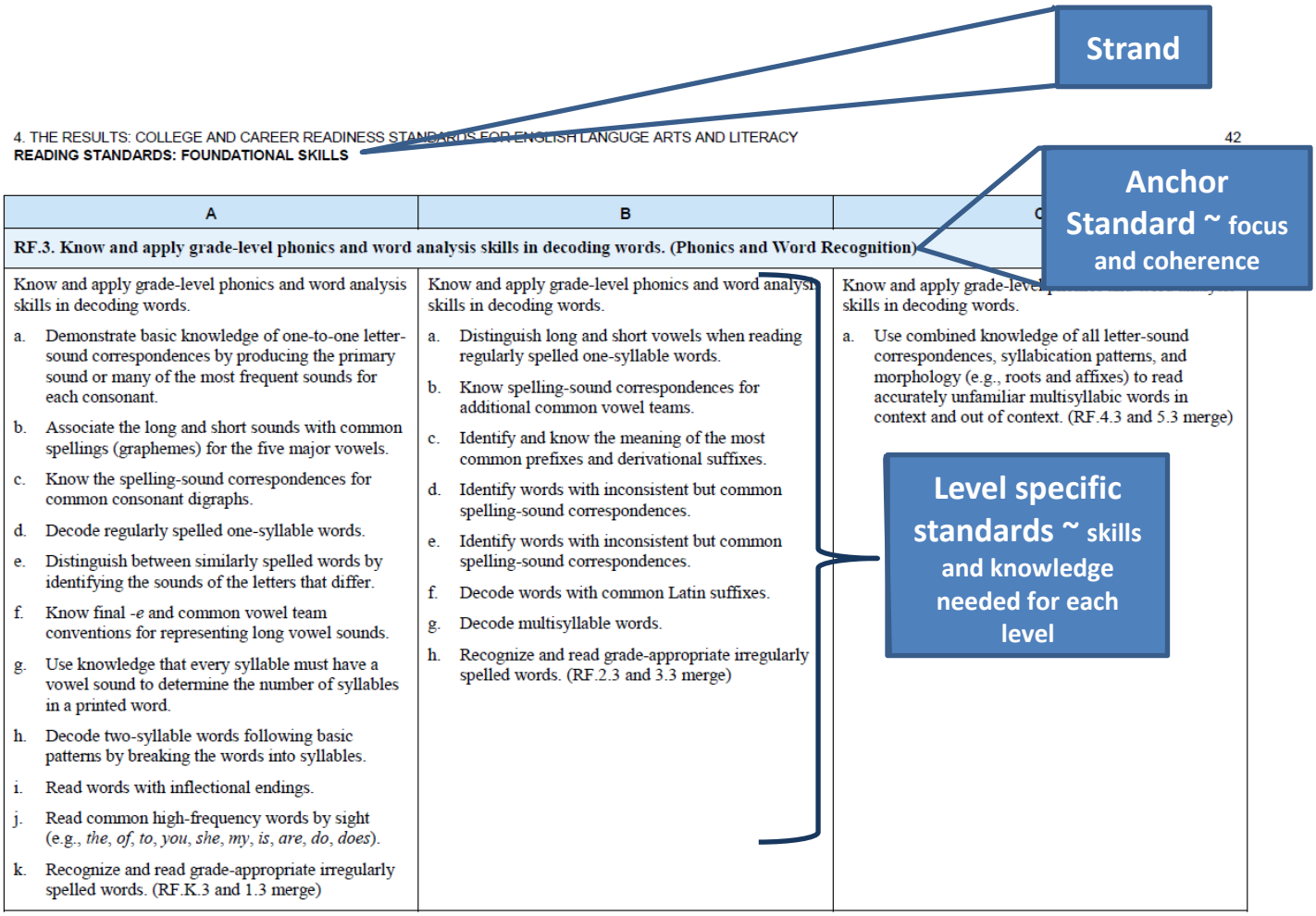
It is important to recognize that the standards are not a curriculum nor do standards in a level represent an order in which they are to be taught. The standards are a framework to be used to strengthen adult education programs with respect to college and career readiness.

Standard Level Equivalencies

CCRS Level	Grade Level	Adult Education Level
A	K – 1	Beginning Adult Basic Education Literacy
B	2 – 3	Beginning Basic Education
C	4 – 5, 6	Low Intermediate Basic Education
D	6, 7 – 8	High Intermediate Basic Education
E	9 - 12	Low Adult Secondary and High Adult Secondary Education

Format of Standards ~ English Language Arts (ELA)

ELA standards are broken down by strands and then anchor standards then level specific standards.



Strands in ELA

- Reading Standards ~ 10 anchor standards
  - Reading: Foundational Skills K-5 ~ 3 anchor standards
- Writing Standards ~ 9 anchor standards
- Speaking and Listening Standards ~ 6 anchor standards
- Language ~ 6 anchor standards

Format of Standards ~ Math Practices

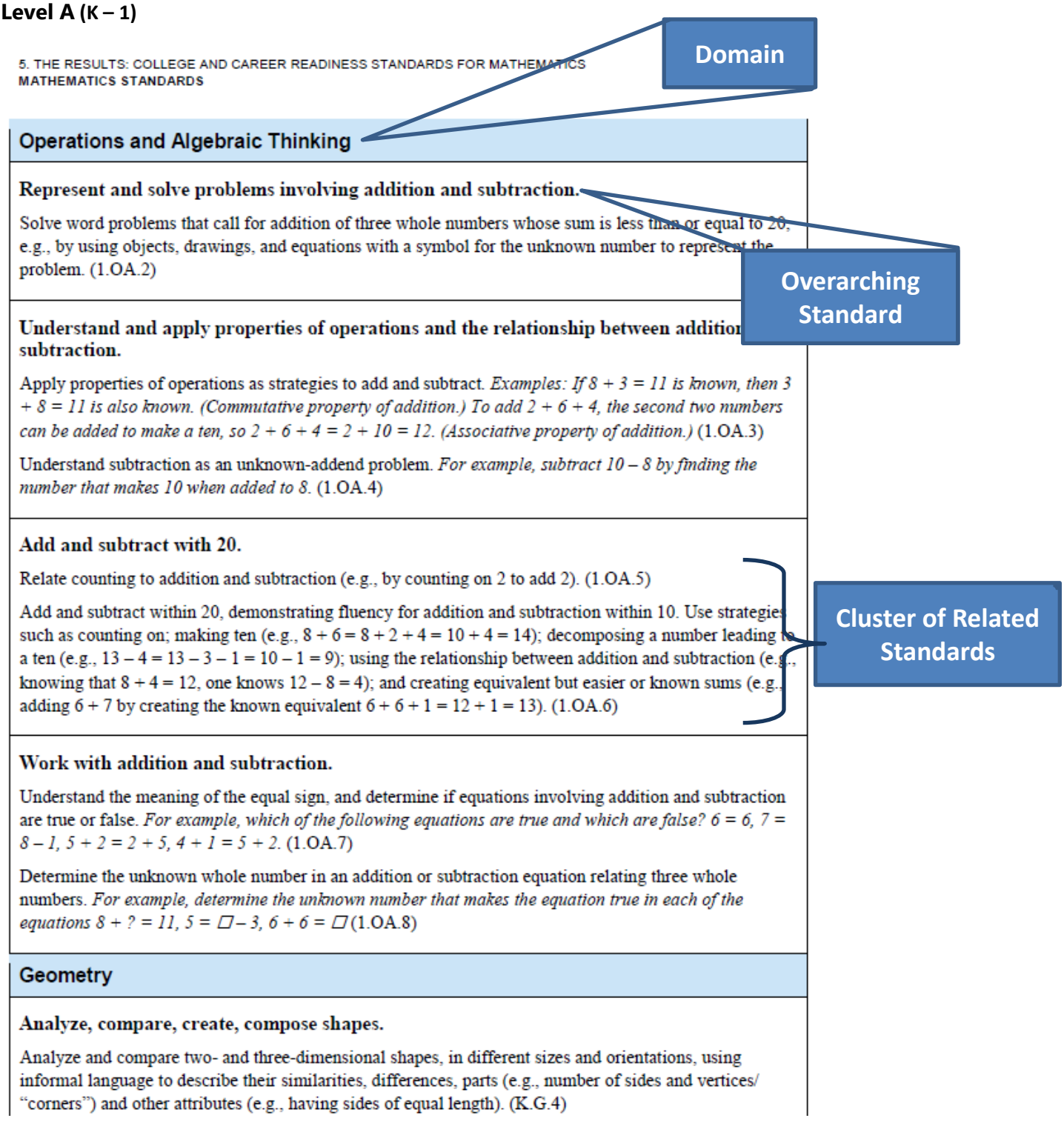
"The Standards for Mathematical Practice (the Practices) ... describe habits of mind that mathematics educators at all levels of learning should seek to develop in their students. ... The Practices define ways students are to engage with the subject matter as they grow in mathematical maturity and expertise across levels." p. 46

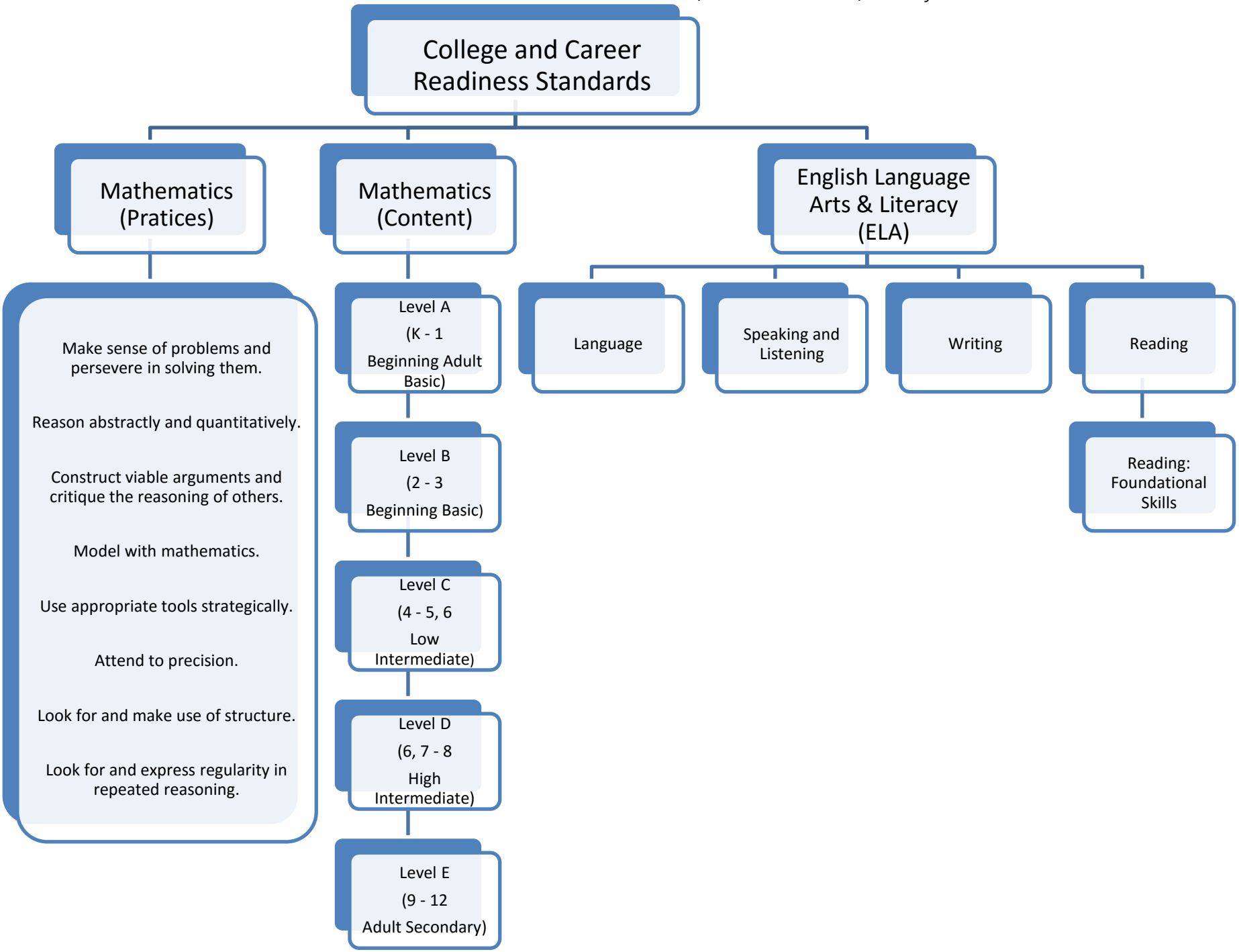
Standards for Mathematical Practice
Make sense of problems and persevere in solving them. (MP.1)
Reason abstractly and quantitatively. (MP.2)
Construct viable arguments and critique the reasoning of others. (MP.3)
Model with mathematics. (MP.4)
Use appropriate tools strategically. (MP.5)
Attend to precision. (MP.6)
Look for and make use of structure. (MP.7)
Look for and express regularity in repeated reasoning. (MP.8)

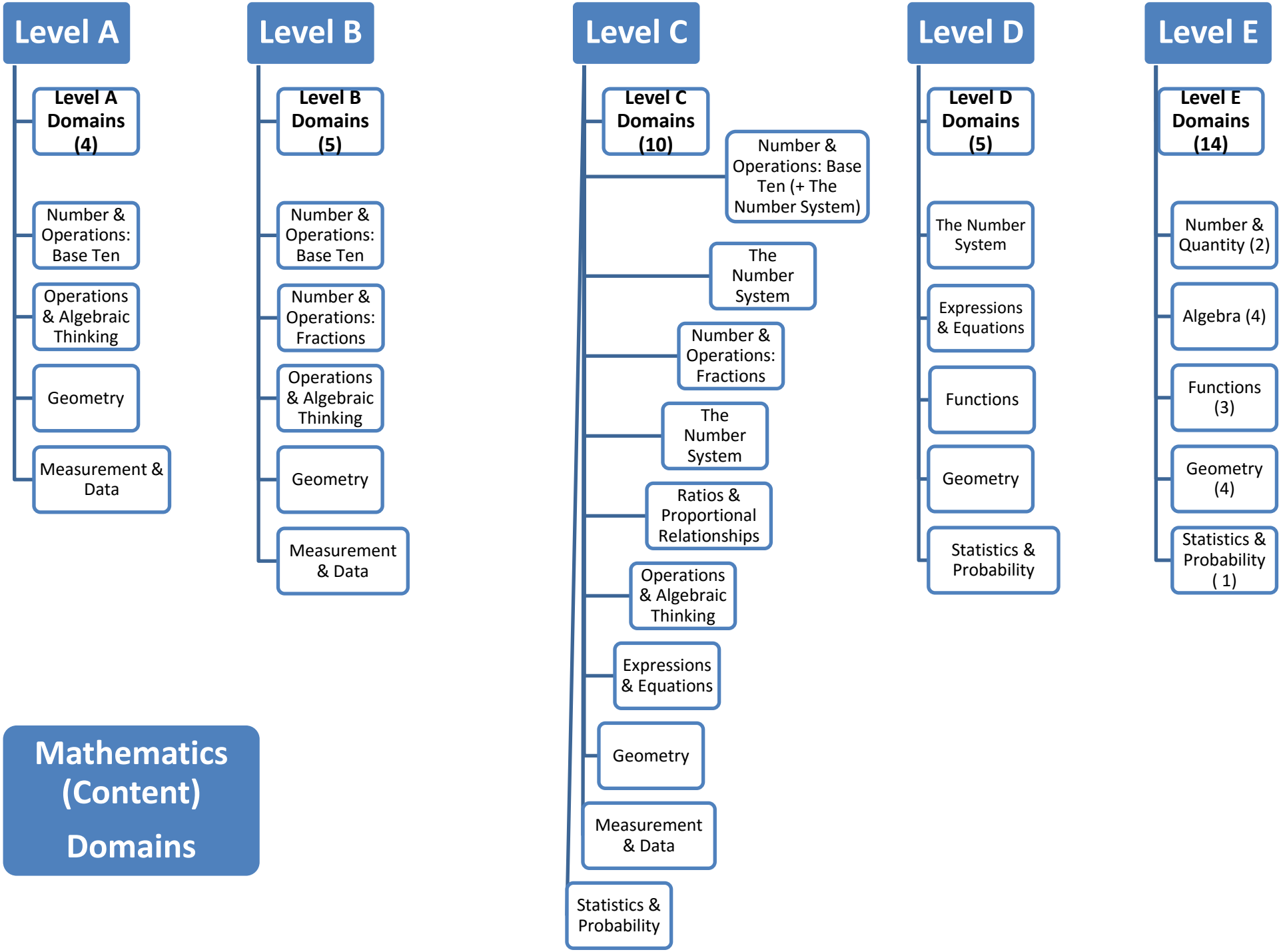
Format of Standards ~ Math Content

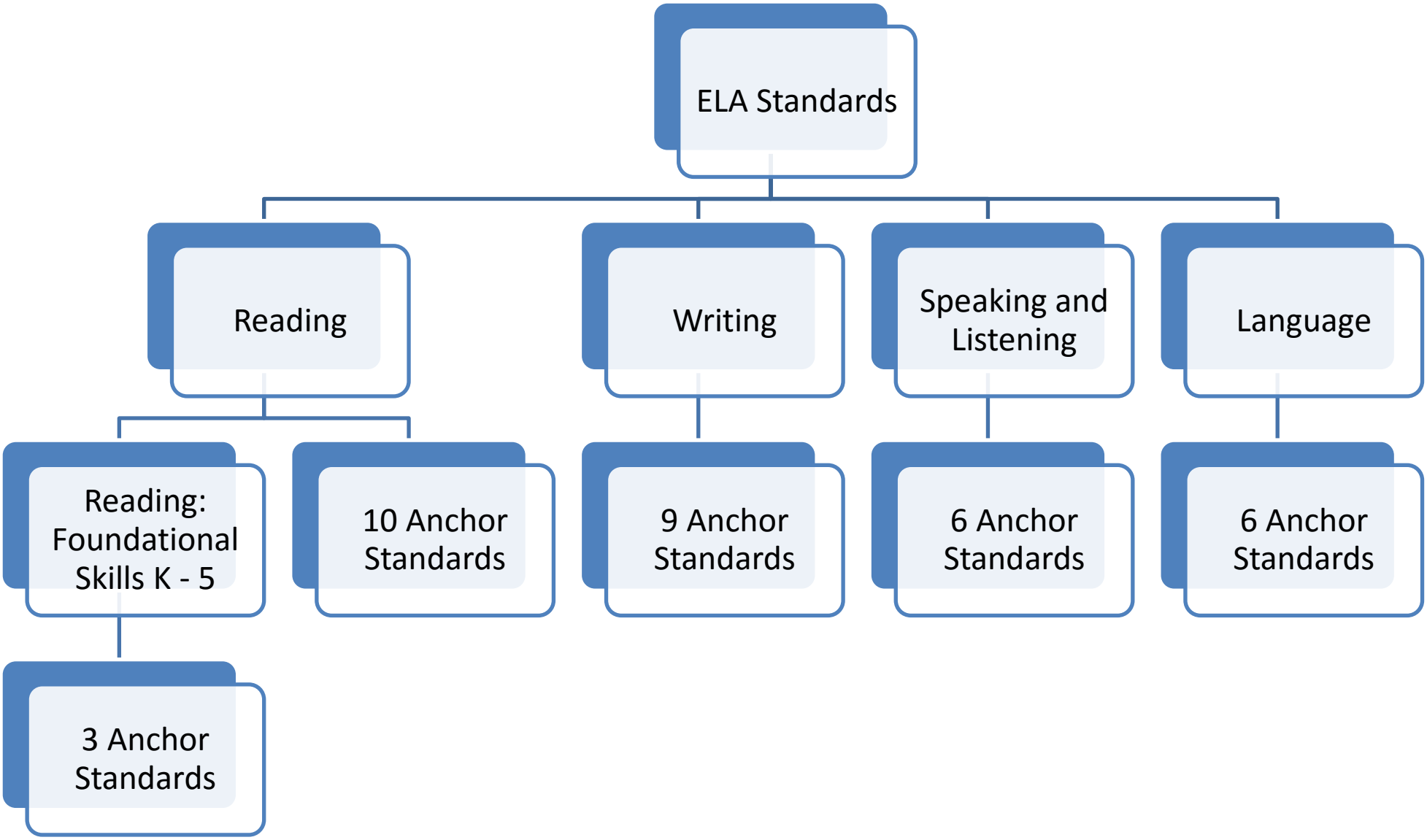
Math content standards are broken down by levels, domains, overarching standards then clusters of related standards.

Level A (K – 1)




College and Career Readiness Standards
Mathematics (Pratices)
Mathematics (Content)
English Language Arts & Literacy (ELA)
Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.
Level A (K - 1 Beginning Adult Basic)
Level B (2 - 3 Beginning Basic)
Level C (4 - 5, 6 Low Intermediate)
Level D (6, 7 - 8 High Intermediate)
Level E (9 - 12 Adult Secondary)
Language
Speaking and Listening
Writing
Reading
Reading: Foundational Skills

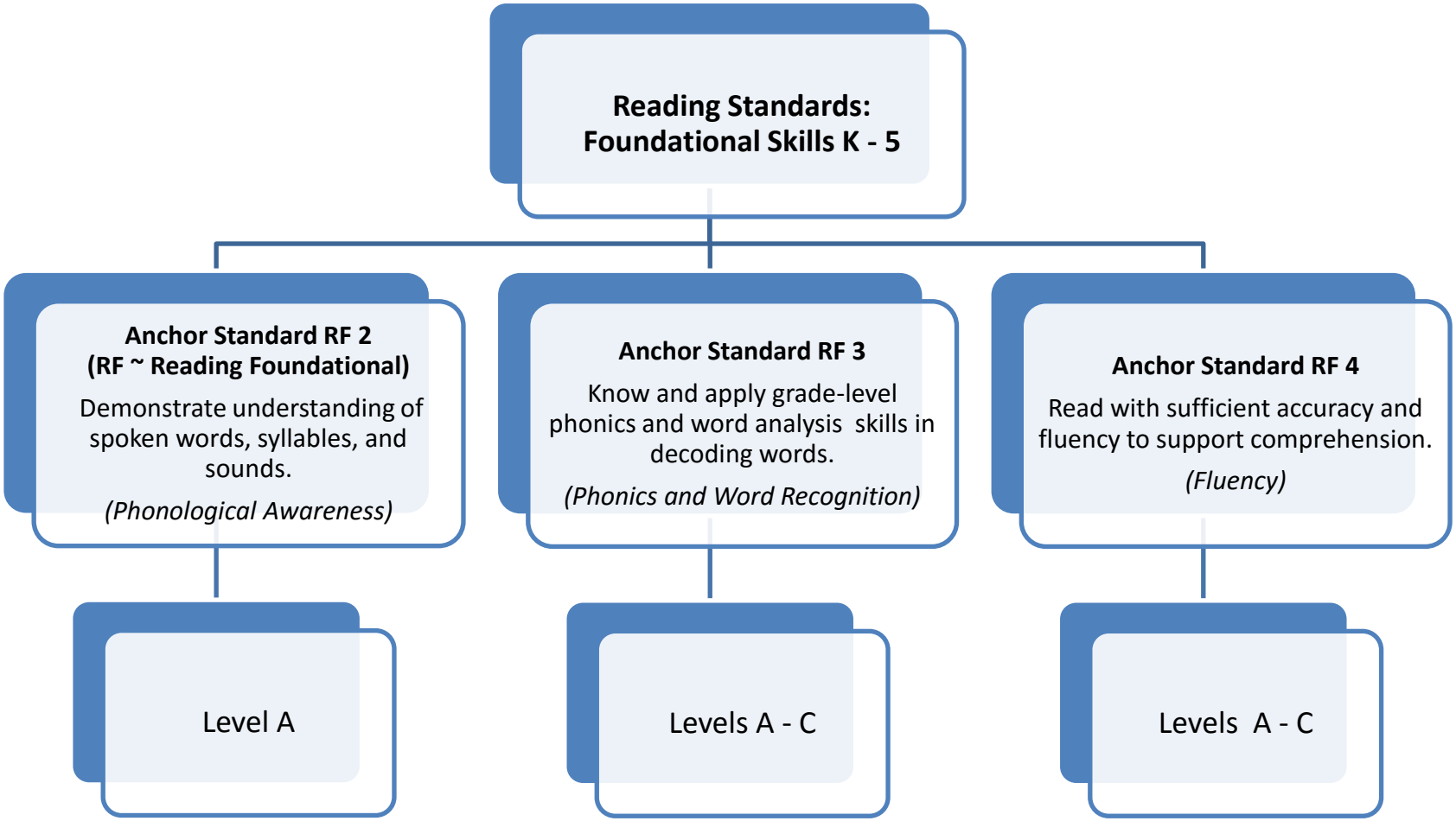

Level A
Level A Domains (4)
Number & Operations: Base Ten
Operations & Algebraic Thinking
Geometry
Measurement & Data
Level B
Level B Domains (5)
Number & Operations: Base Ten
Number & Operations: Fractions
Operations & Algebraic Thinking
Geometry
Measurement & Data
Level C
Level C Domains (10)
Number & Operations: Base Ten (+ The Number System)
The Number System
Number & Operations: Fractions
The Number System
Ratios & Proportional Relationships
Operations & Algebraic Thinking
Expressions & Equations
Geometry
Measurement & Data
Statistics & Probability
Level D
Level D Domains (5)
The Number System
Expressions & Equations
Functions
Geometry
Statistics & Probability
Level E
Level E Domains (14)
Number & Quantity (2)
Algebra (4)
Functions (3)
Geometry (4)
Statistics & Probability (1)
Mathematics (Content) Domains


ELA Standards
Reading
Writing
Speaking and Listening
Language
Reading: Foundational Skills K - 5
10 Anchor Standards
9 Anchor Standards
6 Anchor Standards
6 Anchor Standards
3 Anchor Standards

Some ELA Standards for Lower Level Learners

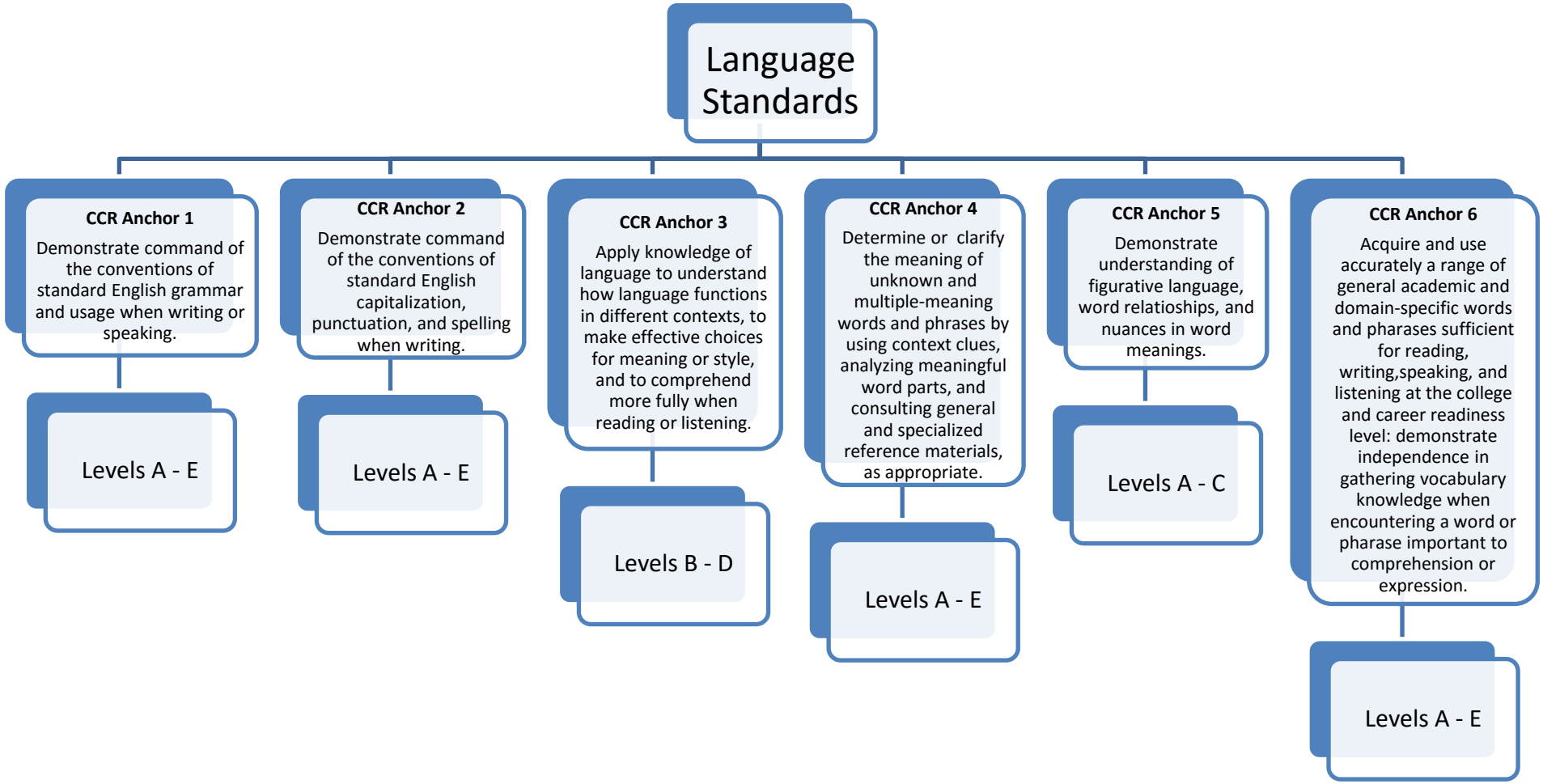
Reading Standards: Foundational Skills K – 5

"The Reading Standards: Foundational Skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines."



Language Standards

"The Language Standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students advancing through the levels are expected to meet each level's specific standards and retain or further develop skills and understanding mastered in preceding levels."



Example of Using Standards in a Tutoring Session

Collin Collins

DOB: 1963

TABE Reading 9M = 447 = 3.5

Collin came to the literacy program to improve his reading skills for his job at a plastics manufacturing company. In the last few years he has been given a supervisory job and he needs to be able to read memos and information during staff meetings. He wants to be able to read out loud to his co-workers at their meetings.

He grew up in central PA and was told he was dyslexic when he was in elementary school. He was put into a special class with, as he put it, "kids who didn't want to learn". He said "he wanted to learn" and math was his favorite subject but he "got lost with reading problems." He took vo-tech classes and graduated from high school. Reading is still very difficult for him.

Collin has a family history of reading problems. His father had trouble reading and spelling and his son was diagnosed with reading problems in school. His son received reading interventions in school and now reads without any problems.

Collin is doing well with his tutor. He wears glasses when he reads and he does not read silently. He reported that he reads out loud at home in a room where he has no distractions and doesn't bother anyone. When he is asked to read silently in tutoring sessions he whispers the words to himself or moves his lips. He takes a long time to read a passage, yet he stays focused and rereads the passage frequently to check his understanding. When reading orally, he reads slowly and haltingly and frequently goes back to correct his errors.

Collin is highly motivated to reach his goal. He can stay focused for long periods of time and he remembers phonics rules his tutor has taught him. He also remembers to apply the rules to new words.

Next Steps of Tutor

Collin's tutor gave Collin several tests to learn more about Collin's levels in specific reading components. His scores on the various tests are indicated below:

- Davidson-Bruce word meaning test, https://lincs.ed.gov/readingprofiles/WMT_All_Docs.pdf ~ 8th grade
- Spelling test (tutor created using information at https://lincs.ed.gov/readingprofiles/MC_Spelling.htm) ~ 3rd grade

- Word Recognition Test, https://lincs.ed.gov/readingprofiles/QARI_combined.pdf ~ 3rd grade
- Oral Reading Fluency, https://lincs.ed.gov/readingprofiles/Rate_Formula_Pop.htm, ~ tutor used a passage at Collin's independent reading level ~ 2nd grade, 72 words per minute

These scores were entered in the Assessment Strategies and Reading Profiles (ASRP) website, https://lincs.ed.gov/cgi-bin/readingprofiles/asrp_analysis2.cgi, for an analysis of this profile. The results indicated that learners in this profile will benefit from any kind of practice that involves only the sounds of letters – not the letters themselves – this practice will help focus learners' attention toward sounding out a word before spelling it.

Based on this information the tutor looked at the CCRS strand - Reading Standards: Foundational Skills K – 5 (pp 40 – 43), Anchor Standard RF.3. "Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)". The first level specific standard in Level A, Grade level K – 1, Beginning Adult Basic Education Literacy, seemed like a good place to start. It states, "a. Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary sound or many of the most frequent sounds for each consonant."

The tutor now used the online Standards Aligned System, http://www.pdesas.org/, to get some ideas for activities to do with Collin in tutoring sessions. The tutor viewed the materials and resources, did a keyword search for "sounds", selected the K – 2 band,, left the subject area blank, selected Lesson/Unit Plan and Instructional Content and did a search. A quick review of the results, looking for something age appropriate, led the tutor to pick a lesson plan titled "Beginning and ending sounds – Lesson 1 of 2". This leads the tutor to a read*write*think website called picture match which is an interactive website where different sounds can be chosen and then the learner listens to a word and picks the appropriate sound. The tutor plans to do this activity with the learner for about 10 minutes and will either try all the games (beginning-letter sounds, short-vowel sounds, and long-vowel sounds) or focus on one or two depending on how Collin does. Then the site provides a link to work sheets and work cards which can be printed out. (The tutor is going to adapt this activity because it involves a group and some chanting which won't be appropriate for the tutoring session.) The cards have pictures of various objects which the tutor and Collin will identify and then sound out the individual sounds in the word. This activity will move on to identifying beginning and ending sounds, if Collin is ready for that. The tutor plans to spend about 15 minutes with this activity, unless Collin shows signs of frustration or fatigue.