Introduction to the Georgia Adult Education Curriculum Framework

Presentation Handout 2 of 2

Susan Roberts
Fall 2017 and Spring 2018

Introduction to Resource Alignment
Why Resource Alignment?

• To ensure content and rigor of the standards upon which the GED® assessment is based

• To identify resources best-suited for a particular indicator or benchmark
<table>
<thead>
<tr>
<th>EMPower Book Title</th>
<th>College &amp; Career Readiness Standards</th>
<th>Math Practice Standards</th>
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<tr>
<td><strong>EMPower Plus Everyday Numbers</strong></td>
<td>Standards introduced</td>
<td>Math Practice Standards</td>
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<tr>
<td>Mental Math and Visual Models*</td>
<td>1.NBT.2 2.NBT.1 2.NBT.4</td>
<td>MR.2 MR.5 MR.6 MR.7</td>
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<td>4.NF.6 4.ND.2</td>
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ELA Resource Alignment

You will need...
• ELA alignment tool
• Your ELA resource(s)
• A copy of the framework—either digital or printed
Three Key Evaluation Criteria

1. **Text Complexity**: Does the resource provide regular practice with complex text (and its academic language)?

2. **Evidence**: Does the resource provide reading, writing, and speaking grounded in evidence from text?

3. **Knowledge**: Does the resource build knowledge through content-rich nonfiction?
Process Overview

- **Text Complexity**: Conduct qualitative analyses of passages to differentiate between the texts worth reading and those not worth reading.
- **Evidence**: Analyze the assessments of the resources, looking for text-dependent questions.
- **Knowledge**: Determine the richness of the topic.

ELA Resource Alignment Checklist

- **Skim the Resource**—identify possible placement in the Framework.
- **Determine the Complexity**—What level is it for?
- **Look at the Questions**—are they evidence-based?
- **Identify the Knowledge Taught**—Does the resource introduce a topic of use/interest?
- Place in the Framework if identified as aligned and useful.
Criterion 1: Complexity

Quantitative Analysis Chart for Determining Text Complexity

<table>
<thead>
<tr>
<th>CCR Levels of Learning</th>
<th>ATOS Analyzer</th>
<th>Degrees of Reading Power</th>
<th>Flesch-Kincaid</th>
<th>The Lexile Framework</th>
<th>Reading Maturity</th>
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<tr>
<td>B (2\textsuperscript{nd} – 3\textsuperscript{rd})</td>
<td>2.75 – 5.14</td>
<td>42 – 54</td>
<td>1.98 – 5.34</td>
<td>420 – 820</td>
<td>3.53 – 6.13</td>
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<tr>
<td>C (4\textsuperscript{th} – 5\textsuperscript{th})</td>
<td>4.97 – 7.03</td>
<td>52 – 60</td>
<td>4.51 – 7.73</td>
<td>740 – 1010</td>
<td>5.42 – 7.92</td>
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<tr>
<td>D (6\textsuperscript{th} – 8\textsuperscript{th})</td>
<td>7.00 – 9.98</td>
<td>57 – 67</td>
<td>6.51 – 10.34</td>
<td>925 – 1185</td>
<td>7.04 – 9.57</td>
</tr>
<tr>
<td>E (9\textsuperscript{th} – 10\textsuperscript{th})</td>
<td>9.67 – 12.01</td>
<td>62 – 72</td>
<td>8.32 – 12.12</td>
<td>1050 – 1335</td>
<td>8.41 – 10.81</td>
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<tr>
<td>E (11\textsuperscript{th} – CCR)</td>
<td>11.20 – 14.10</td>
<td>67 – 74</td>
<td>10.34 – 14.2</td>
<td>1185 – 1385</td>
<td>9.57 – 12.00</td>
</tr>
</tbody>
</table>
Qualitative Analysis

<table>
<thead>
<tr>
<th>Qualitative Analysis of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Rating (Lexile/ATOS score): ____________________________</td>
</tr>
<tr>
<td>Type of Text (Literary/informational): ______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes and Comments on the Characteristics of the Text (Support for Placement in this Band)</th>
<th>How complex is the text for this quantitative level?</th>
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<tbody>
<tr>
<td>Structure</td>
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<td>Slightly Complex</td>
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<tr>
<td>Language Clarity and Conversations</td>
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<td>Knowledge Demands</td>
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<tr>
<td>Purpose</td>
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<tr>
<td>Overall Placement</td>
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Adapted from Standards Questions: Implementing College and Career Readiness Standards in Adult Education

Dimension 1.1 Guiding Questions

- Are most texts within the appropriate band of complexity for the level?
- Have the texts and other stimuli been previously published, or are they of publishable quality?
- Are the texts content-rich? Do they exhibit exceptional craft and thought or provide useful information?
Together, we will...

- Complete the evaluation of Dimension 1.1: Text Complexity and Quality.
- Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”
- Record the strengths and weaknesses of the curriculum resource with regard to this dimension.

Dimension 1.2 Guiding Questions

- How is vocabulary handled in the resource?
- Are academic vocabulary words targeted? Are they central to understanding the specific text?
- Are questions asked about vocabulary and authors’ word choices?
Together, We will...

- Complete the evaluation of Dimension 1.2: Academic Vocabulary.
- Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”
- Record the strengths and weaknesses of the curriculum resource with regard to this dimension.

Criterion 2: Evidence
2.1: Text-dependent Questions

• Focus on words, sentences, and paragraphs, as well as larger ideas, themes, or events.

• Focus on difficult portions of text to enhance reading proficiency.

• Can be answered only with evidence from the text.

• Can be literal (to check for understanding) but must also involve analysis, synthesis, and evaluation.

• Include prompts for writing and discussion.

Text-dependent questions are not...

• Low-level, literal, or recall questions.

• Questions that depend solely on prior knowledge.

• Focused on comprehension strategies.
Dimension 2.1 Guiding Questions

• Do the questions focus students on the text? Do they require readers to produce evidence from the text?

• Do questions ask about important parts and central ideas of the text?

• Do they gradually build understanding of the text?

• Do they address level-specific standard(s)?

Together, we will...

• Complete the evaluation of Dimension 2.1: Growth of Comprehension and Using Evidence From Texts.

• Rate these dimensions as “Meets,” “Partially Meets,” or “Does Not Meet.”

• Record the strengths and weaknesses of the curriculum resource with regard to this dimension.
Dimension 2.2 Guiding Questions

• Are there regular invitations for students to speak about the reading?

• Do most writing and speaking assignments require students to provide text-based evidence? Do they make up 80% of the writing and speaking assignments? Calculate a percentage of aligned assignments.

• Are there regular opportunities to write arguments and informative pieces?

Together, we will...

• Complete the evaluation of Dimension 2.2: Emphasis on Informative and Argumentative Writing and Speaking.

• Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”

• Record the strengths and weaknesses of the curriculum resource with regard to this dimension.
 Criterion 3: Knowledge

Dimension 3.1 Guiding Questions

- Are most of the texts content-rich and informational to promote learning and thinking?
- Does the resource promote regular independent reading?
- How well does the resource build knowledge on a single topic?
- Are the passages carefully sequenced to increase knowledge on a topic or focus area of inquiry?
- Does the resource offer regular (short) research opportunities?
Together, we will...

- Complete the evaluation of Dimensions 3.1 Emphasis on Reading Content-Rich Texts and 3.2 Building Knowledge Through Reading Widely About a Topic and Research.

- Rate these dimensions as “Meets,” “Partially Meets,” or “Does Not Meet.”

- Record the strengths and weaknesses of the curriculum resource with regard to these dimensions.

Criterion 4: Application
Citing the Resource in the Framework
Criterion 4 Guiding Questions

• Where does the resource best fit in the framework?
• Can the resource be used for certain areas of the framework?
• Where do gaps exist?
• What revisions would make the resource more effective?

ELA Resource Alignment Checklist

✓ Skim the resource—identify possible placement in the Framework.
✓ Determine the complexity—What level is it for?
✓ Look at the questions—are they evidence-based?
✓ Identify the knowledge taught—Does the resource introduce a topic of use/interest?
✓ Place in the Framework if identified as aligned and useful.
BREAK TIME!

Technical College System of Georgia

Mathematics Alignment

[Calculator icons]
Math Resource Alignment

You will need...

- Math alignment tool
- Your Math resource(s)
- A copy of the framework—either digital or printed
- A copy of the Math Content Progressions

Resource Alignment Tool

Criterion: Focus: Does the resource focus strongly where the standards focus, including relevant Standards for Mathematical Practice?

Dimensions:

- Dimension 1
- Dimension 2

Rating each dimension

Evidence “look fors”

Suggested high-value actions to fill alignment gaps

Summary of findings
Three Key Evaluation Criteria

1. **Focus:** Does the resource focus strongly where the standards focus, including the relevant Standards for Mathematical Practice?

2. **Coherence:** Does the resource design learning around coherent progressions between levels and within the level?

3. **Rigor:** Does the resource pursue conceptual understanding, procedural skill and fluency, and application with equal intensity?

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Scan Contents of Sample Resource

To gain insight into the overall content and sequencing of the lessons:

1. Note to what level the resource is targeted.
2. Scan the table of contents.
3. Scan other introductory or supporting components.
Math Resource Alignment Checklist

✓ Skim the Resource—identify possible placement in the Framework.

✓ Determine the Focus—What level is it for?

✓ Look at the Questions—Do they focus where the standards focus? Do they progress in a coherent manner?

✓ Examine the Rigor—Does the content allow students time to become fluent with new concepts, or apply them in different ways?

✓ Place in the Framework if identified as aligned and useful.

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Criterion 1: Focus
Dimension 1.1 Guiding Questions

• Does the resource target the standards addressing the MWOTL (as noted in the table of contents or in the sample of lessons)?

• Is extensive work provided with on-level problems tied to the MWOTL?

• Do assignments and tasks reinforce critical concepts (MWOTL) in the lessons?

• Do assignments and tasks that address supporting standards enhance the MWOTL?

Together, we will...

• Complete the evaluation of the dimension for the MWOTL.

• Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”

• Record the strengths and weaknesses of the curriculum resource with regard to this dimension.
Dimension 1.2 Guiding Questions

• Is at least one practice targeted in the lesson?

• Is there evidence in the activities and tasks that suggests one or more practices?

• For the practices included in lessons, are they central to the goals of the lessons?

• Does each lesson meaningfully connect mathematical content with the targeted practices?

• Do the activities and tasks of the lessons offer opportunities for students to experience the practices?

Together, we will...

• Complete the evaluation of the dimension for the Standards for Mathematical Practice.

• Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”

• Record the strengths and weaknesses of the curriculum resource with regard to this dimension.
Group Debriefing of Criterion #1: Focus

- What concepts did you find in the lessons that qualify as the MWOTL?
- Are the supporting concepts directly linked to major concepts?
- Are practice standards listed in the lessons as targets? Are they central to the goals of the lesson?
- Are there other practices that are suggested by activities or tasks (not currently listed as targets)?
- How did you rate these two dimensions?
- What questions do you still have about focus?

Criterion 2: Coherence
Dimension 2.1 Guiding Questions for Coherence Across Levels

- Are there examples of lessons that ask students to connect knowledge and skills across levels?
- Is content from previous levels clearly identified as “review”?
- Are connections made about how the content of this lesson supports, and is connected to, future learning?
- Is more sophisticated math forecasted in the resource?

Dimension 2.2 Guiding Questions for Coherence Within a Level

- Does content build on understanding from previous lessons (noted in the table of contents or in a series of lessons)?
- Are lessons linked to one another?
- Do lessons ask students to connect knowledge and skills within lessons when it is important and natural to do so?
Together, we will...

- Complete the evaluation of the dimensions for coherence.
- Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”
- Record the strengths and weaknesses of the curriculum resource with regard to this dimension.

Criterion 3: Rigor
Criterion 3: Guiding Questions for Conceptual Understanding

• Are students provided support to develop a conceptual understanding of the most critical concepts for the level?

• Are there discussion questions that pertain to conceptual understanding in the lessons?

• Are there opportunities for students to demonstrate, in multiple ways, their understanding of the critical concepts addressed in the lessons?

Criterion 3 Guiding Questions for Fluency

• Are students expected to attain the fluencies and procedural skills required by CCR standards?

• Are assignments/problems structured to build students’ competencies to perform core calculations and procedures quickly and accurately?

• Is precision with calculations emphasized?
**Criterion 3 Guiding Questions for Application**

- Is the resource designed so that students spend sufficient time working with engaging applications (without losing focus on the MWOTL)?

- Are students regularly provided opportunities to independently apply mathematical concepts in real-world situations and solve challenging problems?

**Together, we will...**

- Complete the evaluation of the dimensions for rigor.

- Rate this dimension as: “Meets,” “Partially Meets,” or “Does Not Meet.”

- Record the strengths and weaknesses of the curriculum resource with regard to this dimension.
Criterion 4: Application
Citing the Resource in the Framework

Criterion 4 Guiding Questions

• Where does the resource best fit in the framework?
• Can the resource be used for certain areas of the framework?
• Where do gaps exist?
• What revisions would make the resource more effective?
Math Resource alignment checklist

- **Skim the Resource**—identify possible placement in the Framework.
- **Determine the Focus**—What level is it for?
- **Look at the Questions**—Do they focus where the standards focus? Do they progress in a coherent manner?
- **Examine the Rigor**—Does the content allow students time to become fluent with new concepts, or apply them in different ways?
- Place in the Framework if identified as aligned and useful.
ELA

In your teams...

- Use the alignment tool to analyze the ELA resource(s) you brought.

- Upon alignment, complete Criterion 4 to insert pertinent information into the Framework.

BREAK TIME!
Math

In your teams...

- Use the alignment tool to analyze the math resource(s) you brought.
- Upon alignment, complete Criterion 4 to insert pertinent information into the Framework.
After you go home...

Based on implementing standards in the classroom and using the Georgia Adult Education Curriculum Framework, each participant is to complete a SWOT analysis from an:

- **Individual Perspective** (given one’s role in his/her adult education program), and
- **Organizational Perspective** (given one’s overall view of his/her adult education program).

After you go home...

Each **adult education program team** will complete an alignment for the following:

- **ELA Resource** (due by December 31, 2017)
- **Math Resource** (due by March 31, 2018)
- **Digital Resource** used to support either ELA or math instruction (due by June 30, 2018)

*Direction on where to submit these documents will be provided.*