

College and Career Readiness Standards for Adult Education (CCRS) Glossary



General Terms for CCRS

The “Blue Book:” the complete report that contains all the CCRS standards; has a blue cover

CCRS: College and Career Readiness Standards for Adult Education, developed by the Office of Vocational and Adult Education

Discipline-specific words and phrases: vocabulary specific to a particular field of study (discipline or domain) or content area; analogous to Tier Three words

Formative assessment: formal and informal assessment conducted by teachers during the learning process in order to modify instruction to improve student learning

General academic words and phrases: vocabulary common to written texts but not commonly a part of informal speech; analogous to Tier Two words and phrases

High-value action: an action taken to strengthen the CCRS alignment of instruction and instructional resources

“I can...” statement: a learning target written in student-friendly language; shared with students

Implementation plan: a plan led by an administrator to implement the CCRS within an ABE program

Instructional objective: specifies new skills that the students will gain as a result of the lesson and is derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons

Learning target: a short term goal or statement that clearly states what a teacher expects students to know and be able to do at the end of a lesson

Productive struggle: effortful practice of learners grappling with challenging ideas and activities, moving beyond passive learning to build useful, lasting understanding and skill, perseverance and flexible thinking

Resource: something that may be used for teaching and learning (for example, a textbook, website, app, online curriculum, or video)

Scaffolding: temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the eventual goal of fostering the student’s capacity to perform the task independently

Shift: identifies a significant instructional emphasis of the ELA and math standards (for example, *text complexity* in ELA and *coherence* in math). NOTE: In other states and some CCRS documents, the shifts may be referred to as Key Advances.



Standard¹: an articulation of the knowledge and skills students need in English language arts and mathematics at each level so they can be prepared to succeed in college, career, and life.

Summative assessment: assessment that evaluates student learning, skill acquisition, and academic achievement at the end of an instructional period (project, unit, term, program year)

Supporting standard: standards that may not be the lesson’s focus but may support the work of the standards

Task: an assignment given to a learner by a teacher

Terms for ELA: English Language Arts

Academic language: language traditionally used in academic dialogue and text that is not necessarily common or frequently encountered in informal conversation

Anchor standard: standard that is identical across all levels of learning that identifies broad college and career readiness skills; has corresponding level-specific standards that illustrate specific level-appropriate expectations;

Knowledge demands: the required background knowledge needed to navigate a text

Language conventions: the rules of language use; different ways a writer uses and manipulates language to encourage the audience to view something in a certain way

Leveled standard (or level-specific standard): each anchor standard is broken down into leveled standards with level-appropriate expectations, from levels A-E, listed below the anchor. Note that a few anchor standards do not include leveled standards at all levels, A-E

Line of inquiry: the overarching issue or deeper questions that will be explored over several lessons or a unit (for example, “What is the relationship between literacy and power?”)

Reading Standards: Foundational Skills: a set of reading acquisition skills directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. NOTE: these standards are in a separate section of the CCRS, not in the reading strand.

Reader and task considerations: professional judgment to identify texts that are well-matched to specific tasks or students

Source: a text used largely for informational purposes, as in research

Strand: modality—reading, writing, speaking and listening, or language (grammar); all the ELA CCR standards are grouped into these four strands.

Tier one words: words that commonly appear in everyday language

¹ In Math, the citation at the end of each standard identifies the CCSS grade, domain, and standard number (or standard number and letter, where applicable). So, 6.NS.6a, for example, stands for Grade 6, Number Sense domain, Standard 6a, and 5.OA.2 stands for Grade 5, Operations and Algebraic Thinking domain, Standard 2.

Text complexity bands: A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness)

Text: a story, speech, video, work of art, novel, poem, play, website, blog, etc.

Terms for Math

Application: The standards call for students to be able to use/apply math outside of the classroom in authentic real life situations.

Coherence: Math is not a list of disconnected topics, tricks, or mnemonics. Building coherence is creating connected progressions in the content within and across levels, so that students can build new understanding onto previous foundations.

Conceptual understanding: Understanding math is more than memorizing rules and procedures. Pursuing conceptual understanding is working toward comprehension of mathematical concepts, operations, and relations. Here, the emphasis is on learning “why”.

Cluster: a group of related math standards within the same domain

Domain: a larger group of related standards. Domains may spread across several levels and are made up of multiple clusters of standards. Domains are abbreviated as a series of letters. For example, Number and Operations in Base Ten (NBT) or Operations and Algebraic Thinking (OA).

Fluency: having efficient and accurate methods and strategies to perform operations and solve problems

Focus: Rather than racing to cover many topics in a “mile-wide, inch-deep” curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom.

Math practices: the mathematical ways of thinking students should develop while learning mathematics content (developed through activities, conversations, and classroom atmosphere geared to construct knowledge, mathematical mindset, concepts, and skills in mathematics)

MWOTL (Major Work of the Level): These are the key concepts and standards that should be the focus of instruction for each level of the CCRS. MWOTLs can be easily identified on the CCR Content Progressions document.

Procedural skill: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

Rigor: Pursuing *conceptual understanding, procedural skill and fluency, and application*—all with equal intensity. Rigor refers to deep, authentic command of mathematical concepts, not making math harder.

The ELA Shifts

The three shifts: Complexity, Evidence, and Knowledge; the place to start with CCRS implementation (instead of trying to teach to an individual standard)—see more detailed descriptions below

Complexity: students should read at the level of complexity they are ready for and the standards specify how to measure text complexity using three steps: a quantitative measure, a qualitative measure, and reader and task considerations. Texts should be of high quality and stand up to multiple reads and analysis.

Staircase of complexity: a chart that contains information about how to interpret quantitative analysis scores (and all the approved methods for obtaining that score)

Quantitative rating/measure: a number generated by a computer that assigns a text to a CCRS (level B-E*)

ATOS: a free online tool/website that you can copy and paste or upload a text into to get a CCRS qualitative level

Lexile: a free online tool/website that you can copy and paste or upload a text into to get a CCRS qualitative level

Qualitative analysis rubric: a tool used by a trained person to measure the complexity of any text (slightly, moderately, very, or exceedingly complex)

Evidence: Students use evidence from text (see definition of *text* above) to answer critical thinking questions, participate in academic discussions, and in their writing. The process of using evidence and digging into the structure, meaning, and purpose of texts increases students' comprehension of those texts.

Close reading: reading a text multiple times in a disciplined matter in order to understand the author's message (not simply for information or enjoyment)

Text dependent question: A question that requires students to have read the text and asks them to dig deep into the text (instead of pulling them away from the text). Examples include questions that require inferencing, finding clues in the text, finding themes, describing tone, and explaining the author's purpose.

Building knowledge: Students build their knowledge through reading and writing about complex texts. Texts are central to the lesson. Students read widely about one subject area to build depth of knowledge. They undertake short research projects and write longer responses that build their knowledge even further.

The Math Shifts

The Three Shifts: Focus, Coherence, and Rigor: the place to start with CCRS implementation (instead of trying to teach to an individual standard)—see more detailed descriptions below

Focus: *Greater focus on fewer topics.* Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

Coherence: *Linking topics and thinking across levels.* Numeracy is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from level to level. Learning is carefully connected across levels so that students can build new understanding onto foundations built in previous levels or experiences.

Rigor: *Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.* Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier levels. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each level: conceptual understanding, procedural skills and fluency, and application.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Definitions in this glossary adapted from a variety of sources including:

U.S. Department of Education, Office of Vocational and Adult Education (2013). *College and Career Readiness Standards for Adult Education*. Washington, D.C. Retrieved from <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Core Standards: <http://www.corestandards.org/>