# FY 21 Competitive Grant application Resources

**Selected Websites for Data and Research**

**Definitions, Reporting, and Assessment**

Literacy Works Information System (LWIS) Home Page - <http://www.labor.maryland.gov/lwis/>

* Literacy Benchmarks (*NRS Educational Functioning Levels, Test Benchmarks, And Functional Descriptions Definitions*)
* Glossary (of Adult Education terms)

National Reporting System (NRS) - <http://www.nrsweb.org/>

Includes latest *NRS Implementation Guidelines*.

CASAS - <https://www.casas.org>

CASAS assessment product overviews, National External Diploma Program information

BEST Plus - <http://www.cal.org/>

BEST Plus oral proficiency assessment

TABE - [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com)

TABE 11 & 12 and TABE CLAS E assessment information

**Maryland Adult Education Standards and Frameworks**

<http://labor.maryland.gov/gedmd/standards.shtml>

* MD Professional Standards for Teachers in Adult Education
* MD Content Standards for ESL/ESOL
* MD Adult ESL Quality Program Standards
* MD Adult Education Program Standards
* Digital Literacy Framework
* MD Adult Education Technology Standards (replaced by Digital Literacy Framework)

English Language Proficiency Standards for Adult Education - <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

**Data**

Maryland State Data Center - [www.mdp.state.md.us/msdc](http://www.mdp.state.md.us/msdc)

Includes American Community Survey data for Maryland and individual Maryland counties.

US Census - <http://www.census.gov/>

**Research and Best Practices Information**

Literacy Information and Communication System (LINCS) - <https://lincs.ed.gov>

**Privacy and Data Security Policy**

<http://www.labor.maryland.gov/employment/mpi/mpi4-19.pdf>

**Basic Education Skills and English Language Assessments Policy**

<http://www.labor.maryland.gov/employment/mpi/mpi9-19.pdf>

**Language Access Plan (LAP)** - <http://www.labor.maryland.gov/employment/wioa.shtml>

**State Policies**

MD WIOA State Plan - <http://www.labor.maryland.gov/wdplan/wdstateplan.pdf>

Maryland Policy Issuances - <http://www.labor.maryland.gov/employment/mpi/>

WIOA Local Plans - <http://www.labor.maryland.gov/wdplan/wioalocalplans.shtml>

MD Non-Discrimination Plan - <http://www.labor.maryland.gov/employment/wioa-nondis.pdf>

**Job Descriptions for State Required Key Staff**

**Program Administrator**

**Primary Purpose of Position:**

*This position serves as the leader for an adult learning program and is responsible for ensuring that the program structures and procedures are in place for effective operation. The Program Administrator needs to provide leadership which supports instructional excellence, grant fiscal management, professional development, resource development, community collaborations, and continuous improvement through program accountability.*

**Job Competencies:**

Knowledge of:

* + Learning theories relevant to adults
  + Assessment, curriculum development, and evidence-based instruction
* All LACES data elements and oversight of local intake and update processes
* Professional development and training
* Budget management and fiscal reporting
* Personnel and performance management
* Data-driven program planning
* Local, State, and federal adult education legislation and standards

**State Level Duties Include:**

* Attend state meetings and professional development opportunities
* Informed of current research and best practices in adult education
* Participate in technical assistance
* Liaise with Title I partners to promote WIOA alignment
* Meet all grant management requirements and deadlines established by the state funding agency
* Communicate/implement pertinent information to appropriate local program staff
* Notify MD Labor of program updates and changes

**Local Program Duties Include:**

* Work as a team leader with the Instructional Specialist (IS), the Management Information Systems (MIS) Specialist, and the Intake/Assessment Specialist (IAS) to meet program goals and performance measures
* Promote the program philosophy, goals, and objectives
* Ensure the program is inclusive and suitable for all learners
* Promote strategies to retain learners
* Ensure adequate intensity of instruction, schedule flexibility, teacher/learner ratios, and support services to help learners reach their goals
* Ensure that the instructional program is serving the needs of the learners and the broader community
* Use various needs assessments and other approaches to gather information and subsequently use the results for program planning
* Implement and support instructional processes and strategies based on current research
* Monitor and evaluate staff, learner, and program progress, data quality, and program design through the analysis of observations, data, and other program outcomes
* Supervise expenditures and fiscal reporting on a regular basis
* Ensure data is accessible to stakeholders in a timely manner
* Collaborate with the larger community to improve the delivery of services, to increase resources, to provide services to learners, and to advocate for the adult learner
* Manage available resources and seek additional resources to keep the program running effectively and efficiently
* Ensure that the processes for recruiting, hiring, training, evaluating, and terminating staff are clearly documented and equitably implemented
* Support staff in outlining professional development plans based on strengths and weaknesses and on program goals and initiatives
* Assist with the development and execution of the program’s *Data Quality Plan*

**Qualifications:**

* Bachelor’s degree; Master’s degree preferred
* Minimum of one year of experience in an Adult Education and Family Literacy Services funded adult education program
* Instructional leadership experience
* Budget management experience
* Grant management experience
* Strong organizational and interpersonal skills

**Employment Terms:**

* Full-time position unless approved by MD Labor
* Primary job role shall be AEFLA grant administration
* Attendance at state required meetings and trainings must be included in weekly paid hours

**Intake/Assessment Specialist**

**Primary Purpose of Position:**

*This position serves as the initial contact for the learner. The IAS is responsible for intake, assessment, and goal development of learners and serves as a resource for all instructional staff. This position is also the primary resource for student referral to partner services.*

**Job Competencies:**

Knowledge of:

* Learning theories relevant to adults
* Adult education and assessment
* *CASAS, TABE* and/or *BEST*/*BEST Plus* assessments
* All LACES data elements and local Intake and Update forms
* Current research and best practices in adult education
* Professional development and training procedures for the administration and interpretation of approved assessments
* Community resources to assist learners in barrier removal

**State Duties Include:**

* Attend state Intake/Assessment Specialist and professional development meetings
* Informed of current research and best practices in adult education
* Participate in technical assistance
* Communicate and train local program staff on assessment administration and other pertinent information
* Train and mentor IAS in other local programs upon request

**Local Program Duties Include:**

* Work as a team member with the Program Administrator, the MIS Specialist, and the IS to meet program goals and performance measures
* Ensure that the program implements an intake, assessment, and goal development system which documents all learner goals and literacy level assessments
* Train program staff and instructors on assessment policy and data quality and performance
* Implement program’s managed enrollment process including scheduling, managing, and documenting wait lists
* Promote strategies to retain learners
* Order, inventory, and ensure security of assessment materials
* Conduct or manage the implementation of orientation, intake, and assessment sessions
* Administer or manage the implementation of assessments
* Develop and coordinate local procedures for assessment and placement of learners into appropriate level classes, including individuals with disabilities
* Communicate with learners and instructors/tutors regarding placement, progress, and attendance issues
* Identify professional development needs for assessment and intake and coordinate activities to address those needs
* Refer learners to support services and/or community resources
* Assist with the development and implementation of the program’s Data Quality Plan

**Qualifications:**

* Bachelor’s degree; Master’s degree preferred
* Minimum of one year of experience in an Adult Education and Family Literacy Services funded adult education program
* Adult education teaching experience
* Strong organizational and interpersonal skills
* Previous experience administering standardized tests
* Experience delivering professional development/training
* Experience advising learners

**Employment Terms:**

* + - Attendance at state required meetings and trainings must be included in weekly paid hours
    - No more than 5% of hours may be committed to administrative or LACES functions

**Instructional Specialist (IS)**

**Primary Purpose of Position:**

*This position serves as the instructional leader for the adult education program. The IS is responsible for conducting and overseeing classroom observations to ensure high-quality instruction is being conducted. The IS is responsible for local professional development to ensure instructor preparation and learner outcomes. The IS must also serve as an instructional resource for program staff.*

**Job Competencies:**

Knowledge of:

* Learning theories relevant to adults
* Content Standards: College and Career Readiness Standards, Maryland’s Professional Standards for Teachers in Adult Education, and/or Maryland Content Standards for Adult ESL/ESOL, etc.
* Professional development standards, methods, and techniques
* Assessment, curriculum design, development, instructional processes and strategies based on research in adult learning and development
* LACES data elements and local program’s Intake and Update forms

**State Level Duties Include:**

* Attend state IS and professional development meetings
* Informed of current research and best practices in adult education
* Participate in technical assistance
* Communicate and train local program staff on instructional practices
* Train and mentor IS in other local programs upon request

**Local Program Duties Include:**

* Work as a team member with the Program Administrator, MIS Specialist, and IAS to meet program goals and performance measures
* Develop and implement curriculum based on instructional standards
* Observe classroom instruction and provide feedback to instructional staff
* Identify professional development needs through instructor observation, learner outcome data, instructor survey, etc.
* Complete Professional Development Plan annually with support of other Leadership Staff
* Promote strategies to retain learners
* Coordinate and conduct professional development to ensure instructor preparation
* Mentor, coach, and support teachers to improve gaps in instruction
* Connect assessment, curriculum, and instruction
* Work together with the IAS to address the needs of all learners, including individuals with disabilities
* Assist with the development and implementation of the program’s *Data Quality Plan*

**Qualifications:**

* Bachelor’s degree; Master’s degree preferred
* Minimum of one year of experience in an Adult Education and Family Literacy Services funded adult education program
* Minimum of three years Adult Education teaching experience
* Strong organizational and interpersonal skills
* Experience training, mentoring, and delivering professional development

**Employment Terms:**

* Attendance at state required meetings and trainings must be included in weekly paid hours
* No more than 5% of hours may be committed to administrative or LACES functions
* May not have primary teaching responsibility for a class during IS hours

**Management Information Systems Specialist (MIS)**

**Primary Purpose of Position:**

*This position serves as the manager for adult education data collection and reporting. The MIS is responsible for the local Literacy, Adult, and Community Education System (LACES) data entry, analysis, and management, and serves as a resource for all program staff.*

**Job Competencies:**

Knowledge of:

* Learning theories relevant to adults
* Literacy, Adult, and Community Education System (LACES) policies, procedures, data elements and local program’s Intake and Update forms
* Data reporting and analysis
* Professional development and training procedures for LACES

**State Responsibilities Include:**

* Attend state MIS and professional development meetings
* Informed of current research and best practices in adult education
* Participate in technical assistance
* Communicate and train local program staff on data collection and analysis
* Train and mentor MIS in other local programs upon request

**Local Program Duties Include:**

* Work as a team member with the Program Administrator, the IAS, and the IS to meet program goals and performance measures
* Lead program data analysis for continuous improvement
* Enter or monitor the entry of program data into LACES
* Ensure data is accessible, in a timely manner, to staff and other stakeholders
* Promote strategies to retain learners
* Develop data analysis reports utilizing various graphic/visual display modalities
* Train program staff and instructors on data entry procedures
* Work together with the IAS to develop procedures for collecting, documenting, and reporting data
* Assist with the development and implementation of the program’s *Data Quality Plan*

**Qualifications:**

* Bachelor’s degree (in lieu of degree additional work experience is acceptable)
* Experience in database management and MS Excel
* Strong organizational and interpersonal skills

**Employment Terms:**

* Attendance at state required meetings and trainings must be included in weekly paid hours
* No hours may be committed to administrative functions other than those directly related to LACES

**EDUCATIONAL FUNCTIONING LEVELS (EFL), TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS**

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| **ADULT BASIC EDUCATION LEVELS** | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** |
| **Adult Basic Education (ABE) Level 1**  ***Test Benchmark:***  TABE (11–12) scale scores:  Reading: 300–441  Mathematics: 300–448  Language: 300–457  CASAS GOALS scale scores:  Reading: 203 and below  Math: 193 and below  ***Grade Level Equivalent (GLE): 0–1*** | ***Reading***: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.  Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.  ***Writing***: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question. | ***Mathematical Practices***: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.  ***Number Sense and Operations***: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.  ***Algebraic Thinking***: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.  ***Geometry and Measurement***: Students prepared to exit this level can analyze and compare 2­ and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes and with three-dimensional shapes to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.  ***Data Analysis***: Students prepared to exit this level are able to organize, represent, and interpret simple data sets using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories. |

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS**

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| **ADULT BASIC EDUCATION LEVELS** | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** |
| **ABE Level 2**  ***Test Benchmark:***  TABE (11–12) scale scores:  Reading: 442–500  Mathematics: 449–495  Language: 458–510    CASAS GOALS scale scores:  Reading: 204 – 216  Math: 194 – 203  ***Grade Level Equivalent (GLE): 2-3*** | ***Reading:*** Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts.  Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author’s main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author’s.  ***Writing:*** Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories. | ***Mathematical Practices***: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.  ***Number Sense and Operations***: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.  ***Algebraic Thinking***: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.  ***Geometry and Measurement***: Students prepared to exit this level understand geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes and can compare and classify two-dimensional shapes. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. and metric units for linear measurements and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They understand, and can solve, real world and mathematical problems involving perimeter of polygons.  ***Data Analysis***: Students prepared to exit this level are able to draw and interpret simple graphs, including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units. |

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS**

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| **ADULT BASIC EDUCATION LEVELS** | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** |
| **ABE Level 3**  ***Test Benchmark****:*  TABE (11–12) scale scores:  Reading: 501–535  Mathematics: 496–536  Language: 511–546    CASAS GOALS scale scores:  Reading: 217-227  Math: 204 – 24  ***Grade Level Equivalent (GLE): 4-5*** | ***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 and 1010). They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.  ***Writing***: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources. | ***Mathematical Practices***: Students prepared to exit this level are able to decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.  ***Number Sense and Operations***: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.  ***Algebraic Thinking:*** Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.  ***Geometry and Measurement:*** Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points and place polygons in the coordinate plane to solve real-world and math problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems that involve simple fractions or decimals.  ***Data Analysis and Statistics***: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots. |

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS**

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| **ADULT BASIC EDUCATION LEVELS** | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** |
| **ABE Level 4**  ***Test Benchmark:***  TABE (11–12) scale scores:  Reading: 536–575  Mathematics: 537–595  Language: 547–583  CASAS GOALS scale scores:  Reading: 228-238  Math: 215 – 225  ***Grade Level Equivalent (GLE): 6–8*** | ***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 and 1185) 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.  Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.  ***Writing:*** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism. | ***Mathematical Practices***: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.  ***Number Sense and Operations***: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.  ***Algebraic Thinking***: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.  ***Geometry***: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.  ***Statistics and Probability:*** Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association). |

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS**

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| **ADULT BASIC EDUCATION LEVELS** | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** |
| **ABE Level 5**  ***Test Benchmark:***  TABE (11–12) scale scores:  Reading: 576–616  Mathematics: 596–656  Language: 584–630  CASAS GOALS scale scores:  Reading: 239 – 248  Math: 226 – 235  ***Grade Level Equivalent (GLE): 9-10*** | ***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. This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance. In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.  ***Writing:*** Individuals ready to exit this level are able to compose arguments and informative texts. When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well-chosen, relevant, and sufficient facts appropriate to the audience’s knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism. | ***Mathematical Practices:*** Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.  ***Number Sense and Operations***: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multistep real-world and mathematical problems.  ***Algebraic Thinking***: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.  ***Geometry:*** Students prepared to exit this level can solve real world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.  ***Statistics and Probability:*** Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data. |

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS**

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| **ADULT BASIC EDUCATION LEVELS** | | |
| **Literacy Level** | **Basic Reading and Writing** | **Numeracy Skills** |
| **ABE Level 6**  ***Test Benchmark:***  TABE (11–12) scale scores:  Reading: 617–800  Mathematics: 657–800  Language: 631–800    CASAS GOALS scale scores:  Reading: 249 and above  Math: 236 and above    ***Grade Level Equivalent (GLE): 11-12*** | ***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 and 1385). This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.  ***Writing:*** Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected. | ***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. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.  ***Number Sense and Operations:*** Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.  ***Algebraic Thinking:*** Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm’s law, V = IR, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable, and recognize how and when extraneous solutions may arise.  Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).  ***Geometry:*** Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU’s per cubic foot).  ***Data Analysis and Statistics:*** Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional). |

**Note:** The descriptors are *entry-level* descriptors and are illustrative of what a typical learner functioning at the level should be able to do. They are *not* a full description of skills for the level. **\* Learners who enter at ABE level 6 can complete the level only by passing the GED® or the National External Diploma Program.**

| **EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS** | | | |
| --- | --- | --- | --- |
| **Literacy Level** | **Listening and Speaking** | **Basic Reading and Writing** | **Functional and Workplace Skills** |
| **ESL Level 1**  **Beginning ESL Literacy**  ***Test Benchmark:***  CASAS scale scores:  Reading: 180 and below  L&W Listening: 162-180 and below  BEST Plus: 400 and below (SPL 0–1)  BEST Literacy: 0–20 (SPL 0–2)  TABE CLAS-E scale scores:\*  Total Reading and Writing: 225-394  Total Listening and Speaking: 230-407 | Individual cannot speak or understand English, or understands only isolated words or phrases. | Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. | Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology. |
| **ESL Level 2**  **Low Beginning ESL**  ***Test benchmark:***  CASAS scale scores  Reading: 181–190  L&W Listening: 181–189  BEST Plus: 401–417 (SPL 2)  BEST Literacy: 21-52 (SPL 2-3)  TABE CLAS-E scale scores:\*  Total Reading and Writing: 395-441  Total Listening and Speaking: 408-449 | Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar. | Individual can read numbers, letters, and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information. | Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers. |

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System ● BEST= Basic English Skills Test ● TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

\* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

| **EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS** | | | |
| --- | --- | --- | --- |
| **Literacy Level** | **Listening and Speaking** | **Basic Reading and Writing** | **Functional and Workplace Skills** |
| **ESL Level 3**  **High Beginning ESL**  ***Test benchmark:***  CASAS scale scores  Reading: 191–200  L&W Listening: 190–199  BEST Plus: 418–438 (SPL 3)  BEST Literacy: 53–63 (SPL 3-4)  TABE CLAS-E scale scores:\*  Total Reading and Writing: 442-482  Total Listening and Speaking: 450-485 | Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar. | Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.  Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors. | Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers. |
| **ESL Level 4**  **Low Intermediate ESL**  ***Test Benchmark:***  CASAS scale scores:  Reading: 201–210  L&W Listening: 200–209  BEST Plus: 439–472 (SPL 4)  BEST Literacy: 64– 67 (SPL 4-5)  TABE CLAS-E scale scores:\*  Total Reading and Writing: 483-514  Total Listening and Speaking: 486-525 | Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar. | Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). | Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer). |

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System ● BEST= Basic English Skills Test ● TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

\* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

| **EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTORS** | | | |
| --- | --- | --- | --- |
| **Literacy Level** | **Listening and Speaking** | **Basic Reading and Writing** | **Functional and Workplace Skills** |
| **ESL Level 5**  **High Intermediate ESL**  ***Test Benchmark:***  CASAS scale scores:  Reading: 211–220  L&W Listening: 210–218  BEST Plus: 473–506 (SPL 5)  BEST Literacy: 68-75 (SPL 5-7)  TABE CLAS-E scale scores:\*  Total Reading and Writing: 515-556  Total Listening and Speaking: 526-558 | Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar. | Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors. | Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology. |
| **ESL Level 6**  **Advanced ESL**  ***Test Benchmark:***  CASAS scale scores:  Reading: 221–235  L&W Listening: 219–227  BEST Plus: 507–540 (SPL 6)  BEST Literacy: 76-78 (SPL 7-8) \*\*  TABE CLAS-E scale scores:\*  Total Reading and Writing: 557-600  Total Listening and Speaking: 559-600 | Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others’ meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech. | Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary. | Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations. |

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System ● BEST= Basic English Skills Test ● TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

\* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores

\*\* Students can be placed into advanced ESL using BEST Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

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| **Scoring Rubric** | |  | **Competitive Grant Application** | | | |
| **Name of Applicant Organization** | | | |
| **FY 21 Competitive Grant Application -**  **Consolidated Adult Education and**  **Family Literacy Services** | |  |
|  |
|
| **Reviewer:** |  | | |
|  | **Signature:** |  | | |
|  | **Date:** |  | | |
|  |  |  | | |
|  | **SCORE SUMMARY** | | | |
|  | **Selection Criteria** | | **Points Possible** | **Points Earned** |
|  | **Consideration 1** | | **5** |  |
|  | **Consideration 2** | | **5** |  |
|  | **Consideration 3** | | **5** |  |
|  | **Consideration 4** | | **5** |  |
|  | **Consideration 5** | | **10** |  |
|  | **Consideration 6** | | **15** |  |
|  | **Consideration 7** | | **5** |  |
|  | **Consideration 8** | | **10** |  |
|  | **Consideration 9** | | **15** |  |
|  | **Consideration 10** | | **5** |  |
|  | **Consideration 11** | | **5** |  |
|  | **Consideration 12** | | **5** |  |
|  | **Consideration 13** | | **5** |  |
|  | **Budget** | | **5** |  |
|  | **TOTAL SCORE 🡆** | |
| **100** |  |
| **COMMENTS:** |  | | | | | |
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**Directions:** Review the *Cover Page* and *Program Overview* and check the Complete or Incomplete box based on the requirements stated.

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| **Complete**  **Incomplete** |  | **Cover Page**  *The Cover Page is the first page of the grant application and contains all required information.* |

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|  | Matching funds are equivalent to at least 20% of the total amount expended on the proposed program (do not consider revenue in this calculation) |
|  | A minimum of 35% of the matching funds is cash (up to 65%); the remainder may be In- Kind contributions |
|  | Cost per student does not exceed $800 |
|  | Signature of Head of Agency appears in blue ink. |

**COMMENTS:**

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| **Consideration 1: Indication of Regional Need and Population type**  *Describe how your organization will provide services to meet regional needs as identified in the local plan under WIOA II – Section 108. Provide the needs assessment data and data analysis for the jurisdiction proposed for services. Describe how your program will serve individuals in the community who were identified in the plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy and who are English language learners.* |

**Points Awarded:** (5 points possible)

|  |  |  |
| --- | --- | --- |
| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Describe the jurisdictional need for adult education services based on population, economics, literacy, English proficiency, parent education levels or related factors as articulated in the local plan. Provide the needs assessment data, data sources and analysis that support the need for the proposed services. |
|  | Explain how your program will address the specific needs of the eligible population to be served through this program. Place emphasis on how your program will serve adults with the lowest levels of literacy, English language learners, and any other population identified by the Local Plan.  NOTE: Provide justification if your program plans to serve fewer than 300 learners. |

**COMMENTS:**

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| **Consideration 2: Serving Individuals with Disabilities**  *Provide a description of the ability of your organization to serve eligible individuals with disabilities including those individuals with learning disabilities.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | What practices will your program employ to provide necessary accommodations to support individuals with physical and mental disabilities, including individuals with learning disability needs? |
|  | Describe your collaboration with agencies, partners, and/or other services that assist in supporting and serving eligible individuals with disabilities. |
|  | Describe how your program’s policies and procedures comply with the Maryland State Plan for the WIOA and the Americans with Disabilities Act (ADA 1990). |
|  | Insert your program’s GEPA Statement here. |

**COMMENTS:**

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| **Consideration 3: Program Competency and Past Effectiveness**  *Describe the past effectiveness of your program in improving the literacy of eligible individuals, to meet the State adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy.* |

**Points Awarded:** (5 points possible)

|  |  |  |
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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Explain your program’s operation and history of successfully providing adult education and literacy services to eligible adults for the past three consecutive years. |
|  | Describe previous experiences, past successes, and unique qualifications to serve eligible adults with references to the specific population your program proposes to serve (individuals at the lowest levels of literacy, English language learners, adults seeking a high school diploma, local institutionalized individuals, incumbent workers, families, out of school youth, etc.). |
|  | Describe your program’s past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plans to address them. |
|  | How has your program defined measurable skill gains? What tool(s) has your program used to measure them (standardized assessments, portfolio, program-generated assessments, etc.)? |

**COMMENTS:**

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| **Consideration 4: Alignment with Local Workforce Plan**  *Provide a description of how and to what extent the eligible provider demonstrates alignment between proposed activities and services and the strategies and goals of the local plan under WIOA Title II, Section 108; as well as the activities and services of the one-stop partners.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | How will your program align services and activities with the local workforce plan? Address the following:   * Career pathways |
|  | * Proposed joint activities |
|  | * Resource sharing |
|  | * Participant referral and assessment practices |
|  | * Title I and Title II co-enrollment |
|  | * American Job Center partnerships |
|  | * Representation on the LWDB |

**COMMENTS:**

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| **Consideration 5: Program Intensity and Quality**  *Document that the instructional program is of sufficient intensity and quality, based on the most rigorous research available so that participants achieve substantial gains; and uses instruction practices that include the essential components of reading instruction.* |

**Points Awarded:** (10 points possible)

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| **Vague Description**  **0 – 4 Points** | **Partial Description**  **5 – 7 Points** | **Thorough Description**  **8 – 10 Points** |

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| **Narrative Criteria:** | |
|  | Detail how your program will assess the effectiveness of curriculum and instructional practices (e.g., pre- and post-testing strategies, instructor evaluations, etc.). |
|  | Detailed description of your program’s managed enrollment system:   * Recruitment activities of eligible learners for proposed services * Intake/orientation/registration process (include hours per learner, number of event per fiscal year) * Assessment policies and practices * Placement and promotion policies and practices |
|  | Describe how the scheduling of instruction is of sufficient intensity to enable participants to achieve substantial learning gains and is provided through a variety of face-to-face, distance, and blended learning opportunities. |
|  | What are your program’s retention strategies? How does your program’s Attendance Policy encourage learner participation and retention? |
|  | Briefly explain your program’s Waitlist Policy. |
|  | Describe your program’s process for designing evidence-based reading instruction, such as phonemic awareness, systematic phonics, fluency and reading comprehension that research has proven to be effective. |
|  | Completion of Class Schedule chart. |

**COMMENTS:**

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| **Consideration 6: Research Based Instructional Practices**  *Describe how the proposed program and activities, including whether reading, writing, speaking, mathematics, and English language instruction delivered by the provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.* |

**Points Awarded:** (15 points possible)

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| **Vague Description**  **0 – 5 Points** | **Partial Description**  **6 – 10 Points** | **Thorough Description**  **11 – 15 Points** |

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| **Narrative Criteria:** | |
|  | Describe, with citation, how your program uses and will apply rigorous research and evidence-based instruction for various content components of Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Acquisition (ELA) (e.g., writing, speaking, and numeracy). |
|  | Describe how your program incorporates the College and Career Readiness Standards (CCRS) into instruction. |
|  | Describe how your program incorporates the Maryland Content Standards for Adult ESL/ESOL and/or English Language Proficiency Standards for Adults into instruction. |

**COMMENTS:**

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| **Consideration 7: Technology**  *Describe the effective use of technology, services, and delivery systems, including distance learning education in a manner sufficient to increase the amount and quality of learning and how such technology, services and system lead to improved performance* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Provide an overall description of instructional activities that utilize educational technology in the classroom to include:   * Availability of and training on educational technology tools, and * Observation of effective instructor and student use |
|  | Briefly describe current blended and distance learning course offerings to include:   * Percentage of blended and distance offerings within your program * Expansion efforts   If no offerings currently exist, provide a plan for FY21 implementation. |
|  | Review the Digital Literacy Framework for Adult Learners. Outline elements of the framework that are currently implemented and identify gaps in your program. |

**COMMENTS:**

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| **Consideration 8: Learning in Context/Integrated Education & Training for Transition**  *Describe the provider’s activities that provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship*. |

**Points Awarded:** (10 points possible)

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| **Vague Description**  **0 – 4 Points** | **Partial Description**  **5 – 7 Points** | **Thorough Description**  **8 – 10 Points** |

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| **Narrative Criteria:** | |
|  | Describe current and proposed strategies, which includes a single set of learning objectives, for providing integrated education and training. Include resources and materials used, and partnerships, if applicable. |
|  | Describe proposed instructional activities and strategies that will support learners in acquiring the skills needed to transition to and complete post-secondary education and training, obtain and/or advance in employment leading to economic self-sufficiency. |
|  | Describe proposed instructional activities and strategies that will support learners in acquiring the skills needed to exercise the rights and responsibilities of citizenship. |
|  | Describe how your program will incorporate career awareness (available pathways based on local labor market) and workforce preparation activities into all levels of programming (e.g., critical thinking, digital literacy, self-management, etc.). |

**COMMENTS:**

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| **Consideration 9: Quality of Staff and Professional Development**  *Provide verification and description that program activities are delivered by well-trained instructors, counselors, and administrators who meet the minimum qualifications established by the State, where applicable, and who have access to quality professional development, including through electronic means.* |

**Points Awarded:** (15 points possible)

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| **Vague Description**  **0 – 5 Points** | **Partial Description**  **6 – 10 Points** | **Thorough Description**  **11 – 15 Points** |

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| **Narrative Criteria:** | |
|  | Explain your process and criteria (e.g., licensure, education, credentials, experience, etc.) used in hiring decisions related to program staff and instructors. |
|  | Explain your process for on-boarding new staff and instructors. Provide an overview of information and resources presented. |
|  | Explain your process for determining professional development activities. Please include references to any data sources your program utilizes to make your decision (e.g., teacher survey, NRS data review, classroom observation, etc.) and formats available to instructors (e.g., face-to-face, online courses, mentoring, etc.). |
|  | Completed Qualification of Personnel Chart |
|  | Attached resumes of key personnel |

**COMMENTS:**

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| **Consideration 10: Coordination with Other Education, Training, and Social Service Resources in the Community**  *Provide information on how the provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | For the development of career pathways, describe the extent and nature of staff and program collaboration with applicable institutions, organizations, and agencies listed above. |
|  | List the resources used, in addition to academic programming, to support learners in career pathways, particularly in terms of barrier removal, community support, and transition services. |
|  | Explain the implementation of your career pathways approach including integrated education and training (IET) in adult education. |
|  | Learner progress along a career pathway is the key focus of an IET. How will your program measure the success of your IET partnership(s) and their contribution(s) to learner progress within a career pathway? |

**COMMENTS:**

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| **Consideration 11: Flexible Scheduling and Coordination**  *Describe how the provider offers flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | How will your program determine the learner’s need for specialized support services? |
|  | Describe how your program will offer flexible schedules and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals. Consider federal, State, and local support services. |
|  | Identify gaps in support services. What additional partnerships are needed to address these gaps? |

**COMMENTS:**

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| **Consideration 12: Management Information Systems and Measureable Outcomes**  *Describe how the provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with WIOA Section 116) and to monitor program performance.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Describe your program’s data collection and data entry process, including timelines that meet the requirement of monthly data entry. |
|  | Adult Education programs are bound by law to protect learners' sensitive and Personally Identifiable Information (PII) Describe the steps your program will take to ensure the confidentiality and security of student and program data. |
|  | Explain your process for reviewing data to determine errors, out-of-range values and other anomalies. Describe your process for correcting these errors. |
|  | Describe how your program uses data analysis to improve program performance including recruitment, retention, and progress towards Measurable Skill Gain (MSG) goals. |
|  | Completion of the Local Program Data Quality Checklist. |

**COMMENTS:**

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| **Consideration 13: English Language Acquisition and Civics**  *Provide data that supports that the local area in which the eligible provider is located has a demonstrated need for additional English Language acquisition programs and civic education programs.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| --- | --- |
| **Narrative Criteria:** | |
|  | Explain how your program has determined a need, or a lack of need, for English Language acquisition programs and civic education programs. Include the demographics of this population in the local area. Cite the source data. |
|  | Describe your program’s experience (within the last three years) providing instruction and services to English Language Learners. If your program does not serve English Language Learners, what referral process or resources does your program have in place to support this population? |
|  | Explain the steps your organization takes to promote equitable interaction with limited English proficient individuals. |
|  | Describe how your organization will provide oral interpretation and written translation services that align with the MD Labor Language Access Plan. |
|  | List the vital documents used by your organization that will be translated in alignment with the MD Labor Language Access Plan. |

**COMMENTS:**

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**Family Literacy**

If applying for Family Literacy funds, is the Family Literacy MOU completed and signed?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

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| --- |
| **Budget**  *Applicants must provide a matching contribution in an amount equal to 20% of the total amount of funds expended on the allowable activities under the grant. A minimum of 35% of the matching contribution must be in cash and the remaining amount, up to 65%, may be an In-Kind contribution. Matching funds may not be other Federal funds, program revenue, or resources that support a separate project.* |

**Points Awarded:** (5 points possible)

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| **Vague Description**  **0 – 1 Points** | **Partial Description**  **2 – 3 Points** | **Thorough Description**  **4 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Budget Narratives include requested federal or state funds, revenue (if applicable), and matching funds (indicate cash and/or in-kind). |
|  | Budget Narratives include detailed, itemized budget descriptions for the expenditures for each line/category of funding requested. |
|  | Budget Narratives include detailed calculations for salaries, supplies, materials, and professional development costs. |
|  | Mileage costs do not exceed the current per-mile state rate. As of 1/1/20 = $.575/per mile. |
|  | Budget is reasonable for proposed program services. |
|  | Manual calculations are accurate. |

**COMMENTS:**

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**IELCE/IET**

**Points Awarded:** (5 points possible)

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| **Vague/Partial Description**  **0 – 2 Points** | **Thorough Description**  **3 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Describe how the specific occupation or occupational cluster for your region has been chosen. Please use local data to support your choice. |
|  | Describe how participants will access and participate in the IET. |
|  | Describe how the contextualized academic skills, workforce preparation and workforce training of the IET will be of sufficient intensity and duration and has a single set of learning objectives. |
|  | Explain how the delivery of services will allow adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function more effectively. |
|  | Describe how the civics education component of IELCE will be offered to participants. How will participants engage in activities and lessons that increase their awareness of rights and responsibilities of citizenship and civic participation, U.S. History and Government? |
|  | Describe how the program plans to use technology to facilitate lessons and activities. |
|  | How will technology be used to help prepare students for the desired educational and occupational outcomes? |
|  | How will this affect the IET choice, be the first step in a career pathway, and lead to recognized credentials? |
|  | Completion of the IET Data Chart. |
|  | How does the IET align intended outcomes to employer needs? |
|  | What is the driving force behind this choice? |
|  | Who will provide resources or funding? |
|  | How will the program identify eligible individuals to participate in the Program? |
|  | What support services will your program provide? Include scope and intensity of services. |
|  | Who will provide the support services? |
|  | Completion of IELCE/IET Class Schedule chart. |
|  | Completion of IELCE/IET budget. |

**COMMENTS:**

Zero to two points will result in disqualification of receiving IELCE/IET funds. Three to five points will result in the award of IELCE/IET funds.

Does the program meet the minimum threshold for the awarding of IELCE/IET funds?

\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_ No

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**NEDP**

**Points Awarded:** (5 points possible)

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| --- | --- |
| **Vague/Partial Description**  **0 – 2 Points** | **Thorough Description**  **3 – 5 Points** |

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| **Narrative Criteria:** | |
|  | Describe your outreach plan to identify eligible participants in your local area. The plan should include specific steps and the expected outcomes. |
|  | Describe your NEDP intake and assessment process, including standardized assessments that will be used to determine eligibility for the Diagnostic phase. |
|  | How will your local program assist individuals who are unable to meet CASAS cut scores to transition to Generalized Assessment, including English language learners? |
|  | Outline your action plan for promoting strong retention and completion rates for NEDP clients in both phases of the program. |
|  | Describe your process and action plan for assisting NEDP clients needing remediation at different phases of the program. List specific resources available to NEDP clients in your area. |
|  | Describe your NEDP staffing level, staffing needs, and your plan for meeting professional development needs. |
|  | Completion of NEDP Personnelchart. |
|  | Completion of NEDP Schedule chart. |
|  | Completion of NEDP budget. |

**COMMENTS:**

Zero to two points will result in disqualification of receiving NEDP funds. Three to five points will result in the award of NEDP funds.

Does the program meet the minimum threshold for the awarding of NEDP funds?

\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_ No