INTRODUCTION

The Texas Adult Education and Literacy Content Standards 2.0 (Standards 2.0)
Standards 2.0 is version 2 of the Texas Adult Education and Literacy Content Standards.

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Standards 2.0 is version 2 of the Texas Adult Education and Literacy Content Standards.
Introduction

What is this guide?
The Texas Adult Education and Literacy Content Standards 2.0 (Standards 2.0) aligns the 2016 Texas Adult Education and Literacy Content Standards to the knowledge, skills, and abilities required for success in in-demand entry- and intermediate-level jobs. This update and alignment of the 2016 Content Standards, which are unchanged, brought together employers and adult educators to evaluate the 2016 standards against what entry and middle skill work requires in occupations within four industry clusters:

- Advanced manufacturing
- Construction and extraction
- Healthcare sciences
- Transportation, distribution, and logistics

Standards 2.0 aims to illustrate how the standards are relevant to work while maintaining the competencies needed to prepare students for educational progress and transition to postsecondary education or training. This is accomplished by bridging the 2016 academic standards to crosswalks that define the specific knowledge skills and abilities, and detailed work activities required for work.

What are content standards and what do they address?
Standards are measures, norms, or models that are used to make comparative evaluations and establish a baseline for quality, safety, specifications, or effectiveness. Standards have been defined differently within many disciplines and over a considerable length of time, so it is important to clarify how these definitions are used in education.1 Agreeing on definitions lays the groundwork for what learners should know and be able to do within a specific Content Area or Subarea at the exit or mastery level. The standards in Standards 2.0 reflect the knowledge, skills and abilities that academic and employment performance requires.

Standards 2.0 provides a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments but do not prescribe class lessons or assignments and are neutral regarding teaching methodology.

Standards 2.0 provides adult and postsecondary educators, employers, and workforce development partners with a resource to understand, in articulated detail, the skills needed to support, plan, and implement strategies that support the progress of adult education students toward their education, training and career goals.


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2016 Content Standards—Elevated Rigor and College Readiness

The 2016 Content Standards were an ambitious step forward to increase the rigor and relevance of adult education through alignment to the following assessments and standards:

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

Expectations for increased performance have also been set by the release of the new National Reporting System (NRS) Performance Level Descriptors (Appendix A) which are now reflected in revised tests approved for use in adult education such as the Test of Adult Basic Education 11/12 (TABE 11/12).

The trend toward higher expectations for adult learners can be broadly described:

- **In Mathematics**, increased academic rigor reflects content typically taught in both beginning and more advanced algebra and geometry courses, as well as in data analysis and statistics classes.
- **In English Language Arts (ELA)**, the standards demand robust analytic and reasoning skills, and strong oral and written communication skills.
- **In English as a Second Language (ESL)**, the standards have been expanded from a focus on basic personal communication skills to one that includes the integration of listening, speaking, reading and writing competencies required for participation in academic environments.

Because the standards are set at exit or mastery level, they demonstrate expectations of mastery of content, skills and performance. Standards and the supporting benchmarks offer educators and students a transparent view, across levels, of what is expected to exit or master education and training competencies.

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2 More detail on the 2016 standards development process can be found in Appendix D – In-Depth Description of the Development Process for the 2016 Adult Education and Literacy Content Standards.
Once standards are established, educators can then develop a curriculum, instructional strategies, and assessments to build or document mastery of the skills and knowledge represented in the standards. Because standards represent the exit level knowledge and skills, they must be in place before the field constructs what will be taught at each level (the curriculum), how the content is taught (instruction), and how mastery of the content and skills will be measured (assessment).

**Standards 2.0 - Aligning to Industry Literacy Requirements**

*Standards 2.0* includes crosswalks that link the 2016 standards to detailed work activities and skills as they are applied in work in four industry clusters: advanced manufacturing, construction and extraction, healthcare sciences, and transportation, distribution, and logistics.

**Why these industries?**
Each of the four industry clusters are important to the Texas economy. They were selected for alignment to the standards based on the following factors:

- Documented Growth: The industry is documented to grow in the next decade.
- Statewide Representation: The sector is well represented across most regions of Texas.
- Career Pathways Articulation: The sector has well-defined pathways from entry-level jobs that are accessible to many adult education students and have clear pathways into middle- and higher-skilled occupations.

The methodology used to develop these crosswalks can be applied to other sectors.³

³ The Standards Alignment to Industry Clusters project final report provides more detail on how the methodology to crosswalk these four industries could be used for other industries.

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Standards 2.0 - Aligning to Industry Literacy Requirements (cont.)

What are the limitations of this update of the standards?
While Standards 2.0 describes the discrete skills valued by employers in four driver industries of the Texas economy, the industry-related examples that are aligned with the academic standards are not exhaustive. Standards 2.0 does not provide an in-depth review of credentials required and valued in these sectors either.

Working with individual employers at the local or regional level, education and training staff, and workforce development specialists can use this information to elicit more specific, and local, examples of workplace applications of knowledge and skills. O*NET, the online occupational information network database sponsored by the U.S. Department of Labor, can also be used to research additional jobs.4

The Standards Alignment to Industry Clusters Project and the Development of Standards 2.0
The Standards Alignment to Industry Clusters (SAIC) project was created to review the 2016 Content Standards and align them to industry literacy requirements. Under the guidance of the Texas Workforce Commission, four lead organizations worked in partnership with adult educators and employers from the four target industries to develop the content for Standards 2.0. The forty-one subject matter experts have extensive backgrounds in training, education, and the world of work. Over a year’s time (June 2017 – June 2018), the experts convened in person and virtually to align the knowledge, skills, and abilities needed for in-demand jobs with career potential with the 2016 AEL Content Standards.5

4 O*NET provided the basis for much of the work-related content that is included in Standards 2.0. There is more information about O*NET, including how it can be used as a career navigation resource, in the Standards 2.0 project final report.

5 More detail on the Standards Alignment to Industry Clusters development process can be found in Appendix E–Description of the Standards Alignment to Industry Clusters Project (2017-2018).

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Introduction

Standards 2.0 - Aligning to Industry Literacy Requirements (cont.)

- **Employers:** The twenty-eight industry representatives ranged from former oil and gas executives, construction trades entrepreneurs, and healthcare human resources directors, to manufacturing training managers and distribution center managers. They came from diverse geographic regions of the state. Many had experience partnering with educators to help prepare students for work in their sectors. Several had on-site learning programs at their companies such as English as a Second Language and classes for technical skills.
- **Adult Educators:** The fourteen subject matter experts representing adult education and literacy programs from around the state have years of experience in the development, delivery, and management of instruction. The team included bilingual instructors and program managers as well as those with expertise in the development and delivery of workplace literacy.
- **Lead Partners:** Four primary partners guided the development of Standards 2.0. The partners included experts with decades of experience in adult literacy and workforce research and development, national and state standards, public-private workforce education partnerships, and industry training and credentialing.
  - Literacy Texas - the project contractor and statewide literacy coalition, connecting and equipping literacy providers through resources, training, networking, and advocacy.
  - Educational Testing Service (ETS) - the world's largest educational assessment and research organization.
  - National Center for Construction Education and Research (NCCER) – dedicated to standardized training and credentialing for the industry to develop a workforce that is safe and productive.
  - Haigler Enterprises International, Inc. - a consulting firm with extensive experience in adult literacy, workforce analysis, public-private partnerships, and academic and skills standards.

The experts reviewed each standard and subarea standard in the three content areas of the 2016 Content Standards and determined the application to entry-level and mid-level jobs in the four targeted industry clusters using O*NET elements for these jobs that were most closely related to the standards and benchmarks. They then combined this research with their own local wisdom to develop job-specific examples that demonstrate how the standards are applied at work.

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How to Read the Standards

Content Area
Content Areas are the big ideas of a discipline that reverberate as themes throughout the curriculum.
(Designated by Roman numerals—e.g., III)

Subarea
Within each Content Area are Subareas that further delineate the Content Area.
(Designated by the Roman numeral of the Content Area with an Arabic numeral—e.g., III.3)

Content Standard/Subarea Standard
Content Standards and Subarea Standards describe what learners should know and be able to do within a specific content area.
The ESL Content Area contains four overarching standards followed by several subarea standards.
(Both are designated by bold capital letters—e.g., III.3.A)

Benchmark
Benchmarks describe the set of skills that learners need to develop and achieve to meet the more broadly stated standards.
(Designated by Arabic numerals—e.g., III.3.A.1.6)

O*NET Element Related to Standard and Benchmark
O*NET Elements list knowledge, skills, abilities, and work styles from the O*NET database.
(Designated by bulleted statements)

O*NET Detailed Work Activity and Industry Examples
Detailed Work Activities describe literacy requirements for specific jobs where relevant. Industry Examples list the industry cluster, job positions, and key jobs where given standards are applicable.
(Designated by boxed text.)
How to Read the Standards (cont.)

Example:

I. English Language Arts
Subarea I.2 – Reading

D. Comprehension of a Variety of Informational Texts. Describe, analyze, and evaluate diverse informational texts, and identify supporting evidence from the text to support understanding

1. Identify and distinguish differences in structure and purpose for a range on informational texts, regardless of print or digital presentation mode (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, manuals, procedures and other job-related materials, schedules, speeches, memoranda, public documents, and maps.)

O*NET Element related to Standard and Benchmark:
- **Reading Comprehension.** Understand written sentences and paragraphs in work-related documents.
- **Attention to Detail.** Be careful about detail and thorough in completing work tasks.

<table>
<thead>
<tr>
<th>O*NET Detailed Work Activity</th>
<th>Industry Examples</th>
</tr>
</thead>
</table>
| Interpret blueprints, specifications, or diagrams to inform development of operation activities. | Industry: Construction and Extraction  
Position: First-line Supervisor  
Example: Reads specifications, such as blueprints, to determine construction requirements or to plan procedures. |
Content Areas Overview

The Texas Adult Education Content Standards are organized around three broad Content Areas. These broad Content Areas are: English Language Arts, Mathematics, and English as a Second Language (ESL). Within each Content Area, there are Subareas that delineate the different topics within the Content Area. Subareas typically consist of several Content Standards and Benchmarks. This structure assists in breaking a broad Content Area into manageable groupings of information.

Content Area I – English Language Arts

Subareas:
I.1 – Reading Foundations
Students develop phonological awareness at the word level, progress in understanding sound-symbol relations, and increase fluency by working with words.

I.2 – Reading
Students read and understand a wide variety of literary and informational texts.

I.3 – Writing
Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

I.4 – Oral and Written Conventions
Students learn how to use the oral and written conventions of the English language in speaking and writing.

I.5 – Research
Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

I.6 – Listening and Speaking
Students practice listening and responding to the ideas of others while contributing their own ideas in conversations and in groups.

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Content Areas Overview (cont.)

Content Area II – Mathematics

Subareas:
II.0 – General Mathematical Processes
II.1 – Numerical Representations and Relationships
Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.
II.2 – Computations
Students compute fluently and make reasonable estimates.
II.3 – Geometry
Students analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. They learn to specify locations and describe spatial relationships using coordinate geometry and other representational systems. Students apply transformations and use symmetry to analyze mathematical situations and use visualization, spatial reasoning, and geometric modeling to solve problems.
II.4 – Measurement including Geometry
Students understand measurable attributes of objects and the units, systems, and processes of measurement, and apply appropriate techniques, tools, and formulas to determine measurements.
II.5 – Algebraic Relationships
Students understand patterns, relations, and functions. They represent and analyze mathematical situations and structures using algebraic symbols. Students use mathematical models to represent and understand quantitative relationships and analyze change in various contexts.
II.6 – Non-linear Equations, Functions, and Inequalities
Students understand and use patterns and relationships of non-linear functions. They represent and analyze mathematical situations and structures using non-linear equations, functions, and inequalities. Students use mathematical models to represent and understand quantitative relationships.
II.7 – Data Analysis
Students formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. They select and use appropriate statistical methods to analyze data. Students develop and evaluate inferences and predictions that are based on data. They understand and apply concepts of probability.
II.8 – Financial Literacy
Students develop the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

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Content Areas Overview (cont.)

Content Area III – English as a Second Language
Subareas:
III.1 – Listening Skills
English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.

III.2 – Speaking Skills
ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language complexity with increasing fluency and accuracy.

III.3 – Reading Skills
The ELL reads a variety of texts at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.

III.4 – Writing Skills
The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.