

# Summary of AEBG Math Crosswalk Meeting Notes

Tuesday, January 16, 2018

The purpose of this meeting was to conduct a final review of a crosswalk between the current and updated math Educational Functioning Levels (EFL) associated with the National Reporting System (NRS) and the for CB21 levels, which are associated with California community college levels below a transfer-level course, based on specific skills identified in the Common Assessment Initiative competency maps. The meeting was attended by math faculty from K-12 adult education providers, community college noncredit programs, and community college credit programs.

This crosswalk serves several purposes:

- 1) Establish equivalencies between measurable skills gains associated with CASAS assessment test scores and the gains associated with moving from one level of the college basic skills sequence to the next, for the purpose of legislative reporting for the Adult Education Block Grant (AEBG)
- 2) Identify gaps in skills taught in K-12 adult education, noncredit, and credit venues, to support local, regional, and statewide planning regarding smooth transitions to post-secondary education
- 3) Clarify areas where the CB21 rubric may not align with local curricula and where it diverges from the federal standards that are being used by K-12 and adult education feeder populations
- 4) Provide documentation on core competencies in the K-12 and college systems that adult education consortia can leverage to support regional efforts to align adult schools' evolving curricula and determine placement methodologies

## **Review of the EFL Descriptors for Alignment to CB21**

The group reviewed the overall descriptors for the revised EFLs and evaluated whether these skills are covered in the college curriculum. The following items were flagged:

- Mathematical practices are not included in CB21, but should be.
- While algebraic thinking is spelled out at the lowest level of adult education (Beginning Literacy), it is unclear whether these concepts are integrated into the lowest levels of college curricula, as the noncredit CB21 descriptors are vague and no assessment competencies were developed for this level of instruction.
- The federal descriptors include a focus on data analysis beginning at the lowest level of adult education (Beginning Literacy), but similar items are missing from CB21 and the assessment competencies, although there are some references to these concepts in Levels B and C.

- Although there are only a few references to geometry in both the CB21 descriptors and the assessment competencies, college faculty reported that geometry topics are commonly included in basic skills courses. The lack of formal documentation on expected skills, however, means that it would be difficult to develop a reliable crosswalk at the state level and that local curricula would need to be examined to determine equivalencies.
- Generally, the Beginning Basic Level matches CB21 E for the Number Sense and Operations and Algebraic Thinking competencies.
- The Low Intermediate, Medium Intermediate, and High Intermediate levels map poorly to CB21, with core skills variously associated with CB21 B, C, and D, or not being included in the CB21 rubric.
- The Adult Secondary level generally maps to CB21 A, although core concepts are implied rather than being spelled out specifically.

Because the new EFLs describe competencies at exit for each level, the group did not consider equivalencies between the EFL and CB21 levels but shifted the dialogue to identifying which EFL levels could be considered the pre-requisite for a specific CB21 level. This shifted the language from a focus on just what students had already learned to whether what they had already mastered prepared them to master what was taught in a particular level within CB21. This shift included emphasis on students ability to learn based and not just content mastery.

### **Review of the Crosswalk**

The group made minor edits to the crosswalk regarding the highest-level skills, noting that consistently, trigonometry is not taught in adult education.

To validate the alignment of the two frameworks, the group then reviewed the crosswalk in each of the CB21 focus areas. This resulted in the following observations:

- The lower levels align poorly between the EFLs and CB21—particularly CB21 C, with where for different competencies students exiting EFL levels 2, 3, or 4 could potentially enter CB21 level C depending on the level of support or perhaps by enrolling in the college course with a co-requisite course to focus on weaker skill strands. This was particularly true in the areas of expressions and functions.
- Higher levels also experience gaps, particularly in the area of numbers and operations and geometry, where faculty noted that specific skills highlighted in the federal Adult Secondary skills are taught in college sequences but are not spelled out in the CB21 rubric and assessment competencies.

### **Communicating Results**

The group closed the meeting by discussing ways to share and validate their work with the field. Suggestions included:

- The CB21 descriptors should be reconsidered and revised. With the implementation of AB705, it is likely that many students requiring placement into basic skills will be coming from adult education venues. Therefore, it might be more useful to align CB21 with the federal descriptors to support more accurate placement based on local curricula.
- When sharing the crosswalk with the field, it will be important to clarify the process used to develop it and how it is constructed—particularly that it is designed to clarify the appropriate pre-requisite level. Specific examples should be given of how the crosswalk could be compared to local curricula to support local placement practices.
- It will be important to vet the proposed crosswalk with adult school, noncredit, and credit college practitioners, so that others can weigh in based on their local curriculum. One way to do so would be to hold two meetings (one north, one south) to share overall findings, followed by consortium-specific efforts to analyze local curricula and develop articulation agreements using the crosswalk. Basic skills committee members should be included in these meetings.