



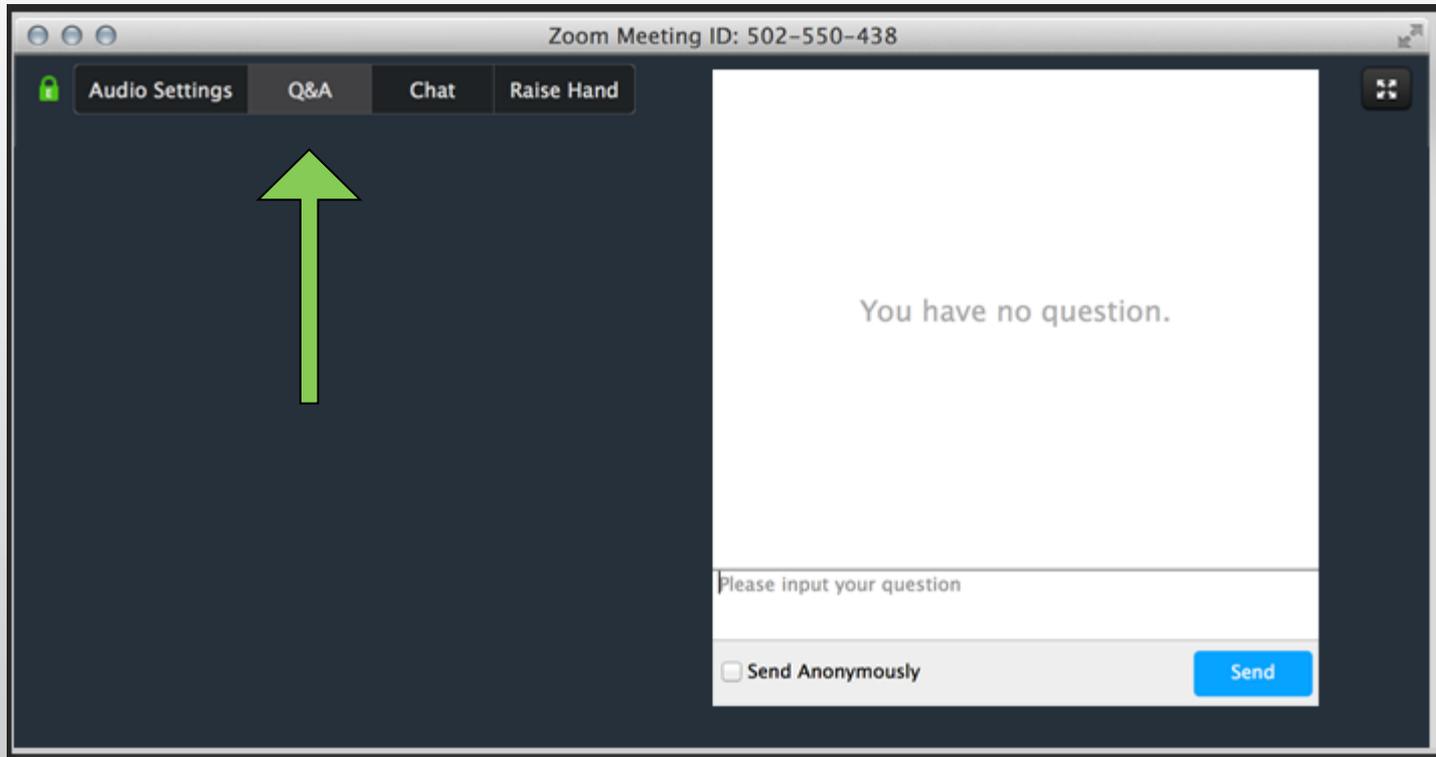
INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Unboxing the New Adult Education Standards (Part 1)

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- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

## Objectives:

- Understand the background and development of the new standards
- Understand the structure of the new standards
- Understand the underlying principles of the new standards

## Agenda:

Rationale and process for updated standards.....	3:00-3:10 pm
Updated RLA Adult Education Framework overview.....	3:10-3:30 pm
Updated Math Adult Education Framework overview.....	3:30-3:50 pm
Internalizing the standards activity.....	3:50-4:00 pm



## Background

Florida [Executive Order 19-32](#) outlines a path for the state to improve its education system by eliminating Common Core and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future.

Executive Order 19-32 directs Florida Department of Education Commissioner Richard Corcoran to comprehensively review the academic standards for Florida's Kindergarten through grade twelve students and provide recommended revisions.

As a result, the [Florida K-12 B.E.S.T Standards](#) were [written and are in the process of being adopted](#). Curriculum and assessment updates are ongoing.



## Standards Alignment Report

IPDAE, in partnership with the FLDOE, commissioned a standards alignment report so that policy makers and adult educators would be able to better understand how the skills within the new Florida B.E.S.T. K-12 Standards overlap with the existing Adult Basic Education Standards.

The report includes:

- Detailed standard-by-standard analysis by domain/strand
- Summary of findings overall and by domain/strand
- Recommendations



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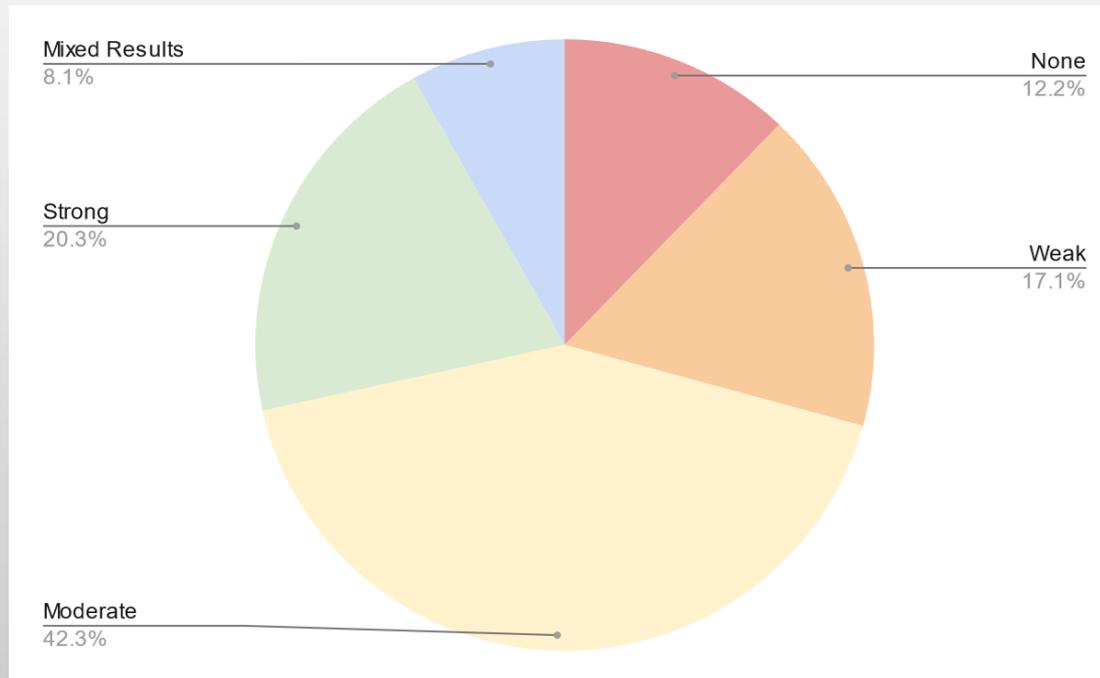
**Authors**

BloomBoard, Inc. ("BBI") is a nationally recognized vendor offering consulting, training and support services designed to meet the needs of schools, districts, service cooperatives and similar educational agencies, and state departments of education across the country. BBI is currently working with 18 states, multiple education agencies, and hundreds of districts to redesign certification and training programs.

This report was prepared by BloomBoard for the Institute for Professional Development of Adult Educators and the Florida Department of Education. Authors: Jill Cowart, Chief Content Officer; Shira Hilmyer, English Language Arts Lead; Molly DePasquale, Math Lead.

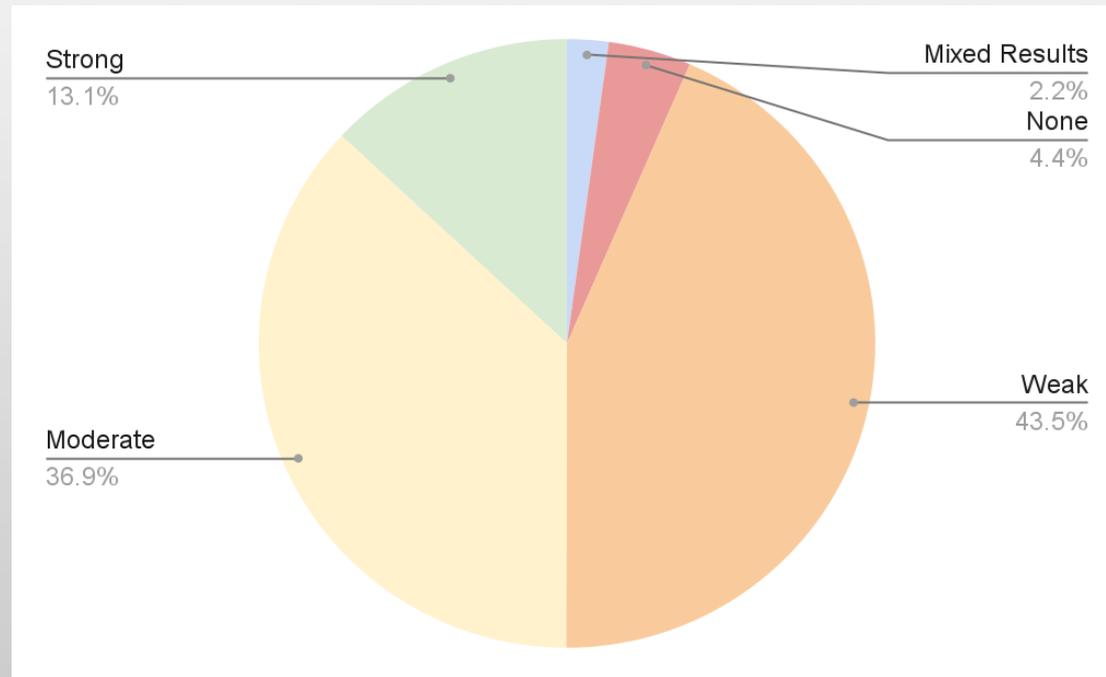
Report Published June 2021.

## Differences and Similarities in ELA



Overall, there is 62.6% strong or moderate alignment between the ABE and K-12 B.E.S.T. standards, 29.3% weak or no alignment, and 8.1% with mixed results.

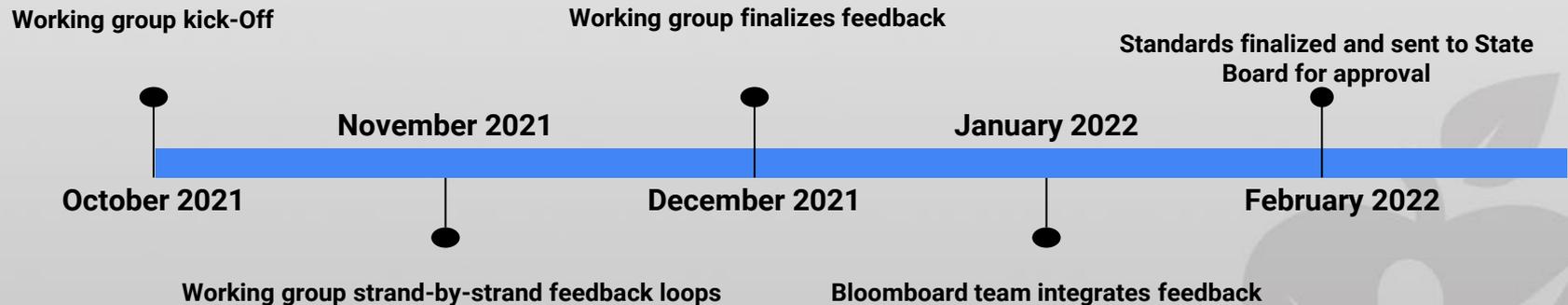
## Differences and Implications in Math



Overall, there is 50% strong or moderate alignment between the ABE and B.E.S.T. frameworks while 47.9% of standards are rated as weak or none. Just over 2% are rated as mixed results.

## Academic Standards Working Group

During the Fall and Winter of 21-22, **BloomBoard and IPDAE** worked with a committee of **Florida educators and administrators** from adult education and postsecondary programs to develop a new set of adult education academic standards.



## New Adult Education Standards

A number of guiding principles informed the drafting of the updated standards and will be helpful to keep in mind.

- The updated draft standards use the **organization and terminology** of the K-12 B.E.S.T. standards.
- When content appears in B.E.S.T. but at a different level, the content was kept at the **same level as in the existing ABE** framework.
- Because each ABE level is equivalent to more than one K-12 grade level, some redundant or overlapping standards in B.E.S.T. were combined. In these instances, the B.E.S.T. benchmark that more **comprehensively encompassed the breadth and depth of skills** was recommended for adoption.



## Reasoning through Language Arts Framework



<b>“Old” ABE Frameworks</b>	<b>“New” ABE Framework</b>
Reading	Reasoning through Language Arts (RLA)
Language Arts	



## New RLA standards are structured around the B.E.S.T. strands.

“Old” ABE Strands	“New” ABE Strands
Foundations	Foundations
Reading	Reading
Writing	Communication
Language	Vocabulary
Speaking & Listening	

Note: There is not a Speaking & Listening equivalent in B.E.S.T.



## New RLA Standard Codes

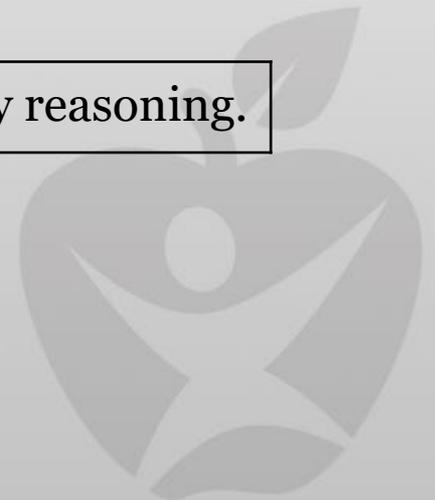
Subject	NRS Level	Strand	Standard	Benchmark
RLA	L1	R	2	2

<b>Reading (R)</b> <b>Reading Informational Text</b>		
<b>Central Idea R.2.2</b>		
<b>NRS Level 1</b>	<b>RLA.L1.R.2.2</b>	Identify the topic of and relevant details in a text.
<b>NRS Level 2</b>	<b>RLA.L2.R.2.2</b>	Identify the central idea and explain how relevant details support that idea in a text.
<b>NRS Level 3</b>	<b>RLA.L3.R.2.2</b>	Explain how relevant details support the central idea(s), implied or explicit.
<b>NRS Level 4</b>	<b>RLA.L4.R.2.2</b>	Analyze two or more central ideas, implied or explicit, and their development throughout a text.

## The RLA Expectations undergird all of the other standards.

The RLA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands.

RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
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## RLA Framework

### Underlying principles

The framework emphasizes the importance of students:

- working with grade-level complex texts
- grounding responses in evidence from the text
- building knowledge of the world
- developing research and technology skills for success in the 21st century
- prioritizing foundational literacy skills
- focusing on vocabulary
- engaging deeply with informational text\*

\*The framework deprioritizes literature and poetry standards, based on the importance of focusing on informational text for adult learners.

## RLA Framework

### What's new in RLA?

- More continuity and clear vertical progressions
- Simpler, more concise language
- Less emphasis overall on speaking & listening skills
- Several new benchmarks, including rhetoric and handwriting

### Examples

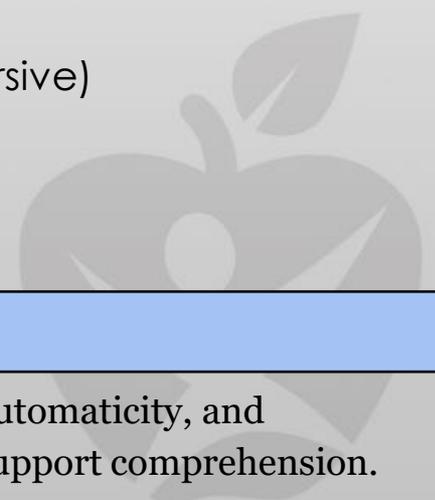
Rhetoric benchmark introduced in Level 4

Handwriting benchmark, Levels 1-3 (which includes cursive)

Narrative writing in Levels 1-4

Multimedia in Levels 1-4

Foundations benchmarks in Levels 1-4



### Fluency 1.4

**NRS Level 4**

**RLA.L4.F.1.4**

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.

## Mathematics Framework



## New Math standards are structured around the B.E.S.T. strands.

“Old” ABE Strands	“New” ABE Strands
Number and Operations: Base Ten	Number Sense and Operations (NSO)
The Number System	
Measurement and Data	Measurement (M)
Geometry	Geometric Reasoning (GR)
Number and Operations: Fractions	Fractions (F)
Operations and Algebraic Thinking	Algebraic Reasoning (AR)
Expressions and Equations	
Ratios and Proportional Relationships	
Statistics and Probability	Data Analysis and Probability (DP)

## New Math Standard Codes

Subject	NRS Level	Strand	Standard	Benchmark
MA	L3	NSO	1a	2

### Mathematics: Number Sense and Operations (NSO)

<b>NRS Level 1</b>	<b>MA.L1.NSO.1</b>	Develop an understanding for the place value of two-digit numbers.
<b>NRS Level 2</b>	<b>MA.L2.NSO.1</b>	MA.L2.NSO.1 Understand the place value of four-digit whole numbers
<b>NRS Level 3</b>	<b>MA.L3.NSO.1a</b>	Understand the place value of multi-digit numbers.
	<b>MA.L3.NSO.1b</b>	Understand the place value of multi-digit numbers with decimals to the thousandths place.
	<b>MA.L3.NSO.1c</b>	Rewrite numbers in equivalent forms.
<b>NRS Level 4</b>	<b>MA.L4.NSO.1a</b>	Extend knowledge of numbers to negative numbers and develop an understanding of absolute value.
	<b>MA.L4.NSO.1b</b>	Rewrite rational numbers as in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.
	<b>MA.L4.NSO.1c</b>	Solve problems involving rational numbers, including numbers in scientific notation, and extend the understanding of rational numbers to irrational numbers.

## Math Framework

### Underlying Principles

The framework emphasizes the importance of students:

- applying math to solve real world problems
- making connections between and across grade level standards
- building their conceptual understanding as well as their procedural fluency



## Math Framework

### What's New in Math?

- Addition of the B.E.S.T. Mathematical Thinking and Reasoning Standards to describe the mathematical habits of mind that students should develop alongside their understanding of the content.
- Less of an explicit focus on conceptual understanding in grades 2 and beyond.
- Fluency expectations for key math procedures begin earlier
- Overall the standards are organized in fewer strands

### Examples

Students to master multi-digit addition by the end of Level 2

The Expression and Equations, Operations and Algebraic Thinking and Ratios and Proportions domains are merged into a single Algebraic Reasoning Strand.

#### Number Sense and Operations (NSO)

**NRS Level 2**

***MA.L2.NSO.2.2***

***Add and subtract multi-digit whole numbers, including using a standard algorithm with procedural fluency***

## Scavenger Hunt

**Pick either Math or RLA and dive into the framework:**

1. Locate and download the new standards framework documents from the FLDOE Adult Education website.
2. Pick either Math or RLA and follow the steps below.

<b>Math</b>	<b>RLA</b>
Find the Mathematical Thinking and Reasoning Standards. What does standard <i>MA.ABE.MTR.4.1</i> say about what students should be able to do?	Find RLA Expectation <i>RLA.K12.EE.2.1</i> . What does this standard say that students should be able to do?
Find the Level 4 ratios and proportions benchmarks. What strand do they live under? What standards?	Find the Level 4 benchmark for Central Idea. How do the skills in Level 4 build on those in previous levels?
Find the benchmarks related to long division. At what level are they introduced? How many related benchmarks are there? And how do they progress?	Find the description of the Communication Strand. What do the paragraph and table help you understand about the standards and benchmarks in this strand?

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