

10/27/2009 Recoding for Basic Skills – T.O.P.s and CB coding

Coding the Student Progress Pathway through Basic Skills Reading Courses in California Community Colleges

Current CB 21 coding by discipline:

Discipline	Credit	Noncredit
Reading	Four levels CB 21 A, B, C, D	Five levels CB 21 A, B, C, D, E

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Final Rubrics for CB 21 Coding Updated August 2009

Final Credit READING RUBRIC				
Reading	Vocabulary	Literal and Inferential Comprehension	Critical Thinking	Fluency
Transfer Level		Grade 12+		
<p>Credit Reading CB21 1 level prior to transfer</p> <p>Grade Equivalency 10-12</p>	<p>Expand knowledge of academic/specialized/technical vocabulary.</p> <p>Use contextual references effectively.</p> <p>Differentiate between informal/formal language use.</p> <p>Employ appropriate language/audience.</p>	<p>Analyze longer, more complex passages.</p> <p>Paraphrase the central point.</p> <p>Summarize, map and outline stated and /or implied main ideas, major and minor supporting details.</p> <p>Distinguish among patterns of organization.</p>	<p>Begin to analyze the logic of texts.</p> <p>Differentiate between <i>reaction</i> and <i>evaluation</i>.</p> <p>Synthesize/Analyze/Apply information from non-fiction text and literature.</p> <p>Draw a conclusion and make generalizations.</p> <p>Analyze arguments and recognize logical fallacies.</p> <p>Apply reading skills to multiple informational and non fiction texts and literature.</p>	<p>Exhibit fluency in longer, more complex passages.</p> <p>Evaluate strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose and materials).</p> <p>Make and evaluate predictions in reading.</p> <p>Use and evaluate usage of schema and other metacognitive strategies to construct meaning from text with the intention of achieving self-regulation in learning through reading.</p> <p>Create and evaluate summaries, maps and outlines to monitor comprehension of material.</p>
<p>Credit Reading CB21 2 levels prior to transfer</p> <p>Grade Equivalency 8-10</p>	<p>Acquire general/academic vocabulary.</p> <p>Use contextual analysis to decipher unknown words.</p> <p>Use structural analysis to decipher unknown words.</p> <p>Employ dictionary/reference skills.</p>	<p>Identify the central point.</p> <p>Recognize stated main ideas.</p> <p>Determine implied main ideas.</p> <p>Identify major and minor supporting details.</p> <p>Demonstrate ability to summarize, map, and outline main ideas and details in readings.</p> <p>Distinguish among patterns of organization.</p>	<p>Distinguish between fact and opinion.</p> <p>Identify the author's purpose (persuade, inform, entertain).</p> <p>Recognize the author's tone.</p>	<p>Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose).</p> <p>Makes predictions in reading.</p> <p>Utilize schema and other metacognitive strategies to construct meaning from text.</p> <p>Introduce notion of self-regulation in learning through reading.</p> <p>Create summaries, maps and outlines to monitor comprehension of material.</p>

Final Rubrics for CB 21 Coding Updated August 2009

Final Credit READING RUBRIC				
<i>Reading</i>	Vocabulary	Literal and Inferential Comprehension	Critical Thinking	Fluency
<p>Credit Reading</p> <p>CB21 3 levels prior to transfer</p> <p>Grade Equivalency 6-8</p>	<p>Increase acquisition of academic vocabulary.</p> <p>Use structural analysis to decode words.</p> <p>Employ denotation and connotation techniques</p> <p>Employ dictionary skills.</p>	<p>Recognize topics and implied and stated main idea, and supporting details (in longer readings).</p> <p>Learn graphic organizers to assist in comprehension, including mapping, outlining and summarizing.</p> <p>Recognize signal words in context of patterns of organization.</p> <p>Begin to recognize inferences.</p>	<p>Independently recognize that authors write for different purposes.</p> <p>Express personal opinion about reading.</p> <p>Recognize conclusions.</p>	<p>Demonstrate automaticity of word recognition.</p> <p>Understand strategies for enhancing reading rate appropriate to reading level.</p> <p>Explore metacognition as a means of constructing meaning from text and creating self regulation in learning through reading.</p>
<p>Credit Reading</p> <p>CB21 4 levels prior to transfer</p> <p>Grade Equivalency 6 and below</p>	<p>Increase acquisition of academic vocabulary</p> <p>Use decoding techniques on unfamiliar words.</p> <p>Recognize word patterns and phonetically regular and irregular words.</p> <p>Employ some dictionary skills.</p>	<p>Follow written directions</p> <p>Distinguish b/w general and specific categories</p> <p>Recognize topics and stated main idea, and supporting details</p>	<p>Recognize that authors write for different purposes, with guided assistance from instructor</p> <p>Begins to express personal opinion about reading.</p>	<p>Demonstrate automaticity of sight words</p> <p>Increase reading rate appropriate to reading level by decreasing word by word reading, sub-vocalization and regressions in reading.</p>

Final Rubrics for CB 21 Coding Updated August 2009

Noncredit and ABE/ASE READING RUBRIC				
Reading	Vocabulary	Comprehension	Critical Thinking	Fluency
Transfer Level - College Level Reading and English				
<p>Noncredit Reading CB21 - A</p> <p>1 level Prior to Transfer</p>	<p>Expand knowledge of academic/specialized/technical vocabulary.</p> <p>Use contextual references effectively.</p> <p>Differentiate between informal/formal language.</p> <p>Employ appropriate language/audience.</p>	<p>Analyze longer, more complex passages.</p> <p>Paraphrase the central point.</p> <p>Summarize, map and outline stated and /or implied main ideas, major and minor supporting details.</p> <p>Distinguish among patterns of organization.</p>	<p>Begin to analyze the logic of texts.</p> <p>Differentiate between reaction and evaluation.</p> <p>Synthesize/Analyze/Apply information from non-fiction text and literature.</p> <p>Draw a conclusion and make generalizations.</p> <p>Analyze arguments and recognize logical fallacies.</p> <p>Apply reading skills to multiple informational and non fiction texts and literature.</p> <p>Make and evaluate predictions in reading.</p>	<p>Evaluate strategies for enhancing reading speed (i.e. skimming, scanning, adjusting speed according to purpose and materials).</p> <p>Use and evaluate usage of schema and other meta-cognitive strategies to construct meaning from text with the intention of achieving self-regulation in learning through reading.</p> <p>Create and evaluate summaries, maps and outlines to monitor comprehension of material.</p>
<p>Noncredit Reading CB21 - B</p> <p>2 levels Prior to Transfer</p>	<p>Acquire general/academic vocabulary.</p> <p>Use contextual analysis to decipher unknown words.</p> <p>Use structural analysis to decipher unknown words.</p> <p>Employ dictionary/reference skills.</p> <p>Recognize root words.</p>	<p>Identify the central point.</p> <p>Recognize stated main ideas.</p> <p>Determine implied main ideas.</p> <p>Identify major and minor supporting details.</p> <p>Demonstrate ability to summarize, map, and outline main ideas and details in readings.</p> <p>Read and understand non-fiction works such as employee and technical manuals.</p> <p>Distinguish among patterns of organization.</p>	<p>Identify the author's purpose (persuade, inform, entertain).</p> <p>Recognize the author's tone.</p> <p>Identify cause and effect relationships.</p> <p>Make predictions in reading.</p>	<p>Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose).</p> <p>Utilize schema and other meta-cognitive strategies to construct meaning from text.</p> <p>Introduce self-monitoring in learning through reading.</p> <p>Create summaries, maps, and outlines to monitor comprehension of material.</p>

Final Rubrics for CB 21 Coding Updated August 2009

Noncredit and ABE/ASE		READING RUBRIC		
Reading	Vocabulary	Comprehension	Critical Thinking	Fluency
Noncredit Reading CB21 - C 3 levels Prior to Transfer	Increase acquisition of academic vocabulary. Use structural analysis to decode words. Employ denotation and connotation techniques. Employ dictionary skills. Use contextual analysis to decipher unknown words.	Recognize topics and implied and stated main idea, and supporting details (in longer readings). Learn graphic organizers to assist in comprehension, including mapping, outlining and summarizing. Recognize signal words in context of patterns of organization. Begin to recognize inferences.	Independently recognize that authors write for different purposes. Express personal opinion about reading. Recognize conclusions. Distinguish between fact and opinion. Recognize themes of different genres.	Demonstrate automaticity of word recognition. Understand strategies for enhancing reading speed. Explore meta-cognition as a means of constructing meaning from text.
Noncredit Reading CB21 - D 4 levels Prior to Transfer	Increase acquisition of academic vocabulary. Use decoding techniques on unfamiliar words. Recognize word patterns and phonetically regular and irregular words. Employ some dictionary skills.	Follow written directions. Distinguish between general and specific categories. Recognize topics and stated main idea, and supporting details. Accurately interpret maps and graphs. Identify and utilize parts of a textbook. Exhibit survival reading competency, such as driver's test manual and job applications.	Recognize that authors write for different purposes, with guided assistance from instructor. Begin to express personal opinion about reading.	Demonstrate automaticity of sight words. Increase reading rate appropriate to reading level by decreasing word by word reading, sub-vocalization and regressions in reading.
Noncredit Reading CB21 - E 5 levels Prior to Transfer	Increase sight vocabulary. Demonstrate understanding of phonics. Begin using decoding techniques on unfamiliar words.	Comprehend the literal focus of reading material. Survival reading, such as signs and medicine labels.		Demonstrate oral reading skills with minimal miscues. Demonstrate silent reading skills using comprehension questions.