

Guidelines for Using Rubrics for CB 21 Coding

Coding the Student Progress Pathway through Basic Skills English, ESL, Mathematics and Reading Courses in California Community Colleges

This project represents the collaborative work of hundreds of discipline faculty, the Academic Senate for California Community Colleges (ASCCC) and the Chancellor's Office (CCCCO) in order to improve, update and correct current coding used to track and report student progress through basic skills. The work involved professional deliberation and was developed by over 350 faculty and vetted using online survey by over 300 credit and noncredit faculty. The final product from this work is a collection of rubrics that display the pathway through basic skills credit and noncredit English (writing), ESL, mathematics, and reading.

The impetus of this work was to provide accurate data for two accountability reports;

- Accountability Report for Community Colleges (ARCC) pursuant to Assembly Bill (AB)1417 which reports metrics on Basic Skills success and Basic Skills and ESL progression
- Basic Skills Supplemental report required by Senate Bill (SB) 361 and AB 194 to provide accountability for the outcomes produced through supplemental Basic Skills and Enhanced noncredit funding.

Outcomes of this work:

1. Better data for reporting and analysis locally.
2. Clearer documentation of the Basic Skills credit and noncredit pathways for institutions, students, and others.
3. New reporting metrics for student progress and assessment levels were developed using CB21 to provide:
 - specific feedback to faculty and institutions by discipline and level
 - statewide comparability along the basic skills pathway due to common curricular descriptions
4. Robust discussion about what basic skills courses are, how they align, and what faculty expect.
5. Taxonomy of Program (TOP) coding was corrected for Basic Skills courses – refer to Appendix B.
6. This single re-coding change will correct ALL coding and reporting backwards into history automatically.

Principles for Recoding:

1. **Courses below transfer only** - The CB 21 code indicates the levels of courses prior to transfer; therefore NO transfer courses should have CB 21 designations other than "Y" – not applicable, but may include degree applicable courses in some credit courses per Title 5 § 55062. Types of Courses Appropriate to the Associate Degree.
2. **Basic Skills Courses in a sequence only** - This re-coding involves only credit and noncredit Basic Skills courses in English, ESL, mathematics, and reading, below transfer level, that are taught in a sequence. **Non-sequential courses should have a CB 21 code of "Y" - not applicable. Additionally, a course that is non-sequential with a CB21 code of "Y" cannot be claimed as Basic Skills and must have a Basic Skills code (CB08) of "N" for no (not applicable).**
3. Rubrics describe general outcomes for the various levels that may not match exactly with courses at individual colleges. Look for the best fit on a particular level with the majority of outcomes. For credit courses start at transfer and work down; for noncredit start at the bottom and work up.
4. **Rubric levels guide coding** - Rubrics are not intended to standardize, change, over-ride or drive curriculum, but rather to provide a standard reference for the coding process among the 110 colleges.
5. **Participants in recoding** - It is important that the recoding process involve discipline faculty experts in each discipline, the CIO and the person who does the coding. Including the researcher is also important in order to create a better understanding of the metrics and reporting using this coding element
6. **CB 21 Levels vary by Discipline and vary whether credit or noncredit courses.** The table below summarizes the CB 21 levels.

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Discipline	Credit	Noncredit
Math	Four levels CB 21 A, B, C, D	Six levels CB 21 A, B, C, D, E, F
English	Four levels CB 21 A, B, C, D	Seven levels CB 21 A, B, C, D, E, F, G
Reading	Four levels CB 21 A, B, C, D	Five levels CB 21 A, B, C, D, E
ESL	6 levels ESL Reading CB 21 A, B, C, D, E, F	8 levels ESL Integrated CB 21 A,B,C,D,E, F, G, H Includes Vocational and Cultural skills
	6 levels ESL Writing CB 21 A, B, C, D, E, F	
	6 levels ESL Speaking & Listening CB 21 A, B, C, D, E, F	

Guide for Proper CB 21 Coding of ENGLISH (writing) Courses below Transfer-Level

The following guide was developed to help determine the CB 21 coding for credit and noncredit English courses prior to transfer taught in a sequence. The credit rubric describes 4 writing levels prior to transfer level English Composition while the noncredit rubric describes 7 levels prior to transfer.

Step 1: TOP Coding for English

Courses in this TOP code should be coded as 1501.00.

1501.00 English- Written expression and the writing process including critical reading, critical writing, research practices, literature, and literary criticism.

Credit courses in this TOP code might be transferable, degree or non-degree applicable, although Title 5 only allows the course one level prior to transfer to be identified as degree applicable (refer to Title 5 § 55062).

Step 2: Reference Point for Developmental English (writing) Sequences –Credit faculty suggest using Freshman Composition/English 1A as the transfer reference point to determine CB 21 levels and working down from the highest course in the writing sequence. Noncredit faculty suggests starting with the lowest writing course and working up. The transfer level writing course description was developed primarily from the IMPAC (Intersegmental Major Preparation Articulated Curriculum) English Composition/English 1A descriptor, however, ICAS (Intersegmental Committee of Academic Senates) competencies and other English state and national standards also contributed to the description. Prerequisite courses within the discipline should also be considered when looking at the course levels prior to transfer.

Step 3: Using the English Rubric - The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer. **The rubric represents those kinds of outcomes generally found in credit and noncredit English courses. The statements represent exit—not entry—skills.**

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Because the rubrics are not prescriptive we have not included details such as grammar and word count. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as reading strategies and the writing process)--these robust discussions should occur in local English departments. There are nuances and differences between the credit and noncredit rubrics which indicate the varying mission, student populations and goals of the different pedagogical approaches.

Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. The ARCC is required by law (Assembly Bill 1417, 2004) and provides the public and the Legislature with outcome measures for the California Community College System and for each individual college. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next among the California Community Colleges--presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their writing development. Changing this coding to reflect curricular content and student pathways will provide data to the legislature that is accurate and create valuable information to inform local discussions.

It is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress.

It is acceptable to have fewer levels of English courses than described. About 50% of the credit English programs surveyed have fewer levels, but in order to give every opportunity to track student success in the other 50% of institutions the final rubric has 4 levels. In some institutions ESL courses lead into the developmental English courses, these ESL courses will be coded using the ESL rubrics by ESL instructors.

Below is a visual example of developmental course sequences randomly selected from colleges, Sample course titles were used, but titles for English developmental courses vary widely among the 110 community colleges. The course titles are not important. Your courses are probably called something different, so please ignore the course names if they are distracting.

After determining the CB 21 codes go to Appendix C to check the overall coding compliance.

Course Sequence	Examples of Potential English Sequences for courses below transfer courses –			
	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer
single course developmental sequence				Preparatory Composition
2 course developmental sequence			Pre - Collegiate Composition →	Preparatory Composition
3 course developmental sequence		Fundamental Writing Skills →	Pre - Collegiate Composition →	Preparatory Composition
4 course developmental sequence	Basic Writing	Writing I →	Writing II →	Writing IV
5 course developmental sequence	Writing Fundamentals → Paragraph Writing → (two courses coded on one level)	Introduction to Reading and Writing Skills →	Improving Writing and Reading Skills →	Introduction to College Level Reading and Writing

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Notes on the English CB 21 rubric:

There was debate about whether there should be 3 or 4 levels prior to transfer in credit English. While most colleges have 3 levels, it was determined that the 4th level is relevant and should be retained. Many colleges leave the lower levels to the noncredit instruction. Credit faculty choose not to include grade levels whereas noncredit faculty particularly that who work with ABE/ASE programs felt it was important to include grade levels in the noncredit English rubric.

There was debate about including the number of words for the assignments. Some felt this was helpful, and others felt this was too prescriptive. Noncredit faculty felt that there were some criteria which were not addressed in great detail in noncredit coursework (i.e., Organization Development, Thesis/Central Idea and Voice/Audience) so these criteria remain static (show no progression) through some of the noncredit levels.

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Guide for Proper CB 21 Coding of ESL Courses below Transfer-Level

The following guide was developed to help determine the CB 21 coding for credit and noncredit ESL courses taught in a sequence. The credit rubric describes 6 ESL levels prior to transfer level English Composition / English 1A, while the noncredit rubric describes 8 levels prior to transfer. ESL TOP codes were corrected to reflect the ESL course discipline more accurately. The ESL faculty determined that many credit ESL courses are taught as reading, writing, and speaking/listening with an average of 6 levels prior to transfer. Not all programs have all 6 levels. It is okay to have more levels or fewer levels. It was also acknowledged that up to 50% of the credit ESL courses may be integrated courses to different degrees. Credit ESL programs with integrated ESL courses may look at the focus of the course and determine the appropriate level on any combination of the ESL rubrics, or they may use the integrated ESL rubric. The noncredit ESL faculty determined that the majority of noncredit courses were integrated and created a single integrated rubric describing 8 levels prior to transfer level English Composition. Noncredit faculty agreed that noncredit ESL commonly stopped 2 levels prior to transfer level. The integrated rubric also contains columns discussing Life Skills and Vocational Skills, but these should be considered optional and used only as appropriate.

Step 1: TOP Coding for ESL

4930.84 ESL Writing - Instructional programs that predominantly study and develop skills related to writing English as a Second language, including organization, coherence, development, vocabulary, structure and mechanics.

4930.85 ESL Reading - Instructional programs that predominantly study and develop skills related to reading English as a Second language, including types of literature, vocabulary, comprehension, reading strategies and speed and cultural references.

4930.86 ESL Speaking/Listening - Instructional programs that predominantly study and develop skills related to listening to and speaking English as a Second language, including pronunciation, a variety of speaking modes, listening skills, and comprehension.

4930.87 ESL Integrated - Instructional programs that integrate reading, writing, speaking, listening and life and work skills for development of English as a Second language .

4930.88 Citizenship and ESL civics - Programs of study designed to teach skills and knowledge required to lead to citizenship or to become more civic minded, knowledgeable or engaged in community or political activities.

***4931.00 – Vocational ESL** – This program of study, usually referred to as VESL, is designed to provide English as a Second language skills specifically tailored to vocational applications

Step 2: Reference Point for Top Level of ESL - The ESL faculty decided to use English 1A (Freshman Composition) as the initial point of reference from which to begin coding ESL courses at the level just below English 1A. This decision was based on significant discussion and focused around three main issues.

- 1) Although some colleges have ESL courses that are transferable as electives, not all colleges do. Further, those with transferable ESL do not necessarily agree on which level or how many courses are considered transferable in comparison with other California community colleges. Using “transferable ESL” as the coding standard for the top level would create too much variability in the coding process and potentially greater confusion rather than clarifying the starting point for coding.
- 2) The purpose of the coding and data collection is to document students’ progress. Because many—perhaps most—ESL students who complete the highest level of ESL plan to continue on to English courses, looking at the alignment of ESL to English will allow colleges to get a better idea of the “improvement rate” of students.

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- 3) English 1A (Freshman Composition) is a universal course which is required of all students who seek degrees or wish to transfer. As such, it serves as a useful touchstone for tracking a student's progress toward his/her academic language goals.

English 1A was used as a reference for all ESL rubrics (Reading, Writing, Listening/Speaking and Integrated ESL) as well as for the reading and writing rubrics. Although only ESL Writing feeds into English 1A, the assumption is that development of the other skills also supports a student's success in English courses; therefore, referencing English 1A was useful in all skill areas.

The credit ESL rubrics were based upon the *California Pathways* CATESOL document on ESL competencies. The noncredit faculty referred to *English-as-a-Second-Language Model Standards for Adult Education Programs* while developing the ESL integrated rubric. Consideration of the IMPAC English 1A document and ICAS (Intersegmental Committee of Academic Senates – UC, CSU, and CCC's) document on Academic Literacy was referenced along with other state and national competencies for ESL education.

Reference points while using the rubrics - Credit faculty suggest using Freshman Composition/English 1A as the beginning reference point to determine CB 21 levels and working down from the highest course in the sequence. Noncredit faculty suggested starting with the lowest ESL course and working up. Prerequisite courses within the ESL discipline should also be considered when looking at the course levels prior to transfer.

Step 3: Using the ESL Rubrics - The purpose of this project is to direct coding, not to comprehensively cover all curricular components. The rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer. **The rubric represents those kinds of outcomes generally found in credit and noncredit ESL courses. The statements represent exit—not entry—skills.** There are nuances and differences between the credit and noncredit rubrics which indicate the varying mission, student populations and goals of the different pedagogical approaches.

Because the rubrics are not prescriptive and there are many diverging opinions about the degree to which grammar should be emphasized at various levels, we have not included detailed descriptions of grammar. These rubrics are to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum.

Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. The ARCC is required by law (Assembly Bill 1417, 2004) and provides the public and the Legislature with outcome measures for the California Community College System and for each individual college. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next. Presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their ESL development. Changing this coding to reflect curricular content and student pathways will provide data that is accurate and create valuable information to inform local discussions.

You need not have a course at every level; it is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress. The courses should be coded sequentially as they prepare students for transfer. If the ESL sequence contains more than (and perhaps many more than) four courses, each level may contain one, two, or more courses. Use the outcomes rubrics to match the courses as closely as possible to the level.

Step 5: For ESL courses coded as transfer level – Degree applicable, transferable, sequential level ESL are the ONLY transferable courses that can be coded with CB 21. This is unique because CB 21 codes refer to levels prior to transfer; however, ESL courses are placed in a rubric that has English 1A as the target course. Non-sequential ESL

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courses that are transferable should be coded as CB 21 Y. Progress through basic skills to an English course of a higher level will be considered as making progress.

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Guide for Proper CB 21 Coding of MATH Courses below Transfer-Level

The following guide was developed to help determine the CB 21 coding for credit and noncredit mathematics courses prior to transfer. The credit rubric describes 4 levels prior to transfer while the noncredit rubric describes 6 levels prior to transfer level mathematics.

Step 1: TOP Coding for Mathematics

The following TOP codes should be used in conjunction with coding CB 21 for mathematics

1701.00 – Mathematics, General

The science of numbers and space configurations and their operations, measurements, computations, relationships, applications and abstractions. Theoretical topics in computer science, statistics, astronomy, or other sciences may be included when treated as mathematical constructs or used as examples for the application of mathematical concepts and operations

1702.00 – Mathematics Skills to Support Traditional Mathematics Courses

Designed to clarify and develop specific supplementary skills to help students succeed in particular concepts fundamental to mathematics, such as math anxiety, word problems, scientific and graphing calculators, etc.

Credit courses in this TOP code might be transferable, degree or non-degree applicable, although Title 5 only allows the course one level prior to transfer to be identified as degree applicable (refer to Title 5 § 55062).

Courses in this TOP code will not be coded as Basic Skills courses in the CB08, and will have a CB21 code of "Y" – not applicable.

Step 2: Reference Point for Developmental Mathematics Sequences – Intermediate algebra is the CB 21A course, one level prior to transfer, used in this rubric. If you have other courses, for example, geometry or specific topical courses meant to be equivalent to the intermediate algebra Fall 2009 graduation requirements, set these aside for the moment.

The development of the rubric involved a review of California Department of Education standards, CMC³ (California Mathematics Council of Community Colleges) and AMATYC (American Mathematical Association of Two-Year Colleges) mathematics standards.

Step 3: Using the Mathematics Rubric - The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer. **The rubric represents those kinds of outcomes generally found in credit mathematics courses. These represent exit-not entry-skills.**

Because the rubrics are not prescriptive we have not included some mathematical details. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as strategies or processes), these robust discussion should occur in local departments. Mathematics faculty suggested looking at prerequisite courses to help determine levels in conjunction with the rubric.

Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. The ARCC is required by law (Assembly Bill 1417, 2004) and provides the public and the Legislature with outcome measures for

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the California Community College System and for each individual college. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next among the California Community Colleges. Presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their mathematical skills development. Changing this coding to reflect curricular content and student pathways will provide data to the legislature that is accurate and create valuable information to inform local discussions.

You need not have a course at every level; it is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress.

Some colleges have developmental sequences containing more than (and perhaps many more than) four courses. In such developmental sequences, each level may contain one, two, or more courses. It is acceptable to have two courses on one level. Some colleges have sequences with only 2 or 3 courses. The majority of colleges had 4 course mathematics sequences with a few courses that fit somewhere on the rubric, such as geometry, based upon either prerequisites or content in relation to the transfer course, but not necessarily content on the rubric.

Below is a visual example of developmental course sequences randomly selected from colleges. Sample course titles were used, but course names and delivery differ among the 110 community colleges. The course titles are not important. Your courses may be called something different, so please ignore the course names if they are distracting.

Examples of Potential Mathematics Sequences

Course Sequence	Suggested CB 21 LEVEL Coding for courses below transfer courses			
	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer level math
4 course developmental mathematics sequence	Arithmetic →	Pre-Algebra →	Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra
6 course developmental mathematics sequence	Arithmetic →	Pre-Algebra →	Intro Algebra I → Intro Algebra II → (two courses in one CB level)	Intermediate Algebra → Intermediate Algebra II → (two courses in one CB level)
5 course developmental mathematics sequence	Math P → (like Arithmetic →)	Math Q → Like Pre-Algebra →	Math R → Between pre & intro to algebra → and Math S → Intro Algebra II → (two courses in one CB level)	Intermediate Algebra
3 course sequence		Pre-Algebra →	Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra
2 course sequence			Introductory (Elementary, Beginning) Algebra →	Intermediate Algebra

Step 5: GEOMETRY: Since geometry most often has an introductory algebra prerequisite and is sometimes a prerequisite for a transfer-level course, most math faculty felt that it should be coded at CB21-one level below

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transfer. If your geometry is a two-semester sequences you should determine whether it should be coded as to levels prior to transfer the first semester and one level below for the second semester or both on one level below transfer.

Step 6: Alternative Mathematics Courses to Meet Graduation Requirements: Math courses designed to satisfy the latest associate degree mathematical competency requirements (Fall 2009) should be coded CB21-one level below, as these courses are supposed to be at the same level and rigor as intermediate algebra.

A recent curriculum listserv discussion indicated that many such courses were being developed and considered one level below transfer.

Step 7: Alternative Transfer Level Mathematics Courses or Alternative transfer level mathematics courses should be coded as transfer and have a CB 21 coding of "Y" – not applicable.

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Guide for Proper CB 21 Coding of READING Courses below Transfer-Level

The following guide was developed to help determine the CB 21 coding for credit and noncredit Reading courses. The credit rubric describes 4 levels prior to transfer level English or transfer level reading, while the noncredit rubric describes 5 levels.

Step 1: TOP Coding for Reading

1520.00 Reading - Theory and methods of reading including vocabulary, comprehension, fluency, critical and analytical reading.

Credit courses in this TOP code could be transferable, degree or non-degree applicable. However, Title 5 only allows the course one level prior to transfer to be identified as degree applicable (refer to Title 5§ 55062). Types of Courses Appropriate to the Associate Degree. Usually only the highest reading level is considered transferable.

Step 2: Reference Point for Developmental Reading Sequences – In credit it is easiest to use Freshman Composition/English 1A as the transfer reference then start with your highest course in the reading sequence and work down. In noncredit it may be easier to start with the lowest reading course and work up. While there are transferable reading courses, the most common goal of transfer students among the community colleges is Freshman Composition/English 1A, therefore the rubric was created with that in mind, acknowledging transferable reading courses with specific functions. If students take a transferable reading course it will be counted as progress. In order to provide the best direction to the majority of California community colleges the most common bright line for coding was the Freshman Composition/English 1A course.

Step 3: Using the Reading Rubric - The purpose of this project is to direct coding, not to comprehensively cover all curricular components; the rubric is both simplified and universal, so every course will not fit perfectly on the rubric. There will be nuances in local institutional practices. Therefore, courses should be coded where they *mostly* fit; realizing they may not fit entirely into a specific level. The goal is to code the courses in order to capture student success and progress in each higher level course prior to transfer. **The rubric represents those kinds of outcomes generally found in credit and noncredit reading courses. The statements represent exit—not entry—skills.** There are nuances and differences between the credit and noncredit rubrics which indicate the varying mission, student populations and goals of the different pedagogical approaches.

Because the rubrics are not prescriptive we have not included some details found in reading courses. This rubric is intended to guide coding based on general curricular outcomes, not as rubrics to grade students or to change curriculum. The rubric does not attempt to include best pedagogical practices (such as integration strategies or other successful pedagogical processes), these robust discussion should occur in local departments. The rubrics were created after review of ICAS (Intersegmental Committee of Academic Senates) competencies, CRLA (College Reading and Learning Association) documents, Reading Apprenticeship program standards and rubrics, and state and national reading standards.

Step 4: Coding the Developmental Sequence - The purpose of properly coding these developmental sequences is to promote meaningful ARCC (*Accountability Reporting for Community Colleges*) data comparisons among community colleges, whether a college has a two-stage or an eight-stage developmental sequence. The ARCC is required by law (Assembly Bill 1417, 2004) and provides the public and the Legislature with outcome measures for the California Community College System and for each individual college. Proper coding will contribute to more accurate ARCC data reports about student progress from one level to the next. Presently there is no comparison and the data fail to accurately indicate what levels and progress students are attaining in their reading development. Changing this coding to reflect curricular content and student pathways will provide data that is accurate and create valuable information to inform local discussions.

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You need not have a course at every level; it is acceptable to have two courses on one level. You should not have gaps between the levels as this would indicate a difficulty for students to progress. The courses should be coded sequentially as they prepare students for transfer. If the reading sequence contains more than (and perhaps many more than) four courses, each level may contain one, two, or more courses. Use the outcomes rubrics to match the courses as closely as possible to the level.

Below is a visual example of developmental course sequences randomly selected from colleges. Sample course titles were used, but titles for reading vary among the 110 community colleges. These names were used in an attempt to clarify the process. The course titles are not important. Your courses may be titled differently, please ignore the course names if they are distracting.

Below is a visual example of developmental course sequences randomly selected from colleges, the course titles are not important. Your courses are probably called something different; please ignore the course names if they are distracting

After determining the CB 21 codes go to the final step after the rubrics to check the overall coding compliance.

Examples of Potential Credit Reading Sequences

Suggested CB 21 LEVEL Coding for courses below transfer courses –				
Course Sequence	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer level
single course developmental sequence				Reading
2 course developmental sequence			Developmental Reading	Effective Reading Skills
3 course developmental sequence		Developing Basic Reading Skills	Improving Reading Skills	Reading for Academic Success
4 course sequence	Beginning Reading →	Reading Fundamentals→	Reading Skills→	Effective Reading
5 course sequence	Foundations of Reading → Fundamentals of Reading → (two courses on 1 level)	Basic Reading skills→	Advanced Reading →	Proficient Reading

Noncredit Adult Basic Elementary and Secondary Education CB 21 Coding

ABE & ASE

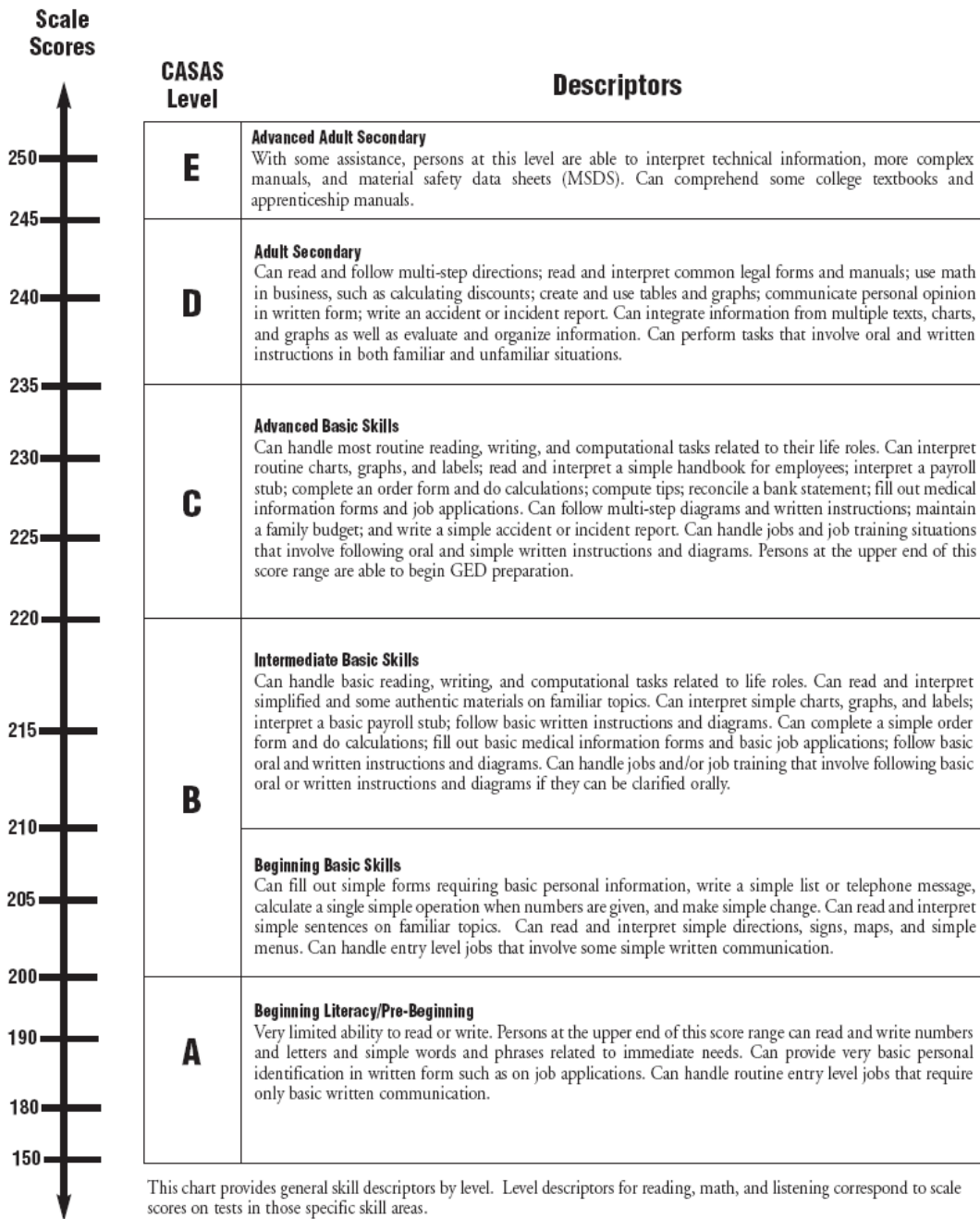
Movement from ABE to ASE is progress. CASAS and the California state standards recognize skill levels that line up with our reading, writing and math levels. ABE/ASE courses are done differently around the state. Some teach the courses integrated (such as elementary courses and some teach the courses by discipline such as high school). CASAS has a rubric which lines up with the existing CB 21 rubrics except CASAS' top remedial level is freshman in high school because this stemmed from adult education. The CASAS rubrics are below for reference, please note the alphabetic level reference is the reverse of CB 21 as they begin the lowest level with A. CB 21 calls the highest level prior to transfer A and the lowest level The CB 21 rubrics for ABE/ASE will work in the following way:

Transfer level English, Reading or Math
CB 21 A – reserved for non-ASE courses in English, Reading or Math (intentional gap)
CB 21 B - ASE (Adult Secondary Education) highest level
CB 21 C – ASE (Adult Secondary Education) lowest level
CB 21 D – ABE(Adult Basic Education) highest level
CB 21 E – ABE (Adult Basic Education) intermediate level
CB 21 F – ABE ((Adult Basic Education) beginning and literacy level

One level prior to transfer (this is reserved for non-ASE courses as the faculty did not feel that the ASE courses actually met the outcomes of this level as defined in the Reading, Writing and Math CB 21 rubrics. This gap represents the reality of the GED curriculum and the mismatch between outcomes defined for this level in GED and California standards and college-level entry skills.



Skill Level Descriptors for ABE



- Please note that the CASAS indicator below for basic skills is referring to K-12 basic skills. The CCCs refer to High school level ASE as Basic Skills because they are below College level.



NRS Educational Functioning Levels to CASAS Scale Scores and Grade Levels for WIA Title I

NRS Educational Functioning Levels				CASAS	Grade Level
EFL	ABE	ESL		Score Ranges*	
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205 206-210	2 3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215 216-220	4 5
6	High Intermediate Basic Education	Advanced ESL		221-225 226-230 231-235	6 7 8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240 241-245	9 10
8	High Adult Secondary Education			246-250 251 and above	11 12

* Reading, Numeracy, and Listening

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug 13, 2007.

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