



Transition to Success

Transition English and Math offered through College and Career Readiness (CCR)

BSP 4002 Transition English

BSP 4003 Transition Math

Helping College and Career Readiness (CCR) students prepare for Curriculum and Continuing Education pathway programs through flexible and engaging programming, contextualized learning and individualized instruction

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This Manual is current until Fall 2025 unless your college is an early adopter of the new Developmental Education courses.

Transition to Success

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COLLEGE AND CAREER READINESS CAREER READY STATE COORDINATORS

CCR State Coordinators

Susan Huneycutt, Dean of Arts, Sciences, Business, and Technology
Davidson-Davie Community College
Email Address: susan_huneycutt@davidsondavie.edu
Phone: (336) 249-8186 ext. 6495

Londa Pickett, Director of the Transition Center
Davidson-Davie Community College
Email Address: londa_pickett@davidsondavie.edu
Phone: (336) 249-8186 ext. 6502

Transition to Success Advisory Team		
Name	Community College	Email address
Jennifer Mock	Alamance Community College	jlmock496@alamancecc.edu
Kelli Stegall	South Piedmont Community College	kstegall@spcc.edu
Marvilo Gay	Johnston Community College	gaym@jcc.edu
Melissa Morlock	Pitt Community College	mwmorlock745@my.pittcc.edu
Robin Paulison	Blue Ridge Community College	r_paulison@blueridge.edu
Anita Green	Central Carolina Community College	Agree813@cccc.edu
Veronica Powell	Southeastern Community College	veronica.powell@sccnc.edu
Zeledith Blakely	Guilford Technical Community College	zhblakely@gtcc.edu

CAREER READY BACKGROUND: A HISTORICAL PERSPECTIVE

During the 2018-19 program year, the College and Career Readiness (CCR) Section of the North Carolina Community College System collaborated with a pilot group of community colleges to explore ways adult education, developmental education programs, and NC Student Success Centers could collaborate to reduce barriers for adult education students while transitioning to postsecondary education programs. It was decided that the NROC Ed Ready educational software, already being used with postsecondary partners, could be reviewed and adapted to equip adult education students with academic skills and distance learning experience to transition into gateway post-secondary courses.

During the implementation phase of the project, the NC CCR unit initiated conversations with the online courseware provider, National Repository of Online Courses (NROC). [What is NROC?](#) NROC is a non-profit organization that partners with education agencies to provide open and low-cost online courses and learning options. The goal of the NROC organization is to develop courses that are adaptable to every student's learning needs. The goal of the North Carolina College and Career Readiness (CCR) Unit in this partnership was to expand high-quality, low-cost distance learning options for all NC providers to assist with postsecondary transition. Moreover, the purpose of the Career READY project was to provide access to CCR courses that helped alleviate barriers such as childcare and transportation.

During the initial implementation of the pilot project, the NC CCR Unit named the distance learning project “Career READY.” The term “READY” is an acronym that stands for **R**efreshing, **E**nhancing, **A**ccelerating and **D**eveloping **Y**our Skills. Adult learners enrolled in the Career READY pilot completed 10 online units that focused on the English, mathematics, and writing concepts required to transition into postsecondary education or employment. During the initial pilot, adult learners enrolled in the Career READY program attended four days per week, for two hours each day. Programs were provided with the option to offer the courses face-to-face, hybrid, or completely at a distance. Pilot programs were required to design their programs to include necessary student support services, career exploration opportunities, and the implementation of managed enrollment through distance learning or hybrid sections for the courses. The Career READY project comprehensively prepared students to earn credentials such as high school equivalency diplomas and industry-recognized certifications through co-enrollment in Integrated Education and Training (IET) programs. Additionally, the Career READY courses strengthened the partnerships between training providers of curriculum, continuing education, and CCR programs.

Additionally, local CCR programs participating in the project provided EdReady Mathematics and NROC Developmental English courses to help students complete their High School Equivalency (HSE) requirements and transition into postsecondary education. The Career READY project integrated the academic content from the NROC platform and correlated it to the requirements of the Workforce Innovation and Opportunity Act (WIOA). Students enrolled in the Career READY project received high quality instruction designed to help them transition into postsecondary education or high-demand careers. To meet the requirements of WIOA, students that engaged in courses through their local CCR Unit received instruction that was contextualized and aligned to a career cluster, or regionally high-demand careers. The Career READY project was designed to develop a model focused on accelerating the success of academically underprepared students in postsecondary education through an educational technology model.

Objectives for the Career READY Project:

1. Disseminate innovative ideas and best practices for the online cloud-based distance learning program;
2. Leverage best practices to promote exemplary teaching, learning and professional development through collaboration and comprehensive program implementation;
3. Integrate the 21st century technology requirement with required NC Adult Education Content standards;
4. Identify future needs for virtual accessibility and design; and
5. Create a model and resources for future Career READY program participants.

The NROC English and mathematics courses were designed to meet the objectives of Developmental English and mathematics courses. Additionally, the course content is based on the foundational English and mathematics skills needed for entrance into the workforce and for transitioning into postsecondary programs. NROC is designed to close the achievement gap for students by providing customized learning units with built-in, focused remediation. NROC offers English and mathematics courses that prepare students to earn their HSE or transition to postsecondary gateway courses. By utilizing the English and mathematics courses in Career READY, CCR students could engage in an interactive course that would increase their English, mathematics, writing competencies, improve their digital literacy skills, prepare for HSE assessments, and earn college credits.

Pilot Program Participation

During the first phase of the Career READY program, a total of 18 community colleges purchased a one-year subscription with the NROC organization as part of the Reinforced Instruction for Student Excellence (RISE) pilot. The subscription included a total site license and as a result, CCR programs within these community colleges had access to the courseware at no additional subscription cost. In early fall 2018, eligible CCR programs were contacted and assessed for pilot project interest. Ten programs expressed interest in participating in a distance learning pilot project. The colleges that chose to participate in Career READY were **Davidson County Community College, Pitt Community College, Lenoir Community College, Sandhills Community College, and Western Piedmont Community College.**

Initially, the NROC software was aligned with the North Carolina Diagnostic Assessment and Placement (NC-DAP) test. Since the NC-DAP and Accuplacer assessments were no longer supported by the North Carolina Community Colleges System for gateway course enrollment, a new placement test, the NROC Placement assessment, became available for students requiring a placement test score. To comprehensively support programs, the NROC software was re-aligned to the NROC placement test and the corresponding supplemental courses, Transition Mathematics and Transition English.

As a requirement of the pilot program, all participating providers designated an NROC Implementation Program Manager. The NROC Implementation Manager trained participating programs and continued to provide resources for program implementation. The training focused on accessing, operating, and managing the Transition Courses. The NROC developmental education courses were aligned with the North Carolina Adult Education Content Standards, which were required for all CCR programs. Additionally, all pilots were required to develop Career Cluster contextualized lessons to be maintained by instructors for future use and dissemination. The curriculum and lessons for the pilot were shared

with state colleagues via the Google Docs platform. All pilot programs were required to document student scores and academic progress. Coursework grades and National Reporting System (NRS) assessment information were documented via the North Carolina Community College System data management system, Colleague

TRANSITION TO SUCCESS (FORMERLY CAREER READY)

Updated Program Objectives

Transition to Success provides students with the foundational skills and the growth mindset needed to achieve their college and career goals through an engaging, supportive, and contextualized curriculum aligned with Workforce Innovation and Opportunity Act (WIOA) standards.

The objectives of involve helping students:

- Master foundational academic skills;
- Prepare for successful completion of HSE assessments;
- Connect the learning to job skills required for high demand careers;
- Develop a “CAN DO” attitude (Growth Mindset is critical to student success); and
- Transition to Curriculum or Continuing Education with no delay for Developmental Education.

ALIGNMENT WITH WORKFORCE INNOVATION AND OPPORTUNITY ACT AND ADULT EDUCATION AND FAMILY LITERACY ACT

The Adult Education and Family Literacy Act (AEFLA) activities are designed to ensure that all out of school youth and adult students build the foundational academic skills necessary for postsecondary education or employment. In addition, as a component of WIOA, Title II, AEFLA supports the advancement of individuals into postsecondary education, further education and training, and employment. State leadership activities funds can be used for adult education and literacy activities including the integration of high-quality literacy instruction within demand occupational skill training and for promoting linkages with employers and with postsecondary education institutions. Additionally, per WIOA, a permissible activity includes the “development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.”

TRANSITION TO SUCCESS FOR COLLEGE AND CAREER READINESS (CCR) AND ADULT HIGH SCHOOL STUDENTS

Transition to Success prepares adult learners to complete their Adult High School (AHS) or HSE diploma and, concurrently, to complete the mastery-based learning activities required for enrollment in a certificate, diploma, degree, or Continuing Education program at the postsecondary level. Adult learners who engage in courses under the College and Career Readiness section complete classes under the Basic Skills Program (BSP) course code. The Developmental Education CCR courses are titled BSP 4002 (Transition English) and BSP 4003 (Transition Math). These courses provide an opportunity to customize foundational English and mathematics content in specific areas and will include developing a growth mindset. Topics include cultivating academic habits, learning strategies, social skills, and the growth mindset necessary for success in college-level English and mathematics. Upon completion, students should be able to build a stronger foundation for success in gateway-level English and mathematics courses by acquiring skills through a variety of instructional strategies, with an emphasis on the most essential prerequisite knowledge.

The AHS program includes courses completed in both the traditional high school setting and adult high school; the GPAs from AHS and the traditional high school setting are combined to determine college readiness in the same way as any other high school GPA. Based on the signed affiliation agreement with Local Education Agencies (LEAs), it is possible for BSP 4002 Tier I to count as English IV and BSP 4003 Tier I to count for the 4th math. In addition, HSE scores can be used to determine college readiness; however, many students struggle to meet the college ready threshold on each HSE subtest.

Completion of English and math tiers (at least one English and one math tier) as part of Transition to Success indicates college readiness. College readiness is the ability to enter gateway math and gateway English courses with or without the support of co-requisite support courses.

WHAT IS COLLEGE READY?

College ready means that a student is academically prepared to enter college level gateway courses.

A **gateway course** is the first credit-bearing college-level course in a program of study. These courses are based on the requirements of a degree program. The designated gateway courses in North Carolina are:

- ENG 110 or ENG 111
- MAT 110, MAT 121, MAT 143, MAT 152, or MAT 171

WHO CAN PARTICIPATE?

Students eligible for adult education services and at the level of Adult High School or High School Equivalency programs have the opportunity to enroll. There are many academic and student support advantages for adult learners who choose to enroll in the program.

Advantages to registering for Basic Skills Program (BSP) Transition Math and English Courses through CCR include:

- Flexible Entry-Students are not required to wait until the next semester to begin Transition courses (**contact hour classes only**);
- Flexible Scheduling -Upon completion of the Transition Courses, adult learners have the opportunity to enroll in late-start Curriculum or Continuing Education courses. (**contact hour classes only**);
- CCR programs have the flexibility to offer classes with varying stop and start dates
- No cost for the course or courseware to the student;
- Exit upon completion of the course – (**contact hour classes only**);
- Attendance is not required until the end of the semester if course requirements have been met (**contact hour classes only**);
- Contextualized instruction focusing on specific career pathways;
- Additional academic support through the Title II AEFLA program;
- Membership hour classes have some limitations in flexibility (**see membership class instructions**).

Academic and Financial Exceptions:

- Transition courses do not count toward Financial Aid or Veterans' benefits.
- All students are eligible, except Early College, Cooperative Innovative High Schools (CIHS), and College and Career Promise (CCP) students. All students enrolled in the program must meet Title II eligibility requirements.

Disability Accommodations and OCS Identification:

North Carolina Community Colleges are committed to serving students who may, due to documented physical, psychological, or learning disabilities, require accommodations for equal access to college facilities, academic programs, and other activities (defined by the American with Disabilities Act and Section 504 of the Rehabilitation Act). The Disability Services office at member colleges ensure that programs and facilities of the college are appropriately accessible to students. Students with disabilities must first self-disclose their documented disability to Disability Services on campus to be considered for reasonable accommodations. Colleges must look at each individual disability and the functional impact of the disability for each student (case-by-case and class-by-class).

- All Occupational Course of Study (OCS) courses are indicated by the 5th digit character "B," and all Extended Content Standards (ECS) courses are indicated by the 5th digit character "A." The OCS and ECS wording have been removed from course titles as per Section 504 and ADA regulations and will be removed from the policy document and website.
- The OCS course codes are located within the 9210B through 9248B series of course numbers. Typically, all high school students on the ECS will have the course codes within the 9310A through 9343A series of course numbers. However, it may be appropriate for students on the ECS to participate in a few courses within the OCS series. For example, the Occupational Preparation I, II, III, and IV courses may be appropriate

for some students and are now an option available with the 5th digit character “A.” These courses may be used as elective options for students on the ECS as they are not required courses for the graduation certificate.

- Programs are required to use adult learners’ transcripts to verify if the adult learner has completed up to Math II. The Math II requirement will help programs determine if an adult learner was on the OCS track.
- Individualized Education Plan (IEP); Adult learners that had an IEP while in high school should have completed up to Math II. All programs are **REQUIRED** to use adult learners’ transcripts to make determinations about class placement and accommodations.

Standard Processes and Procedures

Student Entrance into Transition Courses

Options for Program Implementation:

Providers have the option to administer Transition math and/or English in the following formats:

- Face-to-Face
- Hybrid/Blended (Calculate hours using approved formula or time stamped report or Proxy Hours)
- Online (Completely at a Distance)-If the provider is using NROC English for BSP 4002, then the provider must use proxy hours. Providers must adhere to the 12 hours per completed unit rule for a maximum of 120 hours per course. If the provider uses EdReady English for BSP 4002, then the provider can calculate time using the approved timestamp report from EdReady English with a maximum reportable time of 144 as designated in the Combined Course Library. Transition BSP 4003 uses EdReady Math which is approved by the NCCCS CCR Distance Learning time keeping parameters.
- Hybrid Flexible (HyFlex)-A multi-modal instructional delivery method where the college has the option to deliver the online portion of a curriculum or continuing education course synchronously, asynchronously, or both as long as 100% of the instruction is offered face to face with the instructor in a physical classroom. Students may choose to attend the regularly scheduled in-person session or the online option on a session-by-session basis.

Required Assessments

Providers are required to utilize either the Test of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS) GOALS to assess each student's EFL. Since CASAS is one of our approved assessment vendors, providers can use tests among the approved test batteries. BEST PLUS is approved for this program.

Note: In determining the **NRS** approved assessment appropriate for Transition English and math students, remember that only CASAS Math GOALS allows the use of a calculator on the entire math test. Guidelines mandate the use of a calculator on all three math tiers. Remember that CASAS GOALS do not have a separate Language test.

Transition to Success Course Planning:

If your college has determined that some or all of Transition Courses will be offered in College and Career Readiness Programs, consider these options first:

- Determine whether the courses will have continuous enrollment or managed enrollment, contact or membership (please see guidelines for contact hour and membership hours);
- Determine whether Curriculum and CCR students will be co-mingled in the same sections (*If yes, the instructor's salary must be prorated out of both area budgets based upon the ratio of students in the course section. This arrangement will necessitate managed enrollment.*);
- Determine with curriculum colleagues the optimal times to schedule classes;
- CCR faculty and staff should identify the students appropriate for the Transition Courses; and
- Students who complete HSE or AHS while enrolled in Transition Courses should finish their current tier prior to exiting Transition Courses. Transition courses may be used as required AHS courses contingent upon Local Education Agency (LEA) affiliation agreements. (Please reference your local AHS Affiliation Agreement).

Required Academic Level for Enrollment:

It is best practice that students who participate in the Transition to Success program meet minimum score requirements on National Reporting System (NRS) assessments. Additional information regarding assessment requirements can be found on page 32 of

[2023-24_north_carolina_ccr_assessment_manual_0.pdf](#)

The recommended minimum reading score requirements are:

Low Intermediate Basic Education	CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242 TABE (11–12) scale scores (EFL level 3 and up): Reading: 501–535 Mathematics: 496–536 Language: 511–546 CASAS GOALS scale scores (EFL level 3 and up): Reading: 217–227 Math: 217–227
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Age Requirement for Participation:

Age ≥ 18	High school graduate: • Take appropriate NRS assessments • Register for BSP 4002, BSP 4003 • Veterans are not eligible to receive Federal financial aid. However, they make the course independently of their veteran benefits for tuition and fees. Working toward AHS or HSE: • Assess NRS level • Register for BSP 4002, BSP 4003
Age < 18	High school graduate: • Enroll in Transition courses • Must take NRS assessments • No minor paperwork required Early College/CCP student: • Not eligible Out of School Youth: • Minor paperwork completed & signed • Assess NRS level • Register for BSP 4002 and BSP 4003

HSE scoring requirements for College Readiness	GED test results: • 145-164 - Gateway with a co-requisite • 165+ - Gateway without a co-requisite HISET test results: • 15 or higher on All subject tests, with a minimum of 4 on the Essay
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BSP Transition Course Set-up:

Transition to Success is designed to lessen or eliminate the need for developmental education, expedite a student's entry into gateway math and English courses and help students build a strong academic foundation in math and English through targeted, individualized instruction.

All students participating in the NROC/EdReady English and/or EdReady Math curriculum through CCR must be registered in BSP Transition Courses in ADVANSYS. Only through registration for these BSP courses can a student receive a grade recognized in Colleague. For transcript, credit, and documentation purposes, information entered into the Colleague data management system will be populated on the XRISE screen. The XRISEA screen in Colleague and ADVANSYS will serve as the primary locations for entering and maintaining student information. This will assist registrars, advisors, and other college personnel in placing students in the appropriate curriculum courses.

Course Contact Hour Requirements:

BSP 4002 and BSP 4003 were originally designed to meet for 16 weeks. Other durations may be used (eight weeks, 12 weeks, etc.) but must adhere to reasonable and attainable meeting schedules. For example, it is not reasonable to expect students to attend one class for 20 hours a week, especially if they are co-enrolled in the other courses. Recommended hours for Transition Courses are 144 hours. Please note, students may participate in the course(s) for the length of time necessary to master the learning objectives. Student enrollment in the courses is flexible based on academic readiness and/or NROC placement assessment. If the Transition Course meets face-to-face for fewer than the scheduled hours, the course must be designated as blended or hybrid. Additionally, programs have the option to offer the course as membership hours. For programs that choose to offer the course as membership hours, the class must have a set start and end date, and students must remain in the section until the end of the course.

Note: It is recommended that students limit the number of curriculum courses while taking BSP 4002 and BSP 4003. It is recommended that students register as a half-time student (six hours)

for the semester. Also, students enrolled in hybrid, blended, or self-pacing distance classes must receive support and structure from a teacher to ensure success.

Process for piloting new course materials:

If a program selects a curriculum that is not measured by clock time, the program must first pilot the curriculum and conduct research on the time it takes students to complete the units, etc. Then, the program must apply for permission from the System Office 30 days prior to offering the curriculum. For example, students could keep logs of how long it takes them to complete assignments in a specific curriculum. Once that information is gathered, the program can calculate the average completion time per assignment. The program could then apply to use those curricula, using the average length of time per unit to determine the contact hours. A student's schedule cannot overlap with curriculum courses, or the college will lose the FTE for the CCR section.

BSP Transition Courses Attendance Policy:

Promising practices include the expectation that students attend courses at least 80% of the scheduled face-to-face classes. CCR Transition course attendance policies will align to their curriculum counterpart.

Standard Processes and Procedures

Registering Students in Courses

To register for Transition Math and/or Transition English, CCR personnel must complete the following steps:

- The student must be registered in ADVANSYS for BSP 4002 and/or BSP 4003 using the current LEIS form. Registration will then integrate into Colleague.
- Consult with your Records and CCR Departments to determine your college's process for registering a student in courses.
- Since Transition Math and/or Transition English is a College and Career Readiness course, there is no census date if you run the course as a contact hour course.
- If the course is run as a BSP Membership section, ADVANSYS calculates the census date and populates it on the class attendance report.
- An additional CCR registration form must be completed at the time of registration for BSP 4002 and a separate form for BSP 4003, if students are new to the program.
- Students may be pre-registered but a registration form must be completed. If they pre-register in ADVANSYS they must remove students who do not attend on or before the census date from ADVANSYS and Colleague if it is a membership class. CCR

instructors are required to keep daily attendance and record in ADVANSYS regardless of the class type being contact or membership.

- Each student must take an appropriate NRS assessment within the first 12 hours of instruction.
- Once the student has achieved the required number of instructional hours, a post-test will be administered.
- Consider plans for encouraging post-test participation.

Steps for Implementation:

- Based on the local college's decision consider the following options:
 - **COLLEGE AND CAREER READINESS ONLY:** Co-mingle the CCR students with other college students.
 - **BOTH CURRICULUM AND COLLEGE AND CAREER READINESS:** Enroll the CCR students in a parallel or separate section.
 - **ONLINE:** CCR students can participate in Transition Courses online. EdReady Math is time stamped to record Web Attendance. NROC English is NOT time stamped and must utilize Proxy Contact Hours to track Web Attendance. Proxy Contact Hours for NROC English consist of 12 hour per completed unit for a maximum of 120 possible contact hours dependent upon completing 10 units. If the online class is a membership section, the total possible hours is 144 based on the Combined Course Library.
- If curriculum students have the opportunity to take Transition Math and Transition English in College and Career Readiness, communication is crucial.
 - **It is important to remember that Transition Math and Transition English were developed in College and Career Readiness in 2015. CCR allows students to master developmental skills at their own pace, on a schedule that works for them, and by utilizing a contextualized curriculum that helps students build confidence in themselves and an understanding of real-world applications.**
- Determine if your college will track CCR students separately from curriculum students. The director may disaggregate the data by examining any or all the following information:
 - How Transition Course completers performed on the HSE tests as well as NRS-approved assessments;

- The number of students who transitioned to other credit-bearing programs as well as gateway mathematics and English courses;
- Comparison of HSE graduates with Transition Course completion to HSE graduates without Transition Courses focusing on a post-secondary pathway; and
- Comparison of HSE Transition students to Curriculum Transition students on Tier completion.
- **Discuss with your CCR students what Transition to Success is, the expectations and commitments for the courses, and the advantages of taking Transition Courses while working on a HSE, AHS Diploma, or English Language Proficiency.** (Growth-mind set and advising are crucial components to the success of students in Career READY)
- **CCR and curriculum courses share the same expectations, attendance policies, and course outcomes.**
- **Actual class hours must be recorded regularly in ADVANSYS for all students.** The college earns FTE based on the total hours (face-to-face and online) for all students who meet CCR registration requirements.

Suggested Pacing Guides

Transition Math and Transition English

MATH Pacing Guide for Completing Tier 1 - Tier 3 in 16 Weeks

Please use these example pacing documents as guide to help instructors and curriculum developers determine course placement, course design, and academic needs of all students enrolled in the Career READY program.

Tier 1		Completion Date
Week 1	Tier 1 Diagnostic Unit 1: Whole Numbers Unit 2: Fractions and Mixed Numbers	
Week 2	Unit 3: Decimals Unit 4: Ratios, Rates and Proportions Unit 5: Percents	
Week 3	Unit 6: Measurement Unit 7: Geometry Unit 8: Real Numbers Tier 1 Test	

Tier 2		Completion Date
Week 4	Tier 2 Diagnostic Unit 9: Solving Equations and Inequalities	
Week 5	Unit 10: Graphing	
Week 6	Unit 11: Exponents and Polynomials	
Week 7	Unit 12: Concepts in Statistics Tier 2 Test	
Tier 3		Completion Date
Week 8	Tier 3 Diagnostic	
Week 9	Unit 13: Factoring	
Week 10	Review	
Week 11 Week 12	Unit 15: Rational Expressions	
Week 13 Week 14	Unit 16: Radical Expressions and Quadratic Equations	
Week 15 Week 16	Unit 17: Functions Tier 3 Test	

MATH Pacing Guide for Completing Tier 1 - Tier 2 in 16 Weeks

Tier 1		Completion Date
Week 1	Tier 1 Diagnostic Unit 1: Whole Numbers	
Week 2	Unit 2: Fractions and Mixed Numbers	
Week 3	Unit 3: Decimals	
Week 4	Unit 4: Ratios, Rates and Proportions	
Week 5	Unit 5: Percents	
Week 6	Unit 6: Measurement	
Week 7	Unit 7: Geometry	
Week 8	Unit 8: Real Numbers Tier 1 Test	
Tier 2		Completion Date
Week 9 Week 10	Tier 2 Diagnostic Unit 9: Solving Equations and Inequalities	
Week 11 Week 12	Unit 10: Graphing	
Week 13 Week 14	Unit 11: Exponents and Polynomials	
Week 15 Week 16	Unit 12: Concepts in Statistics Tier 2 Test	

MATH Pacing Guide for Completing Tier 1 in 16 Weeks

Tier 1		Completion Date
Week 1	Tier 1 Diagnostic	
Week 2	Unit 1: Whole Numbers	
Week 3	Unit 2: Fractions and Mixed Numbers	
Week 4		
Week 5	Unit 3: Decimals	
Week 6		
Week 7	Unit 4: Ratios, Rates and Proportions	
Week 8		
Week 9	Unit 5: Percents	
Week 10		
Week 11	Unit 6: Measurement	
Week 12		
Week 13	Unit 7: Geometry	
Week 14		
Week 15	Unit 8: Real Numbers	
Week 16	Tier 1 Test	

MATH Pacing Guide for Completing Tier 1 - Tier 2 in 8 Weeks

Tier 1		Completion Date
Week 1	Tier 1 Diagnostic Unit 1: Whole Numbers Unit 2: Fractions and Mixed Numbers	
Week 2	Unit 3: Decimals Unit 4: Ratios, Rates and Proportions	
Week 3	Unit 5: Percents Unit 6: Measurement	
Week 4	Unit 7: Geometry Unit 8: Real Numbers Tier 1 Test	
Tier 2		Completion Date
Week 5	Tier 2 Diagnostic Unit 9: Solving Equations and Inequalities	
Week 6	Unit 10: Graphing	
Week 7	Unit 11: Exponents and Polynomials	
Week 8	Unit 12: Concepts in Statistics Tier 2 Test	

Math Pacing Guide for Completing Tier 1 in 8 Weeks

Tier 1		Completion Date
Week 1	Tier 1 Diagnostic Unit 1: Whole Numbers	
Week 2	Unit 2: Fractions and Mixed Numbers	
Week 3	Unit 3: Decimals	
Week 4	Unit 4: Ratios, Rates and Proportions	
Week 5	Unit 5: Per cents	
Week 6	Unit 6: Measurement	
Week 7	Unit 7: Geometry	
Week 8	Unit 8: Real Numbers Tier 1 Test	

ENGLISH Pacing Guide for Completing Tier I in 16 weeks

Tier 1 (Units 1-6): 16 weeks

Week	Units by Week	Completion Date
1	Unit 1: Introduction to College Reading and Writing	
2	Unit 1: Introduction to College Reading and Writing	
3	Unit 2: Identifying Main Ideas	
4	Unit 2: Identifying Main Ideas	
5	Unit 2: Identifying Main Ideas	
6	Unit 3: Discovering Implied Meaning	
7	Unit 3: Discovering Implied Meaning	
8	Unit 4: Interpreting Bias	
9	Unit 4: Interpreting Bias	
10	Unit 4: Interpreting Bias	
11	Unit 5: Analysis through Definition	
12	Unit 5: Analysis through Definition	
13	Unit 5: Analysis through Definition	
14	Unit 6: Learning Across Disciplines	
15	Unit 6: Learning Across Disciplines	
16	Unit 6: Learning Across Disciplines	

ENGLISH Pacing Guide for Completing Tier I – Tier 2 in 16 weeks

Tiers 1 and 2 (Units 1-10): 16 weeks

Week	Units by Week	Completion Date
1	Unit 1: Introduction to College Reading and Writing	
2	Unit 1: Introduction to College Reading and Writing Unit 2: Identifying Main Ideas	
3	Unit 2: Identifying Main Ideas	
4	Unit 3: Discovering Implied Meaning	
5	Unit 4: Interpreting Bias	
6	Unit 4: Interpreting Bias Unit 5: Analysis through Definition	
7	Unit 5: Analysis through Definition Unit 6: Learning Across Disciplines	
8	Unit 6: Learning Across Disciplines	
9	Unit 7: Exploring Comparative Elements	
10	Unit 7: Exploring Comparative Elements	
11	Unit 8: Informed Opinions through Causal Chain	
12	Unit 8: Informed Opinions through Causal Chain	
13	Unit 9: Applied Critical Analysis	
14	Unit 9: Applied Critical Analysis	
15	Unit 10: Using Sources in Critical Reading and Writing	
16	Unit 10: Using Sources in Critical Reading and Writing	

ENGLISH Pacing Guide for Completion of Tier I in 8 Weeks

Tier 1 (Units 1-6): 8 weeks

Week	Units by Week	Completion Date
1	Unit 1: Introduction to College Reading and Writing Unit 2: Identifying Main Ideas	
2	Unit 2: Identifying Main Ideas	
3	Unit 3: Discovering Implied Meaning	
4	Unit 4: Interpreting Bias	
5	Unit 4: Interpreting Bias Unit 5: Analysis through Definition	
6	Unit 5: Analysis through Definition	
7	Unit 6: Learning Across Disciplines	
8	Unit 6: Learning Across Disciplines	

Transition Math Grading Policy

Proposed Weights when Calculating Grades

- 10% Attendance/Participation
- 20% Classwork (notebook, contextualized lessons, and other assignments)
- 30% EdReady (notes, exercises, assessments) (minimum accumulated study path score of 100% to take final assessment) *including post-test
- 40% Proctored Final Assessment (minimum score of 80%)

Basic Grading Option:

- Colleges are **NOT** required to assign a grade for attendance and/or classwork. Please note, that soft skills are an important learning objective in Transition Math.
- **Students must achieve a minimum study path score of 90%.**
- **The score on the Proctored Final Assessment must be at least 80%.**

Possible Reportable Grades:

- P1: Students will earn a grade of “P1” (Pass) for the course if they earn an overall final average of 80 or higher (including a score of at least 90 on the Study Path and at least 80% on the Final Assessment) on Tier 1 (Units 1-8).
- P2: Students will earn a grade of “P2” (Pass) for the course if they earn an overall final average of 80 or higher (including a score of at least 90 on the Study Path and at least 80% on the Final Assessment) on Tier 2 (Units 9-12).
- P3: Students will earn a grade of “P3” (Pass) for the course if they earn an overall final average of 80 or higher (including a score of at least 90 on the Study Path and at least 80% on the Final Assessment) on Tier 3 (Units 13-17).

-
- IP: If students have not completed a TIER by the end of the semester, but are regularly attending class, making progress, and have registered for the next semester, they may receive a grade of “IP” (In Progress). Note: CCR is the only program that offers IP as a possible grade. Registrar must activate the IP grade to assign it to CCR.
- R: Students who stop attending class and do not complete a TIER will earn a grade of “R” indicating that the student should repeat the course. *(Grading using the R and IP designations in co-mingled classes is a local decision)*

Assignments:

Assignments will be delivered in a variety of ways. Students may be expected to complete online assignments outside of class. Since course materials and programs are internet-based, internet access is necessary. Assignments will include:

- **Proctored Pre-Assessment:** The student will begin the module with a Pre-Assessment. This assessment must be taken in a proctored setting, with instructor permission. See the Assessment Manual for Proctored Testing Procedures. Proctored testing is a best practice but is a local decision.
- **EdReady Learning Problem Sets:** The student will complete a collection of problems that will allow them to improve their knowledge on topics covered.
- **Contextualized Learning Problem Sets:** These problem sets will be related to both the learning target being covered and the career path chosen by the students. These problems may be solved individually or with groups of students in the class.
- **Final Assessment:** The study path score must reach a 90 to take the Final Assessment. The student will have at least 2 attempts at the final assessment. Adequate remediation and review must be offered and documented by the instructor prior to subsequent testing opportunities.

Please note, students should be provided with a suggested course pacing guide with target dates to assist them in completing Transition Math Tier 1, Tier 2, and Tier 3.

Explanation of Graphics & Color Coding in EdReady Math:

Upon student completion of diagnostic assessments, program directors, instructors, and other permitted staff will see colors that denote student placement and need. Please use the table listed below to determine the definition of each color code located in the NROC system.

Once the diagnostic assessment is complete, students will receive a graphic of goals.

● Red	Concepts not mastered
● Yellow	Needs additional practice
● Green	Mastered
● White	Not diagnosed and not yet attempted (all content is not assessed during the initial diagnostic assessment)

Completion of Transition Math Tier 1:

Mastery of Units 1-8 places a student in MAT 110 with no co-requisite course or MAT 143 / MAT 152 with the corresponding co-requisite class (MAT 043 or MAT 052).

Unit 1	Whole Numbers
Unit 2	Fractions and Mixed Numbers
Unit 3	Decimals
Unit 4	Ratios, Rates and Proportions
Unit 5	Percents
Unit 6	Measurement
Unit 7	Geometry
Unit 8	Real Numbers
Tier 1 Test	Culmination of all units and tiers

Completion of Transition Math Tier 2:

Mastery of Units 9-12 places student in MAT 143 or MAT 152 with no co-requisite class. Students can enter MAT 171 or 121 with MAT 071 or MAT 021.

Tier 2 Diagnostic	Diagnostic Assessment
Unit 9	Solving Equations and Inequalities
Unit 10	Graphing
Unit 11	Exponents and Polynomials
Unit 12	Concepts in Statistics
Tier 2 Test	Culmination of all units and tiers

Completion of Transition Math Tier 3:

Mastery of Units 13-17 enables a student to take MAT 171 and 121 with no co-requisite class.

Tier 3 Diagnostic	Diagnostic Assessment
Unit 13	Factoring
Unit 14	Rational Expressions
Unit 15	Radical Expressions and Quadratic Equations
Unit 16	Functions
Tier 3 Test	Culmination of all units and tiers

Transition English Grading Policy

The following is an example of a proposed grading policy. Please note, colleges have the right to set-up their grading scales to meet their local policy.

Proposed weights when calculating grades:

- 10% Attendance/Participation
- 10% Review Quizzes (minimum score of 80%)
- 50% Writing Assignments (minimum score of 80%)
- 30% Unit Assessments (minimum score of 80%)

Basic Grading Option:

- Colleges are not required to assign a grade for attendance. Remember, however, that soft skills are an important learning objective in Transition English.

Possible Reportable Grades:

P1: Students will earn a grade of “P1” (Pass) for the course if they earn an overall final average of 80 or higher (including a score of 80 or higher on review

- quizzes, writing assignments, and unit assessments) on Tier 1 (Units 1-6).
- P2: Students will earn a grade of “P2” (Pass) for the course if they earn an overall final average of 80 or higher (including a score of 80 or higher on review quizzes, writing assignments, and unit assessments) on Tier 2 (Units 1-10).
-
- IP: If students have not completed a TIER by the end of the semester, but are regularly attending class, making progress, and have registered for the next semester, they will receive a grade of “IP” (In Progress). Note: CCR is the only program that offers IP as a possible grade. Registrar must activate the IP grade for CCR.
- R: Students who stop attending class and do not complete a TIER will receive a grade of “R”. Note: (*Grading using the R and IP designations in co-mingled classes is a local decision*)

Assignments:

Assignments may be delivered in a variety of ways. Students will be expected to complete online assignments outside of class.

NROC/Ed Ready assignments will include:

- **Proctored Pre-Assessment:** The student will begin the course with a pre-assessment (optional)
- **NROC Review Quizzes:** In each unit, students will complete a review quiz that will allow them to improve their knowledge on topics covered. Students must earn 80% or higher to begin the unit writing assignments or unit assessments.
- **NROC Writing Assignments:** In each unit, students will complete a writing assignment in NROC. They will copy their final writing assignments into a Microsoft Word document using MLA format and submit the assignment in Moodle using the writing assignment link. Students must earn 80% or higher on the unit writing assignment to begin the unit assessments.
- **NROC Unit Assessments:** Each unit ends with a unit assessment to review concepts students learned in that unit. Students must pass a unit assessment with an 80% or higher. If they don't pass the unit assessment, they will need to take Assessment B for that unit, following remediation and review.
 - Unit assessments for Transition English consist of 20 questions, including 18 multiple choice questions and two constructed response questions. Students will take the unit assessments during class.
 - Students must earn 80% or higher on the unit assessment in order to begin the next unit.
 - EdReady English Assignments Include:

- **Unit Completion Requirements:**

- EdReady Unit Study Path: Mastery is required to complete a Study Path for each unit in EdReady English. The student is given a target goal to reach to demonstrate mastery of the material in that unit.
- Writing Assignments: In each unit, students will complete a writing assignment. Assignments will be written in Google Docs using MLA format and submitted in your LMS for grading AFTER the document has been reviewed by the instructor and edited as needed by the student. Students must earn 80% or higher on the unit writing assignment.

- **Tier 1 Completion Requirements:**

- Complete requirements for Units 1-6 (see above).
- Tier Test: A cumulative test for Units 1-6 (Tier 1) must demonstrate mastery of the material from those units.

- **Tier 2 Completion Requirements:**

- Complete requirements for Units 7-10 (see above).
- Tier Test: A cumulative test for Units 7-10 (Tier 2) must demonstrate mastery of the material from those units.

Students are provided with a suggested course pacing guide with target dates to assist them in completing Transition English Tier 1 and Tier 2.

Completion of Transition English Tier 1:

Mastery of Units 1-6 places a student in ENG 111 with co-requisite class (ENG 011).

Unit 1	Introduction to College Reading and Writing
Unit 2	Identifying Main Idea
Unit 3	Discovering Implied Meaning
Unit 4	Interpreting Bias
Unit 5	Analysis through Definition
Unit 6	Learning Across Disciplines

Completion of Transition English Tier 2:

Mastery of Units 7-10 places a student in ENG 111 with no co-requisite class.

Unit 7	Exploring Comparative Elements
Unit 8	Informed Opinions through Causal Chains
Unit 9	Applied Critical Analysis
Unit 10	Using Sources in Critical Reading and Writing

Explanation of Progress Reporting in NROC English:

NROC Course Manager

After registering for the course in NROC, use the course management and reporting link to return to the NROC Course Manager. Log in with the username and password created. You will then be able to view student data, track progress, grade student work, and download reports.

<https://support.nrocnetwork.org/hc/en-us/articles/204333623-NROC-English-Course-Manager-Reports-Tab>.

Unit Progress Reporting:

Home • Reports Logged in as Testinstitution • Edit Profile

THE NROC PROJECT Course Management and Reporting

My Classes Class Settings Unit Content Instructors Students **Reports** Activity

Select a class to view: 2020-2021 5

Unit Progress Report

[Unit Progress Report](#) | [Peer Reviews](#)

Select a Unit to view: Unit 1: Introduction to College Reading and Writing

[Download as Excel](#) [Refresh Data](#)

black scores: at or above mastery level

red scores: below mastery level

blue scores: test that has not been completed

Student	Unit	My Journal	Introduction	Pre-Reading	Active Reader	Post-Reading	Review	Pre-Writing	Writing Center	Writing Center	Final Grade
Last, First	Total Time	Link	Status	Status	Status	Status	Score	Status	Status		
A, Student	0:08:51	View	Completed	Completed	Completed	In Progress	--	--	Complete		Custom Grade for Student A
B, Student	0:25:29	View	Completed	Completed	Completed	Completed	83	Completed	Complete		3 out of 5
C, Student	0:04:27	View	--	--	--	--	--	--	Complete		A
D, Student	0:04:20	View	--	--	--	--	--	--	Complete		A
E, Student	0:05:55	View	--	--	--	--	--	--	Complete		Top Notch
F, Student	4:25:36	View	--	Completed	Completed	In Progress	50	--	Complete		F+
G, Student	0:14:38	View	--	--	--	--	--	--	Complete		Below Average
H, Student	0:12:01	View	--	--	--	--	--	--	Complete		Grade A
I, Student	0:08:48	View	--	--	--	--	--	--	Complete		six comments
J, Student	0:09:23	View	Completed	In Progress	Completed	In Progress	94	Completed	Complete		Really Long Custom Grade for Student J
K, Student	2:01:03	View	Completed	--	--	--	--	--	Complete		4 out of 5

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The above screenshot shows the Unit Progress Report.

This report is generated in real time when the screen is first accessed, so it may take a few moments to populate the table. A "Loading..." message will display in place of the "Refresh Data" button while the table is being populated with data. The "Refresh Data" button can be used after the page loads to update the view with the latest submissions.

The unit can be selected from the drop-down menu, and the "Download as Excel" button will download the report in .xls format directly to the local computer.

Available Student Data in NROC English:

Total Time is displayed as **hours: minutes: seconds** and represents the entire time the student is logged in to Developmental English and working in the currently displayed Unit (as chosen from the drop-down menu).

My Journal provides a link to the student's My Journal for the instructor to directly view the student's work.

Introduction, Pre-Reading, Active Reader, Post-Reading, and Pre-Writing correspond to the elements of the course listed on the Home page of the student view. These elements are marked Completed, In Progress, or -- (indicating that the student has not started that course element).

Review displays the student's score on the Unit Review. The Review scores are color-coded relative to the Mastery Level set by the instructor on the Class Settings tab. Click the Review Score to show details about how the student scored against each objective.

Writing Center Status provides a link to the student's work in the Writing Center, as well as an indicator of progress, such as First Draft Review, Second Draft, or Complete.

Writing Center Options ("Reset" feature) To reset a student's work in the Writing Center to its prior state, use the provided link. If a student has submitted a First, Second, or Final Draft and you wish for them to resubmit the work, this link will restore the student's work to the state it was in just before the draft submission. Note that any reviews of the submitted draft will be lost, including self-reviews, instructor reviews, and peer reviews. Do not double-click; each click will reset the work to the previous state, and it can be done multiple times to revert the student back several steps. **This feature should be used carefully; it is permanent and cannot be reversed.**

Writing Center Final Grade displays the grade given by the instructor and provides a link to the Final Draft. When clicked, the linked text of the Writing Center Final Grade column displays the student's writing assignment along with the grade given by the instructor and the instructor's comments. The comments are linked to the corresponding text in the writing assignment. When the plus sign (+) next to any Instructor Review comment is clicked, the comment will display, and the corresponding text will be highlighted.

EdReady English may be used for BSP 4002 and does display time in and time out. Review EdReady as well as pertinent information and the available prompts found at bit.ly/3ULWyMb

Standard Processes and Procedures

Steps to Transition into Gateway Curriculum Courses

Completion of BSP-4002 Transition English and BSP-4003 Transition Math offers many opportunities for adult learners including:

- College ready status for gateway placement in English and mathematics;
- Credit for Transition Math and Transition English; and
- Preparation for HSE exams.

- AHS credit for Math IV and English IV is dependent upon LEA affiliation agreement.
 - Students must complete at least Tier I in English to earn credit for the English IV
 - Students must complete at least Tier I in Math to earn credit for Math IV

Receive Course Credit for Transfer into Gateway Courses:

Adult learners must receive credit in BSP Transition Courses to be eligible to transfer to Gateway Courses. Programs must follow the steps below to ensure that students are able to receive the proper credit for BSP course completion.

- Make sure the student is enrolled in BSP 4002 and BSP 4003.
- Instructors need to fully understand a student's options in BSP Transition Courses.

Adult Learners may complete the following course pattern to enroll into Gateway Courses.

- Complete Tier I of Transition English:
 - Enroll into Tier II English;
 - Complete Tier II English; or
 - Adult learners may exit Transition English with a grade of P1 and take ENG 111 with the co-requisite, ENG 011.
- Complete Tier I in Transition Math:

MAT 110	Without a co-requisite
MAT 143	With a co-requisite
MAT 152	With a co-requisite

- Enroll into Tier II Math
- Complete Tier II Math
- Enroll in the following math courses:

MAT 143	Without a co-requisite
MAT 152	Without a co-requisite
MAT 121	With a co-requisite
MAT 171	With a co-requisite

- For adult learners who are interested in entering MAT 121 or MAT 171 without a co-requisite as their **initial gateway math course**, they must complete the following:

Enroll in Tier III Math;
Complete Tier III Math; and
Enroll in the following math courses: MAT 121 or MAT 171, without a corresponding co-requisite.

Note: Adult learners may self-select to enroll in a co-requisite course.

- If the student completes the course at the end of the semester, enter the appropriate grade(s) in ADVANSYS at the end of the semester with the grades for the rest of the class.
- If the student completes the course during the semester, contact your Registrar or Registrar's Office to have the Registrar assign the appropriate grade(s) in Colleague once the student completes the course. Your college may allow the instructor to enter the grade when the course is complete without a final submission of grades. Additionally, it is required to finalize (enter/approve) all attendance in ADVANSYS, grade and separate the student within ADVANSYS. Only adding grades to FGRN in Colleague will create errors on multiple reports (ICR, CE Registration Report, etc.)
 - Completion of the course within the first half of the semester could allow the student to register for a second eight-week Gateway course.
 - Use caution in placing a student in an eight-week Gateway course. Make sure the student is aware that the course moves twice as fast. The pace of an eight-week course is not for everyone.
 - If the student does not want to take a second eight-week Gateway Course or your college does not offer eight-week options but the student finishes Transition Courses early, early grade assignment is not necessary, but students could be encouraged to start or complete the next tier.

Instructions on How to Code Courses in ADVANSYS

The screenshot shows the 'Class Management' sidebar on the left with 'New Class' selected. The main area displays the 'Edit Class' form for 'BSP-4003:Transition Math'. The form includes fields for Course ID, NRS Status, Section ID, Name, and a dropdown for 'Select from Catalog or Create New Class'. It also has input fields for Name, Section Number, and a text area for Class Description. A status bar at the top indicates '15 Students Currently Enrolled'.

1. In ADVANSYS, click Class Management, then New Class.

- First, select the class from the catalog dropdown;
- Next, give the class a name (we simply put the full class name for easy searches on other screens);
- Enter the Section Number, this can also be anything you choose; however, it was recommended by the System Office to only use numbers, not letters; and
- The Class Description will auto populate.

This screenshot shows the lower portion of the ADVANSYS form. It includes a 'Requirements' section with a list of ESL levels (ESL 1 through ESL 5). Below this is a 'Tags' section with a list of tags (Orientation, Listening, ESOL, Math, Reading). The 'Provider' field is set to 'Davidson-Davie Community College (826)' and the 'Primary Location' field is set to '(1) Main Davidson Campus'.

2. Requirements can be left blank or have information entered if needed.

- You must select the appropriate NRS levels (options are ESL 1-6 and/or ABE 1-6);
- Tags are optional;
- Provider will be the name of the community college you are setting the class up for;
- Primary Location choices will populate in the dropdown box according to the locations the college has; and
- A secondary location can be added if needed.

Semester	Spring						
* Year	2023 - 2024						
* Class Size	Min: 1	Max: 15	Online: 999				
	Unlimited ☐						
	☐ Lock class once the maximum number of students have enrolled						
* Type	Membership (ABE/ASE) 1070	* Class Format	HY - Hybrid (51% to 99% On				
Collect Online/Proxy Hours	Daily	Delivery Mode	Synchronous				
Course Number	-- Please select --						
Credits	0	☐ Credit Earning Class?					
* Primary Teacher	Charles, Sterling	* Assign Role	Teacher - No Student Edit				
Additional Teachers	Add Additional Teacher <table border="1"> <thead> <tr> <th>Teacher</th> <th>Assign Role</th> </tr> </thead> <tbody> <tr> <td>-- Please select --</td> <td>Do not assign at this time</td> </tr> </tbody> </table>			Teacher	Assign Role	-- Please select --	Do not assign at this time
Teacher	Assign Role						
-- Please select --	Do not assign at this time						

3. Semester is not required; however, it has been noticed that it may not integrate to Colleague correctly if the correct Semester is not selected.

- Year is required, pick from dropdown box;
- Class Size minimum will auto populate to 1, maximum will depend on how many you want in the class and/or the room size, (Class size is a local decision. A promising practice is to set the maximum class size at 15);
- Online can be anywhere from 0-999 (select 999 since that is the max, but students are essentially registered based on the 15-max number. Do not check the “Unlimited” box or the “Lock class once the maximum number of students have enrolled.” Pick the Type from a dropdown box;
- Membership ABE/ASE 1070 is preferred over the Membership 1060 option for Transition;

Transition to Success Implementation Manual

- Select Class Format (Hybrid, Blended, Internet or Traditional). If the course does not meet the entire class hours face-to-face, it will need to be hybrid or blended;
- Next, pick an option for Collect Online/Proxy Hours (we pick Daily in order to collect attendance daily);
- Choose Synchronous or Asynchronous for the Delivery Mode. Course Number and Credits are not required;
- You must add a Primary Teacher when setting up a new course and Assign the Role of “teacher-no student edit”; and
- Additional teachers can be added if needed.

Building Assignment	GEE		
Room Assignment	B008		
	Override Room?	☒	
* Class Start Date	1/8/2024	* Class End Date	2/29/2024
			
Weeks In Session	8		
*Membership hours:	144.00		
	(Value should be '0' for non-Membership classes)		

Online Portal Settings

Available on Online Portal?	☒	Featured Class?	☐	Register For Class via Online Portal?	☐
-----------------------------	-------------------------------------	-----------------	--------------------------	---------------------------------------	--------------------------

Meeting Days / Time

Manually enter schedule?	No ☐ Yes ☒
--------------------------	---

4. Building Assignment and Room Assignment should be added for information to integrate into Colleague.
 - Building and room must match Colleague exactly as shown on BLDG in Colleague (it is case sensitive);
 - Check Override Room if more than one class is scheduled at one time in the same room;
 - Choose the Class Start and End Date;
 - Weeks in Session will auto populate, however, the System Office has said that it tends to be a week off, so double check it;
 - Membership hours will need to be entered. Enter 0 if it is not a membership class;
 - Online Portal Settings and Meeting Days/Time are already generated; and
 - Do nothing unless needed.

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Sunday ☐	From 00 : 00 AM	To 00 : 00 AM
Monday ☒	From 10 : 00 AM	To 11 : 45 AM
Tuesday ☒	From 10 : 00 AM	To 11 : 45 AM
Wednesday ☒	From 10 : 00 AM	To 11 : 45 AM
Thursday ☒	From 10 : 00 AM	To 11 : 45 AM
Friday ☐	From 00 : 00 AM	To 00 : 00 AM
Saturday ☐	From 00 : 00 AM	To 00 : 00 AM

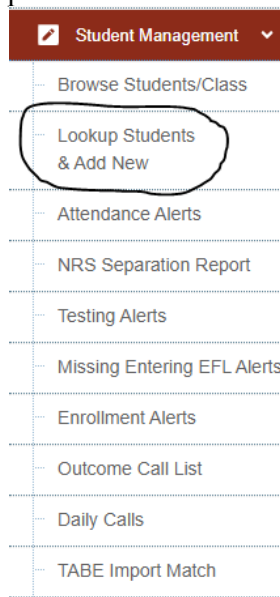
Save Class	Copy Class	Close Class	Separate ALL Students	Cancel/Delete Class
------------	------------	-------------	-----------------------	---------------------

5. Finally, set the schedule for the class.
 - Check each box for the days the class will meet;
 - Add the times it will meet;
 - Click Save Class. A “Class was saved!”; and
 - Message will show if it was successful.

The BOOMI Integration process will then move the class section to Colleague within an hour or so of creation in ADVANSYS.

Directions for Creating a Student in ADVANSYS

1. Sign into ADVANSYS, then look to the left-hand side of the screen and select the 'Student Management' tab. Under that tab, click on the 'Lookup Student & Add New' option.



2. Before creating a new student, search for their first name, last name, date of birth, social security number, and Colleague ID (external reference ID) to ensure the person you're entering into ADVANSYS doesn't already have a profile. If no profile is found, click on the words circled in blue in the picture below.
 3. Confirm that the student does not exist in the ADVANSYS system. Then, fill in the required information: first name, last name, date of birth, gender/sex, mailing address (including the county), primary contact phone number, SSN/EIN, ethnicity, and race. After entering all the information, click the 'Continue' button at the bottom.
- **Important Notes:** Always enter an email for the student, even though it is not required. If you do not know the student's SSN/EIN, click on 'If student does not have SSN, Click Here' under the SSN/EIN field. This will generate a number for the student that functions as a social security number

Transition to Success Implementation Manual

- After filling in the information from step 3, click the 'Continue' button. This will take you to a page where you will be prompted to enter an Enrollment Date. Fill in the date and click “Submit”.

Davidson-Davie Community College (826)

Only one active enrollment per **Provider** is allowed for the student. To add an enrollment to another **Provider** or if the student does not have an active enrollment in this **Provider**. To add one, select an enrollment date and then click Submit.

* Enrollment Date:

MM/DD/YYYY
(MM/DD/YYYY)

Submit

- After submitting the enrollment date, select the program type for the student and enter the registration date

Select Student Program Type

Select the Program Type to register the student in. If you attempt to register the student in the same Program Type on the same day as a previous Program Type, then the student will be re-entered into the previous registration.

* Program Type:

NRS Registratio ▾

* Registration Date:

MM/DD/YYYY
(MM/DD/YYYY)

Add Program Type

* Contact Type:

☒ ABE/ASE, ESL
ABE / ASE ▾

- After pressing the **Add Program Type** button, the student’s ADVANSYS profile will pop up, allowing you to add them to classes. If the student is also enrolled in Curriculum classes, ensure that the secondary registration type of “**Co-enrolled in College**” is added to the student’s profile with the same start date as the student’s NRS registration.

NROC/NC BSP 4002 Transition English Custom Course Installation

How to Request Access to NROC/NC BSP 4002 Transition English

The NROC BSP 4002 is not cloud based; therefore, a local college LMS is required for accessing the course. Installing BSP 4002 Transition English requires action from CCR directors or designee, instructors, and the college's LMS administrator. Please select and follow the instructions applicable to your role at your college. This process will take some time because installation requires action by multiple people on your campus. Once you complete your first step, you must wait while the LMS administrator completes their action and then gets back to you.

Important Note: The system office has asked that colleges install ONLY the official NROC IMSCC file. Serious problems have been discovered with shared/copied versions and the only trusted version is the official NROC distribution. Schools can find out about any required modifications from the system office and apply those AFTER the official BSP 4002 Transition English course has been installed and confirmed to be working correctly.

Teacher Instructions

College and Career Readiness Director Instructions:

If you would like to have the official NROC/NC BSP 4002 Transition English course installed in your college's LMS, you will need to follow the instructions below to have your LMS administrator set up the course. Plan to begin this process at least three weeks in advance of your course start date. Depending on your LMS administrator's availability, you may need more lead time.

If your college is currently using this program, this course has already been installed in your college's LMS. Since the course has already been installed in the LMS, you will be able to access the NROC installed Transition English course for use in College and Career Readiness courses more quickly. If your college has not purchased NROC, your college will need to purchase an annual subscription to be able to access NROC and EdReady for use in the College and Career Readiness program. Your North Carolina representative is Angie Smajstria. Her email is asmajstria@nroc.org.

Transition to Success Implementation Manual

Once you have verified that CCR classes on your campus have access to the college's LMS, follow these steps:

1. Contact the LMS administrator at your college and let them know of your request. You can copy/paste the following message into an email, and adapt to your needs:

Dear LMS Administrator:

I would like to have the NROC/NC BSP 4002 Transition English course installed in our school's LMS so I can use it with my College and Career Readiness classes. My desired start date is _____. I need to have ____ copies of the course installed to accommodate the number of classes I teach. I'll be waiting to hear back from you when the classes are ready for me. You can find instructions on how to proceed by going to <https://nrocnetwork.org/nc-eng002/> and clicking on the "LMS Administrator Instructions" button.

Thank you,

CCR Instructor

2. The LMS administrator will follow the separate “LMS Administrator Instructions” to request and install the course(s) in your LMS. (Note: This step requires administrator-level permissions in the LMS and cannot be done by the director or instructors.)
3. Once the English course is installed, the LMS administrator will provide the CCR director and instructors with the class(es) in your LMS to which you are assigned as the instructor.
4. The CCR director or designee will register each class by clicking on the “Course Management and Reporting” link in the “Instructor Resources” section of each class. The first time, you will create your own login by selecting “New Instructor”. Subsequent classes will be registered by selecting your name from the dropdown menu. For details on how to register your classes, see this article

NROC English Course Registration Web Address

Please use the following link below to register your NROC English Course.

<https://support.nrocnetwork.org/hc/en-us/articles/204333563-how-to-register-your-course-devenglish-instructors>

LMS Administrator Instructions

LMS Administrator Instructions:

When the CCR Director or designee determines that one or more instructors at your school need to install BSP 4002 Transition English, you will be the one to perform the initial installation. This process requires knowledge of setting up LTI tools in your LMS, as well as administrator-level permissions. NROC will provide technical support to assist you.

You will represent your school's request by submitting a form. You will receive the installation guide and login credentials, as well as personal technical support directly from NROC. This is a transparent process, and you will be involved in every step.

To set up BSP 4002 Transition English, follow these steps:

1. Your college must be a member of NROC to download the course. To verify that your college has an NROC membership, view.....

2. Register (create an account) or login at [NROCNetwork.org](https://nrocnetwork.org) and upgrade it to an Admin/Technical account using the secure access code provided by your local NROC Project Manager. (If you do not know who that is, you can [ask NROC for help](#)).

3. Login at NROCNetwork.org and fill out the Course Request Form.

Go to the [NROC English information page](#) at <https://nrocnetwork.org/resources/courses/nroc-english/>, click on the "Installation" tab, and fill out the "Course Request Form". **You will only see this form after you upgrade your account using a secure access code (Step 2 above) and log in.** Submit this form only once, regardless of how many courses/instructors you represent.

Note: This form must be completed by the LMS Administrator. If you are an instructor, please follow the "Teacher Instructions" above.

4. Check your email. You now have an open support ticket with NROC. NROC will respond within two business days to provide you with installation instructions.

5. NROC support staff will respond with detailed instructions and LTI credentials.

These instructions are very detailed and explain the process of installing the course, setting up LTI tools for your LMS, setting up a master course, registering it, testing it, and providing copies to instructors for them to self-register.

If you need assistance from NROC when installing the course, reply to the support ticket and technical support will get back to you within one business day. **After you have installed the course and tested the LTI connection**, you will be able to inform all instructors that their classes are available. Provide each teacher with a *copy* of the master course for each class they will teach and assign them the role of teacher/instructor for those classes in your LMS. **The NROC installation guide will be provided to you via the steps above and will explain the entire process in detail.**

North Carolina Transition Math: Create Teacher Accounts

Follow these steps to give Transition Math teachers access to EdReady & the ability to see their students in the reports.

Tip: before you get started, determine the group(s) that will be assigned to each user. Their students should work in the goals associated with their group, and they will see the same goals in the reports.

1. Log in to EdReady, then click the **Edit EdReady Version** button
2. Click on the **Admin Users** tab

The table on this page will list all existing Admin User (non-student) accounts in your site. You can use the filter/ sort functionality to find an individual's account. Click the Edit link to view/ update an existing account.

Create User Account

3. Click on the **Create New Admin User** button at the bottom of the page
4. Enter the user's **Name**, **Email address**, and initial **Password**
5. Select "Teacher" for the **EdReady Version Admin Role** dropdown
6. Click the **Create** button
 - If you receive an on-screen message that the user already has an account, use the Help button to reach out to the EdReady team. We will need to delete the student account associated with this email address before you can create their teacher account

Note: the user will automatically receive an email with the URL of your EdReady site, their username, and initial password. They will be prompted to reset their password when they first log in.

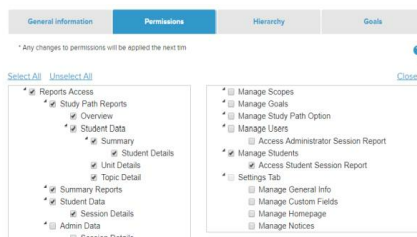
Update Permissions

After creating the user's account, you will be taken to their **Permissions** tab.

7. Ensure that your users have only the following settings applied:

- **Reports Access:**
 - i. All options *except* for Admin Data / Session Details
- **Manage Students**
- **Access Student Session Report**

You don't need to save this page: changes are applied automatically



Update Goals

8. Click on the **Goals** tab
 9. The top table will list any Goals the user is already associated with. Scroll down to the **Available Goals** table
 10. Where "xx" = the two-digit group this user is associated with, find the Transition Math Goals in the table that have 'xx' in the Goal Key
 11. Click the **Add** link for a Goal: this will move the Goal to the 'Assigned Goals' table at the top of the page
- Repeat steps 9-11 for all groups this user should have access to (there are 9 goals in a group)

Next Steps

Next Steps: the goals a user can see in the reports & their students will use are not automatically communicated via EdReady – you will need to share those details with your instructors separately. A document that list the assessments & goals associated with each group can be found in this online shared folder: [RISE Scopes Goals by Group](#)

(if you cannot access this folder, please reach out to Nicole McCabe for guidance: nmccabe@nroc.org)





EdReady User Guide for North Carolina Transition Math Students

Registering with EdReady

You need an account to use EdReady, so will need to register before you can start using it.

You should see the logo for your partner college in the header: if you don't, you need to double-check that you're at the right URL!

To Register:

1. Click the **Get Started** button on the homepage

2. The Sign Up page will open: complete the information (First & Last Name, email address, password, and zip code. You may also be asked to provide a School ID)

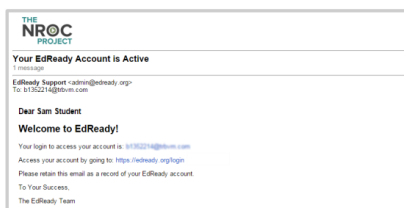
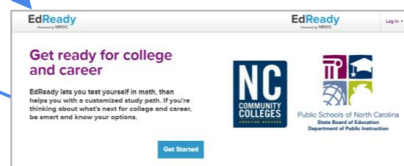
Note: double-check your email address to make sure it is correct – this will be your EdReady username you need to log in, and is the email address that is used if you forget your password

3. Then click the **Sign Up for EdReady** button

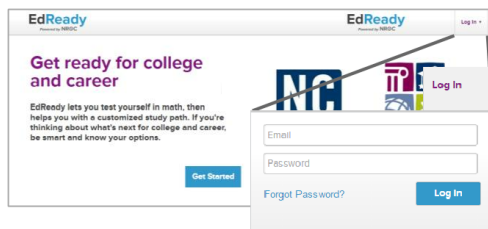
4. Check your inbox for an email confirming your EdReady account. Follow the instructions in the email to activate your account

If you don't get the email within 5 minutes, your email address may have been typed incorrectly. We suggest you try to register again. Tell your instructor right away if you're having trouble so they can reach out to EdReady Support.

5. You should see an on-screen message that your account is active. Log in and you're now ready to start using EdReady!



Logging into EdReady



1. Log into EdReady by clicking the **Log In** link in the header

2. Enter your email and password, then click the **Log In** button

Note: If you forget your password, click the **Forgot Password?** link. You'll be asked to enter your Email Address (the one you used to register with EdReady), and a new password will be emailed to you



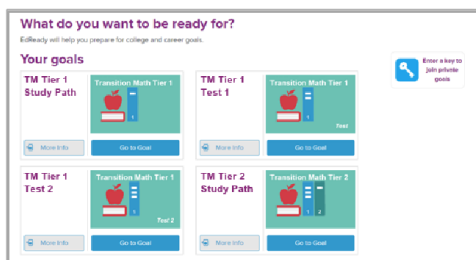


EdReady User Guide for North Carolina Transition Math Students

Overview of Transition Math Workflow

You will be studying 3 Transition Math Tiers in EdReady. Within each of these Tiers, you'll follow the same basic steps:

- In the main module you'll take a diagnostic test, then work in your Study Path towards an EdReady score of 90
- Once you reach this score, let your teacher know – you'll be given access to the Test activity
- Complete the Test:
 - If you earn an 85 you're ready to move on to the next Tier
 - Otherwise, work in your Study Path to review any material you didn't get correct. Your teacher will give you access to a second Test to complete
- Once you've shown sufficient understanding of a Tier, you'll be given access to the next Tier by your teacher



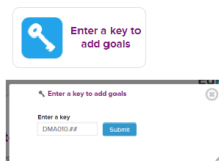
Each time you begin a new step in the process, you'll be working in a different Goal, available on your Student Dashboard (your homepage after logging in).

The goal images for each Transition Math Tier will all be different, and will indicate the associated Tier. If it is a Test or Test 2 activity, the image will also indicate so.

Getting Access to the Next Step (Edeady Goal)

To join the main Transition Math Tier 1 Module, you'll need to enter a Goal Key, provided by your Teacher:

- Click the **Enter a key to add goals** button
- In the window that pops up, enter your **key**, then click the **Submit** button
- Click the **Done** button to close this window



Your teacher will have to give you access to all the other steps: once that has been done, the next goal will show up automatically on your Dashboard.

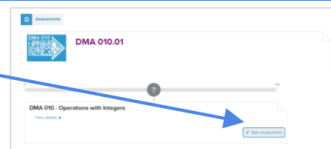
Note: if you don't see a goal you should have access to, try refreshing your browser



EdReady User Guide for North Carolina Transition Math Students

Working in EdReady

1. From your Dashboard, click **Go to Goal** to work on a goal.
2. You'll land on a page that will look similar to this. The first time you work on a goal, you will click on the **Start Diagnostic** button: a test will open where you will be tested on your starting math knowledge.



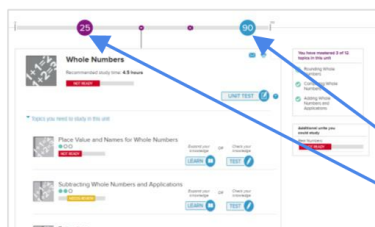
When working in the initial module for a tier (it doesn't have "Test" in the name):

- If you don't know the answer to a question, use the **Skip** button to skip the question.
- If you need to leave the test before you finish, click the **Save and close** button – you'll be able to finish this test at another time.

When working in the diagnostic for a Test (or Test 2):

- Answer all questions to the best of your ability: this score may serve as your final exam for the associated Transition Math course

3. After completing this test, you will see a message, indicating what to do next: either reach out to your instructor for access to the next step, or continue to work in EdReady.
4. To keep working in EdReady, click the **View Study Path** button to see your personalized study path. After you take the initial test, this is what you'll do each time to keep working in EdReady.



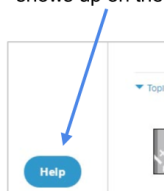
Your Study Path will look similar to this, but the information you need to study will be different based on the course you are working in and the items you have already shown you know.

- The Target Score you're working towards is in a blue circle on your scorebar
- Your current EdReady score will be shown in purple

5. Click the **Learn** button to study a topic. When you feel you have learned the information, return to your Study Path.
6. Click the **Test** button on your Study Path to show what you've learned:
 - a. As you master material, it will be removed from your study path and your EdReady score will increase!
7. Once you are done working in your Study Path, you'll see a Congratulations page, giving you instructions on what to do next
 - a. To make sure you're really ready for the next step, we suggest you click the **Continue Studying** link: this will change your Target Score to 100 and you'll finish studying the rest of the material in your study path

Need Help using EdReady?

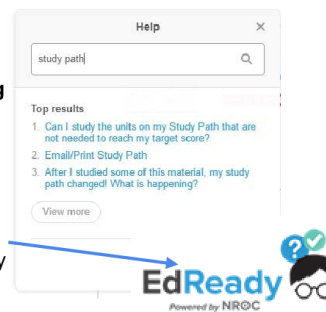
If you need any technical support while using EdReady, you can always click the **Help** button that shows up on the left-hand side of every page.



In the window that opens, enter some text about what you need help with, then click the **magnifying glass** button to search.

You will see some articles in our Help Center that may be able to help you.

Not seeing what you need? Click the **Contact Us** button – this will allow you to submit a ticket directly to the EdReady technical support team.



Transition Math in EdReady: Understanding the new 1-goal approach

Overview

In the original approach for Transition Math in EdReady (used through Fall 2019), each study path had to be put in a separate goal in order to control student pacing. Starting in Spring 2020, new EdReady functionality allows us to put all study paths in a single goal, but still control student pacing.

The same overall approach remains the same: there are 3 Tiers and each has a main module, Unit Test, and second attempt Unit Test. Now those 9 items (EdReady scopes) are housed in a single EdReady Goal. More details on what this improvement means for your users can be found below.

EdReady Site Admins

What is the Same?

- Need to create instructor accounts & assign goal
- Need to communicate goal key with instructor

...Different?

- 1 Goal for each Instructor (instead of a group of 9)
- Only need to assign 1 goal for each instructor

Rather than pre-populating your site with several sets of generically numbered goals, we will be copying 1 "Master" goal into your site. This will allow you to make a copy for each instructor (or each class section) and give each goal a meaningful name: applying a custom name to each goal will help to make the data in the reports & details you see as an Admin much easier to understand.

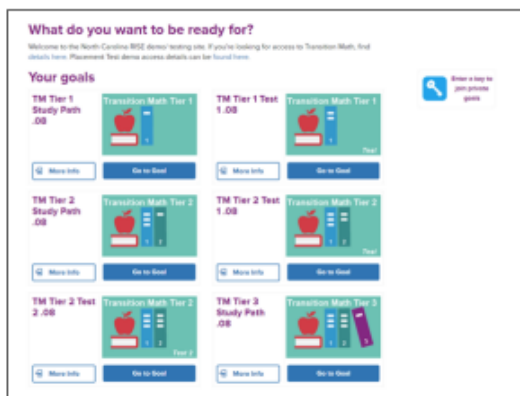
Students

What is the Same?

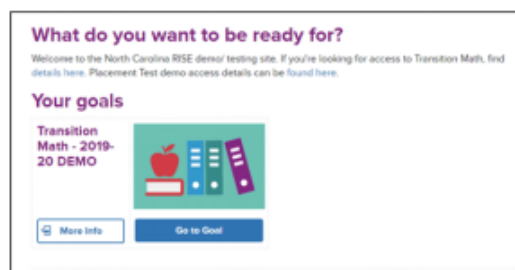
- Student will use a goal key to get started
- Student will need instructor to unlock next step in the sequence

...Different?

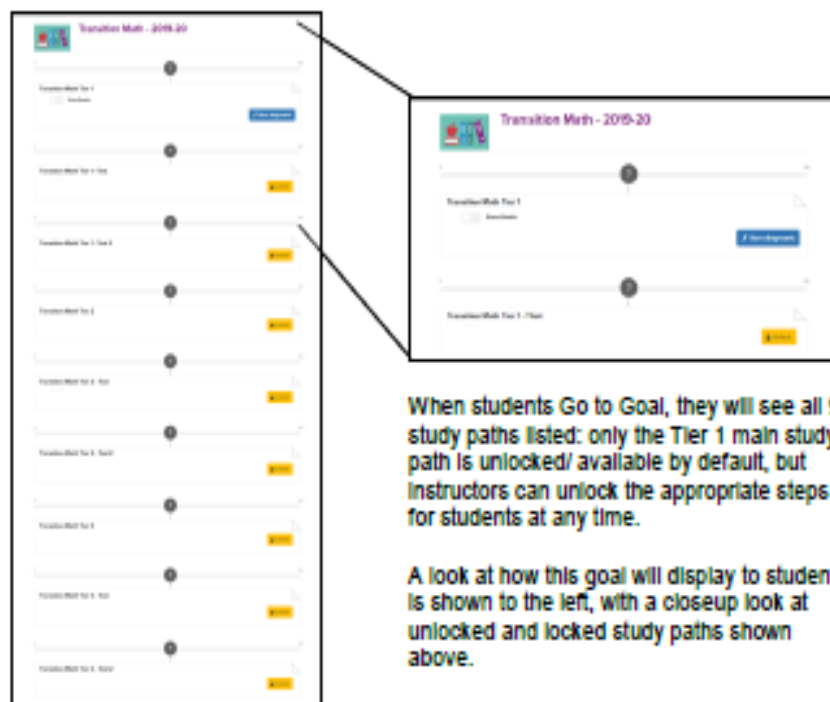
- Student will only have 1 goal on student dashboard
- Each step in the sequence housed in 1 goal



Old/ Original Student Dashboard view (up to 9 goals)



Updated Student Dashboard view (1 goal)



Instructors

What is the Same?

- Need to share your goal key for students to get started
- Need to unlock next step in the sequence for students

...Different?

- How you unlock next step: no longer add new goals to student account. Instead, will unlock next study path (in single goal)

A look at the page where you unlock student study paths can be seen to the right.

Updated instructor details can be found in the [Managing Student Progress Instructions](#).

Assigned Study Paths

ID	Name	Unlocked	Unlocked	Unlocked
10	Transition Math Tier 1	Yes	Yes	100%
11	Transition Math Tier 1 Step 1	Yes	No	100%
12	Transition Math Tier 1 Step 2	Yes	No	100%
13	Transition Math Tier 1 Step 3	Yes	No	100%
14	Transition Math Tier 1 Step 4	Yes	No	100%
15	Transition Math Tier 1 Step 5	Yes	No	100%
16	Transition Math Tier 1 Step 6	Yes	No	100%
17	Transition Math Tier 1 Step 7	Yes	No	100%
18	Transition Math Tier 1 Step 8	Yes	No	100%
19	Transition Math Tier 1 Step 9	Yes	No	100%

More Details

If you'd like more details about the 1-goal approach, we recommend that you watch the [Introduction to Transition Math with EdReady webinar recording](#) (from 10/7/19)

You may also find it useful to visit the RISE Demo EdReady site & see this new approach as a student: details can be [found here](#).

ALIGNMENT TO THE ADULT CONTENT STANDARDS

Content Standards - Transition English

TIER 1		
NROC Unit 1: Introduction to College Reading and Writing	LA1 LA3 LA4	Production and Distribution of Writing Understanding and Analyzing Literature Understanding and Analyzing Information Texts
NROC Unit 2: Identifying Main Ideas	LA1 LA3 LA4	Production and Distribution of Writing Understanding and Analyzing Literature Understanding and Analyzing Information Texts
NROC Unit 3: Discovering Implied Meaning	LA1 LA3	Production and Distribution of Writing Understanding and Analyzing Literature
NROC Unit 4: Interpreting Bias	LA1 LA3 LA4	Production and Distribution of Writing Understanding and Analyzing Literature Understanding and Analyzing Information Texts
NROC Unit 5: Analysis through Definition	LA1 LA3 LA4	Production and Distribution of Writing Understanding and Analyzing Literature Understanding and Analyzing Information Texts
NROC Unit 6: Learning Across Disciplines	LA1 LA2 LA3 LA4	Production and Distribution of Writing Using Research in Writing Endeavors Understanding and Analyzing Literature

		Understanding & Analyzing Information Text
TIER 2		
NROC Unit 7: Exploring Comparative Elements	LA1 LA2 LA3 LA4	Production and Distribution of Writing Using Research in Writing Endeavors Understanding and Analyzing Literature Understanding & Analyzing Information Text
NROC Unit 8: Informed Opinions through Causal Chains	LA1 LA3 LA4	Production and Distribution of Writing Understanding and Analyzing Literature Understanding and Analyzing Information Texts
NROC Unit 9: Applied Critical Analysis	LA1 LA2 LA3 LA4	Production and Distribution of Writing Using Research in Writing Endeavors Understanding and Analyzing Literature Understanding & Analyzing Information Text
NROC Unit 10: Using Sources in Critical Reading and Writing	LA1 LA2 LA3	Production and Distribution of Writing Using Research in Writing Endeavors Understanding and Analyzing Literature

Content Standards - Transition Math

Tier I

Lesson	Topic	NC Adult Ed. Standards
Unit 1: Whole Numbers		
Introduction to Whole Numbers	Place value and Names for Whole Numbers; Rounding Whole Numbers; Comparing Whole Numbers	M.1.1.1, M.1.1.2, M.1.1.3
Adding and Subtracting Whole Numbers	Adding Whole Numbers and Applications; Subtracting Whole Numbers and Applications; Estimation	M.1.1.4
Multiplying and Dividing Whole Numbers	Multiplying and Dividing Whole Numbers and Applications;	M.1.1.4
Properties of Whole Numbers	Properties and Laws of Whole Numbers; The Distributive Property	M.1.1.4
Exponents, Square Roots and the Order of Operations	Understanding Exponents and Square; Order of Operations	MA.1.1.1; MA.1.1.2; MA.1.1.3; M.1.4.15
Unit 2: Fractions and Mixed Numbers		
Introduction to Fractions and Mixed Numbers	Introduction to Fractions and Mixed Numbers; Proper and Improper Fractions; Factors and Primes; Simplifying Fractions; Comparing Fractions	M.1.2.11; M.1.2.12; M.1.2.13
Multiplying and Dividing Fractions and Mixed Numbers	Multiplying Fractions and Mixed Numbers; Dividing Fractions and Mixed Numbers	M.1.3.12; M.1.3.25
Adding and Subtracting Fractions and Mixed Numbers	Adding Fractions and Mixed Numbers; Subtracting Fractions and Mixed Numbers	

Unit 3: Decimals		
Decimals	Introduction to Decimals	M.1.3.7
Decimals	Introduction to Decimals	M.1.3.8
Decimals	Decimal Operations	M.1.3.9
Decimals	Decimal Operations	M.1.3.10
Unit 4: Ratio, Rates and Proportions		
Ratio, Rates and Proportions	Ratios and Rates	M.4.3.1
Ratio, Rates and Proportions	Proportions	M.4.3.2; M.4.3.3; M.4.3.4; M.4.3.5; M.4.3.6; M.1.4.13; M.1.4.14; M.1.4.16; M.1.4.17
Unit 5: Per cents		
Percents	Introduction to Per cents	M.1.3.19
Percents	Adding and subtracting fractions	M.1.3.20
Percents	Application of Per cents	M.1.3.21
Percents	Multiplication and Division of fractions	M.1.3.24; M.1.3.25; M.1.4.6; M.1.4.9; M.1.4.10
Percents	Probability of two events	M.4.4.2
Percents	Function: Domain and Range	MA.3.1.1; M.5.4.8; MA.3.1.1;
Percents	Properties of Exponents	MA.3.1.7
Unit 6: Measurements		
Measurement	U. S. Customary Units of Measurement	M.2.1.1
Measurement	Metric Units of Measurement	M.2.1.2; M.2.2.1; M.2.2.2
Measurement	Temperature	M.2.2.3; M.2.2.4; M.2.2.5; M.2.2.6; M.2.2.7; M.2.3.2; M.2.3.3; M.2.3.4; M.2.3.5; M.2.2.6; M.2.2.7; M.2.3.1; M.2.3.2; M.2.3.3; M.2.3.4; M.2.3.5; M.2.3.6; M.4.2.2; M.4.2.3

Unit 7: Geometry		
Geometry	Perimeter, Circumference and Area	M.3.1.1
Geometry	Perimeter, Circumference and Area	M.3.1.2
Geometry	Perimeter, Circumference and Area	M.3.2.1
Geometry	Volume of Geometric Solids	M.3.2.2
Geometry		M.3.2.3; M.3.2.4; M.3.3.1; M.3.3.2; M.3.3.3; M.3.3.4; M.3.4.1; M.3.4.2; M.3.4.3; M.3.4.4; M.4.1.1; M.4.1.2; M.4.2.1; M.4.2.2; M.4.3.1; M.4.3.2; M.4.3.3; M.4.3.4; M.4.3.5
Unit 8: Real Numbers		
Concepts in Statistics	Statistical Graphs and Tables	M.1.1.1; M.1.1.2; M.1.1.3; M.1.1.4; M.1.2.1; M.1.4.16
Concepts in Statistics	Measures of Center	M.1.1.1; M.1.1.2; M.1.1.3; M.1.1.4; M.1.2.1; M.1.2.2; M.1.2.3; M.1.2.4; M.1.2.5; MA.1.1.1
Concepts in Statistics	Graphical Representations	M.1.4.16; M.1.4.15; MA.1.1.3; MA.1.2.1; MA.1.2.3
Concepts in Statistics	Probability	M.1.4.15; M.1.1.1; M.1.1.2; M.1.1.3; M.1.1.4; MA.1.1.3; M.1.1.2

Tier II

Lesson	Topic	NC Adult Ed. Standard
Unit 9: Solving Equations and Inequalities		
Introduction to Real Numbers	Variables and Expressions; Integers; Rational and Real Numbers	MA.2.2.1; M.5.3.15; M.5.4.3
Operations with Real Numbers	Adding Integers; Adding Real Numbers; Subtracting Real Numbers; Multiplying & Dividing Real Numbers	M.5.4.4; M.5.4.9
Properties of Real Numbers	Associative, Commutative, & Distributive Properties	MA.1.2.3
Simplifying Expressions	Order of Operations	MA.1.2.1; MA.1.1.2; MA.1.1.2
Unit 10: Graphing		
Graphs and Applications	The Coordinate Plane; Graphing Linear Equations	MA.2.1.4; MA.2.2.3
Slope and Writing the Equation of a Line	Finding the Slope of a Line; Writing the Equation of a Line; Parallel & Perpendicular Lines; Graphing Linear Equations	M.5.3.15; MA.2.2.5; MA.2.2.6; MA.4.3.4; M.5.4.8; M.5.4.11;
Unit 11: Exponents and Polynomials		
Integer Exponents	Exponential Notation; Simplify by Using the Product, Quotients Raised to Powers; Products & Quotients Raised to Powers	M.5.4.7
Polynomials and Single Variables	Scientific Notation; Intro to Single Variable Polynomials; Adding & Subtracting Polynomials; Multiplying Special Cases; Dividing by a Monomial, Binomials & Polynomials; Simplifying & Evaluating Polynomials with More than One Term; Operations with Polynomials	M.5.4.5; M.1.3.1; M.1.3.7; M.1.2.2
Unit 12: Concepts in Statistics		
Statistical Graphs and Tables	Graphing Data; Other Types of Graphs	M.4.1.1; M.4.1.2
Measures of Center	Measures of Center	M.4.4.1
Graphical Representations	Use & Misuse of Graphical Reps	M.4.4.1
Probability	Probability	M.4.4.2; M.4.4.3; M.4.4.4, M.4.4.5

Tier III

Lesson	Topic	NC Adult Ed. Standard
Unit 13: Factoring		
Introduction to Factoring	Greatest Common Factor	M.5.3.4
Factoring Polynomials	Factoring Trinomials; Factoring: Special Cases; Special Cases: Cubes	M.1.2.1
Solving Quadratic Equations	Solve Quadratic Equations by Factoring	M.1.2.3; MA.2.1.1
Unit 15: Rational Expressions		
Operations with Rational Expressions	Introduction to Rational Expressions; Multiplying and Dividing Rational Expressions; Adding and Subtracting Rational Expressions, Complex Rational Expressions	MA.1.1.1; MA.1.1.2
Rational Equations	Solving Rational Equations and Applications	MA.1.1.3
Formulas and Variation	Rational Formulas and Variation	MA.1.2.1; MA.1.2.2; MA.1.2.3; MA.1.3.1; MA.1.3.2
Unit 16: Radical Expressions and Quadratic Equations		
Introduction to Roots and Rational Exponents	Roots; Squares, Cubes and Beyond; Rational Exponents	MA.1.3.2; M.1.1.1
Operations with Radicals	Multiplying and Dividing Radical Expressions; Adding and Subtracting Radicals; Multiplication of Multiple Term Radicals; Rationalizing Denominators	M.1.2.3
Radical Equations	Solving Radical Equations	M.1.3.1
Complex Numbers	Complex Numbers; Operations with Complex Numbers	M.1.3.2; M.2.1.1
Solving Quadratic Equations	Square Roots and Completing the Square; The Quadratic Formula	MA.1.1.1; MA.1.1.2

Unit 17: Functions		
Introduction to Functions	Identifying Functions	MA.3.2.1
Using Functions	Evaluating Functions; Graphing Types of Functions; Finding Domain and Range	MA.3.3.1; MA.3.3.2, MA.3.1.1; MA.3.1.2; MA.3.1.3; MA.3.1.4; MA.3.1.5; MA.3.1.6; MA.3.1.7; MA.3.1.8
Operations with Functions	Arithmetic operations with functions	MA.3.3.2