NC COLLEGE & CAREER READINESS
COMMUNITY COLLEGES

Career READY

Transition English and Transition Math offered through College and Career Readiness

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

Operating Manual: July 2019
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Career READY
Table of Contents

Contents

Career READY Implementation Manual

COLLEGE AND CAREER READINESS CAREER READY REGIONAL COORDINATORS

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Career READY Colleges in the Eastern Region

Beaufort County Community College	Bladen Community College
Brunswick Community College	Cape Fear Community College
Central Carolina Community College	Carteret Community College
Coastal Carolina Community College	Craven Community College
College of The Albemarle	Edgecombe Community College
Durham Technical Community College	Halifax Community College
Fayetteville Technical Community College	Johnston Community College
James Sprunt Community College	Martin Community College
Lenoir Community College	Pamlico Community College
Nash Community College	Roanoke-Chowan Community College
Pitt Community College	Sampson Community College
Robeson Community College	Southeastern Community College
Sandhills Community College	Wayne Community College
Wake Technical Community College	
Wilson Community College	

COLLEGE AND CAREER READINESS CAREER READY REGIONAL COORDINATORS

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Career READY Colleges in the Western Region

Alamance Community College	Asheville-Buncombe Technical CC
Blue Ridge Community College	Caldwell Community College
Catawba Valley Community College	Central Piedmont Community College
Cleveland Community College	Davidson-Davie County Community College
Forsyth Technical Community College	Gaston College
Guilford Technical Community College	Haywood Community College
Isothermal Community College	Mayland Community College
McDowell Technical Community College	Mitchell Community College
Montgomery Community College	Piedmont Community College
Randolph Community College	Richmond Community College
Rockingham Community College	Rowan-Cabarrus Community College
South Piedmont Community College	Southwestern Community College
Stanly Community College	Surry Community College
Tri-County Community College	Vance-Granville Community College
Western Piedmont Community College	Wilkes Community College

2021-2022 Career READY Core Committee Members

Dustin Walston, Vice President of Academic Affairs, James Sprunt Community College

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CAREER READY BACKGROUND: A HISTORICAL PERSPECTIVE

During the 2018-19 program year, the NC CCR System Office team 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 of adult education students' success in postsecondary education. It was decided that NROC, Ed Ready educational software, already being used with postsecondary patterners could be reviewed and adapted to equip adult education students with academic skills and distance learning experience to transition into gateway post-secondary courses.

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 the high-quality, low-cost distance learning options for all NC providers to assist with post-secondary transition.

During the initial implementation of the pilot project, the NC CCR Unit entitled 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 Mathematics, English, and Writing Concepts required to transition into post-secondary education or employment. During the initial pilot, adult learners enrolled in the Career READY program met four days per week at two hours per day. Programs were provided 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 begin 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 diplomas, industry recognized certifications through co-enrollment in Integrated Education and Training (IET) programs. The Career READY courses strengthened the partnerships between training providers of Curriculum, Continuing Education programs and CCR programs.

The College and Career Readiness area provided EdReady Mathematics and NROC Developmental English for students to complete both 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 the 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 purpose of the Career READY project was to provide access to CCR courses that helped to alleviate barriers such as childcare and transportation. The Career READY project was designed to develop a model which focuses on accelerating academically underprepared student's success 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.

Students enrolled in CCR pilot programs were given the opportunity to use NROC Developmental English and mathematics. The NROC English and math courses were designed to meet the Developmental English and math course objectives and are based on the foundational English and math skills needed for work and postsecondary programs. NROC is designed to close the achievement gap for students by providing customized learning units with built in, focused remediation. NROC offers an English and math course that prepares students to earn their High School Equivalency (HSE) or to prepare for transition to postsecondary gateway English or math course. By utilizing the English or math course in Career READY, CCR students have the opportunity to engage in an interactive course that would increase their math, English and Writing Competencies, improve their own digital literacy, prepare for a HSE test, and earn credits for college.

During the initial implementation phase of Career READY/RISE 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 also 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 indicated that they were interested in participating in distance learning pilot project. The colleges which 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 to the North Carolina Diagnostic Assessment and Placement (NC-DAP) test. Since the NC-DAP or Accuplacer assessments are no longer supported by the North Carolina Community Colleges System for gateway course enrollment, a new placement test, the NROC Placement assessment, is available for students requiring a placement test score. NROC software has been re-aligned to the NROC placement test and the corresponding supplemental courses, Transition Math and Transition English.

All participating providers designated a NROC program Implementation Manager. The NROC Implementation Manager has trained participating programs and will continue to provide resources for program implementation. The training focuses on accessing operation and management of the Transition courses. The NROC developmental courses are aligned to the North Carolina Adult Education Content Standards, required for all CCR programs.
All pilots were required to develop Career Cluster contextualized lessons to be maintained by instructors for future use and dissemination. 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 student academic progress. The coursework grades and National Reporting System (NRS) assessment information were documented via the North Carolina Community College System data management system.

CAREER READY (REFRESHING, ENHANCING, ACCELERATING AND DEVELOPING YOUR SKILLS)

CAREER READY PROGRAM OBJECTIVES

Career READY 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 to Workforce Innovation and Opportunity Act (WIOA) standards. READY is an acronym that stands for Refreshing, Enhancing, Accelerating and Developing Your Skills.

The objectives of Career READY 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

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 college and/or work. In addition, as a component of Workforce Innovation and Opportunity Act (WIOA), 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, 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."

CAREER READY PROGRAM FOR COLLEGE AND CAREER READINESS (CCR) AND ADULT HIGH SCHOOL STUDENTS

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

The Adult High School (AHS) includes courses completed in both high school and AHS; the GPAs from AHS and high school are combined to determine college readiness in the same way as any other high school GPA. 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 Math and one English tier) as part of Career READY indicates college readiness**.**

WHAT IS COLLEGE READY?

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

WHO CAN PARTICIPATE IN CAREER READY?

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

Advantages to registering for Basic Skills Program (BSP) Transition Math and Transition 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 also 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 program
- Membership hour classes have some limitations in flexibility **(see membership class instructions)**

Academic and Financial Exceptions:
- Career READY Transition courses do not count toward Financial Aid or Veterans' benefits.
- All students are eligible, except Early College, Cooperative Innovative High Schools, and College and Career Promise (CCP) students. All students enrolled in the Career READY 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 the member colleges ensure that the 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.

Student Entrance into Career READY Transition Courses

Options for Program Implementation:

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

- Face-to-Face
- Hybrid/Blended
- Online (Completely at a Distance)-**Proxy Hours**-Online BSP 4002 sections may assign proxy hours. 12 hours per completed unit, for a maximum of 120 hours per course. BSP 4003 uses a program that is approved by the NCCCS CCR Distance Learning time keeping parameters.

Students may be grouped based upon their Educational Functioning Level (EFL) or taught in a multi-functional level classroom with appropriate instructional support. Please note, after careful review, face-to-face learning opportunities are optimal for adult learner achievement. Students with a EFL below level 3 should not be enrolled in BSP 4002 or 4003, Transition Math or English.

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.

Note: In determining the NRS approved assessment appropriate for Transition Math and Transition English 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 also that CASAS GOALS do not have a separate Language test.

Career READY Course Planning:

If your college has determined that some or all of Transition Courses will be offered in the 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 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. Students must attain a minimum EFL of 3.
- 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 affiliation agreements. (Please reference your local AHS Affiliation Agreement)

Required Academic Level for Career READY Enrollment:

Students who participate in the Career READY program must meet minimum score requirements on National Reporting System (NRS) assessments.

The Minimum Reading Score Requirements Are:

Low Intermediate Basic Education	**CASAS scale scores:** Reading: 211–220 Math: 211–220 **TABE (11–12) scale scores (EFL level 3 and up):** Reading: 501–535 Math: 496–536 Language: 511–546 **CASAS GOALS scale scores (EFL level 3 and up):** Reading: 217-227 Math: 217-227

Age Requirement for Career READY Participation:

Age ≥18	High School Graduate: • Take appropriate NRS assessments • Register for BSP 4002, BSP 4003 • Veterans not eligible to receive Federal financial aid. However, they make the course independently of their veteran benefits for tuition and fees. I.e.) Veterans may choose to take BSP 4002 and BSP 4003 prior to college enrollment. Working toward AHS or HSE: • Assess NRS level • Register for BSP 4002, BSP 4003
Age < 18	High School Graduate: • Enroll in Career READY 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

BSP Transition Course Set-up:

Career READY 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 who are participating in the NROC English and/or EdReady Math curriculum through CCR must be registered in BSP Transition Courses. Only through registration for these BSP courses may a student receive a grade that is 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 XRISE screen in Colleague will serve as the main dwelling to enter maintain student information. This will assist registrars, advisors, and other college personnel with placing students in the proper curriculum courses.

Course Contact Hour Requirements:

BSP 4002 and BSP 4003 were originally designed to meet 16 weeks. Other durations may be used (8-week, 12 weeks etc.) but need to 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 128 for eight hours each week. Students 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 RISE placement assessment. If the Transition Course meets face-to-face less than the 128 hours designed for the course, it must be designated as blended or hybrid. Additionally, programs have the option to facilitate the course as membership hours. For programs that decide to facilitate the course as membership, the class must have a set start and end date. If students are to complete the course before the end of the course, students are not permitted to move on to other courses. The students will have to 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). Also, students enrolled in hybrid, blended, or self-pacing distance classes must receive support and structure from a teacher in order to ensure success.

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 course attendance policies will align to their curriculum counterpart.

STANDARD PROCESS AND PROCEDURES

Registering Students in Career READY Courses

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

- All participants enrolled in Federally and State funded adult education programs must be given a pre-test. The pre-test is the basis for participant NRS level assignment and determination for entering an EFL. The pre-test for the program year or the first POP must be administered within the first twelve hours of class instruction. If multiple assessments are taken, all tests with valid scores, as defined by the test manufacturer's guidelines, can count as pretests for the POP. Post-tests should be administered according to test manufacturers' recommendations for the number of instructional hours between pre- and post- tests. Different test forms must be used for pre- and post- tests according to test manufacturers' recommendations to ensure score validity.
- The Career READY student must be registered in Colleague in BSP 4002 and/or BSP 4003. The Colleague screen used to register a student for a course is RGN.
- Due to Title II requirements, it is recommended that students do not self-register for BSP Transition Courses.
- Consult with your records and CCR Departments to determine your college's process for registering a student in Career READY courses.
- Since Career READY 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 running the course as membership, census date must be determined. Work with your registrar/internal auditor to determine census date.
- An additional CCR registration form must be completed for BSP 4002 and a separate form for BSP 4003, if students are new to the program. If students are currently enrolled, this form is not required.
- Each Career READY student must take an appropriate NRS assessment at the beginning of the course.
- Once the student has achieved the required number of contact hours, a post-test will be administered.
- Post-testing may serve as mid-term with an added incentive to being exempt from a final exam (another post-test) if the students achieve a MSG.

Please use the screenshot below to assist you with registering students in Career READY courses BSP 4002 and BSP 4003.
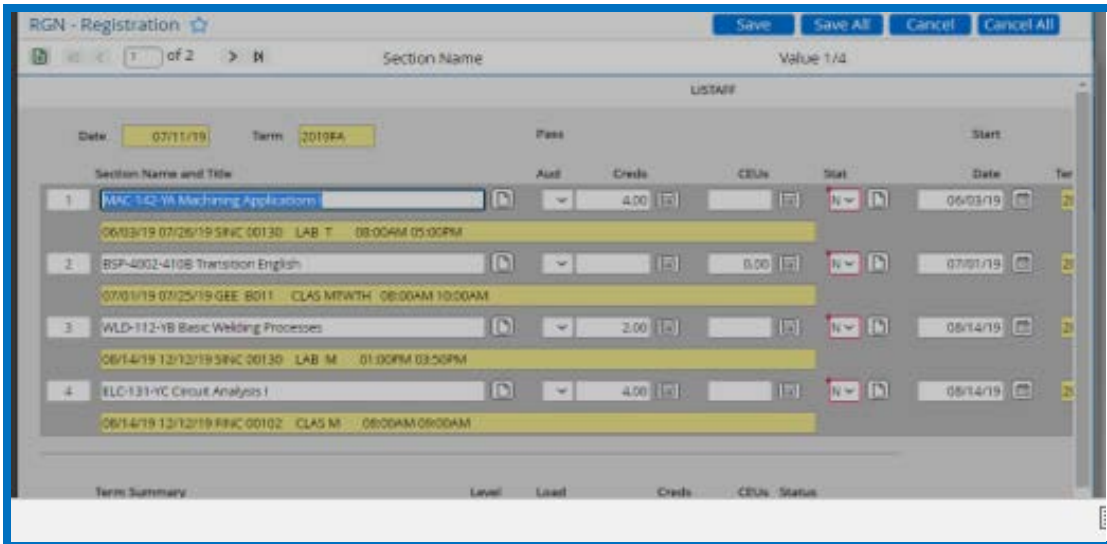
Steps for Career READY Implementation:

- 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 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 Career READY Transition course completers performed on the high school equivalency tests as well as NRS-approved assessments.
  - The number of Career READY students who transitioned to other credit-bearing programs as well as gateway math and English courses.
  - Comparison of HSE graduates with Career READY completion to HSE graduates without Career READY in their transition to post-secondary.
  - Comparison of HSE Transition students to Curriculum RISE Transition students on Tier completion.

- **Discuss with your CCR students what Career READY is, the expectations and commitments for the courses, and the advantages of taking Transition Courses while working on a HSE Diploma, AHS Diploma, or English Language Proficiency.** (Growth-mind set and advising are crucial components to the success of students in Career READY)
- CCR students and curriculum students are the are the same due to the course expectations, attendance policies, and course outcomes.
- **Actual class hours must be recorded regularly in Web Attendance for both for all students.** The college earns FTE based on the seat time for all CCR students so the actual elapsed time must be recorded in Web Attendance. Even if a class is switched to membership, contact hours must be recorded for the entire course.

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

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

ENGLISH Pacing Guide for Completing Tier 1 – Tier 2 in 16 Weeks

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

ENGLISH Pacing Guide for Completion of Tier 1 in 8 Weeks

Tier 1		Completion Date
Week 1	Unit 1: Introduction to College Reading and Writing Unit 2: Identifying Main Ideas	
Week 2	Unit 2: Identifying Main Ideas	
Week 3	Unit 3: Discovering Implied Meaning	
Week 4	Unit 4: Interpreting Bias	
Week 5	Unit 4: Interpreting Bias Unit 5: Analysis through Definition	
Week 6	Unit 5: Analysis through Definition	
Week 7 Week 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% in order to take final assessment) *including an NRS mid-term
- 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 100%.**
- **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 in order 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, 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 completed individually or with groups of students in the class.
- **Final Assessment:** The study path score must reach a 100 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, MAT 143, or MAT 152 with the corresponding co-requisite class (MAT 010, 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 110, 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%) *including an NRS mid-term

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. Assignments will include:

- **Proctored Pre-Assessment:** The student will begin the course with a pre-assessment.
- **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 in order 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 in order 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.

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

Transition Math Pacing Guide for Completing Tier 1 - Tier 2 in 12 Weeks*

Students who wish to complete both tiers in 6 weeks must complete two weeks' material each week.

Tier 1		Completion Date
Week 1	• Take Tier 1 Diagnostic • Whole Numbers: place value; rounding; comparing; adding; subtracting; estimating; multiplying; dividing; laws/properties; distributive property; exponents; square roots; order of operations	
Week 2	• Fractions and Mixed Numbers: Introduction to fractions and mixed numbers; proper vs. improper; factors and primes; simplifying, comparing; multiplying; dividing; adding; subtracting • Rates, Ratios, and Proportions: simplifying ratios and rates, understanding proportions	
Week 3	• Decimals: Decimals and fractions; ordering; rounding; adding; subtracting; multiplying; dividing; estimating • Percents: understanding percents; converting decimals, fractions, and percents; solving percent problems	
Week 4	• Measurement: Length; weight; capacity; the metric system; metric system conversions; problem solving with conversions; temperature scales	
Week 5	• Geometry: Figures in one and two dimensions; properties of angles; triangles; the Pythagorean theorem; quadrilaterals; perimeter and area; circles; solids	
Week 6	• Real Numbers: Variables and expressions; integers; rational and real numbers; adding integers; adding and subtracting real numbers; multiplying and dividing real numbers; associative, commutative, and distributive properties, order of operations • Take Tier 1 Test	

Tier 2		Completion Date
Week 7	• Take Tier 2 Diagnostic • Solving Equations and Inequalities: One-step using properties of equality; multi-step equations; special cases; formulas; solving one-step inequalities; solving multi-step inequalities	
Week 8	• Graphing: the coordinate plane; graphing linear equations; finding the slope of a line; writing the equation of a line; parallel and perpendicular lines; graphing linear inequalities	
Week 9	• Exponents and Polynomials: exponent notation; simplifying using product, quotient, and power rules; products and quotients raised to powers; scientific notation	
Week 10	• Exponents and Polynomials: single variable polynomials; adding and subtracting polynomials; multiplying polynomials; multiplying special cases; dividing by a monomial, binomial, and polynomial; simplifying/evaluating polynomials with more than one term; operations with polynomials	
Week 11	• Concepts in Statistics: graphing data; other types of graphs; measures of center	
Week 12	• Concepts in Statistics: Use and misuse of graphical representations; probability • Take Tier 2 Test	

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 the course is registered in NROC, the Course Management and Reporting link will take you back to the NROC Course Manager, where you can log in using the username and password you created. You will be able to see student data, track progress, grade your students' work, and download reports.

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

Unit Progress Reporting:

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:

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) provides a link to reset a student's work in the Writing Center to the prior state. If you have a student who submitted a First, Second, or Final Draft and you would like the student to resubmit the work, you can use this link to reset the students work to the state it was in just before the draft was submitted. Note that any reviews of the submitted draft will be lost. This includes self-reviews, instructor review, and peer reviews. Do not double-click each click resets to the previous state and it can be done more than once 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.

STANDARD PROCESS 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 Math
- Credit for Transition Math and Transition English
- Preparation for High School Equivalency exams
- Adult High School 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:
  - Enroll into Tier II Math
  - Complete Tier II Math
  - Enroll in the following math courses:

MAT 110	Without a co-requisite
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 gateway math courses without a co-requisite, they must complete the following:

Enroll in Tier III Math
Complete Tier III Math.
Enroll in the following math courses: MAT 110, MAT 143, MAT 152, MAT 121, or MAT 171 with no corresponding co-requisite
Exit Transition Math with a P1 and take MAT 110 without a co-requisite or MAT 143 or Math 152 with the corresponding co-requisite MAT 043 or MAT 052

Please Note: Adult learners may self-select to enroll into a co-req course.

● Issue the grade of P1 or P2 for Transition English and P1, P2, or P3 for Transition Math
  ○ If the student completes the course at the end of the semester, enter the appropriate grade(s) on the Grade Roster 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.
    ■ 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 early, early grade assignment is not necessary, but would allow the student to meet with an advisor and get the subsequent Gateway course scheduled for the following semester.
    ■ Warning to advisors and registrars!!! Contact the local college CCR data manager before dropping students from BSP courses to avoid loss of FTE.

HOW TO ENTER PLACEMENT TEST SCORES

The following steps listed below will assist programs with properly entering test score information into the Colleague Database as it pertains to the Career READY/RISE program.

1. Sign into Colleague
2. Go to TSUM
3. Enter student ID number
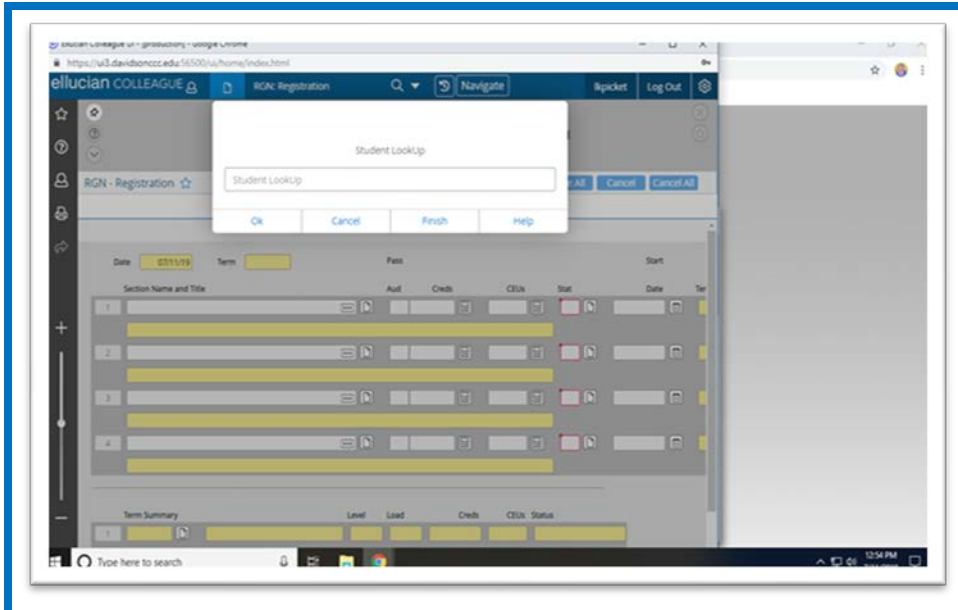
4. Go to Placement Tests and enter: RISE… (Enter RISE dot dot dot)
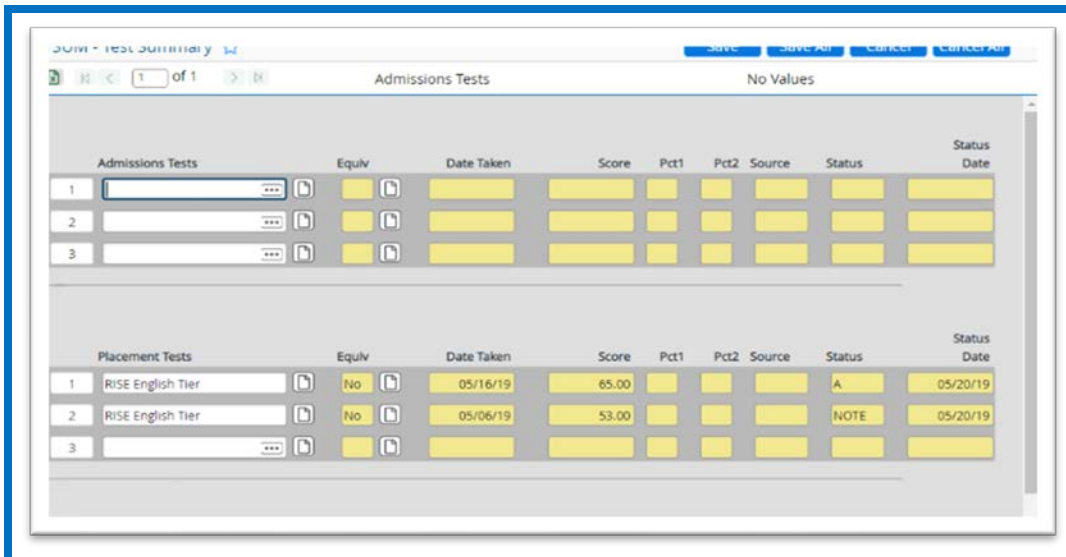
5. Double click on the appropriate test
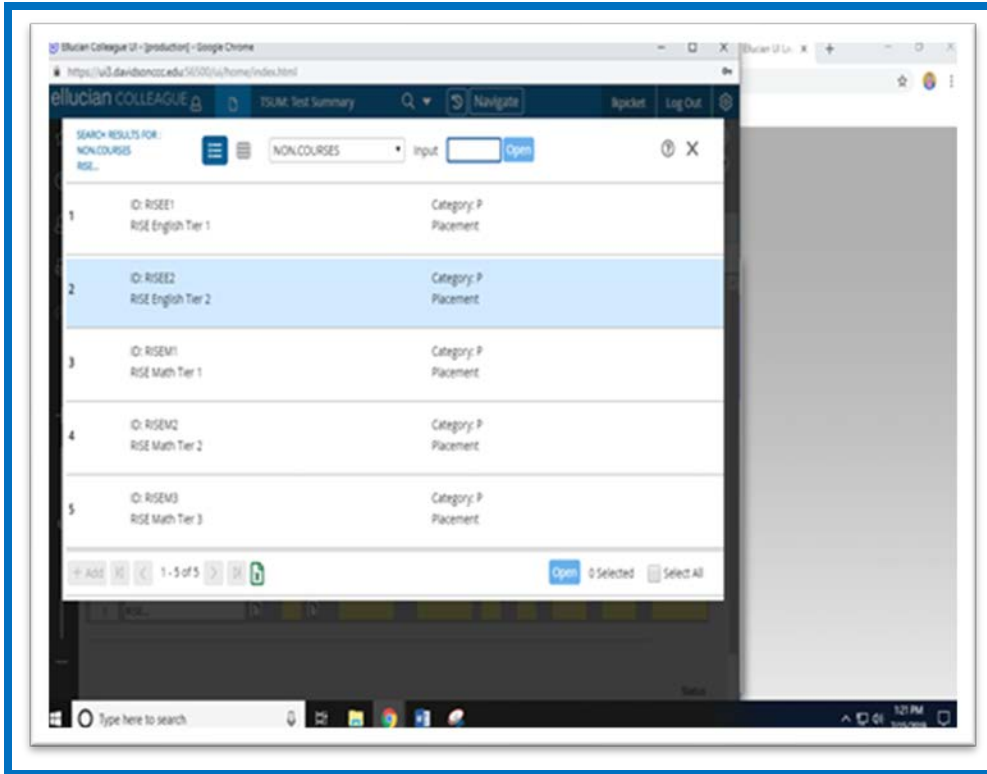
6. Make sure the date is correct and enter the score
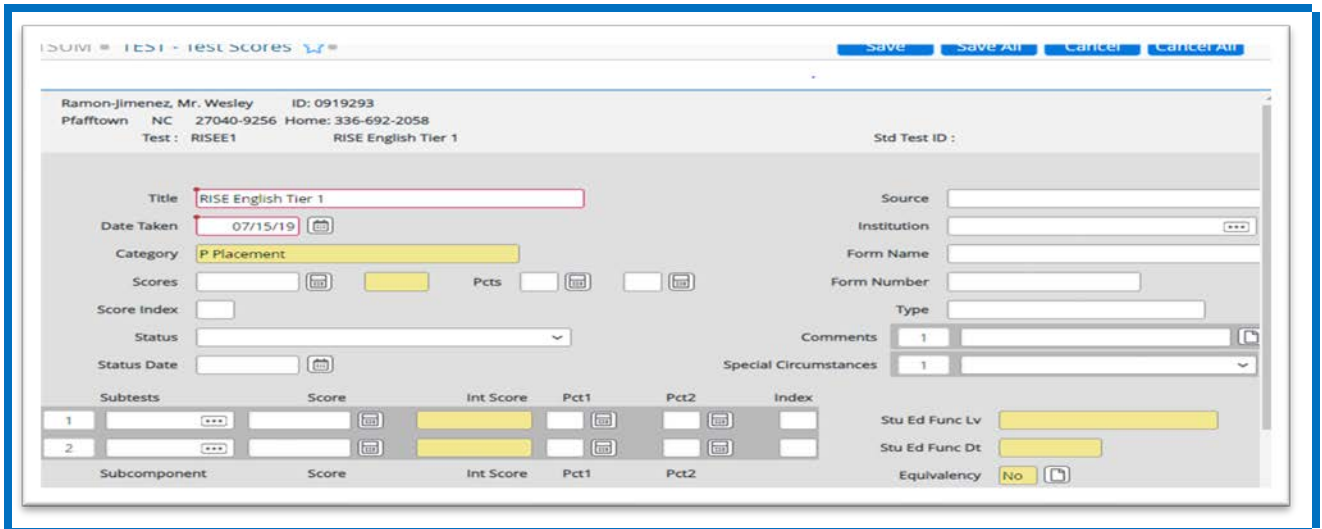
7. Click **Save All**

INSTRUCTIONS ON HOW TO CODE COURSES IN COLLEAGUE

1. In Colleague, enter SECT. On the SECT screen, enter the section, the term, and the start and end dates for the course. The credit Type will be BSP Basic Skills and the total contact hours is 128 hours. Make sure to enter the Location, Course Types, Delivery Method, Delivery Mode, and program supervisor. Remember: If the course does not meet the full scheduled hours128 hours, the delivery method will be blended, hybrid or on-line.

2. Under SECT, enter SOFF. The SOFF screen is where you enter the contact hours, specifics about the section include room number, start and end times, number of weeks and whether the class meets in the day or evening.

3. Under SECT, enter SRES (Section Restrictions). The SRES screen allows you to enter a section capacity and the minimum number of students for the section. Waitlist defaults to "yes". The scheduler can change the setting as needed.

4. Under SECT, enter SRGD (Section Registration Date Ranges). The SRGD screen enables the scheduler to enter pre-registration dates, registration dates, the dates a student can add the course and the dates the student can exit the course. Note that the registration dates are the dates leading up to the start of class and the add dates are determined at each college. Please note that allowing a wide range of entry dates allows students to enter the course throughout the semester.

5. If CCR personnel determine that the curriculum Transition students and the CCR Transition students will be registered under separate CID numbers, use screen SXRF to cross-list the two courses. The section that the scheduler is building is the "Primary" section. The "Global Capacity" is the maximum total number of students allowed in the section.

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.

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

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 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
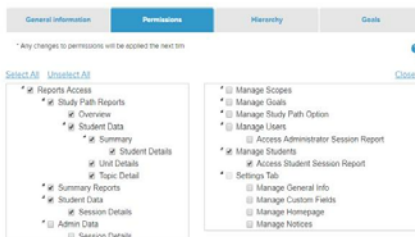
Update Goals

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)
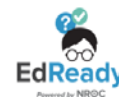
EdReady User Guide for North Carolina Transition Math Students

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!
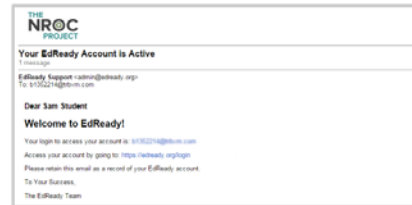
To Register:
1. Click the **Get Started** button on the homepage

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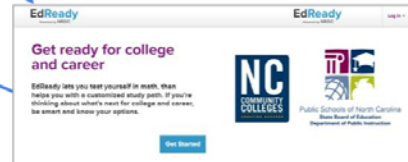
Note: double-check your email address to make sure it is correct – this will be your EdReady username you need to log in, and is the email address that is used if you forget your password

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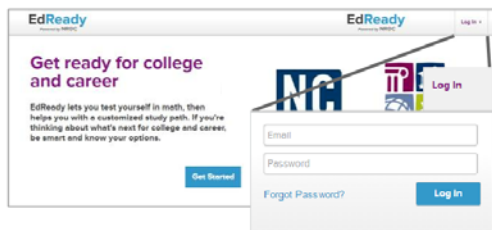
1. Log into EdReady by clicking the **Log In** link in the header

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:
a. In the main module you'll take a diagnostic test, then work in your Study Path towards an EdReady score of 90
b. Once you reach this score, let your teacher know – you'll be given access to the Test activity
c. 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
d. Once you've shown sufficient understanding of a Tier, you'll be given access to the next Tier by your teacher
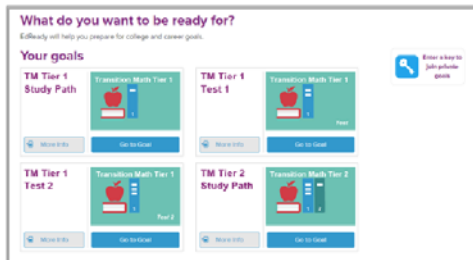
Each time you begin a new step in the process, you'll be working in a different Goal, available on your Student Dashboard (your homepage after logging in).

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:
1. Click the **Enter a key to add goals** button
2. In the window that pops up, enter your **key**, then click the **Submit** button
3. Click the **Done** button to close this window
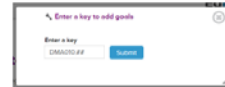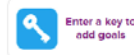
Your teacher will have to give you access to all the other steps: once that has been done, the next goal will show up automatically on your Dashboard.
Note: if you don't see a goal you should have access to, try refreshing your browser

EdReady
Powered by NROC

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
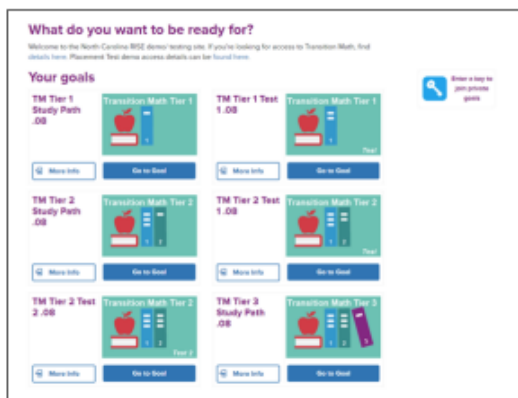
Old/ Original Student Dashboard view (up to 9 goals)
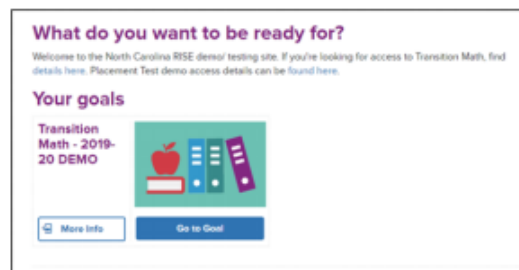
Updated Student Dashboard view (1 goal)

When students Go to Goal, they will see all 9 study paths listed: only the Tier 1 main study path is unlocked/ available by default, but instructors can unlock the appropriate steps for students at any time.

A look at how this goal will display to students is shown to the left, with a closeup look at unlocked and locked study paths shown above.
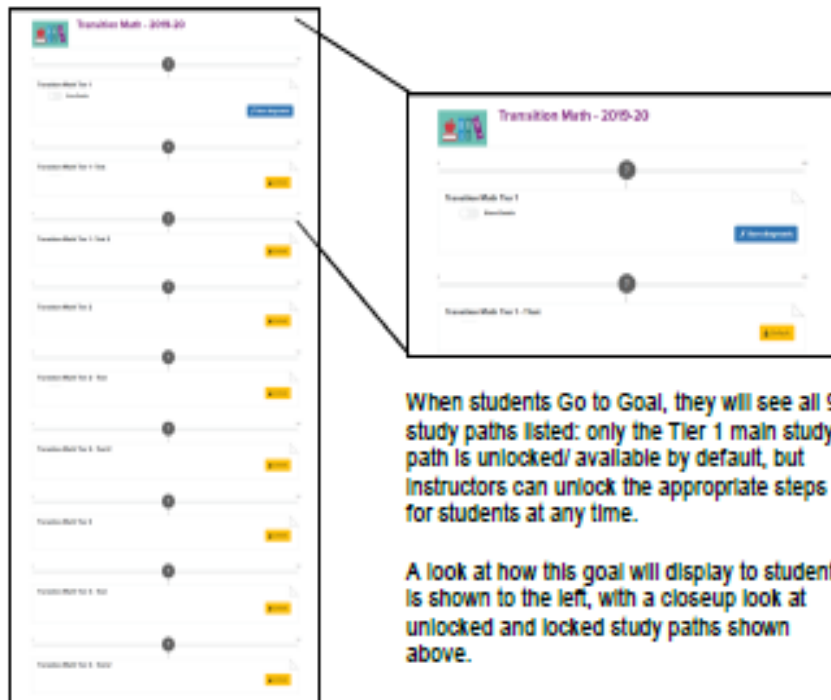
Instructors

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.

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 - Career READY 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 - Career READY 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 Adding and Subtracting Fractions and Mixed Numbers	Multiplying Fractions and Mixed Numbers; Dividing Fractions and Mixed Numbers Adding Fractions and Mixed Numbers; Subtracting Fractions and Mixed Numbers	M.1.3.12; M.1.3.25

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: Percent		
Percent	Introduction to Per cents	M.1.3.19
Percent	Adding and subtracting fractions	M.1.3.20
Percent	Application of Per cents	M.1.3.21
Percent	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
Percent	Probability of two events	M.4.4.2
Percent	Function: Domain and Range	MA.3.1.1; M.5.4.8; MA.3.1.1;
Percent	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. Standards
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. Standards
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

RISE Changes due to COVID-19
Currently Applies to Summer 2020 and Fall 2020 Only
Career READY Changes
Based on Faculty Review, Advisory Board Approval, and COVID-19 Experiences

GPA does not expire:

- It is a college decision as to whether they stay with the 10-year expiration.
- Be sure and enter the GPA and grad date on the XRISE screen

College placement test does not need to be proctored:

- Colleges may choose to proctor the placement test.

Transition tier tests do not need to be proctored:

- Colleges may choose to proctor the tier tests.
- Even during this crisis, best practice is to proctor the Tier tests if possible.
- Placement test may be optional for any student wishing to challenge college placement dependent on local policy.
- Any student with an associate or bachelor's degree or higher may be placed directly into a gateway course.
- Students who graduate from a high school outside of the US may take college placement test or register directly into Transition Courses.
- AHS graduates who complete on or after July 1, 2021, may be placed based on unweighted GPA.

GED Test Results:

- 145-164 - Gateway with a co-requisite
- 165+   -   Gateway without a co-requisite
- A college can use these scores now. Coding will be determined.

Math 2 Placement:

- Any student who enrolls and has not completed Math 2 should enroll in Transition courses.
- A procedure is being developed at the state level to identify the student.
- Provided they place at an EFL 3 or higher. If their EFL is lower than 3, remedial or pre-transition instruction to raise the level to 3 should take place prior to enrollment in a Transition Course.