

# The National External Diploma Program



Competency Revalidation  
and New Task Development

# Presenter Contact Information

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# NEDP Competency Revalidation

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- ❑ Ideally, competencies should be revalidated approximately every 5 years
- ❑ NEDP competencies had not been revalidated in some time
- ❑ Originally there were 64 competencies
- ❑ Some went, others added, to total 65
- ❑ Revalidating competencies has been the first major step in revising the NEDP

# The Revalidation Process Overview

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## □ CASAS

- Reviewed the existing 65 NEDP competencies
- Reviewed state standards where there are significant NEDP programs
- Examined the CASAS National Consortium content standards
- Reviewed 21<sup>st</sup> Century Skills standards
- Reviewed Manufacturing Skills Standards Council's work as well as the Department of Labor's standards

# The Revalidation Process...Continued

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- Reviewed academic standards of councils such as National Council of Teachers of Math and the National Council of Teachers of English
- Reviewed existing technology standards
- CASAS already conducted a meta-analysis of skills standards across business and industry sectors

# Revalidation Goal

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- ❑ To compile a master list of competencies integrated with rigorous academic skills necessary to apply mastery of those competencies
- ❑ To require the most comprehensive thinking about essential skills needed for success in the world of further education, work, family and community

# Process for Prioritizing Competencies

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- ❑ Created and disseminated an initial survey of the existing competencies
- ❑ Conducted multi-state focus group meetings to examine existing competencies and to explore possible revisions
- ❑ Developed an online survey based on results of focus group meetings
- ❑ All NEDP sites responded to this survey

# Process for Prioritizing Competencies (Cont'd)


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- ❑ Developed an ad hoc committee representing all NEDP states to review the results of the national online survey
- ❑ Reviewed competencies from a variety of sources, including each representative state's standards
- ❑ Competency list went through several revisions based on committee feedback before finalization

# Previous Competency Areas

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- Previous NEDP Competency Categories
  - Communication
  - Computation
  - Self Awareness
  - Social Awareness
  - Consumer Awareness
  - Occupational Preparedness
  - Technological Awareness



# NEDP Competencies

## 2008

# How do the new competencies differ?

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- ❑ More academically rigorous & challenging
- ❑ More relevant to the demands of the 21<sup>st</sup> Century
- ❑ Current research
- ❑ More specific
- ❑ More comprehensive scope

# New Competency Categories

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- Communication and Media Literacy
- Applied Math/Numeracy
- Information and Communication Technology (ICT)
- Interpret the Arts, Fine Arts, Drama and Film
- Health Literacy

# New Competency Categories - continued

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- Civic Literacy and Community Participation
- Geography and History
- Consumer Awareness and Financial Literacy
- Scientific Inquiry
- 21<sup>st</sup> Century Workplace

# COMMUNICATION AND MEDIA LITERACY

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- Competencies 1-5      Language Arts
  - Assessed throughout the competencies
  
- Competencies 6-7      Media Literacy
  - Assessed through many of the competencies
  
- Competency 8      Research
  - Assessed through many of the competencies

# Reading

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- Read, comprehend, and analyze a variety of documents and texts to distinguish the central idea and supporting details #1
  
- Read to synthesize and summarize the content from diverse texts #2

# Listening, Writing, Speaking

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- Listen to understand and interpret oral communications #3
- Write to organize, convey information and extend ideas using appropriate writing techniques and English language usage #4
- Speak to relay information to address a specific purpose, context, and audience #5

# Media Competencies

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- Identify the purpose, bias, content and interpretation of different types of media messages in print and non-print formats #6
- Distinguish fact from opinion, and from point of view in media messages and presentations #7

# Research

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- Identify and practice responsible and informed research using reference sources, including proper citations #8

# Applied Math/ Numeracy

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- These competencies will be assessed across tasks as they are relevant
- The number of math competencies has grown to reflect the more rigorous high school graduation requirements

# MATH CATEGORIES

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- Number Sense and Operations, #9-13
- Algebra, #14-18
- Geometry and Measurement, #19-22
- Statistics and Probability, #23-25

# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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- ICT is introduced early in the program
- Technology will be further infused throughout the assessment process

# ICT

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- ❑ Demonstrate computer skills including keyboarding, software applications, and e-mail #26
- ❑ Demonstrate the use of technology to conduct research, communicate information, create original work, organize data, and solve problems #27
- ❑ Identify and practice responsible and informed use of ICT #28

# Cultural Literacy—Interpreting the Arts

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## □ Competencies 29, 30, 31

- Art
- Music and Drama
- Film

# HEALTH LITERACY

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Competencies 32, 33, 34, 35, 36

# CIVIC LITERACY AND COMMUNITY PARTICIPATION

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- Competencies 37, 38, 39, 40, 41  
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# GEOGRAPHY AND HISTORY

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□ Competencies 43,44,45,46,47

# CONSUMER AWARENESS AND FINANCIAL LITERACY

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- Competencies 48, 49, 50, 51, 52

# SCIENTIFIC INQUIRY

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- Reflect more rigorous science requirements
- Incorporate math and numeracy competencies

Competencies 53, 54, 55, 56, 57, 58

# TWENTY-FIRST CENTURY WORKPLACE

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- Includes career planning, employment opportunities
- Incorporate procedures for applying for jobs
- Includes responsibility, team work, effective work habits, working in a culturally diverse workplace, etc.
  - Competencies 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69,70
- Optional workforce readiness component

# Blueprint for Assessing Competencies—Initial Ideas

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A preliminary “Blueprint” has been developed that attempts to map which competencies will be assessed in Task areas A – E.

# Task Themes and Competency Areas Assessed

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- TASK A - Exploring the Application of Technology in the 21<sup>st</sup> Century
  - Information & Communication Technology
  - Communication & Media Literacy
- TASK B - Exploring Personal, Home, and Community Resources
  - Health Literacy (personal focus)
  - Consumer Awareness & Financial Literacy
  - Civic Literacy & Community Participation (personal focus)
  - Applied Math & Numeracy

# Task Themes and Competency Areas Assessed (Cont'd)

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- TASK C - Exploring the Broader Community, the State and the World – Part I/Humanities Focus
  - Civic Literacy & Community Participation (citizenship & government focus)
  - Geography & History
  - Cultural Literacy
  - Applied Math & Numeracy

# Task Themes and Competency Areas Assessed (Cont'd)

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## □ TASK D - Exploring the Broader Community, the State and the World – Part II/Science

### Focus

- Health Literacy (world and science focus)
- Scientific Inquiry
- Applied Math & Numeracy

## □ TASK E - Exploring the Future and Work

- Twenty-First Century Workplace
- Applied Math & Numeracy

# Assessment Design Considerations

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- ❑ Must give students a way to demonstrate abilities acquired through life and work experience
- ❑ Must integrate competencies so that they reinforce each other and have real life application
- ❑ Should demonstrate the potential of technology not only as a tool for completing the NEDP program but also in everyday life situations after they leave the program
- ❑ Must address the content standards that inform competencies: language arts, reasoning, critical thinking skills, using evidence, etc.

# Assessment Design Considerations Cont'd

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- ❑ Must require the student to demonstrate that they have completed the work themselves
- ❑ Must be measured in a standardized way, and at the same time encourage critical thinking and creativity
- ❑ Should specify the level of task complexity (Norman Webb Depth of Knowledge indicator Level 3)
- ❑ Should inspire and challenge the student to discover the personal relevance and meaning beyond completion of the NEDP program

# Task B – Assignment Example

## Exploring Personal, Home & Community Resources

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### *The Informed Consumer*

(similar to Task A, IV& V – *Informed Shopping, Comparative Shopping*)

### **Consumer Awareness & Financial Literacy (focus)**

Supported by competencies from:

- Communication & Media Literacy
- Information & Communication Technology
- Applied Math & Numeracy

# Part One—The Informed Consumer

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- *Student goes through the process of choosing a car to purchase using the following competency areas*
  - Consumer Awareness & Financial Literacy
  - Communication & Media Literacy
  - Information & Communication Technology

# Part One: The Informed Consumer—Cont'd

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1. Student reads and reflects on opening passage about being an informed consumer
2. Student conducts research and reads from websites from manufacturers and consumer reports on three cars and their gas mileage, safety features, design features and overall reliability
3. Students uses critical thinking skills to analyze the information for fact vs. opinion in order to arrive at an informed decision on which vehicle to purchase
4. Student explains and defends choice based on research

# Part Two—The Informed Consumer

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- *Student goes through the process of researching and obtaining financial information and utilizing information in order to purchase the car using the following competency areas*
  - Consumer Awareness & Financial Literacy
  - Communication & Media Literacy
  - Information & Communication Technology
  - Applied Math & Numeracy

# Part Two: The Informed Consumer (Cont'd)

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1. Student conducts research to obtain credit reports, financial institution requirements and procedures for a loan to purchase a car
2. Student applies math & numeracy skills to determine interest rates, ratio to monthly income, etc. (students are given a mock monthly income budget to work from)