

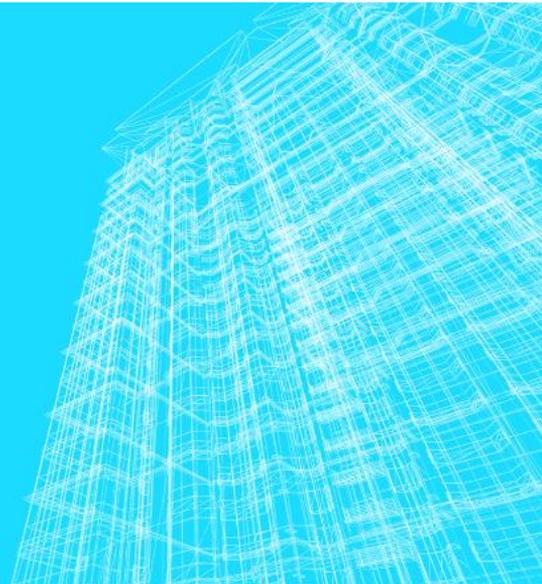
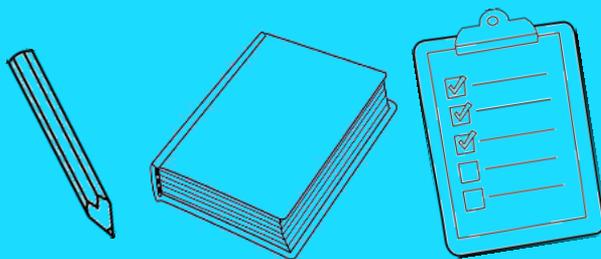


Technical College

System of Georgia

Standards-Based Education PD Series: Part 2 Instructional Activities and Learning Assessments

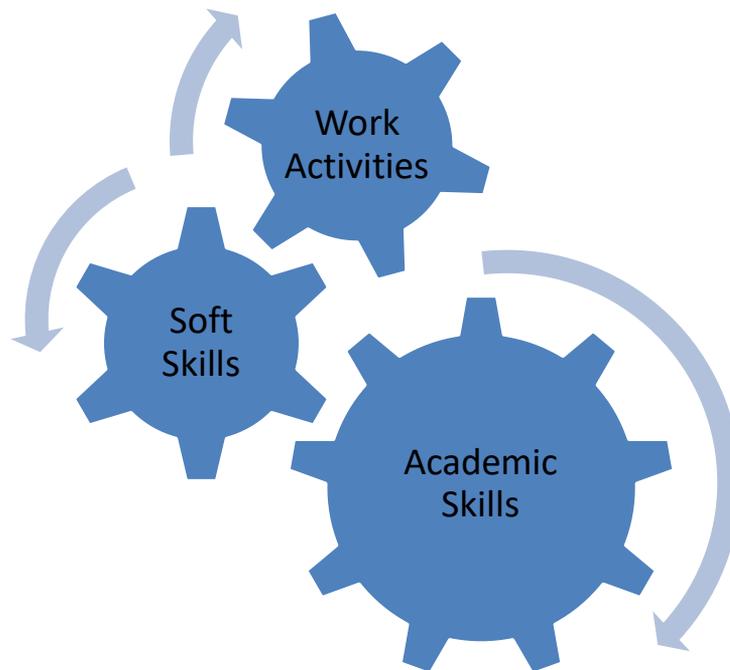
Here's the Blueprint:
Build Your House



TODAY'S RESOURCES: ON GEORGIA'S OFFICE OF ADULT PROFESSIONAL INFORMATION WEBSITE:

<http://literacy.coe.uga.edu/pdtr>

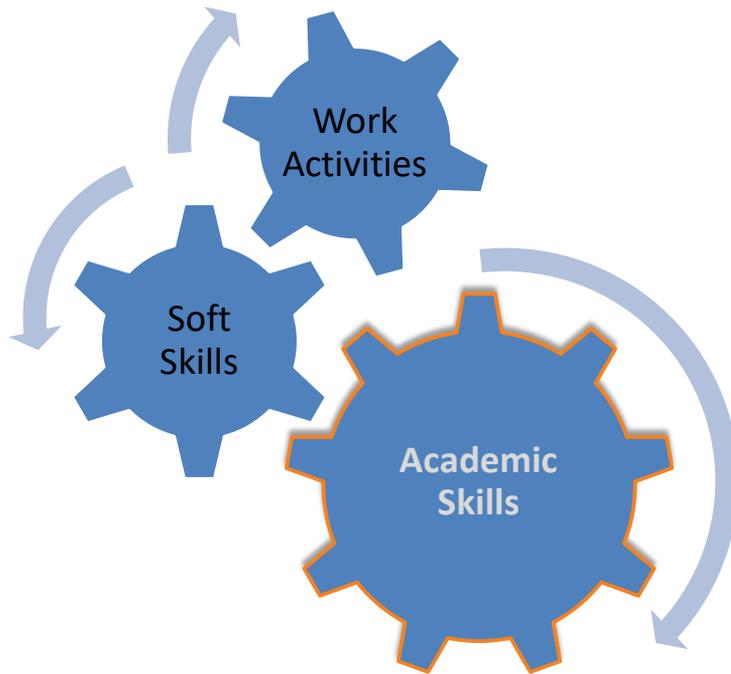
Files from the past three years of regional and statewide workshops, institutes, and conference professional development events are accessible.

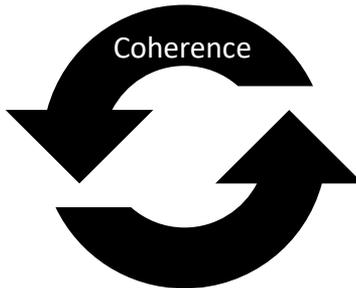




Technical College System of Georgia

Year 1 Replay





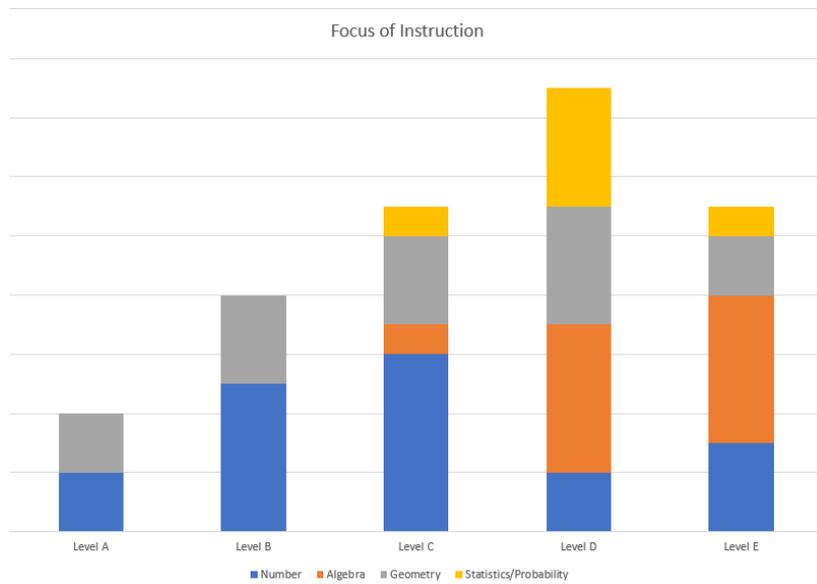
Key Shifts in Math



FOCUS

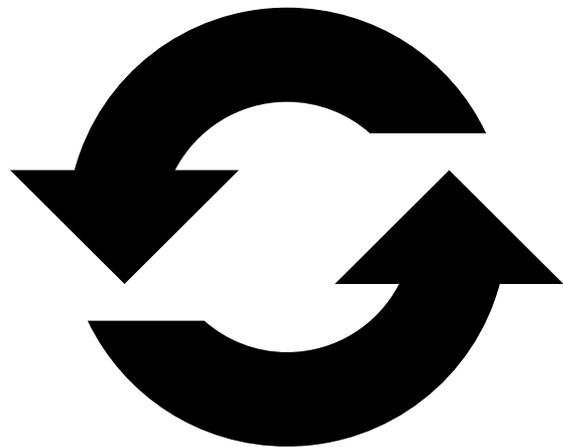
Instruction targets what the standards emphasize





Coherence

Learning progresses in a sensible way, building on prior learning and previewing what's to come.



Implications of Coherence on Instruction

- Content unfolds meaningfully.
- Connections between concepts are made both *within* and *across* the levels.
- Students and teachers *expect* knowledge and skills to build and grow.

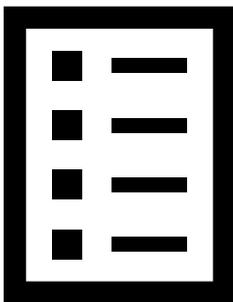
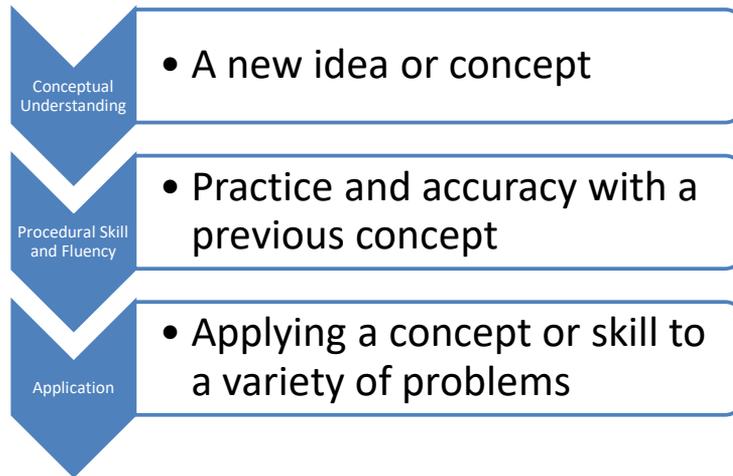


Rigor

Conceptual understanding,
procedural skill/fluency, and
application
all need equal time and attention.



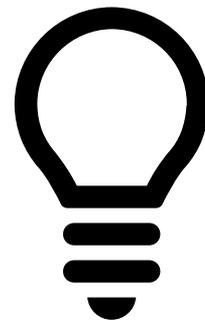
Elements of Rigor



Complexity



Evidence



Knowledge

Key Shifts In English/Language Arts



Three Key Advances Prompted by the CCR Standards

1. Text Complexity:

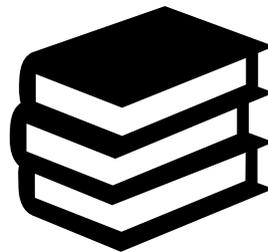
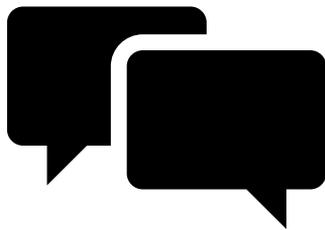
- Regular practice with complex text (and its academic language)

2. Evidence:

- Reading and writing grounded in evidence from text

3. Building Knowledge:

- Building knowledge through content-rich nonfiction



English Language Learners





Old Paradigm >> New Paradigm



Resource Alignment?

- To ensure content and rigor of the standards upon which the GED® assessment is based
- To identify resources best-suited for a particular indicator or benchmark

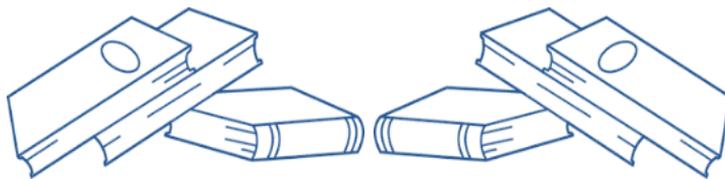
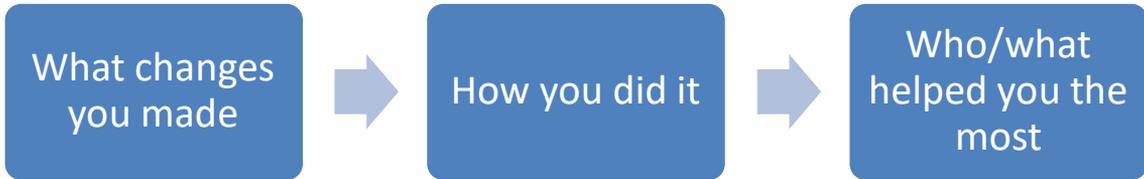


Table Talk: Year 1 Share-Out



<https://padlet.com/susan81/framework>



What about High School Equivalency?

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
		E	Medium
11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (11-12.L.4.a, 11-12.L.4.b, 11-12.L.4.c, 11-12.L.4.d)	E	Medium
11-12.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career level; demonstrate independence in gathering relevant information from a variety of print and digital sources, using a range of words and phrases	E	Medium

Common Core State Standards References	Quantitative Problem Solving Assessment Targets	Range of Depth of Knowledge SM
4.NF.2	Q.1 Order and compute with rational numbers; simplify numerical expressions	
6.NS.6-6.NS.7	Q.1.a Order fractions and decimals, including on a number line.	1-2
7.NS.1a	Q.1.b Perform addition, subtraction, multiplication, and division on rational numbers.	1-2
7.NS.2c	Q.1.c Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numerical expressions.	1-2
8.NS.4	Q.1.d Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.	1-2
8.EE.1	Q.1.e Perform computations and write numerical expressions with squares and square roots of positive, rational numbers.	1-2
8.EE.2	Q.1.f Perform computations and write numerical expressions with cubes and cube roots of rational numbers.	1-2
8.EE.2	Q.1.g Determine when a numerical expression is undefined.	2
7.NS.2b	Q.1.h Identify absolute value or a rational number as its distance from zero on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their difference.	1-2

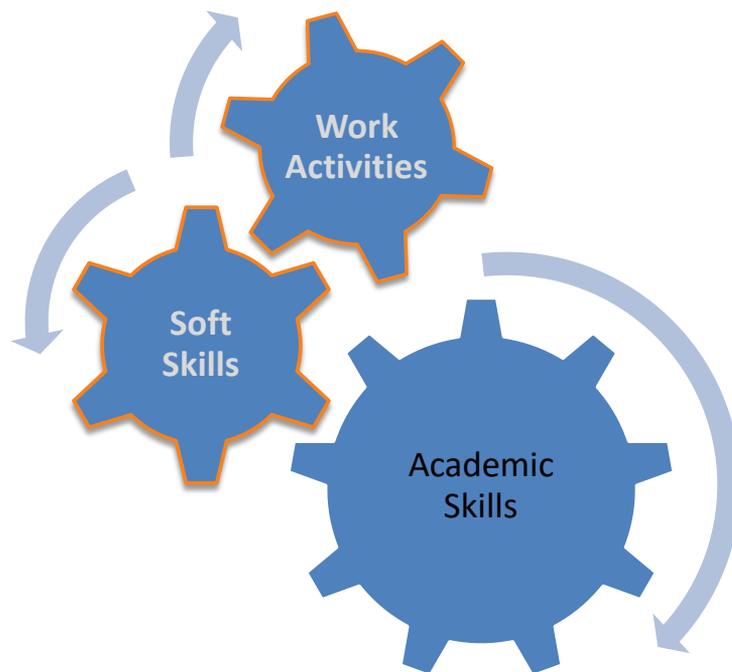




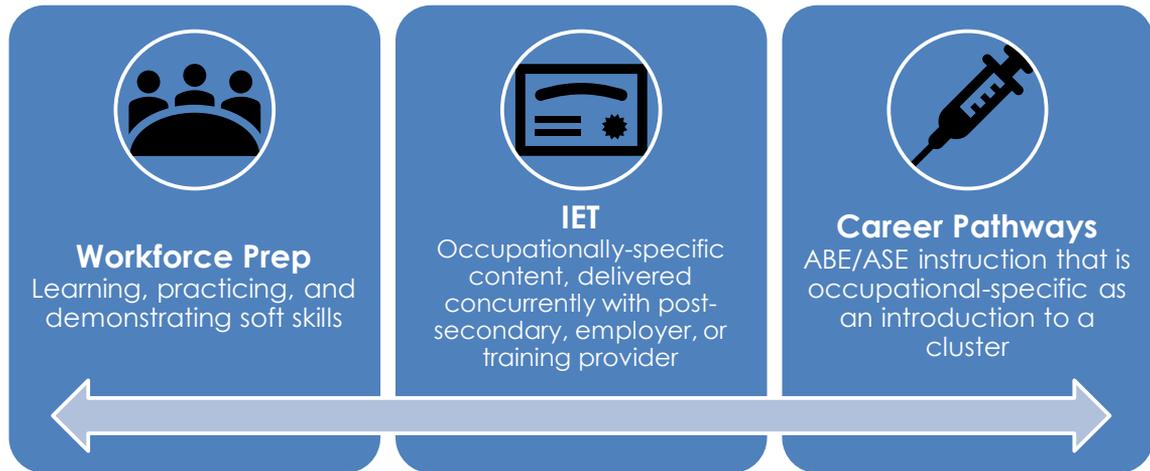
Technical College System of Georgia

Contextualized Instruction

Workforce Prep, IET &
Career Pathways



What's the difference?

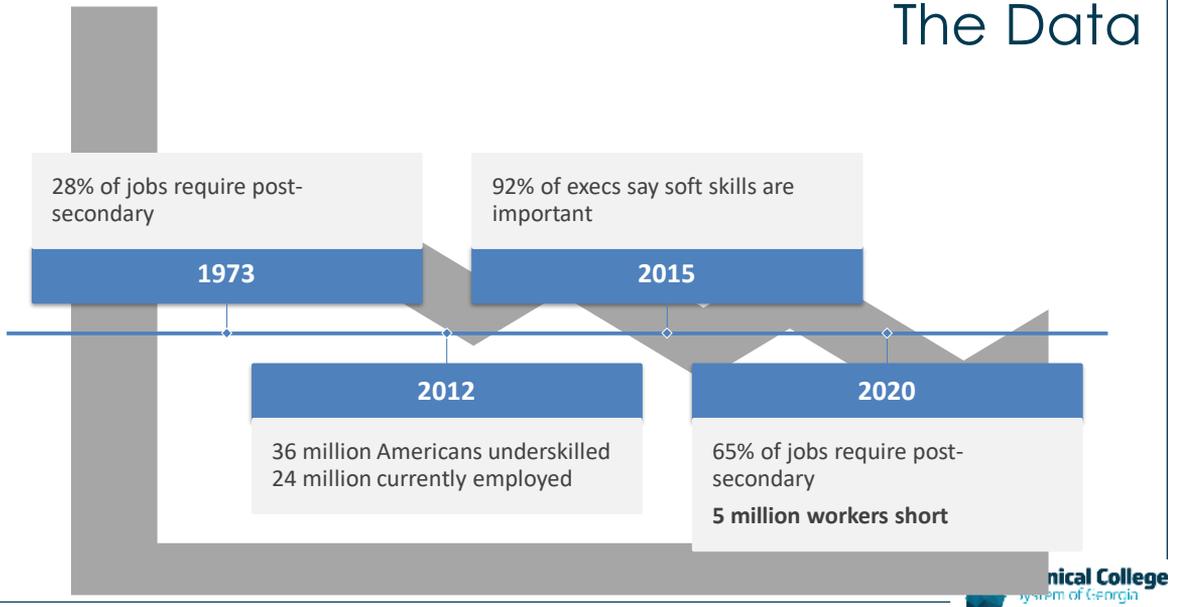


Technical College
System of Georgia

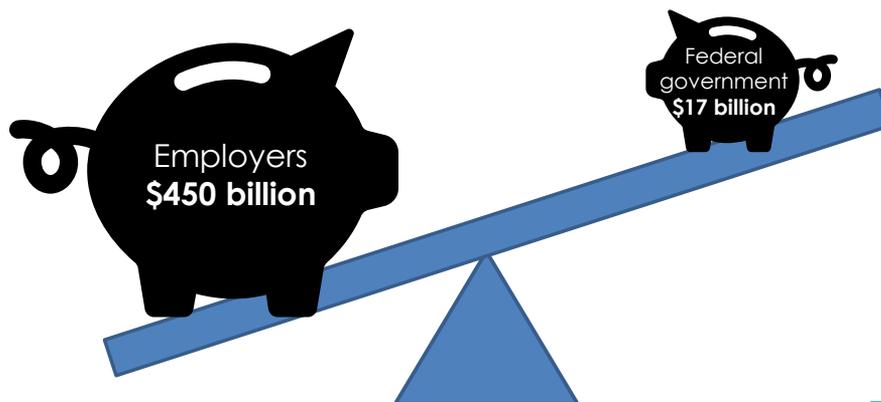
Workforce Prep

Soft Skill Instruction

The Data



The Cost of Underskilled



The Cost of Underskilled

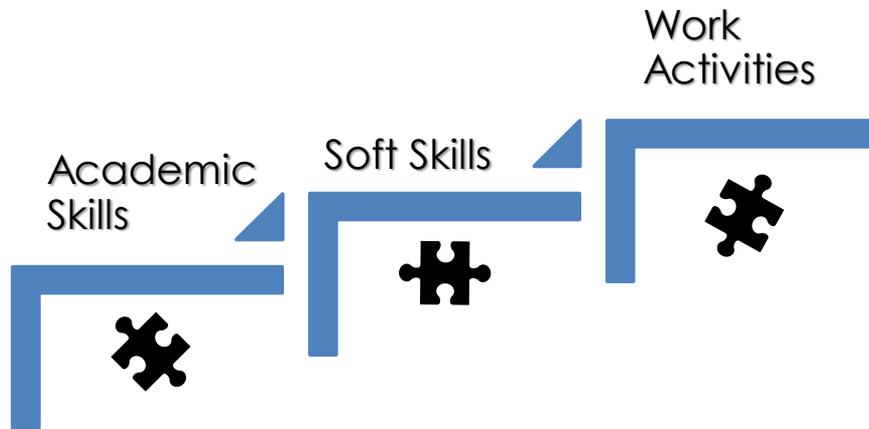
\$14,000 per
vacant
position



The seamless
teaching of
academic skills in
a real-life, work-
ready context
through the use of
authentic
materials

Contextualized
Instruction





Contextualized Instruction



The Soft Skills Framework

Effective Relationships					
Interpersonal Skills					
OCTAE Discrete Skill	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Understands Teamwork and Works with Others Student participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.	How teams work.	Participate in a team by effective contribution, respecting others, giving/receiving feedback, and working toward a common goal.			
Responds to Customer Needs Student helps fellow students understand tasks, finds resources, and fulfills assigned roles (thinks of fellow students as customers).	How to identify and address the needs of others.	Assist peers in typical classroom situations.			
Exercises Leadership Student participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.	How to lead effectively.	Lead classmates in working toward a common goal, using identified qualities of a leader.			
Negotiates to Resolve Conflict Student keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).	How to employ strategies of conflict resolution.	Resolve conflicts effectively through a variety of approaches (i.e., focus on the issue, attempt to reach win-win, etc.).			
Respects Individual Differences Student listens to and	How to react appropriately to peers.	Listen and respond respectfully in various class settings.			



Communication



Role-play and scenarios



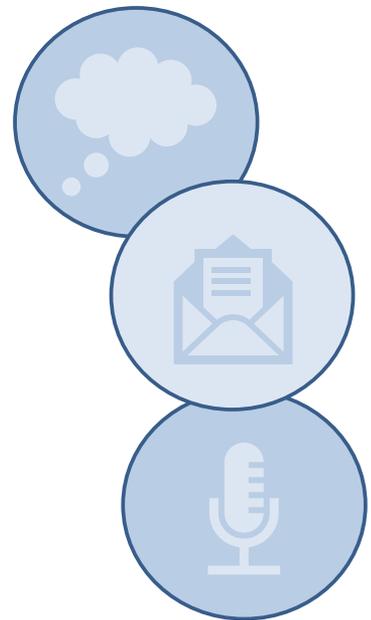
Multiple platforms for communication



Democratic establishment of classroom procedures



Instructor modeling



Collaboration



Partnered activities



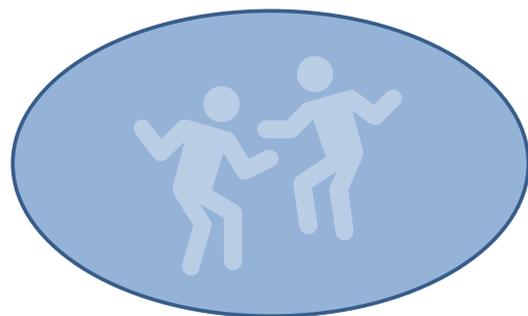
Group debates



Assigned roles in group settings



Project-based learning activities



Critical Thinking



Deductive reasoning



Point of view analysis



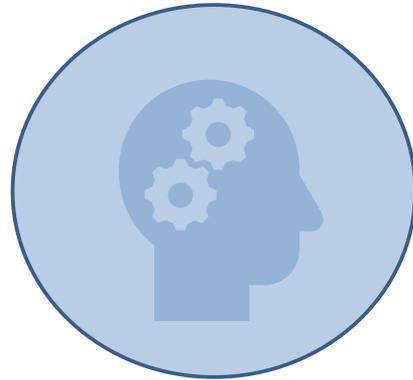
Think-aloud modeling in problem-solving sets



Evidential vs. emotional response



"How and why" questioning



Creativity and Innovation



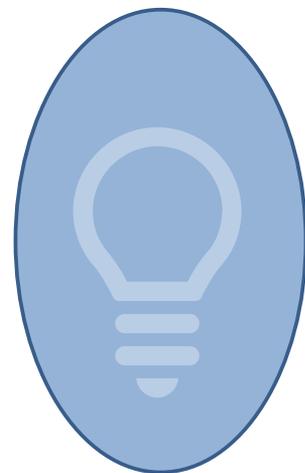
Mathematic manipulatives



Brainstorming activities



Projects with multiple outcomes



The **REACT** Strategy

Relating

Experiencing

Applying

Cooperating

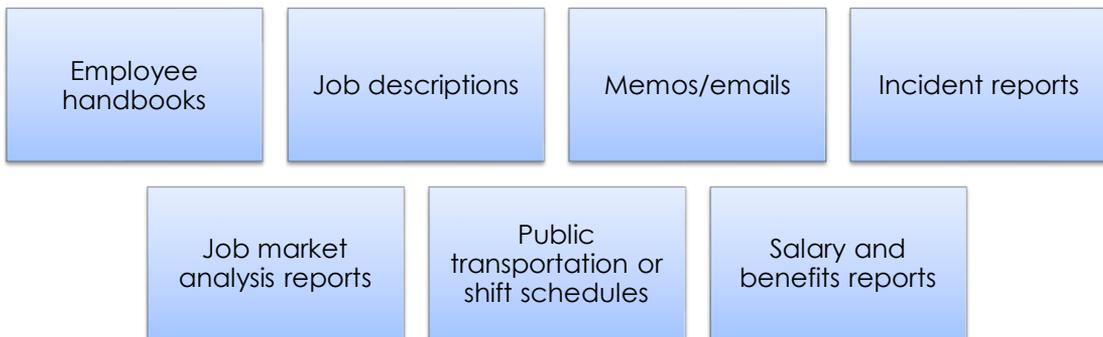
Transferring



- Soft Skill Assessments**
- Informal rubrics and checklists
 - Instructor observation
 - Self-assessment
 - Soft skill software



What about GeorgiaBEST?



Authentic Materials

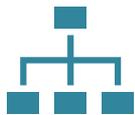


30-second brainstorm



Think of **3** authentic materials in your workplace or classroom.

<https://padlet.com/susan81/authentic>



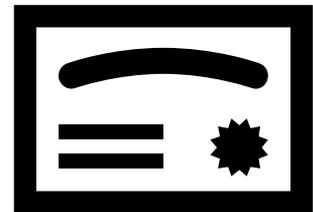
Soft Skills Framework



Rubrics & Checklists



Work Activities



ACTIVITY 1: What Brings You Joy?

- Break into partners and decide who will be (A) and who will be (B).
- (A) speaks for two minutes about something that brings them joy. If they run out of things to say, they may choose something else that brings them joy, but encourage them to describe, not just list. (B) **listens closely, with ears, eyes, and heart.**
- Switch places so (B) talks about something that brings them joy.
- Everyone now makes a quick drawing of **how they felt** when they were listening to their partner.
- They are not to draw the activity their partner described; just the feelings they had while listening.
- Share!



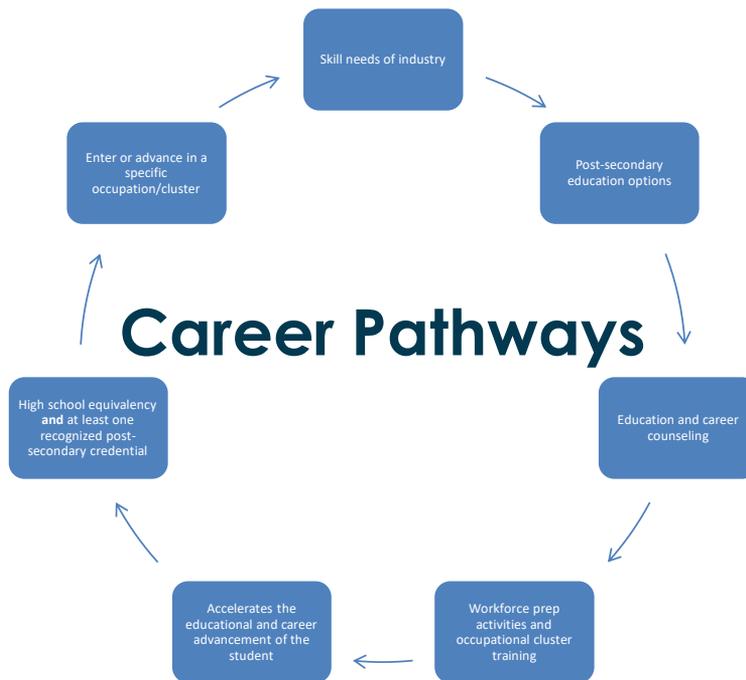
BREAK TIME!



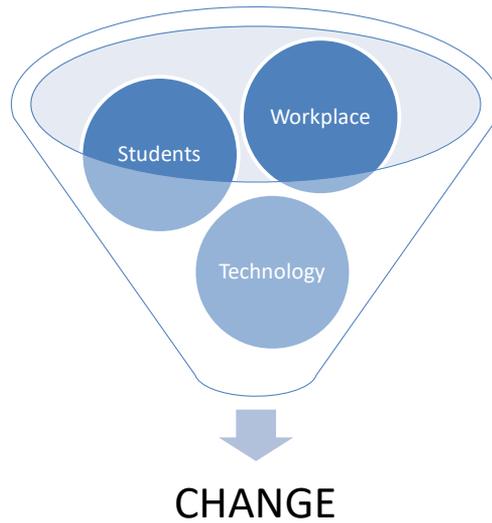


Technical College System of Georgia

Career Pathways



Why teach differently?



Career Clusters



What are your region's target sectors?



www.careertech.org/Career-Clusters

PATHWAYS TO COLLEGE & CAREER READINESS

CareerClusters[®]

- Agriculture, Food & Natural Resources**
 - Agribusiness Systems
 - Animal Systems
 - Environmental Service Systems
 - Food Products & Processing Systems
 - Natural Resources Systems
 - Plant Systems
 - Power, Structural & Technical Systems
 - Architecture & Construction
- Architecture & Construction**
 - Construction
 - Design/Pre-Construction
 - Maintenance/Operations
- Arts, A/V Technology & Communications**
 - A/V Technology & Film
 - Journalism & Broadcasting
 - Performing Arts
 - Printing Technology
 - Telecommunications
 - Visual Arts
- Business Management & Administration**
 - Administrative Support
 - Business Information Management
 - General Management
 - Human Resources Management
 - Operations Management
- Education & Training**
 - Administration & Administrative Support
 - Professional Support Services
 - Teaching/Training
- Finance**
 - Accounting
 - Banking Services
 - Business Finance
 - Insurance
 - Securities & Investments
- Government & Public Administration**
 - Foreign Service
 - Governance
 - National Security
- Health Sciences**
 - Planning
 - Public Management & Administration
 - Regulation
 - Revenue & Taxation
- Health Sciences**
 - Biotechnology Research & Development
 - Diagnostic Services
 - Health Informatics
 - Support Services
 - Therapeutic Services
- Hospitality & Tourism**
 - Lodging
 - Recreation, Amusements & Attractions
 - Restaurants & Food/Beverage Services
 - Travel & Tourism
- Human Services**
 - Consumer Services
 - Counseling & Mental Health Services
 - Early Childhood Development & Services
 - Family & Community Services
 - Personal Care Services
- Information Technology**
 - Information Support & Services
 - Network Systems
 - Programming & Software Development
 - Web & Digital Communications
- Law, Public Safety, Corrections & Security**
 - Correction Services
 - Emergency & Fire Management Services
 - Law Enforcement Services
 - Legal Services
 - Security & Protective Services
- Manufacturing**
 - Health, Safety & Environmental Assurance
 - Logistics & Inventory Control
 - Maintenance, Installation & Repair
 - Manufacturing Production Process Dev.
 - Production
 - Quality Assurance

www.careertech.org/Career-Clusters



COMPETITIVE ADVANTAGES
BUSINESS RESOURCES
GEORGIA INDUSTRIES
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State Workforce Development Board

[Meeting Information](#)

COMPETITIVE ADVANTAGES
Workforce Division
About the Office
State Workforce Development Board

STATE WORKFORCE DEVELOPMENT BOARD

The **State Workforce Development Board (SWDB)**, appointed by the Governor, is tasked with administering Workforce Innovation and Opportunity Act (WIOA) funds across the state and overseeing the Governor's state workforce development initiatives. Their guidance is essential to sustaining Georgia's competitive advantage nationwide in terms of workforce. The SWDB is comprised of business owners, members of the Georgia General Assembly, statewide agency heads, local elected officials, and representatives from other workforce groups.

Brian Anderson

Karen Viera

Joe Vogt

Mel Stowers

WIOA Resources for
JOB SEEKERS ▶

WIOA Resources for
EMPLOYERS ▶

Rapid Response Business
LAYOFF/CLOSING
NOTIFICATION ▶

Follow our Workforce Development Blog



Adult Career Pathways

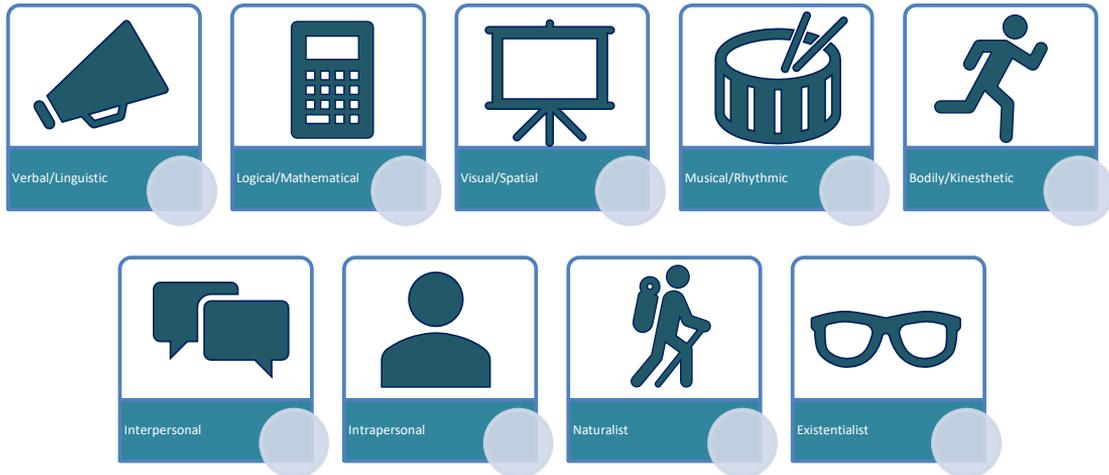


Other Benefits

- Answers the question, “*Why do I have to learn this?*”
- Improves achievement
- Contextualizes knowledge



Multiple Intelligences



Multiple Intelligence Resources

- <https://www.edutopia.org/multiple-intelligences-assessment>

Multiple Intelligences Self-Assessment

This quiz asks 24 questions and will take less than five minutes to complete. Try not to think too hard -- just go with your first thought when describing your daily activities and interests. By the end, you may have some new insights into the way you think.

For more information about the theory of Multiple Intelligences, check out our in-depth article: [Multiple Intelligences: What Does the Research Say?](#) You may also want to watch an interview with [Howard Gardner: Big Thinkers: Howard Gardner on Multiple Intelligences](#).

How much time do you spend:

	None	Only a little	A fair amount	A lot	All the time
Getting lost in a good book.	<input type="radio"/>				
Doing crafts or arts projects.	<input type="radio"/>				
Trying to solve mysteries, riddles, or crossword puzzles.	<input type="radio"/>				
Writing a journal or blogging.	<input type="radio"/>				
Reflecting on your life and your future.	<input type="radio"/>				
Playing sports.	<input type="radio"/>				
Yearning to spend time with nature.	<input type="radio"/>				

Next

ACTIVITY 2: Your Intelligence

- Complete the Multiple Intelligences Self-Assessment
- Jot down **academic skills** you could tie to the completion of this activity.

Multiple Intelligences Self-Assessment

This quiz asks 24 questions and will take less than five minutes to complete. Try not to think too hard -- just go with your first thought when describing your daily activities and interests. By the end, you may have some new insights into the way you think.

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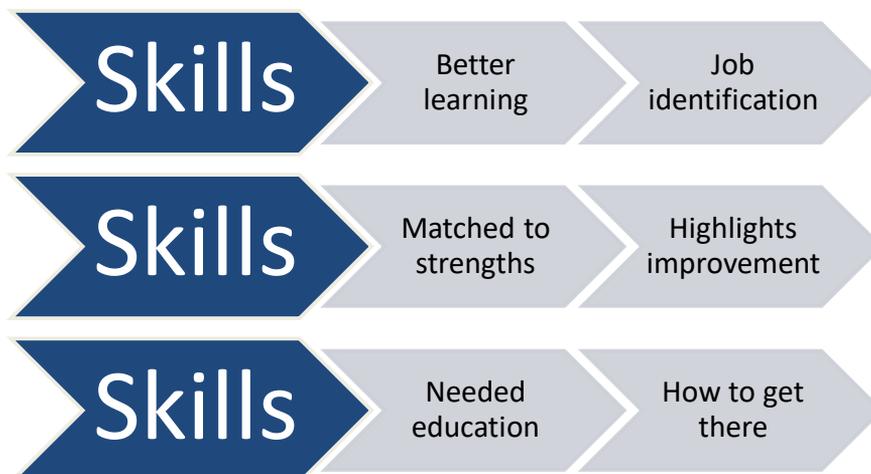
How much time do you spend:

	None	Only a little	A fair amount	A lot	All the time
Getting lost in a good book.	<input type="radio"/>				
Doing crafts or arts projects.	<input type="radio"/>				
Trying to solve mysteries, riddles, or crossword puzzles.	<input type="radio"/>				
Writing a journal or blogging.	<input type="radio"/>				
Reflecting on your life and your future.	<input type="radio"/>				
Playing sports.	<input type="radio"/>				
Yearning to spend time with nature.	<input type="radio"/>				

Next



Multiple Intelligences and Career Pathways



REACT Sample—HVAC thermal resistance

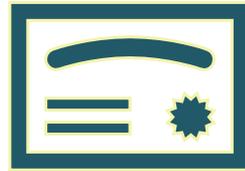
- **R**elating: sweater, cooler
- **E**xperiencing: measurement of heat flow through an insulating jacket
- **A**pplying: refrigerator/freezer
- **C**ooperating: work in teams
- **T**ransferring: mechanical, electrical, and fluid resistance



Career Pathways Resources



Beginning with the End in Mind



www.careeronestop.org



550+ videos for career clusters



300+ in Spanish



Skills and Abilities videos



Industry-specific videos

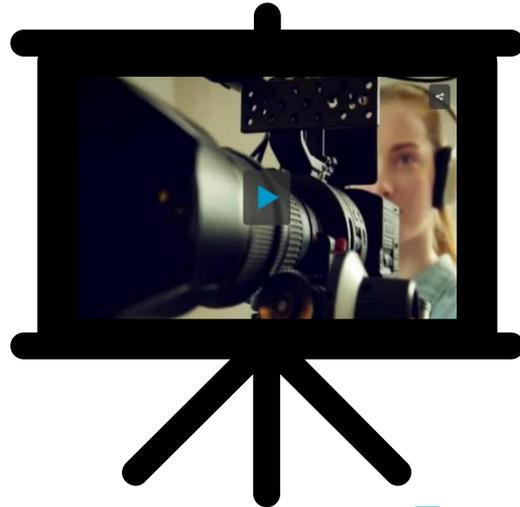


Work Options Videos



ACTIVITY 3: Watch and Learn

- Watch the video.
- Complete the video response.
- Share with your table



Share Out

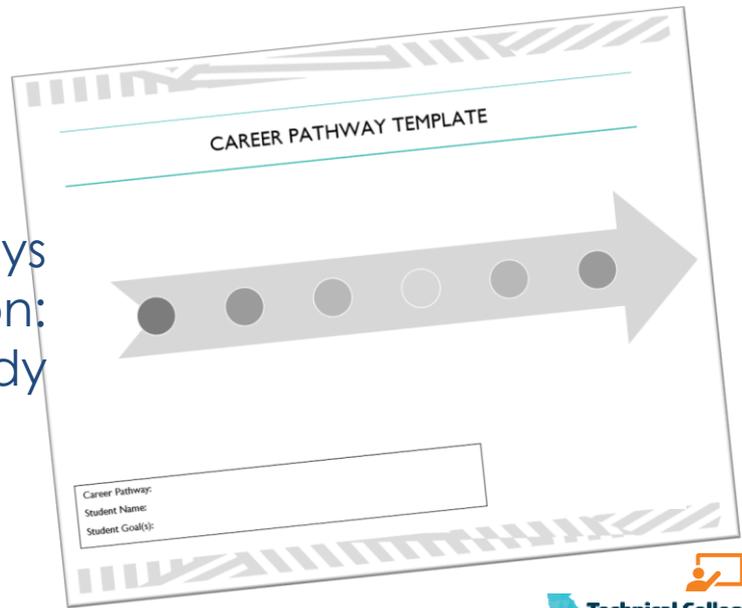
How do you begin career pathways conversations with students?



<http://padlet.com/susan81/cps>



Career Pathways Identification: Student Plan of Study



ACTIVITY 4: At your table...

Research a career
pathway using info from
Georgia.org SWDB



Complete the Career
Pathway Template



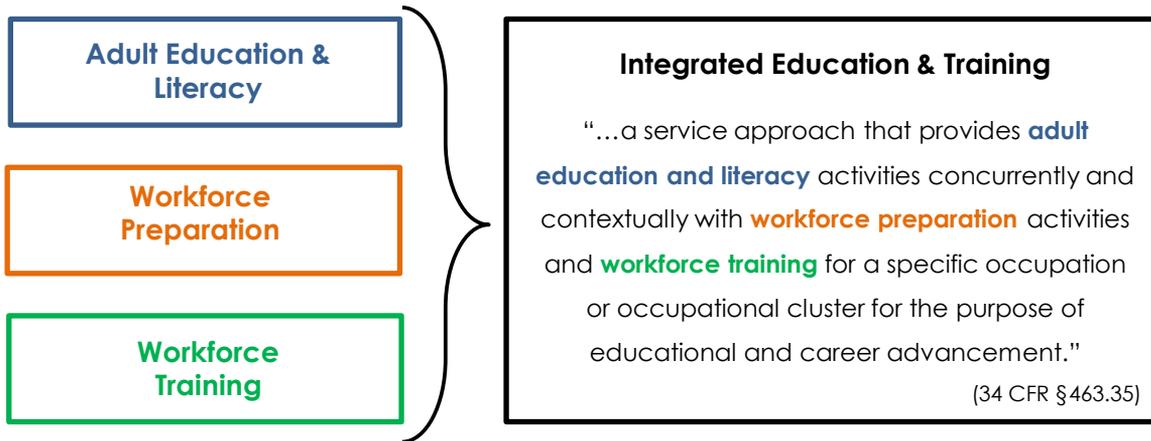


Integrated Education and Training (IET)

Tenants of an IET Program

- Aligned to workforce needs
- Partner engagement
- Intentional
- Concurrent
- Contextualized
- Specific timeframe

IET: Components Grouped Into Three Main Areas



IET: Its Three Main Components (with examples)

Adult Education & Literacy

"...programs, activities, and services that include:

- (a) adult education,
- (b) literacy,
- (c) workplace adult education and literacy activities,
- (d) family literacy activities,
- (e) English language acquisition activities,
- (f) integrated English literacy and civics education,
- (g) workforce preparation activities, or
- (h) integrated education and training"

(34 CFR §463.30)

IET: Its Three Main Components (with examples)

Workforce Preparation

“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- (a) utilizing resources;
- (b) using information;
- (c) working with others;
- (d) understanding systems;
- (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- (f) other employability skills...”

(34 CFR §463.34)



IET: Its Three Main Components (with examples)

Workforce Training

“may include

- | | |
|--|--|
| <ul style="list-style-type: none"> (i) occupational skill training...; (ii) on-the-job training; (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...; (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs...; (ix) job readiness training provided in combination with services...(i – viii); | <ul style="list-style-type: none"> (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.” |
|--|--|

(WIOA Section 134(c) (3) (D), P.L. 113-128)



Planning Considerations for an IET Program

- **Relevancy:** *What key career pathways are in your area that providing IET will support student entry?*
- **Outcomes:** *What are the goals of providing IET?*
- **Target Population:** *Which students can benefit from IET?*
- **Funding:** *Which partners can provide funding support?*
- **Workforce Partners:** *What can be done so the partnership is a win-win? What are their goals?*
- **Organization Partnerships (Academic Affairs, Economic Development, & Others):** *With whom in your local organization/agency do you partner?*
- **Program Assessment:** *Is your program ready to provide IET?*
- **Programs Not Within TCSG:** *How do you collaborate with the technical college that's located in your service delivery area?*



Expected Outcomes of an IET Program

- Measurable Skill Gain
- GED Credential
- Content Mastery
- Post Secondary Credentials
- Industry Recognized Credentials
- Job Obtainment
- On the Job Advancement



Dual Enrollment vs IET

Dual

- Attending Adult Education and Technical Classes

IET

- Contextualized Adult Literacy
- Workforce Prep
- Specific Time Frame
- Intentional



First Question...

“What are the industry needs in my community?”

???



What is a credential?

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
AWARDED BY...	Education Institution	Business, trade associations, industry	Education Institution	Government Agency
RESULTS FROM...	Course of Study	Assessment	Course of Study	Meeting Requirements
INDICATES...	Education	Skill Mastery	Education	Legal Permission
COMPLETED IN...	>2 Years	Variable	2+ Years	Variable
MAINTAINED BY...	N/A	Skill practice, re-assessment	N/A	Re-application, continuing education
EXAMPLE...	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Bachelor of Science, Master of Science, Doctor of Engineering	Registered Nurse (RN), Cosmetologist, Master Plumber

Example Industry Panel Questions

Top 3 challenges facing the industry in our region over the next 5 years?

Top 5 industry occupational areas facing the most employee shortages?

At entry level, the three greatest skill weaknesses you encounter?

The Goal?

- Programs that match your **economic development needs** in your community
- Graduates who possess the skills to ensure a **high-quality workforce**



ACTIVITY 5: IET, Career Pathways, or Workforce Prep?

Complete the quiz in your packet



BREAK TIME!



Activities

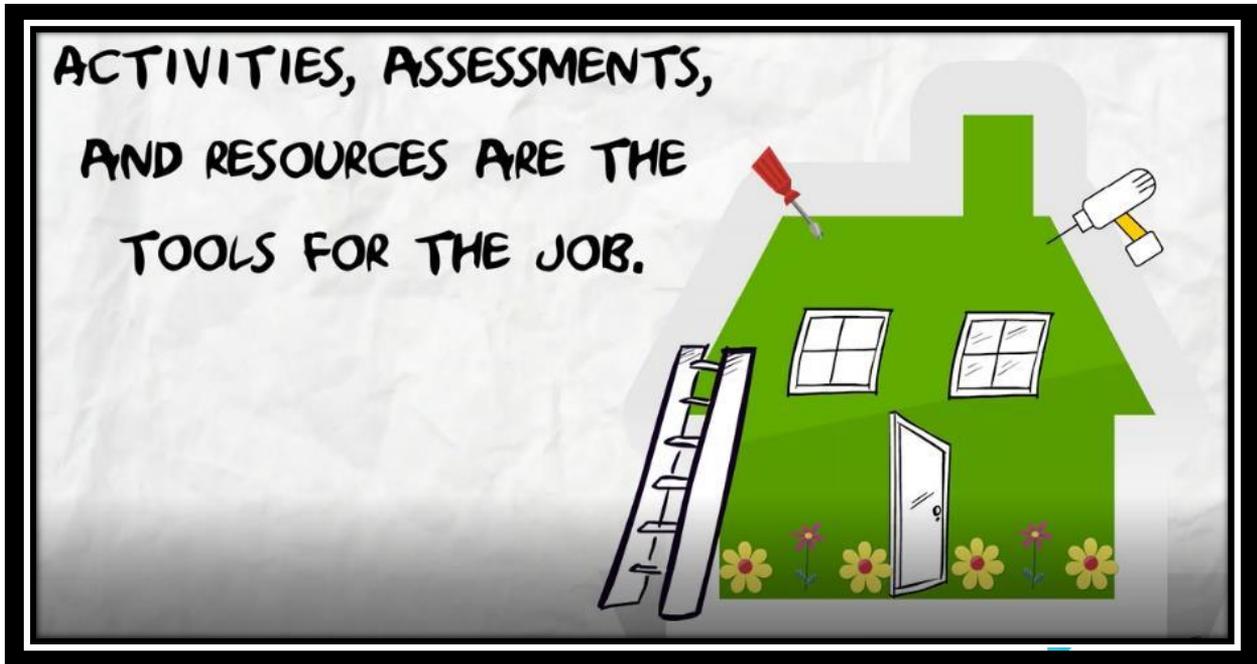
Standards-based and
contextualized

THE STANDARDS ARE
THE FRAMING:
FOUNDATION, WALLS,
AND ROOF.

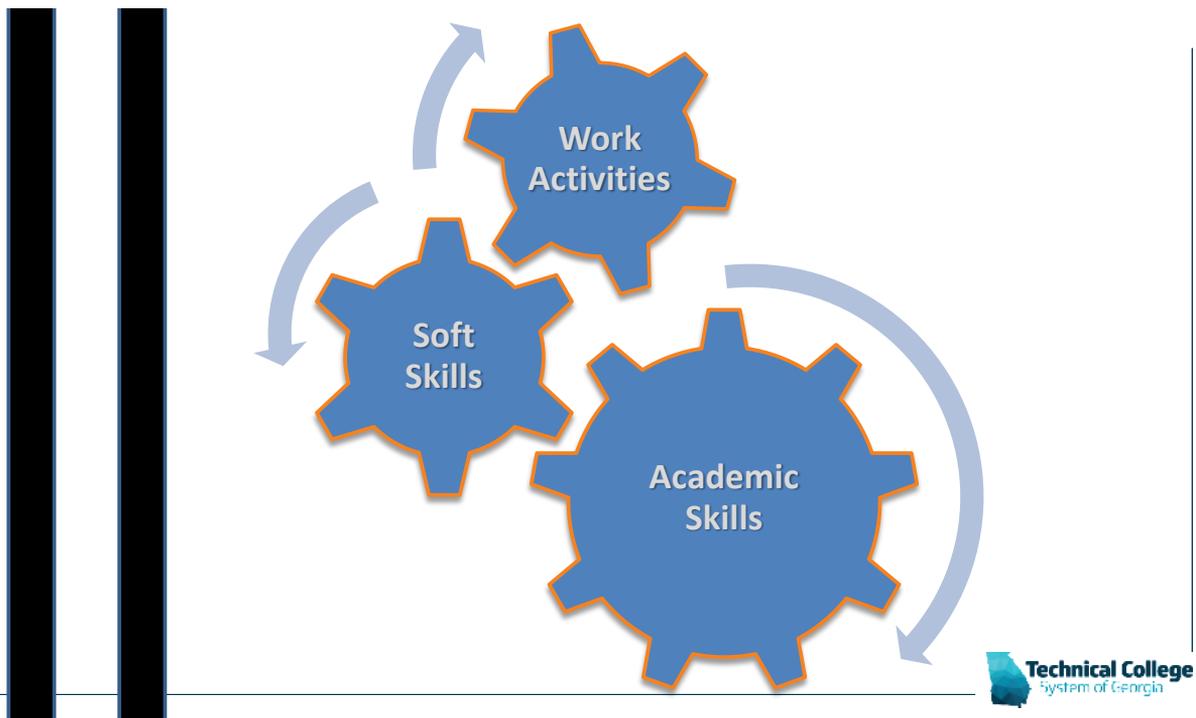


INDICATORS AND
BENCHMARKS ARE THE
UNIQUE DETAILS OF THE
PLAN.





Technical College
System of Georgia



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Year 2 Post-Workshop Assignment

NAME: _____ EMAIL ADDRESS: _____

PROGRAM: _____ PROGRAM DIRECTOR: _____

DATE OF THE YEAR 2 WORKSHOP YOU ATTENDED: _____

1. Choose one content area benchmark/indicator listed below: math, ELA, or ESL. (Be sure to include appropriate scaffolds/support if ESL.)
2. Provide a 3-4 sentence description of an activity that you'd create that gives students practice showing understanding and ability.
3. Provide a 1-2 sentence description of an assessment you'd create to assess student mastery of the chosen benchmark/indicator.

Indicators and Benchmarks				
Content Area	NWEA (math) or Anchor Standard (ELA, ESL)	Level or Standard Reference (math)	Indicators: Knowledge The learner should know...	Benchmarks: Application The learner will be able to...
<input type="checkbox"/> MATH	1.ND.1: Extending place value understanding for decimals to thousandths.	1.NBT.2, 2.NBT.1, 2.NBT.5a,b	How to read, write, and compare decimals to thousandths.	Demonstrate understanding of decimals to the thousandths place.
<input type="checkbox"/> ELA	CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Level D	How to summarize.	Objectively summarize a text.
<input type="checkbox"/> ESL	An EL can construct text-appropriate oral and written claims and support them with reasoning and evidence.	Level 2	How to construct a claim.	Introduce a topic, experience, or event using reasons to support a claim; provide a conclusion.

My description of the activity that gives students practice showing understanding and ability:

My description of the assessment that assesses student mastery of the content:

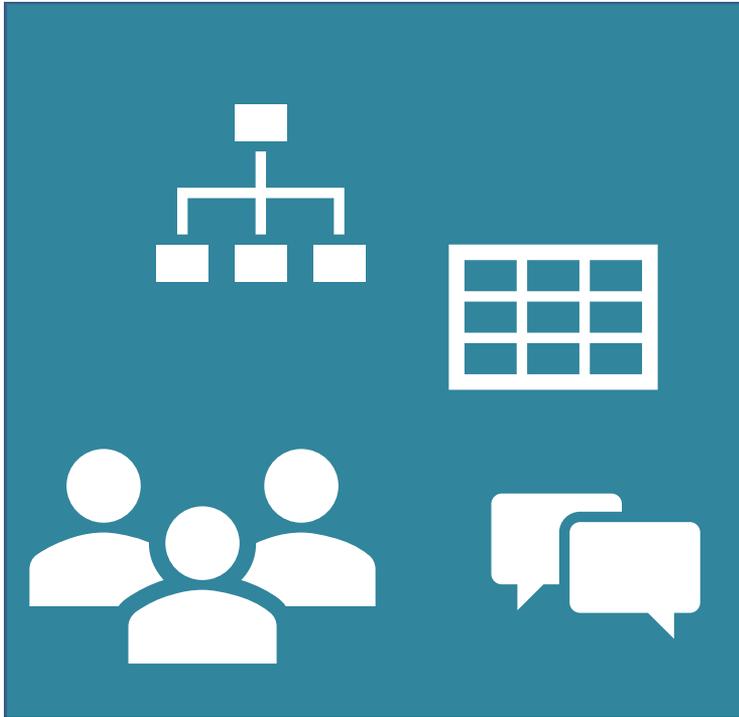
Activity and Assessment Template



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English Language Learners

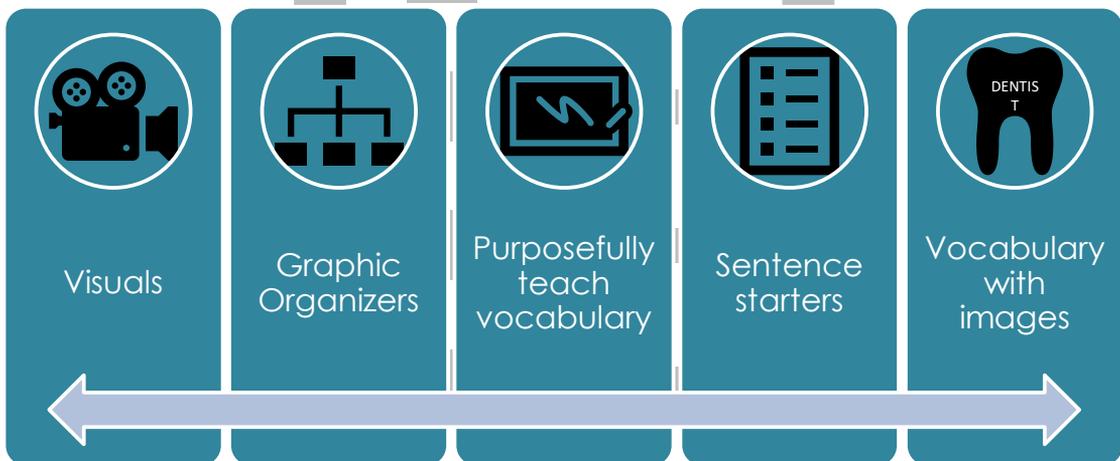




Why scaffolding?



Materials and Activities





Scaffold Types



Use it in a sentence.

Write one synonym and one antonym.

word in native language

word in English

Draw a picture that demonstrates the word.

Write the definition in your own words.

TEACHER-STUDENT EXCHANGES

ONE-STEP DIRECTIONS:
First, _____

REPEAT EXCHANGE/PARTNER IT:
Again, that's _____ Another way to say that is _____

USE NATIVE LANGUAGE:
The way we say _____ in (student language) is _____

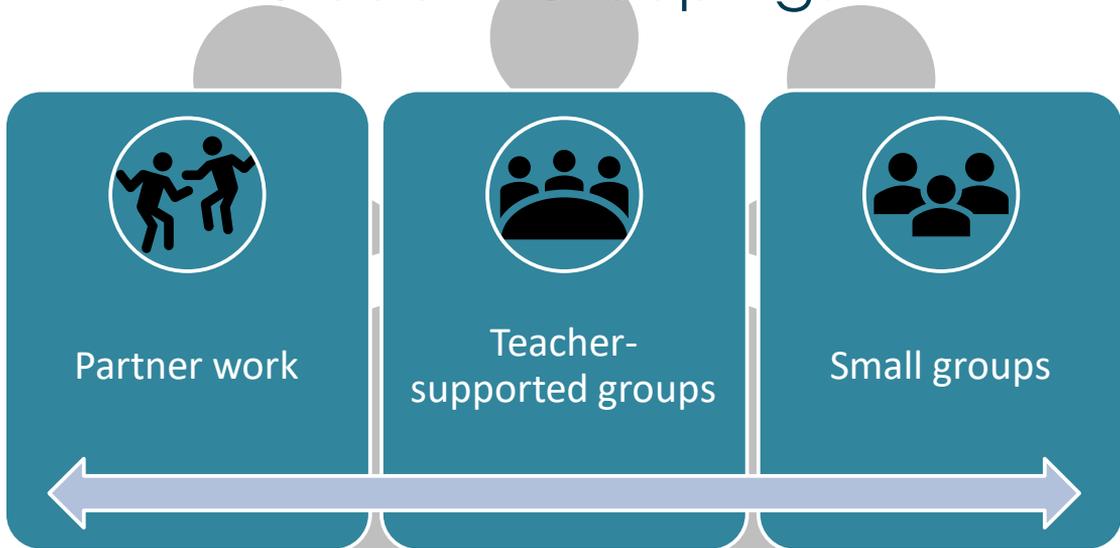
THINK-ALOUD MODELING:
Before I get started, I always ask myself, "_____?"
Here, let me look over my answer and see if it makes sense.

ONE-MINUTE PAPER:
I usually write "hickory dickory doo" before probing students for an answer.

Materials & Activities Scaffolds



Student Groupings



STUDENT GROUPINGS

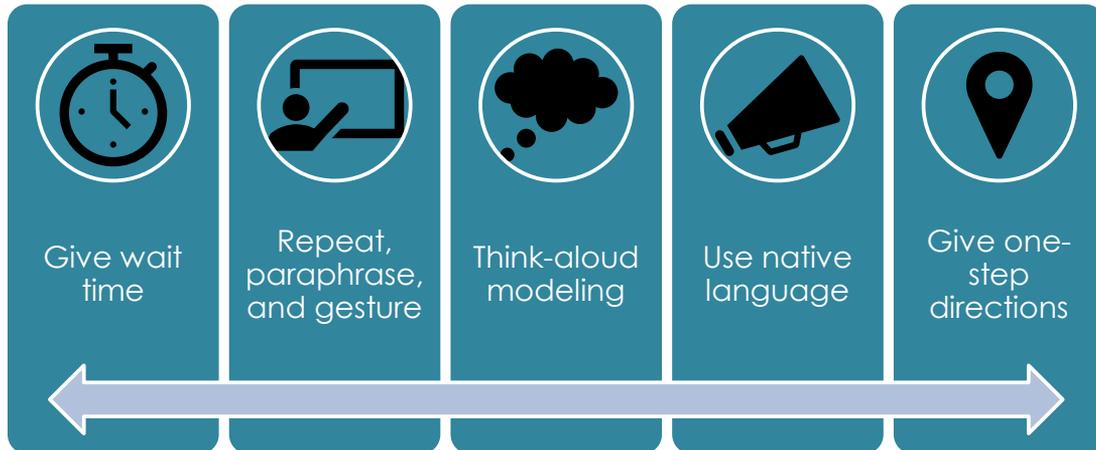
STRATEGIC PARTNERSHIPS:
Student 1: _____ Student 2: _____
Student 1: _____ Student 2: _____
Student 1: _____ Student 2: _____

MULTI-LEVEL GROUP:
Student 1: _____ Name: _____

Student Grouping Tool



Teacher Language and Teacher-Student Exchanges



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Activities



	B	C	D	E
<p>...closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴</p>				
...as about	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> • <i>Application</i>: cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • <i>Application</i>: cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) 	<p>Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> • <i>Application</i>: cite specific textual evidence to support analysis of primary and secondary sources, to such features as text and origin of the information. (RH.9-10.1) • <i>Application</i>: cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions. (RST.9-10.1)

What skills are in the standard?

Indicators + Benchmarks Knowledge + Application

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over time in texts of appropriate complexity as outlined by Standard 10.)

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Level A:	How to connect ideas in a text.	Make connections between different ideas and concepts using textual evidence.
Level B:	How to identify cause and effect.	Identify cause and effect among ideas and events in a text.
Level C:	How to explain causes and effects.	Use textual evidence to explain why something occurred.
Level D:	How to connect key ideas.	Carefully examine connections between ideas and events in a process or event using textual evidence.
Level E:	How to analyze a sequence.	Study textual evidence to determine details' effects on a long-term basis.

Indicators + Benchmarks Knowledge + Application

Standard 1: An ELL can... construct meaning from oral presentations and lit listening, reading, and viewing.

Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Level 1:	how to employ decoding strategies	identify a few key words/phrases in spoken/written texts
Level 2:	how to employ decoding strategies	identify main idea and a few details in spoken/written texts
Level 3:	how to employ a variety of strategies	retell details and answer questions; summarize a text
Level 4:	how to employ a variety of strategies	analyze textual development via themes and ideas in spoken/written texts
Level 5:	how to employ a variety of strategies	cite specific details in spoken/written texts



Indicators + Benchmarks Knowledge + Application

Level B

Major Work of the Level	College and Career Readiness Level-Specific Standard(s)	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Number: Extending understanding of base-10 notation	2.NBT.1, 2.NBT.2, 2.NBT.3	Numbers within 1,000.	Count, read, and write 3-digit numbers up to 1,000.
Number: Adding and subtracting to 1,000; fluency and application to 100	2.NBT.4, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.1, 2.OA.2,	How to compare, add, and subtract up to 1,000.	Compare ($<$, $=$, $>$) and add/subtract three-digit numbers; fluently apply addition/subtraction strategies up to 100.
Number: Understanding multiplication and division of whole numbers to 100	3.NBT.3, 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, 3.OA.9	How to multiply 1-digit numbers by multiples of 10.	Use place value strategies and appropriate operations to multiply 1-digit numbers by multiples of 10.



Aligned Activities...



Allow for demonstration and practice of the skill



Are level-appropriate



Are engaging



Are learner-centered



LESSON 3 STANDARDS

STANDARDS

- ✓ Ask: What skills are taught in the standard(s)?
- ✓ Example: **CCRS Anchor 1, Level C: Quote accurately** from a text and explain why the text says explicitly and what is being inferred from the text (RI/RL.5.1)
- ✓ Skills in the standard: quote, make inferences

ACTIVITIES

- ✓ Ask: Does the lesson model and allow students to practice/reinforce the standards' skills?
- ✓ Ask: Are activities developed according to the standard(s)?
- ✓ Example: Teacher poses text-dependent questions and models strategies for answering. Guided Practice: Use a light blue highlighter to underline text that the author uses words that describe characters. Quote each line where the words appear. Why do you think the author uses this imagery so much?

ASSESSMENTS

- ✓ Ask: Does the assessment for the lesson require

Are activities level-appropriate and allow for practice of skills?

Components of ELA Activities

Practice the **indicators** and **benchmarks**

Use text as the focus

Draw students into the text

Students answer questions worth asking



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English/Language
Arts
Text-Dependent
Questions

Text-Dependent Question Focus

- ✓ Draw on **indicators** and **benchmarks** in the standards
- ✓ Can be answered in ways that address other standards (writing, speaking/listening)

<input type="checkbox"/> Focus on determining central ideas/themes and their development (Reading Anchor 2)	<input type="checkbox"/> Focus on summarizing key supporting details and ideas (Reading Anchor 2)	<input type="checkbox"/> Focus on analyzing how/why things develop and interact (Reading Anchor 3)
<input type="checkbox"/> Focus on why the author chose a particular word/phrase (Reading Anchor 4)	<input type="checkbox"/> Focus on defining the most powerful academic words (Reading Anchor 4)	<input type="checkbox"/> Focus on how specific word choices shape meaning and tone (Reading Anchor 4)
<input type="checkbox"/> Focus on examining the impact of sentence or paragraph structures or patterns (Reading Anchor 5)	<input type="checkbox"/> Focus on looking for pivot points in the paragraph or sections of the text (Reading Anchor 5)	<input type="checkbox"/> Focus on how an author's ideas are developed and refined by particular sentences, paragraphs, etc. (Reading Anchor 5)
<input type="checkbox"/> Focus on how point of view or purpose shapes the content or style (Reading Anchor 6)	<input type="checkbox"/> Focus on integrating and evaluating content presented in diverse media and formats (Reading Anchor 7)	<input type="checkbox"/> Focus on specific claims and overarching arguments (Reading Anchor 8)
<input type="checkbox"/> Focus on the relevance and sufficiency of the evidence authors present (Reading Anchor 8)	<input type="checkbox"/> Focus on how two or more texts address similar themes or topics (Reading Anchor 9)	<input type="checkbox"/> Focus on how authors writing about the same topic shape their presentation of key information (Reading Anchor 9)

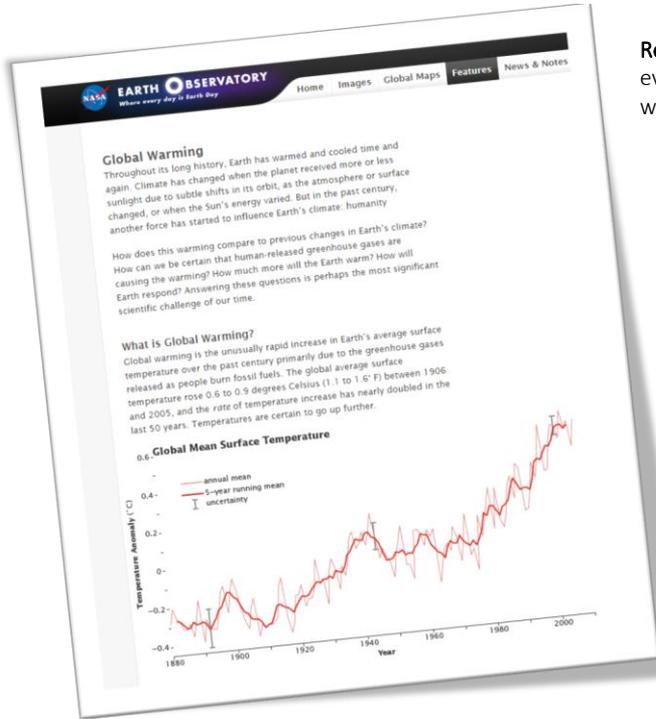
Text-dependent or not?

When was the Second Amendment written?

What is the argument concerning when the Second Amendment was written?

People against strict gun laws always use the same excuses. The Second Amendment, personal protection, recreational use, fear of a police state, and a general call for freedom. None of these arguments pass a simple logic test.

The Second Amendment grants U.S. citizens the right to bear arms, but it was written in a very different time: there was no police protection, and there were no automatic weapons available.



Reading Anchor 1, Level D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)



NRS Level 4
Lots of vocabulary, lengthy sentences, clear headings



“As time passes, what happens to Earth’s surface temperature?”
“Looking at the trends in recent years, what do you predict will happen with the surface temperature of Earth?”



Global warming, trends, data analysis

Sample Activity

Key Ideas and Details		
CCR Anchor 1: Read closely to determine what the text says explicitly and to make inferences from what is stated and implied when writing or speaking to support conclusions drawn from the text. (Applicable to Standard 10.)		
Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Level D:	How to cite evidence.	Point to specific evidence in resources to support analysis.



Text Detectives

- Students read text together—1 paragraph/passage each.
- Each student generates a text-based question for his passage.
- Students take turns asking and answering questions about group members' paragraphs/passages, highlighting where they find each answer.

Global Warming

Throughout its long history, Earth has warmed and cooled time and again. Climate has changed when the planet received more or less sunlight due to subtle shifts in its orbit, as the atmosphere or surface changed, or when the sun's energy varied. But in the past century, another force has started to influence Earth's climate: humanity.

How does this warming compare to previous changes in Earth's climate? How can we be certain that human-released greenhouse gases are causing the warming? How much more will the Earth warm? How will Earth respond? Answering these questions is perhaps the most significant scientific challenge of our time.

What is Global Warming?

Global warming is the unusually rapid increase in Earth's average surface temperature over the past century primarily due to the greenhouse gases released as people burn fossil fuels. The global average surface temperature rose 0.6 to 0.9 degrees Celsius (1.1 to 1.6° F) between 1906 and 2005, and the rate of temperature increase has nearly doubled in the last 50 years. Temperatures are certain to go up further.

0.6 Global Mean Surface Temperature

Year

RAPID

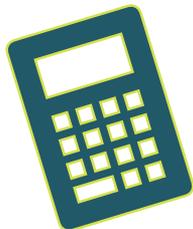
INCREASE

ELL version



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Mathematics

Rigor



Components of Math Activities

Identification and focus on the identified standards' components of rigor

Determine applicable mathematical practices

Allow practice, practice, **practice!**

CCR Standard		Component of Rigor			Rationale
		CU	PSF	A	
1	Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape. (6.SP.2; Level C)				
2	Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5; Level C)				
3	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. (4.MD.5; Level C)				

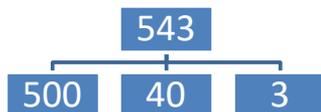
Which component?

4	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (6.SP.2; Level C)	CU	PSF	A
5	Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.3; Level C)	CU	PSF	A
6	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. (7.NS.2d; Level D)	CU	PSF	A

Which component?

Sample Activity

Level B			
Major Work of the Level	College and Career Readiness Level-Specific Standard(s)	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Number: Extending understanding of base-10 notation	2.NBT.1, 2.NBT.2, 2.NBT.3	Numbers within 1,000.	Count, read, and write 3-digit numbers up to 1,000.



Number Families

- List a 3-digit number for students (543)
- Students sort out values for ones, tens, and hundreds
- Give individual values; student combine into one number
- Students name the number (five hundred forty three)
- Repeat activity with multiple 3-digit numbers, ending with 1,000



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Assessments



LESSON 3 STANDARDS.

STANDARDS

- ✓ Ask: What skills are taught in the standard(s)?
- ✓ Example: **CCRS Anchor 1, Level C:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)
- ✓ Skill in this standard: quote and make inferences

ACTIVITIES

- ✓ Ask: Does the lesson model and allow students to practice the skill: analyze texts?
- ✓ Ask: Are activities level-appropriate, according to the standards' skills?
- ✓ Ask: Do you use text-dependent questions and novel strategies for answering. Guided Practice: Using a highlighter, underline everywhere in the text that the author uses words that describe darkness. Quote each line where the words appear. Why do you think the author uses this imagery so much?

ASSESSMENTS

- ✓ Ask: Does the assessment for the lesson require

Are assessments extensions of the activities?

Sample Assessment

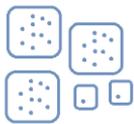
Key Ideas and Details		
CCR Anchor 1: Read closely to determine what the text says explicitly and to make inferences and conclusions when writing or speaking to support conclusions drawn from the text. (Applicable by Standard 10.)		
Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Level D:	How to cite evidence.	Point to specific evidence in resources to support analysis.



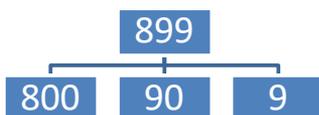
- Passage Detective:
 - Students independently read a given passage.
 - Students answer teacher-generated analysis questions, highlighting textual evidence.
 - Students write 3 of their own questions.
 - 80%+ correct for mastery



Sample Assessment



Two hundred thirty two



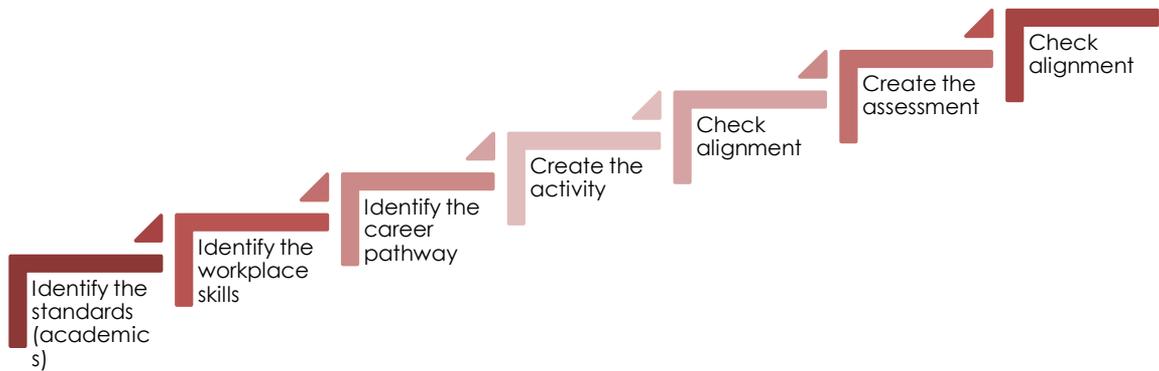
Level B			
Major Work of the Level	College and Career Readiness Level-Specific Standard(s)	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>
Number: Extending understanding of base-10 notation	2.NBT.1, 2.NBT.2, 2.NBT.3	Numbers within 1,000.	Count, read, and write 3-digit numbers up to 1,000.

Number match-up

- List 10 numbers on the board (or paper)
- Individually, students show the numbers three ways: number families, manipulatives, and expanded form writing
- 80%+ correct for mastery



The Steps



ALIGNMENT ANALYSIS



STANDARDS



ACTIVITIES



ASSESSMENTS

STANDARDS + ACTIVITIES + ASSESSMENTS

STANDARDS

- ✓ Ask: What are the standard's **indicators and benchmarks**?
- ✓ Example: *CCRS Anchor 1, Level C: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)*
 - ✓ Indicator: How to infer and quote from a text.
 - ✓ Benchmark: Infer meaning and use direct quotations using textual evidence.

ACTIVITIES

- ✓ Ask: Does the lesson model and allow students to practice/reinforce the standards' skills?
- ✓ Ask: Are activities level-appropriate, according to the standards' skills?
- ✓ Example: *Teacher poses text-dependent questions and models strategies for answering - Guided Practice: Using a highlighter, underline everywhere in the text that the author uses words that describe darkness. Quote each line where the words appear. Why do you think the author uses this imagery so much?*

ASSESSMENTS

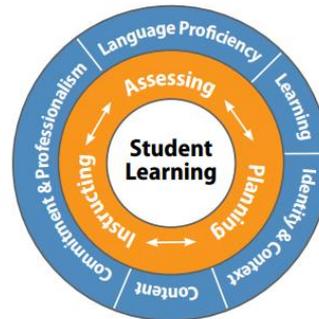
- ✓ Ask: Does the assessment for the lesson require students to demonstrate the identified skills of the chosen standards that they have practiced?
- ✓ Ask: Could students complete the assessment without the skills outlined in the standards? (If yes, revise.)
- ✓ Example: *Read the article below on the honeybees. Explain the connections the author makes between global warming and the declining honeybee population. Why do you think the author makes this connection?*

Activity and Assessment Alignment



Effective ELL Teaching Model

- Plan, instruct, assess.
- Frequently test student growth—i.e., CASAS.
- Assessment is an important part of learning.
- Assessments are formative and summative.
- Assessments may be ongoing—ex. a portfolio of writing samples.



■ Practices ■ Knowledge, Abilities, and Disposition

FIGURE 2. Model of Standards for ESL/EFL Teachers of Adults (TESOL, 2008, p. viii).



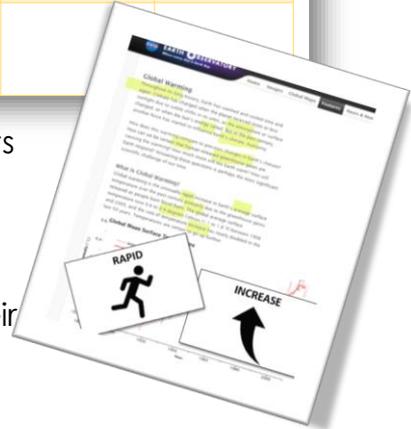
Effective ELL assessments

...

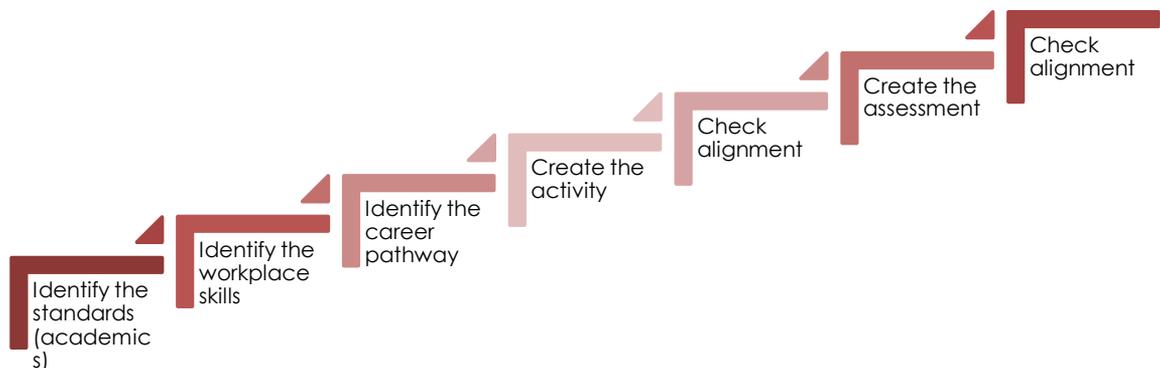


Standard 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.					
Level-Specific Standard	Indicators: Knowledge <i>The learner should know...</i>	Benchmarks: Application <i>The learner will be able to...</i>	Sample Activity	Sample Assessment	Resources
Level 1: with support	how to research an experience or event	gather and label information from sources			
Level 2: with support	how to take notes	summarize collected data			
Level 3: with support	how to summarize and synthesize	paraphrase information in written or oral reports; provide a list of resources; integrate graphics as appropriate			

- Students write a simple paragraph of facts about global warming, using at least 4 vocabulary words from the lesson.
- Allow scaffolds where appropriate.
- Students self-assess (or partner-assess) their paragraphs using a teacher-provided checklist that clearly outlines the expectations.



The Steps



ACTIVITY 6: Indicators and Benchmarks

- Using the framework, identify **2 indicators/benchmarks**, and think of one “I can” statement for students that describes the skills they’ll be able to do after completing an activity.



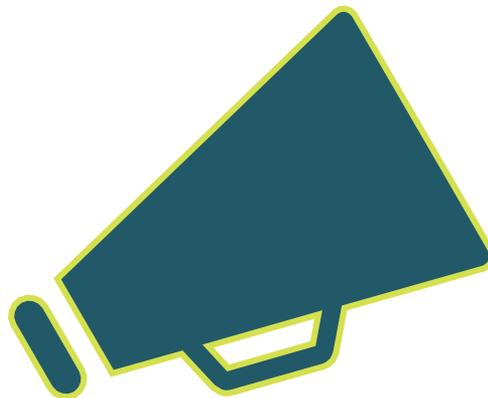
Exemplar Activity
Review

LINCS video series

ACTIVITY 7: English/Language Arts



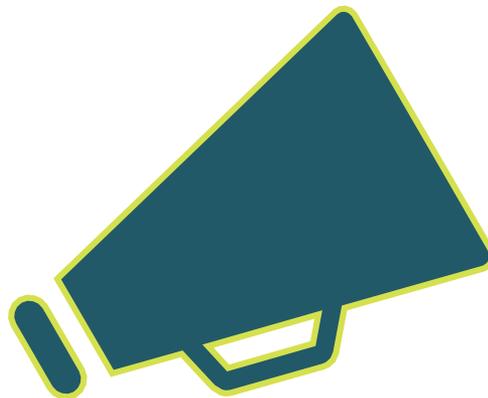
Table Share-Out



ACTIVITY 7: Mathematics



Table Share-Out





It's YOUR turn!

At Your Table...

Use the Activity
Template to develop
an activity **as a group**

Use the Activity
Template to refine
your activity
independently

Swap activities with a
tablemate and rate
using Alignment
Analysis Tool

At Your Table...

Use the Assessment Template to develop an assessment **as a group**

Use the Assessment Template to refine your assessment **independently**

Swap assessments with a tablemate and rate using Alignment Analysis Tool



Final Step

Place your activities and assessments in the Framework

