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.
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

- Conceptual Understanding: A new idea or concept
- Procedural Skill and Fluency: Practice and accuracy with a previous concept
- Application: Applying a concept or skill to a variety of problems

Key Shifts In English/Language Arts

- Complexity
- Evidence
- Knowledge
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

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**English Language Learners**
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

What changes you made → How you did it → Who/what helped you the most

https://padlet.com/susan81/framework

What about High School Equivalency?
Contextualized Instruction
Workforce Prep, IET & Career Pathways
What’s the difference?

**Workforce Prep**
Learning, practicing, and demonstrating soft skills

**IET**
Occupationally-specific content, delivered concurrently with post-secondary, employer, or training provider

**Career Pathways**
ABE/ASE instruction that is occupational-specific as an introduction to a cluster
The Data

- **1973**: 28% of jobs require post-secondary education.
- **2012**: 36 million Americans underskilled, 24 million currently employed.
- **2015**: 92% of execs say soft skills are important.
- **2020**: 65% of jobs require post-secondary education, 5 million workers short.

The Cost of Underskilled

- **Employers**: $450 billion
- **Federal government**: $17 billion
The Cost of Underskilled

$14,000 per vacant position

HELP WANTED

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

Contextualized Instruction
# The Soft Skills Framework

## Effective Relationships

<table>
<thead>
<tr>
<th>Contextualized Skill</th>
<th>Interpersonal Skills</th>
<th>Sample Activity</th>
<th>Sample Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>Inductive Knowledge</td>
<td>The learner should learn how teams work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transversal Application</td>
<td>The learner will be able to participate in a team by effective communication, recognizing others, giving/receiving feedback, and working toward a common goal.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft Skills</td>
<td>How to identify and address the needs of others.</td>
<td>Assist peers in typical classroom situations.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Activities</td>
<td>How to lead effectively.</td>
<td>Lead classmates in working toward a common goal using identified qualities of a leader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to employ strategies of conflict resolution.</td>
<td>Resolve conflicts effectively through a variety of approaches (i.e., focus on the issue, attempt to reach win-win, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to react appropriately to peers.</td>
<td>Learn and respond respectfully in various class settings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

In 2011, Commissioner Mark Butler created the GeorgiaBEST (originally named Business Ethics Student Training) certificate program to answer the concerns of Georgia's employers regarding the future workforce - our students. GeorgiaBEST began as a small initiative in 30 high schools that was designed to teach students the soft skills required to be successful in the workforce. GeorgiaBEST soft skills include punctuality, teamwork, communication, attitude, and more.

**Authentic Materials**

- Employee handbooks
- Job descriptions
- Memos/emails
- Incident reports
- Job market analysis reports
- Public transportation or shift schedules
- Salary and benefits reports
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!
Career Pathways

- Skill needs of industry
- Enter or advance in a specific occupation/cluster
- Post-secondary education options
- High school equivalency and at least one recognized post-secondary credential
- Education and career counseling
- Accelerates the educational and career advancement of the student
- Workforce prep activities and occupational cluster training
Why teach differently?

Career Clusters

What are your region’s target sectors?
www.careertech.org/Career-Clusters
Adult Career Pathways

Other Benefits

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

Verbal/Linguistic
Logical/Mathematical
Visual/Spatial
Musical/Rhythmic
Bodily/Kinesthetic

Interpersonal
Intrapersonal
Naturalist
Existentialist

Multiple Intelligence Resources

• https://www.edutopia.org/multiple-intelligences-assessment
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 and Career Pathways

<table>
<thead>
<tr>
<th>Skills</th>
<th>Better learning</th>
<th>Job identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Matched to strengths</td>
<td>Highlights improvement</td>
</tr>
<tr>
<td>Skills</td>
<td>Needed education</td>
<td>How to get there</td>
</tr>
</tbody>
</table>
**REACT Sample—HVAC thermal resistance**

- **Relating:** sweater, cooler
- **Experiencing:** measurement of heat flow through an insulating jacket
- **Applying:** refrigerator/freezer
- **Cooperating:** work in teams
- **Transferring:** mechanical, electrical, and fluid resistance

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**Career Pathways Resources**

- [mycareerpathways.org](http://mycareerpathways.org)
- [careertech.org](http://careertech.org)
- [onetonline.org](http://onetonline.org)
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
ACTIVITY 4: At your table...

Research a career pathway using info from Georgia.org SWDB

Complete the Career Pathway Template
Tenants of an IET Program

- Aligned to workforce needs
- Partner engagement
- Intentional
- Concurrent
- Contextualized
- Specific timeframe
IET: Components Grouped Into Three Main Areas

Integrated Education & Training

“…a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

(34 CFR §463.35)

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)

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**Workforce Training**

“may include

(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);

(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?

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Certification</th>
<th>Degree</th>
<th>License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded by</td>
<td>Education Institution</td>
<td>Business, trade associations, industry</td>
<td>Education Institution</td>
</tr>
<tr>
<td>Results from</td>
<td>Course of Study</td>
<td>Assessment</td>
<td>Course of Study</td>
</tr>
<tr>
<td>Indicates</td>
<td>Education</td>
<td>Skill Mastery</td>
<td>Education</td>
</tr>
<tr>
<td>Completed in</td>
<td>&gt;2 Years</td>
<td>Variable</td>
<td>2+ Years</td>
</tr>
<tr>
<td>Maintained by</td>
<td>N/A</td>
<td>Skill practice, re-assessment</td>
<td>N/A</td>
</tr>
<tr>
<td>Example</td>
<td>ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration</td>
<td>Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)</td>
<td>Bachelor of Science, Master of Science, Doctor of Engineering</td>
</tr>
</tbody>
</table>

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.
ACTIVITIES, ASSESSMENTS, AND RESOURCES ARE THE TOOLS FOR THE JOB.
Why scaffolding?

Materials and Activities

- Visuals
- Graphic Organizers
- Purposefully teach vocabulary
- Sentence starters
- Vocabulary with images
Scaffold Types

Materials & Activities Scaffolds
Student Groupings

Partner work

Teacher-supported groups

Small groups

STUDENT GROUPINGS

STRATEGIC PARTNERSHIPS:
Student 1: ____________ Student 2: ____________
Student 1: ____________ Student 2: ____________
Student 1: ____________ Student 2: ____________

MULTI-LEVEL GROUP:
Student 1: ____________ Notes: ____________

Teacher Language and Teacher-Student Exchanges

- Give wait time
- Repeat, paraphrase, and gesture
- Think-aloud modeling
- Use native language
- Give one-step directions

Technical College System of Georgia

Activities
What skills are in the standard?

Indicators + Benchmarks
Knowledge + Application

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

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

<table>
<thead>
<tr>
<th>Level-Specific Standard</th>
<th>Indicators: Knowledge</th>
<th>Benchmarks: Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1:</strong></td>
<td>how to employ decoding strategies</td>
<td>identify a few key words/phrases in spoken/written texts</td>
</tr>
<tr>
<td><strong>Level 2:</strong></td>
<td>how to employ decoding strategies</td>
<td>identify main idea and a few details in spoken/written texts</td>
</tr>
<tr>
<td><strong>Level 3:</strong></td>
<td>how to employ a variety of strategies</td>
<td>retell details and answer questions; summarize a text</td>
</tr>
<tr>
<td><strong>Level 4:</strong></td>
<td>how to employ a variety of strategies</td>
<td>analyze textual development via themes and ideas in spoken/written texts</td>
</tr>
<tr>
<td><strong>Level 5:</strong></td>
<td>how to employ a variety of strategies</td>
<td>cite specific details in spoken/written texts</td>
</tr>
</tbody>
</table>

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**Indicators + Benchmarks**

**Knowledge + Application**

**Level B**

**Number:** Extending understanding of base-10 notation

**Number:** Adding and subtracting to 1,000; fluency and application to 100

**Number:** Understanding multiplication and division of whole numbers to 100

<table>
<thead>
<tr>
<th>College and Career Readiness Level-Specific Standard(s)</th>
<th>Indicators: Knowledge</th>
<th>Benchmarks: Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.NBT.1, 2.NBT.2, 2.NBT.3</td>
<td>Numbers within 1,000.</td>
<td>Count, read, and write 3-digit numbers up to 1,000.</td>
</tr>
<tr>
<td>2.NBT.4, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.1, 2.OA.2,</td>
<td>How to compare, add, and subtract up to 1,000.</td>
<td>Compare (&lt;, &gt;) and add/subtract three-digit numbers, fluently apply addition/subtraction strategies up to 100.</td>
</tr>
<tr>
<td>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</td>
<td>How to multiply 1-digit numbers by multiples of 10.</td>
<td>Use place value strategies and appropriate operations to multiply 1-digit numbers by multiples of 10.</td>
</tr>
</tbody>
</table>
Aligned Activities…

- Allow for demonstration and practice of the skill
- Are level-appropriate
- Are engaging
- Are learner-centered

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
Text-Dependent Question Focus

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

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

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/passage, highlighting where they find each answer.
ELL version

Technical College
System of Georgia

Mathematics
Rigor
Components of Math Activities

Identification and focus on the identified standards’ components of rigor

Determine applicable mathematical practices

Allow practice, practice, practice!

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

Which component?
Which component?

Sample Activity

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
Assessments

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 infer when writing or speaking to support conclusions drawn from the text. (Applying by Standard 10.) |
|---|---|
| Level-Specific Standard: | Indicators: Knowledge The learner should know... | Benchmarks: Application The learner will be able to... |
| 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

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

- Identify the standards (academic/s)
- Identify the workplace skills
- Identify the career pathway
- Create the activity
- Create the assessment
- Check alignment
- Activity and Assessment Alignment

**Alignment Analysis**

**Standards + Activities + Assessments**

**Standards**
- **Example:** CCGE, Anchor 4, level C: **Quote evidence** - Indicate how to infer and quote from a text.
- **Benchmark:** Infer meaning and use direct quotations using textual evidence.

**Activities**
- **Example:** Teacher poses text-dependent questions and models strategies for answering. **Guidance:** Practice using a highlighter, underline everywhere in the text that the author uses words that describe characteristics. **Question:** What are words that describe characteristics? Why do you think the author uses the words in that way?

**Assessments**
- **Example:** Does the assessment for the lesson require students to demonstrate the identified skills? **Example:** Does the student demonstrate the identified skills? **[Please provide examples]**

**Examples**
- **Example:** Quote the unique details of the hibernation process. **Question:** How do you think the author makes the connections between global warming and the declining honeybee populations? Why do you think the author makes the connections?
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.

Effective ELL assessments

1. Align to standards
2. Align to practiced activities
3. Have an academic and language focus
4. Are level-appropriate
5. Are measurable
• 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

- Identify the standards (academic)
- Identify the workplace skills
- Identify the career pathway
- Create the activity
- Create the assessment
- Check alignment
- Check alignment
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