



# Contextualization in ICAPS

*Developing Joint Activities, Assignments & Assessments | 20 February 2020*

William S Durden

Policy Associate for I-BEST & Pathway Development





# Collaborative Planning Part I

REVIEW: Aligning Outcomes

# Aligning Outcomes

1. Identify Pathway Course Outcomes
2. Analyze how English/Math/Adult Education Outcomes relate to Pathway Course Outcomes
3. Select appropriate English/Math Outcomes or Adult Education Standards for contextualization to Pathway Course Outcomes
4. Revise wording as appropriate to match Pathway Course Outcomes

# Step One

- Identify Pathway Course Outcomes

Pathway Course Outcomes	College and Career Readiness Standards
<ul style="list-style-type: none"><li>• Create and Manage files in a Windows environment.</li><li>• Identify and Select the appropriate software tool to solve business problems and achieve needs.</li></ul>	

# Step Two

A	B	C	D	E
<p><b>READING CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p>				
<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p>	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)</p>	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)</p>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>

# Step Three

Pathway Course Outcomes	College and Career Readiness Standards
<ul style="list-style-type: none"><li>• Create and Manage files in a Windows environment.</li><li>• Identify and Select the appropriate software tool to solve business problems and achieve needs.</li></ul>	<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>

# Step Four

Pathway Course Outcomes	College and Career Readiness Standards
<ul style="list-style-type: none"><li>• Create and Manage files in a Windows environment.</li><li>• Identify and Select the appropriate software tool to solve business problems and achieve needs.</li></ul>	<p>Follow precisely a complex multistep procedure when <del>carrying out experiments, taking measurements, or performing</del> <b>technical tasks</b>, <del>attending to special cases or exceptions defined in the text.</del> (RST.9-10.3)</p>

# Aligned Outcomes/Standards

<b>Pathway Course Outcomes</b>	<b>College and Career Readiness Standards</b>
Create and Manage files in a Windows environment.	Follow precisely a complex multistep procedure when performing technical tasks.



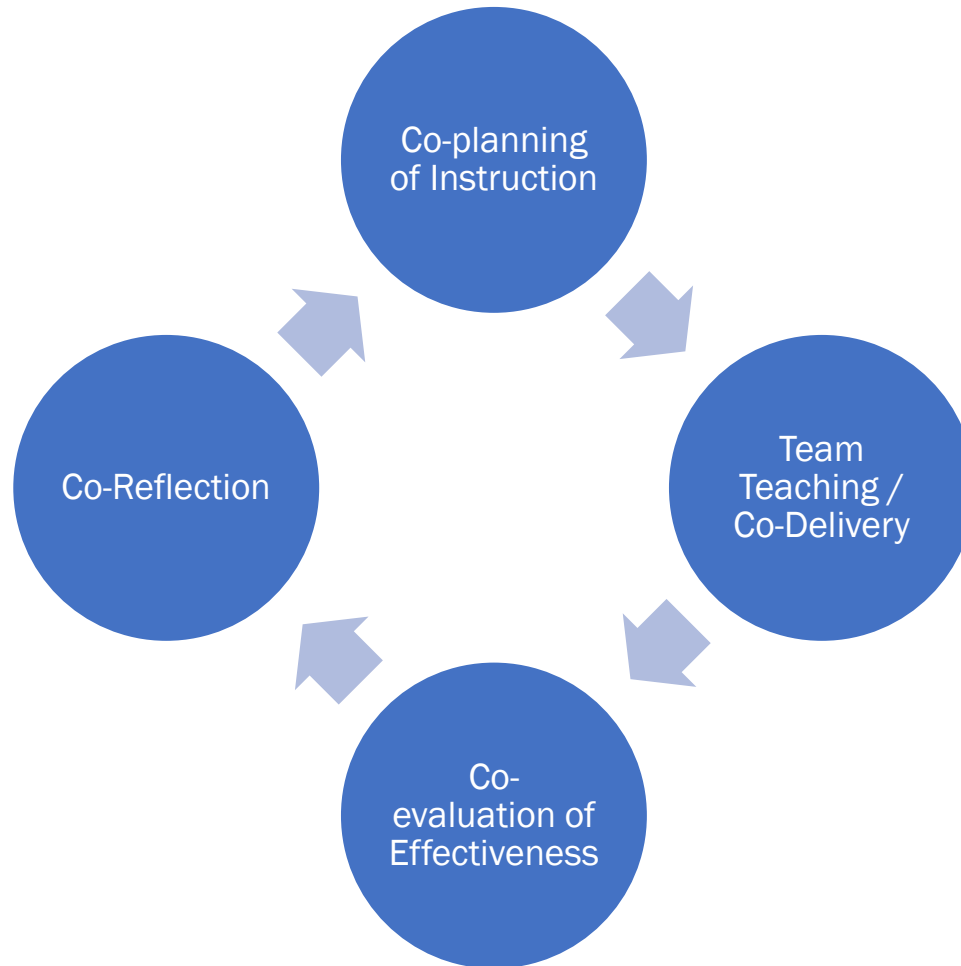
# Collaborative Planning Part II

- Developing Joint Assignments and Assessments

# 5 Questions for Instructional Design

- 1) What do you want the student to be able to do (Outcome)
- 2) What does the student need to know in order to do this well? (Curriculum)
- 3) What activity will facilitate the learning? (Andragogy)
- 4) How will the student demonstrate the learning? (Assessment)
- 5) How will I know the student has done this well? (Criteria)

# Cycle of Team Teaching



# Integrated Activities, Assignments, and Assessments

- Review the integrated activity (File Management Activity)
- Review the integrated assignment/assessments examples
- Practice creating integrated activities, assignments, and assessments

# File Management Activity

- Read and discuss the handout (File Management Activity)
  - Notice how integrated instruction provides the structure from which to plan activities.)
  - Make any observations about how the team teaching draws on both the content and the basic skills instruction.

# Integrated Assignment Example #1

## Pathway Course Outcome

Create and manage files in a Windows environment

## College and Career Readiness Standard

Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases, or exceptions as defined in the text.

## Assignment: Set Up Folders

Students will create a set of folders for this class according to a specific, instructor-provided hierarchical structure.

## Rubric

Criteria	Pts
<b>Folder names are spelled correctly and match instructor-provided model</b>	<b>4</b>
<b>Hierarchic structure matches instructor-provided model</b>	<b>4</b>
<b>Folder sequencing in proper numeric order</b>	<b>4</b>
<b>Screen snip of folder hierarchy uploaded to appropriate Canvas Assignment page</b>	<b>3</b>

# Integrated Assignment Example #2

	0-17pts.	18-22pts.	23-25pts.
Introduction and Conclusion	<p>Introduction/conclusion is vague, lacking, or missing.</p> <p>Research is not included or does not apply.</p> <p>No discussion of expectations.</p>	<p>Provides information about the subject and describes the setting adequately.</p> <p>The conclusion effectively 'wraps up' the observation.</p> <p>Some discussion of expectations.</p>	<p>Introduces the reader to the setting and the subject with clear descriptions.</p> <p>The conclusion effectively 'wraps up' the observation and includes final thoughts, questions and/or recommendations.</p> <p>Thorough discussion of expectations.</p>
Observation Tools & Process	<p>Observation tools are missing, incomplete or used incorrectly</p> <p>Observation is primarily subjective and/or lacks confidentiality for the subject</p> <p>Observation lacks focus, including other areas of development than specified.</p>	<p>Observation tools are included and fully complete with few mistakes in how they're used</p> <p>Observation protects confidentiality and is mostly objective</p> <p>Observation is generally focused on the assigned domain of development</p>	<p>Observation tools are included and fully complete as instructed in class</p> <p>Observation is completely objective and maintains confidentiality for the subject</p> <p>Observation focuses almost exclusively on assigned domain</p>
Analysis, interpretation and conclusion.	<p>Description of factors that influenced the observation missing or vague.</p> <p>Connection between research and observation is missing or vague.</p> <p>Recommendations for development are missing or inapplicable.</p> <p>Terms and concepts are not applied or are used incorrectly.</p>	<p>Describes influences on the observation.</p> <p>Research is adequately applied.</p> <p>Recommendations are appropriate.</p> <p>Appropriate terms and/or concepts are applied in the report.</p>	<p>Excellent connections are made comparing the expectations and actual observation.</p> <p>The paper makes excellent connections between the research, observation and recommendations.</p>
Professional Qualities	<p>The report is distracting due to untidiness or errors in spelling and grammar.</p> <p>The report does not follow the guidelines from the syllabus. It is does not meet or exceeds the assigned length.</p> <p>Consent form is missing.</p>	<p>The report is neatly typed, spelling, grammar and punctuation are not distracting.</p> <p>The report follows the guidelines from the syllabus.</p>	<p>The report is neatly typed with excellent spelling, grammar and punctuation, exceeding instructor expectations.</p>

# Review of Planning, Part II

- Share out examples of combined activities or assignments



# Questions & Contact Info

- **Contact Information:**

William S. Durden

Policy Associate for I-BEST and Pathway Development, Basic  
Education for Adults

Washington State Board for Community and Technical Colleges

[wdurden@sbctc.edu](mailto:wdurden@sbctc.edu) | 360.704.4368