

Intel® Teach Elements:
Assessment in 21st Century Classrooms
Action Plan: Bob Sumner

Instructions: Click any of the activity names in the Contents to go directly to that section.

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Module 1: 21st Century Learning

Lesson 1: 21st Century Classrooms

Activity 1: Roles in the 21st Century

Estimated Time: 15 minutes

In what ways do you consider yourself a 21st century teacher? Describe how you:

- Collaborate with other teachers
- Use technology in your classroom
- Act as a facilitator of your students' learning
- Use multiple forms of assessment for content and 21st century skill development

Collaborate with other teachers

I haven't done this very much. Working with Anna on assessment is really the first time I've done anything like this. I would like to work more with teachers in other subject areas because English can go with almost any subject area.

Use technology in your classroom

I think this is one of my strengths. I've had my students create podcasts, videos, and multimedia presentations. Right now I'm thinking of ways to use a wiki to communicate with students and parents.

Act as a facilitator of your students' learning

I try to have a student-centered classroom and use projects as much as I can with my students. We usually do a project of some kind every grading period. Students have done podcasts (like I mentioned earlier), videos of parts of a novel or play, and publications. I would like to incorporate more student-centered activities in my classroom.

Use multiple forms of assessment for content and 21st century skill development

I'm just starting at this. I've used some different kinds of assessment, but not very much with 21st century skills. That's something I'm going to work on.

Module 1: 21st Century Learning

Lesson 1: 21st Century Classrooms

Activity 3: Evolution of Assessment Practices

Estimated Time: 15 minutes

In the chart, record your current assessment practices and how you would like to change your assessment practices.

Current Assessment Practices	Changes to Assessment Practices
<ul style="list-style-type: none">Unit testsWeekly quizzes with some unitsFinal essaysRubrics for projects—used by students and for final gradesJournals for reflecting on learning and practicing writingPeer feedback in writing groups	<ul style="list-style-type: none">I would like to figure out ways to assess students' content learning less with tests and quizzes.I'm not very happy with the kinds of feedback students give their peers, and I would like to work more on that.I want to do more assessment on creativity, self-direction, and other 21st century skills.

Module 1: 21st Century Learning

Lesson 2: 21st Century Skills in the Classroom

Activity 3: 21st Century Skill Selection (Optional)

Estimated Time: 20 minutes

1. Consider the units you teach.
2. List units where you explicitly teach, or would like to teach, 21st century skills.
3. For those units, list the technologies you use or would like to use.

Unit	21st Century Skills	Technology
Paragraph Writing	Collaboration	Word processing
Grammar—Sentence Structure	Communication	Electronic worksheets Multimedia presentations
Poetry	Collaboration Critical Thinking	Podcasts Internet research
Essay Writing	Critical Thinking Creativity Communication	Word processing Internet research
Mythology	Collaboration Information Literacy Creativity Self-Direction	Internet research Wikis

Grammar—Mechanics	Self-Direction	Word processing
Creative Writing	Creativity Collaboration Critical Thinking	Word processing
<i>Twelve Angry Men</i> (play)	Critical Thinking Creativity Communication	Video Blogs as characters in play
Technical Writing	Collaboration Communication	Wiki
End-of-Year Writing Publication	Collaboration Self-Direction Communication Creativity	Desktop publishing

Module 1: 21st Century Learning

Lesson 3: 21st Century Assessment Practices

Activity 1: The Role of Formative Assessment

Estimated Time: 10 minutes

How does formative assessment benefit your classroom? What kinds of changes would you need to make in your assessment practices to include more formative assessment?

Having students use a final project rubric while they work on their projects has really helped them aim for higher quality work.

I would like to use more formative assessment of 21st century skills. I know my students aren't used to doing much reflecting or goal-setting. They just want me to tell them what to learn and then tell them if they've learned it! I'll need to make more time for self-assessment.

I would also like to find ways to get a feel for what each student is learning. That means I have to reduce my direct guidance in my classroom so students can demonstrate how they are doing.

Module 1: 21st Century Learning

Lesson 4: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Based on your understanding of assessment, what assessment goals would you like to set for yourself during this course, month, or school year? Write your goals. Some examples include:

- Choose 21st century skills to focus on during a particular unit or project
- Use formative assessment strategies in my classroom
- Add 21st century skills to my rubrics
- Use additional assessment instruments to assess
- Have students assess themselves and their peers
- Distribute rubrics before and during the project
- Use journals and/or observations to assess

My assessment goals:

I would like to get my students more involved in assessing themselves and each other.

I think my students have the potential to be a lot more creative, and I would like to do more teaching and assessing on creativity.

In general, I want to place more emphasis on assessing critical thinking and problem solving.

Module 2: Assessment Strategies

Lesson 3: Focus on Rubrics

Activity 3: Rubric Development

Estimated Time: 10 minutes

Reflect on your current use of rubrics in your classroom.

How might you use rubrics in new or different ways to improve your students' learning?

I haven't used rubrics for any thinking or processes. I would like to try doing that. I also want to get my students more involved in the development of rubrics, especially those that will be used to grade their work.

Module 2: Assessment Strategies

Lesson 4: The Assessing Projects Library

Activity 2: Assessing Projects Application

Estimated Time: 20 minutes

Explore the rubrics shown in the table or in the *Assessing Projects* library. Select and save at least one product or performance rubric and at least one 21st Century skill rubric to your Course Folder or to your Personal Library if using *Assessing Projects*. Describe how and when you would use each assessment.

Product or Performance Rubric name:

Wiki Rubric

How I will use the rubric:

For the mythology project, to grade the project, and for students to use as they create their wikis

21st Century Skill Rubric:

Information Processing/Research Rubric

How I will use the rubric:

I can use parts of this rubric for any project where students do research, especially in the mythology unit.

Module 2: Assessment Strategies

Lesson 5: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Reflect on your learning in this module.

I thought about using different assessments in new ways, like the 21st century skills rubrics. I also learned about some different ways I can organize rubrics to make them more student-friendly.

Module 3: Assessment Methods

Lesson 1: Assessment and Instruction

Activity 2: Instructional Activities as Assessment

Estimated Time: 20 minutes

Describe how you might integrate assessment methods as part of classroom activities.

- Graphic Organizers

Students could create a prioritized list of the jurors in *Twelve Angry Men*, comparing the characters' views to their own. I could use this to assess how well they are able to analyze the play by inferring the jurors' beliefs.

- Journals and Learning Logs

I might try using journals during a grammar unit. In the past, I've used them for literature, but it might be useful to see what they think they are learning about mechanics or sentence structure. I could also use the writing itself to assess their learning.

- Discussions

Discussions are part of studying literature, the fun part, in my opinion. If I have more small-group discussions, I could spend more time listening and learn about my students' thinking skills.

- Products and Performances

I'm thinking that there might be a way to have a product or performance as part of a grammar unit. I also want to do more of those with literature, instead of just tests and final essays. I want to be sure, though, that the products and performances actually require deep thinking about literature and not just something that's related to the literature. That's a challenge.

Module 3: Assessment Methods

Lesson 3: Classroom Conferences

Activity 3: Example Conferences

Estimated Time: 20 minutes

Describe how you might include each assessment method in your classroom.

- Observation

I want to use observation more during student discussions so I can better understand their critical thinking skills.

- Peer Assessment

This is one area that I have used for a long time in writing. I want to expand it to include other kinds of products, like the poetry podcast, the video they do for *Twelve Angry Men*, and the *Julius Caesar* newscast.

- Self-Assessment

I haven't done much with self-assessment, and neither have my students. I'm seeing how important it is.

- Student-Teacher Conferences

I'm a little apprehensive about how I can fit this kind of assessment into the short class periods we have. I'm going to start with group conferences during the publication unit and see if I can stay on track and keep them short.

Module 3: Assessment Methods

Lesson 5: Assessment Instruments

Activity 1: Overview of Assessment Instruments (Optional)

Estimated Time: 30 minutes

Explore the assessment instruments (rubrics and checklists) shown in the table or in the *Assessing Projects* library. Select and save any that you would like to use or adapt for your classroom. Note how and when you might use the assessments.

Assessment Instrument	How You Will Use It
Collaboration Checklist	I'll have students use this every other day or so during group projects, like the podcast or the wiki, to assess how well they're collaborating. I think I'll also ask them to reflect on what they learned from the checklist in their journals.

Assessment Instrument	How You Will Use It
Problem Solving Checklist	I like this checklist for group projects, too. I can see myself giving it to students who come to me to complain about something that's happening in their group. Then we can use the terms in the checklist to come up with solutions.
Project Plan Checklist	I really like the idea of having students do project plans. This checklist will help them self-assess their plans for the mythology wiki project and for other projects, too.

Module 3: Assessment Methods

Lesson 6: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Reflect on how implementing what you have learned in this module might change your classroom.

One thing that really came to me during this module was how much more I can find out about how my students are learning when they are active. For example, when I'm giving a lecture, even if it's really interesting and the students are engaged, I can't really tell what they're getting from it. A lecture can be an effective teaching strategy, but I can't assume that just because students are paying attention, they are getting the main concepts. I need to follow up with assessments, maybe journals or other activities where I can observe what they are doing with the concepts from the lecture. I guess what it really means is that I can't tell what students are learning by talking to them. I have to listen and watch more.

Module 4: Assessment Development

Lesson 1: Important Learning Goals

Activity 2: 21st Century Skills Objectives

Estimated Time: 20 minutes

In this module, focus on a single project as you complete each Your Turn activity. Note that the planning steps build on each other.

Choose standards and write objectives for your unit. Remember to write objectives that tie to targeted standards, are measurable, and incorporate 21st century skills.

Unit/Project: Enduring Heroes (Mythology)

Targeted Standards	Objectives
Students read functional, informational, and literary texts from different periods, cultures, and genres.	<ol style="list-style-type: none">1. Students identify the features of mythological texts.2. Students use inference and analysis to find meaning in mythological texts.
Students write functional, informational, and literary texts for various purposes, audiences, and situations.	<ol style="list-style-type: none">3. Students use writing process strategies to write an original myth.4. Students give and receive constructive feedback about their writing and the writing of their peers.5. Students demonstrate creativity and critical analysis in writing an original myth.
Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.	<ol style="list-style-type: none">6. Students use effective information processing skills to find information about the relationship of ancient Greek and Roman myths to modern society.

Module 4: Assessment Development

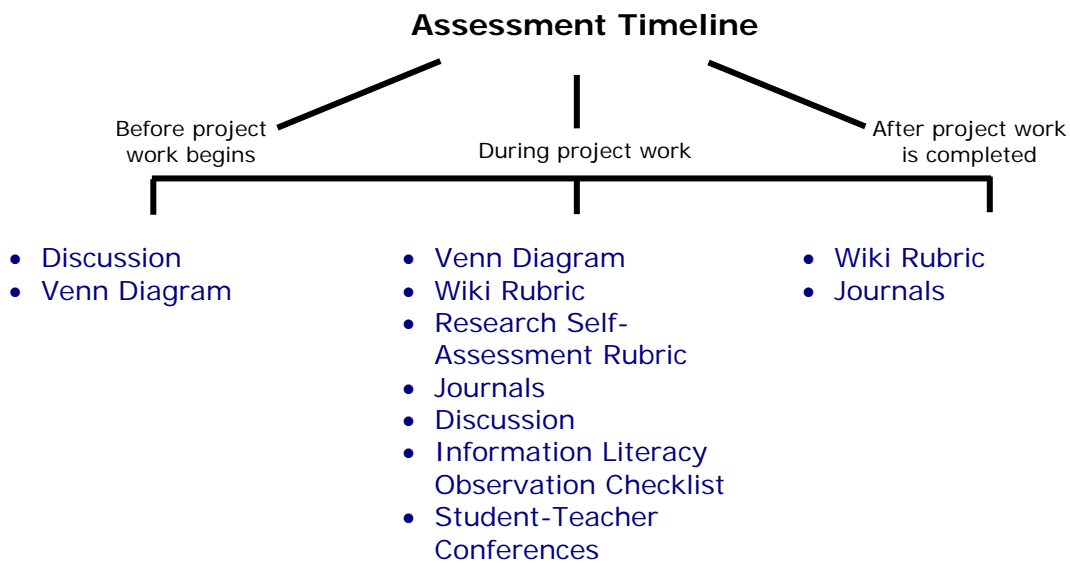
Lesson 2: Assessment Plan

Activity 2: Effective Assessment Timelines

Estimated Time: 20 minutes

Create an Assessment Timeline for your project. Remember to plan assessments throughout the project that meet all five purposes:

- Gauging Student Needs
- Encouraging Collaboration and Self-Direction
- Monitoring Progress
- Checking Understanding and Encouraging Metacognition
- Demonstrating Understanding



Module 4: Assessment Development

Lesson 2: Assessment Plan

Activity 3: Assessment Methods and Purposes (Optional)

Estimated Time: 20 minutes

To complete your Assessment Plan for your unit, develop a table of assessment strategies that aligns to the Assessment Timeline you created in [Activity 2](#).

As you think through the purpose and process for each assessment, you may need to modify your Assessment Timeline to best meet each of your goals and objectives.

You may want to review the **Guiding Questions** document in the **Module 4** section of the **Resources** tab to help you write your Assessment Plan.

Table of Assessment Strategies

Assessment	Process and Purpose of Assessment
Discussion	A discussion at the beginning of the unit helps me learn what background knowledge and possible misconceptions students have about mythology. Discussions during the unit help me monitor their progress and encourage metacognition.
Venn Diagram	Student Venn Diagrams at the beginning of the unit help me gauge student needs and, as they are updated, monitor progress throughout the unit.
Wiki Rubric	Students use a rubric for self- and peer assessment as they work on their wikis to make sure their project is meeting

Assessment	Process and Purpose of Assessment
	expectations. I also use the rubric at the end of the project to assign a grade to the wiki.
Research Self-Assessment Rubric	Students use a rubric while they do research to self-assess their information processing skills. They use this information to adjust their strategies to be more effective.
Journals	Students use journals throughout the unit to reflect on their learning. At the end of the unit, they review their entries and write a final reflection and set goals for the next unit.
Information Literacy Observation Checklist	I'll use an observation checklist to assess my students' research skills while they're working on their wikis. This information will help me decide what specific skills to model and assess during the unit.
Student-Teacher Conferences	I'll meet with student groups to check on their progress and with individual students to encourage metacognition.

Module 4: Assessment Development

Lesson 3: Assessment Instruments

Activity 3: Rubric and Checklist Adaptation

Estimated Time: 30 minutes

1. Adapt a rubric or checklist that you selected in *Module 2, Lesson 4, Activity 2* or [Module 3, Lesson 5, Activity 1](#). Use *Assessing Projects* to adapt an assessment in your personal library, or modify an assessment in your Course Folder using a word processor.
2. Describe how you adapted the assessment and how you will use it in your classroom.

I adapted the wiki rubric to fit the mythology wiki my students are making. I added a trait on the research process. Students will use this rubric to self- and peer-assess their wikis. I will also use it when assigning their final unit grade.

Module 4: Assessment Development

Lesson 4: Module Review

Activity 1: Modules Summary

Estimated Time: 10 minutes

Reflect on your learning from Module 4 and record your reflections.

I noticed something pretty interesting when I described all the assessments I plan to use during my unit. There were a lot more of them than I thought there would be, but there was really very little change to the activities in my classroom. I was surprised to see how well all the assessments fit into my regular teaching activities.

Module 5: Assessment in Action

Lesson 1: Student Roles in Assessment

Activity 1: Increased Student Responsibility (Optional)

Estimated Time: 15 minutes

Considering your students and their experiences with peer assessment, what concerns do you have about transitioning them to be successful assessors? List your concerns and brainstorm solutions.

Concerns	Solutions
Students will just rush through the peer assessments and not do a good job.	Emphasize the importance of peer assessment and model giving effective feedback.

Module 5: Assessment in Action

Lesson 1: Student Roles in Assessment

Activity 2: Peer Feedback

Estimated Time: 30 minutes

1. Review the **Tips for Student Feedback** document.
2. Create a resource to support or scaffold peer assessment, such as a checklist, presentation, tips sheet, dialog for modeling, and so on. You may modify any of the resources you viewed in this activity for use in your own classroom. Consider using collaboration and self-direction resources from the *Assessing Projects* library as well.
3. Describe how you will use the support material.

I modified the Research Rubric to be used for peer assessment and wrote a set of fill-in-the-blank prompts to help students give good feedback using the rubric. I

also made a wall poster called “Tips for Giving Good Feedback” to remind my students of ways to do effective peer assessment.

Module 5: Assessment in Action

Lesson 2: Self-Assessment

Activity 2: Supporting Metacognition (Optional)

Estimated Time: 30 minutes

1. Review the **Metacognition** document.
2. Consider the resources you could use to support self-assessment and metacognition in your classroom. Identify an assessment instrument you have already created, modify any of the samples you have viewed, or use the *Assessing Projects* application to create one.
3. Describe how you will use the support material.

I created a list of prompts to encourage metacognitive thinking that I'll give students to help them prepare for their student-teacher conferences and for writing in their journals.

Module 5: Assessment in Action

Lesson 3: Assessment Management

Activity 1: Assessment Management Strategies

Estimated Time: 15 minutes

1. Describe how you will organize and track student assessment data.

I don't really like the idea of piles of folders and binders, but I don't think I can keep all my assessment data on spreadsheets. I'm going to start with a folder for each student but also work at keeping spreadsheets to see how much assessment I can do that way. I know I'm not going to have the time to reenter assessment information into a spreadsheet. I'll have to collect as much data as I can electronically with a laptop or PDA so it can be easily transferred to a spreadsheet. I know it will not be possible to collect all my assessment data that way, so I'll still have to have folders with hard copies. As I get better at doing formative assessment, I hope I'll be able to figure out ways to decrease the amount of hard-copy assessments I have to keep track of.

2. Describe how you will help your students organize their assessment data.

I'm going to have students keep as much assessment data as they can in electronic form. I think summarizing the information from printed self- and peer assessments would probably be a valuable step for them, so they'll keep original assessments and summaries in digital format. I'm going to try experimenting with

using online documents for this.

Module 5: Assessment in Action

Lesson 3: Assessment Management

Activity 2: Assessment Routines (Optional)

Estimated Time: 15 minutes

What assessment activities do you want to routinely occur in your classroom? What technology do you think could help support those activities?

Routine Assessment Activities	Technology
Journals	Students can keep digital journals, even blogs. I want them to write in their journals every other day, so I'll have to create a schedule so everyone has access to a computer. Sometimes the journals will have to be paper-and-pencil because of limited computer access.
Peer Project Feedback	I want students to regularly get feedback from peers on their projects. They'll do this with e-mail and, when possible, with online documents.

Module 5: Assessment in Action

Lesson 4: Use of Assessment Data

Activity 2: Reflection and Goal Setting

Estimated Time: 15 minutes

Review your ideas for tracking and organizing student assessment data from [Module 5, Lesson 3, Activity 1](#). How will you and your students use the information from the assessment data?

1. Consider how students can use the assessment information to:

- Reflect on their learning
- Modify their goals or actions
- Revise their work
- Build on their 21st century skills, and so on

Describe what you will have your students do with the assessment data they collect and organize.

Students will analyze the assessment data they collect throughout the unit to draw

conclusions about their progress. They will describe their growth and write goals for future units in their conferences with me.

2. Determine how you will use the assessment data to:

- Modify instruction
- Determine proficiency
- Plan future units, and so on

Plan how you will use student assessment data that you organize and track.

The Venn Diagrams and discussion at the beginning of a unit will give me an idea of what areas to emphasize through instruction. I also plan to model different 21st century skill strategies, especially collaboration, self-direction, creativity, and information literacy, based on my observations and what I learn from students during our conferences.

Module 5: Assessment in Action

Lesson 5: Grading in a 21st Century Classroom

Activity 2: Grading Systems (Optional)

Estimated Time: 10 minutes

What strategies will you use to assign grades to student work and processes?

I'll use a scoring guide I created based on the wiki rubric. I'll also use a rubric to assign a grade to students' progress on 21st century skills based on the matrix I created to show their growth. For the group project final grade, I'll use a combination of my assessment of the quality of their wiki based on the rubric, their own assessment, with concrete evidence, of their contribution and the contributions of their peers. I'll figure in the assessment of their 21st century skills to create a final unit grade. I'll also add a test grade to cover important objectives that can't be assessed with the project.

Module 5: Assessment in Action

Lesson 6: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Reflect on the learning from this module.

This was a good, practical module for me. It really addressed some of my questions about how to move my students toward being more responsible for their own learning. I liked the suggestions about teaching students to assess themselves. The different ideas on grading were useful, too, because that's always a challenge when you're not just grading homework and tests.

Course Wrap-Up Summary

Activity 1: Course Reflection

Estimated Time: 20 minutes

Revisit the goals you set for assessment in your classroom from [Module 1, Lesson 4, Activity 1](#). Write about your progress toward those goals.

I am trying to get students more involved in assessment, especially self-assessment.
I am beginning to use technology to record and store assessment data.

What new goals do you have for assessment in your 21st Century classroom? What goals do you have for your students?

Develop routines for self- and peer assessment that takes place in every unit.
Focus on assessing and teaching creativity.
Focus on assessing and teaching creativity.