

**Intel® Teach Elements:**  
**Assessment in 21st Century Classrooms**  
**Action Plan:** \_\_\_\_\_

**Instructions:** Ctrl+click (or Command+click on the Mac\* or click for Microsoft Word 2007\*) any of the activity names in the Contents to go directly to that section. Type your personalized Action Plan details in the sections indicated.

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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

## 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

## **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.

<b>Unit</b>	<b>21st Century Skills</b>	<b>Technology</b>

## 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?

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## 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:


## 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?

## 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:

How I will use the rubric:

21st Century Skill Rubric:

How I will use the rubric:

## Module 2: Assessment Strategies

### Lesson 5: Module Review

#### Activity 1: Module Summary

**Estimated Time:** 10 minutes

Reflect on your learning in this module.

## 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

- Journals and Learning Logs

- Discussions

- Products and Performances

## 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

- Peer Assessment

- Self-Assessment

- Student-Teacher Conferences

## 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	When and How I Will Use

## 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.

## 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: \_\_\_\_\_

Targeted Standards	Objectives

## Module 4: Assessment Development

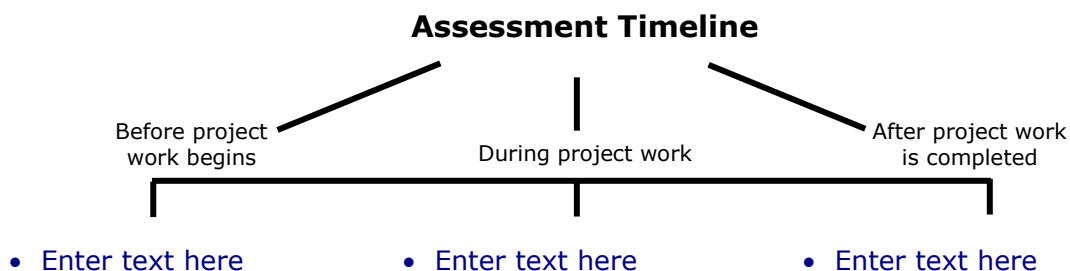
### Lesson 2: Assessment Plan

#### 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

## 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.

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## 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.

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## 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

## 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.

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## 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.

## 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.

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

## 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


## 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.

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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.

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## 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?

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## **Module 5: Assessment in Action**

### **Lesson 6: Module Review**

#### **Activity 1: Module Summary**

**Estimated Time:** 10 minutes

Reflect on the learning from this module.

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## 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.

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