



Intel® Teach Program
Essentials Online Course
Module 5

August, 2008

Module 5: Assessing Student Projects

Overview

Facilitator Corner

Welcome to Module 5: Assessing Student Projects! In this module, you focus on assessment of 21st century learning, those skills that cross all subjects and are so important to success in our students' lives. You explore how rubrics, scoring guides, and checklists can be used to assess content learning and higher-order thinking throughout a project. You plan your assessments and use the Intel® Education Assessing Projects application to create an assessment for your student sample. Then, you use the remaining time to revise your student sample and compare the two for consistency in meeting the outlined objectives.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Share student samples
- Reflect on their current assessment practices
- Refine assessment plans
- Create assessments for student samples
- Revise and assess student samples
- Modify Unit Plans
- Discuss ideas for involving students in the assessment process
- Reflect on their learning

Module Questions

- How do I assess student learning?
- How do I involve students in the assessment process?

When you are finished reviewing, proceed to **Pair and Share**.

Module 5: Assessing Student Projects

Pair and Share

Using Feedback to Improve My Student Sample

Facilitator Corner

During this activity, you review your partner's student sample from Module 4: Creating Samples of Learning and provide feedback based on the Portfolio Rubric.

Refer to the **Directions for Module 5 Pair and Share: Providing Feedback on Student Samples** for detailed instructions on how to respond in the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that you created a thread in the **Module 5: Sharing** section. In the **Message** field, make sure you asked for any feedback you would like, answered the prompts about your student sample, and attached or linked your student sample and Unit Plan.
2. Refer to the message sent at the beginning of the module titled, **Module 5 Pair and Share Groups** to find the members of your group.
3. Provide feedback to the members of your Pair and Share group on their student samples. Use the **Portfolio Rubric** as a guide. Refer to the Unit Plan for context.

Offline Tip: Download the student sample and Unit Plan, review, and compose your response.

4. Consider using the 3-2-1 strategy when providing feedback on each student sample:
 - Ask three questions
 - Make two comments
 - Provide one suggestion
5. Use the appropriate feedback options for the student samples:
 - If a student sample is a wiki or blog, use the commenting features of the site to provide feedback.
 - If a student sample is a publication, provide feedback directly on the sample, using the revision and review tools. See **Tips and Tools for Giving Feedback** in the **Resources** tab > **Assessment** link. When finished reviewing, rename the student sample with your initials (such as, student_sample_feedback_cb) and attach or link it to your reply.
6. Review the feedback from your group. If desired, incorporate ideas for modifying your student sample.

Note: You have time later in this module to work on the identified improvements.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Assessment Strategies](#).

Module 5: Assessing Student Projects

Activity 1: Examining Assessment Strategies

Facilitator Corner

In previous modules, you identified the content and the 21st century skills you want your students to learn in your unit. You created a student sample to demonstrate the learning you expect from your students. Now, you think about the kinds of assessments that will help you and your students achieve your goals.

- In Step 1, you reflect on the types of assessment that occur in your classroom.
- In Step 2, you examine teacher-created sample assessment plans to identify the components that foster student success.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 1: Examining Assessment Strategies

Step 1: Reflecting on Assessment in My Classroom

To help plan for ongoing student-centered assessment in your classroom, take a short formative self-assessment called **Current Assessment Practices**. This will help you focus on areas of strength as well as areas in which you would like to improve as you develop your assessment plan. For future reference, this **Current Assessment Practices** self-assessment is in the **My Work** tab > **Self-Assessments** link.

Review your responses and, if desired, note areas which you would like to improve in your **Notebook**.

When you are ready, proceed to [Step 2](#).

Module 5: Assessing Student Projects

Activity 1: Examining Assessment Strategies

Step 2: Reviewing Assessment Plans

In this step, you review teacher-created assessment plans to find ideas for your own assessment plan. In the next activity, you write an Assessment Summary. The summary includes assessments you plan to use with your students, the purpose of each assessment, and when each assessment will be used in your unit. As you read through the samples, look for assessment strategies that apply to the areas on which you want to focus.

1. Go to the [Intel® Education Assessing Projects](#) resource to review the teacher-created assessment plans.
2. Click either **Elementary Assessment Plans** or **Secondary Assessment Plans**.
3. Click the title of an assessment plan that interests you.
4. Review the table of assessment strategies below the Assessment Timeline. View sample assessments in the table by clicking the title in the left column, and review the process and purposes on the right. (When you develop your own assessment plan, you will probably have fewer assessments than those shown in the tables.) To help you with your own assessment plan, think about the following questions:
 - Which of the assessments would be most important to you and your students?
 - What kind of information would you and your students gain by using the assessments?
 - How would the assessments help students become self-directed, collaborative learners?
 - How do the assessments assess higher-order thinking, 21st century skills, and a student's ability to answer the Curriculum-Framing Questions?
 - What instruction would your students need to use the assessments effectively?

Note: You may choose to download an entire assessment plan by clicking the Print This Plan link in the highlight box and then saving it in your unit_plan folder. As you review the table, use the Highlight or Add notes button to help you focus on ideas you would like to use in your own assessment plan or assessments. To use PDF highlighting, you must have Adobe Reader 7.0* and PDF commenting enabled.

5. While reviewing, you may find assessments that you want to download, save, and adapt later for your unit. Or, you might want to use a bookmarking or tagging resource that allows you to add comments and highlighting for future reference. You may also choose to take notes in your **Notebook**.

Optional: Review additional [Assessment Plans](#) for more ideas and examples.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Create Assessments](#).

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Facilitator Corner

The assessment plans you reviewed in the preceding activity should have helped you form practical ideas for how you can implement a range of assessment practices in your classroom. Now, you refine your assessment plan and create an assessment for your student sample.

In this activity, you complete three steps:

- In Step 1, you revise your Assessment Timeline and draft your Assessment Summary.
- In Step 2, you plan an assessment for your student sample.
- In Step 3, you use the Intel® Education Assessing Projects application to create an assessment for your student sample.

If you choose, you can also create some of the formative assessments—such as project plans for self-direction, checklists for monitoring progress, and prompts for reflection—that you identify for your unit. You will have the opportunity to create additional formative assessments in Module 6.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Step 1: Focusing on My Assessment Plan

Facilitator Corner

Effective embedded and ongoing assessment requires careful planning and systematic implementation. Mapping out which assessments will be needed and where the assessments will be most beneficial in the learning cycle helps you plan how to best monitor students' needs and progress.

The two parts of this step help you plan effective assessment throughout your unit. In the first part, you use your draft Assessment Timeline, the Assessment Planning Table below, and your notes from the previous activity to determine and describe the assessments you plan to use throughout your unit. In the second part, you use the completed table as a guide to draft an Assessment Summary for your unit.

Unit Assessments

1. Review your draft Assessment Timeline in your Unit Plan.
2. Use the Assessment Planning Table in your **Notebook** to determine and describe the types of assessments you will use throughout your unit.

Note: Consider modifying assessment descriptions you found in the sample assessment plans to suit your needs.

Assessment Summary

1. Review the **Assessment Plan Checklist** in the **Resources** tab > **Assessments** link to ensure you incorporated all of the assessment criteria outlined on the checklist into the Assessment Planning Table.
2. Open your Unit Plan and add new assessments you are considering to the Assessment Timeline section of your Unit Plan.
3. Write a first draft of your Assessment Summary using the information from your Assessment Planning Table and Assessment Timeline. You can choose to write your assessment summary in a similar table format or in paragraph form.

When you are ready, proceed to **Step 2**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Step 2: Planning the Assessment for My Student Sample

During this step, you plan an assessment for your student sample.

Factors to Consider When Planning an Assessment

A clearly defined purpose is the first step in designing classroom assessment. To help focus on your assessment purpose:

1. Review your **Notebook** from Module 4 where you planned what you intended your students to demonstrate in your sample.
2. Open your student sample and think about the following questions as you review the sample:
 - What concepts, skills, and knowledge will be assessed?
 - How will the Curriculum-Framing Questions be assessed?
 - What higher-order thinking skills will be assessed?
 - What 21st century skills will be assessed?
3. Record your thoughts using the Planning the Summative Assessment table in your **Notebook**.

Optional: You may want to review the Demonstrating Understanding section of the Intel® Education Assessing Projects resource for more background information about scoring guides and rubrics, including how to use them for grading purposes:

1. Go to the **Assessment Strategies** section.
2. Click **Demonstrating Understanding**.
3. Click **Rubrics or Scoring Guides**.

When you are ready, proceed to **Step 3**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Step 3: Creating an Assessment for My Student Sample

In this step, you examine sample assessments in the Intel® Education Assessing Projects application that you can adapt for your unit. You can use the application to either create a new assessment or edit an existing sample assessment to match your purposes. The application allows you to select specific skills from an assessment and edit the traits and descriptors.

Traits are the terms identified in the left column. They describe the measurable objectives of performance, behavior, or quality. Descriptors describe the performance for each trait at several levels. In the self-direction rubric example, four levels of the Sets Goals trait might look like this:

Trait	4	3	2	1	Ratings
Sets Goals	Sets challenging, achievable goals. Identifies and accesses the resources necessary to achieve goals.	Sets achievable goals. Identifies and accesses some resources necessary to achieve goals.	Sets unrealistic goals. Identifies but does not access some resources necessary to achieve goals.	Begins the task without setting goals. Does not identify any resources.	
					Descriptors

As you review the traits and descriptors in the sample assessments, be sure to adapt them for your own purposes before applying any of them to your assessment.

The following guidelines, outlined in Classroom Assessment (Airasian, 1991), are useful for creating or adapting your assessment:

1. Perform the task yourself (for example, create a student sample) so you can identify the traits that should be assessed.
2. Make sure the traits you identify meet your targeted goals.
3. Limit the number of traits, so they can all be observed during a student's performance or assessed from a product.
4. If possible, have colleagues and students help you think through the important traits included in the performance or product.
5. Write descriptors in terms of observable student behaviors or product characteristics in student-friendly language.
6. Avoid the use of ambiguous words that cloud the meaning of the descriptors.

7. Consider the order of your traits and make sure the order reflects your priorities.

Using the Assessing Projects Application

The Assessing Projects application is an online resource for modifying, creating, sharing, and storing rubrics, checklists, and scoring guides. The application contains a library of detailed assessments focused on 21st century skills. An efficient way to use the application is to select an assessment from the library and modify it to meet your needs. When creating your own assessment, choose among the most relevant traits from the assessments in the library and add your own content.

Familiarize yourself with the Assessing Projects application:

Help Guide: Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. To see how an assessment for a student sample from the library was adapted for a specific unit, read **Adapting Student Sample Assessments**.
2. Go to the Intel Education **Assessing Projects** resource and review the **Try It** tab to learn how to use the application:
 - a. Go to the **Animated Overview** and learn how to use the application.
 - b. Go to the **Demo** to explore the Assessment Library.
Teaching Tools Skill 4.1: Learning about Assessing Projects
 - c. Go to the **Tutorial** to view animations explaining how the application features work.
Teaching Tools Skill 4.1: Learning about Assessing Projects
3. Return to the Assessing Projects landing page by clicking **Assessing Projects** at the top of the page.
4. Sign in to the **Workspace**.

Note: You previously set up a teacher workspace on the Intel® Education Web site, during the Prepare for Online activity at the end of the face-to-face training. You can find your Teacher ID and password on your Login Information document saved in your **Course Resources** folder.

5. Use the Assessing Projects application to create an assessment for your student sample.
6. Export your assessment to your **assessment** folder in your Portfolio folder.

Offline Tip: Edit the exported assessment in your word processing or spreadsheet software.

Optional: If you choose, create any other assessments identified in your assessment plan. You may find relevant examples for the assessments as you work on your student sample assessment, so be sure to add them to your Personal Library in the Assessing Projects workspace for later use.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Revisit Sample and Unit Plan](#).

References

Airasian, P. W. (1991). Classroom assessment. New York: McGraw-Hill.

Module 5: Assessing Student Projects

Activity 3: Revisiting My Student Sample and Unit Plan

Facilitator Corner

Often, after creating an assessment for a student sample, participants find that they need to revise both their student samples and their Unit Plans. Now that you have created an assessment for your unit, you have the opportunity to revisit your student sample and Unit Plan.

In this activity, you complete two steps:

- In Step 1 you review your student sample and note any areas for improvement
- In Step 2 you update your Unit Plan.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 3: Revisiting My Student Sample and Unit Plan

Step 1: Revisiting My Student Sample

1. Open your student sample and review areas for improvement:
 - a. Review the feedback from your colleagues during the Module 5 Pair and Share discussion in the **Sharing** tab for ideas on improving your student sample.
 - b. Use your student sample assessment to assess your student sample. Consider how effectively your sample aligns to standards, addresses Curriculum-Framing Questions, and targets higher-order thinking and 21st century skills.
2. Note any revisions to your student sample based on this review in your **Notebook**. In the Planning Ahead activity, you have an opportunity to revise your assessment and your student sample.

Classroom Tip: Your students may encounter some of the same challenges that you met as you created your student sample. As you revise your student sample, think about how you can plan your instruction to help your students be successful when they create their projects.

When you are ready, proceed to **Step 2**.

Module 5: Assessing Student Projects

Activity 3: Revisiting My Student Sample and Unit Plan

Step 2: Revisiting My Unit Plan

Now that you have revisited your student sample, you may have changes to make in your Unit Plan. As you worked on your student sample, you may have noticed that some of the pieces of the project require additional instruction or assessment. You may also have discovered that your standards or objectives are too broad or too narrow for the project. In this step, you refine your Assessment Summary and modify other sections of your Unit Plan, such as the Instructional Procedures and the Standards and Objectives.

1. Review the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.
2. Review the **Assessment Plan Checklist** in the **Resources** tab > **Assessments** link.
3. Refine the Assessment Summary section of your Unit Plan using the guidelines from the checklists.
4. Revise the Instructional Procedures section of your Unit Plan, specifically focusing on how you will integrate assessment throughout your unit.
5. Reflect on your student sample, assessments, and the Instructional Procedures section of your Unit Plan:
 - Reflect on why you want your students to create the sample. You will likely identify additional learning objectives, and possibly standards, that you had not originally included in your Unit Plan.
 - Consider the assessment you created for your student sample. Are any objectives missing from the assessment?
6. Review your lists of standards and objectives, and modify them, if necessary.

Note: In the Planning Ahead activity, you have an opportunity to consider revisions to your assessment and your student sample.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 5: Assessing Student Projects

Activity 4: Pedagogical Practices Involving Students in the Assessment Process

Facilitator Corner

In traditional classrooms, students expect the teacher to do all of the assessing. In student-centered classrooms, students participate actively in the assessment process. This new role may be difficult for some students, and sharing the assessment responsibilities with students may be a challenge for some teachers. In this activity, you share your ideas about the challenges and solutions for including students in the assessment process—whether students direct their own project, assess themselves, provide peer feedback, or contribute ideas to project assessments.

Please make sure you add your comments in a timely manner. The discussions are summarized at the end of the module.

With student-centered assessment, students are more involved in all assessment processes. Research clearly shows the positive effect that student-centered assessment has on student learning (Black & Wiliam, 1998). Students need opportunities to learn and practice many new skills, such as:

- Creating and using project plans, checklists, and rubrics
- Using reflection questions to help them think about and self-assess their own learning
- Setting goals, defining tasks, and predicting what will be learned
- Identifying difficulties they have in learning and considering strategies they can use to improve
- Giving and receiving feedback from their peers

When students are engaged in assessment at this level, they develop feelings of control over learning and see themselves as successful, capable learners.

1. Go to the **Course Wiki** tab.
2. Find the **Module 5 Pedagogical Practices** link.
3. Read the directions on the wiki page to share your ideas.
4. Brainstorm a list of some of the challenges teachers may encounter when involving students in the assessment process:

- a. Enter your ideas in the **Challenges** column.
- b. Review the challenges entered by your colleagues.
- c. Think of possible solutions to the challenges listed, and enter your solutions in the **Solutions** column.

Note: Refer to the **Discussion Checklist** for guidance as you compose your response.

5. Optional: Review the challenges and solutions on the wiki page and then answer the following questions in your **Notebook**:

- Which challenges will be the most difficult for you to overcome?
- What steps could you take to implement some of the solutions under consideration?

1:1 Tip: When students have their own computers, they can keep records of their own learning for reflection purposes. They also can communicate with peers and teachers informally to receive and give feedback throughout a project. Consider how you can take advantage of the one-to-one computing environment when you involve students in assessment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

References

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan. Retrieved from www.pdkintl.org/kappan/kbla9810.htm*

Module 5: Assessing Student Projects
Activity 5: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has helped you think about student-centered assessment.

Review the guiding questions and key points for **Module 5: Assessing Student Projects** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions:

- How do I assess student learning?
- How do I involve students in the assessment process?

Key Points:

- Assessments should be integrated throughout a project and address all assessment purposes.
- Student-centered assessments should focus on content as well as 21st century skills, and define what the knowledge and skills look like in the context of the project.
- Rubrics contain traits (the columns on the left) that identify objectives and descriptors (the columns on the right) that describe levels of performance (ratings).
- Use summative assessments to determine the quality of products and performances.
- The following guidelines are useful when creating or modifying an assessment (Airasian, 1991):
 - o Perform the task yourself
 - o Make sure the traits meet your targeted goals
 - o Limit the number of traits
 - o Ask colleagues and students for input
 - o Write descriptors in student-friendly language
 - o Avoid ambiguous words
 - o Consider the order of your traits

In the following modules, you will build on these concepts as you discuss ways to support and encourage student-centered activities.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 5: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry that reflects on student-centered assessment. Give it a title and invite comments from your colleagues.
3. Write about any other insights, questions or concerns you want to address in your reflection.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 5: Assessing Student Projects

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 5: Assessing Student Projects**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
1. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 5 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

When you are ready, proceed to **Plan Ahead**.

Module 5: Assessing Student Projects

Planning Ahead

Reviewing My Student Sample and Assessment

Facilitator Corner

You may have noticed that the unit-creation process is cyclical. As you create a student sample, you revisit your standards, objectives, assessment, and Instructional Procedures. In this activity, you revise your student sample and assessment based on your review in Activity 3 of this module.

Then, you prepare your student sample and assessment for the Module 6 Pair and Share, where you will have an opportunity to share with your colleagues and ask for additional feedback.

During this activity, you prepare your assessment and student sample to share with your small group during the Pair and Share activity of Module 6.

1. Refer to your **Notebook** for the review of your assessment and student sample in Activity 3. Revise your student sample and assessment, if needed, making sure that both the assessment and sample align.
2. If you need help posting to the **Sharing** tab, refer to the **Directions for Module 5 Planning Ahead: Posting Student Samples and Assessments** for detailed instructions on how to post to the **Sharing** tab. This document is also available in **Resources** tab > **About This Course** link.
3. Go to the **Sharing** tab and set up your sharing discussion thread.

Note: If your group does not have a sharing thread set up in the **Module 6: Sharing** section, follow the **Directions for Setting Up a Discussion Thread** to create your group's sharing thread. Then you can set up your own sharing discussion thread for this activity.

- a. In the **Message** field, request any feedback you would like and record your thoughts about how your assessment plan and the assessments you have created so far address the following traits from the **Portfolio Rubric**:
 - Assessment strategies:
 - ☐ Address standards and objectives
 - ☐ Are student-centered
 - ☐ Are varied and ongoing

- b. Attach or link your student sample, assessment, and Unit Plan to your **Module 6: Pair and Share** thread.
- c. Click **Post to Forum**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M6: Planning Student Success**.