

Pair and Share

Using Feedback to Improve My Student Sample..... 5.01

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Module 5


Assessing Student Projects

Description: In this module, you explore how rubrics, scoring guides, and checklists can be used to assess 21st century skills, 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 check the documents for consistency in meeting the outlined objectives.

Pair and Share: Using Feedback to Improve My Student Sample

Description: During this activity, you share your student samples from Module 4 with your Pair and Share group. You may want to reference your student sample assessment from the Planning Ahead activity on page 4.16–4.17 to remind yourself of specific areas in which you would like feedback (or retrieve it from your *assessments* folder).

Note: You may wish to e-mail a publication or multimedia presentation student sample to your colleagues, upload it to a wiki, or attach it to your blog so that your group members' student samples are all available on one computer.

1. Confirm that your student sample is ready to share. You may also want to have your Unit Plan available to provide your colleagues with a context for your student sample.
-  2. Review and give feedback to your group members on their student samples. Use the Integration of Technology and Student Learning sections of the Portfolio Rubric on page A.05 to help guide the discussion.
3. In addition to discussing your student sample with your group, you have several other options for receiving feedback on your student sample.
 - a. Consider asking your group to use the 3-2-1 strategy when providing feedback on the student sample:
 - Ask three questions
 - Make two comments
 - Provide one suggestion

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

Notes:

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Pedagogical Practices: Involving Students in the Assessment Process

In traditional classrooms, students expect the teachers 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 also may be a challenge for some teachers.

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.

In this activity, you contribute to a wiki by sharing your ideas about the challenges and possible solutions for including students in the assessment process—whether they direct their own project, assess themselves, provide peer feedback, or contribute ideas to project assessments.



1. Go to the wiki site that you recorded in the Login Information document saved in your *course_resources* folder.

2. Go to the Module 5 Pedagogical Practice wiki page.



3. In a small group, brainstorm a list of some of the challenges and solutions teachers may encounter when involving students in the assessment process.

- a. Have the group recorder enter your group's ideas in the appropriate column of the page.
- 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.

Your facilitator may choose to have you brainstorm ideas on this topic in a wiki in order to more easily capture and share ideas from each group. If so, use the same wiki as was used in Module 3. Your login information may be located on page vii or in your Login Information document.

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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.

4. Discuss the following:

- Which challenges will be the most difficult for you to overcome?

- What steps could you take to implement some of the solutions you are considering?







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Activity 1: Examining Assessment Strategies

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

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. 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. If you prefer, you may take this survey in the Module 5, Activity 2, Step 1: Reflecting on Assessment in My Classroom in your Notebook. Identify where your assessment practices fall on the scale:

1. I am satisfied with how I assess higher-order thinking skills and 21st century skills in my students' work.

2. I use formative assessments before a unit to plan instruction (example: learning about my students' prior knowledge to plan how to proceed in the unit).

3. I involve my students in understanding the project expectations, learning goals, and criteria before project work begins.

4. My students use a rubric throughout a project to understand the expectations.

5. My students create rubrics and other assessments to use throughout a project.

6. I conference with students to provide feedback, offer suggestions, provide further instruction, and answer questions.


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7. My students assess themselves.

NeverAlways

8. My students take part in peer review.

NeverAlways

9. I provide reflective prompts for students throughout the project to think about how they are learning.

NeverAlways

10. I use anecdotal notes and observational checklists systematically to monitor individual and group behavior.

NeverAlways

11. My students use a project plan to monitor their own learning and work toward self-directed learning.

NeverAlways

12. I use information from summative assessments to plan for future instruction.

NeverAlways

Review your responses and note areas in which you would like to improve.

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 that 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.

With a partner, go to the *Assessing Projects* resource and review the Assessment Plans section:



1. Go to: www.intel.com/education/AssessingProjects
2. Click **Assessment Plans**.

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3. Click either **Elementary Assessment Plans** or **Secondary Assessment Plans**.
4. Click the title of an assessment plan that interests you.
5. 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. These questions are also available in Module 5, Activity 1, Step 2: Reviewing Assessment Plans, in your Notebook:
 - Which of these 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.

6. 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.

Optional:

If you have time, review additional assessment plans.

Notes:

Activity 2: Creating Student Assessments

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 your students’ needs and progress.

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.

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.

Step 1: Focusing on My Assessment Plan

- 1. Review your draft assessment timeline in your Unit Plan.
- 2. Use the following Assessment Table to determine and describe which types of assessments you will use throughout your unit.
- 3. Refer to your downloaded copy of the Assessment Plan with highlights and notes you completed in the last activity.

Note: Consider modifying assessment descriptions you found in the Assessment Plans to suit your needs. This table is also available in Module 5, Activity 2, Step 1: Creating Student Assessments of Your Notebook.

Assessment	Process and Purpose of Assessment	Phase of Unit
<input type="checkbox"/> Checklist		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/> Goal-setting		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After

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Assessment	Process and Purpose of Assessment	Phase of Unit
<input type="checkbox"/> Graphic organizers		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/> Peer feedback		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/> Questioning		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/> Reflective prompts		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/> Rubric		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/> Scoring guide		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/>		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/>		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
<input type="checkbox"/>		<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After

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Remember to add your gauging student needs assessment to your timeline and summary.

Assessment Summary

1. Review the Assessment Plan Checklist from the *Assessment* folder on the Curriculum Resource CD to ensure you incorporated all of the assessment criteria outlined on the checklist.
2. Open your Unit Plan and add new assessments you are considering to the Assessment Timeline section of your Unit Plan. You may need to refer back to your draft Assessment Timeline notes on page 2.14.
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.

Step 2: Planning the Assessment for My Student Sample

During this step, you plan a 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 notes from Module 4, Activity 2, Planning My Student Sample, on pages 4.05–4.10.
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 Assessment table.

Planning the Assessment for My Student Sample

Note: The following tables are also available in Module 5, Activity 2, Step 2: Planning the Assessment for My Student Sample in your Notebook.

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?

Will you assess any process skills with this assessment or will these be assessed using other instruments? (Summarize below.)

Process Skill	Assessed in Student Sample Assessment	Assessed Using Other Instrument
Collaboration/ Teamwork		
Communication		
Peer Feedback		

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Process Skill	Assessed in Summative	Assessed Using Other Instrument
Reading		
Research		
Self-Direction/Self-Management		
Self-Assessment		
Writing		
Other:		
What kind of assessment will best suit you and your students' needs? <input type="checkbox"/> Checklist <input type="checkbox"/> Rubric <input type="checkbox"/> Scoring Guide		

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



1. Go to: www.intel.com/education/AssessingProjects
2. Click **Assessment Strategies**.
3. Click **Demonstrating Understanding**.
4. Click **Rubrics** or **Scoring Guides**.

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Step 3: Creating an Assessment for My Student Sample

In this step, you examine sample assessments in the *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					Ratings
	4	3	2	1	
Sets Goals	Sets challenging, achievable goals.	Sets achievable goals.	Sets unrealistic goals.	Begins the task without setting goals.	
	Identifies and accesses the resources necessary to achieve goals.	Identifies and accesses some resources necessary to achieve goals.	Identifies but does not access some resources necessary to achieve 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 student sample assessment.

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

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

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- 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 assessments focusing on 21st century skills. The assessments in the library are very detailed and target specific 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:



- 1. Go to: www.intel.com/education/AssessingProjects

Note: To see how an assessment for a student sample from the library was adapted for a specific unit, read *Adapting Student Sample Assessments* in the *Assessment, Assessment Resources* folder on the Curriculum Resource CD.

- 2. Click the **Try It** tab to learn how to use the application:
 - In the Animated Overview box, click **View animation** to view an animated overview of the application.
 - Click **Demo** to explore the Assessment Library.
 - Go to the **Tutorial** to view animations explaining how the features of the application work.
- 3. Return to www.intel.com/education/AssessingProjects by clicking **Assessing Projects** at the top of the page.
- 4. Sign into the Workspace.



Note: If you have not previously set up a teacher workspace on the Intel Education Web site, follow the prompts to register. Write down your Teacher ID and password on page vii of the Introduction and/or type the information in Login Information available in the *course_resources* folder of your Portfolio folder.

- 5. Use the *Assessing Projects* application to create an assessment for your student sample. (See Intel Teaching Tools, Group 4: Assessing Projects.)
- 6. Export your assessment to your *assessment* folder in your Portfolio folder.

If you need help using the application, refer to the *Assessing Projects* tutorial or the *Assessing Projects Help Guide* steps.

Follow the guided instruction provided by your facilitator.

Refer to the following Skill Group in the *Help Guide* to find all the skills you will need to create your assessment:

- Teaching Tools Group 4: Assessing Projects



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Optional: If you have time, create any other assessments identified in your assessment plan. You may find relevant examples for these 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.

Note: In the Planning Ahead activity, you have an opportunity to consider revisions to your assessment and your student sample. If you will not have access to a computer, print your assessment so you will have it to review.

Notes:

Activity 3: Revisiting My Student Sample and Unit Plan

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 using any information from:

- Your own review during the Planning Ahead activity in Module 4
- Feedback received from a peer during the Pair and Share at the beginning of this module
- New ideas for content noted during the creation of the assessment for your student sample in the previous activity

Step 1: Revisiting My Student Sample

Use your notes from previous activities to identify areas for improvement.

1. Open your student sample and review areas for improvement:
 - Review the feedback from your colleague during the Pair and Share for ideas on improving your student sample.
 - 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 the Planning Ahead activity, you have an opportunity to revise your assessment and student

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sample. If you will not have access to a computer, print your student sample so you will have it to review.



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.

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 will 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 and the Assessment Plan Checklist in the *Assessment* folder on the Curriculum Resource CD.
2. Refine the Assessment Summary section of your Unit Plan using the guidelines from the checklists.
3. Revise the Instructional Procedures section of your Unit Plan, specifically focusing on how you will integrate assessment throughout your unit.
4. 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?
5. Review your lists of standards and objectives, and modify them, if necessary.
6. Save your Unit Plan.

While you review your instructional procedures, make sure you see assessments integrated throughout the unit.



Note: In the Planning Ahead activity, you have further opportunity to consider revisions to your assessment and your student sample. If you will not have access to a computer, print your Unit Plan so you will have it to review.

Activity 4: Reflecting on My Learning

Step 1: Reviewing the Module

Review the guiding questions and key points for Module 5 on page 5.20 and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning.

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

Step 2: Blogging My Journey

Reflect on the activities, skills, and approaches addressed in this module in your personal blog.



1. Go to your personal blog, create an entry entitled Module 5 Reflection, copy and paste the prompt below into your entry, and write your response.

**This module has helped me think about
student-centered assessment in the following ways...**

2. Write about any other insights, questions or concerns you want to address in your reflection.

If you have difficulties with the blogging site, use the journal template located in the *Portfolio Assessment* folder of the Curriculum Resource CD to complete your reflection.

If you do not have access to a computer for this Planning Ahead activity, print your Unit Plan, student sample, and assessment during the module activities so you can take them with you.

Planning Ahead

Reviewing My Student Sample and Assessment

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: Planning Student Success Pair and Share, where you will have an opportunity to share with your colleagues and ask for additional feedback.

Revising My Student Sample

Complete the following to assess your student sample:

1. Review your notes from your assessment of your student sample in Activity 3, and revise your student sample and assessment as needed, making sure your sample and assessment align.
2. After you revise your student sample and assessment, write a reflection on how your assessment strategies meet some of the traits from the Portfolio Rubric.
 - a. Record your thoughts about how your Assessment Plan and assessments so far address the following traits from the Portfolio Rubric. See the Portfolio Rubric on page A.05 or in the *Assessments* folder on the Curriculum Resource CD for more detailed information about these traits:
 - Assessment strategies:
 - Address standards and objectives
 - Are student-centered
 - Are varied and ongoing
3. Consider what feedback you would like from your colleagues to help you improve your assessment strategies.



Notes:

References

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

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

Stiggins, R. J. (1994). *Student-centered classroom assessment*. New York: Macmillan Publishing Company.

Module 5 Summary

Review the guiding questions and key points of Module 5 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?

Module 5 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* that identify objectives (the column on the left) 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):
 - Perform the task yourself
 - Make sure the traits (the column on the left) meet your targeted goals
 - Limit the number of traits
 - Ask colleagues and students for input
 - Write descriptors in student-friendly language
 - Avoid ambiguous words
 - 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.