21st Century Assessments for Today's 21st Century Learner
Todays’ Meet Activity

- Today’s Meet is a back channel chat to flourish collaboration and communication
- Great tool to watch the learning process come to life and modify/adapt instruction
- [http://todaysmeet.com/WEMTA21C](http://todaysmeet.com/WEMTA21C)
Logging Into Today's Meet

http://todaysmeet.com/WEMTA21C
Logging Into Todays Meet

http://todaysmeet.com/WEMTA21C
Today’s Meet Activity

- Introduce yourself to the online community.
- Grade-level or curricular area you instruct or support.
- Share an assessment that works well for you and why.
- [http://todaysmeet.com/WEMTA21C](http://todaysmeet.com/WEMTA21C)
Describe what you know about 21st century assessments and student learning outcomes.

Copy your paragraph description and paste it into the Wordle/Word It Out text box and click create.

http://www.wordle.net  http://worditout.com
Wordle How-To #1

Wordle is a toy for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. The images you create with Wordle are yours to use however you like. You can print them out, or save them to the Wordle gallery to share with your friends.

Step #1: Click create to get started.

View some examples created by others...

English notebook cover by Ace Acedemic!
Period G by Meredith
US Constitution by Jonathan
Most Common Crossword Answers

http://www.wordle.net
Wordle How To #2

Step #2: Craft your paragraph description, type it in the provided text box and click "Go" to create your visual word cloud display.

21st Century Assessment will enable students to perform rich real tasks, often collaborative, involving higher order thinking. The tasks will reflect and mirror 21st Century learning. They will be clear and transparent, with the student, their peers and the teacher intimately involved in the marking process. 21st Century Assessments are focused on both the learning process and the assessment outcome.
Wordle How To #3

- Clear Grading
- Collaborative Learning
- Peer Involvement
- 21st Century Process
- Focused Assessments
- Students' Outcome
- Transparent Reflect
- Higher Order Thinking
- Rich Real Tasks
- Enable Assessment
- Open in Window
- Print...
- Randomize
- Save to public gallery...
What Are 21st Assessments?

- Balance of assessments
  - High-quality standardized testing
  - Formative and summative assessments
  - Feedback on student performances
What Are 21st Assessments?

- Balance of assessments
  - Technology-enhanced to measure student mastery of 21st century skills
  - Portfolios or collections of student work that demonstrate mastery of 21st century skills.

http://www.p21.org
21st Century Assessment

http://youtube.com/watch/?v=n2WKCBxeoxU
Why do we need assessments of 21st century skills?

- To measure a student’s knowledge and ability to apply knowledge in complex situations.
- Generate evidence of the skill sets that the business and education communities believe will ensure success in the 21st century.
Questions To Consider

- Is my district considering developing or adopting general achievement tests that include 21st century skills?
- Are teachers in my district using classroom-based assessments that measure 21st century skills?
21st Century Educator

http://edorigami.wikispaces.com/21st+Century+Teacher
List three descriptive character traits to represent your 21\textsuperscript{st} Century educator profile or your assessment style.

Extension activity: Create a six word memoir in Wordle to represent you as a 21\textsuperscript{st} Century Educator.
Repository designed to serve as a central hub on 21st century skills assessments.

http://www.21stcenturyskills.org/route21
Route 21
What Is The Best Form of 21st Century Assessment?

- Rich real tasks, often collaborative, involving higher order thinking.
- Tasks will reflect 21st Century learning.
- Clear and transparent, with the student, their peers and the teacher intimately involved in the student academic growth process.
- Focused on both the learning process and the assessment outcome.
Today’s Digital Learner

Digital Native Map  Changing with technology

89 percent of 18- to 24-year-old Americans are online

Digital Natives aged 12 to 24 spend 4.5 hours a day viewing screen media (TV, Internet, Internet video, mobile video), excluding games [PDF]

82 percent of seventh- to twelfth-graders "media multitask" while doing homework, e.g. IM, TV, Web surfing, etc.

A Generation on Fast Forward

Meet Wen-Jay, 24, and her dog, Wuji. They live in Brooklyn, New York and are part of a generation called Digital Natives, or NetGeners. They’ve grown up immersed in digital technologies and there’s evidence they’re being affected in ways unheard of before computers and the Web. And their parents -- sometimes called Digital Immigrants -- are still getting accustomed to their hyperconnected world.

But we all feel digital media's impact on how we think, work, learn and interact with one another. Will these changes have a positive or negative effect on us? Will Digital Natives have a different kind of brain than Digital Immigrants? How does the emphasis on the visual, and on visual interaction, affect our relationships and our sense of self? Should we worry about these things at all?

Learn more -- click on different parts of Wen-Jay.

My Assessment Digital Toolbox
21st Century Assessments for Todays 21st Century Learner


21st Century Curriculum and Assessment: http://www.ncte.org/positions/statements/21stcentframework

4 Teachers: http://4teachers.org

Assessment and ICT: http://www.shambles.net/pages/staff/AssessIT

Assessment and Evaluation: http://teacher.scholastic.com/tools/rubric.htm
Assessing Projects: Using Assessment to Improve Teaching and Learning

When assessment drives instruction, students learn more and become more confident, self-directed learners. Assessing Projects helps teachers create assessments that address 21st century skills and provides strategies to make assessment an integral part of their teaching and help students understand content more deeply, think at higher levels, and become self-directed learners.

Overview and Benefits
Learn more about the features of Assessing Projects. Read research about the benefits of different kinds of assessments.

Try It
See how easy it is to use Assessing Projects using a demonstration version. Follow a tutorial that helps you get started.

Assessment Plans
Get project ideas from other teachers who have used Assessing Projects in the classroom.

Assessment Strategies
Learn about effective assessment strategies by examining examples of different kinds of assessments.

Sign-In
Workspace

Quote to Note
"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Alvin Toffler, American futurist

Assessment in 21st Century Classrooms

Welcome to Orientation

Welcome to Assessment in 21st Century Classrooms.

This interactive e-learning experience offers an in-depth look at assessment that meets the needs of 21st century teaching and learning. In this course, you will see how assessment strategies can benefit you and your students. You will also learn how to plan, develop, and manage student-centered assessment in your own classroom.

Audio accompanies some portions of the course as indicated by this icon.

Click Next (the forward arrow in the lower right-hand corner) to continue to Lesson 1.

http://intel.com/education/elements
Assessment Resources

Click on the "RESOURCES" tab to access the list of resources.

- Module 1
  - Blog Rubric
  - Bob's Revision Process
  - Communication Rubric
  - Creativity Rubric
  - Critical Thinking Rubric
  - Decision Making Rubric
  - Multimedia Presentation Rubric
  - Newsletter Rubric
  - Newspaper and Magazine Rubric
  - Podcast Rubric
  - Problem Solving Rubric
  - Reasoning Rubric
  - Research Rubric
  - Self-Directed Rubric

- Module 2

Click Next (the forward arrow) to continue to Lesson 1.
# Blog Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>My blog has a clear purpose to share and collect opinions and information about an important and interesting topic.</td>
<td>The purpose of my blog is to share information and my opinions about an important topic.</td>
<td>My blog appears to be about unconnected topics and events.</td>
<td>My blog is mostly about one topic, but sometimes I get off the subject.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>My blog is fair and balanced. I refer to information from a variety of viewpoints and draw original conclusions based on my research.</td>
<td>My blog is fair. I refer to information from more than one viewpoint and draw conclusions based on my research.</td>
<td>I only present one viewpoint on my topic. I do not draw conclusions about the research, but just repeat what other sources have said about the topic.</td>
<td>I try to be fair in my blog, but the information I present is missing critical content. I try to draw conclusions, but sometimes my conclusions are not based on the research.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>I gather extensive information from a variety of reliable sources outside the classroom. I cite my sources.</td>
<td>I gather information from some reliable sources outside the classroom. I make minor errors.</td>
<td>The information on my blog is my opinion, without any sources to back it up.</td>
<td>Most of the information on my blog comes from my opinions, without any reference to...</td>
</tr>
</tbody>
</table>
# Creativity Rubric Example

<table>
<thead>
<tr>
<th>Creativity Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td>I can think of many ideas.</td>
<td>I can think of some ideas.</td>
<td>If I get some help, I can think of ideas.</td>
<td>I have a hard time thinking of ideas.</td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>I notice what is surprising, unusual, and interesting in everyday objects and situations.</td>
<td>I notice unusual things around me.</td>
<td>When someone reminds me, I notice unusual things in the world around me.</td>
<td>I hardly ever notice unusual things in the world around me.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>I know several ways of deciding which of my ideas are worth working on.</td>
<td>I can tell which of my ideas are worth working on.</td>
<td>With help, I can tell which of my ideas are worth working on.</td>
<td>I cannot tell which of my ideas are worth working on.</td>
</tr>
<tr>
<td><strong>Risk-taking</strong></td>
<td>I like to try new projects and ideas. I do not worry about making mistakes while I am learning.</td>
<td>I try new projects and ideas. I do not worry very much about making mistakes while.</td>
<td>Sometimes, I do not try new projects and ideas because I worry that I will make mistakes.</td>
<td>I do not try new projects and ideas.</td>
</tr>
</tbody>
</table>
## Self-Direction Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal-setting</strong></td>
<td>I set challenging, achievable goals and identify and access the resources necessary to achieve the goals.</td>
<td>I set achievable goals. I identify and access some resources to achieve goals.</td>
<td>I begin a task without clearly defined goals. I do not identify necessary resources.</td>
<td>I make no effort to identify a goal or resources to complete goals.</td>
</tr>
<tr>
<td><strong>Project Management</strong></td>
<td>I consistently manage time and resources in an efficient manner to achieve goals.</td>
<td>I usually manage time and resources in an efficient manner to achieve goals.</td>
<td>I manage time and resources with some help to achieve goals.</td>
<td>I need ongoing help in managing time and resources to achieve goals.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>I consistently review my progress and learning experiences to resolve problems that may be interfering with</td>
<td>I usually review my progress and experiences to resolve problems that may be interfering with</td>
<td>With some assistance, I review my progress and experiences to resolve problems that may be interfering with</td>
<td>With ongoing assistance, I review my progress and experiences to resolve problems that may be interfering with</td>
</tr>
</tbody>
</table>

Source: Intel® Teach Elements
Assessment in 21st Century Classrooms
<table>
<thead>
<tr>
<th>Wiki Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Our wiki has a purpose.</strong></td>
</tr>
<tr>
<td><strong>2. Every part of our wiki contributes to our purpose.</strong></td>
</tr>
<tr>
<td><strong>3. Our wiki’s content is relevant, thorough, and balanced.</strong></td>
</tr>
<tr>
<td><strong>4. We draw good conclusions from our research.</strong></td>
</tr>
<tr>
<td><strong>5. We make connections between our wiki’s content and other topics and ideas.</strong></td>
</tr>
<tr>
<td><strong>6. We get our information from a variety of reliable sources.</strong></td>
</tr>
<tr>
<td><strong>7. We include high-quality multimedia in our wiki.</strong></td>
</tr>
<tr>
<td><strong>8. We follow all copyright laws.</strong></td>
</tr>
<tr>
<td><strong>9. We include surprising, original features.</strong></td>
</tr>
<tr>
<td><strong>10. We address our goal.</strong></td>
</tr>
</tbody>
</table>
Rich Real World Tasks

- Allowing students input into the development of the assessment.
- The process of learning is as important as the end product.
- We must value the outcomes of our learning and the process of reaching those outcomes.
Transparent Schema

- Students must know the end points they have to reach.
- They must clearly understand not only the objectives of the task but the criterion by which they will be judged.
- It provides a process of goal setting.
- Will lead to greater ownership of the task and increased engagement.
Teacher Feedback

- Timely – the end of the task is too late.
- Appropriate and reflective – the feedback must reflect the students' ability.
- Ongoing and continuous – it needs to be part of your everyday routine.
Reflective Practice

- Reflective practice is something we should encourage in our students and ourselves.
- Rich real world tasks
- Incorporating collaboration
- Self and peer assessment
Wordle Assessment Closing Activity

- Repeat the first Wordle task to now reflect your new gained understandings of 21st century assessments.

- Now compare Wordle #1 to Wordle #2 and you have created your own pre and post authentic assessment of your learning process from today’s webinar.
Student and Educator Created Assessments

- 4 Teachers: http://4teachers.org
Student and Educator Created Assessments

- PBL Checklists: [http://pblchecklist.4teachers.org/](http://pblchecklist.4teachers.org/)
- Rubrics 4 Teachers: [http://www.rubrics4teachers.com](http://www.rubrics4teachers.com)
- Rubistar: [http://rubistar.4teachers.org](http://rubistar.4teachers.org)
- Shambles Rubric Resources: [http://www.shambles.net/pages/staff/rubrics/](http://www.shambles.net/pages/staff/rubrics/)
Google Document Activity

- 100 Web Tools to Enhance Collaboration
  http://techlearning.com/blogs/26378

- Best 2009 Online Collaboration Tools
  http://www.mindmeister.com/12213323

- Kathy Schrock’s Tool List
  http://school.discoveryeducation.com/schrockguide/edtools.html

- Teamwork & Collaboration Tools by Shambles
  http://www.shambles.net/pages/learning/ict/collab
Naomi’s Contact Info

- Naomi Harm
  - Innovative Educator 2.0 Consulting
  - National Intel Senior Trainer
  - P21 Literacy and Assessment Specialist
  - WEMTA Vice President

- Blog: [http://blog.innovativeeducator.us](http://blog.innovativeeducator.us)

- Email: [innovativeeducator@gmail.com](mailto:innovativeeducator@gmail.com)