Activities

MODULE 4

Planning Student-Centered Assessment

Description: Assessment plays an important role throughout project-based units. In this module, you explore a variety of assessment strategies that guide student learning and inform your teaching. You also begin thinking about assessment in your unit and create a draft Assessment Plan.

Activity : Exploring an Assessment Plan

Step 1:   Discussing Methods of Assessment

What are some typical ways that you have your students demonstrate learning?

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Throughout this course, you are asked to match your student tasks to your learning targets. An assessment plan ensures a project stays focused on intended learning goals, and it should be developed along with project activities and tasks. Because project tasks allow for broader expression of individual learning, assessment strategies need to be open enough to accommodate a range of student work yet focused on expected results. This balance is best achieved by planning multiple assessment strategies for both ongoing monitoring of learning progress as well as assessment of culminating products and performances.

An assessment plan outlines methods and tools that define clear expectations and standards for quality in products and performances. It also defines project monitoring checkpoints and methods to inform the teacher and keep students on track. The plan should involve students in reviewing and managing their learning progress during the project.

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Many assessment methods and tools are available; each provides information to both the teacher and students. Similar assessment methods and tools may be used for different purposes depending on how they are structured and what is done with the results.

Purposes of Assessment Methods

The tables on the following pages organize assessment methods, purposes, and tools into five categories:

▪ **Strategies for Gauging Student Needs**

Strategies that gauge student needs prior to instruction help determine a student's background experiences, skills, attitudes, and misconceptions. These strategies help to assess each student's learning needs and assist students in making connections between what they already know (prior knowledge) and what they will be learning.

▪ **Strategies for Encouraging Self-Direction and Collaboration**

Strategies that encourage self-direction and collaboration help students take ownership of their learning, demonstrate interpersonal skills, produce higher-quality work, understand feedback, and assess classmates' work.

▪ **Strategies for Monitoring Progress**

Strategies that monitor progress help students and teachers stay on track during a project. These methods help students be more self-managing as they complete open-ended tasks. They help teachers know when and where students need extra help or additional instruction. Many of these methods document learning growth over time.

▪ **Strategies for Checking for Understanding and Encouraging Metacognition**

Strategies that check for understanding and encourage metacognition help teachers check for understanding and help students think about their own learning. The same method can be used for both purposes, but teachers must use explicit questions and prompts to help students think about what and how they are learning.

▪ **Strategies for Demonstrating Understanding and Skill**

Strategies that demonstrate understanding and skill encompass only two methods—products and performances—but many examples exist for each method. Products are things, or artifacts, that students create. Performances are outcomes that students do.

Identify Assessment Methods

1. Scan through the tables of assessment methods, purposes, and instruments on pages 4.03–4.10.

2. As you review the methods in each category, indicate your interest in or experiences with each using the following symbols:

   ✓ I already use this method

   + I am interested in this method and want to try or use this more

   - I am not interested in this method

   ? I do not understand this method

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Assessment Methods and Instruments

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Strategies for Gauging Student Needs

Assessment Method	Purpose	When Used	Instrument
Examining Student Work	Examining student work reveals the nature and extent of student understanding, clarifies learning expectations for students, and provides opportunities to assess the quality of a previously taught task or plan and the implications for instructional practice.	Before planning the project, look at student work and ask, What skills, knowledge, and understandings do the students demonstrate? What is the evidence? What are the misconceptions? What patterns or trends are evident?	Samples of work and assessments from multiple students Samples from one student over time Data from tests
Graphic Organizers	Graphic organizers provide a visual representation of students' current conceptual understanding and thinking processes, and illuminate preconceptions.	At the beginning of a project, elicit information from students by creating a graphic organizer on a chart to get an accurate idea of students' prior knowledge. Provide organizers for individual student use throughout the project.	Concept Maps Sequencing activities Classification Charts Prioritized lists

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Strategies for Gauging Student Needs (Continued)

Assessment Method	Purpose	When Used	Instrument
Know-Wonder-Learn (K-W-L) Charts	K-W-L charts provide a structure for students to think about what they know about a topic, note what they want to know, and record what has been learned and is yet to be learned. K-W-L charts allow students to make personal connections before the content is deeply explored.	Use at the beginning of a project, during a class discussion, or individually in journals.	Topic on chart paper or electronic whiteboard Journal
Think-Pair-Share	Think-Pair-Share asks students to first think about a question, then to pair with someone and verbally share their responses. Students then summarize their ideas for the benefit of the entire class. This helps students organize prior knowledge and brainstorm questions.	Use at the beginning of a project and during class discussions.	Question or prompt Form for recording summaries and questions
Brainstorming	When brainstorming, students recall what they know about a topic by generating terms and ideas related to it, and stretching what they know by forming creative connections between prior knowledge and new possibilities.	Use at the beginning of a project, during a class discussion, individually, or in small groups.	Topic on chart paper or electronic whiteboard

Strategies for Encouraging Self-Direction and Collaboration

| Assessment Method	Purpose	When Used	Instrument
Project Plans	Project plans assist students in planning, identifying specific goals, designing strategies to work toward them, and helping to set criteria for assessment, thereby demonstrating the ability to take ownership of their own learning.	Use at the beginning of a project in conferences with students. Help students develop plans and review the plans for feasibility and specificity.	Checklists Prompts Forms
Self-Assessments and Reflections	Self-assessments and reflections provide students opportunities to assess progress, thinking, and learning, and reflect on methods for improvement.	Use throughout the project either orally, through conferences, or in written form.	Checklists Prompts
Peer Feedback	Peer feedback helps students internalize the characteristics of quality work by assessing the work of peers.	Use throughout the project during group discussions, after rough drafts, and for final products or performances.	Checklists Rubrics Scoring guides Prompts Forms
Observation of Cooperative Groups	Observation of cooperative groups allows for the assessment of group collaboration skills, such as leadership and decision making; communication skills; interpersonal and small group strategies; self-esteem and self-efficacy; and the commitment to producing quality work.	Use throughout a project by taking notes, using checklists, and providing prompts while groups work together to complete tasks. Students also assess their own skills throughout the project using checklists and reflections.	Checklists Questions Reflections

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Strategies for Monitoring Progress

| Assessment Method	Purpose	When Used	Instrument
Informal Observations and Anecdotal Notes	Notes from observations provide objective feedback, clarify misunderstandings, and support teaching adjustments.	Use throughout the unit during group and individual work time.	Comments on sticky notes or computer labels collected in individual or group folders Checklists to help focus expected behaviors
Learning Logs	Learning logs consist of short regular entries in project notebooks or journals, or on a short form, written in response to structured prompts (such as, *Today I accomplished..., I need to....*, and so on). Students record data or milestones, review progress, reflect, and adjust their work.	Review during progress checks, in project meetings, or in conferences.	Forms Prompts
Progress Checklists	Progress checklists are necessary when projects require students to meet specific requirements in sequence and on a schedule. The checklists can be very detailed with specific tasks, subtasks, recommended processes, suggested time allotments, and due dates.	Use during team meetings or in conferences. Allow students to use and customize to monitor progress and meet specific needs.	Checklist with milestones, due dates, and approval stages
Progress Reports	Progress reports help students to document progress or explain something new in their understanding. A report might be a rough draft, storyboard, or data summary.	Use during key stages of a project, such as at outline or midpoint of the first draft.	Forms Prompts

Strategies for Monitoring Progress (Continued)

Assessment Method	Purpose	When Used	Instrument
Project Meetings and Conferences	Project meetings allow for approval or signing off on students' readiness to advance to the next stage or milestone of a project. Use to check progress, maintain commitments in group work, and plan next steps.	Conduct brief regular team and individual meetings throughout the project.	Agenda, goals, and process form

Strategies for Checking for Understanding and Encouraging Metacognition

| Assessment Method	Purpose	When Used	Instrument
Written Journals	Journals are extended written reflections on learning or entries in reaction to prompts. In addition to reflections, prompts elicit specific thinking skills at key points in a project. For example, *How has what you investigated or learned, changed or confirmed your viewpoint on this issue?*	Use throughout a project, at key points, and at the end of the project.	Prompts for entries Journal review plan
Video and Photo Journals	Video and photo journals capture visual documentation of progress, reactions, and reflections, or demonstrate skill development.	Use throughout the project, but possibly integrate into final products or performances.	Outline of photo sequence and topic (shot list) Schedule for video scenes

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Strategies for Checking for Understanding and Encouraging Metacognition (Cont.)

Assessment Method	Purpose	When Used	Instrument
Structured Interviews and Observations	Formal oral interviews are scheduled with individuals or teams to probe for understanding. Interview questions (protocol) ask students to explain and give reasons for their current understanding. Structured observations are similar but are used for skill, process, and performance assessment and can be done by students as well.	Use throughout a project.	Conference questions Observation by students Observation by teacher
Informal Questioning	Questioning allows students to openly express ideas and thoughts, reflect on other students' explanations, and make connections. Questioning can be used to provide challenges, assess student understanding, and revise lessons as necessary.	Use throughout a project, often during group work or class discussions.	Questions
Written and Oral Tests and Quizzes	Tests and quizzes offer direct evidence of knowledge acquisition and comprehension.	Use at key points during a project and at the end of the project.	Test and quiz questions

Strategies for Demonstrating Understanding and Skill

Assessment Method	Purpose	When Used	Instrument
Products	Products are things, or artifacts, that students create and build that show learning. (See the examples in the table on next page.)	Use at the end of a project, but may depend on the product and the length of the project.	Rubrics Scoring guides
Performances	Performances are demonstrations, productions, and events that students design and conduct to show learning. (See the examples in the table on next page.)	Use at the end of a project, but may depend on the product and length of the project.	Rubrics Scoring guides
Portfolios	Portfolios allow for the assessment of students' progress, processes, and performance over time.	Use to show accumulated work and reflections over the course of a project, semester, class, or year.	Checklists Rubrics Scoring guides Reflection questions
Student-Led Conferences	Student-led conferences require students to organize and communicate learning by sharing goals, work, self assessments, and reflections, usually with parents.	Schedule at the beginning of the year to help set goals and inform parents of expectations, and at the end of a project or the year to reflect on growth.	Forms Prompts

Strategies for Demonstrating Understanding and Skill (Continued)

Products and Performance Tasks	
☐ Reports	Historical research, scientific research, journal articles for publication, policy recommendations
☐ Designs	Product designs, home designs, building or school design blueprints, transportation alternatives
☐ Constructions	Models, machines, exhibits, dioramas
☐ Essays	Letters-to-the editor, guest columns for local newspapers or community publications, book and movie reviews, story writing
☐ Artistic expressions	Pottery, sculptures, poetry, fine art, posters, cartoons, murals, collages, paintings, songwriting, movie scripts
☐ Print media: Books, pamphlets, brochures	Nature trail guides, self-guided walks through community history, public service announcements, historical scrapbooks, photo timelines, investigative documentaries, commercials, training manuals, animations/cartoons
☐ Multimedia: Informational kiosk, video, photo journal, slideshow, digital book	
☐ Presentations	Persuasive proposals, inspiring speeches, debates, informative lectures, research analyses and conclusions, newscasts
☐ Skill demonstrations	Science laboratory processes, constructions, specific sports skills, teaching or mentoring younger students, on-demand tasks
☐ Artistic/creative performances	Interpretive dances, plays, skits, character studies, docudramas, readers' theaters, radio plays
☐ Simulations	Mock trial, reenactment of historical event, role play

Note: You may also want to review the assessment resources available at: **www.intel.com/education/assessingprojects**
Click **Assessment Strategies**, and then select a category of interest.

Notes:

Step 2: Taking a Look at Project Assessment Plans in Action

Review the assessment strategies in one of the following classroom scenarios:

Elementary Example	Secondary Example
An elementary school teacher is designing a unit on rainforests. As part of their Life Science standards, students are expected to understand the interdependence of diverse life forms in ecosystems. Focusing on this standard and others, such as communication skills, the teacher develops Curriculum-Framing Questions (CFQs). Her Essential Question is, *What is the price of life?* The unit begins with activities to bring forward prior knowledge about rainforests and to introduce the Essential Question. The teacher describes the scope and sequence of the unit with an in-depth description of the final project to the students, which concludes with a puppet show performance. At this point, students have an opportunity to ask questions, and the teacher can check for understanding. The students review and revise a rubric that defines quality and scoring criteria with the teacher. Each student receives a copy. Because students are required to complete many tasks, the teacher builds a timeline and checklist tool to help with prioritizing and managing tasks. Each student then researches a particular animal from the rainforest, using books and online resources. The student collects information explaining the animal's place in the food chain, survival adaptations, place in the rainforest layers, and any other interesting facts. The student then builds a causal map with the *Seeing Reason Tool* that shows the animal's place in the ecosystem—and answers the prompt, *What depends on what in the rainforest?*

The student reviews two different printouts from the causal map portfolio and writes a short paper describing what would happen if the animal disappeared from the rain-forest. Each day wraps up with a short entry in a learning log. Before the final project, students take a short quiz that focuses on the interdependence of life. Students work in | A high school English teacher is developing a project-based study of *Romeo and Juliet*. He will focus on state reading standards related to character analysis and literary devices, along with other oral and written communication standards. The teacher designs project activities that integrate technology and address the Essential Question used throughout the course, *How does literature help us to better understand ourselves?* He plans several assessment strategies to ensure that students are given clear expectations and that he will be informed of student learning during the project. Students read and explore the themes in *Romeo and Juliet* and see how the themes apply to modern life and relationships. Students are assigned e-pals to discuss the differences between Shakespeare's time and their own and to share their impressions and reflections. A reading log, which is periodically handed in, structures e-mail communication with prompts that encourage analysis of characters and literary elements as the students read each act of the play. Students are introduced to the activity of a mock trial where they take on roles, such as prosecutor, witness, attorney, and jury, and are given the task of finding out who or what is guilty of murder. Through this trial, students demonstrate their analyses of character, plot, and universal themes. They are presented with a rubric that shows what will be scored during the performance. Students use the *Showing Evidence Tool* to prepare and present arguments for their day in court. They use their reading logs to provide "evidence" to support a case for who is guilty of murder. Using these arguments, students write a "jury statement" (an essay) discussing their findings and who they find guilty. The teacher uses an established English depart ment essay rubric |

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Elementary Example	Secondary Example
teams to create puppets and write a puppet show that shows each animal's place in the rainforest ecosystem and how its absence would change the ecosystem. During this team activity, students assess their progress and define next steps using a short report form. Student teams present their puppet shows to demonstrate learning. After the performances, the puppets are displayed on a classroom bulletin board depicting a rainforest ecosystem.	and grading system to assess students' analyses of the plot and characters in the jury statement essays. A final test is given on plot development, literary devices, and characters.

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Think about the assessment plan in the scenario you chose to read. With a partner, discuss the following questions:

1. How is higher-order thinking promoted while ensuring students meet the targeted standards?

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2. What methods of assessment are used to demonstrate student understanding?

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3. How are students informed about the project expectations?

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4. List the assessment methods and documents used to monitor progress and check for understanding:

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5. How did the assessment methods inform the teacher and encourage student self-management during independent and group work?

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6. What additional methods and tools could be added to monitor progress and final learning in the assessment plan for this project?

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Step 3: Identifying Assessments for Your Classroom

From your review of the tables on pages 4.03–4.10 (look for your "+" marks) and the assessments employed in the classroom scenarios, consider the types of assessment you think would be beneficial for your own students. Consider some new assessment methods that you have not implemented before. In the next activity, you use the *Showing Evidence Tool* to evaluate evidence to help you determine which assessment strategies you might want to include in your Assessment Plan.

Choose or modify one to three of the following strategies, or create your own. Clarify the specific use in the right column.

Assessment Strategy	**What It Would Look Like in My Classroom**
☐ Have students use journals or learning logs	
☐ Assess and build on students' prior knowledge	
☐ Use student self- and peer-assessments	
☐ Provide multiple opportunities for oral feedback while the students are building their knowledge	
☐ Include an end-of-unit, multiple-choice test that maps to the standards	
☐ Incorporate the use of rubric and final products to help assess student learning	
☐ Have students use checklists, outlines, and rough drafts to help them stay on track	
☐ Arrange group work to assess and provide feedback	
☐ Include student role playing or simulations to demonstrate understanding	
☐ Provide opportunity for students to analyze their quizzes and create a plan for addressing the gaps	
☐ Other: _____	
☐ Other: _____	
☐ Other: _____	

Activity 2: Using the Showing Evidence Tool to Analyze Assessment Plan Ideas

During this activity, you evaluate evidence to help you decide what assessment methods you may want to include in your Assessment Plan. You use the *Showing Evidence Tool*—an online tool for constructing well-reasoned arguments, debating differences, and facilitating discussions in the classroom—to help answer the question,

What should I include in my Assessment Plan?

To answer this question, you may work individually or with a colleague in the use of the *Showing Evidence Tool* to determine whether one or more of your assessment choices from the previous activity can be supported by evidence.

Review of the Showing Evidence Case

In its most basic form, the *Showing Evidence* case consists of two main parts—the Claims Workspace and the Evidence Bin. The Claims Workspace can contain one or more claims that a team is trying to prove (such as the statement(s) you selected in the previous activity). The Evidence Bin is where a team collects evidence that may support or oppose the claim(s). You can click, hold, and drag evidence to the claim, and attach the evidence to either the supporting (green) area or the opposing (red) area of the claim. As evidence becomes attached to a claim, the "pro" and "con" arguments begin to stack up—providing a visual indication as to whether the scales are tipping one way or another for or against a claim.
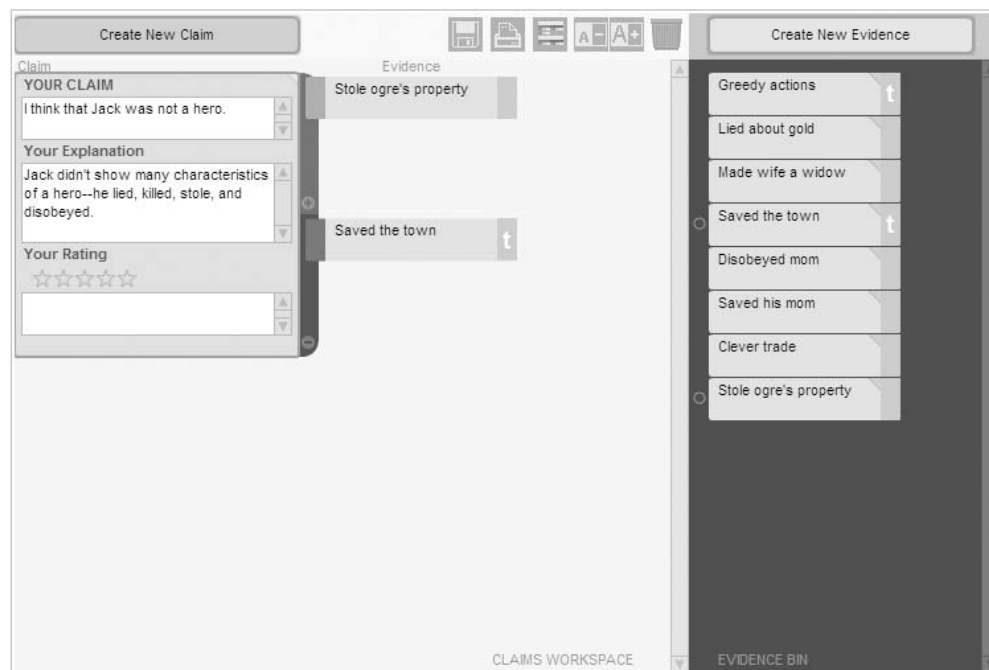
Step 1: Using the Showing Evidence Tool to Make a Case

The case you are about to open is pre-populated with pieces of evidence that can be used with a variety of claims. Select one or more of the assessment methods you identified in the previous activity as your claim(s) and use the evidence provided (and any additional evidence you choose to create) to support or oppose your claim. Identify concerns and questions you have about using the assessment method(s) you have chosen. Use research to help answer your concerns and questions. You can work individually or with a partner on this activity. Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Go to a *Showing Evidence* project set up for you to explore assessment methods for your unit: **www.intel.com/education/showingevidence**

2. Click **Student Log-In**.

3. Log on to the Student Workspace with the same student login that was used for the *Seeing Reason* "Thinking" project in Modules 1 through 3.

   Note: Your login information may be located on Overview page vi.

4. The student homepage will open. Under *Project Name*, click the project *Assessment Methods.*

5. Create a new claim. (See Teaching Tools, Showing Evidence Tool Skill 3.20.)

6. In the *Your Claim* area, type the claim you will try to support (from page 4.15). You can leave the other areas of the claim blank until after you review the evidence.

7. Use the *Your Explanation* area to provide specific examples of the type or method of assessment or how it would specifically look in your classroom. You can also add the questions or concerns you have about using that type of assessment—questions that need to be answered by research.

8. Repeat directions 5 through 7 if you have more than one claim.

9. As a whole class, consider one of the existing pieces of evidence for any of the claims, rate it, and attach it to a claim as either supporting or refuting evidence. (See Teaching Tools, Showing Evidence Tool Skills 3.24 and 3.25.)

   Note: A "t" on an evidence box means the piece of evidence is teacher-created. You cannot edit teacher-created evidence—only your own.

You can choose to work individually or in teams for this activity. This activity is designed to help you build your Assessment Plan. If you are working with another teacher on a unit, you should complete this activity as a team. However, even if you are not working on a unit with another teacher, you may still choose to partner with another teacher to discuss assessment methods that you are both interested in exploring.

Review the areas of the *Showing Evidence* case (Evidence Bin, Claims Workspace) and either your facilitator can demonstrate or you can use the *Help Guide* to assist you in:

- Creating a claim
- Opening and viewing existing evidence
- Viewing all existing evidence at once using the Show Report button
- Creating new evidence
- Attaching evidence to a claim
- Creating a comment
- Rating a claim and explaining reasoning

Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Tool Skill 3.20: Creating a claim
- Showing Evidence Tool Skill 3.24: Linking evidence to a claim
- Showing Evidence Tool Skill 3.25: Rating the strength of evidence linked to a claim

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10. Review the rest of the evidence. For pieces of evidence that are applicable to your claim, rate their quality and attach them to your claim.

    Note: Not all evidence will apply to your claim. Only use evidence that specifically supports or weakens your claim. An easy way to review all existing evidence is to use the Show Report feature. (See Teaching Tools, Showing Evidence Tool Skill 3.37.)

11. Use the Internet and any other resources you have to add additional research-based evidence or information on best practices. (See Teaching Tools, Showing Evidence Tool Skill 3.21.)

    Note: A starting point of Web resources for additional research is available. Open Assessment Research in the *Web Resources* folder on the Curriculum Resource CD. Additional resources on assessment are available in the *Assessment Creation Resources* folder on the Curriculum Resource CD and at:
    www.intel.com/education/assessingprojects

12. Add comments to some of the evidence so you can include your thoughts as you consider how the evidence relates to your claim. You may also use the Comments feature to note any questions about the validity of the evidence, provide specific details on how you see the evidence applying to your claim, or note your questions or reactions. (See Teaching Tools, Showing Evidence Tool Skill 3.31.)

13. To view all the details of your evidence in one place, use the Show Report feature. (See Teaching Tools, Showing Evidence Tool Skill 3.37.)

14. After reviewing all the evidence, analyze the strength of the evidence and determine whether the body of evidence supports or opposes the claim.

    a. Add more detail in the *Your Explanation* area to clarify the claim, if needed. Clarify the concerns you have about using a particular type of assessment.

    b. On the claim, enter a rating for how well you believe the claim is supported. (See Teaching Tools, Showing Evidence Tool Skill 3.29.)

    c. In the text box underneath the star rating, explain why you rated the claim the way you did. (See Teaching Tools, Showing Evidence Tool Skill 3.31.)

    d. At the bottom of the workspace, type a conclusion. Explain whether you believe the claim is supported, refuted, or undetermined—and why. The claim and evidence do not answer the question of the case by themselves; you must identify your answer and explain your reasoning in the conclusion. Include in your conclusion whether you will include the method (or methods) you identified in your claim in your Assessment Plan. (See Teaching Tools, Showing Evidence Tool Skill 3.30.)

Step 2: Reflecting on Your Thought Process

Discuss with the group the following questions to help you reflect on your experience with the tool:

- What kind of evidence was most convincing in its support of your claim?

- What did you learn from the evidence that opposed the claim? What valid points were raised?

- Did the Showing Evidence Tool help you (and your team member, if you worked with a colleague) discuss and evaluate your assessment ideas?

- What additional evidence did you add to the Evidence Bin?

- What did you conclude about the claim(s)?

- In what ways do you think the Showing Evidence Tool would be beneficial to students who are analyzing or developing an argument, hypothesis, experiment, or controversial issue?

Activity 3: Drafting an Outline for Your Assessment Plan

An assessment plan ensures a project stays focused on intended learning goals and should be developed along with project activities and tasks. Because project tasks allow for broader expression of individual learning, assessment strategies need to be open enough to accommodate a range of student work, yet focused on expected results.

An assessment plan outlines methods and tools that define clear expectations and standards for quality in products and performances. It also defines project monitoring checkpoints and methods to both inform the teacher and keep students on track. The plan should involve students in reviewing and managing their learning progress during the project. A plan will answer the following key questions:

- How will you know your students have met the learning goals?

- By what criteria will students be assessed?

- What methods of assessment will you use throughout the project to inform you and your students about the students' learning progress?

- What reporting and monitoring methods will you use to encourage student self-management and progress during independent and group work?

An assessment timeline is a simple way to show an assessment plan and check that a variety of assessment methods occur throughout the learning cycle. During this activity, you lay the groundwork for your assessment plan by drafting an assessment timeline.

The following page shows an example of a timeline that indicates how assessment can be embedded throughout a unit. Endless combinations of assessment methods can be woven into a unit plan.

Outline your initial ideas on the next page for an assessment timeline so that you can keep your ideas in mind as you plan your unit's activities.

Assessment Timeline Example

Before project work begins	Students work on projects and complete tasks	After project work is completed
▪ Set up scenario	▪ Plant log	▪ K-W-L chart
▪ T-chart	▪ Science journal	▪ Questioning
▪ K-W-L chart	▪ Teacher conference	▪ Collaborative Assessment – Newsletter
▪ Questioning	▪ Questioning	▪ Test
▪ Group Plan	▪ Newsletter checklist	▪ Self- evaluation and reflection
▪ Introduce and discuss rubric	▪ K-W-L chart	▪ Science Content Rubric
	▪ Anecdotal notes	
	▪ Peer feedback	

Note: For additional samples of assessment timelines and summaries, see examples starting on Appendix D.01.

If desired, you may type the answers directly into your Unit Plan in the timeline portion of the *Assessment Plan section*. You will finalize your Assessment Plan and create one or more assessments in Module 11.

1. Open your Unit Plan and review your higher-order thinking skills (your "Habits of Learning Taxonomy"), standards, and objectives. You also may want to review your project priorities on pages 2.20-2.22.

2. What types of assessment methods and resources are you considering to use at the beginning of the unit before project work begins?

3. What types of assessment methods and resources are you considering to use during the project?

4. What types of assessment methods and resources are you considering to use at the end of the unit?

5. From your ideas above, type your draft ideas for ongoing assessment in the timeline section of your Assessment Plan.

6. Save your Unit Plan.

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4.21

Extension Activity: Browsing Assessments

The following resources are available to you for self-study or as an optional extension in your course.

Complete Step 1 and/or Step 2 to view additional assessment samples to obtain ideas for various assessment types and content that would support your Assessment Plan.

Step 1: Viewing Assessments

Although you had an opportunity to view a few assessments in the Intel® Education Assessing Projects Web site earlier in this module, use this time to explore other assessment categories of interest.

1. Go to: **www.intel.com/education/assessingprojects**

2. Click **Assessment Strategies**.

3. Click any of the categories on the left: **Gauging Student Needs, Encouraging Self-Direction And Collaboration, Monitoring Progress, Checking Understanding**, or **Demonstrating Understanding**.

4. Click any of the linked assessment instruments in the table that describes various assessment methods.

5. Note any additional assessments or strategies that you may want to add to your Assessment Plan.

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Step 2: Viewing Assessments in the Assessing Projects Library

The *Assessing Projects* application contains a library of assessments that specifically focus on 21st century thinking skills. Browse the Assessment Library, noting the various categories, traits, and content of the assessments that would be helpful in the assessment you need to create for your unit. Use the *Help Guide* or view the online Tutorial (available on the *Try It* page) if you need assistance in completing any technology skills identified below.

1. Go to: **www.intel.com/education/assessingprojects**

2. Click **Try it**.

3. Click **Demo**.

4. Browse the categories of the Assessment Library. (See Teaching Tools, Assessing Projects Application Skill 4.3.)

5. Open and view assessments of interest. (See Teaching Tools, Assessing Projects Application Skill 4.4.)

6. Note the type of content or categories you want to include in your assessments.

> Refer to the following skills in the *Help Guide* for this section:
> - Assessing Projects Application Skill 4.3: Browsing the Assessment Library
> - Assessing Projects Application Skill 4.4: Viewing an assessment

Planning Student-Centered Assessment

Module 4 Summary

Review the central ideas in this module and the plans or materials you created to help improve student learning.

Module 4 Key Points:

- An assessment plan outlines methods and tools that define clear expectations and standards for quality in products and performances, as well as provides project monitoring checkpoints and methods. The plan should involve students in reviewing and managing their learning progress during the project.

- Assessment strategies, purposes, and tools can be organized into five categories:

  - Strategies for gauging student needs

  - Strategies for encouraging self-direction and collaboration

  - Strategies for monitoring progress

  - Strategies for checking for understanding and encouraging metacognition

  - Strategies for demonstrating understanding and skill

Accomplishments:

- Explored a variety of assessment strategies and scenarios

- Evaluated evidence to help determine which assessment methods I may want to include in my unit's Assessment Plan

- Created a draft Assessment Timeline for my unit

In the following modules, we build on these concepts as we discuss ways we can support and encourage higher-order thinking skills through the use of thinking tools.