Baker University
School of Professional and Graduate Studies
Continuing Education Syllabus

Syllabus Template for Intel Elements: Assessment in 21st Century Classrooms

Course Name: EDT 7889 Intel Elements: Assessment in 21st Century Classrooms
Dates: 7/10/2011 through 8/07/2011
08/29/2011 through 09/28/2011
Time: 5 online hours a week for 5 weeks
Credit Hours: 2 credit hours
Location: Online

Instructor: Tom Foster **Phone**: 785-296-3201
Title: Director Career, Standards & Assessment KSDE
Class Coordinator: Melinda Stanley **Phone:** 785-296-1204
Title: State Educational Technology Coordinator, KSDE **Email:** mstanley@ksde.org

Course Description: Using specific classroom scenarios, teachers take an in-depth look at assessment that meets the needs of 21st Century Learners. Throughout the course, teachers consider their own teaching practice as they examine assessment strategies that focus on higher order thinking skills, differentiated learning, and student-centered projects.. Planning and project design modules guide teachers through organizing the curriculum, the classroom, and students for successful 21st century projects. The assessment module demonstrates strategies for assessing students' 21st century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises.

Course Objectives: At the end of this course, teachers will be able to…
1. Apply new knowledge from pedagogy discussions
2. Develop an Action Plan for incorporating effective assessment strategies
3. Apply new skills in a classroom setting
4. Integrate technology effectively into other classroom activities

Textbook/Materials: Intel Teach's Project Based Approaches Manual

Content Outline:
Each workshop will follow: pedagogical discussions, think-pair-share activities, cooperative learning, researching, blogging, lesson planning, and reflection.

Module 1: 21st Century Learning
In this module, participants consider the 21st century skills students need to excel in a changing world. They will take an in-depth look at 21st century classroom and how the 21st century skills are assessed through the NETS*S.

Outcomes:
1. Introduce the elements of a 21st Century Classroom
2. Analyze the role that 21st century skills play in learning
3. Review assessment approaches that enhance achievement in a 21st Century Classroom

Lesson 1: 21st Century Classrooms

Lesson 2: 21st Century Skills in the classroom
Lesson 3: 21st Century Assessment Practices
Lesson 4: Module Review

Module 2: Assessment Strategies
Lean how assessment purposes define assessment practice and how different methods and instruments meet those purposes. Explore effective rubrics to assess 21st Century skills.

Outcomes:
1. Analyze how changing assessment practices meet 21st century demands
2. Compare and contrast multiple purposes, methods, and instruments for assessment

Lesson 1: Assessment Purposes
Lesson 2: Assessment Methods
Lesson 3: Focus on Rubrics
Lesson 4: The Assessing Projects Library
Lesson 5: Module Review

Module 3: Assessment Methods
Look at how assessment methods can be used for various assessment purposes as part of regular classroom activities. Learn how assessment methods can enhance teaching and learning.

Outcomes:
1. Determine how integrating assessment methods throughout the learning cycle engages students and enhances teaching and learning
2. Explore ways to make assessment part of the teaching and learning cycle in your own classroom.

Lesson 1: Assessment Strategies for Projects
Lesson 2: Assessment of 21st Century Skills
Lesson 3: Assessment Planning
Lesson 4: Grading Projects
Lesson 5: Module Review

Module 4: Assessment Development
Develop an Assessment Plan and create assessments to meet standards, 21st century skills, and objectives for a unit or project.

Outcomes:
1. Analyze how effective planning of assessment strategies help ensure students are learning the intended outcomes
2. Create an assessment plan that includes 21st century skills
3. Explore how and why different assessments are used before, during, and after a unit
4. Develop assessments to meet a planned unit's standards and objectives

Lesson 1: Important Learning Goals
Lesson 2: Assessment Plan
Lesson 3: Assessment Instruments
Lesson 4: Module Review

Module 5: Assessment in Action
Learn ways to schedule and track ongoing assessment that supports students as they transition to new assessment practices. Use assessment data to guide reflection, set goals, plan instruction, and provide input for grading purposes.

Outcomes:

1. Analyze assessment activities and data that can be managed by establishing routines, creating support resources, and determining a grading system.
2. Analyze how assessment data is used to guide reflection, set goals, plan instruction, and provide input for grading purposes.
3. Create resources to support peer and self-assessment
4. Schedule and integrate assessment into existing classroom activities
5. Create resources to help manage, track, and grade assessments

Lesson 1: Student Roles in Assessment
Lesson 2: Self-Assessment
Lesson 3: Assessment Management
Lesson 4: Use of Assessment Data
Lesson 5: Grading in a 21st Century Classroom
Lesson 6: Module Review

Evaluation:
Participants will attend required days. As a final project, each teacher's Assessment Plan will be graded with a rubric created by Intel. The portfolios will be assessed on the following areas: higher order thinking skills, integration of technology, student learning, plan implementation, and student assessment/evaluation. Each category will receive an "Excellent", "Fair", or "Poor" rating.

Using the rubric below, grades will be assigned as follows:

Letter Grade	Criteria
A	Action Plan scores "Excellent" in all categories
B	Action Plan scores "Excellent" to "Fair" in all categories
C	Action Plan scores "Fair" in all categories
D	Action Plan scores "Fair" to "Poor" in all categories
F	Action Plan scores "Poor" in all categories

	4	3	2	1

Technology Integration	The technology in my Action Plan deepens my students' understanding of important concepts, supports higher-order thinking skills, and develops their lifelong skills. The technology enhances student learning, increases productivity, and promotes creativity.	The technology in my Action Plan helps my students understand concepts and develop skills. The technology enhances student learning, increases productivity, or promotes creativity.	The technology in my Action Plan seems to be added without much thought to how it supports and deepens student skills and understanding.	The technology in my Action Plan seems to be added without much thought to how it supports and deepens student skills and understanding.
Technology	The technology in my Action Plan is age appropriate and meets the diverse needs of all my students.	The technology in my Action Plan is age appropriate and shows that I have considered the diverse needs of my students.	The technology in my Action Plan is not age appropriate at times and I have not adequately considered the diverse needs of my students.	My Action Plan could be taught more effectively without this current use of technology.
Technology Integration	The use of technology enhances my Action Plan by creatively supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology enhances my Action Plan by supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology in my Action Plan is limited to supporting students' research, publishing, collaboration, or communication skills.	My Action Plan does not take advantage of research, publishing, collaboration, or communication capabilities.
Technology	The technology used in my Action Plan is reasonable and feasible given the specific circumstances of my teaching situation.	The technology used in my Action Plan is reasonable although somewhat difficult given the specific circumstances of my teaching.	The technology used in my Action Plan takes a great deal of effort on my part.	Given the specific circumstances of my teaching situation, the technology used in my Action Plan is not feasible.
Technology	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 3 NETS * standards.	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 2 NETS * standards.	The action plan is somewhat aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 1 NETS * standard.	The action plan is not aligned to the 21st Century Skills and the NETS *T nor are the standards relevant to the final product.

Student Learning	The work my students complete in this unit is authentic, meaningful, and resembles the kinds of work people do in real life.	The work my students complete in this unit is meaningful and has elements that resemble the kinds of work people do in real life.	The work my students do in this unit has a few elements that resemble the kinds of work people do in real life.	The work my students complete in this unit does not resemble authentic work in a discipline in any way.
Student Learning	My Action Plan clearly addresses standards and requires thorough and deep understanding of important concepts, the proficient exercise of 21st century skills, original thinking, and connecting concepts within or across disciplines.	My Action Plan clearly addresses standards and requires deep understanding of concepts and the exercise of lifelong skills.	My Action Plan addresses some standards, but requires little understanding of concepts or the use of 21st century skills.	My targeted learning objectives are vague, unrelated to standards, and not clearly supported by the Essential and Unit Questions.
Student Learning	My targeted learning objectives are clearly defined, well articulated, derived from standards, and supported by the Curriculum-Framing Questions.	My targeted learning objectives are defined, derived from standards, and supported by the Essential and Unit Questions.	My targeted learning objectives are not clearly defined, but they relate to standards and are moderately supported by the Essential and Unit Questions.	My targeted learning objectives are vague, unrelated to standards, and not clearly supported by the Essential and Unit Questions.
Student Learning	My Action Plan requires students to thoroughly and deeply answer the Curriculum-Framing Questions in meaningful and insightful ways.	My Action Plan requires students to answer the Curriculum-Framing Questions in meaningful ways.	My Action Plan requires students to answer the Curriculum-Framing Questions in superficial ways.	My Action Plan does not require students to answer the Curriculum-Framing Questions.
Student Learning	My Action Plan takes diverse learners into consideration and provides well-defined and thoughtful accommodations.	My Action Plan provides some accommodations to support a diversity of learners.	My Action Plan supports some learning styles but does little to support any special needs.	My Action Plan does not provide any accommodations to support multiple learning

Student Learning	The action plan is aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 3 NETS * standards.	The action plan is aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 2 NETS * standards.	The action plan is somewhat aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 1 NETS * standard.	The action plan is not aligned to the 21st Century Skills and the NETS *S nor are the standards relevant to the final product.