**Elements: Assessment in the 21st Century**

Insert participant name here.

**Course Assessment** for

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| **Module 1: 21st Century Learning** | | | |
| **Action Plan Entries** | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** |
| M1, L1, A1  Roles in the 21st Century | My reflection addresses each of the bullet points with specific examples. | My reflection addresses most of the bullet points with specific examples. | My reflection minimally addresses the bullet points in vague language. |
| M1, L1, A3  Evolution of Assessment Practices | My reflection honestly appraises my current assessment practices, those that are effective and those I could improve, using several specific examples. I describe several changes I would like to make and why I believe these changes will improve student learning. | My reflection honestly appraises my current assessment practices, using specific examples, and I describe changes I would like to make. | My reflection is vague and shallow without specific examples. |
| M1, L2, A3 (optional)  21st Century Skill Selection | My response lists several units along with 21st Century Skills which could be practiced in the content as well as technology which could be used. | My response lists a few units with the 21st century skills that could be taught in the unit activities and the technology which could be used. | My response does not include 21st century skills and technology for the units I have listed. |
| M1, L3, A1  Role of Formative Assessment | My reflection gives specific examples of ways in which formative assessment could provide benefit for me as the teacher and the students as learners. | My reflection describes how formative assessment could benefit me and/or the students. | My reflection is composed of vague, shallow generalities. |
| M1, L4, A1  Module Summary | My reflection includes several realistic, specific short-and long-term goals to enhance my students’ learning through improved assessment. | My reflection includes some realistic, specific short-term and long-term goals | My reflection includes general, vague goals. |
| Participation | I participated fully I all Module 1 online or face-to-face discussions by asking good questions, contributing my own ideas and experiences, and responding thoughtfully to peers. | I participated in all Module 1 online or face-to-face discussions. | I seldom participated in Module 1 online or face-to-face discussions. |
| Timeliness | My Action Plan for Module 1 is completed early. | My Action Plan for Module 1 is turned in on time. | My Action Plan for Module 1 is turned in late. |
| Quizzes | I received 80-100% on Module 1 quiz. | I received 60-79% on Module 1 quiz. | I received below 60% on Module 1 quiz. |
| Overall Module 1 Assessment | Most Module 1 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 1 entries, participation, timeliness, and quizzes meet expectations. | Most Module 1 entries, participation, timeliness, and quizzes need modification. |

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| **Module 2: Assessment Strategies** | | | |
| **Action Plan Entries** | **Exceeds Expectations** | **Meets Expectations** | **Needs Modification** |
| M2, L3, A3  Rubric Development | My entry describes my current use of rubrics in concrete detail and includes specific ways I might use them in the future to improve my students' learning. | My entry describes my current use of rubrics and includes specific ways I might use them in the future to improve my students' learning. | My entry describes my current and future use of rubrics in vague, general terms. |
| M2, L4, A2  Assessing Projects Application | I thoroughly describe how and when I will use each type of rubric and the modifications I need to make so it will be effective. | I describe how and when I will use each type of rubric. | I provide minimal description of how I will use each type of rubric. |
| M2, L5, A1  Module Summary | My reflection describes specific new learning and/or changing perceptions with a detailed discussion of the impact of this learning on my teaching. | My reflection describes specific new learning and/or changing perceptions. | My reflection is composed of vague, shallow generalities |
| Participation | I participated fully I all Module 2 online or face-to-face discussions by asking good questions, contributing my own ideas and experiences, and responding thoughtfully to peers. | I participated in all Module 2 online or face-to-face discussions. | I seldom participated in Module 2 online or face-to-face discussions. |
| Timeliness | My Action Plan for Module 2 is completed early. | My Action Plan for Module 2 is turned in on time. | My Action Plan for Module 2 is turned in late. |
| Quizzes | I received 80-100% on Module 2 quiz. | I received 60-79% on Module 2 quiz. | I received below 60% on Module 2 quiz. |
| Overall Module 2 Assessment | Most Module 2 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 2 entries, participation, timeliness, and quizzes meet expectations. | Most Module 2 entries, participation, timeliness, and quizzes need modification. |

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| **Module 3: Assessment Methods** | | | |
| **Action Plan Entries** | **Exceeds Expectations** | **Meets Expectations** | **Needs Modification** |
| M3, L1, A2  Instructional Activities as Assessment | My Action Plan thoroughly describes specific ways to integrate several types of assessment as a part of classroom activities. | My Action Plan describes specific ways to integrate different types of assessment as a part of classroom activities. | My Action Plan describes integration of different types of assessment very briefly and in vague, general terms. |
| M3, L3, A3  Example Conferences | My Action Plan thoroughly describes specific ways to integrate several types of assessment as a part of classroom activities. | My Action Plan describes specific ways to integrate different types of assessment as a part of classroom activities. | My Action Plan describes integration of different types of assessment very briefly and in vague, general terms. |
| M3, L5, A1 (optional)  Overview of Assessment Instruments | My Action Plan explains in detail when and how I might use a variety of assessment instruments from the *Assessing Projects* application or the table in the course. | My Action Plan explains when and how I might use a few assessment instruments from the *Assessing Projects* application or the table in the course. | My Action Plan briefly describes how I might use assessment instruments from the *Assessing Projects* application or the table in the course. |
| M3, L6, A1  Module Summary | My reflection describes specific new learning and/or changing perceptions with a detailed discussion of the impact of this learning on my teaching. | My reflection describes specific new learning and/or changing perceptions. | My reflection is composed of vague, shallow generalities |
| Participation | I participated fully I all Module 3 online or face-to-face discussions by asking good questions, contributing my own ideas and experiences, and responding thoughtfully to peers. | I participated in all Module 3 online or face-to-face discussions. | I seldom participated in Module 3 online or face-to-face discussions. |
| Timeliness | My Action Plan for Module 3 is completed early. | My Action Plan for Module 3 is turned in on time. | My Action Plan for Module 3 is turned in late. |
| Quizzes | I received 80-100% on Module 3 quiz. | I received 60-79% on Module 3 quiz. | I received below 60% on Module 3 quiz. |
| Overall Module 3 Assessment | Most Module 3 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 3 entries, participation, timeliness, and quizzes meet expectations. | Most Module 3 entries, participation, timeliness, and quizzes need modification. |

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| **Module 4: Assessment Development** | | | |
| **Action Plan Entries** | **Exceeds Expectations** | **Meets Expectations** | **Needs Modification** |
| M4, L1, A2  21st Century Skills Objectives | I identify a number of standards appropriate for the length of my unit, and I have developed observable and measurable objectives for all targeted standards that address content learning and targeted 21st century skills. | I identify standards appropriate for the length of my unit and have developed objectives for the standards that address content learning and 21st century skills. | My standards and objectives are generic and vague and either too numerous or too few for the length of my unit. |
| M4, L2, A2  Effective Assessment Timelines | My Assessment Timeline lists assessments for each purpose, has peer and self-assessment, and includes a variety of assessment methods throughout the project or unit. | My Assessment Timeline lists assessments for each purpose and includes different assessment methods throughout the project or unit. | My Assessment Timeline lists assessment for just a few purposes and includes just one or two methods. |
| M4, L2, A3 (optional)  Assessment Methods and Purposes | My Action Plan lists all the assessments from my Assessment Timeline and thoroughly describes how and when they will be used and how the data will be used to improve student learning. | My Action Plan lists most of the assessments from my Assessment Timeline and thoroughly describes how and when they will be used. | My Action Plan lists just a few assessments and vaguely describes how they will be used. |
| M4, L3, A3  Rubric and Checklist adaptation | My Action Plan contains a description of modifications or adaptations I have made to an assessment and how I will use it in my classroom. | Modifications and/or adaptations are not clearly described. The title or link to the original assessment is not provided. |  |
| M4, L4, A1  Module Summary | My reflection describes specific new learning and/or changing perceptions with a detailed discussion of the impact of this learning on my teaching. | My reflection describes specific new learning and/or changing perceptions. | My reflection is composed of vague, shallow generalities. |
| Participation | I participated fully I all Module 4 online or face-to-face discussions by asking good questions, contributing my own ideas and experiences, and responding thoughtfully to peers. | I participated in all Module 4 online or face-to-face discussions. | I seldom participated in Module 4 online or face-to-face discussions. |
| Timeliness | My Action Plan for Module 4 is completed early. | My Action Plan for Module 4 is turned in on time. | My Action Plan for Module 4 is turned in late. |
| Quizzes | I received 80-100% on Module 4 quiz. | I received 60-79% on Module 4 quiz. | I received below 60% on Module 4 quiz. |
| Overall Module 4 Assessment | Most Module 4 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 4 entries, participation, timeliness, and quizzes meet expectations. | Most Module 4 entries, participation, timeliness, and quizzes need modification. |

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| **Module 5: Assessment In Action** | | | |
| **Action Plan Entries** | **Exceeds Expectations** | **Meets Expectations** | **Needs Modification** |
| M5, L1, A1 (optional)  Increased Student Responsibility | I describe realistic challenges to successful peer assessment and pose thoughtful responses with specific strategies to help students become proficient at peer assessment. | I describe challenges to successful peer assessment and pose thoughtful responses. | I briefly describe challenges to successful peer assessment and pose superficial responses. |
| M5, L1, A2  Peer Feedback | I have developed a resource customized for my unit that supports or scaffolds peer assessment while building independence, and I thoroughly describe the resource and how I will use it. | I have developed a resource that supports or scaffolds peer assessment.  My Action Plan describes the resource and how I will use it. | I have described a generic resource and how I would use it in vague terms. |
| M5, L2, A2 (optional)  Supporting Metacognition | My Action Plan describes an assessment to support student self-assessment and metacognition and thoroughly explains how I will use it in a specific unit. | My Action Plan describes an assessment to support student self-assessment and metacognition and explains how I will use it. | My Action Plan identifies an assessment to support student self-assessment and metacognition and briefly explains how I will use it. |
| M5, L3, A1  Assessment Management Strategies | My Action Plan describes in detail how I will organize and track student assessment data and how I will help students organize their assessment data. | My Action Plan describes how I will organize and track student assessment data and how I will help students organize their assessment data. | My Action Plan briefly mentions how I will organize and track student assessment data and how I will help students organize their assessment data. |
| M5, L3, A2 (optional)  Assessment Routines | My Action Plan lists several assessment routines I would like to incorporate into my practice and what technology could support these routines. | My Action Plan lists a few assessment routines I would like to incorporate into my practice and what technology could support these routines. | My Action Plan lists just one assessment routine and technology that could support it. |
| M5, L4, A2  Reflection and Goal setting | I thoroughly describe a variety of specific ways that I will help students to use their assessment information for different purposes, as well as how I will use assessment data to improve teaching and learning. | I describe ways I will help students use their assessment information and how I will use assessment data to improve teaching and learning. | I vaguely describe how my students and I will use assessment data. |
| M5, L5, A2 (optional)  Grading systems | My Action Plan thoroughly describes the strategies I will use to assign grades to student work and processes with examples from specific units or projects. | My Action Plan describes specific strategies I will use to assign grades to student work and processes | My Action Plan uses vague, generic language to describe how I will assign grades to student work and processes. |
| M5, L6, A1  Module Summary | My reflection describes specific new learning and/or changing perceptions with a detailed discussion of the impact of this learning on my teaching. | My reflection describes specific new learning and/or changing perceptions. | My reflection is composed of vague, shallow generalities |
| Participation | I participated fully I all Module 5 online or face-to-face discussions by asking good questions, contributing my own ideas and experiences, and responding thoughtfully to peers. | I participated in all Module 5 online or face-to-face discussions. | I seldom participated in Module 5 online or face-to-face discussions. |
| Timeliness | My Action Plan for Module 5 is completed early. | My Action Plan for Module 5 is turned in on time. | My Action Plan for Module 5 is turned in late. |
| Quizzes | I received 80-100% on Module 5 quiz. | I received 60-79% on Module 5 quiz. | I received below 60% on Module 5 quiz. |
| Overall Module 5 Assessment | Most Module 5 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 5 entries, participation, timeliness, and quizzes meet expectations. | Most Module 5 entries, participation, timeliness, and quizzes need modification. |

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| **Course Wrap-Up** | | | |
| **Action Plan Entries** | **Exceeds Expectations** | **Meets Expectations** | **Needs Modification** |
| Course Wrap-Up | My reflection discusses the progress I have made toward the goals I set with specific examples of insights, obstacles, and growth. My new goals and goals for my students for assessment are discussed in detail. | My reflection discusses the progress I have made toward the goals I set in M1, L4, A1. My new goals and goals for my students for assessment are discussed. | My reflection discusses the progress I have made toward the goals I set in generic, vague language and briefly describes ne goals for myself and my students. |
| Overall Module 1 Assessment | Most Module 1 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 1 entries, participation, timeliness, and quizzes meet expectations. | Most Module 1 entries, participation, timeliness, and quizzes need modification. |
| Overall Module 2 Assessment | Most Module 2 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 2 entries, participation, timeliness, and quizzes meet expectations. | Most Module 2 entries, participation, timeliness, and quizzes need modification. |
| Overall Module 3 Assessment | Most Module 3 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 3 entries, participation, timeliness, and quizzes meet expectations. | Most Module 3 entries, participation, timeliness, and quizzes need modification. |
| Overall Module 4 Assessment | Most Module 4 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 4 entries, participation, timeliness, and quizzes meet expectations. | Most Module 4 entries, participation, timeliness, and quizzes need modification. |
| Overall Module 5 Assessment | Most Module 5 entries, participation, timeliness, and quizzes exceed expectations. | Most Module 5 entries, participation, timeliness, and quizzes meet expectations. | Most Module 5 entries, participation, timeliness, and quizzes need modification. |
| Overall Action Plan Assessment | Most Action Plan overall module assessments exceed expectations. | Most Action Plan overall module assessments meet expectations. | Most Action Plan overall module assessments need modification. |