

**Intel® Teach Elements:
Assessment in 21st Century Classrooms**

Action Plan: _____

Instructions: Ctrl+click (or Command+click on the Mac* or click for Microsoft Word 2007*) any of the activity names in the Contents to go directly to that section. Type your personalized Action Plan details in the sections indicated.

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Module 1: 21st Century Learning

Lesson 1: 21st Century Classrooms

Activity 1: Roles in the 21st Century

Estimated Time: 15 minutes

In what ways do you consider yourself a 21st century teacher? Describe how you:

- Collaborate with other teachers
- Use technology in your classroom
- Act as a facilitator of your students' learning
- Use multiple forms of assessment for content and 21st century skill development

I collaborate with other teachers through team meetings, webtop, email, blogs, instant messaging, via cell phone, texting, and through social networks.

I use technology to communicate with my parents and students through email and webpages. I have a class webpage for each subject. I also use online review games I have created. I utilize whiteboards, mobis, responders, buzzer systems, and Office programs. I use the Internet frequently.

I act as a facilitator through the use of online review games and surveys. I promote the use of teams and peer teaching. I incorporate the constructivist theory into my pedagogy.

Forms of assessment used in my classroom: Online surveys and review games and quizzes, bell-ringers, journaling, paper tests, spot checks on team work and notebooks. I also use entrance and exit passes to my room. I ask students questions on my door before they enter and discuss the answers. I also ask students to write down what they learned today on a sticky note and post it on the door on their way out.

Module 1: 21st Century Learning

Lesson 1: 21st Century Classrooms

Activity 3: Evolution of Assessment Practices

Estimated Time: 15 minutes

In the chart, record your current assessment practices and how you would like to change your assessment practices.

Current Assessment Practices	Changes to Assessment Practices
Online quizzes and review games	Update my quizzes and review games and find new online resources to utilize.
Paper and pencil tests	Record questions on CD for the students to utilize during the paper and pencil test.
Use rubrics	Have students help create rubrics in order for them to take ownership of their grades.

Module 1: 21st Century Learning

Lesson 2: 21st Century Skills in the Classroom

Activity 3: 21st Century Skill Selection (Optional)

Estimated Time: 20 minutes

1. Consider the units you teach.
2. List units where you explicitly teach, or would like to teach, 21st century skills.
3. For those units, list the technologies you use or would like to use.

Unit	21st Century Skills	Technology
Keyboarding Fundamentals	Students learn how to type letters and create resumes. Information and Communication Skills Personal and Workplace Skills Information Literacy	Templates, Online resources, computer, whiteboard and projector.
Foods Unit	Students research and create menus that focus on nutritious recipes to serve to other students during the after school nutrition nights. Personal and Workplace Skills	Internet, Publisher
School to Work Unit	Students research different career clusters and utilize the Internet to view videos of individuals that currently hold careers they are interested in pursuing. Students attend a school career fair and ask pertinent questions to professionals. Information and Communication Skills Personal and	WV career site, Internet, Use online journaling to focus on information collected.

	Workplace Skills Information Litereacy	
Character Education Unit	Students develop books utilizing PowerPoint which focus on “why” character education is important. Then these students publish their book online and hardcopies are bound and presented to elementary students. Thinking and Reasoning Skills Creativity and Innovation	Internet sand PowerPoint
Careers Unit	Students utilize the CFWV.com website to research careers, colleges and universities, and scholarships. Students keep online portfolios of their school work, activities, hobbies, goals, etc. Information and Communication Skills Personal and Workplace Skills Thinking and Reasoning Skills Initiative and Self Direction	CFWV.com
Etiquette and Manners Unit	Students utilize online websites outlining etiquette to review etiquette guidelines. My class webpage also has links to review games dealing with etiquette. Students also create podcasts on acceptable social	www.quia.com/pages/lkerns/lifebasics8th Audacity and Windows Movie Maker

	<p>and school behaviors</p> <p>Information and Communication Skills</p> <p>Thinking and Reasoning Skills</p> <p>Social and Cross-Cultural Skills</p>	
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Module 1: 21st Century Learning

Lesson 3: 21st Century Assessment Practices

Activity 1: The Role of Formative Assessment

Estimated Time: 10 minutes

How does formative assessment benefit your classroom? What kinds of changes would you need to make in your assessment practices to include more formative assessment?

It allows me to analyze my test questions to see what areas students are understanding or need more focus. It provides students, teachers, and parents with continuing evidence of student progress.

Formative assessments occurs throughout learning to diagnose student needs, plan instruction, and provide students with feedback they can use to improve the quality of their work.

Formative assessment benefits:

- Learner-centered;
- Promote effective teaching strategies;
- Ongoing support for student growth
- Helps answer the questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?"

I would like to promote more parental involvement in the assessment process. I have created class webpages which include a calendar of events, reviews, practice tests and quizzes. I plan to include surveys for parents and students to complete to assist me in evaluating my assessment process.

Module 1: 21st Century Learning

Lesson 4: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Based on your understanding of assessment, what assessment goals would you like to set for yourself during this course, month, or school year? Write your goals. Some examples include:

- Choose 21st century skills to focus on during a particular unit or project
- Use formative assessment strategies in my classroom
- Add 21st century skills to my rubrics
- Use additional assessment instruments to assess
- Have students assess themselves and their peers
- Distribute rubrics before and during the project
- Use journals and/or observations to assess

My assessment goals:

Choose 21st century skills to focus on in each unit I teach.

Use more rubrics that focus on 21st century skills

Use peer assessment

Use more online journaling

Conduct more informal assessments

Students will utilize class webpage for reviews, quizzes, and calendar assignments.

Module 2: Assessment Strategies

Lesson 3: Focus on Rubrics

Activity 3: Rubric Development

Estimated Time: 10 minutes

Reflect on your current use of rubrics in your classroom.

How might you use rubrics in new or different ways to improve your students' learning?

Have students discuss how they want to be graded in order for them to take ownership of their grades.

Module 2: Assessment Strategies

Lesson 4: The Assessing Projects Library

Activity 2: Assessing Projects Application

Estimated Time: 20 minutes

Explore the rubrics shown in the table or in the *Assessing Projects* library. Select and save at least one product or performance rubric and at least one 21st Century skill rubric to your Course Folder or to your Personal Library if using *Assessing Projects*. Describe how and when you would use each assessment.

Product or Performance Rubric name:

Collaborative Work Skills: Character Chest Rubric

How I will use the rubric:

Students will be given the rubric before the project and will also help create the rubric. It will be used to introduce the lesson as well as assess it. Students will use the rubric to complete their *Character Chest*.

21st Century Skill Rubric:

21ST Century Skills Communication Rubric

How I will use the rubric:

I will use the rubric to ensure that I am promoting 21st Century Skills in my classroom.

Module 2: Assessment Strategies

Lesson 5: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Reflect on your learning in this module.

It helped me take a long look at what type of assessments I use and how I can improve on those assessments while integrating 21st century skills. Also, I need to focus more on implementing 21st century skills into my units. I have also found several exception rubric sites to utilize.

Module 3: Assessment Methods

Lesson 1: Assessment and Instruction

Activity 2: Instructional Activities as Assessment

Estimated Time: 20 minutes

Describe how you might integrate assessment methods as part of classroom activities.

- Graphic Organizers

I use the Frayer Model to introduce vocabulary. I can assess if they are grasping the vocabulary for the unit.

- Journals and Learning Logs

Each day I have my students' journal on what they learned. I also use journaling for my bell ringers which are usually situational questions they have to answer.

- Discussions

I have them work in teams and break them up as a recorder, spokesperson, and team members. I ask them report on what we were discussing or ask them to define vocabulary. I also utilize PowerPoints as an outline to my discussions. I use the note view with my whiteboard to save notes for my students.

- Products and Performances

I utilize Quia online review games and quizzes. I plan on allowing my students to be more involved in creating the rubrics which will guide them through the creation of their products while allowing them to choose how well they perform. I am also going to integrate 21st Century Skills into the rubrics.

Module 3: Assessment Methods

Lesson 3: Classroom Conferences

Activity 3: Example Conferences

Estimated Time: 20 minutes

Describe how you might include each assessment method in your classroom.

- Observation

I spot check student teams at work. I also check keyboarding techniques and proper posture.

- Peer Assessment

I ask students to look at pictures students have drawn using the Frayer Model to see if they can identify the vocabulary word. I also will have students utilize the Career Cluster Rubric to evaluate other groups.

- Self-Assessment

I ask students to use rubrics which they help to create to grade their own work before I assess the.

- Student-Teacher Conferences

At my school, we have a mentor-mentee program where we meet with are assigned student at least once a week. We discuss successes and problems they have faced that week. I also email all of my students and their parent's to remind them of any scheduled student-teacher conferences.

Module 3: Assessment Methods

Lesson 5: Assessment Instruments

Activity 1: Overview of Assessment Instruments (Optional)

Estimated Time: 30 minutes

Explore the assessment instruments (rubrics and checklists) shown in the table or in the *Assessing Projects* library. Select and save any that you would like to use or adapt for your classroom. Note how and when you might use the assessments.

Assessment Instrument	When and How I Will Use
Character Chest Rubric	During the Character Chest project I will have the students take ownership of the project by adding components to the rubric. I will also have the use the rubric to peer assess other groups.
Project Plan Checklist	I will utilize this checklist and a 21 st Century Skills component.
Collaboration Checklist –Student Evaluation Checklist	I'll have students use this periodically during group projects to assess how well they're collaborating. I will use this information to address successes and issues.

Module 3: Assessment Methods

Lesson 6: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Reflect on how implementing what you have learned in this module might change your classroom.

I would like to implement more student created rubrics for my projects. Again, I need to focus more on implementing 21st century skills into my rubrics. I also need to find more ways for utilizing peer assessment.

Module 4: Assessment Development

Lesson 1: Important Learning Goals

Activity 2: 21st Century Skills Objectives

Estimated Time: 20 minutes

In this module, focus on a single project as you complete each Your Turn activity. Note that the planning steps build on each other.

Choose standards and write objectives for your unit. Remember to write objectives that tie to targeted standards, are measurable, and incorporate 21st century skills.

Unit/Project: Character Chest Career Unit

Targeted Standards	Objectives
21st Century Learning Skills Standard 1: Information and Communication Skills Student models ethical behavior relating to security, privacy, computer etiquette, passwords, and personal information, copyright by citing sources.	21C.O.5-8.1.LS2 Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips). 21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.
8th Grade Computer Skills 21st Century Technology Tools Standard 1: Information and Communication Skills The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia	21C.O.5-8.1.TT1 Student connects peripheral devices (e.g., scanners, digital cameras, video projectors, USB drives, printers, media storage devices) to computers and uses them efficiently and effectively. Student accesses server and/or network resources (e.g., file folders/software programs, bookmarked sites). 21C.O.5-8.1.TT2 Student increases keyboarding facility and uses mouse and keyboard shortcut techniques and identified assistive technology to improve speed and accuracy. 21C.O.5-8.1.TT3 Student recognizes different file format extensions (e.g., .doc, .xls, .ppt, .rft, .pdf, .jpeg, .gif, .mpg, .wav, .mp3) and

format.	<p>can import the different formats into documents, presentations, spreadsheets and databases.</p> <p>21C.O.5-8.1.TT4</p> <p>Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.</p> <p>21C.O.5-8.1.TT7</p> <p>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</p>
<p>Standard 3: Personal and Workplace Skills</p> <p>The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</p>	<p>21C.O.5-8.3.TT5</p> <p>Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.</p> <p>21C.O.5-8.3.TT6</p> <p>Student applies productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.</p> <p>21C.O.5-8.3.TT7</p> <p>Student develops an understanding of the need to protect his/her identity online, in e-mail, and or websites, limits the distribution of personal information and pictures, and evaluates the authenticity of e-mail that solicit personal information. Student identifies the methodologies that individuals and businesses can employ to protect the integrity of technology systems.</p>

Module 4: Assessment Development

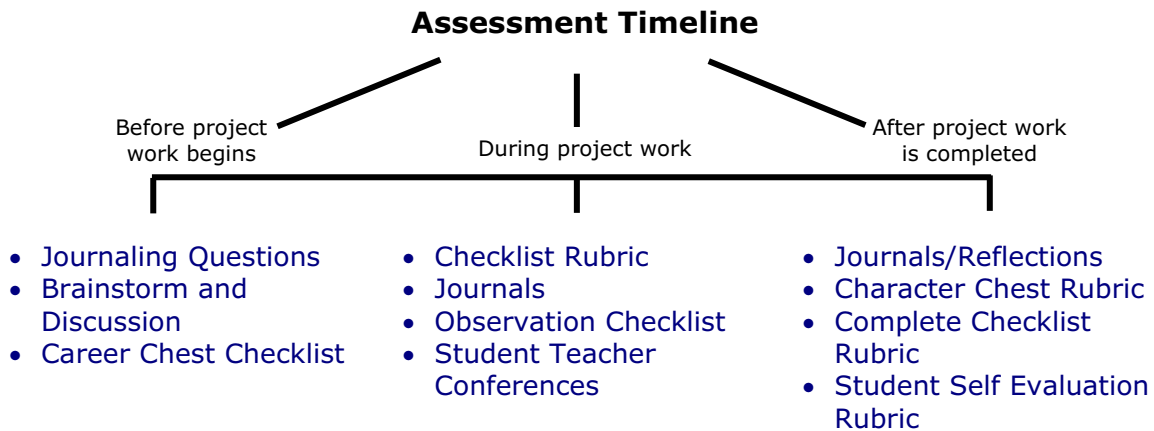
Lesson 2: Assessment Plan

Activity 2: Effective Assessment Timelines

Estimated Time: 20 minutes

Create an Assessment Timeline for your project. Remember to plan assessments throughout the project that meet all five purposes:

- Gauging Student Needs
- Encouraging Collaboration and Self-Direction
- Monitoring Progress
- Checking Understanding and Encouraging Metacognition
- Demonstrating Understanding



Module 4: Assessment Development

Lesson 2: Assessment Plan

Activity 3: Assessment Methods and Purposes (Optional)

Estimated Time: 20 minutes

To complete your Assessment Plan for your unit, develop a table of assessment strategies that aligns to the Assessment Timeline you created in [Activity 2](#).

As you think through the purpose and process for each assessment, you may need to modify your Assessment Timeline to best meet each of your goals and objectives.

You may want to review the **Guiding Questions** document in the **Module 4** section of the **Resources** tab to help you write your Assessment Plan.

Table of Assessment Strategies

Assessment	Process and Purpose of Assessment
Character Chest PowerPoint	I introduced the assessment criteria by using the Character Chest PowerPoint. The PowerPoint meets the goal of outlining the workplace skills and six pillars of character education. It also outlined the checklist students will use to ensure the character chests were complete. assessments.
Journal Questions	At the beginning of the project, my students use journal questions to set goals for their project. During the project, journaling encourages my students to develop

	metacognitive skills by helping them sort what they know from what they don't know. At the end of the projects students will reflect on how they are using 21 st Century Skills.
Brainstorm and Discussion	I use brainstorming and discussion to initiate ideas of how to be more creative with each part of the project. How can each student make a personal connection to each slide?
Student Self Evaluation Rubric	My students use the rubric to ensure they have met the project guidelines and expectations and to help them produce high-quality, creative work. Peers use the rubric to provide feedback to their classmates.
Student/Teacher Conferences	I schedule meetings with groups and individuals to probe for content understanding so I can identify misconceptions and gaps to address in instruction. I address any questions students may have and monitor their progress on the project. I'll meet with student groups to check on their progress and with individual students to encourage metacognition.
Creativity Checklist	My students use the checklist during individual work to think about how they are using creativity skills such as elaboration, adding sound, animation, transitions, and graphics.
Observation Checklist	I use this checklist to ensure students are utilizing their time and resources effectively and efficiently.
Completed Character Chest Checklist Rubric	I have the students utilize this final checklist to ensure they have met all the requirements of the project.

Module 4: Assessment Development

Lesson 3: Assessment Instruments

Activity 3: Rubric and Checklist Adaptation
Estimated Time: 30 minutes

1. Adapt a rubric or checklist that you selected in *Module 2, Lesson 4, Activity 2* or [Module 3, Lesson 5, Activity 1](#). Use *Assessing Projects* to adapt an assessment in your personal library, or modify an assessment in your Course Folder using a word processor.
2. Describe how you adapted the assessment and how you will use it in your classroom.

I adapted a Multimedia Presentation Rubric by adding an oral presentation section to the PowerPoint Presentation Rubric.

Module 4: Assessment Development

Lesson 4: Module Review

Activity 1: Modules Summary

Estimated Time: 10 minutes

Reflect on your learning from Module 4 and record your reflections.

Rubrics can improve student performance, as well as monitor it, by making teachers' expectations clear. Rubrics show students how to meet these expectations. Allowing my students to take part in the development of rubrics will allow them to take ownership of their work. They will become more thoughtful judges of their work and the work of their peers.

Module 5: Assessment in Action

Lesson 1: Student Roles in Assessment

Activity 1: Increased Student Responsibility (Optional)

Estimated Time: 15 minutes

Considering your students and their experiences with peer assessment, what concerns do you have about transitioning them to be successful assessors? List your concerns and brainstorm solutions.

Concerns	Solutions
Student Understanding	Give examples of student created rubrics
Student Personality conflicts	Make sure don't know whose paper they are grading by using a number system instead of names.

Module 5: Assessment in Action

Lesson 1: Student Roles in Assessment

Activity 2: Peer Feedback

Estimated Time: 30 minutes

1. Review the **Tips for Student Feedback** document.
2. Create a resource to support or scaffold peer assessment, such as a checklist, presentation, tips sheet, dialog for modeling, and so on. You may modify any of the resources you viewed in this activity for use in your own classroom. Consider

using collaboration and self-direction resources from the *Assessing Projects* library as well.

3. Describe how you will use the support material.

I have created a checklist (*Power Pointers Checklist for Improving Your Presentation*) and a Tip sheet (*Power Pointers for Adding Creativity to Your Presentation*). Students will be required to turn in the checklist with their comments for my review. I plan to have students use the checklist for peer assessment. I also will give them a tip sheet on how to effectively assess their peers.

Module 5: Assessment in Action

Lesson 2: Self-Assessment

Activity 2: Supporting Metacognition (Optional)

Estimated Time: 30 minutes

1. Review the **Metacognition** document.
2. Consider the resources you could use to support self-assessment and metacognition in your classroom. Identify an assessment instrument you have already created, modify any of the samples you have viewed, or use the *Assessing Projects* application to create one.
3. Describe how you will use the support material.

I created Reflection Rubric to be used during the journaling process as well as Creativity Checklist to be utilized during the creation of their All About Me PowerPoints. I will begin by modeling how they are to implement the use of the rubric and checklist.

My goal is for my students to become more creative and reflective learners and allow them to utilize their findings to improve their learning process. It will also allow me to have an additional summative assessment.

Module 5: Assessment in Action

Lesson 3: Assessment Management

Activity 1: Assessment Management Strategies

Estimated Time: 15 minutes

1. Describe how you will organize and track student assessment data.

I will create a spreadsheet which will be kept on their network folders. I will periodically update their assessments through the use of checklists, rubrics, and conferences. Students will be able to access their assessments and comment on feedback.

2. Describe how you will help your students organize their assessment data.

I will create a workbook for each student that summarizes all the data I collect on each student. Students will be able to access a class blog to comment on their assessments.

Module 5: Assessment in Action

Lesson 3: Assessment Management

Activity 2: Assessment Routines (Optional)

Estimated Time: 15 minutes

What assessment activities do you want to routinely occur in your classroom? What technology do you think could help support those activities?

Routine Assessment Activities	Technology
Online quizzes	Quia
Online review games	Quia
Review games	e-Instruction clicker system
Review game	Buzzer system
Journaling	Word and PowerPoint. Students will journal on their experiences through the use of Word and PowerPoint. The journal entries will be prompted by questions created by using PowerPoint and presented through a bell ringer. The journals will be kept in their network folders.
Checklist	Spreadsheet and Class Blog
Online Surveys and Polls	Quia.com will be used for both parents and students to utilize to comment on on the unit and its assessments.

Module 5: Assessment in Action

Lesson 4: Use of Assessment Data

Activity 2: Reflection and Goal Setting

Estimated Time: 15 minutes

Review your ideas for tracking and organizing student assessment data from [Module 5, Lesson 3, Activity 1](#). How will you and your students use the information from the assessment data?

1. Consider how students can use the assessment information to:

- Reflect on their learning
- Modify their goals or actions
- Revise their work
- Build on their 21st century skills, and so on

Describe what you will have your students do with the assessment data they collect and organize.

I will have them update their checklists and rubrics in their network folders. I will also have them post it to our class blog.

2. Determine how you will use the assessment data to:

- Modify instruction
- Determine proficiency
- Plan future units, and so on

Plan how you will use student assessment data that you organize and track.

Taking advantage of more than one or two assessment methods increases my ability to fully understand the range of student knowledge and skills. The more information I have about my students, the clearer the picture I have about achievement or where gaps may occur. I will survey the students and parents on the different assessments used in this unit to identify the most effective assessment components and modify the unit as needed.

Module 5: Assessment in Action

Lesson 5: Grading in a 21st Century Classroom

Activity 2: Grading Systems (Optional)

Estimated Time: 10 minutes

What strategies will you use to assign grades to student work and processes?

I will use the rubrics, checklists, and peer reviews to assess student work. I will also assess the use of the class blog by utilizing a rubric for the class blog. Online reviews and quizzes will be administered through Quia.com to examine important objectives not covered by their final project. Their final assessments will be the Oral Presentation Rubric and the Multimedia Presentation Rubric.

Module 5: Assessment in Action

Lesson 6: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Reflect on the learning from this module.

One of my professional goals for this year was to implement more summative assessment and peer assessment into my curriculum. It is essential to have students take ownership of their own learning process. The completion of this module has given me more ideas for informal assessment and how to compile all of my assessments together.

Course Wrap-Up

Summary

Activity 1: Course Reflection

Estimated Time: 20 minutes

Revisit the goals you set for assessment in your classroom from [Module 1, Lesson 4, Activity 1](#). Write about your progress toward those goals.

My rubrics include 21st Century Learning Goals and are developed with student input. My students utilize network folders for journaling and use class webpages for reviews and to check daily assignments on the calendar.

What new goals do you have for assessment in your 21st Century classroom? What goals do you have for your students?

Goals

Utilize class blogs and webpages

Use spreadsheets to organize assessment

Goals for students

Utilize more peer assessments

Students will become involved in rubric creation