

Module 2

Teacher Application Workshop

(half-day session)

Professional Development Resource
for
Classroom Assessment Tool Kit

For the Information and Communication Technology
(ICT)
Program of Studies

Teacher Application Workshop

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Teacher Application Workshop

Overview

This 180-minute application workshop builds on the Teacher Awareness Session or serves as an introduction to the *Classroom Assessment Tool Kit* by providing teachers with experience in using a design process for developing performance assessments, strategies for involving students, and methods for evaluating and reporting student achievement and progress. This session is suitable for a Teachers' Convention workshop, school or jurisdiction workshop.

This application workshop could be extended to a full day by having participants create a new performance assessment. The Performance Assessment Template, **Handout 1, p. 22**, will guide participants through the design process.

Outcomes

Participants will:

- Outcome 1. apply a design process to effectively develop performance assessments and rubrics
- Outcome 2. expand the use of sample performance assessments and rubrics to support an effective assessment program
- Outcome 3. develop skills to assist them in determining the extent to which students have achieved the "C" category learner outcomes (Communicating, Inquiring, Decision Making and Problem Solving) within core subjects at grades 3, 6, 9 and 11
- Outcome 4. assist students in setting learning goals
- Outcome 5. enhance the skills of teachers in using the tool kit to improve student learning.

Criteria

Each participant will:

- create performance tasks and rubrics (Outcomes 1 and 2)
- involve students in the assessment process (Outcomes 2 and 4)
- track and report student progress (Outcome 3)
- integrate and infuse ICT outcomes in the assessment of other programs of study outcomes (Outcome 2)
- facilitate and guide colleagues in the effective use of the tool kit to improve student learning (Outcome 5).

Agenda

Learning Experience 1—Introduction

- reviews information from the Teacher Awareness Session
- sets the tone and direction for the application workshop

Learning Experience 2—Developing a Performance Task: Moving From Outcomes to Criteria

- guides participants in the process of identifying criteria (evidence that learner outcomes have been met)

Learning Experience 3—Kabobs and More!

- provides further practice in identifying criteria

Learning Experience 4—Developing a Performance Task: Creating a Student Assessment Task

- guides participants through the process of creating a performance assessment task

Learning Experience 5— Developing a Performance Task: Creating a Rubric

- guides participants through the process of creating a rubric

Learning Experience 6—SMART Goals

- assists participants in identifying SMART goals
- provides strategies to assist teachers in helping students set learning goals

Learning Experience 7—Next Steps

- encourages participants to expand their use of performance assessments to improve student learning

Learning Experience 8—Closure and Participant Response

- summarizes main ideas
- evaluates session

Mini-glossary

Assessment: collecting information on student achievement and performance to improve student learning

Criteria: what you would accept as evidence that the student has achieved the outcomes

Contextualize: to include ICT learner outcomes in another program of studies, such as language arts, by rephrasing the outcome to suit the context of the subject

Evaluation: judgement regarding the quality, value or worth of a response

Performance Assessment:

a meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work

Rubric:

a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance

Teacher Application Workshop

Materials List

The list below contains the materials needed for the Teacher Application Workshop:

- the PowerPoint presentation of the slides (overhead transparencies can be made of these slides)
- slide/transparency equipment (computer, projector and screen/overhead, projector and screen)
- enough copies of Participant Handouts 1, 2 and 3 so that each participant receives a copy
- set of cards depicting a variety of objects, or a variety of actual objects
- chart paper and markers or chalkboard/whiteboard
- kabob supplies: skewers, variety of cut-up fruit and variety of soft candies
- timer
- masking tape or reusable wall adhesive.

Photocopying Instructions

Teacher Application Workshop **Handout 1** should be copied as follows:

- Pages 1 and 2 on yellow paper
- Pages 3–6 on pink paper
- Pages 7–9 on lilac paper
- Page 10 on white paper
- Pages 11–19 on salmon paper
- Page 20 on white paper
- Pages 21–27 on buff paper.

This handout should be stapled.

Teacher Application Workshop Participant **Handout 2** should be copied on white paper. This handout should be stapled.

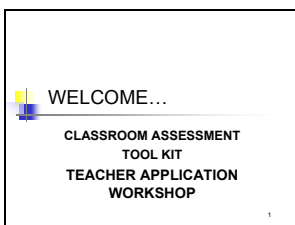
Teacher Application Workshop Participant **Handout 3** should be copied as follows:

- Page 1 on orange paper
- Pages 2–9 on 11 x 17 white paper
- Page 10 on blue paper
- Page 11 on white paper

This handout should **not** be stapled.

Learning Experience 1: Introduction

(Individual, Small Group, Whole Group)
[Outcomes 3 and 5]



Rationale

- reviews information from the Teacher Awareness Session
- sets the tone and direction for the application workshop

Materials

- participant Handout 1: Session Overview, Outcomes, Criteria and Agenda (yellow, pp. 1–2)
- participant Handout 2: Slides (white, pp. 1–21)
- participant Handout 3: Evaluation Rubric (orange, p. 1)
- set of cards depicting a variety of objects or actual objects
- Welcome [slide 1]
- Glossary [slide 2]
- “Rubricator” Definition [slide 3]
- “Rubricator” Checklist [slide 4]
- “Rubricator” Rating Scale [slide 5]
- “Rubricator” Rubric [slide 6]
- Puzzle Pieces [slide 7]
- Aligning Curriculum, Instruction and Assessment [slide 8]
- Aligning Curriculum, Instruction and Assessment Venn Diagram [slide 9]
- Aligning Curriculum, Instruction and Assessment [slide 10]
- Clarifying Content Priorities [slide 11]
- Water, Sand, Rocks [slide 12]
- Spelling Example [slide 13]
- ICT “F”, “P” and “C” Outcomes [slide 14]
- Popham Quote [slide 15]
- Helps for Teachers [slide 16]
- Design Process [slide 17]
- Agenda [slide 18]
- Sentence Prompt [slide 19]

Time Required

25 minutes

Facilitator Notes

1. **Welcome participants to the session** [Show Welcome – slide 1].
 - Review purpose of the tool kit: a research-based resource to assist teachers in contextualizing ICT outcomes within subject area performance assessment tasks.
 - Draw participants’ attention to **Handout 2**, slides for the workshop.
 - Indicate that this workshop will begin with a review of the information from the Teacher Awareness Session.

GLOSSARY

Assessment: collecting information on student achievement and performance to improve student learning.

Evaluation: judgement regarding the quality, value or worth of a response.

2

Rubricator:

...an individual who uses rubrics to evaluate a product or performance.

Spence Rogers, Peak Learning Systems

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"Rubricator" Checklist

	Yes	Not Yet
1. Have you used a rubric?		
2. Have you developed a rubric?		
3. Have you revised a rubric?		

4

"Rubricator" Rating Scale

	Consistently	Frequently	Sometimes	Rarely, if ever
1. Have you used a rubric?				
2. Have you developed a rubric?				
3. Have you revised a rubric?				

5

"Rubricator" Rubric

Professional

- Class teach this rubric consistently (Classwide)
- Develop and use rubrics that are consistently effective.
- Set, meet and track capacity.

Midway

- Could coach other participants in this workshop while looking for a few ideas. (High Application)
- Design 8-10 rubrics that work fairly well – that cover different areas.
- Track rubrically a bit – (though limited to working hours).

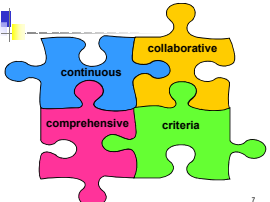
Developing

- Feel confident, but wouldn't want to volunteer for too much coaching. (Moderate Application)
- Rubrics are helping to improve student work but don't consistently define quality or effectiveness over other learning.
- Rubricated thinking is typically an afterthought.

Emerging

- Have basic definitions and procedures but not enough to help much. (Low Application)
- My rubrics don't work very well.
- Rubricated thinking is used only when necessary.

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2. Review information from Teacher Awareness Session.

- **Definitions** [Show Glossary – slide 2.]

Assessment: collecting information on student achievement and performance to improve student learning

Evaluation: judgement regarding the quality, value or worth of a response

Point out the mini-glossary on **page 2 of yellow Handout 1.**

- **Evaluation Tools** [Show "Rubricator" Definition– slide 3.]

Point out that a rubric is an evaluation tool that is commonly used with performance assessments. A "rubricator," according to Spence Rogers of Peak Learning Systems is a person who uses rubrics. The following slides provide an opportunity for participants to consider their own experience with rubrics while examining a variety of evaluation tools. Encourage participants to record their responses on Handout 2.

- **Checklist** [Show Checklist – slide 4.]

A checklist provides only one type of response; the answer is either "yes" or "not yet." A checklist is like a light switch; the light is either on or off.

- **Rating Scale** [Show Rating Scale – slide 5.]

A rating scale allows for a range of responses. To continue the light switch comparison, a rating scale is like a dimmer switch.

- **Rubric** [Show Rubric – slide 6.]

A rubric allows for a range of responses. It also can be compared to a dimmer switch. A rubric gives a description of each level and therefore provides greater detail than the rating scale. In the lighting analogy, it could be like a chandelier with a dimmer switch.

- **Four guiding principles** [Show Puzzle Pieces – slide 7.]
[Reveal Puzzle Pieces one at a time.]

Four principles guided the development of the ICT tool kit. They can also support and guide teachers in developing effective classroom assessment programs.

- **Assessment should be continuous.** [Reveal First Puzzle Piece.]

Assessment should be part of an ongoing process rather than a set of isolated events.

Assessment provides information to students to help them improve their learning and also provides information to teachers about the effectiveness of instruction.

- Assessment should be collaborative. [Reveal next Puzzle Piece.]

Students benefit when they are involved in the assessment process.

Students take responsibility for their own learning, work together to learn and achieve outcomes, and are involved in identifying and/or setting criteria.

- Assessment should be comprehensive. [Reveal next Puzzle Piece.]

Assessment practices should provide opportunities for students to demonstrate what they know and can do.

Assessment should enable students to demonstrate that ICT proficiency is transferable across contexts and subjects.

- Assessment should include criteria. [Reveal next Puzzle Piece.]

Assessment practices should be communicated to students so that they understand what is expected of them.

Criteria are evidence that students have achieved the intended outcomes.

- **Aligning Curriculum, Instruction and Assessment**

- Curriculum, Instruction and Assessment [Show Aligning Curriculum, Instruction and Assessment – slide 8.]

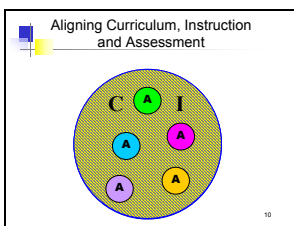
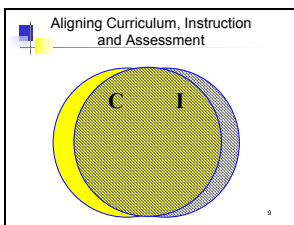
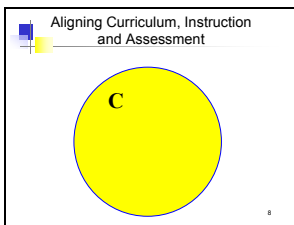
Understanding the need to align curriculum, instruction and assessment will assist teachers in developing an effective assessment program. This curriculum circle represents the mandated program of studies.

[Show Aligning Curriculum, Instruction and Assessment Venn Diagram – slide 9.]

Ideally, instruction should completely overlap curriculum. This ensures that the entire curriculum is being taught. It also ensures that concepts outside the curriculum are not competing for instructional time.

[Show Aligning Curriculum, Instruction and Assessment – slide 10.]

Teachers have a professional responsibility to ensure the correct alignment of curriculum and instruction.

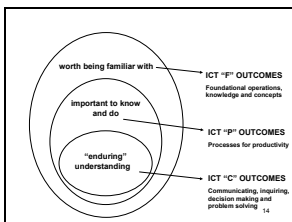
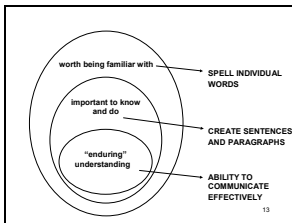
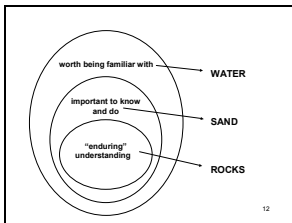
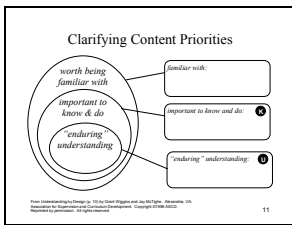


[Reveal Assessment Circles, one at a time.]

These assessment circles represent the portions of the curriculum that will be assessed, evaluated and reported.

It is essential to have a direct link between learner outcomes and the assessment strategies used, such as selected response, essay, personal communication, observation or performance assessment.

These assessment circles indicate that everything cannot, nor should be, assessed. Teachers use professional judgement to determine what is most important. We need to ensure that we have a relevant and representative sample (body of evidence) so that we can be confident in interpreting the results of our assessments to interested audiences.



- **Clarifying Curricular Priorities**

[Show Clarifying Content Priorities – slide 11.]

Wiggins and McTighe have identified three categories to assist with clarifying content priorities: worth being familiar with, important to know and do, and enduring understandings.

[Show Water, Sand, Rocks Example – slide 12.]

Present the Covey demonstration of the jar, rocks, sand and water. In order to maximize the capacity of the jar, the rocks must be added first. The sand and water will filter down into the available spaces. Relate this demonstration to the Wiggins and McTighe model.

[Show Spelling Example – slide 13.]

Use the Wiggins and McTighe model to discuss a curricular example involving the language arts skill of spelling.

[Show ICT Outcomes – slide 14.]

Use the Wiggins and McTighe model to discuss the three types of ICT outcomes.

“F” category outcomes (Foundational Operations, Knowledge and Concepts) deal with social, moral and safety issues.

Examples of “F” category outcomes include powering up a computer; creating, saving and retrieving files; and using appropriate communication etiquette.

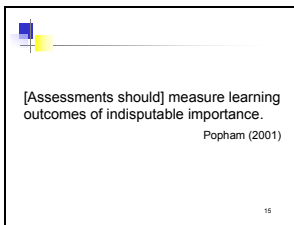
“P” category outcomes (Processes for Productivity) are skill based and often allow students to demonstrate their skills within the context of a finished product.

Examples of “P” category outcomes include editing, cutting and pasting files; accessing images from clip art; and creating visual images using paint and draw programs.

“C” category outcomes (Communicating, Inquiring, Decision Making and Problem Solving) involve students in processes where they are expected to apply their knowledge and skills in real-life situations.

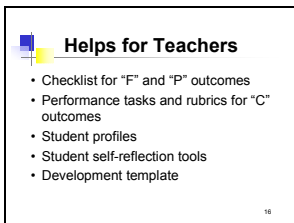
Examples of “C” category outcomes include critically assessing information accessed through the use of a variety of technologies, using organizational processes and tools to manage inquiry, and using technology to investigate and/or solve problems.

The ICT tool kit is designed to assess the “C” category outcomes. “F” and “P” category outcomes are subsumed within the “C” category outcomes.



[Show Popham Quote – slide 15.]

- Discuss the relationship of Popham’s quote to the Water Sand, Rocks Example, Spelling Example and the ICT example.

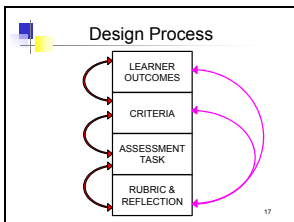


- **Tool Kit: Helps for Teachers**

Helps for Teachers [Show Helps for Teachers – slide 16.]

The tool kit contains a number of helps for teachers. These include:

- checklists for “F” and “P” outcomes
- performance assessment tasks and rubrics for “C” outcomes
- student profiles for division-based “C” outcomes
- student self-reflection tools
- development templates for creating performance assessments.

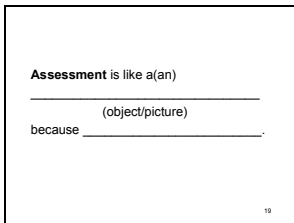
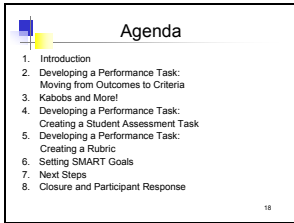


- **Characteristics of Performance Assessments**

Design Process [Show Design Process – slide 17.]

Each performance assessment in the tool kit contains basic building blocks:

- learner outcomes
- criteria
- student assessment task
- evaluation and reflection.



The various parts of the design process are linked. [Reveal arrows.]

Inform participants that a significant portion of this session will be spent working with the design process. More information will be provided within each learning experience.

3. Provide session overview.

[Show Agenda – slide 18.]

Provide an overview of the session by sharing Overview, Outcomes, Criteria, Agenda (p. 1–2 of Handout 1), and Evaluation Rubric (p. 1 of Handout 3) with participants.

4. Begin today’s work by considering assessment.

- Distribute a picture card (or object) to each participant.

[Show Sentence Prompt – slide 19.]

Assessment is like a(n) _____
(object/picture)

because _____.

- Have participants consider how assessment is like their object/picture. Model the process.

Example:

Assessment is like a mirror because it allows students to reflect on their progress.

NOTE: Be prepared to model positive phrasing for any negative responses offered by participants. For example, the response: “*Assessment is like a needle because it hurts,*” could be rephrased into a positive response: “*Assessment is like a needle because it improves your learning, just as getting a needle improves your health.*”

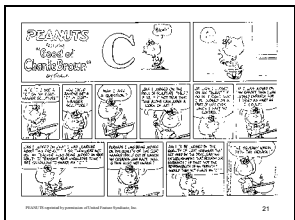
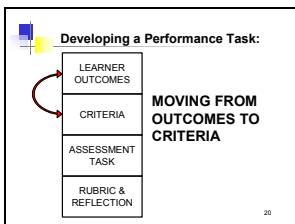
- Participants work individually, then form small groups to share their ideas using the sentence prompt.
- Invite a few individuals to share with the large group.
NOTE: This activity is a variation on Visual Synectics (Lipton, Laura and Bruce Wellman. *Pathways to Understanding: Patterns and Practices in the Learning-Focused Classroom*. Guilford, VT: Pathways Publishing, 2000).

5. Make the transition to the next learning experience.

- Indicate that participants will work in pairs on a guided process to develop a performance assessment in the next learning activity. The first step is to link outcomes to criteria.

Learning Experience 2: Developing a Performance Task: Moving from Outcomes to Criteria

(Whole Group, Partner Task)
[Outcomes 1, 2, 3 and 5]



Rationale

- guides participants through the process of identifying criteria (evidence that learner outcomes have been met)

Materials

- participant Handout 1: Grade 3 Mathematics Task (pink, pp. 3–6)
- participant Handout 3: Development Templates (white, pp. 2–9)
NOTE: pp. 2–9 of participant Handout 3 should be photocopied on 11 X 17 paper.
- chart paper and markers or chalkboard/whiteboard
- Agenda Item 2: Developing a Performance Task: Moving from Outcomes to Criteria [slide 20]
- Sally Cartoon [slides 21]
- Birthday Party [slide 22]
- Selected ICT Outcomes [slide 23]
- Key Words from Outcomes [slide 24]
- Agenda Item 2: Developing a Performance Task: Moving from Outcomes to Criteria [slide 25]
- Grade 6 Criteria [slide 26]
- Grade 9 Criteria [slide 27]

Time Required

30 minutes

Facilitator Notes

1. **Introduce the plan for developing a performance assessment, beginning with linking outcomes to criteria.**
[Show Agenda Item 2: Developing a Performance Task: Moving from Outcomes to Criteria – slide 20.]
 - Inform participants that the next four learning experiences will involve them in the development of a performance assessment. The first step in the design process is to link the learner outcomes to criteria.
2. **Show the cartoon to introduce participants to the importance of providing clear evaluation criteria.**
[Show Sally Cartoon – slide 21.]
 - Invite participants to identify Sally's dilemma as they view the cartoon.

NOTE: Participants will likely respond that Sally's dilemma is the lack of clearly identified criteria.
 - Clear evaluation criteria are essential components of performance assessments. Criteria should be based on learner outcomes.

Let's Plan a Birthday Party!

- What is the goal (**outcome**) of a birthday party?
- What is the evidence (**criteria**) that the outcome has been achieved?

22

3. Model the process of linking outcomes to criteria through a birthday party example.

[Show Birthday Party – slide 22.]

- Introduce the process of linking outcomes to criteria by discussing the planning of a birthday party. Record participant responses on chart paper or whiteboard/chalkboard.

[Reveal outcome prompt.]

- Ask participants to discuss the goal (outcome) of a successful birthday party.

[Reveal criteria prompt.]

- Ask participants to develop the criteria or evidence that will indicate the outcome has been achieved.

- Participant responses may include:

Outcomes

1. Celebrate/honour the birthday child
2. Guests have a good time
3. Keep the noise and mess to a reasonable level

Criteria

- Prepare invitations and decorations (Outcomes 1 and 2)
- Purchase gifts for the birthday child (Outcome 1)
- Serve refreshments (Outcomes 2 and 3)
- Provide entertainment (Outcomes 2 and 3)
- Provide treat bags (Outcome 2)

- Involve participants in the process of grouping similar ideas together to identify main categories (criteria). Participants might begin to generate ideas on how distinct levels could be identified, although this is not the focus of this discussion. Tell participants that developing rubrics will be addressed later. Jay McTighe uses the phrase “don’t rush to the rubric” to highlight the importance of working carefully through the preparatory steps.

4. Provide a few moments for participants to skim the Grade 3 Mathematics Task (Handout 1, pp. 3–6)

5. Model the process of linking outcomes to criteria using the Grade 3 Mathematics Task.

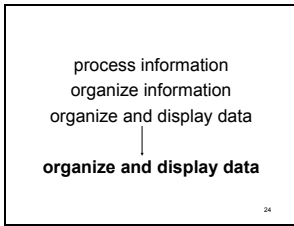
[Show Selected ICT Outcomes – slide 23.]

- Examine three ICT outcomes from the Grade 3 mathematics task:
 - C1.1.2 **process information** from more than one source to retell what has been discovered
 - C4.1.3 **organize information** from more than one source
 - C6.1.2 use technology to **organize and display data** in a problem-solving context.

Selected ICT Outcomes

- C1.1.2 **process information** from more than one source to retell what has been discovered
- C4.1.3 **organize information** from more than one source
- C6.1.2 use technology to **organize and display data** in a problem-solving context

23

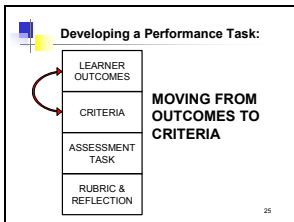


[Show Key Words from Outcomes – slide 24.]

- Model a “think-aloud” process to show how key words (in bold) from outcomes are translated into criteria (evidence that the students have achieved the outcome). The three ICT outcomes become the criterion: Organize and display data.
- Note that the three outcomes are linked to a single statement. Use the analogy of a funnel to describe how the statement serves to focus the outcomes.
- Ask participants to examine the criteria listed on the Grade 3 Mathematics Task found on **pp. 3–6 of Handout 1**.
 - Note how the outcomes are placed in brackets after each criteria statement.
 - Note that the criteria are generic in nature and do not refer to specifics of the task.
 - Note that the criteria statements contain action verbs and do not contain adjectives or adverbs. The descriptive words are reserved for the rubric.

6. Participants work in pairs to identify criteria from pre-selected outcomes.

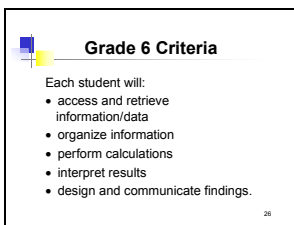
[Show repeat of Agenda Item 2 – slide 25.]



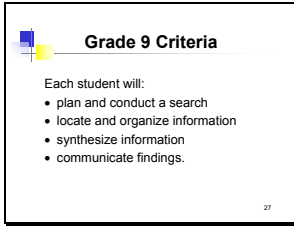
- Participants select either Development Template 1, the Grade 6 Mathematics Task (**Handout 3, pp. 2–5**) or Development Template 2, the Grade 9 Language Arts Task (**Handout 3, pp. 6–9**) for the development work, and partner with someone who has selected the same task. The development templates will be used throughout the remainder of the workshop.

- Focus participant attention to the first page of the handout. Indicate that both the subject area and ICT outcomes have been identified. Pairs will work to link these outcomes to criteria statements (evidence that students have achieved the outcomes).
- Although participants might begin to anticipate what the task might look like, the focus for this learning experience is to identify the criteria.
- Pairs work for 10 minutes to begin to identify criteria from the outcomes. Circulate to provide assistance.

[Show Grade 6 Criteria – slide 26.]



- Review previously developed Grade 6 criteria with participants. Although the language might vary, participant responses will likely be similar. Remind participants that the criteria do not refer to a specific task.

A slide titled "Grade 9 Criteria" with a small graphic of a blue square and a yellow square. The text on the slide lists the skills each student will demonstrate: plan and conduct a search, locate and organize information, synthesize information, and communicate findings. The slide number "27" is in the bottom right corner.

Grade 9 Criteria

Each student will:

- plan and conduct a search
- locate and organize information
- synthesize information
- communicate findings.

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[Show Grade 9 Criteria – slide 27.]

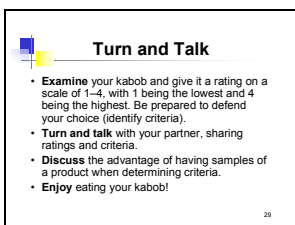
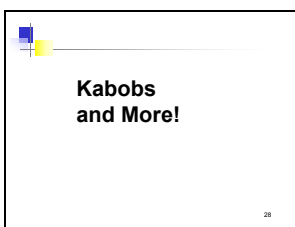
- Repeat this process with the Grade 9 task.

7. Make the transition to the next learning experience.

- Indicate that participants will continue to work on the remaining steps of the design process after the nutrition break.

Learning Experience 3: Kabobs and More!

(Individual, Small Group, Whole Group)
[Outcomes 1, 2, 3 and 5]



Rationale

- provides further practice in identifying criteria

Materials

- participant Handout 3: Kabob Rubric (blue, p. 10)
- kabob supplies: skewers, variety of fruit, variety of soft candies
- Agenda Item 3: Kabobs and More! [slide 28]
- Turn and Talk [slide 29]

Time Required

20 minutes (10 minutes break, 10 minutes discussion)

Facilitator Notes

1. Participants will create a kabob during the nutrition break.

[Show Agenda Item 3: Kabobs and More! – slide 28.]

- Instruct participants to create a kabob but not to eat it right away! It will be used for the next portion of the learning experience after the break.
- Provide the level 4 (highest) portion of the kabob rubric (**Handout 3, p. 10**) to **two participants** prior to making their kabobs. These two participants should not indicate to other participants that they have this information. This will become part of the small group discussion.
- Provide time for participants to create their kabobs.

2. Participants will use their kabobs and a Turn and Talk strategy to further clarify understanding of criteria.

[Show Turn and Talk – slide 29.]

[Reveal Examine portion.]

- Ask each participant to examine his or her kabob and give it a rating on a scale of 1–4, with 1 being the lowest and 4 being the highest. Participants should be prepared to defend their choice (identify criteria).

[Reveal Turn and talk portion.]

- Participants share their ratings and criteria with a partner.

[Reveal Discuss portion.]

- Discuss the advantage of having samples of a product when determining criteria.

3. Facilitator leads a group discussion.

- Distribute the blue Kabob Rubric (**Handout 3 p. 10**) and ask participants to rate their kabobs.
- Discuss the benefits of providing rubrics to participants prior to completing the task.

[Reveal Enjoy! portion of slide.]

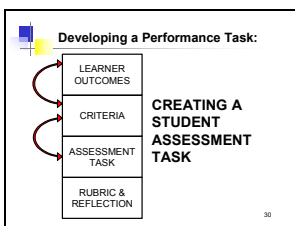
- Invite participants to eat their kabobs.

4. Make the transition to the next learning experience.

- Indicate that the next learning experience will involve participants in the development of a student assessment task.

Learning Experience 4: Developing a Performance Assessment: Creating a Student Assessment Task

(Whole Group, Partner Task)
[Outcomes 1, 2, 3 and 5]



Rationale

- guides participants through the process of creating a performance assessment task

Materials

- participant Handout 1: Suggested Performances and Products, Suggested Audiences and Student Roles (lilac, pp. 7–9)
- participant Handout 1: Criteria for Designing Performance Assessment Tasks (white, p. 10)
- Agenda Item 4: Developing a Performance Assessment: Creating a Student Assessment Task [slide 30]
- Gardner Quote [slide 31]

Time Required

25 minutes

Facilitator Notes

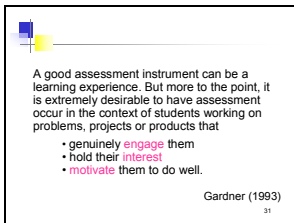
1. Participants review essential components of a student assessment task.

[Show Agenda Item 4: Developing a Performance Assessment: Creating a Student Assessment Task – slide 30.]

- Ask participants to examine the Grade 3 Mathematics Task (**pink section of Handout 1, pp. 3–6**) to review important components of the student task: role, audience, product/performance and context.
- Note how the criteria are present in the student task.
- Draw participants' attention to the **lilac section of Handout 1 (pp. 7–9)**, Suggested Performances and Products, Suggested Audiences and Student Roles. Discuss other sources for ideas, such as current issues, student interest, themes.

2. Participants develop a student assessment task.

- Encourage participants to use the questions on the Development Templates (**Handout 3, pp. 3 and 7**) to guide their planning. Participants then write the student assessment task. Circulate to provide assistance. Allow 10 minutes for this portion.
- Provide an opportunity for participants to share a brief (1 minute) summary of the student assessment task being developed.



3. Involve participants in a peer review.

- Ask participants to turn to the **white Handout 1, p. 10**, Criteria for Designing Performance Assessment Tasks.
- Each development team should pair up with another development team and exchange tasks.
- Provide 5–7 minutes for participants to begin to discuss and provide feedback. Time does not allow for a full-scale peer review.
- Indicate to participants that although the actual peer review process can be quite time consuming, it is a necessary and valuable step to ensure that the task is sound prior to proceeding to the development of the rubric.

[Show Gardner Quote – slide 31.]

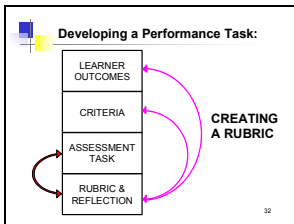
- Ask participants to consider the student assessment tasks being developed in light of Gardner’s statement. Would these tasks:
 - genuinely engage students
 - hold their interest
 - motivate them to do well
 - be learning experiences for them?

4. Make the transition to the next learning experience.

- Indicate that the next learning experience will involve participants in creating rubrics.

Learning Experience 5: Developing a Performance Assessment: Creating a Rubric

(Whole Group, Partner Task)
[Outcomes 1, 2, 3 and 5]



Focused Reading

1. **Read** the article in sections, stopping at each horizontal line.
2. **Record** these symbols in the margins to represent your thoughts. Feel free to add notes in the margins.
! ?
I agree! I disagree.
I do this. I still have questions.
I'll try that. I'm not sure.
3. **Discuss** your thoughts with your partner before reading the next section.

Rationale

- guides participants through the process of creating a rubric

Materials

- participant Handout 1: Rubrics (salmon, pp. 11–19)
- Agenda Item 5: Developing a Performance Assessment: Creating a Rubric [slide 32]
- Focused Reading [slide 33]
- Agenda Item 5: Developing a Performance Assessment: Creating a Rubric [slide 34]
- Emerson Quote [slide 35]
- “Rubricator” Rubric [slide 36]

Time Required

40 minutes

Facilitator Notes

1. Consider the link among rubrics, criteria and outcomes.

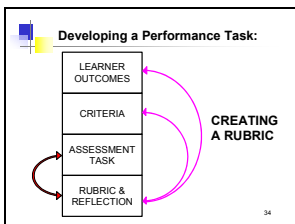
[Show Agenda Item 5: Developing a Performance Assessment: Creating a Rubric – slide 32.]

2. Use the Focused Reading strategy to provide information for participants to consider when developing rubrics.

- Have participants turn to pp. 11–12 of the salmon section of Handout 1.

[Show Focused Reading – slide 33.] [Reveal one item at a time.]

- Discuss the instructions to ensure participant understanding.
- Provide time for participants to work in pairs to complete the reading and discussion. (15–20 minutes)
- Facilitator circulates.
- Facilitator gauges the appropriate amount of time and draws the group back to a whole-group discussion.



3. Participants create a rubric for the task they are developing.

[Show Repeat slide of Agenda Item 5: Developing a Performance Assessment: Creating a Rubric – slide 34.]

- Ask participants to examine the Grade 3 Mathematics Task (**Handout 1, pp. 3–6**) to identify important elements of the rubrics:
 - two separate rubrics
 - criteria from first page
 - outcomes included in brackets following criteria
 - specific contextualized language
 - parallel language
 - qualitative rather than quantitative statements.
- Draw participants’ attention to two handouts (**salmon-coloured section of Handout 1**) to assist their rubric development: **Criteria for Designing Rubrics (p. 13)** and **Effective Rubric Sampler (pp. 14–19)**. Remind participants to be cautious when using rubric phrases from the sampler. The language of the rubric must be consistent with the task and appropriate for the intended age group.
- Partners begin to develop rubrics for their task. Circulate to provide assistance.
- Encourage participants to focus their work on one or two criteria as there may not be enough time to complete the entire rubric.

4. Involve participants in a peer-review process.

- Have participants conduct a peer review with another team using the handout: **Criteria for Designing Rubrics (p. 13)**. **NOTE:** Time may not allow for participants to complete this step, but it is important to bring it to their attention.

[Show Emerson Quote – slide 35.]

- Conclude this section by encouraging participants in their development work.

[Show “Rubricator” Rubric – slide 36.]

- Show the “Rubricator” Rubric and invite participants to consider their rating at this point in the development process, compared to at the beginning of the session. Invite participants to share success stories.

5. Make the transition to the next learning experience.

- Indicate that in the next learning experience participants will discuss SMART goals.

That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do it is increased.

Emerson

35

“Rubricator” Rubric

Professional

- Could teach this rubric another (2/minutes)
- Develop and use rubrics that are consistently effective.
- Set clear and track carefully.

Hobbyist

- Could coach other participants in the workshop while looking for a few ideas. (High Application)
- Design & use rubrics that work fairly well – but some glitches arise.
- Track carefully a few – (though limited to working hours).

Developing

- Faint candidate, but wouldn't want to volunteer for too much coaching. (Moderate Application)
- Reluctant to helping to improve student work but don't consistently define quality or differentiate and often missing.
- Rubricated thinking is typically an afterthought.

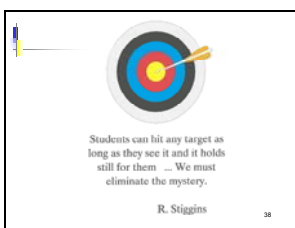
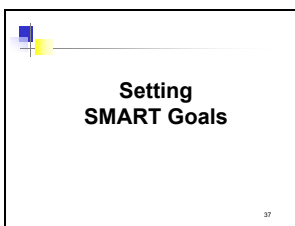
Emerging

- Have basic rubric and protocols but not enough to help much. (Low Application)
- My rubrics don't work very well.
- Rubricated thinking is used only when necessary.

From The High Performance Teacher: Developing and Implementing Formative, Diagnostic, and Assessment Tools. ©2003 Alberta Learning, Alberta, Canada. 36

Learning Experience 6: Setting SMART Goals

(Individual, Small Group)
[Outcomes 3 and 4]



Rationale

- assists participants in identifying SMART goals
- provides strategies to assist teachers in helping students set learning goals

Materials

- participant Handout 3: SMART goal information labels for jigsaw activity (cut and ready for distribution) (white, p. 11)
- participant Handout 1: Evaluating Goals (p. 20)
- timer
- masking tape or reusable wall adhesive
- Agenda Item 6: Setting SMART Goals [slide 37]
- Target Quote [slide 38]
- Goal Setting Cartoon [slide 39]
- Cocktail Party [slide 40]
- Setting SMART Goals [slide 41]
- Sharing SMART Goals [slide 42]
- Costa & Kallick Quote [slide 43]
- Whitfield Quote [slide 44]

Time Required

25 minutes

Facilitator Notes

1. Introduce student goal setting.

[Show Agenda Item 6: Setting SMART* Goals – slide 37.]

- Draw participants' attention to the student goal portion of the Development Templates (**Handout 3, pp. 4–5 and 8–9**). Indicate that involving students in setting goals is one way to improve student learning.
- Use a demonstration to emphasize the importance of supporting students in setting and reaching goals.
 - Invite a participant to assist with the demonstration. Place a piece of masking tape or reusable wall adhesive on the wall just out of the participant's reach.
 - Ask the participant to retrieve the tape or adhesive. When this appears to be impossible, ask the participant what assistance he or she might require in order to be successful. Possible responses might include a stool, chair, large book, etc.

[Show Target Quote – slide 38.]

- Emphasize the importance of helping students succeed by sharing criteria, teaching them to self-evaluate their performances and to set goals for future learning.

* Sutton, Ruth. *The Learning School*. Salford, England: RS Publications, 1997.



[Show Cartoon – slide 39.]

- Use the cartoon to emphasize that some goals are more effective than others.
- Indicate that this learning experience will involve participants in a discussion of how to help students set SMART goals.

2. Involve participants in a Cocktail Party jigsaw discussion on the topic of setting goals.

NOTE: Five different information labels, each covering one element of a SMART goal (specific, measurable, attainable, relevant and timely) are used for this activity (**Handout 3, p. 11**). There should be one label for each participant. These labels will be used to create discussion groups for this learning experience.

- Distribute one information label to each participant. If the group size is not a multiple of five, more than one label could be given to one or more participants in order to have all five elements represented as groups are formed.
- It is desirable to have participants move around the room during this learning experience and work with different participants. Giving the same label to people sitting in proximity to each other will accomplish the goal of mixing the group.
- Each participant reads the information on the label silently and prepares to share that information with other participants.

[Show Cocktail Party – slide 40.]

- Participants move about the room as though they were at a cocktail party, having polite conversation with other participants. During their conversations, they share information from their reading. Each participant tries to make contact with participants who have the other four elements of SMART goals. The goal is to form groups of five, each with a different component of a SMART goal. These groups remain together for the duration of this learning experience.

The Cocktail Party

Within five minutes, participants will form groups of five to identify and explain the five unique components of a SMART goal.

40

Setting SMART Goals

- Think of a student, a group of students or a class.
- Write a SMART goal for your next unit of study.

41

Sharing SMART Goals

- Share your goal with your group.
- Provide/receive feedback on how the goal might be enhanced to become "smarter."

42

We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, good or excellent, then we've missed the whole point of what education is about.

Costa and Kallick (1992)

43

I'm going to tour local schools and talk about sport and being good people. Set goals and take the high road.

Olympic Gold Medalist and Triathlete,
Simon Whitfield
...on what he plans to do when he returns home

44

3. Involve participants in identifying, revising and setting SMART goals.

- Working in their SMART goal groups, participants evaluate the goals on **p. 20 of Handout 1**. Small groups discuss what makes a SMART goal, and whether or not the goals in the handout are SMART. If they are not SMART, discuss as a group how they could be transformed into SMART goals.

[Show Setting SMART Goals – slide 41.]

- Instruct participants to think of a student or group of students and write a SMART goal for the student or group.

[Show Setting SMART Goal Discussion Prompt – slide 42.]

- Participants share goals with their group, and the group provides feedback. If it is a SMART goal, can it become SMARTer?

- Indicate to participants that the tool kit contains self-reflection templates.

[Show Costa & Kallick Quote – slide 43.]

- Discuss implications for classroom teachers and students.

[Show Whitfield Quote – slide 44.]

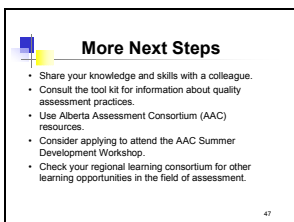
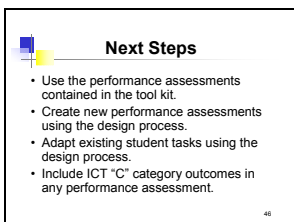
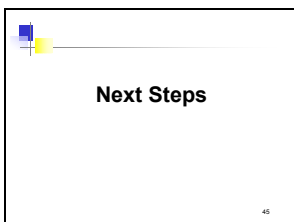
- This quote from an Olympic athlete emphasizes the importance of goal setting.

4. Make the transition to the next learning experience.

- Indicate that in the next learning experience participants will learn to expand their use of performance assessments.

Learning Experience 7: Next Steps

(Whole Group)
[Outcomes 1, 2, 3 and 5]



Rationale

- encourages participants to expand their use of performance assessments to improve student learning

Materials

- participant Handout 1: Using Performance Assessment in the Classroom (buff, p. 21–26)
- Agenda Item 7: Next Steps [slide 45]
- Next Steps and More Next Steps [slides 46 & 47]

Time Required

5 minutes

Facilitator Notes

1. Display Agenda Item 7: Next Steps [slide 45]
2. Encourage participants to expand their use of performance assessments to improve student learning within their own classrooms.
[Show Next Steps – slides 46 and 47.]
[Add items one at a time.]

Use the performance assessments contained in the tool kit.

Create new performance assessments using the design process.

Adapt existing student tasks using the design process.

Include ICT “C” category outcomes in any performance assessment.

Share your knowledge and skills with a colleague.

Consult the tool kit for information about quality assessment practices.

Use Alberta Assessment Consortium (AAC) resources.

Consider applying to attend the AAC Summer Development Workshop.

Check your regional learning consortium for other learning opportunities in the field of assessment.

- Refer participants to **p. 21 of the buff section of Handout 1**. This page suggests ways to begin using performance assessments.

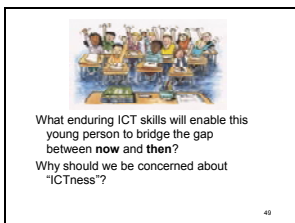
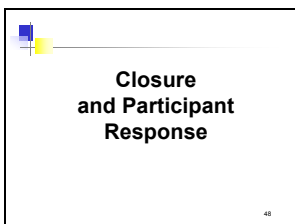
- Refer participants to **pp. 22–26 of Handout 1**. This template is used by the Alberta Assessment Consortium for performance assessment development. You might prefer to use the electronic version from the Web site www.aac.ab.ca.

3. Make the transition to the final learning experience.

- Indicate that the final learning experience will summarize the main ideas of the session and provide an opportunity for participant evaluation.

Learning Experience 8: Closure and Participant Response

(Whole Group,
Individual)
[Outcomes 1 to 5]



Rationale

- summarizes main ideas
- evaluates session

Materials

- participant Handout 1: ICT Outcome Categories (buff, p. 27)
- participant Handout 3: Rubric (orange, p. 1)
- Agenda Item 8: Closure and Participant Response [slide 48]
- Young People [slide 49]
- Jonassen, Peck & Wilson Quote [slide 50]
- Thanks [slide 51]

Time Required

10 minutes

Facilitator Notes

1. **Display Agenda Item 8: Closure and Participant Response** [slide 48].

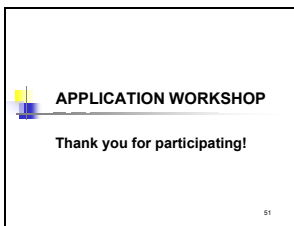
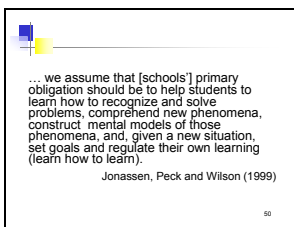
2. **Highlight the value of the tool kit.**

[Show Young People – slide 49.]

- Think of a young person you know and care about.
 - Write down his or her age.
 - Write down your age.
 - Subtract the two numbers.
 - Add the current year to this number.
 - What is significant about this year? (This is the year when this young person will be your age.)

[Reveal Questions.]

- What enduring ICT skills will enable this young person to bridge the gap between now and then?
- Why should we be concerned about "ICTness"?
- Direct participants to **page 27 of the buff section of Handout 1** containing the "F", "P" and "C" category outcomes from the ICT program of studies. Ask participants to examine the "C" category outcomes as they consider the kind of enduring ICT skills these young people will likely need in the future.



- Discuss the need to become comfortable with information and communication technology to the point where it becomes part of our lives. There was a time when using a pen was an innovative idea, but because it is so commonplace today it is amusing to think about people having a conversation about “using a pen.” Ten years ago, our students would not have used the Internet to perform research nor electronic multimedia programs to communicate information, but these procedures are becoming increasingly prevalent in today’s schools. We need to be comfortable with today’s technology so that “using PowerPoint” becomes an ordinary event and not something that needs to be highlighted in daily conversation.

[Show Jonassen, Peck & Wilson Quote – slide 50.]

- Discuss the implication of this statement for teachers and students.

3. Ask participants to evaluate the session.

[Show Thanks – slide 51.]

- Thank participants and invite them to complete the Evaluation Rubric distributed at the beginning of the workshop.

Teacher Application Workshop

Overview

This 180-minute application workshop builds on the Teacher Awareness Session by providing teachers with experience in using a design process for developing performance assessments, strategies for involving students, and methods for evaluating and reporting student achievement and progress.

Outcomes

Participants will:

- Outcome 1. apply a design process to effectively develop performance assessments and rubrics
- Outcome 2. expand the use of sample performance assessments and rubrics to support an effective assessment program
- Outcome 3. develop skills to assist them in determining the extent to which students have achieved the “C” category learner outcomes (Communicating, Inquiring, Decision Making and Problem Solving) within core subjects at grades 3, 6, 9 and 11
- Outcome 4. assist students in setting learning goals
- Outcome 5. enhance the skills of teachers in using the tool kit to improve student learning.

Criteria

Each participant will:

- create performance tasks and rubrics (Outcomes 1 and 2)
- involve students in the assessment process (Outcomes 2 and 4)
- track and report student progress (Outcome 3)
- integrate and infuse ICT outcomes in the assessment of other programs of study outcomes (Outcome 2)
- facilitate and guide colleagues in the effective use of the tool kit to improve student learning (Outcome 5).

Agenda

Learning Experience 1—Introduction

- reviews information from the Teacher Awareness Session
- sets the tone and direction for the application workshop

Learning Experience 2—Developing a Performance Task: Moving From Outcomes to Criteria

- guides participants in the process of identifying criteria (evidence that learner outcomes have been met)

Learning Experience 3—Kabobs and More!

- provides further practice in identifying criteria

Learning Experience 4—Developing a Performance Task: Creating a Student Assessment Task

- guides participants through the process of creating a performance assessment task

Learning Experience 5— Developing a Performance Task: Creating a Rubric

- guides participants through the process of creating a rubric

Learning Experience 6—SMART Goals

- assists participants in identifying SMART goals
- provides strategies to assist teachers in helping students set learning goals

Learning Experience 7—Next Steps

- encourages participants to expand their use of performance assessments to improve student learning

Learning Experience 8—Closure and Participant Response

- summarizes main ideas
- evaluates session

Mini- glossary

Assessment:	collecting information on student achievement and performance to improve student learning
Criteria:	what you would accept as evidence that the student has achieved the outcomes
Contextualize:	to include ICT learner outcomes in another program of studies, such as language arts, by rephrasing the outcome to suit the context of the subject
Evaluation:	judgement regarding the quality, value or worth of a response
Performance Assessment:	a meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work
Rubric:	a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance

Grade 3 Mathematics Task

Grade 3: MATHEMATICS (MA.02)

SPEND ONE THOUSAND DOLLARS

Students will recommend playground equipment by collecting information about the availability and costs of a variety of types of playground equipment. The information will be used to write a \$1000 grant proposal.

MATHEMATICS OUTCOMES: Statistics and Probability (Data Analysis)	
No.	Description
SO1	collect data, using measuring devices and printed/technology resources
SO3	display the same data in more than one way
SO5	obtain new information by performing arithmetic operations on the data

ICT OUTCOMES	
No.	Description
C1.1.1	access and retrieve appropriate information from electronic sources for a specific inquiry
C1.1.2	process information from more than one source to retell what has been discovered
C3.1.1	compare and contrast information from similar types of electronic sources
C4.1.3	organize information from more than one source
C5.1.1	share information collected from electronic sources to add to a group task
C6.1.2	use technology to organize and display data in a problem-solving context
C7.1.3	draw conclusions from organized information

CRITERIA are evidence that the student has achieved the outcomes

Each student will:

- access and retrieve information (SO 1, C1.1.1)
- share information with group members (C5.1.1)
- organize information (C1.1.2, C4.1.3, C6.1.2)
- display data (SO 3)
- perform arithmetic operations (SO 5)
- make recommendation. (C3.1.1, C7.1.3)

TEACHER NOTES

- Prior to using the rubrics for this task, ensure that students understand the language used. See page 12 of the *Classroom Assessment Tool Kit* for more information.
- Safety guidelines for physical education should be discussed prior to, or as an extension of, this task.
- As an extension or enrichment activity, students could revise their proposal to reflect a grant of \$3000. They could make decisions as to whether the type or amount of equipment would differ.
- Because groups complete the assessment task and group scores will be awarded, the task lends itself to formative assessment. Student self-reflection is important.

SPEND ONE THOUSAND DOLLARS

The students in your school would like a greater variety of activities for recess, but there is not enough playground equipment. Your class has the opportunity to recommend equipment for the school.

The principal has asked you and your classmates to help your teacher write a proposal for a \$1000 grant for playground equipment. Your proposal must include a list of what equipment to buy, costs of the equipment and reasons why this would be the best equipment to buy. You will work in small groups to investigate the types of equipment available, compare prices and make a list of recommendations.

In your small groups you will:

- brainstorm what playground equipment to buy
- collect and organize information about the costs
- include at least two electronic sources; e.g., Web sites, telephone quotes, television advertisements
- include print sources, such as newspapers, catalogues, flyers
- stay within the \$1000 limit
- select various ways to organize and display your data; e.g., bar graphs, pie chart, tables
- provide explanations for your choices
- present your group's recommendation to the class.

After listening to your classmates' presentations, discuss and debate the choices.

Grade 3 Mathematics Task (continued)

Student _____

MATHEMATICS RUBRIC SPEND ONE THOUSAND DOLLARS

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
Collects data (SO1)	Collects pertinent and meaningful data about equipment costs, and records information in an accurate, systematic way	Collects relevant data about equipment costs, and records information clearly and correctly	Collects and records appropriate data about equipment costs; minor errors are present	Collects minimal data about equipment costs and records information in a confusing way	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Displays data (SO3)	Accurately and effectively displays collected data using a wide variety of display formats	Correctly and clearly displays collected data using a range of display formats	Appropriately displays collected data using predictable display formats	Display formats misrepresent collected data; uses inappropriate display formats	
Performs arithmetic operations (SO5)	Performs efficient and accurate calculations to verify equipment purchase recommendation	Performs accurate calculations to verify equipment purchase recommendation	Minor errors in calculations reduce the effectiveness of the recommendation	Significant errors in calculations severely limit the effectiveness of the recommendation	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
- Action _____
- Strength to enhance: _____
- Action _____

Grade 3 Mathematics Task (continued)

Student _____

ICT RUBRIC SPEND ONE THOUSAND DOLLARS

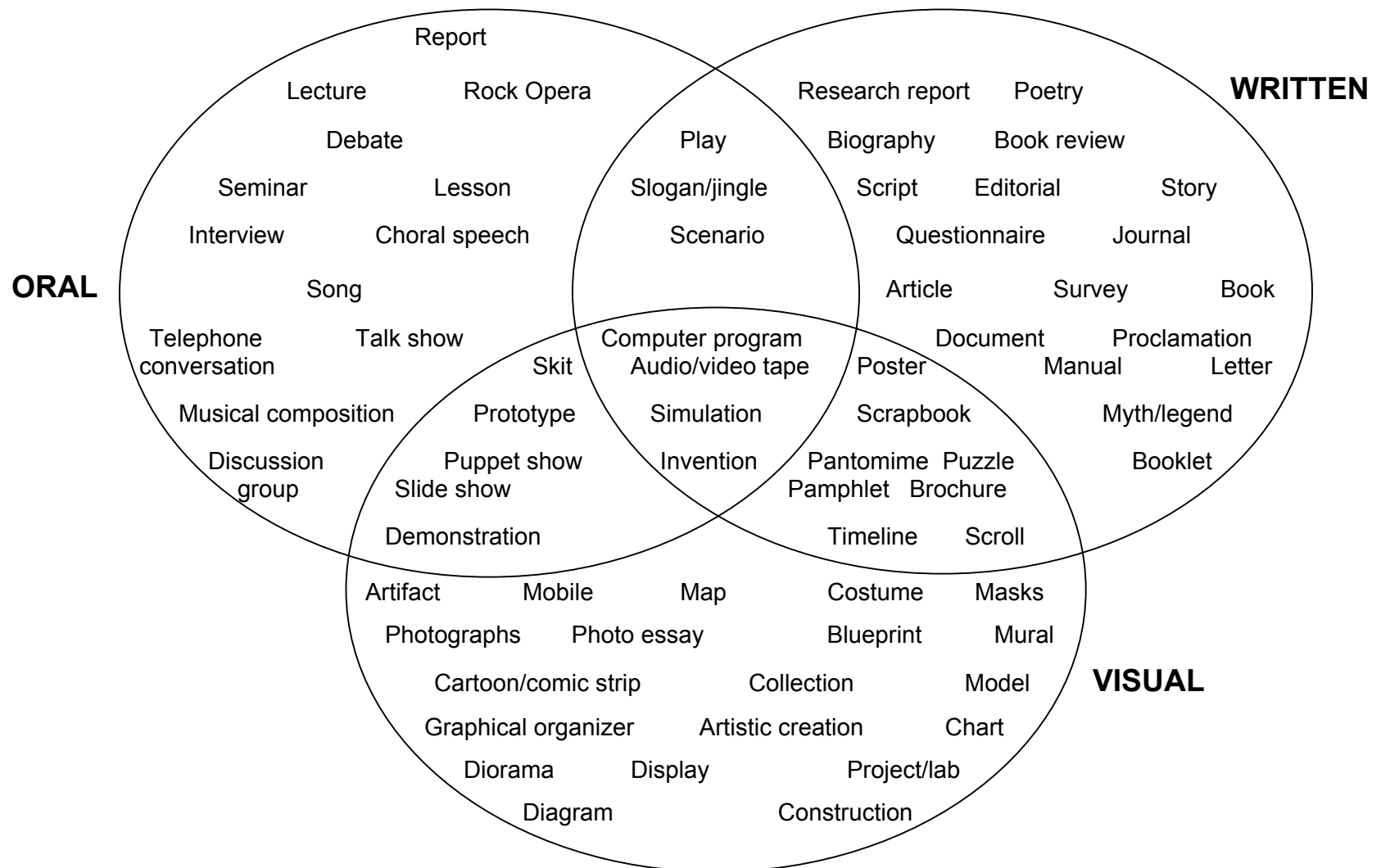
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
Accesses and retrieves information (C1.1.1)	Efficiently accesses and retrieves relevant information from several electronic sources	Selectively accesses and retrieves relevant information from electronic sources provided	Accesses and retrieves both relevant and irrelevant information from electronic sources provided	Accesses, but is unable to retrieve, relevant information from electronic sources provided	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Shares information (C5.1.1)	Shares significant information collected from electronic sources that effectively facilitates group's recommendation	Shares information collected from electronic sources that contributes to group's recommendation	Shares information collected from electronic sources that is generally helpful in group's recommendation	Shares information collected from electronic sources that does little to assist in group's recommendation	
Organizes information (C1.1.2, C4.1.3, C6.1.2)	Uses technology to effectively organize and display collected information in a manner that is accurate and easy to interpret	Uses technology to organize and display collected information in a manner that is accurate and clear	Uses technology to organize and display collected information, however presentation is muddled or contains errors	Uses technology to organize and display collected information that contains many errors and is hard to interpret	
Makes recommendation (C3.1.1, C7.1.3)	Makes an astute recommendation on equipment purchases by insightfully comparing information collected from electronic sources	Makes a logical recommendation on equipment purchases by comparing information collected from electronic sources	Makes a defensible recommendation on equipment purchases that is partially supported by information collected from electronic sources	Makes a recommendation on equipment purchases that is not supported by the information collected	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
– Action
- Strength to enhance: _____
– Action

Suggested Performances and Products*



*Adapted from Scarborough Board of Education, *The Handy Easy Learning Plan* (1996) and *Skillsbook for the Transition Years* (1995).

Suggested Audiences and Student Roles*

Audiences	Student Roles
<ul style="list-style-type: none"> • advertisers • ancestors • architects • authors (novelists, poets, playwrights) • babysitters • bankers • bicycles • bigots • board or council members (city, town, recreation, school trustees, chamber of commerce) • bosses/employers • celebrities (athletes, actors, musicians) • citizens (neighbours) • coaches • customers/consumers • editors (magazine, newspaper) • experts in (_____) • family members (immediate—parents, siblings; relatives—grandparents, uncles, aunts) • fans • feminists • friends • ghosts • government officials (mayor, premier, prime minister) • historical characters • hockey stars 	<ul style="list-style-type: none"> • advertisers • advisers • aliens • animals (mice, frogs, horses, amoebas) • artists • astronauts • auctioneers • authors • bakers (chefs) • bankers • biographers • bosses (owners, supervisors, executive officers) • cartoon characters • caterers • citizens (community members) • coaches • composers • council members (city, town, sports team, school board) • counsellors (guidance, minister/priest) • curators (museum) • customers • detectives • doctors • editors

* Adapted from Jay McTighe, 1998 and Alberta Education, Curriculum Support Branch, *The Writing Process: Using the Word Processor: Inservice Leader's Reference Manual* (Edmonton, AB: Alberta Education, 1988), p. 2–29.

Suggested Audiences and Student Roles (continued)

Audiences	Student Roles
<ul style="list-style-type: none"> • immigrants • judges/juries • kidnappers • ministers of religion (priests) • news media • publishers • readers • rock bands • school staff members (administrators, secretaries, teaching assistants, counsellors, custodians) • scientists • students (peers, younger, older) • tax collectors • teachers • tooth fairies • TV sets • visitors 	<ul style="list-style-type: none"> • enemies of (crime, disease, prejudice) • experts in (_____) • explorers • eyewitnesses • filmmakers • firefighters • friends • game show hosts • historians • historical figures • hunters • interviewers • inventors • judges • lawyers • microwaves • molecules • newscasters • pilots • researchers • robots • scientists • secretaries • taxi drivers • taxpayers • teachers • travel agents • TV program producers • TV viewers

CRITERIA FOR DESIGNING PERFORMANCE ASSESSMENT TASKS

The following analytic rating scale provides a guide to ensure that important elements are included in performance assessments. It also provides an indicator of the extent to which each element is present.

To what extent does the performance assessment:	Fully	Partially	Not at all
a. assess student performance on high priority and relevant outcomes —what is important for a student <i>to know and be able to do</i> is based on student learning needs and interests together with the priorities of the community, school and jurisdiction?			
b. establish clear criteria for assessing student learning related to specified learner outcomes —these criteria form the basis for evaluating and communicating student learning, involving students in developing criteria is encouraged?			
c. establish a meaningful, real-life context (based on issues, problems, themes and/or student interests)?			
d. provide students with a meaningful/real-life role ?			
e. call for products or performances directed to a specific audience ?			
f. provide clear directions for students?			
g. engage students so their interest and enthusiasm will be sustained? Does the task merit the time and energy required to complete it?			
h. elicit responses that reveal levels of performance rather than simply correct or incorrect answers?			
i. provide an evaluation rubric matched with the criteria?			
j. provide students with opportunities to reflect on, self-evaluate and improve their performance?			

NOTE 1: You may want to allow for purposeful integration of other subject areas.

NOTE 2: This is an updated version of the rating scale that appears in the Tool Kit. The most recent version can be accessed on the AAC Web site at www.aac.ab.ca.

Adapted with permission from The Maryland Assessment Consortium, "Performance Task Rubric" (Linthicum, MD: Maryland Assessment Consortium, 1994).

Making an Instructional Rubric*

Designing an instructional rubric takes time. Needing a rubric tomorrow, you're likely to sit down and try to crank one out. That might work if you have vast experience with rubric design, but if it doesn't, don't despair. Take some class time and create a rubric with your students. Thinking and talking about the qualities of good and poor work are powerfully instructive. Your students will not only help you come up with a rubric, they will also learn a lot about the topic at hand.

- 1. Look at models.** Review examples of good and poor work on a project like the one your students are about to undertake. For example, if they are going to give an oral presentation, show them an excellent presentation—perhaps a televised speech, and a flawed presentation—perhaps a videotaped speech from one of last year's students (if you can get permission to use it). Ask students what makes the good one good and the other one weak. Record their responses.

- 2. List criteria.** Tell students that you're going to ask them to do a similar project and you want to discuss how you should assess it. Students will draw on the list generated during discussion of the models. Track their ideas under the heading "Criteria" or "What Counts." When they appear to run out of ideas, ask them to think about less-obvious criteria. If they haven't listed criteria that you think are important, such as thinking-centred criteria, add them yourself, and explain why they're important.

- 3. Pack and unpack criteria.** You are likely to end up with a long list of criteria, many of which may relate to one another or overlap. After class, take time to combine criteria. Avoid creating categories that are too big, and don't bury criteria that you want to emphasize. For example, if you are assigning a written essay and teaching students about paragraph format, you may want to state proper formatting as a separate criterion.

- 4. Articulate levels of quality.** Drawing again on students' comments during the discussion of good and poor models, sketch out four levels of quality for each criterion. Try the technique of using the words "WOW!" "Yes!" "Yes, but" or "No, but" as sentence stems. For example, if the criterion is "Summarize the plot of the story," the four levels might be:
 - *Level 4 – "WOW! I thoroughly and accurately summarized the plot."*
 - *Level 3 – "Yes! I accurately summarized the plot."*
 - *Level 2 – "Yes, I summarized the plot, but I did include some unnecessary details or left out key information."*
 - *Level 1 – "No, I didn't summarize the plot, but I did include some details from the story."*

Don't worry about getting it exactly right, just capture some of the language describing strong work and the problems that students typically encounter. Ask students to tell you about the kinds of mistakes that they have made in the past.

- 5. Create a draft rubric.** After class, draft a rubric that includes the list of criteria that you generated with your class and expands on the levels of quality. Don't get too attached to this draft—you are likely to revise it more than once.

* Adapted from "Using Rubrics to Promote Thinking and Learning," by Heidi Goodrich Andrade, *Educational Leadership* 57, 5 (2000), pp. 16–17. Alexandria, VA: Association for Supervision and Curriculum Development. Copyright © 2000 ASCD. Reprinted by permission. All rights reserved.
Italics represent adaptations by Alberta Learning

Rubrics (continued)

6. **Revise the draft.** Show the draft to your students and ask for their comments. They will probably ask you to make a few revisions.
-

After revision, the rubric is ready to use. Hand it out with the assignment and have students use it when assessing their own and their peers' first and second drafts. It's important that you use the rubric to assign grades. To translate a rubric into grades, simply circle the appropriate level of quality for each criterion, change the 4s, 3s, 2s, and 1s into the number that represents the middle of the range for a grade (A=93, B=86 and so on), average the scores, and assign a grade accordingly.

Rubrics (continued)

Criteria for Designing Rubrics

The following analytic rating scale provides a guide to ensure that important elements are included in a rubric. It also provides an indicator of the extent to which each element is present.

	Fully	Partly	Rarely, if ever
<i>Do the rubric descriptors</i>			
a. state criteria in specific terms using action verbs?			
b. address expected learner outcomes ?			
c. describe what the students are to know and do ?			
d. address the same criteria , in the same order and number at each level?			
e. describe measurable qualities of a performance or product (not quantities) ?			
f. use age-appropriate , helpful, understandable and succinct language?			
g. use parallel language at each level?			
h. clearly distinguish one performance or product level from the others?			

Rubrics (continued)

EFFECTIVE RUBRIC SAMPLER

The sampler is a potpourri of rubrics based on a variety of criteria applicable to many subject areas including ICT, language arts, mathematics, science and social studies. The rubric samples originate from performance assessments developed by teachers working with the Alberta Assessment Consortium (AAC).

The language used within each rubric needs to be understandable to students. Student involvement in discussing, designing, selecting or modifying criteria and rubric language is essential in order to realize the learning and assessment potential of performance assessments and rubrics.

The sampler is a resource for developing your own performance assessments and rubrics.

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank
Identifies and supports favourite part (Add outcome code with each criteria)	Identifies precisely what was liked and includes significant supporting evidence	Identifies what was liked and includes supporting evidence	Identifies what was liked and includes some supporting evidence	Identifies what was liked with little, if any, supporting evidence	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Expresses feelings	Expresses feelings eloquently and with conviction	Expresses feelings clearly	Expresses feelings incompletely	Expresses few, if any feelings	
Summarizes main idea	Summarizes main idea thoroughly and insightfully	Summarizes main idea	Summarizes main idea partially	Unable to summarize main idea	
Illustrates opinions	Chooses visuals and sounds that effectively and completely support opinions	Chooses visuals and sounds that support opinions	Chooses visuals and sounds that provide incomplete support for opinions	Chooses visuals and sounds that offer little, or no support for opinions	
Collects data	Collects relevant data and enters it accurately on the tally sheet	Collects data and completes tally sheet correctly	Collects data, but tally sheet contains some errors	Collects little data and produces an incomplete tally sheet	
Displays data	Accurately displays data using rank ordering and skillful organization	Accurately displays data using rank ordering	Displays data using rank ordering with some errors	Displays data unclearly or in a confusing way	
Makes recommendation	Uses data to make an insightful, creative recommendation about preferences	Uses data to make a recommendation about preferences	Uses data to make a recommendation about preferences that is partially supported by data	Makes a recommendation about preferences that is not based on data	

Rubrics (continued)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank
Presents data	Uses technology to effectively display data that is organized and easy to interpret	Uses technology to display data that is accurate and clear	Uses technology to display data, but presentation may be muddled or contain errors	Uses technology to display incomplete data that does little to assist in solving the problem	
Draws conclusions	Uses technology to create a menu that represents a thoughtful interpretation of the data	Uses technology to create a menu that represents an accurate interpretation of the data	Uses technology to create a menu that partially reflects the data	Uses technology to create a menu that does not reflect the data	
Supports conclusions	Uses data to provide convincing support for conclusions	Uses data to support conclusions	Uses data to provide partial support for conclusions	Draws conclusions that are not related to data	
Organizes ideas to emphasize key points	Key points are insightful, memorable and clearly organized	Key points are logical, credible and well-organized	Key points are generally organized	Key points are vague	
Selects visuals to inform and engage	Selects visuals that are vivid and engaging	Selects visuals that are appealing and appropriate	Selects visuals that are generally appropriate	Visuals lack appeal	
Selects vocabulary to enhance writing	Selects words that are vivid and enhance meaning	Selects words that are appealing and support meaning	Selects words that are predictable and partially support meaning	Word selection is basic and does little to support meaning	
Identifies main idea	Main idea is specific and insightful	Main idea is meaningful and relevant	Main idea is general	Main idea is vague	
Creates concept map	Displays in-depth, precise details that indicate main idea	Displays clear and correct details that indicate main idea	Displays partially correct details that indicate main idea	Displays incorrect or sketchy details that indicate main idea	
Provides supporting evidence	Supports main idea skillfully with relevant information from own experience and/or text	Demonstrates connection between text and/or own experience thoughtfully	Shows credible relationship of main idea to text and/or own experience	Makes vague connection between main idea and text and/or own experience	
Gathers effective resources	Supporting details are insightful and highly relevant to task	Supporting details are appropriate and relevant to task	Supporting details are relevant to task but general	Supporting details are minimal and unspecific	
Organizes information	Organizes information astutely and creates distinctive and useful categories	Organizes information logically and creates clear and useful categories	Organizes information partially and creates general categories	Organizes information ineffectively and haphazardly	

Rubrics (continued)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank
Designs brochure	Designs engaging and memorable brochure	Designs effective and interesting brochure	Designs appropriate but simplistic brochure	Designs basic but dull brochure	
Analyses character	Provides insightful and perceptive examples to develop an in-depth analysis of the character in terms of behaviour, motivation and plausibility, and thematic connection	Provides thoughtful examples to develop a detailed analysis of the character in terms of behaviour, motivation and plausibility, and thematic connection	Identifies predictable examples to develop a partial analysis of the character in terms of behaviour, motivation and plausibility, and thematic connection	Uses sketchy and ineffective examples are used to develop an analysis of the character in terms of behaviour, motivation and plausibility, and thematic connection	
Presents orally	Gives a presentation that is perceptive and captivates the audience	Gives a presentation that is thoughtful and engages the audience	Gives a presentation that is simplistic and only partially connects with the audience	Gives a presentation that is vague and lacks audience appeal	
Provides insights	Presents a perceptive and astute understanding of how the character profile project interconnects with self	Presents an appropriate and clear understanding of how the character profile project interconnects with self	Presents a general understanding of how the character profile project interconnects with self	Demonstrates minimal understanding of how the character profile project interconnects with self	
Determines volume of right rectangular prism	Diagram of box is clearly labelled and fulfills all the stated requirements correctly calculated volume	Diagram of box is clearly labelled and fulfills the requirements for a calculated volume that contains minor errors	Diagram of box only partially fulfills requirements related to volume	Diagram demonstrates little understanding of the concept of volume	
Determines surface area of right rectangular prisms	Uses an efficient, effective strategy to correctly determine the surface area of the chocolate box	Uses an appropriate strategy to determine the surface area of chocolate box with minor errors in calculation	Uses a strategy that demonstrates partial understanding of surface area with obvious errors in calculation	Uses a strategy that demonstrates little understanding of surface area with significant errors in calculation	
Communicate ideas and justifies choices	Provides clear and compelling reasons that support design choice	Provides plausible reasons that support design choice	Provides reasons with minimal support for design choice	Provides reasons that do not support for design choice.	
Clarifies and shapes ideas in a group	Clarifies and shapes understanding through effective and extensive collaboration with others	Clarifies and shapes understanding through collaboration with others	Shares understanding with others	Shares little or no understanding with others	
Participates in and contributes to group work	Contributes enthusiastically and invites suggestions from other group members to develop an effective advertising strategy	Contributes to group and accepts others' ideas to develop an effective advertising strategy	Contributes to group to develop an advertising strategy	Contributes only when encouraged and does not develop an effective advertising strategy	

Rubrics (continued)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank
Creates advertisements	Produces a wide variety of advertisements that clearly and persuasively sell the product based on the advertising strategy	Produces a range of advertisements that sell the product based on the advertising strategy	Produces similar advertisements to sell the product based on the advertising strategy	Produces advertisements that are lacking in persuasion and originality and may not be based on the advertising strategy	
Communicates key ideas and information	Communicates key ideas and information convincingly throughout the presentation that considers purpose and audience	Communicates ideas and information effectively throughout the presentation that considers purpose and audience	Communicates some ideas and information during the presentation that may consider both purpose and audience	Communicates few ideas during the presentation that does little to consider both purpose and audience	
Accesses and retrieves information	Effectively accesses and retrieves relevant information from a variety of electronic sources	Accesses and retrieves relevant information from a variety of electronic sources	Accesses and retrieves some relevant information from provided electronic sources	Accesses, but has difficulty retrieving, relevant information from provided electronic sources	
Creates folder and organizes information	Organizes information effectively in an electronic folder enabling easy access by group members	Organizes information in an electronic folder enabling fairly easy access by group members	Organizes information somewhat within an electronic folder making it awkward for group members to access	Does not organize information within an electronic folder making it difficult for group members to access	
Creates a multimedia presentation	Designs a multimedia presentation that skillfully features a variety of visual images, sounds and animated images that persuasively sells the product to a particular audience	Designs a multimedia presentation that features meaningful visual images, sounds or animated images to sell the product to a particular audience	Designs a multimedia presentation that features some visual images, sounds or animated images to sell the product to a particular audience	Designs a multimedia presentation that features few, if any visual images, sounds or animated images to sell the product and may not consider audience	
Composes story	Composes original and compelling story with rich supporting details	Composes original story with supporting details	Composes simple, predictable story with few supporting details	Composes incomplete, uninteresting or disjointed story	
Uses conventions	Spelling, grammar, capitalization and punctuation are accurate and enhance impact of story; errors are hardly noticeable	Spelling, grammar, capitalization and punctuation have few errors that do not interfere with writer's intended meaning	Spelling, grammar, capitalization and punctuation are inconsistent and interfere with writer's intended meaning	Spelling, grammar, capitalization and punctuation errors are evident and interfere significantly with writer's intended meaning	
Presents story	Presents story that engages and holds the interest of the audience	Presents story that communicates to audience	Presents story that communicates to audience, but does not sustain interest throughout	Presents story that does not suit the needs or interests of the audience	
Clarifies problem	Shows insightful understanding of the problem by making pertinent predictions that can be researched and tested	Shows understanding of the problem by making reasonable predictions that can be researched and tested	Shows partial understanding of the problem by making predictions that may be difficult to research or test	Shows minimal understanding of problem by making predictions that are not testable	

Rubrics (continued)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank
Designs and carries out plan	Sets up and carries out a procedure designed to provide complete, relevant and accurate data, and a model	Sets up and carries out a procedure designed to provide accurate data and a model	Sets up and carries out a procedure that provides incomplete, data and a workable model	Sets up and carries out a procedure that provides little data and an unworkable model	
Conducts experiments	Conducts exhaustive trials to provide complete, valid and accurate data about the effects of the adaptations	Conducts sufficient trials to be considered a fair test and provides relevant and accurate data about the effects of the adaptation	Conducts simple tests that provide incomplete data about the effects of the adaptations	Conducts tests that provide little data about adaptations	
Identifies alternatives and evaluates effects	Uses data and observations to provide a clear, logical explanation of which design characteristic adaptations led to peak performance	Uses data and observations to provide a reasonable explanation of which design characteristic adaptations led to peak performance	Uses data and observations to provide some support for choice of design characteristic adaptations that led to peak performance	Choice of design characteristic adaptations is not based on data or observations	
Communicates recommendation	Uses technology effectively to create a highly visual and practical recommendation that is persuasive and engages the audience	Uses technology to create a readable recommendation with visuals that appeal to the audience	Uses technology to create a recommendation that conveys information in a straight-forward manner with little audience appeal	Uses technology to create a recommendation that provides little, if any, information and lacks audience appeal	
Solves problem	Insightfully, accurately and effectively provides solution to problem by sorting, organizing and classifying data, using a technology tool	Provides solution to problem by sorting, organizing and classifying data, using a technology tool	Provides partial solution to problem by sorting, organizing and classifying data, using a technology tool	Provides an incomplete or indefensible solution to problem by sorting, organizing and classifying data, using a technology tool	
Demonstrates understanding	Demonstrates thorough and insightful understanding of the chosen theme and comprehensively explains historical significance using relevant facts	Demonstrates clear understanding of the chosen theme and explains historical significance using relevant facts	Demonstrates some understanding of the chosen theme and explains historical significance using generalities	Demonstrates little, or no understanding of the chosen theme with an unclear explanation of historical significance	
Locates information based on research questions	Selects and organizes specific, comprehensive information related to the theme	Selects and organizes information related to the theme	Selects and organizes information partially related to the theme	Selects irrelevant or inaccurate information related to the theme	
Synthesizes information	Synthesizes information, determines patterns and links ideas to effectively present the theme	Synthesizes information, determines patterns and links ideas to present the theme	Partially synthesizes information, determines patterns and links ideas to present the theme	Partially synthesizes information to present an incomplete theme	

Rubrics (continued)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank
Builds chemical models	Constructs models that effectively depict structures and scientific principles accurately	Constructs models that depict structures and scientific principles	Constructs models that partially depict structures and may lack scientific accuracy	Constructs models that have little scientific accuracy	
Explains organic chemical reactions	Provides in-depth scientific descriptions of chemical processes including complete and accurate chemical equations	Provides scientific descriptions of chemical processes including accurate chemical equations	Provides partial scientific descriptions of chemical processes with some chemical equations	Provides scientifically incorrect descriptions of the chemical processes; equations, if included, contain many errors	
Evaluates environmental impact	Identifies all sides of the issue representing important possible alternatives in detail and makes a recommendation that is effectively supported by an insightful analysis of the issues	Identifies various sides of the issue representing important possible alternatives and makes a recommendation that is supported by an analysis of the issues	Identifies some important sides of the issue and others that are not relevant, and presents a recommendation that is partially supported by an analysis of the issues	Identifies sides of the issue, most or all of which are not relevant and presents a recommendation that is not supported by an analysis of the issues	
Creates hypothesis	Makes an insightful and testable hypothesis based on logical reasoning	Makes a testable hypothesis	Makes an hypothesis that may be difficult to test	Makes an hypothesis that is not testable	
Formulates position	Formulates a well-organized, completely developed position based on the assigned role, and presents logical and persuasive arguments	Formulates a reasonable position based on the assigned role and presents sound arguments	Formulates a position based on the assigned role and presents questionable arguments	Formulates a position based on the assigned role that is disorganized, difficult to follow and provides little or no support	
Presents and defends position	Proposes a realistic and justifiable position; thoroughly explains several strengths and weaknesses of each alternative solution provided by others	Proposes a reasonable position, and explains strengths and weaknesses of each alternative solution proposed by others	Proposes a position, and explains strengths and weaknesses of some alternatives proposed by others	Proposes an irrelevant position and is unable to identify strengths or weaknesses for solutions proposed by others	
Participates in online forum	Participates in-depth in an online discussion forum to effectively present and defend a position; debates the position of others	Participates in an online discussion forum to present and defend a position; debates the position of others	Participates in an online discussion forum to present and defend a position that contains errors; may be unable to debate the position of others	Participates in an online discussion forum to present a position but is unable to defend the position or debate the position of others	

Evaluating Goals

Some of these goals are SMART*er than others. Why?

1. At least 33 percent of our students will go up one level on Stanford 9 this year, including our bilingual and special education students.
2. Seventy-five percent of our students will participate in daily hands-on activities in math.
3. Each student will produce two writing samples at Level 3 or 4 on our school Writing Rubric each semester, for their portfolio.
4. Sixty percent of our students will read on grade level as measured by our school standard to be checked each quarter.
5. All students will successfully complete at least one performance assessment in mathematics each quarter, to be placed in their portfolio.
6. Seventy percent of our students will improve their critical thinking skills.

* Sutton, Ruth. *The Learning School*. Salford, England: RS Publications, 1997.

Using Performance Assessments in the Classroom

Collaborate with colleagues

- Select and use common assessment language.
- Share insights and accomplishments.
- Develop performance assessments with scoring guides, e.g., checklists, rating scales or rubrics.
- Discuss what does and does not work.

Prepare students

- Include frequent activity-based learning experiences for students.
- Provide one self-reflective and one peer-evaluation activity for students each week.
- Provide exemplary student samples with the scoring guide.
- Have students assist in developing scoring guides or write their own.
- Use simple, clear and relevant language with students.

Simplify implementation

- Use sample performance assessments with scoring guides as models for your performance assessments. (Refer to the Alberta Assessment Consortium Web site at www.aac.ab.ca.)
- Try one performance assessment in an area you are familiar and confident with during each reporting period.
- Provide immediate feedback to students, but limit marking time by using student self-evaluation or peer evaluation.
- Mark selected samples, not every performance.
- Make necessary revisions or changes to teaching and assessment practices soon after using a performance assessment.
- Increase consistency in scoring by using scoring guides based on learner outcomes, not on effort, participation or ability, or by comparing and ranking of student work.

Reproduced with permission from the Alberta Assessment Consortium (AAC), *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 8.

Using Performance Assessments in the Classroom

(continued)

Performance Assessment Template

Grade _____ : _____

TITLE

Description of Task: (to be added later)
--

No.	Description

No.	Description

CRITERIA

What will you accept as evidence that the student has achieved the outcomes? Link each criteria bullet to one or more outcomes.

Each student will

-
-
-
-

TEACHER NOTE

Using Performance Assessments in the Classroom

(continued)

Student Assessment Task

Use these questions to guide your development work. Once the answers to the questions have been determined, write the task in “student-friendly” language.

What is a meaningful context for engaging students? What real issues, problems, themes and student interest can help determine this context?

What student products and/or performances will provide evidence of student attainment of outcomes?

What role will students take?

To whom will students present their products and/or performances?

What instructions will students need?

Using Performance Assessments in the Classroom

(continued)

Student _____

<SUBJECT> RUBRIC <TITLE>

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
 - Action
- Strength to enhance: _____
 - Action

Using Performance Assessments in the Classroom

(continued)

Student _____

ICT RUBRIC <TITLE>

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
	□	□	□	□	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
	□	□	□	□	
	□	□	□	□	
	□	□	□	□	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
 - Action
- Strength to enhance: _____
 - Action

Using Performance Assessments in the Classroom

(continued)

DEVELOPED BY

Name	School Jurisdiction and No.
Name	School Jurisdiction and No.
Name	School Jurisdiction and No.

REVIEWED BY

Name	School Jurisdiction and No.
------	-----------------------------

ICT Outcome Categories

Communicating, Inquiring, Decision Making and Problem Solving	
C1	Students will access, use and communicate information from a variety of technologies.
C2	Students will seek alternative viewpoints, using information technologies.
C3	Students will critically assess information accessed through the use of a variety of technologies.
C4	Students will use organizational processes and tools to manage inquiry.
C5	Students will use technology to aid collaboration during inquiry.
C6	Students will use technology to investigate and/or solve problems.
C7	Students will use electronic research techniques to construct personal knowledge and meaning.

Foundational Operations, Knowledge and Concepts	
F1	Students will demonstrate an understanding of the nature of technology.
F2	Students will understand the role of technology as it applies to self, work and society.
F3	Students will demonstrate a moral and ethical approach to the use of technology.
F4	Students will become discerning consumers of mass media and electronic information.
F5	Students will practise the concepts of ergonomics and safety when using technology.
F6	Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Processes for Productivity	
P1	Students will compose, revise and edit text.
P2	Students will organize and manipulate data.
P3	Students will communicate through multimedia.
P4	Students will integrate various applications.
P5	Students will navigate and create hyperlinked resources.
P6	Students will use communication technology to interact with others.

Slides



WELCOME...

**CLASSROOM ASSESSMENT
TOOL KIT
TEACHER APPLICATION
WORKSHOP**

1

GLOSSARY

Assessment: collecting information on student achievement and performance to improve student learning.

Evaluation: judgement regarding the quality, value or worth of a response.

2

Rubricator:

...an individual who uses rubrics to evaluate a product or performance.

Spence Rogers, Peak Learning Systems

3

“Rubricator” Checklist

	Yes	Not Yet
1. Have you used a rubric?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you developed a rubric?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you revised a rubric?	<input type="checkbox"/>	<input type="checkbox"/>

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4

“Rubricator” Rating Scale

	Consistently	Frequently	Sometimes	Rarely, if ever
1. Have you used a rubric?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you developed a rubric?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you revised a rubric?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5

“Rubricator” Rubric

Professional

- Could teach this rubric workshop. (Synthesis)
- Develop and use rubrics that are consistently effective.
- Eat, sleep and think rubrically.

Hobbyist

- Could coach other participants in this workshop while looking for a few ideas. (High Application)
- Design & use rubrics that work fairly well – but some glitches arise.
- Think rubrically a lot – (though limited to working hours).

Developing

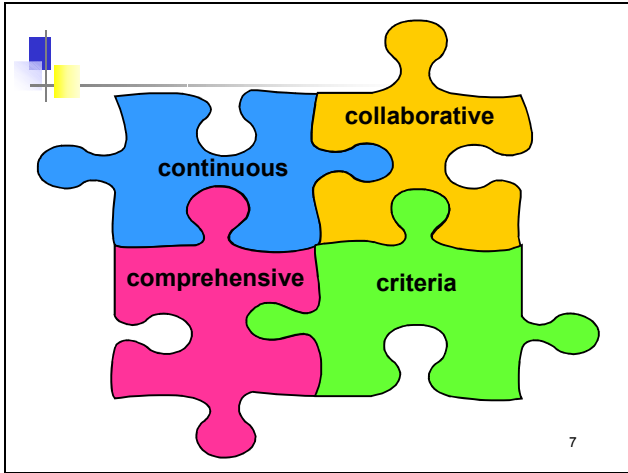
- Fairly confident, but wouldn't want to volunteer for too much coaching. (Moderate Application)
- Rubrics are helping to improve student work but don't consistently define quality or differentiate well when scoring.
- Rubricated thinking is typically an afterthought.

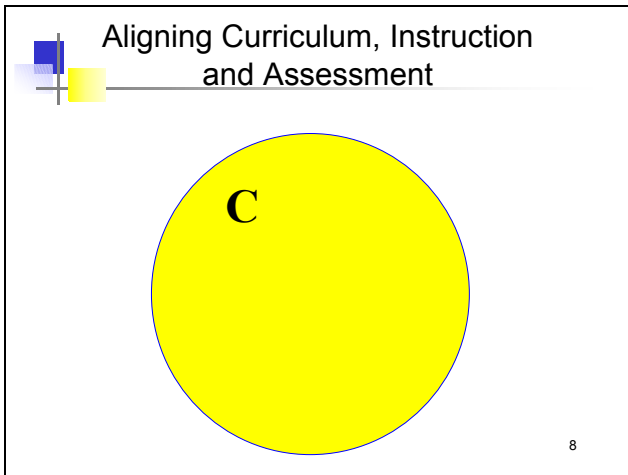
Emerging

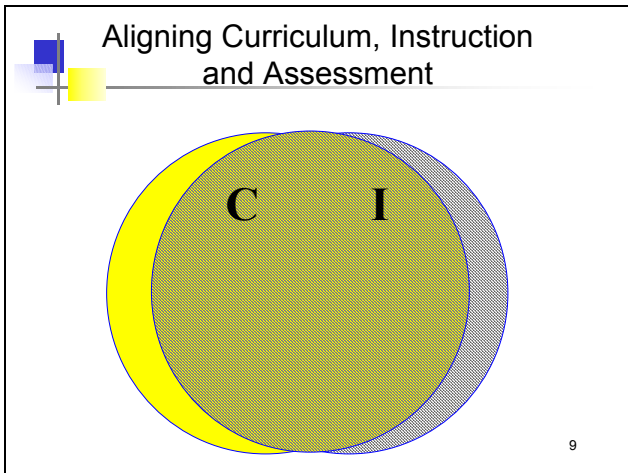
- Have basic definitions and procedures but not enough to help much. (Low Application)
- My rubrics don't work very well.
- Rubricated thinking is used only when necessary.

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6







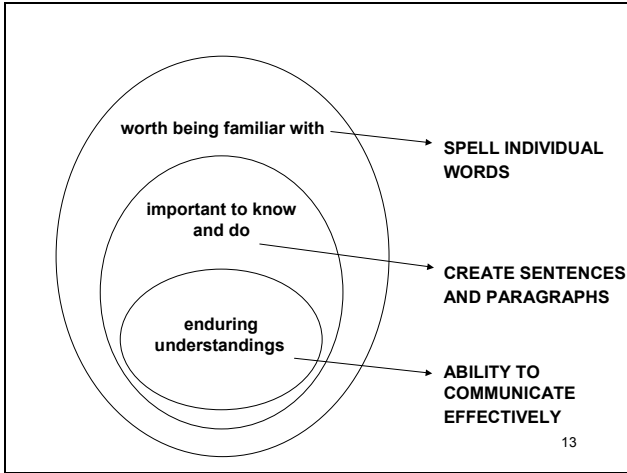
Aligning Curriculum, Instruction and Assessment

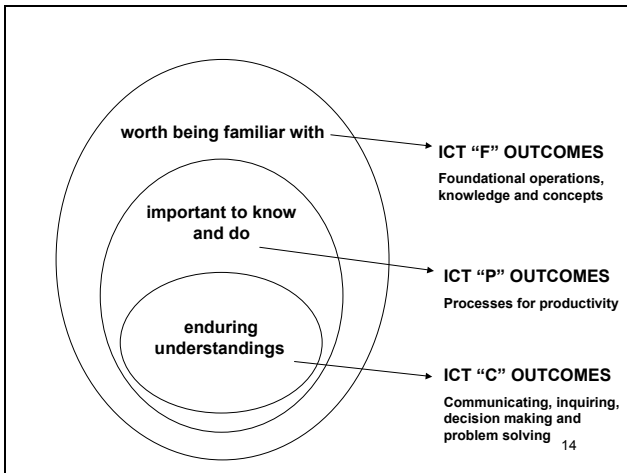
10


Clarifying Content Priorities

11

12







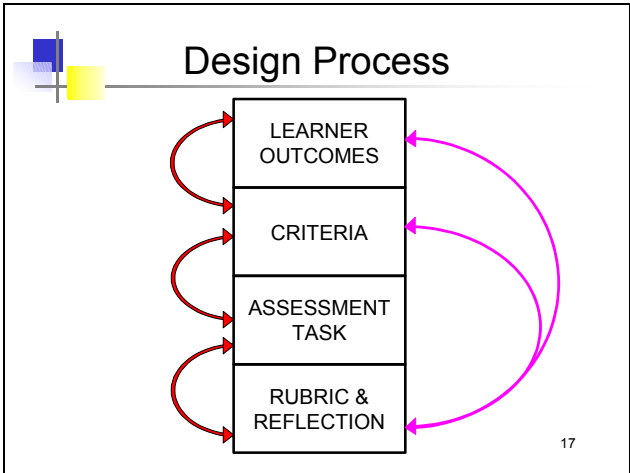
[Assessments should] measure learning outcomes of indisputable importance.
Popham (2001)

15

Helps for Teachers

- Checklist for “F” and “P” outcomes
- Performance tasks and rubrics for “C” outcomes
- Student profiles
- Student self-reflection tools
- Development template

16



Agenda

1. Introduction
2. Developing a Performance Task:
Moving from Outcomes to Criteria
3. Kabobs and More!
4. Developing a Performance Task:
Creating a Student Assessment Task
5. Developing a Performance Task:
Creating a Rubric
6. Setting SMART Goals
7. Next Steps
8. Closure and Participant Response

18

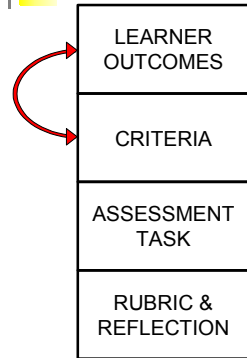
Assessment is like a(an)

_____ (object/picture)

because _____.

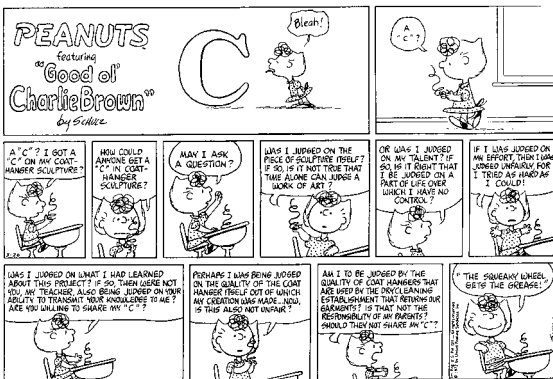
19

Developing a Performance Task:



**MOVING FROM
OUTCOMES TO
CRITERIA**

20



PEANUTS reprinted by permission of United Feature Syndicate, Inc.

21

Let's Plan a Birthday Party!

- What is the goal (**outcome**) of a birthday party?
- What is the evidence (**criteria**) that the outcome has been achieved?

22



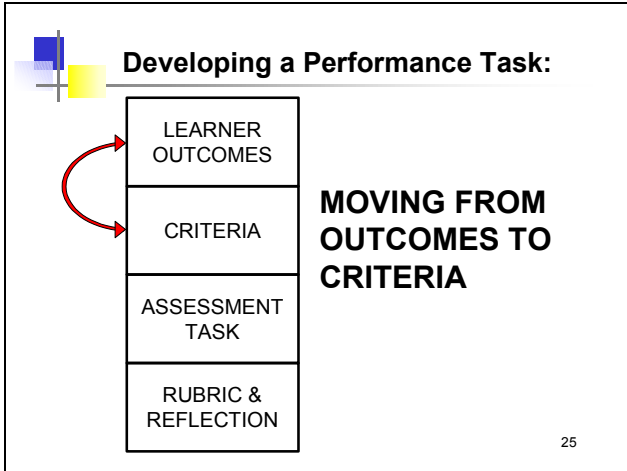
Selected ICT Outcomes

- **C1.1.2 process information** from more than one source to retell what has been discovered
- **C4.1.3 organize information** from more than one source
- **C6.1.2 use technology to organize and display data** in a problem-solving context

23

process information
organize information
organize and display data
↓
organize and display data

24



Grade 6 Criteria

Each student will:

- access and retrieve information/data
- organize information
- perform calculations
- interpret results
- design and communicate findings.


26

Grade 9 Criteria

Each student will:


- plan and conduct a search
- locate and organize information
- synthesize information
- communicate findings.

27



Kabobs and More!


28



Turn and Talk

- **Examine** your kabob and give it a rating on a scale of 1–4, with 1 being the lowest and 4 being the highest. Be prepared to defend your choice (identify criteria).
- **Turn and talk** with your partner, sharing ratings and criteria.
- **Discuss** the advantage of having samples of a product when determining criteria.
- **Enjoy** eating your kabob!

29




Developing a Performance Task:

LEARNER OUTCOMES
CRITERIA
ASSESSMENT TASK
RUBRIC & REFLECTION

**CREATING A
STUDENT
ASSESSMENT
TASK**

30

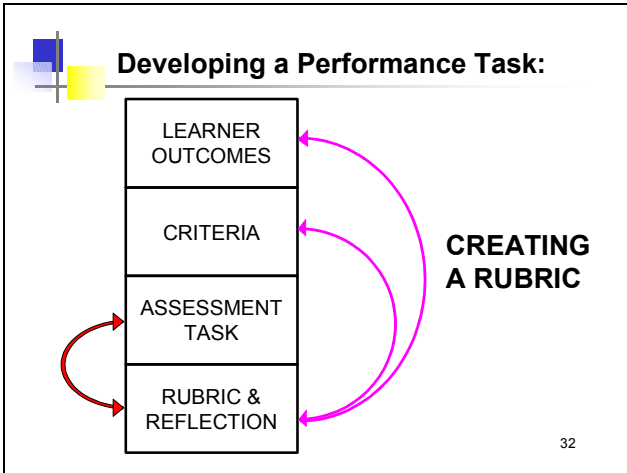


A good assessment instrument can be a learning experience. But more to the point, it is extremely desirable to have assessment occur in the context of students working on problems, projects or products that

- genuinely **engage** them
- hold their **interest**
- **motivate** them to do well.

Gardner (1993)

31

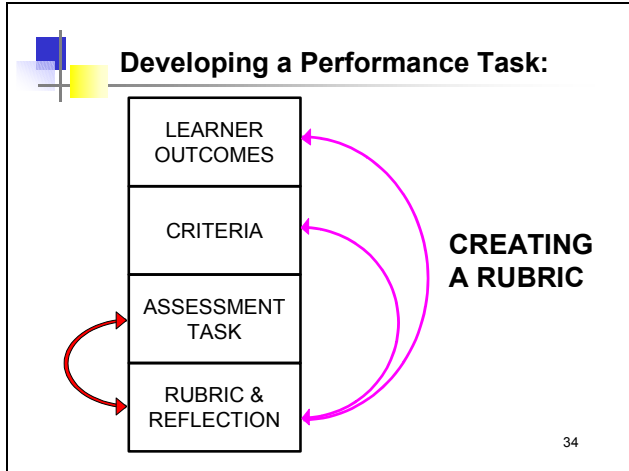


Focused Reading

- 1. Read** the article in sections, stopping at each horizontal line.
- 2. Record** these symbols in the margins to represent your thoughts. Feel free to add notes in the margins.

!	?
I agree!	I disagree.
I do this.	I still have questions.
I'll try that.	I'm not sure.
- 3. Discuss** your thoughts with your partner before reading the next section.

33



That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do it is increased.

Emerson

35

“Rubricator” Rubric

Professional

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- Develop and use rubrics that are consistently effective.
- Eat, sleep and think rubrically.

Hobbyist

- Could coach other participants in this workshop while looking for a few ideas. (High Application)
- Design & use rubrics that work fairly well – but some glitches arise.
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Developing


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- Rubricated thinking is typically an afterthought.

Emerging

- Have basic definitions and procedures but not enough to help much. (Low Application)
- My rubrics don't work very well.
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36



Setting SMART Goals

37



Students can hit any target as long as they see it and it holds still for them ... We must eliminate the mystery.

R. Stiggins

38

Feedforward



Reproduced from Ruth Sutton, *The Learning School* (Salford, England: RS Publications, 1997), p. 69.

39



The Cocktail Party

Within five minutes, participants will form groups of five to identify and explain the five unique components of a SMART goal.

40



Setting SMART Goals

- Think of a student, a group of students or a class.
- Write a SMART goal for your next unit of study.

41



Sharing SMART Goals

- Share your goal with your group.
- Provide/receive feedback on how the goal might be enhanced to become “smarter.”

42



We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, good or excellent, then we've missed the whole point of what education is about.

Costa and Kallick (1992)

43



I'm going to tour local schools and talk about sport and being good people. Set goals and take the high road.


Olympic Gold Medallist and Triathlete,
Simon Whitfield
...on what he plans to do when he returns home

44



Next Steps


45



Next Steps

- Use the performance assessments contained in the tool kit.
- Create new performance assessments using the design process.
- Adapt existing student tasks using the design process.
- Include ICT “C” category outcomes in any performance assessment.


46



More Next Steps

- Share your knowledge and skills with a colleague.
- Consult the tool kit for information about quality assessment practices.
- Use Alberta Assessment Consortium (AAC) resources.
- Consider applying to attend the AAC Summer Development Workshop.
- Check your regional learning consortium for other learning opportunities in the field of assessment.

47



Closure and Participant Response

48



What enduring ICT skills will enable this young person to bridge the gap between **now** and **then**?

Why should we be concerned about "ICTness"?

49



... we assume that [schools'] primary obligation should be to help students to learn how to recognize and solve problems, comprehend new phenomena, construct mental models of those phenomena, and, given a new situation, set goals and regulate their own learning (learn how to learn).

Jonassen, Peck and Wilson (1999)

50



APPLICATION WORKSHOP

Thank you for participating!

51

Rubric for Teacher Application Workshop

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
My reactions	Purpose was clearly evident and strongly supported by learning activities. <input type="checkbox"/>	Purpose was evident and supported by learning activities. <input type="checkbox"/>	Purpose was evident, but not clearly supported by learning activities. <input type="checkbox"/>	Purpose was unclear and learning activities provided little or no support. <input type="checkbox"/>
	Speaker's expertise in content area was highly evident. <input type="checkbox"/>	Speaker's expertise in content area was evident. <input type="checkbox"/>	Speaker's expertise in content area was minimal. <input type="checkbox"/>	Speaker's expertise in content area was not evident. <input type="checkbox"/>
	Presentation was logical, well-organized and easy to understand. <input type="checkbox"/>	Presentation was organized and easy to understand. <input type="checkbox"/>	Presentation was partially organized and lacked clarity. <input type="checkbox"/>	Presentation was disorganized and difficult to understand. <input type="checkbox"/>
	I was actively and meaningfully engaged in learning. <input type="checkbox"/>	I was actively engaged in learning. <input type="checkbox"/>	My involvement in learning was minimal. <input type="checkbox"/>	My involvement in learning was passive. <input type="checkbox"/>
	Media and learning materials were used effectively to enhance the presentation <input type="checkbox"/>	Media and learning materials supported the presentation. <input type="checkbox"/>	Media and learning materials did not contribute to the presentation. <input type="checkbox"/>	Media and learning materials detracted from the presentation. <input type="checkbox"/>
My learning	Session added significantly to my understanding of assessment and evaluation strategies. <input type="checkbox"/>	Session added to my understanding of assessment and evaluation strategies. <input type="checkbox"/>	Session added somewhat to my understanding of assessment and evaluation strategies. <input type="checkbox"/>	Session added little to my understanding of assessment and evaluation strategies. <input type="checkbox"/>
	Content was highly relevant and applicable to my assessment needs. <input type="checkbox"/>	Content was relevant and applicable to my assessment needs. <input type="checkbox"/>	Content was relevant and applicable in part to my assessment needs. <input type="checkbox"/>	Content was neither relevant nor applicable to my assessment needs. <input type="checkbox"/>
Support for change	Session provided effective strategies that will help me advocate facilitate, and support organizational change. <input type="checkbox"/>	Session provided useful strategies that will help me advocate, facilitate and support organizational change. <input type="checkbox"/>	Session provided somewhat useful strategies that may help me advocate, facilitate and support organizational change. <input type="checkbox"/>	Session provided me with few, if any, useful strategies to help me advocate, facilitate and support organizational change. <input type="checkbox"/>

As a result of your attendance at this session, what do you anticipate will be the impact on student learning in your classroom?

From Alberta Assessment Consortium (AAC) and Alberta Regional Consortia (ARC) (2002).

Development Template 1

Grade 6: MATHEMATICS

TITLE

Description of Task:

MATHEMATICS OUTCOMES	
No.	Description
	Number: Number Operations
SO12	solve problems that involve arithmetic operations on decimals to thousandths, using appropriate technology (2-digit whole number multipliers and dividers)
SO14	use a variety of methods to solve problems with multiple solutions
	Statistics and Probability: Data Analysis
SO3	select and use appropriate methods of collecting data: designing and using structured questionnaires, experiments, observations, electronic networks
SO9	analyze sets of data to make comparisons

ICT OUTCOMES	
No.	Description
C1.2.1	access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
C1.2.2	organize information gathered from the Internet or an electronic source by selecting and recording the data in logical files or categories; communicate effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
C4.2.2	organize information, using such tools as a database, spreadsheet or electronic webbing
C6.2.2	use data gathered from a variety of electronic sources to address identified problems
C6.2.3	use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment
C6.2.4	solve problems, using numerical operations and such tools as calculators and spreadsheets
C7.2.1	use a variety of technologies to organize and synthesize researched information

CRITERIA are evidence that the student has achieved the outcomes. Link each criteria bullet to one or more outcomes.

Each student will:

-
-
-
-

Development Template 1 (continued)

Student Assessment Task

Use these questions to guide your development work. Once the answers to the questions have been determined, write the task in student-friendly language.

What is a meaningful context for engaging students? What real issues, problems, themes and student interest can help determine this context?

What student products and/or performances will provide evidence of student attainment of outcomes?

What role will the students take?

To whom will students present their products and/or performances?

What instructions will students need?

Development Template 1 (continued)

MATHEMATICS RUBRIC

(Title)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
					No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
- Action
- Strength to enhance: _____
- Action

Development Template 1 (continued)

ICT RUBRIC

(Title)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
					No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
- Action
- Strength to enhance: _____
- Action

Development Template 2

Grade 9: ENGLISH LANGUAGE ARTS (ELA.01)

TITLE

Description of Task:

ENGLISH LANGUAGE ARTS OUTCOMES	
No.	Description
3.1.1	Focus attention synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions
3.1.2	Determine information needs select types and sources of information to achieve an effective balance between researched information and own ideas
3.2.1	Use a variety of sources obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research
3.3.2	Record information choose specific vocabulary and use conventions accurately and effectively to enhance credibility
3.4.1	Share ideas and information communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussion and articles

ICT OUTCOMES	
No.	Description
C1.3.1.	plan and conduct a search, using a wide variety of electronic sources
C1.3.6	communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
C2.3.1	access diverse viewpoints on particular topics by using appropriate technologies
C2.3.2	assemble and organize different viewpoints in order to assess their validity
C2.3.3	use information technology to find facts that support or refute diverse viewpoints

CRITERIA are evidence that the student has achieved the outcomes. Link each criteria bullet to one or more outcomes.

Each student will:

-
-
-
-

Development Template 2 (continued)

Student Assessment Task

Use these questions to guide your development work. Once the answers to the questions have been determined, write the task in student-friendly language.

What is a meaningful context for engaging students? What real issues, problems, themes and student interest can help determine this context?

What student products and/or performances will provide evidence of student attainment of outcomes?

What role will students take?

To whom will students present their products and/or performances?

What instructions will students need?

Development Template 2 (continued)

LANGUAGE ARTS RUBRIC

(Title)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
					No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
- Action
- Strength to enhance: _____
- Action

Development Template 2 (continued)

ICT RUBRIC

(Title)

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
					No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.

Student Learning Goals

- Area of need (What's hard for me): _____
- Action
- Strength to enhance: _____
- Action

Ultimate Fruit Kabob

Level Criteria	4 Superb	3 Tasty	2 Pretty Good	1 Edible
Use of colour and shape	Uses all colours and shapes to establish a creative arrangement	Uses many colours and shapes to establish a consistent pattern	Uses several colours and shapes to establish an inconsistent pattern	Uses few colours and shapes with no discernable pattern
Taste	Creates a kabob with a wide range of flavours and textures	Creates a kabob with attention to flavours and textures	Creates a kabob with limited attention to flavours and textures	Creates a kabob with little or no attention to flavours and textures
Visual presentation/ aesthetic appeal	Produces a kabob that looks almost too good to eat	Produces an appealing kabob	Produces a kabob that would appeal only to a hungry person	Produces an unappealing kabob
Health connections	Constructs kabob with a significant portion of fruit	Constructs kabob with mostly fruit	Constructs a kabob with an even mix of fruit and candy	Constructs a kabob with mostly candy

Used with permission from Anne Mulgrew and Carol Anne Inglis (1999).

SMART* Goals

S = Specific

The goal states exactly what is to be accomplished.

M = Measurable

The goal can be objectively assessed—states the expectation numerically in percent or quantities.

A = Attainable

The goal can be accomplished in a reasonable amount of time, with the resources available, yet is also challenging.



R = Relevant

The goal is essential for success in improving student achievement.

T = Timely

The goal clearly addresses issues of time, e.g., how long, how often.



* Sutton, Ruth. *The Learning School*. Salford, England: RS Publications, 1997.



WELCOME...

**CLASSROOM ASSESSMENT
TOOL KIT
TEACHER APPLICATION
WORKSHOP**

GLOSSARY

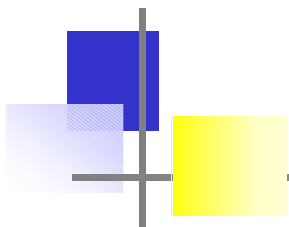
Assessment: collecting information on student achievement and performance to improve student learning.

Evaluation: judgement regarding the quality, value or worth of a response.

Rubricator:

...an individual who uses rubrics to evaluate a product or performance.

Spence Rogers, Peak Learning Systems



“Rubricator” Checklist

	Yes	Not Yet
1. Have you used a rubric?		
2. Have you developed a rubric?		
3. Have you revised a rubric?		



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“Rubricator” Rating Scale

	Consistently	Frequently	Sometimes	Rarely, if ever
1. Have you used a rubric?				
2. Have you developed a rubric?				
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Hobbyist

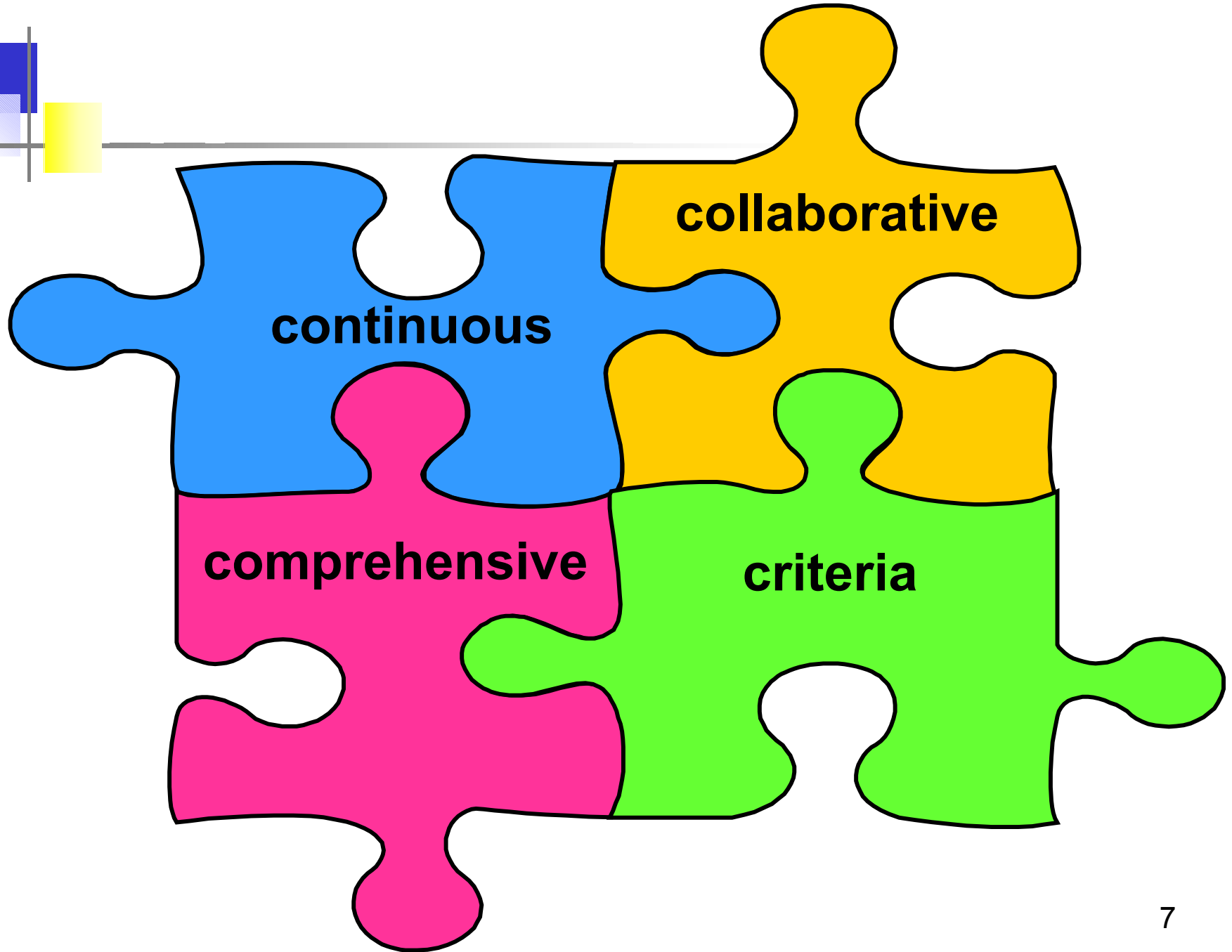
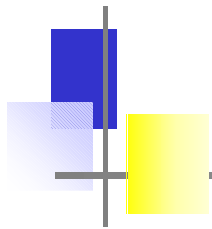
- Could coach other participants in this workshop while looking for a few ideas. (High Application)
- Design & use rubrics that work fairly well – but some glitches arise.
- Think rubrically a lot – (though limited to working hours).

Developing

- Fairly confident, but wouldn't want to volunteer for too much coaching. (Moderate Application)
- Rubrics are helping to improve student work but don't consistently define quality or differentiate well when scoring.
- Rubricated thinking is typically an afterthought.

Emerging

- Have basic definitions and procedures but not enough to help much. (Low Application)
- My rubrics don't work very well.
- Rubricated thinking is used only when necessary.



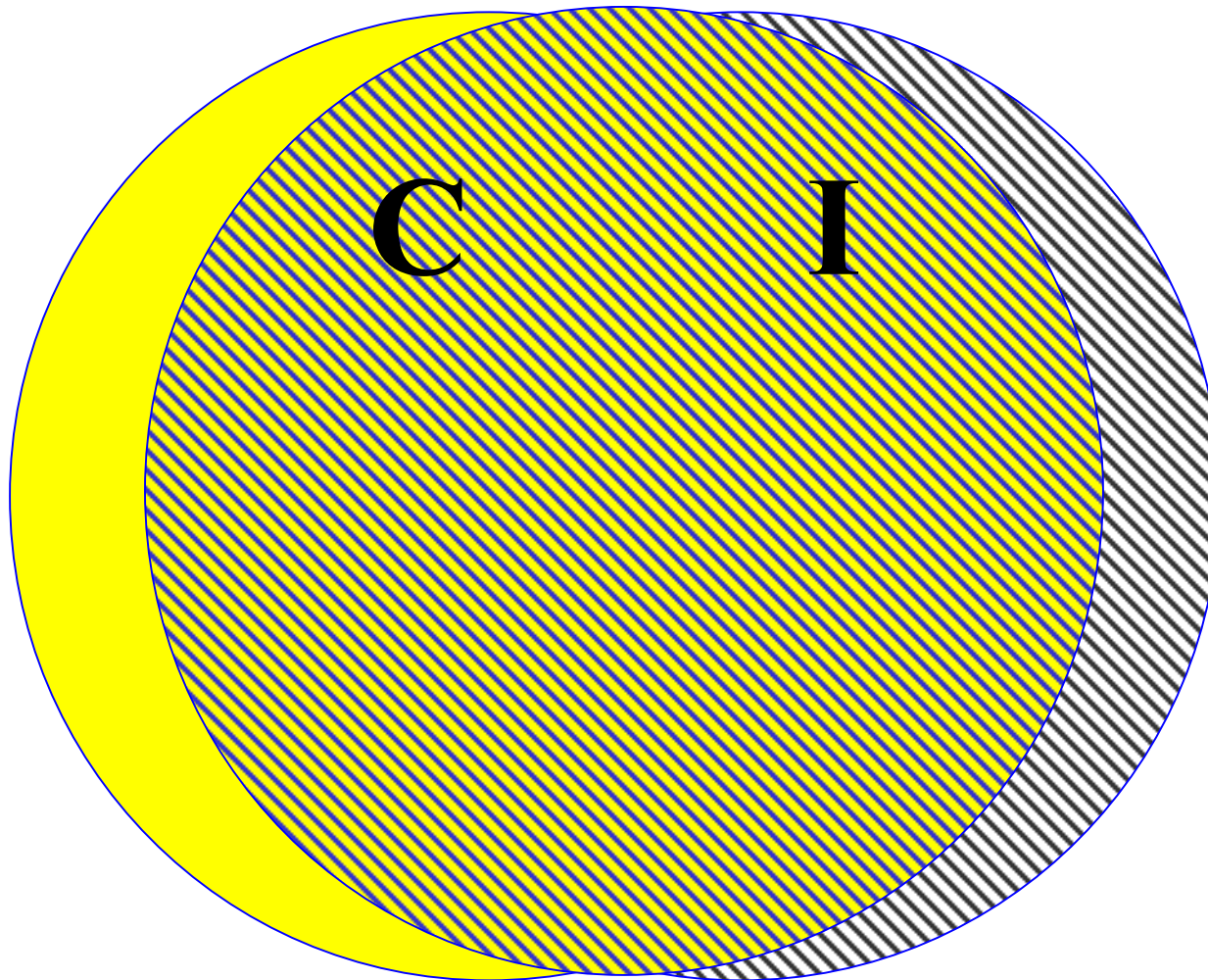


Aligning Curriculum, Instruction and Assessment

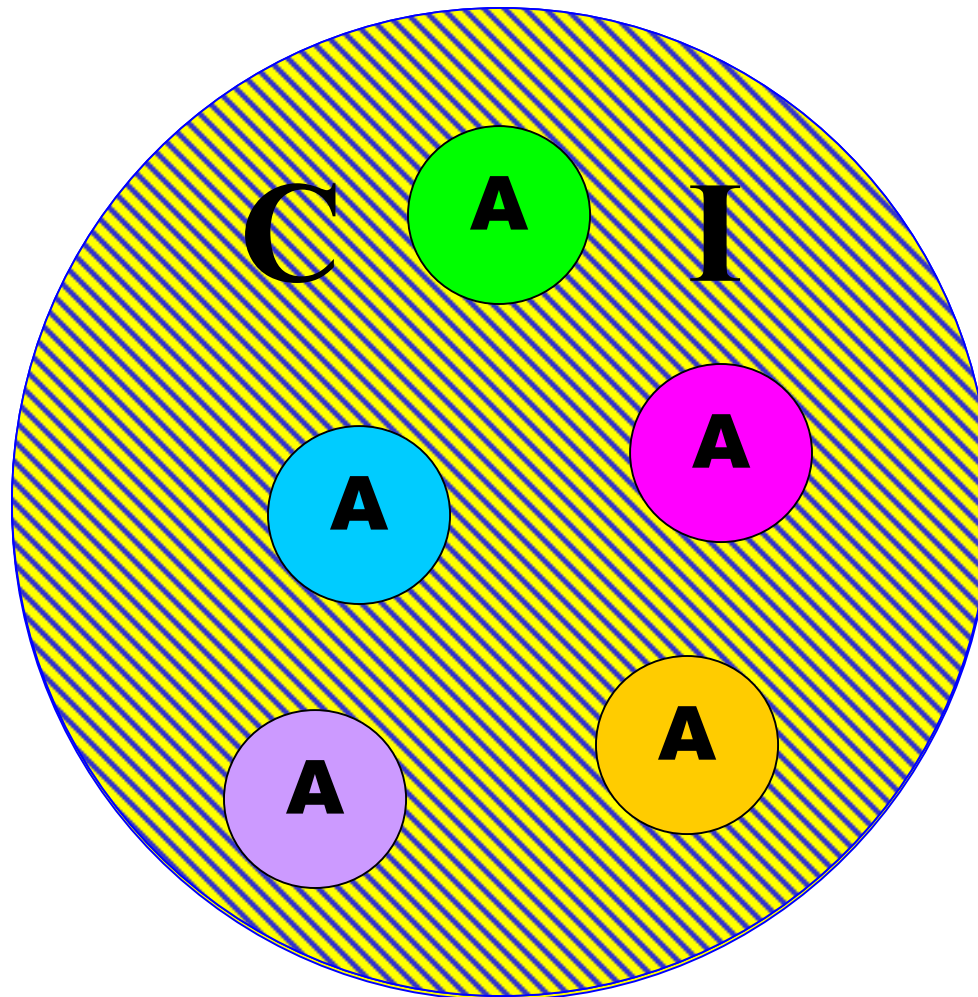


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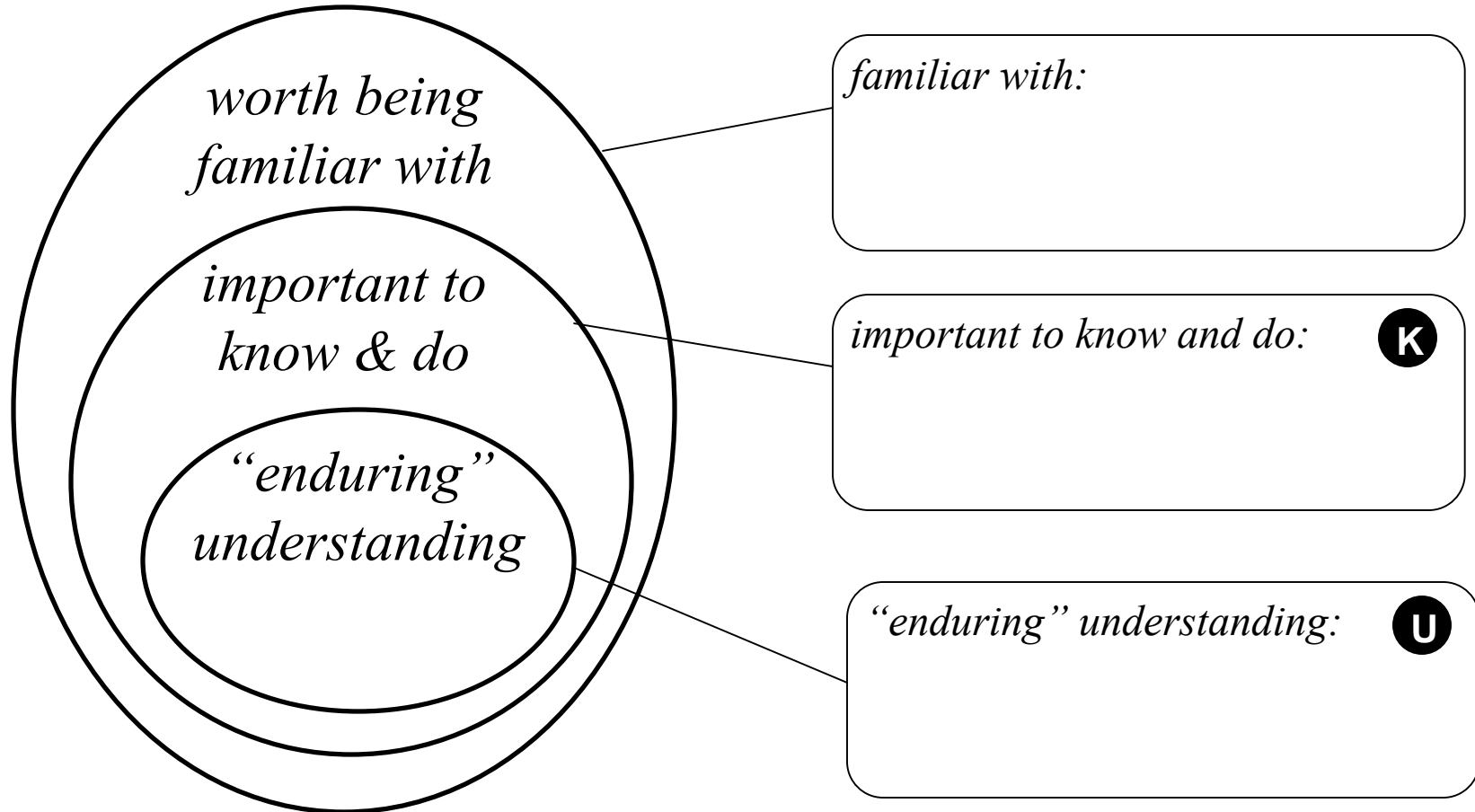
Aligning Curriculum, Instruction and Assessment



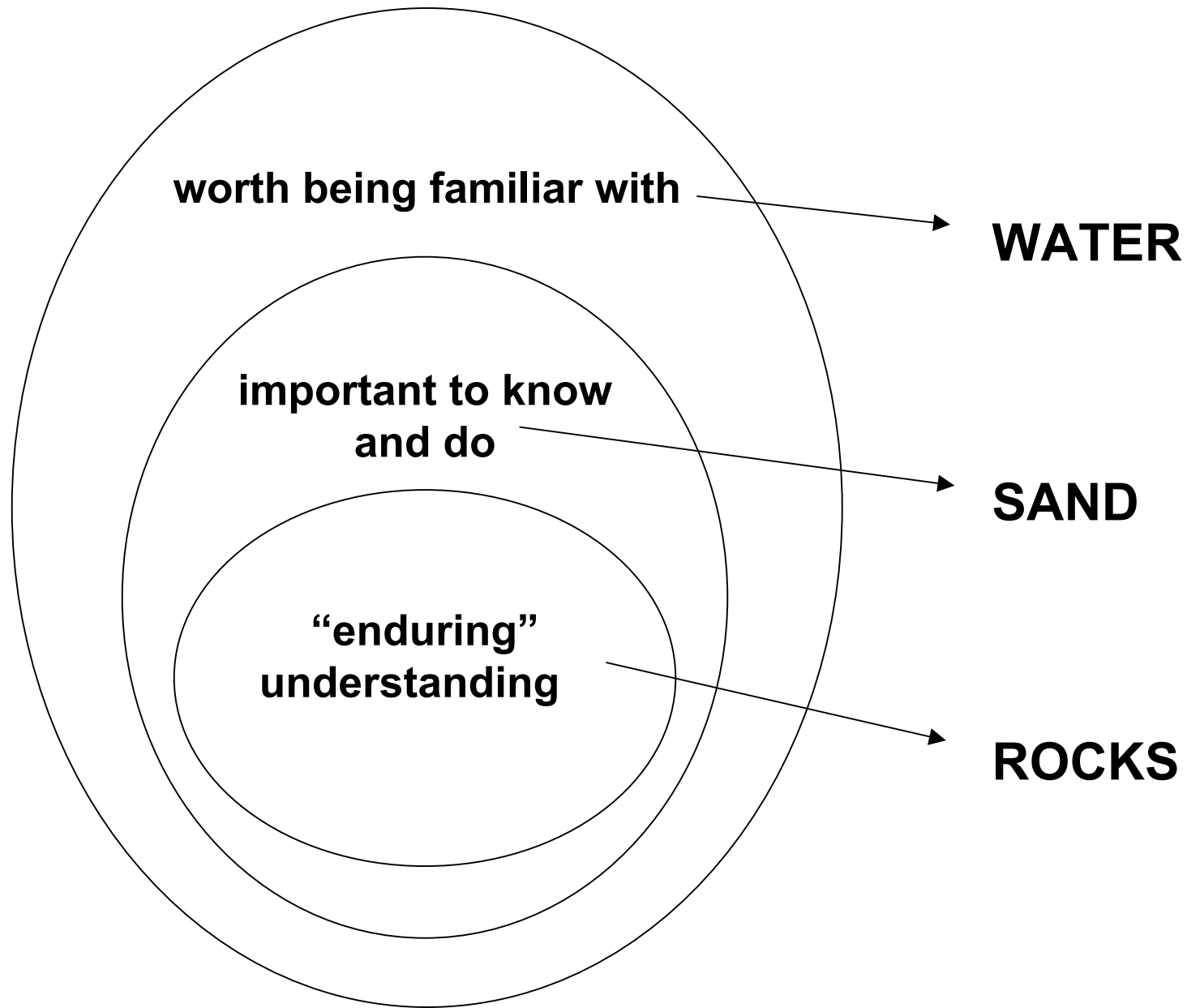
Aligning Curriculum, Instruction and Assessment

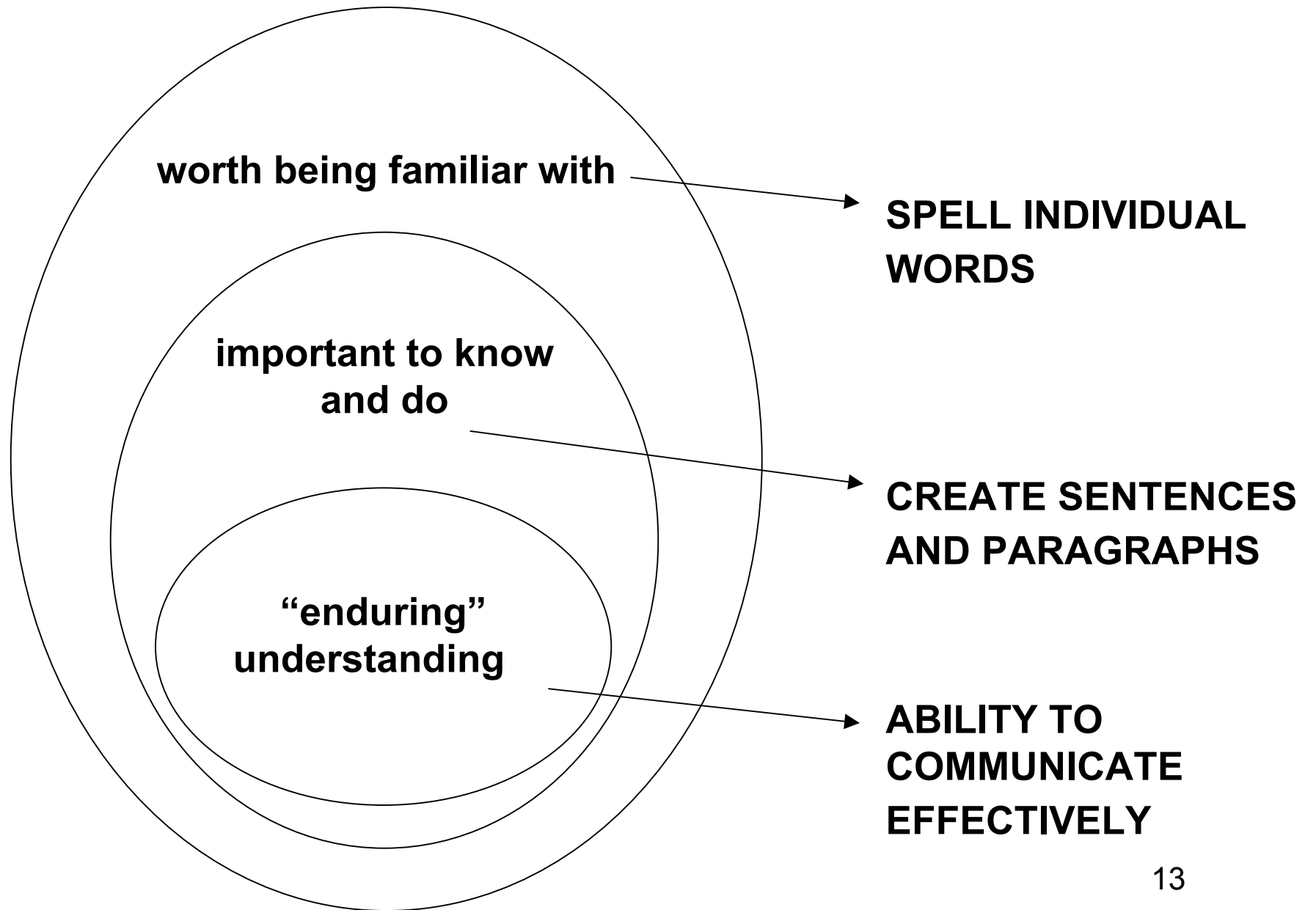


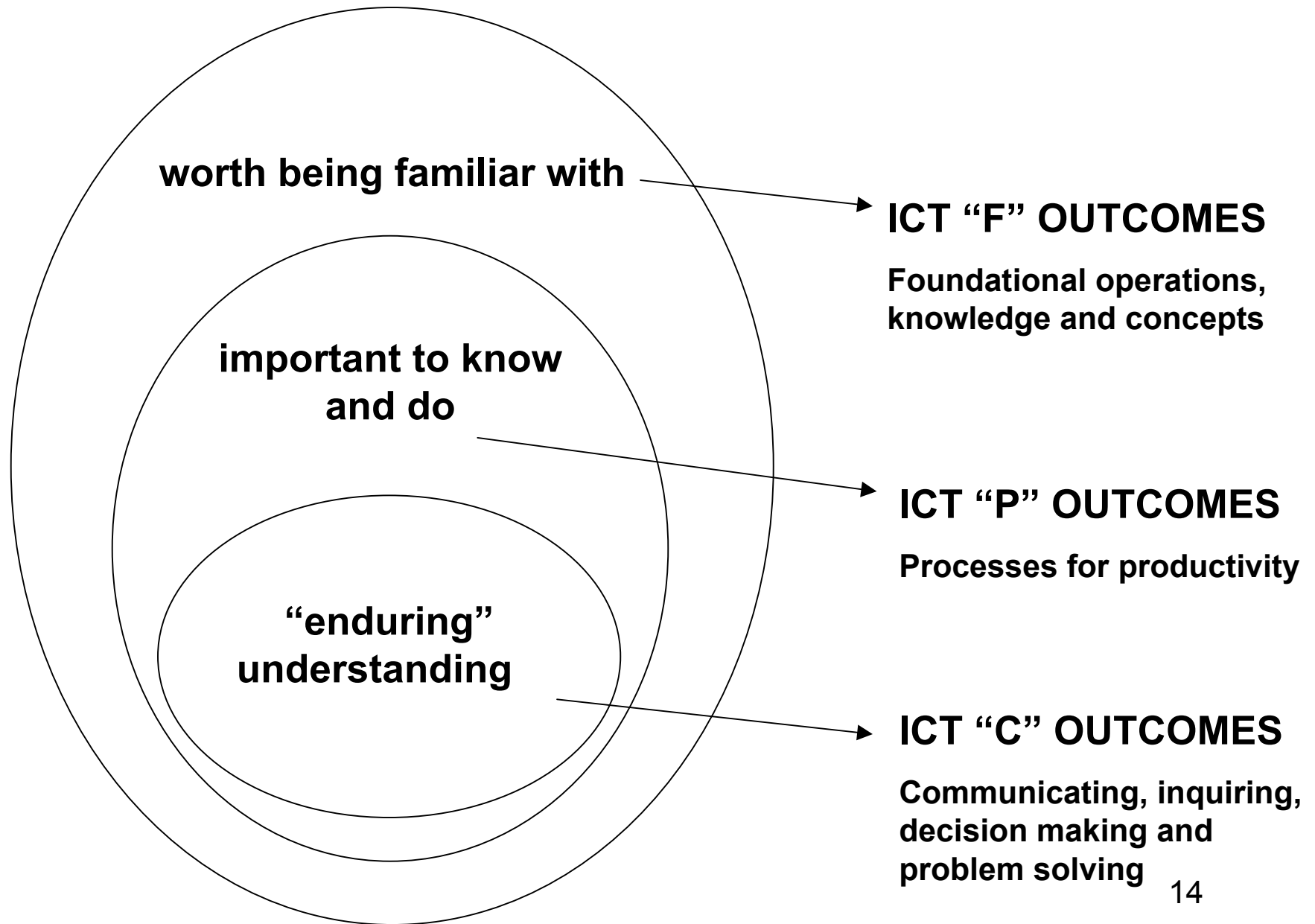
Clarifying Content Priorities

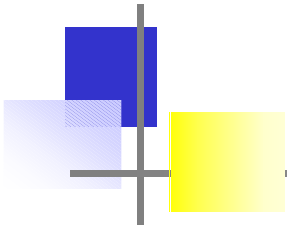


From *Understanding by Design* (p. 10) by Grant Wiggins and Jay McTighe. Alexandria, VA: Association for Supervision and Curriculum Development. Copyright ©1998 ASCD. Reprinted by permission. All rights reserved.









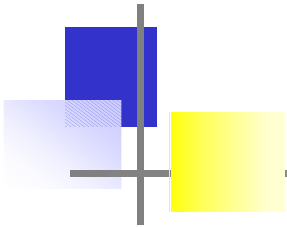
[Assessments should] measure learning outcomes of indisputable importance.

Popham (2001)

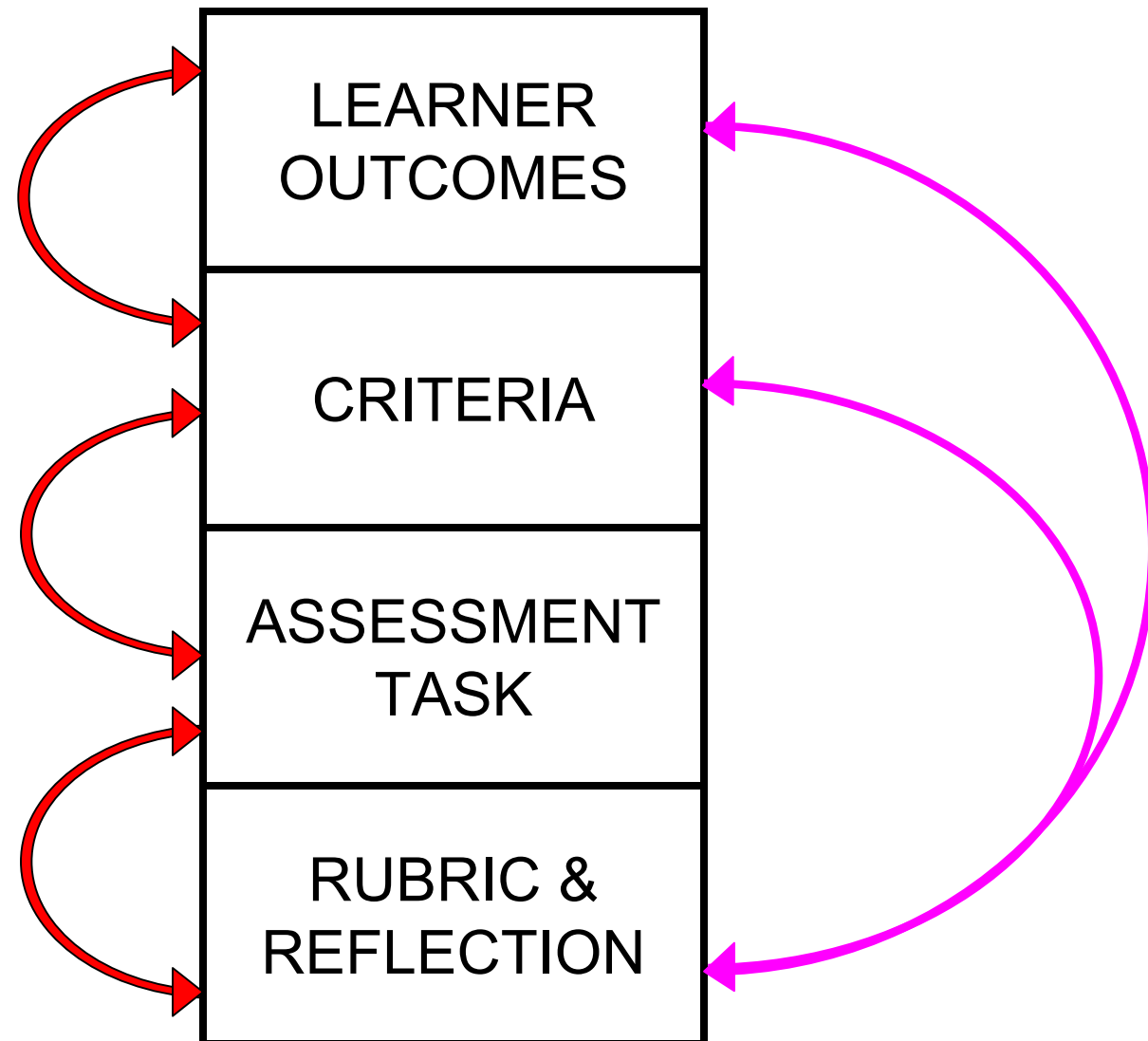


Helps for Teachers

- Checklist for “F” and “P” outcomes
- Performance tasks and rubrics for “C” outcomes
- Student profiles
- Student self-reflection tools
- Development template



Design Process





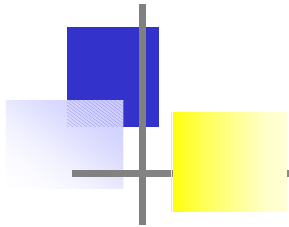
Agenda

1. Introduction
2. Developing a Performance Task:
Moving from Outcomes to Criteria
3. Kabobs and More!
4. Developing a Performance Task:
Creating a Student Assessment Task
5. Developing a Performance Task:
Creating a Rubric
6. Setting SMART Goals
7. Next Steps
8. Closure and Participant Response

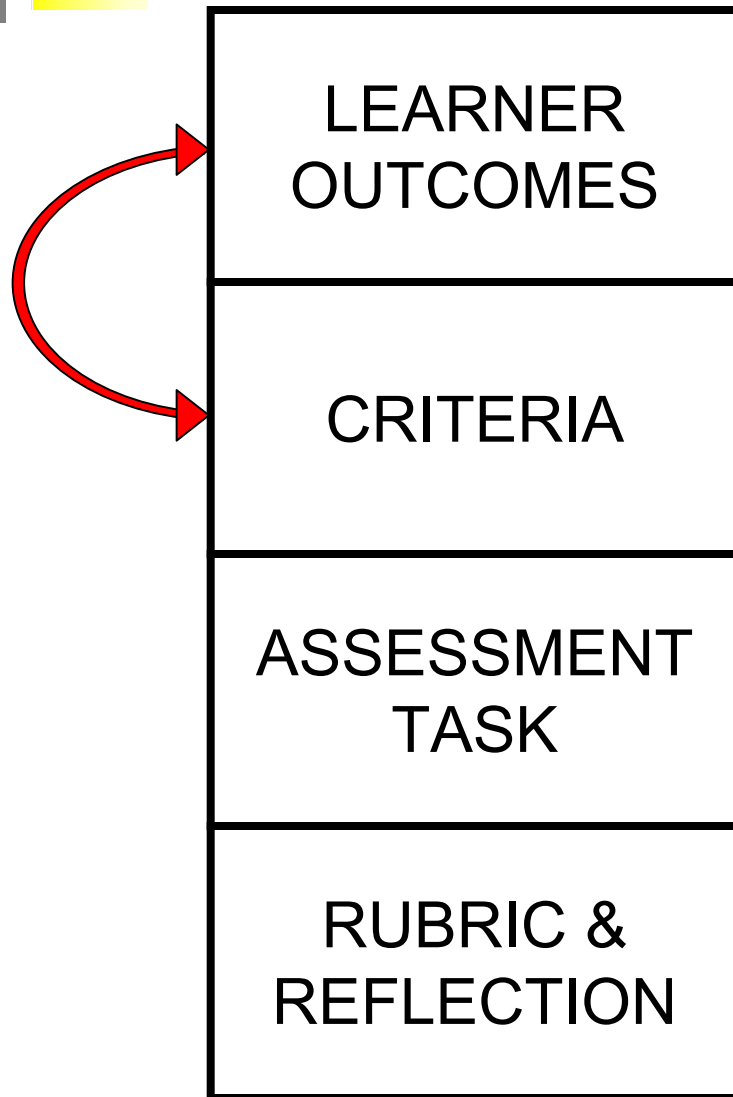
Assessment is like a(an)

(object/picture)

because _____.



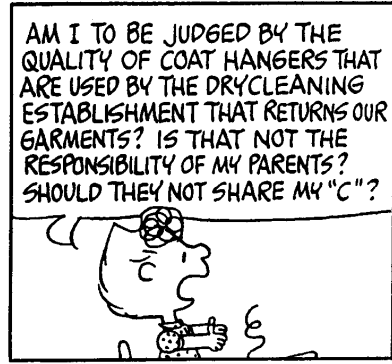
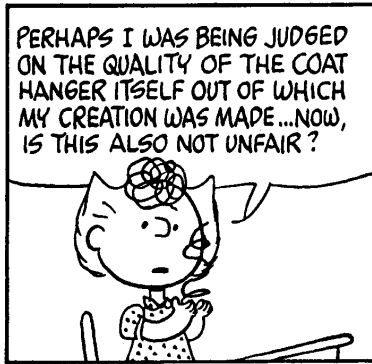
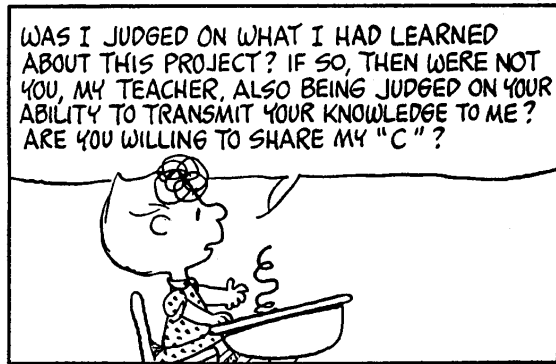
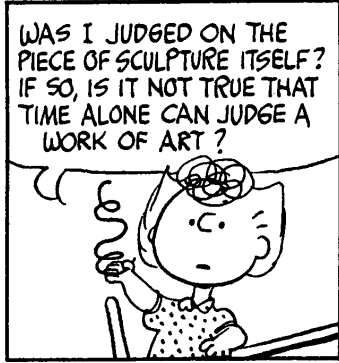
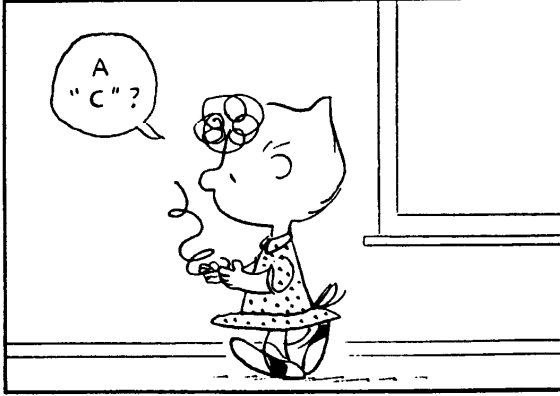
Developing a Performance Task:



**MOVING FROM
OUTCOMES TO
CRITERIA**

PEANUTS
 featuring
 "Good ol'
 Charlie Brown"
 by SCHULZ

C



TM Reg. U.S. Pat. Off.—All rights reserved © 1972 by United Feature Syndicate, Inc.

Let's Plan a Birthday Party!

- What is the goal (**outcome**) of a birthday party?
- What is the evidence (**criteria**) that the outcome has been achieved?



Selected ICT Outcomes

- **C1.1.2** **process information** from more than one source to retell what has been discovered
- **C4.1.3** **organize information** from more than one source
- **C6.1.2** use technology to **organize and display data** in a problem-solving context

process information

organize information

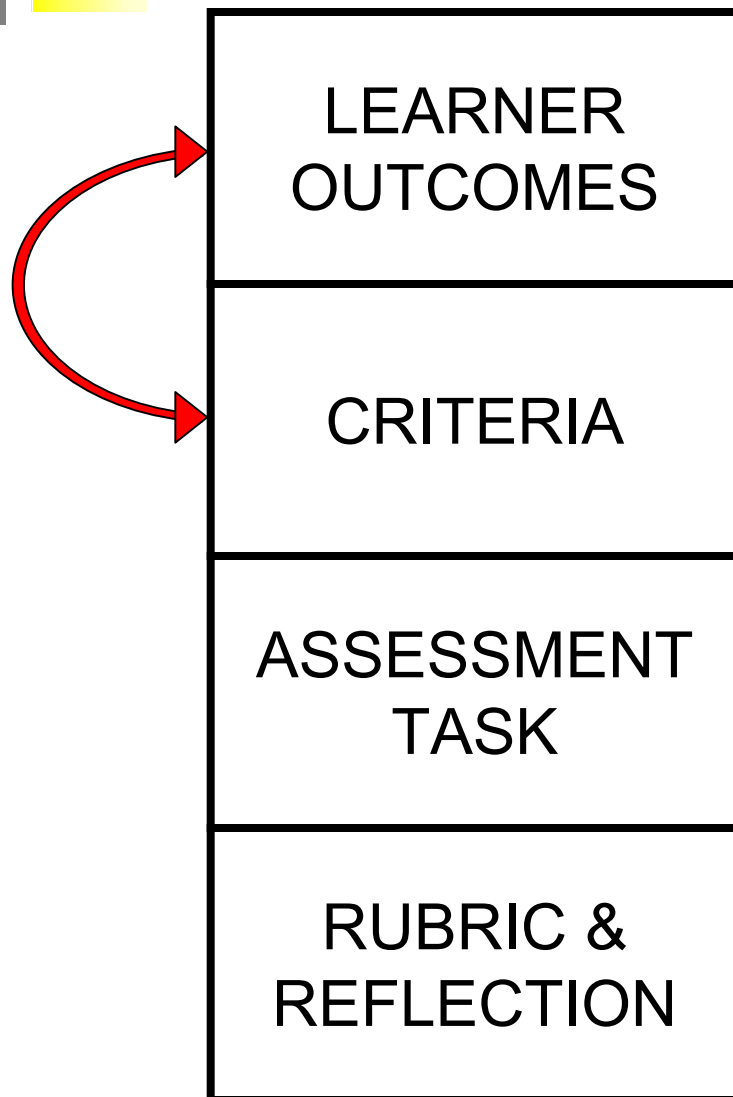
organize and display data



organize and display data



Developing a Performance Task:



**MOVING FROM
OUTCOMES TO
CRITERIA**



Grade 6 Criteria

Each student will:

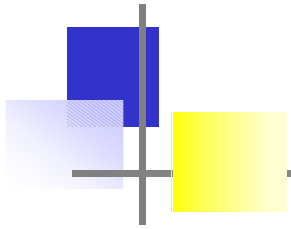
- access and retrieve information/data
- organize information
- perform calculations
- interpret results
- design and communicate findings.



Grade 9 Criteria

Each student will:

- plan and conduct a search
- locate and organize information
- synthesize information
- communicate findings.



Kabobs and More!

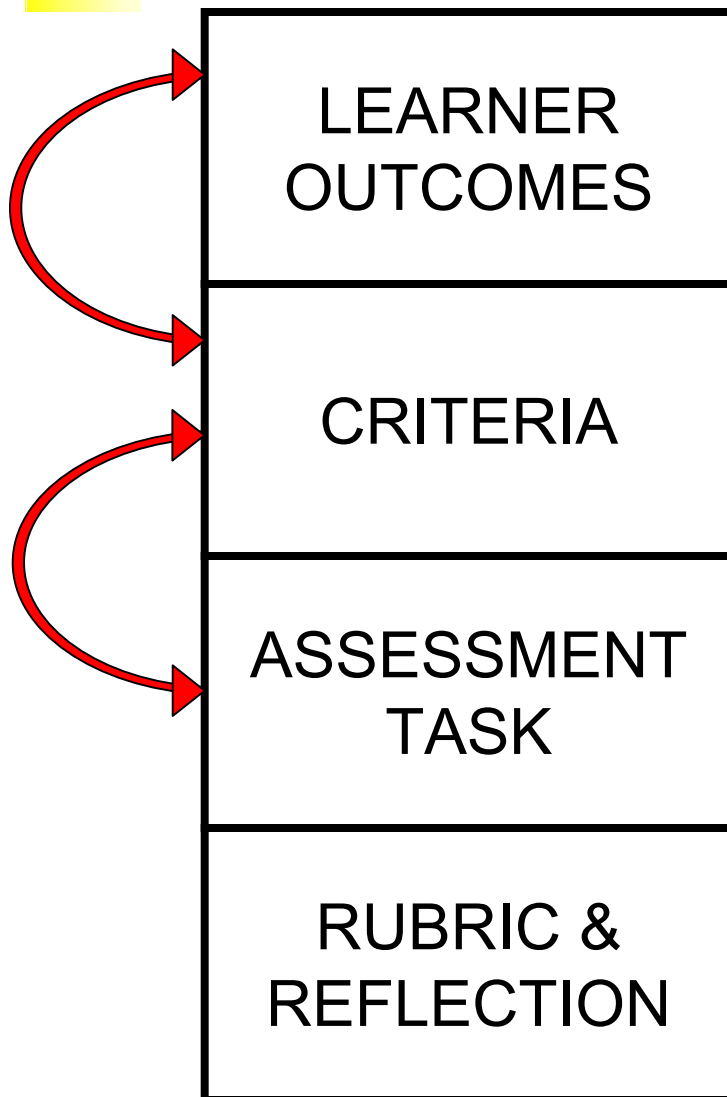


Turn and Talk

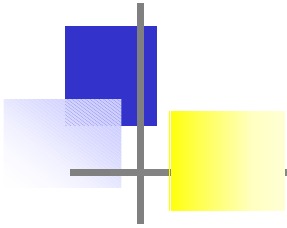
- **Examine** your kabob and give it a rating on a scale of 1–4, with 1 being the lowest and 4 being the highest. Be prepared to defend your choice (identify criteria).
- **Turn and talk** with your partner, sharing ratings and criteria.
- **Discuss** the advantage of having samples of a product when determining criteria.
- **Enjoy** eating your kabob!



Developing a Performance Task:



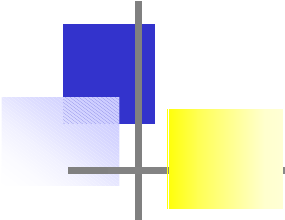
CREATING A STUDENT ASSESSMENT TASK



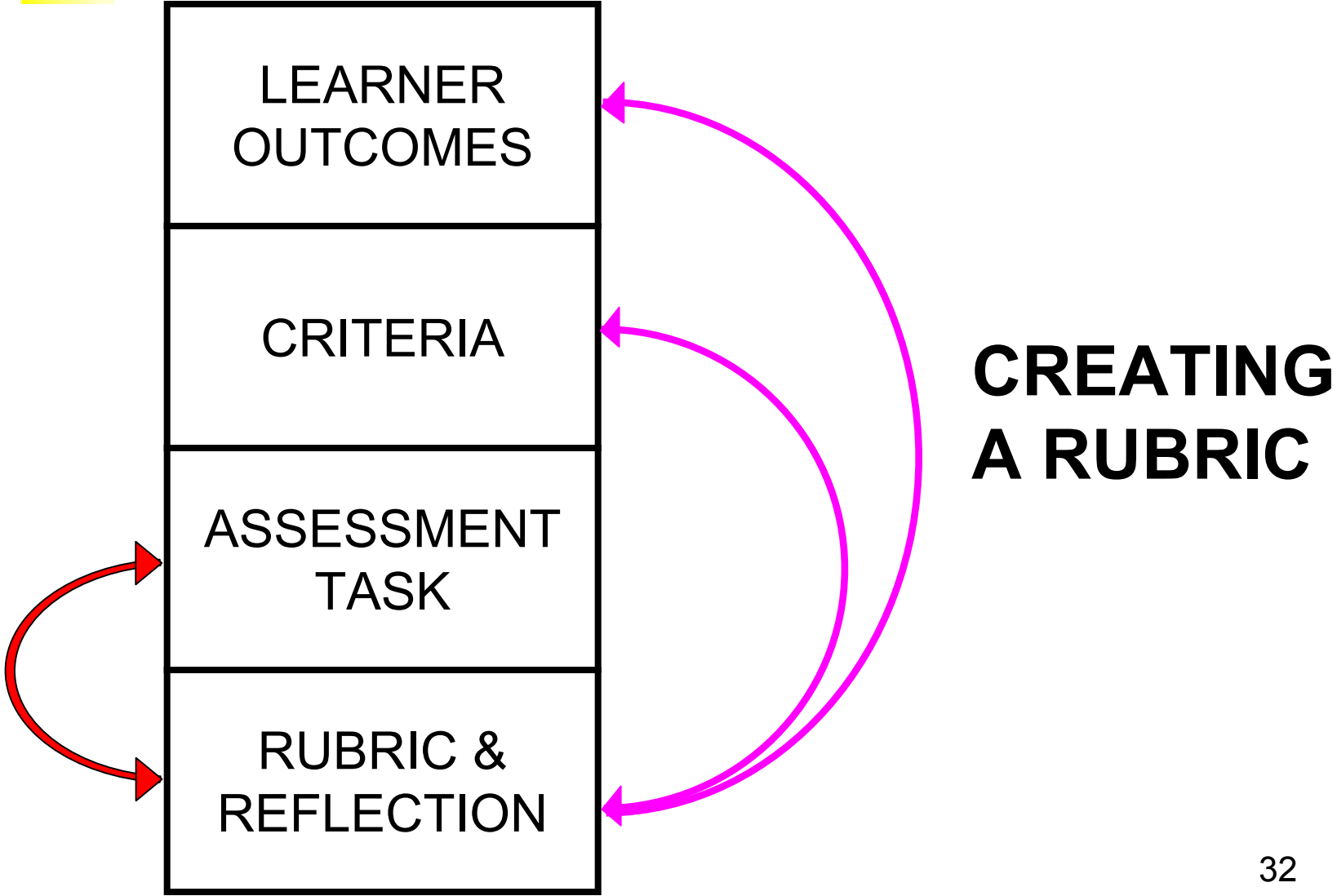
A good assessment instrument can be a learning experience. But more to the point, it is extremely desirable to have assessment occur in the context of students working on problems, projects or products that

- genuinely **engage** them
- hold their **interest**
- **motivate** them to do well.

Gardner (1993)



Developing a Performance Task:



Focused Reading

1. **Read** the article in sections, stopping at each horizontal line.
2. **Record** these symbols in the margins to represent your thoughts. Feel free to add notes in the margins.

!

I agree!

I do this.

I'll try that.

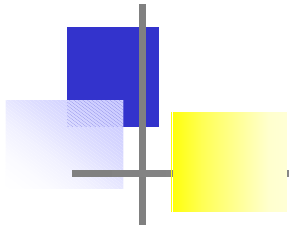
?

I disagree.

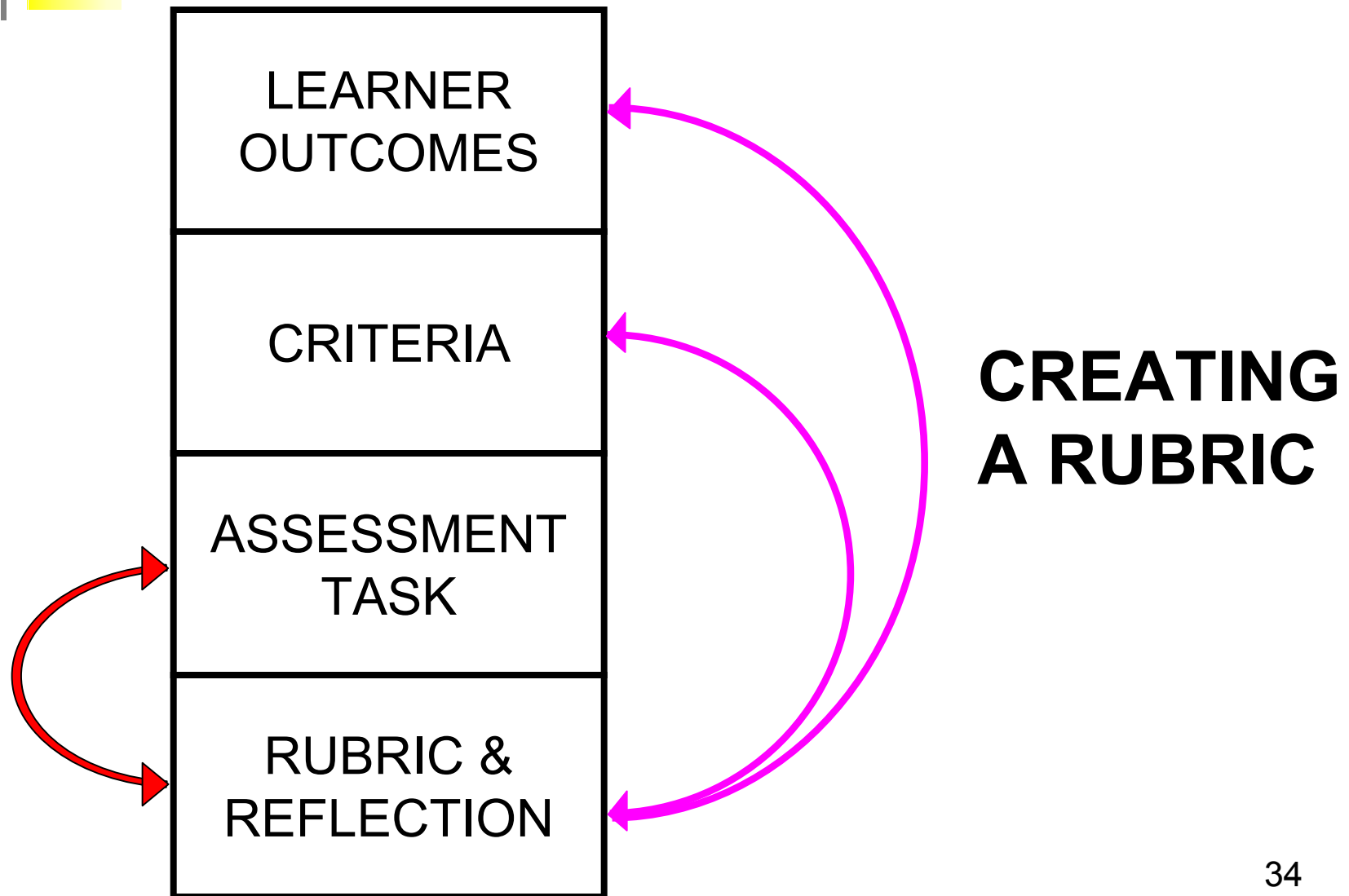
I still have questions.

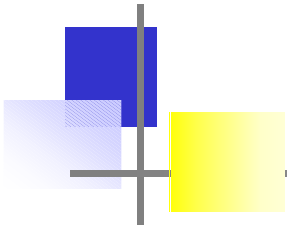
I'm not sure.

3. **Discuss** your thoughts with your partner before reading the next section.



Developing a Performance Task:





That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do it is increased.

Emerson



“Rubricator” Rubric

Professional

- Could teach this rubric workshop. (Synthesis)
- Develop and use rubrics that are consistently effective.
- Eat, sleep and think rubrically.

Hobbyist

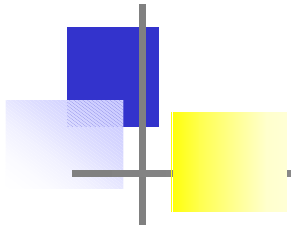
- Could coach other participants in this workshop while looking for a few ideas. (High Application)
- Design & use rubrics that work fairly well – but some glitches arise.
- Think rubrically a lot – (though limited to working hours).

Developing

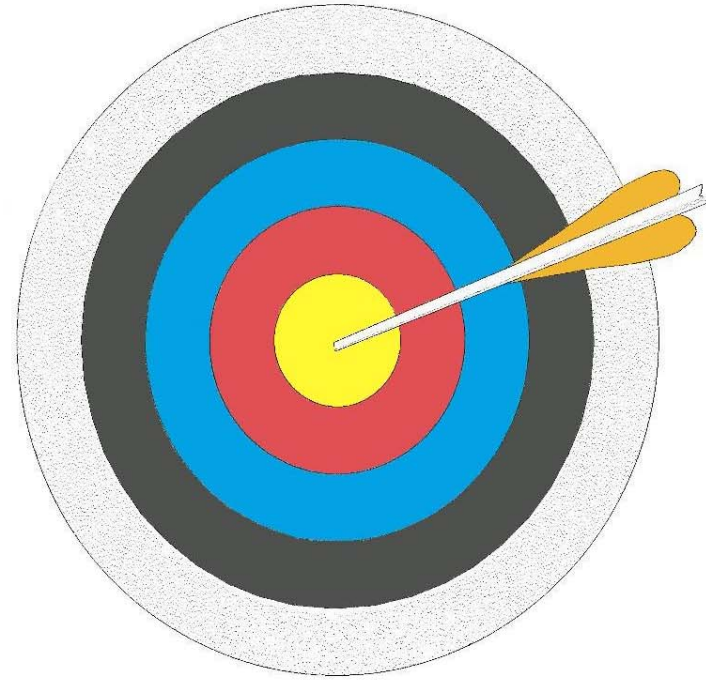
- Fairly confident, but wouldn't want to volunteer for too much coaching. (Moderate Application)
- Rubrics are helping to improve student work but don't consistently define quality or differentiate well when scoring.
- Rubricated thinking is typically an afterthought.

Emerging

- Have basic definitions and procedures but not enough to help much. (Low Application)
- My rubrics don't work very well.
- Rubricated thinking is used only when necessary.



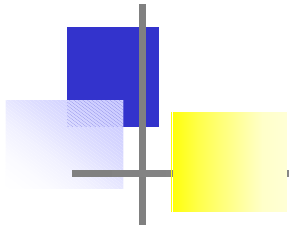
Setting **SMART Goals**



Students can hit any target as long as they see it and it holds still for them ... We must eliminate the mystery.

R. Stiggins





The Cocktail Party

Within five minutes, participants will form groups of five to identify and explain the five unique components of a SMART goal.



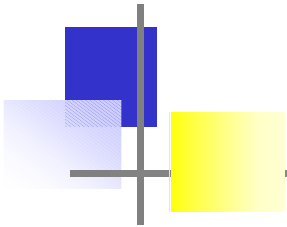
Setting SMART Goals

- Think of a student, a group of students or a class.
- Write a SMART goal for your next unit of study.



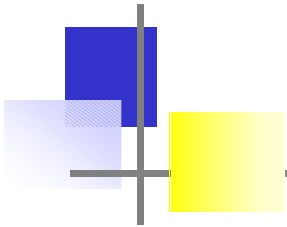
Sharing SMART Goals

- Share your goal with your group.
- Provide/receive feedback on how the goal might be enhanced to become “smarter.”



We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, good or excellent, then we've missed the whole point of what education is about.

Costa and Kallick (1992)

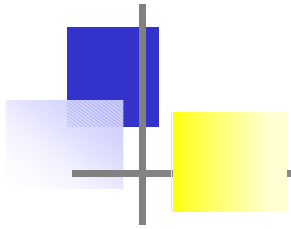


I'm going to tour local schools and talk about sport and being good people. Set goals and take the high road.

Olympic Gold Medallist and Triathlete,

Simon Whitfield

...on what he plans to do when he returns home



Next Steps



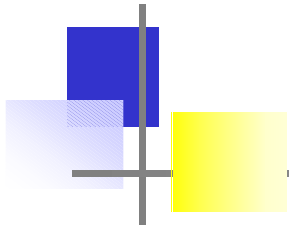
Next Steps

- Use the performance assessments contained in the tool kit.
- Create new performance assessments using the design process.
- Adapt existing student tasks using the design process.
- Include ICT “C” category outcomes in any performance assessment.

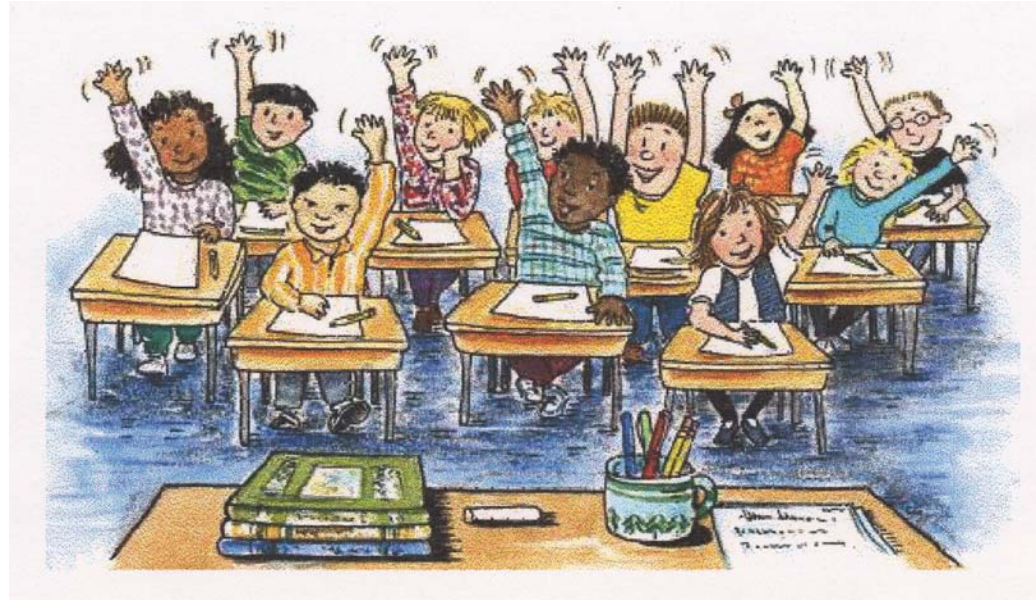


More Next Steps

- Share your knowledge and skills with a colleague.
- Consult the tool kit for information about quality assessment practices.
- Use Alberta Assessment Consortium (AAC) resources.
- Consider applying to attend the AAC Summer Development Workshop.
- Check your regional learning consortium for other learning opportunities in the field of assessment.

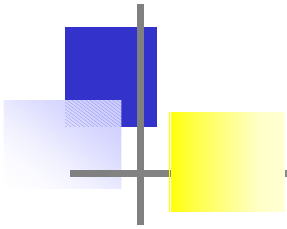


Closure and Participant Response



What enduring ICT skills will enable this young person to bridge the gap between **now** and **then**?

Why should we be concerned about “ICTness”?



... we assume that [schools'] primary obligation should be to help students to learn how to recognize and solve problems, comprehend new phenomena, construct mental models of those phenomena, and, given a new situation, set goals and regulate their own learning (learn how to learn).

Jonassen, Peck and Wilson (1999)



APPLICATION WORKSHOP

Thank you for participating!