

## Module 4

# Policy Maker and Adviser Awareness Session

(60-minute session)

Professional Development Resource  
for  
*Classroom Assessment Tool Kit*

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



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# Policy Maker and Adviser Awareness Session

## Overview

This 60-minute awareness session provides policy makers and advisers with information about the *Classroom Assessment Tool Kit*—a resource to help classroom teachers assess and evaluate their students' competencies in ICT outcomes within core subject areas to improve student learning. This presentation is suitable for a school board meeting, jurisdiction-based leadership meeting and so forth.

Some portions of this presentation have been scripted, as indicated by the use of shading and italics.

## Outcomes

Participants will:

- Outcome 1. be aware that the ICT tool kit is a research-based resource to assist teachers with the assessment and evaluation of ICT outcomes
- Outcome 2. explore the principles of assessment on which the tool kit is based
- Outcome 3. examine the key features of the tool kit
- Outcome 4. examine a student assessment task from the tool kit
- Outcome 5. identify ways to provide encouragement and support for teachers in the use of the tool kit to improve student learning.

## Criteria

Each participant will:

- summarize the value and impact of classroom assessment on student learning (Outcomes 1, 2, 3 and 4)
- encourage and support teachers and schools in the use of the tool kit to improve student learning (Outcomes 1 and 5)
- ensure that school/district education plans reflect a commitment to the assessment, evaluation and reporting of student learning of the ICT program of studies (Outcome 5).

# Agenda

## Learning Experience 1—Introduction

- sets the tone and direction for the session
- provides a setting for the discussion of the tool kit

## Learning Experience 2—Principles of Assessment

- provides information about the research base of the tool kit

## Learning Experience 3—Two-bit Tool Kit Tour

- introduces participants to the main features of the tool kit

## Learning Experience 4—Looking at Student Assessment Tasks

- provides an opportunity for participants to examine a performance assessment

## Learning Experience 5—Using the Tool Kit

- provides an opportunity for participants to consider how the tool kit might be introduced to teachers in their jurisdictions

## Learning Experience 6—Closure and Participant Response

- summarizes main ideas
- evaluates session

# Mini-glossary

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<b>Assessment:</b>	collecting information on student achievement and performance to improve student learning
<b>Criteria:</b>	what you would accept as evidence that the student has achieved the outcomes
<b>Contextualize:</b>	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
<b>Evaluation:</b>	judgement regarding the quality, value or worth of a response
<b>Performance Assessment:</b>	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
<b>Rubric:</b>	a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance

## Policy Maker and Adviser Awareness Session

# Materials List

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The list below contains the materials needed for the Policy Maker and Adviser Awareness Session:

- 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
- large glass jar
- rocks, sand and water to fill the jar
- one copy of the *Classroom Assessment Tool Kit* (any division)
- chart paper and marker.

### Photocopying Instructions

Policy Maker and Adviser Awareness Session Participant

**Handout 1** should be copied as follows:

- Pages 1–2 on yellow paper
- Page 3 on white paper
- Pages 4–5 on green paper
- Pages 6–9 on pink paper
- Pages 10–14 on white paper.

This handout should be stapled.

Policy Maker and Adviser Awareness Session Participant

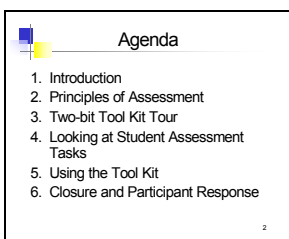
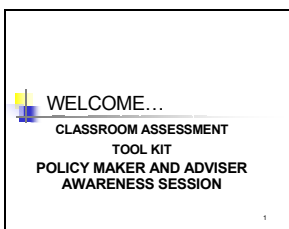
**Handout 2** should be copied on white paper. This handout should be stapled.

Policy Maker and Adviser Awareness Session Participant

**Handout 3** should be copied on orange paper.

# Learning Experience 1: Introduction

[Outcomes 1 and 5]



## Rationale

- sets the tone and direction for the session
- provides a setting for the discussion of the tool kit

## Materials

- participant Handout 1: Overview, Outcomes, Criteria and Agenda (yellow, pp. 1–2)
- participant Handout 2: Slides (white, pp. 1–11)
- participant Handout 3: Evaluation Rubric (orange, p. 1)
- Welcome [slide 1]
- Agenda [slide 2]
- Commercial Template [slide 3]
- Young People [slide 4]
- Infomercial 1 [slide 5]

## Time Required

10 minutes

## Facilitator Notes

### 1. Welcome participants to the session [slide 1].

- Provide an overview of the session by sharing the Overview, Outcomes, Criteria and Agenda (**yellow Handout 1 pp. 1–2**) with participants.
- Distribute Evaluation Rubric (**orange Handout 3**) to participants and indicate that time will be provided for its completion at the end of the workshop.
- Indicate that copies of the slides used in the workshop (**Handout 2**) have been provided.

### 2. Share Agenda

[Show Agenda – slide 2.] [Reveal agenda items one at a time.]

*We are here today to promote the Classroom Assessment Tool Kit, a research-based resource to assist teachers with the assessment and evaluation of ICT outcomes.*

[Reveal next agenda item.]

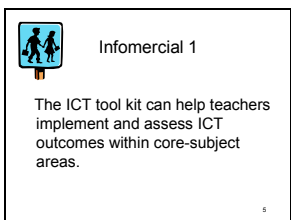
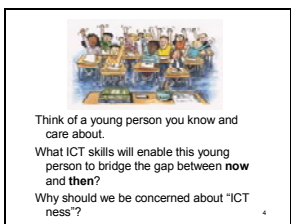
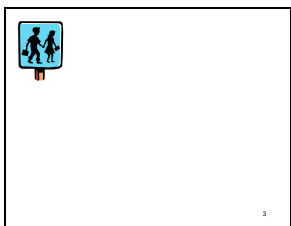
*We will explore the principles of assessment on which the tool kit is based.*

[Reveal next agenda item.]

*We will then take you on a Two-bit Tour of the tool kit.*

[Reveal next agenda item.]

*We will also give you an opportunity to examine some student assessment tasks.*



[Reveal next agenda item.]

*We will then ask you to consider how teachers in your school jurisdiction might make use of this resource to improve student learning.*

[Reveal next agenda item.]

*We will also ask you to provide us with feedback by completing the Evaluation Rubric.*

### 3. Introduce infomercials.

[Show Infomercial Template – slide 3.]

*Throughout our presentation, we will be stopping for some brief commercial breaks. These infomercials provide information about this resource to share with teachers in your jurisdiction. A copy of these infomercials is found on **p. 14 of Handout 1**.*

### 4. Highlight the value of the tool kit.

[Show Young People – slide 4.]

- 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.)
  - Provide an opportunity for participants to reflect on these questions.
    - What enduring ICT skills will enable this young person to bridge the gap between now and then?
    - Why should we be concerned about “ICT ness”?
- NOTE:** These questions are intended to stimulate and focus thought at this point in the session. Participants will have the opportunity to address them through discussion at a later point in the session.
- Point out the need to become comfortable with information and communication technology to the point where it becomes part of our lives. We need to be comfortable with today’s technology so that “using PowerPoint” becomes an ordinary event.

### 5. [Show Infomercial 1 slide 5.]

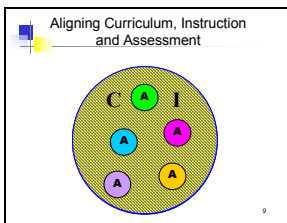
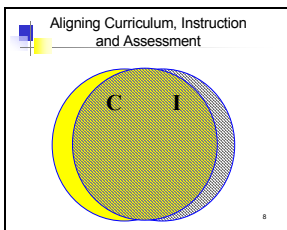
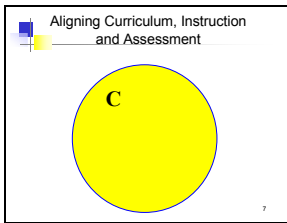
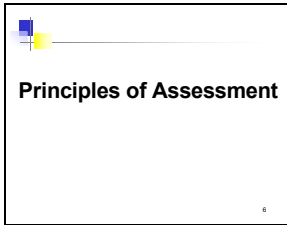
*With already full plates, ICT can seem like an add-on to busy teachers. The Classroom Assessment Tool Kit can help teachers implement and assess ICT outcomes within core-subject areas of mathematics, language arts, social and science.*

### 6. Make the transition to the next learning experience.

- Indicate that participants will be discussing the principles of assessment next.

# Learning Experience 2: Principles of Assessment

[Outcome 2]



## Rationale

- provides information about the research base of the tool kit

## Materials

- large glass jar, rocks, sand and water
- Agenda Item 2: Principles of Assessment [slide 6]
- Aligning Curriculum, Instruction and Assessment [slide 7]
- Aligning Curriculum, Instruction and Assessment Venn diagram [slide 8]
- Aligning Curriculum, Instruction and Assessment [slide 9]
- Clarifying Content Priorities [slide 10]
- Water, Sand, Rocks Example [slide 11]
- Spelling Example [slide 12]
- ICT Outcomes [slide 13]
- Popham Quote [slide 14]
- Infomercial 2 [slide 15]
- Puzzle Pieces [slide 16]
- Infomercial 3 [slide 17]

## Time Required

15 minutes

## Facilitator Notes

1. **Display Agenda Item 2: Principles of Assessment [slide 6].**

2. **Review key principles from Teacher Awareness Session**

- **Aligning Curriculum, Instruction and Assessment**

[Show Aligning Curriculum, Instruction and Assessment – slide 7.]

- 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 8.]

- 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 9.]

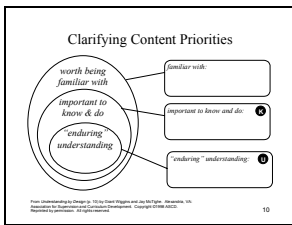
- It is the teacher's professional responsibility to ensure the correct alignment of curriculum and instruction.

**[Reveal the 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.

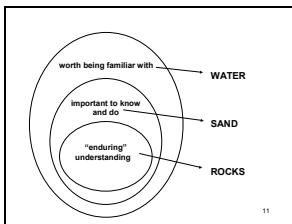
• **Clarifying Curricular Priorities**

**[Show Clarifying Content Priorities – slide 10.]**



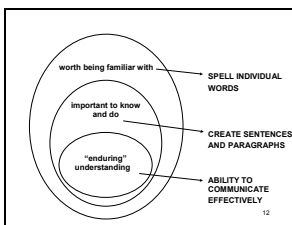
- Wiggins and McTighe have identified three categories to assist with clarifying content priorities: worth being familiar with, important to know and do, and enduring understandings.
- Ask participants to reflect on the question: Why is setting curricular/content priorities important?
- Invite responses from a few participants.

**[Show Water, Sand, Rocks Example – slide 11.]**



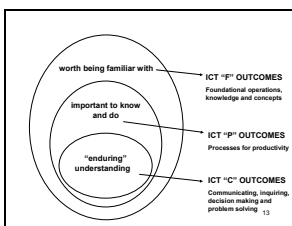
- Present the Covey demonstration of the jar, rocks, sand and water. In order to maximize the capacity of the jar, the rocks must be added first. The sand and water will filter down into the available spaces. Relate this demonstration to the Wiggins and McTighe Model.

**[Show Spelling Example – slide 12.]**



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

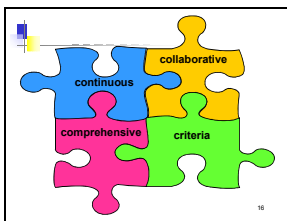
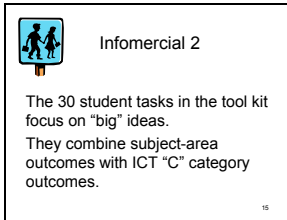
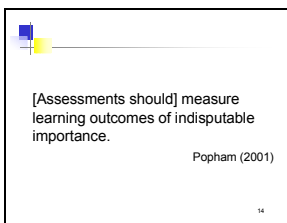
**[Show ICT Outcomes – slide 13.]**



- 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 14.]

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

### 3. Show Infomercial 2 [slide 15.]

*The tool kit contains 30 student tasks that focus on the big ideas of subject-area programs of study and the “C” category outcomes of the ICT program of studies.*

### 4. Discuss the four guiding principles of the tool kit.

[Show Puzzle Pieces – slide 16.] [Reveal one piece at a time.]


There are four principles of assessment on which the tool kit is based.

- Assessment should be continuous.
  - 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.
  - 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.



Infomercial 3

The tool kit provides:

- a summary of research about assessment
- practical assessment tools teachers can use with students.

17

- 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.

**5. Show Infomercial 3 [slide 17.]**

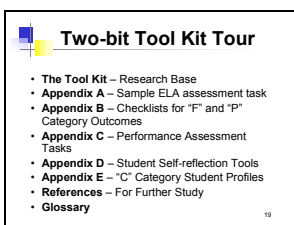
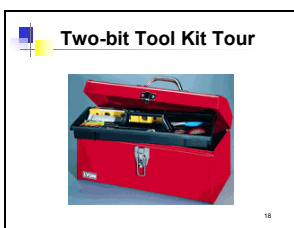
*The tool kit provides a summary of research about assessment as well as practical assessment tools teachers can use with students.*

**6. Make the transition to the next learning experience.**

- Indicate that next, participants will go on a two-bit tour of the tool kit.

# Learning Experience 3: Two-bit Tool Kit Tour

[Outcome 3]



## Rationale

- introduces participants to the main features of the tool kit

## Materials

- participant Handout 1: ICT Tool Kit Contents (white, p. 3)
- one copy of a complete tool kit, any division
- participant Handout 3: Agenda Item 3: Two-bit Tool Kit Tour [slide 18]
- Two-bit Tool Kit Tour [slide 19]
- Infomercial 4 [slide 20]

## Time Required

5 minutes

## Facilitator Notes

### 1. Display slide of Agenda Item 3: Two-bit Tool Kit Tour [slide 18].

- A tool kit contains a collection of useful tools to assist with a variety of tasks.
- The ICT tool kit contains a collection of useful tools to assist with assessment and evaluation of student performance in subject areas and ICT outcomes.
- Ask participants to turn to **p. 3 of Handout 1**, ICT Tool Kit Contents. Indicate that this handout provides an overview of the main components of the tool kit. A complete copy of the tool kit can be shown at this time. Have participants note that the tool kit is available on line at the Web site indicated on the handout.

### 2. Begin the Two-bit Tool Kit Tour [slide 19]. [Reveal each item as it is discussed.]

- Some of the information from the previous learning activity is found in the beginning section of the tool kit. It also contains information about developing performance assessments for classroom use.
- **Appendix A**  
This section contains a sample English language arts assessment task in which ICT outcomes are included and contextualized.
- **Appendix B**  
This section contains checklists for division 1, 2, 3 and 4 for “F” and “P” outcomes – a teacher time saver! These checklists are ready to photocopy.

- **Appendix C**  
The bulk of the tool kit contains performance assessment tasks and rubrics for division 1, 2, 3 and 4 – another teacher time saver! These are ready to be photocopied for classroom use. One of these tasks will be examined at a later point in the session.
- **Appendix D**  
This section contains sample student self-reflection tools to involve students in setting goals for future learning.
- **Appendix E**  
This section contains sample student profiles for recording, tracking and communicating student progress in “C” category outcomes. These student profiles are ready to be photocopied.

A profile has been compiled for each division – another teacher time saver!

- **References**  
This section contains a list of suggested professional references for further study.
- **Glossary**  
This section contains definitions of some important and frequently used terms on the topic of assessment.

### 3. Point of Information/Clarification

- Indicate to participants that the ICT program of studies is a curriculum that does not have a mandated reporting requirement.

**NOTE:** This point is made for information/clarification purposes only and is not intended to generate discussion or debate at this point in the session.


- Teachers may choose to track and communicate student progress relative to ICT outcomes in order to provide a more complete picture of what students know and can do.

### 4. Show Infomercial 4 [slide 20].

*Awareness and application sessions have been developed for both a teacher audience and a service-provider audience to assist classroom teachers in using the tool kit. Contact Alberta Learning or the Alberta Regional Consortia (ARC) for more information. [www.arpdc.ab.ca](http://www.arpdc.ab.ca)*

### 5. Make the transition to the next learning experience.

- Indicate that next, participants will examine a performance assessment task.



**Infomercial 4**

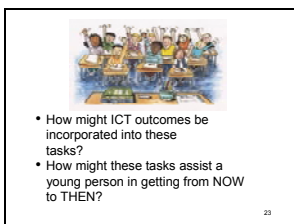
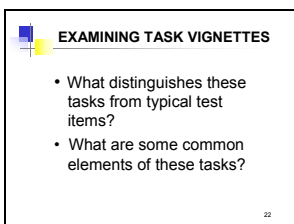
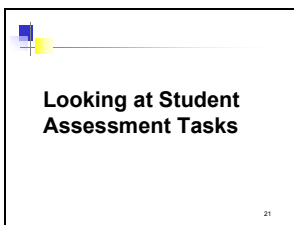
Professional development sessions have been developed for the following audiences:

- 75-minute **Teacher** Awareness Session
- Half-day **Teacher** Application Session
- Full-day **Service Provider** Workshop

These sessions are designed to assist classroom teachers in using the tool kit. Contact Alberta Learning or the Alberta Regional Consortia (ARC) for more information.

# Learning Experience 4: Looking at Student Assessment Tasks

[Outcome 4]



## Rationale

- provides an opportunity for participants to examine a performance assessment

## Materials

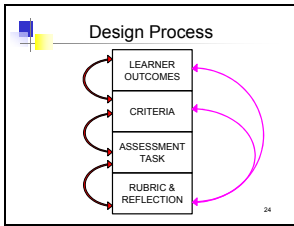
- participant Handout 1: Examining Performance Task Vignettes and ICT Outcomes (green, p. 4–5)
- participant Handout 1: Grade 3 Mathematics Task (pink, pp. 6–9)
- Agenda Item 4: Looking at Student Assessment Tasks [slide 21]
- Examining Task Vignettes [slide 22]
- ICT Prompts [slide 23]
- Design Process [slide 24]
- Gardner Quote [slide 25]
- Infomercial 5 [slide 26]

## Time Required

20 minutes

## Facilitator Notes

1. **Show Agenda Item 4: Looking at Student Assessment Tasks** [slide 21].
  2. **Show Examining Task Vignettes** [slide 22].
    - Instruct participants to look at the sample vignettes on **page 4 of the green section of Handout 1** and consider the answers to these questions:
      - What distinguishes these tasks from typical test items?
      - What are some common elements of these tasks?
    - Allow time for participants to skim the tasks and discuss with a partner.
- [Show ICT Prompts – slide 23.]
- Ask participants to consider how ICT outcomes might be incorporated into these vignettes.
    - How might ICT outcomes be incorporated into these tasks?
    - How might these tasks assist a young person in getting from NOW to THEN?
  - Refer participants to **page 5 of Handout 1** listing the ICT outcome categories. Have participants consider the “C” Category outcomes in their discussion.
  - Invite a few participants to share their ideas with the group.



### 3. Show Design Process [slide 24].

[Begin with the assessment task and reveal the other building blocks as they are mentioned.]

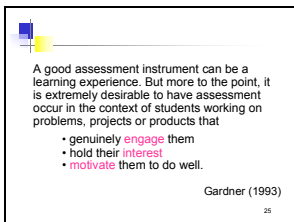
- The performance assessments in the tool kit move beyond simple descriptions of student activities, such as the vignettes examined in this activity.
- The performance assessment tasks in the tool kit:
  - are carefully linked to **outcomes** from subject area programs of study and have ICT outcomes contextualized within the task
  - identify **criteria** or evidence that will indicate that the student has achieved the intended outcomes
  - include subject-area and ICT **rubrics** for each task to evaluate student work.

[Continue showing Design Process slide.]

- Direct participants to **pp. 6–9 of the pink section of Handout 1**, the Grade 3 Mathematics Task, Spend One Thousand Dollars.

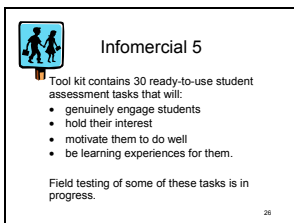
[Reveal arrows as components are discussed.]

- Identify four components: Outcomes, Criteria, Student Task, Rubrics (subject area and ICT).
- Provide an opportunity for participants to skim the Grade 3 Mathematics task.
- Identify links among the various elements of the design process.



### 4. Show Gardner Quote [slide 25].

- Consider the vignettes and the performance assessment task examined in this activity. Would these kinds of tasks:
  - genuinely engage students
  - hold their interest
  - motivate them to do well
  - be learning experiences for them?



[Show Infomercial 5 – slide 26.]

*The tool kit contains 30 ready to use student assessment tasks that will:*

- *genuinely engage students*
- *hold their interest*
- *motivate them to do well*
- *be learning experiences for them.*

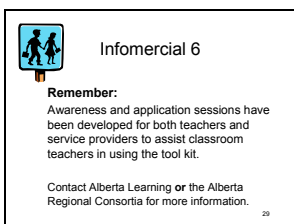
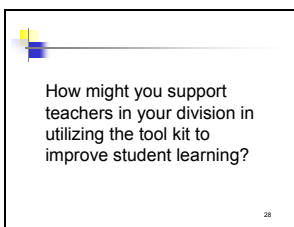
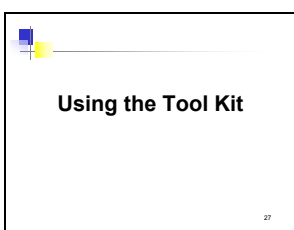
*Field testing of some of these tasks is in progress and exemplars of student work for these tasks will be available at a later date.*

### 5. Make the transition to the next learning experience.

- Indicate that next, participants will consider how best to use the tool kit in their jurisdiction.

# Learning Experience 5: Using the Tool Kit

[Outcomes 1 and 5]



## Rationale

- provides an opportunity for participants to consider how the tool kit might be introduced to teachers in their jurisdictions

## Materials

- chart paper and marker
- participant Handout 1: Overview of Performance Assessment Tasks (white, pp. 10–13)
- Agenda Item 5: Using the Tool Kit [slide 27]
- Discussion Prompt [slide 28]
- Infomercial 6 [slide 29]

## Time Required

5 minutes

## Facilitator Notes

1. **Show Agenda Item 5: Using the Tool Kit** [slide 27].
2. **Discuss Using the Tool Kit.**
  - Refer participants to **pp. 10–13 of the white section of Handout 1** listing an overview of the performance assessment tasks found in the ICT tool kit. Have participants take a minute to skim these task summaries.

[Show Discussion Prompt – slide 28].

- How might you support teachers in your jurisdiction in utilizing the tool kit to improve student learning?
- Invite participants to respond to this discussion prompt. Record ideas on the chart paper.

3. **Show Infomercial 6** [slide 29].

*Remember:*

*Awareness and application sessions have been developed for both teachers and service providers to assist classroom teachers in using the tool kit.*

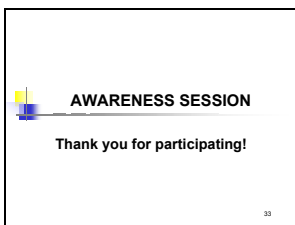
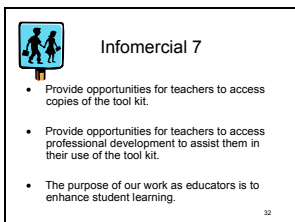
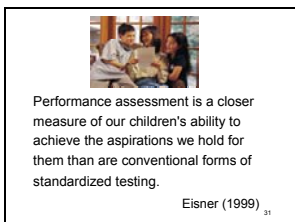
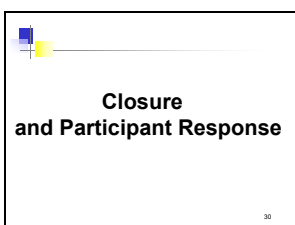
*Contact Alberta Learning or the Alberta Regional Consortia (ARC) for more information.*

4. **Make the transition to the final learning experience.**

- Indicate that next, participants will be asked to evaluation the session.

# Learning Experience 6: Closure and Participant Response

[Outcomes 1–5]



## Rationale

- summarizes main ideas
- evaluates session

## Materials

- participant Handout 3: Evaluation Rubric (orange)
- Agenda Item 6: Closure and Participant Response [slide 30]
- Eisner quote [slide 31]
- Infomercial 7 [slide 32]
- Thanks [slide 33]

## Time Required

5 minutes

## Facilitator Notes

1. **Show Agenda Item 6: Closure and Participant Response** [slide 30].

2. **Highlight the value of the tool kit.** [Show Eisner Quote – slide 31].

- Think back to the young person from the beginning of the session and consider this quote from Elliot Eisner.

3. **Show Infomercial 7** [slide 32].

- *As a result of today's session, we trust that you will consider the following.*
  - *Provide opportunities for teachers to access copies of the tool kit.*
  - *Provide opportunities for teachers to access professional development to assist them in their use of the tool kit.*
  - *The purpose of our work as educators is to enhance student learning.*

4. **Thank participants.**

[Show Thank You – slide 33].

- Thank you for your participation today. Please complete Evaluation Rubric you received at the beginning of the session.



# Policy Maker and Adviser Awareness Session

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## Overview

This 60-minute awareness session provides policy makers and advisers with information about the *Classroom Assessment Tool Kit*—a resource to help classroom teachers assess and evaluate their students' competencies in ICT outcomes within core subject areas to improve student learning.

## Outcomes

Participants will:

- Outcome 1. be aware that the ICT tool kit is a research-based resource to assist teachers with the assessment and evaluation of ICT outcomes
- Outcome 2. explore the principles of assessment on which the tool kit is based
- Outcome 3. examine the key features of the tool kit
- Outcome 4. examine a student assessment task from the tool kit
- Outcome 5. identify ways to provide encouragement and support for teachers in the use of the tool kit to improve student learning.

## Criteria

Each participant will:

- summarize the value and impact of classroom assessment on student learning (Outcomes 1, 2, 3 and 4)
- encourage and support teachers and schools in the use of the tool kit to improve student learning (Outcomes 1 and 5)
- ensure that school/district education plans reflect a commitment to the assessment, evaluation and reporting of student learning of the ICT program of studies (Outcome 5).

# Agenda

## Learning Experience 1—Introduction

- sets the tone and direction for the session
- provides a setting for the discussion of the tool kit

## Learning Experience 2—Principles of Assessment

- provides information about the research base of the tool kit

## Learning Experience 3—Two-bit Tool Kit Tour

- introduces participants to the main features of the tool kit

## Learning Experience 4—Looking at Student Assessment Tasks

- provides an opportunity for participants to examine a performance assessment

## Learning Experience 5—Using the Tool Kit

- provides an opportunity for participants to consider how the tool kit might be introduced to teachers in their jurisdictions

## Learning Experience 6—Closure and Participant Response

- summarizes main ideas
- evaluates session

# Mini-glossary

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<b>Assessment:</b>	collecting information on student achievement and performance to improve student learning
<b>Criteria:</b>	what you would accept as evidence that the student has achieved the outcomes
<b>Contextualize:</b>	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
<b>Evaluation:</b>	judgement regarding the quality, value or worth of a response
<b>Performance Assessment:</b>	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
<b>Rubric:</b>	a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance

# ICT Tool Kit Contents

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## The Tool Kit

- research base of the document
- general information about the ICT program of studies
- specific information about developing performance assessments for classroom use

## Appendix A

- sample English language arts assessment task
- ICT outcomes included and contextualized

## Appendix B

- checklists for division 1, 2, 3 & 4 for “F” and “P” outcomes – a teacher time saver!
- ready to be photocopied for teacher use

## Appendix C

- a total of 30 performance assessment tasks and rubrics for division 1, 2, 3 & 4 – another teacher time saver!
- ready to be photocopied for classroom use

## Appendix D

- sample student self-reflection tools to involve students in setting goals for future learning

## Appendix E

- student profiles for each division for recording and tracking student progress in “C” category outcomes
- ready to be photocopied for teacher use

## References

- suggested professional references for further study

## Glossary

- definitions for important and frequently used terms on the topic of assessment

**The tool kit is available online at  
[www.learning.gov.ab.ca/k\\_12/curriculum/bysubject/ICT](http://www.learning.gov.ab.ca/k_12/curriculum/bysubject/ICT).**

# Examining Performance Task Vignettes

## **Mail Order Friend (Language Arts: Division 1)**

Imagine that you have an opportunity to order a friend by telephone from the mail order catalogue. Think about the qualities that you want in a friend. Before you order your friend over the telephone, practise asking for three characteristics that you want in a friend and give an example of each characteristic. Remember to speak clearly so that the sales person will know exactly who to send.

## **You Are What You Eat (Health: Division 2)**

Since our class has been studying nutrition, Mrs. Smith, the first grade teacher, has asked us to help her students learn about healthful eating. Your job is to create a picture book to help explain what a balanced diet is. Include pictures to show health problems that result from poor eating habits.

## **From the Prairies to the Mountains (Social Studies, Mathematics: Division 3)**

A group of nine foreign students is visiting your school for one month as part of an international exchange program. Your principal has asked your class to plan and prepare a budget for a four-day tour of Alberta to help the visitors understand the province's impact on the history and development of our nation. Plan your tour so that the visitors are shown the best sites that capture the ways Alberta has influenced our nation's development. You should prepare a written tour itinerary, including an explanation why each site was selected. Include a map tracing the route for the four-day tour and a budget for the trip.

## **Chemical Equilibrium (Chemistry: Division 4)**

You are a researcher hired by a group of expert mountain climbers. Hypoxia is the set of symptoms (headache, fatigue, and nausea) that results from lack of oxygen to body tissues. Mountain climbers often experience hypoxia as they ascend altitude too quickly. Sherpas, long-time residents of high altitudes, seem to have no hypoxic discomfort. Why?

Design a series of experiments that would test the difference in hypoxic symptoms between mountain climbers and Sherpas. Explain, using chemical equilibrium, why high altitude causes hypoxia in climbers. How can Sherpas avoid these symptoms? How can you test for these possibilities? What would a positive test look like? What inherent errors would you have to be aware of?

### **Questions to ponder:**

1. What distinguishes these tasks from typical test items?
2. What are some common elements of these tasks?

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Adapted from Jay McTighe, Alberta Assessment Consortium Conference Presentation, Fall 2000.

## ICT OUTCOME CATEGORIES

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

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

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

# 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 (SO1, C1.1.1)
- share information with group members (C5.1.1)
- organize information (C1.1.2, C4.1.3, C6.1.2)
- display data (SO3)
- perform arithmetic operations (SO5)
- 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.

## Grade 3 Mathematics Task (continued)

### Student Assessment Task

## **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*
<b>Collects data</b> (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.
<b>Displays data</b> (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	
<b>Performs arithmetic operations</b> (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*
<b>Accesses and retrieves information</b> (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.
<b>Shares information</b> (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	
<b>Organizes information</b> (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	
<b>Makes recommendation</b> (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

## Division 1

# Overview of Performance Assessment Tasks

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### **Grade 3: ENGLISH LANGUAGE ARTS (ELA.01)**

#### **Create A Movie Review**

Students will develop a movie review using text, sound and visual images.

### **Grade 3: MATHEMATICS (MA.01)**

#### **Create a Pizza Menu**

Students will conduct a survey to determine the most popular pizza topping. Data collected will be entered into a class database.

Students will use an electronic graphic organizer to display the compiled data and use the data to develop a pizza menu.

### **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.

### **Grade 3: SCIENCE (SC.01)**

#### **Toxic Noise**

Students will design a multimedia presentation to educate others about harmful sounds in the school and/or community, and recommend ways to protect hearing.

### **Grade 3: SCIENCE (SC.02)**

#### **Zoo Animals**

Students will research and present information about the characteristics of, and a suitable habitat for, a specific animal.

### **Grade 3: SOCIAL STUDIES (SS.01)**

#### **Family Treasures of the Past**

Students will find information about their family histories and create presentations using technology to share their findings.

## Division 2

### **Grade 6: ENGLISH LANGUAGE ARTS (ELA.01)**

#### **Advertising Campaign**

Students will create a new ad campaign for a major international company and present a portfolio in a multimedia format that will convince the client that the campaign will work, resulting in large sales of their product.

### **Grade 6: ENGLISH LANGUAGE ARTS (ELA.02)**

#### **Colonizing Mars**

Students will compose and present a science fiction story using a multimedia presentation.

### **Grade 6: MATHEMATICS (MA.01)**

#### **Dealing with Public Issues**

Students will develop and implement a plan for the collection and display of data gathered from a survey about a controversial issue, and make recommendations using a multimedia presentation.

### **Grade 6: MATHEMATICS (MA.02)**

#### **It's Time for a Vacation**

Students will create three detailed proposals showing possible itineraries for a seven-day trip. Each proposal will be within a specified budget and will take into account a number of factors. Students will organize this information in such a way as to allow easy comparison by a client.

### **Grade 6: SCIENCE (SC.01)**

#### **Peak Performance**

Students will build and test a paper glider. Data from test flights will be recorded on a spreadsheet and used as a basis for modifying the glider to achieve better performance.

### **Grade 6: SCIENCE (SC.02)**

#### **Managing Our Forests**

Students will examine forest management issues and perspectives, and identify and support a policy recommendation for the effective use of a forested area.

### **Grade 6: SOCIAL STUDIES (SS.01)**

#### **Virtual Journey**

Students will create a report and a multimedia presentation that examine values, beliefs and ideas of Ancient Greece to promote tourism.

### **Grade 6: SOCIAL STUDIES (SS.02)**

#### **Deciding to Trade with China**

Students will examine the social issues that may arise from China venturing to trade with Canada and prepare a multimedia presentation for Chinese businessmen.

## Division 2 (continued)

### **Grade 6: ENGLISH LANGUAGE ARTS and SCIENCE (ELA.SC.01)**

#### **Who Done It?**

Students will create an original story describing a crime that has been committed without revealing who the criminal is, present the story to other writers challenging them to identify the criminal from a database.

## Division 3

### **Grade 9: ENGLISH LANGUAGE ARTS (ELA.01)**

#### **E-Zine Review**

Students will create a plan for accessing a variety of opinions on a specific book or movie of interest to teenagers, use the plan to conduct a search for this information and write a review for posting on a Web site.

### **Grade 9: ENGLISH LANGUAGE ARTS (ELA.02)**

#### **Evaluating Sources of Information**

Students will complete a review of relevant and current research on the environment issue of waste management, and prepare an annotated bibliography citing a wide variety of electronic sources, indicating their validity and the method of evaluating the information gathered.

### **Grade 9: ENGLISH LANGUAGE ARTS (ELA.03)**

#### **School Newspaper Journalist**

Students will write a feature article for the school newspaper or Web site about a famous student or teacher from another school. Each student will develop a plan and conduct an interview with the selected student or teacher. Students can use e-mail to conduct the interview or obtain biographical information from online sources.

### **Grade 9: MATHEMATICS (MA.01)**

#### **Survey on Marketing**

Students will report on the consumption of soft drinks in their school by designing and conducting a survey to determine the preferred soft drink among students, and prepare and present a written or visual report including a discussion of the survey design, a graph, slogan and results of the study.

### **Grade 9: SCIENCE (SC.01)**

#### **Air-quality Indicators**

Students will identify air-quality indicators for asthma and report on high-risk areas in Alberta.

### **Grade 9: SOCIAL STUDIES (SS.01)**

#### **Future Communication Technologies and Quality of Life**

Students will create a persuasive multimedia presentation that provides a vision of communication in the future.

## Division 4

### **Grade 11: ENGLISH LANGUAGE ARTS (ELA20-1.01)**

#### ***Macbeth Made Easy***

Students will create a practical resource intended to help others more easily interpret Shakespeare's *Macbeth*.

### **Grade 11: ENGLISH LANGUAGE ARTS (ELA20-1.02)**

#### **Interviewing the Literary Greats**

Students will produce a script and conduct a multimedia interview with a character from a literary work.

### **Grade 11: APPLIED MATHEMATICS (AM20.01)**

#### **Investigating Global Warming**

Students will select data from a variety of reliable electronic sources and present a well-supported argument for a position on global warming.

### **Grade 11: PURE MATHEMATICS (PM20.01)**

#### **Investing for a Capital Purchase**

Students will investigate low-risk investment options for a future capital equipment purchase and present recommendations, using technology, to the owners of a small business.

### **Grade 11: CHEMISTRY (CHEM20.01)**

#### **Cracking the Ethene Problem**

Students will prepare and present a research paper about ethene production, and the associated environmental and social issues.

### **Grade 11: PHYSICS (PHYS20.01)**

#### **Planetary Motion**

Students will develop a hypothesis to better explain the motion of the planets by researching and recording the period and radii of the known planets in our solar system and interpreting the results.

### **Grade 11: SOCIAL STUDIES (SS20.01)**

#### **War Guilt Tribunal**

Students will assess and evaluate the merit of the charge that Germany was primarily responsible for causing World War I. Students will formulate, present and defend a position based on assigned or chosen roles using a multimedia presentation and/or through participation in a role-play scenario using an online discussion forum.

### **Grade 11: SOCIAL STUDIES (SS23.01)**

#### **World War I Soldier**

Students will demonstrate understanding of the human impact of the events of World War I by creating a profile of a soldier from one of the opposing forces.

The ICT tool kit can help teachers implement and assess ICT outcomes within core subject areas.

The 30 student tasks in the tool kit focus on “big ideas.”  
They combine subject area outcomes with ICT “C” category outcomes.

The tool kit provides:

- a summary of research about assessment
- practical assessment tools teachers can use with their students.

Professional development sessions have been developed for the following audiences:

- 75-minute **Teacher Awareness Session**
- Half-day **Teacher Application Session**
- Full-day **Service Provider Workshop**



## ICT Tool Kit Infomercials

Field testing of some of these tasks is in progress.


The tool kit contains 30 ready-to-use student assessment tasks that will:

- genuinely engage students
- hold their interest
- motivate them to do well
- be learning experiences for them.

These sessions are designed to assist classroom teachers in using the tool kit. Contact Alberta Learning **or** the Alberta Regional Consortia (ARC) for more information. [www.arpdc.ab.ca](http://www.arpdc.ab.ca)

- ✓ Provide opportunities for teachers to access copies of the tool kit.
- ✓ Provide opportunities for teachers to access professional development to assist them in their use of the tool kit.
- ✓ The purpose of our work as educators is to enhance student learning.

# Slides



**WELCOME...**

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**CLASSROOM ASSESSMENT  
TOOL KIT  
POLICY MAKER AND ADVISER  
AWARENESS SESSION**

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**Agenda**

1. Introduction
2. Principles of Assessment
3. Two-bit Tool Kit Tour
4. Looking at Student Assessment Tasks
5. Using the Tool Kit
6. Closure and Participant Response

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Think of a young person you know and care about.  
What ICT skills will enable this young person to bridge the gap between **now** and **then**?  
Why should we be concerned about “ICT ness”?

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### Infomercial 1

The ICT tool kit can help teachers implement and assess ICT outcomes within core-subject areas.

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## Principles of Assessment

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Aligning Curriculum, Instruction and Assessment

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Aligning Curriculum, Instruction and Assessment

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Aligning Curriculum, Instruction and Assessment

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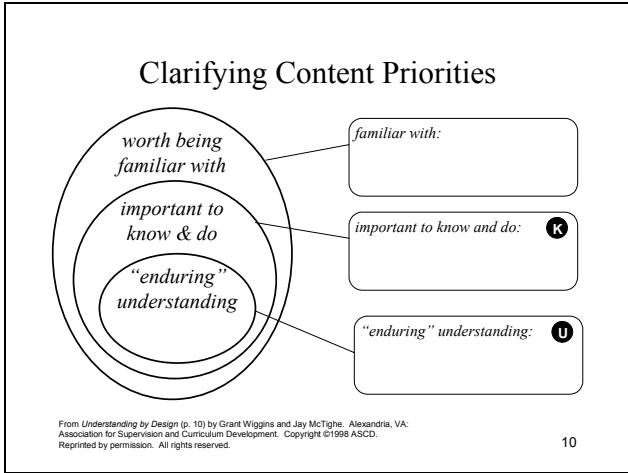
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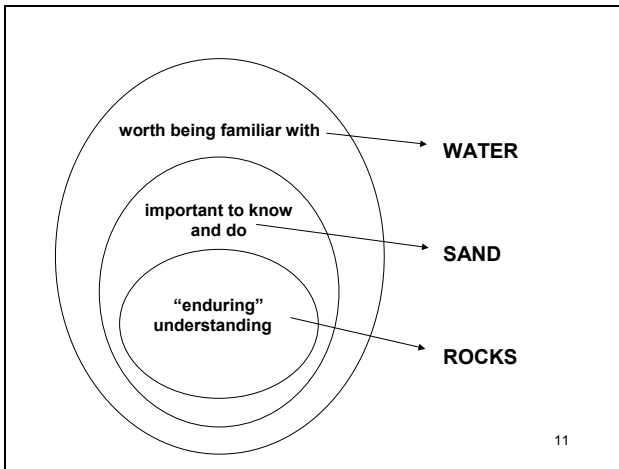
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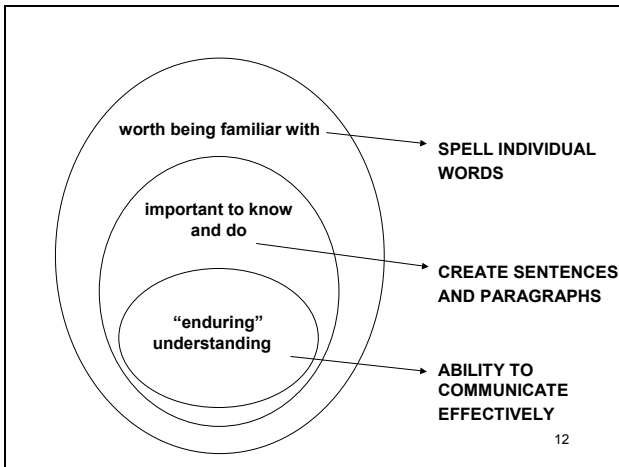
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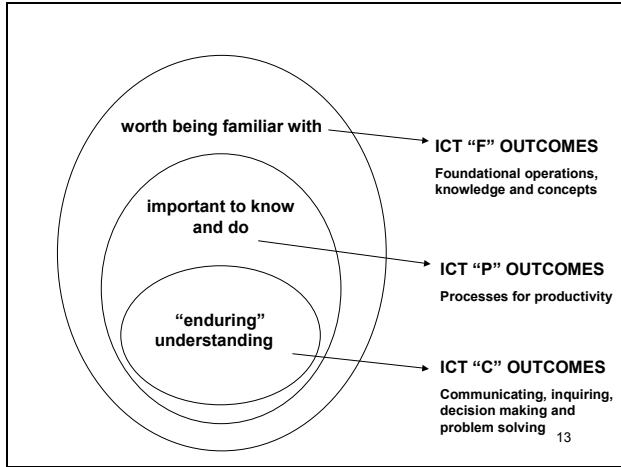
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
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[Assessments should] measure learning outcomes of indisputable importance.

Popham (2001)

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**Infomercial 2**

The 30 student tasks in the tool kit focus on “big” ideas. They combine subject-area outcomes with ICT “C” category outcomes.

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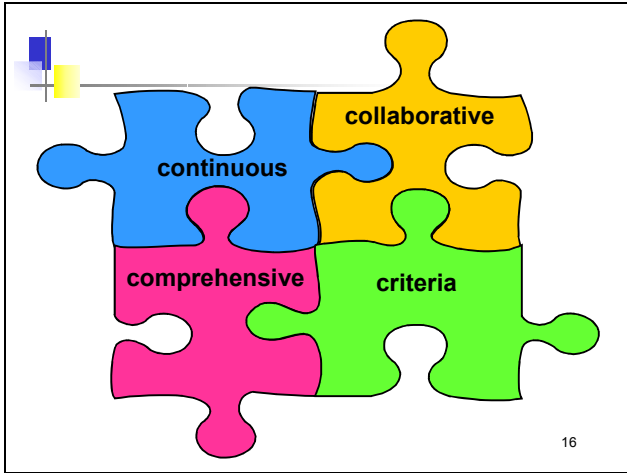
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### Infomercial 3

The tool kit provides:

- a summary of research about assessment
- practical assessment tools teachers can use with students.

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
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### Two-bit Tool Kit Tour



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## Two-bit Tool Kit Tour

- **The Tool Kit** – Research Base
- **Appendix A** – Sample ELA assessment task
- **Appendix B** – Checklists for “F” and “P” Category Outcomes
- **Appendix C** – Performance Assessment Tasks
- **Appendix D** – Student Self-reflection Tools
- **Appendix E** – “C” Category Student Profiles
- **References** – For Further Study
- **Glossary**

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## Infomercial 4

Professional development sessions have been developed for the following audiences:

- 75-minute **Teacher** Awareness Session
- Half-day **Teacher** Application Session
- Full-day **Service Provider** Workshop

These sessions are designed to assist classroom teachers in using the tool kit. Contact Alberta Learning or the Alberta Regional Consortia (ARC) for more information.

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## Looking at Student Assessment Tasks

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## EXAMINING TASK VIGNETTES

- What distinguishes these tasks from typical test items?
- What are some common elements of these tasks?

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- How might ICT outcomes be incorporated into these tasks?
- How might these tasks assist a young person in getting from NOW to THEN?

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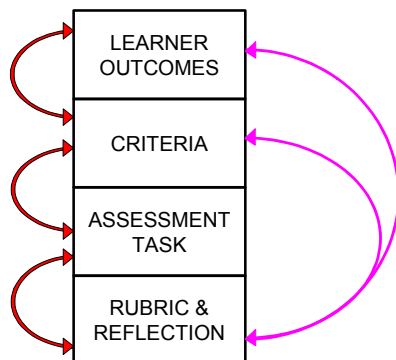
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## Design Process



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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)

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## Infomercial 5

Tool kit contains 30 ready-to-use student assessment tasks that will:

- genuinely engage students
- hold their interest
- motivate them to do well
- be learning experiences for them.

Field testing of some of these tasks is in progress.

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## Using the Tool Kit

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How might you support teachers in your division in utilizing the tool kit to improve student learning?

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### Infomercial 6

**Remember:**  
Awareness and application sessions have been developed for both teachers and service providers to assist classroom teachers in using the tool kit.

Contact Alberta Learning **or** the Alberta Regional Consortia for more information.

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## Closure and Participant Response

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Performance assessment is a closer measure of our children's ability to achieve the aspirations we hold for them than are conventional forms of standardized testing.

Eisner (1999) <sup>31</sup>

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### Infomercial 7

- Provide opportunities for teachers to access copies of the tool kit.
- Provide opportunities for teachers to access professional development to assist them in their use of the tool kit.
- The purpose of our work as educators is to enhance student learning.

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## AWARENESS SESSION

**Thank you for participating!**

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# Rubric for Policy Maker and Adviser Awareness Session

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

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

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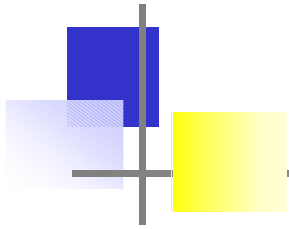
Alberta Assessment Consortium (AAC) and Alberta Regional Consortia (ARC), 2002



**WELCOME...**

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**CLASSROOM ASSESSMENT  
TOOL KIT  
POLICY MAKER AND ADVISER  
AWARENESS SESSION**

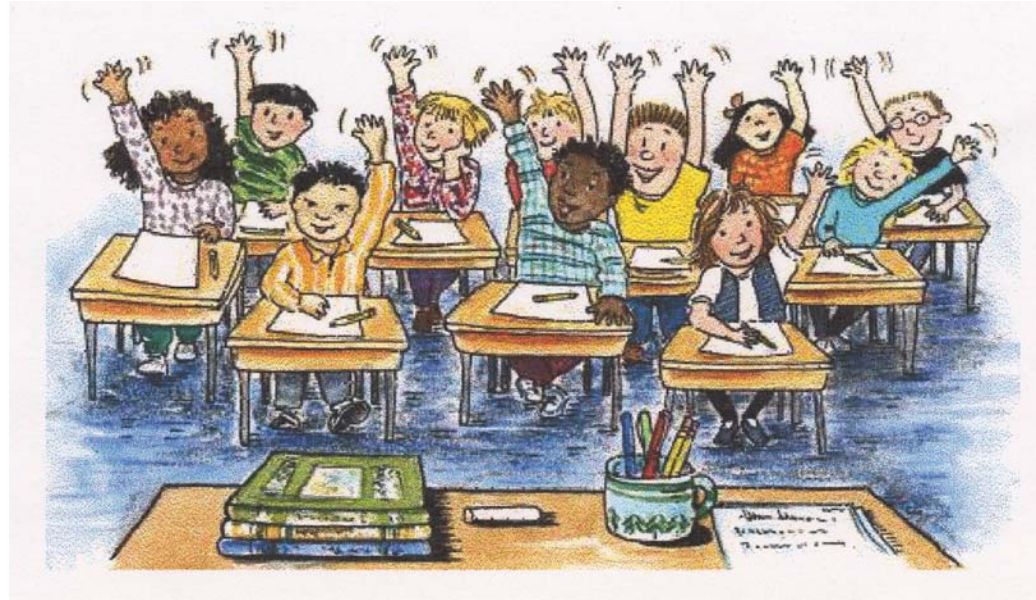


# Agenda

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1. Introduction
2. Principles of Assessment
3. Two-bit Tool Kit Tour
4. Looking at Student Assessment Tasks
5. Using the Tool Kit
6. Closure and Participant Response





Think of a young person you know and care about.

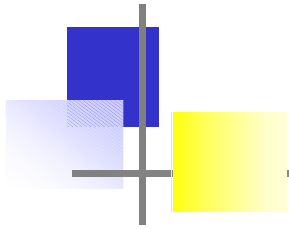
What ICT skills will enable this young person to bridge the gap between **now** and **then**?

Why should we be concerned about “ICTness”?



# Infomercial 1

The ICT tool kit can help teachers implement and assess ICT outcomes within core-subject areas.



# Principles of Assessment



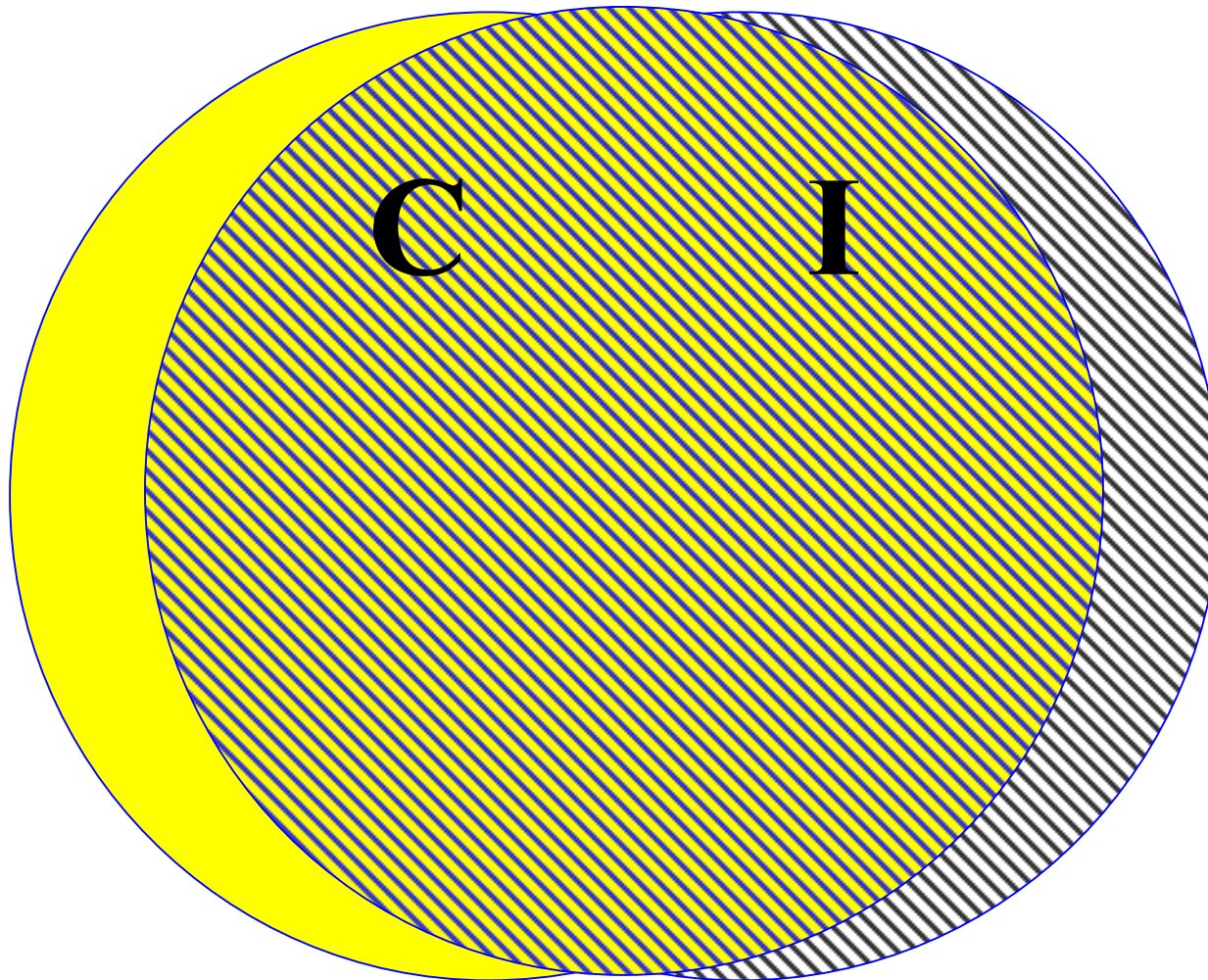
# Aligning Curriculum, Instruction and Assessment

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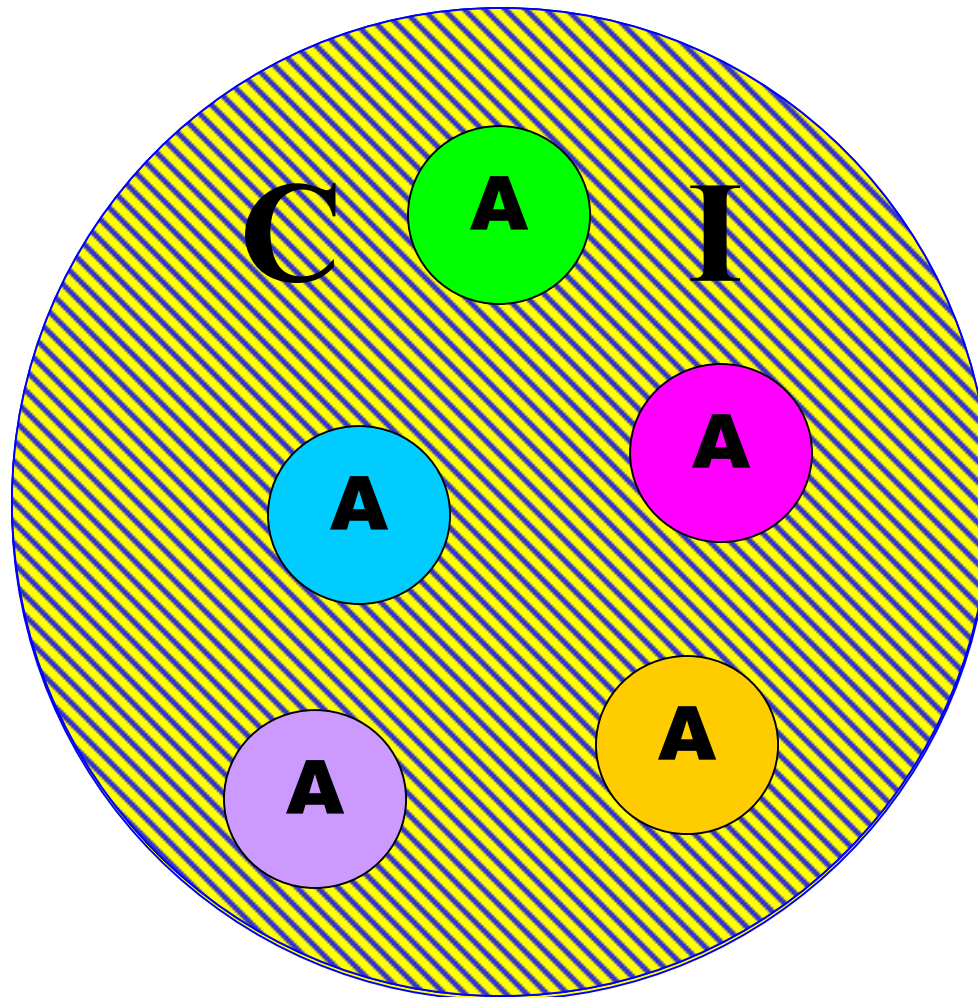


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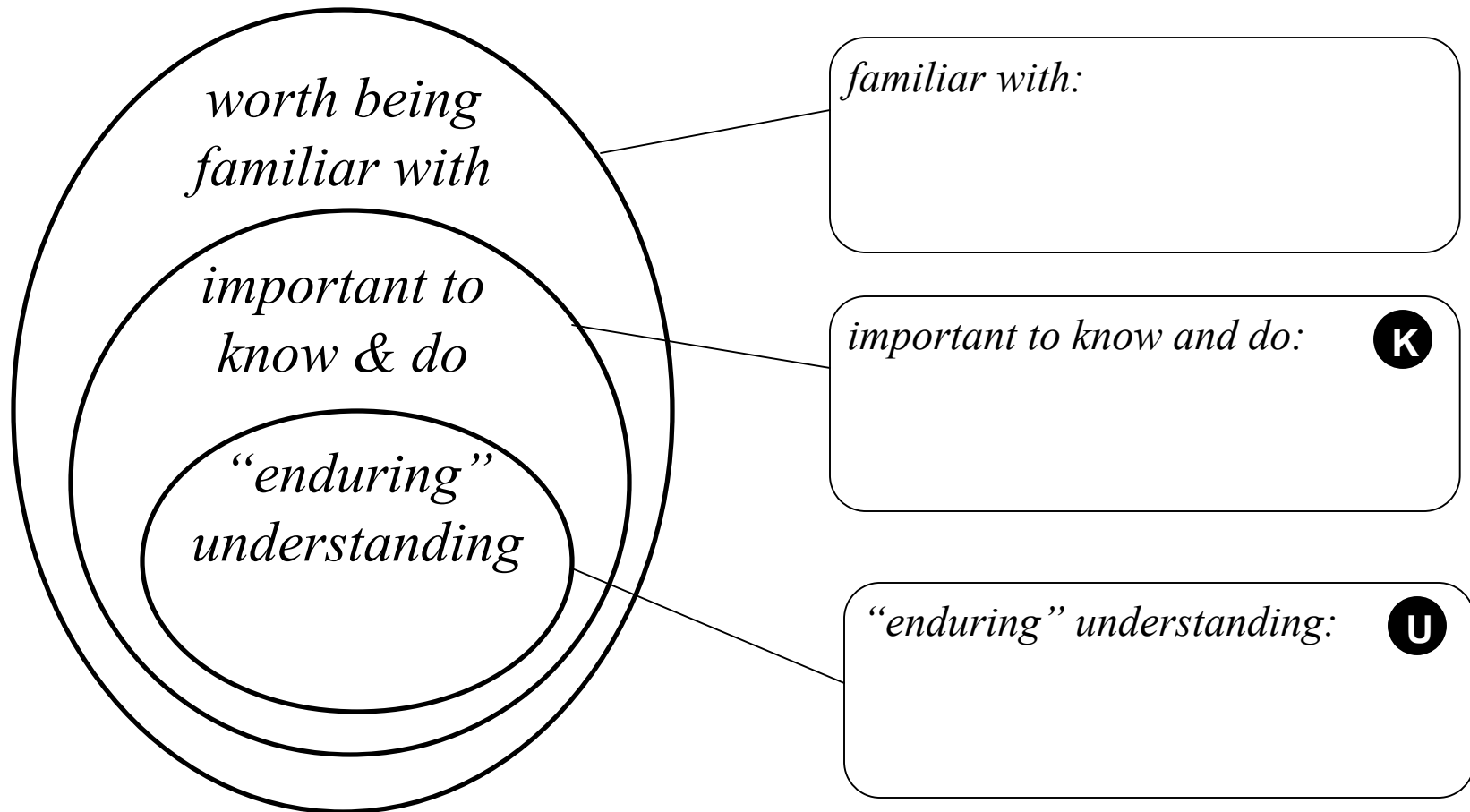
# Aligning Curriculum, Instruction and Assessment



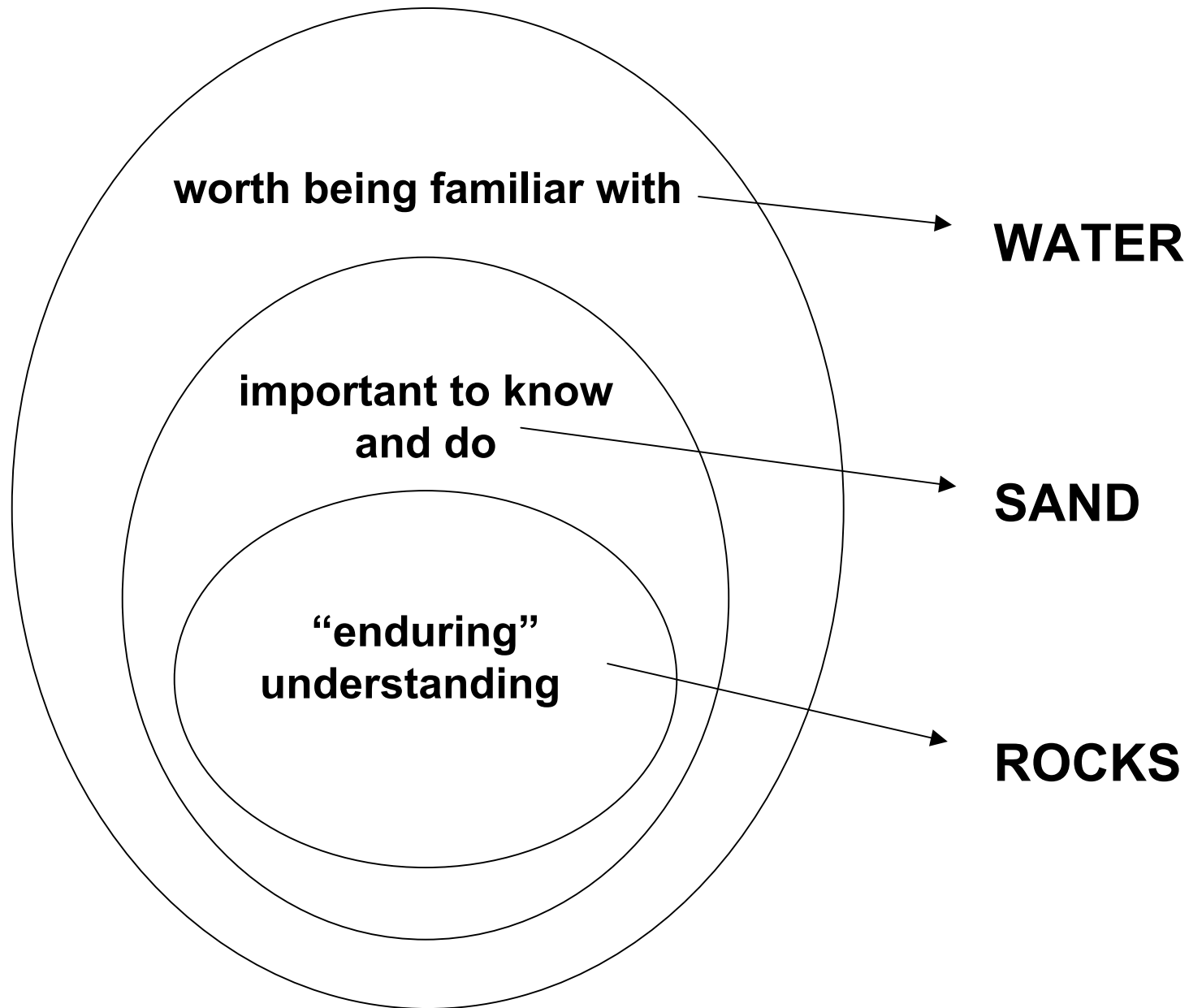
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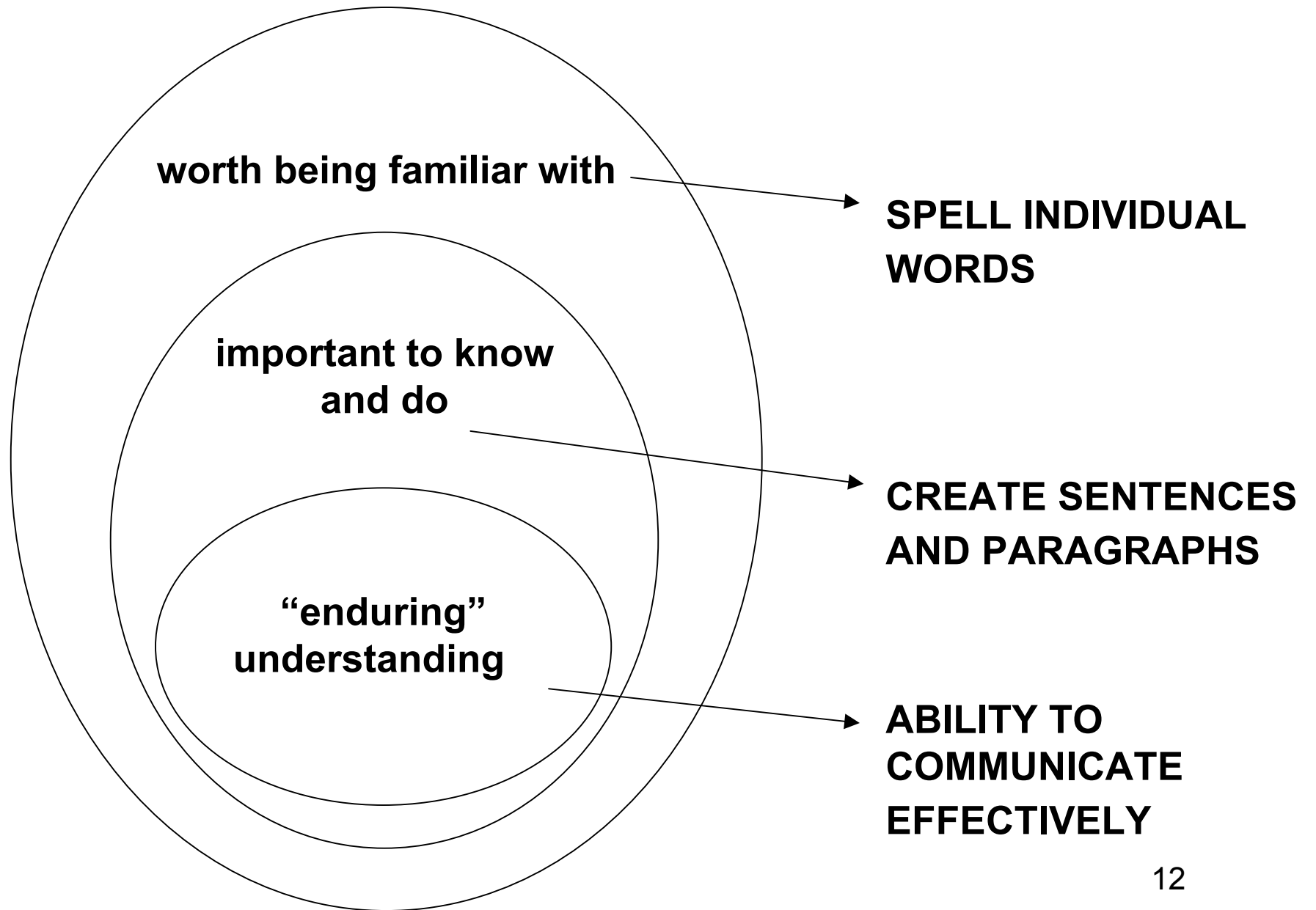


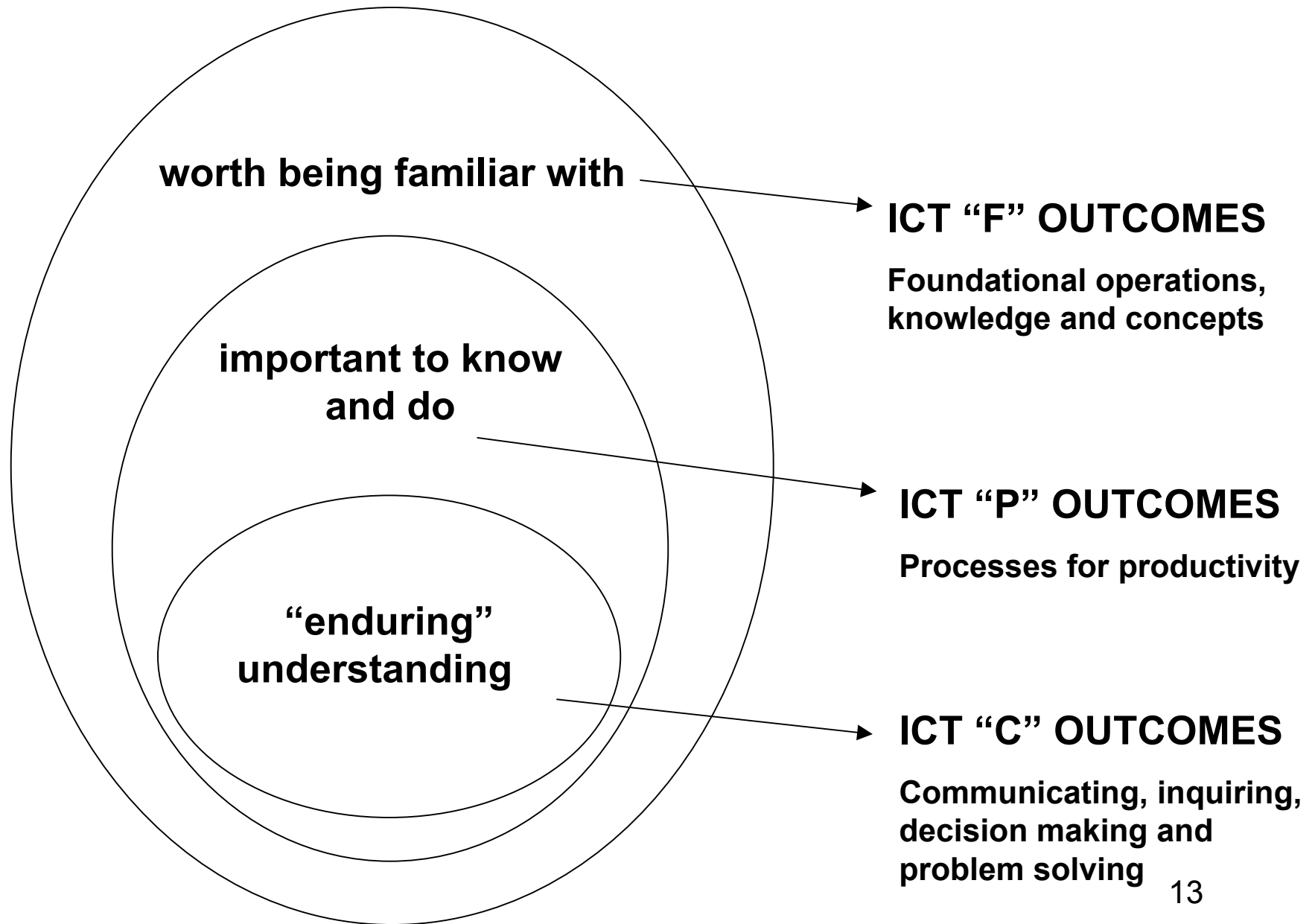
# Clarifying Content Priorities

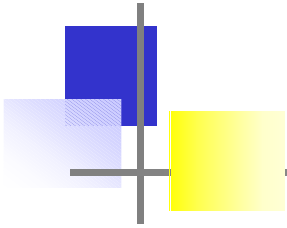


From *Understanding by Design* (p. 10) by Grant Wiggins and Jay McTighe. Alexandria, VA: Association for Supervision and Curriculum Development. Copyright ©1998 ASCD. Reprinted by permission. All rights reserved.









[Assessments should] measure learning outcomes of indisputable importance.

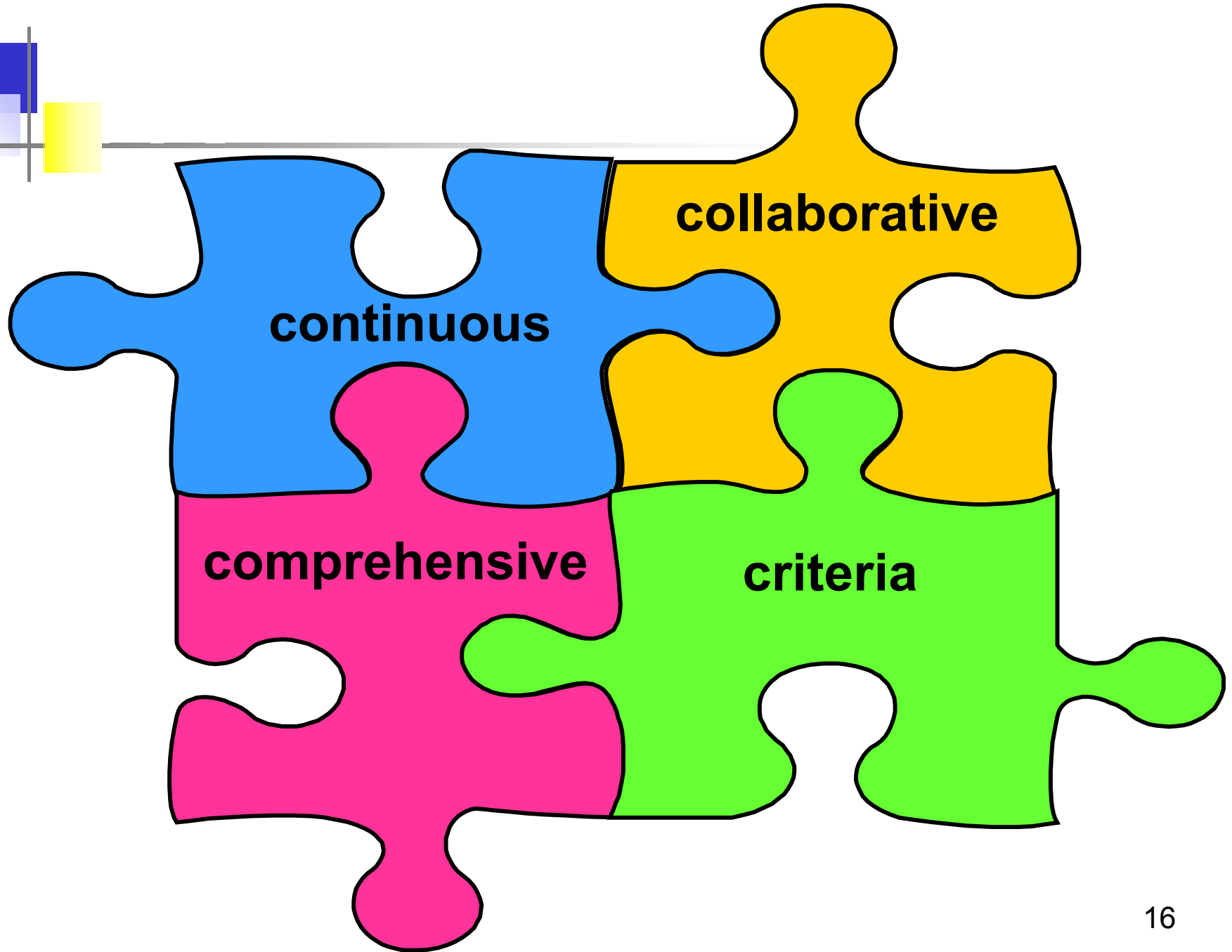
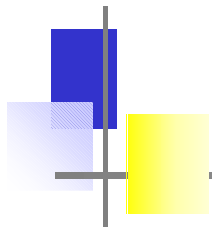
Popham (2001)



## Infomercial 2

The 30 student tasks in the tool kit focus on “big” ideas.

They combine subject-area outcomes with ICT “C” category outcomes.

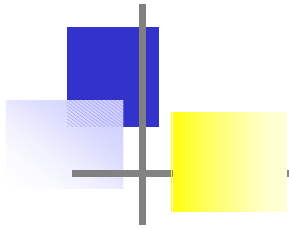




## Infomercial 3

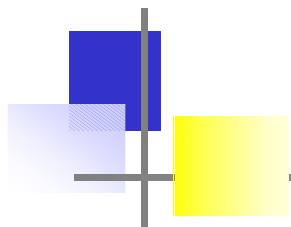
The tool kit provides:

- a summary of research about assessment
- practical assessment tools teachers can use with students.



# Two-bit Tool Kit Tour





# Two-bit Tool Kit Tour

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- **Appendix A** – Sample ELA assessment task
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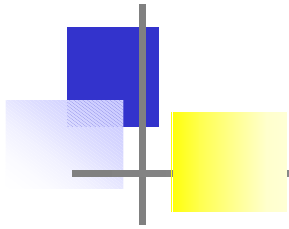


## Infomercial 4

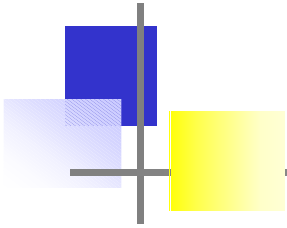
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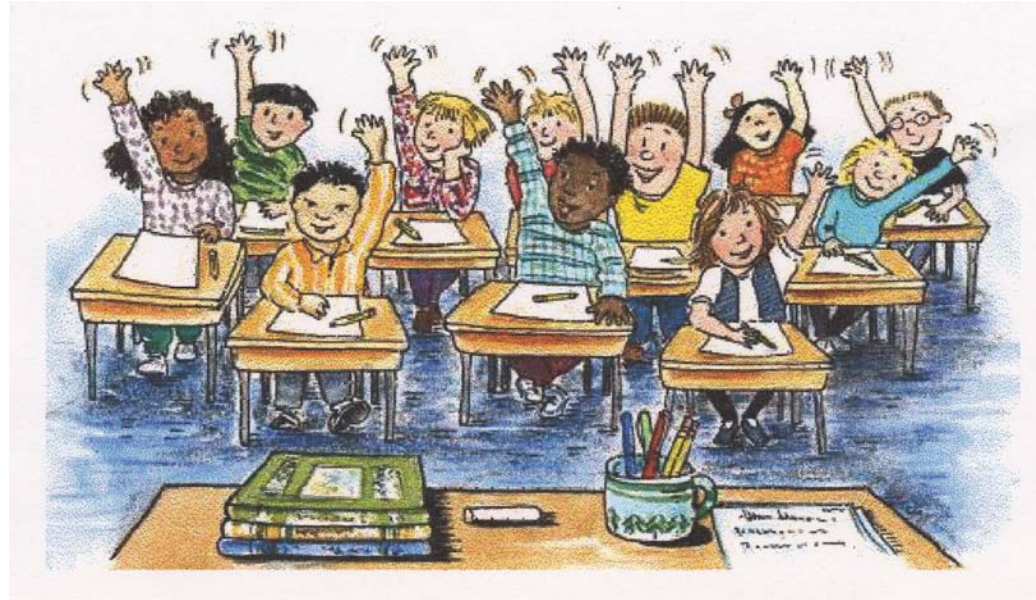
# Looking at Student Assessment Tasks



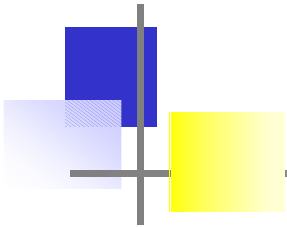
# EXAMINING TASK VIGNETTES

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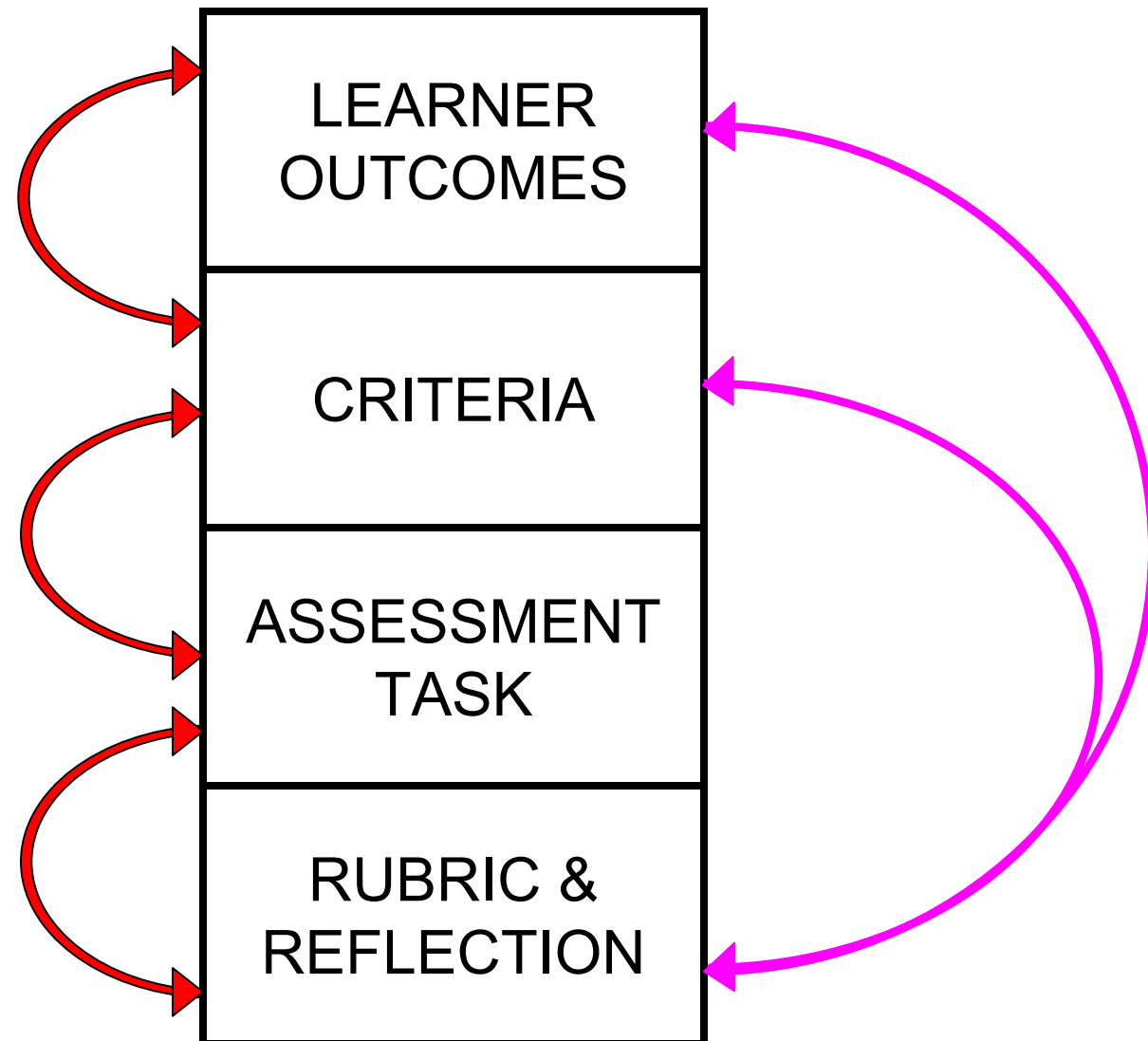
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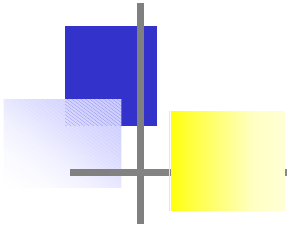


- How might ICT outcomes be incorporated into these tasks?
- How might these tasks assist a young person in getting from NOW to THEN?



# Design Process





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Gardner (1993)

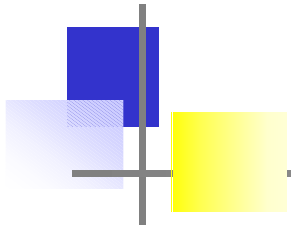


# Infomercial 5


Tool kit contains 30 ready-to-use student assessment tasks that will:

- genuinely engage students
- hold their interest
- motivate them to do well
- be learning experiences for them.

Field testing of some of these tasks is in progress.



# Using the Tool Kit



How might you support teachers in your division in utilizing the tool kit to improve student learning?

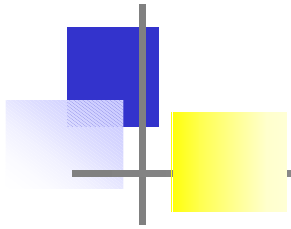


## Infomercial 6

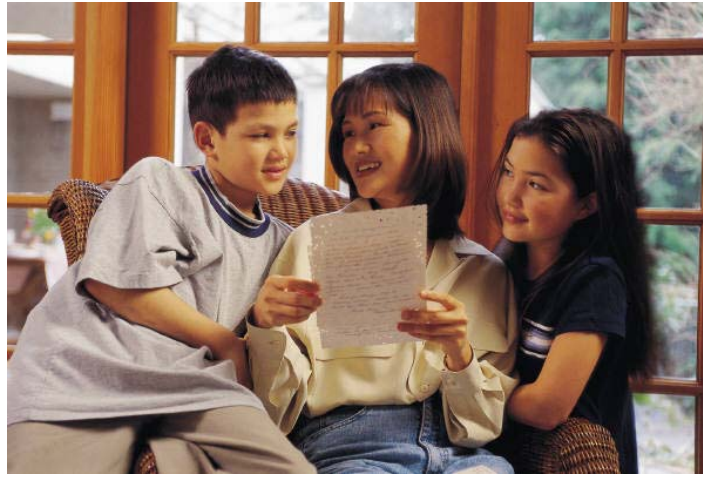
### **Remember:**

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# **Closure and Participant Response**



Performance assessment is a closer measure of our children's ability to achieve the aspirations we hold for them than are conventional forms of standardized testing.

Eisner (1999)



# Infomercial 7

- Provide opportunities for teachers to access copies of the tool kit.
- Provide opportunities for teachers to access professional development to assist them in their use of the tool kit.
- The purpose of our work as educators is to enhance student learning.



# **AWARENESS SESSION**

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**Thank you for participating!**