



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

Facilitation Guide

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Intel® Teach Elements

Assessment in 21st Century Classrooms

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Overview of Course Facilitation

This Facilitation Guide provides information to successfully facilitate face-to-face or online discussion sessions, based on participants' Action Plan work in the Intel® Teach Elements: Assessment in 21st Century Classrooms course. Participants taking a facilitated course may receive continuing education credit, when defined and arranged by the school, district, or education agency offering a facilitated course.

Participants in facilitated courses will participate in three ways:

- **E-learning:** Learn about assessment in 21st century classrooms using interactive tutorials (approximately 5 hours individual work)
- **Action Planning:** Apply assessment strategies to one's own classroom (6 to 12 hours of individual work based on optional activities and individual engagement in the planning exercises)
- **Facilitated Discussions:** Share ideas and give feedback on Action Plan work (5 to 8 hours, varies by format—face-to-face or online—and optional exercises)

The e-learning component of the Assessment course has five modules plus an Orientation and Wrap-Up. Each module includes four to six lessons of interactive activities with exercises that introduce and explore concepts. Many of the activities are followed by an Action Plan task. The Action Plan tasks are designed for application of the concepts to one's own classroom. Course facilitation is structured around the Action Plan, with facilitation typically occurring after participants complete one to two Action Plan tasks.

By the end of the course, participants who complete the Action Plan will have designed assessments and other materials to implement or improve assessment practices in their classrooms. The Action Plan is required for participants who are taking the course for credit by engaging in a facilitated course.

The Facilitator

Facilitators provide richer, more meaningful course experiences for participants by guiding individual work and group discussions. Before facilitating the course, facilitators should meet the following requirements.

Facilitator requirements:

- Familiarity with student-centered assessment practices, project-based learning, and technology integration
- Prior experience with facilitating technology integration courses for teachers
- Online facilitation experience (if facilitating online, or co-facilitating with an experienced online facilitator)
- Thorough experience with the e-learning course, including:
 - Review all supporting resource files

- Take all quizzes, intentionally trying to get correct and incorrect answers
- Complete the Action Plan
- Review Anna's and Bob's Action Plans, available in the course Resources

Facilitators set the tone for the course discussions. Facilitators can create a rewarding experience for participants by fulfilling the following responsibilities.

Facilitator responsibilities:

- Engage all participants in discussions
- Encourage participants to think critically and deeply about their own practices
- Provide and promote thoughtful and constructive feedback
- Clarify concepts and answer questions
- Promote reflective teaching
- Create a supportive learning community

Facilitation Options

Course participants complete interactive e-learning tutorials and Action Plan activities independently between facilitated sessions, where they join discussions to share and give feedback on their work and learning.

Course facilitation is flexible and can be done in different settings—fully face-to-face, online, or various combinations of face-to-face and online:

Facilitated Face-to-Face: Participants may take the course from a CD or online. Discussions take place in a face-to-face setting. Facilitators can print out the discussion questions or display them for participants. The discussions are flexible – choose some or all to do or create your own questions and format.

Facilitated Online: Participants take the course online and engage in online facilitated discussions. The discussions may be posted on a Web site or embedded in a learning management system (LMS). Facilitators may also choose to use other online tools to support learning and discussion.

Face-to-Face and Online Hybrid: A combination of face-to-face and online facilitation is possible. For example, the discussions may begin with a face-to-face meeting, continue online, and meet again at the end for a face-to-face session.

The length of a course is determined by local program needs. A course schedule is designed locally through the selection of suggested and optional activities as well as the number and length of discussions. The course completion section of this guide provides time estimates for course planning. Continuing education credit and/or certificates of completion may be given based on length of course and acceptable participation levels, determined by the local program and/or the facilitator.

Course Length

A course schedule is designed locally through the selection of suggested and optional activities as well as the number and length of discussions. The course completion section of this guide provides time estimates for course planning. Continuing education credit and/or certificates of completion may be given based on the length of the course and acceptable participation levels, determined by the local program and/or the facilitator.

Intel® Education Online Community

An option for any of the facilitation formats is to create a group to support your training in the Intel® Education Online Community. Facilitators can create groups to support participants with online discussions or provide opportunities to publish Action Plans for feedback. To join the community, register at <http://engage.intel.com>. Then, review tips on creating a group in the Teachers Engage > Intel® Teach Professional Development > Facilitate section.

Facilitators will also want to join the Elements Implementation Toolkit group in Teachers Engage. After registering for Teachers Engage, then go to groups and search for Elements Implementation Toolkit or use this link, <http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit>.

Discussion Schedules

Course facilitation is structured around discussions and sharing of completed Action Plan tasks, with facilitation sessions typically occurring after participants complete several of the lessons in the e-learning course and one to two Action Plan activities. Participants need to complete the recommended e-learning and Action Plan activities prior to the discussion session to ensure rich conversations and more beneficial experiences.

Facilitated discussion sessions are flexible. Face-to-face discussions range from 20 to 45 minutes and can be combined for longer face-to-face sessions. Online facilitation times will vary and will depend on how often and when participants visit the discussion board. Typically, online discussion time takes longer than face-to-face.

The following tables show example facilitation schedules with action plan activities that should be completed prior to discussions. A fully facilitated course (F2F or online) should take place over 5 to 6 weeks to allow sufficient time between sessions for participants to complete the action plan activities and possibly try new ideas in the classroom.

Schedule Example 1: Facilitation Sessions After Each Module

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 1	Lesson 3	Lesson 3	Lesson 2	Lesson 2	Summary

Activity 3	Activity 3	Activity 3	Activity 2	Activity 2	
Lesson 2 Activity 3	Lesson 4 Activity 2	Lesson 5 Activity 1	Lesson 2 Activity 3	Lesson 3 Activity 2	
Lesson 3 Activity 1			Lesson 3 Activity 3	Lesson 5 Activity 2	
Facilitation Time: 60	Facilitation Time: 60	Facilitation Time: 60	Facilitation Time: 60	Facilitation Time: 60	Facilitation Time: 30

**Schedule Example 2:
Facilitation sessions at beginning, middle, and end of course**

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 1 Activity 3	Lesson 3 Activity 3	Lesson 3 Activity 3	Lesson 2 Activity 2	Lesson 2 Activity 2	Summary
Lesson 2 Activity 3	Lesson 4 Activity 2	Lesson 5 Activity 1	Lesson 2 Activity 3	Lesson 3 Activity 2	
Lesson 3 Activity 1			Lesson 3 Activity 3	Lesson 5 Activity 2	
Facilitation Time: 60		Facilitation Time: 120			Facilitation Time: 150

Schedule Example 3: Facilitation sessions at middle and end of course

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 1 Activity 3	Lesson 3 Activity 3	Lesson 3 Activity 3	Lesson 2 Activity 2	Lesson 2 Activity 2	Summary
Lesson 2 Activity 3	Lesson 4 Activity 2	Lesson 5 Activity 1	Lesson 2 Activity 3	Lesson 3 Activity 2	
Lesson 3 Activity 1			Lesson 3 Activity 3	Lesson 5 Activity 2	
		Facilitation Time: 180			Facilitation Time: 150

Facilitated Discussions

Once facilitation format and schedule have been determined, and participants have been invited, consider group organization. Discussion formats are indicated in the Course Facilitation section of the Facilitation Guide as whole group, small groups, and pairs. Discussions help participants exchange ideas, process information, develop new ideas, and refine thinking.

For online discussions, you may want to set up your discussion boards by modules, with separate discussion for each activity. You can create different discussion strands based on whether the discussions are whole group or small group.

Whole group discussions: The intent of whole group discussions is to foster a learning community to exchange ideas to benefit from others' ideas. When conducting a whole group discussion, consider these tips:

- Establish ground rules so all participants feel safe to share their ideas
- Encourage everyone to participate
- Start with a getting to know each other activity at the first meeting or as a first online activity
- Acknowledge and respect all ideas, even if you do not agree with them

Small group discussions: Small group discussions provide a more intimate way for participants to delve deeper into topics and get crucial feedback. The ideal size for small groups is four participants. Groups can be organized by similar grade levels and subject areas or mixed grade and subject areas. Participants can stay in their same groups for each discussion or can mix. For some discussions, remaining with the same group may be advantageous as participants become familiar with each other's Action Plans. For others, mixing groups may be advantageous to get different perspectives.

For some feedback sessions, pairs of participants within the small groups may be more productive. Working in pairs provides more time for review and to provide feedback on each other's work.

To aid discussions, the Appendix includes:

- **Discussion Suggestions:** Tips for engaging in group work
- **Discussion Checklist:** Tips on creating constructive discussions during face-to-face and online discussions

Course Completion

Course completion is based on the hours spent on e-learning, the Action Plan, and facilitated discussions. The combined time for these three components will vary depending on the delivery format, depth and length of discussions, and completion of optional exercises. These timings are defined based on local training needs and context. Approximate timing guidelines for the course are as follows:

Module	E-Learning	Action Plan Suggested	Action Plan Optional*	Facilitation
1	55 minutes	50 minutes	20 minutes	60 minutes
2	60 minutes	40 minutes	0 minutes	60 minutes
3	60 minutes	50 minutes	20 minutes	60 minutes
4	60 minutes	80 minutes	20 minutes	60 minutes
5	60 minutes	70 minutes	70 minutes	60 minutes

Wrap-Up	5 minutes	20 minutes	0 minutes	30 minutes
Total Hours	5 hours	5 hrs 10 mins	2 hrs 10 min	5 hrs 30 mins

* **Note:** Completion of all Action Plan activities is estimated at 7.5 hours minimum. The Appendix provides estimated times for all activities by module and indicates optional Activities to assist with planning a shorter course, if needed.

Continuing education credits and course completion certificates are arranged by the facilitator, based on school or district guidelines. You are encouraged to issue continuing education create and course completion certificates, according to local needs and expectations.

When your course is completed, please report the number of participants who completed the course at <http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit>.

Course Facilitation

Each facilitation activity described in this section indicates the e-learning and Action Plan activities that participants need to have completed. Before facilitation sessions, inform participants which e-learning and Action Plan activities they need to complete. An estimated time is also included for face-to-face meetings.

The discussion questions included in the activities are suggestions. Whole group, small group, and peer discussion questions are included. Please feel free to include supplemental questions or use the suggested questions as guidelines for developing your own questions. Peer Feedback indicates prompts for participants to use in giving feedback. Consider having the items listed in the Appendix printed for participants' reference during face-to-face facilitation.

Module 1: 21st Century Learning

Module 1 Facilitation 1: 21st Century Skills and Assessment Practices

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 1, Lesson 1, Activity 3*.

Face-to-Face Discussion Time: 30 minutes

- **Whole Group Discussion:** How do you consider yourself a 21st century teacher?
- **Small Group Discussion:** Share a few of the thoughts you identified in your Action Plan about how you would like to change your current assessment practices.
- **Peer Feedback:** Offer suggestions to others for changing assessment practices.

Facilitation Tip: If participants are struggling to come up with ideas for changing their assessment practices, encourage them to think about their current assessment practices carefully and provide additional prompting, such as: *Do your students ever assess themselves or their peers? Do you use a variety of assessment methods and instruments?*

Module 1 Facilitation 2: 21st Century Skills in Units

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 1, Lesson 2, Activity 3*. NOTE: The Action Plan activity associated with this discussion is optional but is not required for a meaningful discussion of the topic.

Face-to-Face Facilitation Time: 15 minutes

- **Small Group Discussion:** Discuss the units you identified in *Module 1, Lesson 2, Activity 3* of your Action Plan and the 21st century skills you teach, or would like to teach, in those units.
- **Peer Feedback:** Provide suggestions for relevant 21st century skills.

Facilitation Tip: Prepare suggestions for identifying 21st century skills to emphasize in projects, such as:

- Examining standards and benchmarks for key words that relate to 21st century skills
- Reviewing the project from a student's point of view to select the skills the student would need to be successful

Module 1 Facilitation 3: Formative Assessment

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 1, Lesson 3, Activity 1*.

Face-to-Face Facilitation Time: 15 minutes

- **Large Group Discussion:** How does formative assessment fit into your classroom? What changes would you need to make in your assessment practices to include more formative assessment?

Facilitation Tip: Encourage participants to discuss the kinds of formative assessment they already use and what kinds they would like to begin using. Share your experiences with adopting formative assessment methods.

Module 2: Assessment Strategies

Module 2 Facilitation 1: Rubrics

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 2, Lesson 3, Activity 3*.

Face-to-Face Facilitation Time: 30 minutes

- **Small Group Discussion:** Share ways that you might use rubrics as a teaching and learning tool to improve your students' learning.
- **Peer Feedback:** Give each other feedback on ways to use rubrics effectively.

Facilitation Tip: Prepare suggestions and examples for incorporating rubrics, such as:

- Get input from students on rubrics
- Share rubric at beginning of a unit or project

- Have students use rubric to self-assess
- Use 21st century skills rubrics to help students think about the learning process
- Have students use rubric to provide peer feedback
- Develop other instruments, such as checklists, from rubrics

Module 2 Facilitation 2: 21st Century Skills Rubrics

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 2, Lesson 4, Activity 2*.

Face-to-Face Facilitation Time: 30 minutes

- **Small Group Discussion:** Choose one of your product or performance rubrics and one of your 21st century skills rubrics that you selected. Explain how you plan to use the assessment and how you may adapt it.
- **Peer Feedback:** Share any ideas you have for using or revising rubrics.

Facilitation Tip: Model this activity with an example of a product and performance rubric and a 21st century skills rubric. Demonstrate how you could use or modify the rubric to meet your goals and objectives.

Module 3: Assessment Methods

Module 3 Facilitation 1: Assessment during Instruction

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 3, Activity 3*.

Face-to-Face Facilitation Time: 45 minutes

- **Whole Group Discussion:** Which assessment methods do you plan to use in your classroom?
 - Graphic Organizers
 - Journals and Learning Logs
 - Discussions
 - Products and Performances
 - Observation
 - Peer Assessment
 - Self-Assessment
 - Student-Teacher Conferences
- **Small Group Discussion:** Share how you plan to use at least one of the assessment methods in your classroom. Discuss any challenges that you anticipate.
- **Peer Feedback:** Provide feedback on potential challenges with assessment methods, drawing on your experience.

Facilitation Tip: If necessary, provide specific examples of some of the assessment methods, such as:

- Graphic Organizers (Venn diagrams, K-W-L-H charts, classification charts)
- Products and Performances (multimedia presentations, games, blogs)
- Observation (checklists, anecdotal notes)
- Self- and Peer Assessment (think-alouds, project plan checklists, 21st century skills checklists, product rubrics)

Module 3 Facilitation 2: Assessment Instruments

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 5, Activity 1*. NOTE: The Action Plan activity associated with this discussion is optional.

Face-to-Face Facilitation Time: 15 minutes

- **Small Group Discussion:** Choose one of your rubrics or checklists that you selected. Explain how you plan to use the instrument.
- **Peer Feedback:** Share any ideas you have for using rubrics or checklists.

Facilitation Tip: Discuss the differences between rubrics and checklists and instances when rubrics or checklists might be preferable.

Module 4: Assessment Development

Module 4 Facilitation 1: Assessment Planning

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 2, Activity 2*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group (or Pairs) Discussion:** Share your assessment plan:
 - Provide a brief project overview with standards and objectives
 - Show your Assessment Timeline, explaining the sequence of assessments and how the assessments address all five purposes (gauging student needs, encouraging collaboration and self-direction, monitoring progress, checking understanding and encouraging metacognition, and demonstrating understanding)
- **Peer Feedback:** Provide feedback to peers, suggesting ways to improve assessment timelines. Check that all five purposes are addressed in the timelines.

Facilitation Tip: Consider showing sample Assessment Timelines and assessment tables, either your own, or from the course. Point out how the five purposes are met with the different assessments.

Module 4 Facilitation 2: Assessment Table

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 2, Activity 3*. NOTE: The Action Plan activity associated with this discussion is optional.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group (or Pairs) Discussion:** Share your assessment table. Explain how each assessment is used, who uses it, and its purpose.

Facilitation Tip: Review a sampling of assessment tables to ensure that participants are on track. Make sure that the tables include a mix of instruments that the teachers as well as students will use.

Module 4 Facilitation 3: Assessment Plan

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 3, Activity 3*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group Discussion:** Share your assessment rubric or checklist and explain how you adapted it and how you will use it in your classroom.
- **Peer Feedback:** Provide feedback to peers, suggesting ways to improve rubrics or checklists.

Facilitation Tip: You may want to prepare and show a before and after example of a rubric or checklist and explain how you adapted it.

Module 5: Assessment in Action

Module 5 Facilitation 1: Self- and Peer Assessment

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 2, Activity 2*. NOTE: Some of the Action Plan activities associated with this discussion are optional but are not required for a meaningful discussion of the topic.

Face-to-Face Facilitation Time: 30 minutes

- **Large Group Discussion:** Discuss any concerns or challenges you have with self-and peer assessment.
- **Small Group (or Pairs) Discussion:** Share the materials you developed for students' self- and/or peer assessment.
- **Peer Feedback:** When giving feedback to peers, try to use some of the suggestions for student feedback found in the Tips for Student Feedback document in the Module 5 Resources section of the e-learning course, such as:
 - Ask probing questions
 - Find and give feedback on the strengths of their ideas
 - Find and give feedback on any areas that are unclear

Facilitation Tip: As you listen to small groups or pairs, find out what participants' struggles with self- and peer assessment are, and offer guidance.

Module 5 Facilitation 2: Routines

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 3, Activity 2*. NOTE: The Action Plan activity associated with this discussion is optional but is not required for a meaningful discussion of the topic.

Face-to-Face Facilitation Time: 15 minutes

- **Large Group Discussion:** Explain how you will integrate assessment activities into your classroom on a regular basis. Discuss the assessment activities and any technology that you or your students might use to support those activities.

Facilitation Tip: Prompt participants if need be, reminding them that routine assessment activities might include journals or blogs, observations, discussions, online polls, conferences, and peer assessment for example.

Module 5 Facilitation 3: Assessment Data and Grading

This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 5, Activity 2*. NOTE: The Action Plan activity associated with grading for discussion is optional but is not required for a meaningful discussion of the topic.

Face-to-Face Facilitation Time: 15 minutes

- **Small Group Discussion:** Share ideas on how you and your students will use assessment data.
- **Large Group Discussion:** Discuss grading. Share ideas on how you assign individual and group grades to student work and processes. Explain grading strategies that you have tried that have worked or failed.

Facilitation Tip: Offer tips on holding individuals accountable during group projects.

Course Wrap-Up

Wrap-Up Facilitation 1: Goals

This optional discussion should be completed after participants complete the e-learning and Action Plan activity in Wrap-Up.

Face-to-Face Facilitation Time: 30 minutes

- **Whole Group Discussion:** Discuss your assessment goals:
 - c. After revisiting your goals, how have you achieved any of goals?
 - d. What new goals do you have?
 - e. How do you plan to achieve your goals?
 - f. What do you expect to find most challenging when implementing the ideas from the course?

- **Complete Survey:** Remind participants to complete a short online survey, accessed from a link on the final screen of the course.
- **Distribute:** Hand out certificates of completion.
- **Report the number of teachers you trained:** Visit the Elements Implementation Toolkit Group (<http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit>), log in, and click Report Teachers Trained.

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Time Estimates for Action Plan Activities

Completion of all Action Plan activities is estimated at 7.5 hours minimum. Optional Activities are indicated below to assist with planning a shorter course.

Action Plan Activity	Suggested	Optional
Module 1 – 21st Century Learning	50 min	20 min
Lesson 1 – Activity 1: Roles in the 21st Century	15 min	
Lesson 1 – Activity 3: Evolution of Assessment Practices	15 min	
Lesson 2 – Activity 3: 21st Century Skill Selection		20 min
Lesson 3 – Activity 1: Formative Assessment	10 min	
Lesson 4 – Activity 1: Module Summary	10 min	
Module 2 – Assessment Strategies	40 min	0 min
Lesson 3 – Activity 3: Rubric Development	10 min	
Lesson 4 – Activity 2: Assessing Project Application	20 min	
Lesson 5 – Activity 1: Module Summary	10 min	
Module 3 – Assessment Methods	50 min	20 min
Lesson 1 – Activity 2: Instructional Activities as Assessment	20 min	
Lesson 3 – Activity 3: Example Conferences	20 min	
Lesson 5 – Activity 1: Overview of Assessment Instruments		20 min
Lesson 6 – Activity 1: Module Summary	10 min	
Module 4 – Assessment Development	80 min	20 min
Lesson 1 – Activity 2: 21st Century Skills Objectives	20 min	
Lesson 2 – Activity 2: Effective Assessment Timelines	20 min	
Lesson 2 – Activity 3: Assessment Methods and Purposes		20 min
Lesson 3 – Activity 3: Rubric and Checklist Adaptation	30 min	
Lesson 4 – Activity 1: Module Summary	10 min	
Module 5 – Assessment in Action	70 min	70 min
Lesson 1 – Activity 1: Increased Student Responsibility		15 min
Lesson 2 – Activity 2: Peer Feedback	30 min	
Lesson 2 – Activity 2: Supporting Metacognition		30 min
Lesson 3 – Activity 2: Assessment Management Strategies	15 min	
Lesson 3 – Activity 2: Assessment Routines		15 min
Lesson 4 – Activity 2: Reflection and Goal Setting	15 min	
Lesson 5 – Activity 2: Grading Systems		10 min
Lesson 6 – Activity 1: Module Summary	10 min	
Course Wrap-Up	20 min	
Summary	20 min	
Totals	5 hr 10 min	2 hr 10 min

Discussion Suggestions

Online Group Discussions

Consider the following suggestions when engaging in an online group discussion:

- Ensure posts are substantive and advance or reframe a discussion
- Support comments with examples, experiences, or references
- To encourage responses to your entry, ask participants a question about the material you have posted or ask whether others agree or disagree with your thoughts and why
- Revisit the discussion regularly to review your entries and respond to other participants

Providing Constructive Feedback

Consider the following tips when providing feedback in an online discussion or face-to-face:

- Begin by giving positive feedback to establish a supportive tone
- Be clear and specific when providing suggestions
- Provide constructive feedback that is descriptive, rather than evaluative
- Provide examples and tips
- In an online environment, read posts out loud to make sure they are complete
- Ask for clarification to ensure that you understand what is being said
- Make neutral statements
- Focus on elements that the individual can change and that are relevant to the topic
- Provide feedback in a timely manner
- Limit feedback to two or three key comments
- For facilitators, remind participants that you are available to help them
- End with a motivational statement

Discussion Checklist

The Discussion Checklist can enhance participants' conversations. Tips for improving online interactions are included.

- My discussions reflect a deep understanding of the content through the use of detailed examples and comparisons.
- I make meaningful connections between the course content and classroom practice.
- I connect the topics I am learning about to broader issues and ideas.
- I take risks by sharing areas of confusion and concern.
- I respond to colleagues' comments and entries by asking questions, elaborating, paraphrasing, and extending their ideas.
- My writing is easy to understand.
- I follow online conventions for creating a positive and productive discussion environment.
- I respond to discussions early to encourage meaningful interaction.