**Assessment in 21st Century Classrooms**

**End-of-Module Quiz Questions**

The following questions are compiled from the Check for Understanding quizzes in the Elements course, Assessment in 21st Century Classrooms. Incorrect answers in red.

**Module 1**

**Module 1 Question 1**

1. Based on the following project description, which 21st century skills do you think the teacher could choose to teach and assess?

Students are immersed in medieval times. Each student selects a persona, such as a king or queen, to research and role-play in an oral presentation. Every student explores all aspects of the life of their character during the time period, including researching and building a dream castle and preparing a feast fit for a king. Choose all that apply, and select Submit.

* Information literacy
* Creativity
* Problem Solving
* Self-Direction

**Feedback**

Correct! This project would present many opportunities for students to demonstrate creativity skills as they engage in a role-play, do an oral presentation, build a dream castle, and prepare a meal. They would also need to conduct research on a king or queen, providing an opportunity to develop information literacy skills. While problem solving and self-direction may be addressed in this project, the skills are not emphasized in the project description.

Not quite. The correct answers are now shown. This project would present many opportunities for students to demonstrate creativity skills as they engage in a role-play, do an oral presentation, build a dream castle, and prepare a meal. They would also need to conduct research on a king or queen, providing an opportunity to develop information literacy skills. While problem solving and self-direction may be addressed in this project, the skills are not emphasized in the project description.

**Module 1 Question 2**

1. Which of the following statements about Common Core State Standards are true? Select as many as apply and Submit.

* The CCSS describe a curriculum that teachers across the United States will follow.
* The standards are especially designed to prepare students who are expected to attend college.
* The math standards describe student behaviors that demonstrate understanding of concepts as well as performance of mathematical processes efficiently and accurately.
* Students at all levels should be able to read appropriately complex texts that are both literary and informational.

**Feedback**

Correct! The CCSS for Math focus on understanding concepts as well as performing processes, and thinking about complex literary and informational texts are emphasized at every grade level. The CCSS are not a curriculum and do not describe teaching practices. They are designed to prepare all students for college or careers.

Not quite. The correct answer is now shown. The CCSS for Math focus on understanding concepts as well as performing processes, and thinking about complex literary and informational texts are emphasized at every grade level. The CCSS are not a curriculum and do not describe teaching practices. They are designed to prepare all students for college or careers.

**Module 1 Question 3**

1. 21st century assessment practices have been shown to… Choose the best answer and select Submit

* Improve learning
* Improve achievement for lower-achieving students
* Empower students
* All of the above

**Feedback**

Correct! Research has shown that 21st century assessment practices show an improvement in learning, helps lower-achieving students achieve, and empowers students by giving them more control of their learning.

Not quite. The correct answer is now shown. Research has shown that 21st century assessment practices show an improvement in learning, helps lower-achieving students achieve, and empowers students by giving them more control of their learning.

**Module 1 Question 4**

1. Which of the following statements describe formative assessment practices? Choose all that apply, and select Submit.

* Formative assessment is ongoing.
* Formative assessment is for grading.
* Formative assessment is embedded in classroom activities.
* Formative assessment is conducted by teachers and students.

**Feedback**

Correct! Formative assessment practices are ongoing throughout classroom activities, and are done by teachers as well as students. Formative assessment is used to provide feedback to students and teachers, not just for grading.

Not quite. The correct answer is now shown. Formative assessment practices are ongoing throughout classroom activities, and are done by teachers as well as students. Formative assessment is used to provide feedback to students and teachers, not just for grading.

**Module 1 Question 5**

1. Which of the following are true about summative assessment? Choose all that apply, and select Submit.

Can include quizzes and tests as well as demonstrations of a skill or process

Is used throughout a project to improve learning and refine teaching

Takes place in the middle of a project or unit

Tests mastery of a skill

**Feedback**

Correct! Summative assessment is used at the end of learning. It may be a test or quiz as well as a demonstration that shows mastery of a skill or process.

Not quite. The correct answers are now shown. Summative assessment is used at the end of learning. It may be a test or quiz as well as a demonstration that shows mastery of a skill or process.

**Module 2**

**Module 2 Question 1**

1. Assessment strategies consist of a purpose, a method, and an instrument. Drag each item to the appropriate category and select Submit.

|  |  |
| --- | --- |
| Encouraging understanding and metacognition | Purpose |
| Monitoring progress | Purpose |
| Self-assessment | Method |
| Student-teacher conference | Method |
| Rubrics | Instrument |
| Checklists | Instrument |

**Feedback**

Correct! Purposes are the reasons or goals of assessments, methods are the “how” of assessments, and instruments are the tools used in assessments.

Not quite. The correct matches are now shown. Purposes are the reasons or goals of assessments, methods are the “how” of assessments, and instruments are the tools used in assessments.

**Module 2 Question 2**

1. Anna wants her students to think more carefully about how they are learning. They have used checklists and rubrics to self-assess their thinking processes.
   1. Click Anna to read her instructions to her students for their journals.
   2. Click the purpose that she is addressing with this assessment activity, and then select Submit**.**

|  |  |
| --- | --- |
| Anna | This week, you used checklists to help you think about how you are learning. When you write in your journal today, I want you to think about these questions: What strategies have I been using to plan my project and to solve problems? What strategies might I try next week? |

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

**Feedback**

Correct! This journal assignment encourages students to think metcognitively about how they are learning, to identify their learning processes, and to think about how they exercise 21st century skills.

Not quite. The correct answer is shown. The journal assignment encourages students to think metcognitively about how they are learning, to identify their learning processes, and to think about how they exercise 21st century skills.

**Module 2 Question 3**

1. Assessment takes place in a variety of ways. Click all the statements that accurately describe assessment in a 21st century classroom and then select Submit.

* All assessment purposes should be assessed during a unit or project.
* A variety of assessment methods can be used to assess any purpose.
* Teacher assessment is the most important and useful kind of assessment in the classroom.
* Assessment must be separate from regular classroom activities and instruction.

**Feedback**

Correct! Assessment methods in a 21st century classroom are integrated into instruction and should be varied throughout a unit to address different purposes and to meet different needs. Peer- and self-assessment are just as important as teacher assessment for student learning.

Not quite. The correct answer is now shown. Assessment methods in a 21st century classroom are integrated into instruction and should be varied throughout a unit to address different purposes and to meet different needs. Peer- and self-assessment are just as important as teacher assessment for student learning.

**Module 2 Question 4**

1. Descriptors are the most important part of a rubric because they provide the language that teachers and students use to describe performances and behaviors. Bob is assessing creativity in his students’ wikis. Drag the appropriate descriptor to each cell in this rubric excerpt.

|  |  |
| --- | --- |
| Our wiki has predictable and ordinary features. | 1 |
| Our wiki includes surprising and original features or content to make it more meaningful or interesting. | 3 |
| Our wiki shows a lot of creativity. | [None] |
| We tried to include some unusual features in our wiki, but they detract from the meaning. | 2 |
| We have at least five pages in our wiki, and each page is about a different topic related to mythology. | [None] |
| Our wiki includes many surprising and original features and content to make our wiki interesting and meaningful. | 4 |
| Our wiki shows that we have combined seemingly disparate parts into a functioning and useful whole. | [None] |

**Feedback**

Correct! Effective descriptors use concrete, specific language that students can understand and differentiate clearly between levels of performance.

Not quite. The correct matches are now shown. Effective descriptors use concrete, specific language that students can understand and differentiate clearly between levels of performance.

**Module 2 Question 5**

1. A rubric is an extremely useful and flexible tool. Select all the statements below that are true about rubrics.

* Rubrics can be modified for grading.
* Rubrics can be used during and at the end of a project or unit
* Students and teachers can both use rubrics to assess projects and skills.
* Rubrics can be used to guide instruction.
* Students can use rubrics to set goals for meeting Common Core State Standards
* Rubrics cannot be used to assess 21st century skills.

**Feedback**

Correct! Rubrics can be used by teachers to assess instruction, and by teachers and students to assess content learning and 21st century skills during all phases of a project or unit.

Not quite. The correct answer is now shown. Rubrics can be used by teachers to assess instruction, and by teachers and students to assess content learning and 21st century skills during all phases of a project or unit.

**Module 3**

**Module 3 Question 1**

1. In a 21st century classroom, everyone participates in assessment. Choose the statements that are true about students and assessment, and select Submit**.**

* Promoting student self-assessment is a critical goal in a 21st century classroom.
* Rubrics and checklists help students self-assess their progress.
* Students do not generally have the content knowledge to do a good job of assessing their peers.
* The most important time for students to self-assess is at the end of a project or unit.
* Students can assess each other’s technological proficiency and content knowledge, but they should not assess each other’s 21st century skills.

**Feedback**

Correct! Self- and peer assessment of content understanding and 21st century skills is critical throughout a project.

Not quite. The correct answer is now shown. Self- and peer assessment of content understanding and 21st century skills is critical throughout a project.

**Module 3 Question 2**

1. Metacognitive awareness is an important skill for self-assessment and growth in 21st century skills. Choose the questions designed to promote metacognition, and select Submit**.**

* What might you do to get more accomplished in your group?
* Are there any strategies you could try to come up some creative ideas?
* How do you feel about the topic we’re studying right now?
* What are some properties of polygons?
* Do you know the right answer?

**Feedback**

Correct! Questions that ask students to analyze their own thinking and learning processes in order to explore alternatives and improve how they learn promote metacognition.

Not quite. The correct answer is now shown. Questions that ask students to analyze their own thinking and learning processes in order to explore alternatives and improve how they learn promote metacognition.

**Module 3 Question 3**

1. Good anecdotal notes record specific behaviors in clear language. Drag each sample anecdotal note to the *Correct* or *Incorrect* column, based on concrete language and objectivity.

|  |  |
| --- | --- |
| **Correct** | **Incorrect** |
| *James took notes from a Web site in his own words and recorded citation info.* | *Alexis doesn’t like learning about mythology and is bored.* |
| *Kris cut and pasted info from a Web site into notes without reading it.* | *Terry can’t search for information on the Internet.* |

**Feedback**

Correct! The notes about James and Kris describe specific behaviors, but the notes about Alexis and Terry draw conclusions that may or may not be confirmed by other assessment data.

Not quite. The correct answer is now shown. The notes about James and Kris describe specific behaviors, but the notes about Alexis and Terry draw conclusions that may or may not be confirmed by other assessment data.

**Module 3 Question 4**

1. Classroom conferences are an effective method for collecting information about individual students’ learning and for providing coaching and feedback. Drag each advantage to the appropriate portfolio format, and then select Submit**.**

|  |  |
| --- | --- |
| **Correct Choices** | **Incorrect Choices** |
| Students can effectively lead a student-teacher conference. | An effective conference takes a significant amount of time, so plan for them carefully. |
| A teacher’s most important role in a conference is listening. | An individual conference is an ideal time to meet individual students’ needs by offering specific suggestions about how they should complete their work. |
| Good conference questions prompt students to think and strategize about their own learning. |  |

**Feedback**

Correct! Effective conferences can be very short as long as they are focused. Teachers or students can lead conferences, but, in both cases, the teachers’ main responsibility is to listen and encourage students to think about their learning and devise their own strategies.

Not quite. The correct answer is now shown. Effective conferences can be very short as long as they are focused. Teachers or students can lead conferences, but, in both cases, the teachers’ main responsibility is to listen and encourage students to think about their learning and devise their own strategies.

**Module 3 Question 5**

1. A variety of instruments can be used to assess student learning, including rubrics, checklists, forms, and prompts. Which of the following is an appropriate use for a product rubric? Choose all that apply and select Submit.

* The teacher uses the rubric to set up the expectations for the project.
* The students use the rubric in Let’s Assess as they work on the project to self-assess their progress.
* Students use the rubric in the app to peer-assess each others’ work and give constructive feedback.
* The teacher uses Let’s Assess to assign a grade to the final project with the rubric.

**Feedback**

Correct! All the uses are appropriate for a rubric. It can be used by teachers and students throughout a project.

Not quite. The correct answer is now shown. All the uses are appropriate for a rubric. It can be used by teachers and students throughout a project.

**Module 4**

**Module 4 Question 1**

1. Planning assessment for a unit or project should address many factors. Choose the key factors in assessment development, and select Submit**.**

* Use a variety of assessment methods to meet different purposes
* Embed assessment throughout the learning cycle
* Assess the important objectives of the unit
* Assess 21st century skills
* Create activities for student success
* Engage students in assessment processes

**Feedback**

Correct! These are all key factors to consider when planning assessment.

Not quite. The correct answer is shown. An assessment plan should be developed before the project activities and tasks.

**Module 4 Question 2**

1. When planning assessment for a unit or project, which should you consider first? Select the correct answer, and select Submit**.**

* Your standards and objectives
* How you will assess the final product or performance
* What assessments you need to create or modify
* Which activities should be assessed

**Feedback**

Correct! The first step in assessment development is making sure you are focused on the right learning goals.

Not quite. The correct answer is shown. The first step in assessment development is making sure you are focused on the right learning goals.

**Module 4 Question 3**

1. An assessment timeline helps teachers visualize which assessments will be needed and where the assessments will be most beneficial in the learning cycle. Review each assessment and determine where it can provide the best assessment information. Drag each assessment to the most appropriate place in the assessment timeline, and then select Submit.

|  |  |  |
| --- | --- | --- |
| **Before** | **During** | **After** |
| Brainstorming | Collaboration Checklist | Essay |
|  | Conferences | Presentation Scoring Guide |
|  | Project Rubric |  |

**Feedback**

Correct! Different types of assessment work best at different times during a project.

Not quite. The correct answer is now shown. Brainstorming helps to gauge student needs before the project begins. During the project, conferences, the collaboration checklist, and project rubric provide guidance for student success. An Essay allows students to demonstrate their understanding at the end of a project. While the Presentation Scoring Guide could be introduced during the project, the teacher can use it to grade student presentations at the end of the project.

**Module 4 Question 4**

1. At the beginning of a unit, in small groups, students brainstorm their ideas about mythology to help them identify what they already know and what they need to learn about the subject. They use the information from the brainstorming discussion to set individual goals for their learning during the unit in their journals. Drag the Assessment Activity Descriptions from the scenario to the matching component and select Submit.

|  |  |
| --- | --- |
| Assessment Activity Descriptions | Matching Component |
| Small-group discussion | How the assessment is implemented |
| Students | Who is assessing |
| Determine prior knowledge | The purpose of the assessment |
| Set goals for future learning | How the assessment information will be used |
| The teacher | None |
| To monitor progress | None |
| Student-led conference | None |

**Feedback**

Correct! The “how” is a small-group discussion. Students are doing the assessment. The purpose is to determine prior knowledge, and the assessment information is used to set goals for future learning.

Not quite. The correct answer is now shown. The “how” is a small-group discussion. Students are doing the assessment. The purpose is to determine prior knowledge, and the assessment information is used to set goals for future learning.

**Module 4 Question 5**

1. Students in the computer lab conduct research to identify the main causes of a war. Students find primary sources to better understand soldiers’ experiences. They also examine war propaganda from several countries to study the impact of propaganda. When conducting research, students evaluate the sources for accuracy and learn to distinguish fact from opinion.

Which of the following might be the best assessment choice to assess information literacy skills? Choose the correct answer and select Submit.

* Checklist
* Student-led conference
* Concept map
* All of the above

**Feedback**

Correct! Students can use a checklist to ensure that the Web sites they are using are accurate and reliable.

Not quite. The correct answer is now shown. Students can use a checklist to ensure that the Web sites they are using are accurate and reliable.

**Module 5**

**Module 5 Question 1**

1. What ongoing, routine activities can be scheduled across all units to support formative assessment? Choose all that apply, and select Submit**.**

* Daily reflection
* Goal setting
* Student-led conferences
* Tests
* Peer assessment
* Self-assessment

**Feedback**

Correct! When students practice reflection activities, goal setting, presenting their work, peer-assessing, and self-assessing, they strengthen learning and assessment skills. Tests are normally used for summative assessment.

Not quite. The correct answer is now shown. When students practice reflection activities, goal setting, presenting their work, peer-assessing, and self-assessing, they strengthen learning and assessment skills. Tests are normally used for summative assessment.

**Module 5 Question 2**

1. Which of the resources could be used to support student record keeping and self-directed goals? Choose all that apply, and select Submit**.**

* Project Plan
* Blogs
* Goal Setting Form
* Conferences
* Portfolio

**Feedback**

Correct! Support instruments such as project plans, goal setting forms, and portfolios help students stay organized and focused on the targeted learning. Conferences and blogs could report on—but don’t specifically help with—record keeping and organization.

Not quite. The correct answer is now shown. Support instruments such as project plans, goal setting forms, and portfolios help students stay organized and focused on the targeted learning. Conferences report on--but don’t specifically help with--record keeping and organization.

**Module 5 Question 3**

1. When it comes to deciding how to grade group projects, what are important factors to consider? Choose all that apply, and select Submit**.**

* The perception of “fairness” in assigning grades to students who contribute at different levels
* The motivation the grading policy has on the students working together as a group
* How the grade reflects individual effort
* The difficulty of separating individual work from collaborative group work
* The number of overall points to assign to a project based on effort and length of time on the project
* The conflicts it will impose in a group

**Feedback**

Correct! Fairness, motivation, honoring individual effort, and minimizing conflict are all important factors to consider when deciding on a grading system for group work. The number of points a project is worth, however, is not dependent on the type of grading system you choose.

Not quite. The correct answer is now shown. Fairness, motivation, honoring individual effort, and minimizing conflict are all important factors to consider when deciding on a grading system for group work. The number of points a project is worth, however, is not dependent on the type of grading system you choose.

**Module 5 Question 4**

1. What instrument can assist in each activity? Drag each instrument to the appropriate activity, and select Submit**.**

|  |  |
| --- | --- |
| **Instrument Activity** | |
| Observation spreadsheet | Anecdotal notes |
| Online survey | Group or individual progress check |
| Scoring guide | Grading |
| Online calendar | Communication with students and parents |
| Progress summary form | Tracking a student’s growing expertise and identifying current level of proficiency |

**Feedback**

Correct! Observation spreadsheets, whether handwritten or electronic, help record anecdotal notes. Online surveys are an efficient way to get a quick snapshot of progress or unit evaluation. Scoring guides are for grading. An online calendar communicates important due dates and activities. And a progress summary is a spreadsheet that tracks a student’s level of proficiency in a particular set of standards or skills.

Not quite. The correct answer is now shown. Observation spreadsheets, whether handwritten or electronic, help record anecdotal notes. Online surveys are an efficient way to get a quick snapshot of progress or unit evaluation. Scoring guides are for grading. An online calendar communicates important due dates and activities. And a progress summary is a spreadsheet that tracks a student’s level of proficiency in a particular set of standards or skills.

**Module 5 Question 5**

1. Which actions are important when collecting anecdotal assessment data? Choose all that apply, and select Submit**.**

* Dating all anecdotal notes
* Collecting as much anecdotal information as possible to provide clear and overwhelming evidence that a learning target has been met
* Focusing on the behaviors and evidence that specifically target the learning goals
* Collecting a sufficient number of anecdotal notes that show growth through mastery, but no more

**Feedback**

Correct! You should date all notes, focus on evidence that the student has met the targeted goal, and collect enough evidence to meet the need.

Not quite. The correct answer is now shown. You should date all notes, focus on evidence that the student has met the targeted goal, and collect enough evidence to meet the need.