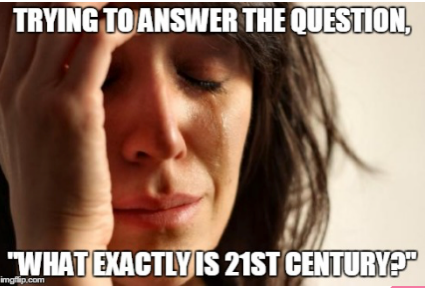


Teaching and Assessing 21st Century Skills

Shalee Lindsey and Melissa Beberniss
21st Century Literacy
Westridge Middle School

TRYING TO ANSWER THE QUESTION,



"WHAT EXACTLY IS 21ST CENTURY?"

About Us

Melissa Beberniss
 *BA - Middle School Education
 *MA - Administration
 *18 years teaching
 *6th, 7th, 8th grade
 Math and Algebra
 *Math Coach grades 5-9
 *7th grade
 21st Century Literacy



Shalee Lindsey
 *BA - Elementary Education
 *MA - Literacy
 *16 years teaching
 *Title I - K-6
 *Lower/
 Upper Elementary
 *7th grade
 Language Arts and 21st Century Literacy

Why 21st Century?

“Aside from all of the typical factors that drive a class, (schedule, teacher capacity, etc.) 21st century was created because there was a major authentic integration gap. At the time, everything we were trying to do with technology at the middle schools appeared isolated, and quite honestly, irrelevant at times. In order to create authentic learning experiences and bridge the integration gap, 21st century was created.”

-Josh McDowell, GIPS Chief Academic Officer

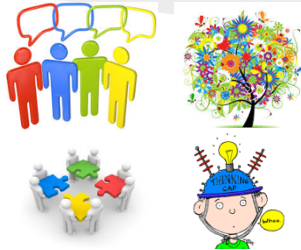
The Four C's

Communication

Collaboration

Creativity

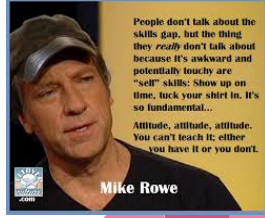
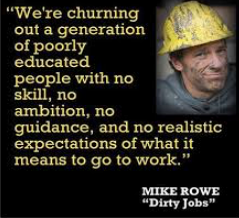
Critical Thinking



Grit Video



“It’s not about how smart you are, it’s about how hard you work.”



“The most important thing in a functional society is a well-informed public. What we have now is not only uninformed but misinformed masses. That’s something that should scare us all.”

Masur, Matt. "Bernie Sanders Could Replace President Trump With Little-Known Loophole." The Huffington Post, 14 Nov. 2016. Web. 22 Nov. 2016.



21st Century Standards

COG. 1 - Analyze and utilizing information

- 1.1 Navigating digital resources
- 1.2 Identifying common logical errors
- 1.3 Generating conclusions
- 1.4 Presenting and supporting claims

COG. 2 - Addressing complex problems and issues

- 2.1 Focus
- 2.2 Divergent and convergent thinking
- 2.3 A problem-solving protocol

COG. 3 - Creating patterns and mental models

- 3.1 Identifying basic relationships between ideas
- 3.2 Creating graphic representations
- 3.3 Drawing and sketching
- 3.4 Generating mental images
- 3.5 Conducting thought experiments
- 3.6 Performing mental rehearsal

CON. 1 - Understanding and controlling oneself


- 1.1 Becoming aware of the power of interpretations
- 1.2 Cultivating useful ways of thinking
- 1.3 Avoiding negative thinking

CON.2 - Understanding and interacting with others

- 2.1 Perspective taking
- 2.2 Responsible interaction
- 2.3 Controversy and conflict resolution

Bloomington, IN: Marzano Research Laboratory, 2011. Print.

Scales vs. Traditional Assessments



Basic Unit Outline

<ul style="list-style-type: none">❖ Introduction of scale❖ Teach Score 1.0 content<ul style="list-style-type: none">> Academic vocabulary❖ Revisit scale❖ Teach Score 2.0 content<ul style="list-style-type: none">> Notes, summarizing, paraphrasing❖ Revisit scale	Assessment Schedule <ul style="list-style-type: none">❖ Day One<ul style="list-style-type: none">> Score 1.0 assessment> Score 2.0 assessment❖ Day Two<ul style="list-style-type: none">> Score 1.0 & Score 2.0 Autopsy> Score 3.0 Assessment❖ Day Three
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Example Unit: COG 2.1 - Perspective Taking

- ❖ [Scale](#)
- ❖ 1.0-[Academic vocabulary](#)
- ❖ 2.0-[Steps for Perspective Taking](#)
 - > [Guided Practice](#)
 - > [Assignment](#)
- ❖ 2.0-[6 Different Perspectives](#)
 - > [Student Notes and Guided Practice](#)
- ❖ 3.0-[Critical vs. Noncritical](#)

★ Assessments

Questions



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