Where are we?!

CATCHY TOPICS

DRIVING QUESTIONS

AUDIENCE

PBL

BACKWARDS PLANNING

17 SDGs

FINAL PRODUCTS & CREATIVE THINKING

TEAM WORK ACTIVITIES

THINK PAIR SHARE

JIGSAW READING

ROUND ROBIN

COLLABORATIVE DOC

SHARING IDEAS WITH ICT TOO .S

VENN'S DIAGRAM

And now what?!

PBL & Formative assessment

21st Century skills



Our Global Competence project checklist

ASSESSMENT FOR LEARNING TO COVER PISA'S RUBRIC Cognitive process Sub-category Basic

Page 27- 28- 29

The OECD PISA

global competence

framework

<u>Link</u>

Cognitive process	Sub-category	Basic	Intermediate	Advanced
Evaluate information, formulate arguments and explain complex situations or problems	Selecting sources (range)	The student prefers using sources stemming from her own cultural context without having an apparent strategy to search for, select or differentiate between sources.	The student searches for and selects sources stemming from geographic and cultural contexts (region, language, perspective) beyond her own. She can also search for and select more than one source type (e.g. newspapers, publications, personal testimonies, government reports). However, no concrete strategy beyond a commitment to using different sources is apparent.	The student is able to frame the search systematically in a way which enables her to identify the nature and extent of information needed to address the issue. She selects sources purposefully drawing on contexts and types that will inform her understanding of the issue at hand.
	Weighing sources (reliability and relevance)	The student takes the information at face value without considering contextual factors (author, geo-perspective, culture) or source kind. She cannot yet detect clear biases or inconsistencies. The student does not weigh the sources' relevance vis-a-vis the topic or claim at hand.	The student weighs sources for their relevance vis-a-vis the topic or claim at hand. The student also considers contextual factors that can inform her evaluation of a source's reliability. She can detect clear biases and inconsistencies, yet she shows a rather binary view of reliability ("biased"/"non-biased").	The student pays attention to contextual factors to establish the source's reliability and its relevance. She understands the significance of different sources' perspectives, can distinguish the communicative intentions of sources and claims (facts, opinions, propaganda), evaluate whether the assumptions or premises are reasonable or well-grounded in evidence, and identify assumptions or claims that reveal stereotypes.

LEARNING OBJECTIVES



ASSESSMENT CRITERIA
Global Competence Rubric

ASSESSMENT FOR LEARNING

throughout the project **Final Product** learning activities Summative assessment activities assessment

Placemat (initial assessment)

Example:

- 1. **21st Century skills:** CREATIVE THINKING
- 2. Assessment types: PEER ASSESSMENT RUBRIC
- 3. Assessment tools (digital and non digital: PLICKERS

21st Century skills

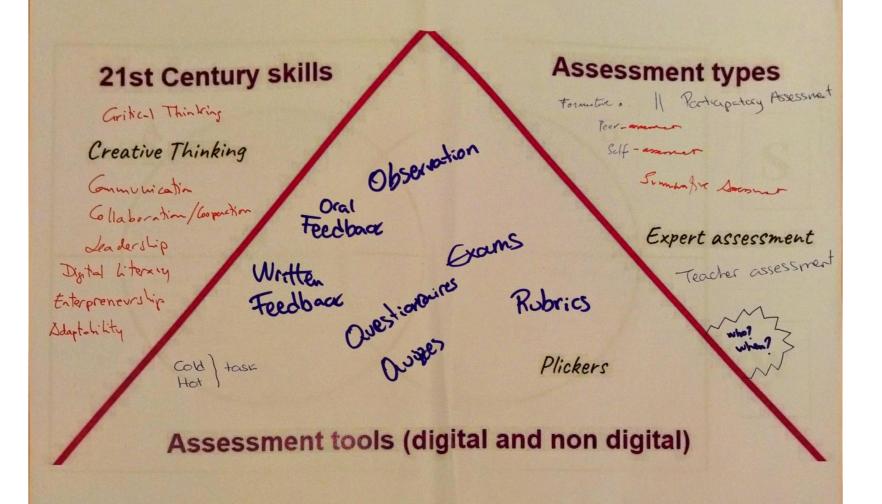
Creative Thinking

Assessment types

Expert assessment

Plickers

Assessment tools (digital and non digital)



creative thinking windward 209 21st Century skills Assessment types Self-assessment KPSI-Questionwing Creative Thinking Expert assessment checklist Cadership K-W-L rubric Plickers Focus Group Assessment tools (digital and non digital)

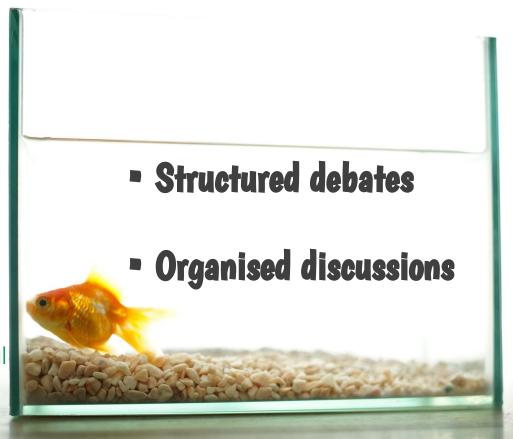
Assessment types 21st Century skills Summative Creative Thinking Critical trinking Expert assessment teacher diag nostic Plickers Assessment tools (digital and non digital)

21st Century skills * self-regula Men Creative Thinking Expert assessment Assessment tools (digital and non digital)

FISH BOWL

★ 21ST CENTURY SKILLS

- Critical thinking
- Collaboration
- Communication
- Creative thinking
- Social and emotional learning (empathy, engagement, etc.)



It's time to agree on our checklist!

