

Using Assessing Projects

Intel® Teach Program: Assessing Projects Quick Guide



Quick Links



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Navigate Assessing Projects

1. Log in to the Teacher Workspace using your Intel® Education Login ID and Password.
2. Choose whether you want to set up a new project or go directly to the Assessment Library.
3. Consider exploring the Assessment Library to become familiar with the large collection of rubrics and checklists for assessing 21st century skills and Common Core State Standards.

This is your Intel® Education *Thinking Tools* Workspace and log in for *Teachers Engage*.

Welcome Educators!

 Are you a new user?
Register in your local language: 

Need help? [Review the FAQs >](#)

Your Login ID and password information for the *Assessing Projects* Teacher Workspace is the same as your Intel® Teachers Engage Community password and login.

Login ID: [More Info.](#)
[Forgot Your Login ID?](#)

Password:
[Forgot Your Password?](#)

Your students will sign in using the Teacher ID: *annamorris* | [Change](#)

These are your active projects: [\(Need Help?\)](#)

Seeing Reason Projects [Create A New Project](#)

No current active projects

Visual Ranking Projects [Create A New Project](#)

No current active projects

Showing Evidence Projects [Create A New Project](#)

No current active projects

Assessment Library [Create A New Project](#)

Students (Click to Review)	Project Name (Click to Edit)	Description
10 Teams	Bridge the Gap	Student groups of civil engineering firms design and construct a bridge that can support the most weight for a given span.

[Go to Student Sign](#)

What's New

- Quick Guide to Let's Assess

Set Up Projects

- Set up a new Seeing Reason project
- Set up a new Visual Ranking project
- Set up a new Showing Evidence project
- Set up a new Assessing project
- Delete existing projects

Manage Projects

- Manage Image Library
- Add or Edit Assessments
- Add or delete student teams
- Edit team membership or passwords

Your Login ID becomes your default Teacher ID. You can change it to something more student-friendly, as students will need your Teacher ID to login. The Login ID remains unchanged, and you will continue to use it for your login.

Choose Create a New Project or Add or Edit Assessments to manage your Personal Library. You can go back and create a project or add assessments at any time.

Browse and Search Assessment Library

1. Select categories in the Assessment Library to browse for assessments you might be interested in using.
2. Search the library for specific topics, skills, or grade levels.
3. Add assessments to your Personal Library.

Personal Library | Search Libraries | Welcome, annamorris | [Sign Out] | Your Teachers Engage Community | Edit Sign In Profile

Personal Library

- My Assessments
 - Self-Direction Checklist—Elementary and Middle School

Assessment Library

- Thinking Skills
- Products
- Performances
- Processes
- Print Publications
- Drawing Conclusions from Data Rubric—All

Self-Direction Checklist—Elementary and Middle School

A checklist in student language to help middle and elementary students self-assess how they take control of their own learning.

Callouts:

- Select the "+" to expand the categories and see the available assessments. Drag assessments to the Personal Library.
- Drag assessments to the pane above to add them to your Personal Library, where you can modify them.
- You can view, print, preview, export, or copy an assessment into the Personal Library where it can be modified. For full functionality, assessments must be dragged to the Personal Library.
- When you select an assessment in the Assessment Library or the Personal Library, you can preview it in the right pane.

Personal Library | Search Libraries | Welcome, annamorris | [Sign Out] | Your Teachers Engage Community | Edit Sign In Profile

Search for

math

Separate keywords with a "," to include all items.

Search in:

- Assessment Library
- Personal Library

Grade Level

- Any
- K-2
- 3-5
- 6-8
- 9-12

Thinking Skills

- Critical Thinking
- Problem Solving
- Creativity

Clear Search

Search Results (10)

Click an assessment below to preview

- Fraction Quest Presentation Checklist—Elementary
- Fraction Quest Poster Checklist—Elementary
- Math Processes Checklist—All
- Math Processes Checklist—All
- Math Processes Checklist—Elementary
- Mathematical Presentation Peer Review Checklist—Middle and High School

Assessment Library
Personal Library

Mathematics

A rubric used to assess students' problem-solving and reasoning skills.

Keyword: Strategies, inductive, deductive, reasoning, analysis, problems, analysis

Instructions: Use this rubric to assess students' problem-solving and reasoning skills.

Using Strategies

4	The student shows evidence of planning by choosing an effective strategy and using it flexibly. The student employs alternate strategies when necessary.	3	The student chooses an effective strategy and sometimes adjusting its use based on the situation. The student sometimes considers alternate strategies.	2	The student plans by choosing a strategy that is only partially correct or a strategy that is only useful for solving part of the task. The student rarely considers alternate strategies.	1	The student shows no evidence of planning by choosing a strategy that will lead to an incorrect solution.
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Analyzing Problems

4	The student analyzes the situation in	3	The student usually analyzes the situation in	2	With help, the student analyzes the situation in	1	The student rarely analyzes the situation in
---	---------------------------------------	---	---	---	--	---	--

Locate in Library Copy to Personal Library

Callouts:

- Select Search Libraries to display the search page.
- Enter keywords related to your project to search for more assessments.
- Select any items in the category boxes to refine your search. Hold down the Ctrl or Command key to select multiple items.
- Search the Assessment Library, the Personal Library, or both.
- Select Copy to Personal Library to add the assessment to your Personal Library.

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Assessment Library > Thinking Skills > Problem Solving

Problem Solving and Reasoning Rubric—Elementary
A rubric in student language used by elementary students to self-assess their problem solving and reasoning skills.

Keywords: Analysis, strategies, uncertainty, open-ended, problems, reflection, processes, communication

Instructions: Use this rubric to assess your problem solving skills.

	4	3	2	Rating 1
Anticipating Problems	I think ahead about problems I might have. I think of ways to avoid problems.	I usually think ahead about problems I might have. I try to think of ways to avoid problems.	With help, I can tell what problems I might have. I sometimes try to think of ways to avoid problems.	I have a hard time knowing what problems I might have. I do not think of ways to avoid problems.
Analyzing Problems	I take a lot of time to think about a problem before I try to solve it. I use problem solving tools when I solve problems, even outside of school.	I think about a problem before I start solving it.	If someone reminds me, I think about a problem before I solve it.	I usually just start solving a problem without thinking about it.
Using Strategies	I know several strategies for solving problems, such as making models and diagrams. I can choose a good strategy.	I use some of the strategies I learned to solve problems.	If someone reminds me, I use the strategies I learned to solve problems.	I do not use the strategies I learned to solve problems.
Finding Information	When I have a problem, I can separate the important information from the unimportant information.	I can tell the difference between important and unimportant information when I solve a problem. I get the information I need when I solve a problem.	I sometimes get confused about what information is important when I solve a problem. If someone helps me, I get the information I need when I solve a problem.	I often focus on unimportant information when I solve a problem. I rarely know when I need to get more information.
Using Tools	I work on problems without simple answers.	I work on problems without simple answers.	With help, I can work on problems without simple answers, but I sometimes get frustrated and do not want to continue.	I often get frustrated and refuse to work on problems without simple answers.

Callout 1: Rubrics in the Assessment Library have four ratings, or levels of performance, organized from 4 (the highest) to 1 (the lowest).

Callout 2: The categories of expectations within rubrics are called "traits."

Callout 3: Descriptors, which can be written in teacher or student language, describe what the trait looks like at each level of performance.

Modify and Create Assessments

- You can make many changes to assessments in your Personal Library within *Assessing Projects*. For example, you can do the following:
 - Delete ratings to describe only two or three levels of performance.
 - Add ratings to describe more than four levels of performance.
 - Reorder ratings to go from low to high.
 - Change rating levels from numbers to words such as Excellent, Good, Satisfactory, Developing, and so forth.
 - Change rating levels to points possible (create a scoring guide).
 - Add or delete traits or items.
 - Modify descriptors to make them specific to a particular unit or project.

- Change the language to make the assessment appropriate for a different age group.
- Reorder traits (rows) or ratings (columns).
- Copy traits or items from another assessment.

2. You can create your own assessments, adding traits and items of assessments in the Assessment Library.

Edit Assessment

Assessment Workspace
Right-click (or cmd-click) a column or row header to delete the column or row. Click and drag a column or row header to move the column or row. Add a column

	4	3	2	1
	I/we demonstrated an in-depth understanding of the content, processes, and demands of the task.	I/we demonstrated substantial understanding of the content and task, even though some supporting ideas/details may be overlooked.	I/we demonstrated gaps in our understanding of the content and task.	I/we demonstrated minimal understanding of the content and task.
Completion of Task	We completed most of the assignment.	We completed most of the assignment.	We completed most of the assignment.	I/we attempted to accomplish the task, but with little or no success.
Communication of Findings	I/we communicated our ideas and findings effectively, raised interesting and provocative questions, and went beyond what was expected.	I/we communicated our findings effectively.	I/we communicated our ideas and findings.	I/we did not finish the investigation and/or were not able to communicate our ideas very well.
Group Process	We used all of our time productively. Everyone was involved and contributed to the group process and product.	We worked together productively. Everyone listened and used each other's ideas.	We worked together productively. Everyone listened and used each other's ideas.	We really did not pull together or work very productively as a group. Not everyone contributed to the group effort.
Problem Solving	We worked together productively. Everyone listened and used each other's ideas.	We worked together productively. Everyone listened and used each other's ideas.	We might have worked more productively as a group.	Some people did more work than others. OR Nobody worked very well in the group.

Add a row

Right-click a column or row to delete it.

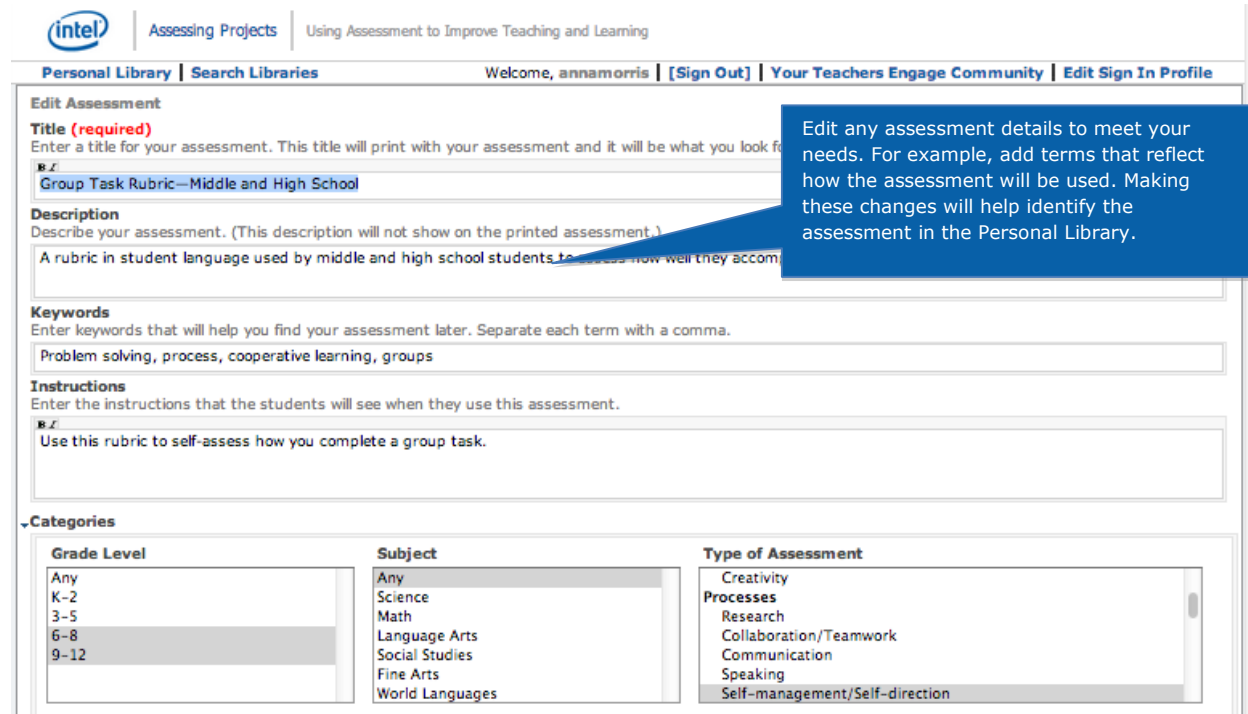
Change the column headings. For example, use terms like Excellent, Good, Fair, and Needs Improvement, instead of numbers.

Select any text area to revise it.

Click in a trait name or column heading to drag it to a different place in the assessment.

Add another column or row (below the rubric). For example, have five ratings instead of 4, or add a trait.

Edit Assessment Information



intel | Assessing Projects | Using Assessment to Improve Teaching and Learning

Personal Library | Search Libraries | Welcome, annamorris | [Sign Out] | Your Teachers Engage Community | Edit Sign In Profile

Edit Assessment

Title (required)
Enter a title for your assessment. This title will print with your assessment and it will be what you look for.

Description
Describe your assessment. (This description will not show on the printed assessment.)

Keywords
Enter keywords that will help you find your assessment later. Separate each term with a comma.

Instructions
Enter the instructions that the students will see when they use this assessment.

Categories

Grade Level	Subject	Type of Assessment
Any	Any	Creativity
K-2	Science	Processes
3-5	Math	Research
6-8	Language Arts	Collaboration/Teamwork
9-12	Social Studies	Communication
	Fine Arts	Speaking
	World Languages	Self-management/Self-direction

Create Assessment

Create a new assessment or enter one you already have so you can assign it to students.

Select the type of assessment to be created.

Set up the general size of the assessment. You can always modify the assessment later if you like.

Personal Library | Search Libraries

Create Assessment

Title (required)
Enter a title for your assessment. This title will print with your assessment and it will be what you look for to edit or print the assessment later.

B.Z.
Collaboration Rubric

What type of assessment do you want to create?

Rubric

Rating	Rating
Trait	Description
Trait	Description

Trait in same row with descriptors.

Rating	Rating
Trait	
Description	Description

Trait in separate row above descriptors.

Checklist

Item	Comment
Item	
Item	

List of items with checkboxes and columns for other notes.

Scoring Guide

Rating	Rating
Item	Description

Rubric with column for weight.

Instructions
Item
Score
Item

Rubric with columns for score, weight, and total.

Rating	Rating
Item	Score
Item	Score

Same as Scoring Guide B with a header row for ratings.

Number of rows: Number of columns:

Complete the relevant identifying sections of the form.

Use Quick Search to add traits or items from assessments in the Assessment Library or your Personal Library.

Select the parts of the assessment to add text.

Personal Library | Search Libraries

Create Assessment

Title (required)
Enter a title for your assessment. This title will print with your assessment and it will be what you look for to edit or print the assessment later.

B.Z.
Collaboration Rubric

Description
Describe your assessment. (This description will not show on the printed assessment.)

Keywords
Enter keywords that will help you find your assessment later. Separate each term with a comma.

Teamwork, groups

Instructions
Enter the instructions that the students will see when they use this assessment.

B.Z.
Think about how well you are collaborating with your group and how you are improving.

Categories

Grade Level
Any
K-2
3-5
6-8
9-12

Subject
Language Arts
Social Studies
Fine Arts
World Language

Type of Assessment
Self-management/Self-direction
Reading
Writing
Performance
Persuasive Presentations
Multimedia Presentations
Oral Presentations

Selected terms
Grade Level: 3-5
Subject: Science

Quick Search

Assessment Workspace
Right-click (or cmd-click) a column or row header to delete the column or row. Click and drag a column or row header to move the column or row.

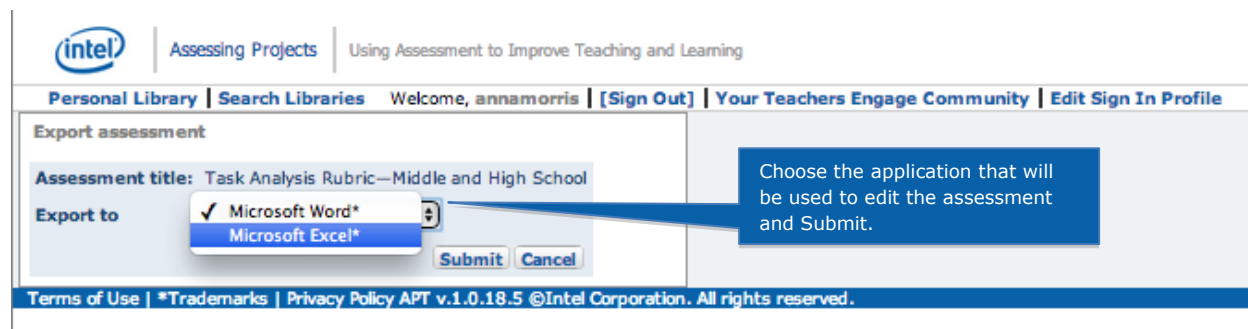
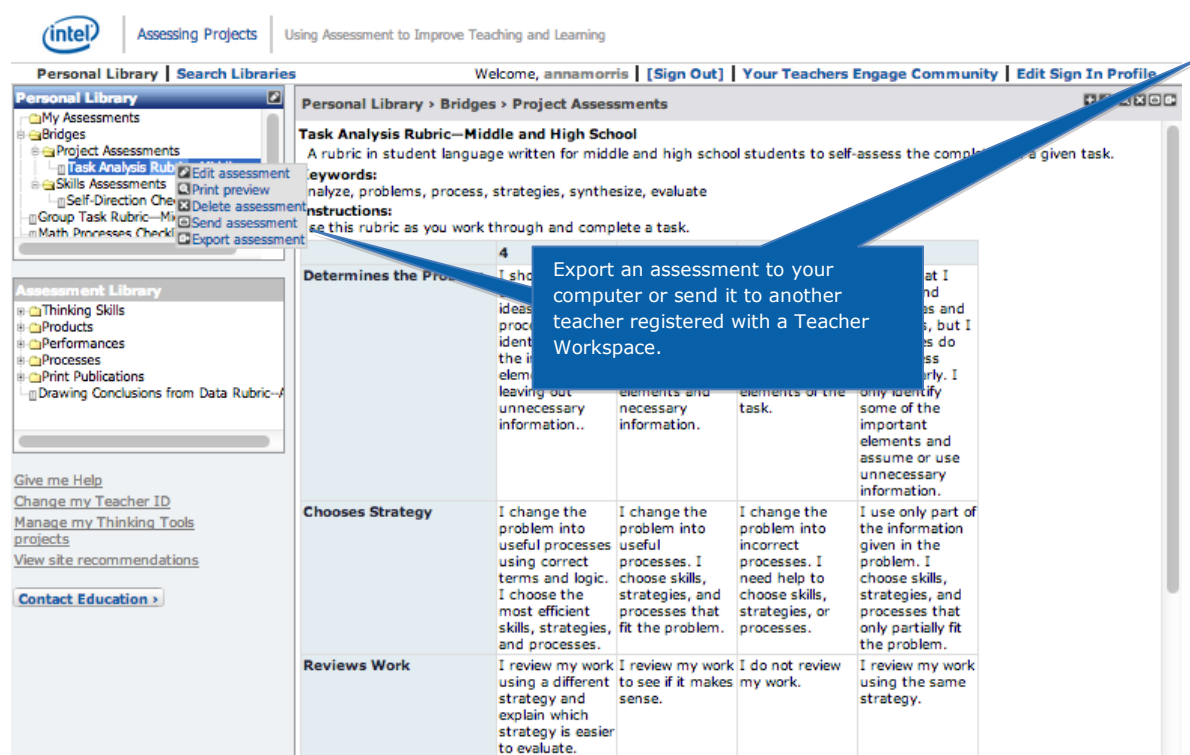
Show Interactivity Options

Rating 4	3	2	1
Listening I listen thoughtfully and I listen carefully to my peers and ask questions and clarifying questions when appropriate.	Click to enter text	Click to enter text	Click to enter text
Teamwork			

Manage Personal Library

1. Create folders and subfolders to organize your assessments.
2. Export assessments to your personal computer to add features, such as color or images. Assessments with these features cannot be imported into Assessing Projects to be assigned to students.
3. Send your assessments to another teacher registered in the Teacher Workspace.

The screenshot shows the Intel Teach Program interface. At the top, there is a navigation bar with the Intel logo, 'Assessing Projects', and 'Using Assessment to Improve Learning'. Below this is a user profile section for 'annamorris' with options for 'Sign Out', 'Your Teachers Engage Community', and 'Edit Sign In Profile'. The main content area is divided into two panes. The left pane, titled 'Personal Library', contains a tree view of folders such as 'My Assessments', 'Bridges', 'Project Assessments', 'Task Analysis Rubric', 'Skills Assessments', 'Self-Direction Check', 'Group Task Rubric', and 'Math Processes Check'. A context menu is open over the 'Task Analysis Rubric' folder, showing options like 'Edit assessment', 'Print preview', 'Delete assessment', 'Send assessment', and 'Export assessment'. The right pane shows a detailed view of an assessment, including a table with four columns (4, 3, 1, 2) and rows for 'Chooses Strategy' and 'Reviews Work'. Three blue callout boxes with white text provide instructions: 'Select the button to create or delete folders.' (pointing to the 'Export assessment' button), 'Right-click a folder to create a subfolder, delete a folder, or rename a folder.' (pointing to the context menu), and 'Drag an assessment to the appropriate folder to file it.' (pointing to the 'Task Analysis Rubric' folder).



Set Up a New Project

To create a new project in Assessing Projects, you select Create a New Project:

1. Give the project a title and write a brief description.
2. Navigate through your Personal Library to select the assessments you want to use in this project. You can use the same assessment in multiple projects, although you may want to customize it for each project.
3. Return to your Personal Library to add or modify assessments for this project.
4. Add students to the Workspace.
5. Once students are in the Workspace, add them to your project.
6. Assign students self- and peer assessments.

Create a New Project

The screenshot shows the 'Create / Edit Project' window. The user is logged in as 'annamorris'. The interface includes a 'Personal Library' on the left and a main form for project details. Callout boxes provide the following instructions:

- Fill in descriptive information about the project.** (Points to the 'Project Name' field)
- To add assessments to your Personal Library or modify them, select Edit your Personal Library and make changes in the pop-up window.** (Points to the 'Edit your Personal Library' button)
- Select those assessments that you plan to use in the project.** (Points to the list of assessments with checkboxes)
- Select Save and Next to add students to the project.** (Points to the 'Save and Next' button)

If you do not plan to access assessments from a mobile device, select Exclude From Mobile to save space on your smartphone or tablet. You may also wish to check this feature when the project is complete and you no longer need to refer to the assessments. Assessments will always, however, be available on the website, and you can recheck this feature at any time.

Add Students to a Project

The screenshot shows the 'Assign Student To Projects' window. The project name is 'Bridge the Gap'. Callout boxes provide the following instructions:

- First, students must be added to the Workspace.** (Points to the 'Add Students to Workspace' button)
- Once students have been added to the Workspace, they can then be assigned to a project. Students must be reassigned to each project.** (Points to the 'Assign Student To Projects' button)

Student	Self A	Assessment	Summary

You are signed in as *annamorris* | [Sign Out](#) | [Your Teachers Engage Community](#)

[Done](#)

Add Students to Workspace [Create a set of new teams](#)

Team ID:

Team Members:

Team Password:

[Submit](#) [Cancel](#)

Assign a Team ID and a password to each student and Submit. The Team Members space is for the Thinking Tools, such as Visual Ranking, that incorporate group work, so you can leave it blank. When you are finished adding students, select Done to return to the project.

Assign Assessments to Students

Argumentation Rubric - Middle

Student	Self Assessment	Your Assessment	Peer Assessment	Summary
KSkogsberg		11/14/2013	CWard	Summary
Add/Remove Self	Assigned	Assess	KSkogsberg	
KPack		Assess	PHague	
TWaskow				

Select the options icon for a student and choose Self or Peer. If you choose Add/Remove Self, the column under Self Assessment will show Assigned or be blank. Once an assessment has been assigned, it cannot be modified.

Select Assess to assess the student's work yourself. When you begin the assessment, the date is indicated in the cell. When the assessment is submitted, it is labeled Saved.

You are signed in as *annamorris* | [Sign Out](#) | [Your Teachers Engage Community](#)

Project Name : Bridge the Gap

[Assign Student To Projects](#)

Argumentation Rubric - Middle

Student	Self Assessment	Your Assessment	Peer Assessment	Summary
KSkogsberg		11/14/2013	CWard	Summary
PHague	Assigned	Assess	KSkogsberg	Summary
KPack	Assigned	Assess	PHague	Summary
TWaskow	Assigned	Assess	PHague	Summary
TWeber	Assigned	Assess	PHague	Summary
LMerrill	Assigned	Assess	PHague	Summary
KGraham		Assess	TWaskow	Summary
CWard		Assess	TWaskow	Summary
JMervin				Summary

Add/Remove Peers ✕

Student or Team ID	Student or Team Members
KSkogsberg	KSkogsberg
PHague	PHague
TWaskow	TWaskow
TWeber	TWeber
LMerrill	LMerrill
KGraham	KGraham
CWard	CWard
JMervin	JMervin

[Select All](#) [OK](#)

Select Add/Remove Peer and select the row of the student or students you wish to review the student's work.

Complete and Review Assessments

1. Both teachers and students can use Assessing Projects online or Let's Assess to complete and review assessments.
2. You select Assess to complete assessments and Summary to review all a students' assessments.
3. Students self- and peer assess by signing in to their workspaces to see the assessments that have been assigned to them, select assessments to complete, and review those that have been completed.

Assess Student Work

Student : PHague

Title : Argumentation Rubric - Middle



Description : A rubric in student language used by students to create an argument that meets high standards of quality. It can be modified to be used by peers to provide feedback and by teachers to monitor student progress and to assess final products. Traits: Claim, Evidence, Audience Awareness, Opposing Viewpoints, Communication, and Citations.

Instruction : Assess your thinking using this rubric.

	4	3	2	1
Claim	I clearly state a claim that expresses a reasonable position on a topic.	I clearly state a claim that expresses a position.	With help, I state a claim that	I do not state a claim and I
	Nice explanation of			
Evidence	I apply standards of quality to the evidence I use to support my claim.	I use evidence from good sources to support my claim.	I support my position with evidence, but some of my evidence may be irrelevant or come from unreliable sources.	I often use poor-quality evidence to support my claim.
			Did you realize that one of your	

Select the appropriate rating with a comment or checkmark.

Review Completed Assessments

 KSkogsberg		11/14/2013	CWard		Summary
 PHague	01/20/2014	Saved	KSkogsberg	01/20/2014	Summary

The Summary shows a compilation of all the assessments that have been completed by the teacher, the students, and peers.

	4	3	2	1
Claim	I clearly state a claim that expresses a reasonable position on a topic.	I clearly state a claim that expresses a position.	With help, I state a claim that expresses a position.	I do not state a claim, and I confuse claims with other kinds of s
	3 Review(s) Teacher [Nice explanation of] Self [I stated my point of view in the title] Peer (KSkogsberg) [I liked your title. It was clear and clever.]			

The teacher can review the comments and ratings the student received in all the assigned assessments.

Use Student Workspace

This is your Intel® Education *Thinking Tools* Workspace.
Welcome Students!

Your teacher has set up projects for you to use here.
Your teacher will give you the

Students sign in to their Workspace with their Teacher ID, Team ID, and password.

Students - Bookmark this page!

Teacher ID:

Team ID:
 (required)


Password:

[Sign In](#) [Cancel](#)

NEW APP!
Download
Visual Ranking

Select Version ▾

[Curious about the App?](#)

 **Intel Education *Thinking Tools*:**
Collaborate, share ideas, debate and discuss as you explore your thinking with others.

You are signed in as PHague

Log Out

These are your active projects

Need Help? Use the Intel® Education Help G

The Workspace shows all the active projects and assessments that have been assigned to the student.

Students select the self- or peer assessments they want to complete

ct Intel Teaching Tools in

Project Name	Description	Self/Peer Assessments, Summary			
Bridge the Gap	Student groups of civil engineering firms design and construct a bridge that will hold the most weight for a given span.	Self		Argumentation Rubric - Middle	Report
		KPack		Mathematical Modeling Rubric	Report
		KSkogsberg		Decision Making Rubric1	Report
		CWard			
		JMervin			
		DNordstrom			

This student needs to use the Argumentation Rubric for self- and peer assessment of KPack and complete several peer assessments with the Decision Making Rubric. The Mathematical Modeling Rubric will be completed only by Ms. Morris.

Students select Report to see the compiled results of all the Argumentation Rubric results.

	4	3	2	1
Claim	I clearly state a claim that expresses a reasonable position on a topic. I liked your title. It was clear and	I clearly state a claim that expresses a position.	I state a claim that expresses a position.	I state a claim, but I confuse claims with other kinds of statements.
Evidence	I apply standards of quality to the evidence I use to support my claim. Good evidence	I use evidence from good sources to support my claim.	I support my position with evidence, but some of my evidence may be irrelevant or come from unreliable sources.	I often use poor-quality evidence to support my claim.

Students assess their peers with comments.

	4	3	2	1
Claim	I clearly state a claim that expresses a reasonable position on a topic.	I clearly state a claim that expresses a position.	With help, I state a claim that expresses a position.	I do not state a claim, and I confuse claims with other kinds of statements.
	3 Review(s)			
	Teacher [Nice explanation of]			
	Self [I stated my point of view in the title]			
	Peer (KSkogsb erg) [I liked your title. It was clear and clever.]			

The reviewers' comments are identified in the report.