

Microsoft Forms



Создано с помощью
демо-версии iSpring Suite
Осталось 2 дня

Students can store and download existing files in the cloud. Microsoft OneDrive

Students can schedule and implement online meetings with others. Microsoft Teams

Students can enter and analyze data that solves a real-world problem. Microsoft Excel Online

Students can generate a chart or graph from calculated numerical data. Microsoft Excel Online



СМОТРЕТЬ РЕЗУЛЬТАТЫ

4 of the 21CLD Rubric for Real-World Problem Solving

For each of the following statements, select Yes if it ensures that the learning activity meets Level 4 of the rubric. Select No.



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Students participate in a case competition on possible strategies Relecloud can use to convince A. Datum Corporation to scale back on their lumber harvesting plans. The competition will be judged by a selection of teachers from other departments in the school.

Yes



Students create a spoken word performance that highlights the impact of lumber harvesting on the environment. The performance will be presented to other students at an upcoming school assembly.

No

Students create a digital brochure outlining the group's research, findings, and proposal to protect the 400 acres of Amazon rainforest that are to be harvested. The brochure will be mailed to A. Datum Corporation to encourage them to scale back on their lumber harvesting plans.

No



Which activity is necessary for students to be working towards the
21CLD Rubric for Collaboration?



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- Students on each team work together to come up with one logo for the product line.
- Student teams assign roles to team members based on the list of roles provided by the teacher.
- Students work independently on the logo, slogan and advertisement, but discuss progress as a group
- Students must meet deadlines imposed by Northwind Traders.



ПРОДОЛЖИТЬ >

Список вопросов

Вопрос 65 из 68

Набрано баллов: 150 из 680

Students research Mercury together. They work individual online to each create their own presentation. The student at the science fair.

Students in a group use Microsoft Teams to monitor overall group progress, work together to solve problems any individual group members encounter, and determine an ongoing task list. They work together to create a poster board and oral presentation. All students must contribute equally to the poster board and oral presentation.

One student begins an Office Sway presentation about Jupiter and shares the co-authoring link with the rest of the group. Each student uses Bing individually to research a planet and adds information to the presentation. Two students analyze and edit the overall content. The third person performs the design and layout

No



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Осталось 2 дня

ПРОДОЛЖИТЬ >



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Your students work in groups of three to research the solar system and present their findings in a format of their choice. The report is due in three weeks.

Which learning activities are examples of using Microsoft tools to enable collaboration, shared responsibility, and work that is interdependent? For each of the following activities, select Yes if the statement is true. Otherwise, select No.

NOTE: Each correct selection is worth one point.

A group uses the collaboration space of a Microsoft OneNote Class Notebook to collect their research, ideas, and analysis of Saturn. The group then uses the co-authoring features in Microsoft Word Online to write a report together. One student writes about atmosphere. One student writes about the similarities to other planets.

One student adds images.

No



Students research Mercury together. They work individually on Microsoft PowerPoint Online to each create their own presentation. The students share their presentations.

ПРОДОЛЖИТЬ >

computer programs for authentic users

Professional Development Objectives

Teachers are expected to integrate ICT into learning activities and to build students' 21st century skills. Recent professional development has focused on redesigning learning activities using 21CLD.

Organizational Goals

The school has added an introductory computer science course as part of a STEM initiative. The initiative involves an interdisciplinary approach to learning activities that integrate math, science, and computer science.

Increasing female participation in STEM is one goal of this initiative. You need to explain why the learning activities are interdisciplinary, according to the 21CLD Rubric for Knowledge Construction.

How should you complete appropriate options in the

The learning activities are cons
with content from two differ

Ваш ответ

improving mathematics and ICT skills.

Правильные ответы

- learning goals from both mathematics and computer science.

the

se is taught

ПРОДОЛЖИТЬ >

Which learning activity implements a problem-solving approach using Microsoft MakeCode block-based programming environment?



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- Students follow a tutorial to learn how to light up LEDs.
- Students watch a video showing musical instruments that were created with MakeCode.
- Students display programming projects at the school science fair.
- Students investigate and fix a non-functioning program.



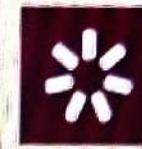
This question requires that you evaluate the underlined statement to determine if it is correct.

Your students are preparing to start an online research project. You want the students to learn how to recognize misinformation online. The learning objective is designed to help students develop the critical-thinking skills that are needed to judge the accuracy and objectivity of online information.

One of things you should teach students is to examine the number of times an article has been shared to determine its accuracy.

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- trust online filtering software to be a complete solution in preventing students from reaching controversial content
- Identify information by checking postings on social media websites.
- ask critical questions about information that they find online.



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- Students conduct a recorded interview with about a historical event that occurred during that
- Students research the event, making note of interview that support historical accuracy.
- Students create a digital presentation combining photographs, audio or video clips, facts surrounding the event, and quotes from the interview.
- Students post the presentation on the school website.
- You evaluate the live presentations.



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Осталось 2 дня

For each of the following learning activities, select Yes if it meets the 21CLD Rubric for Skilled Communication. Otherwise, select No.

NOTE: Each correct selection is worth one point

Students produce extended communication. No

Students produce multi-modal communication. Yes

Students provide supporting evidence. Yes

Students design their communication for a particular audience. Yes

ПРОДОЛЖИТЬ >

No.



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Students read a novel in which the main character runs away from home after committing a crime. Students write a book review detailing the plot of the novel, whether or not they enjoyed the story, and why they believe the protagonist chose to run away instead of confessing the crime. No

Students spend 20 minutes researching the timeline of a historical figure of their choice. Students then spend 1 hour writing a first-person monologue from the perspective of the figure and explaining the character's motivation behind a significant event on the timeline. Yes

Students study the 18 groups in the periodic table of elements. Each student writes an original song about one of the groups, including which elements play an important role in human activities and why value is assigned to certain elements, but not to others. No

How is feedback used at Level 4 of the 21CLD Self-answer, select the appropriate options in the answer area.



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Осталось 2 дня

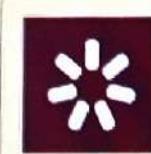
The educator or other stude... ▾ can provide feedback,

The feedback can be used to improve work before it is fin... ▾

Правильно

Based on the tasks outlined for the groups, which activity illustrates substantive decisions, according to the [Collaboration Rubric?](#)

- Relecloud provides a checklist of success criteria and expectations.
- The groups meet every three weeks for a feedback session.
- At the end of the 10-week period, each group makes a presentation to the executives.
- Students determine roles, responsibilities, and schedules, and collectively decide on a strategy.



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Осталось 2 дня

ПРОДОЛЖИТЬ >

Relecloud can use to convince A. Datum Corporation to scale back on their lumber harvesting plans

You will evaluate the research report and group project.

Which two learning activities work together to facilitate an environment of Real-World Problem-Solving and Innovation at Level 4, as defined in the 21CLD Rubric? Each correct answer presents part of the solution. Choose two.



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Осталось 2 дня

- Students develop a research report about how an indigenous plant or animal will be affected by A. Datum Corporation's wood harvesting, including the impact around the world.
- Students plan reoccurring meeting times to work on the project.
- Students meet with Relecloud executives to present a possible strategy that Relecloud can use to convince A. Datum Corporation to scale back on their lumber harvesting plans.
- Students meet with you once every three weeks (weeks three, six, and nine) for feedback. They incorporate feedback into their final report and presentation.
- Students create and manage individual and team schedules.



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Осталось 2 дня

A new student in your English class has recently immigrated to your country. Although the student understands some English, this student has trouble with reading. Which Microsoft OneNote feature will help the student develop reading comprehension skills and fluency in English?

- Language Settings
- Immersive Reader
- Search Bar
- Class Notebook



ПРОДОЛЖИТЬ >

Список вопросов

Вопрос 55 из 68

Набрано баллов: 120 из 680

problem. Student teams must develop a solution to them. They must either complete a task that instructed to do or design a complex product that requirements.

You need to encourage innovation and real world problem-solving soils in your students

In order to the make this project meet the criteria for innovation, the educator requires that solutions can be put into practice in the real world and that students present the proposed solutions to a panel of educators.

Review the underlined text. If it makes the statement correct, select "No change is needed. If the statement is incorrect, select the answer choice that makes the statement correct



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Осталось 2 дня

- No change is needed.
- develop solutions that provide value beyond the requirements of a classroom project.
- follow a defined procedure.
- evaluate a list of solutions provided by the educator

ПРОДОЛЖИТЬ >

Match the 21CLD ICT for Learning Rubric levels on activities on the right. To answer, drag the appropriate column on the left to its learning activity on the right.

Each activity level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.



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Осталось 2 дня

Students form a hypothesis and compose it using Microsoft Word. Level5

Students participate in a GridPals activity and then create an Office Sway presentation about what they learned. Students will share the presentations with younger students at a Geography Fair. Level1

Students join a Flipgrid Live Event to participate in a virtual field trip and then coauthor a response to a writing prompt on the topic using a Microsoft OneNote Notebook. Level2

Students utilize their one-to-one devices to take notes in their Microsoft OneNote Notebook. Level3

Teacher uses a Microsoft PowerPoint presentation during a lecture Level2

Правильные ответы

✓ Level1



Match the 21CLD ICT for Learning Rubric levels on the left to its learning activities on the right. To answer, drag the appropriate column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.
NOTE: Each correct match is worth one point.



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Осталось 2 дня

Students form a hypothesis and compose it using Microsoft Word. Level5

Students participate in a GridPals activity and then create an Office Sway presentation about what they learned. Students will share the presentations with younger students at a Geography Fair. Level1

Students join a coauthor and participate in a virtual field trip and then write on the topic using a Microsoft OneNote Notebook. Level5

Students utilize their one-to-one devices to take notes in their Microsoft OneNote Notebook. Level2

Teacher uses a Microsoft PowerPoint presentation during a lecture Level2

Правильные ответы

ПРОДОЛЖИТЬ >

Match the 21CLD ICT for Learning Rubric levels on activities on the right. To answer, drag the appropriate column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.



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Осталось 2 дня

Students form a hypothesis and compose it using Microsoft Word. Level5

Students participate in a GridPals activity and then create an Office Sway presentation about what they learned. Students will share the presentations with younger students at a Geography Fair. Level1

Students join a Flipgrid Live Event to participate in a virtual field trip and then coauthor a response to a writing prompt on the topic using a Microsoft OneNote

Notebook. Level2

Students use mobile devices to take notes in their Microsoft OneNote

Notebooks. Level4

Teacher uses a Microsoft PowerPoint presentation during a lecture Level2

Match the 21CLD ICT for Learning Rubric levels on activities on the right. To answer, drag the appropriate column on the left to its learning activity on the right. Each type of level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.

Students form a hypothesis and compose it using Microsoft Word. Level5 

Students participate in a GridPals activity and then create about what they learned. Students will share the presentation at a Geography Fair. Level1 

Students join a Flipgrid Live Event to participate in a virtual field trip and then coauthor a response to a writing prompt on the topic using a Microsoft OneNote

Notebook. Level2 

Students utilize their one-to-one devices to take notes in their Microsoft OneNote

Notebook. Level3 

Teacher uses a Microsoft PowerPoint presentation during a lecture Level2 



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ПРОДОЛЖИТЬ >

The 21CLD ICT for Learning Rubric is shown in the Rubric



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1. Students do not have the opportunity to use ICT for this learning activity.
2. Students use ICT to learn or practice basic skills or reproduce information.
3. Students use ICT to support knowledge construction, but they could construct the same knowledge without using ICT.
4. Students use ICT to support knowledge construction, and the ICT is required for constructing this knowledge.
5. Students use ICT to support knowledge construction, the ICT is required for constructing this knowledge, and students do create an ICT product for authentic users.

Match the 21CLD ICT for Learning Rubric levels on the left to the learning activities on the right. To answer, drag the appropriate rubric level from the column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.

ОТВЕТИТЬ

Список вопросов

Вопрос 53 из 68 | Набрано баллов: 120 из 680

For each of the following learning activities, select Yes if the activity contains characteristics of collaboration and No if the activity contains characteristics of individual work. Use the Rubric for Collaboration. Otherwise, select No.



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Осталось 2 дня

NOTE: Each correct selection is worth one point.

Students individually post responses to the educator's online discussion topics.

Yes



Students post and respond to classmates' posts using an online discussion forum.

No



Students compose a paragraph in response to a topic from the educator. Students share their paragraph with a classmate for peer editing.

Yes

Pairs of students write and illustrate a short story on a topic of their own choice.

Students select the topic, write the story, and illustrate it collaboratively.

No



ПРОДОЛЖИТЬ >

requirements and constraints at Level 4 of the Readiness, Problem Solving and Innovation Rubric.

For each of the following learning activities, select Yes if it meets your requirements. Otherwise, select No.

NOTE: Each correct selection is worth one point.



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Осталось 2 дня

Pairs of students create a programming project using the Microsoft MakeCode block-based programming environment. The projects are entered into a competition at the community college science fair.

Yes

Students create an app about their community. The app provides information for people who are new to the town.

No



Students learn about user experience design and modify the user interface of their web app.

Yes



Students learn about velocity and acceleration. They follow instructions and use the Microsoft MakeCode block-based programming environment to write a program that identifies when an object is in motion.

No

ПРОДОЛЖИТЬ >

Тема 10.2.1.2. Студенты организуют выставку. Вместо выставки, организуйте...

NOTE: Each correct selection is worth one point.



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Осталось 2 дня

Students photograph their drawings at various stages and create a short video.

Students write a reflective summary describing their creative process and what the work represents. The video, reflective summary, and drawing are displayed at the art show.

No

Students create a video that shows each student and their finished artwork. Students narrate the video, explaining their creative process and inspiration. The video is displayed at the art show.

Yes

Students must attend the art show and display their artwork. They must also be available to answer questions from attendees and be available via Teams.

No

Students organize an auction to sell their artwork. Students photograph the artwork and publish it to a website. The proceeds of the auction are donated to a local charity

Yes

ПРОДОЛЖИТЬ >

The 21CLD Skilled Communication Rubric is shown below.

1. Students are not required to produce extended or multi-modal communication.
1. Students are required to produce extended communication or multi-modal communication but they are not required to provide supporting evidence or design their work for a particular audience.
1. Students are required to produce extended communication or multi-modal communication and they are required to provide supporting evidence; they must explain their ideas or support a thesis with facts or examples or they are required to design their communication for a particular audience, but not both.
1. Students are required to produce extended communication or multi-modal communication and they are required to provide supporting evidence and they are required to design their communication for a particular audience.



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Осталось 2 дня

paragraphs support the definitions of urban, rural

- Students use Photos to create an educational students that explains the different types of communication.
- Students can narrate or use digital inking, and add music to their community video.



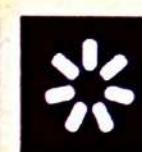
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You evaluate the new learning activity based on the 21CLD Skilled Communication Rubric.

Which statement describes the new learning activity?

- Students are required to produce extended and multi-modal communication, but they are not required to design their communication for a particular audience
- Students are required to produce extended and multimodal communication for a particular audience. They must provide supporting evidence.
- Students are required to produce multi-modal communication designed for a particular audience, but they are not required to provide supporting evidence
- Students are not required to produce extended communication or multi-modal communication

construction and the learning activity does not necessarily relate to their knowledge in a new context and the learning activity is interdisciplinary. The activity does have more than one subject.



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Осталось 2 дня

Match the appropriate level of the 21CLD Knowledge Construction Rubric to each learning activity. To answer, drag the appropriate rubric level from the column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.
NOTE: Each correct match is worth one point.

Students must select a coding concept from a computer program and explain how it works and why it was implemented.

Level5



Students apply basic programming concepts to write a program of their own design.

Level4



Students use Bing to research and define the programming terms variable, conditional, loop, and array

Level4



Правильные ответы

✓ Level2

ПРОДОЛЖИТЬ >

construction and the learning activity does not necessarily relate to their knowledge in a new context and the learning activity does not have to be interdisciplinary. The activity does have to involve more than one subject.



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Осталось 2 дня

Match the appropriate level of the 21CLD Knowledge Construction Rubric to each learning activity. To answer, drag the appropriate rubric level from the column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.
NOTE: Each correct match is worth one point.

Students must select a coding concept from a computer program and explain how it works and why it was implemented.

Level5



Students apply basic programming concepts to write a program of their own design.

Level4



Правильные ответы

✓ Level5

ПРАВИЛЬНО

Вы ответили верно.

Level4

ПРОДОЛЖИТЬ >

construction and the learning activity does not necessarily relate to their knowledge in a new context and the learning activity is interdisciplinary. The activity does have more than one subject.



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Осталось 2 дня

Match the appropriate level of the 21CLD Knowledge Construction Rubric to each learning activity. To answer, drag the appropriate rubric level from the column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.

Students must select a coding concept from a computer program and explain how it works and why it was implemented.

Level5



Students apply basic programming concepts to create a program of their own design.

Level4

Неправильно

Правильные ответы



Level4

Students use loops and conditional statements to solve problems.

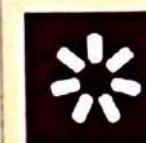
Вы ответили неверно.

Level4

ПРОДОЛЖИТЬ >

The final programming project requires a student
Which modification to the student presentation will meet the
requirements for Level 4 of the 21CLD Rubric for Skilled Communication?

- Student presentations will be evaluated by a panel of educators and community members.
- Students will submit the presentation for grading.
- Student presentations will be recorded to show to their parents.
- Students will create an educational presentation for primary students.



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Осталось 2 дня



You assign your students the task of developing a recycling strategy that promotes the new program. Students will create advertising materials that can be used by the city to teach people how to recycle. The educator will grade the advertising materials.

Which level of the 21CLD Rubric for Real-World Problem-Solving and Innovation does this learning activity meet?



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Осталось 2 дня

- Level 1-The learning activity's main requirement is not problem-solving. Students use a previously learned answer or procedure for most of the work.
- Level 2-The learning activity's main requirement is problem-solving but the problem is not a real-world problem.
- Level 4 - The learning activity's main requirement is problem-solving and the problem is a real-world problem and students do innovate. They are required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.
- Level 3-The learning activity's main requirement is problem-solving and the problem is a real-world problem but students do not innovate. They are not required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.



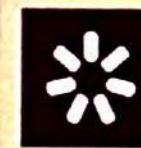
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City officials in your community recently announced that the local recycling program is being overhauled because the amount of trash sent to landfills has been rising each year. There is a lot of confusion in the community about how to recycle properly. You assign your marketing class the task of developing a marketing strategy that promotes the new program. Students must create advertising materials that can be used by the city to educate citizens on how to recycle. The educator will grade the advertising materials. Which level of the 21CLD Rubric for Real-World Problem-Solving and Innovation does this learning activity meet?

- Level 1-The learning activity's main requirement is not problem-solving. Students use a previously learned answer or procedure for most of the work.
- Level 2-The learning activity's main requirement is problem-solving but the problem is not a real-world problem.
- Level 4 - The learning activity's main requirement is problem-solving and the problem is a real-world problem and students do innovate. They are required to implement their ideas in the real world, or to communicate their ideas to someone else.

ПРОДОЛЖИТЬ >

Students learn about sound waves and frequencies in a Science class.



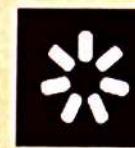
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Which learning activity requires students to apply this knowledge in a new context that facilitates interdisciplinary learning?

- Students write a program that plays high and low frequency sounds using the Microsoft MakeCode block-based coding environment.
- Students create presentations about sound waves and frequencies and present their work to their classmates.
- Students learn how to use the Microsoft MakeCode block-based coding environment.
- Students create a video about tuning forks to illustrate their understanding of sound waves and frequency.



Students in your Introductory Computer Science class will learn about basic programming concepts.



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Осталось 2 дня

Which strategy requires students to problem-solve, innovate, and write a program that benefits a real audience?

- Students identify the need for an educational app for students who want help with math.
- Students work in pairs to brainstorm ideas for an app and present the best idea to their classmates.
- Students write a program of their own choice and submit it to the teacher for grading.
- Students create a program with a defined purpose and submit the programming project to an App Challenge contest.



Science students research a human muscle group, write a report, and create a presentation to share with the class. Students are given time to ask questions about the report and presentation. They are provided with a rubric and examples of completed projects.

Pre-engineering students are organized into small groups for a class model bridge building competition. Students must use the provided materials to build a beam bridge within a single class period. The bridges are displayed in the classroom.

History students research and write a term paper. Students are provided with a grading rubric and an example paper. Students select either a figure in history or a period in history as the topic. Students write a rough draft of the paper using Microsoft Word and submit the assignment through Microsoft Teams. The instructor reviews the draft and provides feedback using Word's review and markup features. The instructor returns the assignment for the student to revise.

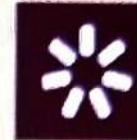
Computer science students create a website for a charitable organization as a service learning project. Students use industry standards to create functional web pages that meet the requirements of the organization. Students organize into small groups and select the project they want to work on. They schedule meetings with the organization's director to determine design specifications, review the progress of the project, and gather feedback. The finished product is presented at the end of the semester.



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Осталось 2 дня

The 21CLD Self-regulation Rubric is shown in the following table.

- Rubric
1. Pre-requisites for self-regulation are not in place; the learning activity is not long-term or students do not have both learning goals and associated success criteria in advance of completing their work.
 2. The learning activity is long-term and students do have learning goals and associated success criteria in advance of completing their work but students do not have the opportunity to plan their own work.
 3. The learning activity is long-term and students do have learning goals and associated success criteria in advance of completing their work and students do have the opportunity to plan their own work but students do not have the opportunity to revise their work based on feedback.
 4. The learning activity is long-term and students do have learning goals and associated success criteria in advance of completing their work and students do have the opportunity to plan their own work and students do have the opportunity to revise their work based on feedback



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Осталось 2 дня

Which two learning activities facilitate an environment of self-regulation at Level 4 of the 21CLD Learning Activity Rubric? Choose two.

ПРОДОЛЖИТЬ >

2. the Microsoft MakeCode block-based programming environment for primary mathematics students.



5. Level 3



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- Students watch an instructional video explaining how computer programmers solve problems.



2. Level 5

4. Students investigate loops by debugging code



1. Level 2

5. Students follow the steps in a tutorial to practice loops using the Microsoft MakeCode block-based programming environment.

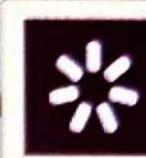


3. Level 2



ПРОДОЛЖИТЬ >

The 21CLD ICT for Learning Rubric is shown in the table below. Match the levels of the Rubric to the learning activities.



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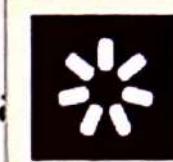
1. Students do not have the opportunity to use ICT for this learning activity.
2. Students use ICT to learn or practice basic skills or reproduce information.
3. Students use ICT to support knowledge construction, but they could construct the same knowledge without using ICT.
4. Students use ICT to support knowledge construction, and the ICT is required for constructing this knowledge.
5. Students use ICT to support knowledge construction, the ICT is required for constructing this knowledge, and students do create an ICT product for authentic users.

Match the 21CLD Use of ICT for Learning Rubric level with the learning activity. To answer, drag the appropriate level on the left to the learning activity on the right. Each level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.

Rubric Level

ПРОДОЛЖИТЬ >



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Students in a history class read about key battles and then tested on the material.

For each of the following scenarios, select Yes if it transforms the learning activity into one that involves knowledge construction according to the 21CLD Knowledge Construction Rubric. Otherwise, select No.

NOTE: Each correct selection is worth one point.

The educator adds augmented reality to the course. Students use a smart phone app and point to a photo of a battle for a virtual history lesson.

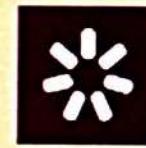
Students research key figures in battles and apply that knowledge to write dialog for a one-act play about their characters. The play is then recorded and presented using Office Sway.

The educator demonstrates how to create a timeline and then asks the students to create a timeline using Microsoft Excel to illustrate key battles..

You are introducing the topic of digital footprints to your students.

You need to design a learning activity that increases student awareness of digital footprints and how they are created.

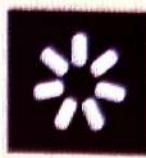
Which two learning activities directly support the learning outcome?
Choose two.



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- Students create a survey using Microsoft Forms to determine the most popular web browsers among students.
- Students conduct online reputation research using Bing and discuss the actions that create digital footprints.
- Students research online safety guidelines and create a Microsoft PowerPoint presentation to share with other students.
- Students compare the amount of time they spend online each day by entering the data into a Microsoft Excel spreadsheet for the class.

Which two statements demonstrate self-regulation by the students in the Northwind Traders project according to the Learning Activity Rubric? Choose two.



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- Students can obtain feedback and make revisions as needed.
- Students are part of the target age group for the advertising campaign
- Students work in teams comprised of marketing and graphic design students.
- Students are skilled in the software needed for the project.
- Students break down the task into smaller subtasks and determine how to divide the work.



ПРОДОЛЖИТЬ >

1. discussion about environmental issues in their community. All students must participate.

C

3.

Level



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- Pairs of students interview a community member about an environmental issue. One student summarizes the interview in a report.

C

2.

Level2

- Pairs of students select an environmental issue to research. They decide to make a video to bring attention to the issue. One student records the video and pr...

C

4.

Level5

- Student teams decide to use Office Online to share files for a research project on an environmental issue. Students make assignments to first collect and graph data, then incor...

C

1. Level1

ПРОДОЛЖИТЬ >



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The 21CLD Collaboration Rubric is shown in the following table.

1. Students are not required to work together in pairs or groups.
2. Students do work together but they do not have shared responsibility.
3. Students do have shared responsibility but they are not required to make substantive decisions together.
4. Students do have shared responsibility and they do make substantive decisions together about the content, process, or product of their work but their work is not interdependent.
5. Students do have shared responsibility and they do make substantive decisions together about the content, process, or product of their work and their work is interdependent.

Match the appropriate level of the 21CLD Collaboration Rubric to each learning activity. To answer, drag the appropriate rubric level from the column on the left to its learning activity on the right. Each rubric level may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.

Rubrics Levels: Level1 Level 2 Level3 Level 4 Level5

ОТВЕТИТЬ

Students are required to produce the following de



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- An original vector logo. Students must provide a rationale for why that logo is the best for the target audience
- An original slogan that can be written or sung. Students must provide a rationale for why that slogan is the best for the target audience
- An original promotional advertisement that can be a poster, magazine advertisement, or television advertisement.

Which element of the learning activity represents innovation according to the 21CLD Rubric for Real-World Problem-Solving and Innovation?

- Students work in teams of two marketing and two graphic design students.
- Student teams present their logo, slogan, and advertisement to Northwind Traders executives.
- Student teams provide supporting evidence for their logo, slogan, and advertisement decisions.
- Student teams conduct market and product research, and decide on a marketing strategy based on their research.

ПРОДОЛЖИТЬ >

Students are required to produce the following designs:



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- An original vector logo. Students must provide a rationale for why that logo is the best for the target audience
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Which element of the learning activity represents innovation according to the 21CLD Rubric for Real-World Problem-Solving and Innovation?

- Students work in teams of two marketing and two graphic design students.
- Student teams present their logo, slogan, and advertisement to Northwind Traders executives.
- Student teams provide supporting evidence for their logo, slogan, and advertisement decisions.
- Student teams conduct market and product research, and decide on a marketing strategy based on their research.

ОТВЕТИТЬ



Learning Activities

Students will work in teams comprised of two main design students for 12 weeks.

Each team will research the product line and target market to determine the best marketing strategy for the given age group. Teams will provide a rationale explaining why they selected that strategy

Each team will create an original logo, slogan, and promotional advertisement for the new line of Northwind products.

Teams will determine what tasks need to be accomplished and they will assign tasks based upon group consensus.

Teams will create a timeline indicating when various components should be completed. The timeline will include completion dates for the logo, slogan, promotional ad, and presentation.

At the end of the 12 weeks, students will present their logo, slogan, and advertisement to Northwind Traders executives, who will select and use one team's concept as a basis for their advertising campaign.

Students are required to produce the following deliverables:

- An original vector logo. Students must provide a rationale for why

Case Study

Overview

Northwind Traders has a new line of products that are designed for customers in their teens and early twenties. Executives have requested an advertising campaign that appeals to these age groups. They believe that individuals in the target age group can develop a campaign that appeals to their peers. Northwind Traders executives contact the local school district and discuss the idea with marketing and design teachers who agree to work with Northwind Traders.

Learning & Teaching Environment

Students have all of the necessary resources to complete the task. The task is a 12-week collaborative project between marketing and design students. Students must work as a team to decide the following:

- What to create
- When to create it
- Who will be responsible for completing various tasks
- How to present the information to the Northwind Traders executives

Northwind Traders will provide students with a wide variety of photographs students can use when creating a poster or magazine



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NOTE: Each correct selection is worth one point



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Students in a creative writing class work in pairs to create a short, two-character play.

Students must decide on the topic, scenario, and characters. Background information and dialog for the play are stored in Microsoft OneNote. Each student will portray one of the characters. The short play will be performed for the class.

Yes

Students in a physical education class are placed on teams to compete in a kickball tournament. Team information and the tournament bracket are added as a tab in a class Teams channel and will be updated throughout the tournament. Students select a team captain, and decide on starting positions and substitutions. All students are required to participate.

Yes

Students in a marketing class are divided into four-person teams to analyze web marketing advertisements. Each student analyzes five web-based advertisements, selects the most effective ad, and writes a short rationale. Each student creates a Sway to share their analysis with the teacher.

No

ПРОДОЛЖИТЬ >

Which learning activity illustrates interdependent 21CLD Collaboration Rubric?



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For each of the following learning activities, select Yes if the activity illustrates interdependent work. Otherwise, select No.

NOTE: Each correct selection is worth one point

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Yes

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ПРОДОЛЖИТЬ >



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Which three learning activities contribute to an effective Relecloud strategy at Level 4 as defined in the 21CLD Rubric? Choose three.

- Students make collective decisions about what and how they present their strategy to the Relecloud executives.
- Students present a possible strategy Relecloud can use to convince A. Datum Corporation to scale back on their lumber harvesting plans.
- Students adhere to the checklist of success criteria and expectations Relecloud provided at the start of the project.
- Students meet with you once every three weeks (weeks three, six, and nine) for feedback. Students incorporate feedback into the final report and presentation.
- Students read a research report assigned by the educator on an indigenous plant or animal that will be affected by A. Datum Corporation's wood harvesting.
- Students create and manage individual and team schedules for the duration of the 10-week project. Students define the roles and responsibilities of each team member.

ПРОДОЛЖИТЬ >

You are a member of a professional learning team who are geographically dispersed throughout your region, revising a mathematics curriculum. Your team has the following requirements:



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Group and private chat

Video conferencing

Integration of Microsoft Office tools, including OneNote

File sharing

Which ICT resource will meet the needs of your team?

- Microsoft OneDrive
- Microsoft Forms
- Office Sway
- Microsoft Teams



ПРОДОЛЖИТЬ >

The members of your geography class have a wide range of English language proficiency, including non-native language students.

You create your lessons in Microsoft OneNote and want to meet the needs of all of your students.

Which ICT resource will assist you with meeting the needs of your students?



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- Microsoft Accessibility Checker
- Immersive Reader
- Microsoft Forms
- PowerPoint recording



ПРОДОЛЖИТЬ >

1. Students are required to produce extended communication using multi-modal communication and they are required to include supporting evidence and they are required to design their communication for a particular audience



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Students are working in collaborative groups and creating websites for a small local business. The student groups interview the business owners via Teams. Students then complete market research and develop various customer personas.

You need to adjust the learning activity to meet Level 4 of the 21CLD Skilled Communication Rubric.

Which modification should you make?

- The students create a presentation about their findings and turn it into the educator for grading.
- The students meet with the business client and give a presentation showing the website and the supporting evidence.
- The students gather feedback about the website from their classmates.

The 21CLD Skilled Communication Rubric is shown below.
Rubric

1. Students are not required to produce extended or multi-modal communication.
1. Students are required to produce extended communication or multi-modal communication but they are not required to provide supporting evidence or design their work for a particular audience.
1. Students are required to produce extended communication or multi-modal communication and they are required to provide supporting evidence; they must explain their ideas or support a thesis with facts or examples or they are required to design their communication for a particular audience, but not both.
1. Students are required to produce extended communication or multi-modal communication and they are required to provide supporting evidence and they are required to design their communication for a particular audience.



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assigning a civilization, you require students to self-regulate. You can provide students with a grading rubric.

What other modifications must you make to facilitate self-regulation according to the 21CLD Rubric for Self-Regulation?



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- Students can choose to form a team or work individually. All team members are expected to participate equally. You assign the roles of team members and tasks in Microsoft Teams. Completed projects are due at the end of the three-week period.
- Students can choose to form a team or work individually. Team members will assign roles and determine tasks that are equally distributed among members.
- The roles of the team members and their assigned tasks are documented in Microsoft Teams. You are available to provide feedback throughout the three-week period and a draft version of the report is peer reviewed. Completed projects are due at the end of the three weeks.
- Students are placed into teams of four students. You provide a Microsoft OneNote document containing task requirements and due dates to each team. Students select the tasks they would like to complete and update the OneNote document as tasks are completed. Completed projects are due at the end of three weeks.

The 21CLD Self-regulation Rubric is shown in the following table.

- Rubric
1. Pre-requisites for self-regulation are not in place; the learning activity is not long-term or students do not have both learning goals and associated success criteria in advance of completing their work.
 2. The learning activity is long-term and students do have learning goals and associated success criteria in advance of completing their work but students do not have the opportunity to plan their own work.
 3. The learning activity is long-term and students do have learning goals and associated success criteria in advance of completing their work and students do have the opportunity to plan their own work but students do not have the opportunity to revise their work based on feedback.
 4. The learning activity is long-term and students do have learning goals and associated success criteria in advance of completing their work and students do have the opportunity to plan their own work and students do have the opportunity to revise their work based on feedback.

History students are assigned a three week project researching an assigned civilization, writing a report, and creating a diorama that illustrates what life was like in that time period.



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ОТВЕТИТЬ

Apply the 21CLD Collaboration Rubric to determine if the activity meets Level 5.



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For each of the following statements, select Yes if the statement facilitates level 5 of the Collaboration Rubric. Otherwise, select No.

Student teams must decide how to complete the project.

No



Student teams have a shared responsibility for the project.

No



Team products can be created independently, allowing students to work alone without input from others.

Yes



The educator provides deadlines for the logo, slogan, and poster.

Yes



Team members must decide on a single logo, slogan, and poster as a group and work together on the design.

No



that logo is the best for the target audience

- An original slogan that can be written or sun provide a rationale for why that slogan is the best for the target audience.
- An original promotional advertisement that can be a poster, magazine advertisement, or television advertisement.



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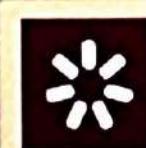
For each of the following statements, select Yes if the learning activity requirement meets Level 4 of the 21CLD Real-World Problem Solving and Innovation Rubric Otherwise, select No

Student teams must create a logo, a slogan, and an advertisement to be evaluated by the educator.

Student teams must design marketing products that meet the Northwind Traders' requirements.

Student teams present their project to Northwind Traders executives.





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Case Study

Northwind Traders has a new line of products that are designed for customers in their teens and early twenties. Executives have requested an advertising campaign that appeals to these age groups. They believe that individuals in the target age group can develop a campaign that appeals to their peers. Northwind Traders executives contact the local school district and discuss the idea with marketing and design teachers who agree to work with Northwind Traders.

Description of Students

Students are 17 and 18 years old. They are familiar with how to accomplish marketing and design tasks. They are also familiar with the computer software needed to complete required tasks.

Learning and Teaching Environment

Students have all of the necessary resources to complete the task. The task is a 12-week collaborative project between marketing and design students. Students must work as a team to decide the following:

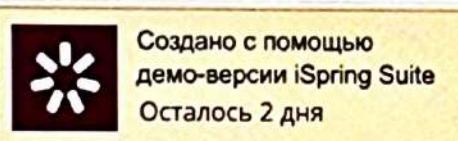
- What to create

When to create it

Who will be responsible for completing various tasks

ОТВЕТИТЬ

The 21CLD Skilled Communication Rubric is shown below.
Rubric



1. Students are not required to produce extended or multi-modal communication.
2. Students are required to produce extended communication or multi-modal communication but they are not required to provide supporting evidence or design their work for a particular audience
3. Students are required to produce extended communication or multi-modal communication and they are required to provide supporting evidence; they must explain their ideas or support a thesis with facts or examples or they are required to design their communication for a particular audience, but not both.
4. Students are required to produce extended communication or multi-modal communication and they are required to provide supporting evidence and they are required to design their communication for a particular audience

Your students are selecting flowers and vegetables for a community garden in a local park. You want your students to create a communication product as part of this project

ОТВЕТИТЬ



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Students use Bing to research programming concepts.

How does Microsoft OneNote's Immersive Reader assist diverse learners in the classroom?

For each of the following statements, select Yes if the statement is true. Otherwise, select No.

Immersive Reader can read text aloud and highlight text to help students focus.

Yes

Immersive Reader can read text aloud and highlight text to help students focus.

No



Immersive Reader can change text size and reduce crowding between letters.

Yes

Immersive Reader can inspect a document and report errors or warnings so the educator can make the content accessible.

No

ПРОДОЛЖИТЬ >

4. Students are required to produce extended communication products that demonstrate their skills in multimodal communication and they are required to present their evidence and they are required to design their communication products for a particular audience.

Your students are selecting flowers and vegetables for a community garden in a local park. You want your students to create a communication product as part of this project.

Which learning activity is an example of Level 4 of skilled communication, as defined by the 21CLD Learning Activity Rubric?

- Students create a Microsoft PowerPoint presentation on composting and garden maintenance for the school website.
- Students create a video showing the empty space in the park transformed into a community garden.
- Students create an Office Sway presentation to be displayed at the garden that illustrates the plants, describes the plants, and explains why they were selected.
- Students create a Microsoft PowerPoint presentation describing the plants they selected.



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Осталось 2 дня



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You are teaching a class that uses Microsoft Team to assess the collaboration capabilities of Microsoft Teams.

For each of the following statements, select Yes if the statement is true. Otherwise, select No.

NOTE: Each correct selection is worth one point.

Students must be a team owner to create a channel within a team.

 No

Students must be a team owner to add other members to the team.

 Yes

Team members can @mention another person in another group.

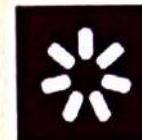
 No

Posts in a team's General channel are visible to every member of the team.

 Yes

ПРОДОЛЖИТЬ >

For each of the following learning activities, select Yes or No.
The Collaboration Rubric. Otherwise, select No.
NOTE: Each correct selection is worth one point



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Students research and explore several castle models during class. One student records the ideas into a shared Word document in a Teams channel. Students must select their castle design from the shared document. Students can work with a partner or work alone to create the castle.

No ▼

Students work in small groups to determine the design of the castle. Students share a Word document to determine roles and responsibilities, list the tasks that need to be completed, and track the completion of the tasks. Students work together to assemble the castle.

Yes ▼

Students form groups of three members to discuss various ways the castle can be created. Each student submits a proposal in a Word document. In small groups they review the proposals and select the best one. Students individually create the castle

No ▼



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You need to revise this learning activity to meet Level 5 of the Collaboration Rubric.

For each of the following learning activities, select Yes if it meets Level 5 of the Collaboration Rubric. Otherwise, select No.

NOTE: Each correct selection is worth one point

Students research and explore several castle models during class. One student records the ideas into a shared Word document in a Teams channel. Students must select their castle design from the shared document. Students can work with a partner or work alone to create the castle.

No

Students work in small groups to determine the design of the castle. Students share a Word document to determine roles and responsibilities, list the tasks that need to be completed, and track the completion of the tasks. Students work together to assemble the castle.

Yes

Students form groups of three members to discuss various ways the castle can be created. Fa

ПРОДОЛЖИТЬ >

You need to assess this project against the 21CLD Rubric criteria, select Yes if the project meets the criteria. Otherwise, select No.

NOTE: Each correct selection is worth one point



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Students have learning goals and students know the success criteria.

Yes

Students revise their work based on feedback.

No



The learning activity is long-term and students have a substantive period of time for planning, working on, and improving their project

Yes



and recommend Microsoft 365 applications to increase productivity. Each student group meets with the business partner several times during the academic term.



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The students are assigned tasks and a timeline by the educator. Before beginning the project, students review examples of acceptable and unacceptable projects and how they would be scored.

The educator serves as a facilitator and guides student progress toward the learning goals. The educator helps students identify opportunities for improvement, but students develop their own solutions. Proposed solutions are presented to the business partner.

What modification is needed to the learning activity so that students have an opportunity for self-regulation according to Level 4 of the 21CLD Self-Regulation Rubric?

- Student use of ICT must be required in the project
- Students' work must be interdependent.
- Students plan their own work by deciding who does what and on what schedule.
- Student learning goals must be interdisciplinary.

ПРОДОЛЖИТЬ >

You teach a course that focuses on Microsoft products and services in the world.



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Осталось 2 дня

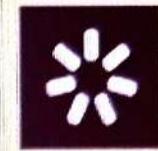
Students work in small groups to evaluate existing business processes and recommend Microsoft 365 applications to increase productivity. Each student group meets with the business partner several times during the academic term.

The students are assigned tasks and a timeline by the educator. Before beginning the project, students review examples of acceptable and unacceptable projects and how they would be scored.

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What modification is needed to the learning activity so that students have an opportunity for self-regulation according to Level 4 of the 21CLD Self-Regulation Rubric?

- Student use of ICT must be required in the project



The Research department needs help formatting a research paper.
Changes must be tracked.

ICT Resources: Microsoft Forms, Microsoft OneNote, Microsoft word,
Microsoft PowerPoint, Microsoft Team

Litware, Inc Microsoft Team

Alpine Ski House Microsoft word

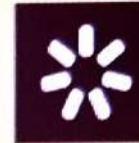
Humongous Insurance Microsoft PowerPoint

Tailspin Toys Microsoft Правильные ответы

✓ Microsoft Forms

ПРОДОЛЖИТЬ >

Tailspin Toys



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Правильные ответы

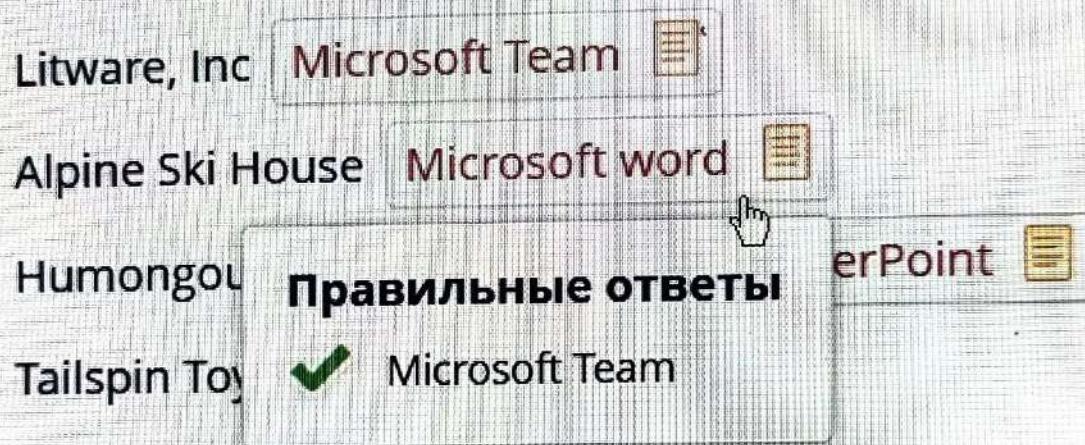


Microsoft word

ПРОДОЛЖИТЬ >

The Research department needs help formatting a research paper.
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Microsoft PowerPoint, Microsoft Team



ПРОДОЛЖИТЬ >



The Research department needs help formatting a research paper.
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Microsoft PowerPoint, Microsoft Team



Tailspin Toys



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Осталось 2 дня

The Research department needs help formatting a research paper.
Changes must be tracked.

ICT Resources: Microsoft Forms, Microsoft OneNote, Microsoft word,
Microsoft PowerPoint, Microsoft Team

Litware, Inc

Alpine Ski House

Humongous Insurance

Tailspin Toys

Microsoft word

Microsoft PowerPoint

Microsoft Team

Microsoft Forms

ОТВЕТИТЬ



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Business Partner

Communication Problem

Litware, Inc

The Human Resources department needs a narrated multimedia video of safety procedures that can be browsed in a kiosk.

Alpine Ski House

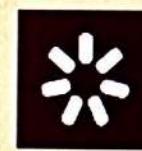
Employees need to interview customers and maintain video recordings in one shareable place.

Humongous Insurance

The Marketing department needs to send a survey to customers to gauge interest in a new product.

ОТВЕТИТЬ

Students in a Career Exploration class select and research their choice.



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How can these learning activities be taught using a constructivist approach according to the 21st Century Learning Design?

For each of the following statements, select Yes if the modification will cause the activity to meet Level 5 of the 21CLD Knowledge Construction Rubric. Otherwise, select No.

NOTE: Each correct selection is worth one point.

Students research a career using online resources and learn how to evaluate sources.

Students then answer questions on a worksheet.

Yes



Students are graded on demonstrating their understanding of the selected career and they are graded on research and writing skills.

No



Students develop computer literacy skills as part of the career research project.

No

Learning goals in language arts and career exploration are identified. Use of ICT as a tool for career research is not evaluated.

Yes

- Create a digital playlist consisting of 8 to 10 songs about a natural disaster.

- Design an original graphic depicting the natural disaster and share it with their playlist.

- Present their playlist and the graphic design to the class.

Which two statements describe how this activity can meet Level 5 of the 21CLD Knowledge Construction Rubric? Choose two.

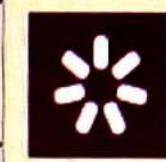
The learning activity is interdisciplinary because it uses cause and effect research.
1

Modify the activity as follows: In the presentation, students show which areas of the world they believe are most susceptible to the natural disaster they chose and explain why.

Modify the activity as follows: In the presentation, students describe what they learned about the natural disaster they chose.

The learning activity is interdisciplinary because it combines science and art.

The learning activity is interdisciplinary because it combines the use of ICT with science.



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ПРОДОЛЖИТЬ >



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Your science class recently studied different types of natural disasters. You ask each student to research a natural disaster that has taken place in the past 30 years and perform the following tasks:

- Create a digital playlist consisting of 8 to 10 sound clips of the natural disaster.
- Design an original graphic depicting the natural disaster to go along with their playlist.
- Present their playlist and the graphic design to the class.

Which two statements describe how this activity can meet Level 5 of the 21CLD Knowledge Construction Rubric? Choose two.

1 The learning activity is interdisciplinary because it uses cause and effect research.

Modify the activity as follows: In the presentation, students show which areas of the world they believe are most susceptible to the natural disaster they chose and explain why.

Modify the activity as follows: In the presentation, students describe what they learned about the natural disaster they chose.

Education Edition park to you for grading.

Show Chat

What modifications must be made to this learning
all of the characteristics of real-world problem-solving according to the
21CLD Rubric?

For each of the following statements, select Yes if the statement describes
a modification that must be made. Otherwise, select No.

NOTE: Each correct selection is worth one point.



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The educator provides students with a rubric for grading the project.

Yes



Students develop a plan for the park based upon the terrain and the requirements
provided to them by local planning officials.

No



Students present their Minecraft: Education Edition park to local planning officials

Yes



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Your community is planning a new park near your school. You lead your students through online research of popular parks around the world to learn about different types of parks and public spaces. Your students use Minecraft: Education Edition to create a park that includes bike and walking paths, community gardens, trees, and open play areas. Students walk through the Minecraft: Education Edition parks built by their classmates to visualize the space, analyze the placement of park features, and provide feedback. Students make revisions based on peer feedback. Students present their Minecraft: Education Edition park to you for grading.

Show Chat

What modifications must be made to this learning activity for it to meet all of the characteristics of real-world problem-solving according to the 21CLD Rubric?

For each of the following statements, select Yes if the statement describes a modification that must be made. Otherwise, select No.

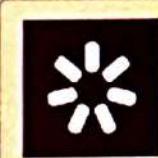
NOTE: Each correct selection is worth one point.

The educator provides students with a rubric for grading the project.

ОТВЕТИТЬ

The 21CLD Real-World Problem-Solving and Innovation Rubric includes the following table:

Rubric



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1. The learning activity's main requirement is not problem-solving. Students use a previously learned answer or procedure for most of the work.
1. The learning activity's main requirement is problem-solving but the problem is not a real-world problem.
1. The learning activity's main requirement is problem-solving and the problem is a real-world problem but students do not innovate. They are not required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.
1. The learning activity's main requirement is problem-solving and the problem is a real-world problem and students do innovate. They are required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.

ОТВЕТИТЬ



You need to allow students to evaluate your teaching over the past term. Your performance must be rated on a scale of one to five based on the following criteria:

Instructional pacing

Student engagement levels

Teaching effectiveness

The students feedback must be anonymous. The results must be automatically displayed in charts or graphics.

Which ICT resource should you use?

- Microsoft OneNote
- Microsoft Excel Online
- Microsoft Word Online
- Microsoft Forms



education, experience, and the skills required for a career.

- Research salary, working conditions, and employment opportunities.
- Use Teams to interview someone employed in the field.
- Use what they learned in the interview to identify additional things to research about the career.
- Compose an essay on how to prepare for the selected career.

In order to meet Level 5 of the 21CLD Use of ICT for Learning Rubric, the project must be modified and students must directly use ICT for the knowledge construction part of a learning activity.

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- be designers of an ICT product for authentic user
- learn online search techniques for the project to be considered knowledge construction using ICT.
- No changes is needed.
- have learning goals in two different subjects.



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Осталось 2 дня

This question requires that you evaluate the underlined statement if it is correct.

Your students are working on a career project that requires each student to perform the following tasks:

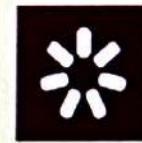
- Conduct online research on a career of their choice, including education, experience, and the skills required for an entry-level position.
- Research salary, working conditions, and employment opportunities,
- Use Teams to interview someone employed in the selected career.
- Use what they learned in the interview to identify additional things to research about the career.
- Compose an essay on how to prepare for the selected career.

In order to meet Level 5 of the 21CLD Use of ICT for Learning Rubric, the project must be modified and students must directly use ICT for the knowledge construction part of a learning activity. ↵

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

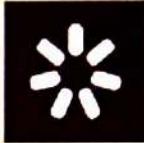


be designers of an ICT product for authentic user



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ОТВЕТИТЬ



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You need to create a formative assessment that will track student progress and provide remediation. Students will answer questions and then be assigned review activities for the items they have not yet mastered.

Which ICT resource should you use?

- Microsoft Forms
- Office Sway
- Microsoft Word
- Microsoft SharePoint





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Осталось 2 дня

You need to allow students to evaluate your teaching over the past term. Your performance must be rated on a scale of one to five based on the following criteria:

- Instructional pacing
- Student engagement levels
- Teaching effectiveness

The students' feedback must be anonymous. The results must be automatically displayed in charts or graphics.

Which ICT resource should you use?

- Microsoft Excel Online
- Microsoft Word Online
- Microsoft OneNote
- Microsoft Forms



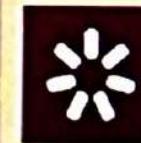
Your students are learning about how the Internet uses a switching network.



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In previous years, you lectured and presented diagrams that show how the Internet works. You also showed your students a video about how the Internet works and models that illustrate sending and receiving packets. You need to create a transforming, educational project that makes learning more engaging and applicable for students. Which learning activity requires students to apply knowledge in a new context?

- Students interview a local Internet Service Provider to get an explanation of their network.
- Students draw an Internet diagram based on the video they watched.
- Students use Minecraft: Education Edition to simulate a server sending packets and receiving packets. 
- Students create an interactive PowerPoint visualizing how the Internet uses packets to send information.



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Your students are learning about how the Internet uses a switching network.

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- Students use Minecraft: Education Edition to simulate a server sending packets and receiving packets.
- Students create an interactive PowerPoint visualizing how the Internet uses packets to send information.

to each learning activity. To answer, drag the appropriate column on the left to its learning activity on the right. Some columns may be used once, more than once, or not at all.



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Осталось 2 дня

NOTE: Each correct match is worth one point.

Students who are learning about money and exchange rates create a Microsoft Excel workbook that can be used to identify the most cost-effective country for purchasing class supplies based on a particular day's exchange rates.

Level3



Students who are learning about how plants grow choose and plant a seed they believe will grow in a paper cup. Students water their plant, choose where to place their cup, and monitor the growth progress of their plant. Students write a report explaining why the plant grew or did not grow. The report is scored for data analysis and writing skills.

Level4



Students in a physics class read two contrasting journal articles on black holes to determine whether they really exist. Students then develop a theory on how it would be possible to identify a black hole from the space around it.

Level1



Правильные ответы

✓ Level4

Далее >

to each learning activity. To answer, drag the appropriate column on the left to its learning activity on the right. You may be used once, more than once, or not at all.



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Осталось 2 дня

NOTE: Each correct match is worth one point.

Students who are learning about money and exchange rates create a Microsoft Excel workbook that can be used to identify the most cost-effective country for purchasing class supplies based on a particular day's exchange rates. Level3

Students who are learning about how plants grow choose and plant a seed they believe will grow in a paper cup. Students water their plant, choose where to place their cup, and monitor the growth progress of their plant. Students write a report explaining why the plant grew or did not grow. The report is scored for data analysis and writing skills. Level4

Students determine contrasting journal articles on black holes to develop a theory on how it would be possible to identify a black hole from the space around it. Level5 Level1

to each learning activity. To answer, drag the appropriate column on the left to its learning activity on the right. Some items may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.



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Осталось 2 дня

Students who are learning about money and exchange rates create a Microsoft Excel workbook that can be used to identify the most cost-effective country for purchasing class supplies based on a particular day's exchange rates.

Level3



Students who are learning about how plants grow believe will grow in a paper cup. Students water their cup, and monitor the growth progress of their plant. Students write a report explaining why the plant grew or did not grow. The report is scored for data analysis and writing skills.

Level4



Правильные ответы

✓ Level4

Students in a physics class read two contrasting journal articles on black holes to determine whether they really exist. Students then develop a theory on how it would be possible to identify a black hole from the space around it.

Level1



Match the appropriate level of the 21CLD Knowledge to each learning activity. To answer, drag the appropriate column on the left to its learning activity on the right. Some levels may be used once, more than once, or not at all.

NOTE: Each correct match is worth one point.



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Осталось 2 дня

Students who are learning about money and exchange rates create a Microsoft Excel workbook that can be used to identify the most cost-effective country for purchasing class supplies based on a particular day's exchange rates. - Выбрать - ▾

Students who are learning about how plants grow choose and plant a seed they believe will grow in a paper cup. Students water their plant, choose where to place their cup, and monitor the growth progress of their plant. Students write a report explaining why the plant grew or did not grow. The report is scored for data analysis and writing skills. - Выбрать - ▾

Students in a physics class read two contrasting journal articles on black holes to determine whether they really exist. Students then develop a theory on how it would be possible to identify a black hole from the space around it. - Выбрать - ▾

ОТВЕТИТЬ

The 21CLD Knowledge Construction Rubric is shown below.

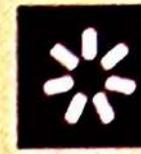


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Осталось 2 дня

Rubric's level

1. The learning activity does not require students to construct knowledge. Students can complete the activity by reproducing information or by using familiar procedures.
1. The learning activity does require students to construct knowledge by interpreting, analyzing, synthesizing, or evaluating information or ideas, but the activity's main requirement is not knowledge construction.
1. The learning activity's main requirement is knowledge construction, but the learning activity does not require students to apply their knowledge in a new context.
1. The learning activity's main requirement is knowledge construction and the learning activity does require students to apply their knowledge in a new context, but the learning activity

students' 21st century skills. Recent professional development has focused on redesigning learning activities using 21st century skills to support the school's mission to develop students' Organizational Goals



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Осталось 2 дня

The school has added an introductory computer science course as part of a STEM initiative. The initiative involves an interdisciplinary approach to learning activities that integrate math, science, and computer science. Increasing female participation in STEM is one goal of this initiative.

How can ICT resources enable student collaboration on the final programming presentation?

- Students share a computing device and practice pair programming using Microsoft's MakeCode block-based programming environment.
- Students can co-author content in a private channel in their Class Team
- Students record their development process and lessons learned in a personal OneNote notebook
- Students use Immersive Reader.

ОТВЕТИТЬ

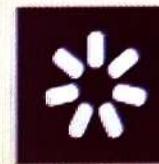
Organizational Goals

The school has added an introductory computer science course as part of a STEM initiative. The initiative involves an interdisciplinary approach to learning activities that integrate math, science, and computer science. Increasing female participation in STEM is one goal of this initiative.

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- Students share a computing device and practice pair programming using Microsoft's MakeCode block-based programming environment.
- Students can co-author content in a private channel in their Class Team
- Students record their development process and lessons learned in a personal OneNote notebook
- Students use Immersive Reader.

Teachers are expected to integrate ICT into learning activities to support students' 21st century skills. Recent professional development has focused on redesigning learning activities using 21CSD.



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Осталось 2 дня

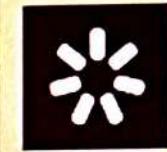
Organizational Goals

The school has added an introductory computer science course as part of a STEM initiative. The initiative involves an interdisciplinary approach to learning activities that integrate math, science, and computer science. Increasing female participation in STEM is one goal of this initiative.



How can ICT resources enable student collaboration on the final programming presentation

- Students share a computing device and practice pair programming using Microsoft's MakeCode block-based programming environment.
- Students can co-author content in a private channel in their Class Team.
- Students record their development process and lessons learned in a personal blog.



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Microsoft MakeCode, a block-based coding environment, are used for hands-on programming activities

Students learn basic programming constructs, including conditionals,

loops, and arrays by completing hands-on tutorials and projects

Students conduct online research to learn programming vocabulary.

The last three weeks of the course are spent on a programming project.

Pairs of students create and code a program of their own design. Students must demonstrate the program and create a presentation. The presentation must meet the following requirements

- Students must identify a programming concept implemented in the program, and explain why it was implemented and how it works.
- Students must identify a problem encountered during the process of creating the program and explain how it was solved.
- Students must identify an example of how data was quantified.

Course Framework

Computer science standards in collaboration, computational thinking, and computers and communication devices have been identified for this course.

The course includes the following math standards:

Makes sense of problems and perseveres in solving them.

ОТВЕТИТЬ



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General Overview

You are a mathematics educator. You are enthusiastic about the use of technology in your school, but you do not have a background in computer science. You are teaching an Introduction to Computer Science course.

Descriptions of Students

Your students are 11 and 12 years old. There are 25 students in an inclusive classroom, which is a combination of students with disabilities learning alongside their non-disabled peers. Some students are non-native speakers of English. You are aware of two students with learning disabilities involving reading fluency that require accommodations.

Seventy percent of the students are male.

Learning & Teaching Environment

The learning environment has the following characteristics:

- The school has high-speed Internet access.
- The school has a learning management system (LMS) with Microsoft Teams integration

- Students have accounts for Microsoft 365 for Education
- Students are 1:1 with Windows devices.
- Students have individual school email accounts.

ОТВЕТИТЬ

- Humongous Insurance.
- Litware, Inc.
- Alpine Ski House
- Tailspin Toys



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Осталось 2 дня

Your role is to facilitate the student groups. At the conclusion of the project, students make a presentation to the business partner.

You need to assess this project against the 21CLD Real-World Problem-Solving and Innovation Rubric



Which level does this project meet?

- Level 1
- Level 2
- Level 4
- Level 3

Case Study

General Overview

You teach a Business Applications course that focuses on Microsoft products and how they are used in business.

Learning and Teaching Environment

Your class meets in a lab that has 20 Windows computers. Each computer has Internet access. Students have school email accounts. Students are familiar with and have access to Microsoft 365 for Education and OneDrive

Learning activities

Students will form groups of two or three. Each group is assigned a local business partner.

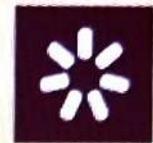
Students evaluate existing practices in the business, identify opportunities for streamlining practices or improving productivity, and then design and recommend solutions. Students might choose from one of the following focus areas or they can select a different focus area:

- customer communication
- financial management
- file r



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Students have four weeks to complete the project with a Word document that details project requirements and example projects. Students must create a timeline, assignments, and communicate regularly with the business partner using email or Microsoft Teams.



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Students partner with the following businesses:

- Humongous Insurance.
- Litware, Inc.
- Alpine Ski House
- Tailspin Toys

Your role is to facilitate the student groups. At the conclusion of the project, students make a presentation to the business partner.

You need to assess this project against the 21CLD Real-World Problem-Solving and Innovation Rubric

Which level does this project meet?

ПРОДОЛЖИТЬ >

school stay on school property after hours. The residents of the town are complaining about excessive noise in the area. The Town Council is looking for new sites for a 'teen zone'.



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You assign your class the task of identifying other locations that can serve as a temporary 'teen zone' for students until the renovation is complete. Students are encouraged to work in pairs or groups of three and present their ideas to you after one week.

This learning activity must meet the Level 4 of the 21CLD Real-World Problem-Solving Rubric.

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- create a multi-modal presentation outlining the location they have identified as being ideal for a new 'teen zone'.
- No change needed.
- make a presentation to the Town Council.
- create a team schedule.

school stay on school property after hours. The residents of the town are complaining about excessive noise in the area. The Town Council is looking for new sites for a 'teen zone'. You assign your class the task of identifying other locations that can serve as a temporary 'teen zone' for students until the renovation is complete. Students are encouraged to work in pairs or groups of three and present their ideas to you after one week.

This learning activity must meet the Level 4 of the 21CLD Real-World Problem-Solving Rubric.

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- create a multi-modal presentation outlining the locations they have identified as being ideal for a new 'teen zone'.
- No change needed.
- make a presentation to the Town Council.
- create a team schedule.



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This question requires that you evaluate the underlined statement and determine if it is correct.

The community center is under renovation and is temporarily closed. The adolescents in your town no longer have a dedicated location for an after-school homework club and socialization space. Many students in your school stay on school property after hours. The residents around the school are complaining about excessive noise in the neighborhood. The Town Council is looking for new sites for a 'teen zone'.

You assign your class the task of identifying other locations that can serve as a temporary 'teen zone' for students until the renovation is complete. Students are encouraged to work in pairs or groups of three and present their ideas to you after one week.

This learning activity must meet the Level 4 of the 21CLD Real-World Problem-Solving Rubric.

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- create a multi-modal presentation outlining the location they have identified as



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Осталось 2 дня

ОТВЕТИТЬ

Your Professional Learning Community is exploring productivity in everyday classroom activities by using Microsoft Teams.

Which two statements describe the use of Microsoft Teams? Choose two.



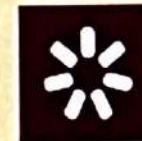
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Осталось 2 дня

- OneNote Class Notebooks are integrated into Teams.
- Teams can only be used on desktop computers.
- Teams requires a separate add-in for managing class assignments.
- The General channel is the only channel you can use to post announcements.
- Students can log into Teams using their Microsoft 365 credentials.

Неправильно

Вы ответили неверно.

ПРОДОЛЖИТЬ >



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Осталось 2 дня

This question requires that you evaluate the underlined text and determine if it is correct.

Student learning outcomes are fulfilled by teaching students how to use ICT tools.

Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- searching online using Bing.
- creation of a Microsoft PowerPoint presentation.
- No change is needed.
- creation of a program using the Microsoft MakeCode block-based programming environment.



1. of two marketing and two graphic design students for twelve weeks.

4. Students a
and succe



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Осталось 2 дня

Teams create a timeline and deadlines for tasks. The timeline will include completion dates for the logo, slogan, promotional advertisement, and presentation.

2. Students successfully plan their own work. ↗

Northwind Traders executives will be available in-class during weeks four and eight to review concepts and provide feedback to students.

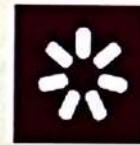
3. Students improve the quality of their work based on feedback.

- Successful teams create all required materials and present the logo, slogan and advertisement to the Northwind Traders executives.

1. The project is long-term.

Match the Self-Regulation rubric items on the left right. To answer, drag the appropriate rubric from to its example on the right. Each term may be used once, more than once, or not at all.

Rubric Items



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Осталось 2 дня

Students are aware of learning goals and success criteria in advance.

Students successfully plan their own work.

Students improve the quality of their work based on feedback.

The project is long-term.

Students work in teams comprised

1. of two marketing and two graphic design students for twelve weeks.

4. Students are aware of learning goals and success criteria in advance.

ПРОДОЛЖИТЬ >

This question requires that you evaluate the underlined text and determine if it is correct.

Your classroom is equipped with Microsoft Windows computers. Each student has a dedicated device. You must provide a secure learning environment for students. To ensure that the classroom is a safe and secure environment, you coordinate with the technology staff to use the students' first initial and last name as easy-to-remember passwords.



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Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

- to use the same password for all students in a class.
- to implement software that restricts access to certain websites.
- to disable firewalls to ensure access to websites.
- No change is needed.



1. perimeter and area Then they design the teen center using Minecraft

1. Level 2

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Students are given the dimensions of a room and the formulas for calculating perimeter and area. They show the calculations to the educator.

4. Level 3

Students redesign the community library using Minecraft and calculate perimeter and area. Students present their new designs to an architect from the c...

2. Level 1

Students design a park for their community using measurements of an actual land area. Students calculate perimeter and area, and use Minecraft to design the park

3. Level 4

perimeter and area. Then they design the teen center using Minecraft

Students are given the dimensions of a room and the formulas for calculating perimeter and area. They show the calculations to the educator.

Students redesign the community library using Minecraft and calculate perimeter and area. Students present their new designs to an architect from the ...

Students design a park for their community using measurements of an actual land area. Students calculate perimeter and area, and use Minecraft to design the park

Level 2



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Level 1

Level 3

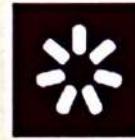
Level 4

ОТВЕТИТЬ

The 21CLD Real-World Problem-Solving and Innovation Rubric can be found in the following table:

Rubric

1. The learning activity's main requirement is not problem-solving. Students use a previously learned answer or procedure for most of the work.
2. The learning activity's main requirement is problem-solving but the problem is not a real-world problem.
3. The learning activity's main requirement is problem-solving and the problem is a real-world problem but students do not innovate. They are not required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.
4. The learning activity's main requirement is problem-solving and the problem is a real-world problem and students do innovate. They are required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.

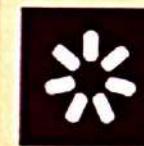


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Осталось 2 дня

Knowledge Construction Rubric?

For each of the following statements, select Yes if cause the activity to meet Level 5 of the 21CLD Knowledge Construction Rubric. Otherwise, select No.

NOTE: Each correct selection is worth one point.



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Осталось 2 дня

The educator provides students with a link to a website of famous landmarks.

No

The educator provides students with a list of required elements. Students work in pairs to examine the Minecraft: Education Edition builds of their peers. They provide feedback on how well the build meets the list of requirements.

Yes



Students work in pairs. Each student is responsible for an oral presentation explaining their partner's Minecraft: Education Edition build to the class. Students explain the rationale for the design of the build.

Неправильно

built, based on the requirements of the task was

Вы ответили неверно.

No

ПРОДОЛЖИТЬ >

Knowledge Construction Rubric?

For each of the following statements, select Yes if it cause the activity to meet Level 5 of the 21CLD Knowledge Construction Rubric. Otherwise, select No.

NOTE: Each correct selection is worth one point.



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The educator provides students with a link to a website of famous landmarks.

- Выбрать - ▾

The educator provides students with a list of required elements. Students work in pairs to examine the Minecraft: Education Edition builds of their peers. They provide feedback on how well the build meets the list of requirements.

- Выбрать - ▾

Students work in pairs. Each student is responsible for an oral presentation explaining their partner's Minecraft: Education Edition build to the class. Students explain the rationale for the appearance of the surrounding area at the time the landmark was built, based on descriptions in a novel that takes place during that time period.

- Выбрать - ▾

ОТВЕТИТЬ

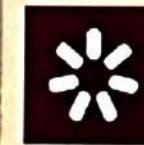
1. The learning activity does not require students to construct knowledge. Students can complete the activity by applying their knowledge or by using familiar procedures.

1. The learning activity does require students to construct knowledge by interpreting, analyzing, synthesizing, or evaluating information or ideas, but the activity's main requirement is not knowledge construction.

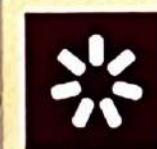
1. The learning activity's main requirement is knowledge construction, but the learning activity does not require students to apply their knowledge in a new context.

1. The learning activity's main requirement is knowledge construction and the learning activity does not require students to apply their knowledge in a new context, but the learning activity does not have learning goals in more than one subject.

1. The learning activity's main requirement is knowledge construction and the learning activity does require students to apply their knowledge in a new context and the knowledge construction



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Your class is studying important landmarks around the world. Your students have worked in groups to research a landmark of their choice, develop a report, and present what they have learned to the rest of the class.

You decide to try something new this year. Students will be given the following lab resources:

- 50 minutes in the computer lab to research their landmark and its history
 - An additional 100 minutes during the week to use Minecraft: Education Edition to build a model of the landmark they have chosen
- You instruct students to design the landmark and its surrounding area as they imagine it looked when the landmark was built
- The 21CLD Knowledge Construction Rubric is shown in the following table:
- Rubric

1. The learning activity does not require students to construct knowledge. Students can complete the activity by reproducing information or by using familiar procedures.

NOTE: Each correct match is worth one point.

Students design a teen center on graph paper and calculate perimeter and area. Then they design the teen center using Minecraft

Students are given the dimensions of a room and the formulas for calculating perimeter and area. They show the calculations to the educator.

Students redesign the community library using Minecraft and calculate perimeter and area. Students present their new designs to an architect from the ...

Students design a park for their



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Level 2

Level 1

Level 3

ОТВЕТИТЬ



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Your students have learned single-digit addition and subtraction in class, they have written algorithms for addition and subtraction. For each of the following learning activities, select Yes if it uses a knowledge construction approach. Otherwise, select No.

Students investigate the algorithms by writing programs for addition and subtraction using the Microsoft MakeCode block-based programming environment.

Yes

Students learn how to control LEDs in the MakeCode block-based programming environment.

No

Students apply their own strategies to devise a program using MakeCode in which the micro:bits display the results of addition and subtraction.

Yes

Students do

Правильно

algorithm

No

Вы ответили верно.

Your students are learning about large data sets and how to use various tools.

Which learning activity takes a knowledge construction approach to the subject matter?

- Students use Microsoft Excel to validate data and manipulate large data sets.
- Students take notes in Microsoft OneNote from the educator's lecture on large data sets.
- Students watch a video entitled "Introduction to Data Science". The educator demonstrates how to use Microsoft Excel.
- Students use Microsoft PowerPoint to create a presentation about large data sets.



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Правильно

Вы ответили верно.

This question requires that you evaluate the underlined text and determine if it is correct.



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The educator must meet the diverse needs of students in her inclusive class. She needs an ICT resource to improve literacy skills and increase fluency. The educator implements quizzes created in Microsoft Forms. Review the underlined text. If it makes the statement correct, select "No change is needed." If the statement is incorrect, select the answer choice that makes the statement correct.

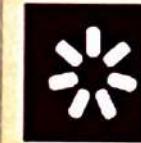
- the storytelling capability of Office Sway.
- Reading Progress.
- No change needed.
- speed

Неправильно

Вы ответили неверно.

ПРОДОЛЖИТЬ >

Your school provides you with a laptop computer.
networked desktop computer at school and at home.



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You currently use a USB flash drive to transfer graphics, documents, and presentations between devices. Keeping track of the most recent versions of files is a problem

You need to automatically synchronize all of your files between your computers without uploading them manually.

Which ICT resource should you use?

- Microsoft OneNote
- Microsoft OneDrive
- Microsoft Word Online
- Micros

Неправильно

Вы ответили неверно.

ПРОДОЛЖИТЬ >