

# ***Effective Assessment: What Works In Schools***

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# KWL

- What do you already know about ASSESSMENT?
- What do you want to know about ASSESSMENT?
- What have you learned about ASSESSMENT?

**-KNOW-**

**-WANT TO KNOW-**

**-LEARNED-**

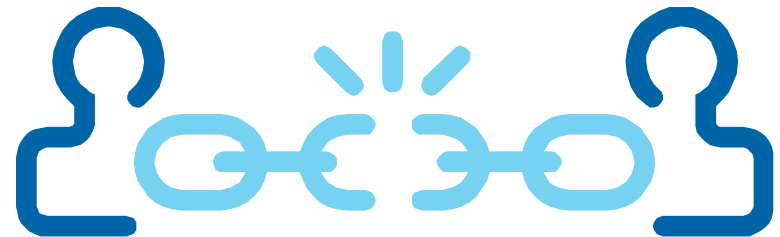
# ??Questions about Assessment??

- What kinds of assessments are there?
- How often do you assess students?
- What makes a good assessment?
- What do you do with the assessment data?
- What do you do with students who don't do well on assessments?
- What changes are made based on assessment data?



# Assessment Anyone?

- Hills (1991, as cited in Burk, 1999, p.19) blames classroom assessment problems on the lack of training teachers receive.
- What's the missing link?
  - Assessment training
  - Administrative supports
  - Collaboration
  - Data Driven Dialogue



# Objectives

1. Types of Assessments
2. How to build and use Assessments
3. Other considerations in Assessment
4. Tools for the Portfolio



# TYPES OF ASSESSMENTS





PROJECTS

STATE TESTS

**ONE  
SIZE  
FITS ALL?**

TESTS

QUIZZES

COMMON  
ASSESSMENTS

INTERVIEWS

# Types of Assessments

- Summative

- Tied to accountability

- School AYP
    - Teacher
    - Student

- State testing, mid-term and final exams, exit tests

- Formative

- Check for understanding

- Show of hands, tests and quizzes, projects, papers

# Summative Assessment

- It is an assessment OF learning.
- It answers, did the student learn?
- It is designed for accountability.

OF



# Formative Assessment

- It is an assessment **FOR** learning.
- It informs both teacher and student.
- It guides instruction.
- It helps students understand their next steps.
- It supports learning.

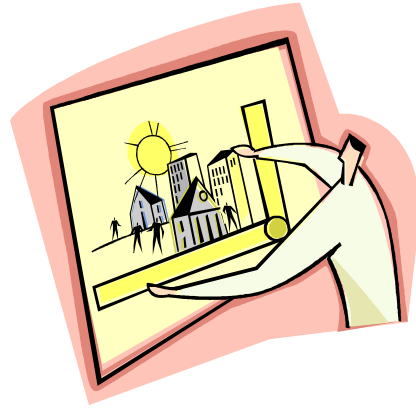
**FOR**

# Summative and Formative Assessments

Sharing...

- Take a moment to jot down the difference between summative and formative assessments.
- Share with someone next to you.
- Share with the group.





# How to Build and Use Assessments



# A Balanced Assessment Program

## Assessment

### “OF”

- Summative
- Norm Referenced / Standardized
- A snapshot in time
- State testing

#### Essential Question:

- What have students already learned?



## Assessment

### “FOR”

- Formative
- Often teacher-made
- A moving picture
- Feedback

#### Essential Question:

- How can we help students learn more?

# Keys to Quality Classroom Assessment

## Accurate Assessment

Stiggins, 2001

### Clear Purposes

Why Assess?  
What's the purpose?  
Who will use results?

### Clear Targets

Assess What?  
What are the learning targets?  
Are they clear?  
Are they good?

### Good Design

Assess How?  
What method?  
Sampled how?  
Avoid bias how?

## Effectively Used

### Sound Communication

Communicate How?  
How manage information?  
How report?

### Student Involvement

Students are users, too.  
Students need to understand learning targets, too.  
Students can participate in the assessment process, too.  
Students can track progress and communicate, too.

# Align Assessments

- Align questions to Standards!
- Don't ask anything you don't need to know!
- Make it meaningful
- Involve students





# Assessment Plans should. . .

- Support school mission.
- Support school improvement goals.
- Contain time frames and responsibility.
- Communicate purpose.
- Contain both “of” and “for” assessments.
- Define use of data.
- Contain ongoing review.
- Identify assessment administration and environment.

(Stiggins, 2001; Reeves, 2006)

# OTHER CONSIDERATIONS IN ASSESSMENT



# Influences on Assessment in U.S.

- TIMMS Project
  - Emphasis on achievement in Math and Science
- Push for High Stakes Testing
- Accountability of teachers and schools
- Influence of NCLB, AYP, teacher quality, student achievement
- Technology explosion



# Data Driven Dialogue

- Beaudett, City, & Murnane (2006) advocate for teachers to:
  - Work with data
  - Ask questions
  - Experience and discuss actual tests
  - Triangulate data
- Wellman & Lipton (2004) describe the need for Data Drive Dialogue –
  - Access to student achievement, demographic, perception and process data
  - Conduct student work sample reviews
  - Multiple and variable data such as: formative, interim and common, and summative assessments



# Common **ERRORS** in Assessment

- Assess, Grade, Test, and Monitor EVERYTHING
- Disregard learning styles
- Assessments not aligned to standards

Tomlinson & McTighe (2006)

*Grading and Assessment are not synonymous!*

**Assessment** focuses on gathering information about student achievement to make instructional decisions. **Grading** is an end-point judgment about student achievement.

# Results of Assessments

“You can enhance or destroy students’ desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal.”

Rick Stiggins (2007)



# Student Assessment Experiences

(Stiggins, 2007)

- Quote:

“You can enhance or destroy students’ desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal.”

- Article: *Assessment through the student’s eyes*

- Discussion:

What is the importance of dispositions in Assessment – do teachers have a responsibility to build self-esteem?

# Advantages of Assessment

Tucker & Stronge (2005)



- Students know targets
- Standards based
- Focus for instruction
  - Targeted strategies and interventions
- Enables Multi-Tiered System of Supports (Rti)
- Collaboration – students, teachers, colleagues, parents

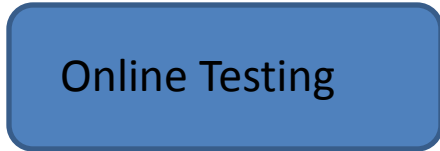
# Changing the Process of Progress Monitoring

- Days of Old:
  - *staff meetings, overheads, and reams of paper*
  - *Excel anyone? Degree in Statistics anyone?*
- Today...data at our fingertips:
  - *Data Warehousing*
  - *Student Information Systems*
  - *Course Management Systems*
  - *Online Infrastructure Systems*
  - *Online assessment and evaluation tools*



# Online Tools for Data Gathering

- Data Warehousing (performance and demographic data)
  - Data Director, TetraData, Pinnacle, Pearson Inform, ClassA, etc.
- Student Information Systems (demographic data)
  - PowerSchool, Skyward, Zangle, etc.
- Course Management Systems (online classrooms)
  - BlackBoard, Moodle, Schoology, Sakai, etc.
- Online Infrastructure Systems (multiple areas)
  - SchoolCenter, EdLine, etc.
- Online Assessment & Evaluation tools
  - Google Forms, SurveyMonkey, Zoomerang, Rubistar, PollEverywhere, Quizlet, etc.



# Online Assessment & Evaluation Tools

21 Things for the 21st Century Educator - Home - Windows Internet Explorer

http://www.21things4teachers.net/

File Edit View Favorites Tools Help

★ Favorites Suggested Sites Free Hotmail Web Slice Gallery

DataDirector :: Tierre Never... 21 Things for the 21st Ce... x

Home Feeds (1) Read Mail Print Page Safety Tools

**the 21 things** 21 things for the 21<sup>st</sup> Century Educator  
*Technology every educator should know.*

Created by the Clinton RESA, Ingham ISD, Macomb ISD & Shiawassee RESD

Welcome to  
21 Things for the 21st Century Project  
Based on the  
National Educational Technology Standards for  
Teachers

The purpose of this resource is to provide "Just in Time" training through an online interface for K-12 educators based on the National Educational Technology Standards for Teachers (NETS-T). These standards are the basic technology skills every educator should possess. In the process, educators will develop their own skills and discover what students need in order to meet the NETS for Students, as well as the new MMC Online Experience requirement. Participants who fulfill all of the requirements have the opportunity to earn SBCEU's. To learn more about the session, look under the tab "The 21 Things". We hope you take advantage of this unique opportunity.

Home  
Partner Agencies  
Customized Professional Development  
Virtual Sessions  
VR Virtual Session Recordings  
1 - Assessment / Evaluation & Survey Tools  
2 - Basics  
3 - Blog  
4 - Collaboration Tools  
5 - Content Area Tools  
6 - Differentiated Instruction and Diverse Learning  
7 - Digital Citizenship  
8 - Digital Images  
9 - Digital Story Telling

http://www.21things4teachers.net/3---blog.html

- Survey Monkey
- Rubistar
- Zoomerang
- Google Forms

21things4teachers.net

# Assessment Data

- Know how to read the three scopes of summary data in DATA WAREHOUSE
  - School
  - Classroom
  - Student



What would you look for in each type of data?



# Classroom Data

How did we perform by GLCEs on test questions?

Student	% Points	D.AN.07.03	N.FL.07.05	N.FL.07.03	N.FL.07.09	A.PA.07.04	G.TR.07.04	N.MR.07.08	D.RE.07.01	A.PA.07.11	N.FL.07.08	G.TR.07.05	N.MR.07.04
Total	100%	3	3	3	3	3	3	3	3	3	3	3	3
A	85%	33%	100%	100%	100%	100%	67%	100%	67%	33%	100%	100%	100%
B	65%	67%	100%	67%	100%	100%	67%	100%	0%	33%	100%	33%	33%
C	57%	0%	100%	67%	67%	100%	67%	100%	100%	33%	67%	0%	0%
D	70%	100%	100%	67%	67%	67%	33%	100%	67%	33%	100%	100%	100%
E	57%	33%	100%	100%	67%	33%	33%	67%	33%	100%	67%	67%	67%
A	85%	33%	100%	100%	100%	100%	67%	67%	33%	67%	100%	100%	100%
B	85%	100%	100%	100%	67%	67%	100%	67%	67%	67%	100%	100%	100%
C	63%	67%	100%	67%	67%	67%	33%	100%	67%	33%	67%	100%	0%
D	61%	0%	100%	100%	67%	67%	67%	33%	33%	33%	33%	33%	67%
E	61%	33%	100%	67%	67%	33%	0%	100%	33%	33%	100%	67%	67%
A	59%	33%	100%	100%	33%	67%	33%	33%	67%	67%	33%	33%	100%
B	61%	67%	67%	67%	33%	67%	100%	33%	33%	67%	67%	33%	67%
C	56%	67%	100%	100%	33%	33%	67%	67%	33%	33%	33%	33%	100%
D	74%	67%	100%	100%	100%	67%	67%	67%	33%	67%	67%	100%	67%
E	87%	100%	100%	100%	100%	100%	67%	100%	100%	33%	100%	100%	67%
A	74%	67%	100%	100%	67%	67%	67%	100%	67%	67%	100%	100%	67%
B	74%	67%	100%	100%	67%	0%	100%	100%	67%	33%	100%	100%	33%
C	72%	67%	100%	100%	33%	67%	67%	67%	67%	33%	67%	100%	67%
D	69%	67%	100%	100%	67%	67%	0%	100%	0%	33%	67%	67%	33%
E	67%	33%	100%	100%	100%	67%	33%	100%	33%	33%	100%	67%	67%
Average	69%	55%	98%	90%	70%	67%	57%	80%	50%	47%	78%	72%	65%

# Student Data

What GLCEs need more emphasis?

Standard/Cluster	# Items	# Correct
CE 2.1.7 (9,10,11,12): Develop critical reading, listening, and viewing strategies., Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	3	1 / 3
CE 3.1.9 (9,10,11,12): Develop the skills of close and contextual literary reading.,Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	3	1 / 3
CE 3.1.2 (9,10,11,12): Develop the skills of close and contextual literary reading., Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	1	1 / 1
CE 3.1.1 (9,10,11,12): Develop the skills of close and contextual literary reading.,Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	7	5 / 7
CE 2.1.3 (9,10,11,12): Develop critical reading, listening, and viewing strategies.,Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	4	3 / 4
CE 3.1.4 (9,10,11,12): Develop the skills of close and contextual literary reading.,Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	4	2 / 4
CE 2.2.1 (9,10,11,12): Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).,Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	4	7 / 15

# What can you do with a Data Warehouse?



# Data Analysis – MEAP Report

## MEAP Report

Report: Temporary Search

Roster Year: 2009-2010

Test Year: 2009-2010

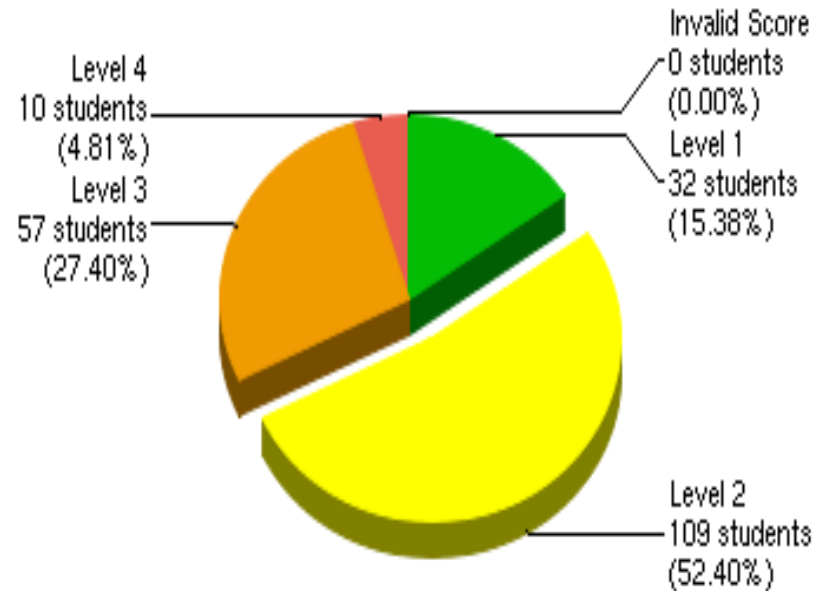
Test Subject: ELA

Average Performance Level: 2.22

Average Scaled Score: 416.44

Who are my 4's  
in ELA 4<sup>th</sup>  
Grade?

Performance Level Distribution



# Data Analysis – Bubble Reports

## 2009-2010 MEAP MATH BUBBLE STUDENTS 4TH GRADE

(Created on May 19th, 2010 2:13pm EST for Schools)



Who is “on the bubble” in 4<sup>th</sup> Grade Math?

### Search Criteria

- 2009-2010 Mathematics Scaled Score is greater than or equal to 395
- 2009-2010 Mathematics Scaled Score is less than or equal to 405
- academicyear is in 2009-2010 (from Student-Teacher Rostering)
- Students participating in No Programs (from Program Participation)
- grade is in '4' (from Student-Teacher Rostering)

Displaying 1 - 30 of 44 students

Show  students per page



<u>Lastname</u>	<u>Firstname</u>	<u>Student ID</u>	<u>Academic Year</u>	<u>Grade</u>	<u>2009-2010 Mathematics Scaled Score</u>	<u>2009-2010 Mathematics Performance Level</u>
			2010	4	404	2
			2010	4	400	2
			2010	4	400	2
			2010	4	395	3
			2010	4	404	2
			2010	4	398	3
			2010	4	398	3

# Data Analysis – GLCE/Strand Analysis

How did my 8<sup>th</sup> grade students do on each Math GLCE?

## MEAP Strand and GLCE Analysis Report

(District), 2009-2010 Mathematics Students, 2009-2010 Mathematics Grade 8 MEAP



Individual Student Scores

Displaying 1 - 30 of 440 students Show  students per page

Lastname	Firstname	Student ID	MEAP 2010 Geometry Percent Score (8 Possible)	MEAP 2010 G.TR.07.03 Percent Score (2 Possible)	MEAP 2010 G.TR.07.04 Percent Score (2 Possible)	MEAP 2010 G.TR.07.05 Percent Score (2 Possible)	MEAP 2010 G.TR.07.06 Percent Score (2 Possible)	2009-2010 Mathematics Scaled Score	2009-2010 Mathematics Performance Level
[Redacted]	[Redacted]	[Redacted]	0%	0%	0%	0%	0%	789	Partially Proficient
[Redacted]	[Redacted]	[Redacted]	0%	0%	0%	0%	0%	804	Proficient
[Redacted]	[Redacted]	[Redacted]	0%	0%	0%	0%	0%	769	Not Proficient
[Redacted]	[Redacted]	[Redacted]	0%	0%	0%	0%	0%	797	Partially Proficient
[Redacted]	[Redacted]	[Redacted]	13%	50%	0%	0%	0%	827	Advanced
[Redacted]	[Redacted]	[Redacted]	13%	50%	0%	0%	0%	816	Proficient
[Redacted]	[Redacted]	[Redacted]	13%	0%	50%	0%	0%	789	Partially Proficient
[Redacted]	[Redacted]	[Redacted]	13%	0%	50%	0%	0%	791	Partially Proficient
[Redacted]	[Redacted]	[Redacted]	13%	0%	0%	0%	50%	791	Partially Proficient
[Redacted]	[Redacted]	[Redacted]	13%	0%	0%	0%	50%	813	Proficient
[Redacted]	[Redacted]	[Redacted]	13%	0%	0%	0%	50%	780	Not Proficient

# Data Analysis – Classroom Test Scores






## 7th Grade Math Quarter 3 Assessment 07-08

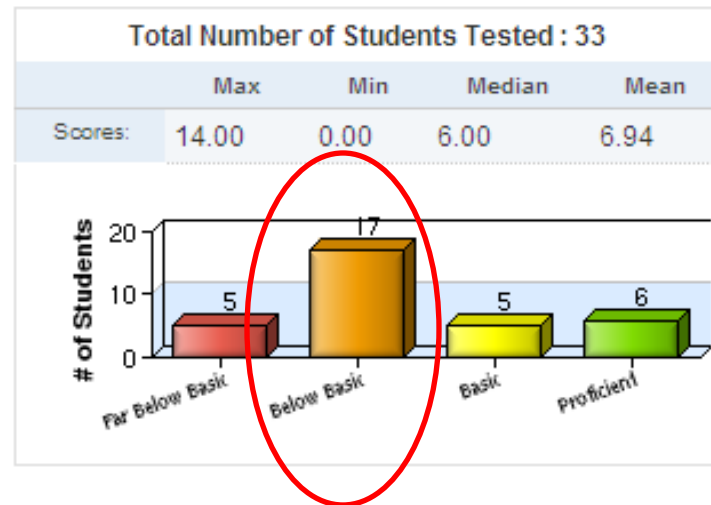
Exam Given: Jun 1st, 2008

After Investigation I & II - Accentuate the Negative

Showing results for AY:  Term(s):

Overall, how did my students do on the Quarterly Math test?

Reports	
	<a href="#">District Exam Report</a>
	<a href="#">District Exam Report - By School</a>
	<a href="#">School Exam Report</a>
	<a href="#">Classroom Exam Report</a>
	<a href="#">Classroom Exam Report (Response Matrix)</a>



# Data Analysis – Test Items

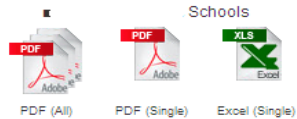
Student Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Question Numbering	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Answer Key	B	C	A	D	B	B	B	A	B	B	A	B	B	B	B
Buikema, Shannia	B*	C*	B	A	A	C	B*	C	A	B*	C	D	C	B*	B*
Carnell, Ashley, Kimberley	B*	B	B	B	A	A	A	A*	C	C	C	C	D	D	D
Devasthali, Tracey	B*	A	C	D*	C	D	A	B	B*	B*	A*	B*	B*	B*	B*
Forney, Calub	A	B	C	D*	D	C	B*	A*	A	B*	C	D	D	C	B*
Harnish, Kayonna	B*	A	C	B	A	A	D	B	B*	B*	A*	B*	B*	B*	B*
Hollowood, Bianka	A	B	A*	B	A	C	B*	A*	B*	B*	A*	B*	B*	B*	B*
Invin, Mohsen	A	B	C	D*	A	B*	C	D	B*	B*	A*	B*	B*	B*	B*
Keagle, Aulbany	C	B	B	D*	A	C	A	D	B*	D	C	C	C	A	B*
Leff, Dre'aun	B*	D	A*	C	B*	D	A	C	B*	B*	A*	B*	B*	B*	B*
Maly, Dashawn	C	C*	D	B	A	B*	C	D	D	D	C	A	A	B*	B*
Morgen, Brandie	A	B	C	D*	D	C	B*	A*	A	B*	C	D	D	C	B*
Oppenlander, Corrieon	B*	C*	B	C	A	D	D	A*	A	B*	C	D	D	C	B*
Smith, Kayla, Freddie	C		B	D*	C	A	A	A*	A	D	D	B*	C	B*	C
Woods, Clova	B*	C*	B	D*	A	C	B*	D	A	C	C	B*	D	C	A
Percent Correct	50%	28.57%	14.29%	50%	7.14%	14.29%	35.71%	42.86%	42.86%	64.29%	35.71%	50%	35.71%	57.14%	78.57%

# Data Analysis - MME

What percent of my 11<sup>th</sup> grade students were below proficiency in ELA?

## MME Percent Proficient Report

Site

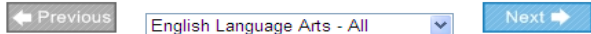


Schools



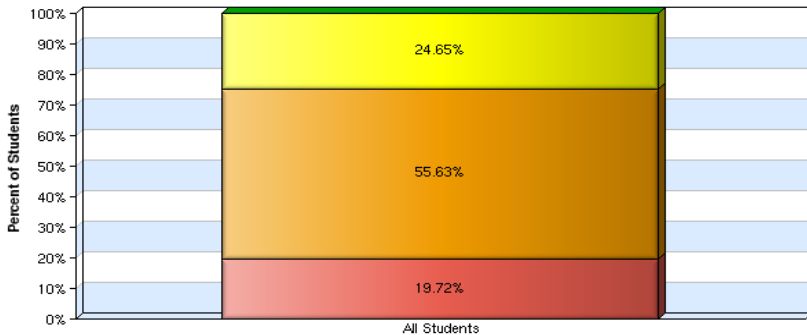
Excel (Single)

Available Subjects



NOTE: This is not an AYP estimator, inclusion/exclusion rules are not used in determining proficiency percentages.

English Language Arts (2008-2009)					
Student Group	Total Scores Reported	% Apprentice	% Basic	% Met	% Exceeded
All Students	142	19.72	55.63	24.65	0

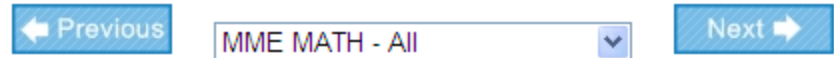


## Multi Year Comparison Report

2010, All Teachers



Available Grade/Types



Multi Year Comparison Report for MME MATH					
	2006-2007	2007-2008	2008-2009	change	% change
Exceeded	0	0	25	+25	+5.71
Met	0	0	200	+200	+45.66
Basic	0	0	81	+81	+18.49
Apprentice	2	9	132	+130	-69.86
<b>Total Represented</b>	<b>2</b>	<b>9</b>	<b>438</b>	<b>+436</b>	<b>N/A</b>





Looking at 3 years of performance, are our students doing better?


# Data Analysis: MLPP Scores

## 2009-2010 Second Grade Spring MLPP Assessment

Assessment Given: May 11th, 2009

### Assessment Materials Download

 [Instructions for Color-Coding](#)
 [Color-Coded Spreadsheet](#)
 [Sight Word/Decodable Word List](#)
 [Oral Reading](#)

 [Holistic Retelling Rubric - K-3 Narrative Text](#)

Which students are High Need in each area of MLPP?

Click on a column header to sort by the data in that column.

Displaying 1 - 30 of 338 students

Show 30



Student Name	Student ID	'09-'10 2nd Spring Sight Word/Decodable	'09-'10 2nd Spring Oral Reading	'09-'10 2nd Spring Oral Reading	'09-'10 2nd Spring Oral Reading	'09-'10 2nd Spring Oral Language	'09-'10 2nd Spring Writing Content/Ideas	'09-'10 2nd Spring Writing Organization	'09-'10 2nd Spring Writing Style/Voice	'09-'10 2nd Spring Writing Conventions	
Test : MLPP-Spring Year : 2009-2010 Grade Level : Second Grade School : Teacher : Legend : High Need Moderate Need Low Need											
Student Name	Student ID	Sight Word Decodable	Oral Reading Level (Rigby)	Oral Reading Level (DRA)	Oral Reading Fluency	Oral Reading Retelling	Oral Language Expressive	Writing Content/Ideas	Writing Organization	Writing Style/Voice	Writing Conventions
			28	4	14		4	3	4	3	
			28	4	12		5	5	5	4	
			28	3	13		5	5	5	5	
			24	3	3		4	3	2		
			30	4	13		5	5	5	5	
			28	3	2		5	4	5	5	
			28	3	3		5	5	5	5	
			28	3	3		5	4	5	5	
			28	3	2		4	4	6	4	
			34	4	13		6	6	6	6	
			20	2	2		4	4	3	4	
			28	3	2		3	3	4	4	
			28	4	12		4	4	4	4	
			30	3	3		5	5	5	5	
			30	2	3		5	5	5	5	

# Data Analysis: DIBELS

## Class Progress Report

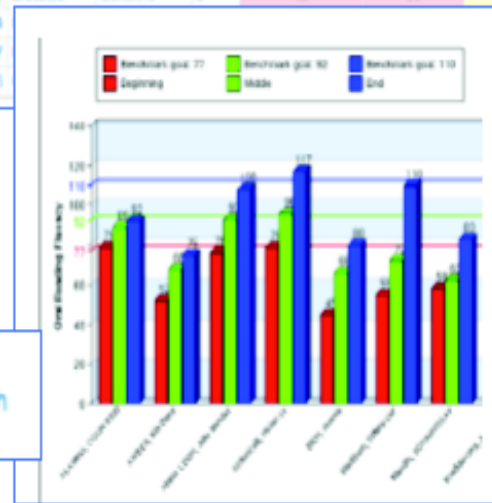
**What:** Individual student results for one grade level and measure over the course of one year.

**Why:** Quickly shows (by color) progress made by a student in a DIBELS measure across the year.

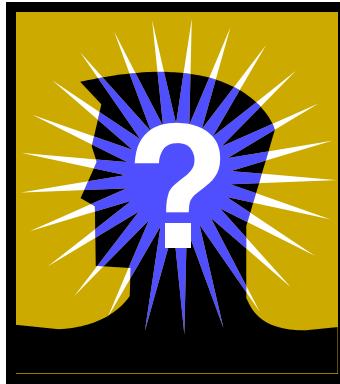
The Class Progress Report includes the Class Progress Graph, which displays student scores and compares them to the benchmark goal.

Display Class Progress Graph

ID	Last Name	First Name	Grade	Beginning of year	Middle of year	End of year
1411026	ALAMINA	COLIN REID	3	79	89	92
1439263	AMBER	Kim Dung	3	52	66	75
882574	ANNA LEIGH	Julio Mendez	3	76	93	108
1471062	Antonbell	Wilson Le	3	79	96	117
1382701	BICH	Jesenia	3	45	60	80
1417296	Baobum	Tiffany Lien	3	56	72	110
1448577	Bianchi	SOVANVOLAK	3	58	62	83
1336764	Boudaveing	Jovita Aide	3	26	44	57
1426502	Bruceles	Mafiona	3	48	65	82
1411014						
1411087						
1524105						



# Questions



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