



EdSteps

www.edsteps.org

About EdSteps

EdSteps is building a better way to assess student performance, using real examples of student work from across the nation.

EdSteps will collect samples of student work from learners of all ages to build comprehensive scales of student performance for use by teachers, students and others.

Using EdSteps, teachers will be able to compare the work of each of their individual students to the work of students across the country, rather than simply to the other students in their class or school.

Ultimately, EdSteps hopes to create a comprehensive online system of support for teachers to improve the teaching and assessing of key skills.

EdSteps is funded to create scales of student work in multiple skill areas. As of November 2009, the skills EdSteps will concentrate on are:

- Writing
- Global Competency
- Curiosity and Creativity

Additional skills areas will be introduced in the winter of 2010.

Publishing the EdSteps Scales

All of the scales of student work samples created will be published online and made accessible and searchable to the public.

Depending on the nature of each independent skill area, there may be multiple scales created and published for each area. For example, there may be three scales in writing based on the three primary purposes of writing—informative, narrative, and persuasive.

When the scales are completed, teachers and the broader public will be able to search through each of the skill scales using criteria like grade, age and type of assignment.

Not all of the work samples EdSteps collects will be published. Work samples that are published will not contain personal information about the author or the author's school or sponsoring organization.

EdSteps Methodology

In order to create scales of work samples, EdSteps will need to collect at least 5,000 samples of work representing the full spectrum of ages, genders, races and ability levels for each skill area.

Once sufficient numbers of work samples have been uploaded onto the EdSteps website in each of the skill areas, the work will be reviewed by the public and made into scales. Reviewers will include anyone who registers with an account on www.edsteps.org, including educators, students, parents and policymakers.

Reviewers will review two pieces of work online at a time and select which of the two pieces is the stronger representation of the skill. Using thousands of these one-to-one judgments, the online system will be able to scale all of the individual pieces of work from the most novice to the most expert.

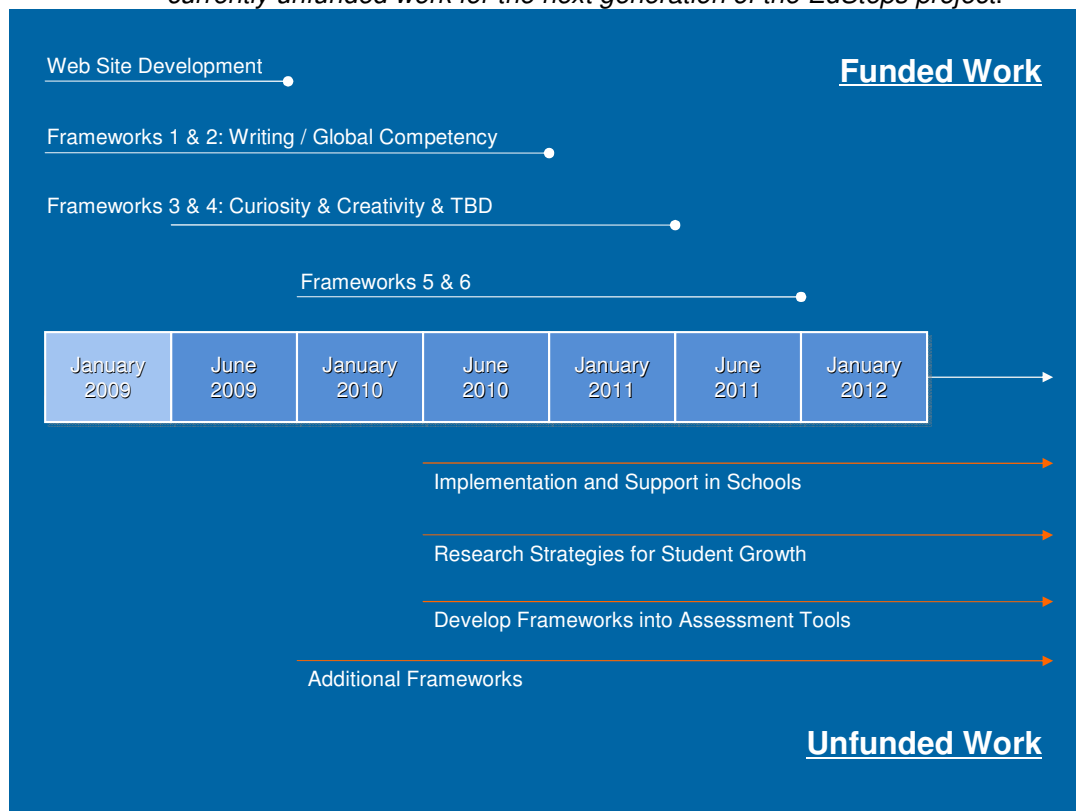
Who will use the EdSteps Scales?

- **Teachers** will use the scales of student work samples on the EdSteps website to compare the work of their students to the work of students across the country. This will allow teachers to provide students with more meaningful feedback than a letter or number grade can provide. Teachers will be able to show student visually and concretely if they are on track to graduate from high school ready for post-secondary success. Ultimately, EdSteps hopes to develop into a comprehensive teaching support tool with resources for teaching and assessing critical skills.
- **Students** will be able to use EdSteps to manage their learning. Students will review the work samples on EdSteps with their parents and mentors to see how their work is progressing over the course of their educational career.
- **States and Policy Makers** will be able to use EdSteps to promote the quality instruction of key skills and competencies that are often overlooked. Leaders will have the potential to develop the EdSteps scales into a form of alternative assessment in their state or district.

Timeline

- EdSteps.org is currently live and collecting work samples in Writing and Global Competency
- EdSteps will collect work for the first two skills between October 2009-February 2010
- The rating process will begin in March 2010
- The first scales will be published online in Summer 2010
- EdSteps will continue the process of collection, rating, and publishing until all skills are published online in July 2011.

The chart below shows EdSteps' overall project timeline, including the timeline for exploring the currently unfunded work for the next generation of the EdSteps project.



EdSteps Thanks its Partners, including: New Jersey Department of Education, Pennsylvania Department of Education, West Virginia Department of Education, Iowa Department of Education, Washington State Office of the Superintendent of Public Instruction, Utah State Office of Education, New York Times Knowledge Network, CISCO, and the Asia Society Partnership for Global Learning. Visit www.EdSteps.org for a full list of Partners.

*EdSteps is led by the Council of Chief State School Officers with funding from
The Bill and Melinda Gates Foundation*





Request for Work Demonstrating Global Competency

Dear Colleague:

You are invited to participate in an exciting new project to transform the teaching and assessing of key skills in students of all ages. EdSteps is collecting samples of work that demonstrate *Global Competency* as part of a ground breaking effort to assess student performance using real examples of work done by students and professionals from across the nation and throughout the world.

Why Global Competency?

Today's students are entering into a world vastly different from that of the 20th century. Schools and communities need to prepare their young people to succeed in this new global environment. For our students' well-being, the vitality of our communities and the welfare of our entire nation we must cultivate the knowledge, skills and passion in students that will enable them to recognize the challenges and opportunities of an interconnected world and contribute to its improvement. Better approaches to teaching and assessing student work that address issues of global significance both world wide and in their own neighborhood are essential to a world-class education system.

EdSteps: A Call for Work Demonstrating Global Competency

EdSteps seeks work done by students and professionals from the U.S. and around the world that demonstrates global competency: **the knowledge, skills and disposition to understand and act creatively on issues of global significance**. EdSteps will publish the work online to show examples of global competency at various levels of expertise. Once the work is published, it will help teachers strengthen instruction and better evaluate student work and provide examples for students to help them strive for greater achievement. To accomplish these goals, ***we need your help and professional judgment.***

We invite your students to submit work that:

1. Presents and weighs evidence on issues of global significance or important local issues faced by others in the world
2. Considers their own and others' perspectives
3. Communicates ideas clearly and appropriately to diverse audiences
4. Illustrates options for responsible action to improve the situation, concern or condition.

The **Global Competency Matrix** provides more detail on these elements. To view the Global Competence matrix in the form of "student friendly" questions, visit www.edsteps.org.

Global Competency Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students can:</p> <ul style="list-style-type: none"> • Generate and explain the significance of locally, regionally or globally focused researchable questions. • Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources, media and languages. • Weigh, integrate and synthesize evidence collected to construct coherent responses that is appropriate to the context of issues or problems. • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize and articulate one's own perspective on situations, events, issues or phenomena and identify the influences on that perspective. • Articulate and explain perspectives of other people, groups or schools of thought and identify the influences on those perspectives. • Explain how the interaction of ideas across cultures influences the development of knowledge and situations, events, issues or phenomena. • Articulate how the consequences of differential access to knowledge, technology and resources affect the quality of life and influences perspectives. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize that diverse audiences may perceive different meanings from the same information. • Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences. • Explain how effective communication impacts understanding and collaboration in an interdependent world. • Select and effectively use appropriate technology and media to communicate with diverse audiences. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally. • Identify opportunities for personal and collaborative action to address situations, events, issues or phenomena in ways which can make a difference. • Assess options for action based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others. • Act creatively and innovatively to contribute to improvement locally, regionally or globally both personally and collaboratively.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning. Similar matrixes describing criteria for Global Competence within academic disciplines are in development.



Copyright 2009

Content of the Work

We invite students to submit work that addresses a critical **global issue area of our time**, such as:

- Environmental Sustainability
- Population Growth and Transition
- Economic Development
- Global Conflict and Cooperation
- Health and Human Development
- Human Rights
- Cultural Identity and Diversity
- Media and Technology

Your students should identify and investigate a specific problem or opportunity within one of these issue areas, or another critical global issue area that is meaningful to them.

The work may be created for a variety of purposes: to analyze, describe, critique, explain, persuade, tell a story, express an opinion, offer an artistic interpretation, etc. The work can take a variety of forms, including but not limited to:

- Written document (essay, story or screenplay, “Op-Ed”, poetry, etc.)
- A work of digital media (short video, PowerPoint, audio slide show, etc.)
- A work of art or design (painting, sculpture, architectural design, song, etc.)

Who Should Submit Work?

EdSteps seeks samples of writing from authors of **all ages**, including:

- Early Childhood
- Elementary
- Secondary
- College and Graduate Level
- Professional

Building Scales of Student Work Demonstrating Global Competency

This project is intended to provide you and your students with an opportunity to think about and address important global issues, or issues within their community that reflect global challenges and opportunities. We rely on your professional judgment as to whether the task should be done as an assignment integrated into the curriculum or as a special project. However the work is structured, we strongly encourage you to provide this opportunity to all or as many of your students as possible, and to submit to us all of the work your students produce. To deepen our understanding of what global competence “looks like” in student work, it is essential to have a broad range of student work products.

Once enough work samples are collected, the samples will be evaluated by readers from across the country using the Global Competency Matrix. We invite you to help us build the scale by participating as a reader when the work samples are available later this year.

How to Submit Student Work Samples

You can participate either by encouraging students to upload their writing samples online, or by uploading work on behalf of your students.

1. Register

Teachers and students should register as new users with www.EdSteps.org. All of the personal contact information you provide through the registration process will be **confidential** and not shared or sold to any third party.

2. Ways to Participate

Once registered, you will have your own EdSteps page. Through this page, you will be able to help register your students; read and rate the work of other students around the country; and, most importantly, view the scales of student work in Writing and the other EdSteps skill areas, (Global Competency, and Creativity,) when they are published next year.

3. Upload Work

You can either upload your students' work directly or create a group code to give to the students in your classes so that they can go online and submit their own work. Work submitted using your group codes will be sent to you for your review.

***Permission:** Work submitted by a student under the age of 18 must have the permission of the student's legal guardian. Permission forms will be sent to guardians via e-mail or mail.

***Participating Offline:** If you or your school is not equipped with sufficient electronic equipment to participate, please call 202-336-7032 or e-mail help@edsteps.org for information on how to mail your student work to EdSteps at no charge to you.

***Prizes!** Participants who register or submit work are automatically entered into our regular drawings for **\$500 Staples gift cards!** The more often you or your students submit work, the more chances you have to win!

Other EdSteps Opportunities

EdSteps is also collecting student Writing samples. Later in 2009, EdSteps will begin collecting work samples in Creativity. For information, please visit www.edsteps.org.

About EdSteps

EdSteps is led by the Council of Chief State School Officers, www.ccsso.org.

EdSteps Thanks its Partners, including: New Jersey Department of Education, Pennsylvania Department of Education, West Virginia Department of Education, Iowa Department of Education, Washington State Office of Superintendent of Public Instruction, Utah State Office of Education, New York Times Knowledge Network, and the Asia Society Partnership for Global Learning. Visit www.EdSteps.org for a full list of our Partners.