Appendix A

1. **Teacher's Guide and Assessment Delivery Instructions**
2. **Learning in Digital Communities Blueprints**

Teachers Guide And Assessment Delivery Instructions

For

Pilot testing of Learning in Digital Communities Assessments

This document contains:
- **Checklist for Test Proctors**
- **Guidelines for a Suitable Testing Environment**
- **Assessment Administration Directions**
- **Technical Requirements**

Checklist for Test Proctors

Note: This checklist is provided as a summary only. It is essential that you read this entire guide in order to ensure the proper administration of the test.

❖ **Before the testing**
✓ Read the Teachers Guide in its entirety.
✓ Print this Guide if you are reading electronic copy of the Guide and think you might need a paper copy during the administration of the test.
✓ Communicate with the Test Coordinator (Project Administrator) of your country to review the testing schedule and to arrange for the students who require accommodations. Also review procedures in the Teachers Guide.
✓ Check if technology requirements are met on your student computers (see *Technical Requirements* section).
✓ Receive your student logins and passwords, and online access to instructor preview scenarios (contact Test Coordinator for student logins and passwords).
✓ Access online preview scenarios to become familiar with them.
✓ Decide if Kodu to be installed or not (optional but engaging for students).
✓ Ensure that students are provided with the necessary student ID and passwords. If you are planning to distribute login and password forms, make sure that you have forms available printed in advance.
✓ Have a timer available.
✓ Ensure administrator knows how to correctly answer all parts of the scenario.
✓ Ensure administrator has access to a computer workstation for every student.
✓ Ensure computers meet requirements and have access to Internet, tasks and links (see *Technical Requirements* section).

❖ **During the testing**
✓ Post a "Testing—Please Do Not Disturb" sign on the room where testing is conducted.
✓ Ensure that all students have comfortable and adequate workspaces.
✓ Monitor students to ensure they are working in the correct sections of the test.
✓ Monitor students' handling of computer hardware to keep it in proper condition.
✓ If you are administering accommodations, make sure that the accommodations are provided as were determined prior to testing and according to the regulations of the region in which the test is being administered.
✓ Take notes during the test of any testing irregularities and notify the test coordinator of your country after the testing. Be as specific as possible. If you notice any technical issues or issues with the computer testing system, please record the issue in the Teach Aid text box for the computer on which the problem was found.

❖ **After the testing**
✓ Verify that all login and password forms have been collected.
✓ Verify that all computer hardware used by students during testing is left in proper condition.
✓ Verify that any testing irregularities are reported to the testing coordinator.

Guidelines for a Suitable Testing Environment

- The testing room should be appropriately heated or cooled, adequately ventilated, and free from distractions.
- Lighting and screen brightness should enable all examinees to read the computer screen in comfort. It should not produce shadows or glare on the computer screen or writing surface.
- The testing room should comfortably accommodate the number of testing stations placed in it.
- Position the computer monitor, keyboard, and mouse properly for ease of use without strain.
- Testing room must be quiet throughout all test administrations. When testing is scheduled, or is in progress, other activities that would disrupt the testing environment should not be conducted.
- Depending on the regulation of the state and country of the testing, the building, testing rooms, and restrooms should be accessible to people with disabilities, including wheelchair access.
- Cell phones that might distract students from the test should be turned off.

ATC21S Directions for Administering

"Learning in Digital Communities" Assessments

👆 *Note:* This guide assumes 55 minutes scheduled for administering EACH scenario. This will consist of a 10-minute practice period, and a 45-minute test period. Of the 10 minutes allocated to practice, provide students with instructions in two minutes (see detailed instructions below) and ask students to use remaining 8 minutes for meeting their online partners and practicing screens (example of practice screens provided at the end of guide).

Test Administration instructions

In about 2 MINUTES, give students "ASK THREE THEN ME" directions. Every student is expected to explore three sources of information before asking instructor or test administrator help. These three are: (1) task directions and resources on each screen, (2) questions online of team members to get and give help, and (3) access internet for information PRIOR to requesting help. Instruct students this is expected and is NOT cheating for this assessment.

👤💬 **SAY:** *"I will provide you with ASK THREE THEN ME directions. Every student is expected to use three sources of information before asking for help. First, you are expected to use task directions and resources on each screen. Second, work with your team members to get and give help. Third, use the internet for information. PLEASE KEEP IN MIND THAT THIS IS NOT CHEATING".*

Provide each student with their correct login and password.
Write down **http://bearcenter.berkeley.edu/atc21s/** on the board or provide on the paper.

👤💬 **SAY:** *"In the papers handed to you, you will find login ID and password you need in order to login to the system from the website written on the board (or provided on the paper) You will have 8 minutes to meet your online partners and practice a few screens. It is very important that you follow all the instructions on the screen".*

👤💬 **SAY:** *"At this point, does anyone have any questions about the instructions?"*

(Try to quickly respond to the relevant questions).

SAY: *"Please login to the website using provided login ID and password. You will have 8 minutes to meet your online partners and practice a few screens At the end of the practice session you will practice logging out from the system".*

SET TIMER FOR 8 MINUTES.

AFTER 5 minutes:

SAY: *"There are 3 minutes left for the end of the practice session".*

At the end of 8 minutes:

SAY: *"Please login to the system again. You will select the task and start the test.* (Let students know the name of the instrument being delivered). *If at any time you have a question or problem with either the test or the computer please raise your hand and I will help you. You have 45 minutes".*

SET TIME FOR 45 MINUTES.   Starting time: _____ Ending time: _____

(Write the "Starting time" and "Ending time" on the board if necessary.)

Note: If student needs help and cannot proceed during the assessment, administrator may provide assistance. To do so, **FIRST** record information in TeachAid screen available by clicking *"T"* icon in lower right of student screen, **THEN** provide help to student face-to-face.

When 45-minute testing period complete:

SAY:"*Please stop working, logout from the system and turn off computers".*

Note: Collect all login and password forms distributed to students earlier. Make sure that all computer hardware used by students during testing is left in proper condition. Do not forget to report any technical issues and testing irregularities to the testing coordinator of your country.

Technical Requirements

Task Access:
url: http://bearcenter.berkeley.edu/atc21s/
login and password: see assigned list or contact test coordinator of your country.

Once logged in, select the desired assessment from the list. Note that ATC21S cognitive laboratory passwords are preset to access only one scenario each:
1. Global Human Legacy Task 2011 (poetry)
2. Global Collaboration Contest 2011 (Arctic trek)
3A. Global 2nd Language Chat: Native Speaker
3B. Global 2nd Language Chat: Language Learner

Technical Specifications:
- devices supported - PC or Mac
- headphones for students and color monitor required
- browsers - PC: IE 7.0+, FireFox 3.0+; Mac: Safari 4.0+, FireFox 3.0+
- browser settings - javascript *and* pop-up windows must be enabled
- other capabilities - java 1.6+ installed and enabled
- plugin - Adobe Flash 9.0+
- internet connectivity - broadband suggested (1.5Mbit/s or higher)
- screen size/resolution - 1024x768 or higher recommended, works at less
- access to external websites in the tasks
- microphone may be required for some scenarios
- empty browser caches prior to test administration
- test audio for playing podcasts in advance
- ensure no auto-update software will launch to impede the use of the computer in a timely manner

Technical Assistance

For ATC21S technical assistance, contact bearit@berkeley.edu. Note that technical assistance is provided 10 am-5 pm Monday-Friday U.S. Pacific Standard Time.

First screens from an example scenario, for your reference. Please see the online preview scenarios you will receive, referenced above, in order to obtain preview access to your practice and assessment screens.

My Poem   Webspiration

A Webspiration Graffiti Wall has been shared with you. Login and add your ideas.

HOW? Help Podcast.

Team 1, login: demo1 and password: demo1pass
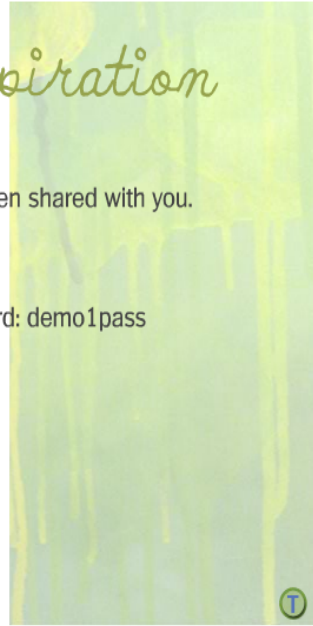
Back

Task id: task167

Next

1 2 3 4 5 6 7 **8** 9 10 11 12 13 14 15 16

Learning in Digital Communities Assessment Blueprints

Web A (1–6) | **Web B** (1–11) | **Web C** (1–7) | **Web D** (1–6) | **Web E** (1–15) | **Web F** (1–12) | **Total** | **%**

		Total	%
CONSUMER IN SOCIAL NETWORKS		7	0.132075

Discriminating consumer — 0

High
- Judging credibility of sources/people
- Integrating information in coherent knowledge framework
- Searches suited to personal circumstances
- Filter, evaluate, manage, organize and reorganize information/people
- Seeking expert knowledge (people through networks)
- Select optimal tools for tasks/topics

Conscious consumer — 6

Middle
- Select appropriate tools and strategies (strategic competence)
- Construct targeted searches — x search local page only and identify information from a targeted video
- Compiling information systematically — x ide x ide x ide x ide x identify a relevant question about what information is useful/not useful to compile for a given context
- Knowing that credibility is an issue (web pages, people, networks)

Emerging consumer — 1

Low
- Performing basic tasks — x access link
- No concept of credibility
- Search for pieces of information using common search engines (e.g. movie guides)
- Knowing that tools exist for networking (e.g. Facebook)

| **PRODUCER IN SOCIAL NETWORKS** | | 12 | 0.226415 |

Creative producer — 0

High
- Team situational awareness in process
- Optimize assembly of distributed contribution to products
- Extending advanced models (e.g. business models)
- Producing attractive digital products using multiple technologies / tools
- Choosing among technological options for producing digital products

Functional producer — 1

Middle
- Establishing and managing networks & communities
- Awareness of planning for building attractive websites, blogs, games
- Organizing communication within social networks
- Developing models based on established knowledge
- Developing creative, expressive and/or useful content artifacts and tools
- Awareness of security & safety issues (ethical and legal aspects)
- Using networking tools and styles for communication among people — x record and post screentoaster movie (this may generate more than one score, examine student work movies for attributes that could be scored below in basic production tasks)

Emerging producer — 11

Low
- Produce simple representations from templates — x expr x express attitude following an observation (I understood)
- Start an identity
- Use a computer interface — x access Webspiration link and login with provided login/pwd
- Post an artifact/ Perform basic production tasks — x dr x ad x connect text and graphic with lines / x exp x post Websp x dra x add x connect text and graphic with lines

| **DEVELOPER OF SOCIAL CAPITAL** | | 9 | 0.169811 |

Visionary connector — 0

High+
- Take a cohesive leadership role in building a social enterprise
- Reflect on experience in for social capital development (should span categories below)

Proficient connector — 0

High
- Initiate opportunities for developing social capital through networks (e.g. support for development)
- Encourage multiple perspectives and support diversity in networks (social brokerage skills)

Functional connector — 9

Middle
- Encourage participation in and commitment to a social enterprise — x like x like x like x like x like x doesn't like participating
- Awareness of multiple perspectives in social networks — x des x describe a recommendation for another audience
- Contribute to building social capital through a network — x rubric scoring of whether person is responding to comments of others

Emerging connector — 0

Low
- Participating in a social enterprise
- Observer or passive member of a social enterprise
- Knowing about social networks

| **PARTICIPATOR IN INTELLECTUAL CAPITAL (COLLECTIVE INTELLIGENCE)** | | 25 | 0.471698 |

Visionary builder — 0 | 0

Hi+
- Questioning existing architecture of social media and developing new architectures
- Functioning at the interfaces of architectures to embrace dialogue

Proficient builder — 17 | 17

Hi
- Understanding and using architecture of social media such as tagging, polling, role-playing and modeling spaces to link to knowledge (deleted "of experts") in an area
- Identifying signal versus noise in information — x avo x cate x cate x cate x cate x cate x cate x cate x cate x cate x cate x cate x cate x cate x cate x cate x categorizing relevant and irrelevant crowd wisdom statements
- Interrogating data for meaning
- Making optimal choice of tools to access collective intelligence
- Sharing and reframing mental models (plasticity) — x rubric evaluation of changes in preorganizer

Functional builder — 6 | 6

Mid
- Acknowledges multiple perspectives
- Thoughtful organization of tags, graphic organizers and other representations and displays — x organize an individual concept map
- Understanding mechanics of collecting and assembling data
- Knowing when to draw on collective intelligence — x adding new ideas or clarifying preorganizer after Webspiration brainstorming session — x-for checking answer
- Sharing representations — x adj x adjust mood — x - for understanding

Emerging Builder — 2 | 2

Low
- Knowledge of survey tools
- Able to make tags
- Posting a question — x pos x post a relevant question about what information is needed to build a model

| Total Marked: | | 53 | 1 |

		ChatA	ChatB		ChatC															ChatD						
		1	1	2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5		
	CONSUMER IN SOCIAL NETWORKS	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**	0.043478
	Discriminating consumer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Judging credibility of sources/people																									
	Integrating information in coherent knowledge framework																									
	Searches suited to personal circumstances																									
	Filter, evaluate, manage, organize and reorganize information/people																									
	Seeking expert knowledge (people through networks)																									
	Select optimal tools for tasks/topics																									
	Conscious consumer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Middle	Select appropriate tools and strategies (strategic competence)																									
	Construct targeted searches																									
	Compiling information systematically																									
	Knowing that credibility is an issue (web pages, people, networks)																									
	Emerging consumer	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0434783
Low	Performing basic tasks	x-select a chat topic option from a list																								
	No concept of credibility																									
	Search for pieces of information using common search engines (e.g. movie guides																									
	Knowing that tools exist for networking (e.g. Facebook)																									
	PRODUCER IN SOCIAL NETWORKS	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	**8**	0.347826
	Creative producer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Team situational awareness in process																									
	Optimize assembly of distributed contribution to products																									
	Extending advanced models (e.g. business models)																									
	Producing attractive digital products using multiple technologies / tools																									
	Choosing among technological options for producing digital products																									
	Functional producer	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	7	0.3043478
Middle	Establishing and managing networks & communities																									
	Awareness of planning for building attractive websites, blogs, games																									
	Organizing communication within social networks										x-well	x-well	x-well	x-well	x-well	x-well	x-well faciliated a purposive chat									
	Developing models based on established knowledge																									
	Developing creative, expressive and/or useful content artifacts or tools																									
	Awareness of security & safety issues (ethical and legal aspects)																									
	Using networking tools and styles for communication among people																									
	Emerging producer	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0434783
Low	Produce simple representations from templates																									
	Start an identity																									
	Use a computer interface																									
	Post an artifact/Perform production basic tasks										x-download and upload a chat log to document conversation															
	DEVELOPER OF SOCIAL CAPITAL	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**8**	0.347826
	Visionary connector	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High+	Take a cohesive leadership role in building a social enterprise																									
	Reflect on experience in for social capital development (should span categories below)																									
	Proficient connector	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Initiate opportunities for developing social capital through networks (e.g. support for development)																									
	Encourage multiple perspectives and support diversity in networks (social brokerage skills)																									
	Functional connector	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0434783
Middle	Encourage participation in and commitment to a social enterprise		x-create a chat room																							
	Awareness of multiple perspectives in social networks																									
	Contribute to building social capital through a network																									
	Emerging connector	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0.3043478
Low	Participating in a social enterprise		x-logi	x-tool	x-tool	x-tool	x-tool	x-took notes during a purposive chat																		
	Observer or passive member of a social enterprise																									
	Knowing about social networks																									
	PARTICIPATOR IN INTELLECTUAL CAPITAL	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	**6**	0.26087

	(COLLECTIVE INTELLIGENCE)																									Total	
	Visionary builder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hi+	Questioning existing architecture of social media and developing new architectures																										
	Functioning at the interfaces of architectures to embrace dialogue																										
	Proficient builder	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	6	0.2608696
Hi	Understanding and using architecture of social media such as tagging, polling, role-playing and modeling spaces to link to knowledge (deleted "of experts") in an area																										
	Identifying signal versus noise in information																	x-explained reason for rating of understanding								
	Interrogating data for meaning							x-accurately rate overall chat log							x-acc	x-acc	x-acc	x-accurately rate an aspect of chat log								
	Making optimal choice of tools to access collective intelligence																										
	Sharing and reframing mental models (plasticity)																										
	Functional builder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mid	Acknowledges multiple perspectives																										
	Thoughtful organization of tags, graphic organizers and other representations and displays																										
	Understanding mechanics of collecting and assembling data																										
	Knowing when to draw on collective intelligence																										
	Sharing representations																										
	Emerging Builder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Low	Knowledge of survey tools																										
	Able to make tags																										
	Posting a question																										
	Total Marked:	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	

Level 1	Level 2	Level 3	Level 4	Total
9	8	6	0	23

		Arctic A	ArcticB				Arctic C							Arctic D						Arctic E										Total	%
		1	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10		
CONSUMER IN SOCIAL NETWORKS		1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	8	0.285714
Discriminating consumer		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	
Judging credibility of sources/people	High																														
Integrating information in coherent knowledge framework																				x understand absence of information on polar bears and to extent can make an argument to conjecture or not from available information												
Searches suited to personal circumstances																															
Filter, evaluate, manage, organize and reorganize information/people															x selecting data fit function and adjusting parameters																
Seeking expert knowledge (people through networks)																															
Select optimal tools for tasks/topics																															
Conscious consumer		0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
Select appropriate tools and strategies (strategic competence)	Middle		x identify and use Google Docs to communicate																												
Construct targeted searches																															
Compiling information systematically			x information foraging			x information foraging color table			x information foraging in data table, must note missing data																						
Knowing that credibility is an issue (web pages, people, networks)																															
Emerging consumer		1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
Performing basic tasks	Low	x underline informati	x information foraging in a text display																												
No concept of credibility																															
Search for pieces of information using common search engines (e.g. movie guides)																															
Knowing that tools exist for networking (e.g. Facebook)																															
PRODUCER IN SOCIAL NETWORKS		0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	7	0.25
Creative producer		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Team situational awareness in process	High																														
Optimize assembly of distributed contribution to products																															
Extending advanced models (e.g. business models)																															
Producing attractive digital products using multiple technologies / tools																															
Choosing among technological options for producing digital products														x adjusting which portions of spinner elements to make an effective online tool																	
Functional producer		0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	5	
Establishing and managing networks & communities	Middle																														
Awareness of planning for building attractive websites, blogs, games																															
Organizing communication within social networks																															
Developing models based on established knowledge							x explaining model behind color patterns in table							x explanation of slider bar use																
Developing creative, expressive and/or useful content artifacts and tools							x create spi	x coloring s	x explanation of data fit line choice																						
Awareness of security & safety issues (ethical and legal aspects)																															
Using networking tools and styles for communication among people																															
Emerging producer		0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Produce simple representations from templates	Low																														
Start an identity																															
Use a computer interface																															
Post an artifact/ Perform basic production tasks							x post Google doc web address																								
DEVELOPER OF SOCIAL CAPITAL		0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	8	0.285714
Visionary connector		0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Take a cohesive leadership role in building a social enterprise	High+																														
Reflect on experience in social capital development (should span categories below)									x reflect on how well team collaborated																						
Proficient connector		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Initiate opportunities for developing social capital through networks (e.g. support for development)	High																														
Encourage multiple perspectives and support diversity in networks (social brokerage skills)																															
Functional connector		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	4	
Encourage participation in and commitment to a social enterprise	Middle																														
Awareness of multiple perspectives in social networks																					x -- ev	x -- ev	x -- eval group active/passive roles and agreement							
Contribute to building social capital through a network																					x -- eval contributions									
Emerging connector		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	3	
Participating in a social enterprise	Low																							x -- eval off-topic group						
Observer or passive member of a social enterprise																								x -- eval non-discussion group						
Knowing about social networks																									x -- what social networks they know of					
PARTICIPATOR IN INTELLECTUAL CAPITAL (COLLECTIVE INTELLIGENCE)		0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	5	0.178571
Visionary builder		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Questioning existing architecture of social media and developing new architectures	Hi+																														
Functioning at the interfaces of architectures to embrace dialogue																															
Proficient builder		0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	

Hi	Understanding and using architecture of social media such as tagging, polling, role-playing and modeling spaces to link to knowledge (deleted "of experts") in an area																														
	Identifying signal versus noise in information												x explain why did or did not change color number																		
	Interrogating data for meaning																														
	Making optimal choice of tools to access collective intelligence																														
	Sharing and reframing mental models (plasticity)																														
	Functional builder	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**2**
Mid	Acknowledges multiple perspectives																														
	Thoughtful organization of tags, graphic organizers and other representations and displays					x show Diigo bookmark with tagging for clue																								
	Understanding mechanics of collecting and assembling data																														
	Knowing when to draw on collective intelligence							x restate on color number after collaboration																						
	Sharing representations																														
	Emerging Builder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	**2**
Low	Knowledge of survey tools																														
	Able to make tags																														
	Posting a question																										x -- or x -- on journeys in Australia		
																												28	1
	Total Marked:	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**28**