



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie

The Literacy and Numeracy Secretariat Webcast Professional Learning Series

Teacher Moderation: Collaborative Assessment of Student Work

Multi-media resource
for professional learning



Curriculum
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Ontario

On this DVD you will find ...

The multi-media package *Teacher Moderation: Collaborative Assessment of Student Work* includes print, video, and PowerPoint resources. On this DVD you will find these resources in PDF and WMV format in the following folders:

- Viewer's Guide (booklet)
- Featured Webcast
- PowerPoint Presentation
- Monograph on Teacher Moderation

This DVD is formatted to work in the DVD drive of your computer. It will not work in the CD-ROM drive or in a regular DVD player.

The webcast is provided in a WMV format to enable you to use video segments in other presentations. Instructions for how to insert a video clip into a PowerPoint presentation are included in this guide (pp. 20–21).

To access the multi-media resources in Windows insert DVD into the DVD drive of your computer. An options box will open; select "Open folder to view files". Folders can be opened from the DVD or copied to the desktop and opened from there.

In Mac OS X you will need to exit from the DVD player (typically it opens automatically when a DVD is inserted into the drive). Select the DVD icon. Folders can be opened from the DVD or copied to the desktop and opened from there.

For additional copies of *Teacher Moderation: Collaborative Assessment of Student Work* contact Curriculum Services Canada at 416-591-1576. The webcast and other relevant resources are also accessible online at www.curriculum.org

Teacher Moderation: Collaborative Assessment of Student Work

Webcast Segments

Introduction

Ann Perron

(Length: 2 minutes)

Part 1: The Teacher Moderation Process Segments 1 to 4

1. Overview of the Assessment Process (Length: 3 minutes)
2. Collaborative Scoring of Student Work (Length: 5 minutes)
3. Teacher Moderation Session 1 (Length: 6 minutes)
4. Teacher Moderation Session 1: Debrief (Length: 6 minutes)

Part 2: Toward Improved Student Achievement Segments 5 to 8

5. Planning for Next Steps (Length: 5 minutes)
6. Mentoring the Learning (Length: 5 minutes)
7. Determining a Teaching Focus (Length: 3 minutes)
8. Student/Teacher Conferences (Length: 3 minutes)

Part 3: Instructional Strategies That Meet the Needs of All Students Segments 9 to 14

9. Read-Aloud (Length: 7 minutes)
10. Shared Reading (Length: 5 minutes)
11. Guided Reading/Guided Writing (Length: 13 minutes)
12. Interventions (Length: 6 minutes)
13. Independent Writing and Reading (Length: 3 minutes)
14. Summative Tasks (Length: 3 minutes)

Part 4: Assessing the Impact and Planning Next Steps Segments 15 and 16

15. Teacher Moderation Session 2: (Length: 11 minutes)

16. Teacher Moderation Session 2: Debrief (Length: 2 minutes)

Conclusion

Ann Perron (Length: 1 minute)

Additional Viewing Options

Dr. Allan Luke (Length: 4 minutes)

Dr. Douglas Reeves (Length: 16 minutes)

Teacher Moderation Session 1 (Length: 31 minutes)

Teacher Moderation Session 1: Debrief (Length: 5 minutes)

Lucy West (Length: 9 minutes)

PowerPoint Presentation

The PowerPoint presentation is a professional learning resource for facilitators of small or large groups of teachers who want to learn more about teacher moderation. The PowerPoint includes speaker's notes and a number of video clips showing junior teachers and their principal engaged in the process of collaboratively assessing student work. PowerPoint users who wish to go deeper should review the webcast, *Teacher Moderation: Collaborative Assessment of Student Work*, also included on this DVD, in the folder entitled "Featured Webcast".

Please note that several graphic organizers are provided to assist you in your learning. To reproduce graphic organizers refer to PowerPoint Teacher Resources 1 to 10 on the accompanying DVD, in the folder entitled "PowerPoint Presentation".

Notes to Presenters:

1. Suggested time frame: three hours
2. Equipment required: laptop with DVD capabilities, LCD projector, speakers, screen
3. Resources for reference
 - a. *The Ontario Curriculum, Grades 1 to 8, Language, 2006.*
 - b. *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One – Foundations of Literacy Instruction for the Junior Learner.*
 - c. *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Two – Assessment*
 - d. *Facilitator's Handbook: A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Two – Assessment*
4. Duplicate PowerPoint Teacher Resources, 1 to 10 located on the DVD in the PowerPoint folder.

Teacher Resources

To support the Featured Webcast:

- Teacher Resource 1: Place Mat
- Teacher Resource 2: Double Entry Journal
- Teacher Resource 3: Creating an Anchor for a Writing Task
- Teacher Resource 4: Ranking Ladder
- Teacher Resource 5: PMI
- Teacher Resource 6: Design-Down Planning
- Teacher Resource 7: Weekly Planner for Next Steps
- Teacher Resource 8: I Saw, I Think, So What?
- Teacher Resource 9: Persuasive Letter Checklist
- Teacher Resource 10: Writing Self-Assessment
- Teacher Resource 11: Fishbone

To support the PowerPoint Presentation:

- Teacher Resource 1: OWA Grade 5 Writing Rubric 3: Positive Behaviour Persuasive Announcement
- Teacher Resource 2: Knowledge and Understanding Level 1
- Teacher Resource 3: Knowledge and Understanding Level 2
- Teacher Resource 4: Knowledge and Understanding Level 3
- Teacher Resource 5: Knowledge and Understanding Level 4
- Teacher Resource 6: Thinking Level 1
- Teacher Resource 7: Thinking Level 2
- Teacher Resource 8: Thinking Level 3
- Teacher Resource 9: Thinking Level 4
- Teacher Resource 10: Example of Scoring Process

Note: For instructions on **How to Insert a Video Clip into a PowerPoint Presentation** go to pp. 20–21 of this booklet (also accessible in 8½ by 11 Teacher Resources (both for webcast and PowerPoint)).

Overview

This webcast and PowerPoint are complementary resources. The PowerPoint and presenters' notes are designed to support the facilitator of a professional learning session on teacher moderation.

The webcast is designed to promote a more intense exploration of the process. During teacher moderation teachers collaboratively assess student work and deepen their understanding of content, pedagogy, and how students learn. They also develop their assessment literacy. During the webcast and PowerPoint, you will see three teachers and their principal collaboratively assessing student work, determining and implementing next steps, monitoring their students' learning, administering interventions as needed, and re-assessing. Teachers involve students in the assessment process and therefore develop their metacognitive awareness. The teachers and administrator provide a model of effective, reflective practice.

Note to Viewers

The goal of this guide is to provide an overview of the components of this multi-media resource and to promote professional dialogue and reflection. We encourage you to:

- relate the topics and discussion to your own context;
- determine which strategies/initiatives you already have in place;
- establish which strategies/initiatives you would like to put into practice;
- decide which strategies/initiatives are doable;
- think about what you will do in response to what you have watched;
- investigate which resources you will use;
- discuss how you will know that what you have implemented has worked.

Background Information

Assessment *for / of / as* Learning

Assessment practices that are fair, equitable, ongoing, and varied have a positive impact on student achievement. We know from research that with effective instruction all students can meet provincial standards. To make this happen, it is imperative that students and teachers become partners in the assessment process, working together to identify needs, strengths, and next steps.

The purpose of *assessment for learning* is to improve student learning. *Assessment for learning* occurs during the instructional cycle, provides immediate, explicit feedback and encouragement to students, and results in targeted instruction. Students have a clear sense of what is needed to improve their achievement.

The purpose of *assessment of learning* is for evaluation, to assign a mark or grade, and may occur at any given time after students have had multiple opportunities to practise and apply their new learning.

When assessment is truly integrated into the teaching/learning cycle, it may be referred to as *assessment as learning*. *Assessment as learning* is a process of developing and supporting metacognition for students. *Assessment as learning* focuses on the connections that students need to make between assessment and learning. Students engage in peer- and self-assessment to gain insight into themselves as learners. They learn to analyse the assessment, monitor their own learning, and determine next steps.

What is teacher moderation?

Teacher moderation is a highly effective assessment strategy that involves educators coming together to collaboratively look at student work, based on pre-determined assessment criteria.

Who is involved?

During the teacher moderation process, educators come together to collaboratively assess samples of student work. This process may occur with grade or divisional partners, whole school, family of schools, or district participants. In some cases educators from different boards come together to look closely at student work. Teachers, administrators, and support staff such as teachers of

English language learners (ELL) are usually involved. Teams of four to eight people are ideal to effectively discuss student work.

What is the teacher moderation cycle?

Teachers collect samples of student work to serve as the focus of a discussion to help determine what next steps to take to move the students' learning forward. A group of teachers meets to examine these samples for clues to the student's thinking and learning. The results of this collaborative effort indicate next steps to be taken to improve achievement. The teachers leave with a plan of action for instruction. Ongoing assessment and timely interventions occur during the teaching block. The team returns, at the end of the teaching block, with current student work samples. The ensuing dialogue centres on evidence of growth, needs, and next steps.

How long does a session take?

A typical teacher moderation session takes 15 to 20 minutes per student. First-time sessions may require more time in order for teachers to develop common language about the criteria being assessed.

What does a typical teacher moderation session look like?

A group of teachers come together around a table to discuss their students' work. They bring with them relevant resources to support their thinking and two to four students' samples each. A facilitator begins the conversation and makes sure the pre-established norms are followed. Some sessions begin with a first teacher setting the context, and then posing a focusing question about a student's work. Comments and questions continue to focus attention on the evidence, in the work sample, that shows the criteria are met.

Each person contributes their ideas, referring to support documents such as the *Ontario Language Curriculum*, rubrics or checklists, and the task itself. During a moderation session relevant strategies and resources are shared. Discussion of a single sample continues until consensus is reached about the levels demonstrated in the work. Following a design-down model, the first teacher reflects on the feedback and next steps are established. This process continues until all the teachers have had a chance to discuss the student samples they brought to the session.

What are the benefits of teacher moderation?

- Participants develop a deeper understanding of their students' thinking and learning and their own teaching practices.
- Inquiry with colleagues focused on student learning develops a deeper understanding of effective pedagogy and content knowledge.
- Private practice becomes public and less isolated. The learning community is strengthened.
- There is greater alignment in assessment and instruction within grades, divisions, and schools.
- The understandings and terminology related to student learning, assessment, and teaching become more common throughout the school.
- Looking closely and collaboratively at student work can unveil valuable insights to guide school communities as they reflect on their effectiveness and plan next steps to set all students up for success.
- Each child's well-being becomes the responsibility of the team as a whole. This strengthens the collaborative culture of the school.
- Looking deeply at student work and analysing the quality and appropriateness of the task allows teachers to reflect on their instructional practices, examine how they set goals, measure attainment of the goals, and align actions with ministry, board, and school expectations.
- Precision, personalization, and professional learning result from the teacher moderation process. It is ongoing and dynamic and therefore helps teachers meet the diverse and ever-changing needs of all students.

What are the challenges of teacher moderation?

- Time to meet may present a challenge. The administrator needs to be an active participant in the process, including problem solving the logistics of time and space.
- Creating a culture of trust, respect, and collaboration takes time to build. Establishing norms and protocols assists in this process.
- Taking an honest and critical look at one's own practice is difficult. Establishing that this is about improving student achievement helps focus the conversation on learning.
- Connecting all of the pieces in a meaningful way takes a skillful practitioner.

Teacher Moderation Webcast Segments

Part 1: The Teacher Moderation Process

Segments 1 to 4

Introduction

(Length: 2 minutes)

Ann Perron, The Literacy and Numeracy Secretariat

1. Overview of the Assessment Process

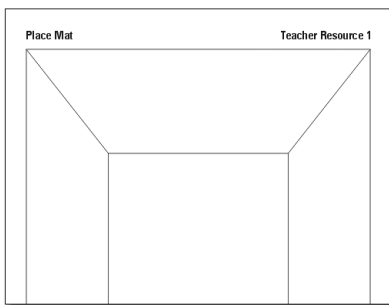
(Length: 3 minutes)

Synopsis:

Mary Reid, principal in the Bluewater District School Board, speaks about the complexity of the assessment process and the importance of alignment.

To deepen understanding:

- Think about your present role. How do you promote alignment of assessment practices at the grade school, or board level?
- If you are working as a member of a professional learning community when you view this webcast, you may wish to use a place mat organizer to coordinate the ideas that are shared (see Webcast Teacher Resource 1). Each person writes his/her personal response in one of the outside spaces. Then participants share ideas and select three of the most significant strategies to record in the centre space. One person is selected to present key points to the whole group.



For a printable version go to Teacher Resources in the webcast folder on the DVD.

2. Collaborative Scoring of Student Work

(Length: 5 minutes)

Synopsis:

Dr. Douglas Reeves, researcher, author, and educator, discusses the need for engaging in collaborative scoring of student work as a way of making the assessment process fair and equitable for all students.

To deepen understanding:

- Select one key point made by Dr. Reeves that you strongly agree with and that you will take back with you to share with your colleagues. Explain the significance of the statement you chose.

3. Teacher Moderation Session 1

(Length: 6 minutes)

Synopsis:

Three junior teachers and their principal participate in a teacher moderation session.

To deepen understanding:

- As you watch this session, note the key steps that were followed as teachers went through the moderation process.
- As you watch this session, use a double entry journal (Webcast Teacher Resource 2) to record what you notice and your personal reaction to that noticing.
- During the teacher moderation process the teachers referred to anchor writing samples that demonstrated the characteristics of levels 1 to 4. Examine Webcast Teacher Resource 3, Creating an Anchor for a Writing Task. Explain how you might use this framework to help teachers create their own classroom writing anchors.
- Think about and record the benefits of teachers creating their own anchors.
- What framework could a group of teachers follow when first engaging in teacher moderation?

Double-Entry Journal		Teacher Resource 2
What I noticed / heard	My reaction / thoughts / questions	

For a printable version go to Teacher Resources in the webcast folder on the DVD.

Creating an Anchor for a Writing Task		Teacher Resource 3
Grade: _____	Date: _____	
Writing Form: _____		
Writing Task:		
Writing Sample:		

For a printable version go to Teacher Resources in the webcast folder on the DVD.

4. Teacher Moderation Session 1: Debriefing the Moderation Process

(Length: 6 minutes)

Synopsis:

The team reflects on how they evolved to their present level of proficiency with the teacher moderation process.

To deepen understanding:

- List the group norms that need to be established in order for a teacher moderation process to develop in your setting?
- List the challenges that teacher moderation might present for your team/site, and place each one on a ranking ladder of least to most challenging (Webcast Teacher Resource 4). For each problem identify a possible solution.
- As you reflect on the teacher moderation process, record your thoughts, using the PMI organizer (Webcast Teacher Resource 5). Under the P, record the pluses of teacher moderation. Under the M, record the minuses of teacher moderation. Under the I, record interesting thoughts or questions. Share your ideas with your colleagues.

Ranking Ladder		Challenges	Teacher Resource 4
↑ More challenging			Solution: _____ _____ _____
			Solution: _____ _____ _____
			Solution: _____ _____ _____

For a printable version go to Teacher Resources in the webcast folder on the DVD.

PMI		Teacher Resource 5
Pluses	Minuses	Interesting Ideas

For a printable version go to Teacher Resources in the webcast folder on the DVD.

Part 2: Toward Improved Student Achievement

Segments 5 to 8

5. Planning for Next Steps

(Length: 5 minutes)

Synopsis:

Based on student needs, teachers plan next steps to move students along in their learning.

To deepen understanding:

- Describe what you noticed as these teachers engaged in the design-down model of planning. What is the main benefit of this type of planning?
- Examine Design-Down Planning (Webcast Teacher Resource 6) and Weekly Planner for Next Steps (Webcast Teacher Resource 7). Explain how you might use these forms with your colleagues.

Design-Down Planning	Teacher Resource 6
Next Steps	
Design Down: By the end of a three week Mock, students will independently ...	
Writing overall expectations	
Specific next steps	

For a printable version go to Teacher Resources in the webcast folder on the DVD.

Weekly Planner for Next Steps	Teacher Resource 7				
Calibrating Task:					
Week number:					
Data analysis results	Instructional focus	Lesson/ grouping	Resources	Student practice/ application	Authentic task/ assessment
e.g. Four use of vocabulary	Effective vocabulary	Modeling read aloud	Picture book Mentor text: Marie-Curie Big Words	Shared writing of a poem	Write a poem
		Shared text demonstration			

For a printable version go to Teacher Resources in the webcast folder on the DVD.

6. Mentoring the Learning

(Length: 5 minutes)

Synopsis:

Current research indicates that immediate, explicit feedback improves student achievement.

To deepen understanding:

Print I Saw, I Think, So What?
(Webcast Teacher Resource 8).

- As you view this segment, reflect on what you see during the student/teacher conference and record your thoughts on Webcast Teacher Resource 8, I Saw, I Think, So What? Share your ideas with a colleague.
- What do you notice that is common in the interactions and discussions between individual teachers and their students?
- Select one teacher/student scenario to focus your listening. What sort of information, gleaned from this conference, will the teacher be able to use to determine next steps? What information will be useful for the student?
- How might you begin to implement student/teacher conferences in your school(s)?

I Saw, I Think, So What?		Teacher Resource 8
I saw ...	I think ...	So what?

For a printable version go to Teacher Resources in the webcast folder on the DVD.

7. Determining a Teaching Focus

(Length: 3 minutes)

Synopsis:

Research indicates that students learn best when they are actively involved in authentic, relevant tasks.

To deepen understanding:

To focus your listening, read the statements below and record your comments about these issues while viewing this segment.

- As you watch this segment listen for how the teachers help students see the relevance of what they are learning. After viewing, discuss the third statement.
- Explain how you think the teachers you are observing determine their next teaching focus.
- Teachers must consider the learning styles, interests, strengths, and needs of their students when planning instruction. What evidence would you see in a junior classroom that planning involved these considerations?

8. Student/Teacher Conferences

(Length: 3 minutes)

Synopsis:

Student/teacher conferences provide students with explicit feedback to move their learning forward. They also result in valuable assessment data for the teacher.

To deepen understanding:

- Record what you believe to be the benefits and challenges of student/teacher conferences. Write one comment per sticky note.
- Listen and watch for what you have listed as benefits and challenges.
- Add new ideas or remove ones you have changed your mind about.
- Sort your notes into benefits and challenges. Combine similar ideas. Share your thinking with a colleague. Brainstorm ways to solve the challenges and build on the benefits.

Part 3: Instructional Strategies that Meet the Needs of All Students

Segments 9 to 14

9. Read-Aloud

(Length: 7 minutes)

Synopsis:

During a read-aloud the teacher demonstrates proficient reading and a love of reading. Read-aloud benefits all ages.

To deepen understanding:

- An effective approach to address students' needs is read-aloud. Think about and record what can be modeled during a read-aloud session.
- Read-aloud happens less frequently in junior classrooms. What did this teacher intend to accomplish through this read-aloud?
- What actions will you take to encourage read-aloud in Junior grades?

10. Shared Reading

(Length: 5 minutes)

Synopsis:

During shared reading, the teacher and students share the reading of a common text that everyone can see. The teacher begins to release responsibility for the reading to students based on the complexity of the text and the students' skills.

To deepen understanding:

- It is during shared reading that explicit teaching and modeling occurs. What did this teacher teach during the shared reading segment? What strategies did you notice this teacher use during the shared reading segment?
- Explain why shared reading is an effective approach to address students' needs and how these needs are discovered during the teacher moderation process.

11. Guided Reading/Guided Writing

(Length: 13 minutes)

Synopsis:

During small-group guided lessons, students practise skills previously taught during read-aloud and shared reading sessions.

To deepen understanding:

- The intimacy of a small group allows the teacher to identify each student's level of understanding and precisely meet the needs of all of the students in the group. How was this teacher able to assess student understanding during guided reading?
- All students in the class were purposefully engaged during the guided reading/writing session. What do you think made this possible?
- Explain why guided reading was chosen as an effective approach based on what the teacher discovered during the teacher moderation process.
- Guided writing groups vary in size and format. Students practise strategies previously taught and modeled in shared writing. Explain why guided writing was chosen as an effective approach based on what the teacher discovered during the teacher moderation process.
- What did you notice in the video clip that you will take back with you as an important message to your colleagues?

12. Interventions

(Length: 6 minutes)

Synopsis:

Effective interventions are timely and precise and are therefore driven by ongoing assessment. Interventions come in many varied forms.

To deepen understanding:

- Explain why interventions are an important part of next steps based on what the teachers discovered during the teacher moderation process.
- How do teachers in your work place know if interventions are working?
- What needs to happen if interventions are not working?
- The challenge is to provide interventions in a timely and precise fashion in a manner that does not penalize the student in any way. How do interventions occur at your school?

13. Independent Writing and Reading

(Length: 3 minutes)

Synopsis:

During independent writing sessions, students independently apply previously taught strategies and skills.

To deepen understanding:

- Explain why independent writing was chosen as an approach based on what the teacher discovered during the teacher moderation process. What is the teacher's role during independent writing? What is the student's role during independent writing?
- In order for students to become independent learners, they must know how to monitor their learning through self-assessment which requires metacognitive awareness. How did the teachers in this webcast help students become more aware of their thought processes and learning styles?
- What other strategies might the teachers use to further develop metacognitive awareness in their students?

14. Summative Tasks

(Length: 3 minutes)

Synopsis:

A summative task that is open ended and authentic genuinely engages students and allows them to demonstrate their learning.

To deepen understanding:

- During the teaching block, students and teachers collaboratively created checklists and rubrics to be used as assessment tools. These tools were useful for students, since they outlined clearly what was expected. Examine the Persuasive Letter Checklist (Webcast Teacher Resource 9). What benefit would such a checklist be to students? What benefit would such a checklist be to teachers? When and how do you think such a checklist would be created?

- During the teacher moderation process the participants identified rich and authentic tasks that students were asked to do. By referring to their task-specific checklists or rubrics, the teachers examined the writing to see if the students had fulfilled the requirements. What questions should teachers ask of themselves to determine if the task they are creating is rich and authentic?
- Self-reflection is an essential part of the learning process for students. Examine the Writing Self-Assessment (Webcast Teacher Resource 10). What is the benefit of students using this framework for self-reflection? Notice the questions that promote reflection. What other question might you pose to encourage reflection.

Persuasive Letter Checklist		Teacher Resource 9		
Name: _____				
Criteria	Not yet met	Met	Comments	
The letter is addressed to a specific audience.				
The letter is signed appropriately.				
The letter includes an introduction that identifies an issue / problem.				
The letter has clear organization.				
The letter uses transitional words to in discrete order (first, second, next, finally).				
The letter uses persuasive language.				

For a printable version go to Teacher Resources in the webcast folder on the DVD.

Writing Self-Assessment		Teacher Resource 10	
Title: _____			
Text Form / Genre: _____			
Mentor Text Title: _____			
Exemplary elements of the genre / text form reflected in the mentor text are:			

The mentor text showed me how to:			

My piece of writing shows the following qualities of good writing:			

After this writing experience, I learned the following things about myself as a writer:			

For a printable version go to Teacher Resources in the webcast folder on the DVD.

Part 4: Assessing the Impact and Planning Next Steps

Segments 15 and 16

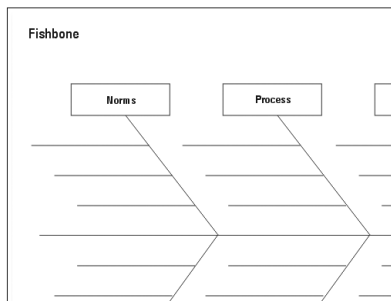
15. Teacher Moderation Session 2: Comparing Student Work after Instruction (Length: 11 minutes)

Synopsis:

The teacher moderation cycle comes full circle as teachers bring current samples of student work to compare with the original samples, looking for evidence of growth.

To deepen understanding:

- What key messages are you left with after watching the conclusion of this webcast? Use the Fishbone (Webcast Teacher Resource 11) to organize your thinking.



For a printable version go to Teacher Resources in the webcast folder on the DVD.

16. Teacher Moderation Session 2: Debrief (Length: 2 minutes)

Synopsis:

Teachers discuss the benefits of monitoring the impact of their next steps.

To deepen understanding:

- In your opinion, what are the key benefits of meeting a second time to examine a post-instruction sample of the same student's work?

How to Insert a Video Clip into a PowerPoint Presentation

On this DVD you will find WMV versions of all segments of the webcast. To insert a clip into a PowerPoint follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation.
OR
Open an existing PowerPoint presentation to which you wish to add video.
3. Insert a DVD into the DVD drive of your computer.
4. If a new window pops up and asks you how you would like to view the files on the disc, choose "Open folder to view files."
OR
If a new window does not open, go to My Computer which can be accessed from the Start menu. Once the My Computer window has opened, double-click on the icon shaped like a disc, that will likely be labeled D or E.
5. Save the video segment that you would like to insert into a PowerPoint into the same folder that the PowerPoint presentation is saved in on your computer.
Video files that have been saved onto your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).
6. On the slide that you would like to insert the video, click on Insert in the PowerPoint menu bar.
7. Under Insert, select Movies and Sounds.
8. Click on Movie from File.
9. A window will pop up which will ask you to find the video file that you would like to add.
10. Find and select the video file that you saved earlier in step 5.
11. Once you choose the video file you need, another window will pop up and ask if you want your movie to play automatically when you enter the slide or to play when it is clicked. Choose your preference.
12. You will notice that the starting image of your movie is not displayed on the slide.

How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

Method 1

1. Right-click on the file and choose Copy.
2. Right-click within any folder that you would like to save it in, and choose Paste.

Method 2

1. Left-click on the file you would like to save, so that the file is highlighted.
2. Simultaneously press Ctrl and C (for Macintosh users, Command + C) to copy the file.
3. Left-click within any folder that you would like to save the file in, and simultaneously press “Ctrl” and “V” (for Macintosh users “Command” and “V”) to paste the file there.

For Macintosh users, the “Command” key is the one with the following symbols:  

NOTE:

All video files you would like to insert into your PowerPoint presentation must be saved in the folder containing the PowerPoint file.

If you save a PowerPoint presentation to another location (i.e., a memory stick, CD, etc.) you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise the video will not link to the PowerPoint presentation.

Note to viewers: If you wish to reproduce these instructions, please go to the Teacher Resources on the DVD.



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