

## Assessing



ISSUE ORIENTED

By Anita McAnear

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**T**his month's issue deals with assessment. The type of assessment that is on my mind is how to assess the usefulness of our current *L&L* content to our readers. We've made quite a few changes in the last couple of volumes. See if you've noticed any or all of the following:

Although *L&L* is primarily a practitioner-submitted magazine, we've recognized that for some topics it is useful to hear about a variety of experiences rather than just one classroom, school, or district. And sometimes it is useful to hear from representatives of different levels in the system—students, teachers, tech facilitators, administrators, and community members. To create these systemic pictures, we have turned to our talented *L&L* editors to research and write about topics such as Ed Tech advocacy and creating 21<sup>st</sup>-century schools. This month, *L&L* alum Jennifer Roland gives us an overview of online assessment tools (pp. 12–17).

Our Learning Connections section (pp. 28–36) consists of several types of articles of varying lengths. Each issue we have one feature article of broad interest. If it is within a particular subject, it is usually applicable across a range of topics or grade levels for that subject. We also have lesson idea articles on different curriculum areas. Finally, there are a lot of great resources, handy classroom management ideas, instructional strategies, and other brief tech tips. Another goal for this section is to incorporate more voices, and judging by the number and quality of submissions we are currently receiving, this new approach has resonated with readers.

Over the years, we've recognized that some consistent *L&L* contributors—Glen Bull, Don

Hall, and Doug Johnson—are expert in what they do and consistently keep us on the cutting edge of technology, curriculum, and leadership. We've given these folks their own columns—Connected Classroom, As I See IT, and Media Matters, respectively—so that we can stay up to date on their latest thinking. We've also enlisted our colleague Hilary Goldmann to cover advocacy—a growing area of importance to our field—in another column, Voices Carry, which premieres this month on page 10.

Again, recognizing the vast number of products, services, and resources that come out every day, we have beefed up our Products and Services section to include a Buyer's Guide, a more detailed and comprehensive section on new Ed Tech-related releases, and reviews of state-of-the-art software and hardware.

Finally, to be sure you know what ISTE—the organization that brings you *L&L*—is up to, we've started three new departments: ISTE News, Member Profiles, and ISTE in Action.

That gives you some ideas about our thinking. Now the question is: Is *L&L* content meeting your needs? Have we hit the mark or not? We want you to look forward eagerly to each issue because you know you will find a potential solution, insight, or useful idea, learn something new that stretches your thinking, or be comforted that you are not alone.

Please let us know how we are doing by going to <http://www.iste.org/ll> and following the link to the October survey. And as usual, don't forget letters to the editor ([letters@iste.org](mailto:letters@iste.org)) or a personal e-mail to [amcanear@iste.org](mailto:amcanear@iste.org). ■