



Assessment approaches for today's learning environments

August 20, 2020

Link to slides: https://learningforward.org/wp-content/uploads/2020/08/Webinar_8-20-20-.pdf

Contact info for the panelists:

- Scott Marion [@ScottFMarion](#)
- Katherine T. Smith [@KatieSmith2007](#)
- T. Nakia Towns [@TNakiaT](#)

Resources and links from the panelists:

From Scott Marion:

- [Five formative assessment strategies to improve distance learning outcomes for students with disabilities](#)
- [Classroom Assessment Learning Modules](#)
- [Center for Assessment CenterLine blog site](#)
- [Classroom assessment principles to support teaching and learning](#)

From Katherine T. Smith:

- [Restart & Recovery: Assessment Considerations for Fall 2020](#)
- [Pear Deck for Google Slides](#)

Learning Forward resources:

- [August issue of *The Learning Professional*: Turning to technology](#)
- [COVID-19 online resource page](#)
- [Learning Forward webinars](#)
- [Learning Forward blog](#)
- [Learning Forward membership](#)
- [2020 Virtual Annual Conference](#)

Poll results:

Check-in poll results

To what degree is your school or district overhauling how you approach assessment this year?

- Not at all **8%**
- **Somewhat 50%**
- Quite a bit **36%**
- Entirely **6%**

To what degree do you feel prepared to use a range of strategies to assess student learning this year?

- Not at all **16%**
- **Somewhat 61%**
- Quite a bit **19%**
- Entirely **4%**

Participants' suggestions and resources:

- “Informal observation” can be LMS analytics about engagement in learning activities and achievement progress.
- In Google Forms or Slides it can be easier to see a lot of students work at one time since you can scroll through the class more quickly than walking around.
- Pre-assessments should be used by students as well...they can use it as a self-reflection tool to see their own growth.
- Teaching to a vision — not a standardized test:
<https://learningfront.blogspot.com/2012/03/teaching-to-vision-of-student-learning.html>
- I think of feedback in terms of Goldilocks...every child needs different amounts in different modes and different chunks at different times along the way.
- We are doing a book study on *How to Grade for Learning* by Ken O'Connor...great and timely resource.
- I have seen some K teachers use a function in RazKids that allows the child to record themselves reading a book and the teacher can listen to it.

- I am working with a school on an Oral History Project. Intentionally asking families that we know teachers need to support. We are planning to have one-to-one conversations with both families and students.
- Flipgrid is a great resource where students can record themselves either reading or explaining a math problem and then they can share it with their teacher or classmates.
- Student Achievement Partners Priority Instructional Content ELA/Literacy and Mathematics - <https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics>
- AAAS is a great resource for science assessment tasks with error analysis like Katie is talking about!
- Regarding caregivers helping their children on assessments (or doing the assessments for them) ...some of the teachers I work with started giving Rubrics to the parents to assess how much “help” they gave to their children. Teachers also used a parent rubric when assessing skills on IEPs to determine student independence.
- I have found PADLET helpful in group activities especially for those things we might have used chart paper for to enhance small group discussion and engagement.
- The Michigan Assessment Consortium has a wonderful set of assessment literacy standards for parents and students: www.michiganassessmentconsortium.org

Participants’ responses to panelists’ comments and strategies:

- So many educators I work with are not ready to rethink grading.
- Grading for mastery is more critical. Ask “why am I grading this?”
- Love the reminder that TEACHERS should be grading students not the LMS.
- I really wish we didn't have to give grades. They so often undermine the learning process and take up too much time and resources.
- The differentiation between grading and feedback is so crucial. Thankful our district has started there. The irony is it feels like asking the impossible to give feedback to 120+ in a virtual setting, yet that is foundational for a healthy virtual learning community.
- Words not symbols...Narrative Reporting can be a huge help...
- We are doing a campus book study on Grading for Equity to reevaluate what and why we grade. We are focused on feedback and using tech tools to provide that orally.
- Rubrics need to be field tested to confirm that the content and expectations in them exist in the real world.



- It's too bad that assessment for learning is seen as low stakes and assessment for verification is high stakes. Parents helping on formative assessments can muddy the waters more than parents helping on summative assessments.
- I like adapting the KWL to include "what we think we know" to show students that learning is dynamic and the assumptions/things they think they know may change as the learning develops. It also helps the teacher find out potential student misconceptions.