

Assessment approaches for today's learning environments

Webinar
August 20, 2020

If you can see the slide and hear the music, you are all set.



learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and use the Q&A for questions during the webinar.

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector

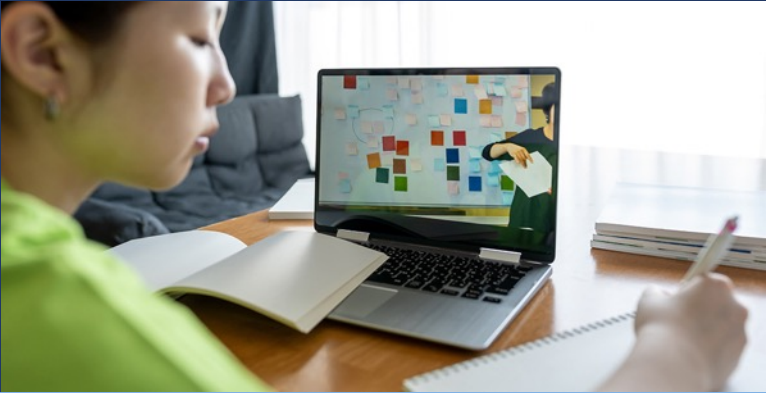


[@learningforward](https://twitter.com/learningforward)

Participants will ...

- Learn about formative assessment strategies for both hybrid and remote learning contexts
- Consider how grading and assessment policies and systems may need to shift for the year
- Discuss the range of student information and data that can inform instruction as the year progresses

Let's talk about assessment



Check-in poll

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

- Not at all
- Somewhat
- Quite a bit
- Entirely

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

- Not at all
- Somewhat
- Quite a bit
- Entirely

Panel discussion



Scott Marion

Executive Director
Center for Assessment
(NH)



Katherine T. Smith

Coordinator of
Assessment & Research
Lyons Township High
School District 204 (IL)



T. Nakia Towns

Deputy Superintendent
Hamilton County Schools,
Chattanooga (TN)



Supporting Meaningful and Useful Assessment in Remote and Hybrid Contexts

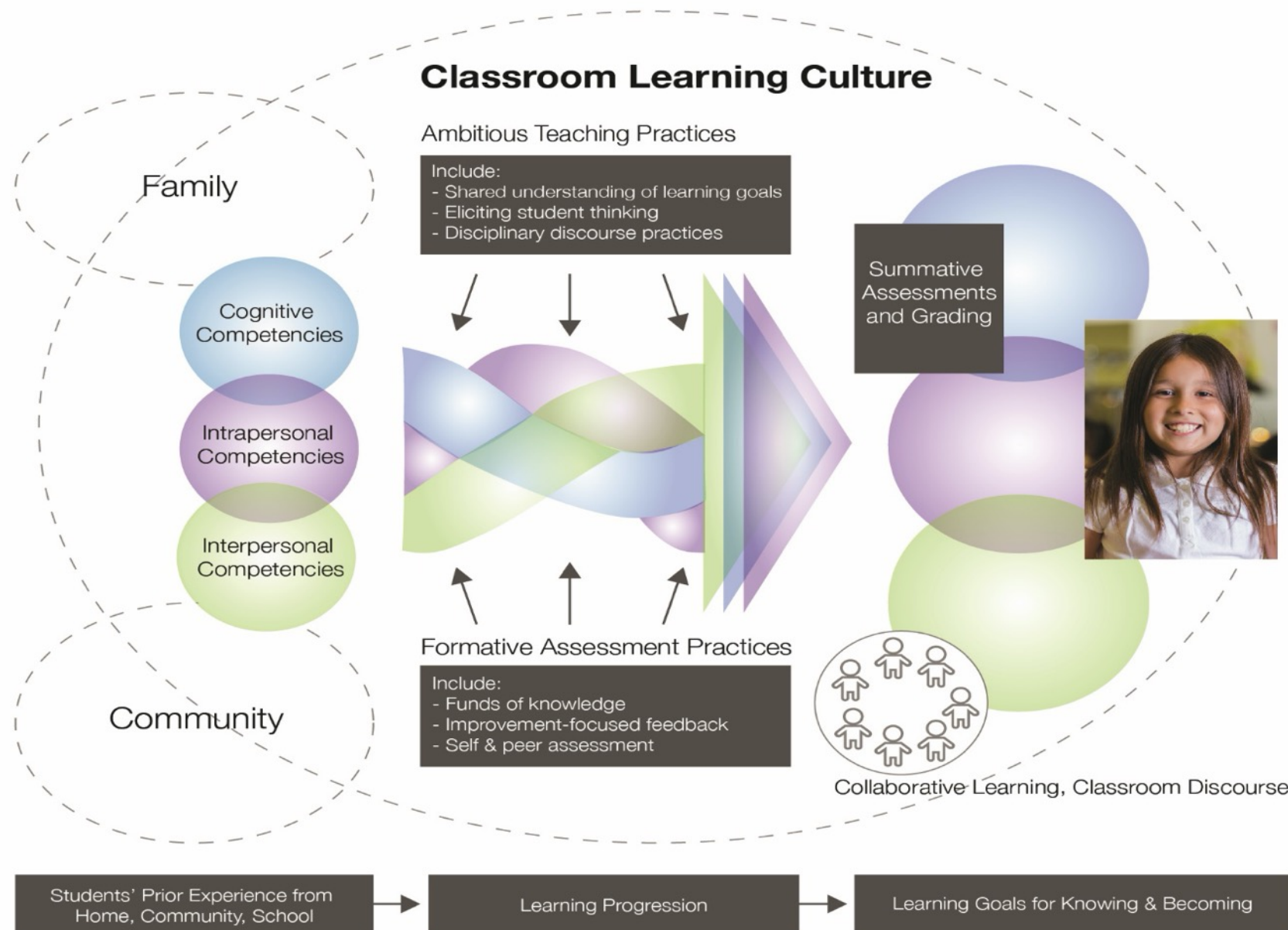
Scott Marion, Executive Director

The National Center for the Improvement of Educational Assessment

Learning Forward Webinar

August 20, 2020

A Graphical Representation of a Classroom Assessment System



Shepard, L.A. (2019). Classroom assessment to support teaching and learning, In Berman, A.I., Feuer, M.J., & Pellegrino, J.W. (Eds). *What use is educational assessment?* National Academy of Education/American Academy of Political and Social Science.

Intentionality!

- The principles for high quality classroom assessment as articulated in the [Classroom assessment principles to support teaching and learning](#) **haven't changed**, but aspects of implementation will need to shift.
- It's a system! Must be coordinated and coherent...
 - Focus on what matters most—**formative "instruction."** The more appropriate name!
 - **"Classroom summative"** is a necessary part of system to make competency determinations and to provide grades

in·ten·tion

[in-ten-shuhn]

–noun

purpose or attitude toward the
effect of one's actions or conduct

Join us on September 16, 1:00-2:30:

<https://www.nciea.org/events/rils-2020-implications-covid-19-pandemic-assessment-and-accountability>

Some Examples of the Implementation Issues Regarding Formative Assessment in a Remote Context

1. **Informal observation** is more difficult
2. **Is the instruction *synchronous* or *asynchronous*?** This will affect the types of formative activities you can use.
3. **Collaborative work** and peer feedback is more difficult to set-up/monitor
4. **Student access to and familiarity with technology and internet access**
5. **Student engagement, unanticipated interruptions, and distractions**
6. **Students' ability to articulate their thinking** (verbally/writing/etc.)
7. **Rules and regulations** related to collection of student artifacts
8. **Giving and discussing feedback with students may be more complicated**
9. **Ultimately, data collection** must be more **intentional**

What About Grading?

- Grading is done poorly in the best of times
 - Shifts the reward structure from an internal love of learning to extrinsically chasing rewards
 - Non-systematic, biased, and potentially demotivating to many
- We must develop a “culture of learning” that focuses on formative feedback with a recognition that grading and/or competency determinations should be based on clear criteria and deliberative processes
- Do NOT allow Learning Management Systems (LMS) algorithms to override sensible practices

Resources

- Brookhart, S. (2020, May). Five formative assessment strategies to improve distance learning outcomes for students with disabilities (NCEO Brief #20). National Center on Educational Outcomes.
<https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief20.pdf>
- Center for Assessment (2020). Classroom Assessment Learning Modules.
<https://docs.google.com/document/d/1bQmol56j189QWbBTAdSUAGQnuGfEvfZ2xq3DGPrs-pw/edit>
- Center for Assessment *CenterLine* blog site: <https://www.nciea.org/blog>
- Shepard, L. A., Diaz-Bilello, E., Penuel, W. R., & Marion, S. F. (2020). *Classroom assessment principles to support teaching and learning*. Boulder, CO: Center for Assessment, Design, Research and Evaluation, University of Colorado Boulder.
<https://www.colorado.edu/cadre/2020/02/11/classroom-assessment-principles-support-teaching-and-learning>

Katherine T. Smith

Coordinator of
Assessment & Research

Lyons Township High
School District 204 (IL)



**LYONS TOWNSHIP
HIGH SCHOOL**
DISTRICT 204



CONNECT WITH YOUR STUDENTS

- Connections **are not** built by giving standardized assessments
- Initially, focus on cultivating belonging with your students (Krownapple & Cobb, 2019)
- Strong teacher-student relationships lead to positive impact (.72 and .52) on student learning (Hattie, 2009 & 2019)

ADMINISTER SHORT, RELEVANT PRE-ASSESSMENTS

- More critical now than before
 - Should be aligned to upcoming learning intentions
 - Meant to inform the teacher on level of scaffolding needed in the initial instructional units to meet the needs of all students
 - Low stakes
- i.e.- assess vocab. & literary devices prior to teaching of novel

(Council of Chief State Officers, 2020)

RELY ON FORMATIVE ASSESSMENT

- evidence of student achievement
- for the teacher and student
- to inform the next learning steps

GUIDING QUESTIONS		
Where am I headed in my learning?	Where am I now?	Where to next? How can I close the gap?

(Chappuis, 2015; Stiggins, 2005; Wiliam, 2011)

USE PEARDECK TO FORMATIVELY ASSESS

Task Aligned to a Learning Intention



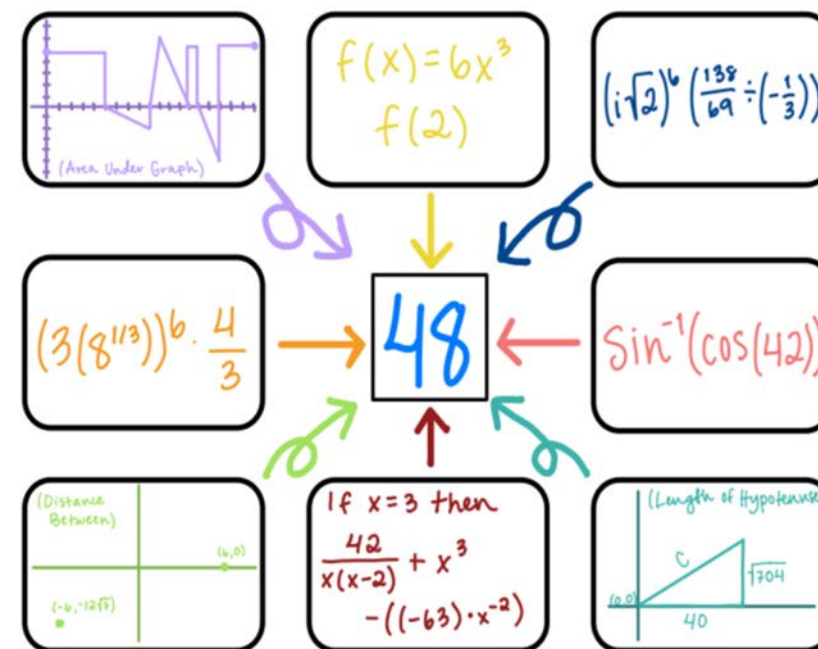
Directions:

- Write the target number in the square in the middle of the concept map.
- Create at least three visual models that represent the target number.
- Write as many expressions and equations as possible that are equivalent to the target number.
- Complete the Essential Question Review and Reflection Summary

Model that meets the success criteria

Example:

Success Criteria
<ul style="list-style-type: none"> • Target number written in the middle square • All 8 rectangles are filled in with equivalent representations of target number • At least <u>three</u> different visual models represent the target number • Different Expressions and/or equations are equivalent to the target number
Answer Essential Questions on Slide 9



USING PEARDECK TO FORMATIVELY ASSESS

Student Performance via PearDeck

Success Criteria

- Target number written in the middle square
- All 8 rectangles are filled in with equivalent representations of target number
- At least three different visual models represent the target number
- Different Expressions and/or equations are equivalent to the target number

Answer Essential Questions on Slide 9

Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

Student Constructed Response via PearDeck

Essential Questions:

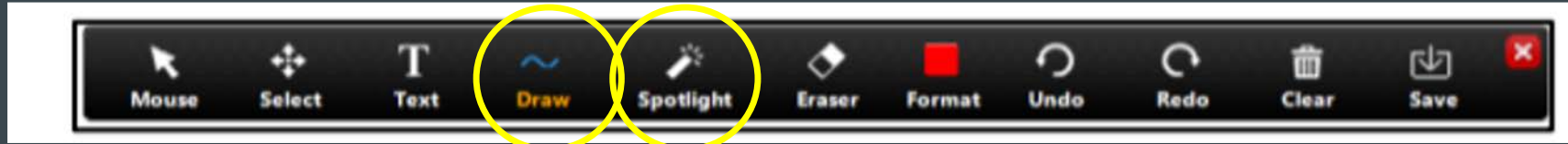
Why are equivalent representations (models, equations, etc.) helpful?

How are patterns helpful? Where did you see and use patterns today?

Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

USE ZOOM ANNOTATION TOOLS TO FORMATIVELY ASSESS



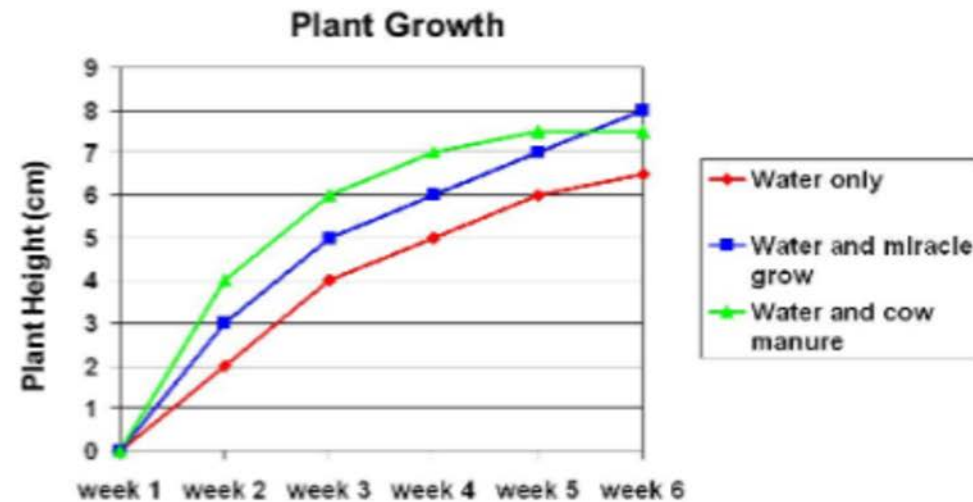
STUDENTS CAN
USE ZOOM
ANNOTATION
TOOLS TO
COMPLETE THE
FORMATIVE TASK

Identifying a Claim and Evidence in a CER

Please **highlight** the claim in each CER and underline all appropriate evidence in the text.

1. Do plants grow taller if treated with miracle grow or cow manure throughout a six week period?

Plants grow taller with miracle grow than with cow manure over a six week period. If a plant receives more light, they should also grow taller. According to the graph, plants with cow manure grew tallest during the first four weeks but tapered off at week five. The plants treated with miracle grow continued to grow taller into week six. Miracle grow provides the nutrients plants need to grow that cow manure does not, therefore miracle grow allows plants to grow taller over a six week period.





HAMILTON
COUNTY
SCHOOLS

Learning Forward:

Assessment approaches for today's learning environments

COVID-19 Impact on District Assessment

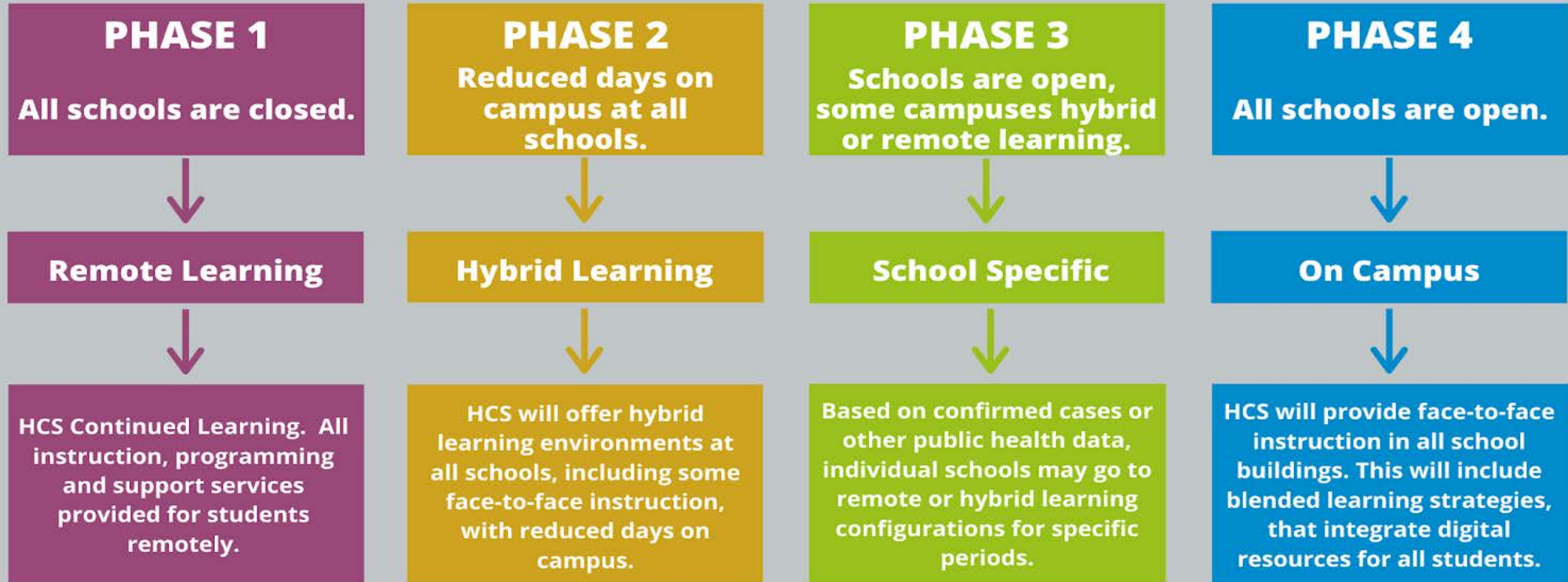


Hamilton County Schools
Will Be the **Best** School
District in Tennessee.

HCS Phased Reentry Plan

PHASE 1 Risk of spreading of COVID-19 is significant. <i>Requires Significant Mitigation.</i>	PHASE 2 Risk of spreading COVID-19 is moderate but increasing. <i>Requires Moderate Mitigation.</i>	PHASE 3 Risk of spreading COVID-19 is minimal. <i>Requires Minimal Mitigation.</i>	PHASE 4 No risk of community transmission of COVID-19. <i>Requires little to no Mitigation.</i>
Remote Learning All schools are closed.	Hybrid Learning Reduced days on campus at all schools.	School Specific Schools are open, some campuses hybrid or remote learning.	On Campus All schools are open.
HCS Continued Learning. All instruction, programming and support services provided for students remotely.	HCS will offer hybrid learning environments at all schools, including some face-to-face instruction, with reduced days on campus.	Based on confirmed cases or other public health data, individual schools may go to remote or hybrid learning configurations for specific periods.	HCS will provide face-to-face instruction in all school buildings. This will include blended learning strategies, that integrate digital resources for all students.

OPTION 1: HCS Learning Continuum Plan



OPTION 2: HCSatHome Program

All HCS families have the option to choose our HCSatHome remote learning program with their base school for the full semester, regardless of what phase the district is in for face-to-face instruction. Families must register ahead of each semester for the 2020-2021 school year.

OPTION 3: Hamilton County Virtual School

This program requires enrolling at Hamilton County Virtual School as your child's base school. The programming is self-directed and self-paced, with more reliance on families for curriculum support and engagement. This school supports students in grades K-12.

Hybrid Learning Model



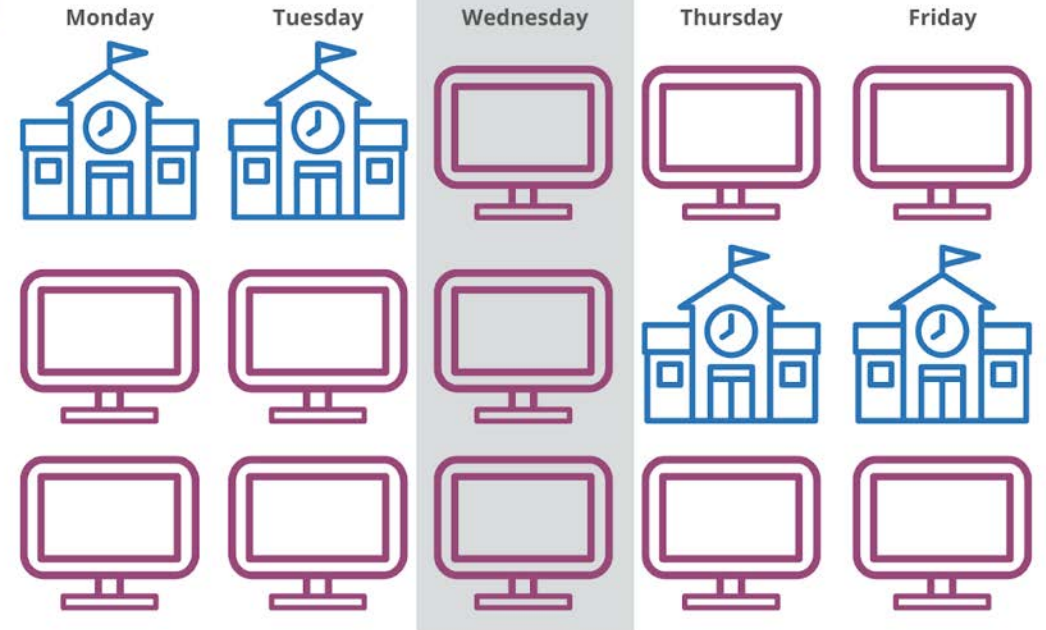
PHASE 2





Reduced days on campus at all schools.

Student Cohort A

Student Cohort B

HCS at Home



		What?	Why?	When?	How - Links to PD
The KEY 		<p>One Username, One Password, For Everything. This will be populated by the Central Office and will come loaded with all resources listed on this page for each class.</p>	<p>Students and teachers spending less time looking for usernames and passwords and more time learning with different platforms.</p>	<p>All the time, everywhere you and students go.</p>	<p>ClassLink Log In "How To" Slides</p> <p>Quick Overview</p> <p>HCS "How To" video coming soon!</p>
The House(s) 		<p>Learning Management System. Houses the tools needed for content delivery. Can create content as well as assess students inside of the platform.</p>	<p>Allows for robust content creation and collaboration among teachers, delivered to students in a consistent, engaging environment.</p>	<p>All the time. In-person learning, or at home learning. Students, parents, and teachers stay connected.</p>	<p>Canvas Pages and Modules</p> <p>Creating and Sequencing Modules</p> <p>Creating Quizzes in Canvas</p> <p>Creating and Grading Rubrics in Canvas</p>
	 <p>Recommended for use in K-2 until we are all on campus again and can help younger students onboard to Canvas in person</p>	<p>ClassDojo is a platform that teachers, students, and families use every day to build community by sharing learning in the classroom or at home through video, photos, drawings and much more utilizing portfolios for each student.</p>	<p>Allows for our youngest learners to easily connect to learning and have a place that allows them to display learning in a developmentally appropriate way. Allows a K-2 student to work on their own.</p>	<p>All the time. In-person learning, or at home learning. Students, parents, and teachers stay connected.</p>	<p>Communication and Relationships</p> <p>Tools for Assessment</p> <p>ClassDojo and Nearpod</p> <p>Dojo for Blended Learning (More advanced tools)</p>
The Tools 		<p>Provides endless engagement and interactive presentations to your instruction. Create your own or pull prebuilt lessons from the library.</p>	<p>Allows for teachers to be prepared for any phase of learning. Easily able to collect data on students as they display their learning.</p>	<p>All the time. In-person learning, or at home learning. Students, parents, and teachers stay connected.</p>	<p>Building Culture through Digital Lessons</p> <p>Engagement and Assessment</p> <p>Nearpod Tips and Tricks</p> <p>Integrating Nearpod into Canvas</p>
		<p>Collaborative tools: Docs, Slides, Forms and more to help bring ideas together and allow easy access.</p>	<p>Lets students and teachers communicate and collaborate in the same files. Allows for organization of GSuite files.</p>	<p>Used for synchronous and asynchronous learning, anytime for increased collaboration.</p>	<p>Intro to Google and Chrome</p> <p>Assessments with Google Forms</p> <p>Advanced Google Tools</p>
		<p>Flipgrid is a video sharing platform in which students can share and reply back and forth to short form videos focused on a teacher created topic.</p>	<p>When learners reflect upon, discuss and showcase what they are learning, making, reading, solving, experiencing, playing ... it's always better together!</p>	<p>Start with an icebreaker, add weekly reflections, share book talks, explore STEM principles, give mini-presentations ... any Topic to ignite discussion!</p>	<p>Flipgrid for Connecting</p> <p>Flipgrid for Remote Classrooms</p>
		<p>Video Conferencing system to connect with students and parents. Allowing for teachers to deliver instruction and information.</p>	<p>Allows for whole groups to connect at the same time, and also allows for breakout rooms for small groups, whiteboard, and more features for a classroom feel.</p>	<p>For live connections, meetings, groups coming together. This tool is especially helpful for families when there is a consistent weekly schedule.</p>	<p>Licensed Accounts now available for teachers by logging into Zoom through ClassLink!</p>
		<p>**For K-5 EL (and Coming soon-Math)! Access to digital content and a platform to help plan lessons and engage students, in-person and remote.</p>	<p>Teachers are easily able to access teaching materials and manipulate them in a way that is best for planning and delivering their instruction to students.</p>	<p>Kiddom is used by students to access their subjects in class or remotely, and used by teachers to plan, and deliver in person and remote learning</p>	<p>Training and a library of self-paced tutorials coming soon!</p>

District Assessment Tools

- The Universal Screener for the 20-21 school year is **i-Ready**. All students (grades K-8) will be screened during the initial window.
- Formative assessment support via **MasteryConnect** utilizing TE 21 Item bank.
- The **CASE benchmark** schedule includes the planned delivery method for each assessment (paper-pencil or computer-based via **MasteryConnect**).
 - Quarterly benchmark: K-5 ELA and Math; 6-8 ELA, Math, Social Studies, & Science; High School EOCs.



MasteryConnect



Benchmark
Assessments
Product of TE21, Inc.

Why Benchmark?

2018 - 2019 Benchmark Comparison and Surprises

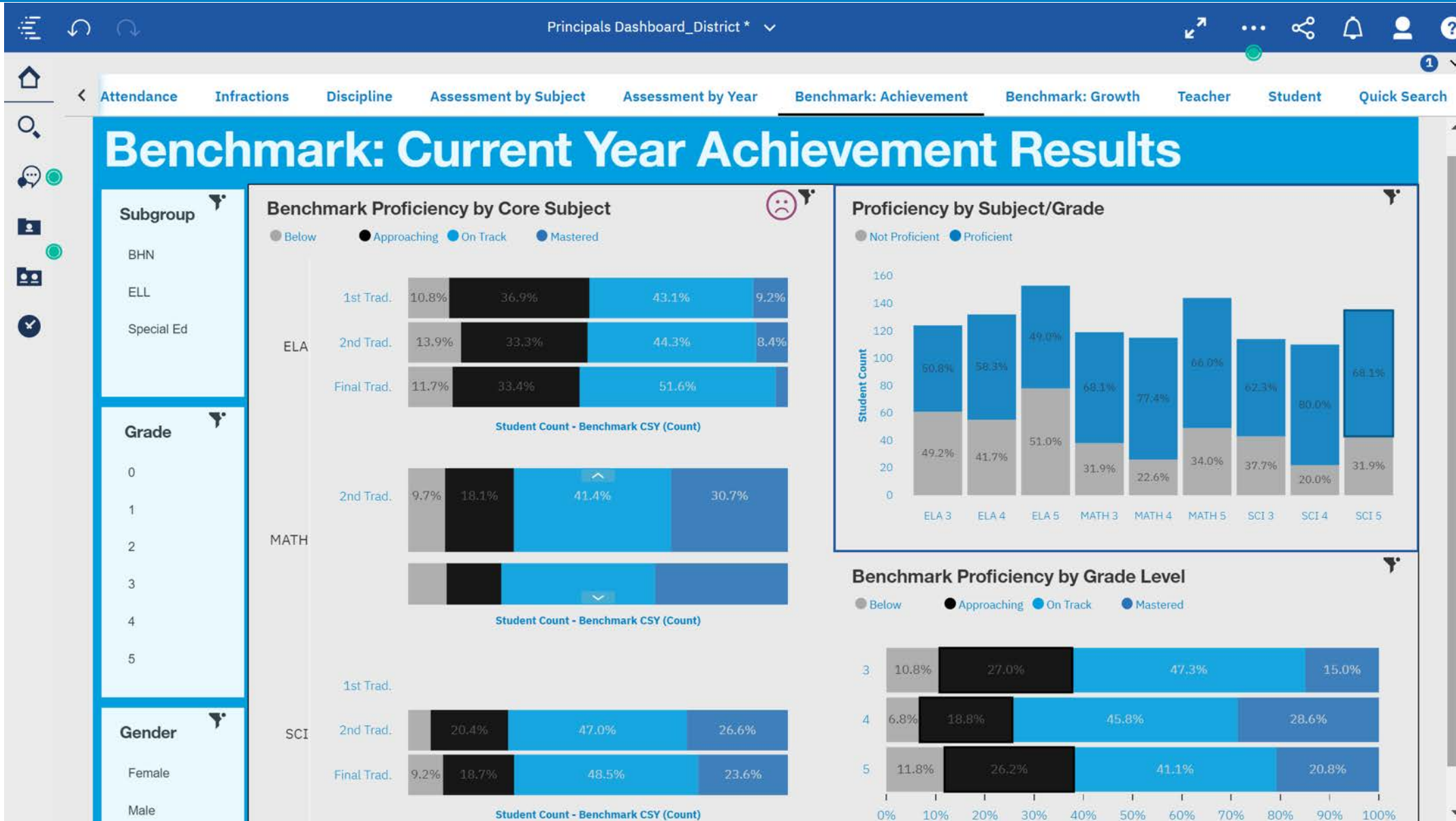
# Correctly Projected Not Prof	# Correctly Projected Prof	# Total Scores	% Predictive	% Predictive or Better	# Happy Surprises	# Backwards Surprises	Learning Community
32,713	18,015	60,897	83.3%	91.3%	4,860	4,189	school_name
							Cognos Subject

Students Projected non-proficient on benchmark, but proficient on TNReady							
Cognos Subject	1-	1	1+	2-	2	2+	Grand total
Algebra 1 - HS	9	8	8	22	22	31	100
Algebra 1 - MS	3	2	2	8	23	25	63
Algebra 2	8	15	24	44	47	95	233
ELA 3	5	11	12	13	41	141	223
ELA 4	7	9	11	22	82	135	266
ELA 5	6	6	12	14	49	138	225
ELA 6	12	16	11	26	35	104	204
ELA 7	3	6	12	29	46	126	222
ELA 8	2	2	2	13	27	98	144
English I	4	12	16	41	61	127	261
English II	18	18	32	42	80	111	301
Geometry 1	11	10	9	41	40	67	178
Math 3	2	9	10	38	74	243	376
Math 4	7	8	13	46	73	224	371
Math 5	2	9	9	16	58	143	237
Math 6	4	4	5	15	31	140	199
Math 7	3	1	14	25	43	160	246
Math 8	5	3	10	45	34	139	236
SS 6	4	5	9	29	36	94	177
SS 7	9	7	17	29	65	126	253
SS 8	1	8	17	34	47	123	230
US History	5	-	2	9	13	86	115
Grand total	130	169	257	601	1,027	2,676	4,860

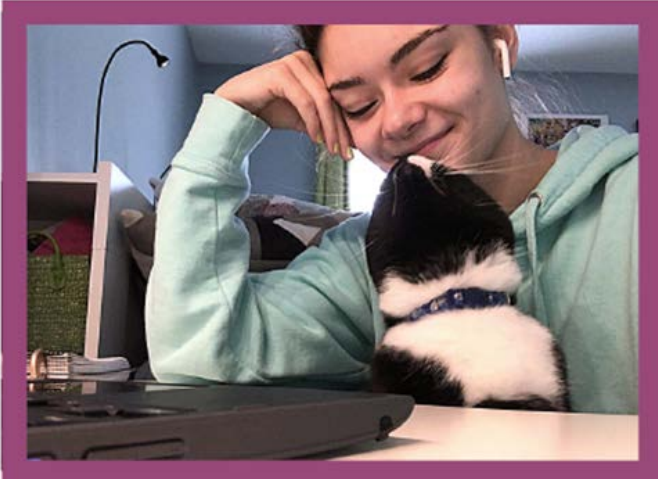
Students Projected proficient on benchmark, but non proficient on TNReady							
Cognos Subject	3-	3	3+	4-	4	4+	Grand total
Algebra 1 - HS	98	29	5	2	-	-	134
Algebra 1 - MS	32	11	2	1	-	-	46
Algebra 2	76	21	1	1	-	-	99
ELA 3	92	135	41	4	1	-	273
ELA 4	155	94	16	6	3	2	276
ELA 5	114	118	32	4	1	-	269
ELA 6	185	89	20	3	-	-	297
ELA 7	198	79	7	1	-	-	285
ELA 8	183	86	22	1	1	-	293
English I	115	50	11	1	-	-	177
English II	88	63	14	3	2	-	170
Geometry 1	111	24	4	-	-	-	139
Math 3	75	34	8	-	-	-	117
Math 4	64	32	4	-	-	-	100
Math 5	108	46	8	1	1	-	164
Math 6	121	56	10	3	1	1	192
Math 7	74	41	3	-	-	-	118
Math 8	56	15	5	-	-	-	76
SS 6	241	80	37	9	-	1	368
SS 7	133	74	17	1	-	-	225
SS 8	108	61	20	5	2	-	196
US History	109	48	13	4	1	-	175
Grand total	2,536	1,286	300	50	13	4	4,189



Why Benchmark?



Hybrid/Remote Learning Considerations



- Feedback versus grading
- Focus on assessing for understanding rather than grading
- Grading based on standards mastery rather than participation, activity, or homework
- Truly independent work? (Differences in “at home” support)
- Multiple modalities, flexible windows, revision/reflection, and other strategies to ensure equity

Hamilton County Schools

Expects Excellence



Every student deserves access to an **excellent teacher**.



Every teacher deserves access to an **excellent leader**.



Every school deserves access to **excellent resources** to meet the diverse needs of students.

Discussion and Questions

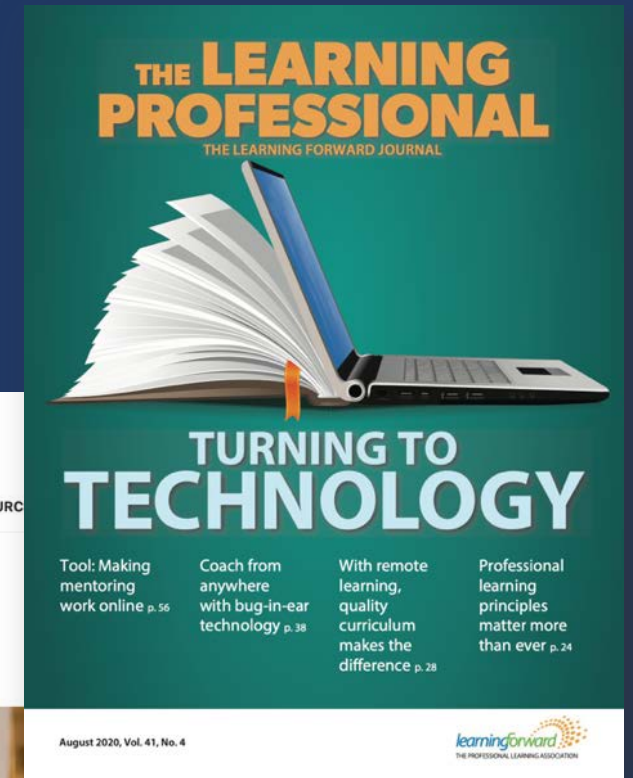


Online resources

- Look for follow-up resources, including a recording of this webinar and slides
- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)



The screenshot shows a blog post from Learning Forward. At the top is the Learning Forward logo and navigation links: ABOUT, ADVOCACY, STANDARDS, and RESOURCE. Below the logo is a "Back to Blog" link. The main title of the post is "Three lessons learned from the pandemic about professional learning". Below the title, it shows the date "July 29, 2020", the author "Elizabeth Foster", and tags "Learning systems/planning, Online learning". The bottom half of the screenshot shows a woman sitting at a desk, smiling and looking at a laptop screen while holding a large open book.



The cover of "The Learning Professional" journal, August 2020 issue, features a green background with a white laptop and an open book. The title "THE LEARNING PROFESSIONAL" is in large orange letters, with "THE LEARNING FORWARD JOURNAL" in smaller white letters below it. The main theme "TURNING TO TECHNOLOGY" is in large white letters. Below the theme, there are four article teasers: "Tool: Making mentoring work online p. 56", "Coach from anywhere with bug-in-ear technology p. 38", "With remote learning, quality curriculum makes the difference p. 28", and "Professional learning principles matter more than ever p. 24". At the bottom, it says "August 2020, Vol. 41, No. 4" and the Learning Forward logo.

Mark your calendars

Thursday
August 27
3 pm ET

**Attending to
the health and
wellness of
educators as
the school
year starts**

Thursday
September 3
3 pm ET

**Connecting
with families
when it's more
important
than ever**

Thursday
September 10
3 pm ET

**Plan C:
Preparing for
the Next Wave**

Thursday
September 17
3 pm ET

**Learning
from coaches:
Supporting
teams and
individuals**

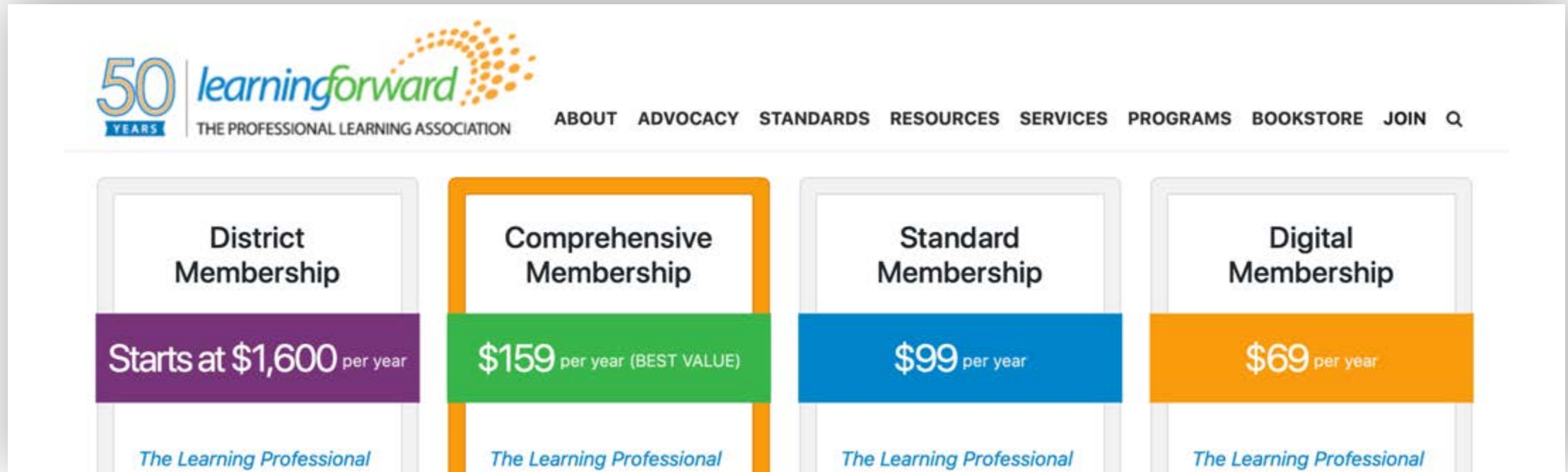
We're going virtual!

VIRTUAL | *learningforward* 
**2020 ANNUAL
CONFERENCE**
DEC. 6-8, 2020



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars***
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Value
District Membership	Starts at \$1,600 per year	
Comprehensive Membership	\$159 per year	(BEST VALUE)
Standard Membership	\$99 per year	
Digital Membership	\$69 per year	

Each membership card also includes the text "The Learning Professional" at the bottom.

Thank you!

