



Assessing student work online

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Link to slides: https://learningforward.org/wp-content/uploads/2021/02/Webinar_2-25-21-.pptx

Contact info for the panelists:

- Chase Nordengren - chase.nordengren@nwea.org
- Tracey Giardina - TCurley@dallasisd.org
- Derrick Swistak - dswistak@maine207.org
- Melissa Spadin - melissaspadin@gmail.com

Resources from panelists:

From Chase Nordengren

- [Making it Work \(free ebook on formative assessment practice\)](#)
- [Goal Setting Practices that Support a Learning Culture](#)
- [Teach Learn Grow \(NWEA blog on formative assessment practice\)](#)

From Tracey Giardina

- www.naf.org
- <https://www.pltw.org/>

From Derrick Swistak

- [The Culture Code: The Secrets of Highly Successful Groups](#)
- [Social Skill Development](#)
- [Presentation on gamification](#)

From Melissa Spadin

- [Assessment Best Practices for Distance and Blended Learning](#)
- [Equitable Assessment and Grading Practices during COVID-19 Distance Learning](#)
- [Engaging Students Through the Pandemic and Beyond](#)
- [Rubrics!](#)
- [Student Assessment Bill Of Rights](#)
- [Peer and Self Assessment Sentence Starters](#)
- [Assessment ideas for Distance Learning in CTE](#)



- [Formative Assessment The Student Role](#)
- [Guidance on Culturally Responsive-Sustaining Remote Education](#)
- [Formative Assessment for Remote Teaching: Understanding Learning Intentions](#)

Learning Forward resources:

- [Supporting coaches and mentors through our professional services](#)
- [The Learning Professional: Looking Ahead](#)
- [Professional Learning State and District Planner](#)
- [Learning Forward webinars](#)
- [Learning Forward blog](#)
- [Learning Forward membership](#)

Participants' suggestions and resources:

- A lot of schools use [GoGuardian](#) or similar programs as a way to watch student screens.
- Be careful about requiring students to make tiktok accounts. I love Matt Miller's Google slides template that works for all students. <https://ditchthattextbook.com/create-a-tiktok-style-experience-with-google-slides/>
- [videoAnt](#) is a tool where students can annotate while watching a video.
- For gamification: 1) <https://nearpod.com/> 2) <https://flippity.net/> 3) <https://www.peardeck.com/googleslides> 4) <https://kahoot.com/> 5) <https://www.socrative.com/> 6) <https://wordwall.net/>
- Playing music while students are working could help with their engagement.
- On the topic of digital learning resources/edtech tools, Common Sense Education has a great site with suggestions based on a search by grade level, subject area and skill. It includes reviews from users and fee. <https://www.commonsense.org/education/search?contentType=lists&page=1&limit=25&includeFacets=true>
- Digital learning resources/tools considerations for the classroom teacher https://elt.nysut.org/~media/files/elt-nysut/elt-files/hybrid1_dlrconsiderations.pdf?la=en
- [RoboKind](#) for Autism and SEL is GREAT too! They have actual robots, but now Avatar on tablets!
- I use [Microsoft Teams](#) for professional development, because we're not allowed to use Google.
- Here is a short list of tools: https://elt.nysut.org/~media/files/elt-nysut/elt-files/hybrid2_resourcesinstructionassessmentnowwhat.pdf?la=en

- [Schoology](#) or [Edmoto](#) are great for the classroom!
- Teaching to a vision of student learning — not a test
<https://learningfront.blogspot.com/2012/03/teaching-to-vision-of-student-learning.html>

Participants' responses to panelists' comments and strategies:

- By requiring discussion, you're getting into those higher DOK level skills and getting beyond answers that they can just Google, as Tracey mentioned.
- Gamification for learners is such a great motivator and easily done if thinking about the online tools available to us.
- Always so important to consider conversations and observations, in addition to products when thinking of assessment (i.e., triangulation of evidence of learning).
- I think this is a great example of productive competition. Competition can be dangerous if it's motivating students to get a high score for its own sake, but the research on student motivation shows that you can get benefits from competition if the competition is oriented around demonstrating deep learning.
- Many times, I use competition with students in breakout rooms of two so that they can collaborate in an engaging way. The brain craves novelty, and this can add a state change to the learning.
- Competition can absolutely be demoralizing for kids. We focus on how to de-emphasize competition but recognize that competition can be a source of positive interdependence. We stress trust-building through the practice and development of social skills in our classes. We hope that teachers build a "coopetition" that is low stakes and allows students to support one another while being engaged.
- We've heard from schools we work with that parents and families are struggling with tool overload - particularly difficult for families that speak other languages at home, or that rely on older relatives for childcare during remote learning.
- Tool overload is very real. Melissa's point about integrating the tools already available really resonates.
- All students deserve us to close the feedback loop so that they can learn and adjust their learning and thinking.
- How to use a tool must be taught and practiced first before setting expectations for their proper use.
- Love that point of matching the engagement strategy to the learning, not finding a strategy you like and forcing the connection to the learning.