

Assessing student work online



Webinar
February 25, 2021

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

Welcome! We will begin shortly.

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

The logo for Learning Forward, featuring the text "learningforward" in a blue and green sans-serif font, with a cluster of orange dots to the right. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION" in a smaller, black, all-caps sans-serif font.

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Thank you for joining us



Elizabeth Foster

Vice President
Research &
Standards

Learning Forward



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 effective practices for formative assessment in the online environment.
- Hear about how practitioners have adapted their student assessments to virtual and hybrid learning.
- Discuss the purposes and benefits of assessing student learning during these unprecedented times.

Assessing student work online



Panel discussion



Chase Nordengren

Senior Research
Scientist

NWEA

Portland, OR



Tracey Giardina

Director and Instructor

Justin F. Kimball High
School Academy of
Engineering

Dallas, TX



Derrick Swistak

Educator and
Administrator

Maine Township
High School District 207

Cook County, IL



Melissa Spadin

Director, Systems of
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San Diego County Office
of Education

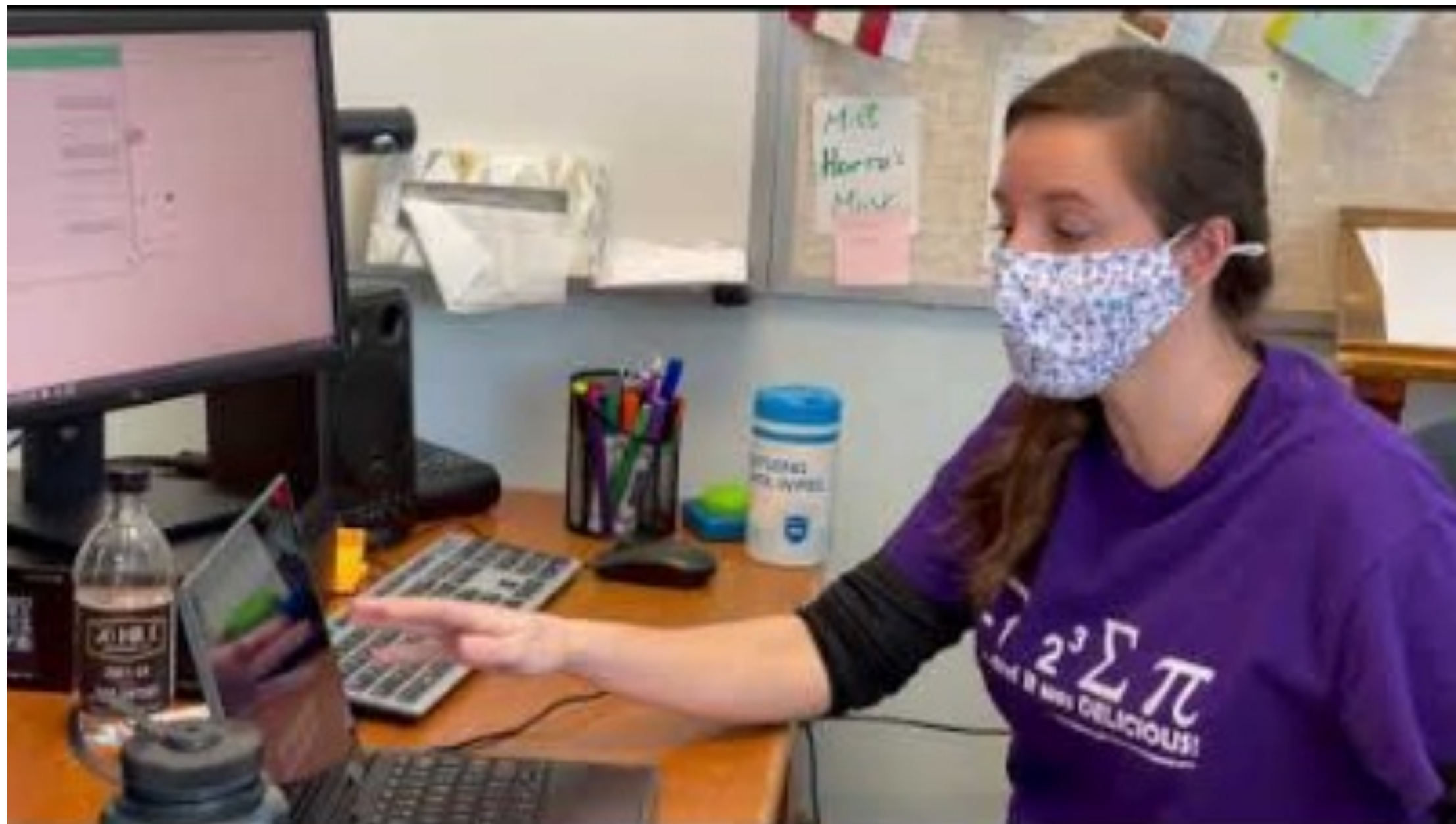
San Diego, CA

Assessment in a Virtual World

- Move to project-based instead of traditional assessment
- Use of a presentation as evidence of student knowledge
- Request Industry Partners' help with lessons & project
- Extremely detailed rubric for each project
- Recorded lessons for absent/ESL/SPED students
- Add NAF reflection questions as conclusion:
 - Soft & technical skills used
 - Transferrable aspects of project
 - Takeaways



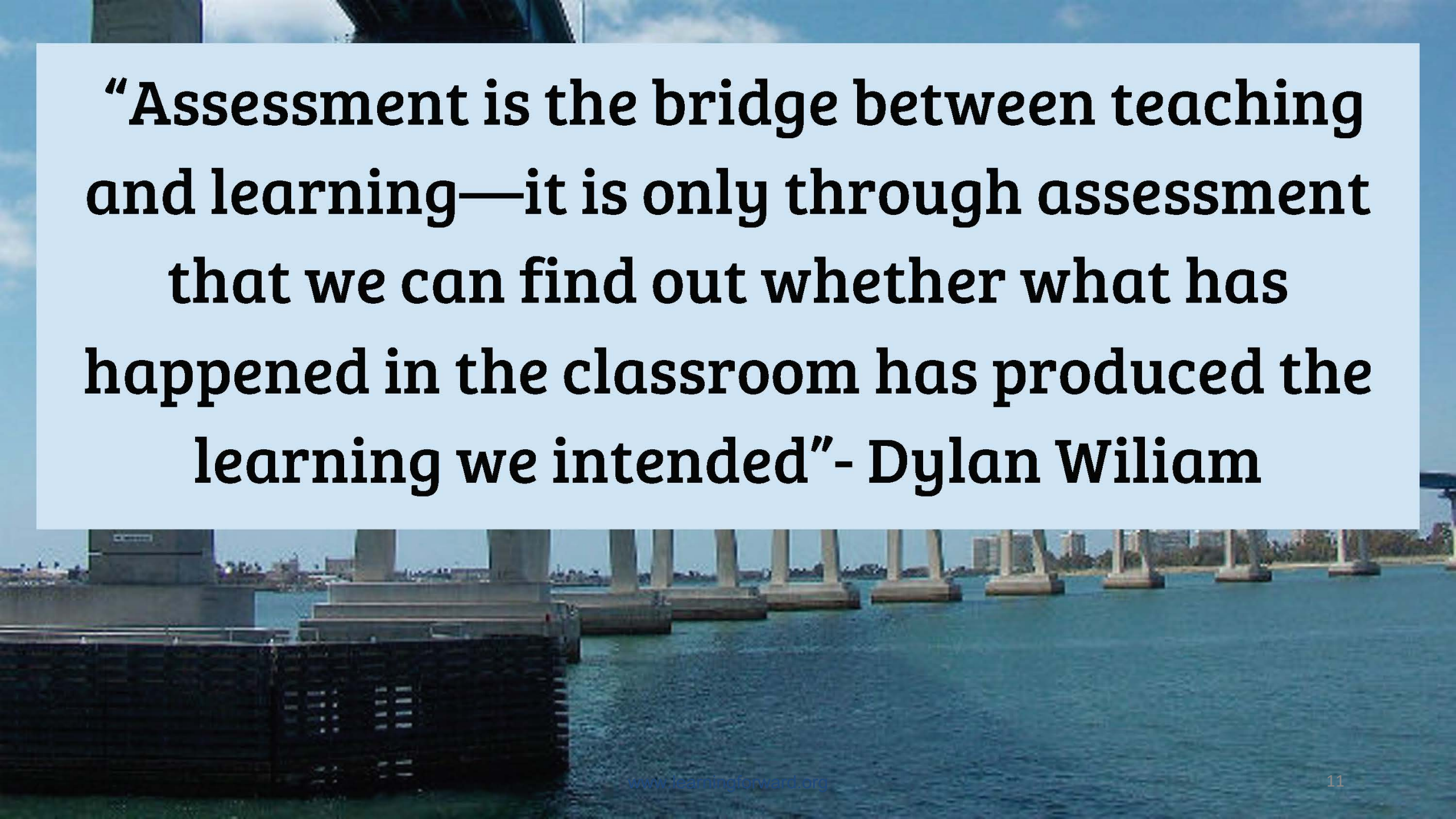
Statement of problem



Google Meet



Student Reaction



“Assessment is the bridge between teaching and learning—it is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended”- Dylan Wiliam

Key Considerations for Assessment

- Do no harm
- Ask WHY you are assessing - what is the purpose?
 - What will you DO with the assessment data?
- Know WHAT you are assessing - align to learning outcomes
- Set clear expectations, provide rubrics and ensure a transparent process and timeline
- Find a balance - don't over or under assess
- Shift to more authentic summative assessment experiences that can't be googled (no Siri questions)

When thinking like an assessor, we ask -	When thinking like an activity designer (only) we ask -
What would be sufficient and revealing evidence of understanding?	What would be fun and interesting activities on this topic?
Given the goals, what performance tasks must anchor the unit and focus the instructional work?	What projects might students do with this topic?
What are the different types of evidence required by the desired results?	What tests should I give, based on the content that I taught?
Against what criteria will we appropriately consider work and assess levels of quality?	How will I give students a grade (and justify it to their parents?)
Did the assessments reveal and distinguish those who really understood from those who only seemed to? Am I clear on the reasons behind learner mistakes?	How well did the activities work? How did students do on the test?

Source: *Understanding by Design* Chapter 7, Thinking like an Assessor

A Student's Bill of Assessment Rights

Assessment Literacy for Students:

by Rick Stiggins*

I contend that students of all ages and in all educational contexts are vested with certain inalienable rights related to the assessment of their achievement and the use of their assessment results to influence their learning. Students and their families should be made aware of those rights, and educators should understand their professional responsibility to understand and protect them.

- 1 Students are entitled to know the purpose for each assessment in which they participate; that is, they have a right to know specifically how the results will be used and by whom.**
- 2 Students are entitled to know and understand the learning target(s) to be reflected in the exercises and scoring guides that make up any and all assessments.**
- 3 Students are entitled to understand the differences between good and poor performance on pending assessments and to learn to self-assess their progress toward mastery.**
- 4 Students are entitled to dependable assessment of their achievement gathered using quality assessments.**
- 5 Students are entitled to effective communication of their assessment results, whether those results are being delivered to them, their families, or others concerned with their academic well-being.**

*Stiggins, R.I. (2014). Improve Assessment Literacy Outside of Schools Too. Phi Delta Kappan, 96(2) 67-72.

Culturally Responsive-Sustaining Assessment Practices

- Uses tools and situations aligned to the unique needs and interest of particular young people, in the mode and actual tool with which learning is demonstrated.
- Offers flexibility that acknowledges the challenges families are facing with remote learning
- Features arts, culture, and creativity integrated throughout learning.

What you are assessing and the method of demonstration need to be tightly aligned. Minimize the number of tools, look at LMS integration, and don't forget student privacy!

Purpose	Tools
Presenting/demonstrating knowledge	Google doc, Flipgrid, SeeSaw, EdPuzzle
Collaboration & feedback	Jamboard, Google tools, Lino, Kaizena
Short quizzes or checks for understanding	Google form, Peardeck, Kahoot, Formative
Video/Audio tools	VideoAnt, Vocaroo, Voxer

Given the wide variability in students at home situations, grades are likely to be inaccurate reports of learning.

*The mindset should be of giving **feedback** on student demonstration of learning, not on assigning judgement of student work.*

SDCOE:

- bit.ly/DLFormative
- bit.ly/Grading-DL
- 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

External:

- Formative Assessment The Student Role
- Guidance on Culturally Responsive-Sustaining Remote Education
- Formative Assessment for Remote Teaching: Understanding Learning Intentions

Melissa Spadin
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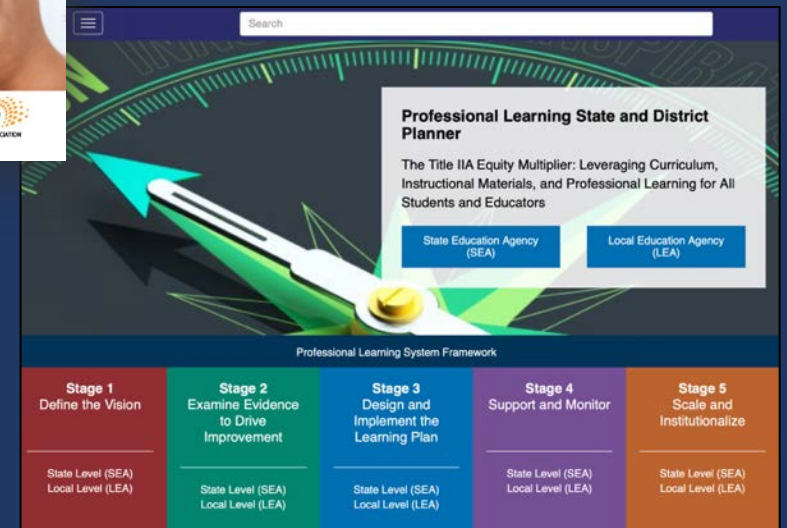
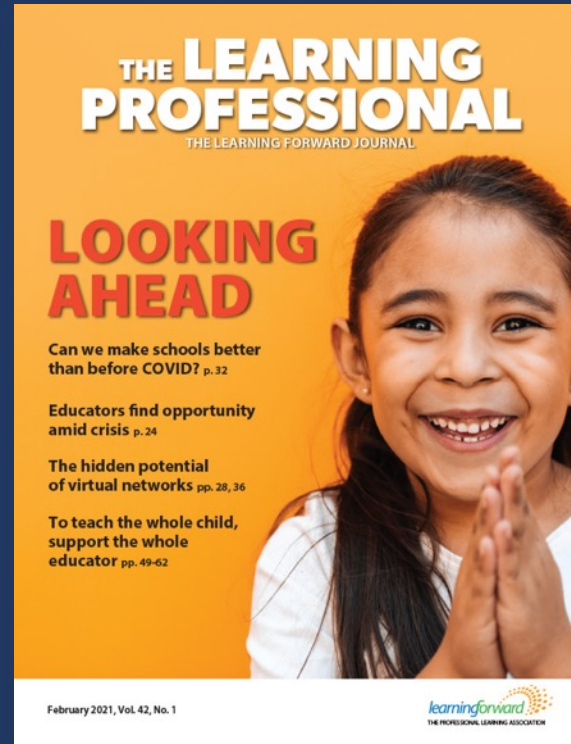
Discussion and Questions



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](#)
- Use the planner at [Professional Learning State and District Planner](#)



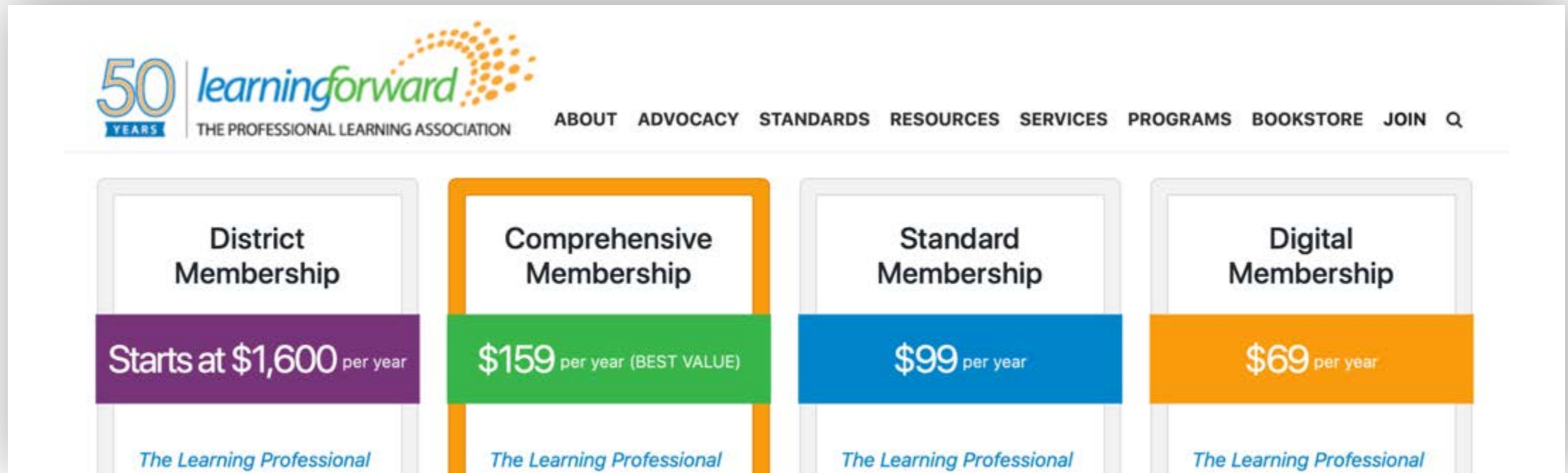
Mark your calendars

Thursday
March 11
3pm ET

Virtual Leading and
Learning in Unique
Contexts

Learning Forward memberships

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

Thank you!