

Distance Learning Consortium

Hot Topics

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

Hot Topic: Distance Learning Pedagogy: Assessment

Presented by *Kern County Superintendent of Schools*

Outcomes

1. Establish some common language about assessment and review current shifts in assessment given distance learning.
2. Explore flexible and technology-enriched assessment practices.
3. Connect with educators who will share how **they** are monitoring students understanding during distance learning.

Presenters



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Assessment for Learning Self-Reflection Tool

PARTNERSHIP

Assessment for Learning engages students as active partners.

PROCESS

Assessment for Learning is an integrated process.

PRIORITIES

Assessment for Learning prioritizes feedback and reflection.

PRODUCT

Assessment for Learning produces bodies of evidence of learning.

PURPOSE

Assessment for Learning enacts more equitable systems and learning environments.

PARTNERSHIP

Assessment for Learning engages students as active partners.

Adults control most elements of assessment and are primary users of results.

Students are active partners in setting goals, generating & assessing evidence of learning, and using it to advance learning

PROCESS

Assessment for Learning is an integrated process.

Assessment is an isolated event, not directly connected to curriculum.

Assessment is an ongoing process integrated with curriculum & instruction

PRIORITIES

Assessment for Learning prioritizes feedback and reflection.

Focus is primarily on instrument rather than relationships leading to feedback & reflection.

Classroom culture & strong relationships enable rich feedback and reflection.

PRODUCT

Assessment for Learning produces bodies of evidence of learning.

The main output of the assessment is a score.

Assessments generate rich and varied evidence of learning.

PURPOSE

Assessment for Learning enacts more equitable systems and learning environments.

Assessments make inequities visible but do not reduce them.

Assessment strategies enact more equitable learning environments.

What does an integrated assessment practice look like?

- ✓ Our assessments should not be a “gotcha”
- ✓ We leverage formative assessments that build a picture of student learning.
- ✓ Learning (and therefore, assessment) is iterative.
 - ❑ Yes, retakes are good.
 - ❑ Multiple ways of demonstrating the same skill or knowledge, also good!

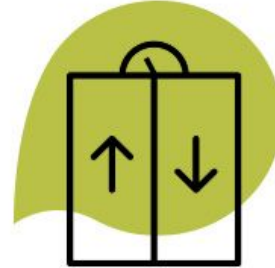
But what does it look like *online*



Short, quick CFUs

- Zoom Polls
- Poll Everywhere (pollev)
- Canvas Quizzes
- Mentimeter

Pro-Tip: Mix these up between CFUs, fun Qs, and relationship-building or SEL Qs.



Elevator Pitch

- Students share 1:1 in conferences or volunteer in group
- Post it live in chat or Padlet
- Use FlipGrid or discussion boards

Pro-Tip: Allow time for students to write first.

Students who miss live class can still participate in all of these except Zoom chats, Zoom polls, and live group conversations.

How will you provide an another onramp for them?

What does 'rich and varied evidence of learning' mean?

- ✓ Students are tasked with demonstrating skills and applying knowledge rather than restating information
 - ❑ Performance assessment!
- ✓ Students can show their learning in by submitting more than one (different) artifact of learning
- ✓ The end of an assessment is more than a score-- it's a stepping stone.

But what does it look like *online*



Portfolios of Learning

- Use a Drive Folder or Template to hold multiple artifacts.
- Track learning with reflective pieces

Pro-Tip: Have students submit a cloud file once and then continue adding to it.



One-Pagers

- Allow a creative expression of ideas in any content area
- Leverage hyperdocs
- Build agency

Pro-Tip: Do not add burdensome or arbitrary rules

Portfolios and One-Pagers require clear parameters and expectations -- this is different from arbitrary rules.

Consider using rubrics to clarify expectations.

How do we enact more 'equitable learning environments'?

- ✓ We design for what's right and not what's easiest.
- ✓ When we see inequitable outcomes (because we're paying attention to that stuff), we adjust our practices to mitigate them.
- ✓ We predict barriers and we scaffold.
- ✓ We simplify and differentiate.

But what does it look like *online*



Simplify Learning Targets

- Separate 'need to know' from 'nice to know' standards
- Assess a series of smaller tasks

Pro-Tip: Reflect on and adjust your feedback to maximize impact.



Leverage POLs

- Conversations and oral defenses reveal student thinking.
- Socratic discussions, 1:1 presentations, and async videos

Pro-Tip: Scaffold for emerging multilinguals.

Technology can mitigate the impact of social stigmas for students with IEPs and emerging multilingual learners. We can deliver scaffolds and differentiate without exposing our students.

How might this impact your face to face class?

“So often, rigor and compassion are defined as mutually exclusive, I strive to make them go hand in hand.”

Rosalie Metro, Inside Higher Ed, September 2020

Shifting Assessment in 2020

What changes have educators made to assessments in 2020?

We would like
to spotlight
YOU!

Describe a summative or formative assessment or any other CFU that you're implementing virtually this year that you consider successful or have modified for this year. Options for sharing:





1. Go to www.menti.com and use the code
69 29 89 6
2. Add examples in Zoom chat

If you are willing to spotlight your example, please add a screenshot and caption to the end of this presentation.

Assessment Pre-Pandemic










Lania Padilla,
Secondary Spanish

▼ Past Assignments	
 E1 Final Exam Due Dec 20, 2019 at 11:59pm 4 pts	⋮
 Course Grade Due Dec 19, 2019 at 11:59pm 4 pts	⋮
 Comp 7_E1U4 Visita al doctor Due Dec 5, 2019 at 8:30am 4 pts	⋮
 E1U3_Comp 4_Vocab Quiz Due Oct 30, 2019 at 11:59pm 4 pts	⋮
 Estar Homework Due Due Oct 8, 2019 at 8:30am	⋮
 Todo sobre mi Due Sep 24, 2019 at 11:59pm 4 pts	⋮

- ✓ Standards based grading
- ✓ Retakes
- ✓ Scaffolding
- ✓ Differentiation
- ✓ Intervention

Assessment Pre-Pandemic

▼ Formatives		+ :
☰  E1U1_Writing - Introducción 8 de septiembre	✓	⋮
☰  Articles in Spanish Available until Dec 18 at 11:59pm 15 pts	✓	⋮
☰  Spell your name!	✓	⋮
☰  E1U1_Speaking La bienvenida	✓	⋮
☰  E1U2_Unit Quiz Due Oct 27 at 11:59pm 20 pts	✓	⋮
▼ Competencies		+ :
☰  COMP Unit 1 - Checkpoint 4 pts	✓	⋮
☰  COMP Unit 2 & 3 Due Nov 15 at 11:59pm 4 pts	✓	⋮

- ✓ Standards based grading
- ✓ Retakes
- ✓ Scaffolds, Differentiation
- ✓ Intervention

- ✓ Portfolio of learning project
- ✓ Project proposal process
- ✓ Project checkpoints
- ✓ Portfolio reflections
- ✓ Intentional Formative and Summative assessment
- ✓ Plans to use this upon return face to face



Scholars will use their knowledge of stem changers to do a variety of activities.

Outcomes stated for each set of tasks.



Calentamiento:

Traduce las siguientes frases/preguntas en español. (**Translate** the following to Spanish.)

1. What do you think?
2. What do you order when you are hungry? (*use the verb **pedir***)
3. What does the doctor say?
4. What does the baby want?
5. What does the nurse give you?
6. Where are you going?

Warm-up used as a CFU in live sessions.



Today test your knowledge... Quiz

Redirecting students to a quiz to review prior learning.



Start working on your projects.

Look at the [all of the elements](#) that are required to achieve competency in Spanish.

Consider:

- Is my project robust enough to demonstrate knowledge in each unit? Is it robust enough to achieve the grade I want? What grade would I give myself and why?
- Am I demonstrating competency for the four main sections (Reading, Writing, Speaking/Listening, Culture)?
- If not - how will I make up for it? Where can I demonstrate competency if it's not part of my project? Do I have work saved that demonstrates competency?

Iterative work on a personalized portfolio project to demonstrate knowledge across the semester.



Answers to warm-up

1. ¿Qué piensas (tú)?
2. ¿Qué pides (tú) cuando tienes hambre?;
3. ¿Qué dice el doctor?;
4. ¿Qué quiere el bebé?;
5. ¿Qué te da el/la enfermero(a)?;
6. ¿Adónde vas?

Answers posted later for transparency.

DLA COMPETENCIES

Spanish 1, Fall 2020

This year will be the inauguration of Spanish class' use of portfolios rather than individual assessments to demonstrate competency.

- Competency will be determined by using the [Spanish Department's Learning Outcomes](#) .
- Scholars will have four areas in which they will need to demonstrate competency. ([Rubrics](#))
- Scholars will have several ways to demonstrate competency in Spanish 1.

Here is access to [the working document on Google](#) .

<p>Create your own project</p> <p>Discuss it with Señora or Señor Smith. Make a plan. Include elements from each unit of study .</p>	<p>Use one of the following as a starting point</p> <p>Carta a un(a) pen pal. This will be a letter that will start at the beginning of the semester utilizing components learned during the first unit and continue through each unit in Spanish (units of study .). You will tell your penpal about yourself and ask your pen pal questions about themselves. Be sure that you are checking the rubric for Culture, Speaking/Listening, Reading, Writing, so that you find ways to demonstrate competency in each.</p> <p>All about me presentation This will be an autobiographical account of your life utilizing components learned during the first unit and continue through each unit in Spanish (units of study .). You will talk about yourself in narrative form. Be sure that you are checking the rubric for Culture, Speaking/Listening, Reading, Writing, to ensure you are meeting requirements in each.</p>	<p>Collect evidence from the semester</p> <p>This will enable you to demonstrate your progress over the course of the semester. Put all of the work of which you are proud in your portfolio. Be sure to include a little work that will demonstrate competency in the four areas we are assessing (Culture, Speaking/Listening, Reading, Writing) as well as the units of study . This portfolio will be your "insurance plan" in case your presentation falls short of expectations or just doesn't have enough information to meet competency in a certain area.</p>
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Competencies made visible as standard of learning

Rubrics in student friendly language are standards based

Personalized learning and Assessment for Learning principles like student voice, choice, relevance, flexible pacing, etc.

Assessment for Learning principles like iterative learning, collection of evidence, student agency, etc.

Thanks for attending!

Reach out for questions or follow-up.

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