

ISS Webinar: Online Assessment
Q & A Transcript
April 15, 2020

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General Questions about Assessment

1. What are the skills that teachers find it challenging to assess
2. Ken, in what ways may we use the current crisis as a catalyst for moving away from high stakes paper and pencil assessment? How does the current crisis offer an opportunity for moving to greater personalization of learning and authentic assessment?
 - a. Thanks for your comments, Ken. I am hopeful, too, and want to take action advocating for these changes. Mastery Transcript is a good starting point.
Thanks.
3. What is your standard prioritizing process?
4. How do we differentiate assessments?
 - a. i think that will depend on the type of assessment you choose.... oral questioning/ written questions/ type of 'challenge'?
5. I think the main question should be; are the results of assessment reliable and reflect the true level of students? Can teachers use these results to modify their strategies and differentiate learning?
6. WHAT TYPES OF ASSESSMENT CAN BE CONDUCTED ONLINE ? OTHER THAN FORMATIVE AND SUMMATIVE?
 - a. are there more?
 - b. We are thinking of using interviews that are focused on situations that are original and demonstrate skills.
 - c. That would go into one of the two categories, no?
 - d. But that is actually a great idea, interviews.
 - e. Yes, they could be formative or summative.

- f. Here are some examples of creative methods of assessing online learning:
<https://ctl.wiley.com/creative-methods-of-assessment-in-online-learning/>
 - g. I used Flipgrid to give them different projects , including interviews , role plays and other presentations. they love it .
 - h. I would love to know how you are doing this in Flipgrid
 - i. I am teaching "Mandarin"
 - j. I will design different task according to my lessons. What are you teaching
 - k. thank you for sharing resources and i will try Flipgrid
 - l. what about the suggestions of surveys and portfolio?
7. Has anyone tried more innovative procedures for assessment other than the usual formative and summative assessment? for example using surveys or e-portfolio
 - a. we consider surveys and portfolios to be part of our formative assessment approach. Formative assessment is our continuous assessment which supports learning. For primary we love See Saw platform in particular. It is about the children understanding the learning that is required and choosing how to demonstrate it.
 8. So are you saying standard base reporting is better here? or should schools go back to concepts and skills based schools?
 9. We cancelled our summative assessments; we replaced all with formative assessment.
 10. Wouldn't moving to Pass/Fail in 11th grade IB school, putting our students at a disadvantage when applying early to college in October, compared to schools who are keeping grades?
 11. If we profile 150 students, it's gonna take forever. How can we streamline that?
 12. In general, are standards viewed as the target we aim for or the floor we stand upon?
 13. If grades are expected in our schools, what do you recommend as a breakdown of formative and summative work, both to best evaluate student learning but also manage teacher and student workload?
 14. What will happen at the start of next year with regards to how we're finishing up with assessing our students this year?
 - a. I think all we can do is just assess the kids where they are at and move forward from there.
 - b. Agreed. I do wonder how much of the previous school year's content we will have to recover to get students up to the mark of the next school year.
 15. How much regression do we expect to happen with online learning and then a summer?
 - a. I think that' impossible to answer... dependent on the children, involvement and engagement form them, support etc.
 - b. Let's say observation and presentation

MaintainIng Academic Honesty

16. What forms of assessment can be more immune to the potential for plagiarism, which is much harder to detect and address in virtual school?
17. How do we ensure authentic assessments are completed without outside interference?

18. How do we monitor everyday learning other than regular assessments, as the performance of some kids drops because of the term traditional assessment.
19. I think that worries us, in the cheating part, is not so much the students, as it is the parents. Parents usually want their kids' work to be perfect and that makes their work not authentic. How can we steer that into authentic work?
20. You can use all these technology tools, but how do you know if the students' learning is authentic and work?
 - a. Some of it goes to exactly what Ken and Brent have said — trust and planning the assessment carefully.

Equity Issues and Engagement

1. How do we capitalize on parents' current understanding of children's learning in elementary to contribute to assessment practices? Is there a role for the adults at home who are accompanying learning?
2. We have noticed in our survey that 38% of our children do not have a comfortable learning space at home to get themselves engaged in distance learning. How do we support these students?
3. What is the best way to assess students needing inclusive access (learning needs)?
 - a. one-on-one support virtual meetings are working well, though it is very high time demand for resource teachers
 - b. Thank you
4. And if all children do not have internet access... does it mean reports don't go out for them?
 - a. You could provide packets of content and assess those, but it would be very slow and require someone to pick them up or mail them home.
 - b. We are in complete lock down. Can't be done
5. Do you have any suggestions for EAL? We have some new Korean students who don't speak any English or Portuguese.
 - a. We are offering 1:1 meets for some children who need LS or EAL support, to help them access online learning. It has helped a lot.
 - b. Our LS and EAL students meet daily (or almost daily) in small groups on Zoom or Hangouts.
6. We have noticed in our survey that 38% of our children do not have a comfortable learning space at home to get themselves engaged in distance learning
7. How do we balance what parents want vs good learning practices? We want to do more project based learning, but parents have found this too overwhelming.
8. In Havana, Cuba we seriously struggle with connectivity and video learning is not always feasible. What suggestions might you have for ways of giving feedback that are 'light' rather than 'heavy', (e.g. not 50 individual emails!) and that can resemble the instant feedback that can be given in the classroom?

Grading and Reporting

1. Wondering most about end of year reports, where we would normally give grades as well as comments regarding learning and achievement. How might we manage these best when we have not seen our students face to face for months, and much of their work has been supported by parents, which is nice.
 - a. I also have this question, Can we just give feedback and not grade?
 - b. At our school, we are not doing an end of the year assessment for Grade 6 & 7 - instead we will be reporting with extensive and detailed comments based on the skills covered through year.
 - c. We have the same question (End of year reporting) - How can we notice the students who have been engaged in online learning, while respecting the students who are not able to access learning, through no fault of their own.
 - d. Give families an option to opt out of grades based on personal needs.
2. What are report cards going to look like? Or what are schools thinking? Changing the format or the same?
3. Due to equity concerns, we are limiting assessments to only formative assessments and no grades will be given. Many students have traditionally been motivated by grades to complete assignments/assessments. Looking for suggestions for motivating students to keep working in absence of grades.
 - a. My students already gather experience points, and they asked me to keep on receiving points for all their work and attendance. So I will keep on giving them points. However, they did receive a grade when they finished their e-Assessment because they need to know if they passed or not. Note that the grade is not being taken into consideration for the report card.
 - b. Thanks. I appreciate hearing multiple approaches to this. Thanks for sharing
 - c. I forgot to tell you that their experience points enable them to unlock different privileges. So this is what motivates them most. The privileges were created to be used in class. However, I am considering changing them to allow students to benefit from their privileges online."
4. Some schools have said that grades, as they stood on the last day of real school, cannot be lowered by virtual school assessments. What do you think of this, especially as it pertains to engagement?
5. Why does it seem so difficult for parents and SLT to let go of traditional assessment?
 - a. Change is hard. they don't feel comfortable with something they can't control online. my two cents. but we have to modify to meet the needs of our much more tech-savvy students.
 - b. Our parents in focus groups have asked us not to assess and report because they are at their coping limits already
 - c. Lack of understanding by parents- they only know what they know from what they have learned. They need more instruction about teaching and learning- Personalized learning for student agency.

6. How often should report cards be sent out from now until the end of the school year?
 - a. How often do you do them normally?
 - b. We are not issuing reports this year if we do not return to school. We will promote to the next year level on an exemption for a medical emergency
 - c. We will have our end of year report card.
 - d. What will they look like
 - e. US Public schools may not have the option to leave grades and move to narratives.
7. My summative assessments are always three tiered - repetition, explanation and application. Now I rely much more on formative assessments with an occasional summative. The problem I am having for summative assessments is how to assess the facts knowledge (times tables, spelling, etc.) . I feel all my summative assessments now are asking for explanations or applying skills and it leaves low ability kids at a disadvantage. For reading, I actually call individual kids and discuss what they have read but I don't want to call to assess every skill. Should I even worry about assessing those for now?
8. When creating an authentic piece of assessment, how to explain to admin/students/parents that we don't necessarily have a markscheme/rubric yet - until we see the kind of work the students have done?
 - a. I suggest you have a rubric, checklist or set of criteria at the outset that reflects the goals or purpose of the authentic assessment. Though you would likely not have an exemplar to share.
9. Can we get away from grades at least for this time? And focus on just feedback
10. What changes are you considering for your Report Cards?
11. How do we ensure readiness for assessment? To what degree are schools asking students about their personal wellbeing and their readiness. Anyone making concessions or planning around the strangeness and variability of circumstances for different students.
 - a. We are having 1:1 and small group Meet or Zoom sessions to talk with students about non-academics.
 - b. Getting students ready through dialogue. Share all assessments at the start of units- get students to edit rubrics for self assessment and agency.
12. What about changing the format of report cards and adding/substituting with "I Can" statements? This means that parents would need to assist their children with the "I Can" statements? I teach 2nd Graders...,

Early Years Questions

1. How to assess kindergarten students?
2. With IB and A-levels canceling final matriculation exams altogether why are we reporting at all for younger students? What is the purpose of a report in these circumstances?

3. How do you balance on screen and off screen time for younger kids? I teach 3rd grade - young enough to need a lot of guidance but old enough that parents tend to be very hands off (maybe it is just my class?). The easiest way for me to have my class work independently is through Google Classroom with occasional Zoom meeting to discuss topics or simply socialize (I am still assessing their oral skills during those). Assignments vary from completing a task, taking a photo and sending it to me to just filling in/writing on Google Doc. Now that we are all settled into our routines, I would like to give out more off-screen tasks that do not require parental help.
4. I'm thinking about maintaining teacher moral in Early childhood where they thrive on child directed learning. Observation is our assessment source. This isn't impossible online, but its challenging.
 - a. I totally agree, especially for students who are real beginners with English, they rely so much on facial expressions, gesticulation, etc which can be hard while they are home with parents and siblings distracting them.
 - b. How are you assessing them then?
5. With Kindergarteners, how do you stop parents to take over too much. How do I teach the parents that I need to see what the children can do independently?
 - a. Letting them work with parents is a very good idea. May be some tasks can be independently
 - b. We are thinking about running a parent workshop on how children learn but are in week 4 and we feel parents are still overwhelmed with not only supporting learning but everything else around them. Invitations for parents to just observe with a task that we are confident that the child is doing independently and follow with some questions for the parents of what they observed their child could do and what do they wonder is an idea.
 - c. Yes I get you. I'm actually talking to the children over Zoom every day and knowing that the parents are listening in I'll tell the children to try and do some more work independently as in school. I've noticed that the parents are taking the hint, probably quite glad about it too. Taking the pressure of parents too.
6. For EC/EY students most of the skills and concepts they learn are developmental and is assessed through performance tasks and observations leading to anecdotal records of observations of what kids did or said, Are there any examples of EC/EY assessments and again how do you educate parents and students to be authentic and not try to create something perfect. For example, a basic human figure drawing and writing, how do you keep parents from letting the kids draw no matter their level or skills and not try to modify their work?"
 - a. We have been having parent sessions online to have that dialogue and explain how assessment looks now., EC is a time of an explosion of learning. Feedback and input matters. How do we guide parents that are home and working and stressed with the home circumstance. Kids are stuck in front of screens and having lost moments rather than found moments due to circumstances. Can feedback help parents create a learning target for our youngest citizens and learners?

7. Just wondering about Early Years students
 - a. <https://www.iss.edu/community/online-learning/online-learning-transitions>
8. I would like to have more focus for this to Preschool and Lower Elementary students
9. We use voice recorded feedback from teachers and teaching assistants for Early Years
10. Can you recommend specific tech tools and structures for assessing K reading and writing?
 - a. Raz Kids is now free as a 90 day trial if your K students are reading B or C level books. If not and it is about reading habits a portfolio posting where they can be doing your story walk, flipping pages, etc and that allows you to give feedback at a personal level. You can also try small groups and run a guided reading process through an app like zoom to hear the reading to support the next step.
11. Will also like to know if will be useful or rather helpful for pre-k
12. What's the best way to address feedback to 6-7 yo who are unable to read yet?
 - a. Video or audio feedback.
 - b. Flipgrid is good in this thing.
 - c. Seesaw has worked well for us. We can make an audio giving feedback.
 - d. voice notes
 - e. Kaizena Google docs add on
13. What can IB AP learn from child inspired educators in Early Years?
14. Tools for parents to assess early years students and not have parents become "task masters", but support child inspired learning

Secondary, IB, AP & Higher Ed

1. What advice and guidance is coming from higher education? Will our summative assessment results be valid in their eyes? How do we advocate for our students' learning during this time given that universities and admissions officers may have a lot of power as gatekeepers for high school students graduating during this time?
 - a. I've been actively engaging with many higher ed institutions, they are facing these same issues and have been incredibly understanding at this moment. They understand some students may have pass/fail grades. This is emergency remote learning, not true online learning.
 - b. Are they starting to organize to think the issues through. I think K-12 schools need to be active participants in these decisions.
2. In High School, if a Pass/Incomplete system is used, how will a GPA be calculated for University entrance?
 - a. Several colleges have already made statements that they will not worry about second semester GPA for seniors.
3. @Brent - But for those of us teaching the IB (I guess the same goes for AP/A-level) where we're (At the end of the whole story) teaching to a test - how do we cut corners with selecting what to focus on? About a month or two ago, the IB only moved the upload deadlines, but specifically said it's is up to each school to ensure all content is

delivered. (They have since cancelled the exams, but it's a two-year program, so we still have to get through a certain amount of work, and it's not open for discussion...)"

- a. The situation is going to require that IB and AP rethink some of their programs. They have started doing it and as it becomes clear that this pandemic will be a problem for more than this semester, they will adjust.
 - b. We're thinking about the same things at our school, and we're looking at the research that says that when we have VARIED practice opportunities, we actually learn better and deeper. Check out Peter Brown et al's book "Make it Stick" or Ron Ritchhart's "Cultures of Thinking". We don't have to practice test questions for 2 years. We DO have to make sure our kids understand the concepts required, but we can practice and assess those in different ways (not just in the test format) during this time, and when we get back next year, we can give them some practice with the actual format of the test (paper 1, paper 2, etc).
 - c. I agree, but everyone teaching the IB is always really time-constrained, and now somehow it feels everything is taking longer. And I'm working with amazing students eager to learn. I'm just worried about this external pressure on both them and us to cover everything, because this (still unforgiving) approach is what their uni enrollment will depend on. I've been using less exam-style practice than I normally would,, and using it for formative feedback. But hopefully the IB will consider these challenges for next time more than a month ahead of time like they did now.
4. Are there conversations with the IB to move away from end of year exams, or at least deemphasize their importance in determining their final grade?
 - a. Final IB exams have been cancelled for May 2020 globally,live answered
 - b. I think this crisis is going to lead to a lot of rethinking of "we have always done it this way" and it will result in doing some of the improvements that have been resisted in the past. Hopefully, it will lead IB - and AP - to make significant changes.
 5. More universities are becoming test optional (UCs, Boston U, Tufts, etc): this means they rely more heavily on the transcripts and data sent by schools about students. The risk of Pass/Fail in high school -particularly in 11th grade- is putting students at a disadvantage, and limiting teachers' ability to come up with the IB predicted grades which colleges will require in October, for early apps.
 6. What about academic subjects specially in AP or IB or other programs that require an end of year test? (asking for a secondary teacher friend)
 - a. The AP test will be online and at home and they CB has released a list of which parts of the curriculum the exam will cover.
 - b. All AP exam details are explained on College Board site.
 - c. www.collegeboard.org

Resources

1. In this difficult situation, what platform that you use to assess students' understanding?

- a. Here are some platforms: Schoology, Blackboard, Canvas, Unified Classroom, Google Classroom
 - b. We use Seesaw (in the primary school) and it works exceptionally well.
 - c. Us too, but it is a shame we can only post 10 min. videos on there, with regards to asynchronous learning.
 - d. We post unlisted videos on YouTube that we link to from Seesaw to combat this
 - e. Seesaw as well! Working really well for lower elementary.
 - f. Seesaw works very well for lower grades.
2. What is the whiteboard app?
 - a. <https://whiteboard.fi>
 - b. <https://whiteboard.fi/>
 - c. <https://whiteboardfox.com/>
 - d. This allows scrolling and panning
 3. What apps or websites would you refer to make podcasts?
 - a. FlipGrid is great
 - b. PodcastOmatic is good and easy
 4. Who was the edutopia writer mentioned?
 5. Any specific (and easy-to learn ;) peer-feedback protocols/platforms?
 - a. PQP: praise, question, propose— can be done in a variety of ways (written in comments, video, audio, etc.)
 - b. Doctopus + Google Docs provides a nice way to do it.
 6. How can we find out more about ISS webinars?,
 - a. The ISS website has them posted here:
<https://www.iss.edu/community/online-learning>
 7. Peer Power by Paul Bloomberg gives ideas on peer feedback
 8. What tools would you recommend?
 - a. Flipgrid is a simple way to collect information from kids and have students share feedback.
 9. Resources from the chat:
 - a. [Thinking about pedagogy during a pandemic](#)
 - b. [Inquiry Through Play](#)
 - c. [Ken O'Connor's blog](#)
 - d. [Supporting PYP through Covid19](#)
 - e. [Prioritizing Standards: The Power of Focus](#)
 - f. [How to Distill Power Standards From a Distance](#)
 - g. [Degree Program for Online Learning](#)
 - h. [Example of Feedback on Padlet](#)
 - i. [Podcast Supporting Teachers Who Are New to Online](#)
 - j. [Mastery Transcript Consortium](#)
 - k. [Breaking Out of Our Boxes](#)
 - l. [Catalyst Card Introduction](#)
 - m. [Visible Thinking Routines in an Infused Classroom](#)
 - n. [Ideas for Virtual Graduation](#)

- o. [Comparison of Formative Assessment Tools](#)
- p. [Distant Learning Resources from Microsoft](#)
- q. [Online Learning Guides from International Schools](#)
- r. [Talk and Comment Google Extension](#)
- s. <http://www.hypothesis.is>
- t. [More podcasts for online learning](#)
- u. [Report Cards & End of Year Grades](#)
- v. [ESL Ed Tech Tools](#)
- w. [Dylan Wiliam Assessment Feedback](#)
- x. [Grace is Greater Than Grades](#)
- y. [Virtual Exhibitions](#)
- z. [Formative Assessment Strategies for Responsive Learning](#)
- aa. [Ways to Present, Manage & Sell Art online](#)
- bb. [Decriminalizing Supports: Knowing "WHEN" we need support, not "IF"](#)
- cc. [Teach Remote](#)
- dd. [Portable Teacher](#)
- ee. [7 Tips for Remote Learning](#)
- ff. [Cult of Pedagogy](#)
- gg. [PearDeck](#)
- hh. [This is Our Moment](#)

Other Questions

1. What did Ken say about the continuum of assessment - relationships, ?
2. What about all joining in in writing a manifesto for change in education? We could spark change. Maybe with Mastery Transcript Consortium!
3. How Librarians will work in distance? How kind of activities could recommend
 - a. Our librarians are bundling books that students are requesting and then families are coming in on a schedule to pick them up.
 - b. Lots of outreach and helping teachers navigate the confusing world of what's available online and in digital platforms.
 - c. OverDrive e-books have been a huge help for us.
4. What about in quarantine ? which kind of resources librarians provide?