



PTHS Assessment Guidance for Remote Learning

Goals:

- Less is more
- Should not present barriers
- Should be focused on feedback to students about their learning

Considerations:

- Look at the PTHS e-learning readiness levels
 - What are the most important learning targets?
 - Have students achieve learning on the previously taught targets?
 - Are students ready for new learning targets?
- Is the assessment going to focus on low-end learning?
 - Is the focus on content acquisition?
 - Is the assessment effectively an opportunity for students to regurgitate facts?
 - Is the assessment something that students can look up on a browser?
 - This may be perfectly acceptable if this is the first time the student is interacting with new content – Go slow to go fast.
- Is the assessment going to advance high-end learning?
 - Are students going to transfer the knowledge to a new context?
 - Will students have to fully engage with the content and apply it?
 - Will students create new knowledge as a result of the assessment?
 - This approach may provide the learner with an opportunity to demonstrate real learning, independent of the remote learning environment.

Our purpose in assessing a student is to give them an opportunity to show what they know, what they have learned, what skills have they gained. As educators, we also want to know how deeply they know it, and if they can apply that knowledge or skill in a different setting. Rather than focusing on technology (like secure browsers) to assure test integrity, consider setting time limits, using question banks that provide parallel questions on a standard (like what we do for common interim assessments). Introducing brand new software and testing procedures has the potential to put additional burden and stress on students and teachers on top of the usual stress. As a caution, try to ensure the use of technology supports the learning and assessment of learning and introduce new barriers.

Here are some ideas to consider for more quantitative courses (math, science, engineering, economics, etc.):

- More conceptual questions
- Eliminate multiple choice questions in favor of problems that require students to show their work.
- Ask student to identify errors in computations, procedures, etc.
- Avoid questions that are only computational – answers can be gained from online calculators
- Add more words or context to a problem that require a student to apply the principles, not just follow an algorithm



With these considerations in mind, here are several tools that are readily available to assist you as you work to assess student learning.

- Short, frequent low-stakes assessments
 - Multiple choice, short answer quizzes
 - Summaries and reflections can be short assessments, but are high impact learning strategies
 - Technology - Tools
 - **MasteryConnect** – allows sharing of assessments with course team
 - Deliver-an-Assessment-with-a-Web-Browser in MasteryConnect <https://bit.ly/2UB2ulz>
 - Time Limited Assessment in MasteryConnect <https://bit.ly/2JuTVJc>
 - **Microsoft Teams**
 - Quizzes in Microsoft Teams <https://bit.ly/2wN1LeA>
 - Assigning Individual Work in Microsoft Teams <https://bit.ly/2yISH0m>
 - **Kahoot.com** is providing full resources for free <https://bit.ly/39vNWOQ>
 - **Padlet.com** allows you and students to create boards, documents, and webpages that are easy to read and fun to contribute to – good for class discussions and feedback
 - **Nearpod.com** is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences.
- Potentially longer, less frequent assessments
 - Class Discussions
 - **Twitter**, wikis and blogs can support group meetings among learners and text.
 - **Flipgrid.com**
 - Open book “take-home” assessments
 - Presentations or multi-media documents
 - **Prezi, PowerPoint**
 - There are many new animation programs that learners can draw on (literally). Imagine an assessment that asks students to modify a model to include new information:
 - **GoAnimate, Powtoon**
 - Open-ended application tasks and probing questions which they can ask via recorded video chat
 - **Flipgrid.com** for video-based lessons or presentations
 - Record a clip or video session on your PC by opening **PowerPoint** and using the Recording Tab, select screen recording and choose the area for recording.
 - Record a clip on your PC with Xbox Game Bar "[Windows + G](#)"
 - E-portfolio – sampling of their best work and demonstrations of understanding concepts
 - Group project
 - open-ended application tasks and probing questions which they can ask via recorded video chat using their "[Windows + G](#)".