TOOLS FOR ASSESSMENT WE HAVE TRIED:

1. **Google Forms**
    a. For multiple choice--allows for immediate feedback and quick grading, but is procedural-based and does not promote deep thinking or allow teachers to see students' thinking/reasoning
    b. For short answer questions, students can upload pictures of work.

2. **Delta Math**
    a. Use Delta Math for tests and have students send pictures of work in
    b. Use Delta Math pretests before real tests
    c. Random questions for each student, timed assessments
    d. There's still room for cheating
    e. For mastery learning, set it so that in any module you have to get 5 correct (for example); no loss of credit for missed questions or requirements that they get a certain number "in a row"

3. **Schoology**
    a. Students submit all work as a single-page .pdf (rather than multiple separate files per students)
    b. Explain the work to me
    c. Discussion board posts
    d. For extended response questions, not for questions with calculations.
    e. Questions can be verbally recorded questions, and order can be scrambled. Students can verbally record answers.

4. **Problem-attic**
    a. A good site to randomize problems.

5. **Canvas**
    a. Built-in quiz feature, can see time spent

6. **Desmos**
    a. Exit tickets (1 problem, quick assessment and feedback)

7. **Khan Academy**
    a. Quizzes

8. **Elementary level**
    a. Paper and pencil unit assessments
    b. Discussion boards
    c. Submitted work samples daily
    d. 1-1 or small group Google Meets

9. **Nearpod**
    a. Polling, matching, quiz, draw, fill in blanks, etc.

10. **Community building**
    a. Would You Rather and Which One Doesn't Belong

11. **Edulastic**
    a. Summative assessments
    b. Can write on the problem

12. Google Jamboard
    a. For student collaboration
    b. For students to post questions they have (formative assessment)
    c. Showing work - Jamboard with a unique problem for every student. That would allow teachers to do “my favorite no” and allow teachers to see students work

13. Padlet
    a. For student collaboration
    b. For students to post questions they have (formative assessment)

14. **Kami** with Google Classroom
    a. Mouse pen? Could be a game changer. Hard to draw if you do not have a touch screen.
    b. Teacher can provide voice comments for feedback

15. **Google Slides**
    a. Task - contribute a Google Slide in a slide deck - explained with video and shown work…..group work...becomes a reviewed resource - public file so there is more accountability - emphasizes the process and having the students articulate - see Unit Review Group Task

16. **Flipgrid**
    a. Allows students to record themselves talking through their reasoning process
    b. Students can respond to each other’s work

17. **Chat** feature in Zoom or Google Meet
    a. For formative assessment
    b. Have them type their answer, but everyone presses enter simultaneously.
    c. Have them type their answer to the teacher privately so that no one is put on the spot
    d. Teacher can then ask certain students to elaborate on their responses verbally

18. **Breakout Rooms** feature in Zoom or Google Meet
    a. Group Problem Solving Quiz

19. **Paper and pencil tests**
    a. Created envelopes with students’ names on them. At home students show the envelope on camera, and they take the test on camera.
    b. Hard to keep track of everything, though
    c. Solution: Now trying to only give test on the days students are in school (different versions of the test)

THOUGHTS ON ASSESSMENT:

- Assess more often - weekly
- Ask questions differently - Post a question and expect students to EXPLAIN how to arrive at an answer, why other answers are not correct.
- We must assume that everything is open notes, open book.
- Interview/conference style assessment, with a pre-disclosed rubric may be the way to go! (Either in class or online). Use asynchronous time for instruction, live/synchronous time for conversations.
- There could be a lot of unreliable results behind the scenes that we do not want to be going on…(group chat, cheating, etc.). One solution might be timed tests. Giving tests that require more creativity will help increase reliability and validity of the assessment.
- Catalyzing change, write assessments that a computer cannot do. We want to prepare students for right now, to do “what humans do” so that it makes it more difficult for students to cheat. If you make tests a less percentage of their grade, then there will be less incentive to cheat.
- Use more daily assessments to deter from cheating...get more creative.
- From a student perspective: Having assessments that are not timed is helpful...creates less stress. It is difficult for some courses to “cheat” with...with respect to being creative...such as in proofs.
- Thinking about conferences, with pre-disclosed rubrics, and an exit ticket from a conference
- Getting students to track their own data E.g. what areas did you struggle in? What topics are you comfortable with? Self-evaluation
- But… why do this? Why spend the time and effort trying to recreate what we used to do in the classroom? Why not use this new normal as an opportunity to to completely rethink the techniques and role of assessments?
- Scale down the size of summative assessments
- Meet and discuss with students (small groups are easier) - have a rubric and expectations for conference
- For those that have Wednesday as a “remote-only” day, use Wednesdays for discussions
- Being mindful of what we’re assigning and how much work it is for all of us (teacher, students, and parents)
- Have the students grade samples with a rubric.