

# Supporting Educators with next steps in Distance Learning

## The Assessment Playbook for Distance and Blended Learning—A Book Study.

When teachers were tasked with transitioning from face to face to distance (or blended) learning, we were thrown into a brand-new environment of instruction. As such teachers were tasked with determining how to navigate instruction and assessment from a distance. This book provides ample strategies that address the question: “how can I engage in quality assessment of student learning from a distance?” Unfortunately, not all assessments that we used in a traditional learning environment can work in a distance and blended learning environment, so this resource outlines what assessments CAN work in any setting.

### Book Study Overview:

#### February 24<sup>th</sup>

##### Session 1: The Challenge of Assessment in Distance and Blended Learning

This first session focuses on some enduring lessons related to assessment. We think of these as “assessment cookies,” or bits of advice that stick with you. In this session, we will examine the impact of these assessment cookies on our instruction. Using an instructional framework highlighted in both The Distance Learning Playbook and this Assessment Playbook, we will look at specific opportunities in which we can create authentic assessments.

#### March 3<sup>rd</sup>

##### Session 2: The Assessment Playlists: Universal Response and Teach Back Opportunities

Each assessment playlist achieves a particular purpose, an acknowledgment that no single assessment could ever do everything you need. Universal responses are those techniques used by the teacher to allow for simultaneous replies from every member of the group, rather than isolated answers. Teach-back is at its heart a form of assessment for you to gauge your students’ learning by providing insights into their cognitive and metacognitive thinking.

#### March 10<sup>th</sup>

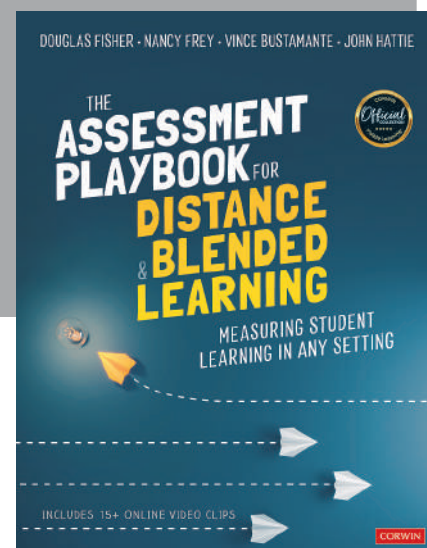
##### Session 3: The Assessment Playlists: Composing and Self & Peer Assessment

Composition is an umbrella term for all the sophisticated skills that go into the act of writing. While writing itself is a general term for the action of putting ideas onto paper or in a digital format, composition includes all of those cognitive skills and processes that are needed to do so. Quality self-assessments require students to use their metacognitive skills and move beyond yes/no dichotomous answers. Peer assessments enhance the feedback loop. The student receiving the feedback profits from another set of eyes, to be sure, but arguably the larger benefit is to the one posing the feedback.

#### March 17<sup>th</sup>

##### Session 4: Assessment Upgrades

There are a number of ways to document learning and use that information as feedback about our impact. Of course, like any upgrade, it’s based on a system that is already in place. You have tools that you have used to document students’ learning and to evaluate proficiency. Some of these will work perfectly well from a distance; others will not. This section session seeks to improve upon existing assessment strategies to make them applicable in a distance or blended learning environment.



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Learn more at:

<https://www.cosa.k12.or.us/events/2021-distance-blended-learning>

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