

Formative Assessment in Remote Learning: A Driver for Improving Instruction of Diverse Learners

(Part 2 of 2)



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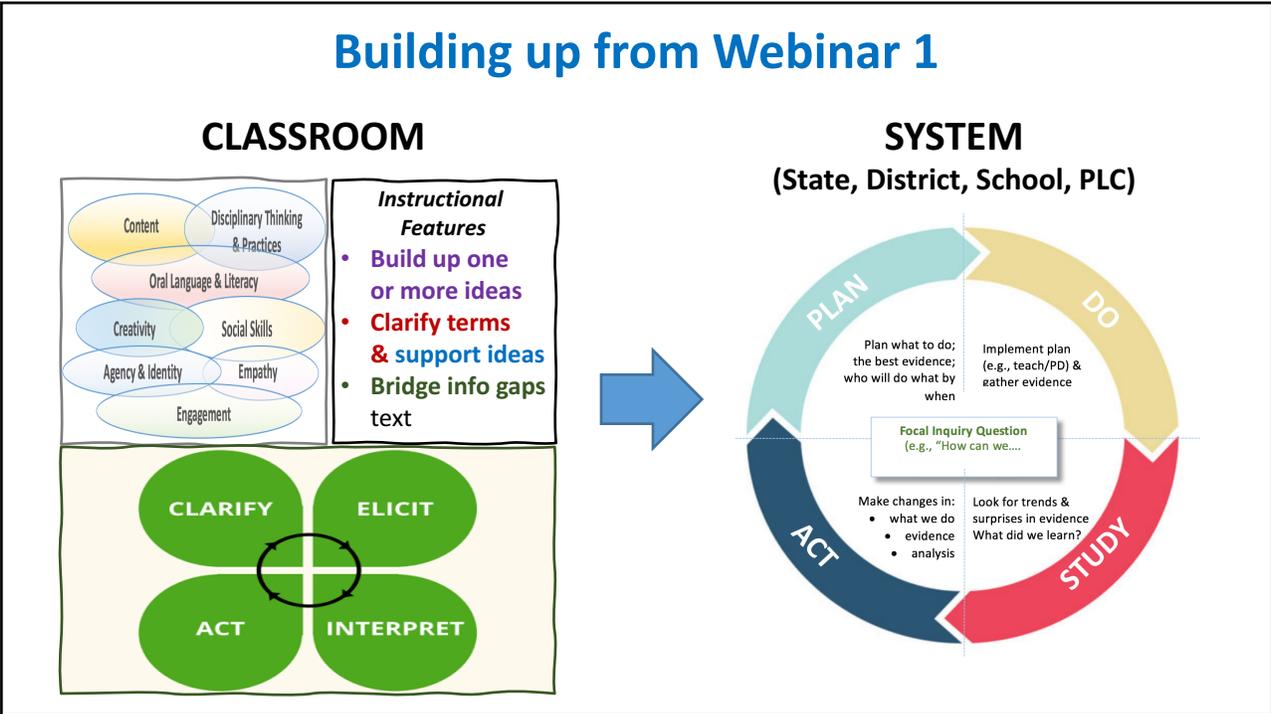


Webinar 2 Agenda

1. Building up from Webinar 1
2. Participant Task
3. Insights from Educators
4. Tools, Protocols, & Resources
5. Sharing in Breakout Groups
6. Next Steps



Building up from Webinar 1

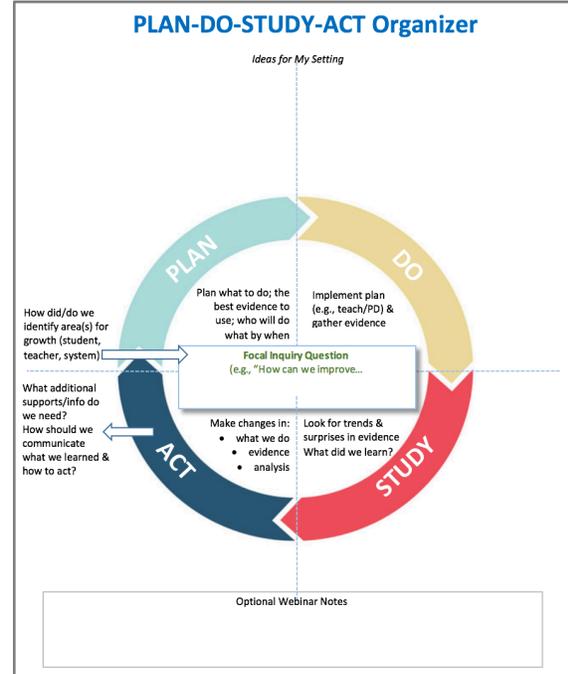


Your Task

1. Throughout this webinar, use the PDSA organizer to take notes to craft a possible pilot PDSA cycle for your setting. Jot down:

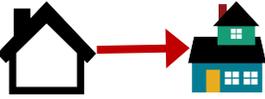
- **Ideas that you might use**
- **Key mentions of formative assessment**
- **Big questions you want to potentially explore**
- **What you hope to learn**

2. Share your notes/ideas in breakout groups and with us.



Curriculum Enhancement Procedure

Curriculum Enhancement Procedure

1. IDENTIFY THE LEARNING GOALS 
2. USE CURRICULUM ENHANCEMENT PRINCIPLES
3. EMBED FORMATIVE EVIDENCE COLLECTION 
4. ENHANCE LESSONS 



Disciplinary Practices

Resources

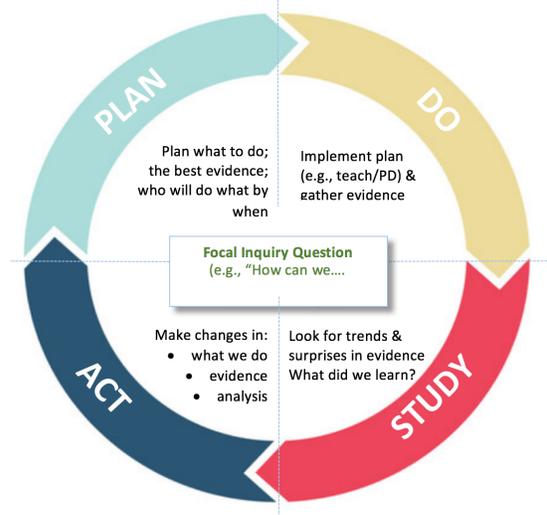
Scaffolding Routines

Understanding Language Language, Literacy, and Learning in the Core/Arts Areas **Stanford**
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Educator Insights

Teacher Insight Questions

1. What is a central question that you have for growth in your setting?
2. What instructional and formative assessment changes are planned?
3. How will you work with peers to learn from student evidence?
4. How can the system support this process? (PD, PLC, Communication, etc.)

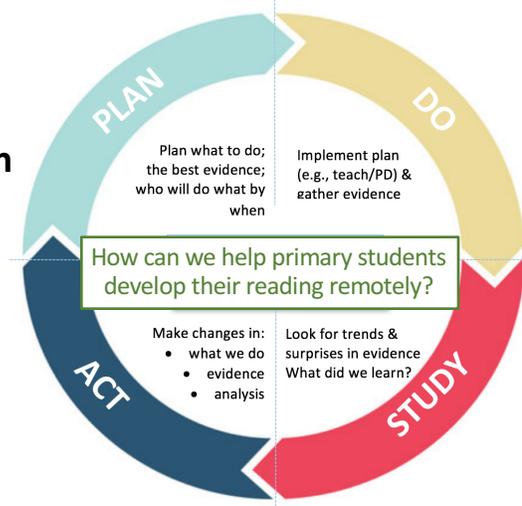


Read Aloud Formative Assessment TTUSD



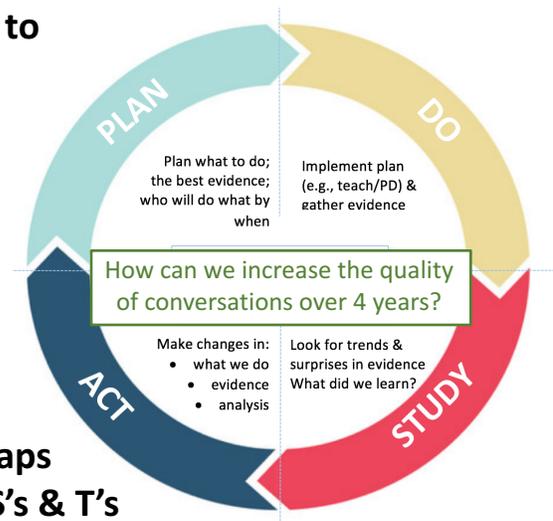
Looking Ahead: Teacher Example (Emma)

- Use virtual read aloud assessment (fluency/prosody)
- Remote small group reading instruction (assess comprehension)
- Content area and grade level PLCs to analyze data
- PD on remote modeling, scaffolding, and assessing of fluency and comprehension



Looking Ahead: Teacher Example (Tess)

- Develop a set of conversation moves to help students build ideas
- Figure out ways to use writing to foster conversations and show evidence of idea co-construction
- Define conversational expectations that we have (and can assess)
- Streamline how we use PLCs for this
- Strategize how to use A-B schedules for creating & bridging information gaps
- Fortify system for data gathering by S's & T's



Administrator Conversation Questions: (Tara & Dayna)

How can we improve students' quantity and quality of academic conversations in remote/hybrid settings? (Tahoe Truckee)

What does student collaboration look like for high quality online learning? (Azusa Unified)

- Notes



- Notes



TTUSD Video – Remote PLC Clip



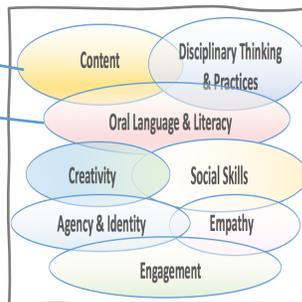
Pro	Con
<p>The internet is good because you can find information in a split of seconds</p> <ul style="list-style-type: none"> For example, if I could explain stuff more clearly Also, when you need help you could use google translate <p>The internet can answer important questions</p> <p>Questions like: How long ago was George Washington President?</p> <ul style="list-style-type: none"> You can ask about Covid 19, like when are stores opening and when will it be over? <p>There are a lot of fun things</p> <ul style="list-style-type: none"> Watching videos Playing games Meet with friend and family Social media like tik tok <p>You can learn what is happening in the world</p> <ul style="list-style-type: none"> News Get people together like for the protests 	<p>The bad thing about the internet is that a lot of things judge you on the internet</p> <ul style="list-style-type: none"> Like your photos, people can say mean things Like your photos, people can say mean things They can judge you about what you look like and how you dress <p>The internet can be really dangerous</p> <ul style="list-style-type: none"> Bad People can try to track you They could find out your password and all your information They can get your location and do something to you <p>People can get distracted and not pay attention to schoolwork</p> <ul style="list-style-type: none"> They can spend too much time on the computer It can make your eyesight worse <p>Get people together like for the protests but doing bad things or causing problems.</p>

Tools, Protocols, & Resources

Sample Tools, Protocols, Resources

Conversation Observation & Analysis Tool

Sample Tool: Assessing Conversations	
Conversation Observation & Analysis Tool	Notes
Pose (or choose) relevant & buildable idea(s) and build it up as much as possible	
Support idea with evidence, examples, reasoning, and content to build it up	
Clarify key terms	
If argument: build up both sides and then evaluate, compare, and choose strongest/heaviest (& be able to explain choice)	
Value each other's ideas	
Use effective nonverbal communication	
Use disciplinary skills (e.g., recognize bias, interpret, cause/effect, compare, empathize, etc.)	
Show engagement and desire to maximize building	



Argumentation Analysis Tool

Dimension 1: Makes a claim

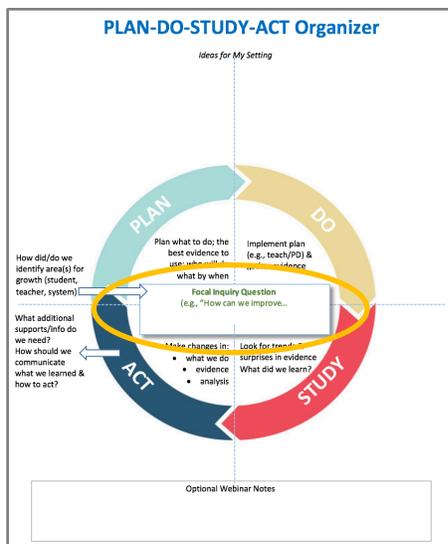
Clearly demonstrates: The student clearly articulates a claim, as appropriate for the given context.
Partially demonstrates: The student attempts to articulate a claim but the claim may be vague.
Requires to demonstrate: The student does not articulate a claim, but a claim or position is suggested in the evidence/reasoning provided.
Does not demonstrate: The student does not attempt to make a claim and a claim cannot be inferred.

Dimension 1: Makes a claim
Criterion level (i.e. clearly demonstrates, etc.)
Rationale

Dimension 2: Provides evidence for the claim

Breakout Groups: Sharing Ideas and Questions

Prep: Come up with a PDSA Central Question

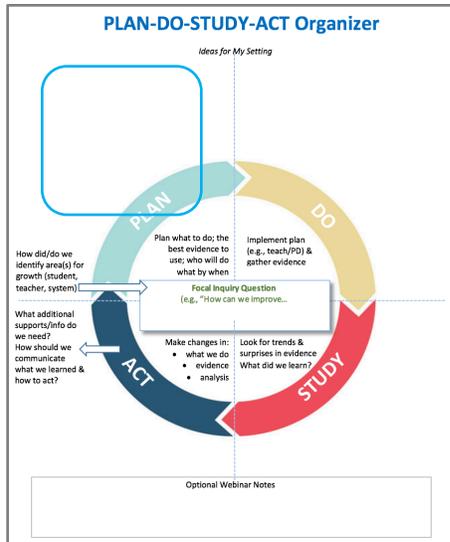


SAMPLE QUESTIONS

How can we improve....

- students' mathematical reasoning in grades 3-5 hybrid classrooms across schools in the district?
- MS students' writing in science by using paired online conversations?
- the quality of our students' argumentation skills in grade 9 ELA (classroom-remote-hybrid)?

Prep: Come up with Planning Notes



SAMPLE PLANNING NOTES

- Collect videos of students in pairs using mathematical reasoning
- Create/adapt analysis tools for the videos and for written work
- Train pilot group of teachers to use analysis tools in virtual PLCs
- Schedule monthly virtual meeting to share learnings and needs

BREAKOUT GROUPS: Sharing PDSA Ideas

What might a pilot (or model) PDSA cycle look like this fall in your setting that takes into account:

- Formative evidence such as oral output, interactions, student writing, etc.
- Gathering and/or analyzing evidence in remote and/or hybrid environments
- The strengths/needs of diverse learners and their teachers

BREAKOUT GROUPS: Directions

1. **Share your draft central question and planning notes (one person at a time, one minute each)**
2. **When all have shared, you can:**
 - Ask for clarification
 - Make a connection to your own plan
 - Discuss commonalities
3. **Decide on one insight to share with the large group**

Next Steps

- **Upload your PDSA ideas to us***
(<https://tinyurl.com/SBACwebinar2>)
- **Collaborate to improve this PDSA cycle**
- **Create or adapt tools and protocols to meet your needs**
(Check out the ones from the webinar:
<https://ell.stanford.edu/content/FA-process-remote-learning-webinars>)
- **Engage in a cycle and share results with us**



Acknowledgments

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