

Remote & Alternative Assessments

Summative Assessments		
ASSESSMENT TYPE		IMPLEMENTATION
Essays and Papers		<ul style="list-style-type: none"> • Consider providing multiple prompts for student choice • Determine the length • Individual or collaborative • Maintain flexibility with due dates
Presentations	<i>Asynchronous</i>	<ul style="list-style-type: none"> • Have students pre-record their presentations and upload on a platform of choice (Google Slides, PowerPoint, Prez, Canva, etc) • Consider creative options that use audio or video
	<i>Synchronous</i>	<ul style="list-style-type: none"> • Use video conferencing for individual and group presentations using the screen share feature
Project Artifacts/Digital Exhibits	<i>Asynchronous</i>	<ul style="list-style-type: none"> • Assign digital artifacts that can be uploaded; for example, audio recordings, video demonstrations, digital models or coding where possible • Combine with a written or narrated submission that explains the product/artifact • Google Classroom: Use the <i>Google Forms file upload question feature</i> for final submissions • Consider creating an online gallery of project artifacts using WordPress or GoogleSites if applicable and time permitting
	<i>Synchronous</i>	<ul style="list-style-type: none"> • Use Zoom or Google Meets for individual and group presentations using the screen share feature, if sharing with the class or authentic audiences

Traditional Formative Assessments		
ASSESSMENT TYPE		IMPLEMENTATION
Entry and exit slips	<i>Synchronous</i>	<ul style="list-style-type: none"> • Start with a quick question about the previous day's work while students are getting settled • Use the responses to create break out rooms and implement differentiation
Quiz or Poll		<ul style="list-style-type: none"> • Grading quizzes but assigning low point values is a great way to make sure students really try. • Socrative, Quizlet, Quizalize, Kahoot, FlipQuiz, Gimkit, Plickers, and Flippity

Alternative Formative Assessments

Ongoing Activities and Low-stakes Assessments

ASSESSMENT TYPE	IMPLEMENTATION
Discussion or Commentary	<ul style="list-style-type: none"> ● Use Google Classroom for whole-class and small-group discussions ● Assignment tool for submitting reflections or mini-papers ● Provide alternative way to respond (i.e. video, illustration, presentation)
<i>Asynchronous</i>	
<i>Synchronous</i>	<ul style="list-style-type: none"> ● Interactive discussion on Zoom or Google Hangouts with opportunities for individual student input, as well as using breakout rooms for group discussions.
Lesson-specific Analysis: Text or Video	<ul style="list-style-type: none"> ● Students can review the text or video offline and then respond to questions (individually or in groups) on the remote learning platform
<i>Asynchronous</i>	
<i>Synchronous</i>	<ul style="list-style-type: none"> ● Synchronous time may be better spent in whole class discussion, not in viewing shared content
Ongoing Written Assessments	<ul style="list-style-type: none"> ● Clarify instructions for written assignments periodically ● Organize instructions so students can easily keep track ● Consider using Google Drive Folders to keep assignments in a single place
Dipsticks	<ul style="list-style-type: none"> ● Write a letter explaining a key idea to a friend ● Draw a sketch to visually represent new knowledge ● Do a <i>Think, Pair, Share</i> exercise with a partner
TAG Feedback	<ul style="list-style-type: none"> ● Shift some of this work to students using a peer-feedback process ● Talk about something you like, Ask a thoughtful question, Give a positive suggestion ● Gain insight into both students' learning
Methods that <u>incorporate art</u>	<ul style="list-style-type: none"> ● Consider using visual art or photography or videography as an assessment tool ● You may find that creating helps them synthesize their learning ● Or think beyond the visual and have kids act out their understanding of the content ● They can create a dance to model cell mitosis or act out short stories, themes, and poems to explore the subtext
Misconceptions and errors	<ul style="list-style-type: none"> ● It is helpful to see if students understand why something is incorrect or why a concept is hard. Ask students to explain the “muddiest point” in the lesson—where things got confusing, difficult or where they still lack clarity.
Self-assessment	<ul style="list-style-type: none"> ● Don't forget to consult the experts—the kids. Often you can give your rubric to your students and have them spot their strengths and weaknesses
Participation cards	<ul style="list-style-type: none"> ● Each student has three cards—“I agree,” “I disagree,” and “I don't know how to respond” and a thumbs-up response ● Students can instead use six hand gestures to silently signal that they agree, disagree, have something to add, and more