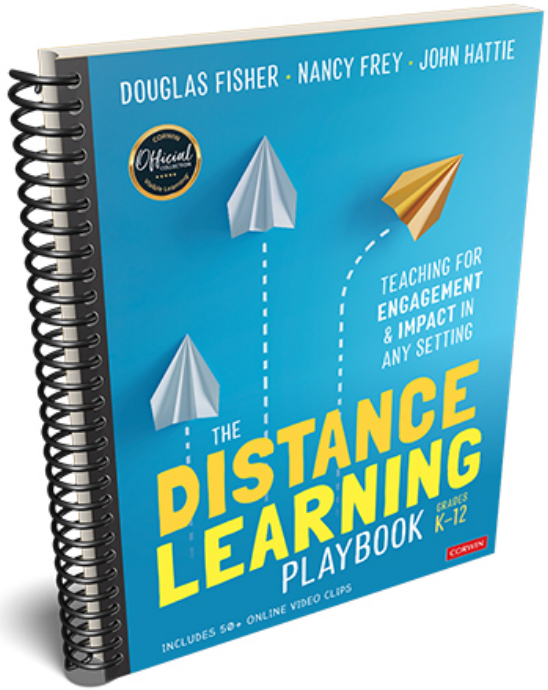
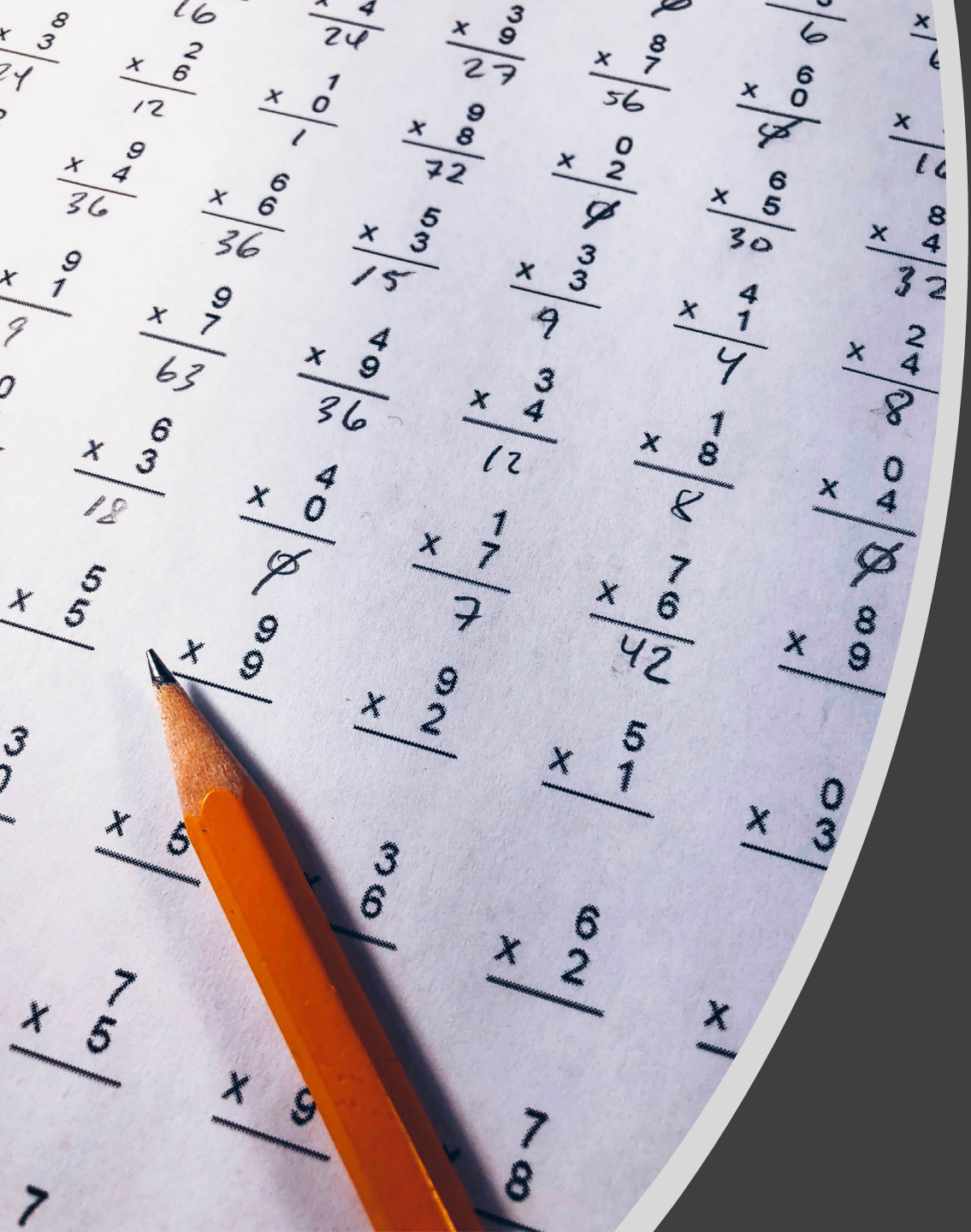
# You're learning from a distance – so can your students



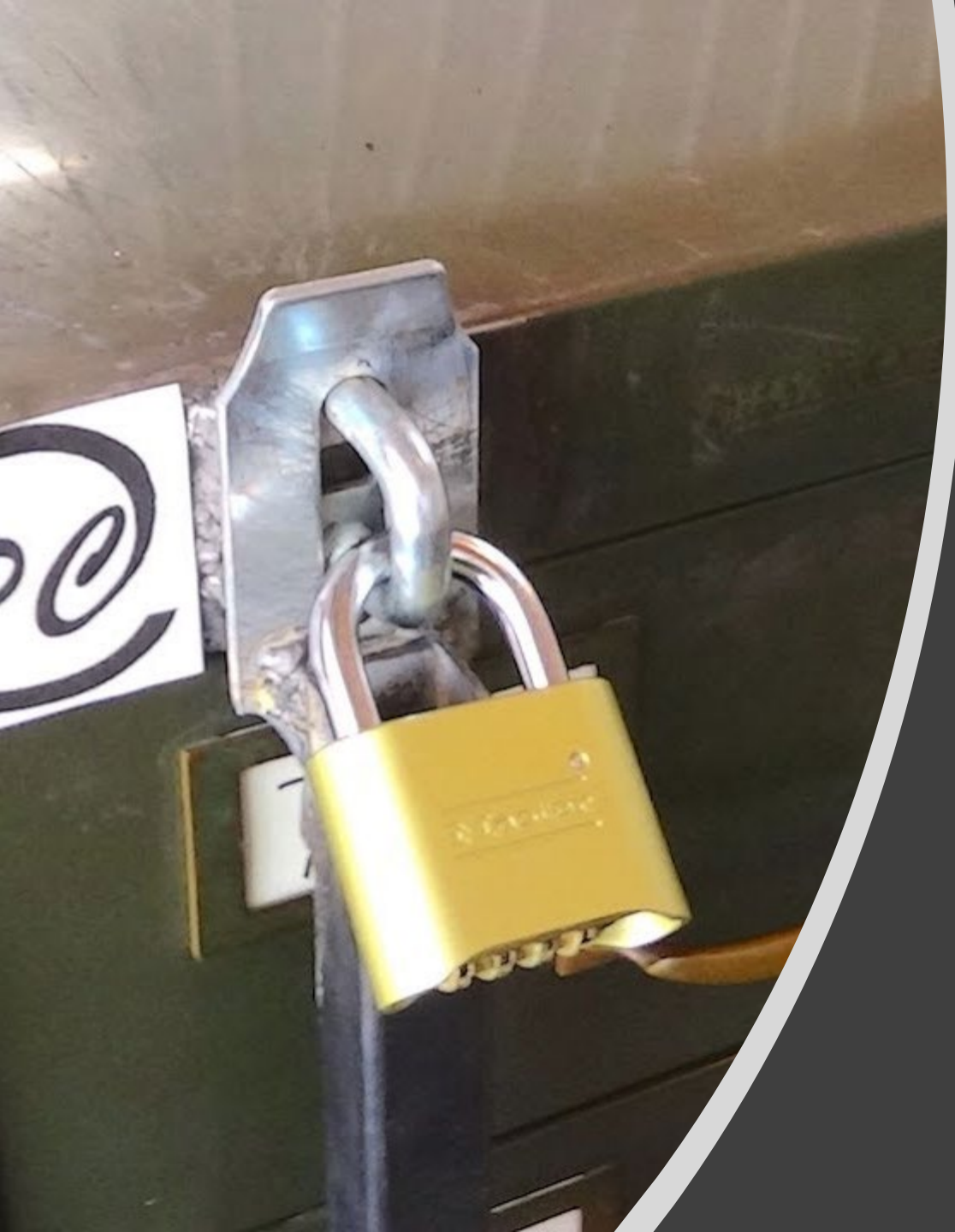

Doug Fisher
www.fisherandfrey.com

@dfishersdsu

CORWIN



Old formats are not really working from a distance



# Under lock and key

What are we seeing?


Cheating?


TikTok
studenten.memes 59 minuten
How to ch3eat on online exams
TikTok
studenten.memes 59 minuten
connect laptop to the tv and let your friends google the answers and text them to u
studenten.memes 59 minuten
connect laptop to the tv and let your friends google the answers and text them to u
TikTok
@sippinonleen

# Overhelping?

**LUCY LOPEZ**
@theLUCYLOPEZ

Whispering a quiz answer to my kid. Didn't know the zoom mic was on. Teacher said "you're mom is right" #IGotBusted

11:33 AM · Sep 30, 2020

1.1K 80 people are Tweeting about this


How do we document learning?
Report cards? Transcripts?

# FORMATIVE SUMMATIVE

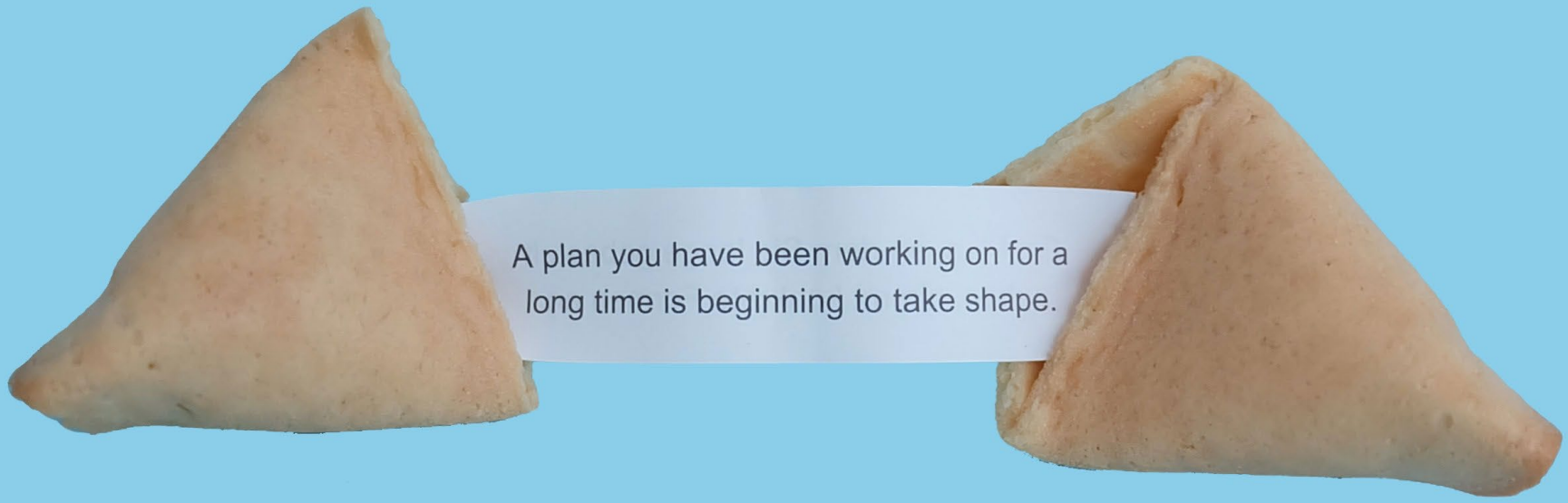
WHEN THE **CHEF** TASTES THE SOUP

WHEN THE **GUESTS** TASTE THE SOUP

@bryanMMathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"

Teach-back
Composing
Self-Assessment
Evaluation



# Teach Back

retell

# Retelling

| | Proficient—3 | Adequate—2 | Needs Attention—1 |
|---|---|---|---|
| **Main Ideas** | Main ideas are identified. Examples are given to illustrate these ideas. | Most main ideas identified. Examples are less descriptive. | Main ideas essential to the text are overlooked. Few or no examples or descriptions of main ideas offered. |
| **Supporting Details** | Supporting details are clearly connected to the main ideas. | Supporting details are identified but are not told in association with main ideas. | Few or no supporting details offered. |
| **Sequence** | Sequence of retelling is accurate and reflects the order used by the author. | Sequence is similar to order in book, with some instances of "doubling back" during retelling. | Sequence is difficult to discern. |
| **Accuracy** | Facts are relayed accurately. | Retelling is mostly accurate, with few errors. | Retelling is inaccurate. |
| **Inferences** | Student makes connections within text (e.g., meaning of title, usefulness of information). | Student makes few associations between pieces of information in text. | Student makes no associations within text. |

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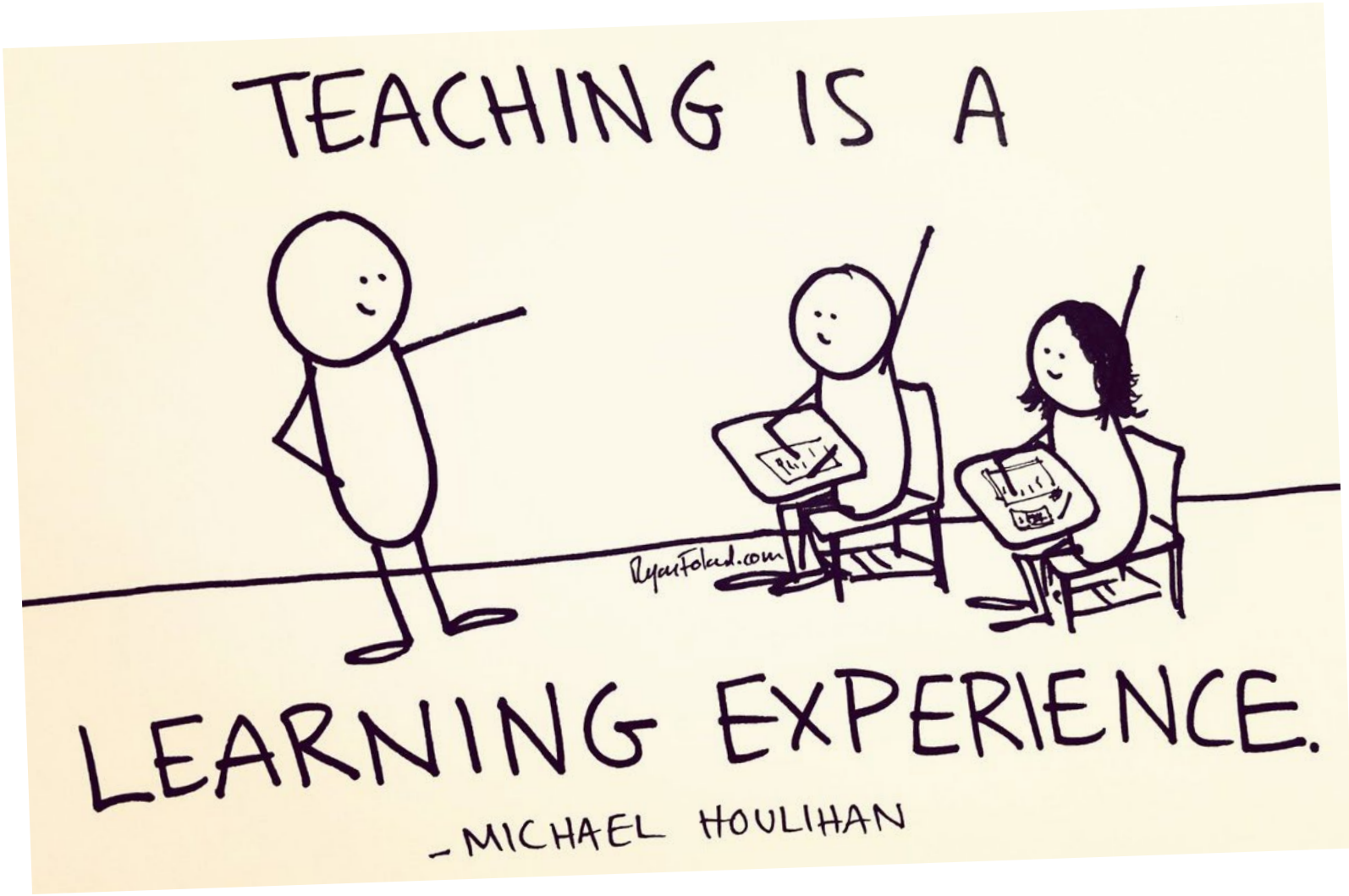
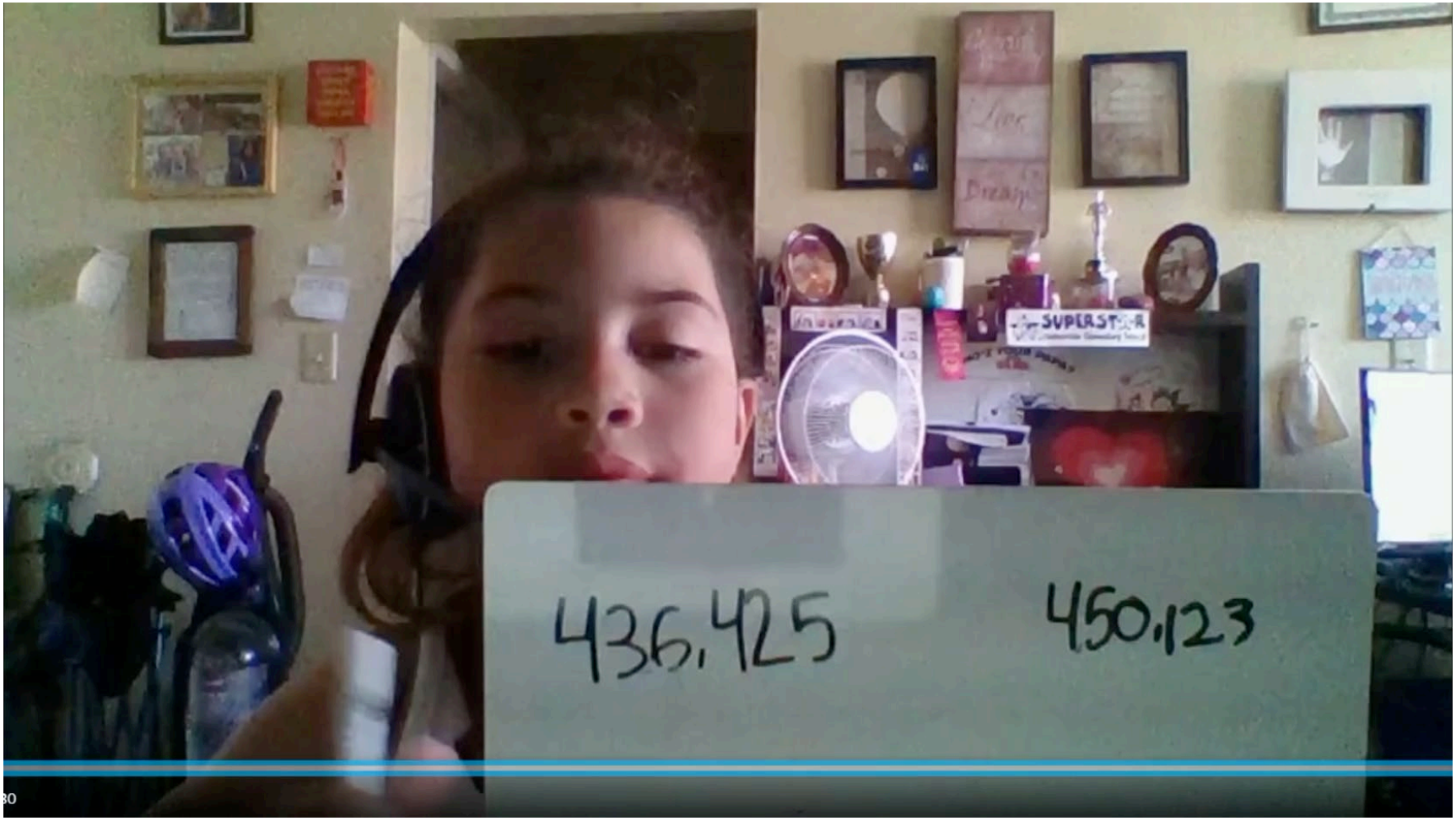

TEACHING IS A
RyanFolan.com
LEARNING EXPERIENCE.
-MICHAEL HOULIHAN


436,425
450,123

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# Three Questions


**What** am I learning today?

**Why** am I learning this?

**How** will I know that I have learned it?

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https://www.michiganassessmentconsortium.org/event/best-classroom-summative-assessment-methods-strategies-in-a-virtual-environment/

I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

| KNOW | SHOW |
| --- | --- |
| | |

I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

| KNOW | SHOW |
| --- | --- |
| List all of the things that you know based on the success criteria | |

I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

| KNOW | SHOW |
| --- | --- |
| List all of the things that you know based on the success criteria | How can you show that you know these things? |

Lara Sophia

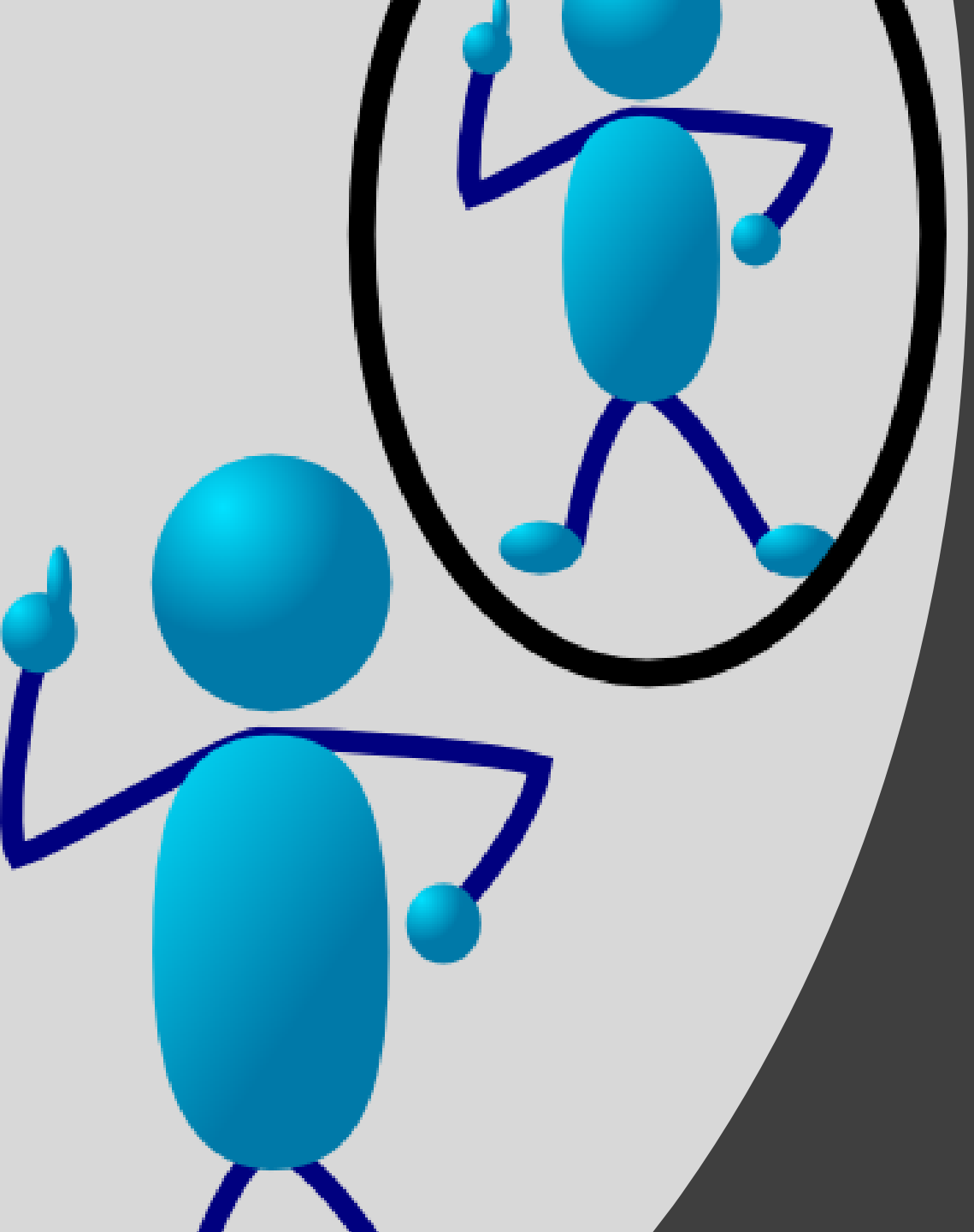
| Know | Show |
| --- | --- |
| hundreds | 100, 200, 300, 400, 500, 600, 700, 800, 900 |
| thousands | 1,000, 2,000, 3,000, 4,000, 5,000 |
| rounding | 454 → 450 (400 ← 454 → 500) → 454 |
| comparing | 567 ⊘ 594; 594 = 594 |
| Standard form | 284 |
| Expanded form | 200, 80, 4 |
| word form | two hundred eighty-four |
| Place value<br>Place Value chart | 1,037,462 |
| Value of a digit | 8 (800,000) 9 (90,000) 4 (4,000) , 6 (600) 1 (10) 3 (3) |
| digit | Example: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Number Line | 535,481 (500,000 ← 535,481 → 550,000 → 600,000) 535,481 |

**Know and Show**

Instructions: Complete the following table to explain what you **know** about writing a scientific explanation. **Show** me that you know how to write a scientific explanation by providing examples from class. Use Canvas and your A&P Digital Notebook to revisit last week's learning.

| Know | Show |
| --- | --- |
| Here is what I know about creating a scientific explanation…<br><br>In order to create a scientific explanation, you need a specific claim and evidence to back up your claim. For example, you can be given a scientific explanation to back up and you'd need a claim, evidence, and some reasoning! Your evidence needs to match with what you're saying in your claim, and your reasoning MUST tie into what you're saying with your evidence. You must also have the correct information stated with your claim, otherwise you'll be proven wrong therefore your evidence isn't real evidence and will be mistaken. | I can show you that I know how to create a scientific explanation by one of the examples I've done last week. I was assigned the claim, "You can catch warts from other animals that have them, like toads, is a misconception." I had to back this up, and I did that by doing my research about warts and different animals that can cause warts to appear. I stated evidence from nylabone.com, that you can *only* get warts from humans with a virus and not toads. Another piece of evidence I stated was an example with oral papillomas with dogs. This is a type of wart that dogs get and is impossible to pass on to humans. My reasoning to sum everything up was how humans can't get warts from toads because humans get warts from a human virus called human papillomas, which ties back into my claim. |

| What I know | How I can prove it |
| --- | --- |
| - I know what the American Dream is and different percpectives of it. | - I can explicate my understanding of the American Dream and my perception of it. |
| - I know about the preamble and the purpose of it. | - I can delineate in CER form what the preamble portrays and the importance of it in the constitution |
| - I learned about the amendment and the freedoms they include, as well as the Bill of Right. | - I can list the 5 freedoms of expression guarenteed in the first amendments as well as the first 10 amendments (Bill of Rights) I can also list the 6 Basic Princibles of the constitution and why the constitution is a living document. |
| - I know about the three branches of government and how they function. | - I can elucidate the three branches of government, their jobs, Power, and who they work for. I can also break down the process of adding an amendment to the constitution. |

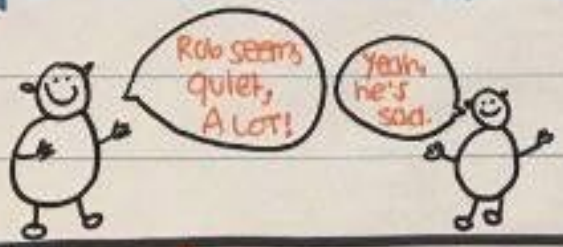


# Self-assessment

# Partner Talk Rubric

## Level 1

I said something.
My partner said something.

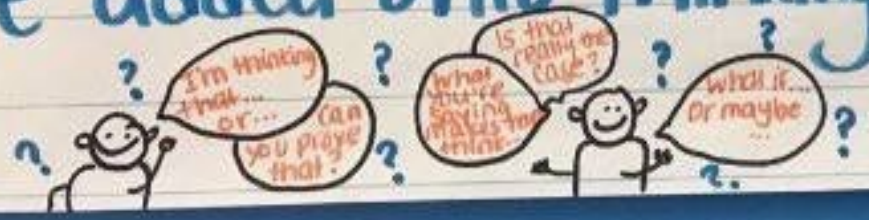



## Level 2

I said something.
My partner said something.
Then we said MORE!

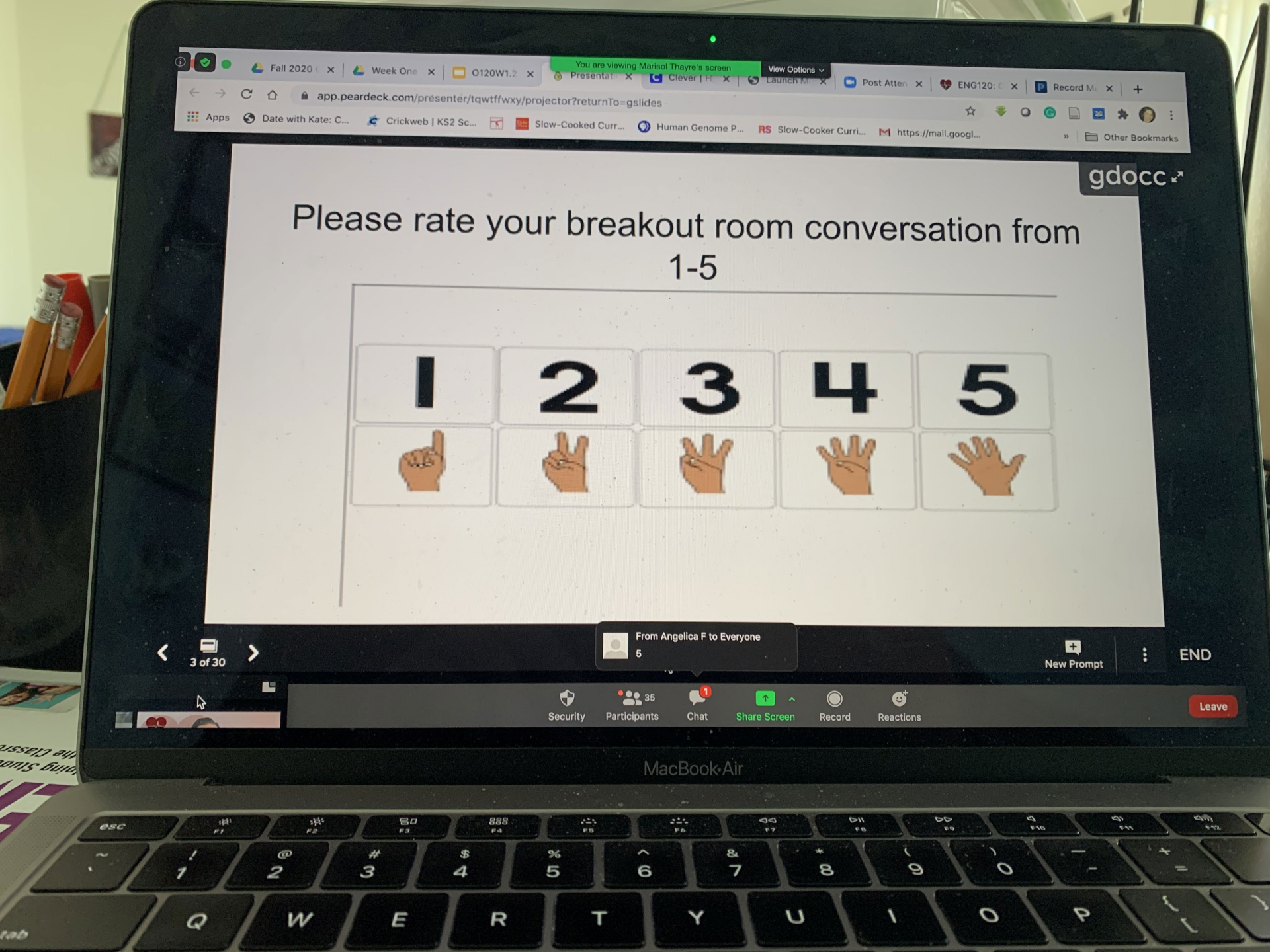

## Level 3

We talked back & forth.
We asked questions.
We added onto thinking.




## Level 4

We talked back & forth.
We asked questions.
We added on... and came up with NEW IDEAS!


You are viewing Marisol Thayre's screen
View Options
app.peardeck.com/presenter/tqwtffwxy/projector?returnTo=gslides
gdocc
Please rate your breakout room conversation from 1-5
1
2
3
4
5
From Angelica F to Everyone
5
3 of 30
New Prompt
END
Security
Participants
35
Chat
Share Screen
Record
Reactions
Leave
MacBook Air

# SUCCESS CRITERIA!

| This week's Learning Targets/Intentions | Tasks/Assessments | Success Criteria | Before Rating | After Rating |
|---|---|---|---|---|
| I am learning...<br>• About how waves travel through matter<br>• About loud and soft sounds<br>• About the different types of waves (mechanical, transverse, longitudinal, sound) | ❑ Complete Pre-Assessment<br>❑ Watch phenomenon video<br>❑ Complete "Encounter the Phenomenon"- document observations when a tuning fork is hit hard and soft<br>❑ Read "At the Core of It" and complete the graphic organizer<br>❑ Complete the "Strike That" lab and reflection question | I can...<br>☐ Predict if a ball thrown in the ocean will be pushed back to shore or not<br>☐ Document observations and generate questions about loud and soft sounds<br>☐ Define mechanical wave, transverse wave, longitudinal wave, and sound wave.<br>☐ Describe the features of P-Waves and S-Waves<br>☐ Explain why the rice behaves differently when the glass is struck hard and soft. | | |

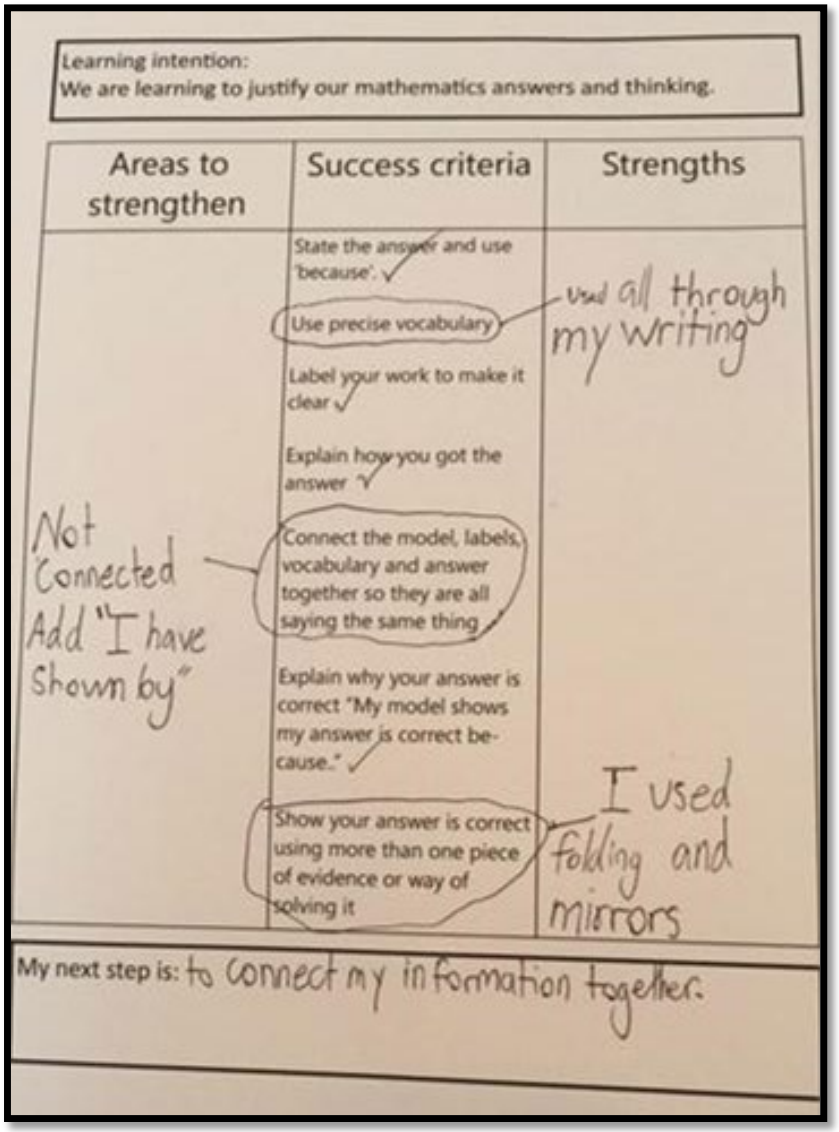
Request control

| Grows – How I Can Strengthen My Work | Criteria and Descriptors for *learning about subtracting numbers.* | Glows – Strong Aspects of My Work |
|---|---|---|
| | I can use mental math to subtract 10 and 100. | |
| | I can use an open number line to take away. | |
| | I can use an open number line to find the difference between. | |
| | I can think addition to subtract. | |
| | I can use compensation to subtract. | |
| | I select and defend a strategy of my choice to subtract three-digit numbers. | |

Source: *Success Criteria Playbook*

| Areas that Need Work | Success Criteria | Evidence of Exceeding Standards |
|---|---|---|
| | Topic introduced effectively. | |
| | Related ideas grouped together to give some organization. | |
| | Topic developed with multiple facts, definitions, details. | |
| | Linking words and phrases connect ideas within a category of information. | |
| | Strong concluding statement or section. | |

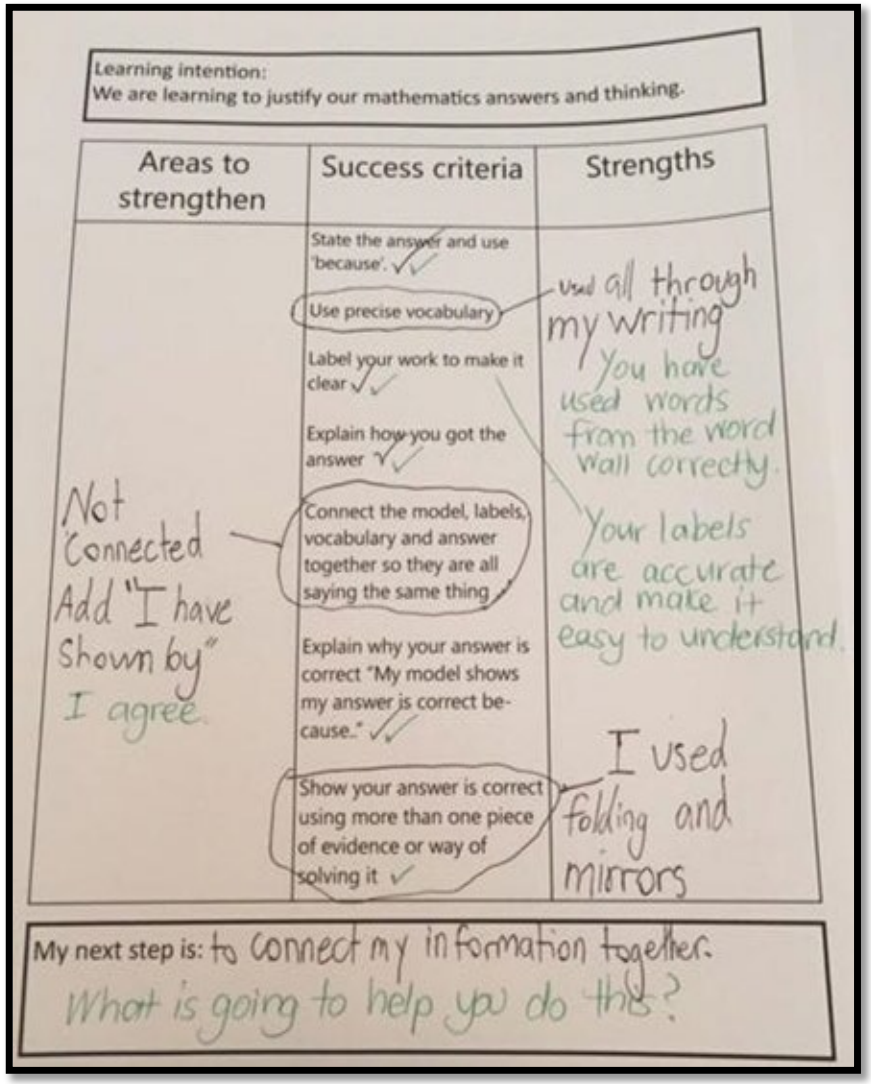
# 5th Grade Writing Rubric



Learning intention:
We are learning to justify our mathematics answers and thinking.

| Areas to strengthen | Success criteria | Strengths |
|---|---|---|
| Not Connected Add "I have shown by" | State the answer and use 'because'. ✓<br>Use precise vocabulary<br>Label your work to make it clear ✓<br>Explain how you got the answer ✓<br>Connect the model, labels, vocabulary and answer together so they are all saying the same thing<br>Explain why your answer is correct "My model shows my answer is correct because." ✓<br>Show your answer is correct using more than one piece of evidence or way of solving it | used all through my writing<br>I used folding and mirrors |

My next step is: to connect my information together.

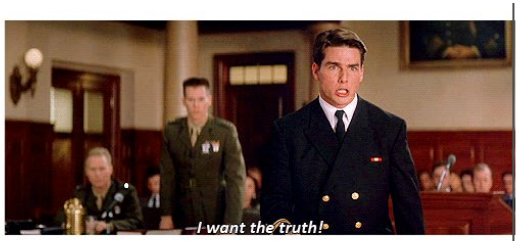


Learning intention:
We are learning to justify our mathematics answers and thinking.

| Areas to strengthen | Success criteria | Strengths |
|---|---|---|
| Not Connected Add "I have shown by" I agree. | State the answer and use 'because'. ✓✓<br>Use precise vocabulary<br>Label your work to make it clear ✓✓<br>Explain how you got the answer ✓✓<br>Connect the model, labels, vocabulary and answer together so they are all saying the same thing<br>Explain why your answer is correct "My model shows my answer is correct because." ✓<br>Show your answer is correct using more than one piece of evidence or way of solving it ✓ | used all through my writing<br>You have used words from the word wall correctly.<br>Your labels are accurate and make it easy to understand.<br>I used folding and mirrors |

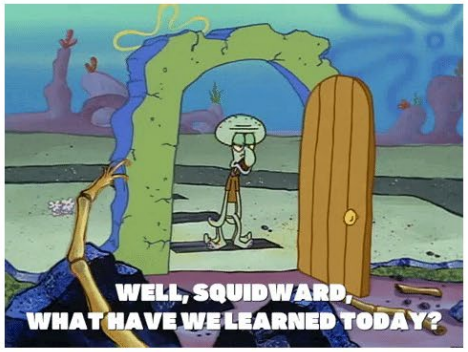
My next step is: to connect my information together.
What is going to help you do this?

How confident do you feel about today's lesson/skill? Would you be successful if today's content/skill was on a test? *




| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Not very confident | ○ | ○ | ○ | ○ | ◉ | Very confident |

Please describe today's lesson. What did you learn? *




we reviewed the hero's journey type of story, talked about the stories it is included in and talked about dystopia.

Joaquin

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EVALUATION

# Performance Assessments

Presentation

Debate

Socratic Seminar

Research project

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PODCAST


578
total plays

11
est. audience

# SJT Immigration Project

EPISODES ANALYTICS

Your episodes New


S2 E7 SJT Immigration Project: Namibia
JUL 3 • 11:10 • 28 PLAYS


S2 E6 SJT Immigration Project: Portugal and Philippines
JUN 30 • 06:10 • 14 PLAYS


S2 E5 SJT Immigration Project: Serbia
JUN 26 • 07:36 • 18 PLAYS

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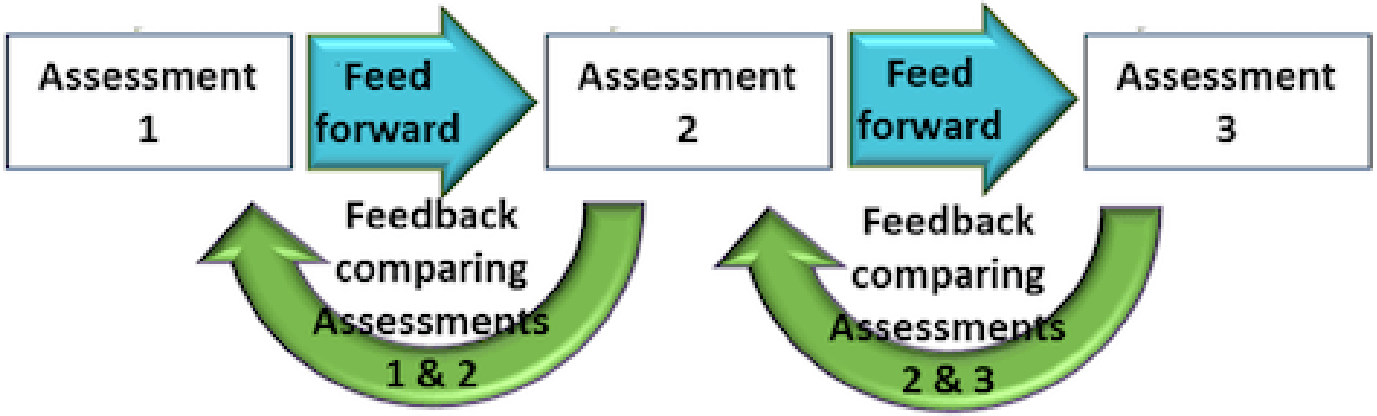
# Ipsative Assessment




Compare students' present performance to past performance.

# Ipsative

**Definition:**

Ipsative assessment is a type of assessment in which the 'learner's current level of achievement, skill, knowledge, or understanding is assessed against their own previous level, rather than aga fixed criteria or a norm'
(Wallace, 2015)

**Illustration:**

'Your results show you have improved by half a grade'

**Example:**

Assessment 1: Grade 3.5
Assessment 2: Grade 4

Ipsative Grade: +0.5

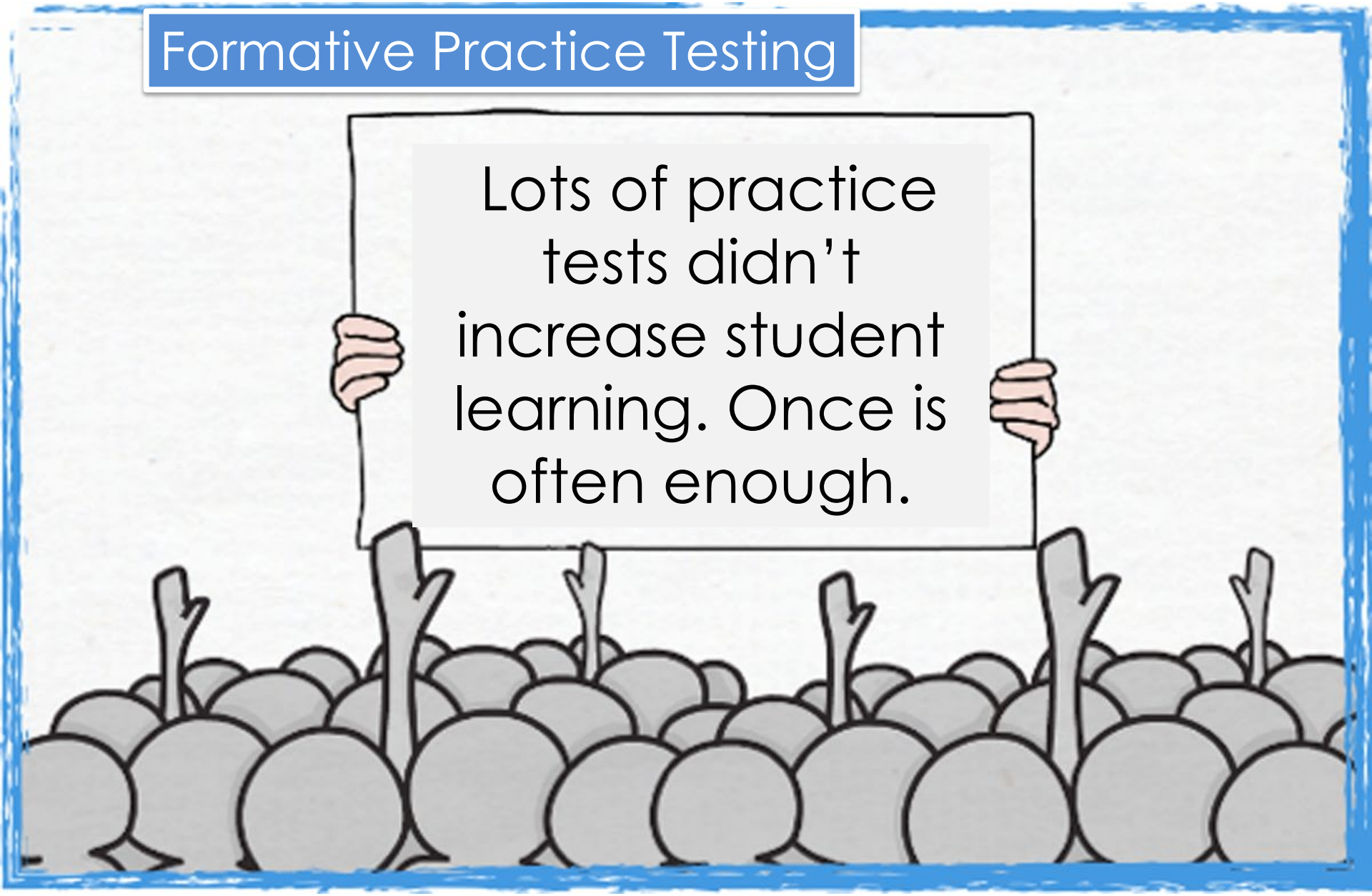
**Non – Example:**

'You got a grade 5!'

# Formative Practice Testing

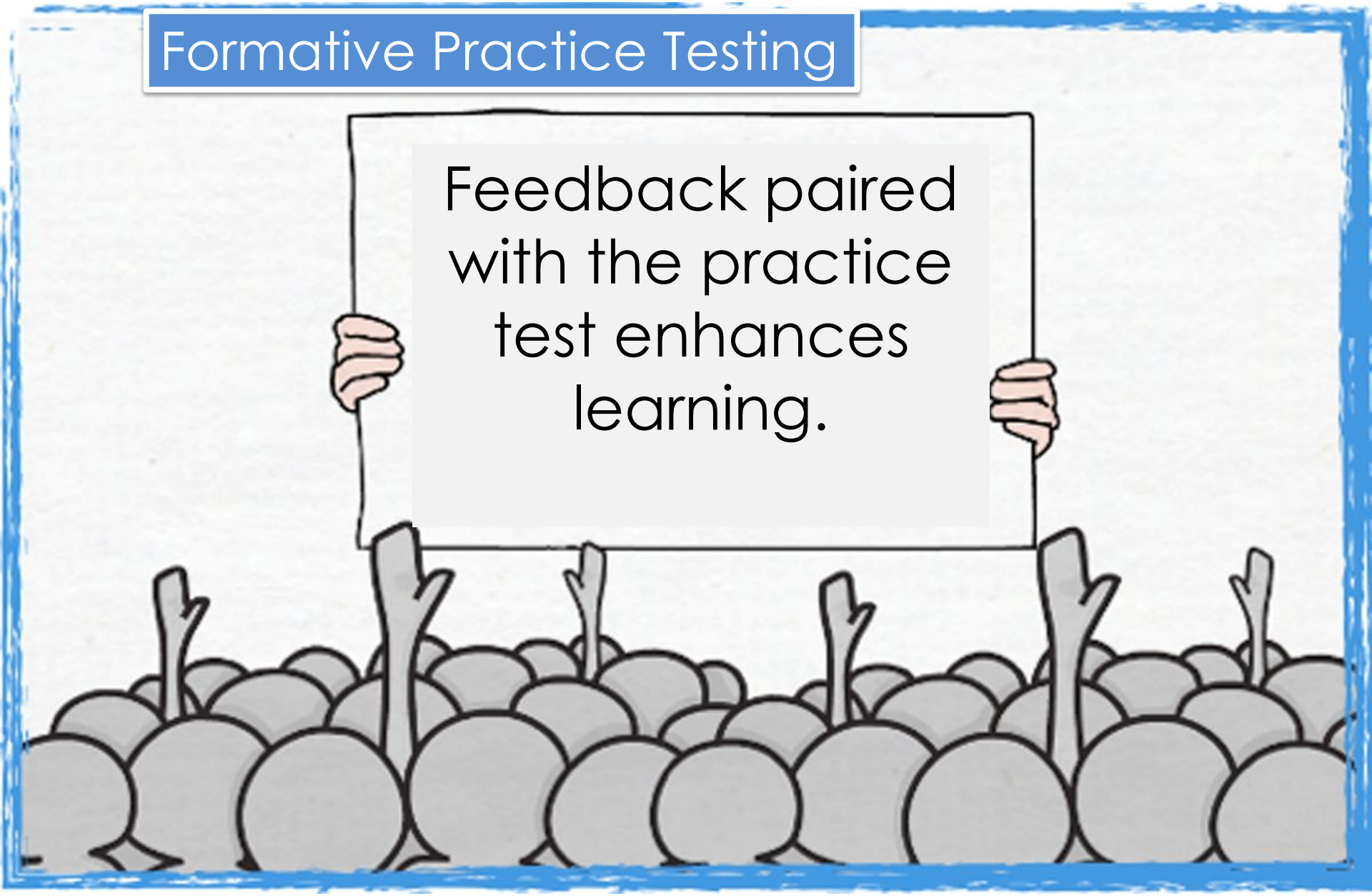
(Adesope, Trevisan, & Sundararajan, 2017)

# Formative Practice Testing




(Adesope, Trevisan, & Sundararajan, 2017)

# Formative Practice Testing




(Adesope, Trevisan, & Sundararajan, 2017)

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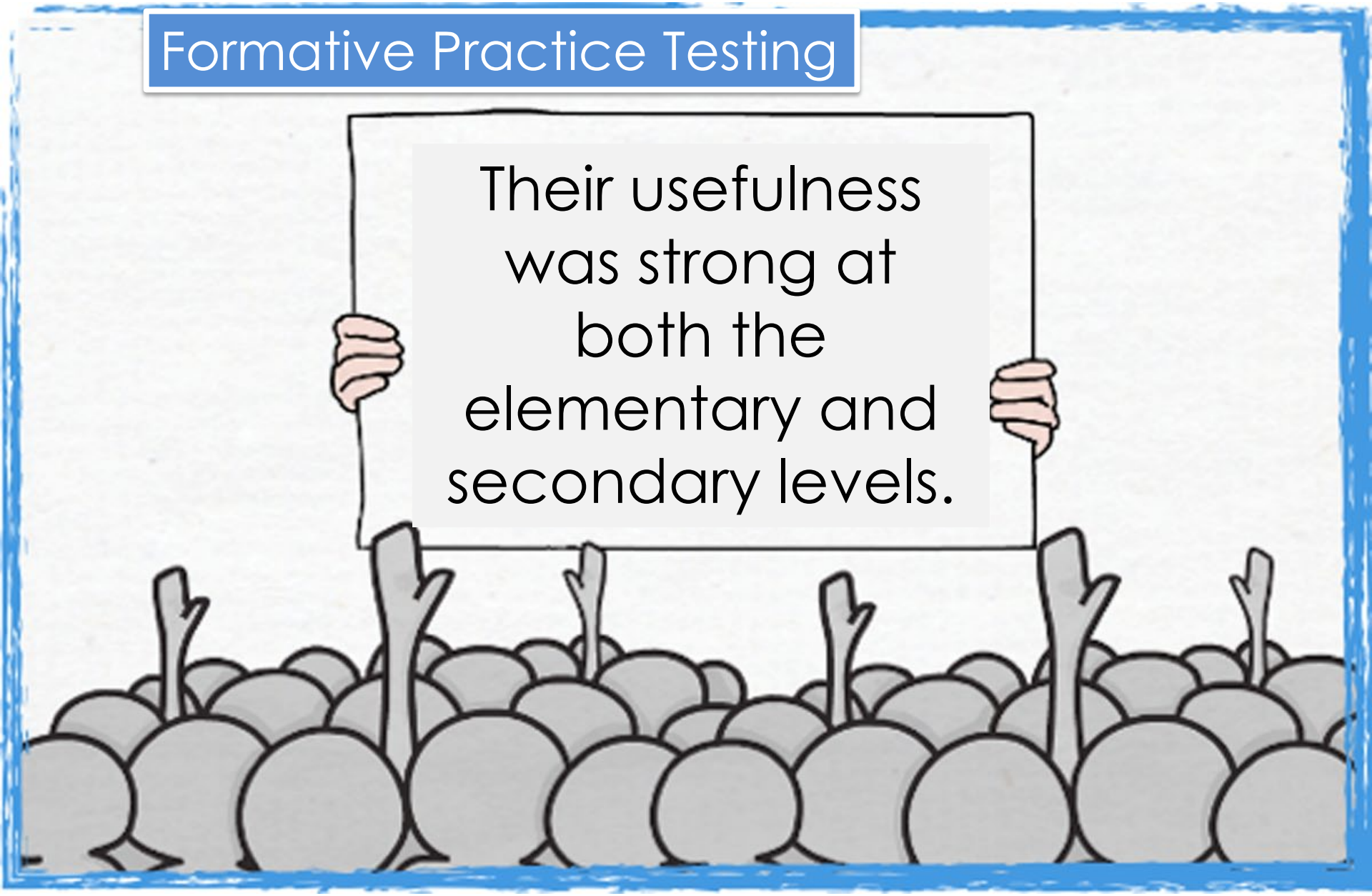


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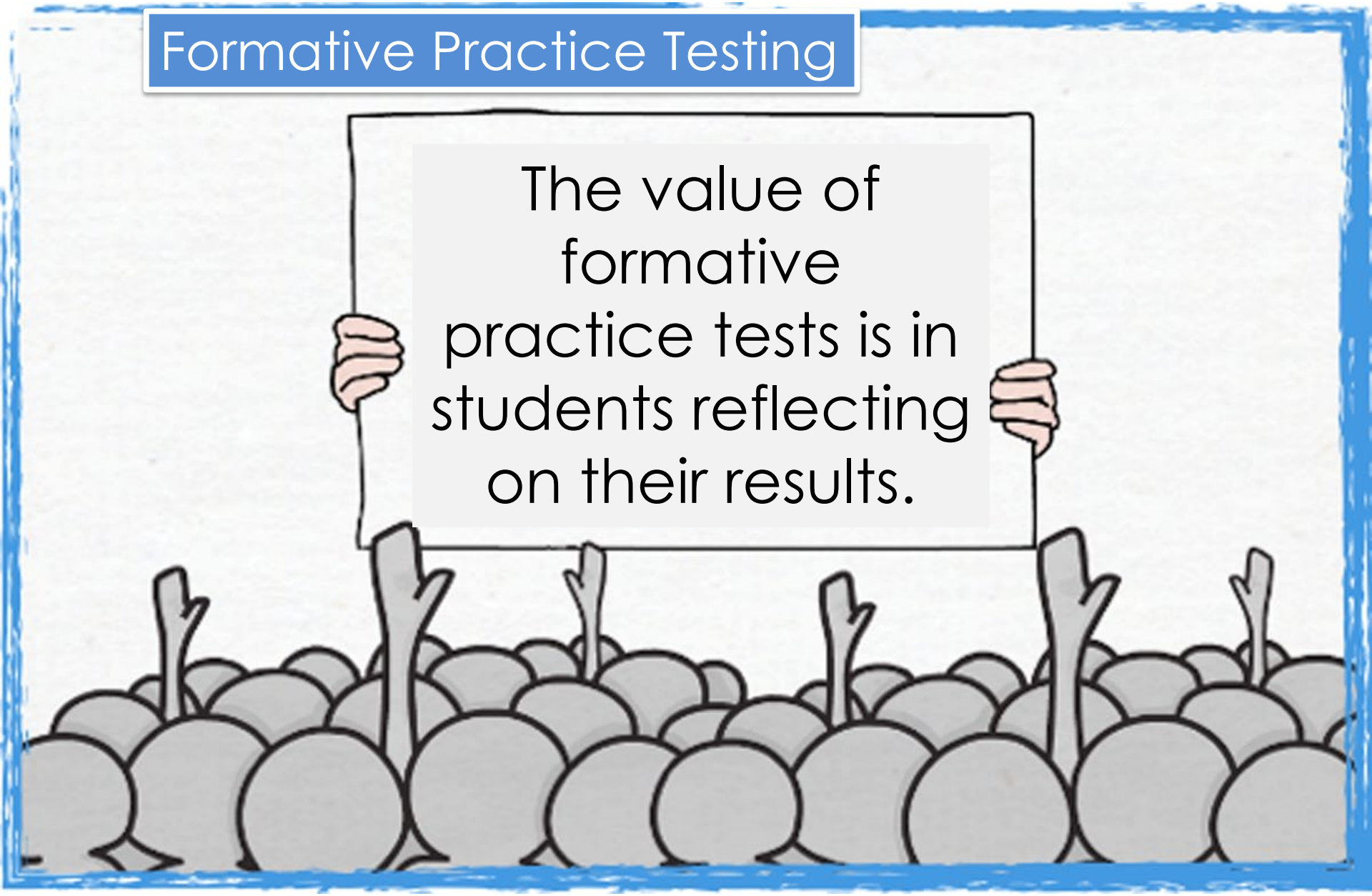


(Adesope, Trevisan, & Sundararajan, 2017)


E-asTTle, New Zealand online assessment

# 29 ANALYSIS OF PRACTICE TEST

| Complex Items I Got Wrong | | Complex Items I Got Right |
|---|---|---|
| Foundational Items I Got Wrong | | Foundational Items I Got Right |
| What did I do well? | What do I need to practice? | What do I need Mr. Hill to teach me? |


ROBBER BARONS
WHO WERE THE RICHEST TYCOONS IN AMERICA?

# Confirmative Assessment

the process of collecting, examining, and, interpreting data and information in order to determine the continuing competence of learners or the continuing effectiveness of instructional materials.

# Just How Dishonest Are Most Students?

Many are tempted to cheat, but honor codes are surprisingly effective in curbing the problem.

**By Christian B. Miller**
Dr. Miller is a philosophy professor.

Donald McCabe at Rutgers Business School and Linda Treviño at the Smeal College of Business at Penn State found a 23 percent rate of helping someone with answers on a test at colleges without an honor code, versus only 11 percent at schools with an honor code. They reported impressive differences as well for plagiarism (20 percent versus 10 percent), unauthorized crib notes (17 percent versus 11 percent) and unpermitted collaboration (49 percent versus 27 percent), among other forms of cheating.

# Just How Dishonest Are Most Students?

Many are tempted to cheat, but honor codes are surprisingly effective in curbing the problem.

**By Christian B. Miller**
Dr. Miller is a philosophy professor.

What does that look like in practice? A few schools start the academic year with an actual commitment ceremony, where each student has to publicly pledge to uphold the school's code. To this can be added a requirement to affirm the honor code on each graded assignment.

# Student response (First and last question on exam)

What does it mean to you to not "cheat" on a math test?

What standards do you set for yourself?

Your Answer:

it means to not look other places but your brain, for the answer.

Did you live up to the standards you set for yourself in Question 1?

Is there anything you did that you think could have been considered "shady" by someone else?

Your Answer:

yes i did it by myself and im actually really proud because i tried really hard and didn't use photomath once, i did use the calculator to do #5 just to divide 62.01 by 4.49 but that was all :)

Instructions: You are going to record a video displaying your knowledge of what we have been going over the past few weeks. This video is going to be counted as a competency (Test) so be sure that you are fulfilling each requirement.

Requirement 1: Your video MUST be at least 2 minutes long

Requirement 2: Your camera MUST be on and you should be visible on your screen.

Requirement 3: Speak loudly and clearly so I can hear from you.

(this assignment is for myself and Ms. Edwards to see, none of your classmates will have access to seeing it)

**This week, we looked over 4 of the most important revolutions of the world The French Revolution, The American Revolution, The Haitian Revolution, and The Glorious Revolution. After doing the research and looking into each one, create a FlipGrid Answering these questions**

**1. What is usually the cause of a revolution?**

**Sentence Starter: After learning about revolutions this week, I know that revolutions usually start by.....**

**2. Briefly describe one of the revolutions we went over in class**

**Sentence Starter: One of the revolutions we talked about this week was _____ and during this revolution.....**

**3. Do we still see some form of revolutions in modern-day America?**

**Sentence Starter: In my opinion, I believe we (do/don't) see forms of revolutions in modern-day America because....**

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# Directions: You must take the test.

**7. Quoting is**

a. using the exact words of an author, copied directly from a source, word for word.

b. putting the main idea(s) of one or several writers into your own words, including only the main point(s).

c. asking for help from a reliable source

d. rephrasing the words of an author, putting his/her thoughts in your own words.

**8. An example of unauthorized use is:**

a. police authorities

b. fake designer purses

c. copyright permission

d. YouTube

**9. This is the original sentence: *My car needs gas.* An example of a paraphrased sentence could be:**

a. My car needs a carwash.

b. My car needs gas now.

c. I ran out of gas.

d. The gas station is closed.

**10. The two types of plagiarism are:**

a. intentional and unintentional

b. fair use and copyright

c. suspension and expulsion

d. all of the above

You must take the test.

But your score will be based on the 500 words you write that tell me what you learned.

**7. Quoting is**

a. using the exact words of an author, copied directly from a source, word for word.

b. putting the main idea(s) of one or several writers into your own words, including only the main point(s).

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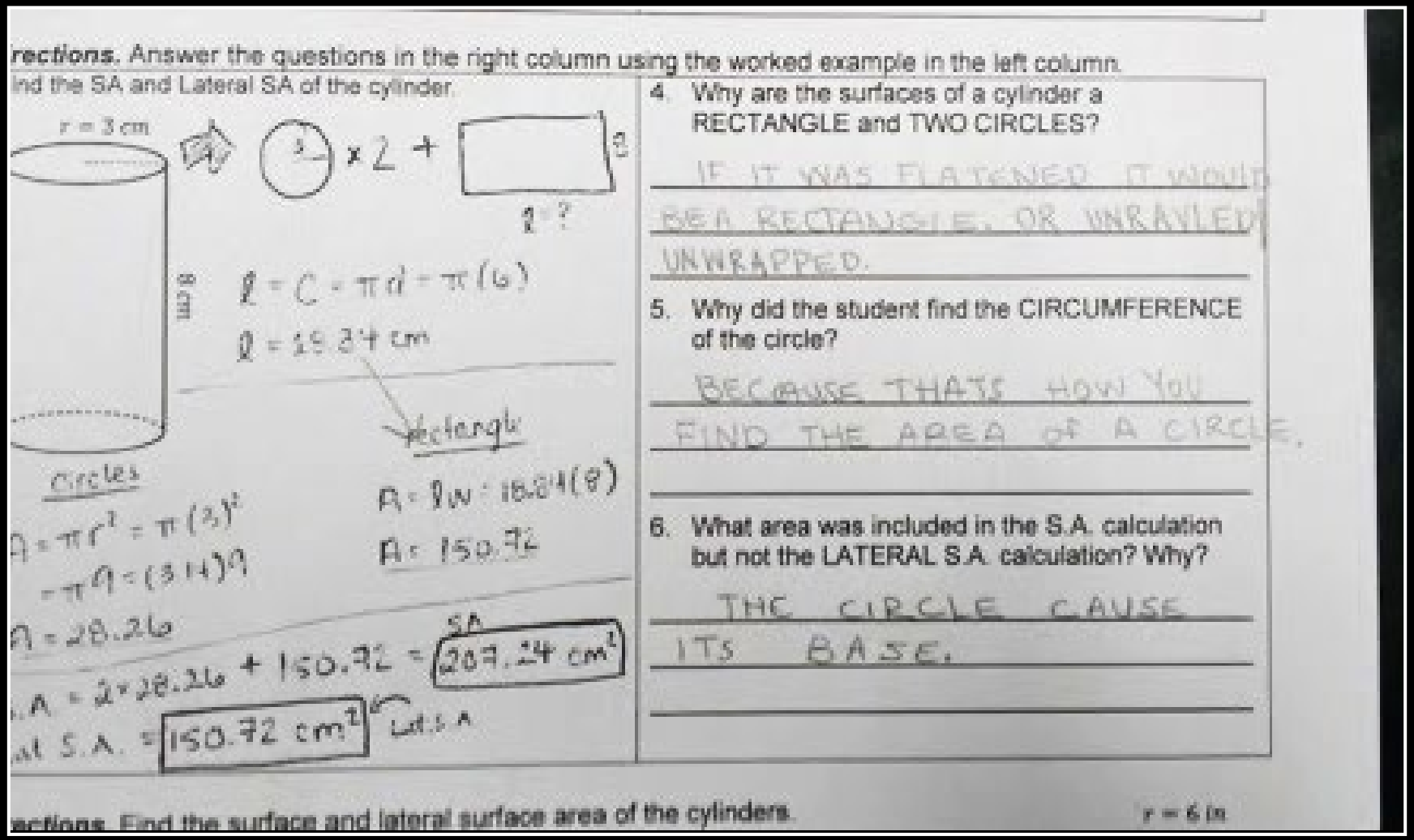
c. suspension and expulsion

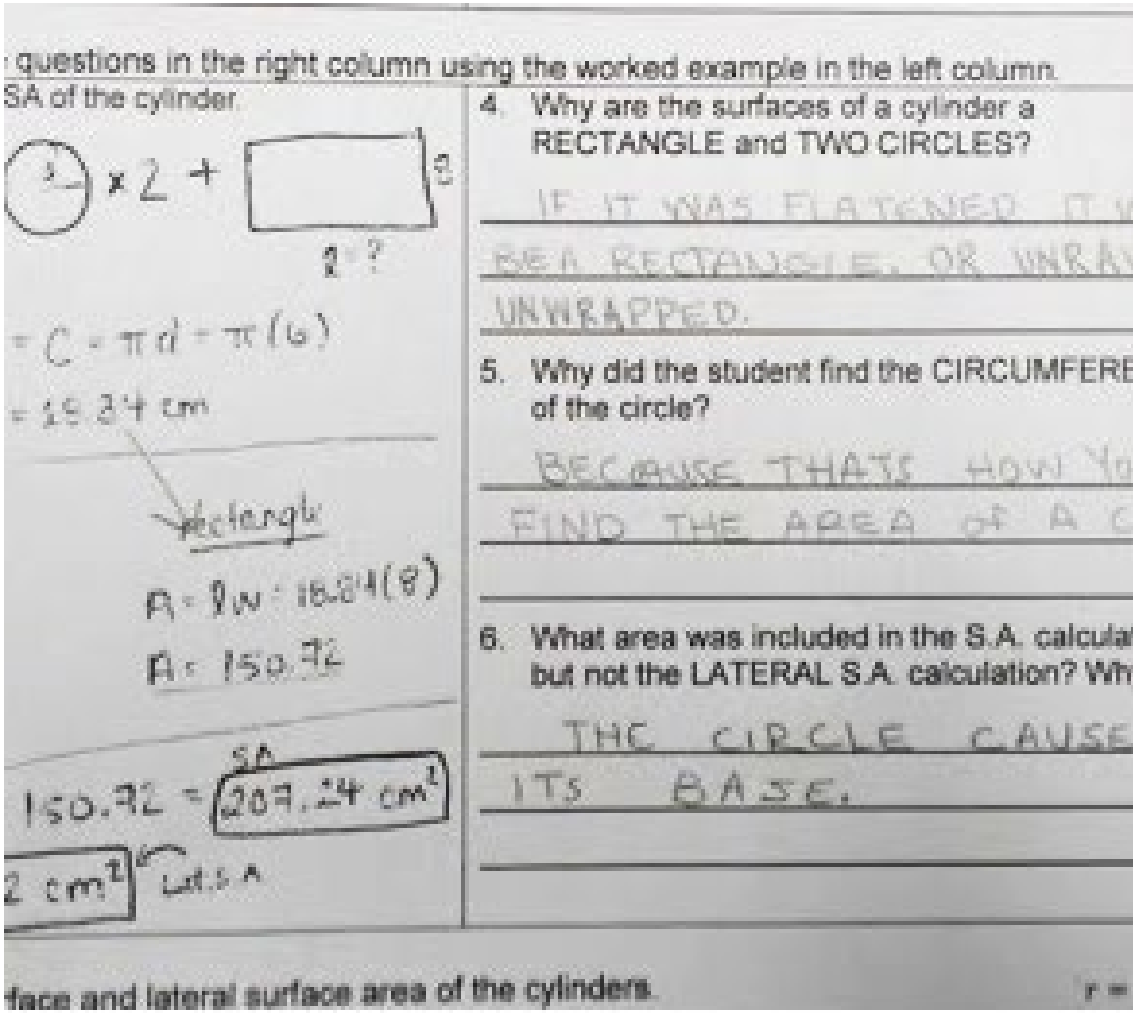
d. all of the above

Video content from the presentation is available by viewing the Webinar recording posted at:
https://www.michiganassessmentconsortium.org/event/best-classroom-summative-assessment-methods-strategies-in-a-virtual-environment/




Directions: The entire test has already been finished for you.

Your job is to figure out if this person did it right and if not, what caused the error.



# Think like an evaluator…