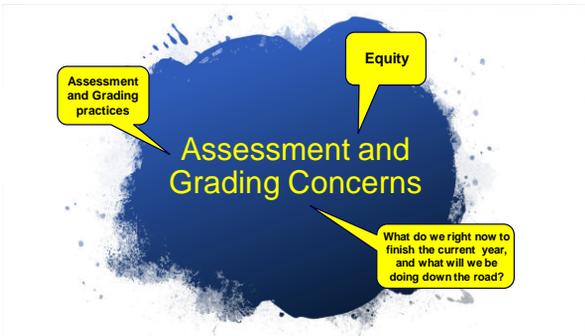




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2



3

Pass/Fail may be as far as we go as we finish out the school year. Harvard, MIT, Duke, among others, have moved to Pass/Fail for freshman courses, too.

Alternatively, we can declare grades based on proficiencies demonstrated through March 1st and note that the grade is based on a truncated curriculum due to COVID-19 required school closures. Sometimes schools record, "No Mark," in the 4th Quarter column of the report card, and all new learning during the 4th quarter receives feedback only.

4

As teachers get more comfortable with remote learning lessons and assessment, however, pass/fail may be insufficient. We will more than likely move toward at least three levels of reporting:

Proficient (or, "Mastery")
Developing (or, "Progressing")
No Evidence Presented

5

As teachers get more comfortable with remote learning lessons and assessment, however, pass/fail may be insufficient. We will more than likely move toward at least three levels of reporting:

Ken O'Connor suggests: **Pass with Distinction** } This would be for high school only. Middle and elementary levels would receive narrative commentary only.
Pass
Incomplete

6

Three Reminders Here...

Each of these levels needs to be clearly defined.

If students go above and beyond expectations, and the teacher feels it's truly the student's work, there needs to be a separate addendum indicating such, as those are different standards.

At best, grades are **temporary reports of proficiency as of one arbitrary calendar date imposed on the next generation by the current one.**

7

Note: We can't have effective instruction without assessment, just as we can't have effective assessment without instruction. They are inseparable.

Assessment is anything we do to gather evidence in order to provide feedback and inform instruction.

Vital for learning, varied techniques, low stakes, different for different learners, recoverable, it's oxygen, we do it daily

Grading refers to the reporting of student's final proficiency only.

Not req'd for learning, limited choice of procedures, high stakes, same for all learners, unrecoverable in traditional systems, we do it less often than assessment

In sum, assessment is legitimate, vital, and equitable during this difficult transition to remote learning. Do it. Grading is not. Minimize/Remove it.

8

Assessment is anything we do to gather evidence in order to provide feedback and inform instruction.

Grading refers to the reporting of student's final proficiency only.

'Put another way:

We can learn without grades. We can't learn without assessment and its useful feedback.

9

Three Cautions when Developing Assessments and Lessons online:

Every Content helps to answer your questions. Are you saying that content might not be as good as they not know exactly how to grade it?

First: "But how will I grade it?" as our first thought before assigning something online should ring warning bells in our educator's mind. The primary indicator as to whether or not something is worth pursuing in a lesson shouldn't be its ultimate grade-ability. Much of the important stuff we teach and that students learn defies easy quantifying and grading. We can't forego that key content and learning experience because we don't see a quick grading solution.

Be principled first, actionable second.

10

Three Cautions when Developing Assessments and Lessons Online:

Second: Lean toward asynchronous learning experiences, interactions, and assessments. It's seriously difficult for multiple members of one give family to have simultaneous access to technology (if they have it), and interact and be assessed in real time, especially with parents working from home and families with more than one child. This is to say nothing of the new, uneven emotional cycles of the day out of students' control. We can always set-up synchronous experiences for those who can make it, but they should never be required or included in a final grade report.

11

Three Cautions when Developing Assessments and Lessons Online:

Third: Next year's teachers will need to become very familiar with the previous year's curriculum for the second semester, and integrate that content with their own. This will require heavy lifting as we create a hierarchy of curriculum: What are the most leveraging standards? For these we will fight. What are our secondary standards, and which ones are just nice to know, but we can let them go from an already overloaded curriculum.

It may take 2 to 5 full years of back-in-the-classroom learning for students to recover from the curriculum/learning loss from extended virtual learning from home.

12

"What's that foul odor coming from the middle school?"

"That might work with _____, but let me tell you, it will never work with _____."

Never sacrifice sound pedagogy because someone above you isn't there yet.

For an extended article on this, see: www.rickwormeli.com/articles

13

Absent moral imperative, nothing in education changes. (Reeves)

- What's the moral thing we do?
- Do we have the moral authority to knowingly falsify a report of student learning?

14

Let's be principled first, practical second.
 These are not a bunch of recipes for our grading cookbook.

15

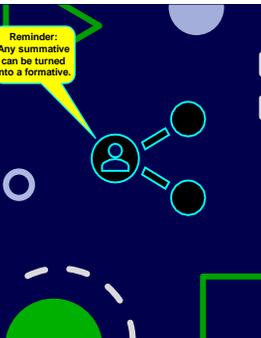


So what assessment, feedback, and grading principles still hold up while working with students via remote learning for extended periods of time?

16

- We can still separate formative (coming to know) learning and assessment experiences from summative ones, facilitating helpful feedback and revising learning with formatives, but not making the formatives high stakes in nature (i.e. no grades, %'s, rubric scores).
- We can still brainstorm (and let kids suggest) alternative ways to demonstrate evidence of learning and not get hung up on whether or not they did something so much as that they demonstrated learning.
- This means conferring with our subject-like colleagues and brainstorming multiple ways to elicit the same evidence of proficiency. There are often dozens of ways to assess the same evidence.

Reminder: Any summative can be turned into a formative.



17

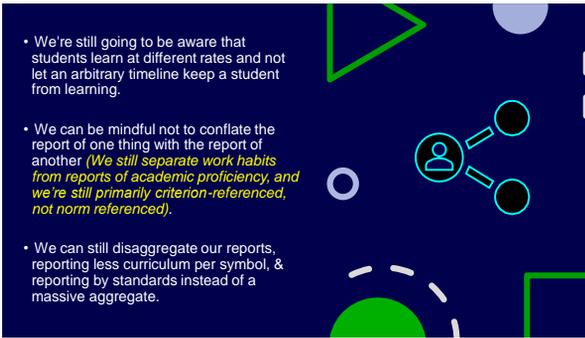
'Great Ideas on Multiple Ways to Engage and Assess Students via Universal Design for Learning:

Principle: Provide Multiple Means of Engagement (the "why" of learning), multiple ways to build and sustain motivation and perseverance

Principle: Provide Multiple Means of Representation (the "what" of learning), multiple ways for students to perceive and comprehend information

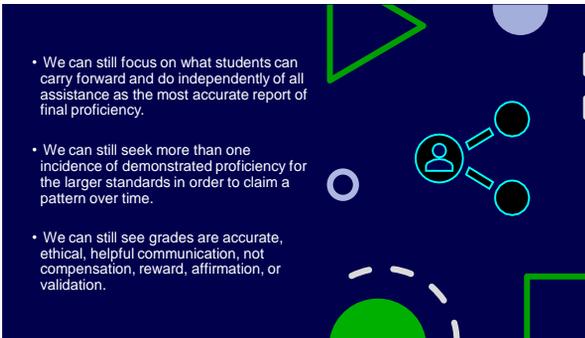
Principle: Provide Multiple Means of Action and Expression (the "how" of learning), multiple ways for students to interact and process content and skills, including how to express what they know
- www.udlcenter.org

18



- We're still going to be aware that students learn at different rates and not let an arbitrary timeline keep a student from learning.
- We can be mindful not to conflate the report of one thing with the report of another *(We still separate work habits from reports of academic proficiency, and we're still primarily criterion-referenced, not norm referenced).*
- We can still disaggregate our reports, reporting less curriculum per symbol, & reporting by standards instead of a massive aggregate.

19



- We can still focus on what students can carry forward and do independently of all assistance as the most accurate report of final proficiency.
- We can still seek more than one incidence of demonstrated proficiency for the larger standards in order to claim a pattern over time.
- We can still see grades are accurate, ethical, helpful communication, not compensation, reward, affirmation, or validation.

20



- We can still use multiple descriptive feedback techniques, teach them to our students and their parents, and help them self-monitor how they're doing in relation to learning goals.
- We can still do re-learning/re-assessing/re-do's if students have not learned to a solid level of proficiency, at least for the most leveraging of standards, and yes, we can still remove extra credit activities that do not actually elicit evidence of the same proficiencies.

21

- And yes, we can still study research on how to build self-efficacy, executive function, self-discipline, and tenacity in students and see that none of it says to use grades, or to falsely report student proficiency based on elements that are not evidence of the standard itself.

Keys to this last one: Grades are reports of proficiency at journey's end, NOT how students got there, or how they demonstrated evidence of learning.

- We can also choose to be fair (*equitable and developmentally appropriate for what students need, even when it is different from what others might need to achieve the same level of learning or higher*), instead of hiding behind claims we have to be equal.

22

- We can still begin with the end in mind (Covey) and hold to Rick Stiggins' reminder that *students can hit targets they can see and that stand still for them*. We can be overtly transparent with assessments at every turn so nobody wonders at the criteria for any level of proficiency.
- We can get up to speed on varied assessment prompts and test designs and use them, and we can ask students to perform more traditional assessment responses on paper, if they prefer, and send in a picture of it. If they want to include an audiophile of some sort to explain it, that's great!

23

- We can still do portfolios, though this time, *e-portfolios*, of their work over time, and ask students to reflect on their growth, and how each piece represents their learning regarding specific standards.
- We can definitely build our repertoire of activities to engage in content that also assess students formatively. *Warning, shameless plugging about to commence:* A great place to start is *Summarization in any Subject, 2nd ed* by Dedra Stafford and myself published by ASCD.

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We can employ all those websites and software that really help with assessment, feedback, teaching, and grading, such as:

#SBLchat, Zoom, Flipgrid, Edmodo, Schoology, Seesaw, Quizziz, Screencastify, Quizlet, Padlet, teacher.desmos.com/, Mentimeter, Nearpod, Pear Deck, Skype, Kaizena, Voxer, Rubistar, Google Forms/Docs/Hangout/Suite, and your grading software and student management records system,



25



For more on why students cheat, copy, and plagiarize and our constructive response to it, see, "Cheating and Plagiarizing" article by Rick located here: (www.rickwormeli.com/articles). Of course, we can focus on this for virtual learning as well.

26



Definitely Challenging:

- Finding time to get enough evidence to constitute proficiency or a pattern thereof
- Equitable access to online content in students' homes
- Equitable home support, resources, and sleep
- Raised anxiety, panic, and depression levels

27



Definitely Challenging:

- Limited teacher training in assessment design
- Preparing for long term distance learning/grading.
- Administrators requiring grades on non-evidence tasks
- Required state and provincial testing
- Mandated school calendars

28



Definitely Challenging:

- Requiring students to demonstrate proficiency with anything that requires them to be together.

Important point, though: Creative responses to this issue have been blossoming all over the internet and it relatively solvable. So, yeah, do debates, book discussions, mock trials, performances, and the like.

29

Assistance as We Dive Deeper into these New Waters:

On Twitter: @tguskey @TomSchimmer @mctownsley @garnet_hillman @RoweRikW @MandyStalets @kenoc7 @leeannjung @CVULearns, @rickwormeli2, @myrondueck

Websites:

- mctownsley.net/standards-based-grading/
- tguskey.com
- oconnorgrading.com
- cafln.ca/ (Canadian Assessment Learning Network)
- pearsonassessments.com/ati/ (This is the Assessment Training Institute)
- tomschimmer.com
- rickwormeli.com
- crescendoedgroup.org/community/resources/
(This is Joe Feldman's grading for equity organization)
- aac.ab.ca (Alberta Assessment Consortium)



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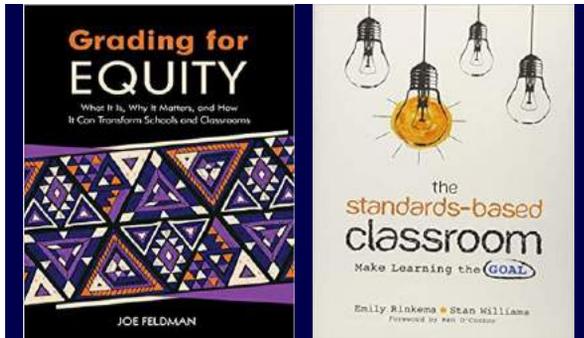
Assistance as We Dive Deeper into these New Waters:

- State of Illinois: Remote Learning Recommendations During COVID-19, March 27, 2020, Final Draft: www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf?fbclid=IwAR1g_Z1QTo-ijpPW4gOPQQuNUxIRizUM7S4FYIFNSIJZPVIA9UGEIuPXXtQ

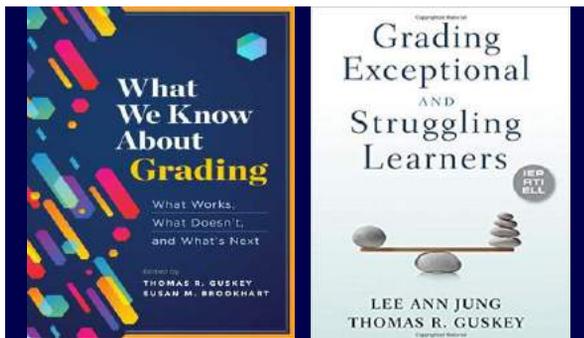
[Thanks to Ken O'Connor for sharing this site with us.]



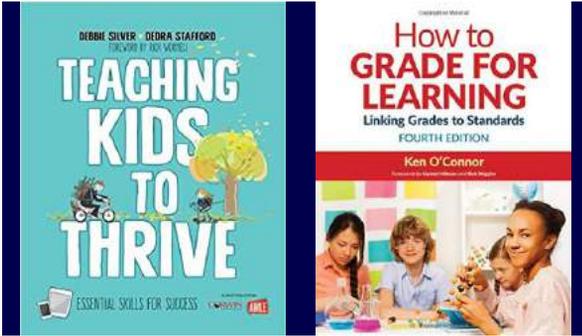
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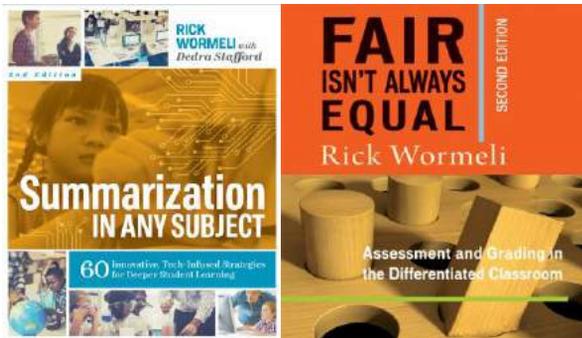
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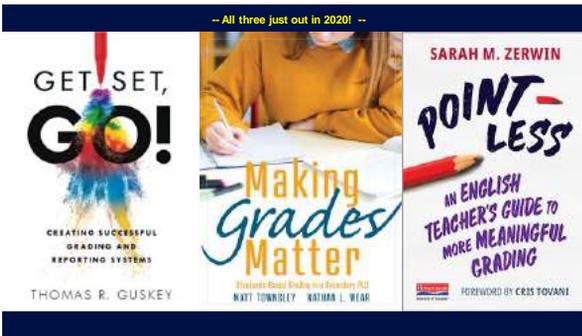
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For further conversation about any of these topics:

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