

**Assessment &
Formative Feedback
in the Remote Classroom**

Friday 15th May 2020 @ 17:00 – 18:00



The "test" is dead,
long live
assessment!

Why do we need
to "assess" ["test"]
students during such
a difficult time in
their education?

What **criteria** does
a teacher need to meet
before s/he can say
"I am assessment literate"?

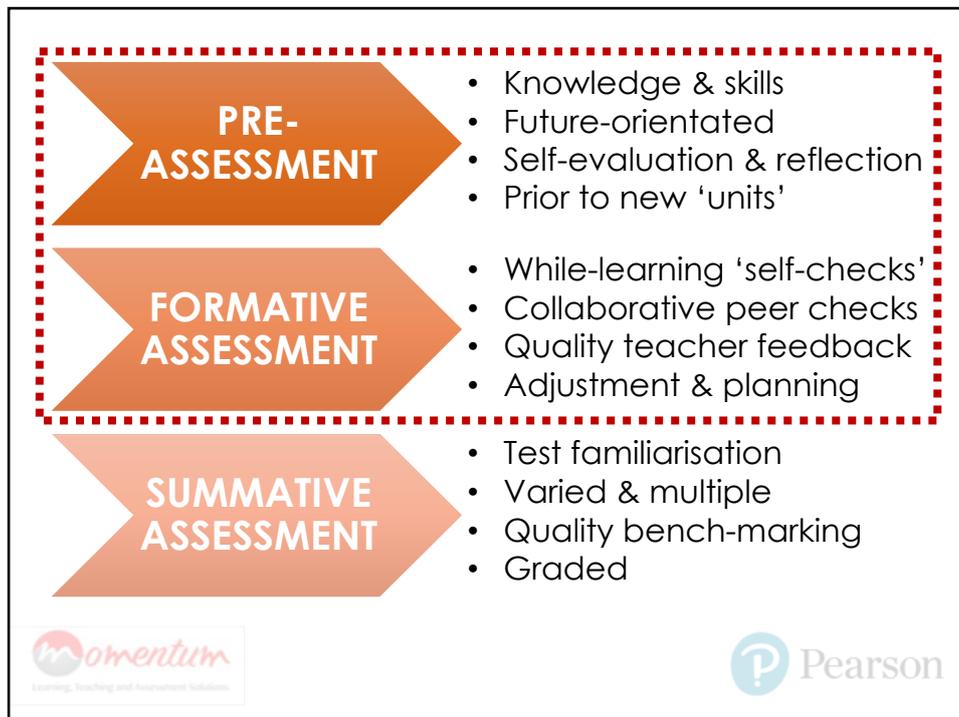
What are some of the
best ways to **give feedback**
to young learners?

How can teachers
give **effective feedback**
to students
– Does it work in
the classroom?

What are some of the
platforms / tools we can use
to **create an online test** –
how can we best **stop**
students from "cheating"?

A+
C
B
D-
F

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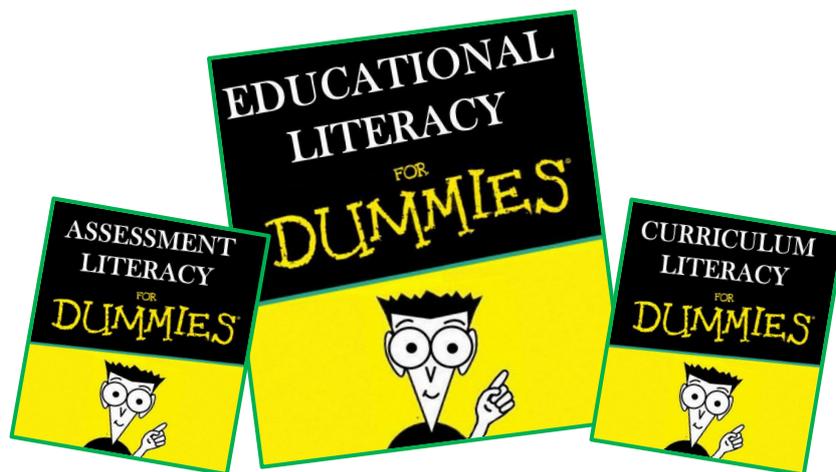


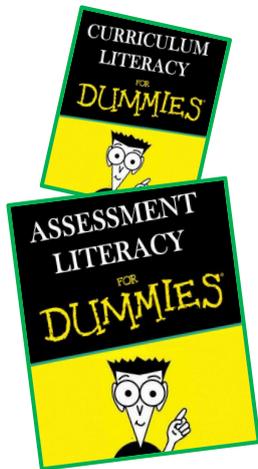
Raise your hand...

Why do we need to “assess” [“test”] students during such a difficult time in their education?

Use your voice!

What **criteria** does
a teacher need to meet
before s/he can say
"I am assessment literate"?





Assessment literacy is present when a person possesses the assessment-related knowledge and skills needed for the competent performance of that person's responsibilities.

W. James Popham (2009)

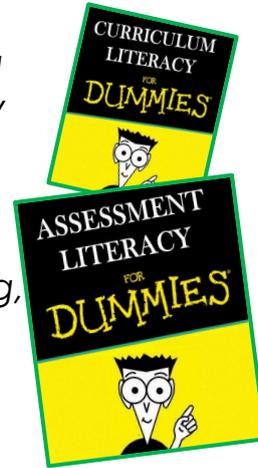
Popham.....!



Assessment literate educators come to any assessment knowing what they are assessing, why they are doing so, how best to assess the achievement of interest, how to generate sound samples of performance, what can go wrong, and how to prevent these problems before they occur.

Stiggins (1995)

Assessment Literacy for the 21st Century

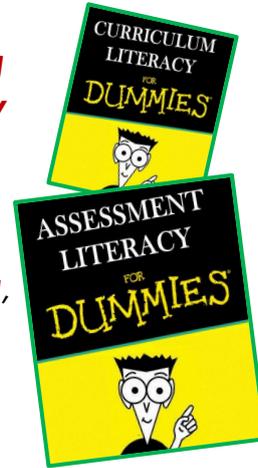


Stiggins.....!

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Stiggins (1995)

Assessment Literacy for the 21st Century



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TELLING THE TRUTH

FREEDOM

is a **REVOLUTIONARY** act

SOURCE / FULL QUOTE: 'In a time of universal deceit - telling the truth is a revolutionary act' (George Orwell)

momentum
Learning, Teaching and Assessment Solutions

P Pearson

I find your *lack of high-stakes tests* **VERY** disturbing!



One is to assign a **score** or **grade**



The other is to **provide students with feedback** on the quality of their work & specifically on **how they might improve** that quality



Assessment that **MEASURES** Learning



AoL

Assessment that **IMPROVES & EXPANDS** Learning



AfL



“...an assessment culture
of **MEASUREMENT & GRADING**”

CULTURE

“...an assessment culture
of **LEARNING & DEVELOPMENT**”



**Video: Dylan Wiliam on
“What Formative Assessment Is and Isn’t”**

<https://bit.ly/2znFswH>

**3 Reasons to Use Formative Assessment in Your
Virtual Instruction - and tips on how to go about it**

<https://bit.ly/2y4vhgp>

Formative Assessment Tools for Remote Learning

<https://bit.ly/365JzKk>

EdTech Tools for Formative Assessment

<https://bit.ly/2T0yfcY>

3 Ways to Assess Your Students Online

<https://bit.ly/3dO18kB>



QUIZ & TEST MAKING RESOURCES



75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom

<https://bit.ly/2AstDWI>

Top 10 Quiz and Test Making Tools for Teachers

<https://bit.ly/2WRSXgq>

Top 18 Online Quiz Makers for Teachers & Educators

<https://bit.ly/3cBozgG>



COOL IDEAS

...for Creating Tests!



Hot Potatoes is, in fact, a suite of **six authoring tools**, developed by the R&D department of the University of Victoria Humanities Computing and Media Centre. These tools help to **create interactive online exercises and quizzes**. It looks geeky at first glance, but you don't have to know any XHTML or JavaScript to unlock its potential. **Just enter your data – texts, questions, answers – and there you go.**

Totally free!



SITE URL: <https://hotpot.uvic.ca/>

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Features

- Mixed question types in a single quiz. Use multiple-choice, short-answer and other “hybrid” types
- Sophisticated scoring, allocated weights for various questions, individual answer settings
- Easy editing of output pages in WYSIWYG editors such as DreamWeaver
- A timer on assessments and exercises
- Media files associated with the course can be automatically uploaded to the www.hotpotatoes.net server, so that learners can access their results.



Enter your answers in the gaps. When you have entered all the answers, click on the “Check” button.

1. This exercise is created with
2. It uses drop-down lists instead of . This is an option that you can choose in the screen.
 - colours
 - Configuration
 - HTML
 - JCloze
 - questions
3. Like all the other Hot Potatoes exercises, you can control the on the Web page, so you can change the appearance of the quite easily.
4. You can also insert code directly into Hot Potatoes programs, to create effects like this numbered list of questions.
5. If you want to create a set of numbered like this, but you want students to be able to check each question individually, you should use JQuiz instead of JCloze.

Check

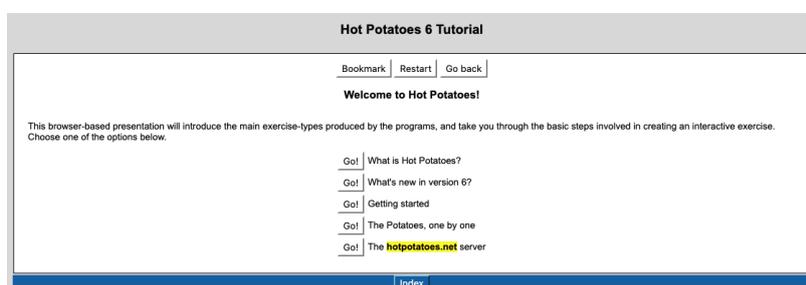
Next example

SITE URL: <https://hotpot.uvic.ca/>



TUTORIAL URL:

<https://hotpot.uvic.ca/wintutor6/tutorial.htm>



Raise your hand...

How many of your schools
are ***still planning to run a***
“high-stakes” test at the
end of the semester
– ***an online version***?

Which platform are
you using – ***WHY***?

Use your voice!



NEW Digital TOYZ
...for "Remote Proctoring"
Software & Services!

AI
ARTIFICIAL
INTELLIGENCE

proctorio
URL: <https://proctorio.com/>

examity
BETTER TEST INTEGRITY.
URL: <https://examity.com/>

Honorlock
URL: <https://honorlock.com/>

proctoru
URL: <https://www.proctoru.com/>



TURKEY Test Centres

- Yildiz Technical University Test Center (Besiktas)
- Istanbul University Test Center (Vezneciler)
- British Side Academy (Besiktas)
- Yildirim Beyazit University Test Center (Ankara)
- Dokuz Eylul University Test Center (Izmir)
- Ataturk University Test Center (Erzurum)
- Adana Science and Technology University (Adana)
- Pamukkale University (Denizli)

How can teachers
give **effective feedback**
to students
– **Does it work in**
the classroom?

“...an assessment culture
of **MEASUREMENT & GRADING**”

CULTURE

“...an assessment culture
of **LEARNING & DEVELOPMENT**”



“...eats **STRATEGY** for breakfast”!

Peter Drucker



Feedback is an opportunity not just to give students the answers, but to **check they understand why an answer is correct or not, or to clear up a long-held confusion, or to pick up on areas that need clarifying in a subsequent lesson.**

Rachael Roberts



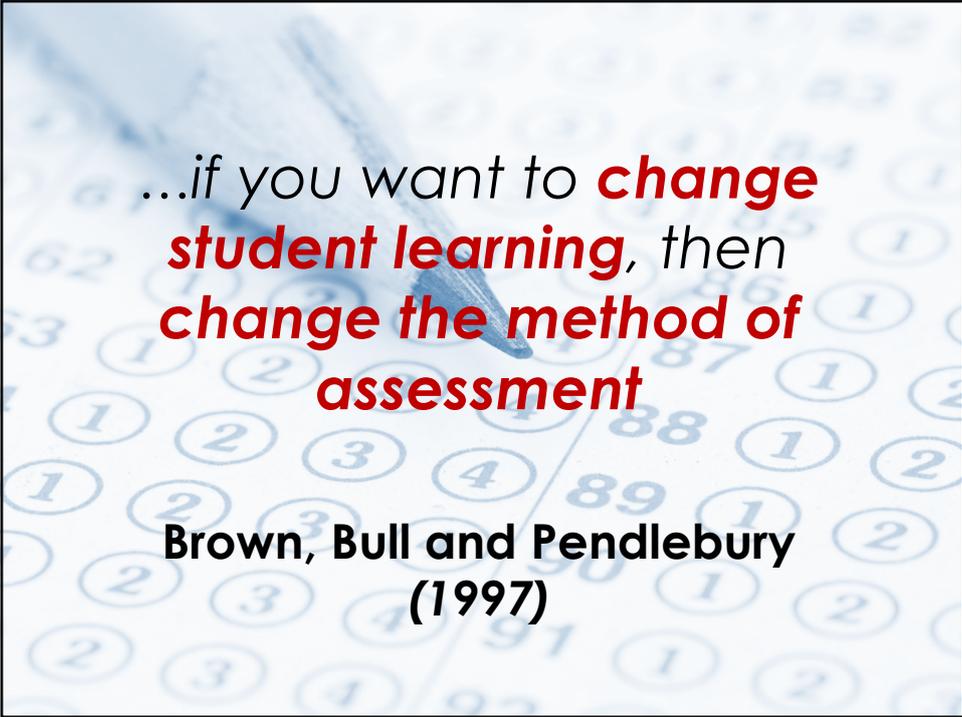
Multiple studies have found that **students who get letter or number grades** - particularly those who **have been led to focus on improving those grades** - become **less interested in learning, tend to think less deeply**, and **prefer the easiest possible task**, as compared with students who are not graded (but may receive informational feedback when needed).

Alfie Kohn (2019)



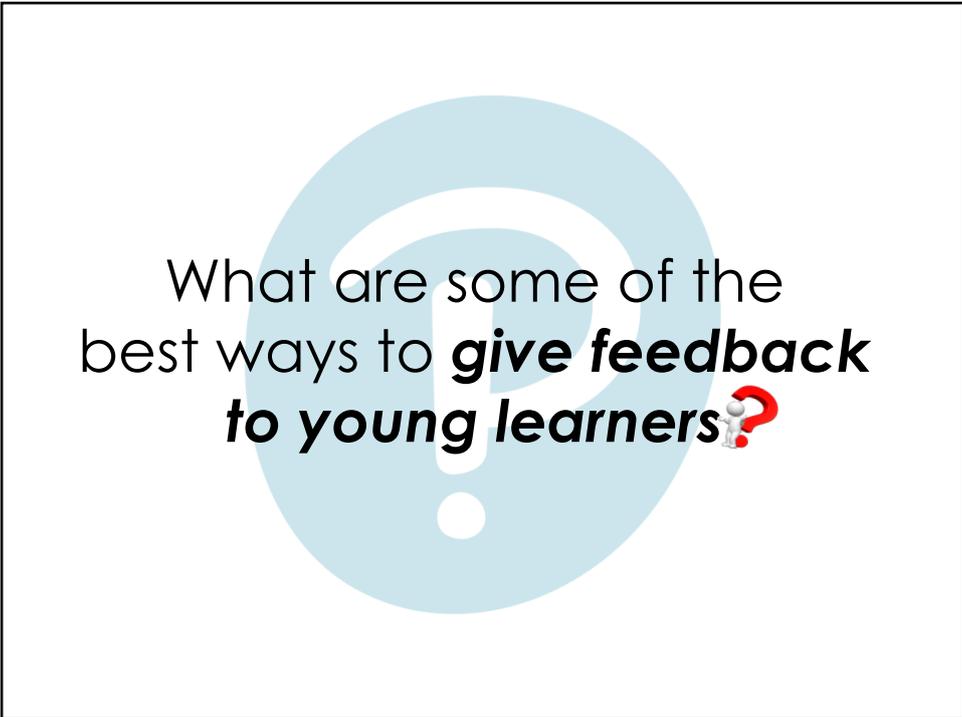
CULTURE
Change...





...if you want to **change student learning**, then **change the method of assessment**

**Brown, Bull and Pendlebury
(1997)**



What are some of the best ways to **give feedback to young learners?**

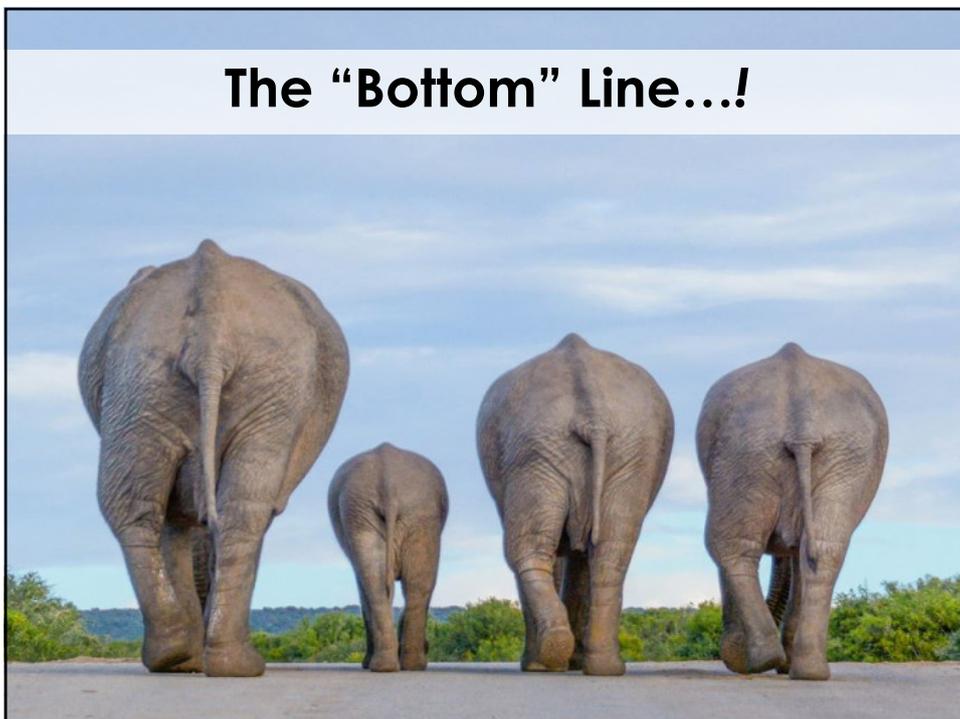
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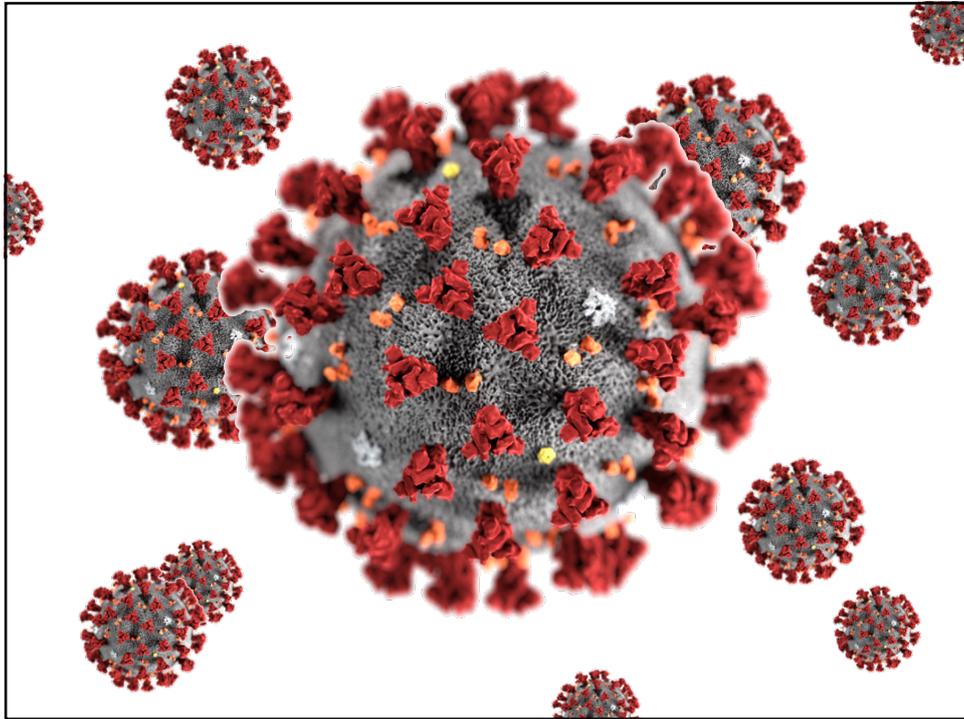
What useful **quiz or test-making tools** have you
“**discovered**”

– that can also be used for
**teaching & formative
feedback?**

Use **your voice!**

The “Bottom” Line...!





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