

*“The world as we have created it
is a process of our thinking. It
cannot be changed without
changing our thinking.”
- Albert Einstein*

Remote Learning Guidance

Adapting Pedagogies to Online Learning

The transition to remote learning has required significant shifts in mindset and pedagogy. The purpose of this document is to build on and extend the work you've been doing within your PCC. Additional documents have been provided to help guide planning for online learning.

Table of Contents *(with links)*

1. **[Overview & Explanation of Tasks](#)**
2. **[Critical Concepts Review from Hanover Research](#)**
 - a. [Practical Tips to Adapt Curricula and Instruction for Online Learning](#)
 - b. [Best Practices for Teaching Online](#)
 - c. [Adapting Curricula and Instruction: Set Realistic Expectations](#)
3. **[Teacher Planning Guidance](#)**
 - a. [Topics for Conversation](#)
 - b. [Critical Standards/Skills/Content Table](#)
 - c. [Designing Lessons for Remote Learning](#)
 - i. [Considerations Checklist](#)
 - ii. [Remote Learning Lesson Template \(blank\)](#)
 - iii. [Remote Learning Lesson Template \(scaffolded\)](#)
4. **[Weekly Communication with Students & Parents](#)**
 - a. [Expectations for Weekly E-mail from Teacher to Students and Parents](#)
 - b. [Required Format for Weekly E-mail from Teacher to Students and Parents](#)
 - c. [Weekly E-mail Sample #1 \(high school\)](#)
 - d. [Weekly E-mail Sample #2 \(high school\)](#)
 - e. [Weekly E-mail Sample #3 \(middle school\)](#)
 - f. [Weekly E-mail Sample #4 \(middle school\)](#)
5. **[Assessment](#)**
 - a. [Assessment Timeline](#)
 - i. [How Should I Assess?](#)
 - ii. [When Should I Assess?](#)
 - iii. [What Should I Assess?](#)
 - b. [Outlining Clear Expectations](#)
 - c. [Accommodations and Equity](#)
 - d. [Master List of Assessment Tools](#)
 - e. [Breakdown of Tools Available for Certain Purposes:](#)
 - i. [Recording a Response to Prompt](#)
 1. [Audio Responses](#)
 2. [Written responses](#)
 - ii. [Explaining a Process/Understanding](#)
 - iii. [Reflections](#)
 - iv. [Showing How to Solve a Problem](#)
 - v. [Performance Assessment](#)
 - vi. [Practice with a Peer](#)
 - vii. [Discussion Boards](#)
 - viii. [Essays/Long Responses](#)
 - ix. [Multiple Choice](#)
 - x. [Projects](#)

Overview & Explanation of Tasks

To prepare for April 20th when online learning begins, collaborate with your teaching team or course alike group (as you have done with your PCC team all year) to complete the following tasks:

- Review critical concepts taken from the Hanover Research document, which is part of the Professional Learning tasks that must be completed by this Friday, April 17th.
- Look through this document.
- Reflect on what you've already prepared with your team and what still needs to be considered.
- Create consistent learning experiences and support for students. This will inform next year's planning.
- Consider what professional learning might support your planning (additional support for this work, information on tech or assessment tools, etc.)

Critical Concepts from Hanover Research

The following section contains excerpts from the Hanover Research document, which was shared with teachers by the Professional Learning Department.

Practical Tips to Adapt Curricula and Instruction for Online Learning

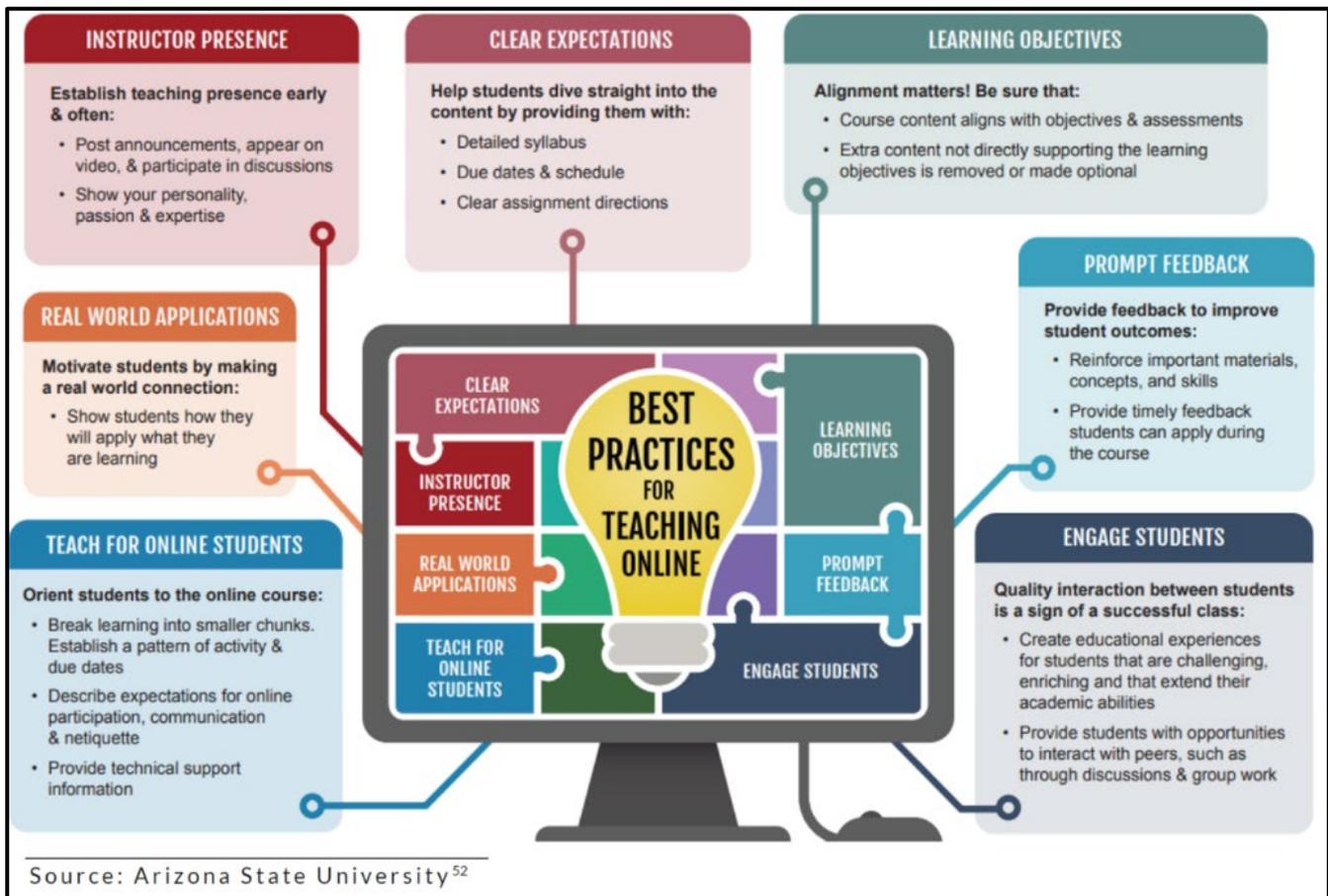
STRATEGY	DESCRIPTION
 Set Realistic Expectations	Given the rapidity with which schools have closed, teachers and students have had to adapt quickly and often without sufficient preparation. As such, teachers should honestly reflect on which learning outcomes are achievable and what reasonable expectations look like for themselves and their students.
 Communicate Regularly	Ambiguity around expectations and the briskness with which teachers and students have had to adapt present unique challenges. Teachers need to articulate how students and their families should communicate with them and one another to accomplish educational tasks. At the same time, teachers need to be available and willing to accommodate difficulties students have using online learning formats.
 Maintain Focus on Learning Objectives	While teachers may be comfortable delivering instruction in a certain way, they must be creative in how they develop online learning activities. Essentially, the primary concern should be providing an appropriate pathway for students to achieve curriculum objectives and state and local learning standards.
 Test Content and Technology Before Deployment	This strategy comes with the caveat that, during the current crisis, teachers may be unable to conduct extensive testing prior to using technologies with students. To the extent that is possible and reasonable, teachers should explore and test the educational tools they intend to use to increase familiarity with key functions and identify potential challenges in usage.
 Appreciate New Opportunities	Though an immediate transition to online learning is likely stressful, teachers should consider how it will allow them to experiment with new resources and strategies. Teachers may discover an innovative method for teaching a particular content item that they can apply in subsequent school years.

Source: Johns Hopkins University³⁶

Other Planning Considerations:

- Not every standard will be covered—and that's okay.
- Identify and focus on transferable skills over content.
- Consider if new learning focuses on exploration or mastery.
- Consider how students and families can access help with the learning.
- Learning needs to be equitably accessed and assessed.

Best Practices for Teaching Online



Adapting Curricula and Instruction: Set Realistic Expectations

Guiding Questions to Help Determine Core Learning Through the Rest of the School Year:

- Knowing that learning in a remote environment looks very different, what aspects of typical practice will you keep and what will you let go of?
- When you pass your students on to the next level, what core skills or knowledge will they need?
- What resources do you already have to help determine key Standards, skills, and knowledge needed?
- What new roles are students taking in their online learning? How has this changed your teaching practice?
- How can you integrate content and skills, adapt the scope and sequence, and consider new ways of demonstrating learning?
- What new factors do you need to consider in teaching and course design and what elements of classroom practice do you maintain?
- What do you currently know, or have you recently learned, about students' needs, preferences, concerns, and success rates with online learning?
- What specific strengths and limitations for online delivery are linked to the subject matter and grade level which you teach or for which you prepare resources?

Teacher Planning Guidance

The following tasks will help create consistent learning experiences and support for students. The completion of these tasks will help inform planning for next school year.

Teachers are strongly encouraged to work in course alike groups or PCCs to:

- 1) create consistency for students,
- 2) provide differentiated support for students,
- 3) create resources, share strategies, and provide support for each other, and
- 4) inform preparation for next year through vertical alignment and long-term planning.

***Reminder:** Teachers are not to assign additional schoolwork beyond the approximate 30-45 minutes daily per class. Teachers can provide additional resources or extension activities, but they should not be assigned or required.*

Teachers may also plan with other groups in the district who are course alike. If you would like support to connect with teachers in other schools, please contact your content area specialist.

Topics for Conversation

Course

- What course is being discussed?

Standards/Alignment – see *Critical Standards/Skills/Content Table* on following page

- What critical standards, skills, and/or content must be covered by the end of the year?
- What standards, skills, and/or content that is typically included will NOT be taught?
- What considerations/impact will this have on the next level/year of this content area/strand?

Resources

- What district-adopted resources (*PowerSchool Learning, OneNote, online textbook*) are being used?
- What supplemental resources are needed for students and/or lessons?
- What resources and supports do I need to access or learn more about?

Equity

- How will accommodations be provided (IEP, 504, limited access to technology, etc.)?
- What are ways to check-in with the student/family to ensure their needs will be/are being met?
- What other specialists/teams need to be included and/or have information shared with them (Special Ed, 504, EL, etc.)?

Critical Standards/Skills/Content Table

Use the table below to narrow down standards, skills, and content to be covered. Keep in mind that you won't be able to teach everything you normally would. Current school closures require a significant, whole-system shift in curriculum. ***Completing this work as a team is essential, as this tool will be used for vertical and horizontal alignment for this school year and the 2020-21 school year.***

Timeline	Standards, Skills, and/or Content	Outcome, Assessment, and/or Assignment	Resource Needs (technology, book, etc.)	Differentiation <i>Include Enrichment opportunities and/or Support needs</i>
Week 1: April 20 th – 24 th				
Week 2: April 27 th – May 1 st				
Week 3: May 4 th – 8 th				
Week 4: May 11 th – 15 th				
Week 5: May 18 th – 22 nd				
Week 6: May 26 th – 29 th <i>*Mon. 5/25 is Memorial Day*</i>				
Week 7: June 1 st – 5 th				
Week 8: June 8 th – 12 th				
Week 9: June 15 th – 19 th				

Designing Lessons for Remote Learning

The optional lesson template on the following page is intended to help guide teachers or teacher teams plan remote learning for students. Remember that remote learning is not a replacement for classroom learning.

Considerations Checklist

Big Idea/Learning Outcome

- This lesson/learning is aligned to core content standards.
- Time for lesson/learning is appropriate and does not exceed 30-45 minutes each day (2.5-3.5 hours/week).
- The lesson/learning is engaging, relevant, and meaningful to students.

Resources

- All digital resources are approved and accessible on LWSD student devices.
- Non-digital resources/experiences are provided as needed to ensure equitable student access to learning.
- All required materials are accessible from home.

Learning Experience Design

- Other specialists (English Learner, High Capabilities, Special Education) are included in planning as possible to maximize accessibility of the activities and resources to all students.

Delivery/Access

- There is a delivery mode for this learning (OneNote, PowerSchool, E-mail, SmartSuite).
- Learning is made accessible via PowerSchool Learning to students and families.
- As possible, consider offering students choice in how they demonstrate their learning.
- Communicate to students/families how they will get feedback on their work.

Remote Learning Lesson Template

The goal of the optional template below is to help teachers consider multiple aspects for planning. Use of the optional template will also provide resources that are easily shared and used by teachers in a content area/grade level.

Remote Learning Lesson Template – blank

Remote Learning Lesson created by: _____

Grade Level/Subject Area:	Timeline:
Connections to Prior Learning: <ul style="list-style-type: none">••	Resources: <ul style="list-style-type: none">•• Delivery Method to Students <ul style="list-style-type: none">••

Remote Learning Lesson

Standards and Big Ideas/Learning Goals <ul style="list-style-type: none">••
Expected Outcomes <ul style="list-style-type: none">••
Learning Design

Student Choice Practice

Choice 1	Choice 2
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Collaboration/Learning Interaction

Student-Teacher	Student-Other (Student/Adult/Community)	Getting Feedback from Teacher
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Remote Learning Lesson Template – scaffolded

Remote Learning Lesson created by: Name, Group, Location

Grade Level/Subject Area(s):	Timeline: <i>What is the recommended amount of time the student should spend on the learning experience?</i>
Connections to Prior Learning: <ul style="list-style-type: none"> • <i>How does this experience link to prior learning?</i> 	Resources: <ul style="list-style-type: none"> • <i>Link websites</i> • <i>Attach documents or other necessary resources</i> Delivery Method to Students <ul style="list-style-type: none"> • <i>Identify how this learning method will be presented to student (PowerPoint, OneNote, SmartSuite, E-mail)</i> • <i>Consider the balance between video recorded and written directions</i>

Remote Learning Lesson

Standards and Big Ideas/Learning Goals
<ul style="list-style-type: none"> • <i>What standards are being addressed in this lesson or set of activities?</i> • <i>What is the larger concept/skill this activity, or set of activities, is connected to?</i>
Expected Outcomes
<ul style="list-style-type: none"> • <i>What do you hope the students will be able to do after this lesson?</i> • <i>Are there multiple ways students can demonstrate their learning (FlipGrid, options in writing tasks, etc.)</i>
Learning Design
<i>Use this space to design the remote learning lesson.</i>

Student Choice Practice

Choice 1 <i>Identify a post-learning practice or activity for students. The goal of this choice is to give students some agency in how they want to practice and/or apply their new learning from the lesson.</i>	Choice 2
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Collaboration/Learning Interaction

Student-Teacher	Student-Other (Student/Adult/Community)	Getting Feedback from Teacher
<i>How will students be sharing products or collaborating with the teacher?</i>	<i>How will students be collaborating with other students or adults regarding this experience?</i>	<i>How will the teacher or other be giving feedback on the products of the lesson to the student?</i>

Weekly Communication with Students & Parents

To help parents and students navigate remote learning, teachers are required to use a common format for weekly e-mails. The weekly e-mail communicates an outline of the learning for the week.

Expectations for Weekly E-mail from Teacher to Students and Parents:

1. Sent by noon every Monday.
2. Separate e-mail for each prep.
3. Post e-mail message wherever you post additional materials for students (PowerSchool, OneNote).

Required Format for Weekly E-mail from Teacher to Students and Parents:

1. Include short relationship-building or connecting type message.
2. Provide bulleted steps for learning for the week.
 - *If necessary, please make it clear what order the assignment should be completed in.*
3. Clarify specific outcomes, assessments, and/or assignments.
4. Give short description of learning coming up in the following week.
5. Include bulleted list (below) of Student, Teacher, Parent Responsibilities for the first 2 weeks.

Student Responsibilities:

- Check e-mail / PowerSchool Learning (PSL) or OneNote (*if your teacher uses it*) daily.
- Make a schedule for your week to space out your schoolwork throughout the week.
- Complete the lessons in order indicated.
- Contact your teacher if you have questions or need additional support.

My (Teacher) Responsibilities:

- Be available (*according to building-determined schedule*) for questions, help, or to connect with students.
- Check my e-mail daily.
- Review your work and give you feedback and encouragement on your progress.

Parent Responsibilities:

- Read the weekly e-mail.
- Check in with your student, offer encouragement on their progress, and help them brainstorm how to solve the challenges they might encounter during the week.
- Encourage your student to reach out to their teacher if they need help.

Extra Help:

- If your student receives support through a 504 plan, Special Education, Safety Net, or English Language, their monitor/case manager/teacher will be an additional support for your student.
- Include the box below:

Resources for LWSO Families & Staff During School Closures
Free Meals for Students
Technology Support for Students & Families Email for Students: ftaccess@lwsd.org or Email Address for Parents: parentquestions@lwsd.org
Educational Resources
Latest Updates on COVID-19 for LWSO Families
Community Resources
Child Care Resources

Weekly E-mail Sample #1 – High School

Dear Math Analysis Students,

I hope you have been able to enjoy the nice(r) weather we have been having! I know that our daily journeys outside have been all the better if the sun is on your back 😊. This week my daughters and I added passing/bouncing back and forth a large plastic ball to our walks – it was challenging on the hills!

This week (**April 27 – May 1**) we will be continuing the work in Chapter 12: Intro to Calculus, building towards finding the area under a curve using the limit process.

You can do the lessons at your own pace, but are encouraged to do max. 2 in any one sitting (to give the material time to “gel” into your head)

- 12.5 The Area Problem
 - OneNote (Tab April 27 – May 1) + video embedded; WebAssign 12.5 day 3
- Quick Quizzes Posted on PSL by Wednesday (Microsoft Forms)
- 12.5 Area Problem
 - 12.5 Handout: Document and Answer Key on PSL. No need to upload document to OneNote, but you may if you have questions and want me to look at it.
- Homework Quiz 12.5

Homework Quiz 12.5 Document on PSL. Please upload to your personal page on OneNote – under the Homework Tab; label the tab “HW Quiz 12.5”

Heads up! Next week we will be finishing the unit and an assessment will be coming in two parts (WebAssign and Microsoft Forms.) More details next week. After completing this unit we will start the last unit: Chapter 10 Analytic Geometry.

Have a good week and be sure to check in with me for extra help!

Ms. Sullivan

As a reminder:

Student Responsibilities:

- Check e-mail / PSL daily.
- Make a schedule for your week to space out your school work throughout the week.
- Complete the lessons in order indicated.

Teacher Responsibilities:

- Be available for interactive Office Hours:
 - Math Analysis: Tue/Thur 12:30-1:30pm
- Check my e-mail daily.
- Read over your work and give you feedback and encouragement on your progress.

Parent Responsibilities:

- Read the weekly e-mail.
- Check in with your student, offer encouragement on their progress, and help them brainstorm how to solve the challenges they might encounter during the week.
- To foster your student’s independence, encourage them to reach out to their teacher if they need help.

Extra Help

- *Tech issues: Techy McTecherson (@ e-mail...)*
- *Counselor at school: Helper Listensalot (@ e-mail.....)*

Weekly E-mail Sample #2 – High School

Dear Government students,

I miss you all. This remote learning version will not be nearly as fun as class. There will be no Ballooney in the corner. I am sad about that.

For the rest of the school year, we will be learning about the court system. We will look at both constitutional law and criminal justice issues. You have a new folder in our old OneNote notebook for US Government. If you need to get access to it again, go to your OneDrive > Shared > scroll to find it. If that doesn't work, I can re-share with you. E-mail me.

Each week, you will get an e-mail from me with the work for the week and a link to a video of me teaching. There will also be links to any videos you might find helpful. I am e-mailing the links so that you can access them on your phone while having the OneNote notebook open on your computer. I dislike split screens.

What students should do:

- Check your school e-mail daily
- Do some school work daily
- Complete all of the Week One assignments for US Government
- Do the video check-ins when they become available

What I will do:

- Read your work daily
- Give you feedback and encouragement
- Do video check-ins (there will be a separate e-mail to explain how this will work)

What parents should do:

- Read this e-mail
- Try to help your student set up a plan for the week
- Encourage them to do the video check-ins

Week One will be focused on the court system overall. There are FIVE OneNote pages in this week's work:

1. Purpose of the Court System
 - a. [Video Lesson for 1.1](#)
2. How the Court System Works
 - a. [Video Lesson for 1.2](#)
 - b. [How does criminal court work?](#)
 - c. [Pleading Guilty or Going to Trial: The Pros and Cons](#)
 - d. [Video overview of the difference between criminal and civil trials](#)
3. Getting a Case to the Supreme Court
 - a. [Video Lesson for 1.3](#)
 - b. [Video overview of the process](#) (optional)
4. Why It Matters Who Is On Our Federal Courts
 - a. [Video Lesson for 1.4](#)
5. The Fourteenth Amendment
 - a. [Video Lesson for 1.5](#)
 - b. [Khan Academy on Equal Protection](#)

During Week Two (April 20-24) we will be looking at the First Amendment. After that, we'll move on to the Second and Fourth Amendments.

If you need help with technology issues, contact me first, then _____ if I can't solve it.

E-mail Counselor if you need counseling support or other resources.

Take care of yourself and your pets and families. Keep in touch with people and get outside as much as you can.

Be well,

Stephanie Monaghan

Weekly E-mail Sample #3 – Middle School (6th Grade Foundations)

Dear IMS Foundations students (and Parents/Guardians),

I wish I would have known that March 10th was our last in-person class we'd have for the 2019-2020 school year. Had I known that, I would have savored every moment I had with you. I would have focused a little less on petty things like whether you sat in the right seat for the whole class, whether you returned a pencil you borrowed, whether you put markers back in the right color-coded bin, or whether you pushed your chair in when you left the room. Instead, what I would have done is focus on how important you are to your classmates, how important you are to me, and how much I care for you. We'll make it through all that's going on in the world right now, and you'll be better because of how you've stepped up to the plate to take ownership of your learning.

Starting today, assignments for all your classes are required, and they'll be graded. Please don't view your teachers' assignments as what we'd traditionally think of as homework—these assignments are schoolwork (*assignments we'd do at school*), but they'll be completed in your home environment. I understand that you have a unique situation at home. If you can't get something done or if you're worried/stressed/anxious about something I've assigned, *please* reach out to me. I'm more than happy to work with you on a solution. If you find yourself in this situation, the e-mail really should come from you—not a parent/guardian. The reason for this is because self-advocacy (*the ability to speak up for yourself*) is a great skill to have, and you need to hold yourself accountable for your learning. Plus, I'm sure your parent(s)/guardian(s) have a lot on their plate right now, so the more you do on your own, the better! :)

Every Monday at 8am, you'll get an e-mail from me detailing our learning for the week. This week, April 20th-24th, we're focused on setting you up for success at home. Please complete the following tasks by 2:20pm on Friday, April 24th:

What's the name of the assignment?	What's the purpose of the assignment?	How long should I spend on the assignment?	Where can I find the assignment?	Where should I turn in the assignment?	When's the assignment due?
Motivational Monday	To get you thinking about this week's topic	7-10 minutes	Click here!	PowerSchool dropbox titled 'Motivational Monday_4.20'	Complete this by 11:59pm on Friday, April 24 th
Think Outside the Box Tuesday	To strengthen your flexible thinking skills, imagine other possibilities, and learn to see and understand different perspectives	10-15 minutes	Click here!	PowerSchool dropbox titled 'Think Outside the Box Tuesday_4.21'	Complete this by 11:59pm on Friday, April 24 th
Temperature Check	To let Mrs. Martel know how you're doing	2-5 minutes (<i>can be done daily</i>)	Click here!	Submit it through Microsoft Forms	Whenever 😊
Read article on creating space for learning at home	To familiarize yourself and reinforce good habits for successfully working on schoolwork at home	10-20 minutes	Click here!		Should be done before Friday so you have time to do the Flipgrid response
Flipgrid Response to article	To tell (or show) your classmates and Mrs. Martel how you applied information from the article	10-20 minutes	Click here!	Flipgrid	Complete this by 11:59pm on Friday, April 24 th

Next week, we'll take a closer look at planning where you'll be given tools, tips, and advice on how to help structure your day. This will include a scavenger hunt and Weekly Planning Sheet—stay tuned!

[Include list of student, teacher, and parent/guardian expectations here along with [this link](#) to Parent/Guardian Check-In Survey Also include the quick links box for Extra Help].

Respectfully,

Mrs. Amanda Martel, M.Ed. & NBCT
6th Grade IMS Foundations

"Life's most urgent and important question is: 'What are you doing for others?'" –MLK Jr.

Weekly E-mail Sample #4 – Middle School (6th Grade English Language Arts)

Dear English Language Arts students (and Parents/Guardians),

While I'm having a hard time not seeing you every day and getting caught up on what's going on in your lives, I have appreciated the sudden slower pace. I've been able to get outside and walk at least a couple times a day. In fact, I miss you all so much that any time I see a person that looks like they could be in middle school, I look a little harder to see if it's one of you! It doesn't matter if I'm at the grocery store or on a walk in my neighborhood, I'm long to see each of your beautiful faces!

Every Monday, I'll e-mail you at 8am with required learning activities for that week. I understand that you have a unique situation at home, so, if you can't get something done or if you're worried/stressed/anxious about something I've assigned, *please* reach out to me. I'm more than happy to work with you. This week, April 20th-24th, we're starting *The Odyssey* by Geraldine McCaughrean. If you love adventure, overcoming obstacles, and mythological creatures, you're sure to enjoy this book! I've got to say... this is one of my favorite units, and I'm bummed that I don't get to physically be alongside you for this one! Nonetheless, the show must go on!

What's the name of the assignment?	What's the purpose of the assignment?	How long should I spend on the assignment?	Where can I find the assignment?	Where should I turn in the assignment?	When should I have the assignment done by?
Vocabulary (Mon.)	To familiarize yourself with possible unknown words in this week's reading	20-30 minutes	Click here!	It will be done through the SMART Learning Suite Online	Complete this by 11:59pm on Monday, April 20 th
Read Chapters 1 & 2 of <i>The Odyssey</i> (Tues./Wed.)	To strengthen your reading comprehension skills	36 minutes	Click here for the audio! Click here for the book.	PowerSchool dropbox titled 'Think Outside the Box Tuesday_4.21'	Complete this by 11:59pm on Wednesday, April 22 nd
Optional Reading Check (Tues./Wed.)	To serve as a comprehension check on the assigned chapters. It's not graded.	10-15 minutes	PowerSchool > Activities > Assessments > Chs. 1 & 2	PowerSchool	Complete this by 11:59pm on Wednesday, April 22 nd
Questions for Chapters 1 & 2 of <i>The Odyssey</i> (Thurs./Fri.)	To describe how the story unfolds and analyze the text.	30 minutes	Click here!	E-mail to Mrs. Martel w/a subject of 'Chapters 1 & 2 <i>Odyssey</i> Questions'	Complete this by 11:59pm on Friday, April 24 th
Temperature Check	To let Mrs. Martel know how you're doing	2-5 minutes (<i>can be done daily</i>)	Click here!	Submit it through Microsoft Forms	When time permits

Student Responsibilities:

- Check e-mail and PowerSchool Learning (PSL) daily.
- Make a schedule for your week to space out your schoolwork throughout the week.
- Complete the lessons in order indicated.
- Contact Mrs. Martel by e-mail at amartel@lwsd.org if you have questions or need additional support.

Teacher Responsibilities:

- Be available by e-mail between 7am-3pm for questions, help, or to say "Hi!"
- Check my e-mail daily.
- Review your work and provide feedback and encouragement on your progress.

Parent Responsibilities:

- [Click here](#) to take a survey.
- Read the weekly e-mail.
- Check in with your child, offer encouragement on their progress, and help them brainstorm how to solve challenges they might encounter during the week.
- Encourage your child to reach out to me if they need help or additional support.

Extra Help:

- If your child receives support through a 504 plan, Special Education, Safety Net, or English Language, their monitor/case manager/teacher will be an additional support for your student.
- *[Insert the box w/links for additional help here]*

Respectfully,

Mrs. Amanda Martel, *M.Ed. & NBCT*
6th Grade Language Arts/Social Studies

"Life's most urgent and important question is: 'What are you doing for others?'" –MLK Jr.

Assessment

As you create your assessments, consider what you can and cannot control in the remote student learning environment. The bullet points below can help you identify key factors for designing your assessment so that you can select the best assessment tool:

Assessment Timeline

As we move through remote learning, here are some key questions to ponder when determining what kind, when, and a rationale for assessments:

How Should I Assess?

- Use tools/strategies already in place in your classroom that can be replicated remotely (online response resources for exit tickets, etc. See chart below for resources).
- Consider additional tools you have not previously used that could meet teacher/student needs.
- Focus on learning and set reasonable remote learning expectations.

When Should I Assess?

- Formative assessment is critical in a remote learning environment as student learning is more difficult to “see” than in a classroom setting.
- Consider how to assess proficiency/competency of critical content in equitable ways
- Consider what students need to know before moving on; where will they get “stuck” and how will you know?
- Plan the timing of your assessments to align with your thoughts on the bullets above.

What Should I Assess?

- Plan for assessing the essential content you want students to understand.
- Focus on one or two essential learnings or core competencies a week.
- Consider using student self-assessment to inform next steps in planning for instruction.

Outline Clear Expectations

- Trust your students to meet your expectations, given the constraints of remote learning. Students will have access to a variety of resources beyond what they would during an assessment in a classroom setting.
- Utilize guidance/previous practice from building/department to address issues/questions, with a focus on supporting students in this new environment.
- Help students understand the relevance or “why” of learning to help them take assessments with fidelity.
- Determine and communicate specifics such as:
 - Can students retake the assessment? If so, how will they retake?
 - If you had a retake policy prior to closure, how will students be able to retake the assessment?
 - Is your assessment...open/closed book? open/closed note? open/closed friend?
 - Is there a time limit or deadline?

Accommodations and Equity

- Review accommodations and/or assistive technology (AT) currently documented in the student's IEP or 504
- Plan and consider how the accommodations or assistive technology supports will be provided, whether online or through other means, including printed learning material.
 - Connect with IEP/504 provider as needed
 - Develop accommodated/modified assignments as needed
 - Many students will have varying pulls on their time that will impact their ability to log in at specific times, i.e. helping care for younger siblings, family illness, parental job loss, job or housing insecurity
 - Internet access will be an issue for some families, including those who typically have internet.
 - If the assessment must be taken at an assigned time, a plan must be in place for students unable to access the assessment at the given time.
- Consider use of accessibility tools with whole group/small group/individuals:
 - Simple accessibility tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties are helpful to all students.
 - Determine if additional accessibility tools are needed for students to be successful and work with Special Education/504/EL provider as necessary.
- Additional Considerations for assessing in a remote learning environment:
 - Determine if the assessment content is "Googleable". In other words, if someone can look up the question online, consider turning your assessment into an alternate format (eg. projects, essays, recordings, portfolio, metacognitive reflection of portfolio work, etc.).

Master List of Assessment Tools – **To work, hyperlinks may need to be copied (right click, select 'copy hyperlink', & paste in browser)**

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	<p>Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post second or minute long video responses that appear in a tiled "grid" display.</p>	<p>Click here!</p>	<p>Students access link to assignment through however teacher chooses to post it (e-mail, OneNote). They sign in with LWSD e-mail.</p> <p>Click here for more info!</p>	<p>Accessibility</p> <p>Make sure to turn on the accessibility features.</p>
OneNote Audio	<p>Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.</p>	<p>Available on the Insert Menu Tab</p>	<p>Available on the Insert Menu Tab</p>	
Class OneNote Individual Pages	<p>A Student Notebook is a private space for each student in the class to work. Teachers can view and edit material in all of the Students' Notebooks. This makes supplying feedback and correction possible in the Class Notebook. Students can only access their own Notebook.</p>	<p>Set up a Class Notebook and add your students.</p> <p>More information and features can be found on KIT using this link.</p>	<p>When a student is added to a Class Notebook, they will see their own individual section with their name on it. Have them navigate there and work in that section to share with you.</p>	<p>With individual sections you can:</p> <ul style="list-style-type: none"> • Distribute Content • Review Student Work
Class OneNote Collaboration Space	<p>The Collaboration Space allows both students and teachers to edit content. The space works well for small group projects.</p>	<p>Once turned on, it is an open space that teachers or students can add to.</p> <p>More information and features can be found on KIT.</p>	<p>Once turned on, it is an open space that teachers or students can add to. Have students navigate to the "Collaboration Space" section of their Class Notebook.</p>	
PowerSchool Learning (PSL) Discussion Board	<p>With PSL discussion boards, teachers can create a class discussion, group discussion with customizable groups of students, or one-to-one discussions that are private between student and teacher. Teachers pose a question and students can answer the question in a post and respond to other students' posts.</p>	<p>Teachers find Discussions under the "Activities" tab in their PSL page.</p> <p>More information and features can be found on KIT.</p>	<p>When a discussion is created, students can access them through the "Activities" tab, their "Calendar" or on a page in the PSL site that the teacher has linked the discussion to.</p>	<p>Teachers have the option of having students write their first post before seeing other posts, ensuring that students are sharing their own thoughts and not their classmates.</p>
PowerSchool Learning (PSL) Assessment	<p>PSL has assessment and assignment functions. Multiple-choice and short-answer questions can be added (students can write whole paragraphs in this). Multiple-choice is graded by the system. The assignment function allows students to upload images and documents in PDF form.</p>	<p>Available on the Activities menu in each individual class</p>	<p>Assignments and assessments show up on the menu on the right side of the class page on PSL.</p>	

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
PowerSchool Learning (PSL) Assignment Dropbox	Teachers can use PowerSchool to create an assignment where students can dropbox (or submit) their work.	Click here to see the instructions on KIT for creating an assignment space where students can dropbox files.	Click on the Activities tab > Assignments > select the assignment > 'Hand In' > upload document > submit	
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms .	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	
Skyward Assessment	Skyward allows teachers to add an assignment online. Students log in to student access and are notified of an online assignment. The assignments can be multiple choice, short answer or essay. Teacher can grade assignment in the gradebook.	Skyward instructions for online assignment (from CAT PowerSchool page)	Click here	
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you are showing on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT .	On the top navigation bar, click Insert > Media > Screen Recording.	
Office365 Shared Documents	Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNote Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNotes, and Excel files.	Office365 sharing instructions Office 365 Collaboration from KIT More information can be found on KIT.	The teacher information link breaks down steps that can be shared with students and includes short tutorial videos too.	
Turnitin	Turnitin.com is a grade 6-12 instructional tool that can be used to support academic integrity and promote authentic written work. Turnitin analyzes student work, searches a database of current and archived websites, the student paper repository, and scholarly articles/journals for any potential content matches and provides an originality report. In addition to matched content, Turnitin offers various feedback opportunities for teachers. Teachers can easily and fairly grade student work by uploading and creating rubrics or accessing genre-specific rubrics provided by Turnitin.	A list of helpful video tutorials can be found on KIT to assist you in getting started using Turnitin. <ul style="list-style-type: none"> • Setting Up and Submitting Assignments • Evaluating Originality Reports • Providing Feedback and Grading Account Setup Page on KIT	Students self-register for an account using the process outlined in KIT .	
E-mail	Use district e-mail to have students e-mail work as attachments.	E-mail directions from KIT	Attach document and send	Hard to organize

Breakdown of Tools Available for Certain Purposes

Recording a Response to Prompt

Audio Responses

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "grid" display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	

Written Responses

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
PowerSchool Learning (PSL) Discussion Board	With PSL discussion boards, teachers can create a class discussion, group discussion with customizable groups of students, or one-to-one discussions that are private between student and teacher. Teachers pose a question and students can answer the question in a post and respond to other students' posts.	Teachers find Discussions under the "Activities" tab in their PSL page. More information and features can be found on KIT.	When a discussion is created, students can access them through the "Activities" tab, their "Calendar" or on a page in the PSL site that the teacher has linked the discussion to.	Teachers have the option of having students write their first post before seeing other posts, ensuring that students are sharing their own thoughts and not their classmates.
Class OneNote Individual Pages	A Student Notebook is a private space for each student in the class to work. Teachers can view and edit material in all of the Students' Notebooks. This makes supplying feedback and correction possible in the Class Notebook. Students can only access their own Notebook.	Set up a Class Notebook and add your students. You can then navigate to any of their pages. More information and features can be found on KIT using this link.	When a student is added to a Class Notebook, they will see their own individual section with their name on it. Have them navigate there and work in that section to share with you.	With individual sections you can: <ul style="list-style-type: none"> • Distribute Content • Review Student Work
Class OneNote Collaboration Space	The Collaboration Space allows both students and teachers to edit content. The space works well for small group projects.	Once turned on, it is an open space that teachers or students can add to. More information and features can be found on KIT.	Once turned on, it is an open space that teachers or students can add to. Have students navigate to the "Collaboration Space" section of their Class Notebook.	
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms .	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	

Explaining a Process/Their Understanding

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "grid" display.	Click here!	Click here for more info!	Accessibility
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you are showing on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.	

Reflections

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled "grid" display.	Click here!	Click here for more info!	Accessibility
Class OneNote Individual Pages	A Student Notebook is a private space for each student in the class to work. Teachers can view and edit material in all of the Students' Notebooks. This makes supplying feedback and correction possible in the Class Notebook. Students can only access their own Notebook.	Set up a Class Notebook and add your students. You can then navigate to any of their pages. More information and features can be found on KIT.	When a student is added to a Class Notebook, they will see their own individual section with their name on it. Have them navigate there and work in that section to share with you.	With individual sections you can: <ul style="list-style-type: none"> • Distribute Content • Review Student Work
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms .	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you are showing on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.	

Showing How to Solve a Problem

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled " grid " display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	
PowerPoint (PPT) Screen Capture	PPT Screen Recording allows teachers or students to record anything on their screen along with audio explanations. It is housed in PPT but can record anything you show on your screen, as well as audio.	Available on the Insert menu Tab PowerPoint Screen Recorder on KIT.	On the top navigation bar, click Insert > Media > Screen Recording.	

Performance Assessment

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled " grid " display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	

Practice with a Peer

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Flipgrid	Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through videos. You can also record your screen! Each grid is effectively a message board where teachers can pose a question and their students can post seconds or minute-long video responses that appear in a tiled " grid " display.	Click here!	Click here for more info!	Accessibility
OneNote Audio	Students and teachers can easily record audio explanations or performances (world language speaking, music performance) that are placed in the OneNote.	Available on the Insert Menu Tab	Available on the Insert Menu Tab	

Discussion Boards

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Class OneNote Collaboration Space	The Collaboration Space allows both students and teachers to edit content. The space works well for small group projects.	Once turned on, it is an open space that teachers or students can add to. More information and features can be found on KIT.	Once turned on, it is an open space that teachers or students can add to. Have students navigate to the "Collaboration Space" section of their Class Notebook.	
PowerSchool Learning (PSL) Discussion Board	With PSL discussion boards, teachers can create a class discussion, group discussion with customizable groups of students, or one-to-one discussions that are only between student & teacher. Teachers pose a question and students can answer the question in a post and respond to other students' posts.	Teachers find Discussions under the "Activities" tab in their PSL page. More information and features can be found on KIT.	When a discussion is created, students can access them through the "Activities" tab, their "Calendar" or on a page in the PSL site that the teacher has linked the discussion to.	Teachers have the option of having students write their first post before seeing other posts, ensuring that students are sharing their own thoughts and not their classmates.

Essays/Long Responses

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Turnitin	Turnitin.com is a grade 6-12 instructional tool that can be used to support academic integrity and promote authentic written work. Turnitin analyzes student work, searches a database of current and archived websites, the student paper repository, and scholarly articles/journals for any potential content matches and provides an originality report. In addition to matched content, Turnitin offers various feedback opportunities for teachers. Teachers can easily and fairly grade student work by uploading and creating rubrics or accessing genre-specific rubrics provided by Turnitin.	A list of helpful video tutorials can be found on KIT to assist you in getting started using Turnitin. <ul style="list-style-type: none"> • Setting Up and Submitting Assignments • Evaluating Originality Reports • Providing Feedback and Grading Account Setup Page on KIT.	Students self-register for an account using the process outlined in KIT.	
E-mail	Teachers can use district e-mail to have students e-mail work as attachments. This works well for documents or pictures of work	E-mail directions from KIT	Attach document and send	It may be cumbersome to organize student work.
PowerSchool Learning (PSL) Assignment Dropbox	Teachers can use PowerSchool to create an assignment where students can dropbox (or submit) their work.	Click here to see the instructions on KIT for creating an assignment space where students can dropbox files.	Click on the Activities tab > Assignments > select the assignment > 'Hand In' > upload document > submit	

Multiple Choice

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Microsoft Forms	Microsoft Forms lets you easily create quizzes, multiple choice, and collect short answer feedback from students.	Microsoft Forms lives on the "waffle". Here is the info on how to use Forms .	Students will receive a link from their teacher and then complete the activity (survey, short answer, etc.) and then click submit.	
PowerSchool Learning (PSL) Assessment	PSL has assessment and assignment functions. Multiple-choice and short-answer questions can be added (students can write whole paragraphs in this). Multiple-choice is graded by the system. The assignment function allows students to upload images and documents in PDF form.	Available on the Activities menu in each individual class	Assignments and assessments show up on the menu on the right side of the class page on PSL.	
Skyward Assessment	Skyward allows teachers to add an assignment online. Students log in to student access and are notified of an online assignment. The assignments can be multiple choice, short answer or essay. Teacher can grade assignment in the gradebook.	Skyward instructions for online assignment (from CAT PowerSchool page)	Click here	

Projects

Tool	Overview	Teacher Instructions	Student Instructions	Other Notes
Office365 Shared Documents	Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNote Teachers and students can share a variety of files through Office365 including: Word documents, PowerPoints, OneNotes, and Excel files.	Office365 sharing instructions Office 365 Collaboration from KIT More information can be found on KIT.	The teacher information link breaks down steps that can be shared with students and includes short tutorial videos too.	

Keep in mind that these tools are just some of what's available for use. For more information about these tools or to see a more comprehensive list, please visit the KIT PowerSchool page.

If you have questions about where to find technology resources or if you need help with any of these tools, please reach out to your school's Librarian or your building's Technology Integration Facilitator(s).