



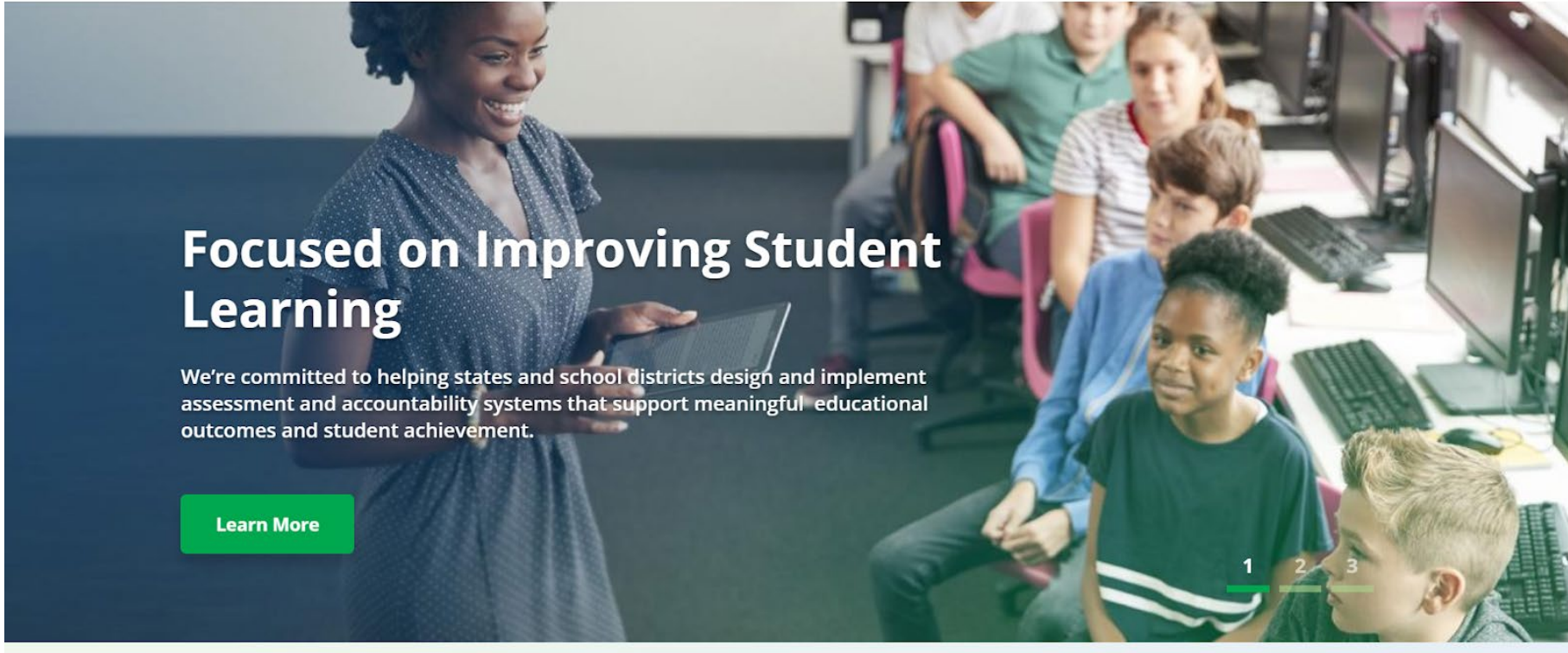
# Supporting Classroom Assessment in a Remote or Hybrid Context

Scott Marion, Will Lorié, Jeri Thompson, Carla Evans, Nathan Dadey, & Brian Gong

*Center for Assessment*

Reidy Interactive Lecture Series

September 16, 2020



## Focused on Improving Student Learning

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# General Information & Zoom Protocols

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- This webinar is being recorded and will be posted on the Center's RILS webpage: <https://www.nciea.org/events/rils-2020-implications-covid-19-pandemic-assessment-and-accountability>
- You can download this slide deck on the RILS webpage above
- **Introduce yourself in the chat**—your name and position
- Use the Q & A to ask questions at any time

# Today's Agenda

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- 1:00 Welcome, introductions, Zoom and webinar protocols
- 1:05 Classroom Assessment Principles to Support Teaching and Learning
- 1:10 Why Do High Quality Curriculum and Instructional Models Matter Given the Classroom Assessment Principles
- 1:20 Applying the Classroom Assessment Principles (Formative/Summative Classroom Assessment)
- 1:35 Panelist Remarks
- 2:05 Questions from participants (chat and live)
- 2:25 Closing
- 2:30 Adjourn

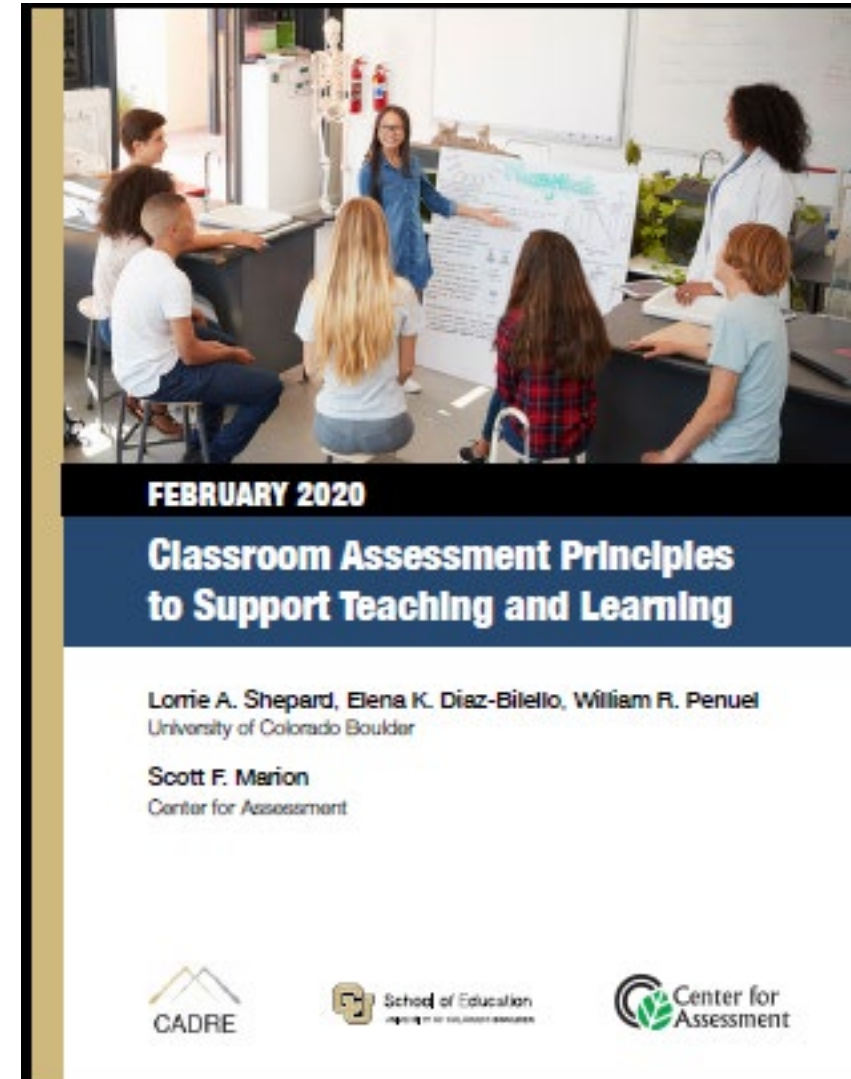
# Classroom Assessment Principles to Support Teaching & Learning

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Scott Marion, *Center for Assessment*

# Working from a Strong Foundation

- The *Classroom assessment principles to support teaching and learning* provide a useful framework for designing high quality classroom assessments and assessment systems



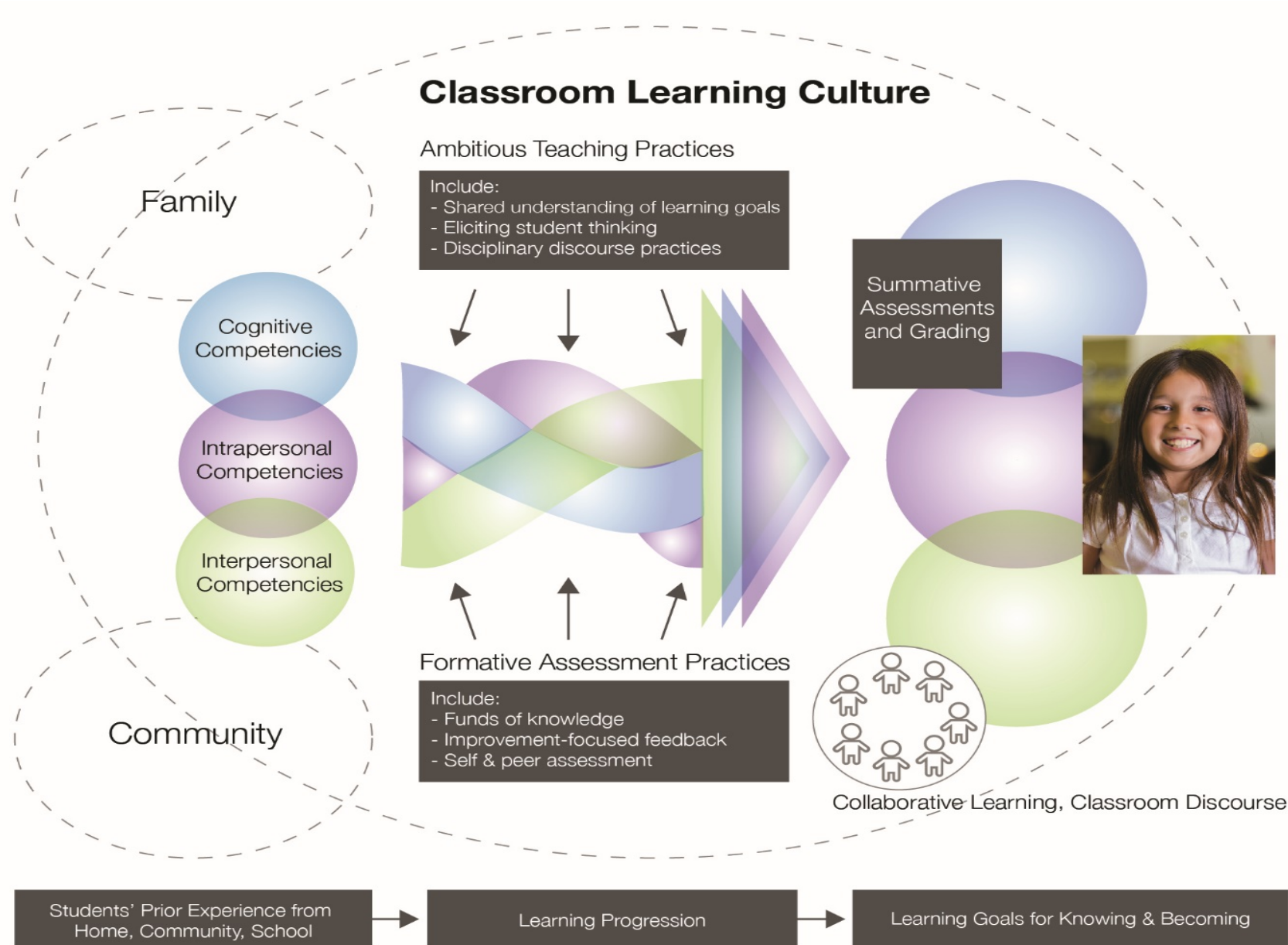
# The *Principles* Address Multiple Stakeholders

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- What should **teachers** and their **students** do to enact assessment as part of an equity-focused learning culture?
- What can **school** and **district leaders** do to support this vision?
- What can **states** do?
- What can **measurement** and **subject-matter experts** do?
- What can **teacher educators** do?

# It's About the System!



**Shepard, L.A. (2019).** Classroom assessment to support teaching and learning, In Berman, A.I., Feuer, M.J., & Pellegrino, J.W. (Eds). *What use is educational assessment?* National Academy of Education/American Academy of Political and Social Science.



# The Principles

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- Conceptually, the *Principles* are as important for both in-person and remote instruction
  - Certain principles are likely harder to apply to remote instruction than in-person
  - On the other hand, remote instruction may offer opportunities to more easily address other principles
- Let's take a look at a few of the principles focused on:
  - *What should **teachers** and their **students** do to enact assessment as part of an equity-focused learning culture?*

# Likely More Challenging in Remote Settings

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- Engage in instructional practices where students talk with each other around meaningful tasks – as a way to elicit and extend student thinking and to help students learn to listen and support the development of each other’s ideas.
- Value student ideas by presenting tasks in multiple modes and by using artifacts and other representations to document their thinking and learning.

While it is certainly possible to enact these principles in remote settings, it requires more planning and effective technology to do so

# Potentially More Opportunities to Enact Remotely

- Recognize and build on the knowledge and experiences that students **bring from their homes and communities**.
- Ensure that authentic instructional and assessment tasks are **drawn from and connect to life outside of school** to enhance both meaning and transfer.



Having students work remotely may make it easier to operationalize these Principles because they involve connecting assessment to students' homes and communities

# Intentionality!

- While the *Classroom assessment principles to support teaching and learning* haven't changed, we need to be more **intentional** about implementation
- We especially need to consider whether instruction and assessment are offered **synchronously** or **asynchronously**
- Brian, Carla, and Nathan will discuss many of these applications shortly, but first Jeri will discuss the importance of high-quality curriculum and instructional models in supporting assessment practices

in·ten·tion

[in-ten-shuhn]

–noun

purpose or attitude toward the  
effect of one's actions or conduct

# Applying the Assessment Principles in a Remote/Hybrid Environment: A Focus on Curriculum and Instructional Models

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Jeri Thompson, *Center for Assessment*

# Curriculum

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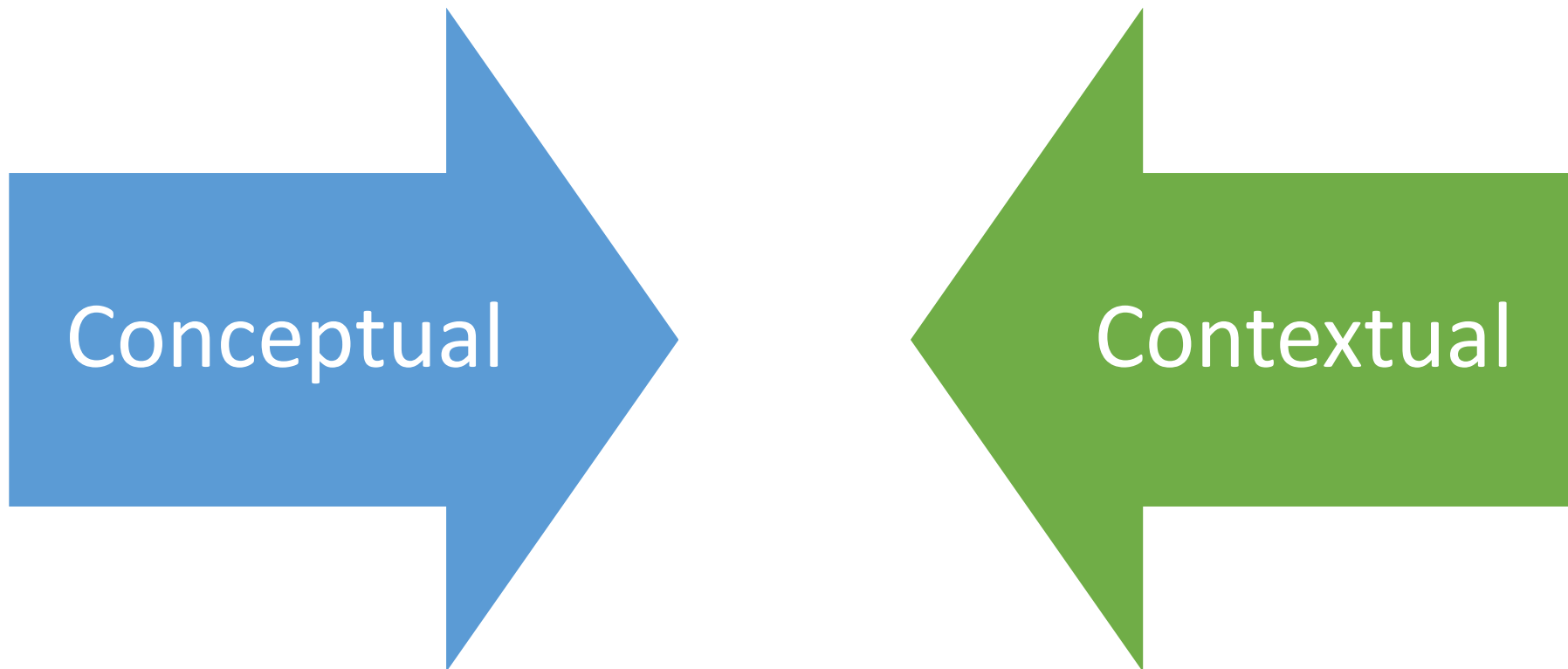
Curriculum describes the **scope or breadth of the content and the sequence for learning**. Curriculum provides the **specificity and organizational framework** that creates coherence among the standards, instruction, and assessment. Curriculum also includes **instructional materials and resources**.  
(p. 17)

See entire paper  
here:

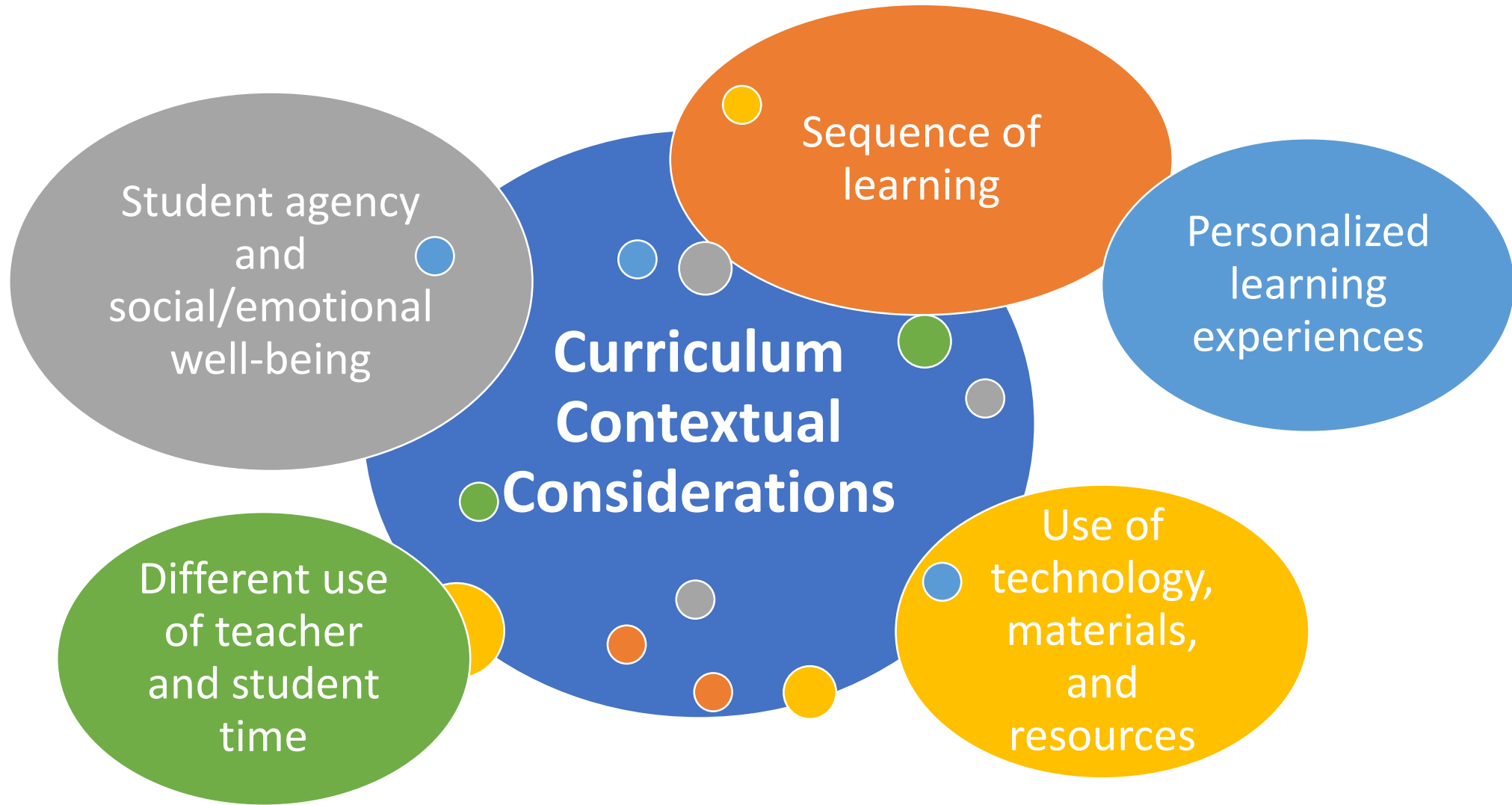
[\(Marion, Thompson, Evans, Martineau, & Dadey \(2019\). A Tricky Balance: The Challenges and Opportunities of Balanced Systems of Assessment](#)

# Key Question

What's **different** about curriculum in a remote environment?



# Curriculum Considerations in Hybrid and On-line Learning Structures





# A Shift in the Instructional Model:

Face-to-Face Structures	Hybrid and On-Line Structures
Robust back-and-forth discussions, group work, presentations, in-depth conceptual work	Independent and personalized learning experiences and exploration
Immediate, real-time engagement	Review videos and articles multiple times; completion of assignments in a personalized time and place
Use of visual cues and immediate interaction	Innovative collaboration
Community and collaborative explorations and investigations	Online discussion forums for sustained and rich exploration

# *What should district, school, and classroom educators focus on when reviewing curriculum for the upcoming school year?*

Ways in which the curriculum, instruction, and assessment should address **new content** given students' out of school time this past spring

The extent to which the curriculum be **personalized**

The degree to which **technology** is used to teach and learn the content along with 21<sup>st</sup> century skills

The ways in which **student agency and self-regulated learning** can be emphasized

# Curricular Considerations...*Not so different*

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Examine the enacted **grade-level** curriculum for:

- “Big ideas” of the content—**rather than the bits and pieces of the content**
- Evidence of high priority **deeper learning expectations**
  - Does the content extend work from earlier grades?
  - Does the context extend into future content?
  - Does the unit help students deepen conceptual understanding and subject area expertise?
  - Which aspects of the curriculum can be embedded within the deeper learning expectations?
- Assessments focus on the outcomes of **readiness pre-assessments** and **formative assessment process** to determine student needs.



# *Sequence of Learning*

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Shift from scope and sequence pacing guides to address new content with *just in time* instruction (rather than *just in case* instruction) which combines unfinished learning with new learning.



Use **formative assessment** process to determine the degree students need *just in time* support.

For example, instruct students on fractions just prior to teaching about slope.



# *Use of Teacher and Student Time, Technology, and Student Agency*

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- Increased active learning by students and less direct instruction,
- Greater focus on 21<sup>st</sup> Century Skills—complex communication, collaboration, critical thinking, and
- Stronger focus on student agency: goal setting, self-assessment, peer-assessment.



# ***Student Agency and Social/Emotional Well-Being***

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Scaffolding and supporting **student agency** and **self-regulated learning** by providing students with:

- Materials that can be viewed or read asynchronously,
- Extra formative feedback and questions that allow for multiple pathways,
- Opportunities to push students to articulate their thinking and to compare solutions and strategies, and
- Supplemental conceptual understanding and language supports for engagement in grade-level content.



# Curriculum, Instruction & Assessment

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However, when one aspect of the curriculum, instruction, and assessment system changes, so will the others...



# Applying the Classroom Assessment Principles in a Remote/Hybrid Environment (Formative/Summative Classroom Assessment)

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Carla Evans, Nathan Dadey, & Brian Gong, *Center for Assessment*

# Formative Classroom Assessment

# Summative Classroom Assessment

# Defining Formative Assessment

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***“...a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.”***

Council of Chief State School Officers (2018, p. 2). Revising the Definition of Formative Assessment. Retrieved from <https://ccsso.org/resource-library/revising-definition-formative-assessment>

# Connection to Classroom Assessment Principles

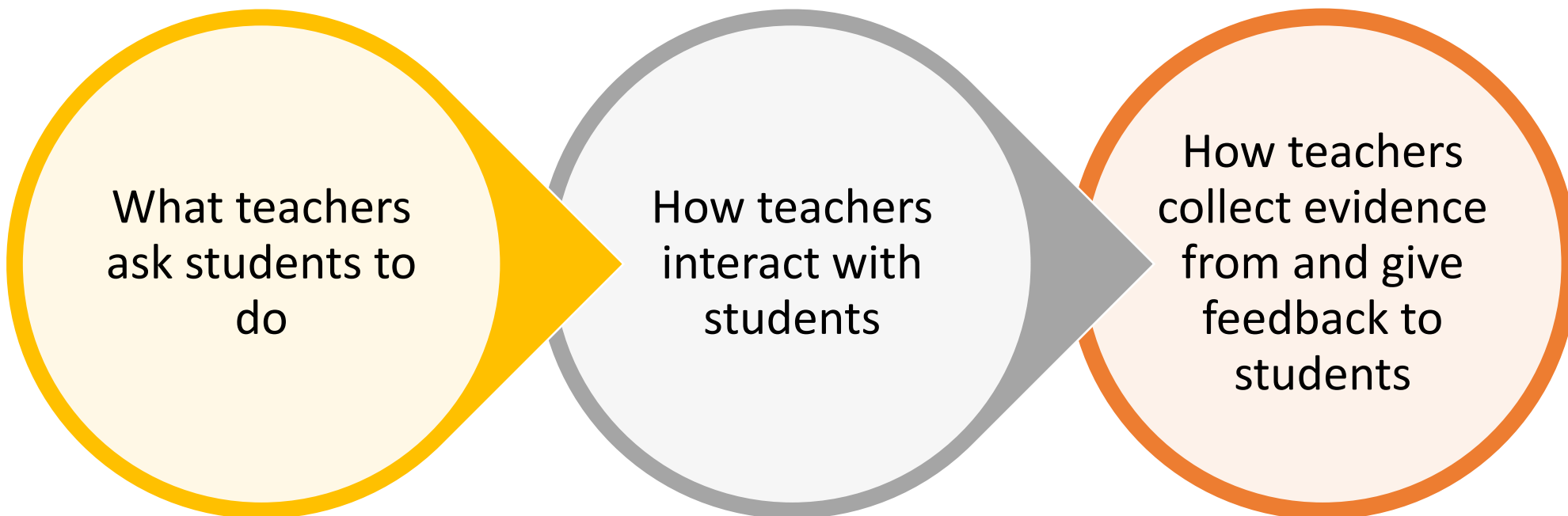
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***Formative assessment is the same in principle, but different in application in a remote or hybrid learning environment.***

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks, and activities that elicit evidence of student learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

# What Differs in a Remote Context?

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## Some Overall Considerations



Instructional  
Characteristics



Student  
Characteristics



Environmental  
Characteristics

**The assessments are different because the instruction is different!**

**Dimension**

**Minor Instructional/  
Assessment Shifts**

*Continuum*

**Major Instructional/  
Assessment Shifts**

**Instructional Characteristics**



Type of remote learning

Synchronous

Asynchronous

Curriculum

Minor (if any) changes to curriculum scope and sequence

Reduced or prioritized curriculum scope and sequence

District policies

Teachers can require students to use webcam, submit AV files, etc.

Teachers cannot require students to use webcam, submit AV files, etc.

Content area & learning targets

Procedural knowledge

Hands on, interactive, lab-based teaching; etc.

**Student Characteristics**



Age/grade level of student

Older students

Younger students

Student readiness for online learning

Student is technologically skilled, self-directed, and prepared/motivated to learn online

Student is not technologically skilled, self-directed, and/or prepared/motivated to learn online

**Environmental Characteristics**



Student access to technology and internet

Student has device and internet access

Student does not have device or internet access

Work space and at-home support and environment

Access to a quiet space, free from distractions, with supportive and informed adult assistance

Shared, disruptive, and distracting work space, with little to no support or assistance

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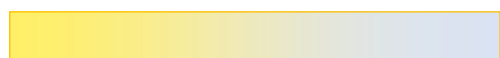
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Asynchronous

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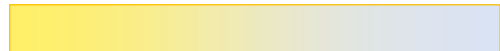
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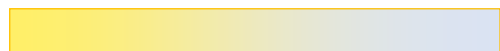
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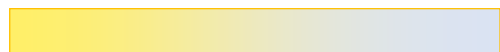
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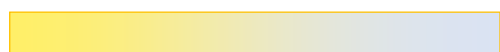
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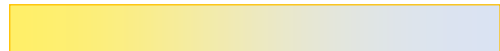
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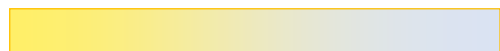
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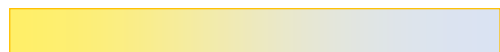
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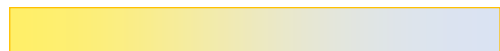
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# Profile 1

## Instructional Characteristics

- Type of remote learning
- Curriculum
- District policies
- Content area & learning targets



### Minor Instructional/ Assessment Shifts

*Continuum*

### Major Instructional/ Assessment Shifts

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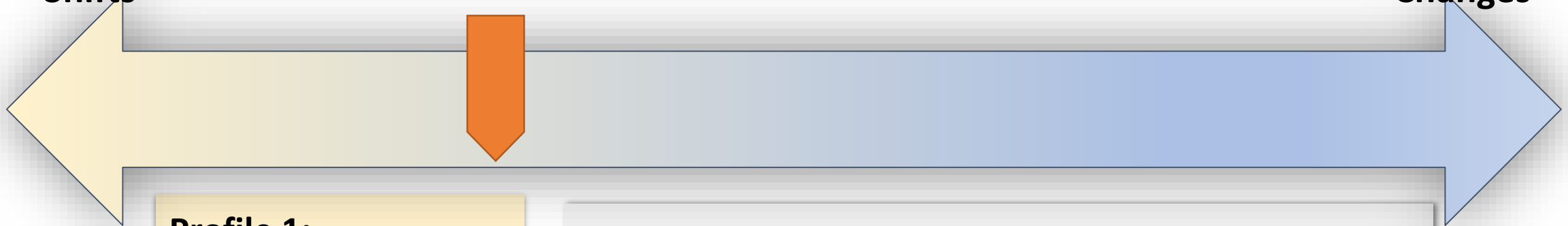
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# Profile of Instructional, Student, and Environmental Characteristics

Minor  
Instructional/Assessment  
Shifts

Major  
Instructional/Assessment  
Changes



## Profile 1:

Asynchronous instruction with older students who are technologically skilled and have access to devices and the internet.

## Formative Assessment:

- Teacher collects formative information after instruction (i.e., student watching video) to monitor/adjust instruction—***the difference is the use of online tools to collect that information and give students back feedback***

# Profile 1: Formative Assessment Example—after instruction [HS SCI]

NGSS PERFORMANCE EXPECTATIONS BUNDLE		
Natural Selection and Evolution		
HS-LS4-1	HS-LS4-2	HS-LS4-3
HS-LS4-4	HS-LS4-5	
Heredity: Inheritance and Variation of Traits		Ecosystems: Interactions, Energy, and Dynamics
HS-LS3-1	HS-LS2-8	

## Why Don't Antibiotics Work Like They Used To [v3.1]

[ACCESS ALL THE UNIT RESOURCES](#)

*v3.1 released June, 2018*

### SYNOPSIS

This high school unit on natural selection and evolution starts out with students exploring the case of a young girl with a life-threatening infection of pan-resistant bacteria. This case sparks questions that lead them to investigate the growing prevalence of such cases and discrepancies between antibiotic use in their communities and CDC recommendations. As they develop a model to explain how bacteria populations change over time, students expand their investigations to look at whether similar population changes are occurring in a population of birds (Juncos).

Section 1 of 5

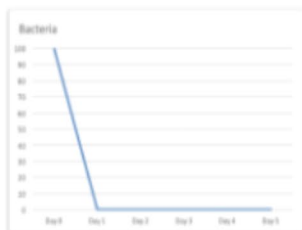
## Student Electronic Exit Ticket

Evolution Lesson 7

<https://www.nextgenstorylines.org/why-dont-antibiotics-work-like-they-used-to>

A person takes a dose of antibiotics each day for 5 days. Which graph below shows the population of harmful bacteria after a person completes a successful course of antibiotics, where a person has no more harmful bacteria in them?

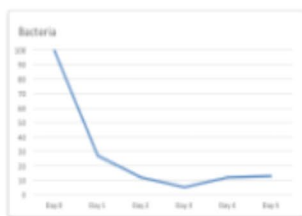
Graph A



Graph B



Graph C



What causes the pattern in the graph you chose above?

- The antibiotics kill all of the bacteria after multiple doses.
- The antibiotics kill all the bacteria immediately when someone takes them.
- The antibiotics kill most of the bacteria after multiple doses.

What data do we need to collect to test whether antibiotics will kill bacteria in a Petri dish in the same way we learned in class about how antibiotics work in people?

- Put a single dose of antibiotics in one Petri dish, and make observations for 1 day.
- Put a dose of antibiotics in a Petri dish every day for a week. Make observations each day.
- Put a dose of antibiotics in a dish every day for a week. Make observations each day. Have one Petri dish n...

Bacteria populations vary widely in individuals' susceptibility to being killed by antibiotics. What is a measure we could use to help us measure this variability?

- The proportion of bacteria in a given community that have different numbers of pores in their membranes.
- The death rate of bacteria in a given community over time.
- The reproductive rate of bacteria in a given community over time.

<https://www.nextgenstorylines.org/why-dont-antibiotics-work-like-they-used-to>

Formative  
Classroom  
Assessment

Summative  
Classroom  
Assessment



# Summative Assessment: From Face-to-Face to Hybrid and Online

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Some tasks can be **directly transferred** online.

Require students to make their thinking visible in rich ways.

Responses are easily captured, e.g., short answer prompts.

Hands-on activities can be approximated online.

Can be done by a single student on his or her own.

**Evolution of Swallows**

In the 1970s along the I-80 highway in Keith County, Nebraska, drivers started noticing large numbers of dead swallows on the road (Brown & Brown, 2013). This led to a 45-year long study on swallow roadkill to figure out why this was happening.

Cliff Swallows traditionally built their nests on vertical cliff faces. However, with the expansion of roads, they have adopted many bridges, overpasses, and culverts as their colonial nesting sites. Their nests are grey or brown with openings at one end. Cliff Swallows zoom around in complicated aerial patterns to catch insects for food.



Credit: J Smith/ [Wikimedia Commons](#)



Credit: wileydoc/[pixabay](#)

**Question 1.**

What do you think are some of the challenges for cliff swallows living in this new environment that did not exist before the highway was built?

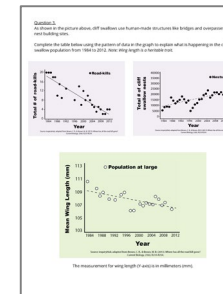
# Profile 1: Summative “Transfer” Assessment

- ✓ Makes Thinking Visible
- ✓ Easily Captured Responses
- ✓ Hands-on Activities Limited to Generating Tables and Graphing
- ✓ Meant to be Completed Individually

**Question 1: Cliff Swallows**  
 The table below shows the disadvantages and advantages of older and newer ways to find food. Complete the table below using the position of data in the graph to explain what is happening in the different populations from 1960 to 2010. Use any graphs you need.

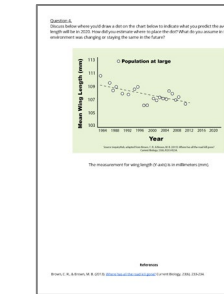
Disadvantages	Advantages
<ul style="list-style-type: none"> <li>• Older ways to find food are less reliable.</li> <li>• Older ways to find food are more expensive.</li> <li>• Older ways to find food are more time-consuming.</li> <li>• Older ways to find food are more dangerous.</li> </ul>	<ul style="list-style-type: none"> <li>• Newer ways to find food are more reliable.</li> <li>• Newer ways to find food are less expensive.</li> <li>• Newer ways to find food are less time-consuming.</li> <li>• Newer ways to find food are less dangerous.</li> </ul>

Do you think cliff swallows are better off now than they were before? Explain why or why not. Use any graphs you need.



**Question 3: Cliff Swallows**  
 The table below shows the average length of cliff swallows in inches from 1960 to 2010. Complete the table below using the position of data in the graph to explain what is happening in the different populations from 1960 to 2010. Use any graphs you need.

Year	Population at target
1960	100
1970	105
1980	110
1990	115
2000	120
2010	125



But just because a task can be used online doesn't  
mean it **should**.

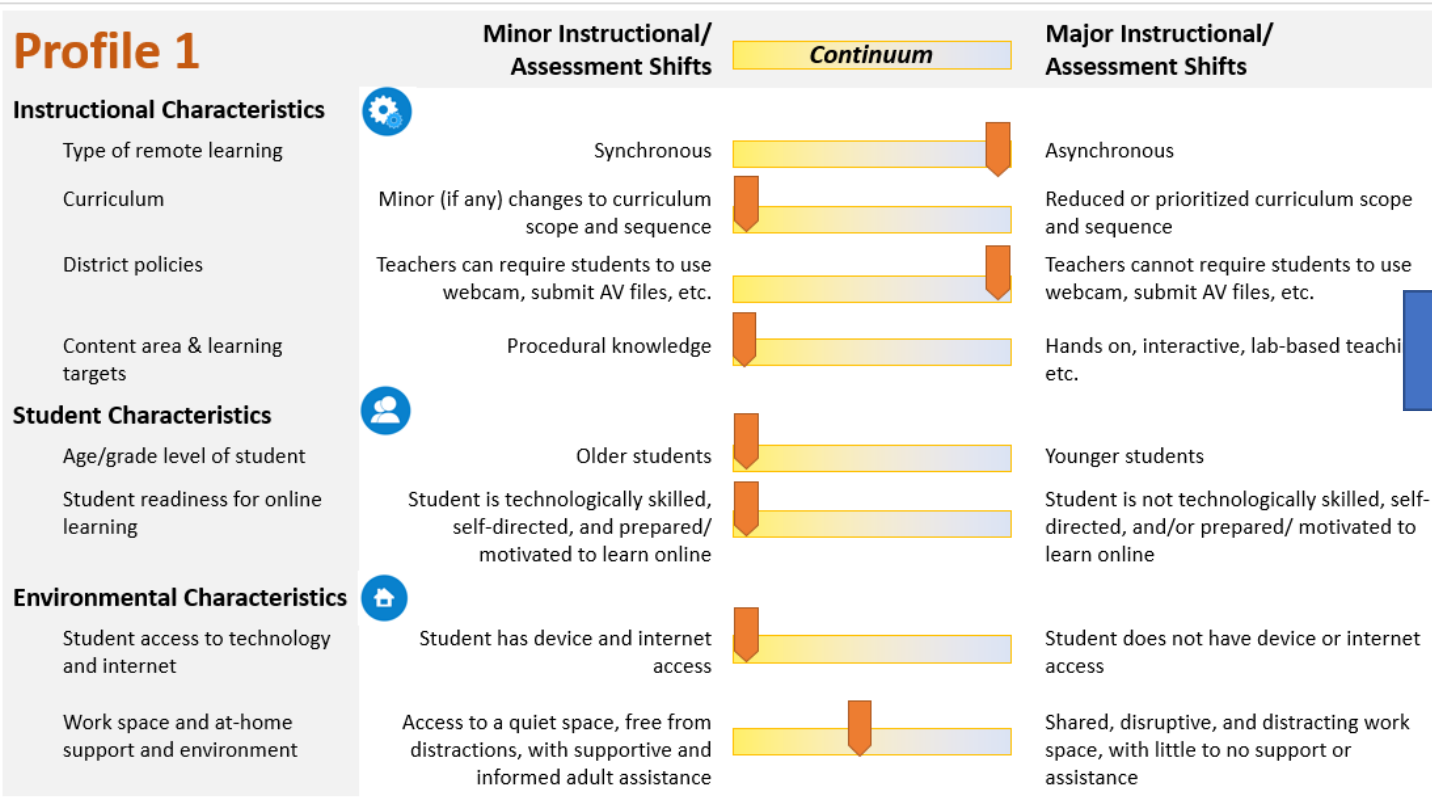
The instructional context impacts both:

- what **should be assessed** and
- what assessment **evidenced can be gathered**.

# Summative Assessment

## Instructional Context

## Learning Target(s)



What do we want to know about what students know and can do?

Note that we use the term learning targets broadly, meaning that guidance here applies regardless of whether or not instruction aligns well with approaches like those outlined in [Moss & Brookhart \(2012\)](#).

# Summative Assessment

## Learning Target(s)

What do we want to know about what students know and can do?

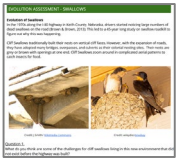
## Assumptions

Place within Instruction

Access to Resources

Student Collaboration

Note: the above assumptions are meant to be illustrative examples. Likely there are a number of other assumptions made to support any particular learning target. These assumptions can be seen as a generalization of the “conditions” for learning targets described by [Moss & Brookhart \(2012\)](#).



# Example Transfer Assessment

## Learning Target

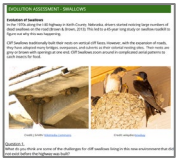
The student can apply their understanding of natural selection and adaptation to explain a new phenomenon.

## Assumptions

Instruction: End of Unit

Resources: Closed Book

Collaboration: Individual & Independent



# Example Transfer Assessment

## Learning Target

The student can apply their understanding of natural selection and adaptation to ~~explain a new phenomenon~~ identify & explain a new phenomenon that demonstrates population shifts explainable through natural selection.

## Assumptions

Closed Book

Open Book



Change instruction & assessment context

Change the assessment & learning target



# Recap and Panelist Remarks

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Will Lorié, Center for Assessment



# Brief Recap

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- COVID-19 has not changed what we consider to be good classroom assessment principles
- Intentionality begins with considering how curriculum can be enacted in hybrid/remote contexts
- Curricular, instructional, student, and environmental dimensions determine how much of a shift is required
- Hybrid/remote context affordances and limitations can introduce shifts that affect assessment



# Questions for the Panel

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1. What changes or shifts in your schools/districts that have helped teachers implement good learning, teaching, and classroom assessment in hybrid/remote settings?
2. What enabled you to make those changes?
3. What are the biggest barriers you've faced in making these shift?
4. What advice would you have for other large or medium-size districts to help them implement high-quality remote formative and summative assessment?
5. What might be some lessons about classroom learning/teaching/assessment from our current hybrid/remote schooling reality that will inform practice after the pandemic?
6. Schools have been asking a lot of parents/guardians during COVID. How can we make caretakers allies in schools' implementation of good instruction/assessment practices, without overburdening them?
7. What are some of the best practices for supporting high-quality formative and summative classroom assessment in remote contexts for students with disabilities and English learners such as the advice found in this [NCEO brief](#)?

# Perspective from Gwinnett County, GA Public Schools

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## **Debbie Durrence, Ed.D.**

- Chief Data Officer at Gwinnett County Public Schools

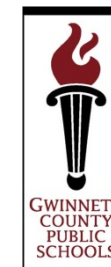
## **Anna Mary Smith, Ed.D.**

- Director, Elementary Language Arts at Gwinnett County Public Schools



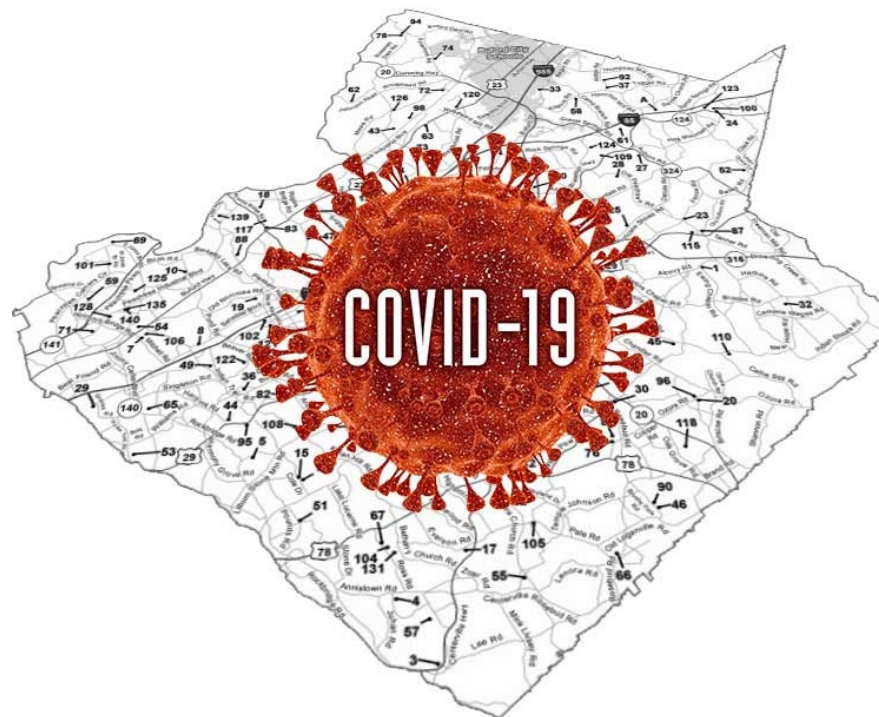
# Gwinnett County, GA Public Schools

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# Gwinnett County Public Schools

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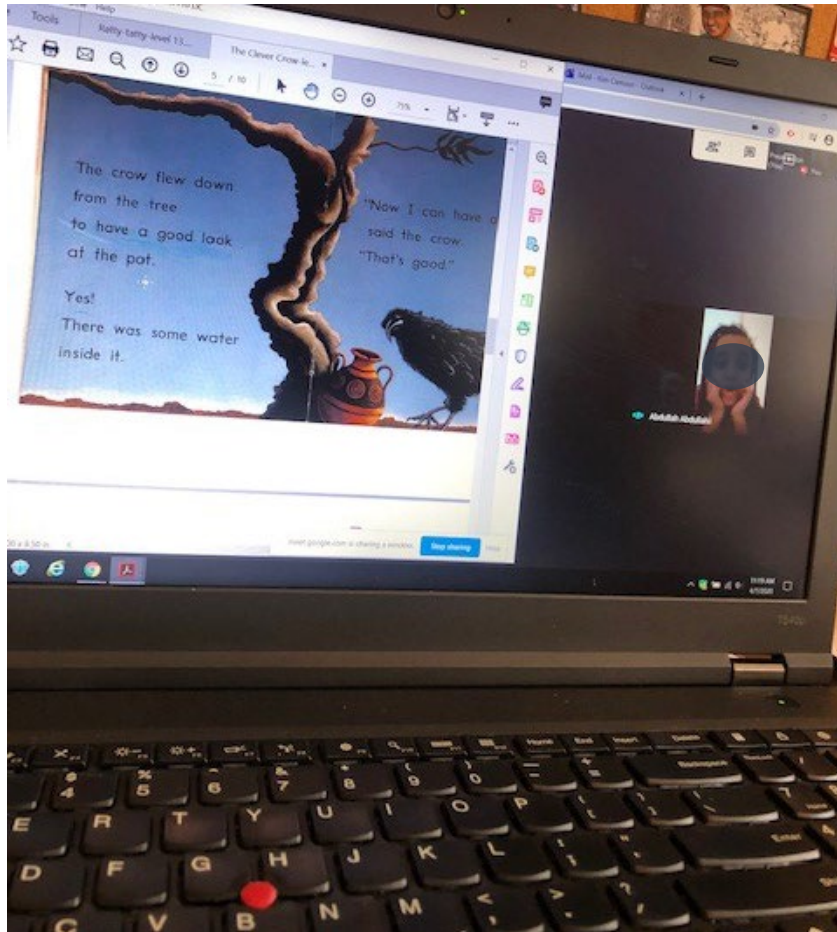
# Quality-Plus Teaching Strategies



- Leadership
- Teacher Beliefs
- Instructional Priorities
- Quality Assessment Practices

# Assessment Practices

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- Determine End Result
- Provide Options
- Focus on Students
- Share with Families

# Working Today for the Future

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# Perspective from Polk County, FL Public Schools

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## Kerri Foster, M.Ed.

- Curriculum Specialist—  
Mathematics K-5

# Addressing Instructional Time from 4<sup>th</sup> Quarter

- Review Fourth Quarter Standards by Grade Level

Module 6	Dates	HIGHLIGHTED MATH PRACTICE	CONTENT STANDARD	DESCRIPTION OF MODULE
FLUENCY FOCUS	March 4 <sup>th</sup> – April 23 <sup>rd</sup>	<a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>	<a href="#">MAFS.2.OA.2.2</a> <a href="#">MAFS.2.NBT.2.5</a>	Through centers and student led activities, students should demonstrate addition/ subtraction fluency for numbers 0 – 100.
TIME AND MONEY MARCH 4 <sup>TH</sup> – APRIL 23 <sup>RD</sup> APPROXIMATELY 31 DAYS	March 4 <sup>th</sup> – Mar 31 <sup>st</sup>		<a href="#">MAFS.2.MD.3.7</a>	In Module 6 of Second Grade students build upon their foundation of time and money concepts. Students will investigate how to tell and write time to the nearest 5 minutes using various counting patterns including skip counting on an analog and digital clock. Students learn not only how to say the correct time, but also to show and write the same time in different ways (e.g., quarter of an hour, half past, etc.). Students will solve one- and two-step word problems involving dollar bills or coins using \$ and ¢ symbols.
	April 1 <sup>st</sup> – April 21 <sup>st</sup>	<a href="#">MAFS.K12.MP.1.1</a> <a href="#">MAFS.K12.MP.4.1</a>	<a href="#">MAFS.2.MD.3.8</a>	
	April 22 <sup>nd</sup> – April 23 <sup>rd</sup>	Days intended for assessment and remediation/enrichment		

# Addressing Instructional Time from 4<sup>th</sup> Quarter

- Review Fourth Quarter Standards by Grade Level

Module 7	Dates	HIGHLIGHTED MATH PRACTICE	CONTENT STANDARD	DESCRIPTION OF MODULE
FLUENCY FOCUS	April 24 <sup>th</sup> – May 28 <sup>th</sup>	<a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>	<a href="#">MAFS.2.OA.2.2</a> <a href="#">MAFS.2.NBT.2.5</a>	Through centers and student led activities, students should demonstrate addition/ subtraction fluency for numbers 0 – 100.
GEOMETRY APRIL 24 <sup>TH</sup> – MAY 28 <sup>TH</sup> APPROXIMATELY 24 DAYS	April 24 <sup>th</sup> – May 4 <sup>th</sup>	<a href="#">MAFS.K12.MP.1.1</a> <a href="#">MAFS.K12.MP.4.1</a>	<a href="#">MAFS.2.G.1.1</a>	In Module 7 of Second Grade students investigate defining attributes of two-dimensional and three-dimensional shapes by describing, reasoning, and decomposing shapes to make other shapes. Students will partition rectangles into rows and columns of same-size squares and count to find the total number of them. Finally, students will partition geometrical shapes (rectangles and circles) into halves, thirds, and fourths and recognize that equal shares of identical wholes do not need to have the same shape.
	May 5 <sup>th</sup> – May 26 <sup>th</sup>	<a href="#">MAFS.K12.MP.1.1</a> <a href="#">MAFS.K12.MP.4.1</a>	<a href="#">MAFS.2.G.1.2</a> <a href="#">MAFS.2.G.1.3</a>	
	May 27 <sup>th</sup> – May 28 <sup>th</sup>	Days intended for assessment and remediation/enrichment		

# Addressing Instructional Time from 4<sup>th</sup> Quarter

- Review Fourth Quarter Standards by Grade Level
- Strategic Timeline
- Logical and Coherent

CONTENT STANDARD
<a href="#">MAFS.2.MD.3.7</a>
<a href="#">MAFS.2.MD.3.8</a>
<a href="#">MAFS.2.G.1.1</a>
<a href="#">MAFS.2.G.1.2</a>
<a href="#">MAFS.2.G.1.3</a>

2020 - 2021

## Elementary Mathematics

### Third Grade

Due to the closure of school buildings last year, students may or may not have received full instruction on several standards. Time has been allotted to address these standards in various modules. Resources for these prerequisite skills are available on theHub in the module the standard(s) appear.

Start Date:	Module:	Standards:
August 27 <sup>th</sup>	Module 1 Number Operations in Base 10 for Addition and Subtraction	<a href="#">MAFS.2.MD.3.8</a>
November 30 <sup>th</sup>	Module 5 Number and Operations – Fractions	<a href="#">MAFS.2.G.1.3</a>
February 1 <sup>st</sup>	Module 6 Geometry and Geometric Measurement	<a href="#">MAFS.2.G.1.1</a>
February 8 <sup>th</sup>	Module 7 Measurement and Data	<a href="#">MAFS.2.G.1.2</a>
April 8 <sup>th</sup>		<a href="#">MAFS.2.MD.3.7</a>

60

# Addressing Instructional Time from 4<sup>th</sup> Quarter

- Review Fourth Quarter Standards by Grade Level
- Strategic Timeline
- Logical and Coherent
- Provide Resources

- Day Allotment
- Tasks
- Formatives
- Centers
- Lessons
- Mini Instructional Videos

MODULE 1	DATES	HIGHLIGHTED MATH PRACTICE	CONTENT STANDARD	DESCRIPTION OF MODULE
Fluency Focus	Aug 31 <sup>st</sup> – Sept 23 <sup>rd</sup>	<a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>	<a href="#">MAFS.2.OA.2.2</a> <a href="#">MAFS.2.NBT.2.5</a> <a href="#">MAFS.2.G.1.2</a> <a href="#">MAFS.2.NBT.1.2</a>	Through centers and student led activities, students should continue to fluently add and subtract within 100 to build foundational skills that lead to multiplication.
Number Operations in Base 10 for Addition and Subtraction August 31 <sup>st</sup> – September 23 <sup>rd</sup> Approximately 17 Days	Aug 31 <sup>st</sup> - Sept 2 <sup>nd</sup>		<a href="#">MAFS.3.OA.4.9</a>	<i>Due to the closure of school buildings last year, students may or may not have received full instruction on <a href="#">MAFS.2.MD.3.8</a>. Time has been allotted to address this standard in this module.</i>
	Sept 3 <sup>rd</sup> – Sept 10 <sup>th</sup>	<a href="#">MAFS.K12.MP.1.1</a> <a href="#">MAFS.K12.MP.4.1</a> <a href="#">MAFS.K12.MP.5.1</a>	<a href="#">MAFS.3.NBT.1.1</a>	In Module 1 of Third Grade students start by exploring and identifying arithmetic patterns (including in the addition table) and then explaining the patterns using properties of operations. Next, students focus on fluently adding and subtracting within 1,000 to solve one- and two-step word problems. Students achieve this fluency by applying strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Students will learn to use place value to round numbers to the nearest 10 or 100 and to explain the reasonableness of their solutions.
	Sept 11 <sup>th</sup> - Sept 14 <sup>th</sup>	<a href="#">MAFS.K12.MP.6.1</a> <a href="#">MAFS.K12.MP.7.1</a>	<a href="#">MAFS.2.MD.3.8</a>	
	Sept 15 <sup>th</sup> – Sept 22 <sup>nd</sup>		<a href="#">MAFS.3.NBT.1.2</a> <a href="#">MAFS.3.OA.4.8</a>	
	Sept 23 <sup>rd</sup>	This day is intended for assessment.		

# Addressing Instructional Time from 4<sup>th</sup> Quarter

- Review Fourth Quarter Standards by Grade Level
- Strategic Timeline
- Logical and Coherent
- Provide Resources
  - Day Allotment
  - Tasks
  - Formatives
  - Centers
  - Lessons
  - Mini Instructional Videos

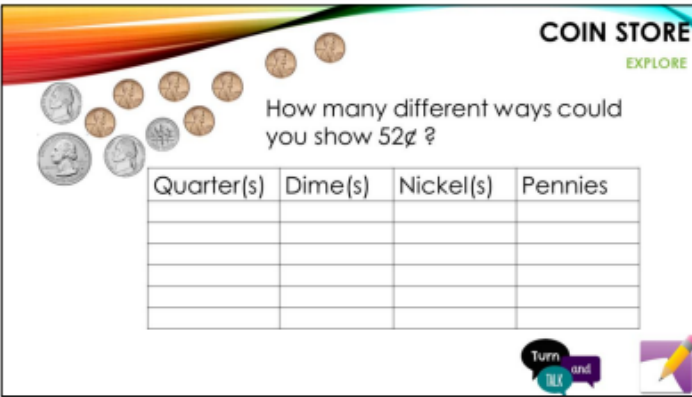
Type of Resource	Title	Learning Target Description:	Description
Formative	<a href="#">Combinations of Coins</a>	LT 2.6.4: Compute the value of any combination of coins within one dollar. (MAFS.2.MD.3.8)	Students write the total amount of money (coins) each person has and must use the correct symbol with each written amount.
Formative	<a href="#">Ninety Nine Cents</a>	LT 2.6.4: Compute the value of any combination of coins within one dollar. (MAFS.2.MD.3.8)	Students consider the correct way to write ninety nine cents.
Formative	<a href="#">Relating Coins</a>	LT 2.6.4: Compute the value of any combination of coins within one dollar. (MAFS.2.MD.3.8) LT 2.6.6: Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar. (MAFS.2.MD.3.8)	Students are asked to relate the values of pennies, nickels, dimes, and quarters to other coins and to the dollar.
Instructional Task	<a href="#">Back to School</a>	LT 2.6.3: Identify the value of coins and paper currency using \$ and c symbols appropriately. (MAFS.2.MD.3.8) LT 2.6.4: Compute the value of any combination of coins within one dollar. (MAFS.2.MD.3.8) LT 2.6.8: Solve one – and two – step word problems involving coins. (MAFS.2.MD.3.8)	Students will have to figure out how much money they have to buy school supplies and determine which supplies they can buy.
Instructional Task	<a href="#">Captured</a>	LT 2.6.3: Identify the value of coins and paper currency using \$ and c symbols appropriately. (MAFS.2.MD.3.8) LT 2.6.4: Compute the value of any combination of coins within one dollar. (MAFS.2.MD.3.8) LT 2.6.8: Solve one – and two – step word problems involving coins. (MAFS.2.MD.3.8)	Students are given \$1 to build a superhero to rescue Batman and Robin by using at least three weapons.
Type of Resource	Title	Standard(s)	Description
Center	<a href="#">Coin Barrier</a>	<a href="#">MAFS.2.MD.3.8</a>	Students give clues to a partner on how to figure out what coin he/she has written on his/her side of a barrier.
Center	<a href="#">Coin Exchange Game</a>	<a href="#">MAFS.2.MD.3.8</a>	Students take turns rolling a dice to get various amounts of pennies. Then when students have five pennies they exchange them for a nickel.

# Addressing Instructional Time from 4<sup>th</sup> Quarter

- Review Fourth Quarter Standards by Grade Level
- Strategic Timeline
- Logical and Coherent
- Provide Resources

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- Formatives
- Centers
- Lessons

▪ Mini Instructional Video



**COIN STORE**  
EXPLORE

How many different ways could you show 52¢?

Quarter(s)	Dime(s)	Nickel(s)	Pennies

- Using the Student Booklet or scratch paper, students will work in pairs and use money manipulatives to find several different ways to represent 52¢. Students will record the number of each coin used in the chart.
- Select a few students to share out.

**Possible Responses:**


- 2 quarters, 2 pennies
- 5 dimes, 2 pennies,
- 1 quarter, 1 dime, 2 nickels, 7 pennies
- 52 pennies
- 2 dimes, 4 nickels, 12 pennies

- To continue the conversation have table groups come to a Consensus (see Teacher Instructional Guide) on the following questions:
  - What is the fewest number of coins you could use? **4 coins: 2 quarters, 2 pennies**
  - What is the largest number of coins you could use? **52 pennies**
  - Can you make this number only using nickels? Why or why not. **No because nickels are in values of 5.**
  - Can you come up with a combination using 3 dimes? **Yes: 3 dimes, 4 nickels, 2 pennies**


**LESSON 1: COIN STORE**  
How many different ways could you show 52¢?  
Record your answers in the table.

Quarter(s)	Dime(s)	Nickel(s)	Pennies


You have been given an allowance of 90¢ to go to the store to buy two items. The items you can choose from are:




Soda - 47¢




Bouncy Ball - 40¢



Candy Bar - 52¢



Popsicle - 35¢



Yo-Yo - 17¢

**What two items did you choose?**

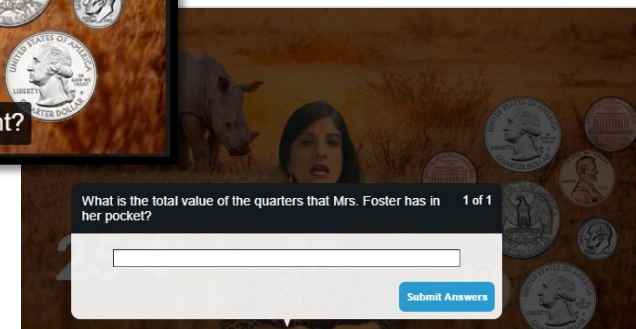
Item 1: \_\_\_\_\_ Item 2: \_\_\_\_\_

**Now that you have your two items picked:**

1. How much money did you spend?

# Addressing Instructional Time from 4<sup>th</sup> Quarter

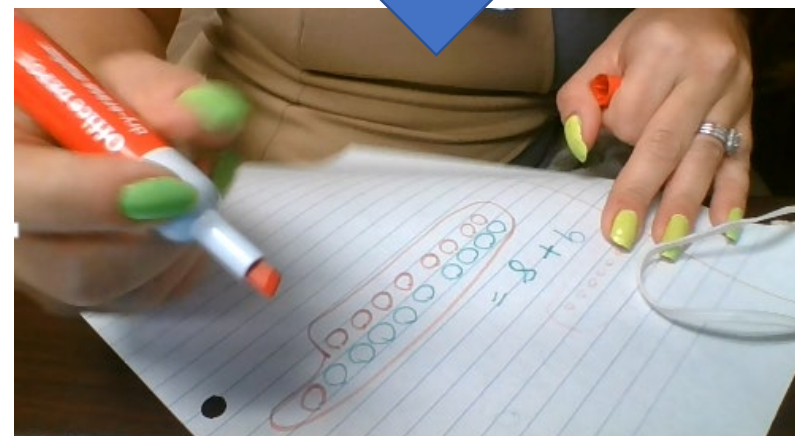
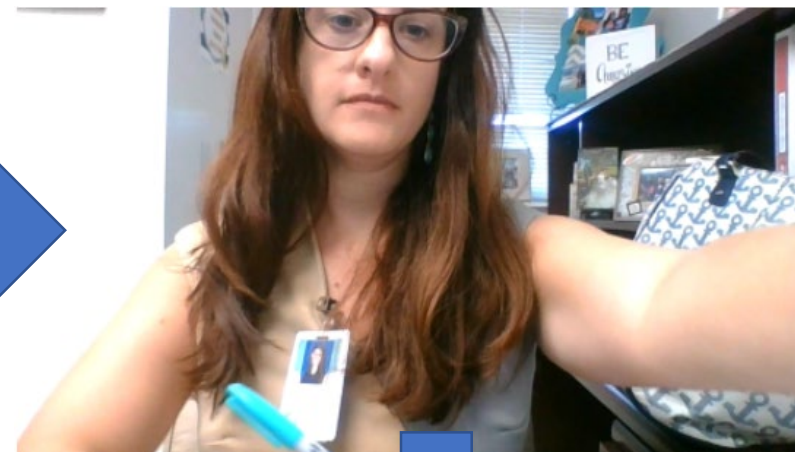
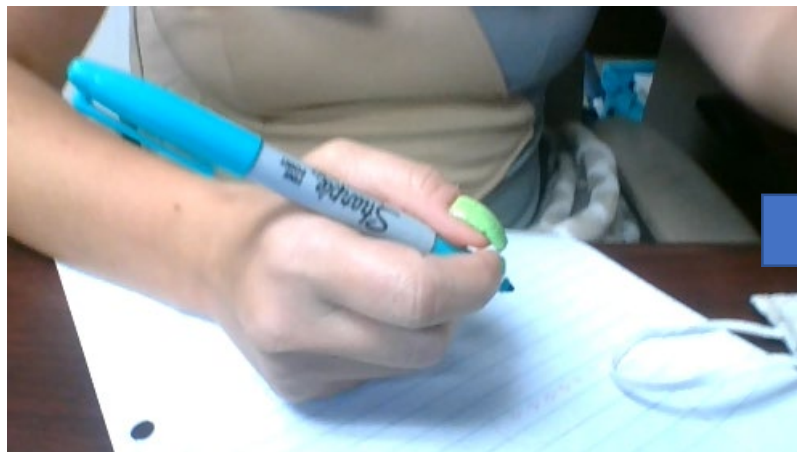
- Review Fourth Quarter Standards by Grade Level
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# Low Tech

- Showdown
  - Work
  - Responses
- Live Feed





# Creativity

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- All stakeholders must be a part of the conversation
- One-size does not fit all
- Collaboration is key
- PIVOT PIVOT PIVOT

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# Ensuring access and equity for special education students

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## **Bob Dolan, Ph.D.**

- Senior Innovation Scientist at CAST (originally, Center for Applied Special Technology)
- Founder and Principal, Diverse Learners Consulting

# Questions and comments?

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- Continue using the Q & A function, Chat window, or raise your hand (electronically) to ask a question or make a comment (short)



# Center Staff Contact Information

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Overview

COVID-19 Response Resources

ESSA Accountability

Innovative Assessment and Accountability Systems

Comparability

## The Center's COVID-19 Response Resources

State and district leaders are facing multiple concerns in response to widespread and potential long-term school closures due to the growing threat of COVID-19. The concerns are broad and consequential. Leaders are rightfully prioritizing the safety and welfare of students and the community. We have been inspired by the dedication and resourcefulness of leaders who are ensuring essential services, such as meals, are provided as well as facilitating innovative approaches to support remote learning.

Additionally, the school closures present substantial assessment and accountability implications and numerous challenges for state personnel. The Center for Assessment is poised to support our assessment and accountability colleagues around the country with technical, practical, and policy guidance and advice. We launched this page to help you efficiently find the resources you need during these uncertain times.

The resources are organized by the major categories of assessment and accountability and reflect the issues we anticipate state and district leaders will be dealing with over the next few weeks through next year. We hope you find these resources useful and if there is a question that you would like to see addressed, please [email us](#) or [tweet at us](#). We continue to wish you all the best in these uncertain times.

### Featured Resources

- Restart & Recovery: Assessment Considerations for Fall 2020
- Classroom Assessment Learning Modules to Support Re-Entry Fall 2020 & Beyond
- Meeting the Moment: A Novel Format for RILS to Address Implications of the COVID-19 Pandemic

### Accountability

- School Disruption Due to COVID-19A High-Level Overview of Likely Implications and Options for Assessment and Accountability
- School Disruption Due to COVID-19A High-Level Overview of Likely Implications and Options for Assessment and Accountability
- Considering Equity Within Accountability Systems in Response to Interruptions in Schooling: Making Accountability Systems Help
- The Outlook for ESSA School Accountability After COVID-19
- Dealing with Fallout from COVID-19 School Disruptions: What to do Next in Assessment and Accountability?
- Program Evaluations under COVID-19
- Rethinking School Accountability for the 2020-2021 School Year

### Assessment

- We're All in This Together. Dealing Fairly with Assessment Contracts as Schools Cancel or Suspend Student Testing During the COVID-19 Crisis
- An Assessment Response to Anticipated Learning Gaps. Implications of School Closures on Assessment Needs
- In Search of Continuity of Student Learning After Extended School Closures
- Issues and Considerations that the COVID-19 Pandemic Presents for Measuring Student Growth
- Remote Learning Provides an Opportunity to Rethink Assessment (and Learning)
- Carpe Diem: Evolving Education After COVID-19
- Fall Educational Assessment: The Information You Need and How to Get It
- Summative State Assessments Can Wait!

[www.nciea.org](http://www.nciea.org)

→ Current Initiatives

→ COVID-19 Response Resources

# Resources

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- Center for Assessment *CenterLine* blog site: <https://www.nciea.org/blog>
  1. [A Principled Approach to Classroom Assessment During Remote Learning](#)
  2. What's the Same and What's Different about Classroom Assessment in a Remote or Hybrid Learning Environment:
    - [A Deep Dive into Formative Assessment](#)
    - [A Deep Dive into Summative Classroom Assessment](#)
- Brookhart, S. (2020, May). Five formative assessment strategies to improve distance learning outcomes for students with disabilities (NCEO Brief #20). National Center on Educational Outcomes. <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief20.pdf>
- Center for Assessment (2020). Classroom Assessment Learning Modules. <https://docs.google.com/document/d/1bQmol56j189QWbBTAdSUAGQnuGfEvfZ2xq3DGPPrs-pw/edit>
- Shepard, L. A., Diaz-Bilello, E., Penuel, W. R., & Marion, S. F. (2020). *Classroom assessment principles to support teaching and learning*. Boulder, CO: Center for Assessment, Design, Research and Evaluation, University of Colorado Boulder. <https://www.colorado.edu/cadre/2020/02/11/classroom-assessment-principles-support-teaching-and-learning>

Thank you for participating in our virtual RILS this year!

We hope to see you in person next year!



[www.nciea.org](http://www.nciea.org)