Rethinking Assessment & the Tools to Make it Work

We used to	Now we could	Using
Evaluate several standards by assigning an essay	Drill down to one standard that the student needs to improve (based on student or teacher's pre- or formative assessment)	**Schoology**: Create the assessment in Schoology; upload the row for that standard from our rubric into Schoology; ask learners to submit 1 paragraph from their larger piece of writing where they demonstrate meeting standard Score in schoology.
We give paper-pencil assessments with performance items	Grade sheet comes up on the student side and learners can work on paper then mark the answer on the grade sheet on the screen.	**Grade Cam**: scan the student's work to return to teachers and it's grades automatically
Give standard tests and quizzes with performance items (not multiple choice)	Use the same assessment, allow learners to do it "open book" style with a reflection video or conversation. While learners take the assessment they keep track of what they needed help with, what they firmly get -- they use that evidence in a reflection on what they learned.	**Quicktime (app)**: create reflection video; submit video to dropbox for teacher to assess **Flipgrid (web)**: post video to the grid and ask learners to respond to 3 classmates with a connection or an ah-ha (maybe they solved something in a novel way or in the same way; maybe 1 learner's reflection made them realize something)

Give several versions of multiple choice tests or quizzes	Do the two-step: use a similar assessment for practice with test bank or your own questions (knowing that we cannot control for cheating). Then divide students into smaller groups based on their results and give each group a novel task/problem. Assess through discussion and demonstration in the small group.	**ProblemAttic**: tap into the test bank database for a variety of subjects. See Davide Knuffke's video. **Socrative**: upload your own questions and use a variety of question types	**Problem-Attic** ⊗ socrative
Do presentations in class on assigned or chosen topics	Create a showcase wall of presentations or short write ups. Opt-in for more: ask learners (parents? admins?) to watch a few presentations and give feedback. Learners (and or other community members) could be invited to respond 1) with generative feedback on the post and 2) with private feedback using the rubric to suggest one next step and how that would improve the piece.	Padlet: allows users to post to a shared wall in a variety of formats; users can interact with each other's posts **Worth noting**: Structure the wall in columns or grids to make posts easy to find	padlet Example book recommendations
Individual Speaking or Reflection	Have learners record a short video, upload to Flipgrid. Ask learners to respond to a few posts. Follow up with a reflection or self-assessment on the rubric.	**Flipgrid**: allows learners to upload short videos to a shared wall space; learners can respond to one another in the shared space	Flipgrid
Sketch: a design, a solution, an outline or a model and present.	Learners could present to one another (small groups) the strategies they used to solve or complete a task--explaining how they made meaning or arrived at a solution. After sharing their whiteboards with the group/class and listening to others' responses, learners could reflect on their own learning and the process.	Whiteboard.fi: students can "hold up" individual whiteboards	WHITEBOARD.fi