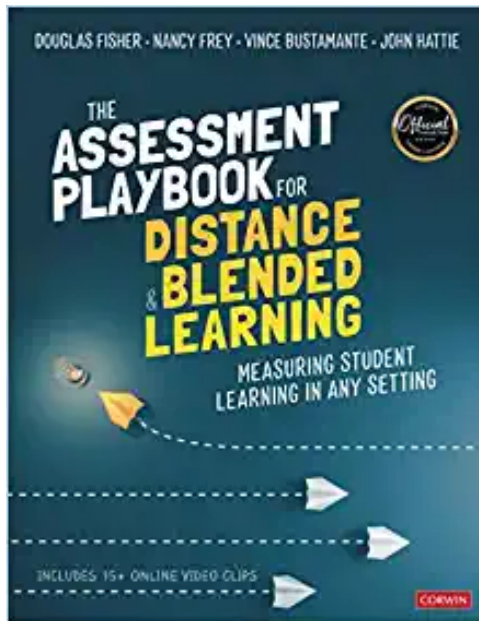


## ***The Assessment Playbook for Distance and Blended Learning* by Doug Fisher, Nancy Frey, Vince Bustamante and John Hattie Book Study Learning Plan**



Initially designed by the Kentucky Department of Education professional learning coordinators and implemented with educators from across the state during Spring 2021, *The Assessment Playbook for Distance and Blended Learning* book study was extremely successful and is now packaged as an asynchronous learning plan educators can use to facilitate a group in their school and/or district.

Assessments are an essential link between teaching and learning. This self-paced study allows educators to dig deeper into how to assess what students have learned in the distance learning setting. The playbook empowers teachers with the decision-making tools needed to gauge the impact of instructional strategies regardless of the learning setting. This study includes:

- “Assessment cookies” that endure in any learning environment and can be used to inform assessment decisions;
- A robust “playlist” of distance learning assessment tools that teachers can mix and deploy to match every learning intention;
- Information on how to evaluate the impact of teaching on student learning and how assessment can guide teaching moves; and
- Opportunities to self-reflect on current practices and apply learning to plan future instruction.

In addition to the text, the learning plan includes other resources used during the study to deepen participant understanding of best practices for assessing in the distance learning setting and to take into account different perspectives from other leading educators.

Educators can modify this plan to set a pace and emphasis that is appropriate for their group. Depending on the setting, facilitators might use a Google classroom environment or similar platform as a space for reflection and group discussion virtually or use notebooks and face-to-face collaboration for an in-person setting.



# KY Standards

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## The Assessment Playbook for Distance and Blended Learning Study Learning Plan

Topic	Purpose	Watch and Read	Reflect and Respond	Extend
<p>Assessment Cookies</p>	<p><b>Learning Goal:</b> We are learning about enduring concepts (also known as “assessment cookies”) related to assessment to help us make decisions about assessments.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can design assessments that mirror the appropriate difficulty and complexity of the standards.</li> <li>● I can clarify and share the learning goals and success criteria with my students.</li> <li>● I can utilize the learning goals and success criteria to align with the assessments I create.</li> <li>● I can identify the appropriate time and place for administering each assessment based on its purpose in distance and blended learning settings.</li> <li>● I can design assessments to measure what has been taught, aligned to the Kentucky Academic Standards.</li> <li>● I can design an assessment that will inform my students and me about next steps.</li> <li>● I can determine the appropriate scale of each assessment based on where students are in their phases of learning (surface, deep and transfer).</li> <li>● I can communicate the value of valid assessment to parents.</li> </ul>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Introduction to the Assessment Playbook Study</a></li> <li>● <a href="#">Opening Live Session with Doug Fisher</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Introduction (pp. 1-3)</li> <li>● Section 1 (pp. 5-29)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Month 1 Synchronous Meeting Recording</a></li> <li>● <a href="#">Month 1 Synchronous Meeting Slides Presentation</a></li> <li>● <a href="#">Month 1 Wrap Up Video</a></li> <li>● <a href="#">Month 1 Wrap Up Video Slides Presentation</a></li> </ul>	<p style="text-align: center;"><b>All Participants Respond</b></p> <p>What are some ways you currently assess student learning in the distance and blended settings? What are some successes you’ve had, challenges you have faced and solutions to those challenges regarding student assessment?</p> <p style="text-align: center;"><b>Choose 1 of the 3</b></p> <ol style="list-style-type: none"> <li>1. As a school or district leader, how might you utilize existing structures or processes to build teacher capacity around sound assessment practices? What professional learning may be needed to support teachers in designing assessments aligned to the standards, learning goals and success criteria?</li> <li>2. Why is it so important to assess what has actually been taught in the classroom? When designing assessments, how can developing learning goals and success criteria from the standards support better alignment between instruction and assessment from a student, teacher and leader standpoint?</li> <li>3. The text offers several “assessment cookies” to keep in mind when designing assessment. Which do you currently utilize? Which ones might you need to add to your assessment design toolbox and why?</li> </ol>	<p><a href="#">A Family’s Guide to Understanding Assessment from KDE</a></p> <p><a href="#">Breaking Down a Standard Protocols</a></p> <p><a href="#">Meaningful Learning Goals and Success Criteria Checklist</a></p> <p>Module 3 - Clarifying and Sharing Learning Goals and Success Criteria from KDE and WestEd:</p> <ul style="list-style-type: none"> <li>● <a href="#">PowerPoint</a></li> <li>● <a href="#">Facilitator’s Guide</a></li> </ul>

Topic	Purpose	Watch and Read	Reflect and Respond	Extend
Assessment Playlists	<p><b>Learning Goal:</b> We are learning about a variety of assessment tools we can use to elicit evidence of student learning in the distance and blended learning setting.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can explain the purpose of using universal responses, teach-back, composition and self- and peer-assessment as part of the assessment process to elicit evidence of student learning in any setting.</li> <li>• I can identify evidence-gathering strategies and tools for assessing students through universal responses, teach-back, composition and self- and peer- assessment.</li> <li>• I can apply those strategies to elicit evidence of student learning in the distance and blended learning setting.intentions and success criteria that help students answer the three clarity questions.</li> <li>• I can identify and share the relevance of the learning expectations with my students.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Section 2: (pp. 31-73)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Month 2 Synchronous Meeting Recording</a></li> <li>• <a href="#">Month 2 Synchronous Meeting Slides Presentation</a></li> <li>• <a href="#">Month 2 Wrap Up Video</a></li> <li>• <a href="#">Month 2 Wrap Up Video Slides Presentation</a></li> </ul>	<p><b>Choose 1 of the 3</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to ensure alignment between the evidence-gathering strategy and the purpose of the assessment? What are some possible action steps and /or strategies you might use to ensure that alignment exists?</li> <li>2. Consider the following assessment tools: universal responses, teach-back, composition and self- and peer- assessment. Which do you tend to utilize most in the face-to-face, distance and blended learning settings? Why is it important to use a balance of these assessment tools when eliciting evidence of student learning?</li> <li>3. Consider an upcoming lesson or series of lessons: <ol style="list-style-type: none"> <li>a. What are the learning goal(s) and success criteria for that lesson(s)?</li> <li>b. What specific strategies might you use to elicit evidence of student learning aligned to the learning goal(s) and success criteria?</li> <li>c. How might <i>you</i> use the evidence gathered to inform your next instructional steps? How will <i>students</i> use the information to determine their next steps in the learning process?</li> </ol> </li> </ol>	<p>Module 4 - Eliciting Evidence of Student Learning from KDE and WestEd:</p> <ul style="list-style-type: none"> <li>• <a href="#">Part 1 PowerPoint</a></li> <li>• <a href="#">Part 2 PowerPoint</a></li> <li>• <a href="#">Facilitator's Guide</a></li> </ul> <p>Module 5 - Interpreting Evidence of Student Learning from KDE and WestEd:</p> <ul style="list-style-type: none"> <li>• <b>Mathematics</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> <li>• <b>Reading &amp; Writing</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> <li>• <b>Science</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> <li>• <b>Social Studies</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> </ul>

Topic	Purpose	Watch and Read	Reflect and Respond	Extend
Assessment Upgrades	<p><b>Learning Goal:</b> We are learning about assessment tools that confirm, deepen and extend student learning over time.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can explain the purpose of using performance, ipsative and confirmative assessments as part of the assessment process to elicit evidence of student learning in any setting.</li> <li>• I can identify evidence-gathering strategies and tools for assessing students through performance, ipsative, and confirmative assessments.</li> <li>• I can apply those strategies to elicit evidence of student learning in the distance and blended learning setting.</li> <li>• I can use evidence of student learning to determine my instructional impact and inform next steps.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Section 3 (pp. 75-110)</li> </ul> <p><b>Watch::</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Month 3 Synchronous Meeting Recording</a></li> <li>• <a href="#">Month 3 Synchronous Meeting Slides Presentation</a></li> <li>• <a href="#">Month 3 Wrap Up Video</a></li> <li>• <a href="#">Month 3 Wrap Up Video and Slides Presentation</a></li> </ul>	<p style="text-align: center;"><b>Choose 1 of the 3</b></p> <ol style="list-style-type: none"> <li>1. When might it be valuable to select performance assessments to elicit evidence of student learning over other assessment types?       <ol style="list-style-type: none"> <li>a. Select one performance assessment strategy or tool from the text.</li> <li>b. Brainstorm one way you might use it in an upcoming unit.</li> <li>c. How might you incorporate student choice and relevance in the task?</li> <li>d. What might be some norms, expectations and procedures that might need to be explicitly taught and practiced to support students in this assessment?</li> </ol> </li> <li>2. When considering ipsative assessments, why is it important to provide opportunities for students and adults to monitor and reflect on their learning over time? Pick one ipsative strategy or tool from the text, and brainstorm specific ways you might use it to provide opportunities for reflection.</li> <li>3. Why is it important to utilize more than one type of confirmative assessment to determine student proficiency? Which confirmative assessments do you tend to use most often? Pick one new confirmative strategy or tool from the text, and brainstorm specific ways you might use it in an upcoming unit.</li> </ol> <p style="text-align: center;"><b>All Participants Respond</b></p> <p>As a result of this study, what new learning are you walking away with around student assessment? How might you apply what you've learned to ensure a more balanced assessment approach at the classroom level that enables both students and teachers to take action and inform next steps?</p>	<p>Module 6 - Acting on Evidence of Student Learning from KDE and WestEd:</p> <ul style="list-style-type: none"> <li>• <b>Mathematics</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> <li>• <b>Reading &amp; Writing</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> <li>• <b>Science</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> <li>• <b>Social Studies</b> <a href="#">PowerPoint</a> &amp; <a href="#">Facilitator's Guide</a></li> </ul>