

# ASSESSMENT & GRADING

## *in an online environment*



## COURSE OVERVIEW

The purpose of this 5-week, online course is to explore advanced topics in assessment and grading application for distance learning environments. The course is designed for classroom teachers, teacher leaders, and school leaders who have knowledge of grading practices centered on proficiencies, competencies, or standards. In particular, this course focuses on the multiple ways to improve the quality of assessments and ensure their reliability and validity in a distance learning environment.

The course comprises five, facilitated Zoom meetings on Mondays at 4:00pm West Africa Time/6:00pm East Africa Time. Articles, web resources, discussions, and videos will be included via Google Classroom. The cohort model allows educators from many schools to share experiences, ideas, and grow together, both during the course and after. Participants may opt for 1 course credit from SDSU at an additional fee.

### MODULES IN THIS COURSE

**1. MEASURING WHAT MATTERS:** improving face validity

**2. MULTIPLE MEANS OF EXPRESSION:** improving construct validity

**3. FEEDBACK AND SCORING:** ensuring reliability

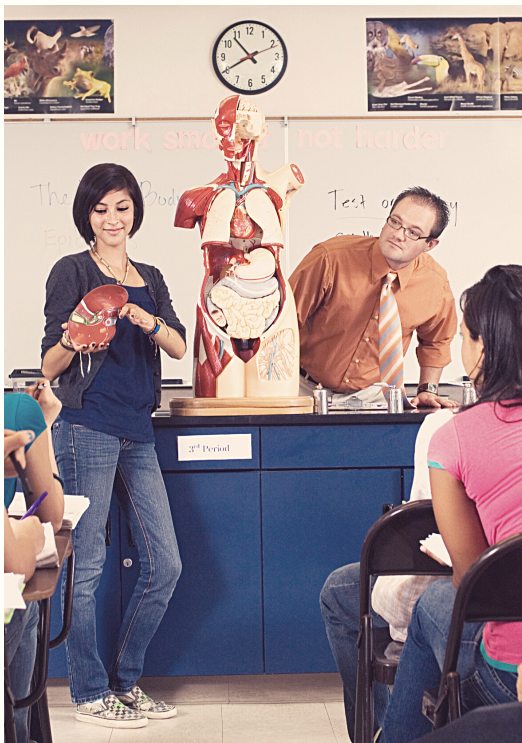
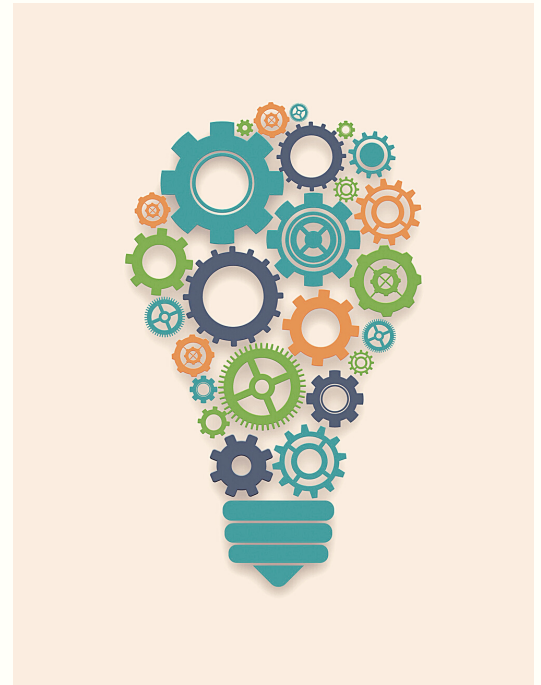
**4. ASSESSMENT INTEGRITY:** minimizing external threats to validity



# MODULE DESCRIPTIONS

## MEASURING WHAT MATTERS: improving face validity

In this module, we examine current assessments for face validity. We generate solutions to these questions: Are our online measures measuring something important and of value? Are we being efficient by measuring what matters *most* during online instruction? How can we support our teams to take the breadth of the curriculum and select what we measure? We will take these essential understandings we want to measure and ensure we are doing so across time in a way that promotes growth on the most essential, life-changing understandings during home learning.



## MULTIPLE MEANS OF EXPRESSION: improving construct validity

In this module, we consider the many ways students can demonstrate their understanding while learning at home. We explore these multiple means of expression within the context of construct validity--ensuring that we are measuring what we intend to measure. We generate solutions to these questions: Why are options for expression important? How can we support our teams to provide students with options to show their learning in a way that *improves*, rather than compromises validity when showing learning online? How do we provide options and maintain a perception of fairness?

## **FEEDBACK AND SCORING: ensuring reliability**

In this module, we explore the policies and practices surrounding assessment and grading for learning at a distance. We generate solutions to these questions: How does the formality of the assessment affect the validity? How do we guide our teams in the area of formative and summative assessment requirements in times of distance learning? How are formal and informal assessments related to formative and summative assessments? What does the research say about the effects of grades, feedback, and combining grades with feedback?



## **ASSESSMENT INTEGRITY: minimizing external threats to validity**

In this module we dialogue about the many external threats to the validity of measures in virtual learning environments. We generate solutions to these questions: How do we identify when the validity of a measure has been compromised? How can we ensure the work we see is truly the student's independent work? What are the fair procedures to respond to poor performance that is unusual, including with high-stakes assessment? When we veer from the standard procedures, how do we ensure fairness and respond to complaints by students and families?

## **COURSE FACILITATOR**

The course is facilitated by Lee Ann Jung. Lee Ann is CEO of Lead Inclusion and Professor at San Diego State University. Connect with her at [leadinclusion.org](https://leadinclusion.org) and on Twitter at [@leeannjung](https://twitter.com/leeannjung).

