

The background is white with various geometric and abstract patterns scattered around. These include a grid of small black dots in the top-left and bottom-right, a large light green circle in the top-right, a brown rectangle at the top center, and several black line-art shapes like circles, rectangles, and zig-zags. A large white rectangle with a thin black border is centered on the page, containing the title and author information.

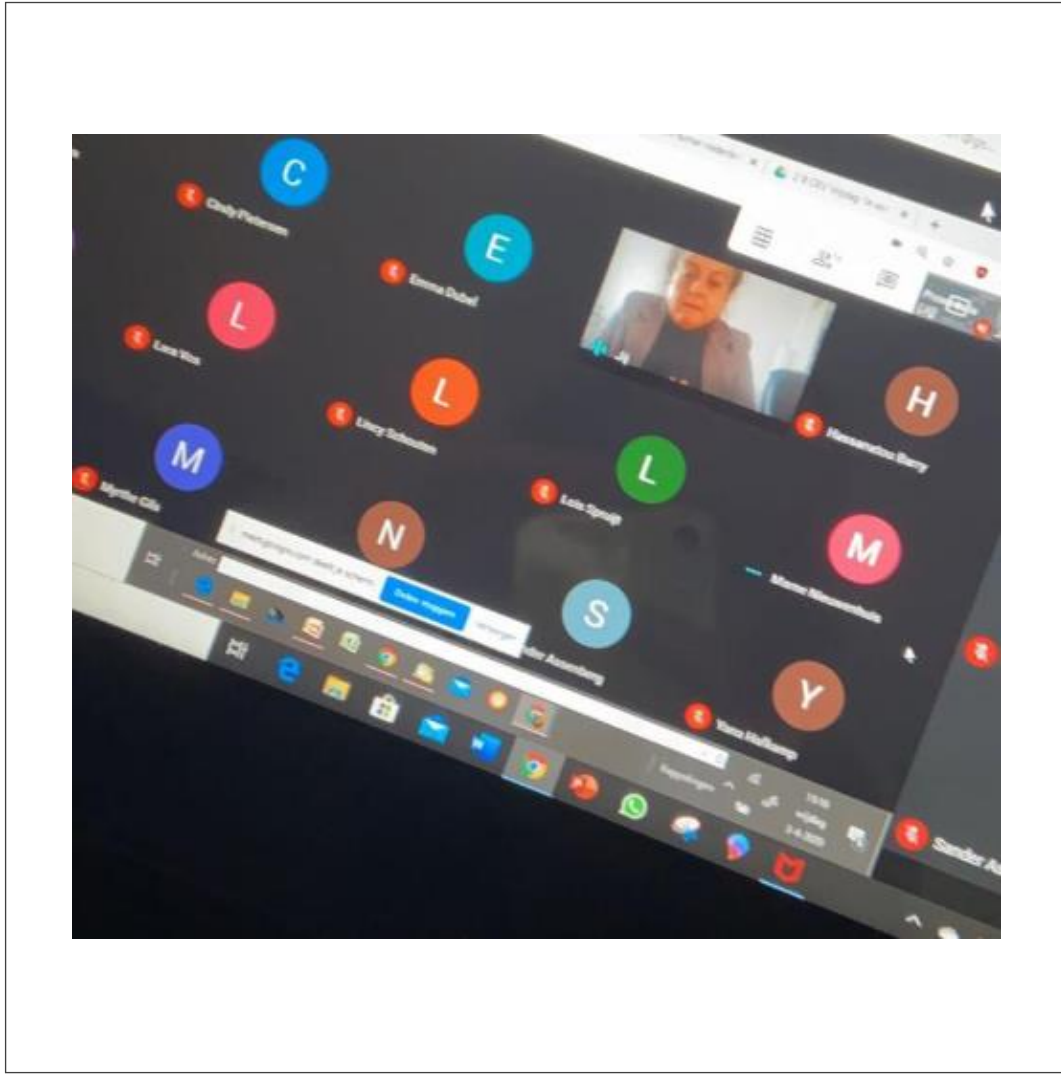
Assessment in times of Corona

Eric Welp, Kennisnet (NL)



Some covid- charecteristics (NL)

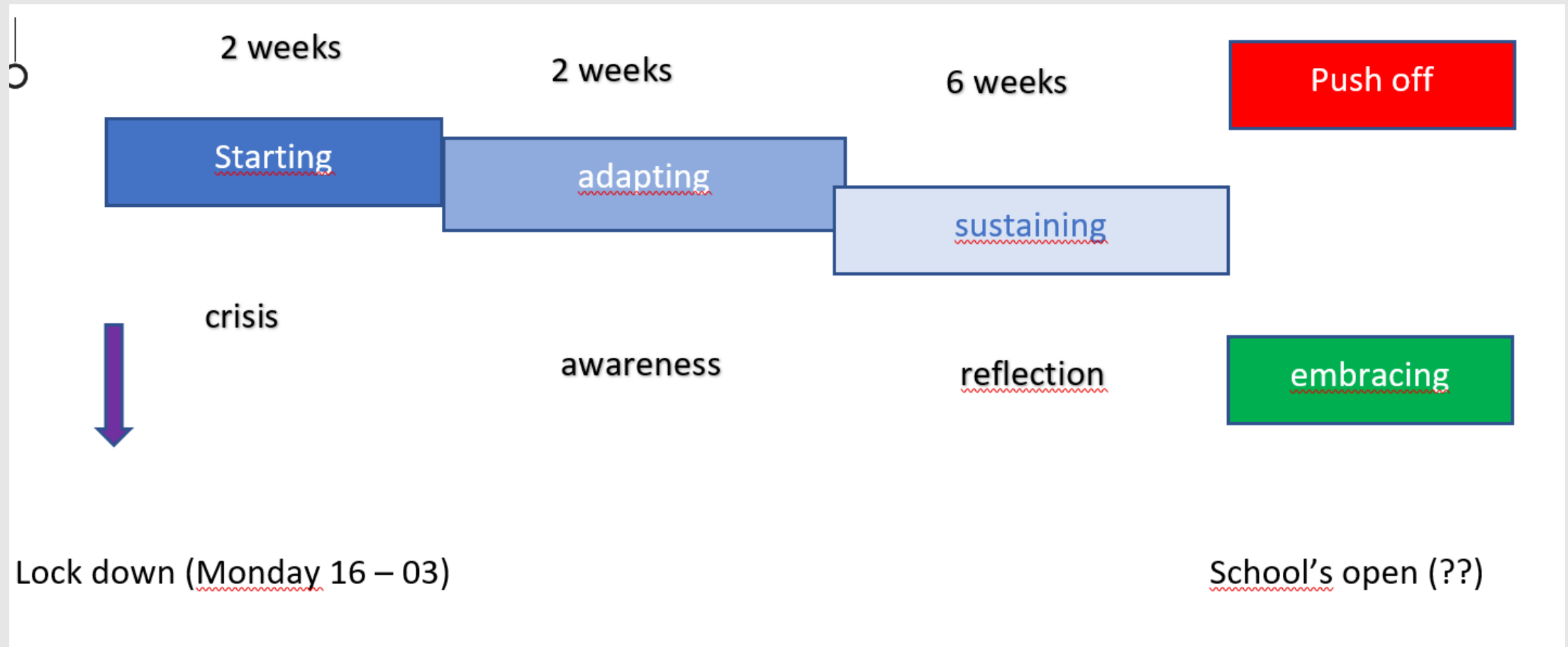
- Schools are closed since 16th of March
- National tests are fully cancelled
- End of lockdown not clear
- Trend is slightly positive at this moment
- Our lockdown can best be described as a *Dutch coffeeshop approach*
- Some test (graduating student) will take place in school



Some education covid-characteristics (NL)

- A lot of autonomy for schools and teachers
- A lot of websites and webinars with tips and tricks for teachers
- 98% of the students have a device and stable internet connection at home
- Schools are very innovative (but not always successful) and a lot of work has been done
- Dominant use of Microsoft Teams, Zoom and Google Classroom

“Model” of Covid-education



(1) Crisis: start with the available means

- How do we continue and schedule the lessons
- How can we use our study materials (books or digital)
- How do we communicate with the students (video, streaming, YouTube, email)
- How can we support the parents
- How do we communicate with our teachers
- Where do we find the right resources
- Which digital learning environment do we use
- How do we use Microsoft Teams, Google Hangout or other system

(2) Awareness: what have we done?

- Start evaluating (teachers, parents, students)
- Visiting webinars, Blog, websites for exchanging experiences
- Change the tools which are absolute of no use
- Embrace the ‘second best’ approach (the current situation is not optimal)
- Listen to the experts and accept their specific needs and advices

- Start focusing on enhancing personal feedback and study progress (individual level)
- **Start thinking of assessment, remote testing, quality and comparing results**



Assessment and determining students level



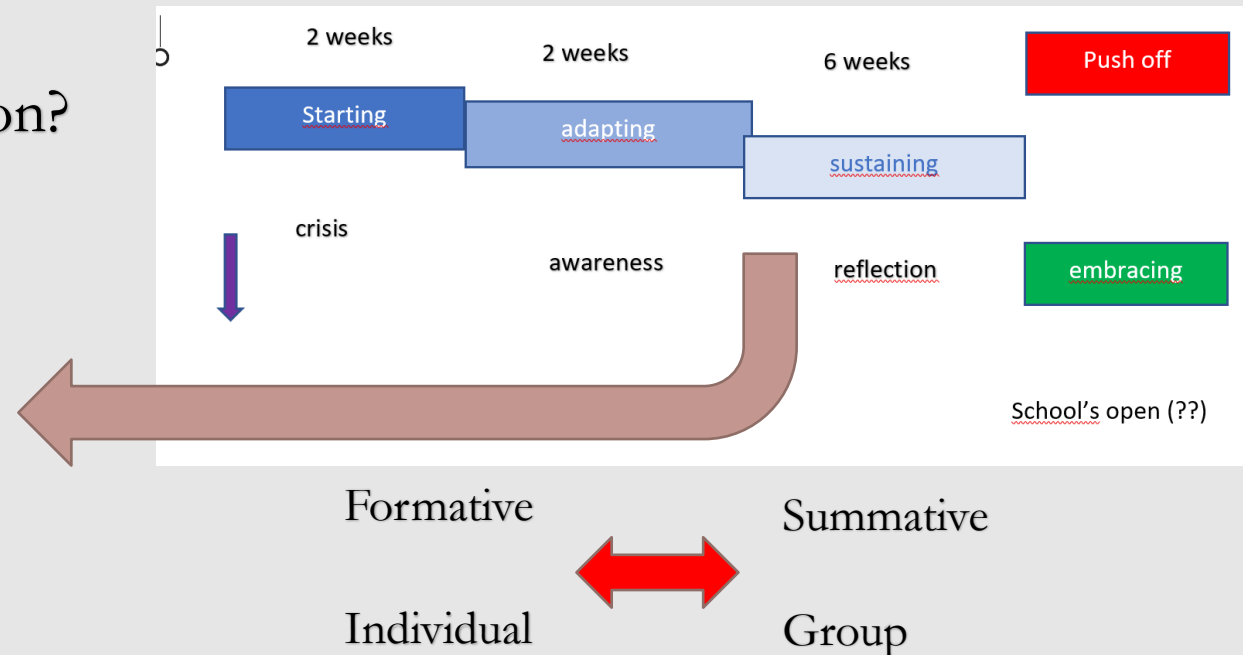
Testing Parents?

Why assessment during Covid?

Measuring the impact of remote education?

Feed up and Feed Forward

Forcing students to learn do their best



Prepare for the next level when schools are open again

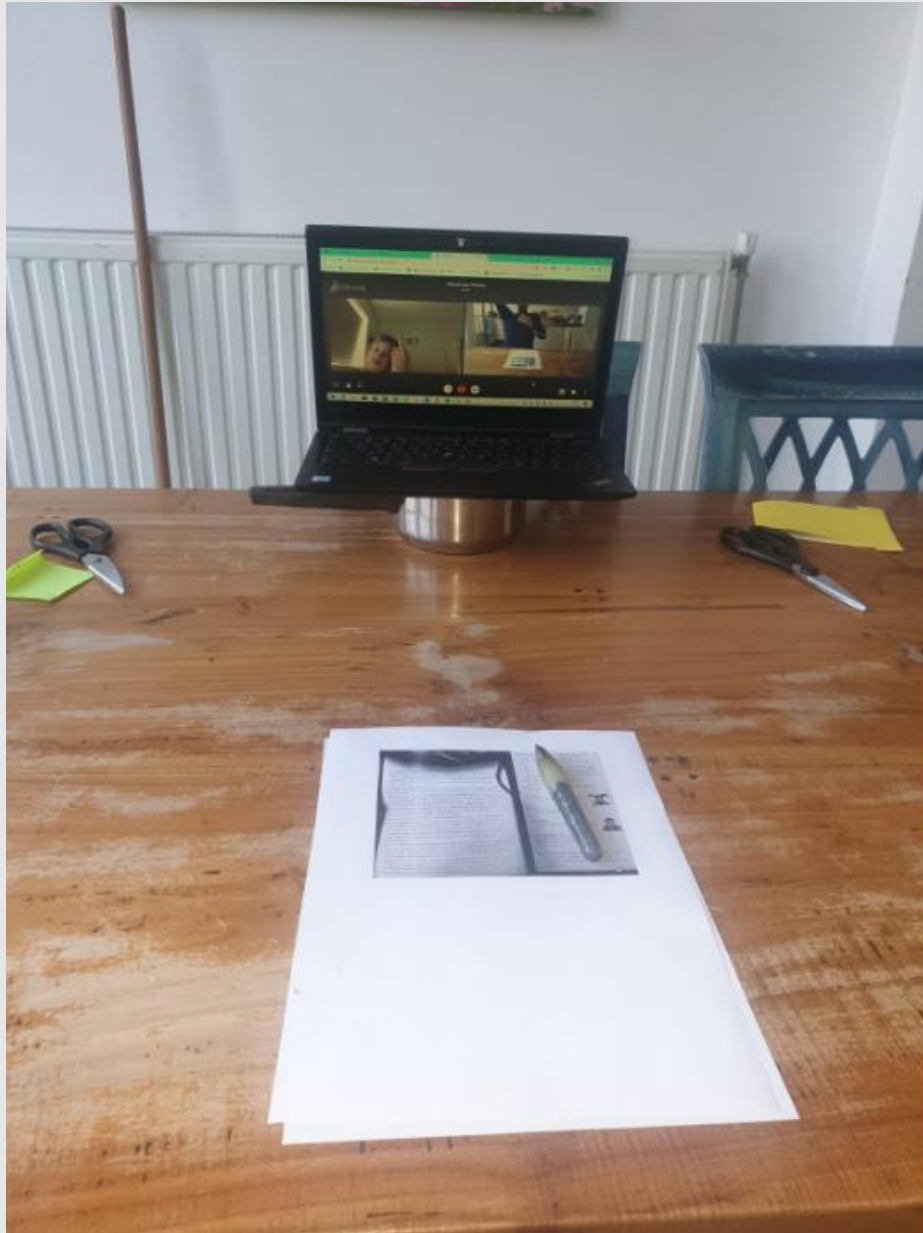
The Go Go's for summative testing

- There must always be a WHY for testing (on school level) and goals
- Always test in small groups (max 10)
- Make clear agreements with students, parents and the school
 - Including cheating and punishment, GDPR
- Always use the students' camera and microphone for monitoring
 - Make sure no one is in the room
 - Make sure no other telephone(s) can be used
- Always use a savity of lockdown tools
 - Not visiting other websites, tabs, calculator
 - Using tools Skype, Zoom, WhatsWebb

The Go Go's for summative testing

- Make use of large item banks and the Shuffle Modus
- Make use of oral testing (language) and use Zoom, Teams or the old-school Telephone
- Use different kind of question types (higher order thinking)
- Use a Formative rubric for marking and grading
- Make use of some proctoring tools (but we do not advice it)

Further recommendations in the guideline (EUN)



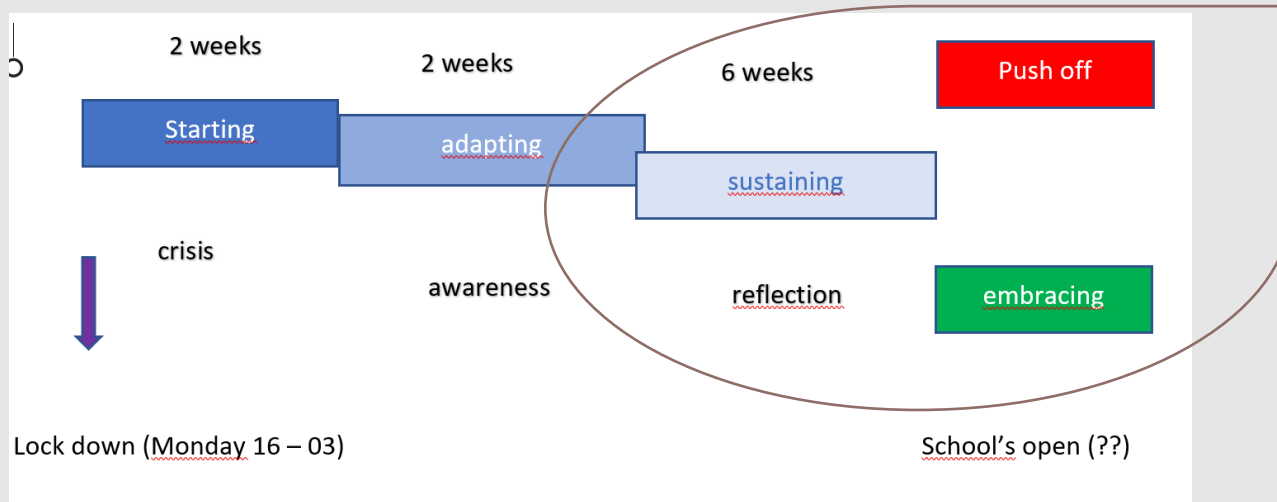
Or.....

Use pen and paper

including monitoring by video

Zoom, Hangout or Teams

In the end, what will stay?



Large scale remote testing

Digital testing



Disclaimer:

- Remote testing is not easy
- Is time consuming
- Can never be 100% save
- You need some digital expertise
- You needs good agreements including GDPR
- No one is experienced (we are all lang Pippi Longstocking)

Questions?