

Designing Strategies/Assessments Connected to an Outcome During the COVID-19 Pandemic

Generate an outcome before devising strategies. Make certain all strategies/assessments are connected with the outcome. Be sure the outcome engages students through the discipline/subject.

<u>Introduction to Unit</u> (Beginning part of instruction)	<u>Formative Instruction</u> (Middle part of instruction)	<u>Reflection and Summative Assessment</u> (Post instruction, moment of reflection)
<ul style="list-style-type: none"> ● Heavily reliant on systems and interaction method ● Wait to begin planning until most details have been specified regarding return to instruction (1-2 weeks before school year) ● Consult district/school protocol before replicating existing ideas ● Design strategies through a medium(s) that will connect with all students ● Query students for preferred method of instruction to stay engaged 	<ul style="list-style-type: none"> ● Formative Instruction strategies are highly diverse and therefore offer more flexibility during planning ● Determine what resources are available now and will be available later; use when planning strategies to maximize efficiency ● Design strategies that may be used in many different situations; consider the limitations of the strategies before prepping, filtering only those that yield the most possibility for implementation ● Consider the different learners in a classroom (aural, visual, kinesthetic, and tactile); develop strategies for all learners ● Prepare reflective questions; all students will need to reflect on their learning journey ● Problem solve foreseen engagement issues; how will interventions escalate to make certain all students are involved ● Prepare for challenges and the need to be flexible with strategies 	<ul style="list-style-type: none"> ● Opportunity to develop empathy for student needs and expectations ● Wait for instruction to begin; involve students when developing ● Encourage students to develop methods of completing the assessment and associated rubrics if evaluation is necessary ● Use student ideas from summative assessment to influence additional formative instruction strategies