



*The Change*



## The Board

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## Editorial

### Dear Educators

Last month, I led the academic audit of a few "good" schools which were practicing blended learning. The entire focus was on teaching and NOT on learning due to which the grades changed. Assessment is one of the most critical elements of the teaching and learning cycle which cannot be compromised at any level. Therefore, it has to feature in every lesson to test whether the teacher and the students are on the same page. Since the assessment, per se, is a school's policy and reflects the school's ethos, the management has to orient the teachers on different assessment procedures. Today, when using the blended learning model, we cannot stick to the same assessment procedures that we used during the pre-covid times. There are a number of online and innovative tools and techniques that teachers can use comfortably and confidently to measure learning and ensure student engagement. Technology is our biggest asset which has to be brought to optimum use, how the teachers use it for assessment is their prerogative. Before they show their discontentment for students' attendance with "switched off" videos, they have to reflect on their own practices

Yours in the Cause of Education

**Dr. Anitha Jagathkar**



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## Engaging effectively in Online classes

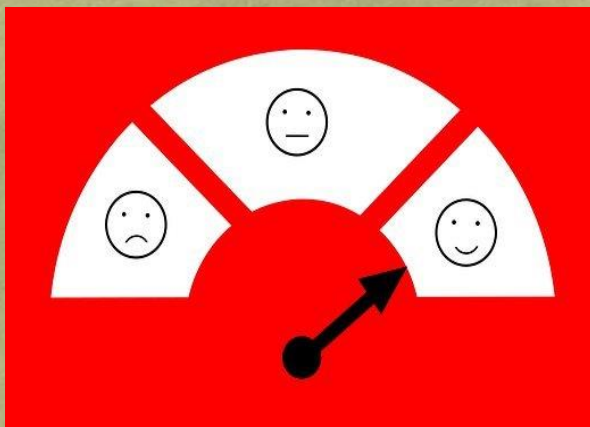


Build lessons, develop creative teaching materials and vary your approach so that all students, regardless of where they are starting from, can learn effectively, according to their needs. You simply need to engage every student in the learning process.

## A Simple Way to Gain Information from Your Students: Ask Them

When preservice teachers are confused as to why their students perform poorly on an assignment, I gently say, “Did you ask them why?” Having learners articulate why they’re stuck can be profoundly useful for identifying where to target support.

According to the American Institute of Non-destructive Testing, the simplest tool to encourage student self-assessment is **evaluative prompts**



- ✓ How much time and effort did you put into this?
- ✓ What do you think your strengths and weaknesses were in this assignment?
- ✓ How could you improve your assignment?
- ✓ What are the most valuable things you learned from this assignment?

## Peer evaluation and Review

Assessments are not just grades. Meaningful and accurate assessments help students and teachers to reflect, interact and work on their strengths and weaknesses. There is no one best method of assessment. It varies and depends on the content, lesson objectives, and outcomes.

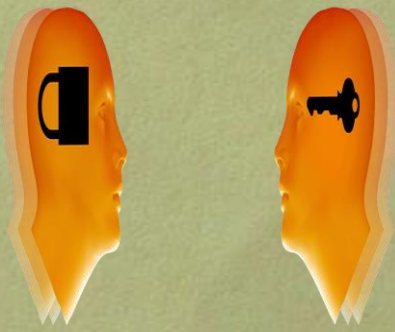
### Types of Online Assessment

- ✓ Ispring Suite
- ✓ Google Forms
- ✓ Padlock
- ✓ Quiz
- ✓ Socrative
- ✓ Peer grade
- ✓ Mentimeter

## Dipsticks:

### Efficient Ways to Check for understanding

By Todd Finley



Various alternative formative assessments can be used by teachers to check student understanding rather than just depending on oral questioning and pen and paper tests.

What strategies can double student learning gains? According to 250 empirical studies, the answer is formative assessment, defined by Bill Younglove as “the frequent, interactive checking

of student progress and understanding in order to identify needs and adjust teaching appropriately.

Unlike summative assessment, which evaluates student learning according to a benchmark, formative assessment monitors student understanding so that students are always aware of their academic strengths and learning gaps. It also helps teachers improve the effectiveness of their instruction. “When the cook tastes the soup,” writes Robert E. Stake, “that’s formative; when the guests taste the soup, that’s summative.”



### Some best ways to check for students understanding

Write a summary of the reading based on these words.

**Opinion Chart:** List opinions about the content, and support your opinions. Identify the main idea of the lesson. Why is it important?

**Explaining:** Explain the main idea using an analogy.

**Evaluate:** What is the author's main point? What are the arguments for and against this idea?

**Describe:** What are the important characteristics or features of the main concept or idea of the reading?

**Define:** Pick out an important word or phrase that the author of a text introduces. What does it mean?

**Compare and Contrast:** Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

**Question Stems:** I believe that intrigue Journal: List the five most interesting, controversial, or resonant ideas you found in the readings. Include page numbers and a short rationale (100 words) for your selection.

**Advertisement:** Create an ad, with visuals and text, for the newly learned concept.

**Words:** What five words would you use to describe? Explain and justify.

**Muddy Moment:** What frustrates and confuses you about the concept? Why? (maths and science concepts)

**Illustration:** Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

**Three things:** you found fascinating in the new lesson and three things that bored you.

### Encourage students to think laterally.



**The Minute Paper:** In one minute, describe the most meaningful thing you've learned in this particular chapter.

**Explain Your Solution:** Describe how you solved a mathematical problem, step by step.

**You've Got Mail:** Each student writes a question about a topic on the front of an envelope; the answer is included inside. Questions are then “mailed” around the room. Each learner writes her answer on a slip of paper and confirms its correctness by reading the “official answer” before she places her own response in the envelope. After several series of mailings and a class discussion about the subject, the envelopes are deposited in the teacher’s letterbox.

**Alternative formative assessment (AFA)** strategies can be as simple (and important) as checking the oil in your car—hence the name “dipsticks.” They’re especially effective when students are given tactical feedback, immediately followed by time to practice the skill.

**Observation:** A key practice in Alternative Formative Assessment.

A fundamental element of most AFAs is observation. When introducing alternative assessments for the first time, integrate alternative assessments gradually while still using the traditional assessments. Learn to score alternative assessments yourself, and then gradually introduce students to self-evaluation. Teach students how to thoughtfully give each other feedback as you introduce them to peer-response.



### The Power of Short Writing Assignments

Brief writing prompts and responses help students in any discipline. Mark Twain famously wrote, “I didn’t have time to write a short letter, so I wrote a long one instead.” Trying to get a point across in a few words or sentences is often more challenging than going on for many pages. Short assignments also require students to self-edit—a skill that is valuable throughout school and in their working life. Short writing assignments allow for fun, quick, and stimulating ways of teaching valuable writing skills.

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