

## COAAP Remote Testing Implementation Recommendations

### Considerations Before Administering Remote COAAP Assessments

- Involve the school’s leadership team.
- Develop/revise instructional and assessment materials to make them relevant to remote learning/assessment
  - Review assessment techniques.
  - Be mindful of students using cell phones. Consider the readability of the font size and adjust the COAAP assessment accordingly by including less text or other input on each screen).
  - Create clear instructions. Use the same format as much as possible for each assessment – they should look and flow the same way.
  - Create assessment scripts for teachers.
  - Create practice materials.
  - When your assessment is ready, have 1 or 2 teachers test first, gather feedback, before rolling out to the entire program.
  - Provide teachers with the opportunity to practice administering the COAAP assessment with each other before administering to students.
  - Make assessments user friendly by using Google Forms or other technology tools when possible.
  - If using Google Forms, give teachers access to the score sheet (generated by Forms) so they can view student test completion in real time. This is a link you send to teachers.
  - Use OTAN digital resources for EL Civics assessments.
  - Create a system for student submission of completed assessments, such as Canvas or another student management system, or set up Google folders to receive submissions.
- Develop and present professional development for teachers
  - Determine technology needs of teachers.
  - Listen to teachers; then address their needs.
  - Pair a teacher who is unsure in technology use with one experienced in tech for support.
  - Provide teachers with opportunities to enhance technology skills.
- Determine technology and support needs of students
  - Survey students to identify needs and type of devices used.
  - Use the assessment method and technology (e.g., Google Forms, etc.) to do other activities in class, not just assessments. This helps increase familiarity with the assessment tools so that civics knowledge is being measured and students are not hindered by the delivery method.
  - Create a list of easy preparatory technology questions for students that relate to how the COAAPs will be tested remotely. For example, “Are you comfortable using Zoom? Do you know how to zoom in and out to see little items on the screen?”
  - Create activities on your classroom management system (Canvas, Padlet) to reinforce EL Civics skills.
  - Offer office hours for one-to-one support for students.
  - Give students the chance to practice remote test-taking skills.



## **“Backward Design” Using COAPs and Online Considerations**

- Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals. Backward design helps teachers create courses and units that are focused on the goal (learning) rather than the process (teaching).
- The basic rationale motivating backward design is that starting with the end goal helps teachers design a sequence of lessons, problems, projects, presentations, assignments, and assessments that result in students achieving the academic goals of a course or unit—that is, actually learning what they were expected to learn.

## **General Recommendations**

- Keep it simple. Don’t complicate things.
- Create ample time for innovation/feedback throughout the whole process.
- Communicate, communicate, communicate! Offer lots of support to instructors.
- Just do it! There will be no perfect time or perfect roll out.