

## **Technology and Assessment – Supporting *all* Students**

### **Of Course I Use Technology to Assess My Students!**

Often, when teachers think about technology and assessment, we list off all the assistive technology tools in place in our classrooms for students who are on individual program plans or learning plans. Teachers are well-versed in using technology to help support our students who meet the criteria for IPPs. But, what about those who fall outside the scope of the IPP?

Technology provides a wide variety of opportunities for teachers to support all students throughout the assessment process, even when there is no individual program plan in place that requires specific modifications to learning outcomes.

### **I Need Some Examples...**

Technology tools enable teachers to meet the individual assessment needs of every student. For example, the use of Google Classroom allows teachers to access student work and provide feedback from any location. This is an option for students who may not always be able to successfully navigate a conventional classroom, or have issues with attendance. Google Classroom offers the options for students to demonstrate their achievement of learner outcomes, through writing, listening, recording, and viewing. It also provides the opportunity to facilitate peer feedback conversations and real-time feedback from teachers. The use of digital forms, such as [GoFormative](#) and [Survey Monkey](#), can also be efficient methods to collect information about student learning that are accessible and low-risk options. See the Digital Forms link the Technology and Assessment.

The use of digital feedback tools and digital forms can also be used to see live responses. There are times when students get started on an assignment but somehow it never makes it into the 'handed-in pile'. By using Google Classroom, teachers can look at work in progress to see where students are at. It provides the opportunity to have a real-time window into the progress students have made. In this example, even if the assignment does not get into the 'handed-in pile', there may still be portions of the assignments that are completed and assessable in relation to the aligned learning outcomes.

When planning with technology and assessment, it is important to be clear on what the learning outcomes are asking students to do. There are very few outcomes that directly state the method of communication required by students in order for them to be able to achieve the outcome. Unless the outcome says students need to write by hand, they may be able to type or even record their responses. With careful planning, technology can be integrated as the method of communicating information for nearly all outcomes. Be mindful, that with careful consideration of the outcomes, we can avoid differentiating students right out of the curriculum!

### **Here's 'the Why'...**

At the AAC Fall Conference, Rick Wormeli (2009)\* notes that if we ask students to write an essay, "now it is a test of the test format," rather than a test of the content. Wormeli (2009) notes that "you don't have an invitation... you have an obligation. If the format gets in the way of revealing what a child knows, you must change the format." Technology offers a variety of avenues to be able to reach and support struggling students to meet learning outcomes.

Assessing through the use of technology is beneficial for teachers too! Using technology can be time saving, allow teachers to track progress, and note patterns with certain classes or students. Technology provides teachers with easily accessible formative assessment information. This allows teachers the opportunity to make adjustments to their teaching to improve students learning for all students.

\*Wormeli, Rick. (2009). Differentiation: A call to action. Alberta Assessment Consortium Fall Conference. <https://aac.ab.ca/video/differentiation-a-call-to-action/>

\*\*Note: All the links provided in this resource are for convenience only; AAC does not guarantee the content or accuracy of the sites.