

Mission Possible: Assessing COVID Academic Slide for Student Success

Now What? What does this mean for classroom instruction?

“Educators will need data to guide curriculum and instruction in support of students, especially to target resources and attention for communities most impacted by COVID-19 school closures. Accurate, valid, and reliable assessment data can provide valuable information in times of disruption and uncertainty.” (Kuhfeld, M. & Tarasawa, B. (2020). The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement. NWEA.)

Plan – Implement – Gather feedback – Make changes as you go

Anticipated Challenges for Teachers:

- Re-establish learning environment – do we start with last year’s class or a new class?
- Many teachers may need extra training and support
- Student trauma? Social/emotional health of students
- What does Back to School look like (additional state guidelines – social distancing, etc.)
- Will the new requirements mean new teachers are hired? Will teaching teams change?
- Will there be behavioral concerns due to the pandemic?
- Slowing down isn’t the answer

What data and assessments will be most valuable this fall?

- Key in on reading (language arts) and math – where are kids and identify gaps
- What tools will help identify those skills?
- Standardized assessments are necessary
- Data drives instruction
- Use benchmark assessments given in Jan and taken in Sept to compare data
- Use common formative assessments normally given at end of year to help identify gaps
- Personalized strategic plans for each student will be necessary

How to address gaps:

- Think about what has been covered this year, identify where there will be anticipated gaps based on the students in each class pre Covid-19

- Meet with grade levels above and below to identify what are the most important skills/standards/items to master
- Identify as a staff or team the most important standards (power standards)
- Teachers will need tools and strategies to differentiate learning and accelerate growth
- Pacing – will the new sense of normalcy mean classes will need to be re-grouped to work on skill mastery rather than “grade level” mastery items (working across grade levels)
- Will teachers need to provide online options – best practices – support for students
- Some students will have stayed on course – how will their needs be addressed?
- Is a team of “instructional coaches” necessary?
- Is there instructional technology that could be added to accelerate growth?

Administrators:

- Re-establishing school/learning culture will likely be necessary
- Teacher training will likely be needed as the need for digital resources increases
- Maintaining support and contact with families
- Is there a distance learning plan in place if this happens again? Does everyone have access to devices – equal access?
- A mind shift will be necessary to meet the needs of the students

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