Introduction

Whether providing synchronous or asynchronous online virtual learning sessions, ESL teachers are challenged to provide meaningful educational experiences virtually, as the education world faces the impact of the pandemic. This type of learning is nothing new, but it is new to many teachers and has caused a quick shift in teaching practices.

Three Primary Purposes of Assessments:
- assessment *for* learning (formative assessments)
- assessment *as* learning (performance-based, support the learning process, self-assessing/self-monitoring)
- assessment *of* learning (summative)

Know Your Purpose	Collect Data Over Time	Focus on Feedback	Check for Understanding		Leverage Teacher-Student Conversations
There are many tools to use to check for understanding. It is important to have routines and still have variety, select two to four tools that work well.	To monitor progress in language development, it is essential to assess both **interpretive modalities** (listening, reading, and viewing) and **expressive modalities** (speaking, writing, and representing). English learners may, for example, submit reflection videos, send photos, or screenshots of their progress.	Teachers can provide written and/or oral feedback through videos or sound recordings. During synchronous sessions, students may be assigned to breakout rooms to provide peer-feedback by using a checklist or a rubric. Asynchronously, students may post work and have peers provide feedback over a longer timeframe.	The just-in-time checks for understanding allow adjustment of instruction including scaffolds and differentiation. Checking for comprehension strategies invite English learners to engage in purposeful oral discourse. **Check-in on Social Emotional Learning**: Check on students' well-being and their overall distance learning experience that prompt them to share their feedback		Conferencing with students remains the most powerful and meaningful way to check for understanding. During individual sessions with students, teachers assess learning and provide feedback with a personal connection. Video tools like Marco Polo and Flipgrid offer a human element to a dynamic assessment process.

Ensure the tools you use fit your purpose: (information adapted from WIDA Teaching Mulilingual Learners Online and 7 High-Impact Evidence-Based Tips for Online Teaching

- Infographics: Google Drawing, Piktochart, Canva
- Presentations: Buncee
- Websites: Google Sites
- Publishing Books: Book Creator
- EdPuzzle: embed comprehension questions on YouTube videos and assign different questions for the same video to particular students.
- Book Creator: create books about content-specific topics and use the audio recording function to embed a read aloud of each page of text. The books can be assigned to specific students.
- Flipgrid.com: Teachers first create a *Topic* (discussion prompt) for the class. Students respond to the *Topic* with a short video.
- App Smashing: the process of using various apps to create a product or to learn content.
- Students can read about a topic on ReadWorks, watch a video about the same topic on YouTube, take notes on OneNote, use the voice-to-text feature in Google Doc to write a script, and record the script for their animated video about the topic on Adobe Spark.

- Socrative can be used for quick quizzes.
- Formative can have students draw on their device, type answers, or use a variety of methods all updated live on your screen as students enter their answer.
- Tools like Kahoot and Quizlet: Create online quizzes that are not only fun, but also help students rehearse and retain information, ideas and concepts, better. To boost engagement even further, create a *Jeopardy!* board to gamify quizzes.
- Padlet and Seesaw: Students post responses to prompts that require them to showcase their engagement during virtual learning. Students can write their reflections, annotate a photo, attach documents, and record video responses. Stimulate metacognitive thinking about language, cultures, the content, and the process of learning. Seesaw can be shared with families as a way to participate in their child's learning.
- Instructional Games

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