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VirtualSC

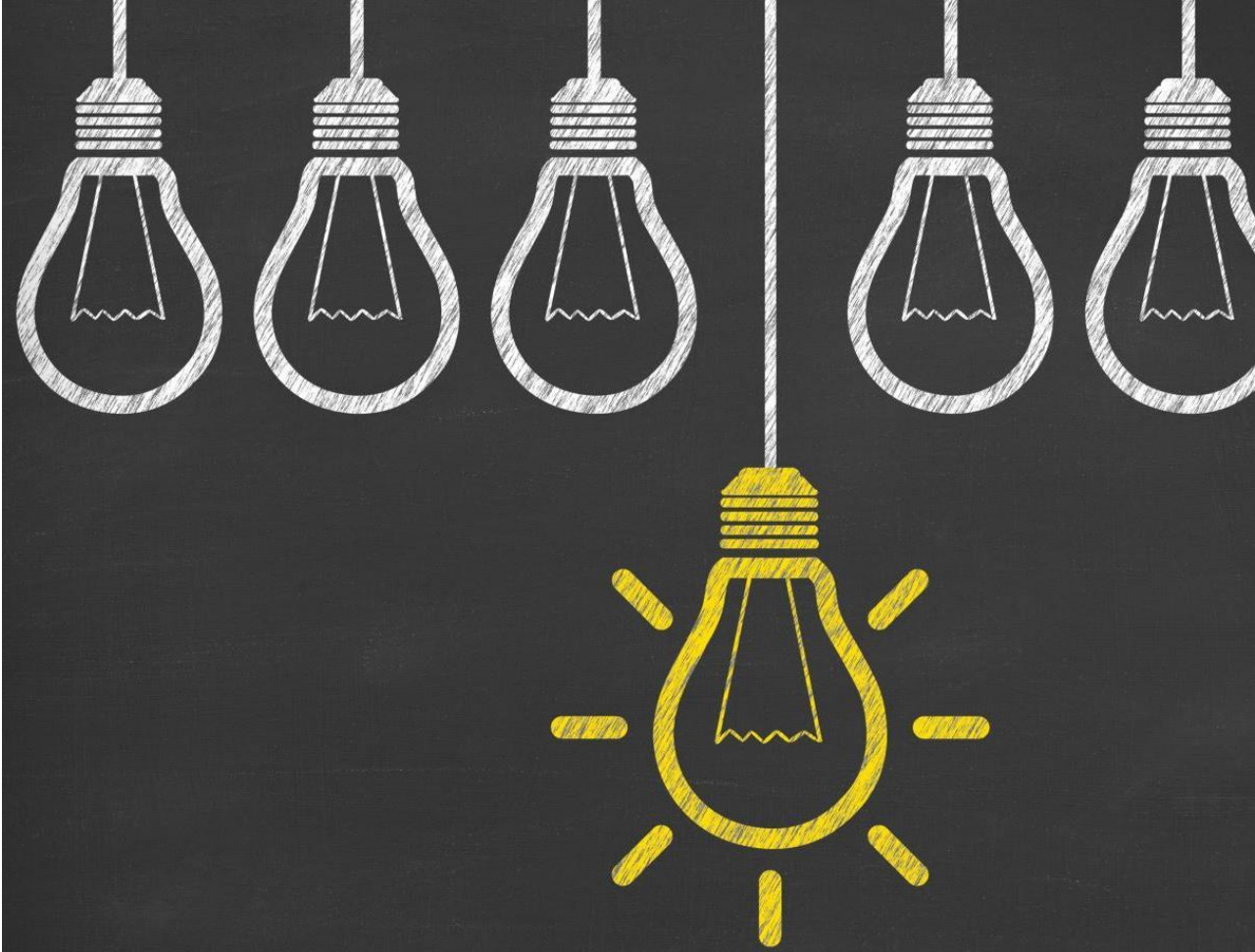
South Carolina Department of Education

Quality Assurance Across Delivery Methods: Using Rubrics and Templates to Drive Synchronous Sessions



Objectives

- Show how VirtualSC has used rubrics and templates to drive quality synchronous sessions
- Discuss how our understanding of best practices for synchronous sessions is evolving, while maintaining a focus on quality



Who We Are: VirtualSC

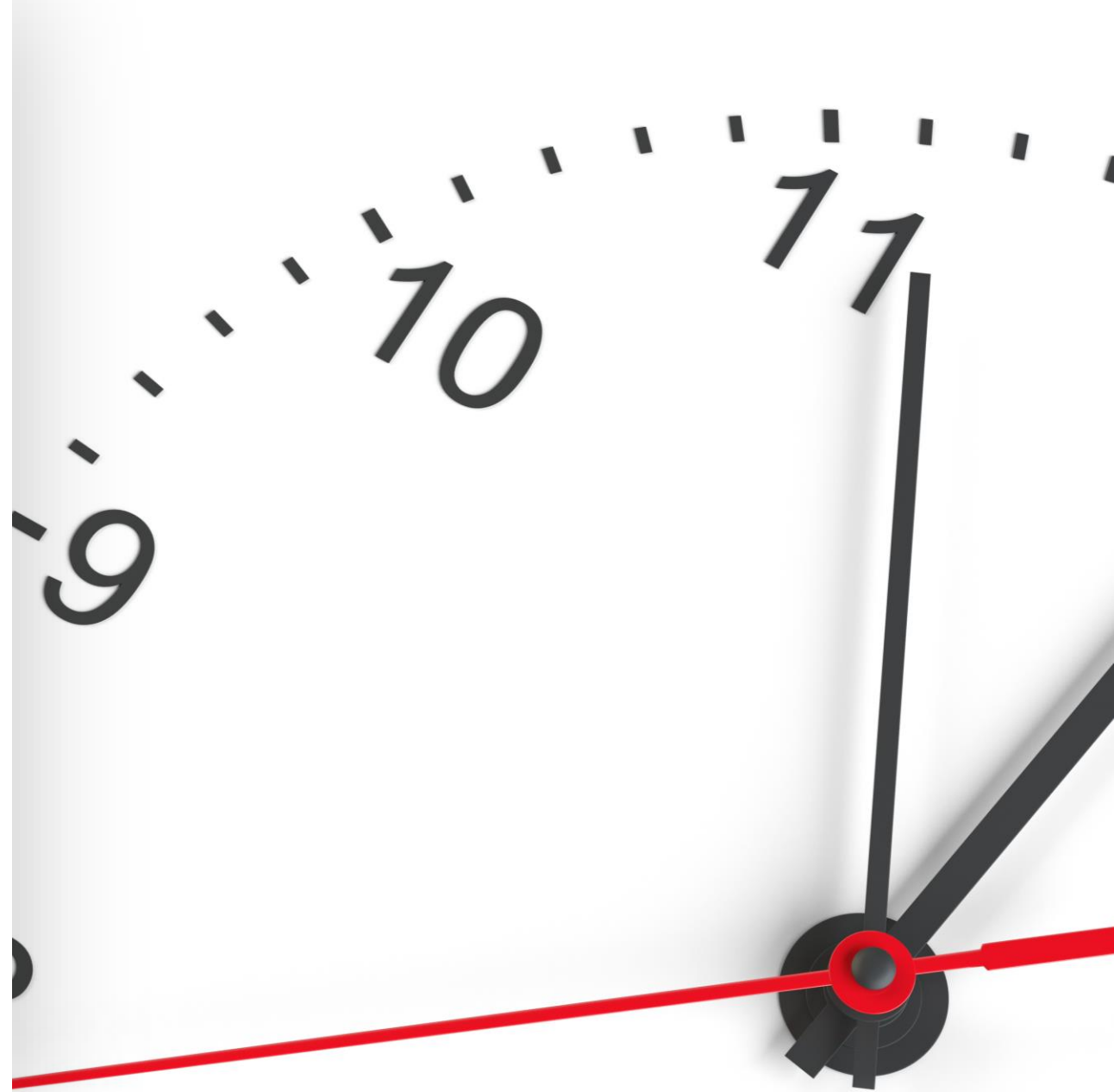


- South Carolina's Supplemental Statewide Online Program
- Two Primary "Audiences"
 - VirtualSC Supplemental Program
 - A la Carte High School and Middle School Courses taught by VSC teachers
 - No full-time students. Students are enrolled in public, private, or home schools
 - Asynchronous model
 - VirtualSC Franchises
 - Local online programs using VirtualSC courses and systems
 - Many delivery modalities and purposes
 - Asynchronous and Blended
 - Local virtual programs, homebound services, alternative schools, local supplemental, etc

Why Synchronous Sessions in an Asynchronous Program?

- Modern Language Standards: Students work towards proficiency in three communication modes: Interpersonal, Interpretive and Presentational, in alignment with the ACTFL World-Readiness Standards for Learning Languages: [World-Readiness Standards for Learning Languages.pdf \(actfl.org\)](http://www.actfl.org/standards)

Interpersonal Communication requires spontaneous spoken, written, or signed conversations. For spoken language, this requires synchronous communication.



QUALITY MATTERS

QOM

QM K-12 Standards

- 3.1: The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.
- 3.2: Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies
- 3.3: Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.
- 5.1: The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.
- 5.3: Learning activities provide opportunities for learner-instructor and learner-learner interaction.
- 6.2: Course tools facilitate student engagement and promote active learning

How it
started...How
it's Going



Standard Alignment of Original Design

Standard	Design Elements
3.1: The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	Synchronous assessments for interpersonal tasks.
3.2: Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies	Descriptive framing and common rubrics
3.3: Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	Practice tasks, rubric feedback
5.1: The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	Practice tasks (1 per lesson)
5.3: Learning activities provide opportunities for learner-instructor and learner-learner interaction.	Synchronous practice tasks and tasks
6.2: Course tools facilitate student engagement and promote active learning	Live conferencing software (VSC), Varied modalities (Franchises)

Original Design

Live, synchronous assessment with focused topics

- Whole group discussion with breakout sessions
- Shared teacher- or coach-created materials tailored to course content
- One practice session (optional) and one interpersonal task per lesson

Support structured throughout the unit

- Unit Introduction
- Task Practice
- Interpersonal Task Framing

Common rubric

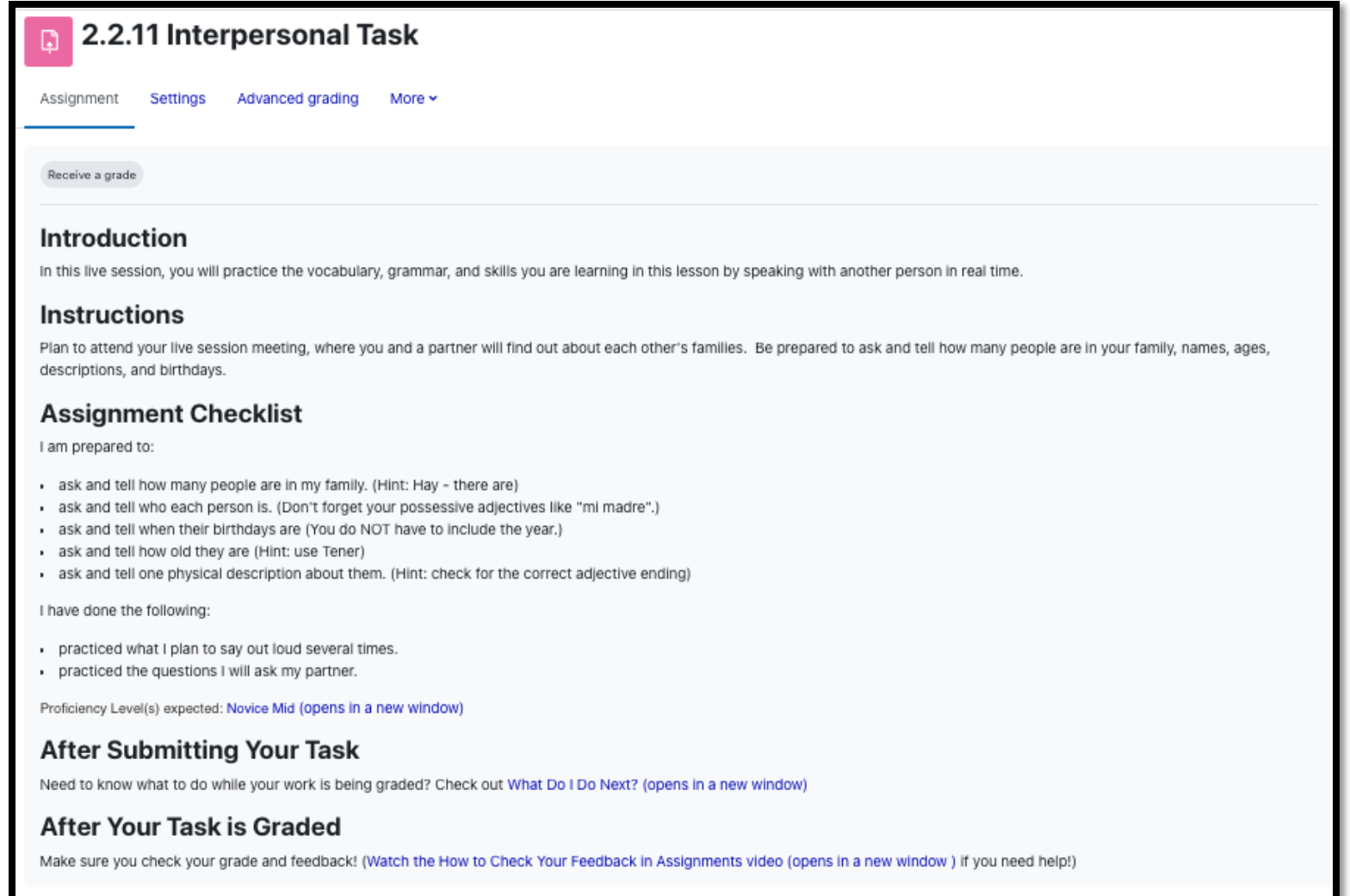
- Used across all tasks and course levels

Original Design: Framing

Introduction: states purpose of task

Instructions: provides broad topics for upcoming live session

Checklist: focuses student preparation



The screenshot shows a Canvas LMS assignment page for '2.2.11 Interpersonal Task'. The page has a pink header with a document icon and the title. Below the title are navigation links: 'Assignment', 'Settings', 'Advanced grading', and 'More'. A 'Receive a grade' button is visible. The main content is organized into sections: 'Introduction', 'Instructions', 'Assignment Checklist', 'After Submitting Your Task', and 'After Your Task is Graded'. Each section contains specific text and links for students.

2.2.11 Interpersonal Task

Assignment Settings Advanced grading More ▾

Receive a grade

Introduction

In this live session, you will practice the vocabulary, grammar, and skills you are learning in this lesson by speaking with another person in real time.

Instructions

Plan to attend your live session meeting, where you and a partner will find out about each other's families. Be prepared to ask and tell how many people are in your family, names, ages, descriptions, and birthdays.

Assignment Checklist

I am prepared to:

- ask and tell how many people are in my family. (Hint: Hay - there are)
- ask and tell who each person is. (Don't forget your possessive adjectives like "mi madre".)
- ask and tell when their birthdays are (You do NOT have to include the year.)
- ask and tell how old they are (Hint: use Tener)
- ask and tell one physical description about them. (Hint: check for the correct adjective ending)

I have done the following:

- practiced what I plan to say out loud several times.
- practiced the questions I will ask my partner.

Proficiency Level(s) expected: [Novice Mid \(opens in a new window\)](#)

After Submitting Your Task

Need to know what to do while your work is being graded? Check out [What Do I Do Next? \(opens in a new window\)](#)

After Your Task is Graded

Make sure you check your grade and feedback! ([Watch the How to Check Your Feedback in Assignments video \(opens in a new window\)](#) if you need help!)

Original Design: Session Info

- Live, synchronous assessments
- Shared template materials that do not allow much teacher customization
- High stakes (assessment)

Unit 2 Lesson 4 Interpersonal

In the live session, you and your partner will act out a mock telephone conversation about an invitation to a Dinner theater show. Each person will say 3-4 lines. Your focus should be on using the lesson vocabulary and the subjunctive expression “Ojalá que”. Your instructor will assign you a partner in the live session.

Assignment checklist:

- ▶ studied the vocabulary and prepared some questions
- ▶ reviewed my notes on the subjunctive.
- ▶ practiced proper pronunciation.
- ▶ prepared some sentences I might be able to use during the session.

Common Rubric

- Rubric used for all speaking tasks
- Includes line items for fluency, pronunciation, and proficiency

Question/Content	Student answers question completely/or provides all content without major errors. 3.6 points	Student can ask or answer questions related to the content with minimal errors. 2.6 points	Student can ask or answer questions related to the content with frequent errors. 1.6 points	Student can not ask or answer developed questions related to the content. 0.6 points	Student can not ask or answer questions related to the content. 0 points
Comprehensibility (Pronunciation)	Student is understood without difficulty and/or could be understood by a native speaker. 3.6 points	Student is understood with occasional difficulty and/or is understood by a sympathetic listener. 2.6 points	Student is understood with difficulty more than half the time. 1.6 points	Student is understood only with much difficulty. 0.6 points	Student is not understood at all. 0 points
Vocabulary	Student's vocabulary from the lesson is well used. Student uses current and previously learned vocabulary. 3.6 points	Student's vocabulary is from the lesson and used correctly. 2.6 points	Student's vocabulary relies on the question & prompting. 1.6 points	Student uses little vocabulary from the lesson. 0.6 points	Student does not use the vocabulary from the lesson or does not respond. 0 points
Grammar Use	Student consistently uses correct grammar and phrasing in target language word order. Student uses current and previously learned grammar. 3.6 points	Student uses correct grammar with minor and/or occasional mistakes. Student uses correct phrasing in target language word order. 2.6 points	Student uses correct grammar with minor mistakes and/or errors in target language order or phrasing. 1.6 points	Student uses correct grammar with minor mistakes and/or errors in target language order or phrasing. 0.6 points	Student uses incorrect grammar or reverts to English. 0 points
Fluency	Student's flow of speech is fluid and natural and practice is evident. Pauses are natural. 3.6 points	Student's flow of speech is fluid and/or natural. Pauses are awkward. 2.6 points	Student's flow of speech is unnatural, rehearsed and additional practice is needed. Pauses are frequent. 1.6 points	Student's flow of speech is unnatural and uncertain. Additional practice is needed. Pauses are frequent and unnecessary. 0.6 points	Student's speech is choppy with pauses throughout 0 points
Task Completion	Student completes all components of the task and elaborates fully. 3.6 points	Student addresses the task fully. 2.6 points	Student addresses most of the task, but some components are missing. 1.6 points	Many components of the task are missing. 0.6 points	Student does not complete task or attempt to complete task. 0 points
Proficiency	Student meets current proficiency level expectations 100%-80% of the time. 3.6 points	Student meets current proficiency level expectations 80%-60% of the time. 2.6 points	Student meets current proficiency level expectations 60%-40% of the time. 1.6 points	Student meets current proficiency level expectations 40%-20% of the time. 0.6 points	Student meets current proficiency level expectations 20%-0% of the time. 0 points
On-Time Submission	The student submitted their assignment before or on the due date established in the pacing guide. 2.8 points		The student submitted their assignment after the due date established in the pacing guide. 0 points		

How It's Going

Lost tool that allowed for recorded breakout rooms

Needed a new strategy that would allow teachers to assess without relying on breakout rooms.

Newer Model: Guided Interpersonal Assessments

- Live synchronous sessions (weekly)
 - Instructional and more frequent
 - Teacher-created materials allow for personalization and integration of current cultural elements
- Asynchronous and spontaneous task
 - Support during live sessions
 - Clear framing
 - Conversation outline
- Common rubric
 - Used across all tasks and course levels



Live Sessions Explained

<u>German 1</u> Sunday 7pm Schedule (<- click here)	<u>German 2</u> Sunday 7pm Schedule (<- click here)	<u>German 3HN</u> Sunday 8pm Schedule (<- click here)
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- Instructional Live Sessions are an invaluable addition to the course that your instructor offers to aid you in your understanding of the course material and your success in the course overall.
- In your Instructional Live Sessions you will be reviewing and practicing what you have been learning in the course. **Being on pace is of utmost importance to get the full benefits of the practice.**
- In Instructional Live Sessions your instructor may include Kahoot games, Nearpods, Quizizz, music, set up mini-interviews and/or other engaging activities.
- The practice will help you with the graded tasks of the course, be it culture forum posts, interpersonal, interpretive, or presentational tasks.
- **If you can not attend the above listed time, make sure to view the recording of the practice session to still benefit from what was covered!**

GIA Design: Framing

Introduction: states purpose of task

Instructions: outlines steps for recording

Conversation Outline: prepares students for general flow of conversation

Recording Tutorials: provides student choice and tech support

Checklist: focuses student preparation

1.4.4 Interpersonal Speaking Task - Live Session

Assignment Settings Advanced grading More

Mark as done

Introduction

In this recorded session, you will practice the vocabulary, grammar, and skills you are learning in this lesson by engaging in conversation.


Instructions

Participate in a conversation getting to know the new exchange student from Germany. As you are learning German you are happy to ask and answer all of the questions in German. This is a conversation where the exchange student and you ask each other about some basic personal information, such as name, age, birthday, where you are from, where you live, what you look like and what kind of person you are or are not. You will also talk about your interests and your likes/dislikes.

Be sure to not only answer the questions, but also ask the appropriate questions to make the conversation flow and logical. Be as detailed as possible and always respond in complete sentences!

Complete and add your parts to the following recording. Note: You may need to pause in order to elaborate appropriately.

Participate in the following dialogue with the new exchange student (opens in a new window).



Conversation Outline

Use this outline to guide your conversation.

Guidelines

Speaker	Topic
Exchange Student	Greeting
You	Greeting

Recording Tutorials

You can use any of these programs to create your recording. Here are a few tutorials to help:

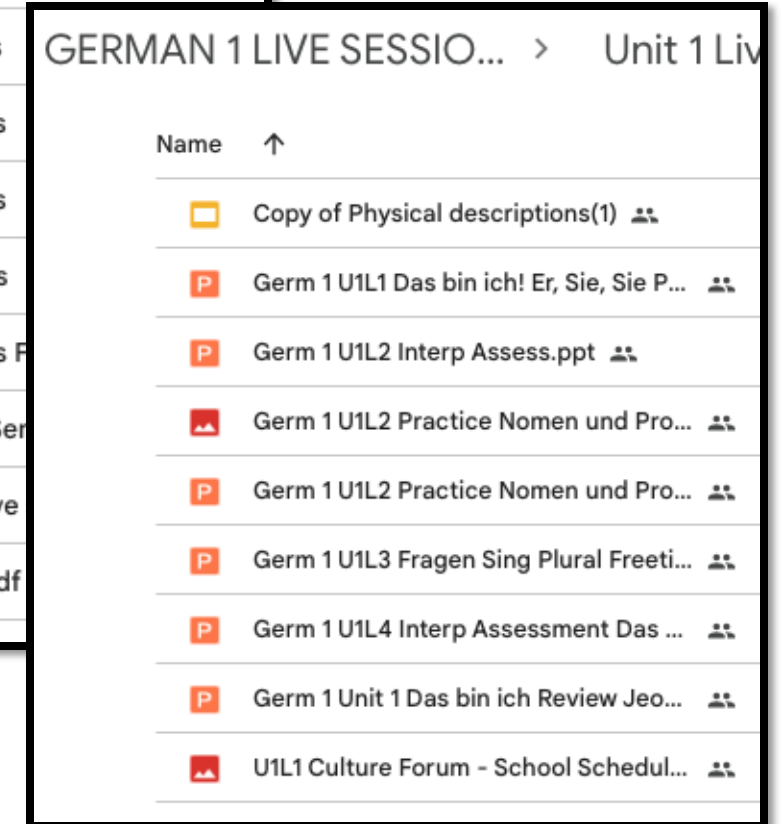
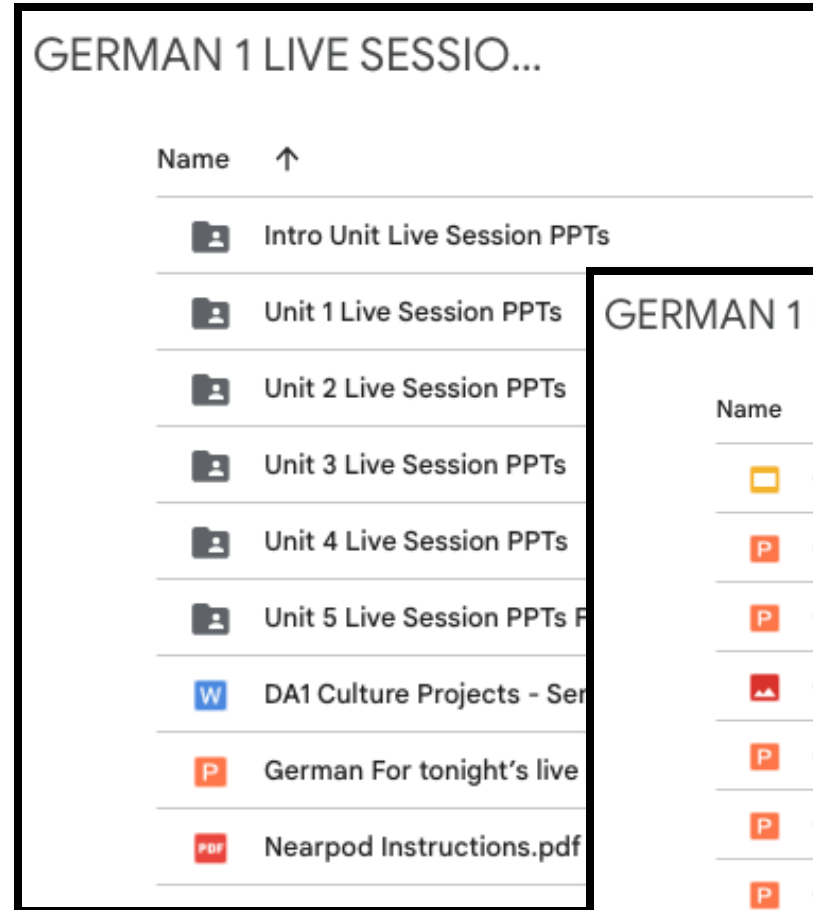
- [Screencast-O-matic \(opens in new window\)](#)
- [Kaltura Capture \(opens in new window\)](#)
- [Loom \(opens in a new window\)](#)

Checklist

- In the dialogue the exchange student and I had a conversation about our name, age, birthday, birthplace, residence, looks and personality.
- The exchange student and I also talked about interests and likes/dislikes.
- I started the dialogue with a greeting and ended with a farewell phrase.
- I responded to questions regarding my name, age, residence, etc.. In complete sentences and in detail!
- I included and showcased vocabulary, questions, and grammar learned in the unit.
- I submitted my recording of the dialogue.

GIA Design: Session Info

- Frequency increased
- Shared template materials
- Teachers can personalize session information from these templates
- Low stakes (instruction)



Standard Alignment of GIAs

Standard	Design Elements
3.1: The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	Spontaneous assessments for guided interpersonal tasks.
3.2: Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies	Descriptive framing and common rubrics
3.3: Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	Rubric feedback Instructional Sessions
5.1: The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	Instructional Sessions (weekly)
5.3: Learning activities provide opportunities for learner-instructor and learner-learner interaction.	Instructional Sessions (weekly)
6.2: Course tools facilitate student engagement and promote active learning	Varied modalities (VSC and Franchises)

Comparing Models

Original Model

- Synchronous sessions for assessment
 - High stakes
 - Difficult scheduling
 - Teacher focus on **assessing** in real time.
 - Concerns from students and parents
- Meet spontaneous communication requirement
- Common rubrics, templates and framing drove consistent quality

GIAs

- Synchronous sessions for instruction
 - Low stakes
 - More frequent
 - Teacher focus on instruction and community in real time
 - Initial student feedback positive
 - More opportunities to practice and reflect
- Asynchronous Assessments
 - Meet spontaneous communication requirements
 - Keep all assessments in the "critical path" of the course flow
- Common rubric and framing drives consistent quality
 - More opportunities for responsive instruction

Implications and Lessons Learned

If synchronous time is limited, time is better spent on instruction versus assessment.

Common rubrics and framing for assessment can allow for student and teacher voice and choice while maintaining quality.

- Makes courses more durable (currency can be provided instructionally)
- Can drive engagement



Thank you!

Any questions?