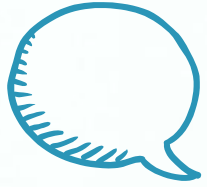


**FAST AND FORMATIVE:**  
USING QUICK ASSESSMENTS  
FOR REAL-TIME FEEDBACK





# HELLO!

I am Julie Bartlett

6th Grade Science Teacher  
Charlotte Christian School.

I am Kaylah Holland

Middle School Technology Facilitator  
Charlotte Christian School

hi





# WHY QUICK ASSESSMENTS?

Quick feedback and immediate correction is more beneficial than feedback provided a day or two later.

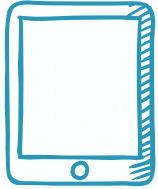




## Columbia Middle School Project reported by NOVA School of the Future

“providing students with the opportunity for retrieval practice—and ideally, providing feedback for the responses—will increase learning of targeted as well as related material.”





# TECHNOLOGY'S ROLE



Technology can help reduce the time required to assess student learning.

**HYPERDOCS**

**GoFormative**



# TECH TOOLS FOR QUICK ASSESSMENTS SUMMARY

## HyperDocs

- + Students work on lessons in groups or individually
- + Allows teacher to interact with groups and individuals

## GoFormative

- + Teacher sees responses in real time
- + Changes are real-time allowing for flexible instruction



## BEFORE HYPERDOCS

- + I taught the lesson from the Smartboard
- + Students read the textbook and did the experiment
- + Students did individual worksheet practice
- + The HW assignment was a printed worksheet
- + The next day we reviewed HW answers in class









## WITH HYPERDOCS

- + I introduce the lesson from the Smartboard
- + Students follow the HyperDoc lesson
- + Students work in groups; discussion is encouraged
- + Students share and practice while I visit groups
- + Students get one-on-one attention from me








# Example of a HyperDoc lesson

	<b>Engage</b> To <b>engage</b> students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.
	<b>Explore</b> Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to <b>explore</b> a topic.
	<b>Explain</b> Use this section of the HyperDoc to <b>explain</b> the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.
	<b>Apply</b> Create an assignment for students to <b>apply</b> what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.
	<b>Share</b> Collect student work to provide feedback, and/or include a section for students to <b>share</b> work with an authentic audience.
	<b>Reflect</b> Include an opportunity for face-to-face or digital <b>reflection</b> to guide students along their learning progression and set new goals.

# Example of one of my HyperDoc lessons

## States of Matter

Read each section in order and click on links to connect to videos, images and reading pages. Be sure to read and follow instructions before moving to the links. If you finish the activities before those in your group you may do the Extend section at the bottom.

	<h3>Engage</h3> <p>What could you do to fix a dented ping pong ball?</p>  <p>dented ping pong ball</p> <p>Enter your suggestions in <a href="#">Canvas Discussions</a></p>
	<h3>Explore</h3> <p>Read <a href="#">page 9 in the Matter and Change textbook</a>. With your table partner, create a 7 second "Vine" using the video feature</p>

# THE BIG SHIFT IN FOCUS FOR ME

Focus on  
student scoring

Focus on  
student  
learning



# GoFORMATIVE

- + Allows teacher to see student responses real time
- + Can track progress of class or individual student
- + Can give immediate student feedback
- + Has a “hide names” feature
- + Can upload existing electronic files and add prompt




Can upload documents and click on them to create prompts

The screenshot shows a digital learning interface for a lesson titled "Observing". At the top, there are navigation buttons: a home icon, "edit", "preview", "view responses", and a green "Assign" button. The main content area features an illustration of three beakers with colored liquids (red, blue, and purple) and a red "show questions" button. The title "Thinking Like a Scientist Observing" is displayed. Below the title are five multiple-choice questions (A-E) with numbered input fields for answers. Question A asks for five senses used to observe. Question B asks for the textbook's definition of observing. Question C asks if the textbook's definition is different from the student's original thought. Question D asks for quantitative and qualitative observations. Question E asks to choose "Qual" or "Quan" for a statement about the number of students in class. A blue speech bubble icon is in the bottom right corner of the content area.

Observing

show questions

 **Thinking Like a Scientist**  
**Observing**

A. What five senses do you use to observe?  
1 \_\_\_\_\_

B. What is the textbook's definition of **observing**? (Answer using a complete sentence.)  
2 \_\_\_\_\_

C. Is the textbook's definition of observing different than what you originally thought? Explain below. (Answer using a complete sentence.)  
3 \_\_\_\_\_

D. Quantitative observations deal with a 4 \_\_\_\_\_ or  
5 \_\_\_\_\_ and qualitative observations deal with 6 \_\_\_\_\_.

E. Choose **Qual** or **Quan** to indicate whether the statement is a qualitative or quantitative observation.  
7 \_\_\_\_\_ There are fifteen students in class.

# What the student sees

1 2 3 4 5 6 7 8 9 10 11 12

Look at each question below and select whether it can be answered scientifically or if it is personal preference.

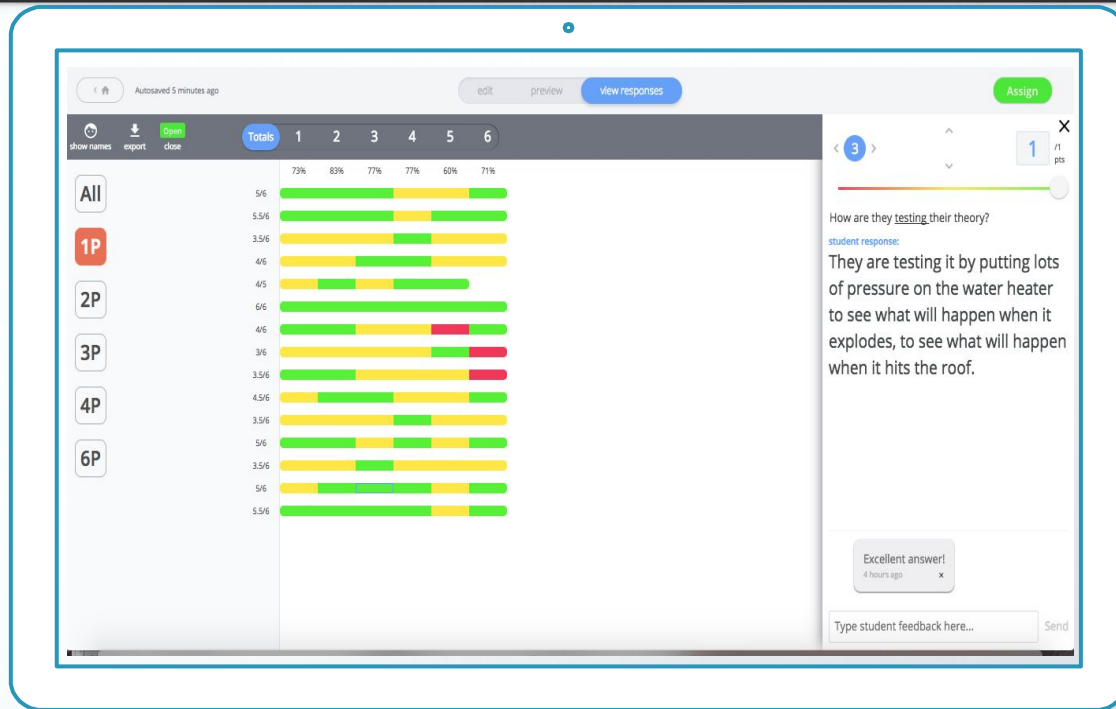
1 Will honey or maple syrup flow further when spilled down a ramp?  
0/8  personal question  scientific question

2 Which songs should I put on my cell phone?  
0/8  personal question  scientific question

3 Is running a better sport than swimming?  
0/8  personal question  scientific question



Give  
feedback,  
easily grade  
or autoscore  
student  
work



# View individual student responses in real time

The screenshot displays a digital classroom interface. At the top, there are navigation buttons: 'edit', 'preview', 'View responses', and 'Assign'. Below this is a header bar with 'show names', 'export', 'Open', and 'close' options, followed by a 'Totals' section with buttons for 1, 2, 3 (highlighted), 4, 5, and 6. A '15 no score' indicator is also present. The main content area features a question: 'How are they testing their theory?'. On the left, a vertical list of response counts is shown: 'All', '1P', '2P', '3P', '4P', and '6P'. The responses are displayed in a grid of cards. The first row contains seven cards with the following text: 'They put the water heater in a two story house model to see what will happen and heat it up until it explodes.', 'They put a pressurized a water heater so it explodes and they put it in a "house"', 'They are exposing an water heater.', 'They built a fake house with three stories and waited for it to shoot through the roof.', 'My making a water heater explode and to see if it goes through the ceiling or if it stays in the house.', 'They are conducting a life size experiment with the water heater.', and 'They are putting a water heater in a fake house.'. The second row contains seven cards: 'They are putting pressure on the water heater.', 'They are putting a water in a fake house', 'Putting pounds of pressure in the water heater to make the water heater fly into the air.', 'Model house with water heater under it', 'They are exploding the water heater.', 'They are putting a water heater bomb underneath a house model.', and 'They are testing it by putting lots of pressure on the water heater to see what will happen when it explodes, to see what will happen when it hits the roof.'. A third card is visible at the bottom left: 'They are testing their theory by doing a live experiment.'. A blue notification icon is located in the bottom right corner of the interface.



# SOME USES FOR GoFORMATIVE

- + Starter questions
- + Classwork / homework
- + Quizzes
- + Exit tickets





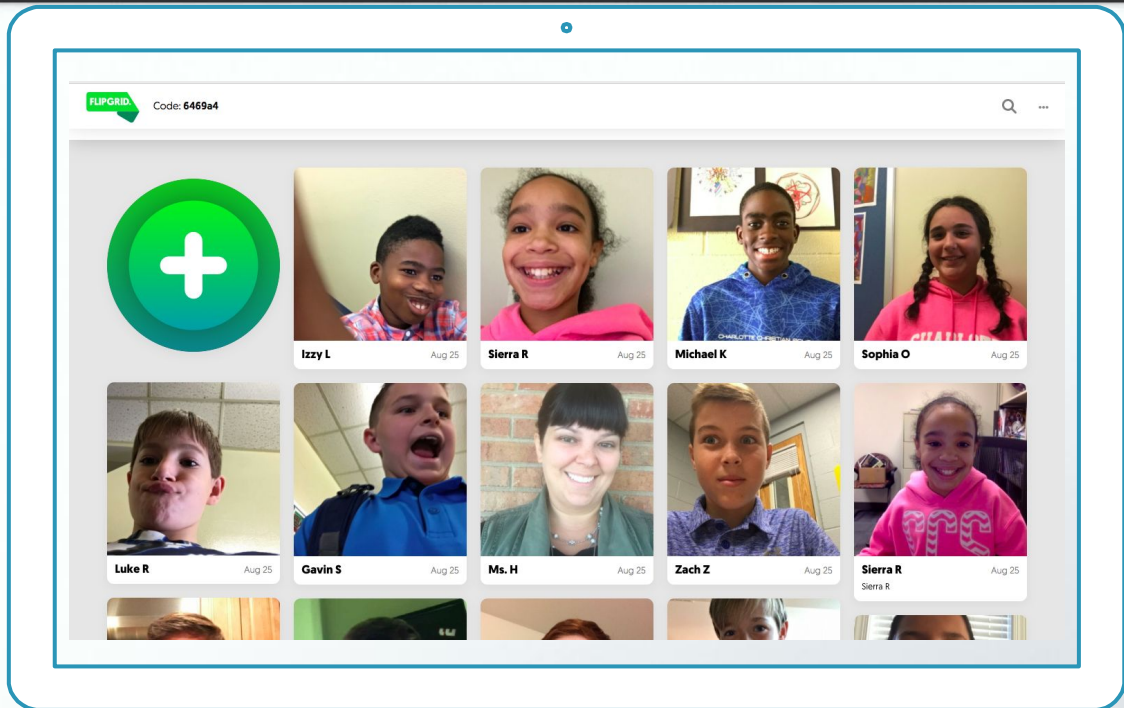
# BIGGEST BENEFITS

Direct interaction between teacher & students allows for adjustment.

It also builds confidence and reduces inaccurate learning.



# BONUS: Fligrd



YOUR  
TURN!

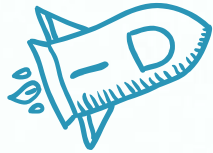
Google

bit.ly/fastandform

Google Search

I'm Feeling Lucky





# WEBSITES

HyperDocs

<https://hyperdocs.co/>

GoFormative

<https://goformative.com/>

Fligrid

<https://info.flipgrid.com/>

GoFormative Tutorial Videos

<http://community.goformative.com/tutorials-1/>



**THANKS!**

Any questions?



## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- + Presentation template by [SlidesCarnival](#)
- + Photographs by [Unsplash](#)

