Before we begin

Too Much TECH!
Don’t believe us . . .
Assumptions: 1) Classroom Formative Assessment has value, and 2) you are willing to consider Technology as a tool to collect, and archive assessment data.
If that’s the case, our Essential Question is, how are you collecting and archiving student data related to content understanding?

*Pick Me, Pick Me*

**QUESTION:** How *do* you assess students today?
How do you assess students today?

how do you archive and recall what was stated by students today, yesterday, a week ago?

To answer this question browse to:
todaysmeet.com/ausym
Keying in your name/pseudonym, number, and join
Keying in your response, and say
Did you include?

Calling out names and asking for responses, writing down responses, scribing them on the board (brainstorming)

Taking intentional purposeful anecdotal notes

Using High tech . . . thumbs up thumbs down

or

Stand up if you believe this is correct

Exit Tickets
These methods can be effective, they are quick, and give the teacher a bird’s eye view of understanding, but . . .
The ways in which we record and archive assessment information and related findings can sometimes be cumbersome!

Hmmm, who would have believed, in only 3 weeks . . . So much DATA!
let's look @

2 or 3 EASY ways to assess student knowledge, on the fly, and . . . they are
It’s Quick, it’s easy (you have already used it) and gives students a virtual voice

Evaluate student understanding before, during, or after a lesson, and no student tech is needed

An engaging game for review and practice
You and your students own and operate a virtual conference room

Okay, How do I do it?
Why do I will you love Plickers?
It’s Free

NO tech needed

How do I do it?
Let’s review it, then try it
Ready for some fun in assessment?

QUIZIZZ
Join at join.quizizz.com    Code: 68238

Ask your students to open join.quizizz.com and enter the Game Code

(Don’t refresh this page while the game is running)

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