

DURING A LESSON OR UNIT

In the first chapter of *#FormativeTech*, we discussed how important it is to check in with students during a lesson to make sure they understand the content you are teaching. This can help you focus your attention on students who need

A learning management system (LMS) is an online tool to help organize the workflow of student activities. Teachers can use an LMS to send assignments to students, provide access to a class discussion board, or to give students a place for them to submit work. Examples of an LMS: Edmodo, iTunes U, Google Classroom

extra help and support students who have demonstrated mastery and are working independently on another task. With technology tools, teachers can use their time efficiently and strategically, making it easier to differentiate learning and meet the needs of all of their students.

There are a variety of ways teachers can leverage the power of technology to collect information during a lesson. Formative assessments can be embedded within a lesson to see if students understand a skill. If students are working on mobile devices or have one nearby, they can scan a QR code connected to a Google Form to answer a question, or log in to a learning management system and post a response to a prompt. This type of formative assessment gives teachers information on student understanding in the moment—when there is still time to intervene and support learners in the middle of a lesson.

Technology tools can also be used to collect information as you circulate and move about the room. In the past, teachers

Katrina Keene is an educator in Tennessee who uses Nearpod to embed questions into her instruction. This interactive presentation tool lets her take a slide-based presentation like PowerPoint and add questions in between the slides. With the open-ended questions she embeds in her instruction, Katrina can see in real time if her students are on track. She can pause her teaching, push out a question, and immediately see who understands the lesson and who needs extra help.

might have had checklists on clipboards with scribbles or color coding to help them decide who needs help during a lesson. Instead of checking off boxes on a “*Who’s got it?* Checklist” or jotting down reminders to meet with a struggling student, teachers can now log anecdotal notes in a digital platform to track student progress. This can replace traditional formative assessment practices that might have left a teacher flipping through binders or searching for sticky notes with information from a student conference. In Chapter 4, we’ll talk more about customizing data collection in the workshop model as students work independently.

A **discussion thread** is an online space for a conversation, where users comment on an initial post or the responses of others.

This example of embedded questions can help a teacher determine who in his or her class needs extra help with key concepts and vocabulary from the day’s lesson.



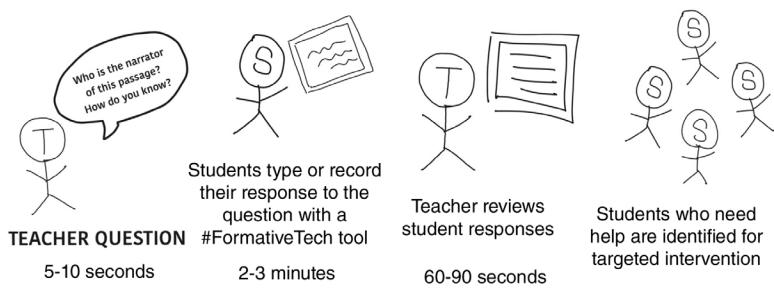
When you hear the word “biodiversity,” what does it bring to mind? What does it mean?

Please enter your answer here.

Send

SOURCE: <https://nearpod.com/>

During a lesson, teachers can pause to send a comprehension question to students. This provides a window into student thinking when there is still time in a lesson to intervene.



Google Form Checklist—Teachers can use an online survey tool like Google Forms to customize their data collection. This makes it possible to check for student understanding and record observations with just a few taps on the screen.

Writing Baseline Assignment

Check for understanding before new unit on Narrative Writing

Student Name

Your answer _____

Writes in multiple paragraphs

☐ Yes

☐ Okay/Inconsistent

☐ Needs Help

☐ Other : _____

Writes in sequence (beginning, middle, end)

☐ Yes

☐ Okay/Inconsistent

☐ Needs Help

☐ Other : _____

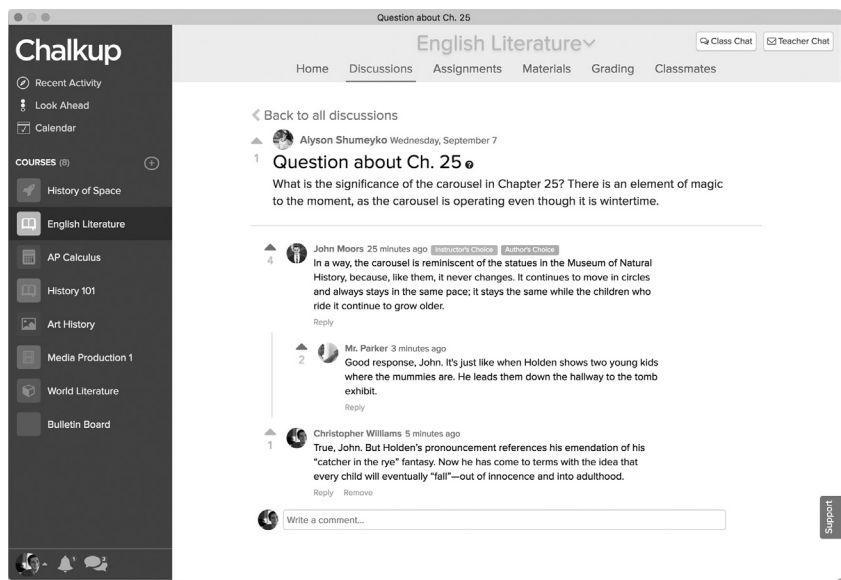
SUBMIT

SOURCE: www.chalkup.co

Table 2.2 During a Lesson or Unit

In a traditional classroom	In a tech-friendly classroom	Working smarter, not harder
<ul style="list-style-type: none">Confer with individual students	<ul style="list-style-type: none">Pause a lesson and send out a comprehension question to student (See page 22, top image.)	Instead of listening in to each individual student to see if he or she “got it,” push a question out to students’ mobile devices and have them respond with a one- or two-sentence answer. When they send it back to you, it’ll be easy to see who needs extra help and who can continue working independently.
<ul style="list-style-type: none">Listen to group or partner talk	<ul style="list-style-type: none">Use a customizable online survey tool to record your observations (See page 22, bottom image.)	Submit your observations on a mobile device and watch them appear in a spreadsheet on your computer. This makes it easy to examine patterns in student progress to help you group students effectively.
<ul style="list-style-type: none">Ask students to write a question on a sticky note	<ul style="list-style-type: none">In the middle of the lesson ask each student to pause and post one wondering or question they have on a class discussion board or in the class LMS (See image on page 24.)	This is a quick way to ask students to reflect on their learning. You might ask students to post their wondering on an open discussion thread or send their question straight to you.

Discussion Thread—Students can post a question or response to a prompt on a discussion thread. Chalkup is one example of a learning management system where students can post a question or response.



SOURCE: www.chalkup.co