

To Assessment, and Beyond!

Conference Presentation

Leslie A. Phipps

Department of STEM Education and Professional Studies, Old Dominion University

LIBS 602: Production of Instructional Materials

Dr. Sue Kimmel

August 5, 2022

50 Word Introduction

This presentation offers a deep look at digital student response tools. Elementary school librarians will learn how to include student response tools to facilitate instruction and collaborate with academic teachers. These tools will guide instruction, increase classroom participation, revive student collaboration, and build 21st century learning skills.

Introduction – Slide 2

Welcome everyone! My name is Leslie Phipps, and I will be your speaker for *To Assessment, and Beyond!* I am an elementary teacher, who has taught for seven years. I have taught Pre-K, first grade, and fifth grade. Two of those years were exclusively virtual. This gave me a lot of opportunity to try and succeed at new tools, as well as try and fail. Currently, I am attending Old Dominion University for my Library and Information Science Masters. Within this degree, I have studied many digital tools to benefit the library and classroom. As I learned more about each tool, I wish I had known the possibilities of student response tools. Many of you serve as the media specialist in your school, as well as the go-to person for tech tools. My hope is that you can take away at least one tool that will help your instruction and assessment, as well as at least one tool you can use to collaborate and share with a classroom teacher. Alright! Let's get started!

Time: 2 minutes

What is a student response tool and why use them? – Slide 3

You may be asking, “what is a student response tool? Can I use it for more than just surveys or assessments?” The answer is YES! Student response tools can easily be used for basic questions, but there are also numerous tools to encourage collaboration, discussion, and

reflection. If you've ever tried to reach the quiet or shy student, gain a deeper understanding from a student, or even help gather data for a classroom math project, student response tools are great to have in your toolkit. While student response tools are excellent for creating polls, surveys, and assessments, they are also very conducive to brainstorming, instruction, engagement, building student community, and connections. Today, we will learn about four student response tools, how to use them within your own library, tie them into standards and instruction to collaborate with academic subjects, and ways they can streamline and strengthen your planning. Let's get started with a tool that many of us are already familiar with.

Time: 2 minutes

Google Forms – Slide 4-6

Google Forms is one of the most well-known student response tools. During the pandemic, I found myself receiving numerous forms to fill out in my email. Some were from my principal; others were even from my doctor's office. While many of us think of Google Forms as a basic, easy to use tool, that doesn't mean it isn't extremely beneficial to educators. For in-person and virtual teaching, there are numerous uses in the elementary grades.

As school librarians, you likely see every student in the building; however, you only have a short amount of time each week to interact with them. It may be hard to understand what each student is going through, specifically when you have the entire building each week! In 2020, Virginia implemented a set of Social Emotional Standards. The very first standard is self-awareness and the ability for students to recognize their own emotions. If you do a daily social-emotional check-in with your students, I highly recommend throwing out the clip chart or magnet board and moving it to a Google Form. I know this can be intimidating for the younger

grades, but it is very possible. For grades K-1, most students are not quite able to read long questionnaires or answers. Google Forms allows you to insert pictures into your choices. As seen here, I have created a lower-elementary check in, using emojis. Not only will students be able to quickly select their feeling when they arrive to school or your library, Google Forms will collect that data and send it directly to you in a very easy to read Google Sheet. For grades 2-3, using longer and more detailed questions would be very helpful. Additional choices and explanations can add to a deeper understanding of your students. In grades 4-5, I like to use open ended Google Forms. Rather than a multiple-choice answer, an open-ended response is a wonderful way to get a grasp on the needs of your students. Perhaps you have endured a community tragedy or a terrible storm. Using longer, open-ended responses through Google Forms will allow you to really understand how each student is feeling. This gives them the time and space to discuss their emotions, while allowing you to provide helpful emotional instruction. If you choose to require a google login, the data and author will be collected. This might help you decide where you need to offer a little more grace than usual or even choose a book to read and discuss that offers suggestions for dealing with specific student issues. Small measures can help with big emotions! You can also offer the choice to remain anonymous. I find this helps some students be more honest with their feelings.

Time: 3 minutes, 30 seconds

Standard: VA SeA1: 1-2a, I can identify a variety of emotions.

Moving past social emotional uses, Google Forms is also a wonderful math tool. In nearly every elementary grade, collecting data is an SOL. Many teachers that you collaborate with might be looking for a great way to start data collection. Kindergarten SOL K.11 states the student will collect, organize, and represent data. Using Google Forms, it is extremely easy to

insert a graphic picture to answer a simple question, in order to gather data and learn to graph. For instance, the question might be “What is your favorite fruit”? Here, we could insert a picture for each fruit. The student, though most likely not able to read the fruit name at the kindergarten level, can easily identify and click on the picture of the fruit. For library use, you might have several fairy tale characters pictured. After the class has submitted their answers, it is as simple as bringing up the data collected by Google Forms and begin teaching bar graphs. This data can also easily be used to choose the next exciting book to read in the library! In upper elementary grades, students can create their own Google Form questions and have their classmates answer. The data will be sent to their email, and they have a wonderful example of data collection. They are now ready to organize and represent their data in a grade-level appropriate graph or chart.

Time: 2 minutes

Standard: VA K.11 The student will collect, organize, and represent data.

As many of us know, Google Forms is a wonderful assessment tool. In every elementary grade, teachers need to take formal and informal assessments to gauge learning. I like to use Google Forms for exit tickets at the end of a lesson or as a tool to see which literary element students might need more practice with. This helps me guide my questions, as I read a book aloud. I can add necessary vocabulary words for literary terms. Classroom teachers will absolutely love you for this! With choices like multiple-choice, open-ended responses, checkboxes for multiple answers, and drop-down boxes, Google Forms offers a plethora of responses. Not only does this help alternate understanding, but it also helps prepare students for standardized tests. For example, by inserting a quick picture of a shape with a multiple-choice answer, you can see how many students understand that a square has four equal sides. In the upper elementary grades, you might have a short response, where students need to correct the

grammar in a sentence. For long responses, select the paragraph choice, and students can get deeper into answering comprehension questions.

Google Forms is easy to use and offers many strengths. It does offer the option of answering anonymously, if the creator decides to use that setting. While this is extremely helpful for surveys and some social emotional questions, I find I use it most often to gather specific student data, with the student identified. Another strength of using Google Forms is the ability to integrate it easily to a Google Classroom or Gmail account. It is also a free tool for anyone to use. It is also extremely helpful for grading. With multiple-choice, I can set the weight of each question and how many points they are worth. When students are finished, I receive a total score and send it straight to my gradebook. And last, my favorite part about Google Forms is the ability to make a copy. This is particularly helpful for daily check-ins and assessments that keep the same format. I can easily rename the form with a different date and reuse it.

While it does have plenty of strengths, it does fall short in some categories. You do have to be logged into Google in order to use it. Though my school had single sign on badges, some younger elementary students who are required to log in, might find this tedious. Also, while it does send the data to Google Sheets, it requires a bit more work to change it into a chart or graph. Though there are some ways to use Google Forms for collaboration, it is not a real-time response, and the creator of the google form would need to share the results with participants. Let's do a quick Think-Pair-Share. First, take a minute and think of how Google Forms can improve your library instruction. Next, think of a way you could share a Google Forms activity with a classroom teacher. Now, share with a neighbor!

Let's move on to our next tool, Answer Garden.

Time: 5 minutes

Answer Garden – Slide 7-9

Our next tool Answer Garden is incredibly easy to use and extremely valuable. With its total anonymity, you are sure to reach even the most hesitant hand-raisers. It is easy to create a title and share a link to your students. With a tablet or Chromebook, students have quick access to real-time participation.

Have you been looking for a way to collaborate with a math teacher or share a tech tool? In first grade, the math SOL 1.7(b) states the student will demonstrate fluency with addition and subtraction within 10. Here in this screenshot, you can see the activity I created called “Ways to make 10”. In this activity, the students type in different ways to add and subtract to make 10! This activity will refresh and show their answers in real time. Do you see some wrong answers in there? Of course! Is that ok? Of course! Since Answer Garden focuses on a collaborative word art answer response system, students are not singled out for wrong answers. Do you see some higher-level mathematicians in there? Yes! Not every student is ready for thirty minus twenty. The beauty is that it works for all levels of knowledge. If you see a large number of wrong answers, this might be an indicator for a reteach or a new method. This math activity to practice fluency within 10 is sure to excite any class!

Time: 2 minutes

Standard: VA SOL 1.7(b) states the student will demonstrate fluency with addition and subtraction within 10.

Moving on to achieving another standard in ELA, Answer Garden is a wonderful tool to build thesaurus skills and increase descriptive vocabulary. When grading writing prompts, K-1 teachers love seeing the word “big”. As students progress, we want to see more descriptive words, right? In this activity, “Synonyms for big”, we address two subsets of the third grade Reading standards 3.4 stating the student will expand vocabulary when reading, (b) use knowledge of roots, affixes, synonyms, and antonyms. 3.4 (g) states students will use word reference resources including the glossary, dictionary, and thesaurus. For this activity, students can be offered a thesaurus and given the descriptive word to respond with a synonym. You are increasing vocabulary, building thesaurus skills, and putting together a collaborative classroom Word Art. In fact, this is a quick activity to use each week in your library! A class can have a weekly word to find synonyms for. Simply screenshot or print the Answer Garden and collect for each classroom. Students are always so excited to see their term show up on the screen. There is no fear of using a wrong answer and being singled out. Again, this refreshed in real-time and allows students to watch live on any smartboard or projector that is linked to a computer.

Time: 2 minutes

Standard: VA ELA 3.4 The student will expand vocabulary when reading, (b) use knowledge of roots, affixes, synonyms, and antonyms; (g) states students will use word reference resources including the glossary, dictionary, and thesaurus.

Now, how about an icebreaker? Let’s all get up, find a stranger, and tell them something we are passionate about! Feeling uncomfortable? Yep! I felt uncomfortable, just making the suggestion. Answer Garden is a wonderful alternative to uncomfortable icebreakers. You can easily create a question to build community and gain knowledge about students. Is it ok that it is

anonymous? Absolutely! If I want specific surveys or responses, there are many other tools I can use. Answer Garden allows students to be honest in their answers. I could ask if they enjoyed the book we just read, the activity we finished (that I felt crashed and burned), or even what they did this weekend. Students might find out they have a lot in common with another student. You might find ways to reach students, based on their answers.

In my opinion, Answer Garden's biggest strength is its anonymity. Students cannot see who typed each answer. This takes away fear of embarrassment for wrong answers, and it gives students an opportunity to share things they may not want their names attached to. It is free to use and requires no sign up. I also love the simplicity. It takes only a few seconds to set up a board. Also, you can moderate any inappropriate comments, just by hovering over the answer and clicking the red x.

Answer Garden does have some shortcomings. It is not appropriate for long responses. Characters are limited and long responses would really clutter the board. Also, it does not give you options for how to layout the answers, and sometimes the answers can be a bit crowded. Lastly, there are certainly times we want answers with the author indicated. If this is what you are looking for, I suggest another tool.

Time: 2 minutes

Dotstorming – Slide 10-12

Next up, we have Dotstorming. Dotstorming has many uses, with my favorite being its voting board. By using voting tools in your library, you are not only teaching students about an important civic duty, but you are also giving them a choice and a voice. For digital voting tools, Dotstorming takes the blue ribbon. I have created a voting wall in this screenshot, titled "Fun

Friday”. Students are able to choose what they would like to do for a fun Friday activity. They can add their own ideas to the voting wall. After ideas are added, the creator can choose how many votes each login can use. Here, I’ve chosen one vote. I love how the design looks like social media. I find it really keeps the interest of older elementary students and takes away the need to slowly tally up answers. To get my results, all I have to do is look at the wall and count the hearts!

Time: 1 minute, 30 seconds

Dotstorming is a fabulous tool to use for quick and effective collection of ideas. Picture a nicer, cleaner, digital version of a desk filled with sticky notes! The student can use this on their own for a prompt or it could be used as a collaborative project! When we are teaching writing, aren’t we always stressing the importance of prewriting and brainstorming? As librarians, don’t we want to include as much research and information on a topic BEFORE sitting down to fill up a page? Writing SOL 5.7 states the student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. Section (b) states the student will use a variety of prewriting strategies. (C) states they will organize information to convey a central idea. Using Dotstorming as a brainstorming tool is a fabulous way to get students interested in taking the time to prewrite. As you can see in the screen shot, I have created the prompt, “Reasons to get a new pet”. On this Dotstorming wall, students will add ideas and even links to brainstorm their ideas, before they are ready to write. By double clicking the wall, it instantly adds a yellow sticky note. If I were using this as a classroom collaboration, the participant would be listed above. This would be a wonderful tool to use for research projects or classroom discussions, as well. Not only will students take ownership of their ideas, but they will be eager to participate in prewriting. Students can even choose between sticky notes, note cards, and inserting links. This

is a great way for anyone to quickly collect and organize all those wonderful ideas and research links we come across. Sounds like a dream, doesn't it?

Time: 2 minutes

Standard: VA Writing SOL 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. (b) The student will use a variety of prewriting strategies. (C) The student will organize information to convey a central idea.

Now, my next Dotstorming tool is going to be a huge hit with art teachers or teachers who enjoy integrating art into their instruction. As a librarian, drawing a picture about a scene or a book is a wonderful comprehension strategy, especially for younger students who are not quite ready to write detailed responses. Dotstorming offers a collage option. Using the collage, students get real-time opportunities and tools to draw. If you are looking for an activity for younger students, this is a great use for Dotstorming. In Kindergarten and First Grade, we spend a lot of time on basic shapes and their attributes. Maybe I have just read a wonderful book about shapes, in order to integrate math learning in my library. Using the collage option, I can have my students easily create geometric houses and buildings. As you can see in the screenshot, I have many art options. I can draw, paint, fill, and use premade shapes. To take this further, there are two really exciting reasons to use this tool. Not only can students choose between individual collages, but we can draw at the same time on one collaborative collage. We could use shape knowledge to take turns and draw our library! Also, if students want to anonymously submit their individual art, we can vote on our favorite!

The strengths of Dotstorming are numerous. It is easy to share the invite link and build your portfolio. After a librarian or teacher has created a wall, students can choose the project

and add their part. This is wonderful for virtual teaching, as well as tech integration for in-person students. The ability to vote quickly and add answers to the poll is also a huge benefit! You can even set the number of votes each student can have. Lastly, the efficiency of its brainstorming use is one of its biggest draws. Add collaborative drawing, and you have an amazing tool for your library or to share with other educators.

One major weakness of Dotstorming is the limitations of the free use. Students also need to sign up, though they can use an alias if they wish to remain anonymous. All-in-all, I do highly recommend Dotstorming for voting, prewriting, and the collage option.

Let's pause here and do some brainstorming of our own. Take about 5 minutes and think about how you could use Answer Garden or Dotstorming in your library. Are there any uses you can't wait to share with other educators in your building? Share your idea with someone near or jot it down to keep for later use! I'll set my timer.

Time: 7 minute 30 seconds

Flipgrid – Slide 13-15

The last tool we are going to talk about today is Flipgrid, sometimes known as just Flip. It is an amazing student response tool, designed as a mix of social media connections and the safety of small groups. With a simple invite code, the creator can make a group of known members. Then, by adding a topic, students can respond with a voice recording or video. The fourth grade Reading SOL 4.5 states the student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. Within this SOL, subset (i) states they will make, confirm, or revise predictions. In this screenshot, I have made a board for a book discussion. My first topic is asking students to create a response. After reading chapter 1, they

will respond with a prediction about how the character will react to a bombshell that was dropped. After finishing the next few chapters, we will go back to this topic and see if we can confirm any of their predictions. I find this to be a great way to have students explain why they made a certain prediction and gain an understanding of different perspectives. I highly recommend this tool for any book discussion you host in your library. For virtual teaching, this is a wonderful way to include students in reading discussions, no matter where they are!

Time: 2 minute 30 seconds

Standard: VA Reading 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. (i) make, confirm, or revise predictions.

Next up with Flipgrid, we have a really simple, yet amazing use for creating community with your students. Everyone, particularly younger people, enjoy receiving birthday wishes! I often check my social media throughout the day on my birthday, just to see all the wonderful birthday wishes! I'm also always looking for ways to make student birthdays more special, often at the expense of my own personal budget. With Flipgrid, I can create the group and add each student birthday as a topic. As you can see in my screenshot, I have created a "Classroom Birthday" group. Today happens to be Julie's birthday! By clicking on the topic, students and faculty members who want to wish Julie a happy birthday can respond by video or voice. This will make Julie feel special and create a keepsake memory she can refer to. I also highly recommend using it among your faculty, as well! I can't count the times I got too busy and distracted to wish a coworker down the hall a happy birthday. Move past having the whole class sing to the birthday girl or boy and move into a more personalized way of building community in your school!

Time: 2 minutes

Last up with Flipgrid, I have the perfect way to streamline any topic selection you might use in your library or classroom. I have always found it to be a pain to record a student's selection individually, then try to keep up with the paper. I got this idea from one of my professors in grad school. Rather than fill out my assignment topic choice on a Google Sheet, she introduced me to Flipgrid. I was able to submit a voice recording of my topic, with a quick description. This is exactly what sold me on Flipgrid. In this slide, I have created an example of a topic selection board. Students can click on the assignment and record their topic choice. When I am helping students conduct research for their topic or when a classroom teacher is ready to grade their paper, all I have to do is bring up the Flipgrid and click on their response. As a school librarian, I can even collaborate on many Flipgrid boards with academic teachers, by being added as a co-lead. Have Flipgrid do the clerical work for you and streamline your data collection!

My favorite advantage of Flipgrid is the ability to keep groups safe. Though it is set up pretty similar to a social media platform, you are contained in the safety of a small group of your choosing. I also really love the ability to respond with voice or video. This allows students to practice 21st century skills, connect with other students they don't see often, and streamline my data collection. Something small that has a big impact about Flipgrid is the ability to choose a theme for your board! If I am doing a birthday board, I wouldn't necessarily want a book background. Flipgrid offers many theme options, but also doesn't overcomplicate the design process.

One drawback from Flipgrid goes hand in hand with its biggest advantage. Students will have to receive a code and sign up to join. I find this is a little taxing for younger students, but

after you have completed the process once, they can quickly enter a code each time. Also, responses are short. I can increase the response time somewhat, but in general, Flipgrid is not the place for long recordings.

Time: 4 minutes

Question, Answer, Suggestion Session – Slide 16

We have about 5 minutes left before we finish up the presentation. I'd like to offer the chance for any questions you may have or suggestions!

Time: 5 minutes

Thank you – Slide 17

Thank you all for coming to my presentation of student response tools. I have my email at the bottom of the slide. Please send me any future questions you have. Also, as you use these tools and find amazing uses, send me suggestions! Thanks again, and I hope you all have a wonderful conference!

Time: 1 minute

References

200degrees. (2016, August 4). *Statistic-analytical-diagram* [image]. Pixabay. Retrieved from

<https://pixabay.com/vectors/statistic-analytic-diagram-1564428/> CC Zero

DistelAPPAath. (2018, February 19). *Ice-cream-frozen-ice-rink-puddle-3165877* [image].

Pixabay. Retrieved from <https://pixabay.com/photos/ice-cream-frozen-ice-rink-puddle-3165877/> CC Zero

Geralt. (2017, October 4). *Man-woman-question-mark-problems-2814937* [image]. Pixabay.

Retrieved from <https://pixabay.com/illustrations/man-woman-question-mark-problems-2814937/> CC Zero

Mcmurryjulie. (2017, September 29). *Feedback-star-rating-user-rating* [image]. Pixabay.

Retrieved from <https://pixabay.com/vectors/feedback-star-rating-user-rating-2800867/>
CC Zero

Phipps, L. (2022, August 1). *Answer garden make 10* [Screenshot]. Answer Garden.

<https://answergarden.ch/2526912>

Phipps, L. (2022, August 1). *Answer garden synonyms* [Screenshot]. Answer Garden.

<https://answergarden.ch/2526929>

Phipps, L. (2022, August 2). *Dotstorming brainstorming and prewriting* [Screenshot].

Dotstorming. Retrieved from <https://dotstorming.com/w/62eaa78cd58d6a5f05e08500>

Phipps, L. (2022, August 2). *Dotstorming collage geometric use* [Screenshot]. Dotstorming.

Retrieved from <https://dotstorming.com/c/62eaaaa7d58d6a5f05e08586>

Phipps, L. (2022, August 2). *Dotstorming voting* [Screenshot]. Dotstorming. Retrieved from

<https://dotstorming.com/w/62eaa78cd58d6a5f05e08500>

Phipps, L. (2022, August 3). *Flipgrid book discussion prediction* [Screenshot]. FlipGrid.

<https://admin.flip.com/manage/topics/32431088>

Phipps, L. (2022, August 3). *Flipgrid classroom birthday group* [Screenshot]. FlipGrid.

<https://admin.flip.com/manage/groups/13487378>

Phipps, L. (2022, August 3). *Flipgrid topic selection* [Screenshot]. FlipGrid.

<https://admin.flip.com/manage/groups/new>

Phipps, L. (2022, August 1). *Kindergarten sel check in* [Screenshot]. Google Forms.

Tjevans. (2017, July 20). *Homework-school-problem-number* [image]. Pixabay. Retrieved from

<https://pixabay.com/photos/homework-school-problem-number-2521144/> CC Zero