



# Using Google Docs for Formative Assessment

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*International Foundation Program*  
*New College, University of Toronto*

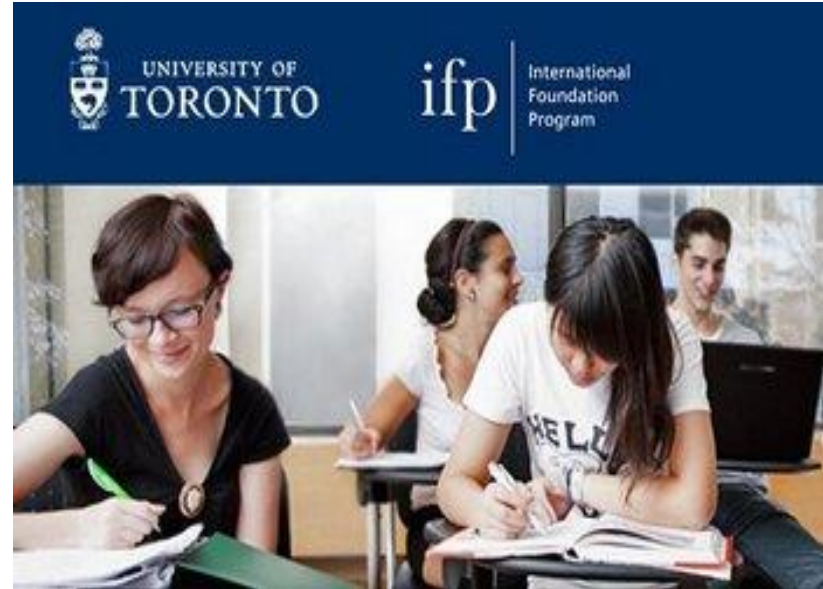
# International Foundation Program (IFP)

A one-year program sorted into sections of 15 students of ALL levels.

Language requirements for admission

- IELTS 5.0-6.5 with no band lower than 5.0
- Minimum writing band 5.5
- Direct UofT requirement: 6.5 with no band below 6.0

So...Google Docs is a tool we use to differentiate instruction and monitor individual students' progress



# International Foundation Program (IFP)

## Courses and credits:

- ◆ Listening and Speaking - 0
- ◆ University Skills and Strategies - 0
- ◆ Critical Reading and Writing - (Us!) - 0
- ◆ World History - 1
- ◆ Discipline-Specific Course - .5



# Critical Reading and Writing Course Curriculum

## Academic Writing

- Researching and note-taking
- Making and supporting an argument
- Summarising and paraphrasing
- Citing sources responsibly
- Synthesising source information
- Analysing evidence
- Planning and organising ideas
- Using correct mechanics and grammar
- Using academic writing style
- Answering test questions

## Academic Reading

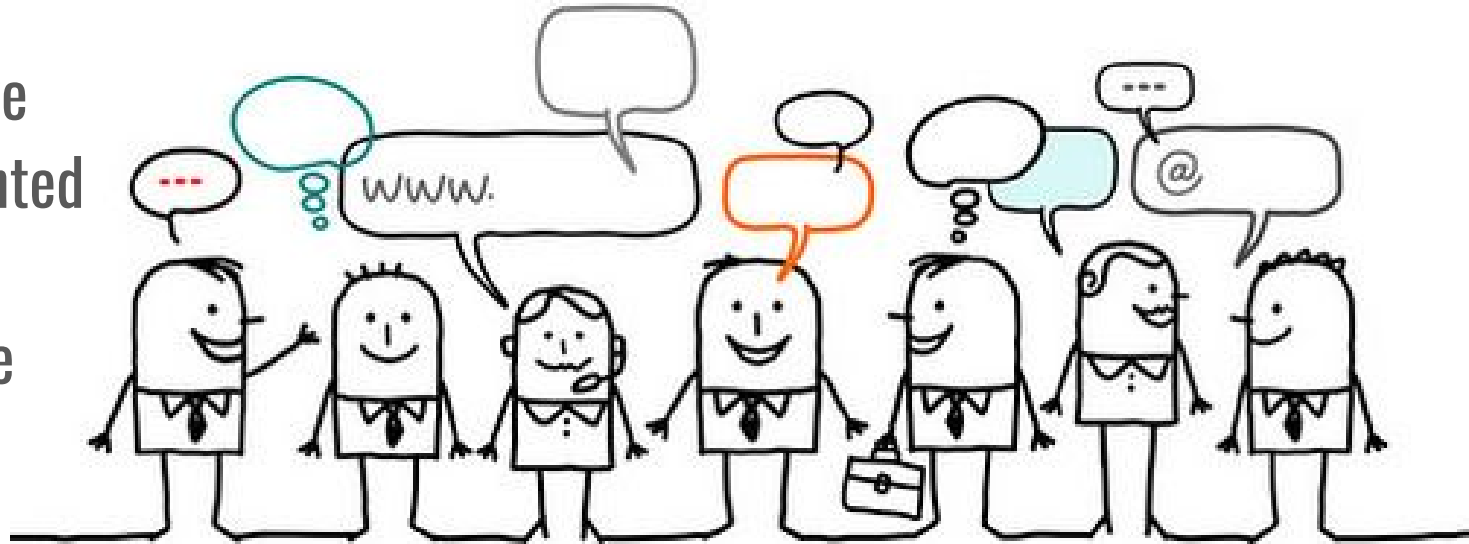
- Using Academic Word List vocabulary
- Comprehending academic sources
- Reading across genres
- Annotating a text
- Making connections between texts
- Researching background and context
- Using visuals to enhance understanding
- Discussing texts in groups
- Identifying main ideas and support

In a high-stakes program like ours, formative assessments are just as important as summative assessments.



# Traits of formative assessment we wanted to take advantage of

- productive
- collaborative
- action-oriented
- social
- constructive



The best way we've found to take advantage of these traits is through Google Docs.



How do we create a Google Doc?

<http://drive.google.com>

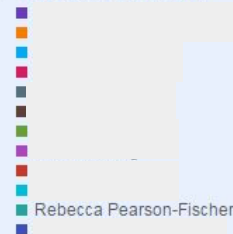


tells me if my  
teaching is  
effective





► March 20, 12:31 PM



March 20, 10:56 AM

■ Rebecca Pearson-Fischer

March 20, 10:56 AM

■ Rebecca Pearson-Fischer

☒ Show changes

Section 6 Cole Talk Questions:

1. How do you learn not to blame others for being racist towards you?
2. How people should respond towards racism? \*\*\*\*\*
3. When you see people discriminate against others will you stop them why or why not?
4. What should people do to reduce the racism? \*\*
5. What will you do if you have to face the racism right now? \*
6. How do you think the position of Blacks and Muslims in North America? Are they under the same circumstance? \*\*
7. Are you a sensitive person on the issue of racism? \*\*\*
8. Do you actually do something to react to the racism?
9. Do you believe that racism will be eliminated one day? \*\*\*
10. What would you like to do when someone says some discriminatory words to you? \*
11. Have you ever been racist toward others? Why? \*
12. Mr. Cole, these misconceptions to black people must finish, could you state three possible ways to stop it?
13. Is asking "Where are you really from?" always racist? Is there an appropriate way to ask someone what their ethnic background is? \*\*\*\*\*
14. What's your definition of "one being racist"?
15. What do you think us university students can do to change the current situation? \*
16. City of Toronto launched a plan called the Plan of Action for the Elimination of Racism and Discrimination in 2002, however, so far as we can see that the results are not as good as we expected to be. What do you think can be done by the government? And do you think it's possible to eliminate racism and discrimination? \*



**allows for  
pedagogical  
changes before the  
summative  
assessment**



100% ▾

Total: 11 edits



Tuesday

▶ April 4, 12:41 PM

■ Rebecca Pearson-Fischer

April 4, 11:28 AM

■ Rebecca Pearson-Fischer

April 4, 11:27 AM

■ Rebecca Pearson-Fischer

☒ Show changes

## FINAL EXAM REVIEW SHEET - Section 6

List skills/vocabulary/concepts below:

**Concision** - review your notes on nominalisation and eliminating redundancy

**Hedging** - using words like could, maybe, perhaps, potentially, seems, likely to make things sound less definite

Review notes on AWL (academic word list words) - expand/impact

Review ARC notes for Cole, Schnell (both 1 and 2), LaFrance

Look at SAQ notes and professor feedback

Review body sections notes

Review the sample bike lanes essay/outline/body sections

**prioritizes  
concepts to  
revisit or  
reteach**



I want to talk about riding in like a savior and masking the long-term effect motive.

When the Free Basics came into the Indian market, the owner of the Free Basics claimed that the Free Basics was provided for the poor and the poor could gain information from the platform. However, when British intended to colonize India, they also announced to the Indians that they were coming to help the poor, which was matched with riding in like a savior and so did the Free Basics. The Free Basics did not mention the huge profit they could get from the Indian market and the British did not tell Indians that they were going to take a lot of resources for a long period. Both of them masked the long-term effect motive.



Rebecca Pears...

11:27 PM Today

Resolve

Re-word to directly answer the test question. Avoid first-person pronouns.



Rebecca Pearson-Fischer

6:29 PM Today

Remember:

1. Direct Answer in 1-2 lines
2. Support in 4-5 sentences



Rebecca Pears...

11:28 PM Today

Resolve

Strong support section. It provides a useful explanation of how Free Basics embraces colonial ideals.





**helps me track individual students'  
mastery of skills**







**provides an  
opportunity to  
give valuable,  
action-oriented  
feedback in the  
moment**



# Revision practice - Bike lanes Section 1 [student].docx



kehfinegan@gmail.com

File Edit View Insert Format Tools Table Add-ons Help

Last edit was made yesterday at 16:00 by liu xingchen



Comments



Share



100%

Heading 1

Georgia

18

**B**

*I*

U

A

More

1. Perhaps the most significant obstacles standing in the way of improving on-street bike lane projects throughout the city are the attitudes and misconceptions Torontonians have had regarding the significance of bike lanes.  
32 words

Perhaps the most significant obstacles to on-street bike lanes are misconceptions regarding their impact. 14 words

Concise

It does not include the information about the intext citation, such as, the author mentions or suggests.

It does not have a transition word that it should connect with the previous content.

It adds an AWL word to simplify the sentence. "Significance of bike lanes" becomes "their impact."

2. Historically, cyclists in Toronto have used multi-purpose trails, sometimes paved with asphalt that ran through parks, ravines and other public spaces. Bateman (2012, para. 5) notes that these were shared with pedestrians until 1972 when a path was built exclusively for cyclists just north of the boardwalk near Woodbine beach. 50 words

Historically, cyclists have used multi-purpose trails running through public spaces. Bateman (2012, para. 5) notes that pedestrians shared these until 1972 when a path was built exclusively for cyclists just north of Woodbine beach. 34 words

It cancels some unnecessary information.

Parks, ravines and other are all in public spaces, they are in the same category. So we can just write "public spaces". This level of detail was unnecessary.

The author deleted "in Toronto" "paved with asphalt", "near woodbine beach" and "with pedestrians" because all of these people can know without mentioning those information.



Kate Finegan

15:55 Yesterday

Resolve

This is because it is the author's idea.

15:58 Yesterday

Is this a part of author's idea or not?



Kate Finegan

16:09 Yesterday

Yes, it is. He read information about misconceptions, but making this connection about obstacles is his idea.



**saves  
time by  
combining  
feedback &  
assessment  
stages**



**makes  
feedback  
immediate**

# Hedging Practice Group 1



kehfinegan@gmail.com

File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

Comments

Share



100%

Title

Georgia

24

**B** *I* U A



More



6. Bolivia's mountains have rendered it **relatively** (not actually safe but has compared) safe from invasion compared to other regions of South America. (Use an adverb to show how safe it is in comparison)
7. In pollution control, it is **not that simply impossible** to establish a firm link between a specific event and harm to the local population. (Change 'impossible' to convey a less absolute statement by using an adverb)
8. The transition from military regiments to civilian life **might** includes challenges for everyone. (Use a modal to suggest that these challenges are possible)
9. Mature students **commonly work commonly harder to** manage their deadlines better than their younger counterparts. (Change the verb and add an adverb to show that mature students don't automatically manage their deadlines better)
10. **Young (2010) and Kim (2011) hypothesise that re**unification of the two Koreas **might be** beneficial to both countries and populations. (Show that research from Young (2010) and Kim (2011) say this, not that it's absolutely true; also use an appropriate modal and maybe an adverb to make the claim more cautious)
11. The closure of the Ford factory **might** makes the most economic sense. (Use a modal to make this more cautious)

14:23 31 Jan

Add space

14:23 31 Jan

Replace: "impossible" with "not that simply"



Kate Finegan

15:01 31 Jan

To use an adverb, as per the instructions, you could say, "nearly impossible"

Reply...

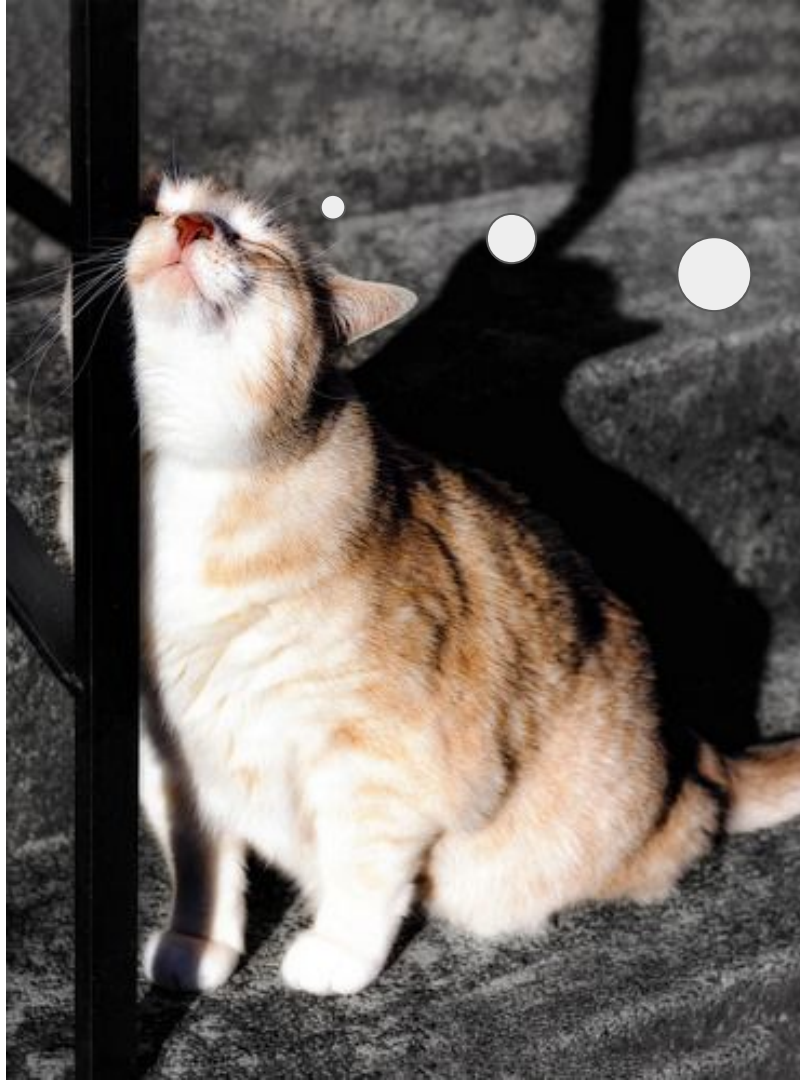


Kate Finegan

15:00 31 Jan

Replace: "y" with "e"





**Ahhhh...critical  
thoughts...**

**allows students to perform  
under minimal pressure**

# Hedging Practice Group 1



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File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

Comments

Share



100%

Title

Georgia

24



More



another person for several hours. (Use an adverb to indicate weaken the claim)

18. People who eat a great deal of junk food **possibly are become** obese. (Add an adverb and modify the verb to show a strong possibility in comparison)

19. Smith(2016) argues that tThere **appears to be**is a link between chocolate and intelligence. (Make this claim about Smith (2016)'s research with a cautious reporting verb; and also more cautious with a modal verb before link)

20. Recent federal campaigns have **not-dramatically** improved levels of adult literacy. (Show a more accurate statement how much improvement – it's high)

21. Although space **might haves** been obliterated (at least for those of us in the wealthy, privileged and wired neighborhoods of the global village (DeBlij 2009)), the particularities of place have not been so easily relegated to the dustbin. (Schnell, 2013, p. 56) (Use a modal to make the concession more cautious)

22. These **potentially** homogenizing effects of globalization, corporatization, and connectivity have, in fact, spawned a notable move in the opposite direction over the past twenty-five years. (Schnell, 2013, p. 56) (Use an adverb to show that the effects are not absolutely homogenizing)

15:00 31 Jan

Replace: "become" with "possibly are"

14:57 31 Jan

Replace: "T" with "Smith(2016) argues that t"



Kate Finegan

14:59 31 Jan

This works. "Argues" is still a very strong verb, but then you changed "is" to "appears to be," so it works. :)

Reply...

14:58 31 Jan

Replace: "is" with "appears to be"

**allows  
for peer  
assessment  
and revision**



## Group 2 Body Sections Structure

File Edit View Insert Format Tools Table Add-ons Help Last edit was made on 7 March by Runqi Bi

kehfinegan@gmail.com

Comments

Share



100%

Heading 2

Arial

12

**B**

*I*

U

A

**Task 4: Using the excerpts in the order they appear below, put together a body paragraph about the efficacy of IELTS and success in undergraduate programs. Consider how to include in-text citations most appropriately. You may need to slightly adapt the evidence to include required information for the reader.**

[https://www.jcu.edu.au/\\_data/assets/pdf\\_file/0013/104215/jcu\\_131158.pdf](https://www.jcu.edu.au/_data/assets/pdf_file/0013/104215/jcu_131158.pdf)

English language test scores do not necessarily equate with success in a content-based undergraduate degree program. *Paraphrased evidence:* Johnson (2011, p. 33) indicates that for most Canadian undergraduate programs, a score of 6.5 or above in all bands allows direct admittance. Therefore, University registrars, with inadequate understanding of these tests, assume that these scores provide sufficient evidence of ability in English. Murphy, Malton and Cengage(2003, p.17) indicate that in fact, directly admitted students at the University of Calgary with scores of 6.5 or above and in some cases 7.5 in speaking, achieved final course grades ranging from 45% to 83% in their first year studies. Therefore, This spread suggests that even with high oral proficiency according to IELTS, success must include factors other than simply language ability. Johnson (2011, page 34) claims that sStudents themselves often suggest that their “ability to understand

13:58 13 Feb

Replace: “F” with “f”

14:05 13 Feb

Add: “Therefore,”

14:03 13 Feb

Replace: “In fact” with “Murphy, Malton and Cengage(2003, p.17) suggest that”

14:08 13 Feb

Replace: “T” with “Therefore, t”

14:00 13 Feb

Replace: “S” with “Johnson (2011, page 34) claims that s”



**emphasises that writing  
is a social act**





Explain the phenomenon of “double-consciousness” that Cole mentions in relation to his experiences as a black person in Toronto (para. 9). Use at least three examples from the text to demonstrate this.

Double-consciousness means that there are some differences between how you think about yourself and how the society think about you. People may feel confused which identity is correct when the society does not accept the identity you think about yourself. Cole notes that he was tired of that people always asked him that where he really belonged to after he answered where he came from. In his mind, he believes that he belongs to Toronto because he lives here. However, others think that he does not belong here because his skin is black. Additionally, at one night when he just moved to Toronto, he went out to find somewhere to write. The police stopped him and asked him whether he knew what street he was on. Obviously, the police did not believe he lived here. However, Cole knew that he was at the right place that other people did not. This is also a double-consciousness that cole experienced in Toronto. Similarly, some white citizens have the same idea with police that black people have more potential for being criminal than others. Cole describes an experience that a woman ran away quickly with fear when she saw him. Last but not least, while Cole was walking with his white female friend, the police came up and asked her that if she needed any help, which also caused double-consciousness; the police regarded Cole as a criminal as long as he walked with female with another skin colour.

▶ 16 March, 13:43



▶ 10 March, 15:56



10 March, 14:58





**teaches students about  
their own learning and  
their individual  
strengths and  
weaknesses**

Let's try it!

[goo.gl/7c0JRh](https://goo.gl/7c0JRh)



How do we use Google Docs for formative assessment?

# Text analysis

[illegible]

# In-class worksheets

Unit 1

In the table below, make notes about your discussion. For homework tonight, write a thesis statement for a persuasive essay in which you offer support to one of the writers. We will critique these thesis statements in class tomorrow.

Example: Although some authors, such as Cole, have a bleak outlook on the future of race relations in Toronto, the

Here are some visuals that might spark your discussion. Again, focus your discussion on the text, using these visuals to help you.

<http://www.humanitynewyork.com/post/12943290366/love-dated-white-people-he-got-white-friends>

<http://thepoliticalcartoonist.net/wp-content/uploads/2012/07/blacken.jpg>

[http://www.bbc.com/news/health-20120620/concise\\_history\\_employment\\_dis](http://www.bbc.com/news/health-20120620/concise_history_employment_dis)

<http://www.npr.org/2012/06/20/156065618/concise-history-employment-dis>

Cole	BOTH	Hune-Brown
Has a bleak outlook on the future of race relations in Toronto	They share the same concern about their identities	Has a hopeful outlook on the future of race relations in Toronto
Author bases his text and arguments in an specific problem of discrimination	They are both written in the first-person perspective	It is more positive and it talks about the improvement
He is a Black person	They both write about Toronto	He is a biracial person
	They both talk about the race	Author's father is from U.K. and his mother is

# In-class worksheets

The screenshot shows a Google Docs interface with a document titled "The goldilocks of summarizing [student].docx". The document contains three summaries of a text about Toronto's bike lane strategy. The first summary is highlighted in green, the second in pink, and the third in blue. The document is open in a web browser with various tabs and toolbars visible.

**Summary A - 22 words**  
In Chapter 3-3 of Toronto's Bike Plan strategy (2001), the City explains current practices regarding the installation of bike lanes and suggests a review of these practices to achieve the strategy's goals.  
This summary is too short to explain the text about the article, and you can not completely find that what is the at

**Summary B - 48 words**  
In Chapter 3-3 of Toronto's Bike Plan strategy (2001), the City explains current practices regarding the installation of bike lanes. By reducing the number of lanes and widening the road, it also suggests widening their current practices because it can't double the number of bike lanes on the road.  
This summary is the best among these summaries because it has the pos

**Summary C - 94 words**  
In Chapter 3-3 of Toronto's Bike Plan strategy (2001), the City explains current practices regarding the installation of new bike lanes on major routes. It suggests that the aim has always been to minimize the impact on current road users. Reducing the number of vehicular lanes, and narrowing these lanes are methods employed where possible. In other situations where the impact would be greater, like at specific intersections, it notes the common practice has been to discontinue the bike lanes in order to minimize impact of drivers. Then, the City

# In-class worksheets

The screenshot shows the CCCC (Conference on College Composition and Communication) website. The header features the CCCC logo and navigation links. The main content area displays the "CCCC Position Statement" with a sub-header "A statement on an education issue approved by the CCCC Executive Committee". The title of the statement is "CCCC Statement on Second Language Writing and Writers". Below the title, there is a social media sharing section and a date range "January 2011, Revised November 2015, Reaffirmed November 2016". The statement is divided into "Part One: General Statement" and "Part Two: Specific Recommendations". The "General Statement" section discusses the challenges faced by second language writers in higher education and the role of CCCC in addressing these issues. The "Specific Recommendations" section lists various actions for different stakeholders, including public relations, NCTE, and the CCCC itself.



# Other Uses

Compare the chart below with the text below your group's understanding of the first main text as a whole.

Focus area	Numbers of males and females in university
Main idea	We have more and more female than male enrolling in university
Paragraph summary	Now at the University there is a tendency of the numerical predominance of women over men (men represent 42 percent of total enrolments at all and continue to dominate just in few Faculties, such as Mathematics, computer science, etc.). And every year difference between numbers of male and women increased. Further, I want to list main reasons why it

- Create a notes template and share it with a group.
- Everyone can work together to edit it.

## Text analysis

<b>Introductions – The New Linguistic Order</b> As you read this sentence, you are one of approximately 1.6 billion people—nearly one-third of the world's population—who use English in some form today. Although English is the mother tongue of only 380 million people, it is the language of the lion's share of the world's books, academic papers, newspapers, and magazines. American radio, television, and blockbuster films export English-language pop culture worldwide. More than 80 percent of the content posted on the Internet is in English, even though an estimated 44 percent of online users speak another language in the home. Not surprisingly, both the global supply of and the demand for English instruction are exploding. Whether we consider English a "killer language" or not, whether we regard its spread as benign globalization or linguistic imperialism, its expansive reach is undeniable and, for the time being, unstoppable. Never before in human history has one language been spoken (let alone semi-spoken) so widely and by so many.	
What device does the author use to start the introduction?	What is this paragraph about in relation to the thesis and supporting points?
Are there any debatable points mentioned?	What is the function of this last sentence?
With unprecedented reach comes a form of unprecedented power. Although language is synonymous with neither ideology nor national interest, English's role as the medium for everything from high-stakes diplomacy to air traffic control confers certain advantages on those who speak it.	How do the first two sentences connect to the last sentence of paragraph 1?

- Create a table with the text in the middle and space for notes on the side.
- Let students work together to outline a text.

## Essay writing

identity, is an important factor which mediates peaceful relations among diverse ethnic groups in Canada. (e.g. Inoué, 2002). Each person who becomes a Canadian is still encouraged to maintain ties with his or her traditional culture and languages. Mosaic of cultures—survival of
---

Epstein, A. (2015, Sept. 7). Writing center offers opportunities to boost skills, plan for semester work. Pipe Dream. Retrieved from <a href="http://bit.ly/2qhu000">http://bit.ly/2qhu000</a>	Newspaper article
Fitzgerald, L. B. and Metta, M. (2015). <i>The Oxford guide for writing tutors: Practice and research</i> . New York: Oxford.	Book

- Upload or create a worksheet in Google Docs.
- Share it with a group of students or create a short URL via bit.ly and have all students type on one document.

## Text manipulation

Using the excerpts in the order they appear below, put together a body paragraph about the efficacy of IELTS and success in undergraduate programs. Consider how to include in-text citations most appropriately. You will need to adapt the paraphrases/summaries/quotes to include required information for the reader.

**Topic sentence:** English language test scores do not necessarily equate with success in a content-based undergraduate degree program.

**From Johnson in 2011, page 33**

**Paraphrased evidence:** For most Canadian undergraduate programs, a score of 6.5 or above in all bands allows direct admittance.

**Explanation sentence:** University registrars, with inadequate understanding of these tests, assume that these scores provide sufficient evidence of ability in English.

- Copy and paste a text into a Google doc.
- Have students put sentences in order.
- Have students color-code different text components.

## Other Uses

- Personal, informal journals
- Research notes that you can check
- Q&A session after an activity: Students go to a blank



[goo.gl/CbT5WE](https://goo.gl/CbT5WE)