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

I have one shot to pass IFP! If I fail any of these courses, I can’t go to UofT! :(
## Critical Reading and Writing Course Curriculum

<table>
<thead>
<tr>
<th>Academic Writing</th>
<th>Academic Reading</th>
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<tbody>
<tr>
<td>- Researching and note-taking</td>
<td>- Using Academic Word List vocabulary</td>
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<td>- Making and supporting an argument</td>
<td>- Comprehending academic sources</td>
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<td>- Summarising and paraphrasing</td>
<td>- Reading across genres</td>
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<td>- Citing sources responsibly</td>
<td>- Annotating a text</td>
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<td>- Synthesising source information</td>
<td>- Making connections between texts</td>
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<td>- Analysing evidence</td>
<td>- Researching background and context</td>
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<td>- Planning and organising ideas</td>
<td>- Using visuals to enhance understanding</td>
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<td>- Using correct mechanics and grammar</td>
<td>- Discussing texts in groups</td>
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<td>- Using academic writing style</td>
<td>- Identifying main ideas and support</td>
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<td>- Answering test questions</td>
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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
Section 6: Cole Talk Questions:

1. How do you learn not to blame others for being racist towards you?
2. How do you respond to 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 towards 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
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.
helps me track individual students’ mastery of skills
provides an opportunity to give valuable, action-oriented feedback in the moment.
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| 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 context, 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 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. |
saves time by combining feedback & assessment stages makes feedback immediate
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 include 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 reunification 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 make the most economic sense. (Use a modal to make this more cautious)
allows students to perform under minimal pressure

Ahhhh...critical thoughts...
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 there appears to be 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 have 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. (Schnitt, 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. (Schnitt, 2013, p. 56) (Use an adverb to show that the effects are not absolutely homogenizing)
allows for peer assessment and revision
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.


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 students themselves often suggest that their “ability to understand
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.
teaches students about their own learning and their individual strengths and weaknesses
Let’s try it!

goo.gl/7cOJRh
How do we use Google Docs for formative assessment?
Negotiations were complex and they said they burned the usual suspects to afinishing the pact near NYC.

Participants called the ongoing negotiations complex and intense. Now they will go on break and start to frame the place as New York City.

Using an analogy, he provides a reason and support.

There was plenty of sharing in the pact. While there were still many problems, city planning officials need to find ways to solve these problems.

Big Apple POPS: the urban parking area that's being built to provide the public with street级 spaces.

This paragraph gives an example of a problem with open spaces from "Street City:"

This paragraph explains the logic of POPS and provides outcomes.

"By winning over the public, they've been able to translate urban parking into public space. By doing so, they've been able to create new parks and open spaces as a way of making the city more walkable and bikeable."

"This is an important lesson in academic writing: authors often have to develop their ideas before they finalize their conclusions."

By winning over the public, they've been able to translate urban parking into public space. By doing so, they've been able to create new parks and open spaces as a way of making the city more walkable and bikeable. This is an important lesson in academic writing: authors often have to develop their ideas before they finalize their conclusions.
In-class worksheets

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.msees.co.uk/wp-content/article_image/boby201306/Page-1-object.167-X.png

<table>
<thead>
<tr>
<th></th>
<th>Cole</th>
<th>BOTH</th>
<th>Hune-Brown</th>
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<tbody>
<tr>
<td>Has a bleak outlook on the future of race relations in Toronto</td>
<td>They share the same concern about their identities</td>
<td>Has a hopeful outlook on the future of race relations in Toronto</td>
<td></td>
</tr>
<tr>
<td>Author bases his text and arguments in an specific problem of discrimination</td>
<td>They are both written in the first-person perspective</td>
<td>It is more positive and it talks about the: improvement.</td>
<td></td>
</tr>
<tr>
<td>He is a Black person</td>
<td>They both write about Toronto</td>
<td>He is a biracial person.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They both talk about the race.</td>
<td></td>
<td>Author’s father is from UK and his mother is</td>
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In-class worksheets
In-class worksheets
Other Uses

- 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 analysis

<table>
<thead>
<tr>
<th>Introductions – The New Linguistic Order</th>
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<tbody>
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<td>As you read this sentence, you are one of approximately 3.6 billion people nearly will one-third of the world’s population who use English in some form today. Although English is the mother tongue of only 280 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 their home. Not surprisingly, both the global supply of and the demand for English instruction are exploding. Whether we consider English a “mother tongue” or not, whether we regard its spread as being 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.</td>
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| 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 invites certain advances on those who speak it.

| How do the first two sentences connect to the last sentence of paragraph 17 |

Essay writing

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

Other Uses

- Personal, informal journals
- Research notes that you can check
- Q&A session after an activity: Students go to a blank Google Doc, type questions, and submit them in a service like Socrative or Quizlet Live.