**Assignment Option 3: “Use a tech app for designing an assessment activity”**

Romeo and Juliet Kahoot Formative Assessment:

*Context*

The Kahoot activity is designed for grade 10 academic and/or applied students. The formative assessment is a tool made to review and prepare students for further summative assessments. Covering various areas of content, including characters, plot, setting, analysis, symbols, etc., the Kahoot activity it meant to provide students with sample questions allowing he/she to practice for a future assessments. The assessment is designed in relation to three specific overall expectations with regards to the Reading, Literature, and Media units. Firstly, marking inferences (1.4), which includes making and explaining inferences about the text using specific ideas presented in the formative assessment and evidence from the text to support our conclusions. Secondly, analyzing text (1.6), including analyzing the play for key information, including: symbols, character traits, themes and conflicts. Lastly, in relation to media, form (2.1) including media references and clips used to better students understanding of the play while emphasizing how the versions of the text shape or create new meaning. The following leaning goals are outlined below:

**READING AND LITERATURE STUDIES**

**Making Inferences**

**1.4** make and explain inferences about texts,including increasingly complex texts, supportingtheir explanations with well-chosen statedand implied ideas from the texts ***(e.g., explainwhat the dialogue in the story indirectly orimplicitly reveals about a character; make inferences***

***about the target audience for two differentnewspapers based on the stories the papers feature***

***most prominently and cover in most detail)***

***Teacher prompts:*** “What is the subtext in theconversation between these two characters?”

“What can we infer from the arrangement ofthe news on the front page and followingpages of a newspaper?”

**Learning Goal: We will make and explain inferences about the text using specific ideas and evidence from the text to support our conclusions.**

**Analysing Texts**

**1.6** analyse texts in terms of the information,ideas, issues, or themes they explore, examining

how various aspects of the texts contributeto the presentation or development of these

elements***(e.g., explain how figures of speech ina text highlight the theme and help create a***

***mood; determine how the setting in two shortstories helps clarify each story’s main theme)***

***Teacher prompts:*** “How does setting the storyin a prison contribute to the development of

the theme?” “Each of the characters in the playgrapples with a different kind of problem.

What does each of their stories contribute to the central theme?”

**Learning Goal:**

**We will analyse the play for key information, including: symbols, character traits, themes and conflicts.**

**MEDIA STUDIES**

**Form**

**2.1** identify general and specific characteristics of a variety of media forms and explain how theyshape content and create meaning ***(e.g., identifythe features offered in an online version of a newspaper that are not provided in the print version,and vice versa; 4 suggest what type of content isappropriate for a podcast and explain why)***

***Teacher prompt:*** “In what ways might a movie review on a television show differfrom a review in a magazine?”

**Learning Goal: We will use media clips to better our understanding of the play while studying how the live versions of the text shape or create new meaning of the play.**

Additionally, in terms of the Kahoot formative assessment, the specific success criteria is as follows:

**In participating in the Kahoot activity I will:**

1. Promptly prepare myself for further summative assessments.
2. Gain a better understanding of the aspects I know regarding the play and those that I need to further clarify.
3. Work independently to decipher information determining an answer.
4. Work among my classmates reiterating a fun competitive environment.
5. Communicate my understanding of important aspects of the play.

Overall, Kahoot has numerous benefits and drawbacks. Benefits include student’s ability to review their knowledge, self-assessing their understanding of major concepts. Students are able to gain a stable understanding of the concepts they need to clarify and/or do not understand. Also, Kahoot works well to create a fun and competitive atmosphere in a classroom. Students are able to engage greatly in the games quick, competitive notion allowing for competition and reward. However, Kahoot’s drawbacks include the limited time given to answer questions (maximum of 30 seconds) and the inability to return to questions to alter answers. For those that are on an Individual Education Plan and/or require more time to process the questions, the activity is limiting in this matter. Also, when used as a review Kahoot does not provide depth to the information given. Thus, educators would be encouraged to discuss and explain concepts with more detail after each question. Lastly, not all students may respond to the competitive nature of Kahoot and the limited types of questions. For students who preform better through written communication, Kahoot is not best suitable.

**Our Philosophy of Assessment**

We like Kahoot quizzes as a tool of formative assessment because it provides immediate feedback to the students. My completeing the Kahoot quiz as a class each student was able to test their knowledge of Romeo and Juliet. If a student scores well on the Kahoot quiz they will know they understand the material. Alternately, if a student scored poorly on the Kahoot quiz they will know that they need to reassess the material. Furthermore, the results tool allows instructors to see the students group and individual results (an example of this is attached). This is an excellent tool for educators because we can see if the class is struggling with one concept, because many students answered the question incorrectly, or an individual student, by examining each students scores individually. The teacher can then reexamine a misunderstood concept with the class or discuss the content one-on-one with a student.

As a result of the Kahoot quizzes drawbacks, we would not use this tool for summative assessment because it does not give sufficient processing time to students, does not allow students to change their answers, or return to previous unanswered questions. As well the public aspect of Kahoot can cause anxiety or embarrassment for students. We would use a paper quiz (A) or an alternate program (B), that allows for sufficient time, for a summative assessment. Two examples are demonstrated below. The Kahoot quiz is a great way to provide immediate feedback to a large amount of students all at once; however, the quiz could not be used for summative assessment because it does not allow students the time to properly process the questions or return to previous questions.

**Option A: Paper and Pencil Quiz**

**Romeo and Juliet: Cumulating Quiz**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /20

Instructions: Make sure to read over the whole quiz. Questions are divided into sections based on the play’s Acts and listed chronologically. Sections have question instructions listed in *italics*. Each question is worth one mark, for a total of twenty.

*Fill in the following character’s last name:*

1. Juliet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and (2) Romeo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Act I**

*Circle the most correct answer:*

1. How old is Juliet?
   1. 12 c. 14
   2. 13 d. 15

**Act II**

*Circle the most correct answer:*

1. During their balcony conversation, Romeo and Juliet decide to
   1. confess their love to their parents c. run away together
   2. marry secretly d. wait and see how things go

**Act III**

*Circle the answer that best completes each statement:*

1. Juliet is terribly distressed because
2. Tybalt is dead c. Romeo killed Tybalt
3. Romeo is banished d. all of the above
4. Romeo feels comforted when Nurse brings
5. news that Tybalt did not suffer long c. Juliet’s letter
6. Juliet’s ring d. a and b
7. Capulet tells Juliet if she does not obey him, he will
8. disown her c. kill her
9. put her in a convent d. beat her

**Act IV**

*Circle the most correct answer:*

1. Who was in Friar Laurence’s cell when Juliet arrived?
   1. Romeo c. Paris
   2. Benvolio d. Lady Capulet
2. How long will Friar Laurence’s sleeping potion last?
   1. 12 hours c. 72 hours
   2. 42 hours d. 6 hours
3. Who found Juliet “dead” in her bedroom?
   1. Capulet c. Nurse
   2. Lady Capulet d. Paris

**Act V**

*Match the letter of the correct answer from the box on the right with the description on the left:*

1. Romeo
2. Prince
3. Friar John
4. Paris
5. Lord Montague
6. Apothecary
7. Juliet

\_\_\_\_\_\_ 11. Breaks the law by selling a deadly poison

\_\_\_\_\_\_ 12. Delayed by a quarantine

\_\_\_\_\_\_ 13. Brings flowers to Juliet’s tomb

\_\_\_\_\_\_ 14. Plans to build a statue of Juliet

\_\_\_\_\_\_ 15. Commits suicide with a dagger

**Overall:**

*Identify the speaker of each quotation by matching the letter of the correct answer from the box on the right with the quotation on the left:*

\_\_\_\_\_\_ 16. “Ask for me in the morning, and you shall find

1. Prince
2. Benvolio
3. Mercutio
4. Romeo
5. Nurse
6. Friar Laurence
7. Juliet

me a grave men.”

\_\_\_\_\_\_ 17. "Why-he's a man of wax."

\_\_\_\_\_\_ 18. “These violent delights have violent ends.”

\_\_\_\_\_\_ 19. “Farewell, farewell! One kiss, and I’ll descend.”

\_\_\_\_\_\_ 20. “For never was a story of more woe

Than this of Juliet and her Romeo.”

**Option B: A Google form quiz**









