

Q4 Mi familia esá enferma y el médico nos recetó medicina. ¿Puedes comprar ___ en la farmacia?

2

ahoot

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0 Answers

▲ nos la

⬡ nos lo

○ se la

■ se lo

Formative assessment & adaptive teaching with Kahoot!

Intervention background:

In my Tuesday and Thursday hybrid class, students are required to complete assignments every MWF. Some assignments include grammar video tutorials (flipped classroom) and questions based on the videos.

In-class group work and homework scores told me students had mastered the use of double object pronouns and the rules to attach the pronouns to present participles, formal singular and plural commands, and to infinitives. However, students performed poorly (79.8% average) on the timed chapter exam (50 seconds per question).

Although before class I review the group's scores, this data does not tell me if students can recall, identify, and use the grammatical structures correctly in a communicative situation

under pressure, or in under 40 seconds. (In a real-life situation, you can't pause for over 40 seconds to every time you need to find the right word/ grammatical structure.)

To address this, I started using Kahoot! and using the reports to adapt the lesson plan as needed.

Kahoot! is a game-based classroom response system. Students point their browser to kahoot.it, enter a pin (which will take them to the assessment questions I created based on the homework that was due the night prior) and respond to the questions on the screen. I control how many seconds they have to respond.

After this intervention and the corresponding modifications to my lesson plans, the group's average score went from 79.8% to 84.5%.

-the game-show feel and the graphics & pictures make it engaging

-students enjoy seeing their names on the leaderboard

-the reporting features allow me to assess data and adapt the lesson plan accordingly

-it is fast, easy, and for my student's learning and my pedagogic needs, effective