Technology & Assessment: Digital Forms for Assessment

Assessment of student learning is an ongoing task for teachers. Making the collection of pieces of assessment evidence a seamless part of a teacher's workflow has never been easier with the growing features available in digital forms.

A digital form is a digital equivalent to a paper form, which is used to collect and communicate student information. Digital forms allow users to capture, sort and transmit data easily and securely, and can eliminate the need for paper forms. In a busy classroom, this can prove to be both time-efficient and effective. Additionally, digital forms can be used for a variety of different purposes in the classroom as far as assessment is concerned. While digital forms are often used exclusively for summative purposes, they can be used for a myriad of formative applications as well. It is worthwhile mentioning, however, that while digital forms can be very useful in the busy classroom, not all assessment should be replaced with digital forms. A variety of assessment methods is always preferred, and digital forms can simply be another way to gather evidence (formatively or summatively) of student learning.

What's the Purpose?

When creating a digital form, it is important to identify your **purpose** for gathering evidence.
Will the form be used for **evaluate** a student's performance in relation to the learning outcome? (Summative Purpose)
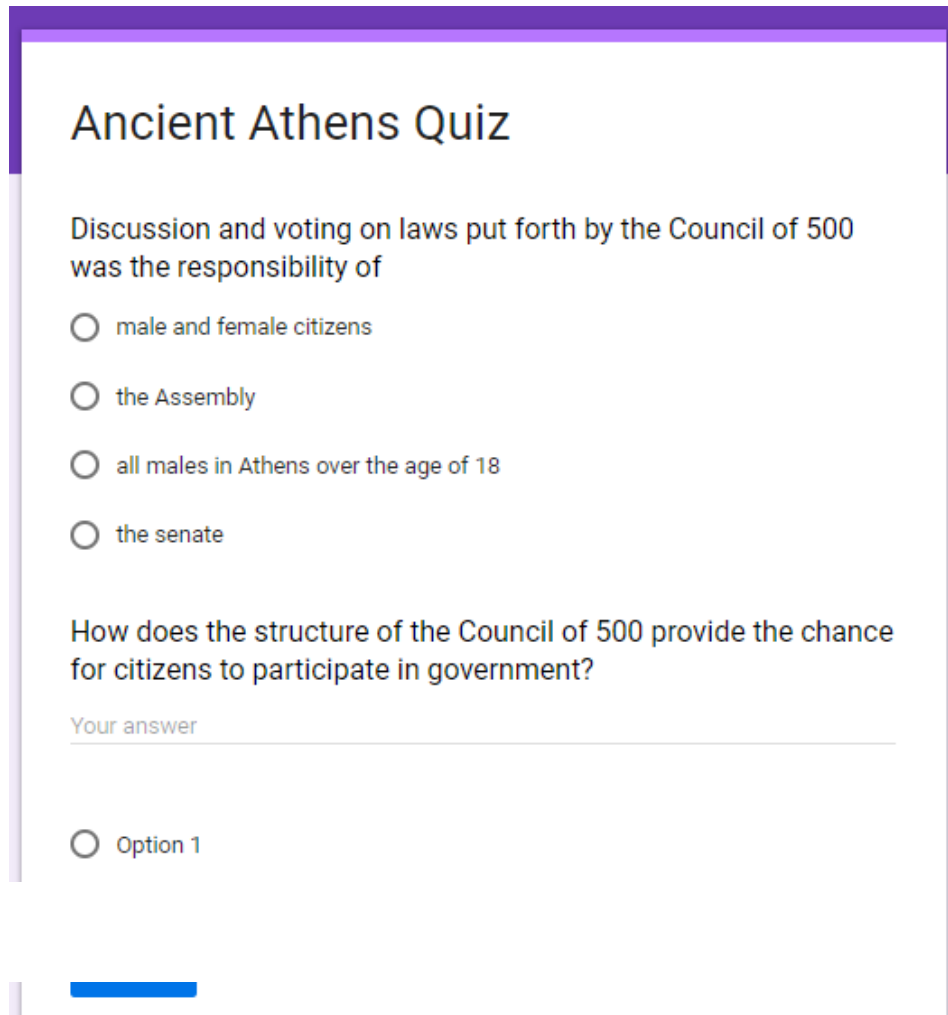Will the form be used to **determine where a student is in relation to the learning outcomes and to guide decisions about what next steps will be taken to move the learner forward**? (Formative Purpose)

There are many different classroom purposes for using forms, and consequently, there are many different forms that can be created to meet those needs.

Examples of Different Forms for Different Purposes:

Type of Form	Purpose(s)
Student Interest Survey	Get to know the learner better (interests, learning preferences, etc.)
Pre-Assessment Form	Determine prior knowledge before you being a lesson or unit of study
Exit Passes	Elicit evidence of learning to inform instructional decisions
Response Questions	Collect and sort responses
Peer Coaching Form	Activate students as instructional resources for one another
Self-reflection Form	Activate students as owners of their own learning; metacognition
Marking Rubrics	Collect & sort data; students can use to self-reflect on how well their work meets the assignment criteria prior to submission

Pro-tip: When using Google forms for multiple choice summative assignments, add in written follow-up questions after a multiple choice response. Providing the chance for students to expand on their answers allows teachers to see more of students' thinking. The follow-up question provides you with a deeper picture of students' understanding on a topic. It helps to clarify whether a student was guessing for a response and what their depth of knowledge is on a specific question. For example, you may have a conventional question about ancient Athens. By adding a follow-up short answer response, students have the opportunity to share more of what they know about the topic, lessening the opportunity for students to randomly select a response.

Ancient Athens Quiz

Discussion and voting on laws put forth by the Council of 500 was the responsibility of

○ male and female citizens

○ the Assembly

○ all males in Athens over the age of 18

○ the senate

How does the structure of the Council of 500 provide the chance for citizens to participate in government?

Your answer

○ Option 1

Using digital forms is an excellent way to collect assessment evidence about student learning. Think about how you might incorporate a digital form with your next assessment task!

**Note: All the links provided in this resource are for convenience only; AAC does not guarantee the content or accuracy of the sites.

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