Beyond Multiple Choice: Powerful & Interactive Assessments with Otus
Beyond Multiple Choice: Powerful & Interactive Assessments with Otus
Technology Coach
The Team

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On Our Plates

- What is Otus?
- Intro to Assessments with Otus
- Creating Assessments
- Q & A
Using Google For Education? You're already signed in.
Platform Neutral
Built in Chicago!
For Educators, By Educators
I NEED TO PEE BUT I CAN'T LEAVE MY CLASS UNSUPERVISED.
AN AUTOBIOGRAPHY
Teachers trying to change up the seating arrangement without making things worse.
When I tell my kids to line up:

My expectation: vs. Reality:
RECIPE FOR ICED COFFEE:

1. BECOME A TEACHER
2. BRING HOT COFFEE TO SCHOOL
3. START DOING A MILLION THINGS
4. FORGET YOU BROUGHT COFFEE
5. DRINK IT COLD
WHAT IT'S LIKE TRYING TO MAKE LESSON PLANS FOR 40 KIDS WITH...

DIFFERENT LEARNING ABILITIES/STYLES/NEEDS, DIFFERENT FAMILY/CULTURAL BACKGROUNDS, ALL WHILE MAKING SURE THEY PASS THE SEVERAL STANDARDIZED TESTS THAT DETERMINE MY VALUE AS A TEACHER TO THE SCHOOL.
Teaching Tasks

- Take Attendance
- Track Behaviors
- Track Participation
- Formative Assessment
- Summative Assessment
- Track Growth
- Differentiate
- Track Interventions
- Contact Parents
- Encourage Reflection
Otus teachers report using 8-10 different technologies prior to using Otus.

Separate log in for each system.

Data is disconnected and disparate.
THE PROBLEM

Education data is inaccessible and disconnected because there is no common platform to gather and analyze it.
THE SOLUTION
A single platform to gather and analyze data.
Classroom Management Data
Attendance
Behavior
Student Growth and Proficiency Data
Assessments
BEYOND MULTIPLE CHOICE

WILL ASSESSMENTS FINALLY TEST DEEPER LEARNING?
Who is famous for his work with evolution?

- Gregor Mendel
- Charles Darwin
- Sheldon Cooper
- Albert Einstein

Kahoot!

0 Answers
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. George Washington was the <strong>first</strong> US President.</td>
<td>0-1</td>
</tr>
<tr>
<td>2. Which battle was the <strong>most</strong> fought?</td>
<td>0-1</td>
</tr>
<tr>
<td>3. Put the following parts of the plot diagram in order from first to last at the timeline of the plot. Multiple Choice - 1 point.</td>
<td>0-1</td>
</tr>
<tr>
<td>4. <a href="image">Diagram representing the plot structure</a></td>
<td></td>
</tr>
</tbody>
</table>

Your questions have been successfully added.
Limited Question Options
Limited Content Options
BONUM MANE  Bonjour
καλημέρα  HELLO  guten morgen
보안  dobro  jutro  Labas  rytas
Goeie  more  buenos  dias  sabah
good morning  BOM DIA
Disconnected Data
Why use Otus?
Grade Assessments Instantly
Grade Assessments With Rubric Criteria
# Rubric-Based Assessments

<table>
<thead>
<tr>
<th>Essential Question #1</th>
<th>Rubric Descriptor 1</th>
<th>Rubric Descriptor 2</th>
<th>Rubric Descriptor 3</th>
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</thead>
<tbody>
<tr>
<td><strong>How do the parts of a system work together to carry out a function and operate as a whole?</strong></td>
<td>4 Beyond, Selects a system, identifies the parts, describes the function of each and explains how it interacts with another system(s)</td>
<td>4 Beyond, Identifies how missing or added parts from one system can impact the functioning of another system</td>
<td>4 Beyond, Connects observations to scientific understandings to make inferences or predictions</td>
</tr>
<tr>
<td>3 Proficient, Selects a system, identifies the parts, describes the function of each, and how they work together</td>
<td>3 Proficient, Explains the impact to the system when one or more parts of the system are altered using specific details</td>
<td>3 Proficient, Connects observations to a scientific understanding</td>
<td></td>
</tr>
<tr>
<td>2 Developing, Selects a system and identifies the parts</td>
<td>2 Developing, Identifies an impact, but cannot fully explain it</td>
<td>2 Developing, Connects observations to personal experience</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Essential Question #2</th>
<th>Rubric Descriptor 3</th>
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<tr>
<td><strong>What is the impact on the system as a whole when one or more parts of the system are altered or not functioning properly?</strong></td>
<td>4 Beyond, Selects a system and identifies the parts</td>
</tr>
<tr>
<td>3 Proficient, Identifies how missing or added parts from one system can impact the functioning of another system</td>
<td>3 Proficient, Connects observations to personal experience</td>
</tr>
<tr>
<td>2 Developing, Identifies an impact, but cannot fully explain it</td>
<td>2 Developing, Connects observations to personal experience</td>
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</table>
Rubric-Based Assessments - Grading

<table>
<thead>
<tr>
<th>Essential Question #1</th>
<th>4 Beyond</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do the parts of a system work together to carry out a function and operate as a whole?</td>
<td>Selects a system, identifies the parts, describes the function of each and explains how it interacts with another system(s)</td>
<td>Selects a system, identifies the parts, describes the function of each, and how they work together</td>
<td>Selects a system and identifies the parts</td>
<td>Student selects a system</td>
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</table>

<table>
<thead>
<tr>
<th>Essential Question #2</th>
<th>4 Beyond</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Beginning</th>
</tr>
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<tbody>
<tr>
<td>What is the impact on the system as a whole when one or more parts of the system are altered or not functioning properly?</td>
<td>Identifies how missing or added parts from one system can impact the functioning of another system</td>
<td>Explains the impact to the system when one or more parts of the system are altered using specific details</td>
<td>Identifies an impact, but cannot fully explain it</td>
<td>Identifies an impact but the explanation is incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question #3</th>
<th>4 Beyond</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Beginning</th>
</tr>
</thead>
</table>
1 - **Strand: Operations and Algebraic Thinking**  
**Topic: Divide Within 100**  
**Grade: Third**

**Question:**  
The teacher told the students to solve the following equation.  
9 x ? = 8,100

Sally said the answer was 900.  
Billy said the answer was 800.

Which student answered it correctly? Explain your answer.

Standards: 3.OA.C.7
Share & Copy Benchmark Assessments
Connect Assessment To Standards
## Track Growth Over Time

<table>
<thead>
<tr>
<th>NAME</th>
<th>RL.K.1 (14)</th>
<th>RL.K.2 (14)</th>
<th>RL.K.3 (14)</th>
<th>RL.K.4 (14)</th>
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<tr>
<td>Maria Aquino</td>
<td>Approaching Mastery</td>
<td>Approaching Mastery</td>
<td>Approaching Mastery</td>
<td>Approaching Mastery</td>
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<tr>
<td>Ashley Collins</td>
<td>Mastery</td>
<td>Mastery</td>
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<tr>
<td>Jake Davenport</td>
<td>Approaching Mastery</td>
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<tr>
<td>Sophia Diaz</td>
<td>Mastery</td>
<td>Mastery</td>
<td>Mastery</td>
<td>Mastery</td>
</tr>
<tr>
<td>Michael Ditka</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dominique Harris</td>
<td>Mastery</td>
<td>Mastery</td>
<td>Mastery</td>
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</tr>
<tr>
<td>Keller Mallory</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
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<tr>
<td>Juan Carlos Montoya</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
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<tr>
<td>Andrea Perez</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
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<tr>
<td>Susan Peterson</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
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<tr>
<td>Adam Silverstein</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
<td>Near Mastery</td>
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<tr>
<td>Heather Thompson</td>
<td>Not at Mastery</td>
<td>Not at Mastery</td>
<td>Not at Mastery</td>
<td>Not at Mastery</td>
</tr>
<tr>
<td>Anthony Williams</td>
<td>Mastery</td>
<td>Mastery</td>
<td>Mastery</td>
<td>Mastery</td>
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</tbody>
</table>

**Learn To Use Otus**
Possibilities with Otus
Creating Assessments in Otus

60+ Question Types
<table>
<thead>
<tr>
<th>Content Options</th>
<th>Protractor</th>
<th>Ruler</th>
<th>Scientific Calculator</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><img src="image1.png" alt="Protractor Image" /></td>
<td><img src="image2.png" alt="Ruler Image" /></td>
<td><img src="image3.png" alt="Scientific Calculator Image" /></td>
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<tr>
<td><strong>Audio Player</strong></td>
<td><img src="image4.png" alt="Audio Player Image" /></td>
<td><img src="image5.png" alt="Calculator Image" /></td>
<td><img src="image6.png" alt="Formula Input Image" /></td>
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<tr>
<td><strong>Imagetool</strong></td>
<td><img src="image7.png" alt="Imagetool Image" /></td>
<td><img src="image8.png" alt="Passage" /></td>
<td><img src="image9.png" alt="Video Player" /></td>
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</tbody>
</table>
| **Section 3**           | The buzzwords *blended learning* stem from the idea of mixing these media types — oftentimes a necessity at school level due to lack of infrastructure or plans to roll out device strategies.
At the beginning of "The Raven" the speaker is reading

- a magazine
- a newspaper
- a letter from Lenore
- some rather dry old books
What do paleontologists study?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>People</td>
</tr>
<tr>
<td>B</td>
<td>Weather</td>
</tr>
<tr>
<td>C</td>
<td>Fossils</td>
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</table>
Drag and drop the correct phrase to complete the sentence.

At the beginning of “The Raven,” the speaker is reading

- a magazine.
- a newspaper.
- a letter from Lenore.
- some rather dry old books.
Tiny Hamster Eating Tiny Burritos (Ep. 1)

As you watch the video, tell me 2 things you notice and 1 thing you wonder about.

Word Limit: 10,000 words
Recite the first verse of *I Wandered Lonely as a Cloud*, by William Wordsworth.
Today you will read two stories titled “Johnny Chuck Finds the Best Thing in the World” and “Me First.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled “Johnny Chuck Finds the Best Thing in the World.” Then answer the questions.

**Johnny Chuck Finds the Best Thing in the World**

by Thornton W. Burgess

1. Old Mother West Wind had stopped to talk with the Striped Chipmunk.
2. “I’ve just come across the Green Meadows,” said Old Mother West Wind, “and there I saw the Best Thing in the World.”
3. Striped Chipmunk was sitting under the Slender Fir Tree and couldn’t help hearing what Old Mother West Wind said. “The Best Thing in the World—now what can that be?” thought Striped Chipmunk. “Why, it must be a hearse and hearse of nuts and some I’ll go and find it.”
4. So Striped Chipmunk started down the Lone Little Path through the woods as fast as he could run. Pretty soon he met Peter Rabbit.
5. “Where are you going in such a hurry, Striped Chipmunk?” asked Peter Rabbit.
6. “Down in the Green Meadows to find the Best Thing in the World,” replied Striped Chipmunk, and ran faster.
7. “The Best Thing in the World,” said Peter Rabbit, “why, that must be a great pile of carrots and cabbage I think I’ll go and find it.”
8. So Peter Rabbit started down the Lone Little Path through the woods as fast as he could go after Striped Chipmunk.
9. As they passed the great hollow tree, Bobby Raccoon put his head out. “Where are you going in such a hurry?” asked Bobby Raccoon.

**Part A**

What does ores mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

1. excited
2. lost
3. upset
4. scared

**Part B**

Which statement best supports the answer to Part A?

1. “...ran this way and ran that way...”
2. “...hadn’t found the Best Thing in the World”
3. “...they started up the Lone Little Path...”
4. “...they didn’t hurry now...”

1. Item 1
2. Item 2
3. Item 3
4. Item 4
5. Item 5
6. Item 6
7. Item 7
8. Item 8
9. Item 9
10. Item 10
Select all the relevant sections in the text.
Which sentence or sentences imply that the cheetahs run fast?

Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah’s head is smaller than the leopard’s, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah’s spots are simply black spots, not rosettes or circles.
Label the countries highlighted blue.
Click on South America and Africa in this map.
Lincoln has three pennies. Brooke has seven pennies. Genesis has ten pennies. Show how many total pennies Lincoln, Brooke, and Genesis have on the chart below.
Highlight 40% of the cells on the grid below.
What is 2 + 2?

Show your work:

A: 4
B: 5
C: 7
D: 8

Check Answer
Draw a star to mark the location of the capital of Turkey.
Bank of items and set of assessments to measure student mastery of Common Core State Standards (CCSS)

- Math and ELA CCSS item count 67,000 items
- U.S. History and World History
Easily Differentiate Assessment
Does it count as differentiated instruction if I print their worksheets on different colored paper?
Label each of the G Suite for Education tools.

1. Gmail
2. Classroom
3. Drive
4. Docs
5. Sheets
6. Slides

Next >>
Label each G Suite for Education tool.
Label each G Suite for Education tool.
Let’s play!
my.otus.com
Then click “LOG IN”
<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Assessment Type</th>
<th>Points</th>
<th>Due Date</th>
<th>Status</th>
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<tr>
<td>ICE Conference 2017</td>
<td>Test</td>
<td>18</td>
<td>3/3/2017</td>
<td>Waiting</td>
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<tr>
<td>Assessment Title</td>
<td>Assessment Type</td>
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<tr>
<td>ICE Conference 2017</td>
<td>Test</td>
<td>--/18</td>
<td>3/3/2017</td>
<td>Waiting</td>
</tr>
</tbody>
</table>

[Arrow pointing to the "Take Assessment" button]
ICE Conference 2017

Duration: 20 minutes
Teacher: Jeremy Wickham
Type: Test

Multiple Attempts are allowed

Please review the example assessment. Remember to tweet @otusk12 with the hashtag #ice17 and share an example of how you can go Beyond Multiple Choice with Otus for a chance to win a Google Home!
ICE Conference 2017

Please click Start when you are ready to begin the activity.
TIME FOR QUESTIONS
Thanks!

Any questions?
You can contact us at:
fodor@otus.com
jeremy@otus.com
And the winner is...
Professional Development Hours

- If you are interested in receiving Professional Development Hours (PDH) for time spent at the conference, you must **physically sign in on a paper sign-in sheet during registration for each day** you attend the conference.
- Workshop attendees should sign in at their session via a sign-in sheet made available by their presenter.
- An online evaluation form will be made available on the ICE website after **3:30pm on each day of the conference**. This form will only be available for **10 days**.
- Once the online evaluation form is submitted, an Evidence of Completion form will be sent to you via email. The sender will be **PDH@iceberg.org**; please add this address to your Contacts list and/or check your Spam folder if you do not see the email within 24 hours of submission.
- Attendees must complete a **separate evaluation form** for each day of the conference.
- As a reminder, attendees must be physically signed in for each day, and they must complete a unique PDH evaluation form in order to receive hours for each day.