



Pixton Practices Handout

Assessment

For Use With Pixton PowerUp Webinar

Best Practice #1: Criterion-Based Assessments

Prep

Begin by selecting the material you want students to present, and identify the essential elements they should include. Create a rubric or assessment criteria clearly outlining your expectations for the comic. Share this with students in advance so they understand how their work will be evaluated.

You may also provide a comic template or allow students more creative freedom in the design of their comic summary. Search or share links to content packs and/or story starters with students to find a comic that they can remix to create their comic summary.

Activity

To assess students' understanding of a text, chapter, or concept, have them create a comic summary using Pixton. You will assess their understanding based on the summary comic they submit. This activity taps into their visual and narrative skills, requiring them to synthesize and condense key information. Encourage students to use a combination of visuals, dialogue, and narration to convey the information effectively. You may also wish to encourage students to focus on the most important aspects of the material and to avoid including unnecessary details in their summaries. The students should pay attention to the criteria that you provided in the rubric as they create their comic summary. You will assess their mastery of content based on the criteria set forth in the rubric.

PowerUp Variations

Encourage students to enhance their comics with sounds, creating a more engaging presentation. In the editing feature, they can navigate the toolbar by selecting "WORDS" and then "SOUNDS." There is a wide selection of choices for different sounds.



Differentiation

Adjust Complexity: You can adjust the complexity of the task by varying the number of panels or the level of detail required.

Use Groups: Encourage collaboration and peer support by allowing students to work in pairs or small groups.

Alternative Presentation Methods: Allow use of the speech-to-text and/or text-to-speech features.

Best Practice #2: Formative Assessments

Prep

Design a comic with an embedded error or misconception you'd like students to correct to show their mastery of an idea. One useful Pixton resource is the Content Packs. Search for key terms and find backgrounds and characters that are useful. Use the AI-enabled Activity Generator to create an exit ticket assignment where students can submit their work.

Activity


Transform traditional formative assessments using Pixton. As an exit ticket, students will identify an error or misconception and submit a corrected comic. The greater the number of panels assigned, the greater the challenge because students have to evaluate the veracity of each panel and decide how to correct the one that has an error. This exit ticket serves as a formative assessment because it gives you information about the depth and proficiency of the students' understanding and allows you to modify future instruction.

PowerUp Variations

Gamify the assessment by turning the formative assessment into a contest between groups. Supply a comic with a different variation to each group. The first group to identify the error and submit a corrected comic wins. Award points to the winning group on a class leaderboard or give a prize.

Differentiation

Scaffolding: Provide hints or additional context for struggling learners within the comic.



Flexible Grouping: Students can work individually, in pairs, or in small groups, depending on their comfort level and ability.

Complexity: Adjust the complexity of the panels to cater to different ability levels.

Interactive Discussions: Use Think-Pair-Share strategies to engage students in discussing the content, providing sentence starters or guiding questions for those who need them.

Best Practice #3: Summative Assessments

Prep

Use the AI-enabled Activity Generator to create an activity for a chosen class. Once the activity is generated, you can edit the activity as you see fit, which includes many options. Your instructions to students should be specific. You can also create a comic template to share with students or provide them with a comic that gives them a prompt with some helpful characters, props, or backgrounds.

Activity

Students will create a comic as assigned in the activity you modified after using the AI-enabled Activity Generator. They will follow the instructions you provided in the activity and submit their comics for teacher evaluation. Pixton makes it easy to submit, and you can quickly use the provided rubric to evaluate each comic.

PowerUp Variations

When using the AI-enabled Activity Generator, you have the option to include writing prompts and vocabulary words. Choosing this option is one way to create a remediation assignment or an extra credit assignment. Ask students to submit a comic that addresses the writing prompts and key vocabulary words of your choosing.

Differentiation

Scaffolding: Provide a list of key terms for students to reference.

Choice: Allow students to use the photo upload feature to include additional images.



Associated Research

Cohn, N. (2013). *The visual language of comics: Introduction to the structure and cognition of sequential images*. Bloomsbury Academic.

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>

Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. Pfeiffer.

Short, J. C., Randolph-Seng, B., & McKenny, A. F. (2013). Graphic presentation: An empirical examination of the graphic novel approach to communicate business concepts. *Business Communication Quarterly*, 76(3), 273–303. <https://doi.org/10.1177/1080569913482574>