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MIDDLE SCHOOL, OH

Recently my students and I participated in a case study using the Qwizdom Student Response System. The results showed that the Qwizdom group performed higher than the control group on the eighth grade Ohio Achievement Assessment, concluding that by using the Qwizdom remotes, students did in fact show an increase in class participation and state testing performance.

We began using the system in November of the 2009-2010 school year. Using Qwizdom's ReadySet Curriculum, I had access to lessons and pre-made quizzes that were aligned with my state's standards. I used the Qwizdom remotes four times a week for about 20 minutes per session, until two weeks prior to testing. During the two weeks before testing, we reviewed using the Qwizdom System for the entire 41-minute class period.

Collecting data was easier than expected. I found that I could assess student strengths and weaknesses quickly by creating an answer key that I could effortlessly link to a state standard. Using the data, I accurately assessed student understanding and refocused my teaching strategies to include areas of need by the end of each lesson. Then using my textbook software with the Qwizdom remotes, I effortlessly customized review games that focused on specific state standards. Streamlining the assessments and data collection saved valuable time, as I was not investing time in re-teaching mastered material.

The self-paced testing mode allowed advanced students to work at their own pace, while I provided guided practice for struggling readers. Being able to accommodate special needs students was essential in my classroom and the self-paced mode made it easy for all students to participate.

Class participation increased as even the most reluctant students participated in the review games. Several students stated that they "felt more confident answering anonymously with the remotes."

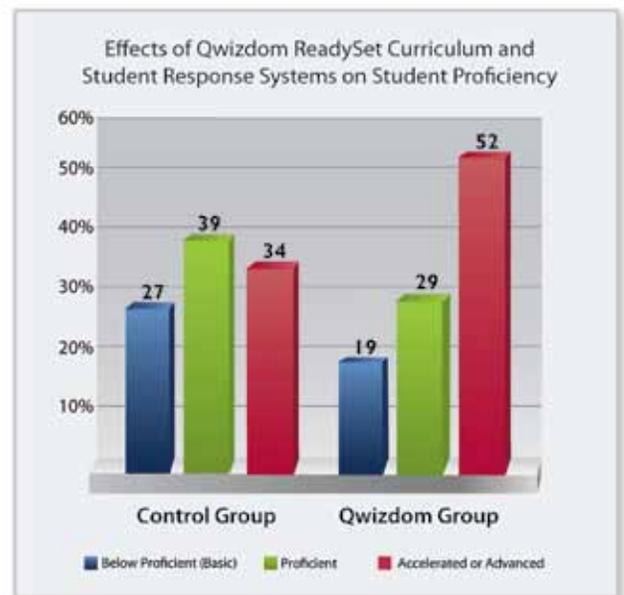
However, it was the test scores that provided the most significant data. The 8th Grade Ohio Science Achievement Assessment results were as follows:

Qwizdom group	19% Below Proficient (basic)
	29% Proficient
	52% Accelerated or Advanced
Control group	27% Below Proficient (basic)
	39% Proficient
	34% Accelerated or Advanced

I was most impressed with the 52% of the Qwizdom group that scored accelerated or advanced. The control group had only 34% accelerated or advanced. Without the Qwizdom system, I would have expected those results to look much different.

I look forward to using the Qwizdom remotes and the ReadySet Curriculum system with future students. I would recommend these Qwizdom products to all teachers as it is by far the best technology that I have had the privilege of using as a teaching tool.

Stephanie Greathouse
8th Grade Science Teacher, OH



CHIEFLAND MIDDLE SCHOOL, FL

As a 7th grade math and ESE teacher, I am always looking for innovative ways to capture my students' attention. Most of my students are lower level students that I am trying to motivate to pass the Florida Comprehensive Assessment Test. The Florida Comprehensive Assessment Test (FCAT) is a criterion-referenced test which measures student progress toward meeting the Sunshine State Standards benchmarks. In order for my students to show proficiency on the FCAT, they must have a level 3 or above on the FCAT mathematics test. And in order to show a year's growth, they must have an increase of 78 points in their developmental scale score.

After reviewing my class data, I selected my first and fourth periods to conduct my study. My first period Intensive math class, which was my Qwizdom group, consisted of 18 students; 9 girls and 9 boys. Of the 18 students in this class, 50% are students with disabilities. My fourth period Intensive math class, which was my Control group, consisted of 14 students; 8 girls and 6 boys. Of the 14 students in this class, 57% are students with disabilities. Demographically and academically both of these classes were similar and I felt they would work well for this study.

Both classes are 90 minute block classes that use the district curriculum based on the Sunshine State Standards and district pacing guide. Both classes used supplemental material as needed. The Qwizdom groups had the advantage of the ReadySet Curriculum and were able to use the Qwizdom clickers.

To begin, both classes were given the Pretest from the ReadySet Curriculum and both classes found it to be quite challenging. One thing that I noticed immediately is that the Qwizdom group was excited to take the pretest so they could use the clickers. The mean score for the Qwizdom group was a 27% and the mean score for the control group was 26%. Therefore, both classes scored approximately the same and I was interested to see the effect of the Qwizdom clickers and curriculum.

Throughout the year, my Qwizdom group was taught a lesson and then given a quiz using the responders. I instantly received feedback and saw the standards that needed remediation. If the students needed remediation, I used premade lessons from the Ready Set Curriculum. This was an amazing time saver. My control group also had quizzes that I had to make and grade. They were not nearly as excited to take quizzes as my Qwizdom group. After hand grading these quizzes, I had to search out and find the remediation materials.

In addition, I used the ReadySet curriculum in Racecar and Baseball mode presentation and the clickers as a review. The students loved to see their racecar and watch it move. At first I was a little hesitant and worried that students who were not winning would feel badly but I did not see this at all. In fact, I loved to watch the discussions among the students. They all were excited and willing to explain to their peers as to how they answered the questions. I also used the game presentation as review for our state test.

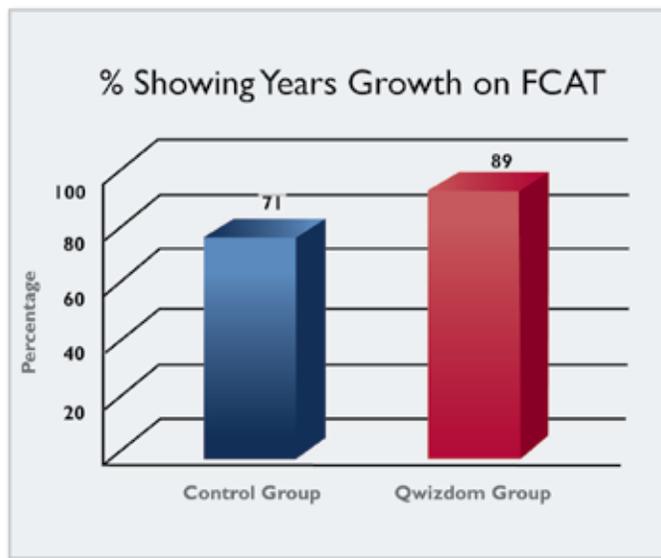
At the end of the year, I gave both groups the posttest. I was amazed to see that the Qwizdom group's mean score increased to 48%, an increase of 21% points, whereas the control group only increased to 31%, an increase of 5% points. Based on the results of the posttest I was very anxious to see the results of the Florida Comprehensive Assessment Test (scores summarized below).

FCAT	Qwizdom Group	Control Group
% Showing years growth	89%	71%
% Moved up a level	63%	43%
Level 3 and above	42%	14%

The results were amazing and I credit this to the Qwizdom ReadySet curriculum and Qwizdom responders. I think that this motivated the students and kept them fully engaged for the entire 90 minute block. I was so impressed with this system that I purchased additional receivers so I could have a full class set and purchased the ReadySet Curriculum for the 2010-2011 school year.

In closing, I would like to thank Qwizdom for allowing me and my students to be a part of your case study. It was an eye opening experience that showed me the importance of using technology, specifically the ReadySet Curriculum and Qwizdom Responders in the classroom. I can't wait to use my Qwizdom responders and ReadySet curriculum with all my classes this year!

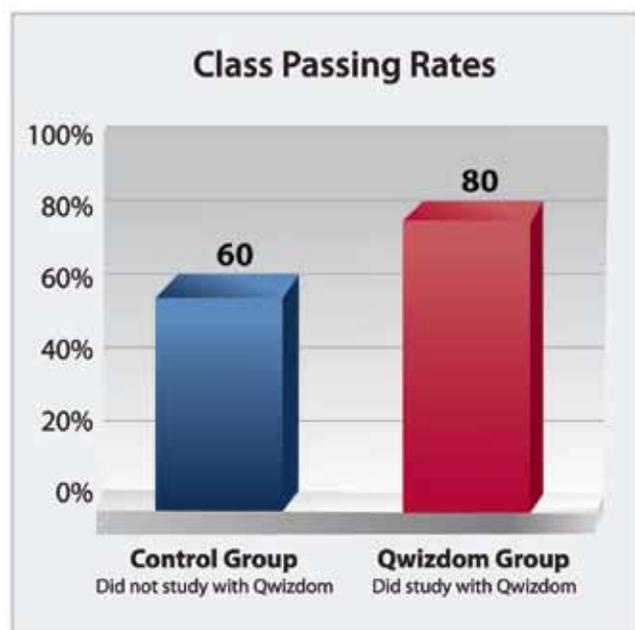
Stephanie Parks
7th Grade Math/ESE Teacher,
Chiefland Middle School, FL



TEXAS MIDDLE SCHOOL, TX

As an eighth grade science teacher in Texas, I am always aware that at the end of the year my students will be expected to pass our state test -- the TAKS (Texas Assessment of Knowledge and Skills) -- as part of the 'No Child Left Behind' Law. This test measures three years (grades 6, 7, and 8) of content in Earth, Life, and Physical Science as outlined in our state curriculum, the TEKS (Texas Essential Knowledge and Skills). More importantly, it measures the application of that knowledge in these content areas. In my opinion, this test is the hardest of all 8th grade TAKS tests, since it addresses higher order thinking skills.

I have used the Qwizdom Student Response System in my classroom to introduce and reinforce curriculum for the past few years. Qwizdom not only provides questions in the three areas of science, but these questions can be put into different game formats or altered to meet the needs of a particular teacher. My students in years past enjoyed two such games -- Fast Track (a car racing game) and Baseball. The students answer questions to win a game. Amazingly, without them knowing, they are learning and having a great time in the process. These remotes also allow the teacher to see how well students in the class are grasping content by presenting the responses in form of a bar graph. This is a great feature, because it helped me identify which content had to be readdressed.



This year I was lucky enough to participate in a study of ReadySet, Qwizdom's state-standardized curriculum, from April 1, 2008, to May 1, 2008. ReadySet covers all the TEKS students are responsible to know for the TAKS test. For this study I chose one class of 25 students as the Qwizdom Group. They used the remotes with the ReadySet program as a review tool every day for 4 weeks before the TAKS test in May.

The students in the Qwizdom Group really enjoyed using the Student Response System this year. The ReadySet program provides state-specific questions that the students answer using the remotes. Each question has a correct answer slide even though the remotes instantly tell the students whether they are correct or not. The answer slide is followed by at least one, and sometimes two, explanation slides which further reinforce understanding.

The day of the TAKS came, and all 8th grade science students in Texas were tested. I was pleased to see that the Qwizdom Group had a passing rate of 80%. This was excellent! I chose my other class of 25 students as the Control Group. Both classes were similar in ability, male/female ratio and size. The Control Group never used the Student Response System or the ReadySet program, and we reviewed for the TAKS test in a traditional way that is done with all students in the 8th grade. The Control Group average was 60%. This was a significant difference from the Qwizdom Group! I teach in an inner city school that is 97% Hispanic. It is a Title I school and all of our students have free breakfast and lunch. Our district passing rate was a disappointing 55.5% in 8th grade science. The state average passing rate for all students taking the science test was 68%. This was 2% lower than last year's results. Yet, my students who used the ReadySet program not only surpassed the district average but also the state average. Imagine what the passing rate would've been if the entire district had used Qwizdom!

These results have convinced me that next year I will use the ReadySet program with all my students. The Qwizdom Student Response System coupled with the ReadySet curriculum is an excellent tool that helps all students prepare for their state test in a fun way that they enjoy.

Adah Stock
8th Grade Science Teacher, TX

WANGENHEIM HIGH SCHOOL, CA

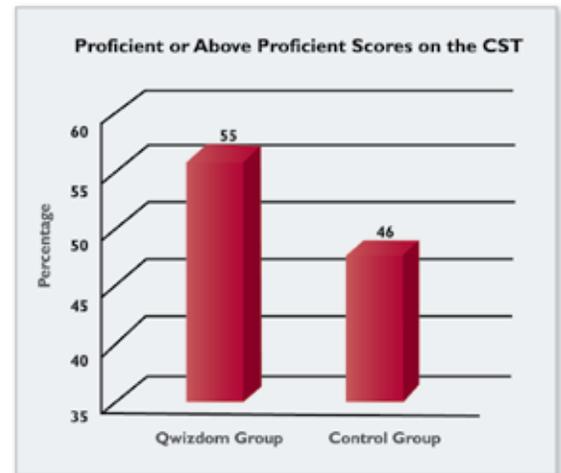
I teach 7th grade Pre-Algebra at Wangenheim Middle School in the San Diego Unified School District. In the beginning of the school year, I gave a pretest to both a Control group and a Qwizdom group. The median score for both classes was within 1% of each other, which made them ideal candidates for the case study. Also, approximately 18% of both groups were at-risk students and the demographics for both groups were also very similar. Here is the Demographic Profile:

Filipino:	25.1%	African American:	13.9%	Pacific Islander:	1.4%
Caucasian:	22.3%	Asian:	5.3%	Native American:	0.5%
Hispanic:	19.5%				

During the course of the school year, I utilized a form of scaffolding for review of key California 7th Grade Mathematics standards. For the Qwizdom group, I implemented three different types of classroom learning. Working in three week cycles, I first used Qwizdom's state-aligned curriculum, ReadySet, as well as customized question sets as whole group learning. In the second cycle, I used individual responses to a paper and pencil quiz, with the Qwizdom Student Response System providing immediate feedback. In the final week of the cycle, I utilized group games, from Qwizdom Connect's game options (primarily Fast Track, the car racing game), with two students per team. This combination of whole group, individual, and team learning was then repeated throughout the entire school year up to state testing.

The control group had access to the same question and answer sets but did not have the advantage of the Qwizdom Student Response System or ReadySet curriculum. This group kept pace with the same schedule of learning and review.

The results of the study show that the Qwizdom group on average scored 14.2 points higher than the control group on the CST Math (California Standard Test). The Qwizdom group's average test score was 356.4 and the Control Group's was 342.2. The study also showed that while 46% of the control group scored at Proficient or above, just over 55% of the Qwizdom group scored at the same level.



	Scores on the CST Math	Scored at Proficient or Above
Qwizdom Group	356.4	55% (approx.)
Control Group	342.2	46%

The Qwizdom Student Response System also provides benefits in the classroom beyond the window of the state testing cycle. It is a true motivational tool that can increase student engagement and interest in the subject matter. The Qwizdom Student Response System was the hit of our annual Family Math Night, as over 250 parents and students played Math Trivia. The system integrates well with both PowerPoint® and interactive whiteboards. The Qwizdom Student Response System is truly the centerpiece of my technology-based classroom.

David Schick
Mathematics Teacher
Wangenheim Middle School, CA

JOHN F. RYAN ELEMENTARY SCHOOL, MA

In November, 2007, I began using the Qwizdom Student Response System in my classroom. We were all very excited and enthusiastic to begin this case study. The remote system was used in a class of 28 5th grade math students. The control group which did not use the Qwizdom remotes consisted of a similar 5th grade class, made up of 27 students. A pretest was administered to both groups in October, 2007, and a posttest in June 2008. The test consisted of 30 math problems, for a total of 100 points, covering most of the Massachusetts Math frameworks. The average score for the pretest and posttests were as follows:

Results

Qwizdom Group

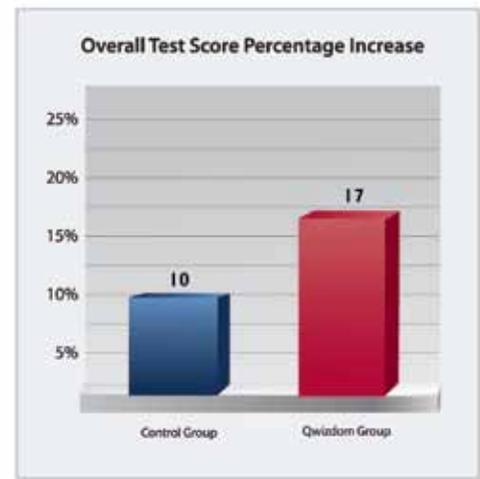
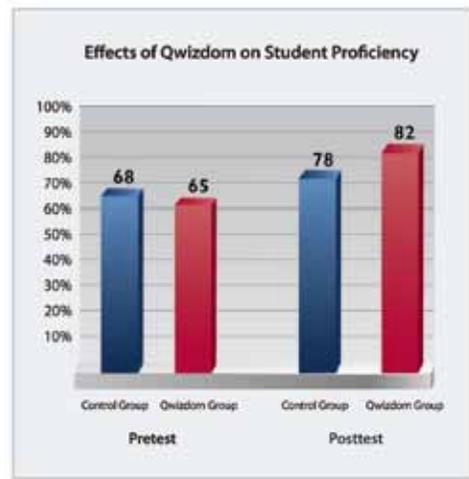
Avg. Pretest = 65%

Avg. Posttest = 82%

Control Group

Avg. Pretest = 68%

Avg. Posttest = 78%



In the following, I would like to comment on different aspects of the Qwizdom Student Response System.

1. Easy to Use – Students found the remotes very easy to use. As soon as one student found out how to do something, word spread like wildfire among them and the entire class was up and running. It literally took 10 minutes and one practice activity to have all students on board.

2. Participation – Our schedule would leave us with math in the afternoons. Students would have a two hour academic block most afternoons and class participation was a challenge. When I started using Qwizdom, I turned the assessment questions into a game such as “Fast Track” and my students instantly came alive. I am fortunate enough to have a whiteboard in our classroom and the nice big picture of the different cars racing motivated the students. I had one student in particular who was passively engaged in class and as soon as the remotes were introduced, he just came alive!

3. Feedback – My students really liked knowing if they got the question right or wrong. If this feature was disabled so they could change their answers, they would come to me at the end of class and ask if I could look up the report to find their score. This really showed me that students were actively engaged in their learning. They wanted feedback to know if they had mastered the material. As a teacher, feedback is difficult to give to a class of 28 students. The Qwizdom system assisted me tremendously in providing students with the feedback they craved.

4. Curriculum – The Qwizdom Student Response System guided the curriculum I taught throughout the year. I have many examples of this. We use the Scott Foresman Math Series. Form C of this series is a multiple choice test. On some chapters I chose this form and had students use the remotes to record their answers for the test. I printed the reports at the end of the day and took them home with me. Instead of correcting tests, I analyzed the data. I could easily see that the class had not mastered two important standards which they would need to know for state testing. The next day, I retaught these skills and gave a quick assessment at the end of class. Again, I checked the data to see if we were ready to move on. Another area where the Qwizdom remote system guided the curriculum was during the review for state testing. The Massachusetts standards are extremely vast and determining where to put the emphasis on reviewing is challenging. Qwizdom made this job much easier. I was able to tailor the review to meet the needs of my students. Certain Massachusetts’s standards are covered more intensively on the state exam; I refer to these standards as our power standards. The Qwizdom remotes helped me recognize which students were having difficulty with these standards and helped me identify a group of students who needed remediation. I believe the Qwizdom system helped me use my time more efficiently, therefore, benefiting my students. I would expect to see favorable results on state testing for my class.

I believe that I have only scratched the surface of using the Qwizdom Student Response System in my classroom. The math curriculum offered with the system has many great lessons and assessments which were ready to be used immediately. I believe the Qwizdom Student Response System is an invaluable tool for teachers. With the increasing demands placed upon us, this system helps us use our time more efficiently, use data to drive our decisions, and most importantly, motivate and improve student learning.

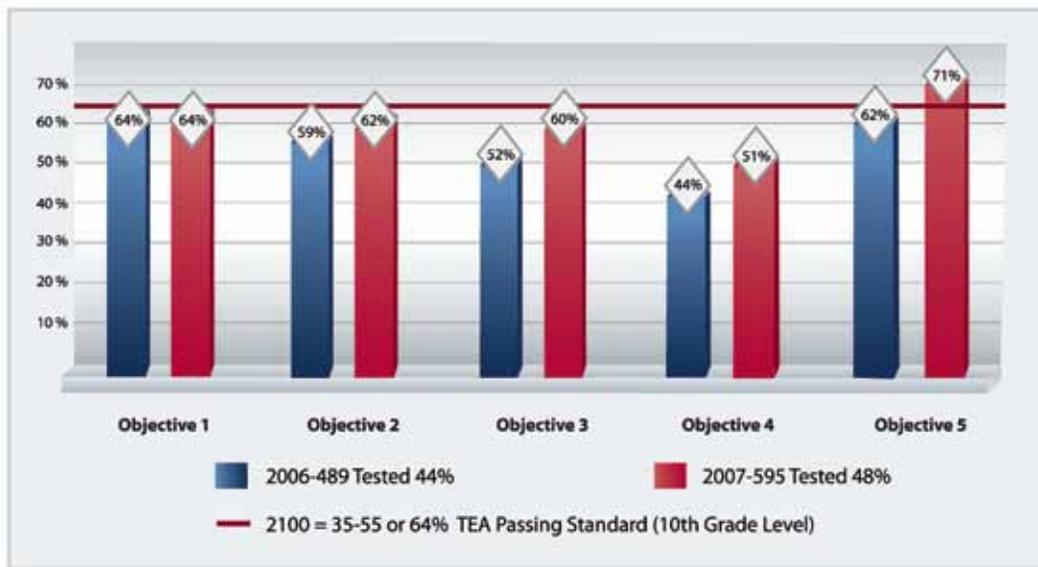
Eileen Lindsey
5th Grade Teacher
John F. Ryan Elementary School, MA

LINCOLN HIGH SCHOOL, TX

YEAR	STUDENTS TESTED	OBJECTIVE 1			OBJECTIVE 2			OBJECTIVE 3			OBJECTIVE 4			OBJECTIVE 5			% PASSED COMMENDED
		Qs	M	%	Qs	M	%	Qs	M	%	Qs	M	%	Qs	M	%	
2006	210/489	17	10.9	64%	11	6.5	59%	11	5.7	52%	8	3.5	44%	8	5.0	62%	44%/7
2007	287/595	17	10.8	64%	11	6.8	62%	11	6.6	60%	8	4.1	51%	8	5.7	71%	48%/27

Listed above is a data table and graph with information taken over the past two years for Juarez-Lincoln High School at La Joya ISD. Column one indicates years tested; column 2 lists the number of students who passed and tested, and columns 3 through 7 list objectives tested. Listed under each objective are the number of questions tested, followed by the number of questions mastered, followed by the percent of students mastering each objective. The last column lists the percent of students mastering all five objectives, as well as the number of students commended. Objective 1 represents the nature of science which includes safety, measuring, and the scientific method; Objectives 2 and 3 represent the number of student expectations covered under the field of biology; Objective 4 represents the number of student expectations covered under the field of chemistry, and Objective 5 represents the number of student expectations tested under the field of physics.

Look at the 2006-2007 school year. As you can see, we achieved mastery at two levels, namely, Objective 1 - the nature of science, and objective five- physics. Objective 2 came close- two points from mastery and an increase of 3% over the previous year. Objective 3 came close as well- four points from mastery and an increase of 8% over the previous year. Objective 4, our lowest objective, was 13 points below mastery, however, an increase of 7% over the previous year. Objective 5- physics, a standout, stood 7 points above mastery, an increase of 9% over the previous year. Objectives 2 through 5 hit an all time high, and there's no question in my mind that this improvement was due to the contributions of the TAKS ReadySet curriculum Qwizdom supplied, as well as their Student Response System, which in my opinion, revived many students who we thought were lost. I was amazed to see how the system resurrected and motivated so many of my students.



This graph verifies the impact “Qwizdom” contributed to our scores. Drawn across the graph is a red line which signifies the level of mastery. A 2100 or 64%, represents the passing standard for tenth grade schools throughout the state of Texas.

We received the ReadySet curriculum just before spring break. **We had three short weeks to use the curriculum and the impact was phenomenal.** In my opinion, the biggest obstacle that teachers have is fear of new technology. However, once one realizes how user-friendly Qwizdom is and how creative the system lends to be, every fear is lifted and one realizes how one could have functioned without it. During the past five years, I have had continuous success using the Student Response System, and the ReadySet curriculum provided even more this year. In fact, during the 2004-2005 school year, while working for Point Isabel ISD, our high school scored the highest TAKS scores in Region I. I used the system while I was there and the students were just as motivated. I am very excited to implement ReadySet for a longer period of time this year; I'm sure I will see even better improvements.

Juan Sanchez,
Teacher
Lincoln High School, TX

ROOSEVELT ELEMENTARY SCHOOL, CA

Overview:

The classes involved with this Qwizdom case study were two fourth grade classes with similar demographics. Both classes consisted of students ranging from advanced proficient to far below basic in mathematics, the area of this study. Both classes used the same district pacing guide and textbooks to teach mathematics. The main difference in instruction was that my class would be using Qwizdom's state-aligned curriculum, ReadySet, and the Qwizdom Student Response System.

My class used ReadySet with the student remotes on a daily basis, as either an introduction or a closing activity. All students were very excited to be using this new technology. Students, and teacher alike, liked the immediate feedback so that students could see their errors and analyze how to correct. The answer slides also provided visuals for the students.

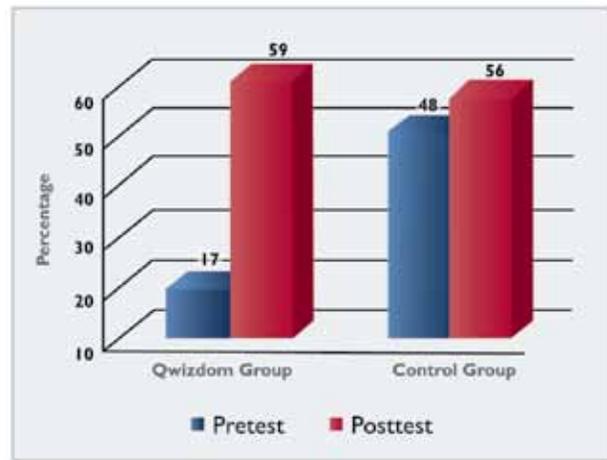
The overall student response to using Qwizdom was overwhelmingly positive (on the rare days that we did not use Qwizdom, the students were disappointed.)

Data Analysis:

Using the ReadySet curriculum and the pretest and posttests, the Qwizdom group had a pretest average of 17% while the control group had a pretest average of 48%. The posttest results were rather impressive as the Qwizdom group had a posttest average of 59% and the control group had a posttest average of 56%. This means the Qwizdom group's average score went up 42% while the control group's only went up by 8%.

On average, the Qwizdom group had an increase of 27 more answers correct on the posttest. The control group had an average increase of 7 more answers correct.

	Avg. Pretest	Avg. Posttest
Qwizdom Group	17%	59%
Control Group	48%	56%



Here are some of student's actual responses to using Qwizdom in mathematics:

- » *Oh, now I see where I made my mistake.*
- » *Wow, this is so fun.*
- » *I don't usually participate, but with Qwizdom, it was easy and fun.*
- » *I think using Qwizdom helped me be ready for those 'trick' questions.*
- » *When my teacher used Qwizdom to grade our tests, we had our results the same day. This helped me to know what I needed to work on.*

Here is the teacher review:

- » *Using Qwizdom brought those students who normally try to 'hide out' while everyone else answers to a new level of confidence in their ability to participate.*
- » *Using the ReadySet curriculum with the student remotes provided me with the immediate ability to see what strengths and weaknesses the students had.*
- » *Immediate feedback; this not only helped the students, but me as well. I was able to reflect on my lessons and see where I could make them better.*
- » *Additionally, I was able to pinpoint which concepts needed re-teaching.*

I would like to thank Qwizdom for allowing me the opportunity to use ReadySet and the Qwizdom Student Response System in my classroom. My students and I were provided with a grand opportunity, and this has only strengthened my belief that the use of a response system in the classroom opens doors for all students.

Craig A. Lane
4th Grade Teacher
Roosevelt Elementary, CA

WESTFIELD HIGH SCHOOL, NJ

Qwizdom Case Study (2nd Semester):

This study was conducted February 19, 2009, to May 29, 2009 (finals). It basically covered the second semester of the school year.

Case Study Setup:

I taught 3 high school chemistry classes this year (periods 2, 4, 6). All classes took the same pretest and posttest. However, periods 4 & 6 used the Qwizdom Student Response System and ReadySet state-aligned curriculum, while period 2 was my control group. This setup was a change from the first semester, where period 6 was my control group and periods 2 & 4 used Qwizdom regularly. It was very difficult taking Qwizdom use away from period 2 after they had gotten used to using it during the first semester.

All three classes were Chemistry I classes consisting of primarily sophomores, with some juniors and one freshman and one senior. In general, periods 2 and 6 seem to be higher performing classes, as measured by unit tests.

Pretest & Posttest:

All three classes took the same pretest and posttest. I started with the ReadySet pretest and customized it for the material that I would be covering during the second semester. The test consisted of 20 questions. After administering the pretest, we never discussed the correct answers for the questions. The same test was used for the posttest. When administering the posttest, the class was shown how their class responded (bar charts) and we discussed the correct answers as a class. The posttest was administered before we started final review.

Classroom Use:

A unit in my class is approximately 2 weeks long. I used Qwizdom for 7 units during the second semester, with 4-6 lessons during each unit. I most typically asked about 5 questions at the end of class as a closing to review the material presented that day. At times I would ask questions at the beginning of a class as a Do Now activity to review a concept from a previous class. I used a variety of question types, depending on the material the class was learning. In addition to multiple-choice questions and true-false questions, students would enter numeric answers for mathematical problems and sequence a series of data. I would show the class the percentage breakdown of how the class responded and reveal the correct answer using Qwizdom. We would then discuss the correct answer as a class. During daily quizzes, students could change their answer within the set time period. Qwizdom became an every day part of my teaching, not just a tool that we used for review games. During review games, student teams could not change their answers and they had to answer within a set time. These settings kept the review game moving along. Even though I explained the answer to each question, the pace was too fast for some students.

When preparing presentations, I would usually import the ReadySet questions on that topic. I was also very happy with the Qwizdom library of illustrations. I would frequently review the illustrations related to a unit, then create questions based on the illustrations.

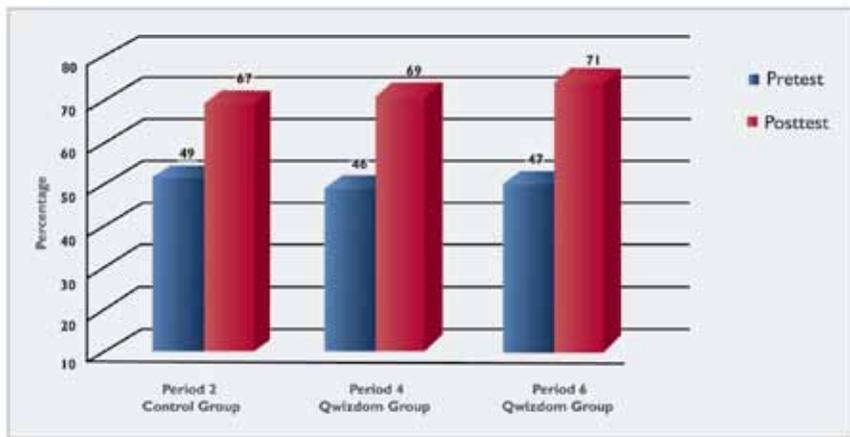
Every day I would review the Qwizdom results of my classes. The results would give me an indication of topics that needed to be revisited the next day due to a lack of understanding by the class. It would also indicate which students needed to come in for extra help due to their individual needs.

I also teach one Physics class. I would frequently use Qwizdom for review games before a test in that class. I did not use Qwizdom on a daily basis with this class since I did not have time to create custom daily quizzes for this class. My focus was using Qwizdom in chemistry.

Results: (second semester)

Class Case Study	Period 2 Control Group	Period 4 Qwizdom	Period 6 Qwizdom
Number of students passing the pretest	3/19 = 15.8%	0/23 = 0%	2/20 = 10%
Number of students passing posttest	11/18 = 61.1%	17/24 = 70.8%	14/20 = 70%
Percent difference in number of students	45.3%	70.8%	60%
Average pretest score	49%	46%	47%
Average posttest score	67%	69%	71%
Percent difference in scores	18%	23%	24%

Results (continued)



In reviewing the results table, periods 4 & 6 (the Qwizdom groups) showed a larger increase in their understanding of chemistry topics from the pretest to the posttest. This statement is true when looking at both the number of students passing the posttest versus pretest and the average scores on the posttest versus pretest. The control group performed the worst in both areas.

My students looked forward to using Qwizdom. They were excited when they entered the classroom and saw that they needed to take out their remote. I especially noted the enthusiasm from my 4th period class. In general, the academic performance of this

class is lower than my other two chemistry classes. These students would not have raised their hand to answer a question, even if it was the exact same question that I would have asked in a Qwizdom presentation. They would probably be embarrassed about giving a wrong answer. I feel that this class was so enthusiastic about using Qwizdom, because it made them an active participant in the class. They got to answer every question, and they were excited to see if they were correct. They could be involved without embarrassing themselves. They were engaged. They were excited. They were learning.

I prepared a survey for my chemistry classes on using Qwizdom that I gave to them after our final exam. In general, there was a lot of enthusiasm for using Qwizdom. The results of the survey are summarized in the below table.

Table 3: Student Survey on Qwizdom Use – End of Year

Key to answers: 1: No, not at all, 3: Somewhat, 5: Yes, very much

Class Case Study	Period 2 Qwizdom 1 st Semester	Period 4 Qwizdom All Year	Period 6 Qwizdom 2 nd Semester
Did you like using Qwizdom on somewhat daily basis?	4.9	4.1	3.9
Did you like using Qwizdom for end-of-chapter review games?	4.6	4.6	4.4
Do you feel like it helped you learn the chemistry material?	4.4	4.3	3.5
Do you feel other classes should use Qwizdom regularly?	4.6	3.9	4.2
Did you find using the remote confusing?	1.1	1.6	1.9

What did you like about using Qwizdom? (actual quotes)

Period 2

*It was awesome.
It was fun.
It allowed students to interact.
Everyone gets to participate.
It reinforced learning.
It helped students assess their weaknesses.*

Period 4

*It was fun.
It was exciting.
It helped me understand topics.
It was a different way to learn.
It actually made you think.
It got the class involved.
It was a good way to practice.*

Period 6

*It was interesting.
It was fun.
I actually learned.
It helped me retain information.
I liked that answers were anonymous.
It was easy to participate.
It was a good review.
It keeps material fresh in your mind.
You know what to study.
I loved everything about it.
It made homework & tests easier.*

Closing:

Thank you to Qwizdom for letting me be a part of your case study program this year. I love being able to try new teaching techniques with my students. I felt that using Qwizdom in my classes was very successful. In fact, my school is looking into purchasing additional classroom sets.

Carol Wenk
Chemistry Teacher
Westfield High School, NJ

LEIGHTON ELEMENTARY SCHOOL, OH

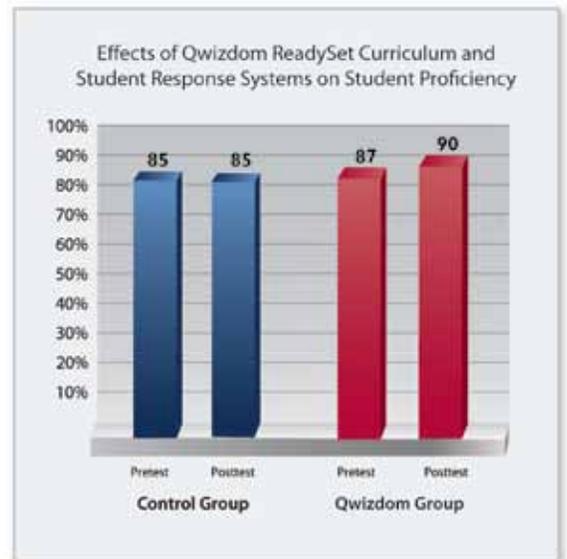
Overview:

I began the case study in January 2008 and carried it through until the first week of June 2008. The two groups selected for this case study consisted of two different classes with similar demographics. Both classes consisted of average students and superior cognitive students. We both taught our class the identical reading curriculum from our school district, and followed the same pacing guide. The only difference was that I also used the ReadySet curriculum along with the Qwizdom Student Response System. I built the ReadySet curriculum into my daily lessons. The majority of students enjoyed using the response system with a few who did not. All students liked the immediate feedback after each question. If a student missed a question, they were able to ask questions immediately instead of waiting a day or two for the teacher to grade the papers and hand them back. This allowed discussions and clarifications for understanding the concept being taught. Overall, it was a very positive experience and students were enthusiastic about learning and looked forward to using the response system.

Data Analysis:

The Qwizdom group average score on the pretest was 87%. The control group average score was 85%. The Qwizdom group average score on the posttest was 90%. The control group average score was 85%.

When analyzing the data I was surprised to see that the control group scored the same for both the pretest and posttest. This indicates to me there wasn't any growth during the four month case study. The Qwizdom group increased their scores by 3%. This 3% could mean the difference between passing and not passing the Ohio Achievement Test (OAT). This increase showed growth among my students. What was impressive was when I analyzed individual students' scores. For example, the average score for student number 7311 increased from an 84% to a 94%. This student is an average student who has difficulty with reading. Using the Qwizdom Response System gave him the chance to ask questions and clarify for understanding. His growth was due to using the ReadySet curriculum and Qwizdom.



What was impressive was that my second highest scoring student scored a 476 on the 5th grade OAT, but barely passed the 4th grade reading OAT. Using the Qwizdom curriculum and remote system allowed this student to learn the material in a different way. This student looked forward to using Qwizdom every day. Also, student number 7311 scored very well and performed at the proficient level with a score of 432. This was another student who didn't do well on the 4th grade OAT but flourished on the 5th grade OAT. This is quite impressive considering how difficult reading was for this student. This student also liked using Qwizdom in the classroom. It was surprising to see that several of the students who performed at the high end of the proficient level were students who had a difficult time with reading and I was fearful of them receiving a low score. I truly believe that Qwizdom helped raise their ability to do well on the test. According to these students it helped to prepare them for the OAT.

Students' Responses to Using Qwizdom:

- » *In language arts, I thought that Qwizdom helped me on the OAT by covering concepts on the OAT. I liked it because it was a fun way to learn.*
- » *I think that Qwizdom really helped me because I learn a lot more when I'm having fun and Qwizdom was a new and fun way to learn. It was quick and new and it was very helpful on the OAT.*
- » *I liked the Qwizdom because it was really fun. It helped me on the OAT because it helped me understand stuff.*
- » *I liked the Qwizdom a lot. I think that they're a great way to learn. It also helped me on the OAT. When we reviewed again and again, it stuck in my mind.*
- » *I think Qwizdom helped a lot on the OAT. It is more fun than tests. I would have gotten only half of the questions on the language arts OAT if we did not use Qwizdom.*
- » *I think that Qwizdom helped because the tests helped me to learn.*
- » *I enjoyed the Qwizdom's. I feel the language arts tests were helpful for the OATs.*
- » *I really like Qwizdom. It really helped for the OATs. It was a good way for studying. It helped a lot and it kept me remembering what I needed to know.*

Teacher Review:

- » Loved using Qwizdom with my students.
- » Provided immediate feedback.
- » If students did not score well on a question, it allowed me to re-teach immediately.
- » Using Qwizdom opened up class discussions on concepts that were difficult to understand.
- » Students, who did not like to participate, had a voice using Qwizdom.
- » The ReadySet curriculum was very beneficial in teaching my lessons.
- » When using the ReadySet curriculum, I was able to determine quickly who did not understand a concept and which students could move forward.
- » Using Qwizdom was beneficial for ADHD students. It kept them moving at a fast pace and didn't allow for down time. Instead of fidgeting, it kept the student occupied and focused.
- » Using Qwizdom allowed the curriculum to be covered in a shorter period of time.
- » Another important aspect of using Qwizdom was being able to view the progress of test questions. It allowed me to see which questions were missed the most and to determine where I failed in teaching a concept. I was also able to inform students of wrong answers and that they needed to check their work. It forced students to slow down and think about their answers. I found using an answer key was the best way for testing my students. It gave them the chance to take their time in answering questions and it allowed me to analyze questions immediately.

Thank you for giving me the opportunity to work with the Qwizdom Student Response System and ReadySet program. I am convinced that using response systems in the classroom are very beneficial for the students and for the teacher. This was a great opportunity for me, as well as my students.

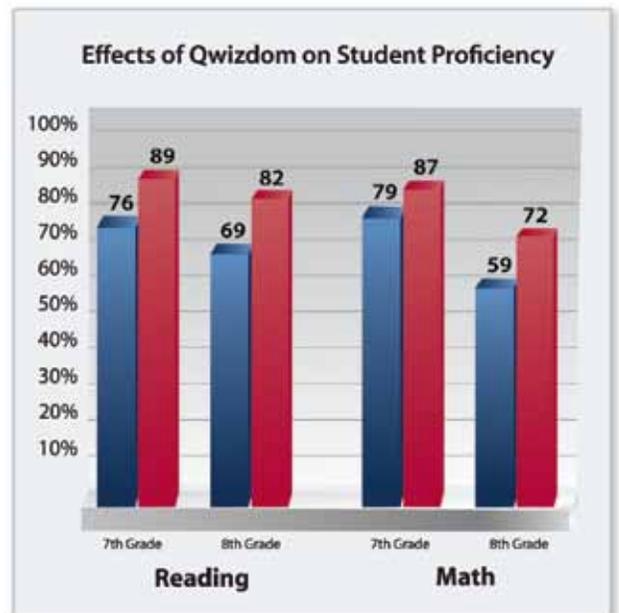
Nancy Tyrrell
5th Grade Teacher
Leighton Elementary School, OH

WILLISTON MIDDLE SCHOOL, ND

Williston Middle School in Williston, North Dakota decided to establish an after-school program, called Period 8 that focused on enhancing the skills of students who were not proficient on last year's state tests.

When we got our ND State test results back, the increase was more than we expected. Our Student proficiency in reading for 7th grade increased from 76% to 89% and our 8th graders from 69% to 82% and in math 7th grade increased from 79% to 87% and our 8th graders from 59% to 72%! We were ecstatic. The only variable from the year before was the identification of student needs through assessment and Period 8. I know Period 8 was only possible because of Qwizdom. Thank you Qwizdom!

Marcia Amongst
Principal
Williston Middle School, ND



TESTIMONIALS



“Student engagement is high when we use Qwizdom to review for a quiz or test.”

I have used Qwizdom in class to motivate and excite students. Student engagement is high when we use Qwizdom to review for a quiz or test. We have used the Race Track Game during class and in tutorials. Qwizdom is helpful when teaching slopes and linear equations. - Betty Anne Shearin, Algebra II & Geometry Teacher, Warren Early College High School, NC

“I do believe that the use of Qwizdom remotes, ReadySet, and Qwizdom Connect has resulted in higher test scores...”



As an eighth grade mathematics teacher in North Carolina, I know creativity in my delivery and assessment is a must to keep my students engaged. I have owned and used Q4 remotes for many years. In every class, at every level of achievement, the students love doing math using the Q4 remotes. Their favorite review activities include Fast Track and Mission to Mars. The remotes allow me to either pull questions from the existing rich question bank or use my own so I can tailor their review. The best part is, while playing the games, my students are reinforcing math concepts taught in class. They have a great time competing with one another while doing math. I do believe that the use of Qwizdom remotes, ReadySet, and Qwizdom Connect has resulted in higher test scores, more retention of the material, and enjoyment of mathematics.

- Mark Jankowski, 8th Grade Math/Algebra Teacher, Asheville Middle School, NC

“Best of all...two words...ON-LINE CONNECT! 1000's of lesson at our fingertips.”



Although there is no “magic bullet” that automatically turns children into successful learners...Qwizdom is pretty darn close! I have been a Qwizdom educator for just over a year and am still absolutely amazed how excited my 5th grade students get each time I scream, “It’s Q4 Time!” My students love working through different lessons that the ReadySet Curriculum provides on a daily basis, and the Content Manager makes creating new and exciting “on the fly” lessons a breeze. Best of all...two words...ON-LINE CONNECT! 1000's of lesson at our fingertips. In our classroom community, everyday is a new Qwizdom adventure! Can it get any better than this? - Henry Rauhaus, 5th Grade Teacher, Hoffman Trails Elementary, OH

“Qwizdom grading is quick and reliable. I don't like to give quizzes any other way, now!”



I teach 11th grade history at Greeneview High School in Jamestown, Ohio. I find the Qwizdom clickers invaluable when giving 10 question quizzes over short reading assignments. When I pass out the paper quiz and the “clickers,” my students seem to really focus on the quiz questions. As the answers come in, I can immediately see which questions the students are answering incorrectly. As we go over the material, I make sure I stress those problem areas. Qwizdom grading is quick and reliable. I don't like to give quizzes any other way, now! - Cindy Mash, Social Studies Teacher, Greeneview High School, OH

“I love just watching the students being so excited about doing math!”



“Can we play Qwizdom today?!” - a phrase asked repeatedly by my students. From using it to check last night's homework, to review games, and even tests...my students can't get enough Qwizdom! It is a GREAT motivational tool. They're having such fun they don't even realize they are learning. And the teacher benefits - I love just watching the students being so excited about doing math! I also love that I can give students a class assignment or test using Qwizdom and get instant grades and feedback. I enjoy it so much that sometimes I find myself saying, “Can we play Qwizdom today?!” more than my students!

- Nicole Lavigne, 7th Grade Math Teacher, Cleveland Middle School, TN

“...invaluable tool to establish baseline test scores prior to administering common formative assessments.”



Qwizdom Q4 remotes have been a wonderful technology mobile device for the students and teachers of Troutman Middle School. Besides being an engaging resource that students enjoy using in all content classes, it's a handy tool for tracking student understanding with regards to what is taking place within the classroom with “real-time” results. I have used the tool to assess reading comprehension and vocabulary development. In addition, the remotes have been an invaluable tool to establish baseline test scores prior to administering common formative assessments. Everyone loves the ease-of-use and the instant feedback that helps my students and me in evaluating what has been learned and what needs to be re-taught.

- Perry Justice, 7th Grade Language Arts Teacher, Troutman Middle School, NC

“My Q7 and I are best of friends and we are inseparable.”



As a teacher of 42 years, I find one of my most rewarding tasks is being involved in the lives of my students. The Q7 presenter tablet is the perfect technological piece of equipment available that allows me to maintain close proximity to all of my students. I move freely among my class, talking, joking, and helping while continually controlling my presentation lectures via the presenter tablet. My students enjoy being handed the Q7 and demonstrating their skills to the rest of the class. My Q7 and I are best of friends and we are inseparable. - **Ron Mason, Science/Math Teacher, Eastmont High School, WA**

“The students love instant feedback on their responses, the teachers love the printable reports to target certain skills...”



At Gray Elementary School, Qwizdom has been part of our curriculum for the past five years. An Exploratory class was named Qwizdom and is still in use. In my Qwizdom class, the remotes have offered our students a new and exciting way to learn skills in Language Arts and Math. I coordinate my class with the classroom teachers to offer a quality lesson using the remotes. The students love the remotes and our host has been named Henry. The students love instant feedback on their responses, the teachers love the printable reports to target certain skills, and our school faculty and staff love the excitement shown by the students when they come to my class. They are motivated to do their best because a game follows a lesson. Our school created a video of Qwizdom in the Classroom. It shows the enthusiasm of students as they participate. At GES, Qwizdom is #1. - **Marty Harrington, GES Technology Teacher K-5, Gray Elementary, GA**

“...the reports generated supply me with vital information that drives my teaching.”



Qwizdom remotes provide a multitude of advantages for my students. As a teacher, the reports generated supply me with vital information that drives my teaching. I am able to access information regarding student progress, to reflect on teaching methods and question choices, and to instantly provide students feedback on their performance. Most importantly, I am able to accommodate for a diverse population of learners by reading questions aloud through keynote, modifying answer choices on paper-based assessments, and spontaneously checking the strategies students are engaged in daily. - **Rachel Lebo, 7th Grade Science Teacher, Elmore Park Middle School, TN**

“Seeing their response to a correct answer is priceless!”



I use Qwizdom in my classroom as not only a learning resource, but also as a student motivator. Qwizdom Connect software along with the remotes are used to introduce concepts as well as reinforce skills within my classroom setting. My students are more engaged and on task when they have their Q4s in hand! Students use their remotes to answer math questions after they have worked them on individual dry-erase boards. Seeing their response to a correct answer is priceless! It also allows for immediate intervention and re-teaching within the lesson. - **Cassie Bland, 3rd Grade Teacher, Winnsboro Elementary, TX**

“Our scores have increased from 74% to 92% over the last 2 years!”



During a science lab activity, students answer questions that correlate with the activity. The students answer the questions before they begin the lab, then as they perform the tasks, they can change their answers if needed. At the end of the lab, students enter the final answers into the Q6 remote. We use Qwizdom during our Math/Science Boot Camp to review for the TAKS test, playing the Qwizdom games, and taking daily quizzes. Our scores have increased from 74% to 92% over the last 2 years! A big part of our success is owed to Qwizdom! My students love it! - **Jamie Long, 5th Grade Teacher, Dickinson Elementary, VA**

“Friday’s scores on vocabulary tests have increased, retention and daily usage of vocabulary terms have multiplied, and motivation and attitude has soared.”



Qwizdom rocks! Normally mundane vocabulary practice comes alive when playing Fast Track with words and their definitions. Monday morning, students in Central High School in Lunenburg County Public Schools, can't wait to get the new vocabulary words so that they can begin practicing before the big race on Thursday. Friday's scores on vocabulary tests have increased retention and daily usage of vocabulary terms have multiplied and motivation and attitude has soared. Who would have thought simply adding a little friendly competition to a few lessons during the day would make such a tremendous impact on education. We love Qwizdom remote systems!!! - **Sharon Bolan, Media Specialist/IT Resource Teacher, Central High School, VA**

“99% of my kids passed the high school science TAKS & our district received an exemplary rating from the state.”



Qwizdom works great! I'm serious, the kids love it. They come to class asking "Are we playing Qwizdom today?" They think learning is playing. 99% of my kids passed the high school science TAKS & our district received an exemplary rating from the state. Students input homework for instant grading at the beginning of each class; presentations on the daily lesson containing questions about the lesson and tests allow me instant feedback for evaluating my kids' comprehension of the subject matter before moving on. I am truly the envy of teachers here; they want Qwizdom in their room now.

- Cindy Sessions, Science Teacher, Timpson High School, TX

“...my students' scores on state exams have increased year after year.”



"I got it!!! Yes!!!" Those are just some of the answers students respond to using Qwizdom remotes in my classroom. My name is Noe Garza and I am an elementary teacher at Ray H. Darr Elementary School in Eagle Pass, TX. I teach math and reading in the 1st through 6th grades. I love using Qwizdom with my students as it actively engages everyone in the class. I get immediate feedback on my Q7 Tablet and can intervene and help that child master the objectives that I am teaching. Data analysis with the click of a button is bliss. Since using Qwizdom, my students' scores on state exams have increased year after year. It brings me joy to see that my students are not only learning, but having fun in the process as well. Thank you QWIZDOM!!!

- Noe Garza, Elementary Teacher, Ray H. Darr Elementary, TX

“Qwizdom quickly became my favorite way to teach math...”



As a Qwizdom Connect user for the past 5 years, Qwizdom quickly became my favorite way to teach math concepts to 5th/6th grade students at Dunbar Middle School in Dickinson ISD. I have my students use the Q4 remotes daily in order to assess their knowledge. Student come in, grab their assigned remote and complete a quiz or prompt that is running on the projector in Actionpoint while I take attendance and work around the room to help students. Students raise their hand if the Qwizdom feedback shows an incorrect answer so I can work with them to find the correct one - decreasing or totally eliminating re-teach time on that particular skill. I have found that this helps them learn effectively and be more prepared for engagement in the lesson for that day. - Angelia Filer, 5th Grade Teacher, Dunbar Middle School, TX

“It makes grading very easy, and there are so many different options...”



I love to use Qwizdom in my science classes for station labs, quizzes, tests and reviews. It makes grading very easy, and there are so many different options for asking questions, including allowing students to input number answers, that I'm not limited to only multiple choice questions. The students have fun playing the games, stay engaged, and enjoy learning, and they ask me often if we can use it in class. Qwizdom helps make some of the least interesting parts of science fun and exciting!

- Andria Niles, Science Instructor, Clear View Education Center/Clear Creek ISD, TX

“...high interest, modern day interactivity, this system allows me to do on the spot assessment.”



Even though I have been using my Qwizdom Response System for three years, the novelty has not worn off. My classes still respond to the button-pushing interactive lessons that they view as play, and I view as learning or assessment. Whether using pre-made lessons included with my set, or custom making my own slides, my classes love to use Qwizdom. Besides high interest, modern day interactivity, this system allows me to do on the spot assessment. Using the system as a test answering tool, I am able to immediately see weaknesses in mastery of concepts or sometimes (heaven forbid) a bad test question. I can easily say, "Lots of people are missing question number seven. Go back and see if that is really the answer you want to choose." And go back they do! I especially notice the usefulness of this device at the end of the day when everyone is tired. A child who has an interactive device in his/her hands cannot sleep. This device keeps everyone on their toes.

- Kat Kirst, High School Teacher, Victory Lakes Intermediate School, TX

“I love them and can't imagine teaching without a response system.”



I have been using Qwizdom for a number of years. I started with the Q3s, then moved up to the Q4s, and this year I have the Q6s. I love them and can't imagine teaching without a response system. I have used them in the elementary classroom and also in adult education when I was a Math Specialist. - Gail Wells, 4th Grade Teacher, Robert Gray Elementary, WA

“...Q6 remotes have become an integral part of my classroom.”



The Qwizdom Q6 remotes have become an integral part of my classroom. As a class, our favorite activity is Fast Track. We use Fast Track to review for upcoming tests. The students enjoy the competitive nature and immediate feedback the game provides. As a teacher, using Qwizdom allows me to receive immediate feedback on questions and keeps all students actively engaged. The answer key feature is also helpful with really difficult assignments by allowing the students to input their answers and check for immediate right/wrong feedback. This helps them build confidence in their math skills while self-assessing their understanding of the concept. It also allows me to check student progress so that I can assist students who are struggling with the concept.

- Misty Wood, Math & Technology Teacher, Wewahitchka Middle School, FL

“Oh Qwizdom, how do I love thee? Let me count the ways...”



Oh Qwizdom, how do I love thee? Let me count the ways... You teach us grammar and spelling and vocabulary and punctuation... through teacher-made slide shows. You let everyone answer each question, keeping all of us on task. You tell us if our answers are right or wrong, so we don't go too far without fixing problems. Your remotes add an element of fun to what might otherwise be boring grammar lessons. You make PowerPoints interactive; we have to pay attention. You let us review with games like racing and baseball. We can take tests by keying in answers. Our teacher can monitor our progress.

- Kitty Nash, Teacher, Holy Name of Jesus School, FL

“Qwizdom student response systems have increased student engagement and achievement...”



Teachers at Carmi-White County Unit District #5 are transforming the traditional classroom into an engaging environment in which students can thrive. The Qwizdom Student Response Systems have increased student engagement and achievement while providing real-time feedback to their teachers. The teachers are able to engage every child in class by creating an interactive learning environment. Students who normally remain silent in class are now answering questions without fear of embarrassment. The teachers are able to see instant feedback from the entire class and know whether to move on or continue reviewing a concept.

- Robin Huggins, Director of Technology, Carmi-White County Unit District #5, IL

“It also helps me to know which student is having a difficult time understanding a concept...”



My name is Latecia Dixon-Smith and I am a first grade teacher at CICS-Loomis Primary Academy. My students and I love the Qwizdom program and we use it at least once a day. Qwizdom is used to enhance lessons and ideas that I want my students to really get a good understanding of. The use of this program keeps their attention and draws them into focus. It also helps me to know which student is having a difficult time understanding a concept, by logging their responses into the system during the question activity. The students love it; because they know as soon as the lesson is over, they will use the remotes not only to show what they know, but to participate in game activities.

- Latecia Dixon-Smith, 1st Grade Teacher, CICS Loomis Primary Academy, IL

“... students see their progress, identify areas of concern, and become invested in the direction of their learning.”



I use Qwizdom for two distinct but equally important tasks in my classroom. Using the paper-based Answer Key, I can use real-time data to stop and re-teach skills, re-direct or select small groups for extra work during daily do nows or weekly quizzes. This allows me to focus on the skills to be bolstered and not bore the class (and myself) re-teaching skills clearly mastered. I also use Qwizdom as an assessment tool and use the data generated to allow the kids to direct the thrust of further instruction. The exportable graphs allow my students to see and react to their class, and even sometimes personal data. This allows the students to see their progress, identify areas of concern, and become invested in the direction of their learning.

- Nathaniel Baker, 6th Grade Science/Math Special Ed Teacher, Archimedes Academy, NY

“I use my Qwizdom remotes almost daily...”



I use my Qwizdom remotes almost daily, either with a short bell-ringer assignment, or a weekly review quiz. I may also use just to take attendance. It is a good way to get data into the computer. I also have them take polls or questionnaires. They have become part of my lesson plans on a regular basis.

- Mike Melendez, Automotive Service Technology, Seminole High School, FL

“Qwizdom is one of the greatest products that I as a teacher have been introduced to!”



My colleague and I are currently teaching 10th Year Aircraft Structures at Aviation High School in Long Island City, New York. I was introduced to Qwizdom by a friend that is a principal in upstate New York. She highly praised Qwizdom, and explained it to me - how it is interactive and students are able to be assessed. This intrigued me. I recently began using Qwizdom and I am quite pleased with the product. It is an excellent tool that has helped me to identify what my students have learned. The students enjoy and appreciate the fact that they are assessed based on what they have learned. They like the fact that they can get questions correct and that it is displayed on the Smartboard. It is a great tool that is used to quiz students as well. Qwizdom is one of the greatest products that I as a teacher have been introduced to!

- Antonio Pepenella, Aircraft Maintenance Technology Instructor, Aviation High School, NY

“The incorporation of the Qwizdom system into the school curriculum has proven to be an invaluable asset...”



The incorporation of the Qwizdom system into the school curriculum has proven to be an invaluable asset at Fulton Leadership Academy. The Answer Key function is quick and easy for creating homework checks. It provides teachers with immediate feedback of student performance. This enables the teachers to drive and direct instruction. Qwizdom Online provides a variety of engaging educational slides tailored to Georgia Performance Standards; thus promoting an interactive classroom instead of the usual book-riddled instruction. Major tests and quizzes that usually require more time to grade are put on Qwizdom where answers can be keyed in and graded. - Neal Christian, Curriculum Specialist, Fulton Leadership Academy, GA

“Qwizdom student response systems are fantastic teaching tools...”



The Qwizdom Student Response Systems are fantastic teaching tools that I have been able to utilize within my classroom. My students are always engaged during lessons when I'm using the response systems. I am able to assess them within seconds in order to provide further instruction or continue onto the next concept. On the other end, my students are able to get instant feedback sent to their remote. It is a great self-assessment tool – they can check their work or re-read the problem to see if they made a mistake and are then able to fix it. - Jessica Gale, 5th Grade Teacher, Herman Dummer Elementary, IL

“I can't imagine not having the Qwizdom remotes in my classroom.”



It might actually be easier to answer how I DON'T use Qwizdom in my classroom than how I DO use Qwizdom. My remotes are truly an integral piece of equipment in my science classroom. I use them almost daily for checking understanding during note presentations, for taking quizzes and tests, and of course, the students' favorite is to play review games, especially the Mission to Mars feature. When I teach math, I have the students text in their answers to selected homework problems to check for understanding before we start the new lesson. I can't imagine not having the Qwizdom remotes in my classroom.

- Roxanne Kuerschner, High School Teacher, Waconia High School, MN

“The excitement that is generated when we play the games is unreal!”



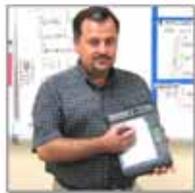
As a teacher in a small, rural school, my students and I are very excited to have the Qwizdom remotes and the Q7 Presenter Tablet. I have used these in all of my math classes with all levels of students. They all agree that it makes learning math fun! The excitement that is generated when we play the games is unreal! Until I had the Qwizdom remotes, I never had a student say, “Could we do one more problem, please?” I just love the effect that the interaction with the remotes and the tablet has on my students. - Debra Crable, Algebra I & Geometry Teacher, Independence High School, TN

“...remotes tap into their innate knowledge of electronics while furthering their comprehension...”



As a new teacher, I am delighted to have access to such a powerful tool. Most of my students come in knowing more about electronics than I do. The Qwizdom remotes tap into their innate knowledge of electronics while furthering their comprehension of a particular topic. My most challenging students who struggle with Science ask me on a daily basis, “When are we going to play the Fast Track Qwizdom activity again?” Qwizdom Connect also makes it easy for me to import grades into my gradebook, making grading student work more efficient. - Michael Espinosa, High School Science Teacher, Reagan High School, TX

“...we have steadily increased our science FCAT scores since we started using this technology.”



We started using Qwizdom technology several years ago here at Wolf Lake Middle School. We spent countless hours testing and troubleshooting several different classroom remote systems. We found Qwizdom to be, by far, the best technology for our needs. Last year we added Qwizdom Connect within our science curriculum. It is amazing how many online activities we now have available to us. Our students could not wait for the next time they used the remotes in class. It is no wonder we have steadily increased our science FCAT scores since we started using this technology. This year, all 8th grade science teachers at Wolf Lake Middle School are using Qwizdom Connect on a daily basis to teach and review 6th and 7th grade curriculum. I am certain our FCAT scores will be off the charts. Looking at our success in the science department, our reading department is now looking into incorporating this technology within their curriculum throughout this school year.

- Mike Cazin, 8th Grade Honors Earth-Space/Webmaster, Wolf Lake Middle School, FL

“...recommend the Q4 or Q6 responders to any teacher who feels overwhelmed by formative and summative assessment.”



I started out using the Q4 responders because our school system purchased them for benchmarking, and I fell in love them. The size and ease of use made them ideal for my classroom. Then came the Q6 responders, and I had to say “Goodbye” to the Q4’s. The Q6 responders have not only made assessment a breeze, but, thanks to being freed from the shackles of multiple-choice, the students have become better spellers. They also love the immediate feedback from the responders. I would gladly recommend the Q4 or Q6 responders to any teacher who feels overwhelmed by formative and summative assessment.

- Rickey Rakes, Science/Math Teacher, Logan Middle School, WV

“...using Qwizdom, I have improved my State test scores 95 points.”



When I first started teaching science, I was frustrated with kids not retaining and learning the information that I was teaching. I had a set of Qwizdom remotes and software from the previous teacher and once I received training on using Qwizdom, I took off from there. I now use my remotes all the time to teach vocabulary, for studying for Benchmark and State tests, and for my weekly vocabulary quizzes. In the 5 years that I have been using Qwizdom, I have improved my State test scores 95 points! Thank you for a great product!

- Julie Gardner, 7th Grade Science Teacher, Modoc Middle School, CA

“... students’ average CST science score was 21 points higher than any other CST subject test.”



A year ago my school district purchased 32 Q4 remotes for my classes. Qwizdom technology has greatly increased student engagement and participation in all of my classes. The instant feedback allows students to build confidence, and it allows me to offer instant praise to students while also immediately identifying students who need further assistance. Qwizdom’s real time data allows teachers to make on-the-fly instructional decisions. Thanks to Qwizdom’s instant feedback and self-assessment capabilities, my students’ average CST science score was 21 points higher than any other CST subject test.

- Albert Pedilla, Science Teacher, Brawley Union High School, CA

“Using a concrete interactive device helps liven up Latin for his students.”



Mr. Bradley, our Middle School Latin teacher, is one of my favorite Qwizdom advocates. Initially a little tentative with technology, Mr. Bradley has found Qwizdom phenomenally helpful in his courses. Using a concrete interactive device helps liven up Latin for his students. Meanwhile the clickers save Mr. Bradley the time he was spending grading tests. Instead he uses that time to quickly assess which questions were most difficult for his class and create a focused follow-up review and assessment to target the support and help he gives his students.

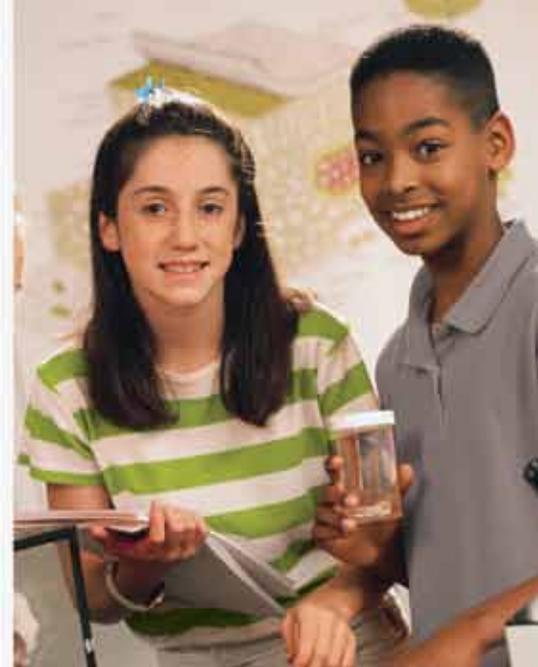
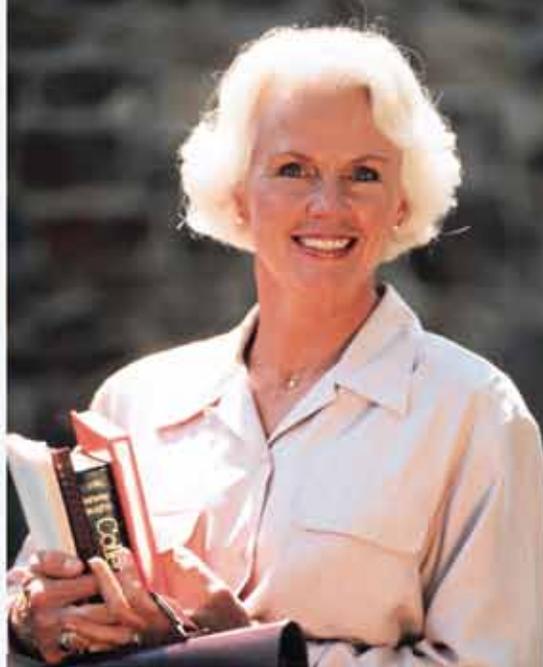
- Katrina Allen, 21st Century Learning Program Director, St. Philip’s Academy, NJ

“...fundamental in the formative and summative assessment stages of our units.”



I have been using Qwizdom for the last four years and it has proven to be very effective in my class. My classes are composed of English Language Learners and I am amazed at the level of student engagement while taking notes, not to mention their confidence while using the remotes to answer checking for understanding questions during the Interactive Slide Lecture phase of our units. The Qwizdom remotes have also become fundamental in the formative and summative assessment stages of our units. Today we have 21 Qwizdom sets at our school and we’re currently in the process of training more teachers so they can incorporate this great technology into their teaching.

- Eliseo Cerros, High School Teacher, Calxico High School, CA



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