



# Facilitator Guide

*Module 4:  
Eliciting Evidence of Student Learning*

# Facilitator Guide

## Module 4: Eliciting Evidence of Student Learning

Through this module, participants will learn about planning to elicit meaningful evidence of student learning to inform the formative assessment process. The module includes two parts. Part I focuses on eliciting meaningful evidence of student learning and Part II focuses on including planning for evidence in the lesson design process.

This module includes materials for:

- *Part I: Meaningful Evidence of Student Learning*, an approximately one-hour professional learning session.
- *Part II Planning Evidence Gathering Opportunities*, an approximately one-hour professional learning session.
- An approximately one-hour teacher collaboration activity session.
- *A Teacher Collaboration Facilitator Guide*.

### Module Learning Goals:

In Part I, participants will understand:

- The role of evidence of student learning in the formative assessment process
- What constitutes meaningful evidence of student learning in the formative assessment process

In Part II, participants will understand:

- The importance of using a variety of evidence gathering strategies at different points in a lesson
- The kind of evidence provided through different evidence gathering strategies

## Module Success Criteria:

Participants will be able to:

1. Evaluate and improve evidence gathering strategies to ensure that they provide meaningful evidence of student learning (Part I)
2. Plan meaningful evidence gathering opportunities that can support the formative assessment process (Part II)

## Role of the Facilitator:

The facilitator's role in this module is to 1) facilitate Parts I and II of the professional learning module, and 2) facilitate the teacher collaboration activity. Guidance for facilitating the teacher collaboration activity can be found in the *Teacher Collaboration Activity Facilitator Guide*.

- All materials have been prepared for facilitators and further details are available in this document.
- Facilitators should review all materials and make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator's personal presentation style.
- Facilitator notes (available here and as slides notes for each slide) provide flexible options for content delivery, and activities are designed to support facilitator decisions.
- The facilitator for this module does not have to be an expert on formative assessment. While this facilitator guide is intended to provide the background knowledge and scaffolding necessary for facilitators to lead the sessions in this module, the priority for facilitators should be supporting participant sense-making. Therefore, facilitators should not feel pressure to be seen as "experts" on formative assessment.

## Part I: Meaningful Evidence of Student Learning

**Table: Agenda**

Section	Time
<b>Section 1: Introduction</b>	5 minutes
<b>Section 2: Formative Assessment Process</b>	5 minutes
<b>Section 3: Evidence of Student Learning</b>	5 minutes
<b>Section 4: What is Meaningful Evidence (including video)</b>	25 minutes
<b>Section 5: Meaningful Evidence: Eliminating Barriers</b>	15 minutes
<b>Section 6: Reflection</b>	5 minutes

### What you will need:

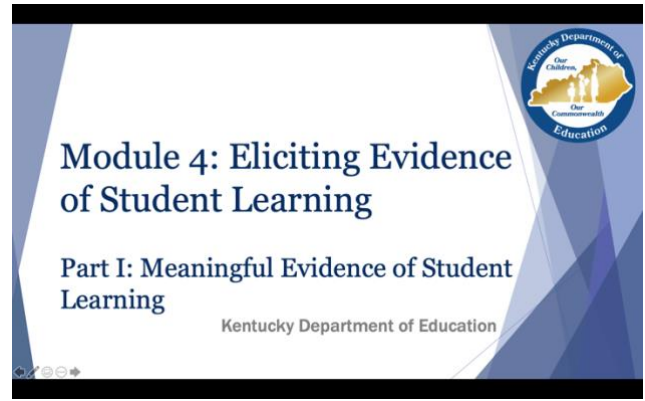
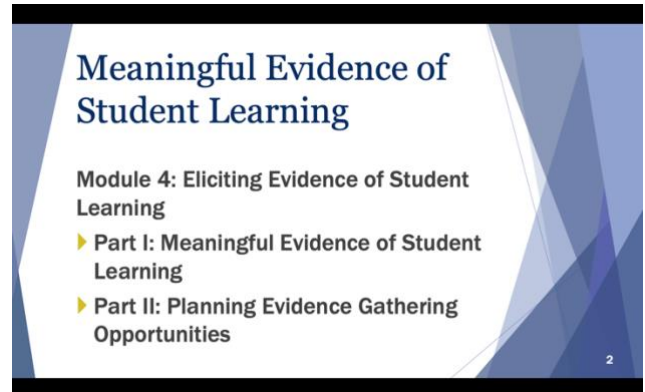
- Module 4: PowerPoint presentation
- Video observation guide (available at the end of this guide)

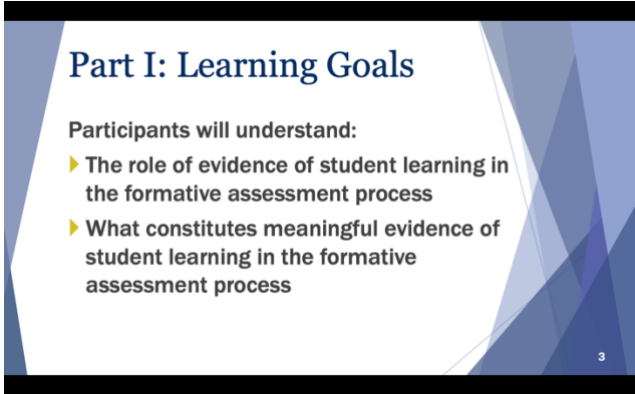
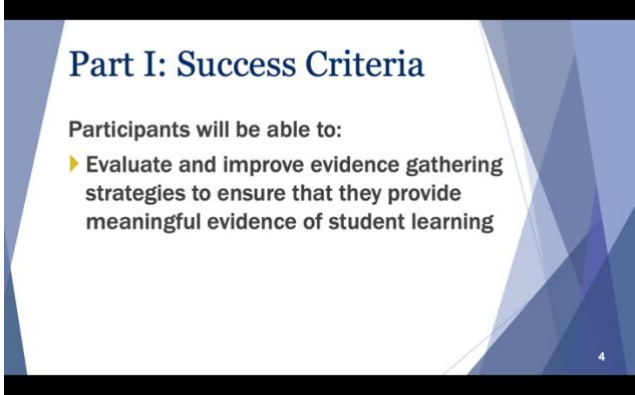
### Facilitator preparation:

- Preview the slides and read the slide notes carefully.
- Preview the Teacher Practice Video and decide whether to play the whole video or a specific section:  
[https://www.youtube.com/watch?v=4czVvw8SwHQ&feature=emb\\_logo](https://www.youtube.com/watch?v=4czVvw8SwHQ&feature=emb_logo)
- Read *Lesson Revision with Formative Assessment* (optional supplemental reading): <https://csaa.wested.org/resource/lesson-revision-with-formative-assessment/>

## Section 1: Introduction

Table: Slides 1-4

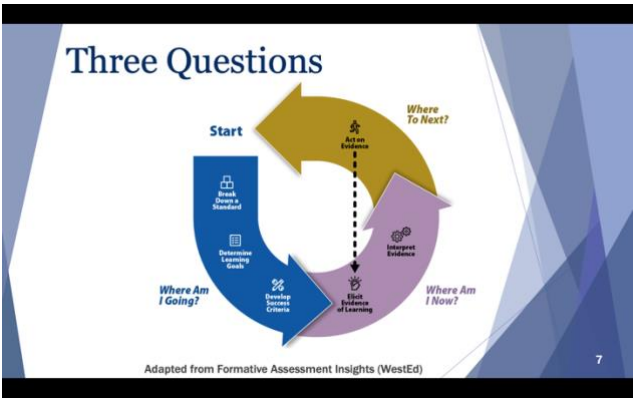
Slide #	Guidance	Slide Image
1	Title slide	
2	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Module 4 in this series focuses on Eliciting Evidence of Student Learning and the content is presented in two separate learning modules.</p> <p>Part I focuses on building a common understanding of what constitutes meaningful evidence of student learning that students and teachers can use to make decisions to move student learning forward.</p> <p>Part II of this module focuses on identifying strategies to gather evidence of student learning and guidance for planning to integrate evidence gathering opportunities into teaching and learning.</p> <p>Note to facilitators: if you are not planning to engage participants in both sections of the module, consider deleting this slide.</p>	

Slide #	Guidance	Slide Image
3	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>These are the Learning Goals for Part I of Module 4.</p> <p>As this series of modules have emphasized, understanding where we as learners are heading and how we will know if we are successful is essential for teaching and learning, both for students and adult learners.</p> <p>Share the learning goals on the slide.</p>	
4	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>At the end of this learning sequence (including the teacher collaboration activity), you should be able to:</p> <ul style="list-style-type: none"> <li>Evaluate and improve evidence gathering strategies to ensure that they provide meaningful evidence of student learning.</li> </ul> <p>Facilitators may want to note that the terms “classroom” and “classroom setting” are used throughout this presentation and can refer to both physical classrooms and distance learning environments.</p>	


## Section 2: Formative Assessment Process

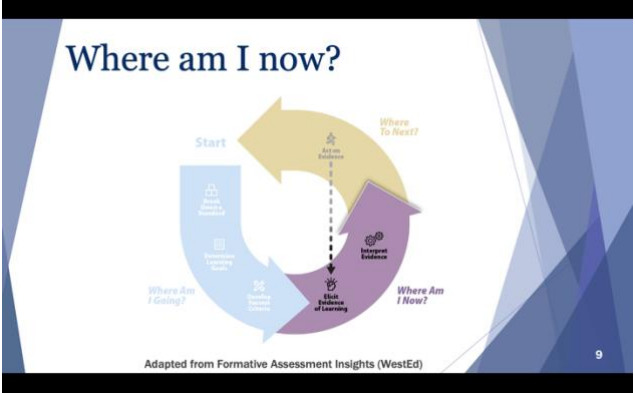
Table: Slides 5-9

Slide #	Guidance	Slide Image
5	<p>This first section of the presentation focuses on formative assessment and presents a few highlights from the content presented in Modules 1-3.</p>	<p>Slide 5: Formative Assessment Process</p>
6	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This definition of formative assessment comes from the Council of Chief State School Officers (CCSSO).</p> <p>If participants engaged in Modules 2 and 3, facilitators may want to acknowledge that they have seen this definition in that module.</p> <p>Ask participants to read and reflect on this definition.</p> <p><b>Next, facilitate a brief discussion in which participants consider this definition in the context of the role that evidence of student learning plays in the formative assessment process.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>What words or phrases in this definition address eliciting evidence of student learning in the formative assessment process?</li> </ul>	<p>Slide 6: Formative Assessment: A Definition</p> <p>Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. (CCSSO, 2018)</p>

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>What does this definition, taken as a whole, tell you about evidence of student learning in the formative assessment process?</li> </ul> <p>Some key things to notice might be:</p> <ul style="list-style-type: none"> <li>The definition emphasizes that formative assessment is <b>planned and ongoing</b>, it isn't something that happens primarily by accident or spontaneous inspiration.</li> <li>The definition emphasizes that students and teachers both <b>elicit and use</b> evidence of student learning.</li> <li>The definition situates formative assessment <b>during learning and teaching</b>, which means that gathering evidence of student learning isn't a separate process but embedded in learning.</li> </ul> <p>For more information on this definition, including the reasoning behind it, refer to this document: <a href="https://ccsso.org/resource-library/revising-definition-formative-assessment">https://ccsso.org/resource-library/revising-definition-formative-assessment</a></p>	
7	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In the formative assessment process, teachers and students work together to answer three critical questions:</p> <ul style="list-style-type: none"> <li>Where am I going?</li> <li>Where am I now?</li> <li>Where to next?</li> </ul> <p>This graphic represents the formative assessment process. You may remember it from Module 3. You'll notice that this graphic identifies the specific practices that make up the formative assessment cycle and that these practices are aligned to the three critical questions.</p> <p>The practices in blue help teachers and students answer the question, "Where am I going?" by establishing what students should be learning</p>	

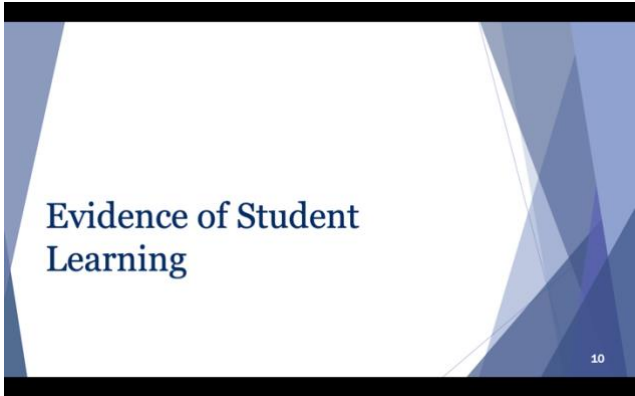
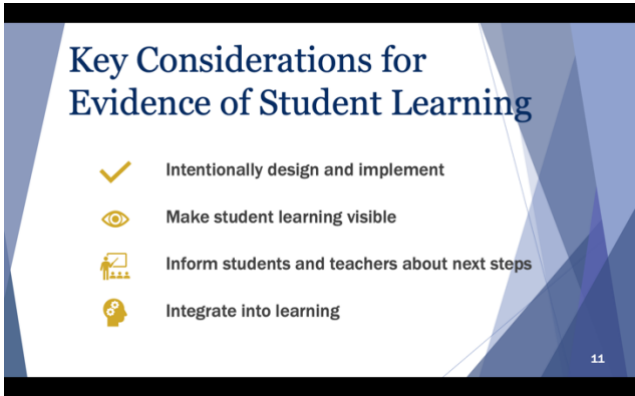


Slide #	Guidance	Slide Image
	<p>and what it will look like when they have learned it. These practices form the basis for the practices that follow. Teacher and student decisions about what evidence to elicit, how to interpret that evidence and how to respond to that evidence all take place in the context of the established learning goals and success criteria.</p> <p>The practices in purple answer the question, “Where am I now?”. Eliciting evidence of student thinking during learning and making sense of that evidence shows where students are in relation to the learning goals.</p> <p>And in yellow, teachers and students act on evidence in order to move students toward their learning goals – “Where to next?”.</p> <p>This graphic represents the formative assessment process as a continuous cycle. It isn’t a test or event that gets checked off the list, but an ongoing process that guides both learning and teaching. As students meet their goals, they move toward a new cycle of learning.</p>	
8	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we discussed in Module 3, self-directed learners need to understand what they are learning and how to get there. Learning Goals and Success Criteria work in tandem to help students understand where they are going with their learning so that they can actively manage their own learning. If a lesson is a journey that students and teachers take together, Learning Goals represent to students the destination of their journey, signaling clearly what they are learning and why it is important. Success Criteria demonstrate to students what it looks like to be successful in achieving the Learning Goals. Success Criteria represent the check points along the route, giving students specific information to understand their progress and make adjustments to move their learning forward.</p>	 <p>The slide is titled "Mapping Student Learning" in a blue serif font. It features two circular icons on a white background with blue geometric patterns on the sides. The left icon is a yellow circle with a blue location pin, labeled "LEARNING GOALS" and "DESTINATION" below it. The right icon is a yellow circle with a blue compass needle, labeled "SUCCESS CRITERIA" and "CHECK POINT" below it. A small number "8" is in the bottom right corner.</p>

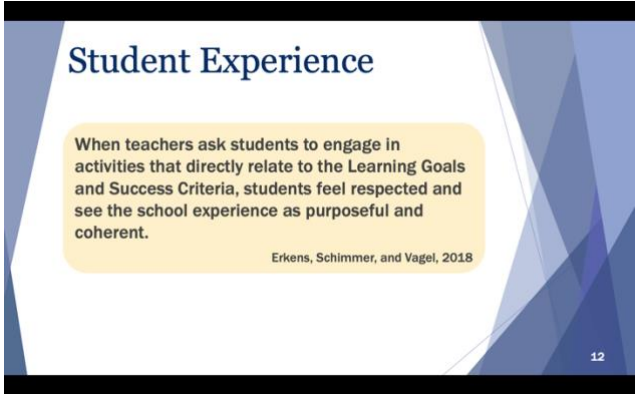

Slide #	Guidance	Slide Image
	<p>Learning Goals and Success Criteria are essential tools for students to understand where they are in their learning so that they can become self-directed learners.</p>	
9	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In this module, Eliciting Evidence of Student Learning, we will focus on the second question, “Where am I now?”</p> <p>Once a shared answer to the question, “Where am I going?” has been established by clarifying and sharing Learning Goals and Success Criteria, students and teachers need to understand their current status so that they can make decisions to move learning forward. This starts with eliciting meaningful evidence that can be used to reason about student learning and inform next steps.</p> <p>During Part I of this module, we will focus on what constitutes meaningful evidence that truly reflects student learning.</p> <p>Facilitators may want to note that for the purposes of this presentation, the word “lesson” may refer to the learning plan for a single class period or could reflect a learning plan that covers several days. It’s a coherent set of learning opportunities focused on the same content and goals.</p>	

## Section 3: Evidence of Student Learning

Table: Slides 10-13

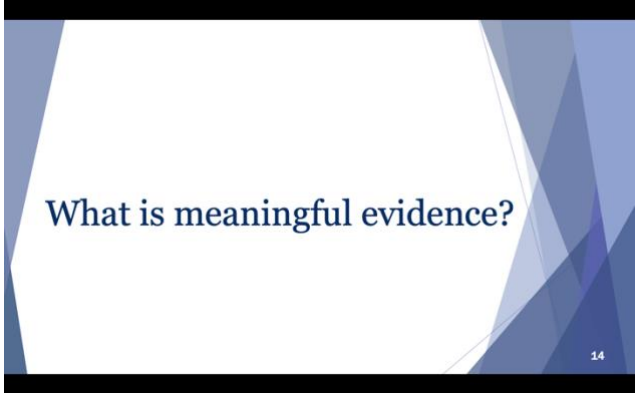
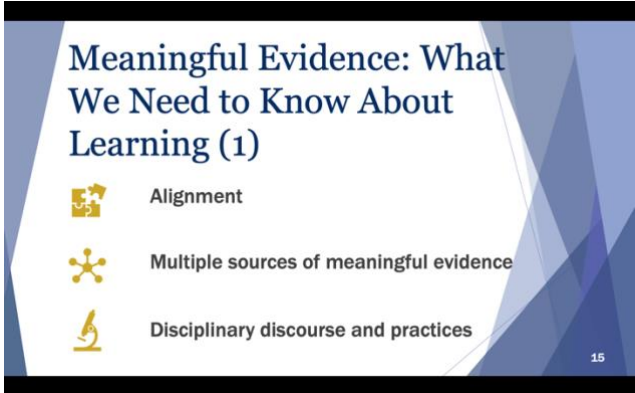
Slide #	Guidance	Slide Image
10	Evidence of Student Learning Section Title Slide	 A title slide with a blue geometric background. The text "Evidence of Student Learning" is centered in a dark blue font. The number "10" is in the bottom right corner.
11	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In the formative assessment process, evidence of student learning is central to inform student and teacher decisions about next steps to move students toward their Learning Goals. A critical element of lesson planning is integrating strategies to gather evidence of student learning during the learning.</p> <p>This slide presents some key things to keep in mind before we dig deeper into how to ensure that evidence of student learning is meaningful.</p> <ul style="list-style-type: none"><li>First, keep in mind that eliciting evidence of student learning is <b>intentional and planned</b>. It should be a key aspect of the lesson design process, implemented when a lesson is enacted. Just like with other aspects of lesson design, teachers may use their professional judgement to adjust evidence gathering strategies while they are teaching. But eliciting evidence of student</li></ul>	 A content slide with a blue geometric background. The title "Key Considerations for Evidence of Student Learning" is at the top. Below it are four bullet points, each with an icon: a checkmark for "Intentionally design and implement", an eye for "Make student learning visible", a document for "Inform students and teachers about next steps", and a head with a gear for "Integrate into learning". The number "11" is in the bottom right corner.

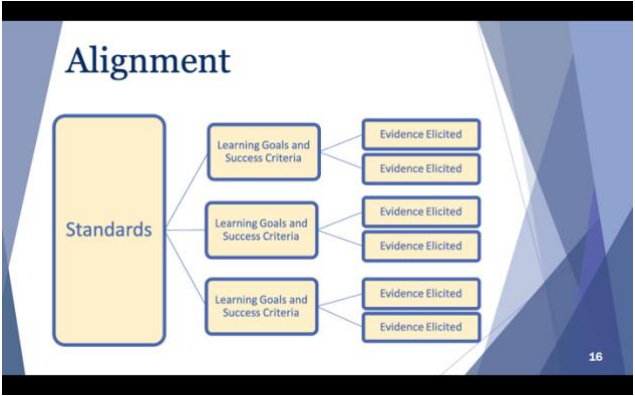
Slide #	Guidance	Slide Image
	<p>learning shouldn't be on-the-fly, but part of a strategic plan to support students to achieve their intended learning.</p> <ul style="list-style-type: none"> <li>• Another central purpose behind gathering evidence of student learning is to <b>make student learning visible</b>. This means that evidence is elicited as students engage in a performance that makes their thinking tangible. Such opportunities may arise during teacher-student interactions, during peer interactions, and from examining student work products. Later in this module, we will explore different strategies for eliciting evidence of student learning.</li> <li>• The whole point of eliciting evidence of student learning is to allow students to manage their own learning and teachers to reflect on and adjust their instruction. So, evidence gathered must provide information that goes deeper than “got it” or “didn’t get it” to provide a more complex understanding of where students are in their learning to inform forward-looking decisions about <b>next steps in learning</b>.</li> <li>• Finally, the process of eliciting evidence for the formative assessment process is not separate from teaching and learning. It should take place <b>while the learning is happening</b> so that the information can inform immediate next steps and ensure students are making progress.</li> </ul>	

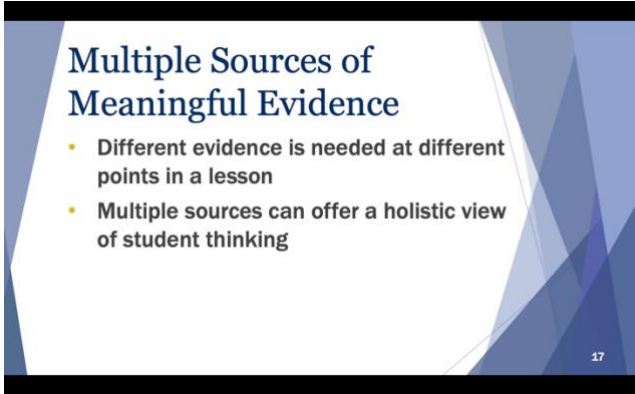
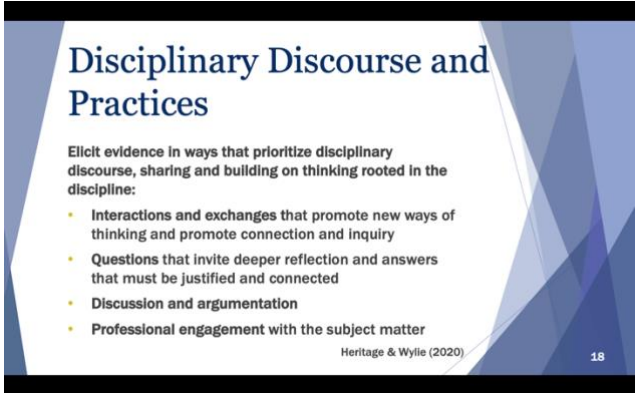
Slide #	Guidance	Slide Image
12	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This quotation may be familiar to participants from Module 3. Ask them to read the quotation on the slide or read it to them.</p> <p><b>Next, facilitate a discussion in which participants reflect on this quotation in the context of their own teaching.</b></p> <p>Consider using some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> <li>• Why is it important for students to see their learning experiences as purposeful and coherent?</li> <li>• Do you believe all your students feel that their school experiences are purposeful and coherent?</li> <li>• How do the choices we make about eliciting evidence of student learning impact student feelings of respect, purpose and coherence?</li> </ul>	 <p>The slide titled "Student Experience" features a blue and white geometric background. A yellow text box contains the following text: "When teachers ask students to engage in activities that directly relate to the Learning Goals and Success Criteria, students feel respected and see the school experience as purposeful and coherent." Below this, in smaller text, is "Erkens, Schimmer, and Vagel, 2018". The slide number "12" is in the bottom right corner.</p>
13	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Engaging students in meaningful opportunities to share and reflect on their learning allows them to manage their own learning.</p> <ul style="list-style-type: none"> <li>• When students understand what they are learning and why they are engaging in specific activities, it can build motivation and engagement.</li> <li>• Additionally, as students recognize that when they make their thinking public, they are developing the metacognitive skills they need to become self-directed learners.</li> </ul> <p>Students assume these roles when they are empowered by teachers to shift away from a compliance or "right and wrong" mindset to embrace collaborative learning and growth mindset.</p>	 <p>The slide titled "Supporting Students to Manage Their Own Learning" features a blue and white geometric background. It lists three bullet points: "Engagement and motivation", "Recognize and monitor their own work as evidence of their learning", and "Develop skills as self-directed learners". The slide number "13" is in the bottom right corner.</p>

## Section 4: What is Meaningful Evidence

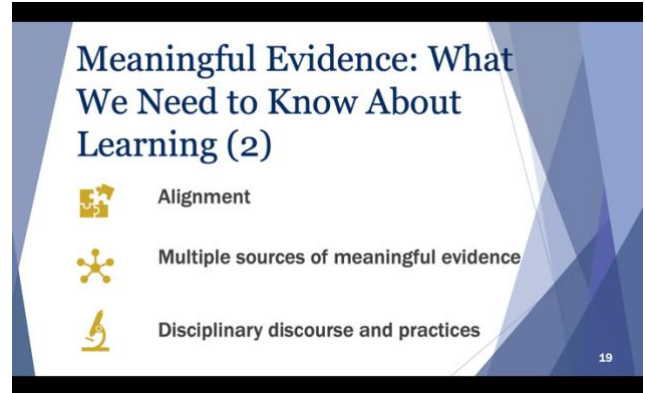
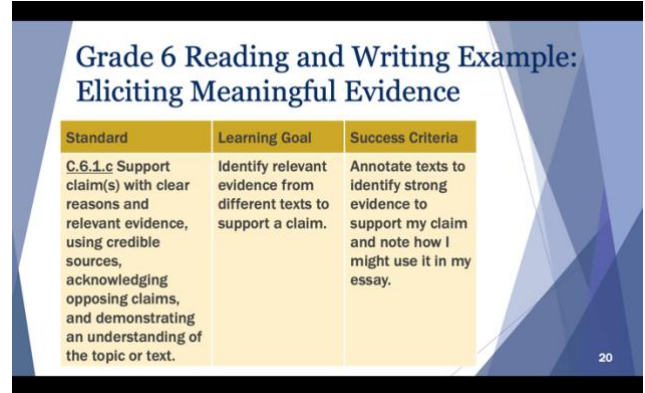
Table: Slides 14-23

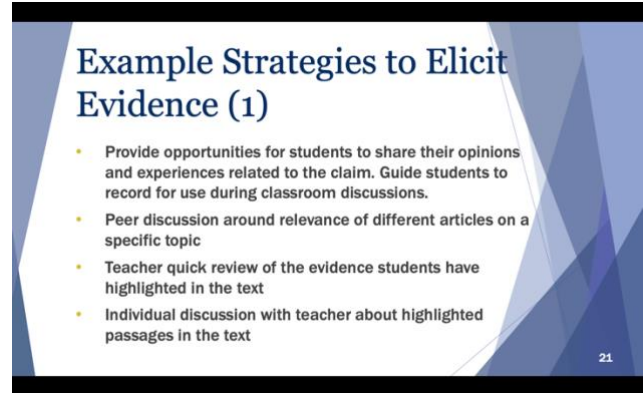
Slide #	Guidance	Slide Image
14	What is Meaningful Evidence Section Title Slide	 A presentation slide with a white background and a blue geometric pattern on the right side. The text "What is meaningful evidence?" is centered in a dark blue font. The number "14" is in the bottom right corner.
15	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Evidence of student learning is to provide students and teachers information from which they can reason about student learning in order to make decisions about next steps.</p> <p>However, the evidence of student learning elicited must be meaningful in order to support good decisions about learning. This requires thoughtful planning to ensure that the information gathered is telling students and teachers what they need to know.</p> <p>Over the next several slides we will unpack some elements of <b>meaningful evidence of student learning</b>, meaning evidence that tells you what you need to know to inform next steps for learning.</p>	 A presentation slide with a white background and a blue geometric pattern on the right side. The title "Meaningful Evidence: What We Need to Know About Learning (1)" is at the top. Below it are three items, each with a yellow icon and text: a puzzle piece icon for "Alignment", a network icon for "Multiple sources of meaningful evidence", and a microscope icon for "Disciplinary discourse and practices". The number "15" is in the bottom right corner.

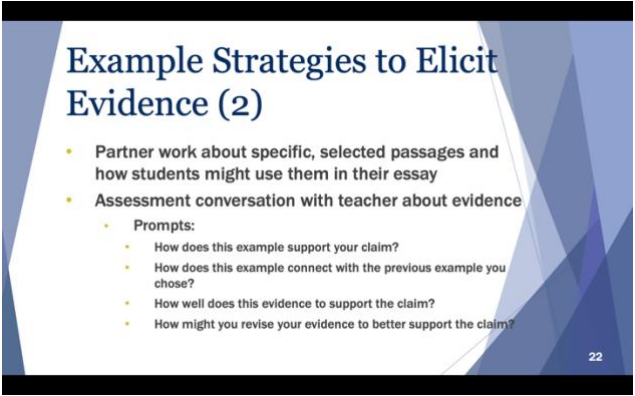
Slide #	Guidance	Slide Image
16	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we think about eliciting meaningful evidence of student learning, it is essential that the evidence gathered is <b>aligned to the Learning Goals and Success Criteria</b>. Only if the evidence is aligned will students and teachers be able to understand how they are progressing toward the learning expectations of the lesson. Ensuring that evidence gathered is aligned to the Learning Goals ensures that evidence gathered can reasonably represent the specific learning of the lesson.</p> <p>However, remember the grain-size of Learning Goals. Recall that <b>Learning Goals represent a “lesson-sized” step</b> in a learning progression toward the end-of-year grade level standards. Learning progressions represent the path that learners will travel to reach their ultimate learning. Learning Goals represent a point in the learning progression that connects both to prior learning and the upcoming learning that will move students along, over the course of the year, to mastery of the standards. And Success Criteria reflect the way that students will demonstrate they have achieved that Learning Goal over the course of a lesson. So, during a lesson, evidence gathered should be designed to provide check points on student understanding leading up to the Learning Goal and not reflect the full content and complexity of the standard.</p> <p>Keep in mind that the evidence gathered should reflect both the content described in a good Learning Goal, but also reflect the level of cognitive complexity described the Learning Goal. Not each evidence gathering opportunity needs to be aligned to all aspects of the Learning Goal, but <b>cumulatively</b>, they should provide an actionable picture of student learning of the full breadth of the Learning Goal and capacity to demonstrate their learning on the Success Criteria.</p>	 <p>The diagram, titled "Alignment", illustrates the relationship between Standards, Learning Goals and Success Criteria, and Evidence Elicited. On the left, a large yellow box labeled "Standards" is connected by lines to three smaller yellow boxes in the middle, each labeled "Learning Goals and Success Criteria". Each of these middle boxes is then connected by lines to two small yellow boxes on the right, each labeled "Evidence Elicited". The entire diagram is set against a blue and white geometric background. A small number "16" is visible in the bottom right corner of the slide image.</p>


Slide #	Guidance	Slide Image
17	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>When we think about eliciting evidence of student learning that can allow students to manage their own learning and teachers to take pedagogical action, there is no one-size-fits all.</p> <p>This is because students and teachers need different information at different points in a lesson to make sure that students' learning is moving forward, and students and teachers need nuanced information about where students are in their learning. One question or task is unlikely to provide the full picture of student learning necessary to make decisions.</p> <p>By asking students to show where they are in their learning in different ways and at different points in a lesson, you are more likely to elicit evidence that gives a broader picture of student thinking.</p>	 <p><b>Multiple Sources of Meaningful Evidence</b></p> <ul style="list-style-type: none"> <li>• Different evidence is needed at different points in a lesson</li> <li>• Multiple sources can offer a holistic view of student thinking</li> </ul> <p>17</p>
18	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>The Kentucky Academic Standards for Reading and Writing, Mathematics, Social Studies and Science include practice standards which emphasize, among other things, disciplinary discourse and meaning making. Such disciplinary discourse makes thinking visible in ways that can support the formative assessment process and supports the development of deeper understanding through collective sense-making.</p> <p>As teachers design lessons that integrate meaningful opportunities to elicit evidence of student learning, priority should be given to strategies that engage students deeply in disciplinary discourse. This means more than just talk about the content in a classroom, but opportunities to share and build upon thinking rooted in the discipline.</p>	 <p><b>Disciplinary Discourse and Practices</b></p> <p>Elicit evidence in ways that prioritize disciplinary discourse, sharing and building on thinking rooted in the discipline:</p> <ul style="list-style-type: none"> <li>• Interactions and exchanges that promote new ways of thinking and promote connection and inquiry</li> <li>• Questions that invite deeper reflection and answers that must be justified and connected</li> <li>• Discussion and argumentation</li> <li>• Professional engagement with the subject matter</li> </ul> <p>Heritage &amp; Wylie (2020)</p> <p>18</p>



Slide #	Guidance	Slide Image						
	Formative Assessment in the Disciplines: Framing a Continuum of Professional Learning. Heritage & Wylie (2020). P. 11							
19	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>We saw this slide a few moments ago and it provides some key things to keep in mind when designing evidence gathering opportunities. In the next slide, we are going to look at an example and you'll have a chance to think about how you could elicit evidence with these three key ideas in mind.</p>	 <p><b>Meaningful Evidence: What We Need to Know About Learning (2)</b></p> <ul style="list-style-type: none"> <li>Alignment</li> <li>Multiple sources of meaningful evidence</li> <li>Disciplinary discourse and practices</li> </ul>						
20	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This is an example of a Learning Goal and Success Criteria aligned to the Kentucky Academic Standards for Reading and Writing and you may remember it from Module 3.</p> <p>Over the course of the lesson, students will learn to identify relevant evidence from multiple texts to support a claim. They will demonstrate their learning by annotating multiple texts to flag strong evidence and ideas for use in an essay.</p> <p>Ask participants to think about what kind of evidence could be gathered during this lesson to help students and teachers get important information about how students are progressing toward the Learning Goal.</p> <p>What strategies would be:</p> <ul style="list-style-type: none"> <li>Aligned?</li> <li>Elicit multiple sources of meaningful evidence?</li> </ul>	 <p><b>Grade 6 Reading and Writing Example: Eliciting Meaningful Evidence</b></p> <table border="1"> <thead> <tr> <th>Standard</th><th>Learning Goal</th><th>Success Criteria</th></tr> </thead> <tbody> <tr> <td>C.6.1.c Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.</td><td>Identify relevant evidence from different texts to support a claim.</td><td>Annotate texts to identify strong evidence to support my claim and note how I might use it in my essay.</td></tr> </tbody> </table>	Standard	Learning Goal	Success Criteria	C.6.1.c Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	Identify relevant evidence from different texts to support a claim.	Annotate texts to identify strong evidence to support my claim and note how I might use it in my essay.
Standard	Learning Goal	Success Criteria						
C.6.1.c Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	Identify relevant evidence from different texts to support a claim.	Annotate texts to identify strong evidence to support my claim and note how I might use it in my essay.						

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>Prioritize disciplinary discourse and practices?</li> </ul>	
21	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide offers some ideas for a variety of strategies to elicit evidence that could be integrated into this example lesson.</p> <p>You can see that these examples are:</p> <ul style="list-style-type: none"> <li><b>Aligned</b> to the Learning Goals and Success Criteria and focused on understanding how students are moving forward as they learn to identify relevant evidence from different texts to support a specific teacher-provided claim.</li> <li><b>Offer multiple opportunities</b> for students to demonstrate their thinking in front of their peers and teacher.</li> <li>Prioritize ways for students to <b>engage in disciplinary discourse</b> with their peers and their teacher, deepening their understanding and the development of disciplinary literacy skills.</li> </ul> <p>Eliciting evidence in a remote learning setting may require different strategies, but still should focus on the same priorities. For example, teachers may elicit evidence of student learning through disciplinary discourse using breakout rooms and commenting on each idea using a collaboration tool like Google Docs. Teachers can pop between breakout rooms to listen in on student discussions or could pull students into a specific breakout room for quick individual discussions with the teacher.</p>	

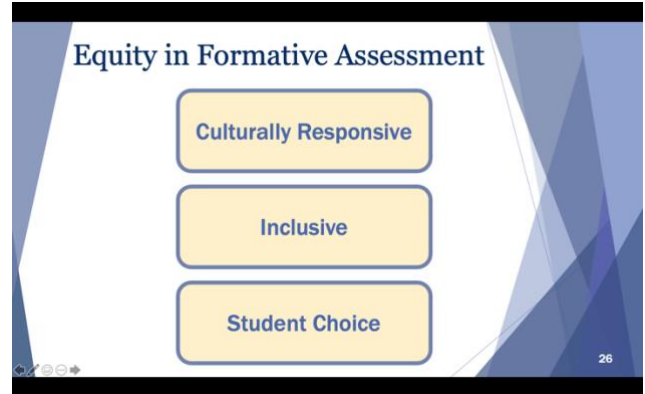

Slide #	Guidance	Slide Image
22	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide offers a variety of strategies to elicit evidence that could be integrated into this example lesson.</p> <p>You can see that these examples are aligned to the Learning Goals and Success Criteria, focusing on understanding how students move forward as they learn to identify relevant evidence from different texts to support a specific teacher-provided claim.</p> <p>There are also multiple opportunities for students to demonstrate their thinking in front of their peers and teacher. Finally, these evidence gathering strategies prioritize ways for students to engage in disciplinary dialogue with their peers and their teacher, deepening their understanding and developing disciplinary literacy skills.</p> <p><b>Next, facilitate a discussion in which participants consider the example strategies on this slide and the previous slide and reflect on how to elicit meaningful evidence in a remote learning context.</b></p> <p>Facilitators may want to consider some of the following questions:</p> <ul style="list-style-type: none"> <li>• What strategies have you found effective for eliciting meaningful evidence of student learning in a remote learning context?</li> <li>• What do you struggle with most in terms of eliciting evidence in a remote learning context?</li> <li>• What tools help you elicit evidence of student learning in a remote learning context and how have you used them with your students?</li> <li>• How can you prioritize alignment, multiple meaningful sources of evidence, and disciplinary discourse in your evidence gathering strategies in a remote learning context?</li> </ul>	 <p>The slide image shows a presentation slide titled "Example Strategies to Elicit Evidence (2)". It lists two main strategies:</p> <ul style="list-style-type: none"> <li>• Partner work about specific, selected passages and how students might use them in their essay</li> <li>• Assessment conversation with teacher about evidence       <ul style="list-style-type: none"> <li>• Prompts:           <ul style="list-style-type: none"> <li>• How does this example support your claim?</li> <li>• How does this example connect with the previous example you chose?</li> <li>• How well does this evidence to support the claim?</li> <li>• How might you revise your evidence to better support the claim?</li> </ul> </li> </ul> </li> </ul> <p>The slide has a blue and white geometric background and a small number "22" in the bottom right corner.</p>


Slide #	Guidance	Slide Image
23	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Link:  <a href="https://www.youtube.com/watch?v=4czVvw8SwHQ&amp;feature=emb_logo">https://www.youtube.com/watch?v=4czVvw8SwHQ&amp;feature=emb_logo</a></p> <p>Ask participants to look for examples of alignment, multiple sources, and disciplinary discourse as they watch the video. Ask participants to use the organizer provided in the Facilitator Guide to write down observations.</p> <p>After viewing the video, come together as a group to discuss observations and apply learning to classroom practice.</p> <p>This video is 11:15 minutes long. If time is a consideration, facilitators may want to preview the video and select a relevant segment of the video to view.</p>	 <p>The slide image is a thumbnail for a video titled "Classroom Practice Video". It shows a classroom scene where a teacher in a blue shirt is standing at the front, facing a group of students seated at desks. A whiteboard with various notes and a graph is visible in the background. The number "23" is in the bottom right corner of the video frame.</p>

## Section 5: Meaningful Evidence: Eliminating Barriers


Table: Slides 24-35

Slide #	Guidance	Slide Image
24	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we have discussed on the previous slides, planning for formative assessment involves intentional design to ensure that both students and teachers have visible evidence of student learning that tells them what they need to know about student learning. Another aspect of this intentional design is ensuring that the evidence elicited is not clouded by unnecessary barriers that get in the way of students showing their learning.</p> <p>On the next several slides, we will share some considerations for designing evidence gathering opportunities that provide all students an opportunity to show their thinking.</p>	<p>The slide features a blue geometric background with the title 'Meaningful Evidence: Eliminating Barriers' in white text. The slide number '24' is in the bottom right corner.</p>
25	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Equitable formative assessment ensures that all students, regardless of their unique experiences and qualities can engage meaningfully in formative assessment process.</p> <p>Walk participants through the content on the slide, elaborating as necessary.</p> <p><b>Facilitate a short discussion which allows participants to reflect on why it is important to consider and plan for equitable formative assessment.</b></p> <p>Facilitators can consider asking the following questions:</p> <ul style="list-style-type: none"> <li>• Why is it important to think about equity in formative assessment?</li> </ul>	<p>The slide features a blue geometric background with the title 'Why Equity Matters in Formative Assessment' in white text. Below the title, it states 'Formative assessment is equitable when <u>each</u> student:' followed by a bulleted list:         <ul style="list-style-type: none"> <li>• Can fully engage in the formative assessment process</li> <li>• Is able to provide accurate evidence of what they know and can do</li> <li>• Receives feedback and support based on where they actually are in their learning</li> <li>• Can build capacity to manage their own learning</li> </ul>         The slide number '25' is in the bottom right corner.       </p>

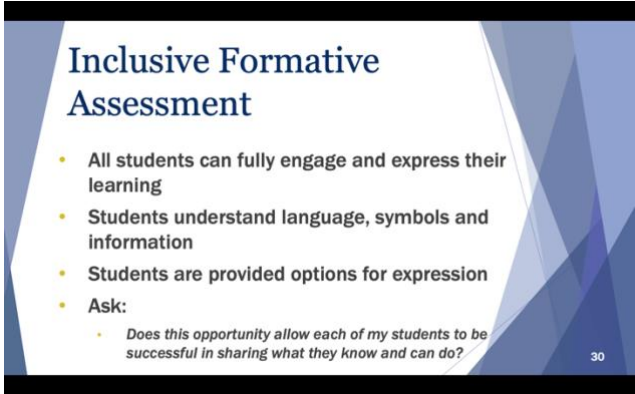
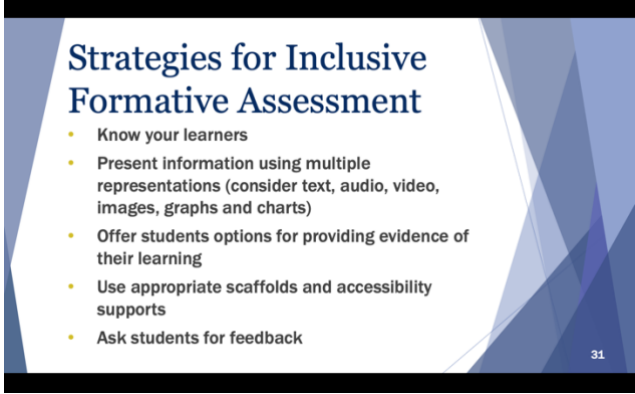
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>What are some barriers to equitable formative assessment?</li> <li>What equity issues are most relevant for your students?</li> </ul>	
26	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>When eliciting evidence of student learning, teachers should consider how to ensure that all students can fully access the opportunity to make their thinking public in order to move their learning forward. Strategies to elicit evidence should get at what students know and think rather than concealing it. Attending to these considerations in the design of strategies to elicit evidence of student learning can help build a classroom culture in which students are engaged and motivated to share their learning and ideas and feel empowered to manage their own learning.</p> <p>Over the next several slides we will unpack <b>some elements of equity to consider when eliciting evidence of student learning.</b></p>	
27	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Culturally responsive teaching is a mindset that respects and values each student's culture, experiences, and history and holds all students to high expectations. It is important for formative assessment both because it creates a classroom culture where all students are invited to effectively manage their own learning and it allows students to provide evidence of student learning that truly demonstrates what students know and can do, unclouded by barriers and biases.</p> <p>Bringing culturally responsive teaching into formative assessment practice requires centering each student's full identity as you plan to elicit evidence of their learning. This means eliciting evidence of learning in ways that allow students to tap their cultural strengths, individual</p>	

Slide #	Guidance	Slide Image
	<p>curiosities, learning styles and home language knowledge. Students engage in learning and sharing evidence of their learning in ways that are relevant and value their strengths and experiences.</p>	
28	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Culturally responsive formative assessment creates opportunities for students to provide and reflect on evidence of their own learning that truly reflects what they know and can do. This slide provides some examples of strategies that can support culturally responsive formative assessment. Walk participants through the examples on the slide, elaborating as necessary.</p> <p><b>Facilitate a discussion in which participants reflect on how they can bring a culturally responsive mindset to their formative assessment practice.</b></p> <ul style="list-style-type: none"> <li>• How do you demonstrate that you value your students' cultural and language strengths, experiences and histories?</li> <li>• In what ways can formative assessment be culturally responsive in your classroom?</li> <li>• How do you elicit evidence of student learning that values your students' broad range of strengths and experiences?</li> <li>• How can culturally responsive formative assessment support student learning?</li> </ul>	

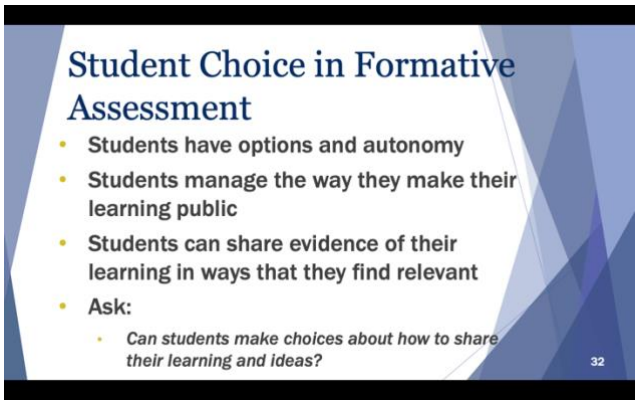


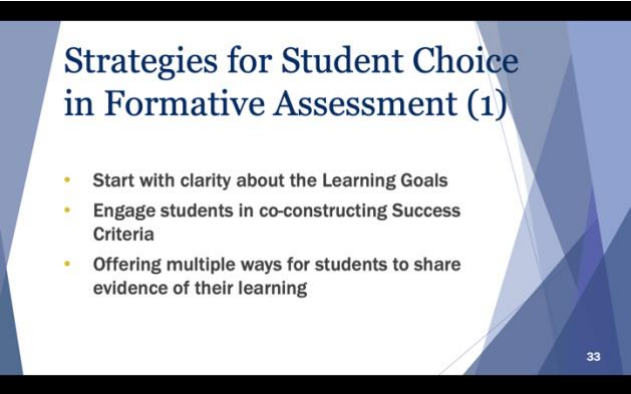
Slide #	Guidance	Slide Image
29	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Culturally responsive formative assessment creates opportunities for students to provide and reflect on evidence of their own learning that truly reflects what they know and can do. This slide provides some examples of strategies that can support culturally responsive formative assessment. Walk participants through the examples on the slide, elaborating as necessary.</p> <p><b>Facilitate a discussion in which participants reflect on how they can bring a culturally responsive mindset to their formative assessment practice.</b></p> <ul style="list-style-type: none"> <li>• How do you demonstrate that you value your students' cultural and language strengths, experiences and histories?</li> <li>• In what ways can formative assessment be culturally responsive in your classroom?</li> <li>• How do you elicit evidence of student learning that values your students' broad range of strengths and experiences?</li> <li>• How can culturally responsive formative assessment support student learning?</li> </ul>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Strategies for Culturally Responsive Formative Assessment (2)'. Below the title is a bullet point: 'Give students opportunities to celebrate and share their culture, language, experiences and community as they provide evidence of their learning'. The slide number '29' is visible in the bottom right corner.</p>

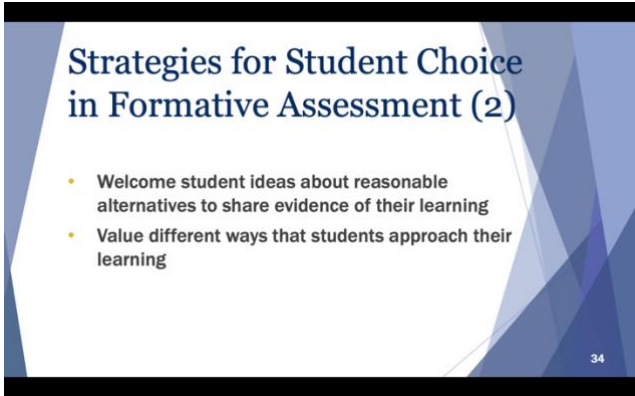


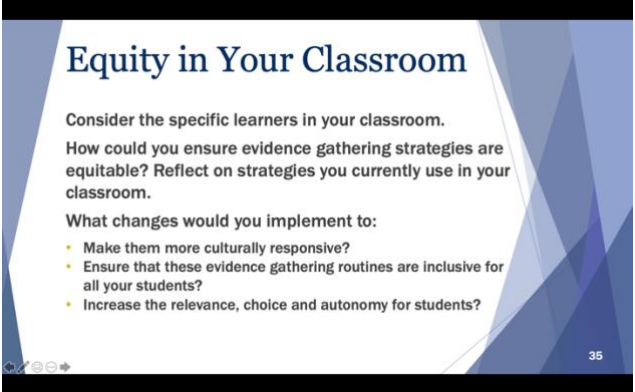
Slide #	Guidance	Slide Image
30	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Formative assessment practices are inclusive when all students can fully access and engage in ways that allow them to demonstrate what they know and can do.</p> <p>Educators should plan to design evidence gathering opportunities that ensure that all students are able to fully understand the language, symbols and information with which they are engaging, regardless of prior knowledge, language background, or disability. This can mean representing information in different ways, explicitly teaching key vocabulary and symbols, and checking for understanding.</p> <p>It also means that all students, including English Learners, students with disabilities, and students with a variety of learning styles, can be successful in expressing themselves. This may include appropriate scaffolds and options to support expression that focuses on the learning, not on mandatory modes of expression that may pose barriers.</p>	 <p>The slide is titled "Inclusive Formative Assessment" in a large, dark blue font. Below the title, there is a bulleted list of three points: "All students can fully engage and express their learning", "Students understand language, symbols and information", and "Students are provided options for expression". Below the list, there is a section labeled "Ask:" followed by a question: "Does this opportunity allow each of my students to be successful in sharing what they know and can do?". The slide has a blue and white geometric background with a small number "30" in the bottom right corner.</p>
31	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide presents some strategies to ensure that formative assessment practices are inclusive for all learners.</p> <p>Inclusive formative assessment practices start with <b>understanding your learners</b>. This means not only understanding and planning formative assessment to meet the specific learning needs of students with disabilities and English learners but understanding the needs of all students.</p> <p><b>Providing information in a variety of formats</b> can ensure that diverse learners have access to the information they need to learn. Consider</p>	 <p>The slide is titled "Strategies for Inclusive Formative Assessment" in a large, dark blue font. Below the title, there is a bulleted list of five points: "Know your learners", "Present information using multiple representations (consider text, audio, video, images, graphs and charts)", "Offer students options for providing evidence of their learning", "Use appropriate scaffolds and accessibility supports", and "Ask students for feedback". The slide has a blue and white geometric background with a small number "31" in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<p>how the specific learners you teach access information and provide alternatives that can ensure their success.</p> <p>Formative assessment relies on eliciting evidence of student learning that can inform the students and the teacher about where students are in their learning. Allowing students <b>different ways to share that evidence</b> can help ensure that the evidence is meaningful. For example, could students present research findings as a written text, oral presentation, or series of charts and still provide specific information about their progress toward the Learning Goals? Would that allow more students to be successful and provide a more accurate picture of where they are in their learning?</p> <p>Students should be provided <b>appropriate scaffolds, accommodations and accessibility supports</b> to allow them to fully engage in the formative assessment process, including not only providing evidence of their learning, but in the self-, peer- and teacher-feedback that will inform next steps in learning.</p> <p>Finally, <b>students should be invited to provide feedback</b> on ways that the formative assessment process could be more inclusive. Did the accessibility supports provided to students help them? Are there other strategies that could allow students to more effectively share their learning?</p> <p>In remote learning contexts, this means considering the students' learning environments including computer access computer and sufficient internet bandwidth, access to learning support, and the availability of a workspace that allows them to meet the Learning Goals and Success Criteria. While teachers don't usually have control over these conditions, understanding them can support planning for alternative ways for students to access materials and share evidence of their learning. This may mean allowing them to keep their camera off to conserve bandwidth, providing print materials, connecting with</p>	

Slide #	Guidance	Slide Image
	<p>students by phone, or allowing them to work during evening hours when they may have access to adult support at home.</p> <p><b>Facilitate a discussion in which participants reflect on how to engage the diverse learners they teach in the formative assessment process.</b></p> <p>Facilitators can consider using some of the following questions:</p> <ul style="list-style-type: none"> <li>• What kinds of learning needs do you keep in mind when planning for your classroom?</li> <li>• How do you represent information in different ways to support the learners in your classroom?</li> <li>• What kinds of options do you provide for students to share evidence of their learning?</li> <li>• How do the accommodations and accessibility needs of your students impact your formative assessment practice?</li> </ul>	
32	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>The design of the range of evidence gathering strategies in a lesson should provide choice, autonomy, and relevance for students. This promotes motivation and engagement and allows students to see themselves as the primary managers of their own learning.</p>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Student Choice in Formative Assessment'. Below the title are three bullet points: 'Students have options and autonomy', 'Students manage the way they make their learning public', and 'Students can share evidence of their learning in ways that they find relevant'. Below these is a section labeled 'Ask:' followed by the question 'Can students make choices about how to share their learning and ideas?'. The slide number '32' is in the bottom right corner.</p>

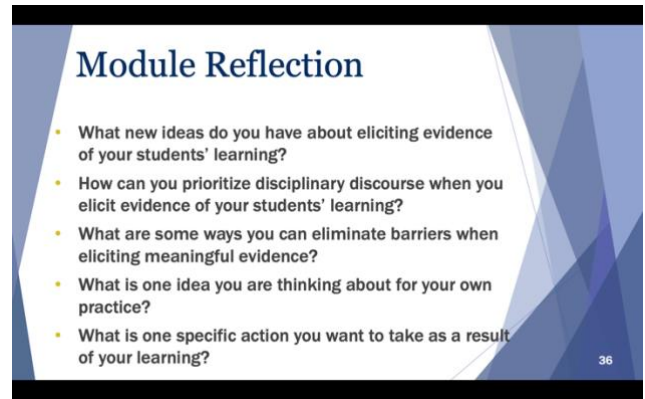

Slide #	Guidance	Slide Image
33	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>The goal of formative assessment is not only to ensure that students meet their Learning Goals, but that they develop the skills to manage their own learning. Offering student choice builds student agency and ownership of learning, which is essential for the formative assessment process. This slide presents some strategies for including student choice in your formative assessment practice.</p> <p>Student choice should be anchored in strong teacher and student clarity about the specific Learning Goals so that teachers can determine where choice is appropriate and can improve the learning for students and so that students can make choices in the context of the specific learning toward which they are aiming.</p> <p>Engaging students in co-constructing Success Criteria can give students a voice in how they show where they are in their learning.</p> <p>Teachers can provide students with different options about how they can share evidence of their learning, making sure that students understand the specific learning they are focused on, no matter the option they use to share their ideas.</p> <p>Teachers can also create a climate in which students have real opportunities to suggest alternatives and improvements.</p> <p>Additionally, teachers can notice how students express their learning and value different approaches taken by different students. For example, teachers can elevate and celebrate the different approaches that students take to solve a math problem or the different historical evidence that students select to support a social studies claim.</p> <p><b>Facilitate a discussion in which participants reflect on how they can incorporate student choice into their formative assessment practice.</b></p> <p>Facilitators can consider using some of the following questions:</p>	

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>• How do you decide when student choice is useful in your formative assessment practice?</li> <li>• What are some ways that you have or are considering offering students choice in how they share evidence of their learning?</li> <li>• How can you offer student choice in a remote learning context?</li> </ul>	
34	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>The goal of formative assessment is not only to ensure that students meet their Learning Goals, but that they develop the skills to manage their own learning. Offering student choice builds student agency and ownership of learning, which is essential for the formative assessment process. This slide presents some strategies for including student choice in your formative assessment practice.</p> <p>Student choice should be anchored in strong teacher and student clarity about the specific Learning Goals so that teachers can determine where choice is appropriate and can improve the learning for students and so that students can make choices in the context of the specific learning toward which they are aiming.</p> <p>Engaging students in co-constructing Success Criteria can give students a voice in how they show where they are in their learning.</p> <p>Teachers can provide students with different options about how they can share evidence of their learning, making sure that students understand the specific learning they are focused on, no matter the option they use to share their ideas.</p> <p>Teachers can also create a climate in which students have real opportunities to suggest alternatives and improvements.</p> <p>Additionally, teachers can notice how students express their learning and value different approaches taken by different students. For example, teachers can elevate and celebrate the different approaches</p>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Strategies for Student Choice in Formative Assessment (2)'. There are two bullet points: 'Welcome student ideas about reasonable alternatives to share evidence of their learning' and 'Value different ways that students approach their learning'. The number 34 is visible in the bottom right corner of the slide.</p>

Slide #	Guidance	Slide Image
	<p>that students take to solve a math problem or the different historical evidence that students select to support a social studies claim.</p> <p><b>Facilitate a discussion in which participants reflect on how they can incorporate student choice into their formative assessment practice.</b></p> <p>Facilitators can consider using some of the following questions:</p> <ul style="list-style-type: none"> <li>• How do you decide when student choice is useful in your formative assessment practice?</li> <li>• What are some ways that you have or are considering offering students choice in how they share evidence of their learning?</li> <li>• How can you offer student choice in a remote learning context?</li> </ul>	
35	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Ask participants to think about the specific students in their own classroom, reflecting on their cultural and language identities, learning differences, and individual curiosities and learning styles.</p> <p><b>Facilitate a discussion in which participants reflect on the specific ways evidence gathering could be made culturally responsive, inclusive, and provide choice to students in their own classrooms.</b> Note that because this prompt should focus on the specific learner identifies each educator teaches, the responses and ideas are likely to be different.</p> <p>Facilitators can ask the participants to reflect on the prompts on the slide or create different prompts that encourage thinking about how to increase the equity and student engagement in their evidence gathering strategies.</p>	 <p>The slide is titled "Equity in Your Classroom" in a blue serif font. Below the title, it says "Consider the specific learners in your classroom. How could you ensure evidence gathering strategies are equitable? Reflect on strategies you currently use in your classroom." Then it asks "What changes would you implement to:" followed by a bulleted list: "• Make them more culturally responsive?", "• Ensure that these evidence gathering routines are inclusive for all your students?", and "• Increase the relevance, choice and autonomy for students?". The slide has a blue geometric background and a small number "35" in the bottom right corner.</p>

## Section 6: Reflection

Table: Slides 36-37

Slide #	Guidance	Slide Image
36	<p><b>Facilitate a discussion that helps participants reflect on their learning and make connections to their own practice.</b></p> <p>Ask participants to reflect and share ideas in response to the following questions:</p> <ul style="list-style-type: none"> <li>• What new ideas do you have about eliciting evidence of your students' learning?</li> <li>• How can you prioritize disciplinary discourse when you elicit evidence of your students' learning?</li> <li>• What are some ways you can eliminate barriers when eliciting meaningful evidence?</li> <li>• What is one idea you are thinking about for your own practice?</li> <li>• What is one specific action you want to take as a result of your learning?</li> </ul> <p>Facilitators may wish to pose different reflections questions.</p>	
37		

## Part II: Planning Evidence Gathering Opportunities

**Table: Agenda**

Section	Time
Section 1: Introduction	5 minutes
Section 2: Formative Assessment Process	5 minutes
Section 3: Lesson Design Considerations	10 minutes
Section 4: Evidence Gathering Routines	25 minutes
Section 5: Planning for Meaningful Evidence	10 minutes
Section 6: Reflection	5 minutes

### What you will need:

- Module 4: PowerPoint presentation

### Facilitator preparation:

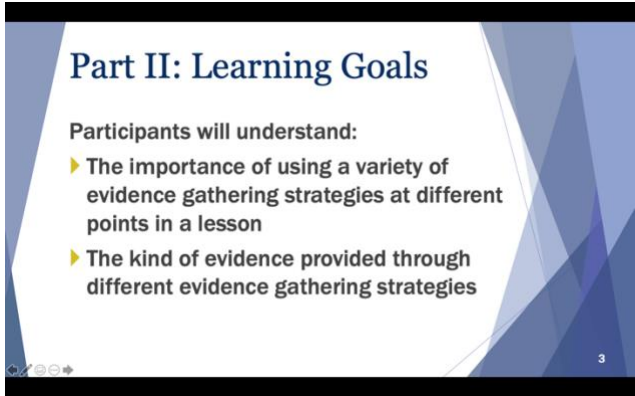
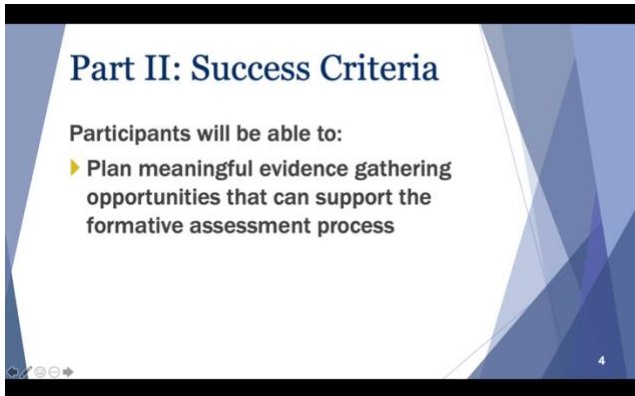
- Preview the slides and read the slide notes carefully.
- Read *Five Evidence Gathering Routines*: [https://www.oregon.gov/ode/educator-resources/assessment/Documents/five\\_evidence\\_gathering\\_routines.pdf](https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf)



## Section 1: Introduction

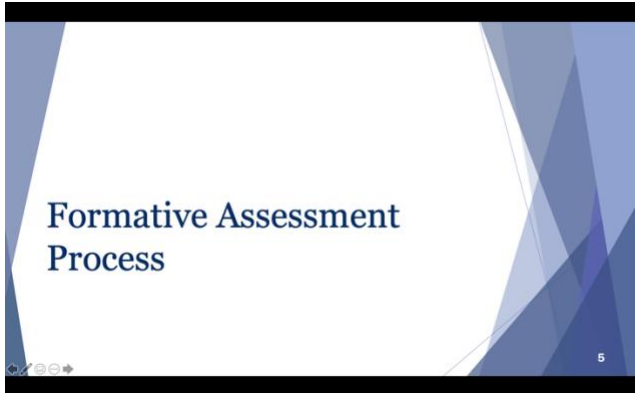
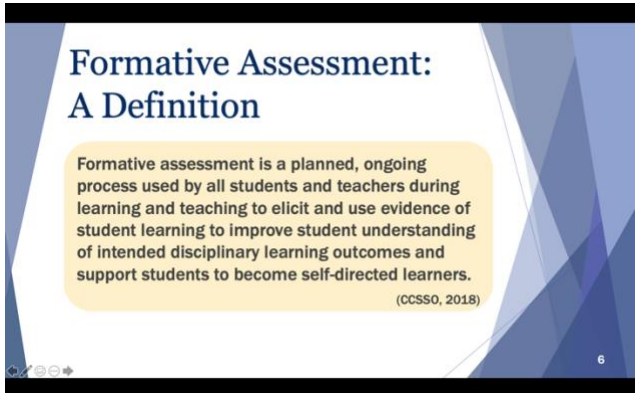
Table: Slides 1-4

Slide #	Guidance	Slide Image
1	Title slide	
2	<p>This is Part II of Module 4 in the Kentucky Department of Education's Balanced Assessment Professional Learning Modules.</p> <p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Module 4 in this series focuses on Eliciting Evidence of Student Learning and the content is presented in two separate learning modules.</p> <p>Part I focuses on building a common understanding of what constitutes meaningful evidence of student learning that students and teachers can use to make decisions to move student learning forward.</p> <p>Part II focuses on identifying strategies to gather evidence of student learning and planning to integrate evidence gathering opportunities into teaching and learning.</p>	

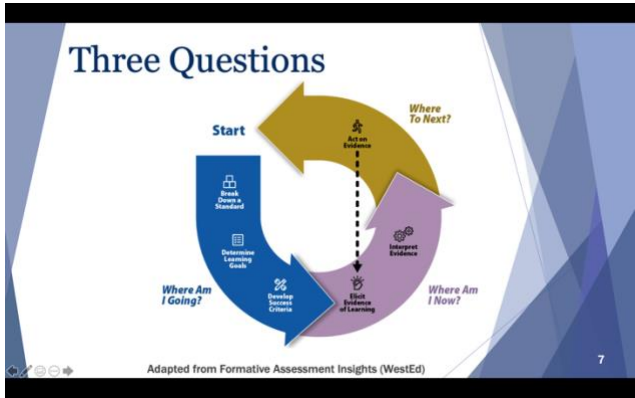
Slide #	Guidance	Slide Image
	Note to facilitators: if you are not planning to engage participants in both sections of the module, consider deleting this slide.	
3	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>These are the Learning Goals for Part II of Module 4.</p> <p>As this series of modules have emphasized, understanding where we as learners are heading and how we will know if we are successful is essential for teaching and learning, both for students and adult learners.</p> <p>Share the learning goals on the slide.</p>	
4	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>At the end of this learning sequence (including the teacher collaboration activity), you should be able to:</p> <ul style="list-style-type: none"> <li>Plan meaningful evidence gathering opportunities that can support the formative assessment process.</li> </ul> <p>Facilitators may want to note that the terms classroom and classroom setting are used throughout this presentation and can refer to both physical classrooms and distance learning environments.</p>	


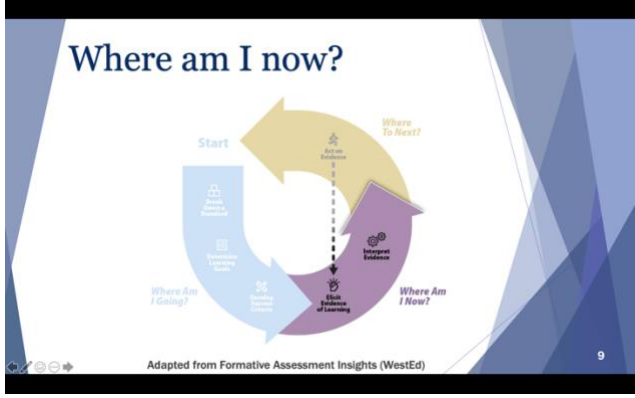
## Section 2: Formative Assessment Process

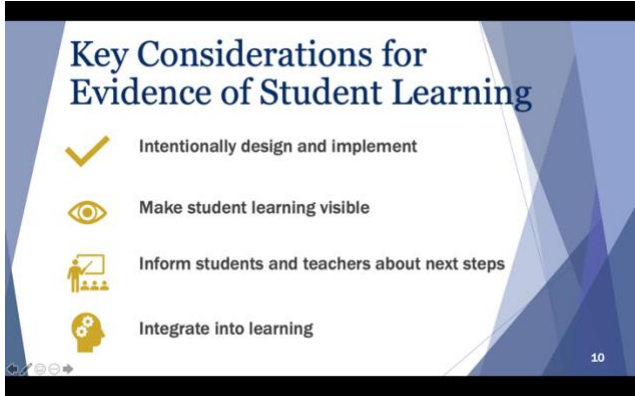
Table: Slides 5-11

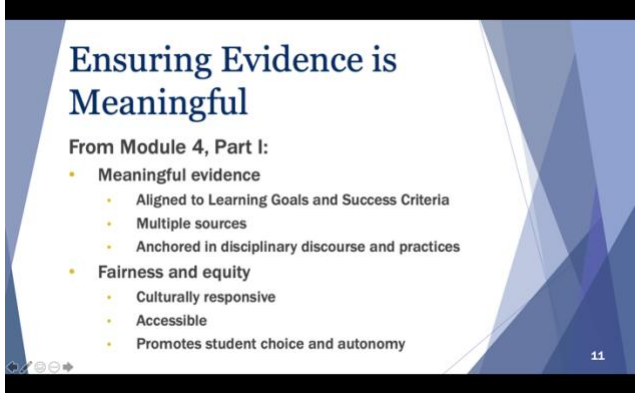
Slide #	Guidance	Slide Image
5	<p>This first section of the presentation focuses on formative assessment and some key concepts presented in Module 4, Part I. Facilitators should determine if participants need these reminders, particularly if they just recently engaged in Part I of this module.</p>	 <p>Slide 5: Formative Assessment Process</p>
6	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This definition of formative assessment comes from the Council of Chief State School Officers (CCSSO).</p> <p>If participants engaged in Modules 2 and 3, facilitators may want to acknowledge that they have seen this definition in that module.</p> <p>Ask participants to read and reflect on this definition.</p> <p><b>Next, facilitate a brief discussion in which participants consider this definition in the context of the role that evidence of student learning plays in the formative assessment process.</b></p> <p>Consider using some of the following questions to support the discussion:</p>	 <p>Slide 6: Formative Assessment: A Definition</p> <p>Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. (CCSSO, 2018)</p>

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>• What words or phrases in this definition address eliciting evidence of student learning in the formative assessment process?</li> <li>• What does this definition, taken as a whole, tell you about evidence of student learning in the formative assessment process?</li> </ul> <p>Some key things to notice might be:</p> <ul style="list-style-type: none"> <li>• The definition emphasizes that formative assessment is <b>planned and ongoing</b>, it isn't something that happens primarily by accident or spontaneous inspiration.</li> <li>• The definition emphasizes that students and teachers both <b>elicit and use</b> evidence of student learning.</li> <li>• The definition situates formative assessment <b>during learning and teaching</b>, which means that gathering evidence of student learning isn't a separate process but embedded in learning.</li> </ul> <p>For more information on this definition, including the reasoning behind it, refer to this document: <a href="https://ccsso.org/resource-library/revising-definition-formative-assessment">https://ccsso.org/resource-library/revising-definition-formative-assessment</a></p>	

Slide #	Guidance	Slide Image
7	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In the formative assessment process, teachers and students work together to answer three critical questions:</p> <ul style="list-style-type: none"> <li>• Where am I going?</li> <li>• Where am I now?</li> <li>• Where to next?</li> </ul> <p>This graphic represents the formative assessment process. You may remember it from Module 3. You'll notice that this graphic identifies the specific practices that make up the formative assessment cycle and that these practices are aligned to the three critical questions.</p> <p>The practices in blue help teachers and students answer the question, "Where am I going?" by establishing what students should be learning and what it will look like when they have learned it. These practices form the basis for the practices that follow. Teacher and student decisions about what evidence to elicit, how to interpret that evidence and how to respond to that evidence all take place in the context of the established learning goals and success criteria.</p> <p>The practices in purple answer the question, "Where am I now?". Eliciting evidence of student thinking during learning and making sense of that evidence shows where students are in relation to the learning goals.</p> <p>And in yellow, teachers and students act on evidence in order to move students toward their learning goals – "Where to next?".</p>	

Slide #	Guidance	Slide Image
8	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we discussed in Module 3, self-directed learners need to understand what they are learning and how to get there. Learning Goals and Success Criteria work in tandem to help students understand where they are going with their learning so that they can actively manage their own learning. If a lesson is a journey that students and teachers take together, Learning Goals represent to students the destination of their journey, signaling clearly what they are learning and why it is important.</p> <p>Success Criteria demonstrate to students what it looks like to be successful in achieving the Learning Goals. Success Criteria represent the check points along the route, giving students specific information to understand their progress and make adjustments to move their learning forward.</p> <p>Learning Goals and Success Criteria are essential tools for students to understand where they are in their learning so that they can become self-directed learners.</p>	 <p>The slide is titled "Mapping Student Learning". It features two circular icons side-by-side. The left icon is a yellow circle with a blue location pin, labeled "LEARNING GOALS DESTINATION". The right icon is a yellow circle with a blue compass needle, labeled "SUCCESS CRITERIA CHECK POINT". The slide has a blue geometric background on the right side and a small number "8" in the bottom right corner.</p>
9	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In this module, Eliciting Evidence of Student Learning, we will focus on the second question, “Where am I now?”</p> <p>Once a shared answer to the question, “Where am I going?” has been established by clarifying and sharing Learning Goals and Success Criteria, students and teachers need to understand their current status so that they can make decisions to move learning forward.</p> <p>This starts with eliciting meaningful evidence that can be used to reason about student learning and inform next steps.</p>	 <p>The slide is titled "Where am I now?". It features a circular flow diagram with four arrows forming a loop. The top arrow is yellow and points right, labeled "Where To Next?". The right arrow is purple and points down, labeled "Where Am I Now?". The bottom arrow is blue and points left, labeled "Status of Learning". The left arrow is light blue and points up, labeled "Where Am I Going?". At the top of the loop is a yellow arrow pointing left, labeled "Start". The slide has a blue geometric background on the right side and a small number "9" in the bottom right corner. At the bottom, it says "Adapted from Formative Assessment Insights (WestEd)".</p>

Slide #	Guidance	Slide Image
	<p>In Part I of this module, we focused on what constitutes meaningful evidence that truly reflects student learning.</p> <p>Facilitators may want to note that for the purposes of this presentation, the word “lesson” may refer to the learning plan for a single class period or could reflect a learning plan that covers several days. It’s a coherent set of learning opportunities focused on the same content and goals.</p>	
10	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In the formative assessment process, evidence of student learning is central to inform student and teacher decisions about next steps to move students toward their Learning Goals. A critical element of lesson planning is integrating strategies to gather evidence of student learning during the learning.</p> <p>This slide presents some key things to keep in mind before we dig deeper into how to ensure that evidence of student learning is meaningful.</p> <ul style="list-style-type: none"> <li>First, keep in mind that eliciting evidence of student learning is <b>intentional and planned</b>. It should be a key aspect of the lesson design process, implemented when a lesson is enacted. Just like with other aspects of lesson design, teachers may use their professional judgement to adjust evidence gathering strategies while they are teaching. But eliciting evidence of student learning shouldn’t be on-the-fly, but part of a strategic plan to support students to achieve their intended learning.</li> <li>Another central purpose behind gathering evidence of student learning is to <b>make student learning visible</b>. This means that evidence is elicited as students engage in a</li> </ul>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Key Considerations for Evidence of Student Learning'. There are four bullet points, each with an icon: a checkmark for 'Intentionally design and implement', an eye for 'Make student learning visible', a person at a desk for 'Inform students and teachers about next steps', and a gear for 'Integrate into learning'. The slide number '10' is in the bottom right corner.</p>


Slide #	Guidance	Slide Image
	<p>performance that makes their thinking tangible. Such opportunities may arise during teacher-student interactions, during peer interactions, and from examining student work products. Later in this module, we will explore different strategies for eliciting evidence of student learning.</p> <ul style="list-style-type: none"> <li>• The whole point of eliciting evidence of student learning is to allow students to manage their own learning and teachers to reflect on and adjust their instruction. So, evidence gathered must provide information that goes deeper than “got it” or “didn’t get it” to provide a more complex understanding of where students are in their learning to inform forward-looking decisions about <b>next steps in learning</b>.</li> <li>• Finally, the process of eliciting evidence for the formative assessment process is not separate from teaching and learning. It should take place <b>while the learning is happening</b> so that the information can inform immediate next steps and ensure students are making progress.</li> </ul>	
11	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In Part I of Module 4, we explored the elements necessary for meaningful evidence of student learning that can help students and teachers understand where students are in their learning and inform next steps to move learning forward toward the Learning Goals.</p> <p>This is a high-level reminder of some of the key content considered in that presentation.</p> <p>Walk participants through this to activate prior knowledge, elaborating as necessary and pacing the discussion based on how familiar the group is with the content.</p>	 <p><b>Ensuring Evidence is Meaningful</b></p> <p>From Module 4, Part I:</p> <ul style="list-style-type: none"> <li>• Meaningful evidence       <ul style="list-style-type: none"> <li>• Aligned to Learning Goals and Success Criteria</li> <li>• Multiple sources</li> <li>• Anchored in disciplinary discourse and practices</li> </ul> </li> <li>• Fairness and equity       <ul style="list-style-type: none"> <li>• Culturally responsive</li> <li>• Accessible</li> <li>• Promotes student choice and autonomy</li> </ul> </li> </ul> <p>11</p>

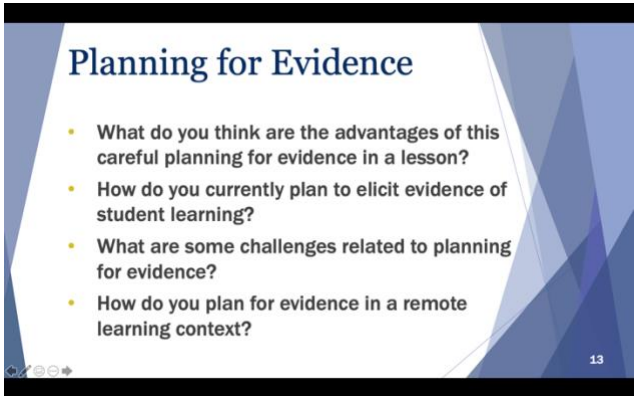
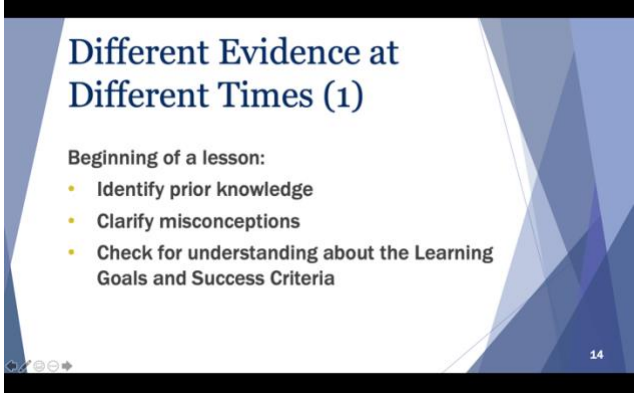


Slide #	Guidance	Slide Image
	<p>Ask participants to keep these ideas in mind during the remainder of the module, as they consider ways to incorporate specific strategies into their lesson design.</p> <p>For more details on each of these elements, consult Module 4, Part I.</p>	

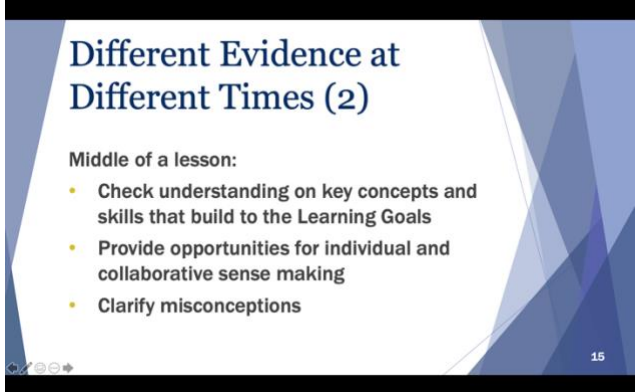
### Section 3: Lesson Design Considerations

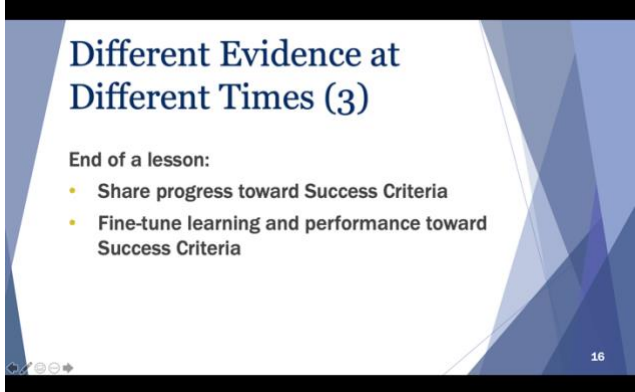
Table: Slide 12-17

Slide #	Guidance	Slide Image
12	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Our focus in Part II of this module is on designing lessons that elicit meaningful evidence of student learning that can support students and teachers to move their learning forward.</p>	 <p>The slide features a white background with a blue geometric pattern on the right side. The title 'Lesson Design Considerations' is centered in a blue serif font. At the bottom left, there are small navigation icons, and at the bottom right, the number '12' is displayed.</p>

Slide #	Guidance	Slide Image
13	<p><b>Facilitate a discussion in which participants reflect on how they currently plan for evidence of student learning.</b></p> <p>These questions are designed to get participants thinking about how they currently plan to elicit evidence of student learning and to begin thinking about ways they can be even more intentional in order to gather and use meaningful evidence in their practice. While we aren't focusing on using evidence in this module, facilitators can encourage participants to make connections to interpreting and acting on evidence as they think about planning to elicit evidence.</p> <p>This discussion is intended to prime participants to be thinking about their own practice as we explore ideas related to intentional planning for evidence gathering.</p> <p>We will also be highlighting resources that are available to help with planning for evidence.</p>	 <p>The slide is titled "Planning for Evidence" in a large, dark blue font. Below the title is a bulleted list of four questions: "What do you think are the advantages of this careful planning for evidence in a lesson?", "How do you currently plan to elicit evidence of student learning?", "What are some challenges related to planning for evidence?", and "How do you plan for evidence in a remote learning context?". The slide has a blue geometric background and a small navigation bar at the bottom left. The number 13 is in the bottom right corner.</p>
14	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As you know, over the course of a lesson, students are working on different things, in different ways as they build up to demonstrating their learning through the Success Criteria. This is important to keep in mind in designing evidence gathering opportunities throughout a lesson.</p> <p>This slide presents some of the different aspects of student thinking you might be focused on at different points during a lesson. This is by no means a comprehensive list and generally the things you need to learn about student thinking will be specific to the lesson you are teaching. However, this list is intended to get participants thinking about what specific aspects of student thinking are more important at different points in the lesson.</p>	 <p>The slide is titled "Different Evidence at Different Times (1)" in a large, dark blue font. Below the title, it says "Beginning of a lesson:" followed by a bulleted list: "Identify prior knowledge", "Clarify misconceptions", and "Check for understanding about the Learning Goals and Success Criteria". The slide has a blue geometric background and a small navigation bar at the bottom left. The number 14 is in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<p>The “why” will drive questions about which strategy or routine to use.</p> <p>The Breaking Down the Standard tools may be useful as teachers clarify misconceptions. If participants are not familiar with the tools, they can locate them here:</p> <ul style="list-style-type: none"> <li>• Math: <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Breaking_Down_a_Mathematics_Standard.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Breaking_Down_a_Mathematics_Standard.pdf</a></li> <li>• Reading and Writing: <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Breaking_Down_a_Reading_and_Writing_Standard.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Breaking_Down_a_Reading_and_Writing_Standard.pdf</a></li> <li>• Science: <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Breaking_Down_a_Science_Standard.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Breaking_Down_a_Science_Standard.pdf</a></li> <li>• Social studies teachers can view this module of professional learning to learn about breaking down social studies standards: <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_2_Minding_the_Gap.pptx">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_2_Minding_the_Gap.pptx</a></li> </ul> <p><b>Next, facilitate a discussion in which participants identify different aspects of student learning they often focus on throughout their lessons.</b></p> <p>Facilitators can consider using some of the following questions:</p> <ul style="list-style-type: none"> <li>• What other aspects of student learning do you focus on at the beginning, middle, and end of a lesson?</li> <li>• What aspects of student thinking are most important to focus on at key points in lessons in the discipline(s) you teach?</li> </ul>	

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>Where in a lesson do you engage in the formative assessment process most?</li> </ul>	
15	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As you know, over the course of a lesson, students are working on different things, in different ways as they build up to demonstrating their learning through the Success Criteria. This is important to keep in mind in designing evidence gathering opportunities throughout a lesson.</p> <p>This slide presents some of the different aspects of student thinking you might be focused on at different points during a lesson. This is by no means a comprehensive list and generally the things you need to learn about student thinking will be specific to the lesson you are teaching. However, this list is intended to get participants thinking about what specific aspects of student thinking are more important at different points in the lesson.</p> <p>The “why” will drive questions about which strategy or routine to use.</p> <p><b>Next, facilitate a discussion in which participants identify different aspects of student learning they often focus on throughout their lessons.</b></p> <p>Facilitators can consider using some of the following questions:</p> <ul style="list-style-type: none"> <li>What other aspects of student learning do you focus on at the beginning, middle, and end of a lesson?</li> <li>What aspects of student thinking are most important to focus on at key points in lessons in the discipline(s) you teach?</li> </ul>	 <p><b>Different Evidence at Different Times (2)</b></p> <p>Middle of a lesson:</p> <ul style="list-style-type: none"> <li>Check understanding on key concepts and skills that build to the Learning Goals</li> <li>Provide opportunities for individual and collaborative sense making</li> <li>Clarify misconceptions</li> </ul> <p>15</p>

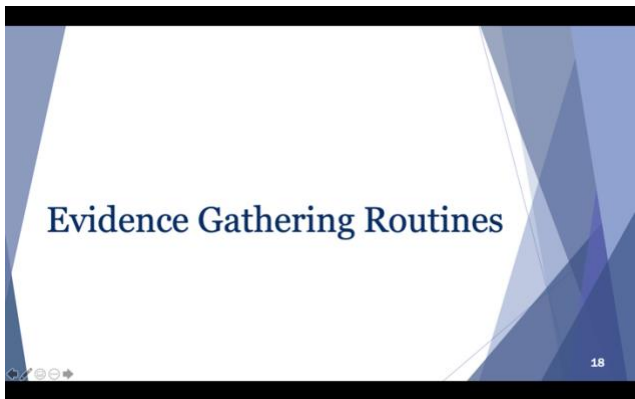
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>Where in a lesson do you engage in the formative assessment process most?</li> </ul>	
16	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As you know, over the course of a lesson, students are working on different things, in different ways as they build up to demonstrating their learning through the Success Criteria. This is important to keep in mind in designing evidence gathering opportunities throughout a lesson.</p> <p>This slide presents some of the different aspects of student thinking you might be focused on at different points during a lesson. This is by no means a comprehensive list and generally the things you need to learn about student thinking will be specific to the lesson you are teaching. However, this list is intended to get participants thinking about what specific aspects of student thinking are more important at different points in the lesson.</p> <p>The “why” will drive questions about which strategy or routine to use.</p> <p><b>Next, facilitate a discussion in which participants identify different aspects of student learning they often focus on throughout their lessons.</b></p> <p>Facilitators can consider using some of the following questions:</p> <ul style="list-style-type: none"> <li>What other aspects of student learning do you focus on at the beginning, middle, and end of a lesson?</li> <li>What aspects of student thinking are most important to focus on at key points in lessons in the discipline(s) you teach?</li> </ul>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Different Evidence at Different Times (3)'. Below the title, it says 'End of a lesson:' followed by two bullet points: 'Share progress toward Success Criteria' and 'Fine-tune learning and performance toward Success Criteria'. The slide number '16' is visible in the bottom right corner.</p>

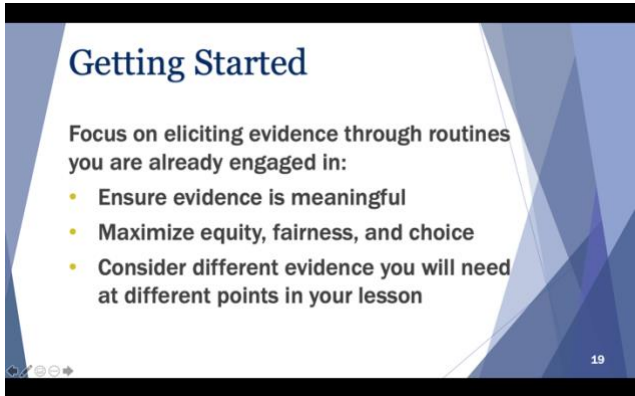
Slide #	Guidance	Slide Image																				
	<ul style="list-style-type: none"><li>Where in a lesson do you engage in the formative assessment process most?</li></ul>																					
17	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we discussed in Part I of Module 4, it is important to ensure that over the course of a lesson, evidence gathering strategies are aligned, disciplinary discourse and practices are prioritized, and come from multiple sources. By engaging students in evidence gathering opportunities that employ a variety of tasks and participation structures, teachers provide opportunities for a broader and more nuanced view on student learning. These different tasks and structures should be aligned both to the Learning Goals and Success Criteria, but also to where students are during a lesson.</p> <p><b>Next, facilitate a discussion in which participants reflect on this table and make connections to their own practice.</b></p> <p>Facilitators can consider using some of the following questions to support this discussion:</p> <ul style="list-style-type: none"><li>Are there task types you tend to gravitate toward? Why do you think that is?</li><li>Are there participant structures you rely on more commonly in your class? Why do you think that is?</li><li>What kind of evidence of student learning do you get from the different tasks and structures you use in class?</li><li>How do you and your students use that evidence to inform teaching and learning?</li><li>Are there any task types and structures that you would like to integrate more into your formative assessment practice?</li></ul>	<div><h3>Variety of Tasks and Participation Structures</h3><table><thead><tr><th>Participant Structure</th><th>Classroom Talk</th><th>Student Work</th><th>Peer- and Self-Assessment</th></tr></thead><tbody><tr><td>Independent</td><td>Conference with teacher</td><td>Written response, essay, jigsaw</td><td>Thumbs up/thumbs down, exit ticket, reflection journal</td></tr><tr><td>Pair</td><td>Turn and talk, peer conference, teacher and peer questioning, pair share, elbow partners</td><td>Presentation, work plan, graphic organizer, reading guide</td><td>Peer conference using rubric, peer editing</td></tr><tr><td>Small Group</td><td>Teacher and peer questioning, discussion, share work</td><td>Presentation, work plan, graphic organizer, reading guide, jigsaw</td><td>Carousel, group presentation feedback</td></tr><tr><td>Whole Class</td><td>Teacher and peer questioning, classroom discussion</td><td>Class play, 4 corners, class debate</td><td>Gallery walk, parking lot</td></tr></tbody></table><p><a href="http://cresst.org/wp-content/uploads/Lesson_Revision_With_Formative_Assessment.pdf">http://cresst.org/wp-content/uploads/Lesson_Revision_With_Formative_Assessment.pdf</a></p></div>	Participant Structure	Classroom Talk	Student Work	Peer- and Self-Assessment	Independent	Conference with teacher	Written response, essay, jigsaw	Thumbs up/thumbs down, exit ticket, reflection journal	Pair	Turn and talk, peer conference, teacher and peer questioning, pair share, elbow partners	Presentation, work plan, graphic organizer, reading guide	Peer conference using rubric, peer editing	Small Group	Teacher and peer questioning, discussion, share work	Presentation, work plan, graphic organizer, reading guide, jigsaw	Carousel, group presentation feedback	Whole Class	Teacher and peer questioning, classroom discussion	Class play, 4 corners, class debate	Gallery walk, parking lot
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Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>How can these tasks and participation structures be used during both in-person classes and in remote learning settings?</li> </ul>	

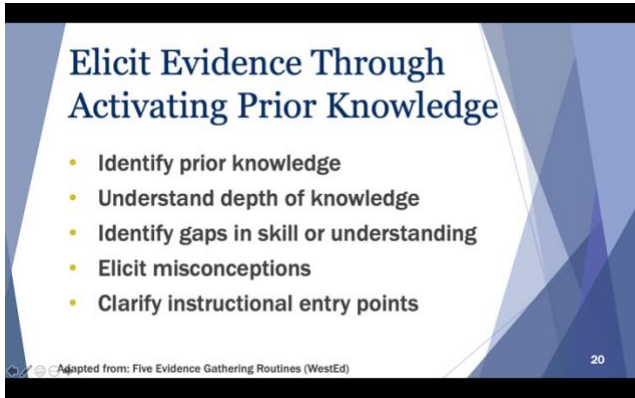
## Section 4: Evidence Gathering Routines

Table: Slides 18-26


Slide #	Guidance	Image
18	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Now let's think about leveraging teaching and learning routines you may already be using in your classroom to gather meaningful evidence about student learning to inform students and teachers about next steps in their learning.</p>	 <p>The image shows a presentation slide titled "Evidence Gathering Routines". The slide has a white background with a blue geometric design on the right side. The title is in a blue serif font. At the bottom left, there are small navigation icons, and at the bottom right, the number "18" is displayed.</p>

Slide #	Guidance	Image
19	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Over the next several slides, we are going to focus on some evidence gathering routines and will think about how to use them to ensure that we elicit meaningful evidence of student learning. The focus will be on routines that are likely already in place in your classrooms and ensuring they are fueling the formative assessment process.</p> <p>Walk participants through the sub-bullets (which correspond to information provided in Part I of this module and earlier in this presentation), elaborating, as necessary.</p> <p>Note to facilitator: For reference, more detailed information from Part I of this module is reproduced below.</p> <ul style="list-style-type: none"> <li>• Ensure evidence is meaningful <ul style="list-style-type: none"> <li>• Alignment</li> <li>• Multiple sources</li> <li>• Disciplinary discourse</li> </ul> </li> <li>• Maximize equity and fairness <ul style="list-style-type: none"> <li>• Culturally responsive</li> <li>• Accessible</li> <li>• Student Choice</li> </ul> </li> </ul>	 <p>The image shows a presentation slide titled "Getting Started" in a blue serif font. Below the title, it says "Focus on eliciting evidence through routines you are already engaged in:" followed by three bullet points with yellow square markers: "Ensure evidence is meaningful", "Maximize equity, fairness, and choice", and "Consider different evidence you will need at different points in your lesson". The slide has a blue and white geometric background with a small number "19" in the bottom right corner.</p>

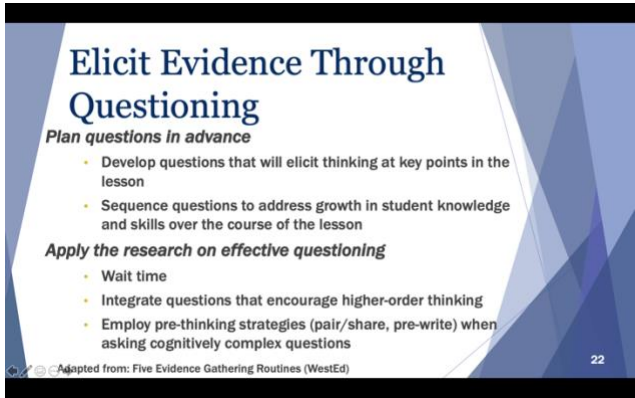


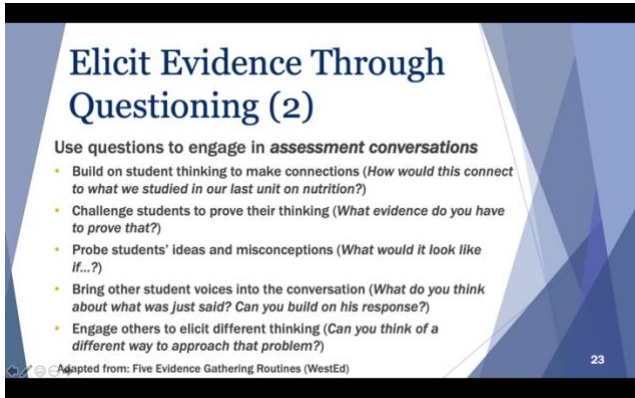
Slide #	Guidance	Image
20	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Activating prior knowledge is an important instructional strategy that can help students connect things they already know with new learning. It is also an opportunity to invite students’ cultural strengths, language knowledge, and personal identity into the learning and to promote engagement.</p> <p>But prior knowledge activities are also important opportunities to elicit evidence about where students are in their learning coming into a lesson to inform teacher decisions about building up background knowledge, clarifying misunderstandings, and informing how to help all students find entry into the lesson. Prior knowledge activation opportunities are often provided at the beginning of a lesson, but they can be employed throughout a lesson, whenever it is useful to connect what students are learning with what they might already know.</p> <p>The Kentucky Academic Standards provide specific information about the vertical alignment of the standards that could be a helpful resource in planning to identify students’ prior content knowledge.</p> <ul style="list-style-type: none"> <li>• In mathematics, each standard presents coherent information in the clarifications section that provides links to the matching standard from the preceding and following grade.</li> <li>• The reading and writing standards also each offer progression information, linking to the matching standard in the preceding and following grade.</li> <li>• In science, the standards offer both articulation of DCIs across grade levels and connections to Kentucky Academic Standards in other content areas as well.</li> </ul>	 <p>The image shows a presentation slide with a blue and white geometric background. The title is 'Elicit Evidence Through Activating Prior Knowledge'. Below the title is a bulleted list of five items: 'Identify prior knowledge', 'Understand depth of knowledge', 'Identify gaps in skill or understanding', 'Elicit misconceptions', and 'Clarify instructional entry points'. At the bottom left, it says 'Adapted from: Five Evidence Gathering Routines (WestEd)'. At the bottom right, the number '20' is visible.</p>

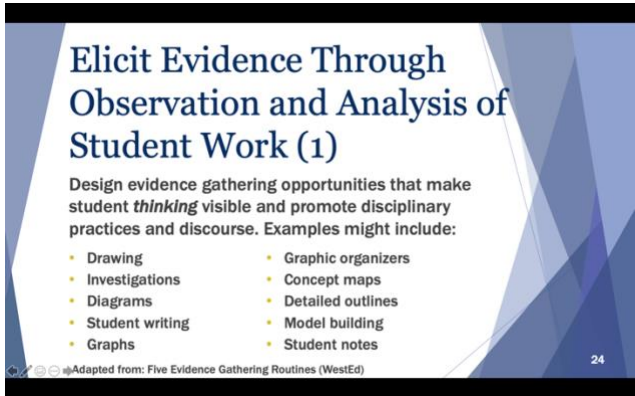
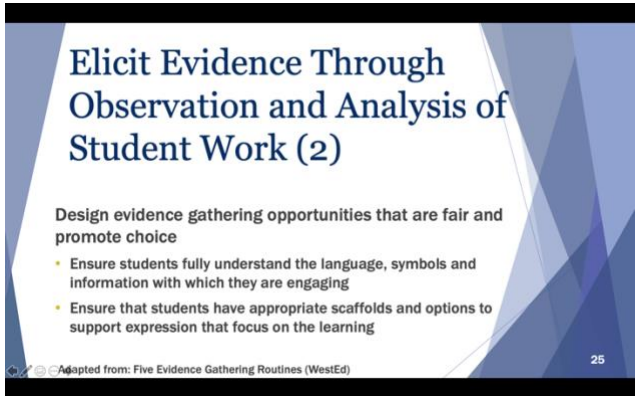
Slide #	Guidance	Image
	<ul style="list-style-type: none"> <li>The social studies standards are organized around progressions of inquiry practices and disciplinary concepts and practices (presented starting on page 155 of the Kentucky Academic Standards for Social Studies document)</li> </ul> <p>The coherence component within the Kentucky mathematics standards is a tool that can help support activating prior knowledge.</p> <p><b>Next, facilitate a discussion about eliciting evidence of student learning through prior knowledge routines.</b></p> <p>Facilitators may want to use some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> <li>What prior knowledge routines do you already use?</li> <li>What kind of evidence of student learning do you elicit and how do you use it?</li> <li>How might your students use information from prior knowledge gathering routines in your classroom?</li> <li>In what ways can you use prior knowledge gathering routines to ensure evidence is meaningful, fair, and offers choice?</li> <li>Do you use routines to activate prior knowledge at other points in a lesson besides the start? How?</li> </ul> <p>Find more information about evidence gathering routines here:  <a href="https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf">https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf</a></p>	

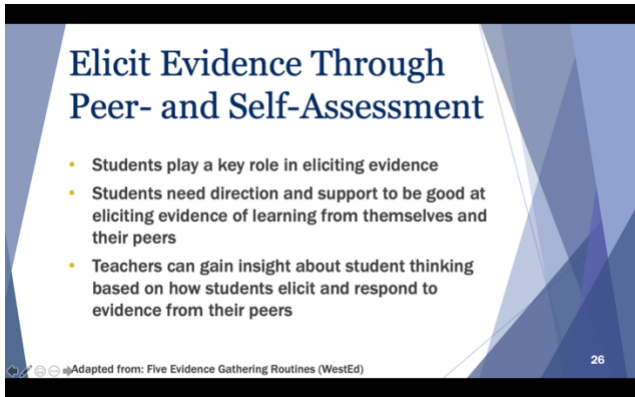
Slide #	Guidance	Image
21	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Engaging in academic dialogue allows students to both share and develop their thinking. It supports exploration of ideas, connections, and inquiry. When students talk, teachers (and students themselves) can better understand what students know, the strategies they are using, and how they are thinking about the content.</p> <ul style="list-style-type: none"> <li>• Academic dialogue requires a classroom culture that supports it. For more information on classroom culture, revisit Module 2 in this series.</li> <li>• Academic dialogue should support opportunities to explore different ideas, viewpoints and solutions, so that as students are sharing their thinking, they are also building their thinking.</li> <li>• When structured equitably, academic dialogue can provide an opportunity for culturally responsive formative assessment that is fair and accessible to all students.</li> <li>• Academic dialogue can happen in a variety of task types and can be both a small group and whole class participant structure.</li> <li>• Effective academic dialogue that is aligned to the Learning Goals and Success Criteria can help build students' capacity to use disciplinary practices and discourse to make meaning in the subject area.</li> </ul> <p><b>Next, facilitate a discussion about eliciting evidence of student learning through academic dialogue.</b></p> <p>Facilitators may want to use some of the following questions to support the discussion:</p>	

Slide #	Guidance	Image
	<ul style="list-style-type: none"> <li>• What opportunities do your students have to engage in academic dialogue?</li> <li>• What kind of evidence of student learning do you elicit through academic dialogue and how do you use it?</li> <li>• What are some key disciplinary practices and discourse that can drive academic dialogue in your classroom?</li> <li>• How does your classroom culture support eliciting evidence through academic dialogue routines?</li> <li>• How can you ensure that academic dialogue routines elicit evidence that is meaningful, fair, and offers choice?</li> <li>• How can you elicit evidence through academic dialogue in remote learning contexts?</li> </ul> <p>Notes to facilitators:</p> <ul style="list-style-type: none"> <li>• More information about classroom culture that supports the formative assessment process can be found in Module 2 of this series.</li> <li>• Encourage participants to think about both in-person and remote classroom settings.</li> </ul> <p>Find more information about evidence gathering routines here:  <a href="https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf">https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf</a></p>	

Slide #	Guidance	Image
22	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Asking questions is a key aspect of the way that students and teachers interact in classrooms. However, questions that focus on right or wrong answers or student questions that generate a closed exchange, don't generate meaningful evidence of student learning to inform the formative assessment process. When intentionally designed and implemented, effective questions are a powerful tool to gather evidence of student learning, as well as to guide students to manage their own learning through the next steps of the formative assessment process.</p> <p>These slides present some key considerations for using questioning to elicit evidence of student learning that can move student learning forward. Walk participants through the information on the slide, elaborating, as necessary.</p> <p>Notes to facilitators:</p> <ul style="list-style-type: none"> <li>• The key considerations for eliciting evidence through questioning is continued on the next slide.</li> <li>• Math teachers looking for resources to support questioning can reference Engaging the SMPs: Look Fors and Question Stems (<a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/SMP_Look_Fors_and_Question_Stems.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/SMP_Look_Fors_and_Question_Stems.pdf</a>) to ensure they are addressing the Standards for Mathematical Practice.</li> </ul> <p>Find more information about evidence gathering routines here: <a href="https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf">https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf</a></p>	 <p>The image shows a presentation slide titled "Elicit Evidence Through Questioning". The slide has a blue and white geometric background. It contains two main sections: "Plan questions in advance" and "Apply the research on effective questioning".</p> <p><b>Elicit Evidence Through Questioning</b></p> <p><i>Plan questions in advance</i></p> <ul style="list-style-type: none"> <li>• Develop questions that will elicit thinking at key points in the lesson</li> <li>• Sequence questions to address growth in student knowledge and skills over the course of the lesson</li> </ul> <p><i>Apply the research on effective questioning</i></p> <ul style="list-style-type: none"> <li>• Wait time</li> <li>• Integrate questions that encourage higher-order thinking</li> <li>• Employ pre-thinking strategies (pair/share, pre-write) when asking cognitively complex questions</li> </ul> <p>Adapted from: Five Evidence Gathering Routines (WestEd)</p> <p>22</p>

Slide #	Guidance	Image
23	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Assessment conversations differ from typical teacher question/student answer interactions in that they are designed to explore student thinking.</p> <p>Walk participants through the strategies to engage in assessment conversations, elaborating, as necessary.</p> <p><b>Next, facilitate a discussion about eliciting evidence of student learning through questioning routines.</b></p> <p>Facilitators may want to use some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> <li>• What questioning routines do you find most powerful?</li> <li>• Do you currently plan your questioning strategies in advance?</li> <li>• What kind of evidence of student learning do you elicit through questioning and how do you use it?</li> <li>• How do your students use questioning to support each other's learning?</li> <li>• In what ways can you plan questioning routines that ensure evidence is meaningful, fair, and offers choice?</li> </ul>	 <p>The image shows a presentation slide titled "Elicit Evidence Through Questioning (2)". The slide has a blue and white geometric background. Below the title, it says "Use questions to engage in <i>assessment conversations</i>". There are five bullet points:     <ul style="list-style-type: none"> <li>• Build on student thinking to make connections (<i>How would this connect to what we studied in our last unit on nutrition?</i>)</li> <li>• Challenge students to prove their thinking (<i>What evidence do you have to prove that?</i>)</li> <li>• Probe students' ideas and misconceptions (<i>What would it look like if...?</i>)</li> <li>• Bring other student voices into the conversation (<i>What do you think about what was just said? Can you build on his response?</i>)</li> <li>• Engage others to elicit different thinking (<i>Can you think of a different way to approach that problem?</i>)</li> </ul>     At the bottom left, it says "Adapted from: Five Evidence Gathering Routines (WestEd)". At the bottom right, the number "23" is visible.   </p>

Slide #	Guidance	Image
24	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Student work can come in a variety of forms. With thoughtful design, it can be a powerful way to elicit evidence of student learning. When planning to elicit evidence of student learning, keep in mind that it needs to focus on student thinking so that it can inform next steps in learning. It can also prioritize disciplinary practices and discourse to ensure that student thinking is anchored in the specific disciplinary learning outlined in the standards.</p> <p>This slide provides some examples of different types of student work products that can support the formative assessment process, however, note that this is not a comprehensive list.</p> <p>Note to facilitators: The information on this evidence gathering routine continues onto the next slide.</p> <p>Find more information about evidence gathering routines here: <a href="https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf">https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf</a></p>	 <p><b>Elicit Evidence Through Observation and Analysis of Student Work (1)</b></p> <p>Design evidence gathering opportunities that make student <i>thinking</i> visible and promote disciplinary practices and discourse. Examples might include:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Investigations</li> <li>• Diagrams</li> <li>• Student writing</li> <li>• Graphs</li> <li>• Graphic organizers</li> <li>• Concept maps</li> <li>• Detailed outlines</li> <li>• Model building</li> <li>• Student notes</li> </ul> <p>Adapted from: Five Evidence Gathering Routines (WestEd)</p> <p>24</p>
25	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>When eliciting evidence through student work, it's important to ensure that opportunities are fair and promote choice and autonomy so that students can accurately show their thinking and begin to manage their own learning.</p> <p><b>Next, facilitate a discussion about eliciting evidence of student learning through examination of student work.</b></p> <p>Facilitators may want to use some of the following questions to support the discussion:</p>	 <p><b>Elicit Evidence Through Observation and Analysis of Student Work (2)</b></p> <p>Design evidence gathering opportunities that are fair and promote choice</p> <ul style="list-style-type: none"> <li>• Ensure students fully understand the language, symbols and information with which they are engaging</li> <li>• Ensure that students have appropriate scaffolds and options to support expression that focus on the learning</li> </ul> <p>Adapted from: Five Evidence Gathering Routines (WestEd)</p> <p>25</p>

Slide #	Guidance	Image
	<ul style="list-style-type: none"> <li>• What student work products do you rely on in your classroom?</li> <li>• What kind of evidence of student learning do you elicit through student work products?</li> <li>• Are there different kinds of student work products you think could be effective in supporting the formative assessment process?</li> <li>• How do your students use their work products to support each other's learning?</li> <li>• Are student work projects designed to ensure evidence is meaningful, fair, and offers choice?</li> </ul> <p>Find more information about evidence gathering routines here:  <a href="https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf">https://www.oregon.gov/ode/educator-resources/assessment/Documents/five_evidence_gathering_routines.pdf</a></p>	
26	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Teachers are not the only ones responsible for eliciting evidence of student learning in the formative assessment process. Students also play a key role by developing the metacognitive skills that allow them to see that by making their ideas and learning visible, they are providing evidence of their own learning. Once they understand this, they can elicit evidence from themselves and their peers.</p> <p>This isn't something most students do automatically. They need modeling, direct instruction, and structured opportunities to become effective at eliciting and using evidence of learning from themselves and their peers. Providing these supports is the teacher's role.</p>	



Slide #	Guidance	Image
	<p>While peer and self-assessment routines are designed to help students manage their own learning, it is also an opportunity for teachers to gain insight into what students say and do as they elicit and use evidence from their peers.</p> <p>Facilitators may want to use some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> <li>• What routines for peer- and self-assessment do you employ in your classroom?</li> <li>• What kind of evidence of student learning do you elicit when students are engaged in peer- and self-assessment?</li> <li>• How do you support students to be effective at peer- and self-assessment?</li> <li>• What ideas do you have to expand peer- and self-assessment in your classroom?</li> <li>• How does your classroom culture support effective peer- and self-assessment?</li> </ul>	

## Section 5: Planning for Meaningful Evidence

Table: Slides 27-31

Slide #	Guidance	Slide Image
27	<p>Note to facilitators:</p> <p>The following slides contain the Learning Goal and Success Criteria examples from Module 3. Facilitators should select one that would be of interest to their participants to explore in more depth based on the content area and/or grade band. The selected slide will be used as the basis for a discussion of the kinds of evidence gathering strategies that would be meaningful, fair, and promote choice.</p> <p>KDE offers additional resources to support teachers in offering standards-aligned lessons. These resources include subject-specific protocols for reviewing assignments and examples assignments</p> <ul style="list-style-type: none"> <li>KDE Assignment Review Protocols are available here: <a href="https://kystandards.org/standards-resources/assignment-review-protocols/">https://kystandards.org/standards-resources/assignment-review-protocols/</a></li> <li>KDE Student Assignment Library resources can be found here: <a href="https://kystandards.org/standards-resources/sal/">https://kystandards.org/standards-resources/sal/</a></li> </ul>	<p>Slide 27 is a presentation slide with a blue and white geometric background. The title 'Planning for Meaningful Evidence' is centered in a blue serif font. The slide number '27' is in the bottom right corner.</p>
28	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide shows the standard and associated student-friendly Learning Goal and Success Criteria introduced in Module 3.</p> <p>Underneath, we have included three evidence gathering strategies and activities that a teacher could implement at the start, middle, and end of the lesson to gauge where students are in their learning and progress toward the Success Criteria.</p> <p><b>Facilitate a discussion that allows participants to reflect on the evidence gathering strategies listed.</b></p>	<p>Slide 28 is a presentation slide with a yellow and white background. The title 'Planning to Elicit Evidence at Different Points in a Lesson: Math' is centered in a blue serif font. Below the title is a table with three columns: 'Standard', 'Learning Goal', and 'Success Criteria'. The 'Standard' column contains the text: 'KY.K.CC.5: Given a number from 1-20, count out that many objects. A) Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. B) Count to answer "how many?" questions with as many as 10 things in a scattered configuration. SMP 4: Model with mathematics.' The 'Learning Goal' column contains the text: 'We are learning to count things placed together in different ways.' The 'Success Criteria' column contains the text: 'I can count the number of buttons my teacher shows me. I can make my own groups have just the amount my teacher asks.' Below the table is a table with three columns: 'Start of Lesson', 'Middle of Lesson', and 'End of Lesson'. The 'Start of Lesson' column contains the text: 'Evidence Gathering Strategy: Activate Prior Knowledge. Practice counting skills as a whole class.' The 'Middle of Lesson' column contains the text: 'Evidence Gathering Strategy: Questioning. Ask students to show different ways to count the buttons.' The 'End of Lesson' column contains the text: 'Evidence Gathering Strategy: Peer- and Self-Assessment. Students work together to count items and make groups as requested.' The slide number '28' is in the bottom right corner.</p>

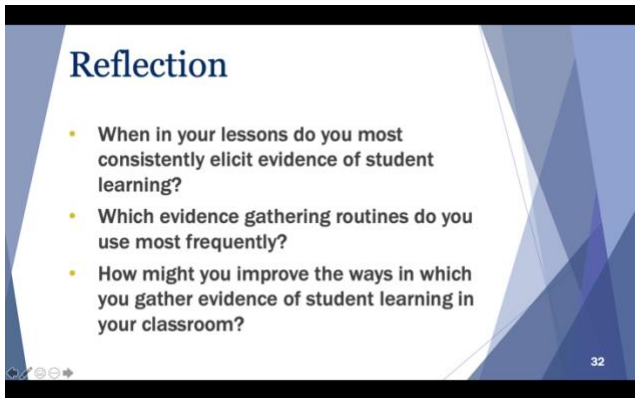

Slide #	Guidance	Slide Image																		
	<p>Facilitators may wish to use some of the following questions to guide the discussion:</p> <ul style="list-style-type: none"><li>• Which evidence gathering strategies would you use in your classroom?</li><li>• What different strategies might you use to elicit evidence that is meaningful, fair, and promotes student choice?</li><li>• How you could you improve on these evidence gathering strategies?</li><li>• What approaches would you use to elicit evidence in a remote learning environment?</li></ul>																			
29	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide shows the standard and associated student-friendly Learning Goal and Success Criteria introduced in Module 3.</p> <p>Underneath, we have included three evidence gathering strategies and activities that a teacher could implement at the start, middle, and end of the lesson to gauge where students are in their learning and progress toward the Success Criteria.</p> <p><b>Facilitate a discussion that allows participants to reflect on the evidence gathering strategies listed.</b></p> <p>Facilitators may wish to use some of the following questions to guide the discussion:</p> <ul style="list-style-type: none"><li>• Which evidence gathering strategies would you use in your classroom?</li><li>• What different strategies might you use to elicit evidence that is meaningful, fair, and promotes student choice?</li></ul>	<p><b>Planning to Elicit Evidence at Different Points in a Lesson: Reading and Writing</b></p> <table><tr><th colspan="3">Standard</th></tr><tr><td colspan="3">C.6.1.c: Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.</td></tr><tr><th>Learning Goal</th><th colspan="2">Success Criteria</th></tr><tr><td>Identify relevant evidence from different texts to support a claim.</td><td colspan="2">Annotate two or more texts to identify strong evidence to support my claim and note how I might use it in my essay.</td></tr><tr><th>Start of Lesson</th><th>Middle of Lesson</th><th>End of Lesson</th></tr><tr><td><b>Evidence Gathering Strategy: Disciplinary Discourse</b>  In small groups, students discuss what type of evidence would be relevant to support teacher claim.</td><td><b>Evidence Gathering Strategy: Observation and Analysis of Student Work</b>  Teacher circulates around the classroom reviewing individual student's evidence and annotations and asking questions to deepen and guide student thinking.</td><td><b>Evidence Gathering Strategy: Peer- and Self-Assessment</b>  Partners practice linking annotated evidence to the claim by providing reasoning.</td></tr></table>	Standard			C.6.1.c: Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.			Learning Goal	Success Criteria		Identify relevant evidence from different texts to support a claim.	Annotate two or more texts to identify strong evidence to support my claim and note how I might use it in my essay.		Start of Lesson	Middle of Lesson	End of Lesson	<b>Evidence Gathering Strategy: Disciplinary Discourse</b>  In small groups, students discuss what type of evidence would be relevant to support teacher claim.	<b>Evidence Gathering Strategy: Observation and Analysis of Student Work</b>  Teacher circulates around the classroom reviewing individual student's evidence and annotations and asking questions to deepen and guide student thinking.	<b>Evidence Gathering Strategy: Peer- and Self-Assessment</b>  Partners practice linking annotated evidence to the claim by providing reasoning.
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30	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This slide shows the standard and associated student-friendly Learning Goal and Success Criteria introduced in Module 3.</p> <p>Underneath, we have included three evidence gathering strategies and activities that a teacher could implement at the start, middle, and end of the lesson to gauge where students are in their learning and progress toward the Success Criteria.</p> <p><b>Facilitate a discussion that allows participants to reflect on the evidence gathering strategies listed.</b></p> <p>Facilitators may wish to use some of the following questions to guide the discussion:</p> <ul style="list-style-type: none"><li>Which evidence gathering strategies would you use in your classroom?</li><li>What different strategies might you use to elicit evidence that is meaningful, fair, and promotes student choice?</li><li>How you could you improve on these evidence gathering strategies?</li><li>What approaches would you use to elicit evidence in a remote learning environment?</li></ul>	<div><p><b>Planning to Elicit Evidence at Different Points in a Lesson: Social Studies</b></p><table><tr><td colspan="3"><b>Standard</b></td></tr><tr><td colspan="3">HS.UH.CE.5: Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</td></tr><tr><td colspan="3">Inquiry Practice: Using Evidence</td></tr><tr><td colspan="2"><b>Learning Goal</b></td><td><b>Success Criteria</b></td></tr><tr><td colspan="2">Use primary sources to identify and evaluate successful strategies used by groups facing discrimination to expand their rights and liberties.</td><td>I can describe the strategies advocated by key Civil Rights leaders to improve equality. I can construct an argument, supported by evidence from multiple sources, about whether specific strategies were successful.</td></tr><tr><td><b>Start of Lesson</b></td><td><b>Middle of Lesson</b></td><td><b>End of Lesson</b></td></tr><tr><td><b>Evidence Gathering Strategy:</b> Questioning In small groups, probe student ideas and misconceptions about topic.</td><td><b>Evidence Gathering Strategy:</b> Peer- and Self-Assessment In pairs, students create graphic organizers to organize arguments.</td><td><b>Evidence Gathering Strategy:</b> Disciplinary Discourse As a class, engage in a discussion anchored in student-found evidence.</td></tr></table></div>	<b>Standard</b>			HS.UH.CE.5: Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.			Inquiry Practice: Using Evidence			<b>Learning Goal</b>		<b>Success Criteria</b>	Use primary sources to identify and evaluate successful strategies used by groups facing discrimination to expand their rights and liberties.		I can describe the strategies advocated by key Civil Rights leaders to improve equality. I can construct an argument, supported by evidence from multiple sources, about whether specific strategies were successful.	<b>Start of Lesson</b>	<b>Middle of Lesson</b>	<b>End of Lesson</b>	<b>Evidence Gathering Strategy:</b> Questioning In small groups, probe student ideas and misconceptions about topic.	<b>Evidence Gathering Strategy:</b> Peer- and Self-Assessment In pairs, students create graphic organizers to organize arguments.	<b>Evidence Gathering Strategy:</b> Disciplinary Discourse As a class, engage in a discussion anchored in student-found evidence.
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## Section 6: Reflection

Table: Slides 32-33

Slide #	Guidance	Slide Image
32	<p><b>Facilitate a discussion that allows participants to reflect on their own practices for gathering evidence of student learning.</b></p> <p>Facilitators can use the questions on the slide or may wish to include their own questions.</p>	
33	<p>Please have participants complete the feedback survey so we can continue to improve our resources. EILA credit is available upon completion of the survey.</p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfrSgA40cr4_YHJyx8fRVKrX-Ess1RPCOPVO2DT3DcLK9Fbng/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfrSgA40cr4_YHJyx8fRVKrX-Ess1RPCOPVO2DT3DcLK9Fbng/viewform</a></p>	

# Module 4:

## Classroom Practice Video Observation Guide

Use this organizer to take notes while watching the Classroom Practice Video. Bring your notes with you to use for later discussion about application to your own classroom activities.

### Alignment

Is the evidence gathered aligned to the Learning Goals and Success Criteria?

-

### Multiple Sources

Where does the teacher elicit meaningful evidence in different ways at different points in the lesson?

-

### Disciplinary Discourse

Where in the lesson do students have opportunities to share and build upon thinking rooted in the discipline?

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