Facilitator Guide

Module 5:
Interpreting Evidence of Student Learning

SOCIAL STUDIES

Facilitator Guide
Module 5: Interpreting Evidence of Student Learning

Through this module, participants will learn about strategies for interpreting student evidence with a focus on engaging students in the interpretation and analysis of their own evidence. Participants will learn about using student learning evidence to guide the formative assessment process and identifying patterns in student responses that can inform teacher and student learning.

Module 5 is offered as four different presentations, each focused on a specific subject area: mathematics, reading and writing, science, and social studies. The content across all four presentations is parallel but designed to focus on specific disciplinary context. This facilitator guide is focused on social studies.

This module includes materials for:

- An approximately one-hour professional learning session, including a PowerPoint presentation and this Facilitator Guide
- An approximately one-hour teacher collaboration activity session, including a PowerPoint presentation and a Teacher Collaboration Facilitator Guide

Module Learning Goals:

Participants will understand:

- The role of evidence of student learning in monitoring and supporting student progress toward Learning Goals and Success Criteria
- Strategies to engage students in interpreting their own progress toward Learning Goals and Success Criteria
- Strategies to interpret evidence of student learning to inform teaching and learning within specific disciplines

Module Success Criteria:

Participants will be able to:

- Plan to interpret evidence of student learning throughout a lesson
- Develop specific strategies to engage students in interpreting their own progress toward Learning Goals and Success Criteria

Role of the Facilitator:

The facilitator's role in this module is to 1) facilitate 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.
- In order to get the most out of this module, participants are encouraged to have gone through previous assessment modules in this series, with an emphasis on Modules 2, 3, and 4.
- 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 slide 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 or Science. 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 or the subject area focus.
- While planning, consider specific connections that would be relevant to your participants. This may be connections to resources, practices, or specific standards.

Part I: Meaningful Evidence of Student Learning

Table: Agenda

Section	Time
Sections 1 and 2: Introduction and Formative Assessment Process	5 minutes
Section 3: Evidence-Based Interpretation	5 minutes
Section 4: Engaging Students with Evidence of Learning	15 minutes
Section 5: Strategies for Interpreting Evidence of Student Thinking	10 minutes
Section 6: Interpreting Evidence in Action (including vignette)	20 minutes
Section 7: Reflection	5 minutes

What you will need:

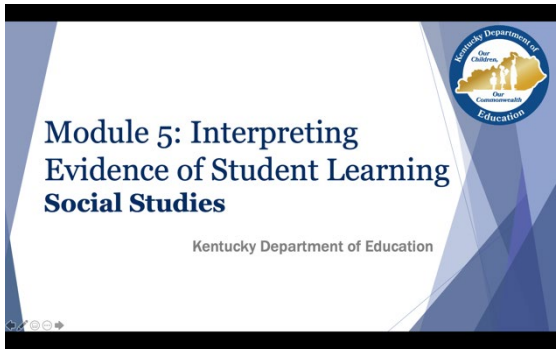
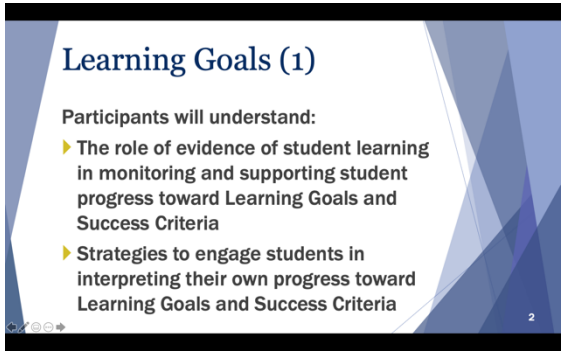
- Module 5: PowerPoint presentation
- Classroom Practice Video Observation Guide (available at the end of this guide)

Facilitator preparation:

- Preview the slides and read the slide notes carefully
- For social studies, preview the vignettes and decide which ones to utilize or to utilize the whole package: https://www.ccsso.org/sites/default/files/2017-12/Formative_Assessment_Examples_2008.pdf

Section 1: Introduction

Table: Slides 1-4

Slide #	Guidance	Slide Image
1	Title slide	
2	**Introduce the content on the slide by providing the following information.** Module 5 in this series focuses on interpreting evidence of student learning. In all the modules in this series, we have emphasized that understanding where we, as learners, are heading and how we will know if we are successful is essential for teaching and learning and is a key aspect of quality assessment practices. Share the Learning Goals on the slide.	

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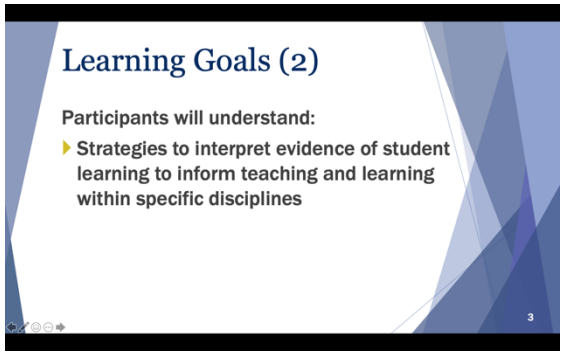
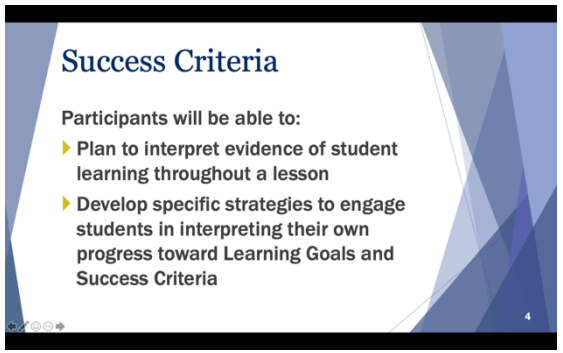
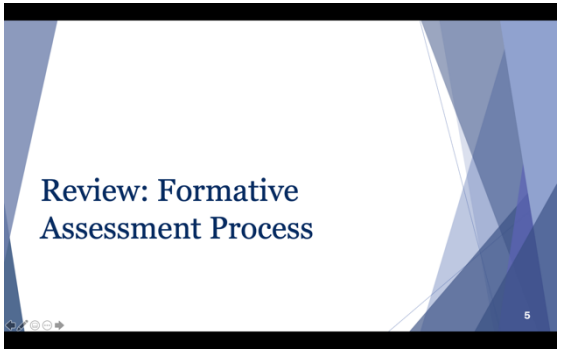
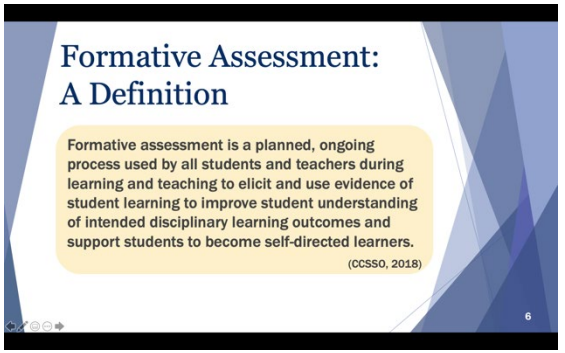
3	**Introduce the content on the slide by providing the following information.** Module 5 in this series focuses on interpreting evidence of student learning. In all the modules in this series, we have emphasized that understanding where we, as learners, are heading and how we will know if we are successful is essential for teaching and learning and is a key aspect of quality assessment practices. Share the Learning Goals on the slide.	
4	**Introduce the content on the slide by providing the following information.** At the end of this learning sequence (including this module and the teacher collaboration activity), you should be able to: • Plan to interpret evidence of student learning throughout a lesson • Develop specific strategies to engage students in interpreting their own progress toward Learning Goals and Success Criteria 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. Additionally, the term *lesson* is used to refer to a coherent set of learning opportunities focused on the same content and goals. It may refer to the learning plan for a single class period or could reflect a learning plan that covers several days.	

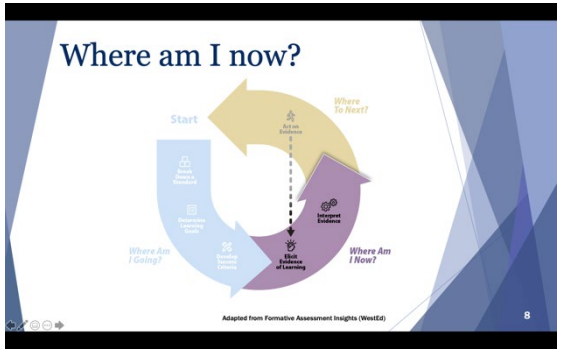
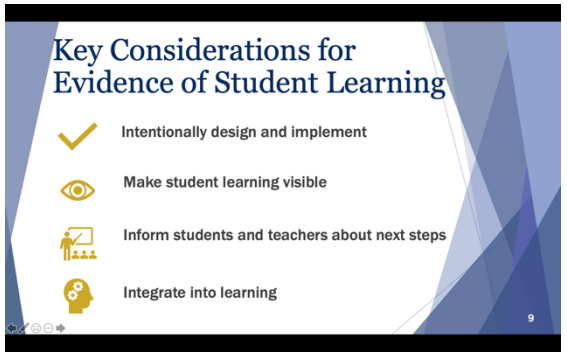
Section 2: Formative Assessment Process

Table: Slides 5-9

Slide #	Guidance	Slide Image
5	This first section of the presentation focuses on formative assessment and some key concepts presented in Modules 1-4. Facilitators should determine if participants need these reminders, particularly if they just recently engaged in the previous modules.	
6	**Introduce the content on the slide by providing the following information.** This definition of formative assessment comes from the Council of Chief State School Officers (CCSSO). If participants engaged in Modules 2, 3 and 4, facilitators may want to acknowledge that they have seen this definition in that module. Ask participants to read and reflect on this definition. **Next, facilitate a brief discussion in which participants consider this definition in the context of the role that interpretation of evidence of student learning plays in the formative assessment process.** Consider using some of the following questions to support the discussion. • What words or phrases in this definition address interpreting evidence of student learning in the formative assessment process?	

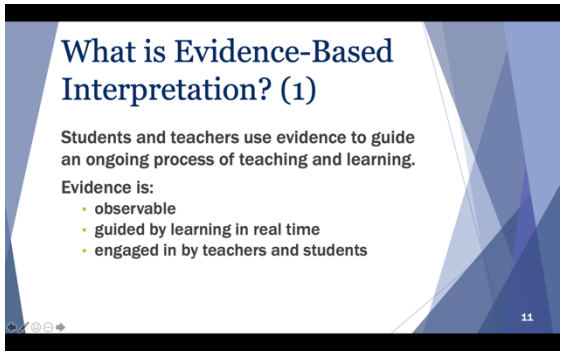
Slide #	Guidance	Slide Image
	• What does this definition, taken as a whole, tell you about interpreting evidence of student learning in the formative assessment process? Some key things to notice might be: • The definition emphasizes that formative assessment is **planned and ongoing**; it isn't something that happens primarily by accident or spontaneous inspiration. • The definition emphasizes that **students and teachers** both elicit and use evidence of student learning. Interpreting evidence is not just for teachers. • The definition prioritizes the use of evidence to improve learning and support students to become self-directed learners. Evidence isn't elicited for its own sake but to inform next steps, which means that teachers and students must make sense of evidence to understand where students are in their learning. For more information on this definition, including the reasoning behind it, refer to this document: https://ccsso.org/resource-library/revising-definition-formative-assessment	

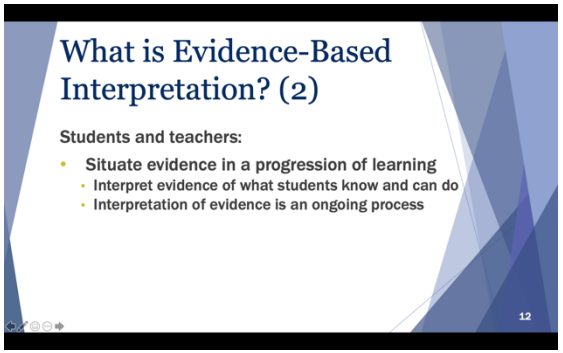
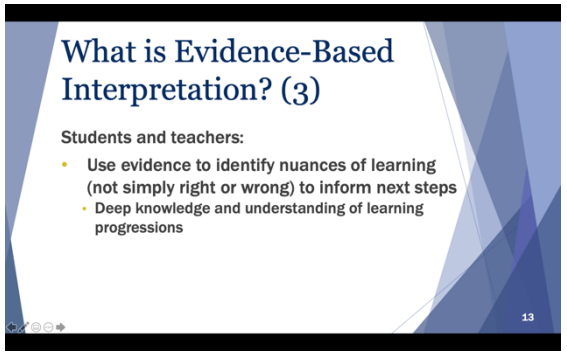
Slide #	Guidance	Slide Image
7	**Introduce the content on the slide by providing the following information.** In order to get the most out of this module, participants are encouraged to have gone through the previous assessment modules in the series, specifically Modules 2, 3 and 4. As we discussed previously, 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 checkpoints along the route, giving students specific information to understand their progress and make adjustments to move their learning forward. 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. Learning Goals and Success Criteria are essential to interpreting evidence because they provide a clear guide to intended learning. For more information on Learning Goals and Success Criteria, see Module 3 in this series.	

Slide #	Guidance	Slide Image
8	**Introduce the content on the slide by providing the following information.** This graphic represents the formative assessment process. You may remember it from past modules. You'll notice that this graphic identifies the specific practices that make up the formative assessment cycle and that these practices are grouped to aligned to the three critical questions. In this module, Interpreting Evidence of Student Learning, we will focus on the second question, "Where am I now?" 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 and then interpreting that evidence in order to inform next steps.	
9	**Introduce the content on the slide by providing the following information.** As discussed in Module 4, 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 and then having the requisite tools and strategies at your fingertips to interpret the evidence.	

Section 3: Evidence-Based Interpretation

Table: Slides 10-13

Slide #	Guidance	Slide Image
10	**Introduce the content on the slide by providing the following information.** Our main focus in this module is on interpreting meaningful evidence elicited from student learning that can support students and teachers to move their learning forward.	
11	**Introduce the content on the slide by providing the following information.** • Evidence is student learning that can be observed, and it is understood in relation to the specific Learning Goals that students are working toward. • Evidence-based interpretation in the formative assessment process is the ability to use evidence to guide learning while learning is occurring. • Interpreting evidence isn't something only engaged in by teachers. Interpreting evidence of their own learning is an essential skill for students to become self-directed learners.	

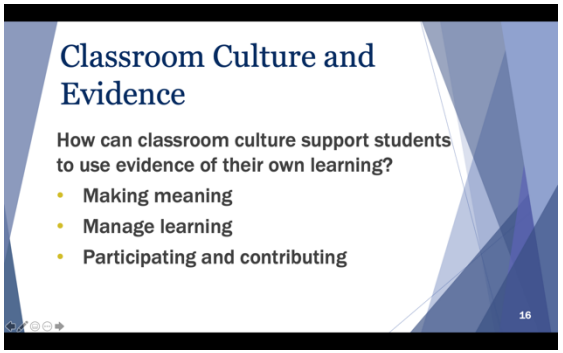
Slide #	Guidance	Slide Image
12	**Introduce the content on the slide by providing the following information.** • Interpreting evidence requires students and teachers to pay close attention not simply to the specific artifacts that students produce, but what they tell us about the development of student learning. • The interpretation of evidence is not a single event but is instead part of a continuous and ongoing process engaged in by students and teachers throughout the course of instruction.	
13	**Introduce the content on the slide by providing the following information.** • To interpret evidence in ways that can inform next steps in both teaching and learning, teachers need a strong understanding of the disciplinary and cognitive path toward the Learning Goals. Teachers must have clarity on what comes next in learning and clearly communicate that information to students in order to guide students forward in their learning. 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. *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). Teachers can use the Breaking Down a Standard Protocol to help deepen their understanding of the specific standards:*	

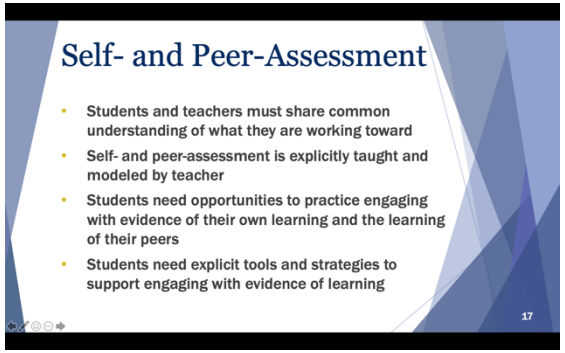
Slide #	Guidance	Slide Image
	https://kystandards.org/standards-resources/break-down-stand-res/ • Interpreting evidence of student learning in the formative assessment process requires an understanding that goes beyond "got it" or "didn't get it" and provides a more nuanced understanding of students' learning in order to support decisions about next steps in learning. For example, there is a difference between understanding where a student is in their learning progression, and whether an assignment has been completed or not. Noting that an assignment is complete or incomplete does not provide any actionable evidence that can be used to move learning forward. **Next, facilitate a discussion in which participants identify different aspects of student learning they often focus on throughout their lessons.** Facilitators can consider using some of the following questions: • To what extent are students involved making sense of their own learning progress? • In your class, how do students understand where to go next in their learning?	

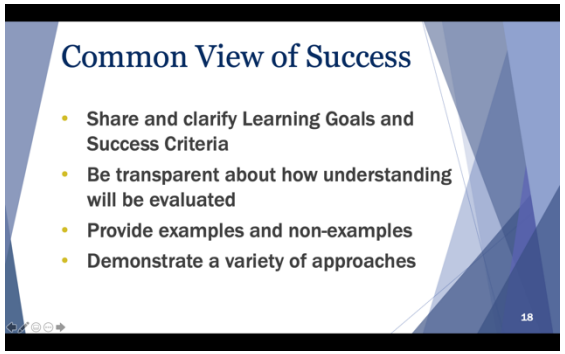
Section 4: Engaging Students with Evidence of Learning

Table: Slides 14-22

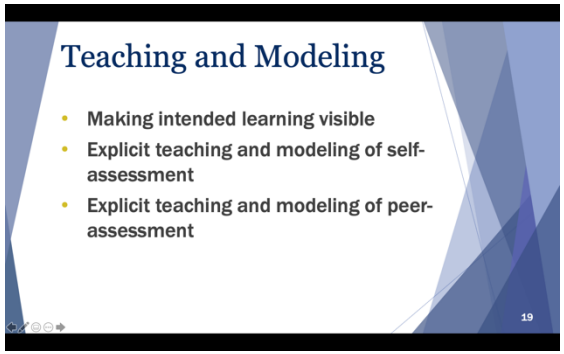
Slide #	Guidance	Slide Image
14	**Introduce the content on the slide by providing the following information.** In this section, we will discuss how to support students to engage with evidence of their own learning.	
15	**Introduce the content on the slide by providing the following information.** When students are engaged in interpreting the evidence of learning they produce, they can develop the skills of meta-cognition–thinking about their thinking–and self-regulation. Self-regulated learners monitor their learning, compare it to specific criteria (e.g., Learning Goals and Success Criteria) and then make adaptations to their learning strategies as they see fit. Student engagement is key to the interpreting of evidence and allows teachers and students to meaningfully engage in the formative assessment process. Student engagement means that students can make the connection between the behaviors they exhibit in class and evidence of their learning, ultimately supporting them to move their learning forward. **Next, facilitate a discussion about student engagement.**	

Slide #	Guidance	Slide Image
	Facilitators may want to use some of the following questions to support the discussion: • How can I help students recognize that the things they do and say are evidence of their learning? • How can I support students in making their ideas visible and public?	
16	**Introduce the content on the slide by providing the following information.** Students can become the kind of self-directed, engaged learners who can recognize evidence of their own learning, embrace opportunities to make their learning public and engage with evidence of their own learning (as described on the previous slide) when the classroom culture empowers them to engage fully in their learning in order to participate in the formative assessment process. As described on Module 2, the Fundamentals of Learning is a framework that presents three fundamental aspects of learning. When students have ownership of their own learning, they can: • **Make meaning** for themselves by thinking critically and creatively, connecting to prior knowledge and using language and symbols • **Manage their own learning** by taking responsibility for learning, adapting learning tactics and persevering through challenges • **Participate and collaborate** by engaging with others and communicating and connecting with others about ideas, feelings and perspectives **Next, facilitate a discussion that helps participants relate the concepts of culture and climate to their own classrooms.**	

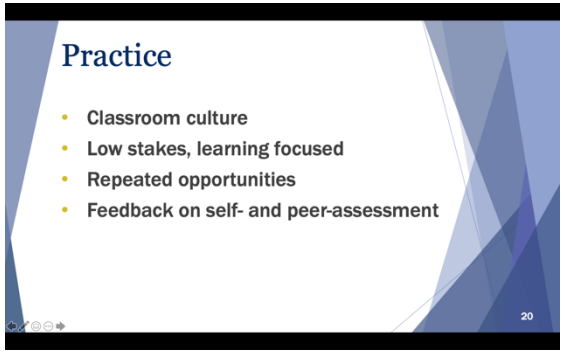
Slide #	Guidance	Slide Image
	Consider using some of the following questions to support the discussion. • What does your current classroom culture signal to students about evidence of their own learning? • How does your classroom culture support the Fundamentals of Learning? • What adult mindset changes may be needed to build a classroom culture and climate that supports the formative assessment process?	
17	**Introduce the content on the slide by providing the following information.** The purpose of self- and peer-assessment is to help students manage their own learning. Students who manage their own learning can set goals, make plans, monitor their progress and adapt their approaches to learning. Essential to this process is being able to view their own work and ideas and the work of their peers critically and use it to make decisions about how to proceed in their learning. If students and teachers do not have a shared understanding of the learning they are working toward and a shared sense of what constitutes quality work, students will not be able to appropriately manage their own learning. These expectations are based on the Success Criteria. It is important for students to have a clear understanding of the teacher's expectations in order to self-assess and to provide meaningful feedback to peers. Self-assessment needs to be explicitly taught. Strategies need to be modeled and opportunities to practice self-assessment should be	

Slide #	Guidance	Slide Image
	integrated into classroom routines as part of the formative assessment process. This slide lists some important ways that teachers must support students to engage in meaningful peer- and self-assessment. The next several slides will explore the ways that each of these strategies are important for building a classroom culture that supports full student engagement in the formative assessment process by empowering them to make sense of evidence of their own learning and the learning of their peers.	
18	**Introduce the content on the slide by providing the following information.** To build a common view of success, teachers can help students internalize expectations in a variety of ways. • **Learning Goals and Success Criteria**: Key to this common view are the sharing and clarification of Learning Goals and Success Criteria. If students are to use them to guide their understanding of their own progress, students need more than just seeing the Learning Goals and Success Criteria on the board. • **Transparent evaluation criteria**: Students need to understand how their learning will be evaluated and what criteria will be used to determine where students are in their understanding. • **Examples and non-examples**: Providing students with examples that can illustrate what success might look like can strengthen student understanding of what they are working toward. Examples can be used in compliment with non-examples that illustrate common misconceptions students may make, perhaps with guidance about how to improve the	

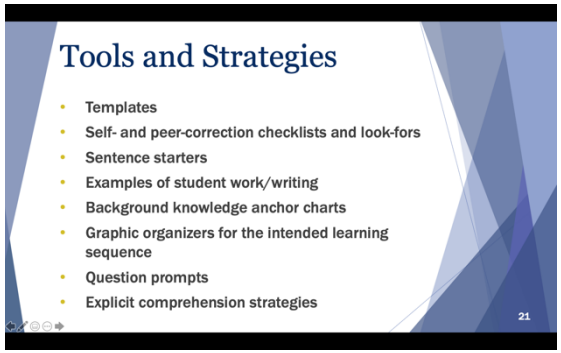
Slide #	Guidance	Slide Image
	non-example. *In social studies, an example could be an argument that is well supported by evidence. A non-example could be an argument that lacks relevant support.* • **Variety of approaches**: Teachers can also provide students with examples of multiple approaches that can lead to success. This provides students with diverse learning needs, different learning styles and different background knowledge with the ability to be successful and take ownership of their learning. *For example, social studies teachers could demonstrate how different types of primary sources can be used to support an argument. Primary sources such as political cartoons, propaganda posters, voice recordings of oral histories, diaries, photographs, maps, economic data and letters are all avenues into the past that can provide students with different ways to engage with historical events. Teachers also can offer students a choice in the lesson to empower students to take charge of their learning. For example, students could find their own primary sources, or they could choose three sources from a set of six that the teacher has compiled. Students could have the choice to work independently or in pairs.* **Next, facilitate a discussion in which participants consider ways in which they build a common view of success in their classrooms.** Facilitators can consider using some of the following questions to support the discussion: • How do you currently help students build an understanding of success that matches your own?	

Slide #	Guidance	Slide Image
	• Do you feel that your students understanding of quality of work in relation to the Success Criteria is in line with your own?	
19	**Introduce the content on the slide by providing the following information.** Nearly everything a teacher does during a lesson can be seen as modeling, but deliberate, purposeful modeling is a powerful instructional strategy. Teaching and modeling self- and peer-assessment is no different. • **Making intended learning visible:** Teachers can help students develop their peer- and self-assessment skills by modeling what it looks like to make evidence of student learning visible. By sharing their own work and process, teachers demonstrate what it looks like for students to view their own ideas and work as evidence and use that evidence to make decisions. *In social studies, this could involve the teacher verbalizing historical thinking while evaluating primary sources. (e.g., "Based on the facial expressions of the people in the crowd and the signs they carry, I can tell that some white people in the South were angry about integration and very much opposed to it. I wonder what percentage of white people in the South were against integration. Maybe I can find a reliable source that documents public sentiment in the South at the time.")* • **Teaching and modeling self-assessment***:* Teachers can help students learn to make sense of their own learning by providing explicit instruction and modeling to demonstrate how to look at evidence of their own learning in the context of the Learning Goals and Success Criteria. *In social studies, teachers could share a resource such as the Historical*	

Slide #	Guidance	Slide Image
	Thinking Chart from the Stanford History Education Group. This document guides students to use historical thinking skills with questions and sentence starters, and it has short descriptions of what success could look like for each skill. *https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf* • **Teaching and modeling peer-assessment:** In the same way that teachers can make self-assessment explicit, they can support students in understanding where their peers are in their learning by thinking about evidence of their peers' learning in the context of the Learning Goals and Success Criteria. This requires helping students understand they have a responsibility to notice their peers' learning and to respond in ways that support progress toward the Learning Goals*. In social studies, this might involve showing students how to evaluate the reliability of a source so that students can provide feedback when evaluating peers' arguments (e.g., "I'm not sure that I trust this source. Do you know if the author is an expert on the issue? Do they have experience that gives them authority? Or do you have another source that supports the information in this one?").* **Next, facilitate a discussion in which participants consider ways in which modeling can support self- and peer-assessment.** Facilitators can consider using some of the following questions to support the discussion: • How do you use modeling in your classroom to support students to understand where they are in their own learning?	

Slide #	Guidance	Slide Image
	• What strategies have you used to teach your students to assess their own work and that of their peers? • What challenges have you experienced in modeling self- and peer-assessment skills?	
20	**Introduce the content on the slide by providing the following information.** Students need the time and space to practice engaging with evidence of their own learning and the learning of their peers. In order to get better at applying Success Criteria to their own work and the work of their peers, students need opportunities to practice in an environment that makes it safe for them to manage their own learning and support the learning of their peers. • **Classroom culture:** As discussed on a previous slide and in detail in Module 2, students can engage in the formative assessment process when they are learning in a context that supports them to do so. To practice and improve at self- and peer-assessment, students need a culture that supports them to make meaning for themselves, manage their own learning and participate and contribute in a collaborative environment. Students need a culture that makes space for errors and mistakes as learning opportunities. • **Low-stakes:** Students can practice and get better at meaningful self- and peer-assessment, when they understand assessment as an opportunity to understand where they are in their learning in order to make decisions about how to improve, as opposed to a way to determine if they are right or wrong, if they get a good grade or a bad grade. *In social studies, this could mean giving student pairs a set of questions to ask each other to guide peer-assessment*	

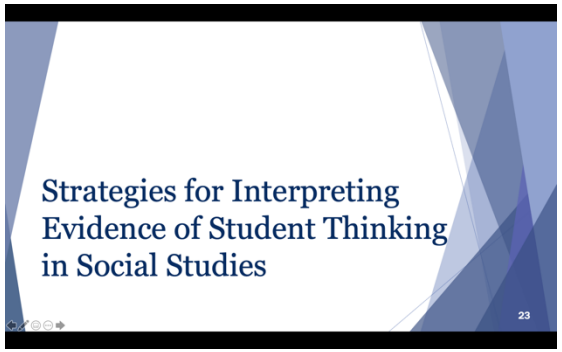
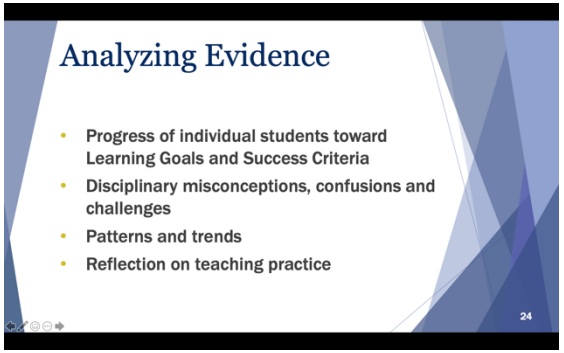
Slide #	Guidance	Slide Image
	of arguments that the students have constructed. Teachers can also gather evidence of student learning by observing students as they evaluate each other. • **Opportunities:** Just like with other skills your students are learning, students need many opportunities to practice the skills related to self- and peer-assessment and the need to progress from scaffolded self- and peer-assessment to being able to apply Success Criteria to evidence of learning independently. • **Feedback**: Repeated practice needs to be coupled with specific feedback about how students are doing at self- and peer-assessment. Students need a chance to hear their teachers' perspective on what they are doing well and how they can sharpen their peer- and self-assessment skills and become more independent. They also need to discuss their own reflections on the process. **Next, facilitate a discussion in which participants discuss ways their students can practice self- and peer-assessment.** Facilitators can consider using some of the following questions to support the discussion: • How can you ensure that students understand formative assessment as an opportunity to learn? • What are some ways that your students practice self- and peer-assessment? • What are your students' strengths and weaknesses at self- and peer-assessment?	

Slide #	Guidance	Slide Image
21	**Introduce the content on the slide by providing the following information.** In addition to teaching, modeling and opportunities to practice, teachers can provide a variety of strategies and tools that students can use to build student responsibility, ownership and skills at managing their own learning through self- and peer-assessment. While by no means comprehensive, this slide lists some examples of tools and strategies that can support students to make sense of evidence of their learning and that of their peers to gain an understanding of their current learning status and inform next steps. Walk through the examples on the slide, elaborating as necessary. For example, facilitators may want to elaborate on how to use **question prompts** to support student self- and peer-evaluation by offering questions related to the Success Criteria that help students gauge their own understandings. The questions should be purposeful, and their purpose should be conveyed to students along with encouragement for them to answer candidly. With young children, this activity can be simplified to drawing a face or choosing a picture that communicates how they feel about what they know and can do in relation to the Success Criteria. **Next, facilitate a discussion in which participants share ideas about tools and strategies that can support peer- and self-assessment.** Facilitators can consider using some of the following questions to support the discussion: • What strategies and tools have you used to support students to assess their own learning and the learning of their peers? • What tools and strategies have been most successful?	

Slide #	Guidance	Slide Image
	• How have you supported your students to transition from scaffolded to more independent analysis of their own learning?	
22	https://www.edutopia.org/video/60-second-strategy-respond-reflect-and-review Here is a quick video showcasing peer- and self-assessment. **Next, facilitate a discussion utilizing the following questions:** • What are some examples of peer- and self-assessment you noticed? • What can you infer about the teacher's classroom climate that would allow for this peer- and self-assessment?	

Section 5: Strategies for Interpreting Evidence of Student Thinking

Table: Slides 23-34

Slide #	Guidance	Slide Image
23	**Introduce the content on the slide by providing the following information.** In this section, we will discuss strategies for teachers to interpret evidence of student thinking to inform their instruction.	
24	**Introduce the content on the slide by providing the following information.** • When teachers interpret evidence of student learning, they are focusing both on the progress of individual students as well as where groups of students are and the class, as a whole, is in terms of their learning progressions. As teachers look at evidence of student learning, they are looking for gaps between where students are in their learning and where they are headed. But merely identifying a gap is not enough to support effective pedagogical action. Teachers need to understand why there is a gap in order to support students to move forward in their learning. • Teachers may need to probe and unpack students' responses in order to get an accurate idea of students' progress toward Learning Goals. *For example, in a social studies whole class discussion, a student might begin to describe how a primary source supports an argument.*	

Slide #	Guidance	Slide Image
	Probing with questions (e.g., "Say more about that. What do you mean?") can draw out and unpack student knowledge. • Teachers can interpret evidence considering specific disciplinary misconceptions or issues that may constrain students from reaching their Learning Goals. Teachers can draw on their content knowledge as well as their understanding of how students learn disciplinary ideas and skills to anticipate these kinds of issues and support in-process pedagogical responses. *For example, before learning more about it, some students believe that the Constitutional protection of rights applies in every case, when in fact instances, such as a parent searching a child's bedroom, do not violate the child's Fourth Amendment rights. Evidence of this kind offers an opportunity to teach about the difference between state action and non-state action.* • Additionally, teachers can look for patterns that show common errors, misconceptions or issues among groups of students. *For example, in social studies, a group of young students may think about history through the lens that Christopher Columbus "discovered the New World," when in fact people had been living in North America for thousands of years. Or students may think of American Indians living in undisturbed natural environments when evidence suggests they changed the natural forest composition through land management techniques such as burning.* • This analysis supports direct feedback and support to individuals and groups of students. But it also should prompt reflection on and continuous improvement of the teacher's practice. *For example, after analyzing evidence of*	

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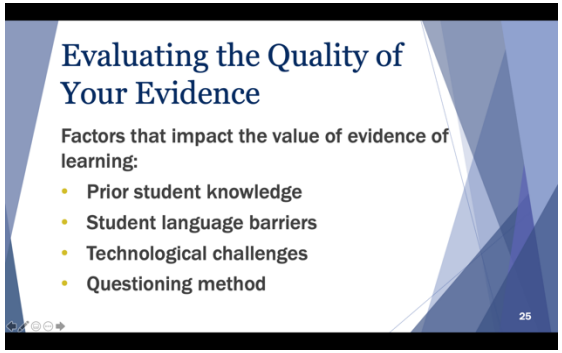
	student learning, a social studies teacher may decide to find different maps and images of each region in order to better help students visualize the geographic factors that influenced the economies of the original 13 colonies. **Next, facilitate a discussion about analyzing evidence.** Facilitators may want to use some of the following questions to support the discussion: • What do you look for when you analyze evidence of student learning? • How do you interpret evidence of student learning during instruction as well as in between instruction? • What are common misconceptions and patterns that you look for in your students' work and ideas? • How do you use evidence of student learning to help you reflect on and improve your practice?	
25	**Introduce the content on the slide by providing the following information.** Even when evidence gathering opportunities are carefully constructed and are aligned to Learning Goals and Success Criteria, the evidence elicited can still be clouded by other factors. An important step in making meaning of student evidence is evaluating the quality of the evidence in the context of the Learning Goals and Success Criteria. This sometimes means filtering extraneous information that doesn't provide insight into students' current learning status relative to the Learning Goals and Success Criteria and focusing tightly on the intended learning. *For example, a teacher may observe students misusing common grammar structures in a partner discussion focused on analyzing a*	

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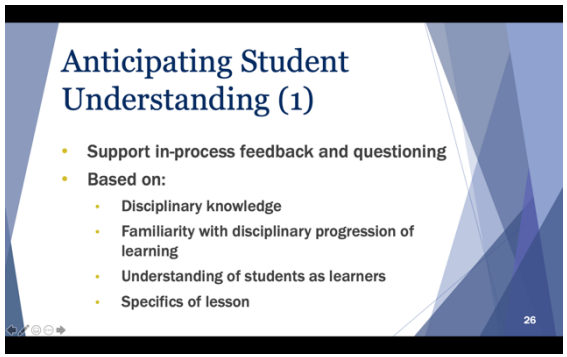
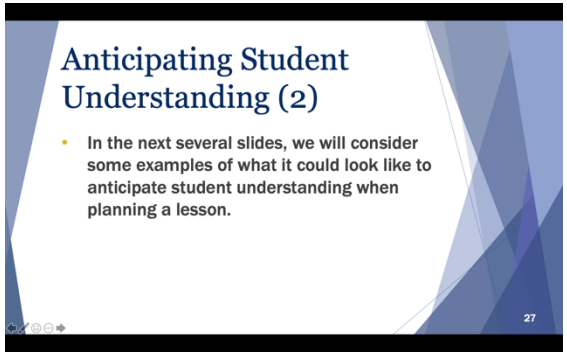
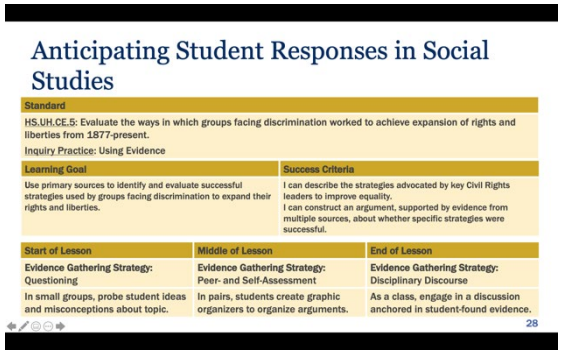
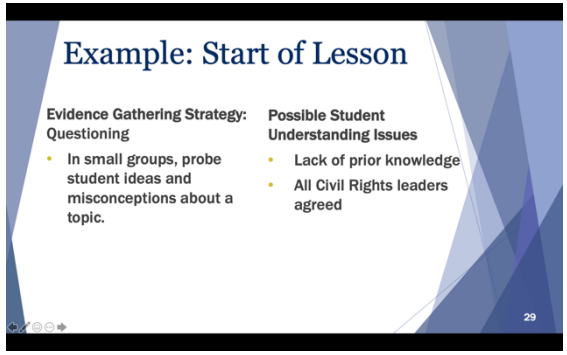
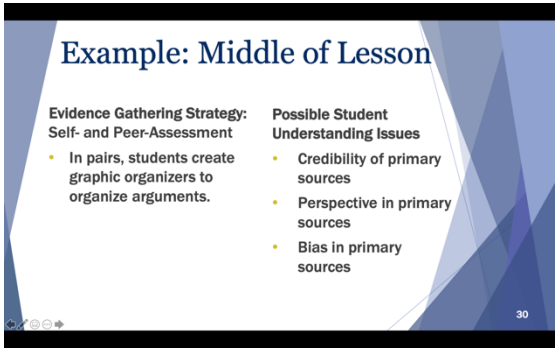
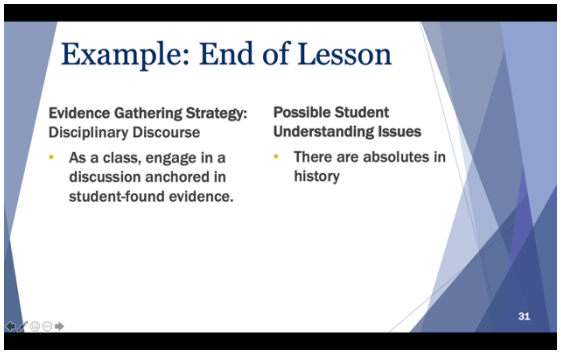
	primary source. If the Learning Goal is focused on using primary sources to identify strategies used by groups facing discrimination, oral language errors are extraneous information. However, evaluating the quality of evidence can also mean considering possible factors that may be limiting your students' capacity to demonstrate what they know and can do relative to the Learning Goals and Success Criteria. This slide presents several examples of factors that may impact the quality of the evidence of student learning to inform good decisions about student learning. *For example, if students struggle to understand the point of view in a primary source, teachers should ask questions to determine whether this is because students are having difficulty with unfamiliar, archaic language or with a lack of historical context.* As teachers work to identify any issues clouding evidence, it's an opportunity to go back and elicit evidence in a different way to ensure that teachers understand what students know and can do. The formative assessment process is predicated on meaningful evidence of student learning and teachers must be aware of the other filters that may impact a student's ability to demonstrate their knowledge as it relates to the evidence elicited to demonstrate specific Learning Goals and Success Criteria. **Next, facilitate a discussion about potential barriers to analyzing evidence.** • Can you think of a lesson where you were sidetracked in your feedback because you were focused on student evidence that wasn't aligned to the Learning Goals and Success Criteria? • Are there areas that often get in the way of your own students demonstrating what they know and can do?	

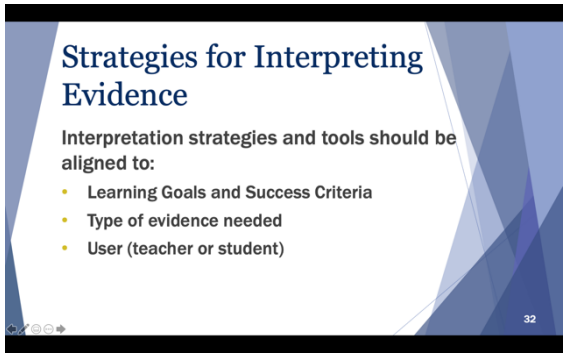
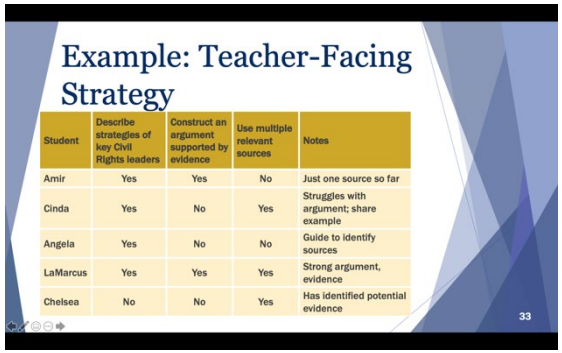
Slide #	Guidance	Slide Image
	• How do you identify what factors influenced evidence of student learning for your students? • What are some strategies you can use to remove your own filters and focus on analysis of evidence aligned to Learning Goals and Success Criteria?	
26	**Introduce the content on the slide by providing the following information.** By anticipating the understanding of knowledge and concepts that students bring when embarking on new Learning Goals, teachers position themselves to respond with in-process feedback that can quickly move students in the right direction. Anticipating possible student responses is a set of skills that teachers hone over time as they develop their deep knowledge of the discipline and understanding of how students progress through their disciplinary learning. They also rely on contextual factors including the profile of their individual students as learners and the specific way that learning is structured in the lesson. Teachers prepare for a lesson by reflecting on common pre-conceptions, misconceptions and challenges or confusions that might arise for the students in the class. By thinking about when these issues are likely to arise in the lesson, teachers can plan to use strategies that will support students to clarify and advance their learning. Planning to use these strategies allows teachers to be ready to quickly take appropriate pedagogical action for many of their learners. Key to anticipating student responses to interpret in-process evidence is responding to what the students present in the evidence of their learning, not what they do not do. Interpreting evidence to inform the formative assessment process is about more	

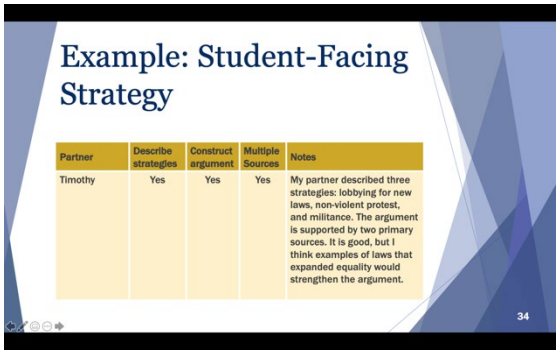
Slide #	Guidance	Slide Image
	than just catching what students may not get right but understanding where they are in their thinking and why. In the next several slides, we will consider some examples of what it could look like to anticipate student understanding when planning a lesson.	
27		
28	**Introduce the content on the slide by providing the following information.** Using the Learning Goal and Success Criteria from Module 4 as an example, a teacher might answer the questions like this: *What are common challenges or misconceptions that might arise in teaching this content?* • *Students often understand history in overly simplified terms. For example, the Montgomery Bus Boycott was not simply a result of Rosa Parks refusing to give up her seat.* • *Students may believe that all historical sources are equally trustworthy. How will I support students at these points in the lesson?*	

Slide #	Guidance	Slide Image
	• *Guide students as they evaluate sources to understand the context of historical events and the multiple perspectives of the historical actors.* • *Help students understand how to evaluate sources by asking questions that require them to think critically: Who wrote the document and why? What claims does the author make? What is the author's point of view? Under what circumstances was the document created? Do other documents agree?* Explain that the next three slides will describe examples from the beginning, middle, and end of a lesson.	
29	Introduce the content on the slide by providing the following information. Using the evidence gathering strategy of questioning at the beginning of a lesson, teachers may discover that students have little prior knowledge of the Civil Rights movement itself. Students with some knowledge of the Civil Rights movement might assume that there was a single strategy for improving equality that all Civil Rights leaders agreed to. Teachers could support students at this point in the lesson by guiding them to recognize and consider multiple perspectives. Then, as students examine primary sources throughout the lesson, continue to ask questions that compel students to analyze how each new perspective reflects the context and priorities of the historical individual. The beginning of a lesson is also an opportunity to gather and evaluate evidence of students' use of the inquiry process. Using the inquiry process throughout the lesson will guide students to think like a historian so that they make comparisons, apply reasoning, evaluate sources, interpret and synthesize evidence and craft well-	

Slide #	Guidance	Slide Image
	supported arguments. If students are generating compelling questions as part of the inquiry process, are they truly compelling? Do they address the relevant standards? For example, was the Civil Rights Movement a success? Do supporting questions help answer the compelling question? For example, what strategies did key Civil Rights leaders employ to improve equality? If needed, refer teachers to the Inquiry Progressions in Appendix A of the KAS for an understanding of the progressions of the inquiry practice: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf	
30	**Introduce the content on the slide by providing the following information.** As students investigate the disciplinary strand standards, teachers can ask probing questions to determine if their understanding is "emerging, partially formed, fragmentary, or at the point where it can be consolidated" (Heritage, Wylie, 2020). Do students understand the different perspectives and strategies of the various Civil Rights leaders? Teachers can advance student learning by building on their knowledge so they can reach new understandings. Scaffold questions so students reach an understanding on their own. The middle of a lesson is an opportunity to evaluate student understanding of disciplinary practices around analyzing sources. Can students evaluate perspective, credibility and bias in the sources? Ask students: "What questions can you ask and answer about this source to determine its credibility?"	

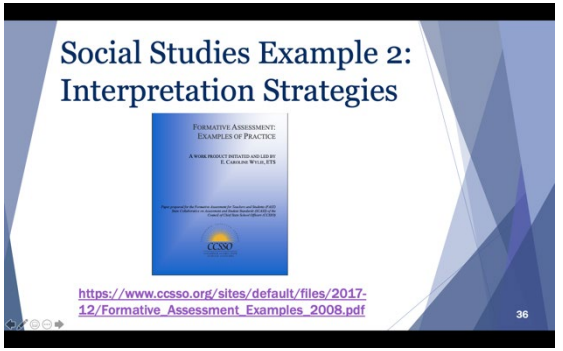
Slide #	Guidance	Slide Image
31	**Introduce the content on the slide by providing the following information.** Communicating conclusions is the final step in the inquiry process. As they communicate their conclusions, students may be tempted to frame arguments in absolute terms (e.g., The Civil Rights movement was a failure.). When students think like a historian, they uncover the nuance and complexity of historical events. Probing, discipline-specific questions can help guide students to a more balanced view of historical events and eras (e.g., Was any legislation passed during this era that improved equality? What was the effect of the decision in Brown vs. Board of Education?). As they engage in a discussion about their evidence, evaluate student discourse to determine their level of understanding of the topic and their progress toward the Success Criteria. For example, can students construct an argument supported by evidence from multiple sources about whether specific strategies were successful? Guide students to consider the conclusions reached by other students. For example, "Can you restate what your classmate has said? Do you think the evidence supports that conclusion? Will you explain your reasoning?" Questioning can also help students evaluate their own conclusions in light of others' feedback. A whole-class reflection can offer a final exit ticket and opportunity to evaluate evidence of student learning. If there is time, refer teachers to this 60-second strategy: https://www.edutopia.org/video/60-second-strategy-closing-loop	

Slide #	Guidance	Slide Image
32	**Introduce the content on the slide by providing the following information.** In addition to anticipating common student responses, teachers can employ a variety of strategies to support them to interpret evidence of student learning in ways that facilitate effective pedagogical response during the learning. Interpretation strategies should not exist in a vacuum but should be anchored and aligned to both the stated Learning Goals and Success Criteria, as well as to the type of evidence needed to demonstrate student mastery. Additionally, strategies should reflect how they will be used. Teachers need different tools and strategies to analyze and respond to student learning and what students do to make sense of their own learning and the learning of their peers. While much of this interpretation happens "on the fly," educators must anticipate student thinking as part of their planning process. • What questions might unlock student thinking? • What whole-class discussion might need to happen and with what focus? • Are examples and artifacts of student work needed?	
33	**Introduce the content on the slide by providing the following information.** Teacher-facing strategies and supporting tools can help a teacher focus their attention on key learning in a lesson and track their observations and next steps. A strategy that teachers could use to track student progress can be as simple as a checklist on a clipboard or iPad. *In this example, the teacher is listening as students discuss their arguments. The column headers are tied to the Success Criteria the*	

Slide #	Guidance	Slide Image
	teacher laid out at the beginning of the lesson, so checkmarks and notes can show progress toward meeting the criteria.	
34	**Introduce the content on the slide by providing the following information.** Students can be supported to engage in self- and peer-assessment with specific tools that help structure and provide language for them to make sense of their learning and the learning of their peers. The teacher can have a set of questions related to the Success Criteria that help students gauge their own understandings. The questions should be purposeful, and their purpose should be conveyed to students along with encouragement for them to answer honestly. With young children, this activity can be simplified to drawing a face that communicates how they feel about what they know and can do in relation to the Success Criteria. *For example, in the context of the Learning Goal and Success Criteria we have been considering in this lesson, students explain and justify their annotations for self- and peer-assessment. Students may benefit from scaffolds that help them focus on some key aspects of their work and provide language to help them articulate where they are in terms of meeting the Success Criteria.* This is an example of a student-facing tool that could support students to effectively engage in this activity in ways that help them move their learning forward. Each student could work with their peers to answer the questions about their own work. This is an example of a more scaffolded strategy to support students' emerging skills at peer- and self-assessment. The ultimate goal of tools like these is not just to manage the specific activity but to help students develop skills that will allow them to independently assess and manage their own learning.	

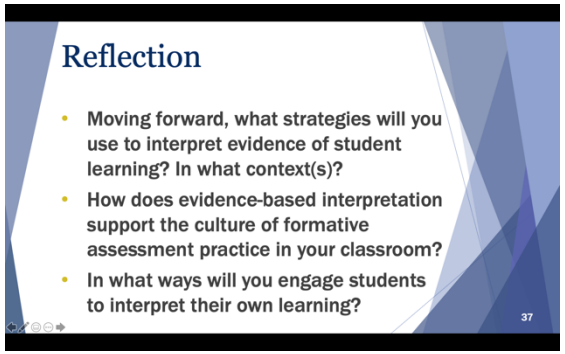
Section 6: Interpreting Evidence in Action

Table: Slides 35-36

Slide #	Guidance	Slide Image
35		
36	**Introduce the content on the slide by providing the following information.** This link leads to vignettes about formative assessment. While these examples may not completely align with the KAS, the purpose of the vignettes is to have participants think about the way evidence is interpreted. Vignette 6 on page 9 focuses on a high school economics activity. Vignette 7 on pages 9-10 focuses on a high school history activity.	

Section 7: Reflection

Table: Slides 37-38

Slide #	Guidance	Slide Image
37	**Facilitate a discussion that allows participants to reflect on their own practices for gathering evidence of student learning.** Facilitators can use the questions on the slide or may wish to include their own questions.	
38	Please have participants complete the feedback survey to help us continue to improve this module. EILA credit is available upon completion of the survey. https://docs.google.com/forms/d/e/1FAIpQLSfm4IncFTDVHMvp-Pk2TMZq0uagDQLHaNOKGn2Iy8JpC8DDgg/viewform	

Module 5:
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.

Gathering Evidence

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

Classroom Culture

How is a positive classroom culture exhibited?

Self- and Peer-Assessment

How are students demonstrating or showing that they are able to engage in their own learning?

Student Understanding

Are any student misconceptions, confusions or challenges surfaced in the course of the video? How are they addressed? By whom?