



Facilitator Guide

*Module 5:
Interpreting Evidence of Student Learning*

READING AND WRITING

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 is guide is focused on reading and writing.

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 reading and writing. 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 14-minute video)	20 minutes
Section 7: Reflection	5 minutes

What you will need:

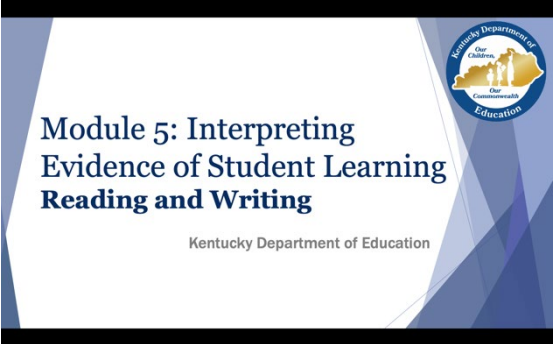
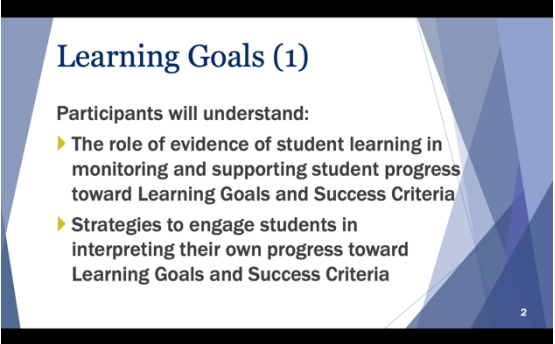
- Module 5: PowerPoint presentation
- Classroom Practice Video Observation Guide (available at the end of this guide)

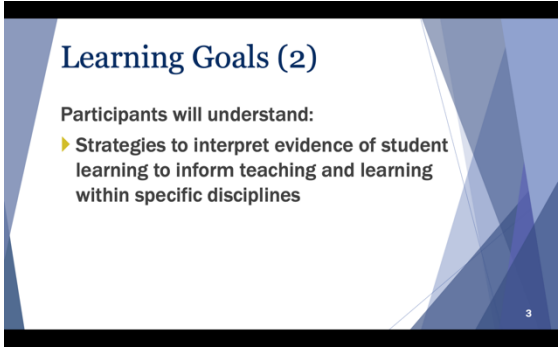
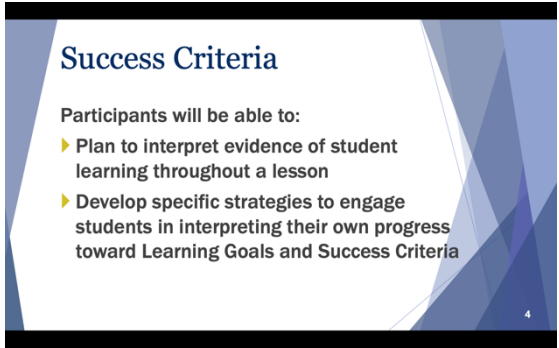
Facilitator preparation:

- Preview the slides and read the slide notes carefully
- Preview the teacher practice video and decide whether to play the whole video or a specific section:
<https://vimeo.com/56066196>

Section 1: Introduction

Table: Slides 1-4

Slide #	Guidance	Slide Image
1	Title slide	
2	<p>Introduce the content on the slide by providing the following information.</p> <p>Module 5 in this series focuses on interpreting evidence of student learning.</p> <p>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.</p> <p>Share the Learning Goals on the slide.</p>	


Slide #	Guidance	Slide Image
3	<p>Introduce the content on the slide by providing the following information.</p> <p>Module 5 in this series focuses on interpreting evidence of student learning.</p> <p>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.</p> <p>Share the Learning Goals on the slide.</p>	
4	<p>Introduce the content on the slide by providing the following information.</p> <p>At the end of this learning sequence (including this module and the teacher collaboration activity), you should be able to:</p> <ul style="list-style-type: none"> • 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 <p>Facilitators may want to note that the terms <i>classroom</i> and <i>classroom setting</i> are used throughout this presentation and can refer to both physical classrooms and distance learning environments. Additionally, the term <i>lesson</i> 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.</p>	

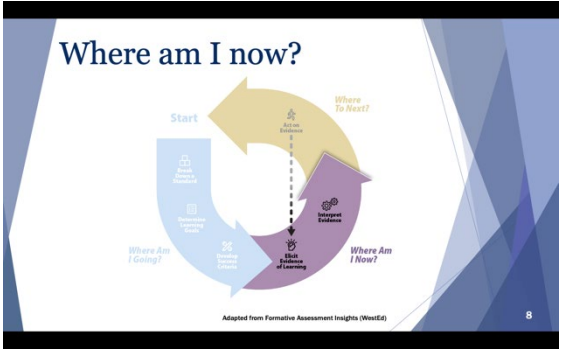
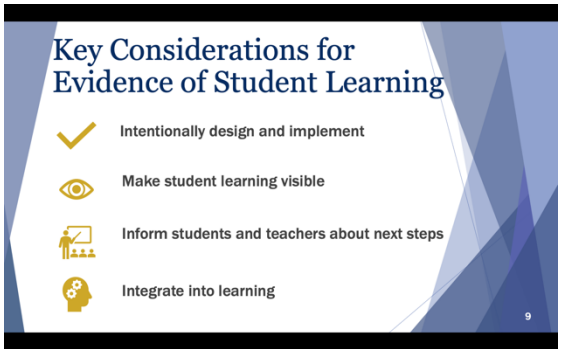
Section 2: Formative Assessment Process

Table: Slides 5-9

Slide #	Guidance	Slide Image
5	<p>This first section of the presentation focuses on formative assessment and some key concepts presented in Modules 1-4.</p> <p>Facilitators should determine if participants need these reminders, particularly if they just recently engaged the previous modules.</p>	<p>Slide 5 is a presentation slide with a blue and white geometric background. The title 'Review: Formative Assessment Process' is centered in blue text. A small number '5' is in the bottom right corner.</p>
6	<p>Introduce the content on the slide by providing the following information.</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, 3 and 4, 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>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.</p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> • What words or phrases in this definition address interpreting evidence of student learning in the formative assessment process? 	<p>Slide 6 is a presentation slide with a blue and white geometric background. The title 'Formative Assessment: A Definition' is in blue text. Below the title is a yellow box containing the definition: '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)'. A small number '6' is in the bottom right corner.</p>


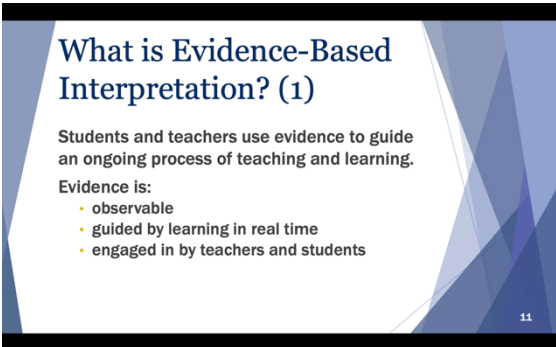
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> What does this definition, taken as a whole, tell you about interpreting evidence of student learning in the formative assessment process? <p>Some key things to notice might be:</p> <ul style="list-style-type: none"> The definition emphasizes 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. <p>For more information on this definition, including the reasoning behind it, refer to this document: https://ccsso.org/resource-library/revising-definition-formative-assessment</p>	

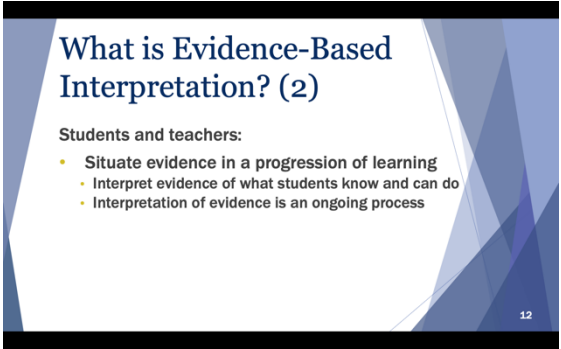
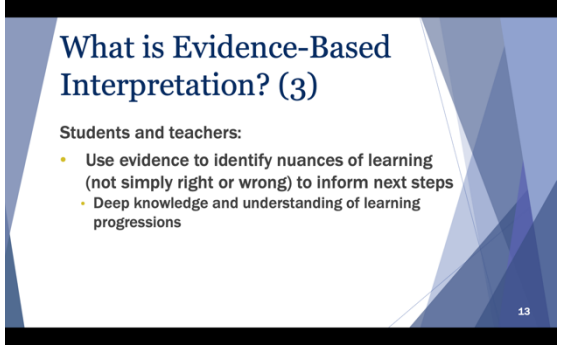
Slide #	Guidance	Slide Image
7	<p>Introduce the content on the slide by providing the following information.</p> <p>In order to get the most out of this module, participants are encouraged to have gone through the previous assessment modules in the series, specifically Modules 2, 3 and 4.</p> <p>As we 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.</p> <p>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.</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. Learning Goals and Success Criteria are essential to interpreting evidence because they provide a clear guide to intended learning.</p> <p>For more information on Learning Goals and Success Criteria, see Module 3 in this series.</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 shapes 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 "7" is in the bottom right corner of the slide.</p>

Slide #	Guidance	Slide Image
8	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p>In this module, Interpreting 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 and then interpreting that evidence in order to inform next steps.</p>	
9	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p>	

Section 3: Evidence-Based Interpretation

Table: Slides 10-13

Slide #	Guidance	Slide Image
10	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p>	 <p>The slide features a white background with a blue geometric design on the right side. The title "Evidence-Based Interpretation" is centered in a blue font. A small number "10" is in the bottom right corner.</p>
11	<p>Introduce the content on the slide by providing the following information.</p> <ul style="list-style-type: none"> • 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. 	 <p>The slide has a white background with a blue geometric design on the right. The title "What is Evidence-Based Interpretation? (1)" is in a large blue font. Below it, the text "Students and teachers use evidence to guide an ongoing process of teaching and learning." is in a smaller black font. Under "Evidence is:", there is a bulleted list: "observable", "guided by learning in real time", and "engaged in by teachers and students". A small number "11" is in the bottom right corner.</p>

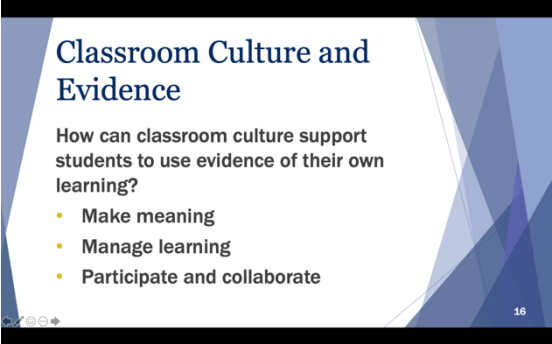
Slide #	Guidance	Slide Image
12	<p>Introduce the content on the slide by providing the following information.</p> <ul style="list-style-type: none"> Interpreting evidence requires students and teachers to pay close attention not simply to the specific artifacts that students produce, but what they tell 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. 	 <p>What is Evidence-Based Interpretation? (2)</p> <p>Students and teachers:</p> <ul style="list-style-type: none"> Situate evidence in a progression of learning Interpret evidence of what students know and can do Interpretation of evidence is an ongoing process
13	<p>Introduce the content on the slide by providing the following information.</p> <ul style="list-style-type: none"> 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. <i>The reading and writing standards each offer progression information, linking to the matching standard in the preceding and following grade. Teachers can use the Breaking Down a Standard Protocol to help deepen their understanding of specific standards:</i> https://kystandards.org/standards-resources/break-down-stand-res/ 	 <p>What is Evidence-Based Interpretation? (3)</p> <p>Students and teachers:</p> <ul style="list-style-type: none"> Use evidence to identify nuances of learning (not simply right or wrong) to inform next steps Deep knowledge and understanding of learning progressions

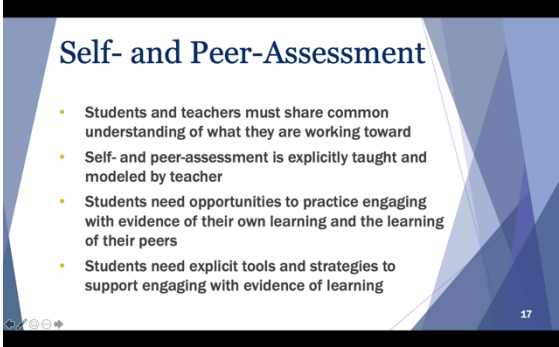
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> Interpreting evidence of student learning in the formative assessment process requires an understanding that goes beyond “got it” or “didn’t get it” and provides a more nuanced understanding of students’ learning in order to support decisions 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. <p>Next, facilitate a discussion in which participants identify different aspects of student learning they often focus on throughout their lessons.</p> <p>Facilitators can consider using some of the following questions:</p> <ul style="list-style-type: none"> 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? 	

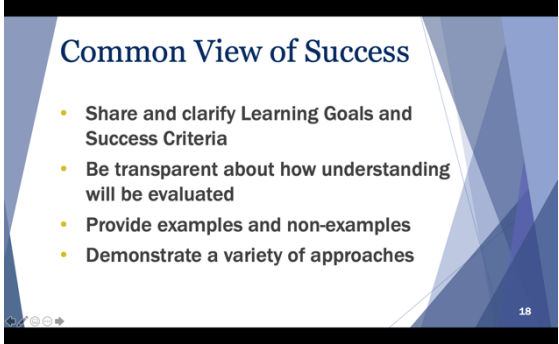
Section 4: Engaging Students with Evidence of Learning

Table: Slides 14-22

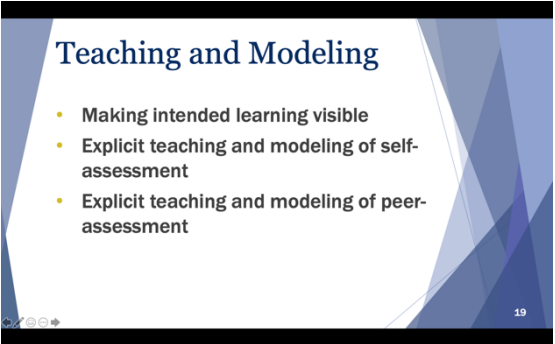
Slide #	Guidance	Slide Image
14	<p>Introduce the content on the slide by providing the following information.</p> <p>In this section, we will discuss how to support students to engage with evidence of their own learning.</p>	<p>Slide 14 is a title slide with a blue and white geometric background. The title 'Engaging Students with Evidence of Learning' is centered in a dark blue font. The slide number '14' is in the bottom right corner.</p>
15	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p>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.</p> <p>Next, facilitate a discussion about student engagement.</p>	<p>Slide 15 is a content slide with a blue and white geometric background. The title 'Student Engagement with Evidence of Learning' is at the top. Below the title are three icons and their corresponding text: <ul style="list-style-type: none"> Recognize their own expression and work as evidence of their own learning (Icon: Head with gears) Embrace opportunities to make their learning public (Icon: Person at a podium) Engage with their own ideas and those of their peers in the context of Learning Goals and Success Criteria (Icon: Person at a whiteboard with others) The slide number '15' is in the bottom right corner. </p>

Slide #	Guidance	Slide Image
	<p>Facilitators may want to use some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> • 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	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Next, facilitate a discussion that helps participants relate the concepts of culture and climate to their own classrooms.</p>	

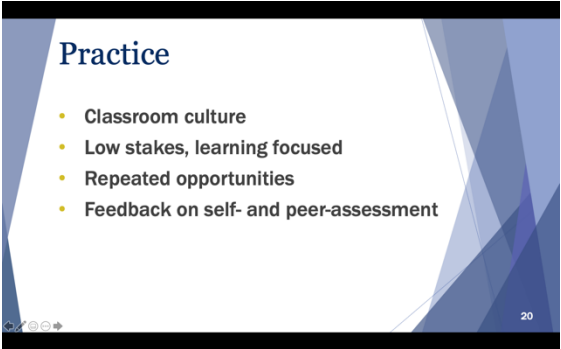
Slide #	Guidance	Slide Image
	<p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> • What does your current classroom culture signal to students about evidence of their own learning? • How does your classroom culture support the Fundamentals of Learning? • What adult mindset changes may be needed to build a classroom culture and climate that supports the formative assessment process? 	
17	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p>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.</p> <p>Self-assessment needs to be explicitly taught. Strategies need to be modeled and opportunities to practice self-assessment should be</p>	

Slide #	Guidance	Slide Image
	<p>integrated into classroom routines as part of the formative assessment process.</p> <p>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.</p>	
18	<p>Introduce the content on the slide by providing the following information.</p> <p>To build a common view of success, teachers can help students internalize expectations in a variety of ways.</p> <ul style="list-style-type: none"> • 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 can look like can strengthen student understanding of what they are working toward. Examples can be used in concert with non-examples that illustrate common misconceptions students may have, perhaps with guidance about how to improve the non- 	 <p>The slide is titled "Common View of Success" in a blue serif font. It features a list of four bullet points in a yellow sans-serif font. The background is white with blue geometric shapes on the left and right sides. At the bottom left, there are small navigation icons, and at the bottom right, the number "18" is visible.</p>

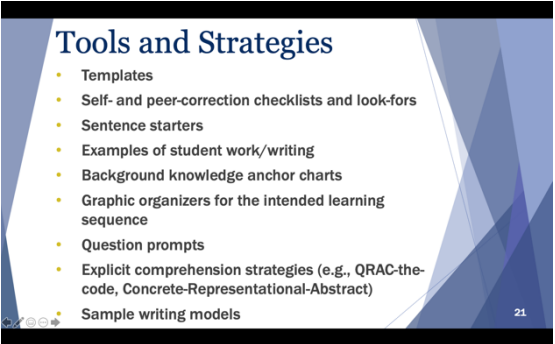
Slide #	Guidance	Slide Image
	<p>example. <i>In the reading and writing content area, examples could be an example of student writing that illustrates the specific skills students are working on (e.g., use of descriptive details, inclusion of key vocabulary words, or an engaging hook).</i></p> <ul style="list-style-type: none"> • 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 obtain success and take ownership of their learning. <i>For example, reading and writing teachers could provide examples different ways that students have approached the writing process that resulted in quality written work, or they could demonstrate different interpretations of a text that are well supported by textual evidence. They can also provide students choice, for example, asking students to demonstrate their knowledge of adjectives by choosing an animal of their choice to describe or have the option to complete a lesson on rhyming words through either independent writing or conducted orally in pairs.</i> <p>Next, facilitate a discussion in which participants consider ways in which they build a common view of success in their classrooms.</p> <p>Facilitators can consider using some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> • How do you currently help students build an understanding of success that matches your own? • Do you feel that your students understanding of quality of work in relation to the success criteria is in line with your own? 	

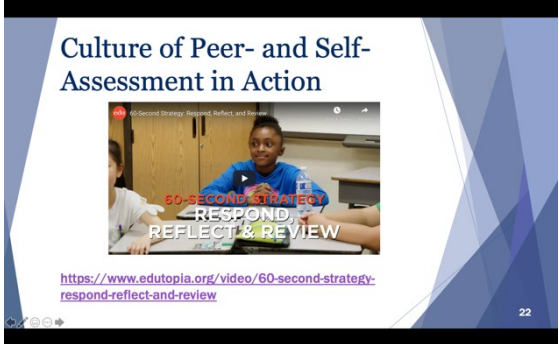
Slide #	Guidance	Slide Image
19	<p>Introduce the content on the slide by providing the following information.</p> <p>Nearly everything a teacher does during a lesson can be seen as modeling, but deliberate, purposeful modeling is a powerful instructional strategy. Teaching and modeling self- and peer-assessment is no different.</p> <ul style="list-style-type: none"> • 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. <i>In reading and writing, this could look like verbalizing specific things to notice about craft and structure during oral reading (e.g., “I notice that this character is angry, but I think the author’s tone might be amused? I am noticing these specific word choices.”).</i> • 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 looking at evidence of their own learning in the context of the Learning Goals and Success Criteria. <i>In reading and writing, this could look like sharing a draft of the teacher’s own writing and reviewing with the Success Criteria in mind (e.g., “We are working on including descriptive details to our personal narratives. But I don’t have much detail at all; this story is mostly focused on plot right now. I could add a metaphor about how cold it was, and I could add some dialogue between me and my daughter at the bottom of the sledding hill.”).</i> 	 <p>The slide is titled "Teaching and Modeling" in a blue serif font. Below the title are three bullet points in a blue sans-serif font: "Making intended learning visible", "Explicit teaching and modeling of self-assessment", and "Explicit teaching and modeling of peer-assessment". The slide has a white background with blue geometric shapes on the left and right sides. A small number "19" is in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> • 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. <i>In reading and writing, this might look like showing students what it looks like to listen closely to a reading passage and to notice and respond to miscues so that students can provide feedback to their reading partners as they read aloud (e.g., "I heard you read that first paragraph very quickly. Look for the punctuation like periods and question marks that can help you pace your reading. Can you try it again?").</i> <p>Next, facilitate a discussion in which participants consider ways in which modeling can support self- and peer-assessment.</p> <p>Facilitators can consider using some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> • How do you use modeling in your classroom to support students to understand where they are in their own learning? • 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? 	

Slide #	Guidance	Slide Image
20	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <ul style="list-style-type: none"> • Classroom culture: As discussed on a previous slide and in detail in Module 2, students are able to engage in the formative assessment process when they are learning in contexts 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 values and 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. <i>In reading and writing, this could mean allowing students to practice reviewing their work using rubrics that focus attention on a progression of key criteria, not on assigning a point value.</i> • Opportunities: Just like with other skills your students are learning, students need many opportunities to practice the 	 <p>The slide is titled "Practice" in a blue font. It features a bulleted list with four items: "Classroom culture", "Low stakes, learning focused", "Repeated opportunities", and "Feedback on self- and peer-assessment". The slide has a blue and white geometric background. A small number "20" is visible in the bottom right corner of the slide.</p>

Slide #	Guidance	Slide Image
	<p>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.</p> <ul style="list-style-type: none"> • 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 teacher’s perspective on what they are doing well and how they can sharpen their self- and peer-assessment skills and become more independent. They also need to discuss their own reflections on the process. <p>Next, facilitate a discussion in which participants discuss ways their students can practice peer- and self-assessment.</p> <p>Facilitators can consider using some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> • How can you ensure that students understand formative assessment in terms of an opportunity to learn? • What are some ways that your students practice peer- and self-assessment? • What are your students’ strengths and weaknesses at peer- and self-assessment? 	

Slide #	Guidance	Slide Image
21	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>In reading and writing, question prompts may focus on explanations of understanding (e.g., "Why is this true?" "Why does it make sense that..." "How do we know that..." or explanations of process, such as, "What new information does this provide you?" "How does this relate to what you already know?").</i></p> <p>Next, facilitate a discussion in which participants share ideas about tools and strategies that can support peer- and self-assessment.</p> <p>Facilitators can consider using some of the following questions to support the discussion:</p>	 <p>The slide image shows a presentation slide titled "Tools and Strategies" with a blue and white geometric background. It lists the following items:</p> <ul style="list-style-type: none"> • Templates • Self- and peer-correction checklists and look-fors • Sentence starters • Examples of student work/writing • Background knowledge anchor charts • Graphic organizers for the intended learning sequence • Question prompts • Explicit comprehension strategies (e.g., QRAC-the-code, Concrete-Representational-Abstract) • Sample writing models <p>The slide number "21" is visible in the bottom right corner.</p>

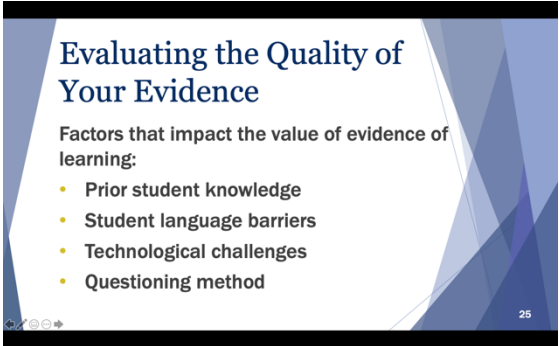
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> What strategies and tools have you used to support students to assess their own learning and the learning of their peers? What tools and strategies have been most successful? How have you supported your students to transition from scaffolded to more independent analysis of their own learning? 	
22	<p>https://www.edutopia.org/video/60-second-strategy-respond-reflect-and-review</p> <p>Here is a quick video showcasing peer- and self-assessment.</p> <p>Next, facilitate a discussion utilizing the following questions:</p> <ul style="list-style-type: none"> 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

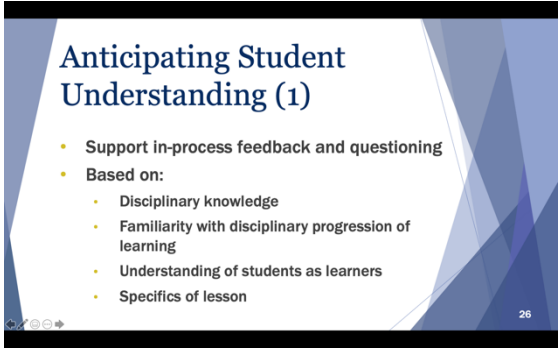
Table: Slides 23-34

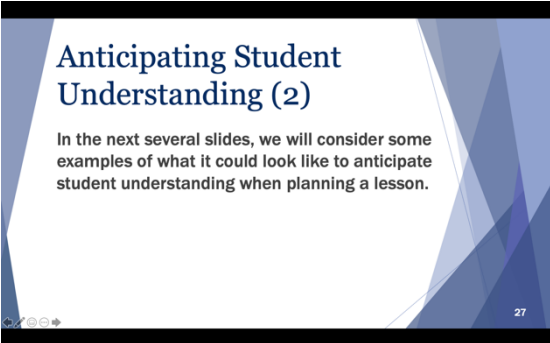
Slide #	Guidance	Slide Image
23	<p>Introduce the content on the slide by providing the following information.</p> <p>In this section, we will discuss strategies for teachers to interpret evidence of student thinking to inform their instruction.</p>	<p>Slide 23 is a title slide with a blue and white geometric background. The title is 'Strategies for Interpreting Evidence of Student Thinking in Reading and Writing'. The slide number '23' is in the bottom right corner.</p>
24	<p>Introduce the content on the slide by providing the following information.</p> <ul style="list-style-type: none"> When teachers interpret evidence of student learning, they are focusing both on the progress of individual students as well as groups of students and the class as a whole in terms of their learning progression. 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. Teachers may need to probe and unpack students' responses in order to get an accurate idea of students' progress toward Learning Goals. 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 can interpret evidence considering specific disciplinary misconceptions or issues that may constrain students from reaching their Learning Goals. Teachers can 	<p>Slide 24 is a content slide with a blue and white geometric background. The title is 'Analyzing Evidence'. The slide lists four bullet points: 'Progress of individual students toward Learning Goals and Success Criteria', 'Disciplinary misconceptions, confusions and challenges', 'Patterns and trends', and 'Reflections on teaching practice'. The slide number '24' is in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<p>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. <i>For example, the teacher may look for students to simply restate what is presented in a quotation in their writing, as opposed to elaborating and making connections to their overall claim in opinion writing.</i></p> <ul style="list-style-type: none"> • Additionally, teachers can look for patterns that show common errors, misconceptions or issues among groups of students. <i>For example, the teacher might notice a group of students misinterpreting the use of a specific vocabulary word in a sentence.</i> • 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. <p>Next, facilitate a discussion about analyzing evidence.</p> <p>Facilitators may want to use some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> • 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? 	

Slide #	Guidance	Slide Image
25	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p>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. <i>For example, a teacher may observe students misusing common grammar structures in a partner discussion focused on summarizing the main idea and supporting evidence in an informational text. If the Learning Goals are focused on comprehending and expressing ideas about informational text, oral language errors can be a distraction from the intended learning of the lesson.</i></p> <p>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. Walk participants through the examples, elaborating as necessary.</p> <p><i>For example, if students struggled in a lesson in which they were asked to identify the key theme in a novel and provide supporting passages and explanations for each theme, teachers should unpack whether this was because students struggled with the intended learning for the lesson or whether there were other factors at play.</i></p>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Evaluating the Quality of Your Evidence'. Below the title, it says 'Factors that impact the value of evidence of learning:' followed by a bulleted list: 'Prior student knowledge', 'Student language barriers', 'Technological challenges', and 'Questioning method'. The slide number '25' is in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<p>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.</p> <p>Next, facilitate a discussion about potential barriers to analyzing evidence.</p> <ul style="list-style-type: none"> • 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? • 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? 	

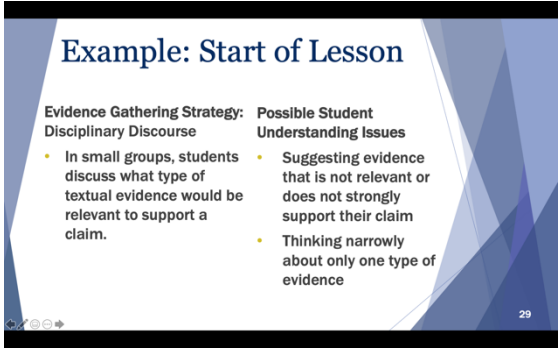
Slide #	Guidance	Slide Image
26	<p>Introduce the content on the slide by providing the following information.</p> <p>By anticipating the understanding of knowledge and concepts that students bring when embarking on new Learning Goals, teachers position themselves to respond with in-process feedback that 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.</p> <p>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 than just catching what students may not get right but understanding where they are in their thinking and why.</p> <p>In the next several slides, we will consider some examples of what it could look like to anticipate student understanding when planning a lesson.</p>	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Anticipating Student Understanding (1)'. Below the title, there are two main bullet points. The first is 'Support in-process feedback and questioning'. The second is 'Based on:', which is followed by four sub-bullets: 'Disciplinary knowledge', 'Familiarity with disciplinary progression of learning', 'Understanding of students as learners', and 'Specifics of lesson'. The slide number '26' is visible in the bottom right corner.</p>

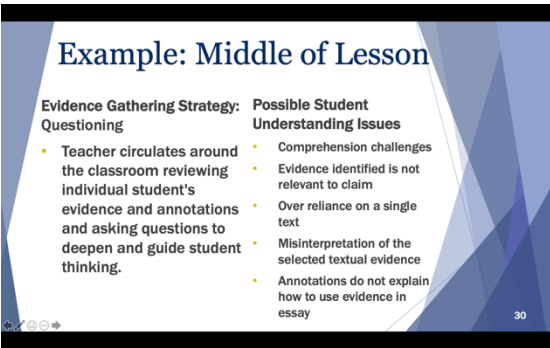
Slide #	Guidance	Slide Image						
27								
28	<p>Introduce the content on the slide by providing the following information.</p> <p>We introduced this Learning Goal and these Success Criteria in Module 3. In Module 4, we add some ideas about strategies to gather evidence of student learning at key points in the lesson.</p> <p>In the next few slides, we will consider ways to couple planned evidence-gathering strategies with anticipated student responses in order to facilitate in-process feedback during teaching and learning of the lesson.</p> <p>Ask participants to take a moment to review the Learning Goal, Success Criteria and evidence-gathering strategies, then reflect about what they might be looking for as students engage in evidence-gathering opportunities throughout the lesson.</p>	<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 two or more texts to identify strong evidence to support a claim and note how I might use it in my essay.</td></tr> </tbody>	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 two or more texts to identify strong evidence to support a claim and note how I might use it in my essay.
Standard	Learning Goal	Success Criteria						
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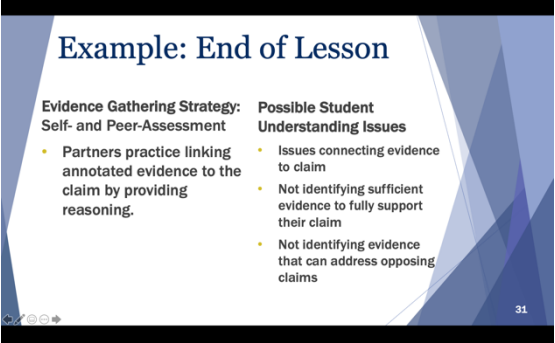
 Below the table is another table with three columns: Start of Lesson, Middle of Lesson, and End of Lesson.

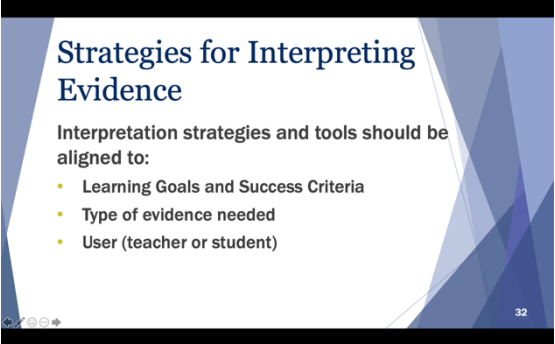
Start of Lesson	Middle of Lesson	End of Lesson
Evidence Gathering Strategy: Disciplinary Discourse	Evidence Gathering Strategy: Questioning	Evidence Gathering Strategy: Self- and Peer-Assessment
In small groups, students discuss what type of textual evidence would be relevant to support a claim.	Teacher circulates around the classroom reviewing individual student's evidence and annotations, asking questions to deepen and guide student thinking.	Partners practice linking annotated evidence to the claim by providing reasoning.

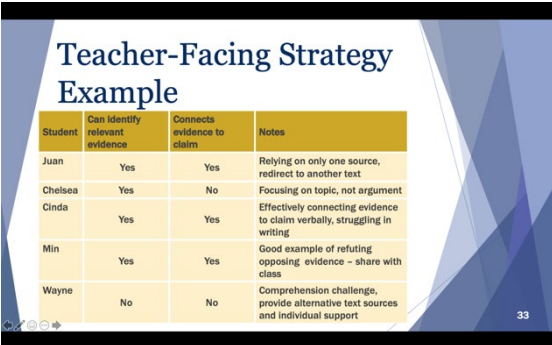
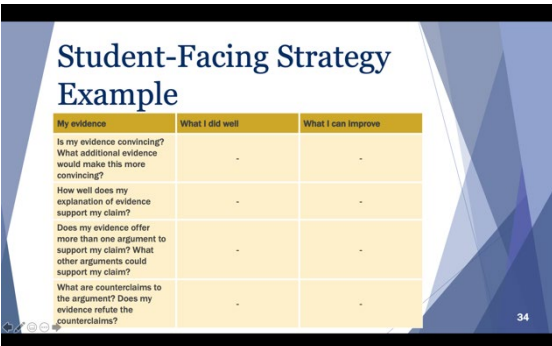
 The slide number '28' is in the bottom right corner." data-bbox="608 412 868 622"/>

Slide #	Guidance	Slide Image
29	<p>Introduce the content on the slide by providing the following information.</p> <p>At the start of this lesson, students engage in disciplinary discourse in small groups, discussing the type of textual evidence they would be looking for to support their claim. This collaborative discussion can support students to focus their attention as they read a variety of texts to find supporting evidence. Based on knowledge of the discipline and how students progress in their learning, as well as understanding of specific students, the teacher of this lesson may anticipate a few ways in which students may get stuck. For example, evidence of student understanding issues might come from students only focusing on direct quotations from the text. By only focusing on direct quotations from the text, students are not pushing their thinking to also include their own interpretations or inferences about the text, which will ultimately limit their understanding.</p> <p>This is not a comprehensive list, but the teacher may be looking for students who suggest evidence that does support their claim or who generate ideas about one type of evidence only. Either of these approaches may constrain students from finding a variety of textual evidence that could support their claim, so timely, in-process feedback could allow students to shift their thinking and be better positioned to achieve the Success Criteria.</p> <p>Next, facilitate a discussion in which participants consider student responses they may anticipate:</p> <p>Consider using some of the following questions:</p> <ul style="list-style-type: none"> • What other student responses might you anticipate in a lesson like this? • What questions or feedback might you give a student who responds in the ways identified here? 	 <p>The slide is titled "Example: Start of Lesson". It is divided into two main sections. The left section is titled "Evidence Gathering Strategy: Disciplinary Discourse" and contains a bullet point: "In small groups, students discuss what type of textual evidence would be relevant to support a claim." The right section is titled "Possible Student Understanding Issues" and contains two bullet points: "Suggesting evidence that is not relevant or does not strongly support their claim" and "Thinking narrowly about only one type of evidence". The slide has a blue and white geometric background. A small number "29" is visible in the bottom right corner of the slide image.</p>

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> • What challenges or confusions do you look for at the beginning of lessons that might be different than later in a lesson? • What kinds of confusion or challenges to student learning do you look for when students engage in disciplinary discourse? • How does anticipating student responses support you to take pedagogical action? 	
30	<p>Introduce the content on the slide by providing the following information.</p> <p>During the course of the lesson, the teacher would circulate around the classroom to review individual student evidence and annotations and also to ask probing questions to deepen and guide student thinking. Again, teachers can anticipate student responses based on their knowledge of the discipline and how students progress in their learning, as well as understanding of specific students, and can use that to support immediate feedback to help students move their learning forward toward the Learning Goals and Success Criteria.</p> <p>While this list is not comprehensive, the teacher may be looking for things like students identifying textual evidence that doesn't relate well to the claim, for overreliance on a single source, misinterpreting the evidence selected or not explaining how they would use the evidence in an essay. By identifying these possible issues in advance, the teacher may be more able to take timely pedagogical action at this point in the lesson.</p> <p>Next, facilitate a discussion in which participants consider student responses they may anticipate:</p> <p>Consider using some of the following questions:</p>	 <p>The slide is titled "Example: Middle of Lesson". It is divided into two columns. The left column is titled "Evidence Gathering Strategy: Questioning" and contains a bullet point: "Teacher circulates around the classroom reviewing individual student's evidence and annotations and asking questions to deepen and guide student thinking." The right column is titled "Possible Student Understanding Issues" and contains four bullet points: "Comprehension challenges", "Evidence identified is not relevant to claim", "Over reliance on a single text", and "Misinterpretation of the selected textual evidence". At the bottom right of the slide, there is a small number "30".</p>

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> • What other student responses might you anticipate in a lesson like this? • What questions or feedback might you give a student who responds in the ways identified here? • What kinds of confusion or challenges to student learning do you look for when analyzing student writing? • What strategies do you use to probe student evidence in a student conference about their work? 	
31	<p>Introduce the content on the slide by providing the following information.</p> <p>As they approach the end of this lesson, students engage in self- and peer-assessment by evaluating the quality of their own textual evidence and annotations and assessing those of their peers. Teachers can support students to think critically about the textual evidence and annotations they provide so that students can consider and respond to the challenges or confusion themselves.</p> <p>While this list is not comprehensive and participants may have ideas for better responses to anticipate, teachers could help students look for students struggling to make a strong connection between the textual evidence and the claim, not offering sufficient evidence to support their claim or not including evidence that can help them address the opposing claim.</p> <p>Next, facilitate a discussion in which participants consider student responses they may anticipate:</p> <p>Consider using some of the following questions:</p> <ul style="list-style-type: none"> • What other student responses might you anticipate in a lesson like this? 	 <p>The slide is titled "Example: End of Lesson" and is divided into two columns. The left column is titled "Evidence Gathering Strategy: Self- and Peer-Assessment" and contains a bullet point: "Partners practice linking annotated evidence to the claim by providing reasoning." The right column is titled "Possible Student Understanding Issues" and contains three bullet points: "Issues connecting evidence to claim", "Not identifying sufficient evidence to fully support their claim", and "Not identifying evidence that can address opposing claims". The slide has a blue and white geometric background and a small number "31" in the bottom right corner.</p>


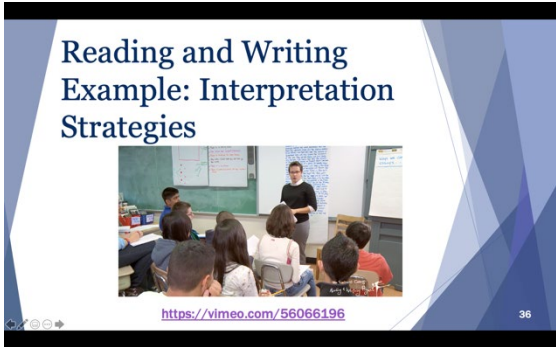
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> • How do you support students to assess their own use of textual evidence? • How do you support students to respond to each other's use of textual evidence to support their ideas? • What kind of questions or feedback might you offer to students struggling with any of these issues? 	
32	<p>Introduce the content on the slide by providing the following information.</p> <p>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 on 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.</p> <p>While much of this interpretation happens “on the fly,” educators must anticipate student thinking as part of their planning process.</p> <ul style="list-style-type: none"> • 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? 	 <p>The slide is titled "Strategies for Interpreting Evidence" in a large, dark blue font. Below the title, it states "Interpretation strategies and tools should be aligned to:" followed by a bulleted list: "Learning Goals and Success Criteria", "Type of evidence needed", and "User (teacher or student)". The slide has a blue and white geometric background with a black border. A small number "32" is visible in the bottom right corner of the slide image.</p>

Slide #	Guidance	Slide Image																								
33	<p>Introduce the content on the slide by providing the following information.</p> <p>Teacher-facing strategies and supporting tools can help teachers focus their attention on key learning in a lesson and track their observations and next steps.</p> <p>A strategy that teachers could use to track student progress can be as simple as a checklist on a clipboard or iPad.</p> <p><i>In this example, the teacher is circulating among students as they discuss relevant evidence in a passage to support a claim. While overhearing conversations and through direct questioning, the teacher can note students who are able to both identify evidence and then connect the evidence to a claim. They are also then able to keep track of who is getting stuck at a specific point and set up small groups for students to work on concepts that they may be struggling with.</i></p>	 <table><tr><th>Student</th><th>Can identify relevant evidence</th><th>Connects evidence to claim</th><th>Notes</th></tr><tr><td>Juan</td><td>Yes</td><td>Yes</td><td>Relying on only one source, redirect to another text</td></tr><tr><td>Chelsea</td><td>Yes</td><td>No</td><td>Focusing on topic, not argument</td></tr><tr><td>Cinda</td><td>Yes</td><td>Yes</td><td>Effectively connecting evidence to claim verbally, struggling in writing</td></tr><tr><td>Min</td><td>Yes</td><td>Yes</td><td>Good example of refuting opposing evidence - share with class</td></tr><tr><td>Wayne</td><td>No</td><td>No</td><td>Comprehension challenge, provide alternative text sources and individual support</td></tr></table>	Student	Can identify relevant evidence	Connects evidence to claim	Notes	Juan	Yes	Yes	Relying on only one source, redirect to another text	Chelsea	Yes	No	Focusing on topic, not argument	Cinda	Yes	Yes	Effectively connecting evidence to claim verbally, struggling in writing	Min	Yes	Yes	Good example of refuting opposing evidence - share with class	Wayne	No	No	Comprehension challenge, provide alternative text sources and individual support
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34	<p>Introduce the content on the slide by providing the following information.</p> <p>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.</p> <p><i>For example, in the context of the Learning Goal and Success Criteria we have been considering in this lesson, students explain and justify</i></p>	 <table><tr><th>My evidence</th><th>What I did well</th><th>What I can improve</th></tr><tr><td>Is my evidence convincing?</td><td>-</td><td>-</td></tr><tr><td>What additional evidence would make this more convincing?</td><td>-</td><td>-</td></tr><tr><td>How well does my explanation of evidence support my claim?</td><td>-</td><td>-</td></tr><tr><td>Does my evidence offer more than one argument to support my claim? What other arguments could support my claim?</td><td>-</td><td>-</td></tr><tr><td>What are counterclaims to the argument? Does my evidence refute the counterclaims?</td><td>-</td><td>-</td></tr></table>	My evidence	What I did well	What I can improve	Is my evidence convincing?	-	-	What additional evidence would make this more convincing?	-	-	How well does my explanation of evidence support my claim?	-	-	Does my evidence offer more than one argument to support my claim? What other arguments could support my claim?	-	-	What are counterclaims to the argument? Does my evidence refute the counterclaims?	-	-						
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Is my evidence convincing?	-	-																								
What additional evidence would make this more convincing?	-	-																								
How well does my explanation of evidence support my claim?	-	-																								
Does my evidence offer more than one argument to support my claim? What other arguments could support my claim?	-	-																								
What are counterclaims to the argument? Does my evidence refute the counterclaims?	-	-																								

Slide #	Guidance	Slide Image
	<p><i>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.</i></p> <p>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.</p>	

Section 6: Interpreting Evidence in Action

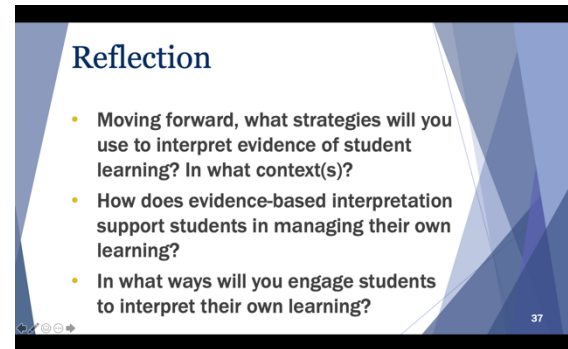
Table: Slides 35-36


Slide #	Guidance	Slide Image
35		 <p>Interpreting Evidence in Action</p>
36	<p>Introduce the content on the slide by providing the following information.</p> <p><i>Important note to facilitators:</i> The purpose of the video is to have participants think about the way that a teacher can interpret student evidence. The content contained in the video supports KAS Reading and Writing Interdisciplinary Literacy Practices 1, 4, 5, 8 and 9 (see the KAS Reading and Writing standards document for more information:</p> <p>https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf).</p> <p>The lesson modeled in the video focuses on persuasive writing; however, the KAS for Reading and Writing refers to opinion/argument in the Composition strand.</p> <p>This video features a teacher asking students to examine an author's craft moves as well as the author's intent. This video is 14 minutes long. If time is a consideration, the facilitator may want to preview</p>	 <p>Reading and Writing Example: Interpretation Strategies</p> <p>https://vimeo.com/56066196</p>

Slide #	Guidance	Slide Image
	<p>the video and select a segment of the video to focus on with the group.</p> <p>To see an example of a teacher-directed strategy based on gathering the type of evidence needed, view from 4:50-10:05.</p> <p>For examples of student-facing strategies, view first from 3:40-4:45, then from 10:15-12:20.</p> <p>Direct participants to use the Classroom Practice Video Observation Guide to track their observations and reflections on the video. This guide is available at the end of the Facilitator Guide for this module.</p>	

Section 7: Reflection

Table: Slides 37-38

Slide #	Guidance	Slide Image
37	<p>Facilitate a discussion that allows participants to reflect on their own practices for gathering evidence of student learning.</p> <p>Facilitators can use the questions on the slide or may wish to include their own questions.</p>	

Slide #	Guidance	Slide Image
38	<p>Please have participants complete the feedback survey to help us continue to improve this module. EILA credit is available upon completion of the survey.</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfm4IncFTDVHMvp-Pk2TMZq0uagDQLHaNOKGn2ly8JpC8DDgg/viewform</p>	

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?