

Module 11: Eliciting Evidence During Learning

Extended Learning Activities

Background

In Module 11, *Eliciting Evidence During Learning*, teachers learned how to elicit evidence of learning. While using evidence can appear simple, it requires significant pedagogical knowledge. To effectively elicit evidence, teachers have a sense of the learning progression, are clear about the expected outcomes for the lesson, and understand the qualities of learning that will show progress towards the learning goal. During the module, teachers explored evidence-gathering routines, and considered which might best align with their own instructional practice.

Participants can engage with these **optional** extended learning activities to delve deeper into these topics. These learning opportunities may be explored independently, through individual reading and reflection, or with a small group of colleagues, through collaborative review of the readings and using the guiding questions as discussion prompts.

How to Use This Resource

Teachers may select **one (or more)** of the following activities to further learning related to eliciting evidence during learning. The readings and videos are designed to encourage dialogue and deepen shared understanding of foundational formative assessment concepts.

- If you and your colleagues would like to explore **the discipline of noticing** and its relationship to eliciting evidence in formative assessment, go to the first extension activity, *Making Sense of Teacher Noticing and Sensemaking*.
- If you and your colleagues want to explore **shifts in the teacher and student role**, it may be beneficial to explore the learning activity, *Exploring the Anchor Texts on Eliciting Evidence Using A Classroom Video*.
- If you and your colleagues want to further explore the **teacher and student roles** in eliciting evidence, it may be helpful to explore the learning activity, *Analysis of Shifts in Practice for Teachers and Students*.

Module 11: Extended Learning Activity 1

Making Sense of Teacher Noticing and Sensemaking

Context

A key concept in Module 11 is the power of noticing learning. The ability to observe evidence of learning, and to be paying attention to how students are expressing their knowledge, is a core discipline of formative assessment. In formative assessment, this is talked about as being able to discern evidence of student thinking based on what students say, do, make, and write in the classroom.

We also know from research on the power of noticing in the classroom that our ability, as educators, to notice and recognize how students are learning, as learning takes place, also strengthens students' confidence as learners as well as contributing to students' academic identities. When we are seen for what we know, and when our teacher is observing us and sharing back how we are making sense of things, it is empowering.

This optional extension activity can be done alone or in a collaborative group. Its purpose is to give you the opportunity to go deeper into your noticing practice, by reviewing a (slightly) longer reading on noticing, and reflecting on anonymous teacher journal reflections where they describe what they are learning from their noticing practice.

Time: 20-30 minutes

Learning Goal

- Explore the relationship of formative assessment and the practice of noticing learning.

Success Criteria

- Consider ways that a disciplined noticing practice can strengthen your instruction.

Task Directions

Step 1: Read Formative Assessment as Noticing and Sensemaking.*

Step 2: Individually, or in a small group, reflect on what this adds to your understanding of how disciplined noticing can strengthen teacher observation of student learning.

Step 3: Review the first few entries on the resource [Noticing and Sensemaking Samples](#).*
Discuss or individually reflect on those first few teacher entries and the provided reflections from WestEd.

Step 4: Review additional entries in the Noticing and Sensemaking Samples document and individually reflect or discuss:

- Select one or two teacher reflections that raise up an important idea for you.
Discuss or journal about what you notice about this teacher's reflection on noticing.
- Consider what you might do in the next week to deepen your own noticing practice. How might you focus your noticing? What supports might be helpful to make this happen?

Module 11: Extended Learning Activity 2

Exploring the Anchor Texts on Eliciting Evidence using A Classroom Video

Context

In *Module 11: Eliciting Evidence During Learning* teachers explored principles and practices of eliciting evidence in formative assessment and explored how one kindergarten teacher engaged with these routines in a math lesson. A challenge in learning formative assessment is that there is no one right way to elicit or interpret evidence, and formative assessment practices look very different from classroom to classroom and across grades and subject areas.

A first step for teachers learning formative assessment is to learn the principles of practice by reading about them and by considering how teachers elicit evidence in a variety of contexts. This helps to frame how you might apply the core principles of formative assessment to elicit, interpret, and use evidence during daily lessons.

This optional extension activity can be done alone or in a collaborative group. The focus of this learning activity is to explore the anchor texts more deeply in Module 11, *Eliciting Evidence through Questioning and Five Evidence Gathering Routines*, by reviewing how the ideas outlined in these readings are integrated within a single lesson.

Time: 30-40 minutes

Learning Goals

- Explore how one teacher structured learning tasks to elicit evidence of student learning
- Understand how teacher questioning practices can be used to discover the qualities of student learning during lessons

Success Criteria

- Reflect on the use of learning tasks and questioning and their impact on eliciting evidence of student understanding during a lesson

Task Directions

Step 1: Review the following module resources, and either journal or discuss your reflections on the practices outlined in these readings:

- Eliciting Evidence through Questioning
- Five Evidence Gathering Routines

Step 2: Complete a quick review of the Routines and Questions Checklist. You will use this as an observation tool to explore how the teacher elicited evidence of students' learning during this lesson.

Step 3: Watch [this video*](#), which shows students in a secondary writing class as they codevelop success criteria for writing a graphic novel, and then engage in a structured review of their graphic novels aligned with the success criteria.

- Note, if you completed Module 10, *Getting Started in Formative Assessment*, you will have viewed this video once before.
- Following the video, use the routines and questions checklist to reflect on the characteristics of eliciting evidence in this lesson

Step 4: Engage in discussion, or reflect in your journal, using the following guiding questions:

- What do you notice about the design of the learning tasks in this lesson? Which elements of the task do you feel most support students to engage in rich reflection of their drafts?
- How are the five evidence gathering routines applied in this lesson? What might this imply about developing effective routines for eliciting evidence during learning?
- What do you notice about the questions the teacher asks to elicit evidence?
- How would you describe the student role in this classroom? What stands out to you?

Module 11: Extended Learning Activity 3

Analysis of Shifts in Practice for Teachers and Students

Context

In *Module 11: Eliciting Evidence During Learning*, teachers explore the idea of collecting evidence of learning that demonstrates students' learning status. The module content includes information about shifts in practice that develop as teachers learn formative assessment. These shifts align with a range of educational improvement practices, such as culturally responsive teaching, deeper learning, and personalized learning. Many of these learning approaches are – like formative assessment – rooted in the theory of sociocultural learning, a theory that is predicated on the concept that learning takes place through social interaction and within existing cultural norms.

In the United States, many teachers are already on a path towards adopting changes in instruction and assessment that focus on strengthening the student role. One idea that is unique to formative assessment is that significant shifts in the student role are necessary for effective implementation – even with regards to those practices that have historically been in the purview of the teacher. With regards to eliciting evidence, for example, students learn how to look for evidence of their own learning through ongoing dialogue with peers, posing questions, and articulating their progress towards the learning goal. In the formative assessment literature, this critical partnership between students and teachers is referred to as “flattening the hierarchy.”

The purpose of this learning task is to explore your understanding of the formative assessment shifts highlighted in this module, reflect on their level of use in your classroom, and explore the student shifts related to their use of evidence during learning. As in the other extended learning activities, this can be done individually, through journaling and reflection, or by discussing these ideas with colleagues.

Time: 20 minutes

Learning Goal

- Explore the shifts for teachers and students* that strengthen eliciting evidence during learning.

Success Criteria

- Reflect on your current instructional practices related to eliciting evidence.
- Identify one or two teacher shifts that are a strength in your own practice, and consider what you might do, rooted in module content, to more fully align to ideas outlined in this module.

Task Directions

Step 1: Review your responses to the self-assessment of Formative Assessment Shifts in Practice, completed as part of Module 11. Discuss or individually reflect on the following:

- Which shifts do you feel are furthest along in your practice?
- Which of the shifts might you wish to build on to more fully align to the ideas outlined in Module 11?

Step 2: Consider the student role shifts that take place when eliciting evidence.

- How do these shifts align with efforts to support student-centered learning that may be underway at your site?
- Select one student shift you would like students to do well and consider how you would model and support students to learn this practice.

*You will need to log into your Canvas account to access the links marked with an asterisk.