

# Module 13: Students Use of Evidence: Making Learning Visible

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## Extended Learning Activities

### Background

In **Module 13: Students Use of Evidence: Making Learning Visible** teachers explored two inter-related practices related to how students engage in evidence-use to guide learning. First, what are the instructional practices that promote students being able to notice and respond to evidence? Second, what are the characteristics of a learning culture that promotes all learners to engage productively in collaborative learning.

There is no way single way to collect evidence. What matters is that students have different ways to share what they know and how they are learning. Making learning visible requires that teachers consider new instructional routines that allow students to explore evidence of learning with one another. Through a focus on four instructional routines: Co-constructing success criteria, peer feedback, self-assessment, and discourse, teachers engage students in eliciting, interpreting, and using evidence to advance their own learning and that of their peers.

In these optional extended learning activities, we offer three learning tasks teachers and leaders may wish to engage with to advance their understanding of students' use of evidence and the shifts in instructional routines that support a change in the teacher and student role. These learning opportunities can be done independently as individual readings and reflection, or with colleagues. Guiding questions are offered to support individual reflection, as well as to strengthen collaborative dialogue, increase shared understanding for site-based teams.

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## How to Use this Resource

Teachers may select **one (or more)** of the following learning experiences to further explore ideas and insights from this module. The readings are designed to deepen shared understanding of foundational formative assessment concepts.

- If you and your colleagues would like to further explore **what you might see in a lesson** in which students engage in discourse and a collaborative culture of learning (and what teachers do to support them), go to the first extension activity: *What You Might See*.
- If you and your colleagues wish to unpack the **features of a learning culture that support formative assessment**, go to Activity 2: *The Role of Learning Culture in Formative Assessment*.
- If you and your colleagues want to further **explore your own practice related to the module content**, consider conducting a *Collaborative Analysis of Self-Reflection Results*.

# Module 13: Extended Learning Activity 1

## What You Might See

### Context

In **Module 13: Students Use of Evidence: Making Learning Visible**, teachers explore daily formative assessment routines that support students to use evidence of learning during the lesson. In more advanced formative assessment, students elicit and apply evidence to move their learning forward using four instructional routines: co-constructing success criteria, engaging in self-assessment, conducting peer feedback, and participating in discourse.

A key concept in this module is considering the productive context needed for formative assessment to flourish and the manner in which discourse deepens student thinking and provides a rich source of evidence for teachers and students. The purpose of developing a collaborative classroom culture and promoting student discourse is to establish the contexts and structures that allow students to learn deeply and share what they know with one another and the teacher. These processes are foundational to formative assessment. They also provide the groundwork for other types of formative assessment engagement, such as peer feedback and self-assessment, both of which require trust, collaboration and a willingness to sharing one's thinking.

This optional extension activity can be done alone or in a collaborative group. Its purpose is to give you the opportunity to explore what you might see in a classroom as students engage in discourse and a collaborative culture of learning, and what teachers do to support them.

**Time:** 20 minutes

### Learning Goals

- Explore how teacher and students are engaged in discourse and collaborative culture of learning to support students' use of evidence during learning

### Success Criteria

- Articulate what you may see in a classroom as students are engaged in discourse

## Task Directions

Step 1: Read [What You Might See: Extended Thinking through Discourse and Collaborative Culture of Learning](#).<sup>\*</sup> This resource provides a picture of what you might see in as students engage in extended thinking through discourse and a collaborative culture of learning, and what teachers do to support them.

Step 2: As you read, consider how the teacher and students are engaged in discourse and learning culture at the “extended” performance level. Review the columns from left to right as you consider how a lesson can look at each of the performance levels.

Step 3: Discuss, or reflect in your journal, what does this resource imply regarding how these practices develop and strengthen over time?

# Module 13: Extended Learning Activity 2

## The Role of a Learning Culture in Formative Assessment

### Context

In *Module 13* teachers explore shifts in the teacher and student roles that develop as a result of advancing formative assessment practice. Formative assessment is rooted in sociocultural learning theory. Within this model for teaching and learning, students are situated as knowledgeable individuals who have capacity to learn from one another. Teachers develop and support a classroom culture in which teachers and students are partners in learning. When a collaborative classroom culture is in place, students:

- demonstrate a clear focus on learning;
- collaborate with peers and with the teachers;
- articulate the classroom norms, and how these norms support learning;
- gain respect and appreciation for multiple viewpoints; and
- see themselves as learning resources for one another.

Developing a collaborative classroom culture and promoting student discourse strengthen the contexts and structures that allow students to learn deeply and share what they know with one another and the teacher. These processes provide the groundwork for other types of formative assessment engagement, such as peer feedback and self-assessment, both of which require trust, collaboration and a willingness to sharing one's thinking.

This optional extension activity can be done alone or in a collaborative group. Its purpose is to framework to establish and nurture a **learning culture that supports the student role in formative assessment**.

**Time:** 20 minutes

### Learning Goal

- Explore the characteristics of a learning culture that promote the student role in learning as framed in formative assessment

## Success Criteria

- Identify specific features of a classroom learning culture and how they would strengthen students' use of evidence in your classroom

## Task Directions

Step 1: Read [The Role of a Learning Culture in Formative Assessment\\*](#), which highlights six interdependent features of a learning culture that supports student learning.

Step 2: Consider and discuss or reflect in your journal:

- Which features of a learning culture do you feel are furthest along in your practice?
- Which of the features might you wish to build on to more fully align to ideas outlined in this reading?
- What structures can be set up in the classroom to develop a learning culture that encourages the student dialogue necessary to collect evidence?

## Module 13: Extended Learning Activity 3

### Collaborative Analysis of Self-Reflection

For formative assessment to meet the outcomes that are now well-established in the research, the student role must change from one of being passive or engaged in learning, to one in which students have opportunities to monitor and advance their learning (and that of their peers). This module leans into bringing these changes to life.

These changes in the student role do not happen without significant teacher shifts. Teachers, too, need to re-envision their roles, and increase ways that they actively support students to move their own learning forward. A first step for teachers is to integrate the four routines outlined in this module every day.

But as with all skills, students **must learn** how to co-construct success criteria, how to support a peers' learning during feedback, and how to use the learning goal and success criteria to guide self-assessment and discourse. As these skills develop and students develop skills in using evidence, more students engage in these shifts in practice more of the time. Students:

- engage in meaningful dialogue about what they don't know and consider multiple ideas and viewpoints to extend learning;
- value another's expertise and seek out opportunities for peers to extend their thinking
- welcome working through areas of confusion and exploring what is on the edge of their learning;
- value receiving feedback from their teacher and peers and use feedback to consider next steps in their learning;
- self-assess to monitor their own progress, and
- offer feedback that offers suggestions, hints, or clues to provide ideas that can help peers take next steps in their own learning.

The purpose of this learning task is to reflect on how your students are currently engaged in these shifts in practice, and to consider what you might learn more about, or do differently, to integrate routines that strengthen students' use of evidence. As in the other extended learning activities, this can be done individually, through journaling and reflection, or with colleagues.

**Time:** 20 minutes

## Learning Goals

- Explore the key shifts for teachers and students that supports students' use of evidence of learning while learning is underway.

## Success Criteria

- Reflect on your current instructional practices related to the student's role in using and responding to evidence.
- Identify one or two teacher shifts that is 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\\*](#) in this module.

Step 2: Discuss or individually reflect on:

- Reflecting on the student shifts, what is one of the shifts that you most want to explore with your students? Why?
- Considering the four student-facing routines through which students engage with evidence (co-constructing success criteria, discourse, peer feedback and self-assessment), which routine might best support students to strengthen the area of focus you highlighted above?
- What might you need to learn more about to move this idea forward? What is a first step, or a next step, you can take?
- How might you introduce these new practices to students? How might you model the skills, provide scaffolds, or offer feedback as they develop practices to advance their own learning?
- How do these shifts align with instructional efforts underway at our site?

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