

Module 12: Interpreting and Using Evidence During Learning

Extended Learning Activities

Background

In **Module 12, *Interpreting and Using Evidence during Learning***, educators explored strategies to interpret and use evidence during learning. The process of continuously responding to learning in the moment and in ways that will move learning forward during instruction is a significant shift in practice. When teachers are using evidence of learning, they provide feedback focused on the learning goal and success criteria, ask questions to better understand students' current learning status, structure their classrooms differently to create more time to confer with students, and model ideas. Teachers move away from introducing all the content in the beginning of the lesson and structure content in new ways. They think about how learning progresses during a lesson for their students, establish questioning routines that address misconceptions or advance thinking on a particular disciplinary idea, listen in new ways for emerging ideas, shift feedback practices to focus on the task and not the person, and build a culture in their classroom in which information is more freely shared and explored.

Interpreting and using evidence of student learning as learning is underway requires that teachers have deep content and pedagogical knowledge and skills. To successfully interpret and use evidence of learning, teachers learn to interpret learning in relation to the success criteria. They provide feedback, prompts and questioning to move student's disciplinary learning forward, and structure time during lessons to ensure that individual students receive feedback, and have opportunities to work effectively with peers.

In the following optional extended learning activities, there are three learning tasks teachers and leaders may wish to engage with to advance their understanding of interpreting and using evidence of learning. 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, and resolve typical issues that can hinder effective use of formative assessment.

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.

- If you and your colleagues would like to deepen your understanding of the deliberate acts of teaching to **inform instructional adjustments** that teachers can make in response to evidence, go to the first extension activity *Deepening Use of the Deliberate Acts of Teaching*.
- If you and your colleagues would like to strengthen ways **that feedback is focused on the learning goal** and success criteria during a lesson, go the Activity 2: *Practicing Feedback*
- 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 12: Extended Learning Activity 1

Deepening Use of the Deliberate Acts of Teaching

Context

A key concept in **Module 12, *Interpreting and Using Evidence during Learning*** is how teachers use evidence to guide student learning, not at the end of a sequence of learning, but as learning is underway. For many teachers, the process of using and interpreting evidence during instruction is a significant shift in practice. Interpreting evidence in formative assessment requires teachers and students to pay attention to the learning that is happening in the moment. Once evidence on the current status of student learning is interpreted, teachers must take some action in response to students' immediate learning needs.

When beginning formative assessment, teachers themselves are focused on developing skills to solidify their own practices of interpreting and using evidence in the moment. Teachers must learn these skills first before they are able to effectively engage students in the process of using evidence.

This optional extension activity can be done independently or in a collaborative group. Its purpose is to give you the opportunity to go a bit deeper into the deliberate acts of teaching and explore evidence-use actions that make sense in your own practice.

Time: 20 - 30 minutes

Learning Goals

- Explore the explicit instructional adjustments teachers can use in response to evidence of current student learning

Success Criteria

- Consider ways in which instructional adjustments from the Deliberate Acts of Teaching can strengthen your instruction

Task Directions:

Step 1: Read the [Deliberate Acts of Teaching*](#) (from Module 12.3).

Step 2: Individually or in small groups, reflect on how the instructional adjustments outlined in the reading might be integrated and practiced in your own upcoming lessons to strengthen instruction.

Step 3: Discuss or individually reflect on:

- What did you notice about student learning during this lesson in relation to the learning goal?
- What specific evidence would you see that might trigger your use of one or more of the instructional moves outlined in the Deliberate Acts of Teaching?
- Consider what you might do in the next week to deepen your own instruction by responding to evidence. What supports might be helpful to make this happen?

Module 12: Extended Learning Activity 2

Practicing Feedback

Context

In **Module 12, *Interpreting and Using Evidence during Learning***, teachers focused on ways to respond to evidence of current student learning needs. A critical way to do this is through feedback. Teachers have numerous opportunities to give feedback as they observe students doing their work and when they review completed work. Even though feedback may be continually happening, many teachers ask for ways to be more effective at giving feedback – both to create more regular opportunities for feedback in the classroom and to improve each instance of feedback to ensure it is as helpful as possible.

Quality feedback is specific enough to give support for next steps, but not so specific that it tells the learner what to do. Providing in-the-moment feedback, in alignment to the learning goal and success criteria requires practice. When teachers are able to practice and model quality feedback, it has powerful effects on student learning.

This optional extension activity can be done independently or in a collaborative group. Its purpose is to give you the opportunity to practice providing in-the-moment feedback.

Time: 30 minutes

Learning Goals

- Explore how quality feedback strengthens instruction and student learning

Success Criteria

- Reflect on and provide feedback that incorporates the attributes of quality feedback

Task Directions:

Step 1: Review the module resource, [Six Attributes of Quality Feedback*](#), and either journal or discuss your reflections on the attributes outlined in the reading.

Step 2: In pairs, practice providing feedback to one another. If you are completing this extension activity individually, ask a colleague to practice with you. Use the protocol below:

- Share a piece of student work from a recent lesson. Share with your partner the lesson learning goal and success criteria.
- The presenting teacher shares what feedback you would provide to this student, indicating both the feedback provided, as well as the student response. (You may wish to role play for this part!)
- Keeping in mind the attributes of quality feedback, the partner provides feedback on your feedback.
 - What did you notice about this teacher's feedback? Which of the qualities of effective feedback would you attribute to this feedback? Was it aligned to the learning goal and success criteria?
 - How might a different attribute of feedback, in this case, result in a different student response?
 - Do you have suggestions for strengthening your partners' feedback?
- Switch. Now the other person will share a piece of student work and move through the protocol.

Step 3: Engage in discussion, or reflect in your journal, using the following guiding questions:

- What was the experience like for you to receive feedback on your feedback?
- How did you apply the attributes of quality feedback? What might this imply about your next steps in providing quality feedback to students?

Module 12: Extended Learning Activity 3

Collaborative Analysis of Self-Reflection

In **Module 12, *Interpreting and Using Evidence during Learning*** teachers explore instructional adjustments based on evidence that is collected during a lesson. As teachers begin to reflect on their own practice, it is important for them to analyze where they believe they are in relation to change in practice, or shifts, as they learn to respond to evidence through deliberate instructional strategies.

As teachers gather, interpret, and use evidence, their noticing and sensemaking may run on two parallel tracks. On one track, they may notice evidence in relation to how the work is going: Is the lesson on course? Do I need to change the lesson itself? A second track may involve using evidence in a more nuanced way, by considering the specific needs of individual students or student groups. Developing an intentional practice where you are continuously asking “*Where to next?*” in response to evidence involves developing intentional strategies, such as questioning, prompting, and feedback. Using a range of strategies to respond to evidence is key to formative assessment.

The purpose of this learning task is to explore your understanding of the formative assessment shifts shared in this module (i.e., how you make meaning of them), and reflect on their level of use in your classroom. As in the other extended learning activities, this can be done individually, through journaling and reflection, or with a group of colleagues.

Time: 20 minutes

Learning Goals

- Explore the key shifts for teachers and students that support responding to evidence or learning while learning is underway.

Success Criteria

- Reflect on your current instructional practices related to 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:

- 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 ideas outlined in this module?
- How do these shifts align with instructional efforts underway at your site?

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