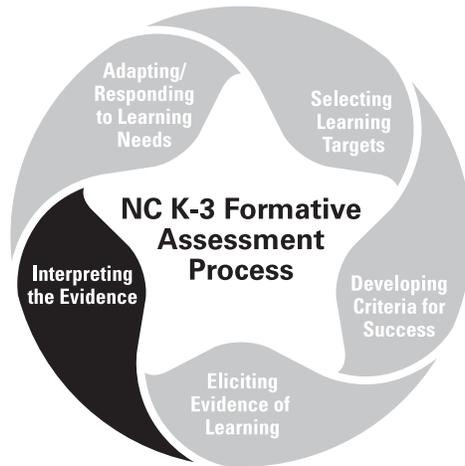




INTERPRETING THE EVIDENCE



INTERPRETING THE EVIDENCE



The teacher accurately interprets evidence generated from the use of multiple ongoing assessment means in an effort to understand what the student knows and is able to do. This careful consideration helps the teacher answer the question, **What do the evidences of learning tell me about the student?** Then the teacher uses this information to refer to the construct progression in an effort to identify students’ current learning status.

CRITICAL COMPONENT: INTERPRETING THE EVIDENCE	
Core Element	Expected Implementation
<p>CONSTRUCT PROGRESSIONS: Construct progressions identify the building blocks of learning of concepts/ skills/ practices over time. Construct progressions are not standards, pacing guides, or curriculum scope and sequences. Rather, construct progressions lay out increasingly more complex understandings of core concepts, principles, or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008).</p> <p>LEARNING STATUS: The learning status is represented by a point along a construct progression. Teachers decide what skill on a construct progression best describes the student’s overall performance based on the evidence they have gathered.</p>	<p>Accurately interprets evidence generated from the use of multiple ongoing assessment means and locates students’ current learning status along the construct progressions for all five domains of learning and development.</p>

In this chapter, 1) Background Information & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided to help educators **Interpret Evidences of Learning** and how to successfully implement this critical component of the formative assessment process.

INTERPRETING EVIDENCES OF LEARNING

BACKGROUND INFORMATION

It is important for educators to be purposeful observers, ask probing questions, and accurately record observations so that the evidences of learning can be elicited and used to inform instructional practices. Once evidence is elicited, the teacher uses the data and the **construct progression** to interpret what the child knows and is able to do and identify the student's current learning status. This **learning status** represents a point along a construct progression that best describes the student's current skills and abilities based on the evidence gathered. It is important to remember that the process of identifying a child's learning status is not an exact science. It is the teacher's best interpretation at one point in time based on the current evidence(s) collected.

As the teacher interprets the evidence, additional discoveries beyond specific information about a child may also be made. For example, a teacher may:

- **Discover gaps in his/her own understanding of what a student knows and realize that more information is needed.**

Ex: The teacher has several pieces of documentation that illustrate a student's ability to count a collection of up to 10 objects with cardinality. However, all of the evidence collected occurs when the objects were arranged in a straight line. The teacher wonders what the student is able to do when the objects are arranged in a circle or placed in a scattered arrangement.

- **Discover patterns in the data that inform the classroom structure (physical environment, daily routines, classroom climate, classroom schedule)**

Ex: The teacher notices that only a few evidences collected focus on problem-solving, and of those, none of them capture children's ability to justify and explain their thinking. The teacher thinks about the daily schedule and ways to provide students with ample time to discuss, justify, and construct arguments for their thinking.

- **Identify areas for further attention**

Ex: Most of the students have a similar misconception; thus, some new and varied learning experiences are likely needed to teach the particular concept in a different way.

Being a careful observer leads to purposeful, focused and intentional planning. Teachers can make well-informed decisions about next steps by uncovering what the students currently know, identifying the appropriate understandings and skills the students need to learn next, and tailor instruction to the students' needs (Heritage, 2007). In addition, careful consideration of evidence can reveal information about the overall instructional program.

SUPPLEMENTAL RESOURCES

- **Facilitated Course:** *Introduction to Data Literacy*

This free, facilitated course provides an introduction to data literacy. Both teacher and principal perspectives are included. It includes information on types of data, strategies for analyzing and understanding data, and processes for determining how these can influence instructional practices. In order to design effective instruction and learning environments, educators need to determine what learners know, and effectively use evidence collected. This course aims to provide learning experiences that develop or enhance abilities to find, evaluate, and use data to inform instruction. (5 weeks, 1.0 CEU) rt3nc.org

- **Facilitated Course:** *Data Literacy in Action*

In this free facilitated course, the concepts of data literacy introduced in the introductory course

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will be explored further. The course introduces a data interpretation cycle that can be used to inform instructional decision-making and addresses the steps of that cycle in depth. (6 weeks, 1.0 CEU) rt3nc.org

- **Self-Paced Module: *Analyzing Evidence & Descriptive Feedback/NC FALCON***
This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria. At the end of this module, participants will be able to: 1) effectively examine student work, 2) understand the differences between evaluative and descriptive feedback, and 3) enhance student learning through descriptive feedback. (1 hour estimated seat time and 4 hours total time) center.ncsu.edu/ncfalcon
- **Self-Paced Module: *Data Literacy in Action***
In this free self-paced module, the concepts of data literacy introduced in the introductory module will be explored further. The module introduces a data interpretation cycle that can be used to inform instructional decision-making and addresses the steps of that cycle in depth. (1.0 CEU) rt3nc.org
- **Self-Paced Module: *Introduction to Data Literacy***
This free module includes information on types of data and strategies for analyzing and understanding data. Activities involve learning experiences that develop and enhance strategies to identify, evaluate, and use data to inform instruction. (0.4 CEU) rt3nc.org

For electronic versions of the information provided, please visit <http://nck3fap.weebly.com>.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student’s needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the **moment has occurred**.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Evidences used to guide instruction.	Got Evidences – Now What? Part 1 (Object Counting)	32		✓	30-45 minutes	137
	Got Evidences – Now What? Part 1 (Object Counting)	33	✓		30-45 minutes	142
	Got Evidences – Now What? Part 1 (Book Orientation & Print Awareness)	34		✓	30-45 minutes	144
	Got Evidences – Now What? Part 1 (Book Orientation & Print Awareness)	35	✓		30-45 minutes	149
	Got Evidences – Now What? Part 1 (School-Related Vocabulary)	36		✓	30-45 minutes	151
	Got Evidences – Now What? Part 1 (School-Related Vocabulary)	37	✓		30-45 minutes	155

Got Evidences – Now What? Part I (Object Counting)

30-45 minutes

✓ Face-to-Face

Materials:

- *Evidences of Learning: Object Counting* handout
 - Notes from *Assessing Math Concepts*, Kathy Richardson (or an example specific to your district)
 - Object Counting Observation-Based Note
 - Object Counting Photo w/Observation-Based Note
- *Evidences of Learning: Object Counting* Notes to the Facilitator
- Object Counting Construct Progression, one per participant
- Laptop/computer/tablet per group with internet access

Directions:

1. Ask participants to form small groups of three or four people and direct them to the *Evidences of Learning: Object Counting* handout or LiveBinder tab. Provide a copy of the Object Counting Progression for each participant.
2. Ask each group to carefully review the three evidences of learning found on the handout or LiveBinder tab and use the Object Counting construct progression to interpret the evidence and identify the student's current learning status, answering the question: *Where along the progression does the student appear to be?*
3. Once most groups have identified a learning status, invite different groups to share their thinking and decisions. If different decisions about the learning status were made among the groups, discuss the thinking further, acknowledging that this is not an exact science and that we are making the best possible decision based on the evidence we have collected.
4. Next, ask the groups to identify the next learning target, answering the questions:
 - *What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
 - *How will I know if s/he knows, understands or is able to do it? What are my criteria for success?*
5. Invite one or two groups to share their thoughts regarding possible instruction experiences with the whole group. Conclude by highlighting particular resources that teachers, your district or NCDPI may have available to support instructional planning. You may wish to extend this activity by discussing how a teacher may adapt to or respond to the learning needs (See Part II).

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child's current learning status.

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Follow-Up:

Ask each participant to select one person to collect evidences about object counting. Then, have participants bring the data collected to a PLC meeting by a designated date. During the meeting, ask participants to work together in a small group to analyze the evidence collected and identify a learning status for each student. Last, ask the participants to select one of the students brought forth, identify the student’s next learning target, and discuss possible instructional strategies. Ask participants to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss outcomes with other teachers.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student’s needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

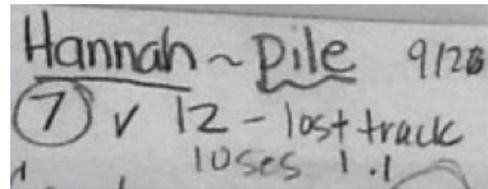
EVIDENCES OF LEARNING: OBJECT COUNTING

A: NOTES FROM ASSESSING MATH CONCEPTS, KATHY RICHARDSON

Name: Hannah

Date: September 26

Activity: AMC Counting Objects Interview



Hannah counted the seven cubes in a pile accurately without missing any or losing track. After counting the last cube, she looked up and said, "There's seven." When she counted the 12 cubes in a pile, she lost track and did not maintain 1-to-1 correspondence.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah

Date: October 1

Activity: Math Learning Station: Grab a Handful

Hannah chooses a bag, grabs a handful of pom-poms from inside the bag, and scatters them on the table. She points to each pom-pom and counts, "One, two, three, four, five, six, seven, eight" without counting any of them twice or missing any pom-poms. When I asked her how many, she correctly counts them again, "One, two, three, four, five, six, seven, eight" and then says, "Eight."

C: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah

Date: October 3

Activity: Math Journal

Hannah picked a stack of connecting cubes, pointed to each cube and counted one through eight without counting any of them twice or missing any. Then, she shows the stack to Brittany and counts them accurately again in front of her and says, "Eight."

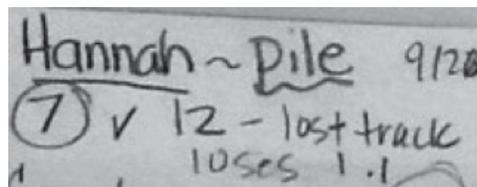


NOTES FOR THE FACILITATOR

EVIDENCES OF LEARNING: OBJECT COUNTING

**A: NOTES FROM ASSESSING MATH CONCEPTS,
KATHY RICHARDSON**

Name: Hannah | **Date:** September 26 |
Activity: AMC Counting Objects Interview



Hannah counted the seven cubes in a pile accurately without missing any or losing track. After counting the last cube, she looked up and said, “There’s seven.” When she counted the 12 cubes in a pile, she lost track and did not maintain 1-to-1 correspondence.

NOTE TO FACILITATOR: This observation addresses a collection of seven and 12 objects arranged in a pile. For seven objects, Hannah is able to say the counting words sequentially, demonstrate 1-to-1 correspondence, and keep track of the objects counted. She also demonstrates cardinality by stating the number of cubes counted.

However, for the pile of 12 objects, Hannah loses track of the objects counted and begins to say a number word for more than one object. The example does not specify when Hannah lost track or lost 1-to-1 correspondence with the collection of 12, nor does it indicate any other information about numbers 8 through 11.

Based on this single piece of evidence, it is likely that Hannah’s current learning status is: **(D) States or indicates the last number counted is the total quantity (for a collection of 7 objects in a scattered arrangement).**

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah | **Date:** October 1 | **Activity:** Math Learning Station: Grab a Handful

Hannah chooses a bag, grabs a handful of pom-poms from inside the bag, and scatters them on the table. She points to each pom-pom and counts, “One, two, three, four, five, six, seven, eight” without counting any of them twice or missing any pom-poms. When I asked her how many, she correctly counts them again, “One, two, three, four, five, six, seven, eight” and then says, “Eight.”

NOTE TO FACILITATOR: This note addresses a collection of eight objects arranged randomly. Hannah accurately counts the pom-poms, says the counting words sequentially, demonstrates 1-to-1 correspondence, and keeps track of the objects counted. When asked “how many?” Hannah does not automatically say, “Eight.” Instead, she recounts the cubes and then says, “Eight.”

Based on this single piece of evidence, it is likely that Hannah’s current learning status is: **(D) States or indicates that the last number counted is the total quantity (for a collection of 8 objects in a scattered arrangement).**

If Hannah had immediately stated “eight” without recounting, then the current learning status based on this evidence would be (E) States or indicates the same quantity without recounting.

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C: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah | **Date:** October 3 | **Activity:** Math Journal

Hannah picked a stack of connecting cubes, pointed to each cube and counted one through eight without counting any of them twice or missing any. Then, she shows the stack to Brittany and counts them accurately again in front of her and says, "Eight!"

NOTE TO FACILITATOR: This note illustrates that Hannah accurately counts the cubes arranged in a row, says the counting words sequentially, demonstrates 1-to-1 correspondence, and keeps track of the objects counted. She recounts them accurately, and after the recounting she states the total quantity of eight.

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity (for a collection of eight objects in a scattered arrangement).**

If Hannah had turned to Brittany and stated "eight" without recounting, then the likely current learning status based on this evidence would be (E) States or indicates the same quantity without recounting.

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INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. In these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

Other times, the teacher will have multiple pieces of evidence to consider. When considering these three evidences collectively, and not as single evidences, then the likely learning status would be: **(D) States or indicates that the last number counted is the total quantity (for a collection of 8 objects in a scattered arrangement).**

There is evidence that indicates that Hannah keeps track of objects up to eight without losing track or 1-to-1 correspondence. However, because she recounts the objects before telling how many she counted, she does not yet demonstrate the next skill (E) States or indicates the same quantity without recounting.

Got Evidences – Now What? Part I (Object Counting)

30-45 minutes

✓ Independent

Materials:

- Object Counting Construct Progression, electronic version

Directions:

1. Email the participants the Object Counting construct progression.
2. Ask each participant to select one student to collect evidences on object counting and to bring the data collected to his/her PLC meeting by [a designated date].
3. Ask participants to work together during the PLC to analyze the evidence collected and identify a learning status for each student.
4. Ask the participants to select one student, identify the student’s next learning target, and discuss possible instructional strategies.
5. Ask participants to bring the evidences, the learning statuses, and the instructional strategies to the next district meeting to share and discuss with other teachers.

Sample Email: You plan learning experiences every day with your students’ needs in mind. Finding ways to move your students forward in their learning is key to successful learning outcomes. Knowing the current learning status, selecting learning targets, using multiple means of assessment, and interpreting and adapting plans are all components used to develop and create lessons that address students’ needs. The following activity will help to further connect these pieces of the NC K-3 Formative Assessment Process and enhance your ability to make well-informed decisions about planning and instruction using data collected.

Directions:

1. Choose one student to collect evidences about object counting, and bring the data collected to your PLC meeting by [a designated date].
2. Work together with your colleagues during your PLC to analyze the evidence collected and identify a learning status for each student selected.
3. Then, select one student, identify the student’s next learning target and discuss possible instructional strategies. Consider these guiding questions during your discussion:
 - “What do I want this child to know, understand, and be able to do? What is the next skill on the progression?”
 - How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?
4. Last, bring your evidences, the learning statuses, and the instructional strategies to our next district meeting to share and discuss with other participants.

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Follow-Up:

During the follow-up face-to-face meeting, pair teams to share data, their interpretations, and their instructional strategies. As one team is sharing, ask the team that is listening to reflect on what is heard and if the guiding questions (above) are answered.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

Got Evidences – Now What? Part I (Book Orientation & Print Awareness)

30-45 minutes

✓ Face-to-Face

Materials:

- *Evidences of Learning: Book Orientation & Print Awareness* handout (can also be accessed on LiveBinder):
 - Book Orientation & Print Awareness Photos w/Observation-Based Note
 - Book Orientation & Print Awareness Observation-Based Note
 - mClass: Reading 3D-TRC Print Concepts Data Example (or another example specific to your district)
- *Evidences of Learning: Book Orientation & Print Awareness* Notes to the Facilitator
- Book Orientation & Print Awareness Construct Progression
- Laptop/computer/tablet per group with internet access

Directions:

1. Ask participants to form small groups of three or four people and direct them to the *Evidences of Learning: Book Orientation & Print Awareness* handout or LiveBinder tab. Also, provide a copy of the Book Orientation & Print Awareness Progression for each participant.
2. Ask each group to carefully review the three evidences of learning found on the handout or LiveBinder tab and use the Book Orientation & Print Awareness construct progression to interpret the evidence and identify the student's current learning status for both constructs, answering the question: Where along each progression does the student appear to be?
3. Once most groups have identified a learning status for each progression, invite different groups to share their thinking and decisions. If different decisions about the learning status were made among the groups, discuss the thinking further, acknowledging that this is not an exact science and that we are making the best possible decision based on the evidence we currently have.
4. Next, ask the groups to identify the next learning target and discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
 - "What do I want this child to know, understand, and be able to do? What is the next skill on the progression?"
 - How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?
5. Invite one or two groups to share their thoughts regarding possible instructional experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child's current learning status.

.....

Follow-Up:

Ask each participant to select one student to collect evidences about book orientation & print awareness. Then, have participants bring the data collected to a PLC meeting by a designated date. During the meeting, ask participants to work together to analyze the evidence collected and identify a learning status for each student. Last, ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss with other participants.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

EVIDENCES OF LEARNING: BOOK ORIENTATION & PRINT AWARENESS

A: PHOTO/OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura

Date: September 3

Activity: Buddy Reading

Laura and Arnel choose a familiar book from the book tub. Laura tells Arnel that she will read first. She opens the book at the front and traces the text on the page from left to right while paraphrasing the story.



B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura

Date: September 4

Activity: Literacy Stations

At the Reading Corner Literacy Station, Laura chooses a book to read. Laura holds the book upright and turns pages from front to back, one page at a time. She reads by pointing to words and pictures from top to bottom. When asked where to begin reading, she points to a random spot in the text on the left hand side of the page.

C: mCLASS: READING 3D-TRC PRINT CONCEPTS DATA EXAMPLE:

Name: Laura

Date: September 6

Activity: Reading 3D-TRC Print Concepts Assessment

Laura scored 9/16 on Print Concepts. Based on data from Laura's Print Concepts Probe Detail Report, Laura identifies the front of book and understands that print conveys a message. She consistently demonstrates left-to-right directionality.

NOTES FOR THE FACILITATOR

EVIDENCES OF LEARNING: BOOK ORIENTATION & PRINT AWARENESS

A: PHOTO/OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura | **Date:** September 3 | **Activity:** Buddy Reading

Laura and Arnel choose a familiar book from the book tub. Laura tells Arnel that she will read first. She opens the book at the front and traces the text on the page from left to right while paraphrasing the story.



NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura’s current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, starting at the front (one page at a time).**

Laura understands that text conveys a message. She does not yet use the print to tell the story. Instead, she tells the story based on her familiarity with the book. Based on this single piece of evidence, it is likely that Laura’s current understanding for Print Awareness is: **(C) Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.** However, the teacher wonders how close she is attending to the print as she is tracing. The teacher makes a note to probe Laura to ask her where to begin reading.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura | **Date:** September 4 | **Activity:** Literacy Stations

At the Reading Corner Literacy Station, Laura chooses a book to read. Laura holds the book upright and turns pages from front to back, one page at a time. She reads by pointing to words and pictures from top to bottom. When asked where to begin reading, she points to a random spot in the text on the left hand side of the page.

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura’s current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, starting at the front (one page at a time).** Laura recognizes that the print and the pictures help to tell the story when she reads the book by herself and when prompted. Based on this single piece of evidence, it is likely that Laura’s current learning status for Print Awareness is: **(D) Points in the general area of printed words when prompted to show where we read words.**

C: mCLASS: READING 3D-TRC PRINT CONCEPTS DATA EXAMPLE:

Name: Laura | **Date:** September 6 | **Activity:** Reading 3D-TRC Print Concepts Assessment

Laura scored 9/16 on Print Concepts. Based on data from Laura’s Print Concepts Probe Detail Report, Laura identifies the front of book and understands that print conveys a message. She consistently demonstrates left-to-right directionality.

.....

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura’s current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, starting at the front (one page at a time).**

Based on this single piece of evidence, it is likely that Laura’s current learning status for Print Awareness is: **(C) Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.**

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INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. On these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

At other times, the teacher will have multiple pieces of evidence to consider. When considering the 3 provided evidences collectively, and not as single evidences, then the likely learning status would be:

Book Orientation: **(D) Holds the book upright, turns the pages in order, starting at the front (one page at a time).**

Print Awareness: **(C) Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.**

There is some evidence that indicates that Laura, when prompted, can point to the general area of printed words to show where to read. The teacher feels confident that Laura’s current status is at least (C), but wants to probe further to uncover additional information about what Laura understands about print and its representation of language. Based on that additional evidence, the teacher feels that she can make a more informed decision about identifying (D) as the current learning status.

Got Evidences – Now What? Part I (Book Orientation & Print Awareness)

30-45 minutes

✓ **Independent**

Materials:

- Book Orientation & Print Awareness construct progression, electronic version

Directions:

1. Email the participants the Book Orientation & Print Awareness construct progression.
2. Ask each participant to select one student to collect evidences about print awareness and to bring the data collected to his/her PLC meeting by [a designated date].
3. Ask participants to work together during the PLC to analyze the evidence collected and identify a learning status for each student.
4. Ask the participants to select one student, identify the student’s next learning target, and discuss possible instructional strategies.
5. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next district meeting to share and discuss with other teachers.

Sample Email: You plan learning experiences every day with your students’ needs in mind. Finding ways to move your students forward in their learning is key to successful learning outcomes. Knowing the current learning status, selecting learning targets, using multiple means of assessment, and interpreting and adapting plans are all components used to develop and create lessons that address students’ needs. The following activity will help to further connect these pieces of the NC K-3 Formative Assessment Process and enhance your ability to make well-informed decisions about planning and instruction using data collected.

Directions:

1. Choose one student to collect evidences about print awareness, and bring the data collected to your PLC meeting by [a designated date].
2. Work together with your colleagues during your PLC to analyze the evidence collected and identify a learning status for each student selected.
3. Then, select one student, identify the student’s next learning target, and discuss possible instructional strategies. Consider these guiding questions during your discussion:
 - “What do I want this child to know, understand, and be able to do? What is the next skill on the progression?”
 - How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?
4. Last, bring your evidences, the learning statuses, and the instructional strategies to our next district meeting to share and discuss with other teachers.

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Follow-Up:

During the follow up face-to-face meeting, pair teams to share data, their interpretations, and their instructional strategies. As one team is sharing, ask the team that is listening to reflect on what is heard and if the guiding questions (above) are answered.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student’s needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

Got Evidences – Now What? Part I (School-Related Vocabulary)

36

30-45 minutes

✓ Face-to-Face

Materials:

- *Evidences of Learning: School-Related Vocabulary* handout (can also be accessed on LiveBinder):
 - School-Related Vocabulary Observation-Based Note
 - School-Related Vocabulary Observation-Based Note
 - School-Related Vocabulary Observation-Based Note
- School-Related Vocabulary construct progression
- Laptop/computer/tablet per group with internet access
- *Evidences of Learning: School-Related Vocabulary* Notes for the Facilitator

Directions:

1. Ask participants to form small groups of three or four people and direct them to the *Evidences of Learning: School-Related Vocabulary* handout or LiveBinder tab. Provide a copy of the School-Related Vocabulary construct progression for each participant.
2. Ask each group to carefully review the three evidences of learning found on the handout or LiveBinder tab and use the School-Related Vocabulary construct progression to interpret the evidence and identify the student’s current learning status is for both constructs, answering the question: Where along each progression does the student appear to be?
3. Once most groups have identified a learning status for each progression, invite different groups to share their thinking and decisions. If different decisions about the learning status were made among the groups, discuss the thinking further, acknowledging that this is not an exact science and that we are making the best possible decision based on the evidence we currently have.
4. Next, ask the groups to identify the next learning target and discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
 - *What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
 - *How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?*
5. Invite one or two groups to share their thoughts regarding possible instructional experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child’s current learning status.

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Follow-Up:

Ask each participants to select one student to collect evidences about vocabulary. Then, have participants bring the data collected to a PLC meeting by a designated date. During the meeting, ask participants to work together to analyze the evidence collected and identify a learning status for each student. Last, ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies. Ask participants to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss with other teachers.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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EVIDENCES OF LEARNING: SCHOOL-RELATED VOCABULARY

A: OBSERVATION BASED NOTE EXAMPLE: Notes from assessing school-related vocabulary in reading – (words can be used both figuratively and metaphorically)

Name: Desmond

Date: October 25

Activity: Reading Corner

Desmond chose an Amelia Bedelia book from the book basket. He begins reading to his reading buddy. He reads the page, ‘So Amelia Bedelia sat right down and she drew those drapes’, and tells his reading buddy, “She wasn’t supposed to draw the drapes on paper, she was supposed to close them”.

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B: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Writing

Name: Desmond

Date: November 4

Activity: Writing with figurative language

Desmond writes about *It’s Raining Cats and Dogs*

Definition: I think it means it is raining really hard.

Story: I was getting ready for school. I looked out the window. My mom said, “It is raining cats and dogs.” I said, “Yeah, it really is raining very hard.” I decided to wear my raincoat.

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C: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in conversation

Name: Desmond

Date: November 10

Activity: Recess

Desmond is joking with his friends on the playground about “pulling his leg” while he’s climbing on the monkey bars. He explains that he’s not really going to pull anyone’s leg, he is just joking.

NOTES FOR THE FACILITATOR

EVIDENCES OF LEARNING: SCHOOL-RELATED VOCABULARY

A: OBSERVATION BASED NOTE EXAMPLE: Notes from assessing school-related vocabulary in reading – (words can be used both figuratively and metaphorically)

Name: Desmond | Date: October 25 | Activity: Reading Corner

Desmond chose an Amelia Bedelia book from the book basket. He begins reading to his reading buddy. He reads the page, 'So Amelia Bedelia sat right down and she drew those drapes', and tells his reading buddy, "She wasn't supposed to draw the drapes on paper, she was supposed to close them"

NOTE TO FACILITATOR: This note addresses an understanding that words can be used both figuratively and metaphorically. Desmond read the words and using context clues was able to explain the figurative language to his reading buddy.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: (O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).

B: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Writing

Name: Desmond | Date: November 4 | Activity: Writing with figurative language

Desmond writes about It's Raining Cats and Dogs

Definition: I think it means it is raining really hard. | Story: I was getting ready for school. I looked out the window. My mom said, "It is raining cats and dogs." I said, "Yeah, it really is raining very hard." I decided to wear my raincoat.

NOTE TO FACILITATOR: This note addresses understanding and using figurative language in writing. Desmond defined the idiom correctly. He was then able to create a story using the literal meaning of the idiom.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: (O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).

C: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in conversation

Name: Desmond | Date: November 10 | Activity: Recess

Desmond is joking with his friends on the playground about "pulling his leg" while he's climbing on the monkey bars. He explains that he's not really going to pull anyone's leg, he is just joking.

NOTE TO FACILITATOR: This note illustrates that Desmond accurately used figurative language in conversation. He even explained it to his friends so that they would understand the non-literal meaning.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: (O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).

INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. On these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

At other times, the teacher will have multiple pieces of evidence to consider. When considering these evidences collectively, and not as single evidences, then the likely learning status would be: (O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).

Got Evidences – Now What? Part I (School-Related Vocabulary)

30-45 minutes

✓ Independent

Materials:

- School-Related Vocabulary construct progression, electronic version

Directions:

1. Email the participants the School-Related Vocabulary construct progression.
2. Ask each participant to select one student to collect evidences about school-related vocabulary and to bring the data collected to his/her PLC meeting by [a designated date].
3. Next, ask participants to work together during the PLC to analyze the evidence collected and identify a learning status for each student.
4. Then, ask the participants to select one student, identify the student’s next learning target, and discuss possible instructional strategies.
5. Last, ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next district meeting to share and discuss with other teachers.

Sample Email: You plan learning experiences every day with your students’ needs in mind. Finding ways to move your students forward in their learning is key to successful learning outcomes. Knowing the current learning status, selecting learning targets, using multiple means of assessment, and interpreting and adapting plans are all components used to develop and create lessons that address students’ needs. The following activity will help to further connect these pieces of the NC K-3 Formative Assessment Process and enhance your ability to make well-informed decisions about planning and instruction using data collected.

Directions:

1. Choose one student to collect evidences about School-Related Vocabulary, and bring the data collected to your PLC meeting by [a designated date].
2. Work together with your colleagues during your PLC to analyze the evidence collected and identify a learning status for each student selected.
3. Then, select one student, identify the student’s next learning target, and discuss possible instructional strategies. Consider these guiding questions during your discussion:
 - “What do I want this child to know, understand, and be able to do? What is the next skill on the progression?”
 - How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?
4. Last, bring your evidences, the learning statuses, and the instructional strategies to our next district meeting to share and discuss with other teachers.

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Follow-Up:

During the follow up face-to-face meeting, pair teams to share data, their interpretations, and their instructional strategies. As one team is sharing, ask the team that is listening to reflect on what is heard and if the Guiding Questions (above) are answered. If you asked teams to complete the Planning Components handout, then this can be used as a guide for this sharing process.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.