Analyzing Evidence of Learning Rubrics

Adapted from *Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice* (FARROP)
Wylie & Lyon, 2016

This set of rubrics was compiled from those developed by the Council of Chief State School Officers' Formative Assessment for Students and Teachers State Collaborative (Wylie & Lyon, 2016). These rubrics are part of a more extensive guidance document that can serve as a companion reference to this document. These rubrics are designed to be used within the context of school-based professional development, with formal or informal groups of teachers, or by individuals who are interested in improving formative assessment practice.

Each of the rubrics showcases a specific dimension of formative assessment practice. The dimensions in this document are focused on Analyzing Evidence of Learning. They are called, Using Evidence to Inform Ongoing Teaching and Learning and Extending Thinking During Discourse.

Reading from left to right, the rubrics describe a novice or incomplete implementation to a more sophisticated level of implementation, using four levels or categories that indicate a progression of skills and abilities: 1) Beginning, 2) Developing, 3) Progressing, and 4) Extending.

The rubrics describe the level of implementation of particular aspects of practice (not the level of expertise of a teacher), and not every dimension (rubric) will be observed during every lesson. However, over time, as teachers develop formative assessment practice, it is likely to see instructional practice in a greater number of dimensions during each classroom visit.

When using the rubric, the evidence may not match exactly to the description of one level but rather cut across two. In such a case, one should use professional judgment to select the level that is most representative of the observed practice. Since each rubric row is equally important and no one should privilege any other, users should consider performance across all rows when trying to make any overall assessment about a dimension of practice. Users can record their notes in the text box following the rubric.

Using Evidence to Inform Ongoing Teaching & Learning (from Wylie & Lyon, 2016: p. 70)

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This dimension focuses on the teacher's use of evidence to adjust instruction, but evidence will come from observing students' written and verbal responses to determine whether the teacher capitalizes on opportunities. Teachers interpret evidence in relation to the learning goal and success criteria to determine what is next for the student.

1 Beginning		2 Developing		3 Progressing		4 Extending	
There is little attempt by the teacher to collect evidence of student learning in the lesson that is aligned to the learning goals or criteria for success. *OR* The collection of evidence is so minimal or inconsistent that there is no way for the teacher to gain insight into student learning.	☐	There is some evidence that the teacher collects evidence of student learning that is somewhat aligned to the learning goals or criteria for success, but not directly representative of those goals or success criteria.	☐	There is some evidence that the teacher collects evidence of student learning that is aligned to the learning goals or criteria for success throughout the lesson.	☐	There are multiple sources of evidence that indicate that the teacher skillfully and systematically collects evidence of student learning that is aligned to the learning goals or criteria for success throughout the lesson.	☐
The teacher does not have evidence of student learning to analyze.	☐	The teacher does not analyze the evidence to identify patterns of understanding/ misunderstanding or to make inferences about student strengths and weaknesses.	☐	There is some evidence that the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding or to make inferences about student strengths and weaknesses.	☐	There are multiple sources of evidence that indicate the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding and to make inferences about student strengths and weaknesses.	☐
The teacher has no basis for modifying instructional plans.	☐	There are no teacher comments that provide any evidence to suggest that student work is used to shape instructional decisions (observable evidence for this level is characterized by lost opportunities).	☐	Teacher comments provide some evidence that the student work, identified patterns, and inferences are used to shape instructional decisions.	☐	Multiple teacher comments provide clear evidence that the student work, identified patterns, and inferences are used to shape instructional decisions and advance student learning.	☐

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Extended Thinking During Discourse (from Wylie & Lyon, 2016: p. 54)

Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content. This dimension focuses on the teacher's role in structuring and extending classroom discussions by providing insightful responses to student ideas that help the students explore their ideas more deeply and thoughtfully, as well as the teacher's role in providing feedback during class discussions. Research indicates that students who ask and respond to probing questions think more deeply about their learning and that teachers can use probing questions to frame follow-up questions that shape the further exploration of concepts and understanding at deeper levels.

https://www.teachingchannel.org/videos/workshop-model-customized-learning

1 Beginning		2 Developing		3 Progressing		4 Extending
The teacher asks questions from students, but neither the teacher nor the students build on responses. Rather, discourse focuses on a statement of correct or incorrect rather than deeper/meaningful exploration of ideas.	☐	The teacher and some of the students occasionally build on student responses, or the teacher occasionally encourages students to build on each other's responses.	☐	The teacher and some of the students frequently build on other students' responses by clarifying student comments, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. Students sometimes direct questions to each other and respond to other students' questions or statements without prompting.	☐	The teacher and some of the students frequently build on other students' responses by clarifying student comments, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. Students ask probing questions of the teacher and of each other during discussions. They often respond to each other's questions or statements without prompting.
.	☐	There are occasional feedback opportunities that engage students in deepening the discussion, although they are short, often end abruptly, and do not allow a full exploration of ideas and concepts or do not help to develop ideas and/or understanding of the content.	☐	There are multiple feedback opportunities that engage students in deepening the discussion, rarely end with the teacher indicating correct or incorrect responses, and allow for deeper/more meaningful exploration of some ideas.	☐	There are continuous feedback opportunities that engage students in deepening the discussion through the use of probing questions to support students' elaboration, and the students have opportunities to contribute to extended conversations. Classroom discourse is characterized by the consistent use of feedback/probes that encourage deeper/more meaningful exploration of ideas.

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