

# Gathering Evidence of Student Learning: A Range of Student Responses

In this example, students are learning how to negotiate as they work in teams to plan and build “grocery stores” for their classroom. These tasks take a significant amount of discussion during which students need to use words such as “would” “could” and “should” in order to propose a plan and persuade their teammates of their ideas. Within this context, students learn how to justify ideas and agree and disagree politely. The teacher will gather evidence of learning by observing students and asking them to share what went well and what were any challenges.

Here is a table to show the learning goals, success criteria, and activity together.

Learning Goal	Success Criteria	Activity
Understand how to negotiate with peers to come to an agreed upon plan	Negotiate with team to develop a plan for building a “grocery store”  Use words such as “could” “would” and “should” to present ideas and justify opinion  Agree and disagree agreeably providing explanation for opinion	In small groups develop a plan to build a “grocery store”  Use sentence stems to justify and agree (or disagree) with peers <ul style="list-style-type: none"> <li>• To justify: “We could... because/since...”</li> <li>• To disagree agreeably: “I agree with.... / I disagree with you because... / I see it another way...”</li> </ul>
Understand how to use plan to build “grocery store” as a team	Use plan to build the “grocery store” together with each key component Negotiate through the building process	In small groups, work together to build “grocery stores” in the classroom with key components of a store

Based on this context, here are anticipated responses for emerging, maturing and consolidated understandings.

## Emerging

At the emerging level, students express ideas more frequently as demands rather than conditional statements, pose disagreements as personal likes and dislikes, and rarely ask each other questions.

- Almost always express ideas as demands rather than conditional statements  
*We will create separate shelves for fresh food*
- Disagree without explanation and make statements more personal  
*I don't like your idea*
- Students rarely ask each other questions

## Maturing

At the maturing level, students have begun to use more conditional statements and questions than demands. Use statements to often to express possibility, seek common understandings through questions, and can disagree more diplomatically.

- Statements often express possibility  
*It might work better to put heavy items on bottom shelves*
- Questions support development of common understandings  
*Do you mean there should be better supports so that the shelves don't fall over?*
- Agree/disagree without stating likes and dislikes  
*I disagree with Jose's idea*

## Consolidated

At the consolidated level, students use a variety of vocabulary and phrases to express possibility, ask frequent questions to create common understandings and advance group ideas. Students also provide justification as they agree or disagree to explain their opinion.

- Uses a variety of vocabulary words and phrases to express possibility and conditionality to negotiate ideas  
*It would be good if we create separate shelves for canned and fresh goods.*
- Asks frequent questions to create common understanding and advance group ideas  
*Does everyone agree that the aisles should be 3 feet wide?*
- Students more frequently can agree/disagree, explaining their opinion  
*I agree with Esther's idea because people will be able to easily see the prices*

This lesson can be extended by students engaging in further discussion around food sources, such as comparing the utilization of grocery stores versus utilizing traditional food gathering techniques.