

Capture a Range of Student Responses

Transcript for the online video from CSAI – Section 4

Welcome back to the module on Gathering Evidence of Student Learning. Recall that the four main ideas of this module are:

- Think of “Evidence” Broadly
- Gather Evidence Aligned to Learning Goals and Success Criteria
- Plan and Strategically Position Evidence-Gathering Opportunities
- Capture a Range of Student Responses

This particular video is focused on the fourth idea, *Capture a Range of Student Responses*.

Teachers know that students learn according to their own, unique rhythm, which can change over time and from lesson to lesson. Sometimes learning moves in a regular, steady progression; other times, it seems to germinate for a long time before it’s suddenly visible. This is an important consideration in designing or selecting instructional activities and evidence-gathering strategies.

Because all students will likely not be at the same place relative to lesson Learning Goals and Success Criteria, different students may need different kinds of opportunities to demonstrate precisely where they are.

Teachers can plan for differentiating evidence gathering strategies by keeping in mind two important considerations. The first is the common misconceptions students may have about the lesson's learning. Teachers who are familiar with their content and who have taught it before have a sense of where the hotspots in a lesson might be and where and what challenges, difficulties or possible misconception are likely to occur in the learning sequence. They intentionally plan to gather evidence related to these hotspots to make sure that students don’t get stuck or persist with a misconception.

The second consideration is anticipation of student responses.

An integral part of gathering and analyzing evidence is being able to lay out how student understanding and/or skill is likely to develop over the course of the lesson, how students will progress from where they currently are to achieving the lesson learning goals and success criteria.

It can be helpful to think of this progression in three levels: emerging, maturing, and consolidated.

The earliest learning is the emerging level. New learning is just beginning to take hold. The learning is not well formed yet, but is the basis of which teachers and students can continue to build. Teachers can ask, what does the emerging level look like for this lesson?

Next is the maturing level. This is well beyond the emerging level, but students do not have a complete grasp of what they are learning yet and still need some prompting or scaffolding to meet the learning goal.

What does this level look like for the lesson goal?

At the consolidated level, students show they have a complete grasp of the concept or the skill. They will be able to use this new learning independently.

While this progression occurs at different rates for different students, these three basic categories describe the progression you think your students will take en route to achieving your Learning Goal.

Now we'll take a look at an example from a language classroom.

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. Pause the video a moment to look at this in more detail.

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

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

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

At the consolidated level, students do not make statements of demand, they use a variety of vocabulary and phrases to express possibility They also ask frequent questions to create

common understanding and advance group ideas. At this level, students also provide justification as they agree or disagree to explain their opinion.

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

When you have your performance expectations defined before the lesson, knowing what evidence to gather is more straightforward. You are also set up to easily analyze the evidence. From this, you will know where students are in their learning and be able to define next steps.

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Next, we'll pause and reflect.

You've now completed the suite of videos for Gathering Evidence. Please answer the following exit questions to wrap up this module.

Why is evidence gathering an important part of the formative assessment process?

How does evidence gathering occur in your classroom?

In what ways can you improve evidence gathering in your classroom?

Think of a Learning Goal from a recent lesson. What does emerging learning look like for it? Maturing learning? Consolidated Learning?

What evidence-gathering strategy did (or could) you use to capture the range of responses you described above?

Pause the video a moment to reflect on these questions.

Thank you. You have completed the module on Gathering Evidence of Student Learning.

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