# MODULE 3

## COLLECTING AND DOCUMENTING EVIDENCE OF STUDENT LEARNING

**MODULE 3 LEARNING TARGETS:**

- Know how to collect accurate formative evidence of student learning.

- Know how to document formative evidence of student learning.

## Reference Information

### Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: Doing it right—using it well* (2nd edition)

- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:

**CASL 2e**

This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

**SS**

This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). *Seven strategies of assessment for learning.* Upper Saddle River, NJ: Pearson Education.

### List of references:

#### Module 3 Facilitation Guide: Section I, Activity 2
Assessment Methods. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 87-92). Upper Saddle River, NJ: Pearson Education.

#### Module 3 Facilitation Guide: Section I, Activity 3
Formative Use of Assessment. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 104-106). Upper Saddle River, NJ: Pearson Education.

#### Module 3 Facilitator Answer Key: Section I, Activity 1
Target-Method-Match. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 94). Upper Saddle River, NJ: Pearson Education.

#### Module 3 Facilitator Answer Key: Section I, Activity 1
Performance Assessment. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., chapter 7). Upper Saddle River, NJ: Pearson Education.

### Module 3 Facilitator Answer Key: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

### Module 3 Facilitator Answer Key: Section I, Activity 3

Performance Assessment Task Form. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., p. 217). Upper Saddle River, NJ: Pearson Education.

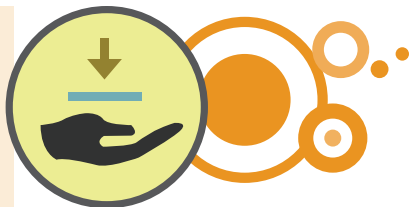# MODULE 3 FACILITATION AGENDA

**MODULE 3:** Collecting and Documenting Evidence of Student Learning

**TOTAL TIME:** 2.5 hours

**MODULE 3 LEARNING TARGETS:**

- Know how to collect accurate formative evidence of student learning.
- Know how to document formative evidence of student learning.

## Section I: Confirming Our Learning

**Activity 1:** **What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning**

**Purpose:** The purpose of this activity is to clarify common educator misconceptions or pitfalls about collecting and documenting evidence of student learning by critiquing what educators might say. ***Time: 30 minutes***

**Activity 2:** **Test Blueprint Exercise**

**Purpose:** The purpose of this activity is to check for understanding of the target-method match. ***Time: 30 minutes***

**Activity 3:** **Documenting Evidence of Student Learning**

**Purpose:** The purpose of this activity is to determine ways to document evidence of student learning. ***Time: 30 minutes***

## Section II: Confirming Our Practice

**Activity 1:** **Audit an Assessment for Clear Learning Targets**

**Purpose:** The purpose of this activity is to assess our understanding of auditing assessments for clear targets. ***Time: 30 minutes***

## Section III: Confirming Our Commitment

**Activity 1:** **Setting Goals for Collecting and Documenting Evidence of Student Learning**

**Purpose:** The purpose of this activity is for the team to establish some specific and challenging individual or team goals around collecting and documenting evidence of student learning. ***Time: 20 minutes***

**Activity 2:** **What Comes Next in Our Learning?**

**Purpose:** The purpose of this activity is to preview what comes next in the learning and prepare for the completion of Module 4: Analyzing Evidence and Providing Effective Feedback. ***Time: 10 minutes***

## Prior to Facilitating Discussion about Module 3: Collecting and Documenting Evidence of Student Learning

The following checklist can help you plan for successful meetings about Module 3: Collecting and Documenting Evidence of Student Learning

| READY TO GO | NEED TO DO THIS |
|---|---|
| ☐ | Ensure that all teachers have access to the *Foundations of Formative Instructional Practices* modules. |
| ☐ | Ensure that all teachers have completed Module 3. |
| ☐ | Review Module 3. This includes reviewing reflection questions and video that might be incorporated into meetings. |
| ☐ | Review the Module 3 facilitation materials. |
| ☐ | Determine agendas based on the available time you have to meet. You may need to adapt the provided agenda based on the time available to you. |
| ☐ | Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they completed Module 3 as well as the blueprints they created as they were working on the module. |

For this meeting, they will also need to bring the downloads/activities they completed on page 27 of Module 3:

- Test Blueprint Template (Download B from Module 3)

- Audit for Clear Learning Targets (Download C from Module 3)

- A copy of the assessment they audited in Module 3

| | |
|---|---|
| ☐ | One week before the scheduled meeting(s), send copies of the agenda to colleagues. |
| ☐ | Make copies of resources as needed. |
| ☐ | Review Module 4: Analyzing Evidence and Providing Effective Feedback, which you'll preview in Section III of the agenda. |
| ☐ | Arrange internet access because you will be referring to Module 3 during the activities. If you cannot get Internet access, the handouts can be used by themselves. |

# SECTION I

CONFIRMING
OUR LEARNING

ACTIVITIES 1-3

This section includes three activities designed to ensure that teachers have met the learning targets of Module 3: Collecting and Documenting Evidence of Student Learning.

**Total Section I Time: 90 minutes**
*Activity 1: 30 minutes*
*Activity 2: 30 minutes*
*Activity 3: 30 minutes*

## What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning

**PURPOSE:** The purpose of this activity is to clarify common misconceptions or pitfalls about collecting and documenting evidence of student learning by critiquing what educators might say.

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**WHAT YOU'LL NEED**

**Facilitator Resources:** Handout: *What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning Answer Key*

Access to Module 3, Page 10

**Participant Resources:** Handout: *What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning*

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**INSTRUCTIONS:**

1. Review the learning targets for Module 3: Collecting and Documenting Evidence of Student Learning.

2. Provide each teacher a copy of the handout *What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning* and share the purpose of the activity.

3. Working in pairs, have the teachers follow the directions on the handout, deciding whether they agree or disagree that what leaders, teachers, and coaches might say aligns with what they've learned. They must also provide a justification for their choice.

4. After the pairs have selected their answers, ask each pair to share its responses along with justification of its choices.

5. Use the Facilitation Resource *What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning Answer Key* to help facilitate the conversation as needed.

**THINGS TO CONSIDER:**

- Remember to listen to make sure the groups support their choices with sound and sufficient reasoning.

- Because this is a blended learning experience, feel free to go back into Module 3 as needed.

**FIP TIP**

**Share the learning targets and connect them to prior learning.** Learners need to understand each learning target and how it connects to what they already know. Remember that just posting a learning target doesn't ensure learners know where they are going.

## Test Blueprint Exercise

**PURPOSE:**    The purpose of this activity is check for understanding of the target-method match.

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**WHAT YOU'LL NEED**

**Facilitator Resources:**    Handout: ***Test Blueprint Exercise <u>Answer Key</u>***

**Participant Resources:**    Handout: ***Test Blueprint Exercise***

Handout: ***Types of Targets and the Methods They Match***

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**INSTRUCTIONS:**

1. Remind teachers that during Module 2 they learned the importance of learning targets and how to deconstruct complex standards in an effort to make them clear to the teacher and to students. Module 3, builds on that information and shows us how to match learning targets to appropriate assessment methods.

2. Review the four methods of assessment and the types of learning targets.

   a. Reference page 20 in Module 2 and distribute the handout ***Types of Targets and the Methods They Match.***

   b. For the four methods of assessment, pull up page 10 in Module 3 and roll over the squares on the page.

3. Provide each teacher a copy of the handout ***Test Blueprint Exercise.*** Tell teachers the purpose of this activity is to help them match appropriate assessment methods to learning targets. The handout is an incomplete blueprint for assessments of formative instructional practices learning targets.

4. **CASL 2e** Have teachers look at each assessment event, and determine the target types AND which method(s) of assessment would be a **good or strong match** for the learning targets. Consider using a think-pair-share method to work through the exercise.

5. Remind teachers that once they have determined what methods they will use to assess the learning targets, they need to consider how much evidence they need. Ask them to consider the learning targets provided and assign a percent importance. This percent represents the sample they will collect to determine whether or not students have learned the target. It also helps students and teachers gauge the priority of each learning target on this assessment. For example, a Spanish test with 30 conjugations and one short answer about Spanish culture implies that vocabulary and grammar are the priority. Students can learn how to study more effectively and efficiently if they know what percent importance targets will have on an assessment.

6. Ask teachers to share their conclusions.

**FIP TIPS**

**Check for learning throughout the learning.** Formative instructional practice requires two-way communication. The teacher's role expands beyond presenting a lesson. Instead, the teacher and students are continually collecting and responding to information about learning.

You will be **modeling formative instructional practice** by checking for understanding and informally recording evidence of teacher learning. Talk through that process with your participants, so they understand how you are modeling formative instructional practices.

## Test Blueprint Exercise Continued

**THINGS TO CONSIDER:**

- Teachers may disagree about which assessment is the "best" method.  As noted on the key, more than one assessment method may be a good or strong match. Ensure participants communicate sound reasoning for their choice.

- Remind teachers this activity only scratches the surface of sound assessment design. Matching learning targets to appropriate methods of assessment is design requirement number one.
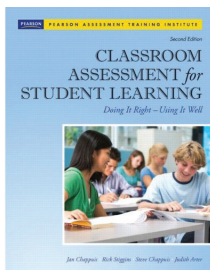
To learn more about sound assessment design, refer to chapters 4-8 of *Classroom Assessment for Student Learning,* 2nd Edition, by Jan Chappuis, Rick Stiggins, Steve Chappuis, and Judith Arter.

## Documenting Evidence of Student Learning

**PURPOSE:**　　The purpose of this activity is to determine ways to document evidence of student learning.

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**WHAT YOU'LL NEED**

**Facilitator Resources:** Handout: *Documenting Evidence of Student Learning Answer Key*

**Participant Resources:**　Handout: *Documenting Evidence of Student Learning*

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**INSTRUCTIONS:**

1. Review Module 3 learning targets. This activity addresses the second learning target of Module 3: *Know how to document formative evidence of student learning.*

2. Remind teachers that Module 3 offers an example of a teacher using red, green, and blue cards during a history class to collect formative evidence of student learning that she tracks informally. Ask them to recall this example. (Teachers should say that the teacher uses different colored cards for the different kinds of government. She asks students to hold up the card they think is the right answer to questions she asks. When all students demonstrate they understand the form of government, she moves her colored card to the side, since she no longer needs to ask questions about that form of government. This technique allows her to continuously monitor what students know and what they do not yet know. She is able to spend her time helping clear up confusions rather than teaching a concept the students already understand.)

3. Review **formative uses** of assessment provided in the module:

   **CASL 2e**

   - Using results to group students for re-teaching or enrichment
   - Using results to provide students with feedback on their strengths and areas of need
   - Providing results to students so they can use them to self-assess and set goals for further learning
   - Having students use the results to offer each other feedback

4. Working in pairs or small groups, have the teachers follow the directions on the handout, deciding if they would formally or informally document the assessment information.

5. After giving them some time to work, ask the pairs or groups to share their answers.

6. Use the handout *Documenting Evidence of Student Learning Answer Key* to help facilitate the conversation as needed.

**Continued on next page.**

### FIP TIP

**Assessment information can be tracked formally or informally,** meaning it can be formally recorded or just used in the moment to assess where students are. Informal checks for understanding (a stack of sorted papers or cards, recorded answers on a whiteboard, oral questioning, etc.) would not necessarily be recorded. These informal checks are used to help the teacher take the temperature of the room to determine whether or not students are ready to move on.

## Documenting Evidence of Student Learning Continued

**THINGS TO CONSIDER:**

- Teachers may disagree about HOW and IF they would record assessment results. There is no "right" answer, so just make sure teachers are sharing their reasoning and point out that sound reasoning is more important than the final answer. There are several examples of how to record assessment results in Module 3.

- Help teachers remember that students do not need to have everything they do recorded, especially when the assessment event is informal or "in the moment."

# SECTION II

## CONFIRMING OUR PRACTICE
### ACTIVITY 1

This section includes one activity designed to facilitate reflection and discussion about teacher practice related to collecting and documenting evidence of student learning.

**Total Section II Time: 30 minutes**
*Activity 1: 30 minutes*

## Audit an Assessment for Clear Learning Targets

**PURPOSE:**     The purpose of this activity is to assess our understanding of auditing assessments for clear learning targets.

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### WHAT YOU'LL NEED

**Facilitator Resources:**  Handout: *Test Blueprint Template* (Download B from Module 3)

**Participant Resources:**  Teachers should bring a copy of the assessment they audited in Module 3.

Handout: *Completed Test Blueprint Template* (Completed version of Download B from Module 3)

Handout: *Audit an Assessment for Clear Learning Targets* (Download C from Module 3)

Handout: *Exit Slip*

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### FIP TIPS

**Critique anonymous work first.** Although teachers will critique assessments they create, it is a good idea to start with something that isn't so personal, especially when making our work public with our peers. The same is true with students.

**Point out to the teachers how important a deep understanding of Ohio's new standards is to evaluate assessment quality.** In order to be able to evaluate assessments, teachers need to know and understand the standards in their content area. They need to know whether or not the assessment is hitting the right targets and how much value it places on different targets.

**Exit slips can be a great way to gauge student understanding.** They can help you adjust your instruction, so you are being more efficient and ensuring all students are engaged in the learning. Normally teachers would collect exit slips and use them to design instruction, but you will take these exit slips with you and use them to help you reflect upon your commitment to quality assessment practices.

### INSTRUCTIONS:

1. Revisit the first learning target for Module 3: *Know how to collect accurate formative evidence of student learning.*

2. Connect this session to prior learning by reviewing that the previous session confirmed that they learned the methods of assessment and the types of learning targets from Module 2, and that they could match good/strong assessment methods to various learning targets types. They also started considering sampling. This section will confirm their practice of collecting accurate formative evidence by having them evaluate assessments they use.

3. During Module 3, teachers were asked to complete an assessment blueprint and then audit an assessment for clear learning targets. Ask them to pull these documents out, along with a copy of the assessment they audited.

4. As a team, discuss item 3 from the handout *Audit an Assessment for Clear Learning Targets.* Using a flip chart or on a board, record teachers' responses to the questions.

5. Collect data on how well the teachers understand how to audit an assessment for clear learning targets by having them complete the *Exit Slip.*

### THINGS TO CONSIDER:

- Teachers may have trouble connecting learning targets to the new standards if they are not familiar enough with them. Auditing assessments for clear learning targets helps teachers plan for how they will assess the new standards and serves as another great way to begin the transition.

- Auditing assessments as a team is an effective way to build a common understanding of what students should know and be able to do.

# SECTION III

## CONFIRMING OUR COMMITMENT

### ACTIVITIES 1-2

This section includes two activities designed to help teachers set goals and take action based on what they've learned about collecting and documenting evidence of student learning.

**Total Section III Time: 30 minutes**
*Activity 1: 20 minutes*
*Activity 2: 10 minutes*

## Setting Goals for Collecting and Documenting Evidence of Student Learning

**PURPOSE:**    The purpose of the activity is for the team to establish some specific and challenging individual or team goals around collecting and documenting evidence of student learning.

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### WHAT YOU'LL NEED

**Participant Resources:**    Handout: *Setting Goals for Collecting and Documenting Evidence of Student Learning*

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**INSTRUCTIONS:**

1. Ask teachers to complete the *Setting Goals for Collecting and Documenting Evidence of Student Learning* handout.

2. Ask teachers to share their goals with the group.

**FIP TIP**

**Have teachers set specific and challenging goals.**

## What Comes Next in Our Learning?

**PURPOSE:**     The purpose of the activity is to preview what comes next in the learning and to prepare for the completion of Module 4: Analyzing Evidence and Providing Effective Feedback.

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### WHAT YOU'LL NEED

**Participant Resources:**     Handout: *Module 4: Analyzing Evidence and Providing Effective Feedback Preview*

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**INSTRUCTIONS:**

1. Provide team members with the *Module 4: Analyzing Evidence and Providing Effective Feedback Preview.* Review as a team.

2. Establish a commitment to proceed with further learning by completing Module 4. Make this doable by agreeing on a reasonable timeline.

3. Invite any closing remarks. Recognize the good work they have done and your eagerness to continue with them on this journey.

**FIP TIP**

**Share what comes next in the learning.** By previewing Module 4, participants have the opportunity to begin to understand the learning targets that come next.
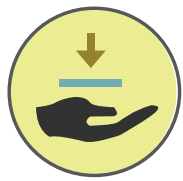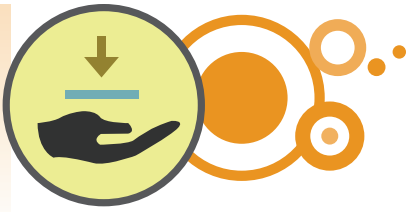
# MODULE 3

## FACILITATOR ANSWER KEYS

# What Leaders, Teachers, and Coaches Might Say About Collecting and Documenting Evidence of Student Learning

**DIRECTIONS:** With a partner, read what some leaders, teachers, and coaches might say about collecting and documenting evidence of student learning. Based on what you've learned so far, do you agree or disagree that the statement aligns with formative instructional practices? Be prepared to defend your choice. Return to Module 3 as needed.

1. A leader might say: "I'm sure that all the instructional materials used in our school are aligned to the new standards because the sales rep assured us of it."

   ☐ Agree
   ☑ Disagree

   > **Defend your choice.**
   > With any commercially-developed product, all educators need to use their professional judgment to ensure that all instructional materials are truly aligned to the learning targets that students are expected to master or meet.

2. A coach might say: "The teachers I'm working with monitor learning by tracking summative evidence only."

   ☐ Agree
   ☑ Disagree

   > **Defend your choice.**
   > First, teachers track assessment information both formally and informally. Teachers and students benefit from tracking formative evidence. When formative evidence is documented, teachers and students have the information they need while learning unfolds and not only after it has occurred. Equally important is the fact that assessment information is tracked by learning target and not by learning activity.

3. A teacher might say: "With traditional paper and pencil assessments, I always include at least one item where students have to write out an answer."

   ☐ Agree
   ☑ Disagree

   > **CASL 2e**
   >
   > **Defend your choice.**
   > Any assessment method used should be determined by the learning target types being assessed and not by a "routine." (Remember the target types: knowledge, reasoning, skill, and product.) For example, if the learning targets are all knowledge targets, it might be more efficient to use selected-response assessment for all assessment items. On the other hand, if the learning target happens to be a product target, the only reliable and valid method of assessment is performance assessment.

**4.** A coach might say: "It is important that I help teachers with performance assessment this year. If we work on tasks, we can work on rubrics down the road."

☐ Agree

☑ Disagree

> **CASL 2e**
>
> **Defend your choice.**
> Performance assessment has two parts: the task and the rubric. The rubric, is critical as it defines the criteria for which the product or performance will be judged. With a high-quality rubric, teachers and students are both equipped with the tool they need to assess, and give and receive feedback as the performance assessment method is used to move learning forward.

**5.** A teacher might say: "I plan the questions I ask. It is not always in the best interest of learning to just see where the discussion goes."

☑ Agree

☐ Disagree

> **Defend your choice.**
> Like the other methods of assessment, personal communication requires planning as well. If teachers want the questions to match the kinds of targets being assessed, questions should be planned in advance. Yes, classroom discussions create new questions, but appropriate planning will result in the level of dialogue required by the learning targets.

**6.** A teacher might say: "It is important to determine the sampling of items in advance."

☑ Agree

☐ Disagree

> **Defend your choice.**
> Inadequate sampling leads to unreliable information to act upon. Without proper sampling, educators don't have enough items to get the coverage they need in order to make sound decisions with the results. Or, with a single item (especially if it's selected response) we could be looking at lucky or unlucky results.
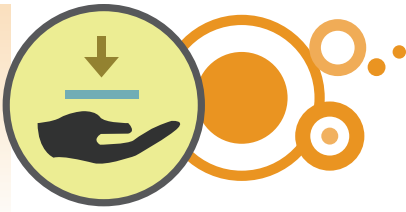
## Test Blueprint Exercise

**DIRECTIONS:** Pretend you are teaching a course on formative instructional practices. You are writing an assessment that will address the learning targets listed below. Before creating the actual assessment, you need to match the learning target types to assessment methods. You also need to consider what percent importance you would place on each learning target in this assessment. Use the chart below to help you practice this process. Be prepared to justify your answers and share how you reached your conclusions.

| **Learning Target** | **CASL 2e Target Type** <br> *Knowledge, Reasoning, Skill, or Product* | **Assessment Method** <br> *Selected Response, Written Response, Performance Assessment, and Personal Communication* | **Percent Importance (Sampling)** |
|---|---|---|---|
| Understand what formative instructional practices are. | Knowledge Target | Written Response = Strong Match <br> Personal Communication = Strong Match <br> Selected Response = Good Match | Answers will vary. |
| Be familiar with the key research findings that support formative instructional practices. | Knowledge Target | Written Response = Strong Match <br> Personal Communication = Strong Match <br> Selected Response = Good Match | Answers will vary. |
| Understand the benefits of clear learning targets. | Knowledge Target | Written Response = Strong Match <br> Personal Communication = Strong Match <br> Selected Response = Good Match | Answers will vary. |
| Know how to ensure learning targets are clear to the teacher. This means teachers can deconstruct complex standards. | Knowledge Target—Calls for procedural knowledge for "how to" deconstruct standards | Written Response = Strong Match <br> Personal Communication = Strong Match <br> Selected Response = Good Match | Answers will vary. |
| Determine the relative importance of various learning targets when designing assessments. | Reasoning Target | Written Response = Strong Match <br> Personal Communication = Strong Match <br> Selected Response = Good Match | Answers will vary. |
| Create learning targets by deconstructing standards and organize them into a logical progression for learning. | Product Target | Performance Assessment = Strong Match | Answers will vary. |

For the last column, teachers should be able to support how they determined the importance of each target.
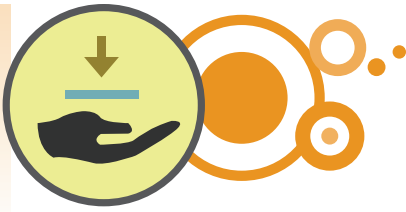
## Documenting Evidence of Student Learning Answer Key

**DIRECTIONS:** With a partner, examine the assessment information below gleaned from formative events of a class learning about and conducting research. For each piece of information, decide if you would <u>formally</u> document the assessment information and then use it or if you would proceed <u>informally</u>.

1. Each student submits an exit card that addresses the following learning targets:

   a. Explain how to identify authoritative print and digital sources.

   b. Know how to use effective strategies for gathering information.

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**Name:** Joel

**Explain how you know if a print or digital source is authoritative. If necessary, revisit your list of key terms related to research.** There are several ways I can tell if a print or digital source is authoritative. First, the source is credible. This means it is accurate information from a reliable source. Second, the source is from an expert author or publisher on the topic being researched.

**State two effective research strategies. Next, explain what makes each strategy an effective one.**
One research strategy is to use good search terms. Another strategy is to make sure that you have an effective research question to begin with–not too narrow or too broad.

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☐ I would formally document the information and then use it.

☐ I would informally use the information.

**WHY?**
Answers will vary.

**Formally document—Why?**
Because the cards are exit cards, there is time to formally document. This would provide the teacher with recorded evidence of these two learning targets. After all, this formative event utilized written response assessment.

**Informally document—Why?**
Because the evidence is on cards, the teacher may choose to simply sort the cards into piles of those who demonstrate an understanding of both learning targets, those who don't demonstrate an understanding of either learning target, and those who need more support with one of the targets. Additionally, the teacher may not feel a need to record the evidence on these targets because other events are planned for that purpose.

**2.**   The teacher plans an activity—a planned formative event—where students, working in pairs, distinguish between effective and ineffective research questions. Each student is responsible for recording what makes each question an effective or ineffective research question.

☐   I would formally document the information and then use it.

☐   I would informally use the information.

**WHY?**
Answers will vary.

**Formally document—Why?**
Understanding what makes an effective research question is an important part of the research process. By formally documenting, the teacher has early documentation of which students are struggling with this learning and which students are not.

**Informally document—Why?**
Much of this formative event involves oral personal communication, and teachers will choose when to formally record this information and when they don't. Additionally, the teacher may choose, for example, to simply make an "informal" list of students who seemed to have trouble.

**3.**   For this planned formative event that took place over several days, the teacher observed and listened as students physically gathered their research information, meeting with students one-on-one for feedback. Using performance assessment as the assessment method the teacher gave each student the task below.

CASL 2e

**Gathering Relevant Research**

| Knowledge students are to use: | Use your knowledge of targeted search terms, authoritative sources, and effective research strategies. |
|---|---|
| What students are to accomplish: | Using advanced search options, gather relevant information from credible print and digital sources about your topic. |
| Performance or product students are to create: | You will use targeted key terms and conduct an advanced search of your topic. At this point, you will explain to me how you know if a source resulting from the search is credible or not. Next, you will skim the text to determine if the source provides relevant information about your topic. |
| Materials to be used: | Use authoritative print and digital sources. |
| Timeline for completion: | You will be gathering relevant research for several days. |
| Conditions: | I will meet with you for about 5 minutes. |
| Help allowed: | You may reference your Research Rubric and Judging Sources Checklist. |
| Criteria: | Your performance will be judged by the Research Rubric. |

☐   I would formally document the information and then use it.

☐   I would informally use the information.

### WHY?

Answers will vary.

### Formally document—Why?

This performance task addresses the ultimate target of the research standard—gathering relevant information. Since the teacher is meeting individually with students, recording the information seems logical. Although it is a planned formative event, if a student demonstrates mastery, there would be nothing stopping the teacher from using the information summatively instead.

### Informally document—Why?

The teacher may decide to not record the results of the assessment and stick with the sole purpose of "on the spot" feedback for students, knowing that he or she will meet with each student again.