Clip 2 - Gathering Evidence from Multiple Sources

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Narration: When teachers reflect on whether their grades are valid and reliable, they consider how they can plan instruction and assessment in order to gather evidence of student learning. In this video, you'll see how teachers can gather multiple sources of evidence over time and in a variety of ways.

Narration: When teachers and students have clear learning goals and success criteria, it becomes easier to identify where, when and how students are providing evidence of their learning. Teachers and students can gather evidence by applying success criteria to learning in order to generate useful assessment information.

Teacher: The students are going to send me photo evidence of the different activities that they were doing and video evidence of it and what I can do then is take a look at that and I have the tools to annotate on top and write some feedback ~~and~~ we have shared folders up in a cloud based program so what I'll do is I'll email the students the feedback that I gave them as well as upload it into their folders and it really doesn't take long and then they've always got it. ~~We're~~ going to be using this to complete another rich assessment task later on in the week. ~~And~~ so they're going to use the descriptive feedback so they can complete that activity effectively and properly. So I try and do that as much as I can and I use the technology. In the past though I've done it with paper and you have portfolios for kids and if you're listening to conversations or observe what they're doing you write little notes and then you can put that in their portfolio. I like the photo records because then they can see everything.

I'll look at the video evidence and the photo evidence of what they've done and they're also going to do some paper activities that I'll collect and I'll look at all those pieces of evidence. The two students who were struggling really know their stuff based on what I heard in their conversations and what the conversation I had. One of the key things there is when I had a conversation I made sure I knew what questions I was going into that conversation what I needed to ask and I probed as much as I could to make sure that they weren't just giving me the definition type answers so I asked some more higher level thinking questions in there to make sure that my evidence was reliable that is was something that could be used.

There are certain students in my class that just by listening to the conversations and watching what they do I have more than enough evidence that they know everything. I've started to talk to my class that I can collect evidence different ways. A lot of students are saying well you know if I can demonstrate that I know the stuff that helps take the weight off of something like a test. Other students though who struggle, I need more evidence. There are some students that need to develop skills. You need to assess them more. You need to give them more feedback. Just like a player on your team that's struggling with a specific skill you need to put more time into developing that skill and you need to continue on with that feedback. But other players may not need that because they are already there so they can work on other things or they can help other team members out and I really use that philosophy in my classroom. So you'll notice in my tracking sheets that some students I have not as many entries as others. Nothing says that that student can't master that understanding at any point in that semester. So

I try and give those opportunities and I don't get a flood of every student redoing every part of the test because they wouldn't need to

What I've realized is my job is to develop student learning and so I need to get as much evidence as I can to see how that learning is progressing and I try and use various pieces, various types of evidence number one to support the learning and number two to support what the students taking this course are going to need later on.

Narration: When teachers plan active learning situations where students engage with the learning goals and success criteria in meaningful and interesting ways, many opportunities are created for students to demonstrate their learning through conversations, observations and products. These are all significant pieces of evidence that teachers can use in assessment and evaluation.