COLLABORATIVE LEARNING SESSION GUIDE

Assessment

Interpreting Evidence Together to Support Student Learning

Oregon's Instructional Frameworks | Early Literacy

OREGON DEPARTMENT OF EDUCATION
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Assessment

Interpreting Evidence Together to Support Student Learning

Overview

This Collaborative Learning Session (CLS) is intended to complement and extend the learning in the Assessment module, an asynchronous online learning experience.

Assessment Module Review

The Assessment module focuses on assessment as a means to advance student learning through evidence-informed instruction. Student ownership over their learning through assessment is promoted. The module aims to help participants expand their understanding of various literacy assessment purposes and build skills in integrating formative assessment practices into their teaching and learning routines. It emphasizes the value of student participation in assessment and the importance of developing a learning culture that values the diverse assets students bring with them to the classroom. The module provides resources and reflection opportunities to support educators in enhancing their assessment practices by watching videos, reading articles, reflecting on practice and selecting strategies to implement in their instructional contexts

Participation in the Assessment module is not required for participation in the CLS but is highly recommended.

Assessment Collaborative Learning Session

The CLS explores ways educators can utilize what they have learned in the Assessment module about literacy assessments and the formative assessment process. Participants will watch a classroom video or read an assessment scenario about collecting, interpreting and acting on evidence and then discuss ways to apply these practices to their own classroom. Participants will share evidence with one another about a focal student and develop an asset-based description of where they are in their learning based on that evidence. Prompts, guides and protocols will also help participants focus on deepening and expanding their assessment practice together with colleagues.

Preparing for the Collaborative Learning Session

This CLS is scheduled to take 40 minutes, with an opportunity to extend the meeting up to 90 minutes.

Facilitator Preparation

Review Oregon Early Literacy Framework (OELF) Resources

- Revisit the Assessment module as a refresher.

Schedule the Collaborative Learning Session

- Communicate with your team about the session date, time, location and goals.
- Consider sending a meeting reminder 1 to 2 days prior.
- Let participants know that before the Assessment CLS, they should do the following:
  - Choose one focal student to discuss during the session.
  - Gather evidence of the status of that student's learning in relation to a literacy skill that they are currently working on. Evidence can include observation notes, literacy assessment results, reflections on discussions with students, student's self-assessments, samples of student work, etc.
  - Bring this evidence to the session.

NOTE: If it doesn't seem feasible for each participant to bring this information, you can bring evidence for one student and have all participants reflect on the same artifacts, and then work in pairs to discuss their interpretations and ideas for next steps. If half of the participants bring evidence, they can work in pairs to review the same set of evidence together.

Prepare for Facilitation

- Closely read the facilitator agenda below.
- Get acquainted with the session resources, including the videos, written scenarios and protocols.
- Make sure you have a way to watch the videos and/or read the scenario together during the CLS (e.g., computer, screen, projector, etc.).
- Print or set up access to the handouts.

Facilitator Reminders

This CLS focuses specifically on how to respond to evidence of student learning for the purpose of providing literacy instruction that meets student needs. This topic is explored in the Assessment module, including additional information on the merits of engaging students in assessment processes and developing an asset-based approach to assessment. This additional information can be used by participants to inform their work during this CLS.

Participants will explore a video and/or a written classroom scenario showcasing a teacher's strategies for gathering and utilizing assessment information. Using discussion questions and guides, participants will identify strategies from these scenarios that they would like to include in their own classroom. They will have the opportunity to apply their takeaways to their own planning and get feedback from colleagues about how their plans meet the needs of a focal student. When teams explore examples of classroom assessment practice together, they develop a common language. This allows educators to discuss and plan classroom experiences that contribute to students' identity and growth as learners.

Key Message

When teachers collect evidence for the session, they may focus exclusively on bringing test results. It is important to emphasize that they should also bring in formative assessment evidence (e.g., from observing and listening to students, asking questions and analyzing student work).

Responsive Facilitation

The agenda in this guide serves as a reference. As a facilitator, you may want or need to adjust the flow to better meet the needs of your team. This may include additional reflection time, work time for teachers to engage in activities, review of materials and/or feedback opportunities.

Suggested Meeting Agenda

Materials

- **VIDEO:** Formatively Assessing Reading in a 2nd Grade Classroom

  This video from LiteracyEssentials.org shows how a second grade teacher uses evidence to inform instructional decisions. View time is five minutes.

- **VIDEO:** Using Assessment to Differentiate Instruction

  In this video, an Oregon educator explains how she chooses assessment tools to support her students. View time is three minutes.

- **HANDOUT:** Assessment Scenario
- **HANDOUT:** Assessment Discussion Protocol
- **HANDOUT:** Scaffolds and Reasons to Use Them

Learning Goals

- Deepen understanding of how to interpret evidence of literacy learning to determine next steps.

Success Criteria

Participants will:

- interpret evidence of literacy learning with a colleague and
- plan next steps with a colleague for a focal student's learning.

Essential Question for Discussion

How can a range of assessment practices be used to accelerate students' literacy learning?

Agenda

TIME	TOPIC AND FACILITATOR GUIDANCE	MATERIALS
3m	**Welcome and introduce purpose and goal of the CLS**	
10m	**Warm-up** **Read or watch** one short scenario that describes collecting, interpreting and acting on evidence as a model for the focal student discussions. There are three scenarios to choose from: two videos and one text. **NOTE:** Two of these scenarios are also in the module, so participants may be familiar with them. You can use one to three of the scenarios. **Whole group discussion** Prompt: What are the key educator moves in this (or these) scenario(s)?	**VIDEO:** Formatively Assessing Reading in a 2nd Grade Classroom **VIDEO:** Using Assessment to Differentiate Instruction Choice of videos and text-based Assessment Scenario
18m	**Pair and Share** • In pairs, participants share the evidence they brought with them about their focal student's literacy learning. Evidence can include observations, quotes, reflections on conversations, student work, tests, student self-assessments and feedback received from peers, etc. • Using the Assessment Discussion Protocol and takeaways from the scenarios, participants will take turns asking questions, reflecting, giving feedback and planning. • If participants need additional support thinking of next steps and supports for students, you can share the handout Scaffolds and Reasons to Use Them. • Note: Facilitators may opt to use alternative strategies for this discussion including discussions in whole or small groups.	Focal student evidence of literacy learning Assessment Discussion Protocol **OPTIONAL RESOURCE HANDOUT:** Scaffolds and Reasons to Use Them

TIME	TOPIC AND FACILITATOR GUIDANCE	MATERIALS
7m	**Full Group Debrief and Closing** Facilitate whole group discussion. Ask participants to share one key takeaway from today's collaborative learning session.	

Extension Ideas

This is an opportunity to further the discussion from the first activity.

The following may be used to continue the conversation:

- Provide additional time for pairs to discuss and reflect on their students

  OR

- Have individuals share their evidence, interpretations and plans for next steps along with questions they still have as a problem of practice to get feedback from colleagues in small or whole groups. They can use this Last Word Protocol to support their conversation.
  - **STEP 1:** A volunteer shares their evidence, interpretations, and plans for next steps for their focal student along with questions they still have (Three minutes).
  - **STEP 2:** Participants independently jot down their thoughts, suggestions and questions based on what they heard (Three minutes).
  - **STEP 3:** Participants (excluding the original volunteer) each have one to two minutes to share their thoughts, suggestions and questions (timing depends on the size of the group).
  - **STEP 4:** The original presenter then shares their final thoughts based on what they heard (two minutes).

NOTE TO FACILITATOR: Repeat with another participant volunteer if time permits.

Suggested Participant Agenda

Essential Question

How can a range of assessment practices be used to accelerate students' literacy learning?

Learning Goal

Deepen understanding of how to interpret evidence of literacy learning to determine next steps.

Success Criteria

Participants will:

- interpret evidence of literacy learning with a colleague and
- plan next steps with a colleague for a focal student's learning.

Collaborative Learning Session Meeting Agenda

TIME	AGENDA
3m	Welcome
10m	Review and discuss scenario
20m	Discussion in pairs
5m	Full group debrief and closing

Assessment Scenario

The following written scenario illustrates how a teacher uses assessment information to inform instructional decision-making.

A first-grade teacher asks a student to read a passage out loud to her as a means to assess the student's reading fluency. During this reading, the student misreads several words and the teacher decides she needs additional support with reading accuracy. With the goal to tailor support for this student, the teacher decides to assess her further on decodable and sight word reading to check if they are influencing her reading accuracy. The student demonstrates that she is fairly proficient at accurately reading high frequency words, although the teacher will follow up by having the student practice her speed at identifying challenging words with flash cards. Then to get more fine-grain information, the teacher chooses a decodable word reading assessment that is organized by spelling pattern (e.g., by consonant-vowel-consonant, consonant blends, and long vowel w/silent 'e'). Through this assessment the teacher determines that the student needs more practice with consonant blends. The two of them then work together to decide what the student's next steps should be to further develop her skill at blending consonants. They decide that along with specific practice in reading and writing consonant blends, she should pick out some familiar books that she has really enjoyed in the past to support her reading accuracy.

Assessment Discussion Protocol

This activity supports collaboratively making sense of evidence and planning next steps in literacy learning.

Step 1:

3 MIN — One person shares the evidence they've brought with them about their focal student's literacy learning with their partner. The partner takes 2 or 3 minutes to get the gist of the material.

> *Evidence can include observations, quotes, reflections on conversations, student work, tests, student self-assessments and feedback they've received from peers, etc.*

Step 2

5 MIN — The partner asks probing questions to the person sharing the evidence, such as the following:

- What does the evidence say to you about the status of this student's learning?
- Is there anything further you need to know (e.g., are there additional assessments you'd like to administer or other evidence you need to gather)?
- What is a literacy goal you have for this student's learning?
- What do you see as a next step for this student?
- What supports can you provide for this student?

Step 3

2 MIN — The person who shared the evidence takes a moment to write down their thoughts, including an asset-based description of their focal student's literacy learning and next steps.

Step 4

10 MIN — Switch roles and repeat the process.

Scaffolds and Reasons to Use Them

SCAFFOLDING IDEAS	FORMATIVE ASSESSMENT EVIDENCE AND WHY YOU MIGHT USE THIS SCAFFOLD
Visual aids	In conversations about a book's main idea, the teacher asks follow-up questions and realizes the student needs support connecting the meaning of various words with how they're spelled. Using visual aids can help students in making this connection (e.g., using pictures of different mammals along with the written word "mammal").
Graphic organizers (e.g., K-W-L Charts, Anticipation Guides, Brainstorming Webs)	If students are working on organizing their ideas, graphic organizers can help students to be successful in these efforts, particularly when they activate their prior knowledge. Graphic organizers provide additional think time for students before they get into a new activity that pushes the boundary of their current learning. They also include a visual component, which can be especially helpful for English learners.
Sentence stems or formulaic expressions	To enable students to participate in small group discussions and/or learn new conversational moves that have different language demands than they're used to, sentence stems can help students be successful immediately and provide them with practice using new language features to employ in the future.
Partially completed examples	A partially completed example can support students who need to see how something is done before they understand how to complete it themselves. This also helps students who need additional, alternate forms of direction instead of only verbal communication.
Predictable spaces and routines with literacy learning resources and graphics	Students who need more than verbal directions to understand classroom practice also rely on the environment for clues. It is helpful to follow similar routines each day, do the same activities in designated spaces and have visual reminders of the steps students need to take in each space.
Paraphrasing	When multilingual students are sharing ideas with their teacher, they may be at the stage where they're able to use approximate vocabulary (e.g., saying yarn for floss) and sentence structures that mimic their first language (this is an expected stage of language development that draws on their linguistic assets). By paraphrasing students' oral explanations, they can hear and practice how to incorporate domain-specific vocabulary and sentence structures into their explanations.

SCAFFOLDING IDEAS	FORMATIVE ASSESSMENT EVIDENCE AND WHY YOU MIGHT USE THIS SCAFFOLD
Modeling	Teachers can provide demonstrations for further clarification when students need assistance to understand verbal or written information. When teachers also conduct think-alouds while they're modeling, this provides students with a window into their thinking and learning expectations. Teachers can also provide other models for students to emulate (e.g., written work) that show the standard of work expected of students.
Structured partner and group work (e.g., Think-Pair-Share, Quick Write With Partner Share, Round Robin)	Structured opportunities to engage in collaboration support students at all levels of language proficiency. Students at the beginning stages of learning English can often benefit from working with another student who is more advanced in their English language development. Peers can be selected who are able to provide first language support and further modeling. Students can also benefit from opportunities to jointly construct their understanding and practice their language use with a partner or small group.
Choral responses	If students need additional support to participate in whole group discussions or to respond to direct questioning, they may need a safer environment to speak up. Choral responses take the attention off individuals and distribute it among many students. Individual students can also learn from one another as they chime in their responses.
Story retelling	For students who are working on consolidating new learning, asking them to retell events that they participated in and/or from a book can support both content and language learning.
Home language translations and other materials	If students demonstrate that they need more language supports to follow along with class activities, providing first language support in the form of translations can enable students to stay abreast in content area learning.

References

Adapted from Jones, B., Faulkner-Bond, M., & Blitz, J. (2024). *Accelerate English learner success with formative assessment* [Manuscript in preparation]. Region 15 Comprehensive Center.