



West Virginia DEPARTMENT OF
EDUCATION

Using Evidence of Learning

Thoughts from a Teacher's Perspective

Summer 2020

Welcome! We are happy you are with us!

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Please type questions in the Q & A box at any time

Teaching and Learning

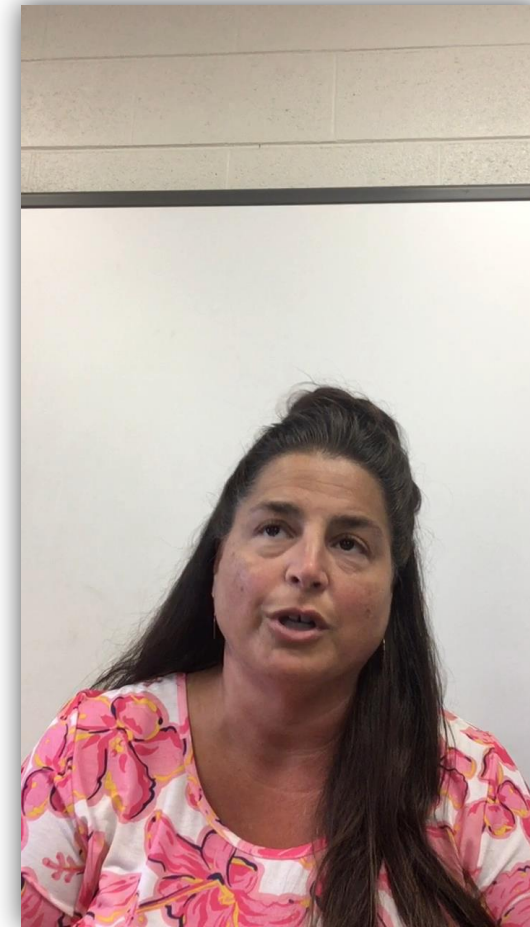


Tonya Hatcher
Mingo County Schools
4th Grade Teacher

First and Foremost...

Building Relationships

- Creates a sense of belonging
- Provides security in insecure times.
- Establishes respect and ensures communication
- Eases transitions between in-class and remote learning times.



BEST What Works [^] in Raising Student Achievement?



Formative Assessment in West Virginia

- **A deliberate daily process used by teachers and students during instruction.**
 - Providing actionable feedback used to adjust ongoing teaching and learning.
 - Improving students' achievement of intended learning outcomes.
 - Enabling students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress.
- **Includes the use of many assessment methods to provide a continuous stream of accurate evidence of learning.**
 - Video presentations
 - Illustrations, drawings
 - Written evidence
 - Verbal explanations
 - Power point presentations
 - Anecdotal
 - Summative data

How the Process Works

- Know your standards
- Observe students during learning: ask questions to check for understanding
- Document, document, document
- Use to inform and improve classroom practices and plan meaningful learning experiences
- Assess and adjust

Purposes of Formative Assessment

- Provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process;
- Make claims based on evidence of students' progress over time;
- Personalize learning and identify strengths/challenges that necessitate additional support; and
- Share progress of student learning over time with families.

Building classroom culture



How do you build a positive culture to ensure meaningful experiences?

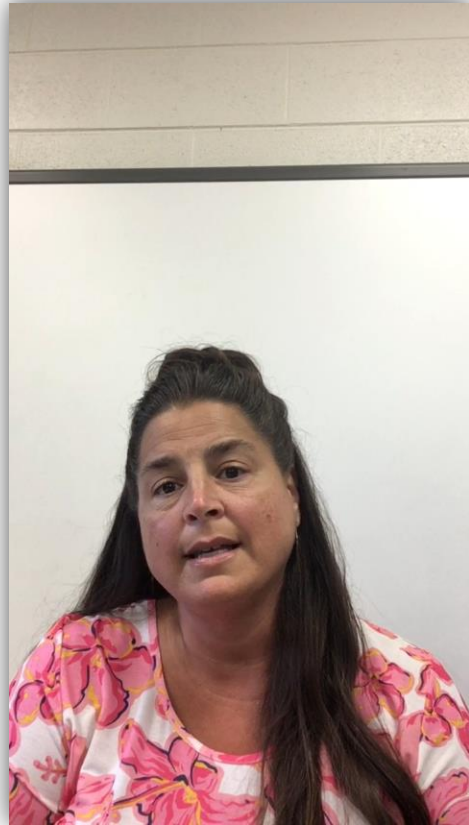
Create both physically and emotionally safe spaces.

Sharing your passion for learning with students.

Having students as active members in the planning experience.

Including families in your planning experience.

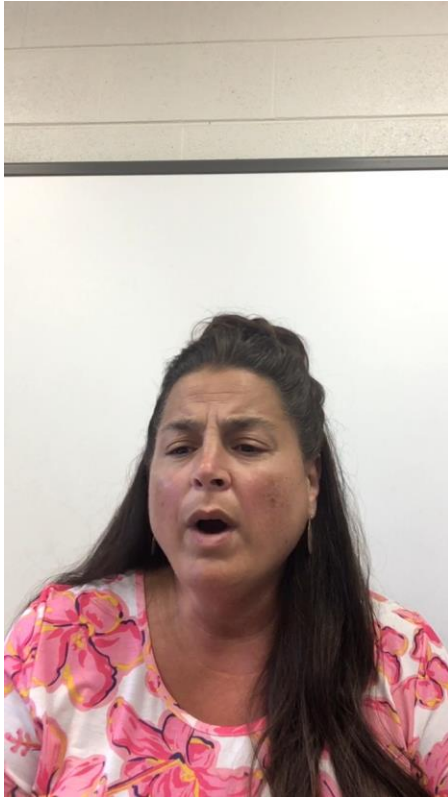
Creating Meaningful Experiences



Growth Mindset and Equity

- Believing all students can learn to high levels of achievement
- Believing all students are deserving of the BEST education regardless of race, socio-economic status, parental situation, or identified status.

Setting the Stage for Learning

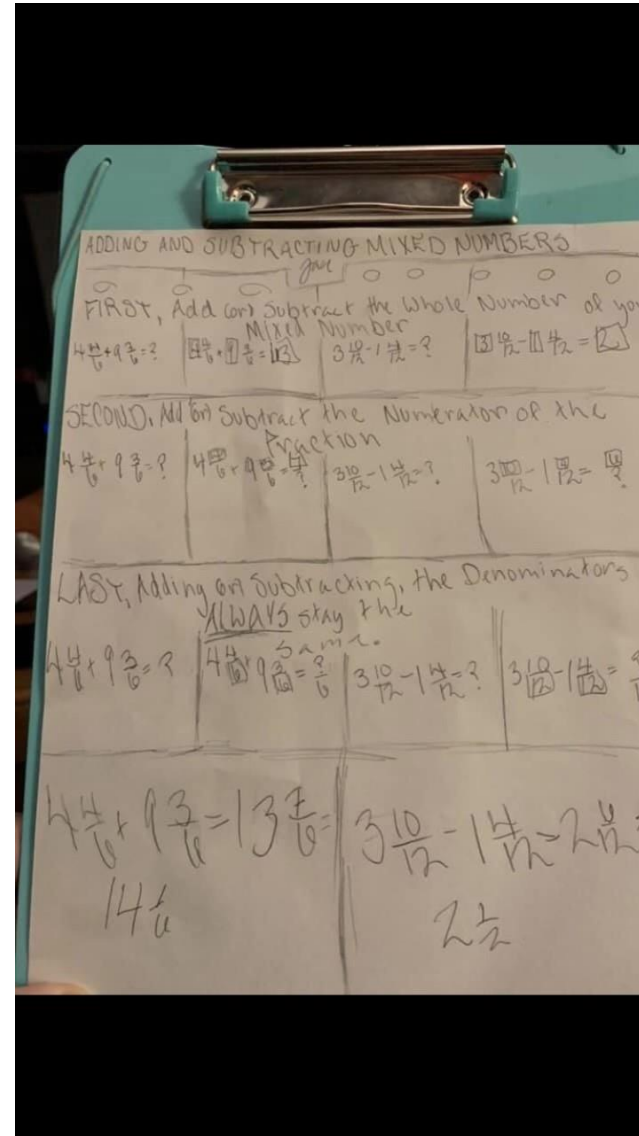
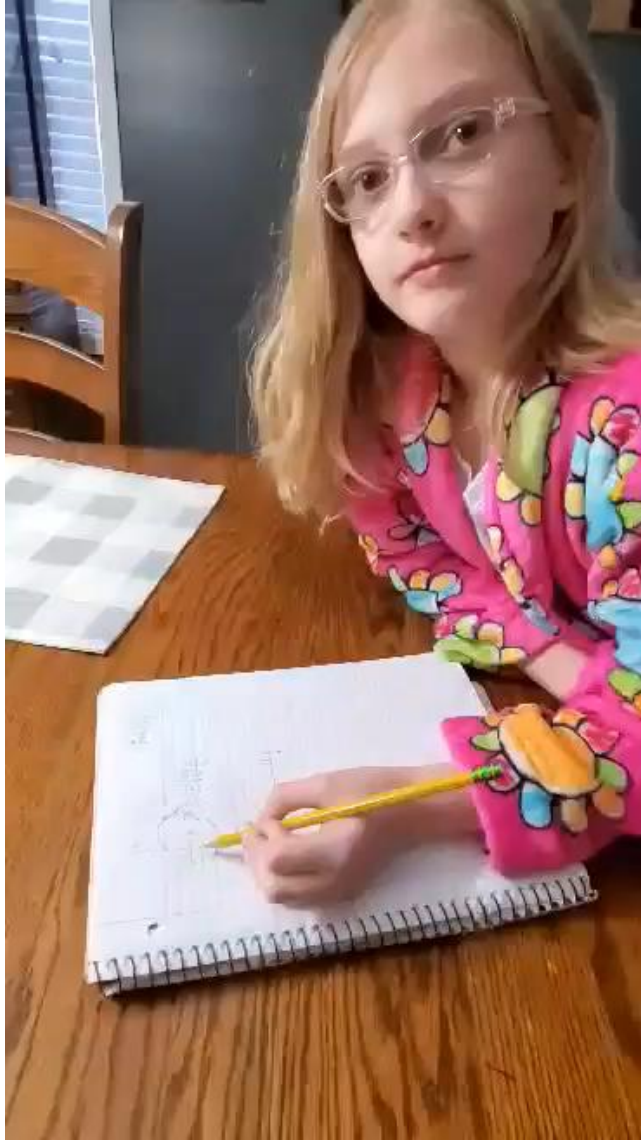


What is the teacher doing?

- Setting high expectations for excellence.
- Creating meaningful tasks for students to achieve learning targets and mastery of standards expectations.
- Making tasks relevant to students' lives and situations.
- Providing options for students to express creativity and achieve levels of personal excellence.
- Establishing school, whether remotely or in-person, as a safe and secure place where the students can feel success and achieve at their personal best level.

Collaboration

- Teachers and students are collaborators in formative assessment
- 65% of time should be collaborative discussion
- Performance tasks
- Routines may need to be disrupted



Feedback

- Timely
- Specific
- Understandable
- Actionable

Observations



If you are observing students:

- What would you hope to observe?
- What types of representations would you expect to see?
- How would you know *it* if you saw it?
- What particularly unique or advanced response might you observe?
- **How might you record what is to be observed?**

To Summarize...

Teachers need to regularly ask these four questions:

- What do I want my students to know or do?
- Where are my students?
- What evidence do I have to know that?
- What do I plan to do about it?

Geometry Walk

- The sunroof of my house is rectangular
- The front door is rectangular
- The windows are rectangular
- My soccer ball is a sphere
- The cylinder vases for my plants
- The tires of the cars
- The shape of the road
- shape of the tree
- The corner of the house is 90°
- The side walk has parallel lines
- The electric wire has a straight angle
- The pillar has a straight angle
- The dive ramp has an acute angle
- The tree branch is an obtuse angle
- The railroad crossing sign has intersecting lines
- The fence has intersecting lines

Kaitlyn



I miss you
SOO much!



Available Resources on the TREE

- Formative Assessment Toolkit:
 - https://wvde.us/wp-content/uploads/2019/09/Formative_Assessment_Toolkit-9_19.pdf
- A Decision Maker's Guide to The Formative Assessment Process
 - https://wvde.us/wp-content/uploads/2018/07/decisionmakersguide_formativea.pdf

To register attendance, please complete the survey

[Survey Link](#)

