Eliciting Evidence of Learning

Engineering effective discussion, tasks and activities that elicit evidence of learning deals with the teacher's role in finding out where learners are in their learning based on a clear learning intention. When teachers know what they want student to learn, they know what evidence to collect.

By using a variety of tools to gather evidence of learning, many teachers find their classroom comes alive. While teachers gain the evidence they need to adjust their teaching, student engagement also improves.

(Summarised from Embedding Formative Assessment by Dylan Wiliam & Siobhan Leahy)

Idea	**Why?**	**Techniques**	**Notes**
No hands up except to ask a question		Student Randomisers Electronic Paddlepop sticks Think Pair Share Small cards Ask the audience Phone a friend	
Thinking Time		Include wait time after you ask the question Wait time after a student answers	

Avoid questions altogether		Make statements Use learning logs Digital portfolio Drawing Observations	
All-student response systems		Hand signals ABCD/True False/ Yes No cards or spoons Mini whiteboards Exit tickets Digital – Educreations ShowMe Plickers AnswerGarden	
Question Shells		Students to generate 2-3 questions Use at end of lesson Work in pairs They would like the answer to at the start of lesson	
Hinge Questions		Diagnostic questions that Students can't get correct for the wrong reason Only take 2 mins to ask and get all stu responding Only take 30 secs for tchr to interpret	

Question Shells

Questioning is a good way to determine what students know. The way in which the questions are framed will provide a more complete understanding of student thinking. The 'Question Shell' technique provides a framework for asking questions that draw out understanding.

How to use question shells:

Determine what questions are important to understand student thinking.

Then, reframe the question to determine students' reasoning.

Examples:

- How are …. and … different?
- What are the strengths and weaknesses of….?
- What is the difference between … and …?
- Explain why…
- What are the implications of … for …?
- How does … affect …?
- What is the strongest counterargument against …?
- Why is … happening?
- What would happen if … ?
- Why is … an example of…?
- Compare … and … in terms of …
- How are … and … similar?
- How would you explain … to a student in Year …?

From *Embedding Formative Assessment Practical Techniques for F-12 Classrooms* Dylan Wiliam & Siobhan Leahy P 88-89

Some alternatives to teacher questions

- Declarative statement
  - You thought B was the best answer. Why?
- Reflective statement
  - So, what you are saying is ….
- Statement of mind
  - I'm puzzled when you say…
- Statement of interest
  - I'd like to hear a bit more about ….
- Student referral
  - It sounds like you're agreeing with what … said …
- Teacher opinion
  - I've never seen that happen…
- Student question
  - Perhaps you could express that as a question
- Class question
  - What questions should we be asking now?
- Phatics and fillers (uh-huh, hmmm)
- Pass (hand gesture, glance)
- Silences

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