



Documenting Evidence of Student Learning

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 formally document the assessment information and then use it or if you would proceed informally.

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.

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.

- I would formally document the information and then use it.
- I would informally use the information.

WHY?

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?



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.



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?