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Interweaving evidence

2025 Rivera

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Meta AI

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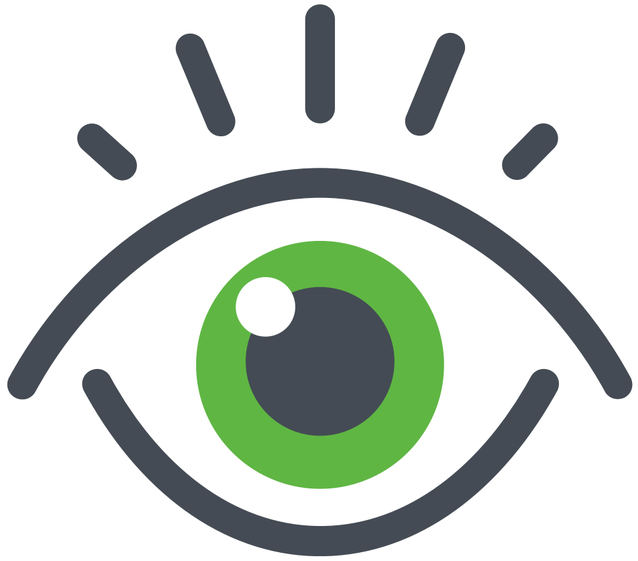

Do we actually see our students or we just check them?

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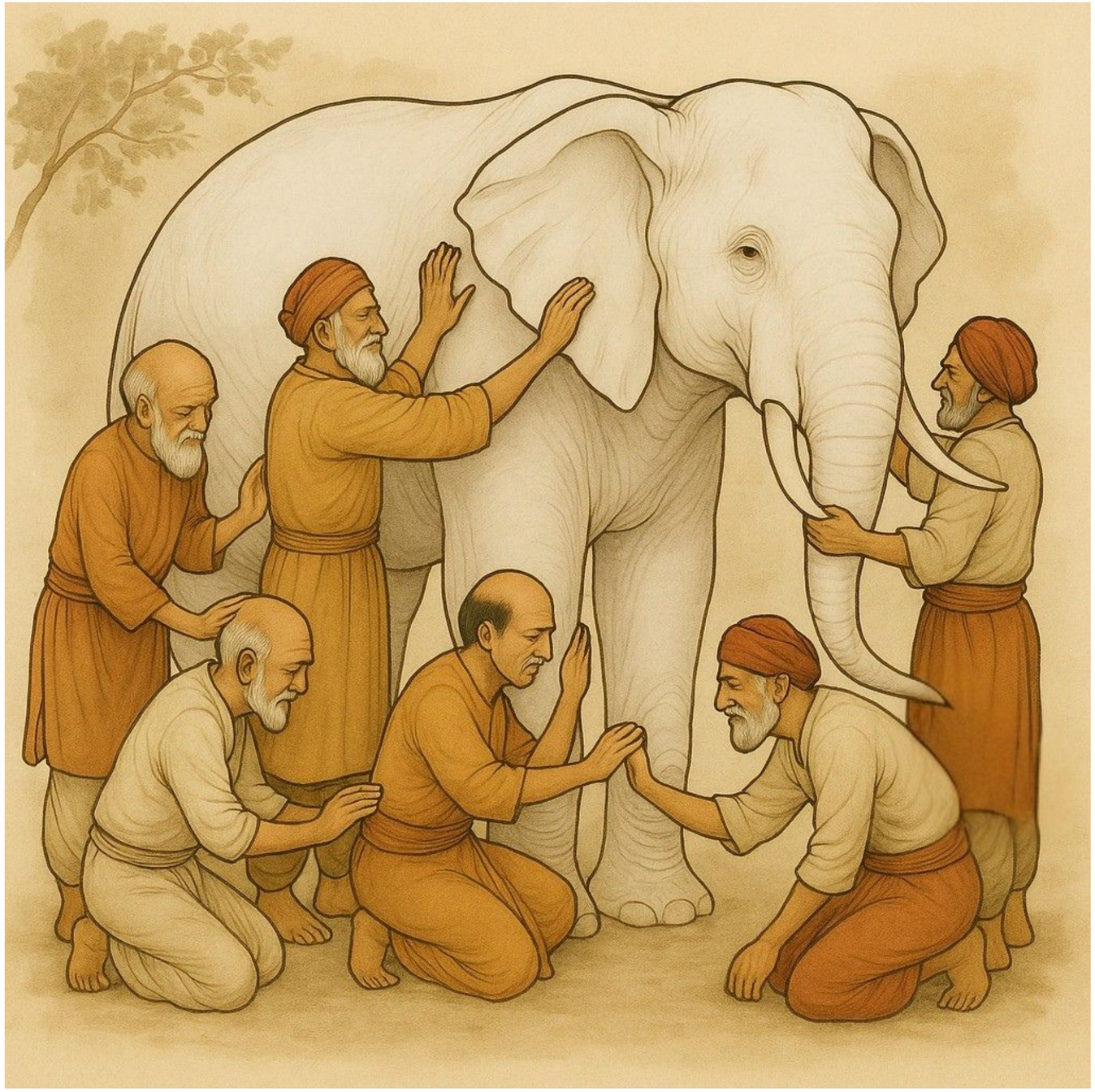

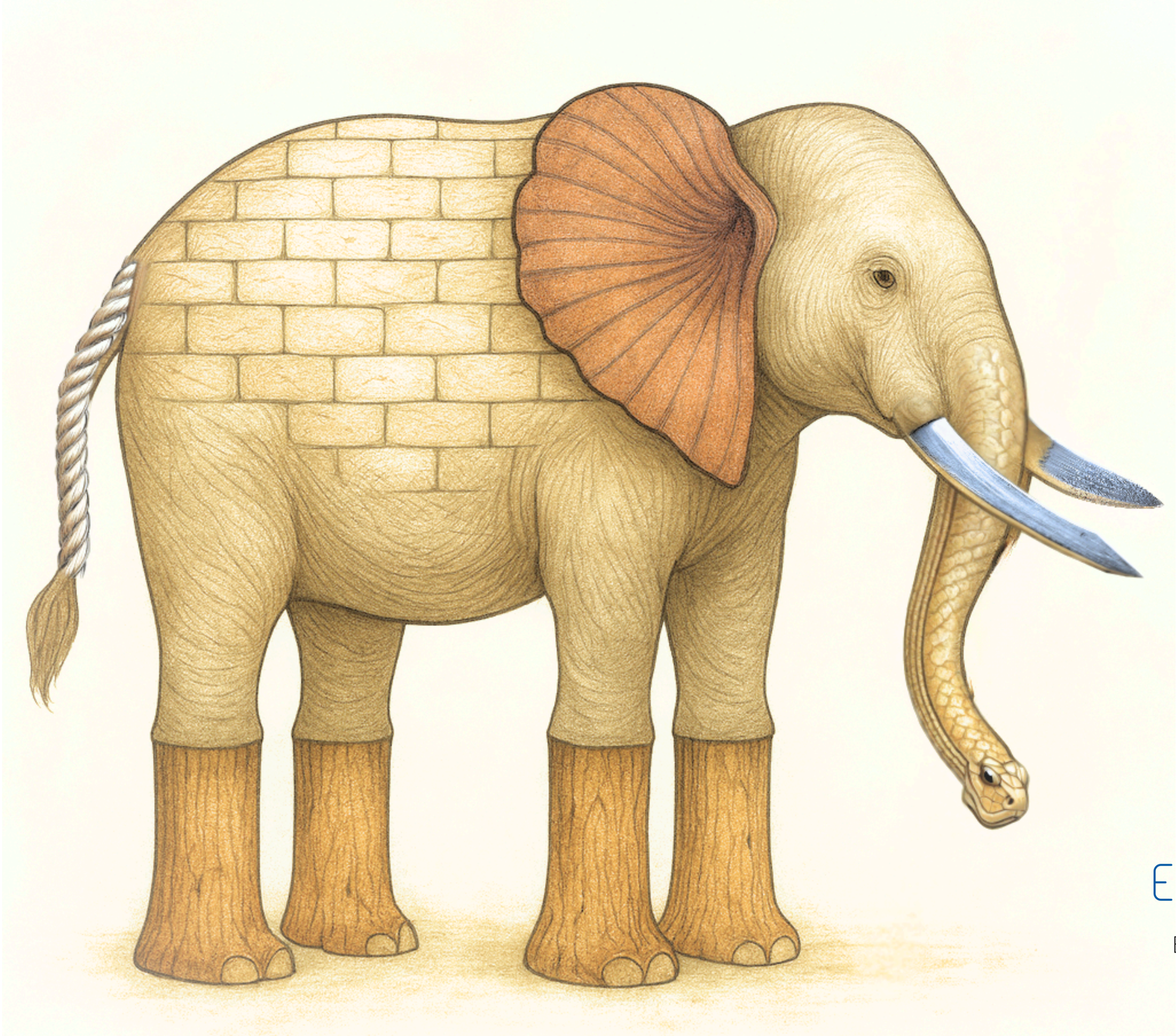

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Interweaving evidence

Embedded in instruction: Assessment happens naturally during lessons

Continuous: It’s ongoing, not a one-time check.

Bidirectional: Helps teachers see what students know and helps students reflect on their own learning.

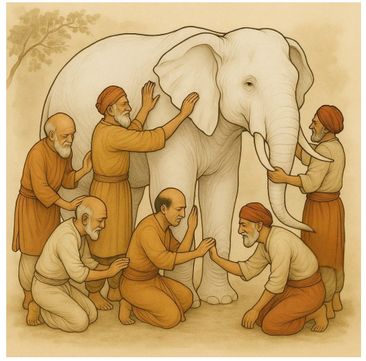
Actionable: used immediately to adjust instruction.

Collaborative: interdisciplinary exchange of ideas and perspective.

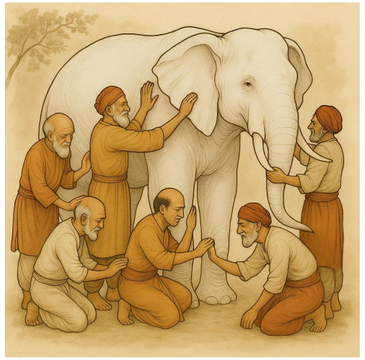
Group 1 – The Blind Men’s Lesson

In what ways might we, as teachers, sometimes be like the blind men—seeing only part of our students’ learning?

What “elephant parts” do we usually pay attention to, and which ones do we often ignore?



Group 2 – Evidence of Learning



- Beyond tests and written assignments, what other forms of evidence help you understand your students' progress?

- How can combining different sources of evidence change the picture we have of a student's abilities?

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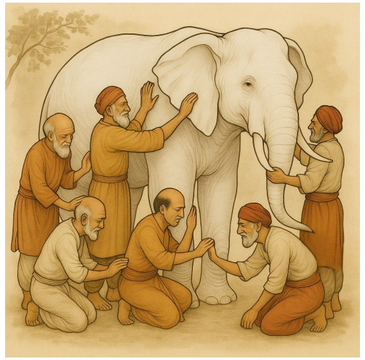
Group 3 – Teaching Practice

- Think of a time when one piece of evidence misled you about a student. How could a wider set of evidence have given you a more accurate view?
- How do you adapt your teaching when new evidence shows something different about a student’s needs?



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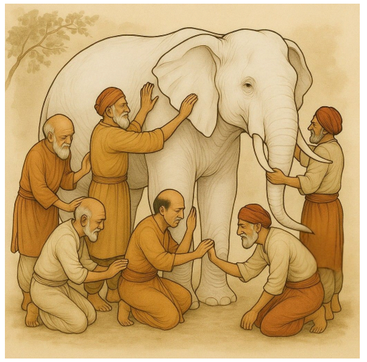
Group 4 – Collaboration



The Rajah says: *“You must put the parts together.”*

- How might teachers in your school put their “parts” together to build a fuller picture of learning?

- What’s the best opportunity to do so?

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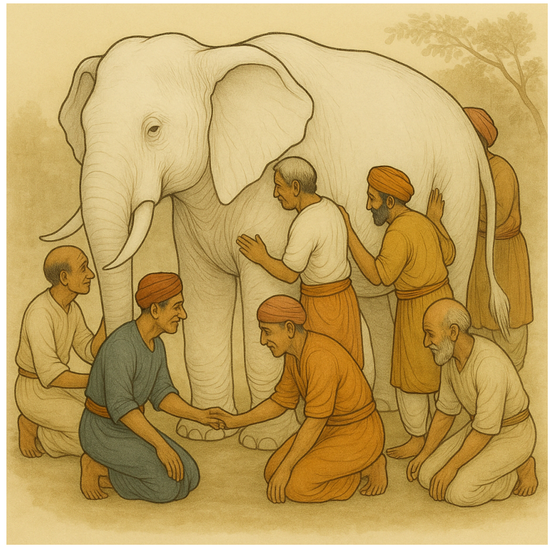
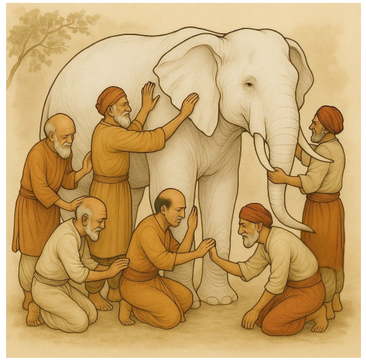
Group 5 – Student Agency:

- How can we help students combine evidence to see the ‘whole elephant’ of their progress?



Group 6 – Hidden Elephants

- What aspects of learning are the hardest to see because they are invisible (e.g., self-confidence)?
- How might we create tools or practices that make these hidden elements more visible without overwhelming students?



Group 7 – Misunderstandings and Conflicts

- The blind men argued because each believed they were absolutely right. In what ways do conflicting interpretations of evidence happen in our schools ?
- How can teachers prevent evidence from becoming divisive or misleading?

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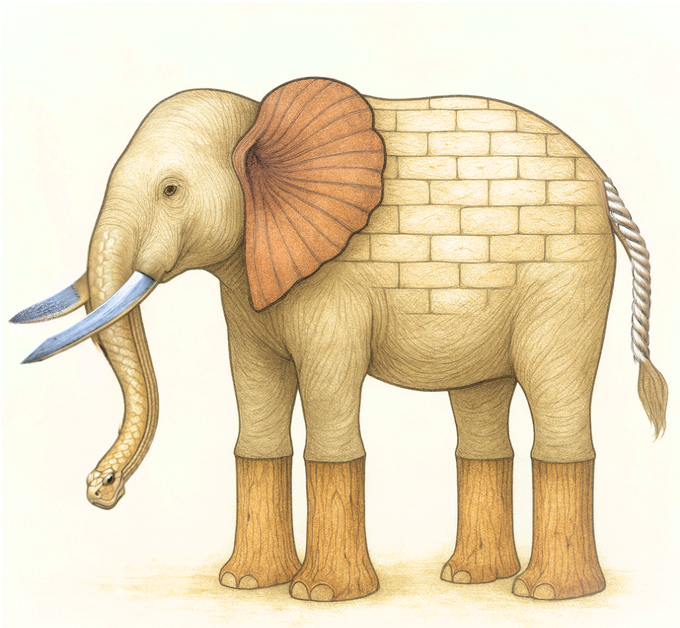

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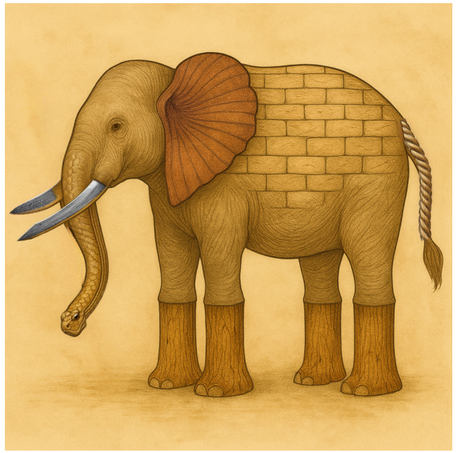
Group 8 – Time and Perspective

- Each blind man touched the elephant only briefly. How does time affect the evidence we gather?
- What systems could we use to ensure evidence reflects growth over time instead of isolated snapshots?



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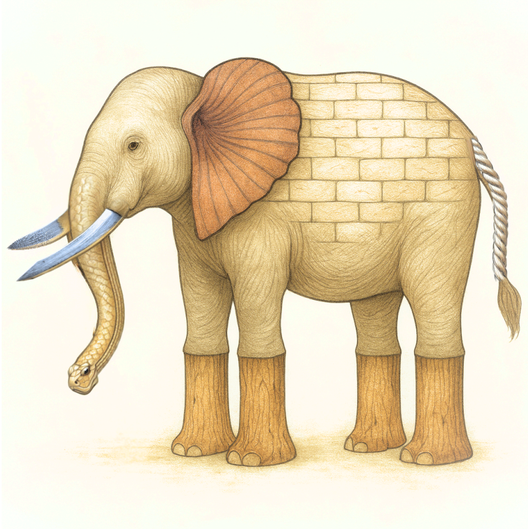

Group 9 – The Village’s View

- In the story, the villagers were also part of the context. What role do families, communities, and society play in shaping the “evidence” of student learning?
- How can we bring in voices outside the classroom (parents, mentors, cultural contexts) to complete the picture of learning?

Group 10 – Wisdom Through Sharing

- At the end, the blind men could have discovered more truth by listening to each other. How do we as teachers share evidence across grades, cycles, or institutions?
- What systems/tools could make evidence more transferable and cumulative?

Think of evidence in four categories:

- **Formal** — tests, rubrics, portfolios.
- **Informal —** teacher observations, exit tickets, quick writes.
- **Qualitative —** student reflections, peer feedback, journals.
- **Data-driven** — participation analytics, learning platforms.

1. Formal Assessment Tools

Traditional, structured instruments that give summative or formative evidence.

- Written Tests: multiple-choice, short answer, essays.
- Quizzes: online (Google Forms, Kahoot, Quizizz) or paper-based.
- Standardized Exams: international tests
- Rubrics: for writing, speaking, projects.
- Portfolios: curated collections of student work
- Oral Exams: structured interviews, oral presentations
- Diagnostic Tests: baseline placement

2. Informal & Low-Stakes Checks

Quick snapshots of learning during class.

- Exit Tickets: one-minute reflections or questions at the end of class.
- Think-Pair-Share: observe peer discussions for comprehension.
- Class Polls: Mentimeter, Poll Everywhere, or hand-raising.
- Mini Whiteboards: students write answers and show them.
- Quick Writes: 3–5 minutes of spontaneous writing.
- Hot Seat Questions: impromptu oral questions to test comprehension.
- Observation Notes: teacher logs of student participation and behaviors.
- Learning Journals: daily/weekly logs by students.

3. Qualitative & Student-Centered Tools

Evidence from the learner's voice and reflection.

- Self-Assessments: checklists, rating scales, "can-do" statements.
- Peer Assessments: structured peer feedback on writing/speaking.
- Learning Reflections: "What did I learn today? What's still unclear?"
- Learning Stories: students narrate how they approached a task.
- Goal-Setting Sheets: track goals and progress toward them.
- Student Conferences: 1-on-1 meetings to discuss evidence.
- Metacognitive Journals: students write about strategies used.
- Digital Diaries/Blogs: ongoing reflections shared online.

4. Performance & Authentic Tasks

Evidence from real or simulated application of skills.

- Presentations: individual or group, recorded or live.
- Role-Plays: situational language practice (ordering food, job interview).
- Projects: research, poster design, podcasts, short films.
- Portfolios of Creative Work: stories, poems, scripts.
- Debates: assess fluency, argumentation, critical thinking.
- Simulations: mock travel, business meetings, problem-solving.
- Storytelling: retelling stories, personal narratives.
- Service Learning: applying English in community projects.

5. Collaborative Evidence

Learning generated together.

- Group Projects: presentations, videos, campaigns.
- Shared Writing Tasks: Google Docs collaborations.
- Peer Teaching: students explain topics to classmates.
- Class Blogs/Wikis: collective knowledge construction.
- Learning Partnerships: students track each other's progress.

6. Digital & Data-Driven Tools

Using technology to capture evidence.

- Learning Management Systems (LMS): Moodle, Schoology
- Analytics Dashboards: attendance, log-ins, task completion.
- Digital Quizzes & Games: Kahoot, Quizizz, Wordwall.
- Language Apps: Duolingo progress.
- E-Portfolios: Seesaw, Google Sites, Padlet.
- Recording Tools: audio/video of oral performance.

7. Arts & Creative-Based Evidence

Alternative modes of expression.

- Dramatizations: plays, sketches, reenactments.
- Song/Poetry Performances: original or interpreted.
- Visual Storyboards: sequence learning visually.
- Art-Integrated Tasks: posters, infographics.
- Digital Storytelling: using Canva, Animoto, Powtoon.
- Photo Journals: "A week in my life" in English captions.

8. Cross-Disciplinary & Competency-Based Evidence

- Problem-Based Tasks: solve a real-life issue in English.
- Interdisciplinary Projects: English + 1
- Pecha Kucha: about any topic of interest

9. Feedback & Dialogic Evidence

Evidence as conversation, not product.

- Teacher-Student Conferences: mini-interviews about learning.
- Peer Feedback Circles: students give each other constructive input.
- Whole-Class Reflection Sessions: “What evidence of learning did we generate this week?”
- Learning Contracts: negotiated goals and progress checks.

10. Institutional & National Tools (Uruguay Context)

- Portal Uruguay Educa: interactive activities, lesson plans, student resources.
- Plan Ceibal Platforms: CREA2, adaptive math/English tools.
- National Rubrics/Guidelines: DGES descriptors for oral/written production.
- Portfolio de Aprendizajes (PA): encouraged in many high schools.

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- We are weavers of evidence.
    - We interpret progress.
- We bring together diverse sources.
    - We collaborate with colleagues to share perspectives.
- And we should include students in this process, giving them agency to reflect and co-construct evidence.

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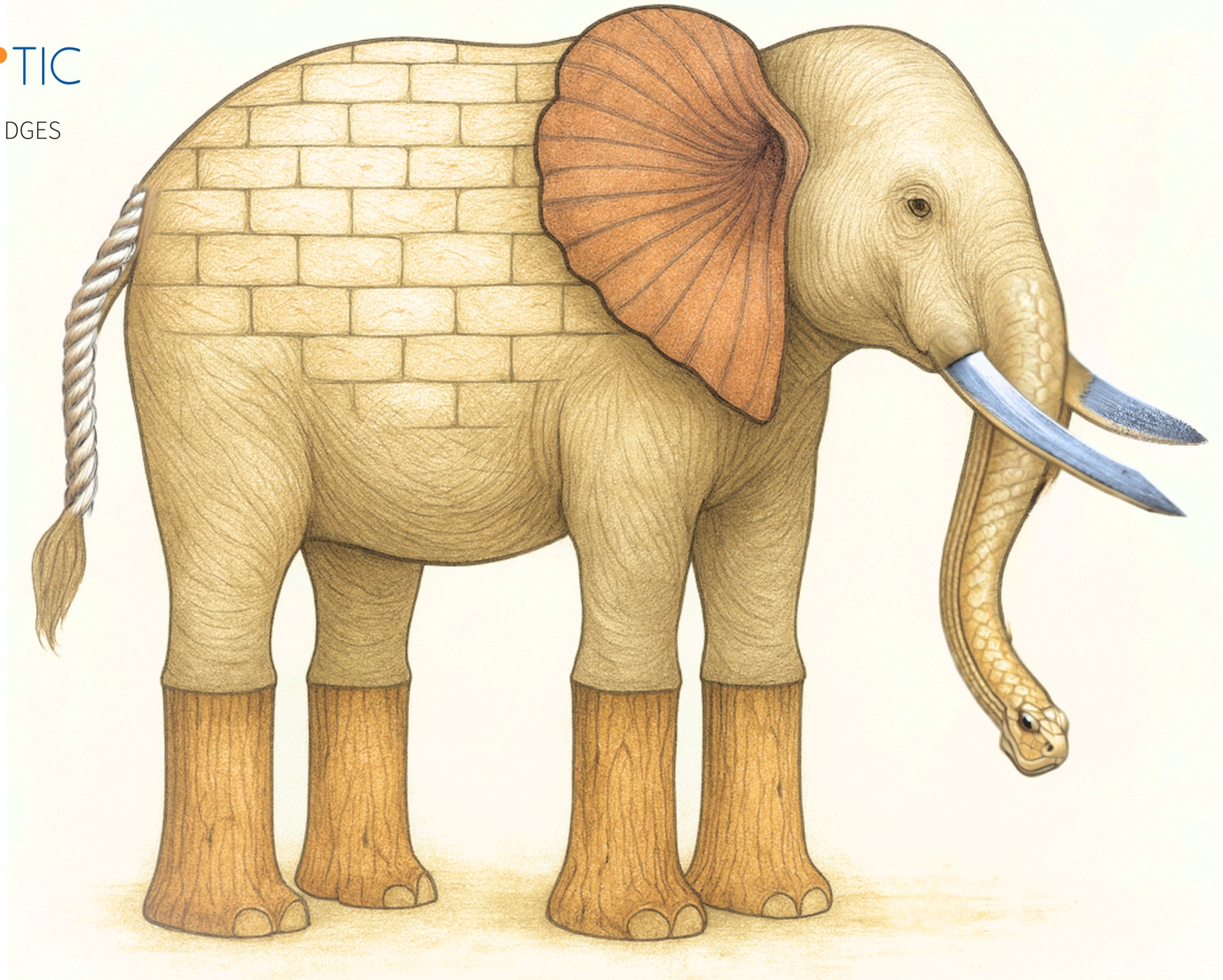

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Thanks!

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