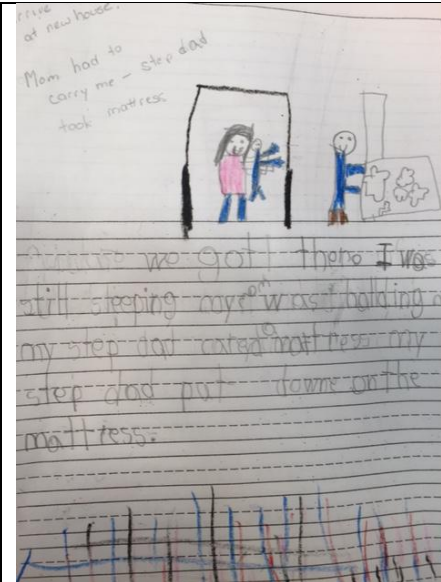
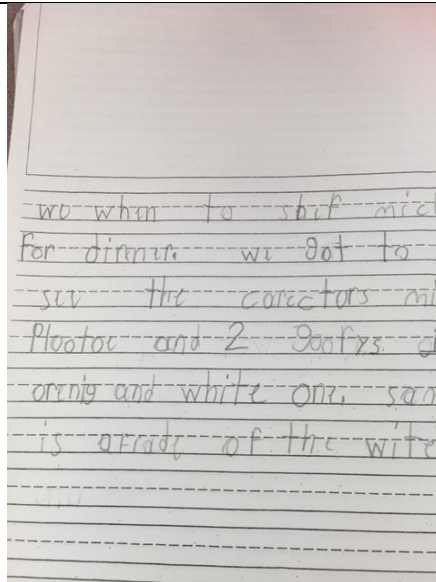


What will the artifact and interacting with students about the artifact tell you?

EXAMPLE 1: 2nd grade Writing

OBJECTIVE: "I can add more details to my story after I have read it."

DESCRIPTION: 16 students were working independently on various stages of their writing. (entered the room and they were already at seats working). When finished they were to work in pairs to peer review. Teacher floated and conducted individual conferences on student goals (spacing, punctuation)



WHAT DO YOU WANT TO KNOW/ DETERMINE?

POTENTIAL OBSERVATIONS/ EVIDENCE:

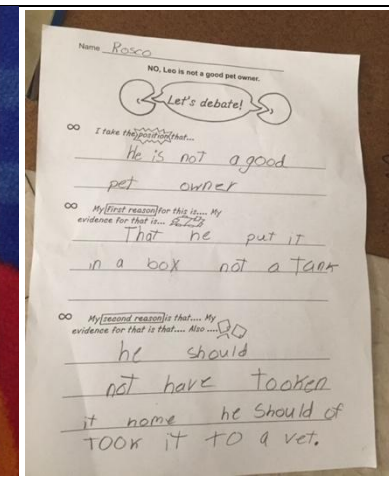
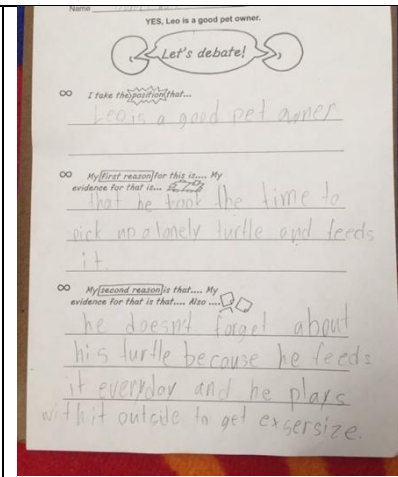
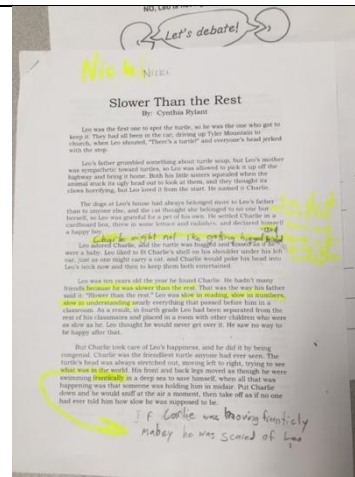
POTENTIAL QUESTIONS FOR STUDENTS:

ANALYSIS/DETERMINATIONS:

EXAMPLE 2 : 4th grade Writing

OBJECTIVE: “I can defend a position by quoting specific passages, sentences or words from the text.”

DESCRIPTION: Working in 9 pairs, students were given a position about a character from a story. They were then to support the position with reasons and evidence on a worksheet. (observed the verbal modeling of this just before they set to task.) Students did not choose their position; it was selected for them.



WHAT DO YOU WANT TO KNOW/DETERMINE?

POTENTIAL OBSERVATIONS/EVIDENCE:

POTENTIAL QUESTIONS FOR STUDENTS:

ANALYSIS/DETERMINATION:

EXAMPLE 3 : 6th grade Science

OBJECTIVE: “Distinguish between a chemical and a physical reaction”

DESCRIPTION: Students were working in 5 groups of 4 adding water and other liquids to substances when the observer arrived. They were to record observations on one page and then complete this sheet (see pic) using the experiment results with the clues they had learned about the day before. The teacher floated between the groups

DATA TABLE 2: Changes and Clues
 Write the property or clue you observed in the Clue column.
 Decide if you think the combination caused a "physical" or "chemical" change in the Change column.

SUBSTANCE	with water		with vinegar		with iodine	
	Clue	Change	Clue	Change	Clue	Change
Baking Soda (BS)	Efferves	physical chemical	Foam	physical chemical	Efferves	physical chemical
Cornstarch (CS)	Thickens	physical chemical	None	physical chemical	Starch	physical chemical
Powdered Sugar (PS)	None	physical chemical	None	physical chemical	Starch	physical chemical
Baking Powder (BP)	Fizz	physical chemical	Fizz	physical chemical	Starch	physical chemical
Granulated Sugar (GS)	None	physical chemical	None	physical chemical	Starch	physical chemical

ANALYSIS AND CONCLUSIONS: Answer the following questions in complete sentences.

1. What clues or observations did you use to decide the observation was a chemical change?
 color change, If it reacted, foam.

2. Do you think the clues that indicate there's been a chemical change are always reliable?
 Why or why not? They are reliable because by the reaction it's either chemical or physical.

3. When you cook food, is there always a physical change? Is there always a chemical change? Explain.

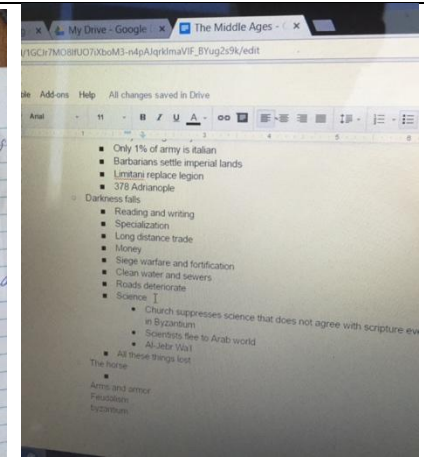
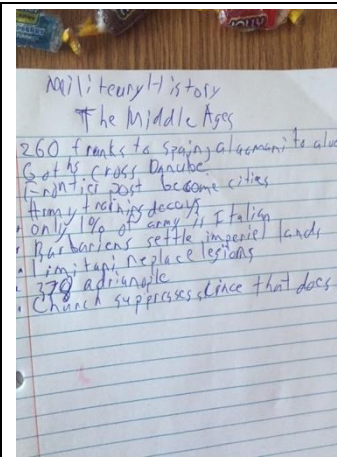
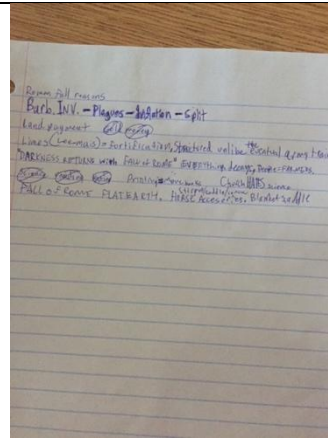
WHAT DO YOU WANT TO KNOW/DETERMINE?

POTENTIAL OBSERVATIONS/EVIDENCE:

POTENTIAL QUESTIONS FOR STUDENTS:

ANALYSIS/DETERMINATION:

EXAMPLE 4 : 9th- 11th Military History
OBJECTIVE: “Describe the military of the Middle Ages”

DESCRIPTION: 8 students were told they would have an open-note quiz on the following day. They followed along a teacher-led/ teacher-amplified PowerPoint that contained 2-3 slides that were for review and 25 more minutes of new content on slides.

WHAT DO YOU WANT TO KNOW/DETERMINE?
POTENTIAL OBSERVATIONS/EVIDENCE:
POTENTIAL QUESTIONS FOR STUDENTS:
ANALYSIS/DETERMINATION:

Directions—Picture yourself in the room as an observer to complete this task. Consider how you can use ongoing and real time artifact review and observation of students creating that artifact in conjunction with our other strategies of listening to T questions, S responses to T, S-S discourse, responses to observer questions.

Think:

- What can the artifacts tell you? What are they revealing about understanding of strategies, new concepts, skills and/or process?
- What else can you collect around/based on the artifact or while students are creating it?
- What does the teacher need to know about what is happening?

You may be at a point where you can process artifacts while you are in the room or you are taking pictures and processing at your desk before your feedback meeting--or both!

By increasing our capacity to review artifacts before meeting with a teacher, as instructional leaders we:

- provide more impactful coaching points
- promote reflection (prepare questions ahead of time) vs. trying to process them all in the feedback meeting
- determine/request specific artifacts the teacher should bring to the meeting (if students continued to work after the observer left, summative assessments, etc.)

We can develop the capacity in teachers to:

- conduct ongoing formative assessments during a lesson
- design assessments/tasks that are aligned to the objective and provide critical evidence of understanding
- recognize when shifts or mid-lesson teaching points need to occur
- recognize when/why differentiation is needed

Column 1: WHAT DO YOU WANT TO KNOW/DETERMINE?

Think generally. Look at the objective and task and think about the district instructional framework. What are some basic ideas about the lesson you want to determine?

Column 2: POTENTIAL OBSERVATIONS/EVIDENCE

Think specifically. Look at the artifacts now along with the objective and task description. What evidence could this artifact and interacting with the students provide you?

Column 3: POTENTIAL QUESTIONS FOR STUDENTS:

Based on the objective, task and artifacts, what could you ask students to gain more information?