

ProTeach Portfolio Support Providers: Facilitating Connections

Evidence and Analysis

What is Evidence?

- Evidence is the information that a candidate provides within a commentary, using quotations from students and colleagues and relevant artifacts.
- Is there any one type of evidence that is more valuable than others? No, the quality of the evidence is the most important measure of its value.

Where Can Evidence Be Found?

- Evidence is found in the responses to the prompts and in both teacher and student artifacts.
- Evidence is collected from wherever it appears within an entry.
- Sometimes candidates include additional evidence in the response to another prompt within the same entry; that evidence is collected by the scorers.

What Is an Evidence–Collecting Model?

- Evidence is collected from each criterion within an entry.
- The evidence that is collected is measured by the scorers.
- At no time are “points” taken away because a candidate has not done something. This is not a deficit model.

For More Information

- About collecting evidence and evidence gathering:
http://www.waproteach.org/entries/collecting_evidence.html
- About assessing the quality of evidence:
http://www.waproteach.org/entries/collecting_evidence.html

For More Information

- About thinking about evidence, evidence gathering, and assessing the quality of evidence:

<http://www.waproteach.org/rsc/pdf/WAProTeachCandidateGuide.pdf>

What Candidates Need to Know

- Are they providing sufficient evidence?
- Is the evidence appropriate?
- Do they fully understand the evidence required by each prompt within an entry?
- What are the best artifacts they can provide to address the prompts?

How to Help with Evidence

- Have candidates describe to you their understanding of what the prompts within a textbox are requiring.
- Have candidates find a method or visual in which to outline a response to a prompt (e.g., bullets, graphics).

How to Help with Evidence

- Have candidates select and list the artifacts that are most appropriate and that will provide the greatest amount of evidence.
- Have the candidates find an effective way to explain the value of each artifact.

How to Help with Evidence

- Model for the candidates how this can be done.
- Have candidates work in pairs to help each other understand the prompts and identify the evidence.

How to Help with Evidence

- Have candidates compare the evidence they have outlined, graphed, and/or written for each bullet within the rubric for each criterion.
- Have candidates use the library of examples as comparison to see what sufficient evidence may look like.

Caveats

- When using the rubric, the candidates should focus on the amount and quality of evidence, not the score.
- Make sure candidates see the connections of the textbox numbers to the numbers in the rubric.

Caveats

- Make sure candidates see that more than one textbox may address a single criterion.
- Make sure candidates understand that each criterion receives a score.

What to Do with the Evidence

- Once the candidate has an idea of the direction each prompt response will take and a list of artifacts, help the candidate distinguish between and among descriptive, analytic, and reflective writing.

First

- Have the candidate read the section on writing in the Candidate Guide.

Second

- Emphasize that solid analysis requires examination and interpretation of the evidence.

Third

Have the candidates focus on the following:

- Are the points the candidate is making clear?
- How does the evidence support the candidate's points?
- What specific details are referenced within the candidate's evidence?
- How are the details connected to the candidate's points?

Writing

For writing guidelines, entry development, and key points for composing entries:

- <http://www.waproteach.org/rsc/pdf/WAProTeachCandidateGuide.pdf>
- http://www.waproteach.com/entries/entry_dev_writing_guidelines.html

Provide Examples

- From the Library of Examples, extract responses from various textboxes that are in need of analysis.
- Use responses from the weaker selections from the Library of Examples and model how these could be made stronger.

Work with the Examples

- Point to areas of weakness and explain why they are weak.
- Provide examples of analysis that could be added.

Library of Examples

To see the Library of Examples for
Entry 1:

- <http://www.waproteach.com/guides/entry1.html>

To see the Library of Examples for
Entry 2:

- <http://www.waproteach.com/guides/entry2.html>

Library of Examples

To see the Library of Examples for
Entry 3:

- <http://www.waproteach.com/guides/entry3.html>

Keep Working

- Provide other responses, both weak and strong, from the Library of Examples and have candidates do the same thing.
- Have candidates explain the thinking they see in the evidence.
- Have candidates list the points they see being made, reference the specific evidence, and tell you how and why that evidence supports the point.

Keep Working

- Have candidates list the points they see being made, reference the specific evidence, and tell you how and why that evidence supports the point.

Using Your Candidates' Work

- As the candidates begin to draft their own responses, have them work in pairs using the same procedure.
- Or, have them work as a group on an example from current work.