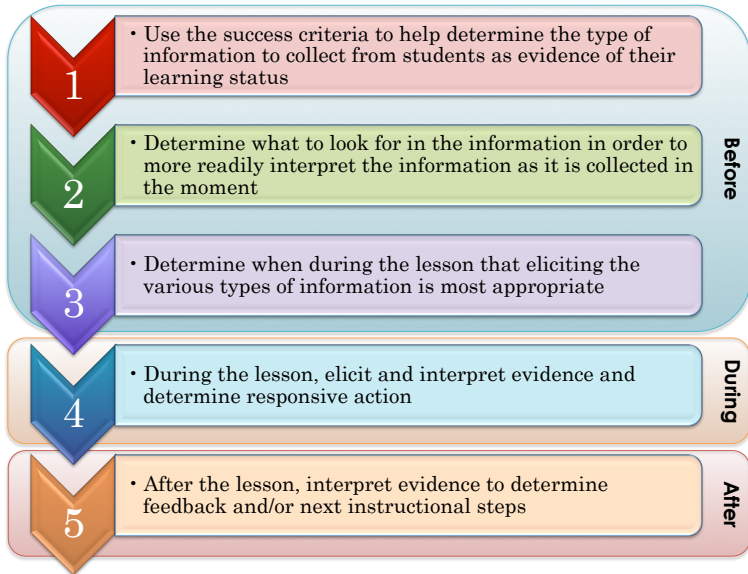
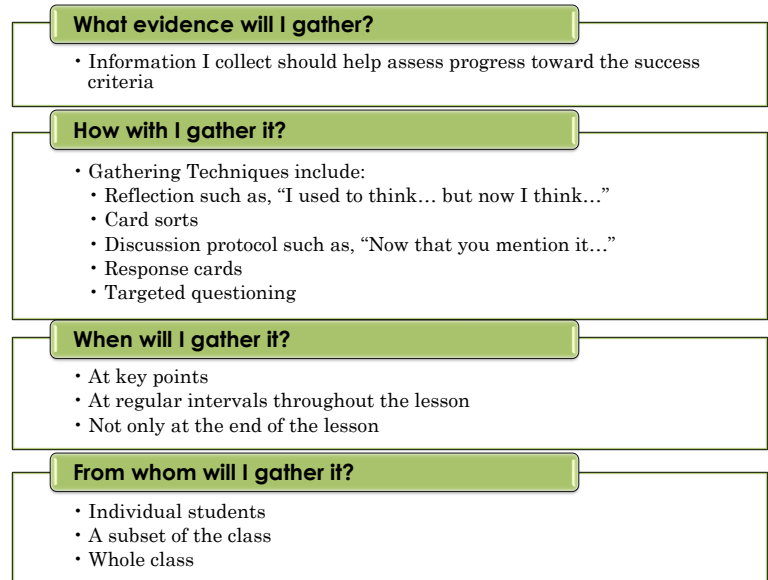


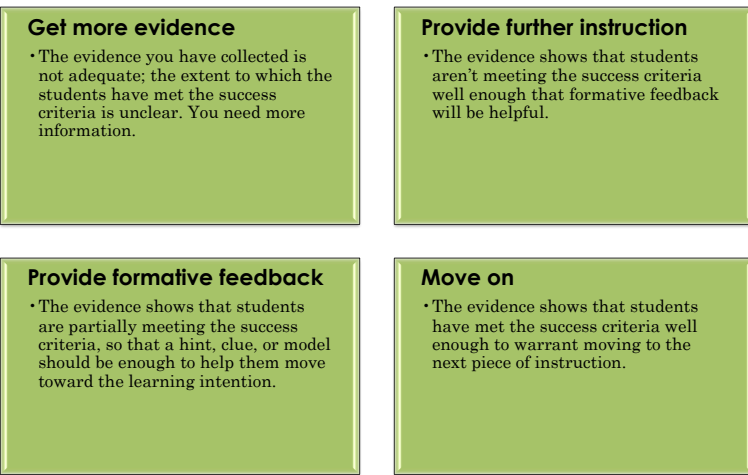
## Process for Eliciting and Interpreting Evidence



## Planning for Eliciting and Interpreting Evidence



## Responsive Actions



## Recommendations for Gathering, Interpreting, and Acting on Evidence

- Create opportunities during the lesson to gather evidence related to each of the success criteria.
- Consider from whom you need evidence. You might not need it from all students all the time on all parts of the lesson.
- Elicit evidence about correct thinking and correct responses as often as you do about incorrect thinking and responses.
- Use questions (at least some of the time!) to learn more about students' mathematical thinking.
- Focus your interpretation efforts on evidence related to how students are progressing toward the success criteria, and pay particular attention to evidence of meeting or partially meeting the criteria.
- Interpret evidence at a whole-class level as well as an individual student level.
- Use interpretation of evidence against the success criteria to determine an appropriate responsive action, such as:
  - Gather more evidence
  - Provide further instruction
  - Provide formative feedback
  - Move on
- Be selective about what information you need to record, and keep it simple.