

# *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](http://www.waproteach.org/entries/collecting_evidence.html)
- About assessing the quality of evidence:  
[http://www.waproteach.org/entries/collecting\\_evidence.html](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](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.