

## Pressing for Evidence

This table outlines some reasons you might need to press yourself or each other for evidence and provides sample prompts to do so.

Press for Evidence When:	Why	When You Might Press	How You Might Press
A statement is judgmental, not descriptive.	Description helps to ground our statements and interpretations to the evidence.	“The way the students were grouped was not effective.”	<p>What did you see or hear that makes you say that?</p> <p>Why do you think that?</p> <p>How do you know?</p> <p>What is your evidence?</p>
Statements are descriptive, but not grounded in an instructional framework.	Connecting descriptions to the framework supports fluency with the framework language.	“Students sat in groups of four and each had a participant role card. The cards were numbered 1-4 and students took turns, in numerical order, giving evidence for their interpretation of the author’s purpose.”	<p>For what part of your framework could this be a description?</p> <p>Where in your framework could that evidence sit?</p> <p>In your framework, what words describe this evidence?</p>
Statements are connected to the framework but lack evidence from the observation.	Connecting evidence to the framework supports fluency with the framework language and paints a picture of what the framework language could look and sound like for different grade levels and content areas.	<p>“The teacher provided a clear learning target that was understood by students.”</p> <p>“Students actively participated throughout the lesson.”</p>	<p>What did you see and hear that makes you say that?</p> <p>Why do you think that?</p> <p>How do you know?</p> <p>What is your evidence?</p>
A statement is tied to the framework, but is too general and lacks description.	Asking about the nature or the <i>quality</i> of student talk (or the learning target, the formative assessment, etc.) helps us understand the level of lesson rigor and the demands placed on students’ thinking and communication in relation to grade level, content standards.	“Students talked to each other throughout the lesson.”	<p>What else did you notice about _____? (for example: student talk)</p> <p>What was the nature of _____? (for example: the talk; the learning target; how students participated; etc.)</p> <p>How did the _____ (talk, learning target, task, etc.) develop and deepen content-specific thinking and language?</p>