
Considering the Showing Evidence Tool for Your Unit

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MODULE 10

Considering the Showing Evidence Tool for Your Unit

Description: During this module, you try out your project ideas by creating a practice *Showing Evidence* case, discuss and practice effective questioning techniques, provide and receive feedback on your ideas, and use tips on implementation and assessment to revise your Unit Plan.

Activity 1: Creating a Practice Case

The purpose of creating a practice student case is to test your concepts, practice the types of discussions and questions you might want to ask your students, and then revise your project description, prompt, and requirements, as needed. The other purpose of this practice case is to determine whether the use of the *Showing Evidence Tool* really is the best fit for your unit. You may decide, after trying out your ideas, that the use of another thinking tool would support your unit's objectives in a more direct way.

When creating your practice student case, ensure that you model your expectations for:

- Rating criteria for evidence quality, evidence support, and claim
- Format and level of detail in the descriptions
- Choice and format of sources

Follow the steps on the next page to create a practice student case. You may want to use similar directions for your students when you are ready to have them create their own arguments. Use the Intel® Education *Help Guide* if you need assistance in completing any of the technology skills identified.

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Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Skill 3.3: Opening a Showing Evidence project in the Student Workspace
- Showing Evidence Skill 3.20: Creating a claim



- Open *Showing Evidence* from your Favorites. (www.intel.com/education/showingevidence)
- Click **Student Log-In**.
- Log on to the *Showing Evidence* Student Workspace using the student login information on Overview page vii or in your Login Information document.
- Open your project. (See Teaching Tools, Showing Evidence Tool Skill 3.3.)
- Review the elements of the *Showing Evidence* case



Review the **Save project, Show report, Change view, Shrink text size, Grow text size, and Delete** buttons.

Start by either creating new evidence or by creating a new claim.

Click **Create New Evidence** to start a new piece of evidence.

After all evidence has been evaluated, students determine whether the claim is valid, explain their reasoning, and provide an overall star rating of how well all the evidence supports the claim.

Click the titles for additional information.

Evidence that supports a claim is linked to the claim in the green area. Evidence that weakens a claim is linked to the claim in the red area.

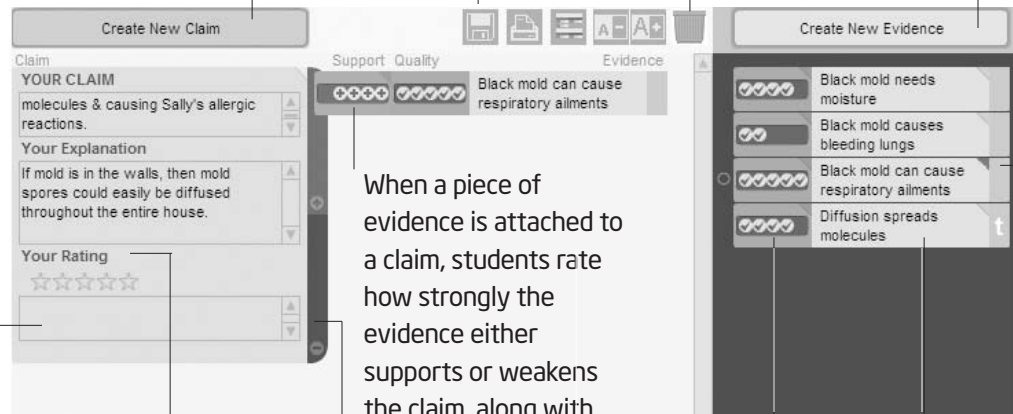
When a piece of evidence is attached to a claim, students rate how strongly the evidence either supports or weakens the claim, along with their reasoning (in the standard, not simplified, version).

The number of checkmarks indicates the team's evaluation of the quality of the evidence and the reliability of the source.

Double-click an evidence item to view a detailed description, the quality rating of the evidence (in the standard version), and the sources of the evidence.

A colored triangle means a comment has been added.

A "t" indicates that the evidence was provided by the teacher.



Note: Depending on your project, you may be creating evidence first or a claim first. Follow the steps below in the order that is appropriate for your project.

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6. Consider the following as you create a claim: (See Teaching Tools, Showing Evidence Tool Skill 3.20.)

- a. Use a short sentence in the *Your Claim* section so that it can be read with minimal scrolling.
- b. Enter a more detailed explanation of the claim in the *Your Explanation* section, if needed. Expand on the claim summary and elaborate on its meaning.
- c. The *Your Rating* section is normally completed after all the evidence has been created and evaluated. However, you may want to instruct your students to update this section as they go. It can provide a snapshot as to how they feel the argument is progressing at the moment. Students could then modify it as they gather more evidence.

Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Skill 3.21: Creating evidence
- Showing Evidence Skill 3.22: Rating the quality of evidence
- Showing Evidence Skill 3.23: Color-coding evidence
- Showing Evidence Skill 3.24: Linking evidence to a claim
- Showing Evidence Skill 3.29: Rating a claim



7. Consider the following as you create evidence: (See Teaching Tools, Showing Evidence Tool Skill 3.21.)

- a. The *Evidence Summary* needs to have a very short title that is as clear as possible. You need to be able to scan and understand the evidence titles when evidence is attached to the claim.
- b. The *Explanation* contains the detail of a piece of evidence. You will need to clarify for your students your expectations for this section.
- c. The *Source* contains information about where a piece of evidence came from. Web site addresses pasted in this section are “clickable.” Clarify for your students your expectations for this section as well, including the acceptable resources.
- d. If you are using the standard version of the tool, rate the quality of the evidence and provide the rationale. Five check marks mean high quality; one check mark means low quality. This rating should indicate the level of assurance you have for the reliability of the source and quality of the evidence. (See Teaching Tools, Showing Evidence Tool Skill 3.22.)



Note: The *Evidence Quality* is rated solely on how well you trust a source and believe that the evidence is accurate. The rating is not to be based on whether the evidence supports the claim. See the sample rubric on page 9.12.

- e. In the *Rating Rationale* section, include an explanation as to why you rated the quality as you did.

8. If desired, you can choose to color-code the evidence in the *Evidence Bin*. (See Teaching Tools, Showing Evidence Tool Skill 3.23.)

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Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Skill 3.30: Adding or updating a conclusion
- Showing Evidence Skill 3.31: Adding a comment to a claim, link, rating, or evidence
- Showing Evidence Skill 3.37: Showing and printing a report

9. Attach evidence to the claim. (See Teaching Tools, Showing Evidence Tool Skill 3.24.)

- If you think a piece of evidence supports the claim, drag the evidence into the green (upper) area of the claim. If you think a piece of evidence weakens the claim, drag it into the claim's red (lower) area.
- If you are using the full version of the tool, rate how well the evidence supports or opposes the claim and enter your rationale.


Note: See sample rubric on page 9.14.

10. Review evidence to rate the claim. (See Teaching Tools, Showing Evidence Tool Skill 3.29.)

- After reviewing and rating all the evidence, analyze the strength and quality of the evidence and determine whether the entire body of evidence results in supporting or opposing the claim.
- Indicate by the number of stars in the *Your Rating* section how well you believe the claim is supported.

Note: See sample rubric on page 9.17.

- Type an explanation as to why you believe the claim is supported, refuted, or undetermined.

 11. Make a conclusion. (See Teaching Tools, Showing Evidence Tool Skill 3.30)

- Use the *Conclusion* area below the *Claims Workspace* to summarize your thoughts about the case.
- If your case includes more than one claim, use the *Conclusion* area to make judgments about the case as a whole.

12. Add comments. (See Teaching Tools, Showing Evidence Tool Skill 3.31)

- Team members can use the *Comments* box to leave comments for each other (when not working together), the teacher, or reviewing teams. The teacher and reviewing teams communicate to the team authors through comments.
- Add text in the bottom section of the *Comments* box. (When you review another team's case, your team's name appears next to your comments.)

13. Examine your case using the *Show report* feature, which allows you to view all the descriptions and ratings of your evidence and claims in one page. A report can be helpful when students are using the information gathered using the *Showing Evidence Tool* to produce other reports or products. (See Teaching Tools, Showing Evidence Tool Skill 3.37)

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Activity 2: Reviewing Student Work

Each student case may be reviewed by the teacher and by a peer reviewing team that has been assigned by the teacher. In this activity, you review your practice case as a teacher. In the next activity, you work with another team to peer review each other's case and project idea. Use the *Help Guide* if you need assistance in completing any of the technology skills identified.

Reviewing as a Teacher



1. Log on to the Teacher Workspace in *Showing Evidence*, and open your student sample *Showing Evidence* project. (www.intel.com/education/showingevidence) (See Teaching Tools, Showing Evidence Tool Skills 3.5 and 3.36)
2. Review the work for your student sample. You cannot make changes to the work, but you can add comments as a reviewer on the evidence, the evidence rating, the support rating, and the claim. (See Teaching Tools, Showing Evidence Tool Skills 3.36 and 3.31)
3. A *Comments* box is available at the bottom of the screen to support open-ended communication among the teacher and students in the team, for comments on the project as a whole. The *Comments* box can only be seen by the teacher and the student team who has created the case. This box is provided for more general comments and concerns that the teacher wants to share with the team, the team members want to share with each other when not working in the same location, or responses to existing comments. All comments are saved sequentially, with the most recent one at the top. (See Teaching Tools, Showing Evidence Tool Skills 3.34)

Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Skill 3.5: Logging in as a teacher
- Showing Evidence Skill 3.31: Adding a comment to a claim, link, rating, or evidence
- Showing Evidence Skill 3.33: Editing a comment attached to a claim, link, rating, or evidence
- Showing Evidence Skill 3.34: Commenting on a project
- Showing Evidence Skill 3.36: Opening and reviewing a student project

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Before this reviewing activity, be sure you have assigned reviewing teams to your practice case.

Activity 3: Sharing Your Practice Case

During this activity, you work with another team to review each other's work. In addition to reviewing the other team's student sample case, you also provide feedback on the prompt and overall project idea. Consider whether your practice *Showing Evidence* case supports and begins to provide answers for the overall questions of the unit. Use the *Help Guide* if you need assistance in completing any of the technology skills identified.

This activity models what is necessary in your classroom when using reviewing teams. When using the *Showing Evidence Tool*, plan for guided reflection activities with your students.

Step 1: Reviewing the Practice Case

To make the reviewing session go more smoothly, you may want to write your reviewing team ID and password on a sticky note or index card to give to the reviewer(s).

Be sure that you access the work to review by clicking the **Projects to Review** link, instead of entering your own practice case.



Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Skill 3.2: Logging in as a student
- Showing Evidence Skill 3.4: Opening a Showing Evidence project as a student reviewer
- Showing Evidence Skill 3.31: Adding a comment to a claim, link, rating, or evidence

1. Briefly share your unit's topic, learning objectives, and overall concept with your reviewing team. Have your reviewing team share the basic information about their unit. Ask each other if any aspects need specific feedback. What type of feedback would you expect from student teams?
2. Provide each other with the login information so that both can log on as a reviewing team to view the case and make comments. (See Overview page vii or the Login Information document.)
3. Log on to the *Showing Evidence* Student Workspace as the student reviewing team at: www.intel.com/education/showingevidence Teaching Tools, Showing Evidence Tool Skill 3.2)
4. Open the project you want to review. (See Teaching Tools, Showing Evidence Tool Skill 3.4)
5. The team's current work is displayed. You cannot make changes to the work, but you can add comments as a reviewing team on the evidence, the evidence rating, the support rating, and the claim. (See Teaching Tools, Showing Evidence Tool Skills 3.31)
6. Prepare to discuss the *Showing Evidence* case and overall project ideas with your reviewing team in the next step.

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Step 2: Reflecting on Your Case



After reviewing each other's case, return together to discuss the *Showing Evidence* cases and overall concept of your projects. Consider whether your practice cases support and begin to provide answers for the overall questions of each respective unit. Use the Reflection Checklist below and the Project Rubric on pages 2.18–2.19 to help guide your discussion. Use the *Comments* section in the checklist to note any needed revisions.

Showing Evidence Project Reflection Checklist

Reflection Checklist	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> The project description is focused and clear. The description provides background and/or context for how the use of the <i>Showing Evidence Tool</i> fits in the unit. <input type="checkbox"/> The project description defines what the students will be trying to solve, produce, respond to, test, recommend, or find out. <input type="checkbox"/> The prompt requires students to analyze a controversial issue, debatable topic, moral or ethical dilemma, social issue, or challenge to an existing opinion. <input type="checkbox"/> The project's questions are engaging, thought-provoking, age-appropriate, and open-ended. <input type="checkbox"/> The practice case contains supporting and opposing evidence of sufficient quantity and quality to adequately answer the prompt. <input type="checkbox"/> Evidence is rated consistently, and the explanations and rationale are clear. <input type="checkbox"/> The use of the <i>Showing Evidence Tool</i> helps students meet the learning goals of the unit. <input type="checkbox"/> The overall project idea meets the highest ratings of the Project Rubric on pages 2.18–2.19. 	



Note: This checklist is available in the *Thinking Tools, Showing Evidence Tool* folder on the Curriculum Resource CD.

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Activity 4: Revising Your Project

After the discussion with your colleagues, you may realize you need to modify the scope of your project. Use this time to either edit the project in the Teacher Workspace and/or revise the student sample case.

Step 1: Editing Your Project

If you need to edit your project or want to practice editing a project, follow the directions below:



1. Open *Showing Evidence* from your Favorites and log on to the Teacher Workspace. (www.intel.com/education/showingevidence)



2. Open and edit your project. (See Teaching Tools, Showing Evidence Tool Skills 3.6 and 3.10)

Note: If you have assigned teams to the project, you cannot change pre-populated evidence or claims, nor add any new evidence or claims. (If you must make changes, you have two choices. You can either unassign the teams on the team page and return to edit the project, which will delete the work completed in your student project, OR you can create a new project and copy the project details from the old project into the new one, including copying the student work.) (See Teaching Tools, Showing Evidence Tool Skills 3.16 and 3.8)

3. Add or edit team information as needed. (See Teaching Tools, Showing Evidence Tool Skills 3.13 and 3.14)

Step 2: Revising Your Case

Use any new ideas from your colleagues to revise your case. Use the Internet to research your evidence to eliminate, validate, or add to your initial case ideas.

If you logged on as a teacher to edit your project, log out and click the **Go to Student Sign In** link at the bottom of the Teacher Workspace to log in as your sample student team to revise the practice case. (See Teaching Tools, Showing Evidence Tool Skills 3.2 and 3.3)

Refer to the following skills in the *Help Guide* for this section:

- Showing Evidence Skill 3.2: Logging in as a student
- Showing Evidence Skill 3.3: Opening a Showing Evidence project in the Student Workspace
- Showing Evidence Skill 3.8: Creating a new Showing Evidence project
- Showing Evidence Skill 3.6: Opening a Showing Evidence project in your Teacher Workspace
- Showing Evidence Skill 3.10: Editing a project
- Showing Evidence Skill 3.12: Adding a new student team
- Showing Evidence Skill 3.14: Viewing or editing team information
- Showing Evidence Skill 3.16: Unassigning teams from a project

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Activity 5: Revisiting Your Unit Plan

During this activity, you discuss ways to implement and manage projects that use the *Showing Evidence Tool*, and you continue working on your Unit Plan.

Step 1: Understanding Best Classroom Practices

Start small. Consider using the simplified version of *Showing Evidence* first to help your students get used to the tool and the basics of making an argument.

Try out your ideas. Practice with your project before assigning it to your students. Gather evidence yourself to be sure that your project ideas will work.

Establish project expectations. Before starting work with *Showing Evidence*, make expectations clear. Discuss your expectations of the kinds of evidence students can use, how to rate the evidence, and what can be done with the claim. You may want to provide some additional scaffolds, such as rating rubrics, a requirements checklist, vocabulary definitions and examples, basic tool instructions, or a working document for gathering research (including the topic, prompt, claim focus, and questions needing answers to support the claim).

Set up teams to succeed. Consider assigning certain roles for the team and have students rotate through them. For instance, one student could use the computer to enter new evidence items, while another gathers evidence from print references or Web sites. Remind students that only one team member can be logged on to the workspace at a time. If instant messaging is approved for use in your school, it can be an effective way to transfer information from a researcher using online sources to the student logged into the project.

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Assign teams and reviewers. Give some thought to how you assign teams. Sometimes, you may want to assign like-minded students to the same team to facilitate the decision making process. Other times, try creating teams where the students will need to negotiate their claims. If you will be assigning different topics for each team, consider having two teams per topic. You can then assign teams with the same topics to act as each other's reviewing teams. Peer-reviewing teams would then have the content knowledge to comment effectively. If you are doing a joint project with another class, you will need to set up one project and assign teams from both classes. You can then assign reviewing teams from the other class. Be sure to provide your teacher login information to the other teacher, as well. Consider assigning an expert or outside reviewer to work with your students, especially in the case of an independent science research project.

Consider creating an initial set of sources for evidence. To help students use research time effectively, you may want to give them a resource list of suggested Web sites, other electronic media (such as encyclopedias), and print resources. This will be particularly important for younger students. After they have exhausted your list, you may want to give them more time to conduct research using other sources.

Consider a practice case. After discussing the parts of an argument, you may want to demonstrate each part of *Showing Evidence* and then have your students work briefly on a practice case. Create a practice project that requires very little prior knowledge and/or supply easily accessible evidence. Students should work through the case from beginning to end to learn how to use the Student Workspace, see the difference between a claim and evidence, understand how to rate evidence, and practice looking at a body of evidence to come to a conclusion. Consider the following prompts for practice projects:

- Should parents pay their kids to do chores?
- Should a curfew be enforced on school nights for kids under 16?
- Should junk food be sold at school?
- Should students be required to wear school uniforms?
- What new meal should be served in the cafeteria?
- What theme should we use for the prom?

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Use Multiple Methods of Assessment throughout the Project

Assess students using multiple forms:

- Multiple assessors—such as the students themselves, peers, the teacher, and mentors
- Multiple units of assessment—such as individual students, groups, the whole class
- Multiple formats—such as written work (formal assignments and informal journal entries), observations (of group activities and individual work), presentations, informal discussions and questions, project designs, and the final product

During the project, focus on assessing your students' thinking and the quality of their arguments. Ongoing student assessments could include:

- Preplanning documents
- Reflection logs or daily journals
- On-task behavior/participation points
- Major assessment points as students develop ideas (collection of evidence, identification of a viable claim, final case)
- Quality of peer review
- Self- and peer-evaluation
- Observation of student discussions and development of ideas while students use the *Showing Evidence Tool*

Consider how students will develop and present answers to the significant questions and issues of the project as a whole, beyond the use of the *Showing Evidence Tool*. Students should use the information learned through the use of *Showing Evidence* to create an outcome that demonstrates their understanding. Some ideas include:

- Have students create a final project, such as a presentation, report, essay, or publication that analyzes, evaluates, and proposes a solution, verdict, conclusion, or new action
- Set up a role-play, experiment, scenario, or other hands-on activity to assess skills and knowledge
- Use debates, interviews, mock trials, or other oral presentations to uncover the depth of students' understanding and comprehension

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Some of the information above is modified from:



Rubric to Assess a PBL (Project-Based Learning) and Rubric

www.idecorp.com/assessrubric.pdf*

Project Based Learning with Multimedia

Originally from: <http://pblmm.k12.ca.us/PBLGuide/AssessPBL.html>* (link no longer active)

Step 2: Revisiting the Unit Plan

Considering the information in the previous step and what you have learned through your practice student *Showing Evidence* case, revise your ideas for your unit. Step back from just the use of the *Showing Evidence Tool* and sketch out the larger picture of the overall unit. If you are not going to use *Showing Evidence* in your unit, continue working on other parts of your Unit Plan that need completion.

1. Open your Unit Plan.
2. Revise the *Showing Evidence Title*, *Project Description*, and *Prompt*, if needed.
3. Consider whether additional standards or learning objectives could be targeted in your unit. Revise the *Standards* or *Learning Objectives*, if necessary.
4. Review your *Curriculum-Framing Questions* and revise if necessary.
5. Consider the ideas on the previous two pages about ongoing assessment. In the *Assessment Summary* section of the *Student Assessment Plan*, add your ideas for how you might assess learning during the unit. Revise the *Timeline* section, if needed.
6. In the *Procedures* section, draft the activities that will occur in the classroom that lead up to, include, and follow the use of the thinking tools and assessments.
7. Draft or outline the *Unit Summary* by briefly describing your ideas for the overall unit. Include your general concept of the whole unit, not just the activity that will use the *Showing Evidence Tool*. Explain the main task, scenario, or challenge you will use to engage your students.



8. Save your work.

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Activity 6: Sharing Your Results

If you are using a wiki, create another entry to reflect on and share your experience with the *Showing Evidence Tool*. Review and provide feedback for one or two other colleagues' projects that you have not reviewed earlier. If you are not using a wiki, share in small groups.



1. Go to the wiki site for this course and log on.

Note: The URL and login information may be written on Overview page vi or in your Login Information document.

2. Use the following questions to help you reflect on your use of *Showing Evidence*:
 - Did you try an idea for your main unit or for a different project idea?
 - Considering your test results, do you think you will keep this tool in your Unit Plan?
 - How do you see the use of the *Showing Evidence Tool* fitting in with the objectives and standards you are trying to target—and your overall plan for your unit? How will the use of this tool help students meet those requirements?
 - How do you see the *Showing Evidence Tool* enhancing your students' higher-order thinking skills, as well as collaboration and communication in your classroom?
 - What questions do you still have about this project's design, implementation, or assessment?



3. Save your wiki page.

4. Review one or two other wiki entries from your colleagues, preferably from authors you have not reviewed before.



5. Provide suggestions and feedback on your colleagues' ideas, concerns, or questions.

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Extension Activity: Finalizing Your Showing Evidence Project

The following activities and resources are available to you as a self-study course enhancement or an optional extension in your course.

If you anticipate that this *Showing Evidence* project will be implemented for your unit because it is a good fit for the unit's objectives, complete any unfinished elements of your *Showing Evidence* project. Include appropriate references, comments, and analysis in your student sample that you would expect your students to include in their *Showing Evidence* projects. Make any necessary edits to the project itself, if necessary.



1. Go to: **www.intel.com/education/showingevidence**
2. Click **Teacher Workspace** or **Student Log-In** depending on whether you need to edit the project parameters or your sample student project.
3. Enter the login information, which may be written down on Overview page vii or in your Login Information document.
4. Make any necessary additions or changes.

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References

Assessing student work with project-based learning. (1997–2001). *The multimedia project: Project-based learning with multimedia*. Retrieved from San Mateo County Office of Education Web site: <http://pblmm.k12.ca.us/PBLGuide/AssessPBL.html>

Rubric to assess a PBL and rubric. (n.d.). Retrieved from Innovative Designs for Education Web site: www.idecorp.com/assessrubric.pdf



Note: For additional resources on argumentation, view references in the *Thinking Tools, Showing Evidence* folder on the Curriculum Resource CD.

Module 10

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Use this summary to review this module's main points and check for understanding.

Module 10 Summary

Review the central ideas in this module and the plans or materials you created to help improve student learning.

Module 10 Key Points:

- The *Showing Evidence* case should require students to analyze a controversial issue, debatable topic, moral or ethical dilemma, social issue, or challenge to an existing opinion.
- The case should contain supporting and opposing evidence of sufficient quantity and quality to adequately answer the prompt.

Accomplishments:

- Integrated the use of the *Showing Evidence Tool* into a unit or project idea
- Completed a practice case
- Used a wiki to document the evolution of my unit ideas and use of *Seeing Reason*
- Revised the project and overall unit based on feedback and reflection

In Module 11, you determine which thinking tools will be used in your unit to meet your learning objectives for your students, and you complete your Unit Plan.