

Evidence Before Judgment

Keep the learning goal, response, and help with the conclusion.

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1. Target

What learning is being examined, and what decision might follow? Identify whether speaking, speed, or independence is part of the goal.

2. Conditions

What were the task, language, response mode, audience, time, and assistance? Retain details that change how the response should be interpreted.

3. Trace

What did the learner actually say, write, choose, construct, or leave incomplete? Examine the response against the criterion.

4. Review existing evidence first

If existing work resolves the question, use it to correct or qualify the account. If a question remains, offer a relevant opportunity while preserving the target. Record all help, new teaching, and changes in demand.

5. Judgment and next action

Retain, revise, or defer the conclusion according to the available evidence. Continue appropriate teaching, support, and worthwhile challenge. Consult when needed; a completed comparison is not a prerequisite for help.

A compact record

On [date / task], the learner [actual contribution], with [relevant conditions and assistance]. This supports [bounded conclusion]. It does not yet establish [remaining question]. Next: [teaching, opportunity, or consultation].

A developing practice aid, not a validated assessment or diagnostic instrument. Use the full guide and comparison record when the decision needs more documentation.

<https://irynaliusik.com/teacher-resources/evidence-before-judgment/>