USING THE FORMATIVE ASSESSMENT RUBRICS, REFLECTION AND OBSERVATION TOOLS TO SUPPORT PROFESSIONAL REFLECTION ON PRACTICE
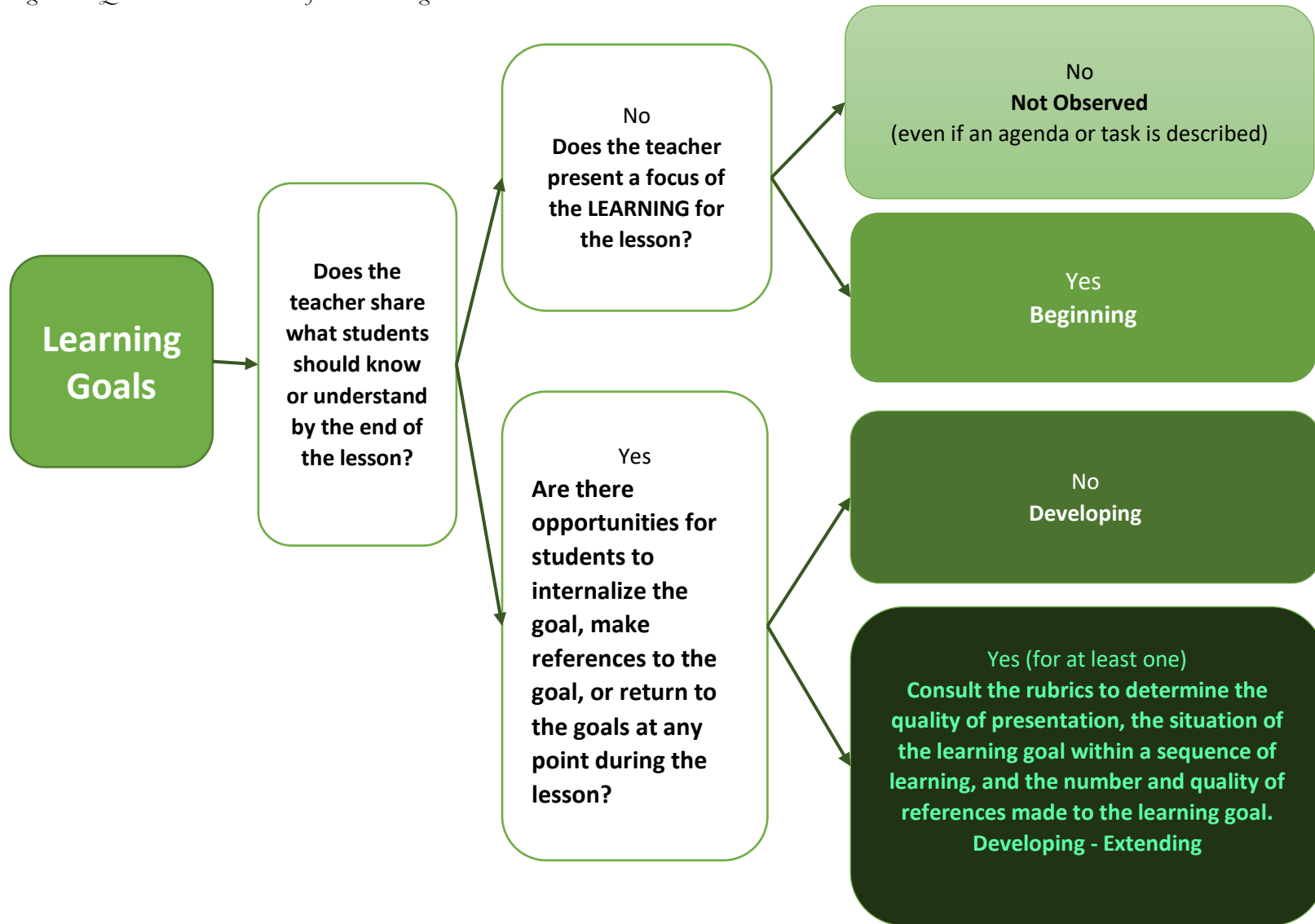
Revised 2022

Caroline Wylie and Christine Lyon

Page 0

Dimensions of Formative Assessment: At a Glance

I. **Learning Goals:** Learning goals are clearly identified and communicated to students or are codeveloped with students.

II. **Criteria for Success:** Criteria for success are clearly identified and communicated to students or are codeveloped with students.

III. **Tasks and Activities That Elicit Evidence of Student Learning:** Well-designed learning tasks and activities during the lesson provide opportunities for the teacher to obtain evidence of student thinking.

IV. **Questioning Strategies That Elicit Evidence of Student Learning:** Questioning strategies are used to obtain evidence of student thinking and/or progress toward the learning goals, from all students, more systematically.

V. **Extending Thinking During Discourse:** Classroom discussions deepen and advance students' understanding and help students better articulate their own understanding and/or progress toward the learning goals.

VI. **Descriptive Feedback:** Students are provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success and intended to help students move their own learning forward.

VII. **Peer Feedback:** Students have opportunities to provide feedback to their peers.

VIII. **Self-Assessment:** Self-assessment is important because it provides students with opportunities to reflect on their learning, to think metacognitively about their learning processes, and to engage in self-regulation. Research suggests that improved understanding of one's own learning is a critical strategy for leading to improvements in learning.

IX. **Collaborative Culture of Learning:** A classroom culture is established in which students and teachers are partners in learning.

X. **Use of Evidence to Inform Instruction:** Evidence from formative assessment is used by teachers to respond instructionally to evidence, including providing feedback to guide ongoing learning and teaching.

I. Learning Goals: Learning Goals are developed within the context of a larger progression of student understanding (**learning progressions**). Research indicates that students who can identify and understand the learning expectations for a lesson or set of lessons are better prepared to support one another and to take responsibility for their own learning. The goals for a single lesson (or series of lessons) should be clearly identified and communicated to students or codeveloped with students and should help students make connections among lessons within the larger sequence, progression, or the broader purpose for learning. Learning goals should be aligned with state or district grade-level standards; however, this dimension focuses on how the teacher identifies or codevelops the learning goals for a particular lesson, communicates them to the students, uses them in a way that supports learning, and helps the students to understand the trajectory of the lesson. At the lower end of the rubric, learning goals are not used or are used minimally, or do not represent appropriately challenging goals for students. At the higher levels, learning goals are appropriately challenging, integrated into the lesson, and support student learning.

Not Observed	Beginning	Developing	Progressing	Extending	
The teacher does not present learning goals to students in any form. **OR** The teacher only presents an agenda for the day or lesson activities. **OR** The teacher describes the task in place of sharing the learning goals.	The focus of the lesson is presented in isolation without connecting with previous or future learning or to a broader purpose for the learning. **OR** Superficial procedural connections are made or a topic is identified without specific goals. **OR** The content of the learning goals is highly inappropriate for the students. **OR** The learning goals are expressed in language that is not accessible to students.	The learning goal focuses on what students should know or understand by the end of the lesson. The content of the goal is *appropriate* and expressed in language *accessible* to students. The teacher does *not* provide opportunities for students to internalize the goal.	The learning goal focuses on what students should know or understand by the end of the lesson. The content of the goal is appropriate and expressed in language that is accessible to students. The teacher *provides opportunities* for students to internalize the goal.	The learning goal focuses on what students should know or understand by the end of the lesson. The content of the goal is appropriate and expressed in language accessible to students. The teacher provides opportunities for students to internalize the goal and *checks for student understanding* of what meeting the goal entails.	**Content**
		The teacher presents the learning goal to students but makes *no verbal or direct reference* to the goal at any appropriate time during the lesson.	The teacher *presents or codevelops* the learning goal with the students (although it may not be a clear, meaningful process) and makes verbal or direct references to the goal at some appropriate time during the lesson.	The teacher *clearly, meaningfully, and/or rigorously* presents or codevelops the learning goal with the students and makes meaningful, appropriate references to the goal at some appropriate time during the lesson.	**Presentation**
		The focus of the lesson is presented with only *isolated references* made to previous or future learning or to a broader purpose for the learning.	The focus of the lesson is clearly presented *in terms of previous or future learning*. A larger sequence of learning is identified and the teacher shares where the current lesson fits within the larger sequence or with a broader purpose for the learning.	The focus of the lesson is presented as part of a *coherent sequence of learning* with *meaningful connections* made to previous or future learning so that students clearly understand the connections or a broader purpose for the learning.	**Connections**
		Neither the students nor the teacher return to the learning goals at any point during the lesson.	The teacher makes *some reference* back to the learning goals throughout the lesson, in a way that *superficially* focuses student attention on the purpose and trajectory of the lesson, but students make *limited use* of the goals during lesson activities.	The teacher makes *multiple meaningful and appropriate verbal references* to the learning goal throughout the lesson, *summarizes* progress toward the goals throughout the lesson in ways that support student learning, helps the students to understand the *trajectory* of the lesson, and/or invites students to *explain progress* made toward the goal at the end of the lesson. Students make use of the goals in conversation with each other or when reviewing their work.	**References**

Learning Goals: Questions to Ask Yourself as You Assign a Rubric Level

Learning Goals

Does the teacher share what students should know or understand by the end of the lesson?

No
Does the teacher present a focus of the LEARNING for the lesson?

Yes
Are there opportunities for students to internalize the goal, make references to the goal, or return to the goals at any point during the lesson?

No
Not Observed
(even if an agenda or task is described)

Yes
Beginning

No
Developing

Yes (for at least one)
Consult the rubrics to determine the quality of presentation, the situation of the learning goal within a sequence of learning, and the number and quality of references made to the learning goal.
Developing - Extending
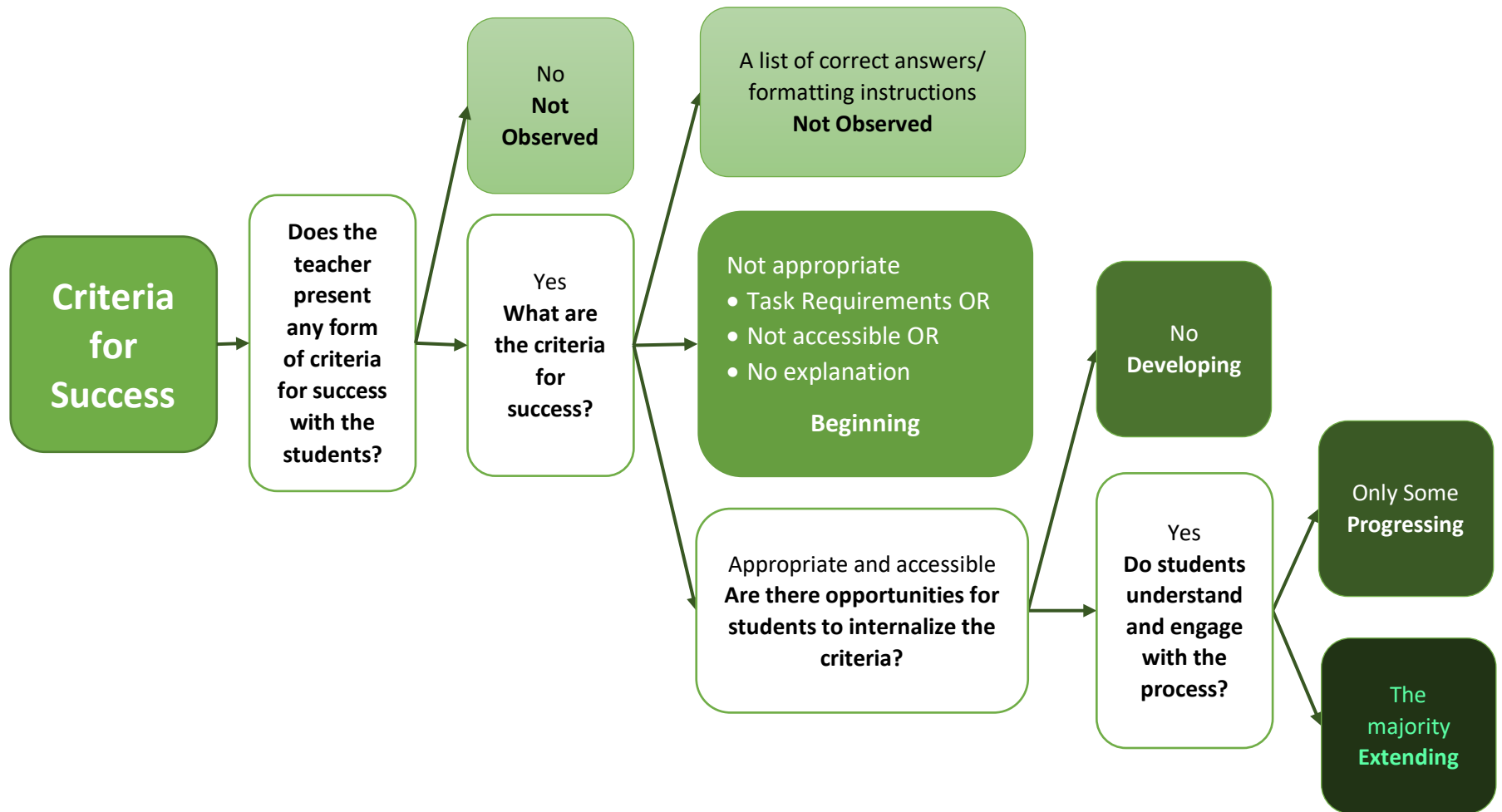
Observation Notes for Learning Goals:

1. Learning goals address what students will learn. These goals can be stated in terms of what students will know or understand by the end of the lesson or series of lessons. Learning goals are **NOT** a statement of the topic, nor is it an agenda of the tasks and activities that will occur but instead focuses on the specific knowledge or understanding to be gained during the lesson.

2. The judgment about whether the language used to express the goals is accessible to students will depend on how the learning goal is developed and shared with students. The learning goals may not be accessible if the content of the learning goal is too challenging or if the learning goal uses only the language of the state standards. In addition, the accessibility of the learning goal will vary by the age and abilities of the students. For example, the language used by a second-grade teacher to describe a particular learning goal will be different from the language used by a high school teacher. Evidence for the accessibility of the language comes from both the observer's professional knowledge base and from observing student questions, student-student conversations, and broader discussions during the lesson. Questions could also be posed directly to students to provide further evidence of how they understand the learning goal.

3. The Progressing and Extending levels mention that students may have the opportunity to internalize the learning goals. This can be achieved in a variety of ways such as students codeveloping learning goals with the teacher's guidance, discussing critical vocabulary included in the learning goal, discussing what meeting the goal entails, and/or using the learning goals explicitly in conversation with each other.

4. Learning goals can be presented in a variety of ways: writing the goal on the board, sharing online collaborative documents, recording ideas on poster paper, etc.

5. Where the rubric describes the **presentation** of the learning goals, this refers to the first time that the teacher presents the goal and whether students receive the opportunity to grapple with what they are being asked. A teacher may begin the lesson by immediately presenting the learning goals, have an initial warm-up activity or other activity after which the goals are presented, or in the case of a more exploratory focused lesson, the goals may not be presented until much later in the lesson.

6. Note that where the **Extending** level says the teacher presents the learning goal clearly, meaningfully, and/or rigorously, the professional judgement to be made is whether or not it is clear to the students what they will know or understand by the end of the lesson and the teacher has a strategy for presenting this information that allows students to meaningfully engage with the goals.

7. The judgment about whether the connections made between previous, future, and current learning are accessible to students will depend on the age and abilities of the students. Evidence for the accessibility of the connections comes from both the observer's professional knowledge base and from observing student questions and discussion during the lesson. For example, a lower-elementary-school teacher making extensive reference to how students' understanding of historical events will change over time as they can handle greater complexity of ideas and better recognize the ambiguities in many situations could be considered confusing to younger students and may be considered inaccessible.

8. At the Beginning level, a focus is identified, and superficial procedural connections may be made. For example, a statement like "we started argumentation yesterday" or "we'll wrap problem-solving strategies up tomorrow," identifies a focus (i.e., argumentation or problem-solving strategies) and makes a superficial connection to previous or future work.

9. Where the rubric describes **references** to the learning goals, this refers to whether the teacher returns to the learning goals at a later point in the lesson after they have been presented. For example, the teacher might explain how each activity in a lesson relates back to the learning goals, or they might return to the learning goal at the end of the lesson to help students focus on what they have learned. At the highest level of this rubric, the teacher makes "multiple meaningful and appropriate" references to the learning goals. The professional judgment to be made here is whether those references to the learning goals support student learning. For example, a teacher may refer to the learning goals to help students make connections between multiple aspects/activities in a lesson to deepen their understanding of the learning goal.

10. It is important to remember that a teacher might present strong learning goals but not follow through with tasks or learning activities that are sufficiently aligned with the goal to help students reach the goal. In such a case, the teacher should not be penalized on this dimension and could be rated at a higher level on this dimension, compared with the **Tasks and Activities That Elicit Evidence of Student Learning** dimension.

11. The highest level of the rubric references the idea of students understanding the "trajectory of the lesson," meaning that the learning goals help the student understand how separate parts of the lesson relate to each other and to the development of their understanding.

Notes:

II. Criteria for Success: Criteria for success should be clearly identified and communicated to students. This dimension focuses on how the teacher identifies or codevelops the criteria for success for a particular lesson's **learning goals** and communicates them to the students. Research suggests that when students understand what quality work/learning looks like, they are more able to demonstrate their own learning and/or thinking. In this rubric, the focus is primarily on the sharing of explicit expectations (e.g., **"I can" statements**, **rubrics**, **exemplars**, etc.) that communicate quality.

At the lower ends of the rubric, criteria for success are not used, are used in a minimalist manner, or fail to require sufficiently high expectations of students, while at the higher levels, criteria for success are codeveloped, integrated into the lesson, are accessible to students, and support student learning.

Not Observed	Beginning	Developing	Progressing	Extending	
The teacher does not provide criteria for success. **OR** Criteria for success are just a list of correct answers—a vocabulary test, list of important historical dates, or math fact sheet, a list of formatting instructions, etc.	The criteria for success are *not appropriate* for the learning goals (e.g., they *only refer to task requirements* rather than helping students understand what quality work/learning would look like in relation to the learning goals) or are not appropriate for students. **OR** The criteria for success are expressed in language that is *not accessible* to students. **OR**	The criteria for success are *appropriate* for the learning goals and for students and expressed in language that is *accessible* to them.	The criteria for success are *appropriate* for the learning goals and for students and expressed in language that is *accessible* to them.	The criteria for success are *appropriate* for the learning goals and for students and expressed in language that is *accessible* to them.	Content
	The teacher makes only a reference to criteria, such as **"I can" statements**, but *without any explanation or presentation* (e.g., "when you are done with the problem, you will use the **rubric** to assess your work," and students do not seem to be familiar with the **rubric** and/or cannot use it meaningfully).	The teacher *presents* or reviews the criteria with students but does *not* provide a way for students to internalize the criteria or use the criteria effectively, resulting in *few* students engaging with the criteria in meaningful ways.	The teacher *engages* the students with the criteria by *providing* a way for students to internalize the criteria (including codevelopment) and/or use the criteria effectively, but only *some* students seem to understand or engage with the process in meaningful ways.	The teacher *deeply engages* the students with the criteria by providing a way for students to internalize the criteria (including codevelopment) and/or use the criteria effectively, which enables the *majority* of students to engage with the criteria in meaningful ways that *support learning* throughout the lesson.	Student Engagement

Criteria for Success → Does the teacher present any form of criteria for success with the students?

- No → **Not Observed**
- Yes → **What are the criteria for success?**
  - A list of correct answers/formatting instructions — **Not Observed**
  - Not appropriate
    - Task Requirements OR
    - Not accessible OR
    - No explanation
    - **Beginning**
  - Appropriate and accessible — **Are there opportunities for students to internalize the criteria?**
    - No → **Developing**
    - Yes → **Do students understand and engage with the process?**
      - Only Some → **Progressing**
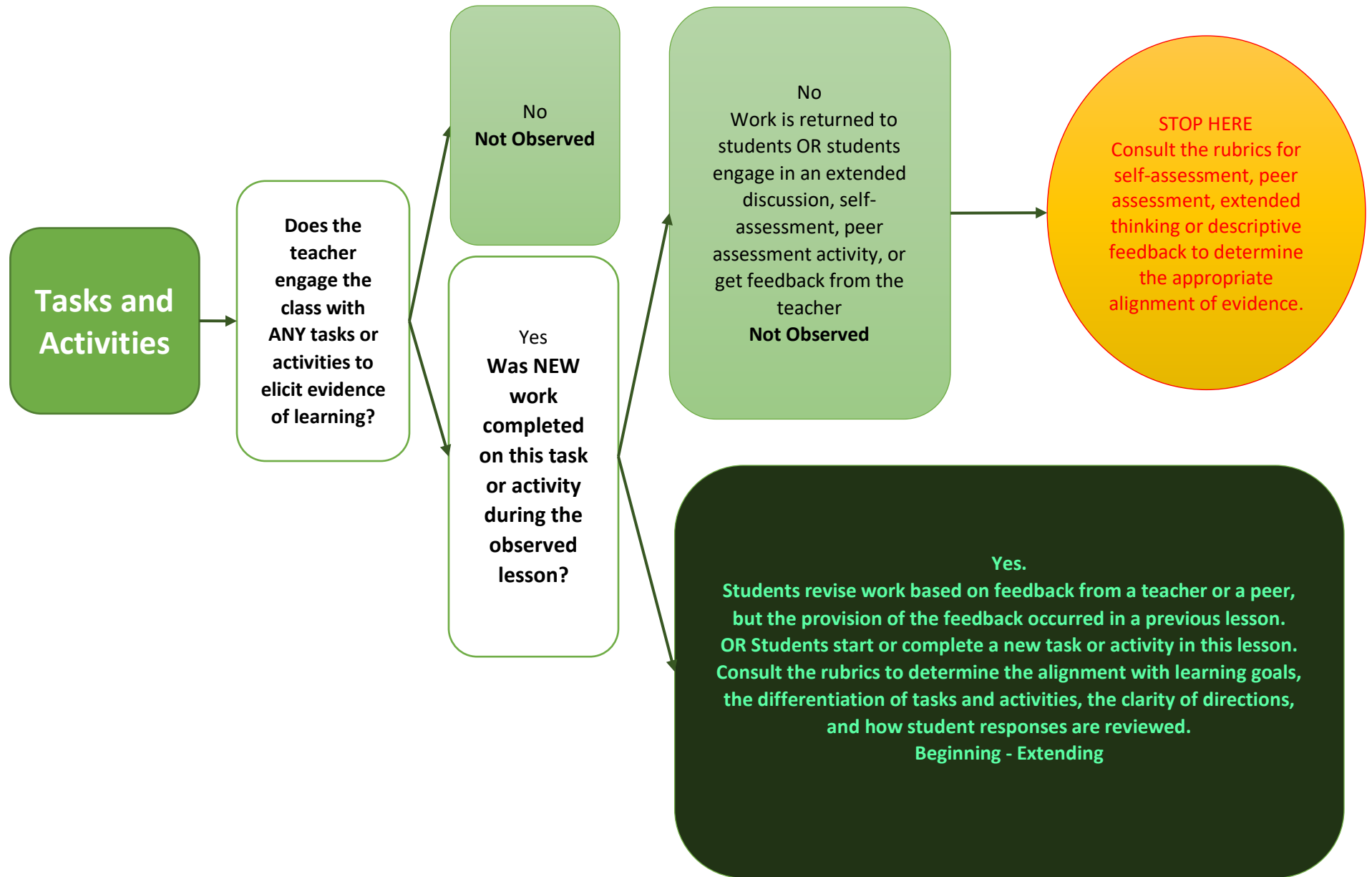   - The majority → **Extending**

Observation Notes for Criteria for Success:

1. While learning goals describe what students should know, the criteria for success describe what students will say, do, make or write to express their thinking and demonstrate that they have met the learning goal. The criteria can take the form of **"I can" statements** that explicate what all students are able to do by the end of the lesson, a student-friendly **rubric** that students can use to help them consider whether they have demonstrated their understanding of the learning goal, or **exemplars** that illustrate aspects of quality. The criteria for success must be explicit about how students will know if they are successful; implied or inferred criteria for success would not be used as evidence for this dimension.

2. The dimension description identifies success criteria as an approach that helps "students understand what quality work looks like." The term "work" is intended to apply broadly and is not limited to an assignment. It could take the form of a written document, but it also could be an oral description that a student provides to justify their problem-solving strategy and to explain why it works.

3. It is possible that an observer may not be in the room when learning goals are stated. As such, it is possible for a set of presented success criteria to be considered appropriate for the learning goals, even if the observer does not see the teacher explain the goals to the students. To make this determination the observer must be able to make a reasonable inference about what the goals were.

4. To be appropriate the criteria for success must not be too basic nor too complex. This judgment will depend on the age and abilities of the students. For example, the expectations for what students will be able to do by the end of a lesson (criteria for success) will be different in second grade than the expectations for high school. To be appropriate, the criteria for success should reflect process and content learning expectations that align with the state and, when appropriate, national academic standards. Evidence for the appropriateness of the criteria comes from both the observer's professional knowledge base and from observable evidence that students are or are not progressing toward the criteria throughout the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the criteria for success.

5. The judgment about whether the language used to express the criteria for success is accessible to students will also depend on the age and abilities of the students. For example, the language used by a second-grade teacher to describe a particular expectation will be different from the language used by a high school teacher. Evidence for the accessibility of the language comes from both the observer's professional knowledge base and from observing student questions and discussion during the lesson. Questions could also be posed directly to students to provide further evidence of how they understand the expectations for the lesson.

6. The rubric refers to opportunities for the internalization and effective use of criteria for success. The professional judgment to be made is whether those ways support student understanding and progress toward the expectations. For example, in addition to discussing the levels of a **rubric**, a teacher may also include students in the development of the criteria, engage students in an opportunity to apply the rubric to stronger or weaker performances, provide opportunities for students to discuss the independent features of stronger or weaker work, or structure opportunities for students to apply criteria to their own or each other's work. It is unlikely that a teacher will use all these approaches in a single lesson.

7. Evidence for **Criteria for Success** may interact with evidence for **Peer Feedback**, **Self-Assessment** and/or **Descriptive Feedback**. In addition, evidence may also include reference to previous lessons in which some of these activities took place and are being built on in the current lesson.

   o For example, a teacher might have students develop success criteria during a lesson and then mention that they would use them in subsequent lessons to provide feedback to each other. This observed lesson would be scored high on the **Criteria for Success** dimension but "not observed" for the **Peer Feedback** dimension.

   o Alternatively, the observed lesson would likely be scored high on both dimensions if the lesson focused on the peer feedback part of the sequence and the teacher reviewed the criteria for success that the class had developed during the previous lesson and then reminded the students of how to use these criteria as part of the peer feedback process.

   o If the criteria for success were posted on a board and the teacher reminded students to complete their projects using the criteria for success as a guide to help them evaluate their work before they handed in a final version, and students were seen comparing their work to the criteria for success, it is likely that the lesson would be scored high on the **Criteria for Success** dimension and the **Self-Assessment** dimension.

   o If the criteria for success were posted on a board and the teacher provides feedback to individuals or small groups during the lesson on a first draft of an assignment using the criteria for success, the lesson would likely be scored low on the **Criteria for Success** dimension since there was no observed opportunity for students to engage with or internalize the criteria. However, it might be scored higher on the **Descriptive Feedback** dimension depending on the quality of the feedback and revision opportunities observed.

Notes:

III. Tasks and Activities That Elicit Evidence of Student Learning: The focus of this dimension is on those learning experiences in which students engage that potentially produce evidence of student learning (except classroom discussions as this is discussed in **Questioning Strategies That Elicit Evidence of Student Learning** and **Extending Thinking During Discourse** dimensions). Research indicates that student learning improves when teachers have rich evidence of student learning and make instructional responses to move learning forward. Teachers need to use a range of tasks and activities to obtain relevant and sufficient evidence of student understanding and/or progress toward the **learning goals** for all students. This may require a teacher to use learning tasks that are sufficiently open-ended for students of different levels to access in meaningful ways or to differentiate tasks according to where students are currently with respect to the learning goal. Engaging students (on their own, with another student, or in a small group) in well-designed tasks and activities that are aligned with the learning goal provides opportunities for obtaining evidence of student thinking. To be effective, students need to have access to appropriate support from either the teacher or from their peers to engage with the tasks and activities. In addition, the teacher needs to systematically review evidence from across the class, whether through a formal review process or an informal, on-the-fly review.

Not Observed	Beginning	Developing	Progressing	Extending	
The teacher did not engage the class with any tasks or activities to elicit evidence of student learning.	The teacher uses tasks or activities that are *not aligned* with the learning goals or will *not provide evidence* of student progress toward those goals.	The teacher uses tasks or activities that are *loosely aligned* with the learning goals and will provide *limited evidence* of student progress toward those goals.	The teacher uses tasks and activities that are *mostly aligned* with the learning goals, are consistent with some students' current understanding and interests, and will *provide evidence* of student progress toward those goals.	The teacher uses a series of tasks and activities that are *tightly aligned* with the learning goals, are either sufficiently *open-ended or differentiated* to meet all students at their current level of understanding and interests, and will *provide evidence* of student progress toward those goals.	Connections
	Most students are unclear about how they need to approach the task or activity, and students require *extensive* repeated or revised explanations.	*Many* students are unclear about how they need to approach the task or activity, and *some time* is used for repeated or revised explanations.	*A few* students are unclear about how they need to approach the task or activity, and *minimal time* is allowed for repeated or revised explanations.	Most or all students are *clear* about how they need to approach the tasks or activities and can engage in their learning *efficiently*.	Clarity
	The teacher *does not review* student responses to learning tasks and activities during the lesson or *does not* make any reference to when they will be reviewed.	The teacher *occasionally or haphazardly reviews* student responses to learning tasks and activities during the lesson or makes a *vague* reference to when they will be reviewed.	The teacher *reviews* student responses to learning tasks and activities during the lesson in a way that provides insight into *most* students' progress toward the learning goals or makes a reference to how learning tasks and activities will be reviewed later.	The teacher *systematically reviews* student responses to learning tasks and activities during the lesson in a way that provides insight into *most or all* students' progress toward the learning goals or makes a *very clear* reference to how they will be reviewed and how the information will be used to inform the next teaching and learning steps.	Review/Synthesis

Tasks and Activities

Does the teacher engage the class with ANY tasks or activities to elicit evidence of learning?

No
Not Observed

Yes
Was NEW work completed on this task or activity during the observed lesson?

No
Work is returned to students OR students engage in an extended discussion, self-assessment, peer assessment activity, or get feedback from the teacher
Not Observed

STOP HERE
Consult the rubrics for self-assessment, peer assessment, extended thinking or descriptive feedback to determine the appropriate alignment of evidence.

Yes.
Students revise work based on feedback from a teacher or a peer, but the provision of the feedback occurred in a previous lesson.
OR Students start or complete a new task or activity in this lesson.
Consult the rubrics to determine the alignment with learning goals, the differentiation of tasks and activities, the clarity of directions, and how student responses are reviewed.
Beginning - Extending

Observation Notes for Tasks and Activities That Elicit Evidence of Student Learning:
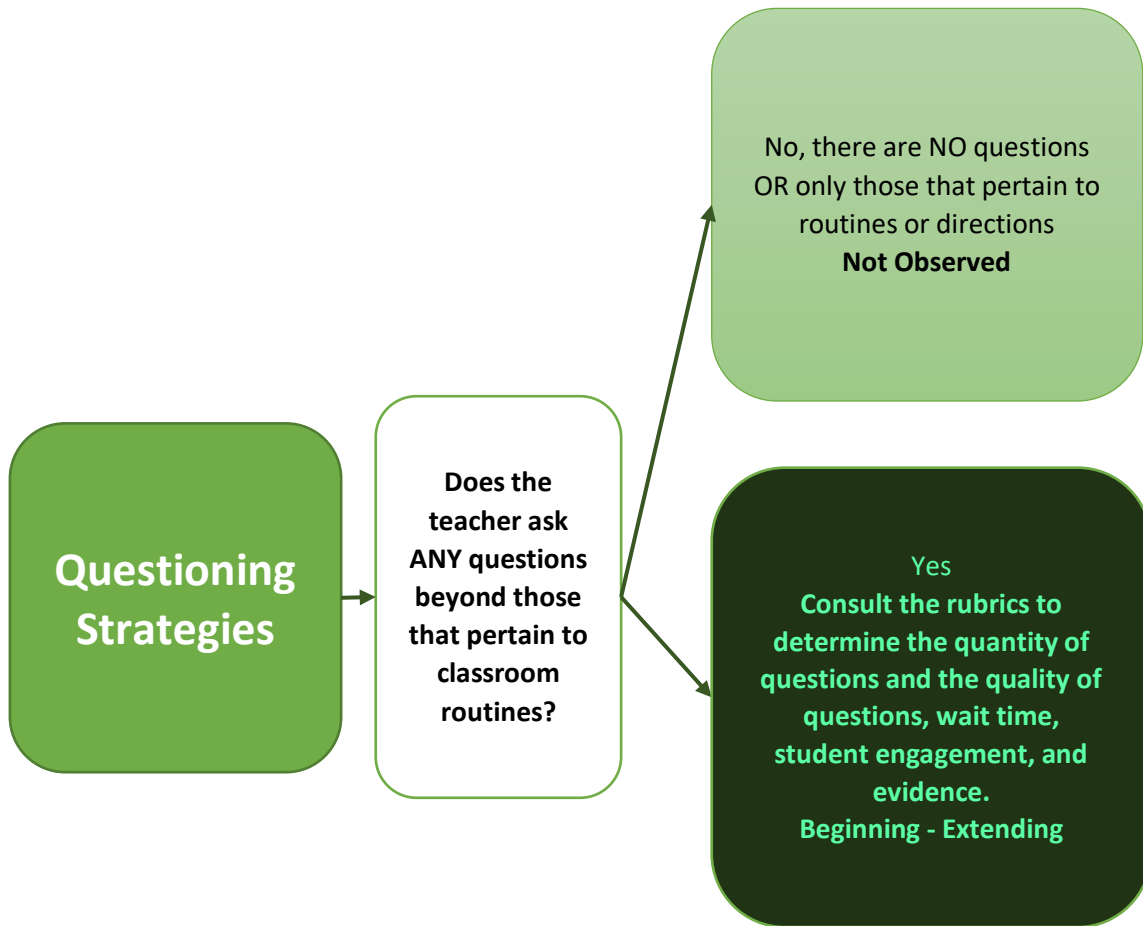
1. Tasks and activities include any learning opportunities that students engage in that potentially produce evidence of student learning that can be used to inform instruction except those activities that are covered under other dimensions related to classroom discussions (**Questioning Strategies that Elicit Evidence of Student Learning** and **Extending Thinking During Discourse**, **Peer Feedback**, or **Self-Assessment)**.
2. The rubric includes a Not Observed category. It is possible—although not common—for an observed lesson to not include any tasks or activities that elicit evidence of student learning. For example, a lesson may consistent solely of teacher lecture or independently and silently reading a piece of literature, or of students engaging in rounds of peer feedback on previously completed work etc. Additionally, it is possible that the lesson only includes activities that are covered under other dimensions, such as a class discussion.
3. Tasks and activities that are formative do not include summative assessments or graded assignments that do not allow for revision or additional learning opportunities (e.g., graded quizzes). Furthermore, if the focus is on the overall outcome (e.g., the grade) rather than understanding what students currently know, understand, or can do in relationship to the goals and criteria for success, then the task has higher stakes than a formative assessment opportunity should have and would be rated as "not observed".
4. Examples of potential tasks and activities that could be used to elicit evidence of learning for formative purposes include lab experiments, tasks that requires small groups to compare and/or come to consensus on the reasons for specific predictions after observing phenomena, performance tasks (e.g., playing a C major scale, learning to serve a volleyball, reading a poem with expression), examining primary-source documents in pairs to investigate a historical question, investigating a set of patterns to make a conjecture about the set, analyzing how a poet uses literary devices to create rhythm and meaning, using formative assessment tasks that have been developed and made available by third parties (e.g., Smarter Balanced Digital Library tasks, materials associated with curriculum, etc.), essays, worksheets, quizzes, group projects, and/or journaling. The decision regarding the alignment of the task with the learning goals and the ability of the teacher to get evidence of student learning from the task will be a professional judgment made by the observer.
5. There are references across the levels to whether students are clear or unclear about the directions for the task. The focus here is not on the clarity of the learning goals but rather on whether the students are engaging with the learning that the task requires.
6. The rubric also asks observers to consider the directions that a teacher provides for a task and how quickly students can engage with the task or whether they need extensive reexplanations. The focus of this dimension is on how well the tasks and activities that a teacher selects provide evidence of student learning. Directions are important to the extent that if students do not understand the task, they cannot engage with it to provide evidence of learning. More complex tasks may require students to consider and plan how to approach them, and professional judgment should be used to distinguish genuine confusion about the task that could have been avoided from productive confusion as students grapple with complex ideas. Students may be off task because of reasons unrelated to the clarity of the task or directions, but that is not part of the scoring considerations for this dimension.
7. In cases of the teacher working with a small group of students (while other students are working on separate, independent tasks or in collaborative small groups), apply this **Tasks and Activities That Elicit Evidence of Student Learning** rubric to the small-group work as if the small group is the whole class. Although the teacher could score high on this dimension, if the teacher does not collect any evidence of the other students' learning, that will be reflected in the **Use of Evidence to Inform Instruction** dimension.
8. The final bullet of this rubric discusses the teacher's review (or intent to review) the student progress related to the task and/or activity. The highest level of this rubric requires a teacher to either be very deliberate in systematically reviewing student work or indicate how the work will be reviewed in the future and used to impact next steps. However, it does not require the teacher to make explicit inferences about student progress, to respond instructionally, or to discuss evidence with students for codeveloping next steps. Evidence of the latter practice will be captured in the **Use of Evidence to Inform Instruction** dimension.

Notes:

IV. Questioning Strategies That Elicit Evidence of Student Learning: This dimension focuses on one way that a teacher can obtain evidence of student progress: classroom questioning. Research indicates that teachers who use a range of questioning strategies and employ appropriate wait time to collect relevant evidence of student understanding and/or progress toward the **learning goals** can provide appropriate instructional responses to meet the needs of more students more often.

This dimension focuses on how teachers sample students while collecting evidence during classroom discussions. The intent is to collect evidence from more students more often and more systematically (by collecting from most or all students). This can be accomplished through the use of all-student response systems that require everyone in the class or group to respond to a question or the use of randomizing techniques in which the teacher asks a question first and then **randomly selects a student to respond**. This is contrasted with practice in which a teacher asks questions to only a few interested students and then answers their own questions rather than letting students respond, or when teachers ask questions that limit students' thinking. A teacher who has weak questioning strategies loses opportunities to gain valuable insights into student learning. Teachers can obtain evidence of student understanding and/or progress toward the learning goals by noticing the types of questions students ask of the teacher and peers.

Not Observed	Beginning	Developing	Progressing	Extending	
No classroom questioning was observed. **OR** The teacher only asks questions that pertain to classroom routines.	The teacher asks *very few* questions designed to elicit evidence related to the learning goals.	The teacher asks questions designed to elicit evidence related to the learning goals only at a *few points* during the lesson or asks questions that are *not relevant* to the learning goals.	The teacher asks questions designed to elicit evidence related to the learning *periodically* or asks questions more frequently, but they are *occasionally not relevant* to the learning goals.	*Throughout* the lesson, the teacher asks questions designed to elicit evidence and *promote discussion* related to the learning goals.	Integration
	The teacher provides *inadequate* wait time and/or often answers their own questions.	The teacher *infrequently* provides adequate wait time to allow most or all students to engage with the questions. The teacher *sometimes* answers their own questions before students have a chance to respond or even after a student has provided an answer.	The teacher *often* provides sufficient wait time to allow most or all students to engage with the questions. The teacher *does not* answer their own questions before students have a chance to respond or after a student has provided an answer.	The teacher provides sufficient wait time *throughout* the lesson, which allows most or all students to engage with the questions. The teacher *does not* answer their own questions before students have a chance to respond or after a student has provided an answer.	Wait Time
	Only a *few* students or the same students in the class are engaged by the teacher's questioning strategies.	Most students are *not* actively engaged because the teacher *infrequently* uses questioning strategies to collect evidence of learning from a broad sample of students or implements them in *nonengaging* ways.	*Many* students are *actively* engaged because the teacher *often* uses effective questioning strategies to obtain *sufficient evidence* of learning from all students in systematic ways that support *active engagement.*	*All* students are engaged because the teacher uses effective questioning strategies to obtain evidence of learning from all students in *systematic* ways that support *active engagement.*	Systematic Questioning
	The evidence collected *cannot* be used to make meaningful inferences about the class's progress on intended learning outcomes or to respond to evolving student thinking.	There is *some* evidence that the teacher *occasionally* capitalizes on opportunities to make inferences about student learning and/or respond to evolving student thinking.	There is *clear* evidence that the teacher capitalizes on *most* opportunities to make inferences about student learning and *continuously* responds to evolving student thinking.	There is *strong* evidence that the teacher *effectively* uses student responses and student questions to make inferences about student learning and *continuously* responds to evolving student thinking.	Use of Evidence

No, there are NO questions OR only those that pertain to routines or directions
Not Observed

Questioning Strategies

Does the teacher ask ANY questions beyond those that pertain to classroom routines?

Yes
**Consult the rubrics to determine the quantity of questions and the quality of questions, wait time, student engagement, and evidence.
Beginning - Extending**

1. Questioning does not need to be part of a discussion to be considered evidence. In addition, questions are not exclusively recall or factual questions, but require higher-order thinking from the students and provide insights into student thinking.
2. When a teacher uses questions to elicit evidence of student understanding and/or progress toward the learning goals, directly asking students to explain their reasoning or focus on "why" can make their reasoning strategies more explicit.
3. Questioning strategies are focused on how the teacher asks questions and engages students systematically in information gathering; in contrast, **Extending Thinking During Discussion** relates to how student responses are extended and developed. These two dimensions are related but distinct, and it is possible to score higher on one than the other. When deciding where evidence fits, consider whether the focus is on evidence collection or on deepening the discussion.
4. The rubric includes a Not Observed category. It is possible—although unlikely—for a lesson to not include any questions (e.g., students work independently or in small groups without teacher interaction, or the only questions asked are about classroom routines, such as "Do you have your book?"). If this dimension is scored as Not Observed, it is likely that the **Extending Thinking During Discussion** dimension will also be scored as Not Observed.
5. At the lower levels of this rubric, questioning strategies are described as being used "infrequently." This refers to instances when a teacher is using some questioning strategies that provide opportunities to obtain evidence from multiple students at a time or encourages deeper engagement with the content—but not on a regular basis, even when the opportunity to do so exists. For example, a teacher may start off a discussion period by asking students to call on the next person to respond in order to engage different students in the discourse but quickly lapse back into just calling on the few, most involved students.
6. Across the levels of the rubric, reference is made to a teacher using questioning strategies to obtain evidence of learning from a broad sample of students. However, the rubric also refers to the use of strategies such as **randomly selecting students to respond** to support active engagement from most students. Implementation of questioning strategies can also be done in ways that do not support active engagement from most students, such as calling on a specific student to respond before asking a question, causing the other students to disengage.
7. Across the levels of the rubric, reference is made to a teacher capitalizing on critical opportunities. An observer may identify incidents in which the teacher might have acted differently or taken the discussion in a different direction, but these differences would not substantially impact student outcomes. The professional judgment to make is whether there was a significant or critical opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity could have a negative impact on student learning, or conversely, capitalizing on the opportunity would have a positive impact on student learning. For example, a student might ask a question clearly connected to the learning goals of the lesson that indicates a misunderstanding, misconception, or confusion, but the teacher fails to address it, nor does the teacher indicate that the issue will be addressed later.
8. There may be occasions when it is difficult to separate out dimensions III and IV: **Tasks and Activities That Elicit Evidence of Student Learning** versus **Questioning Strategies That Elicit Evidence of Learning**. In both instances the purpose is to elicit evidence of learning, and a teacher may move between both during the course of a lesson.
    a. For example, a teacher may use individual student whiteboards, **clickers**, phone apps, or online tools that allow the teacher to quickly see responses from all students during a quick Q&A session rather than calling on individual students. This could lead to a higher level of this Questioning dimension, especially if the teacher uses productive questioning strategies during the entire lesson.
    b. If the teacher groups students to work on a problem (for an extended period of time) and come up with an agreed-upon group answer that is then shared with the class, the initial groupwork is evidence for the **Tasks and Activities That Elicit Evidence of Student Learning** dimension. The teacher could then use the sharing of group responses as a springboard for a class discussion, or provide feedback to each group depending on the lesson context and goals.
    c. Although students complete an exit ticket individually and without discussion, the purpose is to obtain more and/or better information from most students, so it is considered part of the **Questioning Strategies that Elicit Evidence of Student Learning** dimension.
9. In cases of the teacher engaging a small group of students in a discussion (while other students are working on independent tasks, or in small collaborative groups), apply the **Questioning Strategies that Elicit Evidence of Student Learning** rubric to the small-group discussion as if the small group is the whole class. Although the teacher

could score high on this dimension, if the teacher does not collect any evidence of the other students' learning, that will be reflected in the **Use of Evidence to Inform Instruction** dimension.
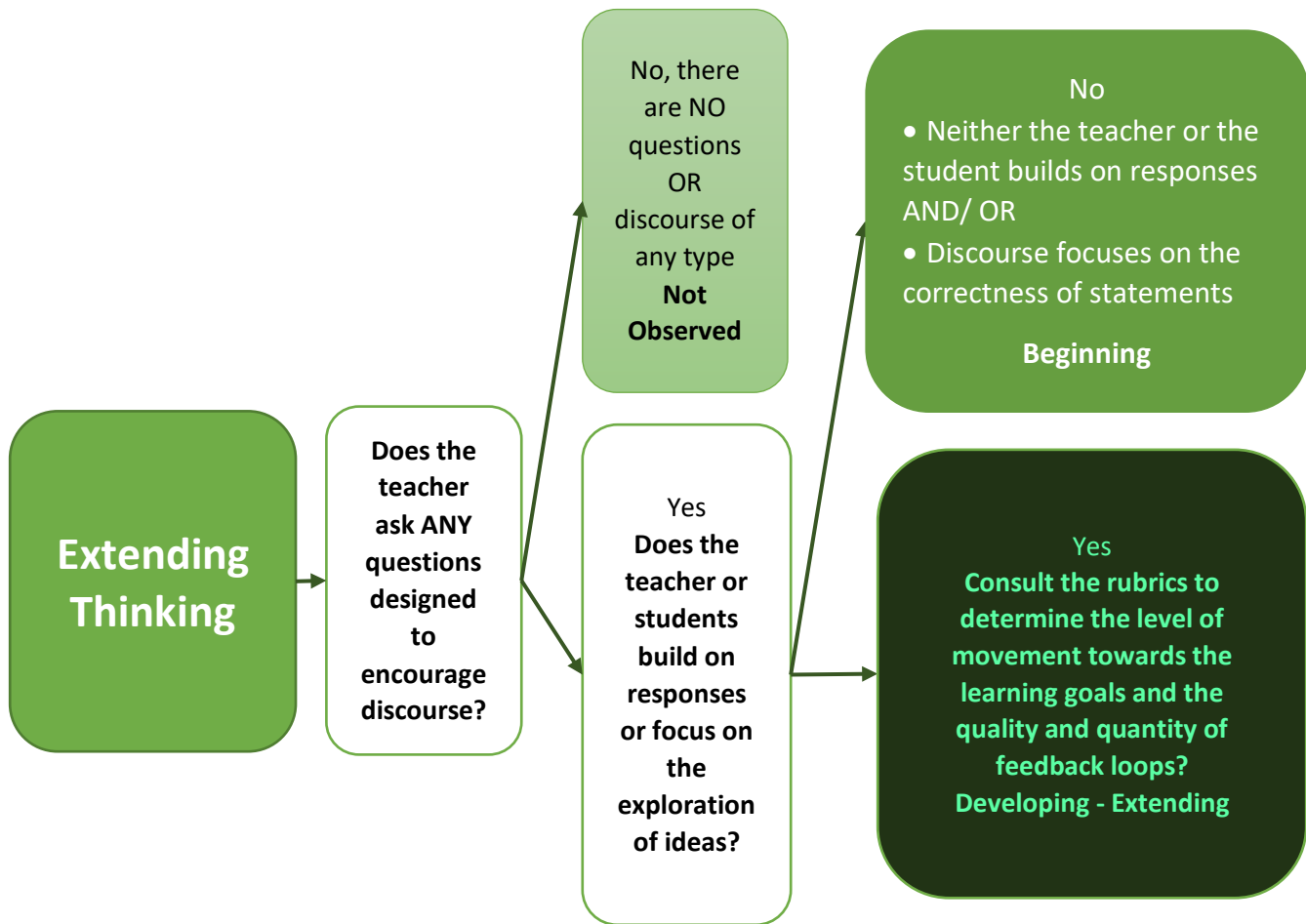
10. The focus of this dimension is on how the teacher can collect evidence of student learning through questioning strategies used primarily in the context of whole-class or small-group discussions. In the context of one-on-one student conferencing about a specific piece of work, the **Descriptive Feedback** dimension is likely to be more relevant.

Notes:

V. Extending Thinking During Discourse: Students should be provided with opportunities to help them develop ideas and an understanding of the content. This dimension focuses on the teacher's role in structuring and extending classroom discussions. A teacher may make insightful responses to student ideas that help the students explore their ideas more deeply and thoughtfully within teacher-determined "guardrails" that ensure that the discussion remains focused on the learning goal, as well as by providing feedback during class discussions. Research indicates that students who ask and respond to probing questions think more deeply about their learning, and teachers can use probing questions to frame follow-up questions that shape the further exploration of concepts and understanding at deeper levels.

The rubrics include three dimensions that address distinct aspects of feedback: **Descriptive Feedback**, **Extending Thinking During Discourse**, and **Peer Feedback**. This dimension is specific to more informal feedback that often occurs in real time during a lesson.

Not Observed	Beginning	Developing	Progressing	Extending	
The teacher asks no questions designed to encourage classroom discourse or move student thinking toward the learning goals during the lesson, and therefore there are no feedback opportunities that engage students in opportunities to extend their thinking.	The teacher asks questions of students, but neither the teacher nor the students build on responses, and student thinking does not move toward the learning goals; rather, discourse focuses on the correctness of statements rather than a deep/meaningful exploration of ideas.	The *teacher* and *some* of the students *occasionally* build on student responses in ways that move student thinking toward the learning goals, or the teacher *occasionally* encourages students to do so.	The *teacher* and *some* of the students *frequently* build on other students' responses and move student thinking toward the learning goal by clarifying student comments, challenging one another's thinking, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. Students *sometimes direct questions* to each other and respond to questions or statements without prompting.	The *teacher* and *most* of the students *frequently* build on other students' responses and move student thinking toward the learning goal by clarifying student comments, challenging one another's thinking, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. Students may *lead the discussion* and ask probing questions of the teacher and of each other during discussions. They *often* respond to each other's questions or statements without prompting.	**Shared Ownership**
		There are *occasional* feedback opportunities that engage students in deepening the discussion, but they are short, often end abruptly, and *do not allow a full exploration* of ideas and concepts or do not help to develop ideas and/or understanding of the content.	There are *multiple* feedback opportunities that engage students in deepening the discussion, that rarely end with the teacher indicating which responses are correct or incorrect, and that allow for *deeper/more meaningful exploration* of some ideas.	There are *continuous* feedback opportunities that engage students in deepening the discussion through probing questions to support students' elaboration and to have students contribute to extended conversations. Classroom discourse is characterized by the *consistent* use of feedback/probes that encourage *deeper/more meaningful exploration* of ideas.	**Feedback Opportunities**

Extending Thinking

Does the teacher ask ANY questions designed to encourage discourse?

No, there are NO questions OR discourse of any type **Not Observed**

Yes **Does the teacher or students build on responses or focus on the exploration of ideas?**

No
• Neither the teacher or the student builds on responses AND/ OR
• Discourse focuses on the correctness of statements

Beginning

Yes
Consult the rubrics to determine the level of movement towards the learning goals and the quality and quantity of feedback loops?
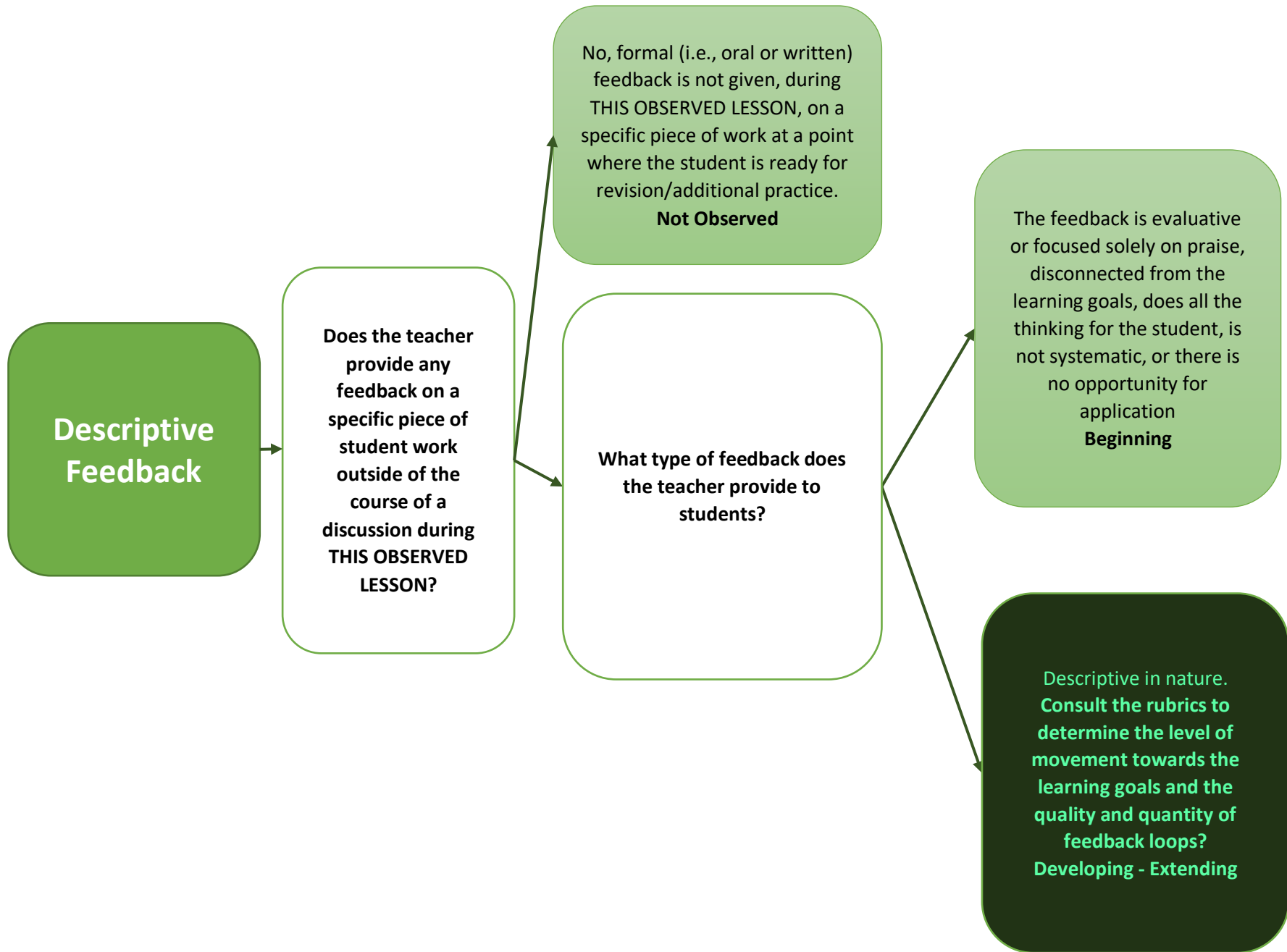**Developing - Extending**

1. The **Extending Thinking During Discourse** dimension focuses on how the teacher and students use classroom discussions to deepen student thinking and understanding. This dimension differs from the **Questioning Strategies That Elicit Evidence of Student Learning** dimension, in which the focus is on one way that a teacher can collect evidence of student progress (i.e., through classroom questioning). In an extended discourse period, either or both dimensions could be relevant.

2. This dimension is dependent on the **Questioning Strategies That Elicit Evidence of Student Learning** dimension: without questions it is unlikely that a teacher will create any feedback opportunities that engage students in extending thinking during classroom discourse. While unlikely, Extending Thinking may score higher than Questioning Strategies, especially if the lesson is focused on a full-length classroom discussion.

3. Extended thinking during classroom discourse is characterized as an exchange between a teacher and one or more students, or between multiple students, in which additional prompts or questions sustain the conversation to support deeper thinking while remaining focused on the learning goal. At the higher ends of this rubric, feedback opportunities are described as "extended," referring to classroom discourse that results in ongoing discussions that deepen the understanding of most students with respect to specific concepts. For example, a teacher or student might ask what other students in the classroom think, ask whether other students agree or disagree with the first student, or use a question/prompt to help students build on their ideas.

4. At the higher end of the rubric, students may ask probing questions of each other and respond to each other's questions and statements without being prompted by the teacher, and at the highest level, the teacher role diminishes while students become more active in responding to each other. This is different from the **Peer Feedback** dimension, in which students provide feedback to an individual or small group on a specific piece of work rather than in the course of a discussion.

5. Discussion techniques that allow for deeper/more meaningful exploration of some ideas include techniques such as **basketball discussion** and **hot-seat questioning**.

Notes:

VI. Descriptive Feedback: Students should be provided with evidence-based feedback that causes thinking, is linked to the intended **learning goals** and criteria for success, and has the potential to advance learning. This dimension focuses on the teacher's role in providing focused feedback to individual students or small groups of students on their learning and in providing opportunities and structures for the students to apply the feedback meaningfully. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear goals, that provides guidance on how to advance learning, and when they are provided with time to act on the feedback.

The rubrics include three dimensions that address distinct aspects of feedback: **Descriptive Feedback**, **Extended Thinking During Discourse**, and **Peer Feedback**. The **Descriptive Feedback** dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student/teacher conferences) by the teacher.

Not Observed	Beginning	Developing	Progressing	Extending	
The teacher provides no feedback.	The teacher provides *evaluative* feedback on a specific piece of work (e.g., a score, grade, or other summative feedback). **OR** Feedback seems disconnected to intended learning goals.	The teacher provides *descriptive* feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	The teacher provides *descriptive* feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	The teacher provides *descriptive* feedback on a specific piece of work that supports the learning goals and/or reflects the criteria for success.	**Purpose**
	Corrective feedback does all the thinking for the students; subsequent student actions consist solely of direction-following to make specific corrections as instructed.	Feedback *sometimes* does all the thinking for the students; other times it appropriately scaffolds the next steps that students can take.	Feedback *appropriately scaffolds* the next steps students can take, pointing out one or more areas to work on, followed by a suggestion, a reminder, or a question to promote further learning by the student.	Feedback *appropriately scaffolds* the next steps students can take, pointing out one or more areas to work on, followed by a suggestion, a reminder, or a question to promote further learning by the student.	**Scaffolding**
	The teacher does *not* have a systematic approach for providing feedback to most or all students.	It is *unclear* whether the teacher has a systematic approach for providing feedback in which most or all students will receive feedback on their learning.	It is *unclear* whether the teacher has a systematic approach for providing feedback in which most or all students will receive feedback on their learning.	The teacher *clearly* has a systematic approach for providing feedback in which most or all students will receive feedback on their learning.	**Systematic**
	There is no opportunity for students to review the feedback, ask questions to internalize the feedback, or apply it to their work in meaningful ways.	There is *little or no opportunity* for students to review the feedback, ask questions to internalize the feedback, decide how to use it, or apply it to their learning in meaningful ways.	Students are provided with *limited structures and supports* (e.g., limited time is provided or students are confused about the process) to review the feedback, ask questions to internalize the feedback, decide how to use it, or apply it to their work in meaningful ways.	Students are provided with *ample structures and supports* (e.g., time, understanding of the process, etc.) to review the feedback, ask questions to internalize the feedback, decide how to use it, or apply it to their learning in meaningful ways.	**Application & Internalization**

Descriptive Feedback

Does the teacher provide any feedback on a specific piece of student work outside of the course of a discussion during THIS OBSERVED LESSON?

No, formal (i.e., oral or written) feedback is not given, during THIS OBSERVED LESSON, on a specific piece of work at a point where the student is ready for revision/additional practice.
Not Observed

What type of feedback does the teacher provide to students?

The feedback is evaluative or focused solely on praise, disconnected from the learning goals, does all the thinking for the student, is not systematic, or there is no opportunity for application
Beginning

Descriptive in nature.
Consult the rubrics to determine the level of movement towards the learning goals and the quality and quantity of feedback loops?
Developing - Extending
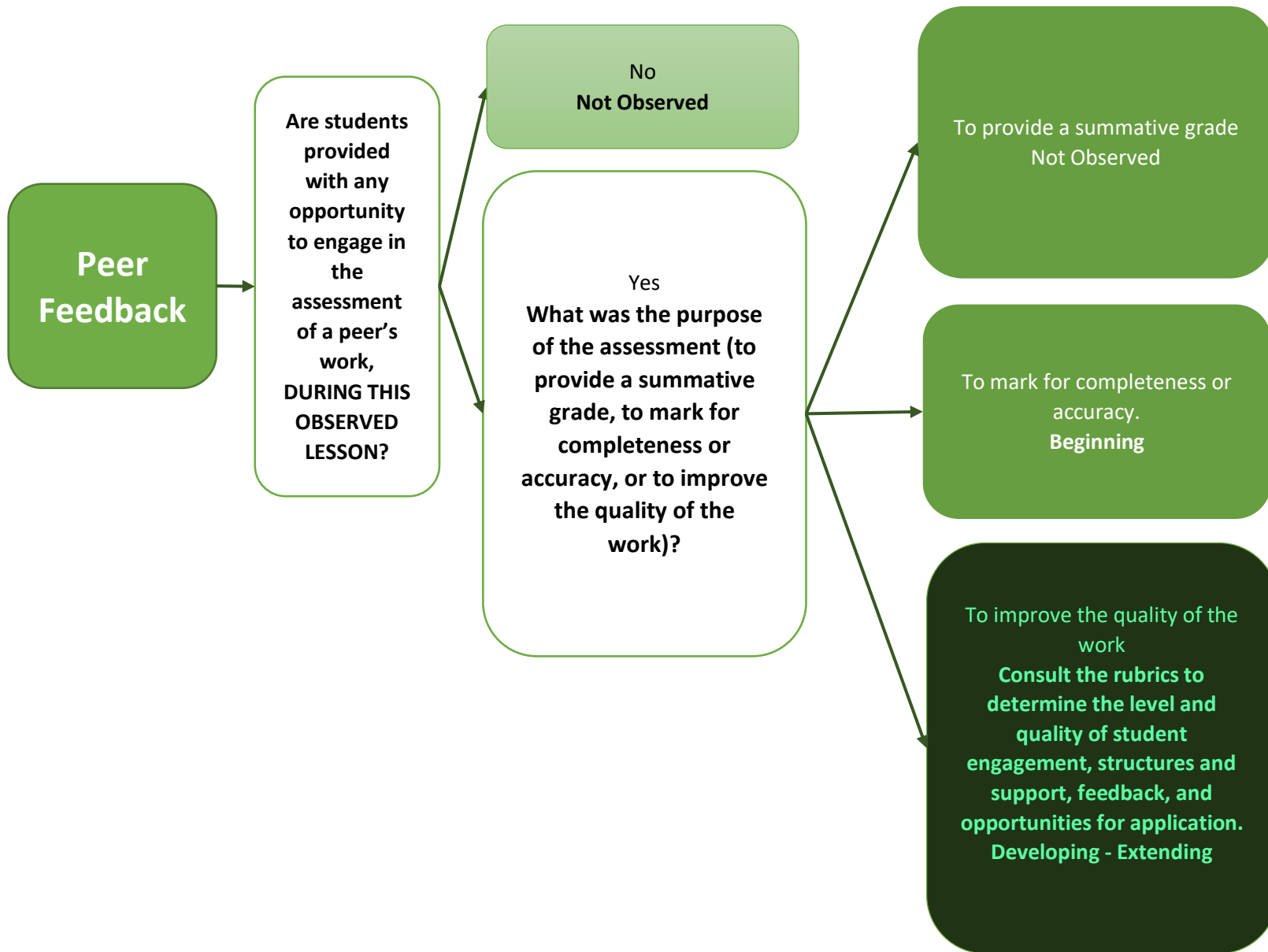
Observation Notes for Descriptive Feedback:

1. The rubric references feedback being provided on a "specific piece of work" to distinguish from feedback given during the course of a discussion, which is part of the **Extending Thinking During Discourse** dimension. It is intended to apply broadly to something that an individual or group of students are working on collaboratively and does not have to be a completed assignment, since feedback may be most beneficial while the work is in progress. A piece of work can take many forms, including oral student statements, written responses, performances and demonstrations, or other products (e.g., models, maps, etc.) and should not be limited to a written assignment.

2. Across the levels of the rubric, the use of descriptive feedback is emphasized. Descriptive feedback can be either written or oral feedback that supports the learning goals and/or reflects the criteria for success. However, descriptive feedback should not be provided with a score or a grade, since research indicates that when they are combined, students will pay more attention to the score or grade than to advancing their thinking or understanding or improving their work product.

3. At the highest level, descriptive feedback supports learning goals by identifying students' current understanding and providing suggestions for how to advance learning or improve a piece of work. Feedback can be written or provided orally during teacher-student conferences or group work. It differs from praise, general encouragement, or simple validation of correct responses in that it directs attention to the learning goals and guides students in actions that they may take to progress toward meeting the learning goal.

4. At the highest level of this rubric, "students are provided with opportunities to use the feedback or apply it to their work in meaningful ways" requires that students are not only given feedback and provided with time to review it but are also provided with structured opportunities to understand what the feedback means for their specific learning, internalize the feedback, make decisions about if and how to use the feedback, and move their learning forward. For example, a teacher may provide time for students to "**strive for the next level**". Evidence of these opportunities may also include a teacher saying that the students would have time at the beginning of the next lesson to review and use the feedback to revise their work or that they were going to review the feedback for homework and then write an entrance ticket for the lesson about what was helpful about the feedback and what else they would like to have feedback on.

5. At the higher levels of the rubrics, students need to have a meaningful opportunity to use the feedback: there must be evidence that there is an opportunity (i.e., the teacher references how it will be used during the observed lesson, for homework, or in a future lesson). A vague reference such as "these comments should help you on your next task/essay" would not be sufficient for a meaningful opportunity to use the feedback.

6. At the lower levels of the rubric, the feedback is so limited in quality and quantity that the students would not have an indication of how to advance their learning or improve their work. Note that for a focused task, the feedback could be brief but still be meaningful to the students (e.g., "I noticed that you read as a group with expression when you saw the exclamation points, but before you read aloud again, think about other parts of the text that you could read with more expression. I'll be back in a minute to see what you've come up with."). It would not have been helpful for these students if the teacher had said "you aren't all reading at the same pace" without any guidance for what to do next or without asking students what they thought they could do to improve.

7. The rubric refers to whether the teacher has a systematic approach to providing feedback to most or all students. This comment is in recognition of the fact that descriptive feedback takes time and attention from the teacher. Therefore, this dimension may not be seen in every lesson, and when observed, not every student may receive feedback during the observed lesson. A teacher does not need to provide feedback to all students in the class to score at the highest level of the rubric, **but** there must be evidence that all students will receive feedback at some point.

    a. For example, if a teacher had differentiated groups working on a project and identified two groups as able to work independently or with peer feedback, the teacher could focus on the third group. If the teacher held small conferences with each student in the third group, the teacher could score at the highest level, depending on the quality of the feedback and opportunities to use it.

    b. On the other hand, a teacher could plan to meet with every student over the course of several class periods. An observer might only see the teacher holding one-on-one writing conferences with four students because of time demands. If the teacher says, "Next up are [reads four names]—we will meet next lesson," the teacher's plans are evident, and the teacher could also score at the highest level of the rubric. Without this evidence an observer would have to score at a Developing or a Progressing level depending on the other evidence.

8. While the title of the dimension is **Descriptive Feedback**, brief or concise feedback that requires student thinking is still applicable. For example, a teacher could provide individualized descriptive feedback on a set of ten math problems by using an approach such as "**find and fix**".

Notes:

VII. Peer Feedback: Peer feedback is important for providing students an opportunity to think about and provide feedback on the work of their peers. Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback as well as to the person receiving the feedback.

The rubrics include three dimensions that address distinct aspects of feedback: **Descriptive Feedback**, **Extending Thinking During Discourse**, and **Peer Feedback.** This dimension focuses on the role of student-to-student feedback, whereas various approaches to teacher feedback are addressed in **Extending Thinking During Discourse** and **Descriptive Feedback**.

Not Observed	Beginning	Developing	Progressing	Extending	
Students are not provided with any opportunities to engage in the assessment of a peer's work. **OR** The teacher asks students to mark a peer's work for a summative grade.	Students assess a peer's work and provide feedback on a trivial task, such as checking a peer's work on a spelling test, math facts, or state capitals. The task provides limited opportunities to comment on the quality of the work. Rather, assessment is focused on completeness or accuracy.	Students assess a peer's work and provide feedback to improve the quality of the work.	Students assess a peer's work and provide feedback to improve the quality of the work.	Students assess a peer's work and provide feedback to improve the quality of the work.	Opportunity
		Few students take the peer feedback task seriously and engage with it *meaningfully.*	*Most* students take the peer feedback task seriously and engage with it *meaningfully.*	*Most* students take the peer feedback task seriously and engage with it *meaningfully.*	Engagement
		Most students struggle to complete the peer feedback task and to provide feedback that supports learning because of a *lack of structure and supports.*	*Some students* can complete the peer feedback task and provide feedback that supports learning because of the structures and supports provided by the teacher. However, the support *may not be adequate* for most students.	*Most or all* of the students can complete the peer feedback task and provide feedback that supports learning because of the *structures and supports* provided by the teacher.	Structure
		The feedback is of *low quality*, or *no time* is provided for the application of received feedback.	*Some* students receive feedback of *adequate quality*, while others receive *low-quality* feedback, or *limited opportunities* are provided for students to use the feedback.	*All* students receive feedback of *adequate quality,* and *sufficient* time is provided for students to use the feedback.	Quality of Feedback

Peer Feedback → **Are students provided with any opportunity to engage in the assessment of a peer's work, DURING THIS OBSERVED LESSON?**

No
Not Observed

Yes
What was the purpose of the assessment (to provide a summative grade, to mark for completeness or accuracy, or to improve the quality of the work)?

To provide a summative grade
Not Observed

To mark for completeness or accuracy.
Beginning

To improve the quality of the work
**Consult the rubrics to determine the level and quality of student engagement, structures and support, feedback, and opportunities for application.
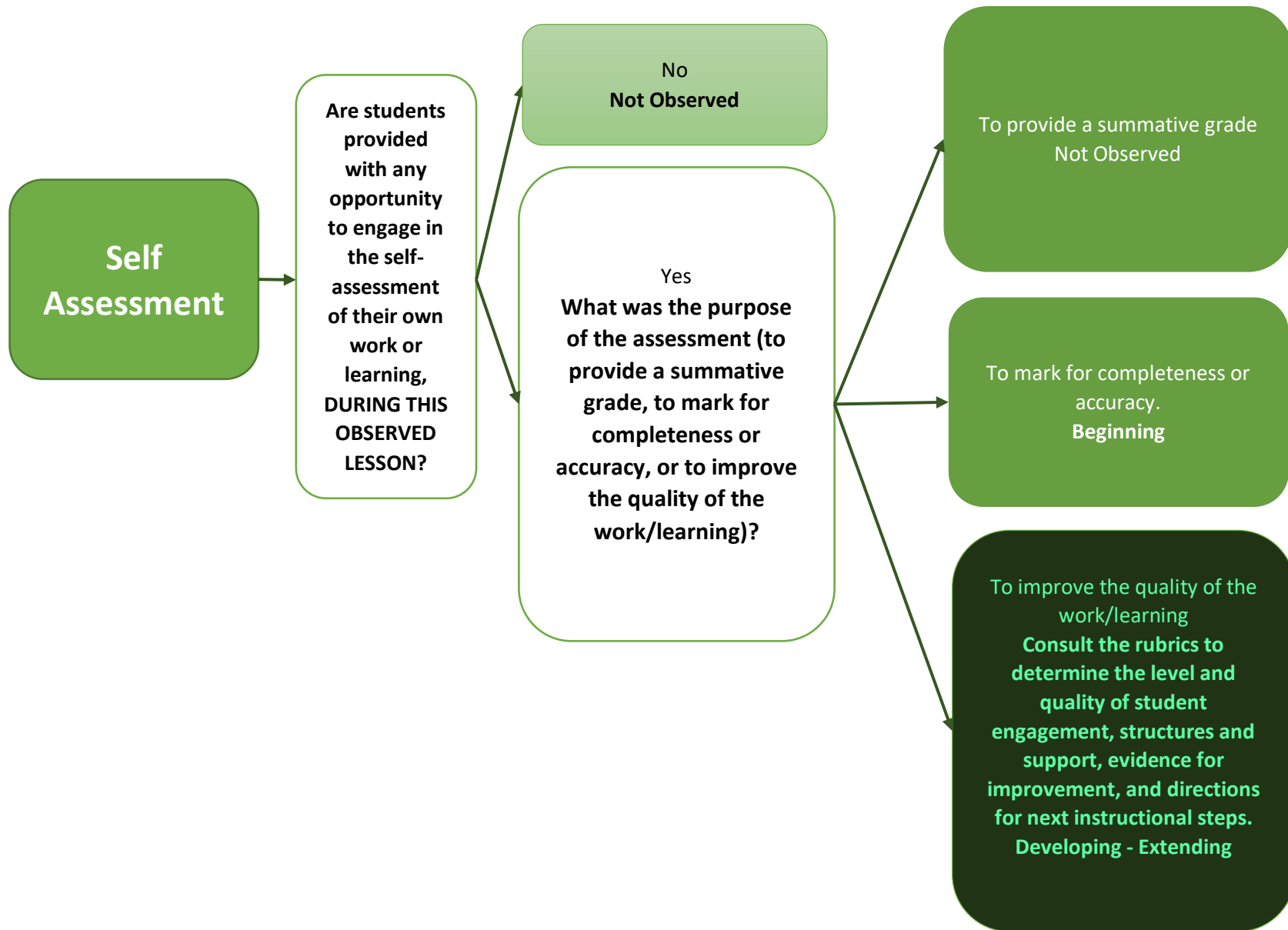Developing - Extending**

Observation Notes for Peer Feedback:

1. The rubric references whether the peer feedback activity is meaningful and beneficial to students. Both of these require the observer to make a professional judgment. Observers may draw on the following to make judgments: evidence from student comments about the task, the degree to which students seriously engage with the task, how students appear to view the task's importance, and whether there is follow-through to address any identified improvements.
   a. Meaningful: In order for a peer feedback task to be meaningful to most students, the task must be connected to **learning goals**, at an appropriate level for the students, engaging for students, and have the potential to help students improve the quality of their work/learning. To make this judgment, an observer may want to ask students about what they think of the task. An example of a task that may not be meaningful would be a task in which the teacher has students check the number of correct answers on an assignment.
   b. Beneficial: In order for a peer feedback task to be beneficial for most students, students must be engaged in the process, and the process must be structured in such a way that students benefit from both giving and receiving feedback.
2. The rubric refers to the importance of structure and support for the peer feedback process (e.g., the task is modeled for students, **exemplars** of feedback are provided, sentence starters are provided, etc.). Depending on how familiar students are with peer feedback, there may be evidence of direct support for the tasks, such as the teacher reminding students about what it means to engage in peer feedback and why they are doing it or reminders about what is appropriate feedback for a peer. In other cases, if students are more experienced with the task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a task will also vary according to students' ages and experiences, but it should be clear whether students are expected to provide written or oral feedback to their peers and when that feedback is to be provided.
3. The rubric references the quality of the feedback. Examples of low-quality feedback may include vague comments, limited feedback, praise, or comments that do not reference the quality of the work produced. This can be the result of insufficient preparation, structure, and/or support. Conversely, high-quality comments include specific guidance for improvement.
4. The rubric references time for students to use the feedback. The application of the feedback may not be observed during the current lesson, however, at the higher levels of the rubric, a teacher should indicate to students how and when the feedback will be applied.
5. Note that sometimes a teacher will ask students to listen to another student's idea and build off of or extend that idea, but the students are not required to assess or comment on the work. This kind of evidence is **not** peer feedback but could be part of the **Extending Thinking During Discourse** or **Collaborative Culture of Learning** dimensions.
6. Structures for peer feedback include any tool or process that provides support for the activity. For example, students may be given guidelines for the provision of feedback that require students who are providing comments to highlight two things that were done well and one thing that needed improvement. Another tool could be the provision of success criteria or exemplar student responses that highlight various levels of quality, illustrate effective work, or highlight common mistakes, misconceptions, or areas in need of improvement. These structures are intended to help students review a peer's work in order to provide feedback.
7. Students reviewing as a class what students in another class wrote would likely fall under **Criteria for Success**, especially if there is a clear rubric and the teacher is using exemplars to help students internalize the criteria and differences between rubric levels before students begin their own work or provide feedback to class peers.

Notes:

VIII. Self-Assessment: Self-assessment is important because it provides students with an opportunity to reflect on their learning, to think metacognitively about their learning processes, and to engage in **self-regulation**. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.

Not Observed	Beginning	Developing	Progressing	Extending	
Students are not provided with any opportunities to engage in self-assessment of their work or learning. **OR** Students are asked to mark their own work for a summative grade.	Students assess their own learning on a trivial task, such as checking their own work on a spelling test, math facts, or state capitals. The task provides limited opportunities to comment on the quality of the work or think metacognitively; instead, the assessment is focused on completeness or accuracy.	Students assess their own learning or think metacognitively in order to improve the quality of their work/learning.	Students assess their own learning or think metacognitively in order to improve the quality of their work/learning.	Students assess their own learning or think metacognitively in order to improve the quality of their work/learning.	Opportunity
		Most students do *not* take the self-feedback task seriously or perceive value in the task.	*Some* students take the self-feedback task seriously and engage with it *meaningfully*.	*Most* students take the self-feedback task seriously and engage with it *meaningfully*.	Engagem
		Most students struggle to complete an honest and useful self-assessment because the self-assessment task *lacks structure* and does *not* support students (e.g., students do not understand the task, the task has not been modeled for students, students have not been provided with examples).	*Some* students can complete an honest and useful self-assessment, however, the structures and supports *may not be adequate* for most students.	*Most* students can complete an honest and useful self-assessment because of the *structures and supports provided* in the task.	Structure
		The result of the self-assessment process *does not* provide evidence to the students to help them identify ways to improve their work or to set goals for further action as appropriate, or to the teacher about student perceptions of their learning in a way that can be used to direct next instructional steps.	The result of the self-assessment process *provides evidence* to the students to help them identify ways to improve their work/learning or to set goals for further action. Although, students' goals may be *vague or not likely to contribute* to improvement or the self-assessment can inform the teacher about student perceptions of their learning; the evidence *may not be used* to direct next instructional steps.	The result of the self-assessment process *provides evidence* to the students by helping the students identify ways to improve their work/learning or to set goals for further action as *appropriate*, or informs the teacher about student perceptions of their learning in a way that *can be used* to direct next instructional steps.	Output

Self Assessment

Are students provided with any opportunity to engage in the self-assessment of their own work or learning, DURING THIS OBSERVED LESSON?

No
Not Observed

Yes
What was the purpose of the assessment (to provide a summative grade, to mark for completeness or accuracy, or to improve the quality of the work/learning)?

To provide a summative grade
Not Observed

To mark for completeness or accuracy.
Beginning

To improve the quality of the work/learning
Consult the rubrics to determine the level and quality of student engagement, structures and support, evidence for improvement, and directions for next instructional steps.
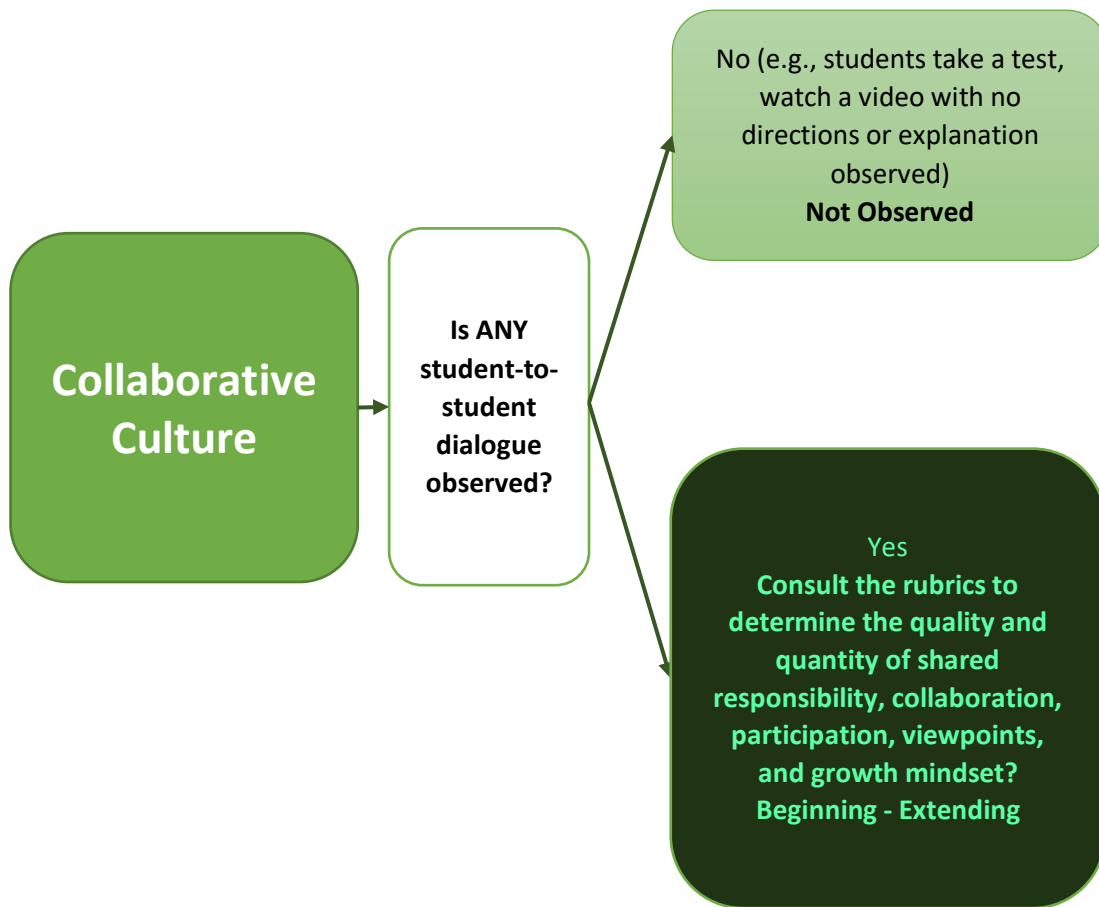**Developing - Extending**

Observation Notes for Self-Assessment:

1. This rubric addresses the intentional, structured opportunities that teachers create for students to engage in self-assessment rather than those unprompted instances in which an individual student might say something that is reflective about their own learning.

2. The rubric references whether the self-assessment activity is meaningful to students. This requires the observer to make a professional judgment. Observers may draw on the following to make judgments: evidence from student comments regarding the self-assessment task, the degree to which students seriously engage with the task, how they appear to view its importance, and whether there is follow-through to address any identified deficiencies. An observer may want to ask students about what they think of the task.

3. The rubric refers to the importance of structure and support for the self-assessment process. Depending on how familiar students are with self-assessment, there may be evidence of direct support for the tasks, such as the teacher reminding students about what it means to engage in self-assessment, why they are doing it, or how the information will be used. In other cases, if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a self-assessment task will also vary according to students' ages and experiences.

4. If a teacher does not provide students with any assessment criteria or structure to support their self-reflection but just asks for a "**thumbs up or thumbs down**" on how good you are feeling about today's learning," it is unlikely that this could be rated higher than a Developing level. However, the teacher may use that as a springboard into deeper reflection, which could change the scoring. The first example below is weaker practice compared with the two that follow.
    a. If the teacher just accepts the student self-assessment without further probing, they cannot know the accuracy or specifics of the confusion/understandings, and so impact on future learning or instruction is very limited.
    b. If the teacher probes further into what students did and did not understand in the lesson by noting that they covered four key ideas in the lesson and lists off each one for additional information from students, the teacher is now providing additional structure—and the improved information may better impact the teacher's planning.
    c. If the teacher further probed to check for understanding from "thumbs up" students to confirm that they did indeed understand, or from "thumbs down" students to clarify specifics, the likelihood of impacting future learning and/or instruction increases.

5. Structures for self-assessment are any kind of tool or process that provides support for the activity. For example, teachers may provide structures to guide or focus self-assessment and metacognitive thinking by modeling the activity for students, providing **exemplars**, or providing a **writing frame** in which they identify something new, something to learn more about, and something that is puzzling and they need additional help with. Another structure to support self-assessment is the process of student-generated questions and/or explanations. When students generate questions with the intent of identifying gaps or deepening understanding, they must also think about what they do and do not already know.

6. The self-assessment must go beyond considering how to respond to feedback from either a peer or a teacher in order to revise the original piece of work. If students were subsequently asked to use the rubric to identify ways in which their work had improved as a result of the feedback, this would be a form of self-assessment.

Notes:

IX. Collaborative Culture of Learning: A classroom culture in which students and teachers are partners in learning should be established. Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners.

Not Observed	Beginning	Developing	Progressing	Extending	
No student-to-student or student-to-teacher dialogue observed.	The classroom climate is characterized by an overall perception that the *teacher is in charge* of the learning.	The classroom climate is characterized in *some part* by an overall perception that the *teacher is in charge* of the learning.	The classroom climate is characterized for the *most part* by an overall perception that the students and teacher are *equally responsible* for the learning.	The classroom climate is characterized by an *overall, consistent* perception that the students and teacher are *equally responsible* for the learning.	Classroom Climate
	Student-to-student collaboration is *not* evident.	*Minimal* student-to-student collaboration is evident.	*Some* student-to-student collaboration is evident.	Student-to-student collaboration is *evident* and *spontaneous* or a preference of the students when given choices.	Collaboration
	Student participation is *limited* to when the teacher asks a question, and the teacher does not capitalize on student responses or student questions to deepen learning.	Student participation is *limited* to when the teacher asks a question, and the teacher rarely capitalizes on student responses or student questions to deepen learning.	Student participation is *encouraged*, and the teacher *often* capitalizes on student responses or student questions to deepen learning.	Student participation is *spontaneous* (while respectful), and the other students and the teacher *often* capitalize on student responses or student questions to deepen learning.	Participation
	Multiple viewpoints or approaches are not sought.	Multiple viewpoints or approaches are rarely sought.	Multiple viewpoints or approaches are occasionally sought.	Multiple viewpoints or approaches are sought throughout the lesson.	Viewpoints
	The teacher does *not* demonstrate a growth mindset through comments and questions.	The teacher does *not* demonstrate a growth mindset through comments and questions or is *not convincing*.	For the *most* part, the students and teacher demonstrate a growth mindset through comments and questions.	The students and teacher demonstrate a growth mindset through comments and questions *throughout the lesson*.	Growth Mindset

Collaborative Culture

Is ANY student-to-student dialogue observed?

No (e.g., students take a test, watch a video with no directions or explanation observed)
Not Observed

Yes
Consult the rubrics to determine the quality and quantity of shared responsibility, collaboration, participation, viewpoints, and growth mindset?
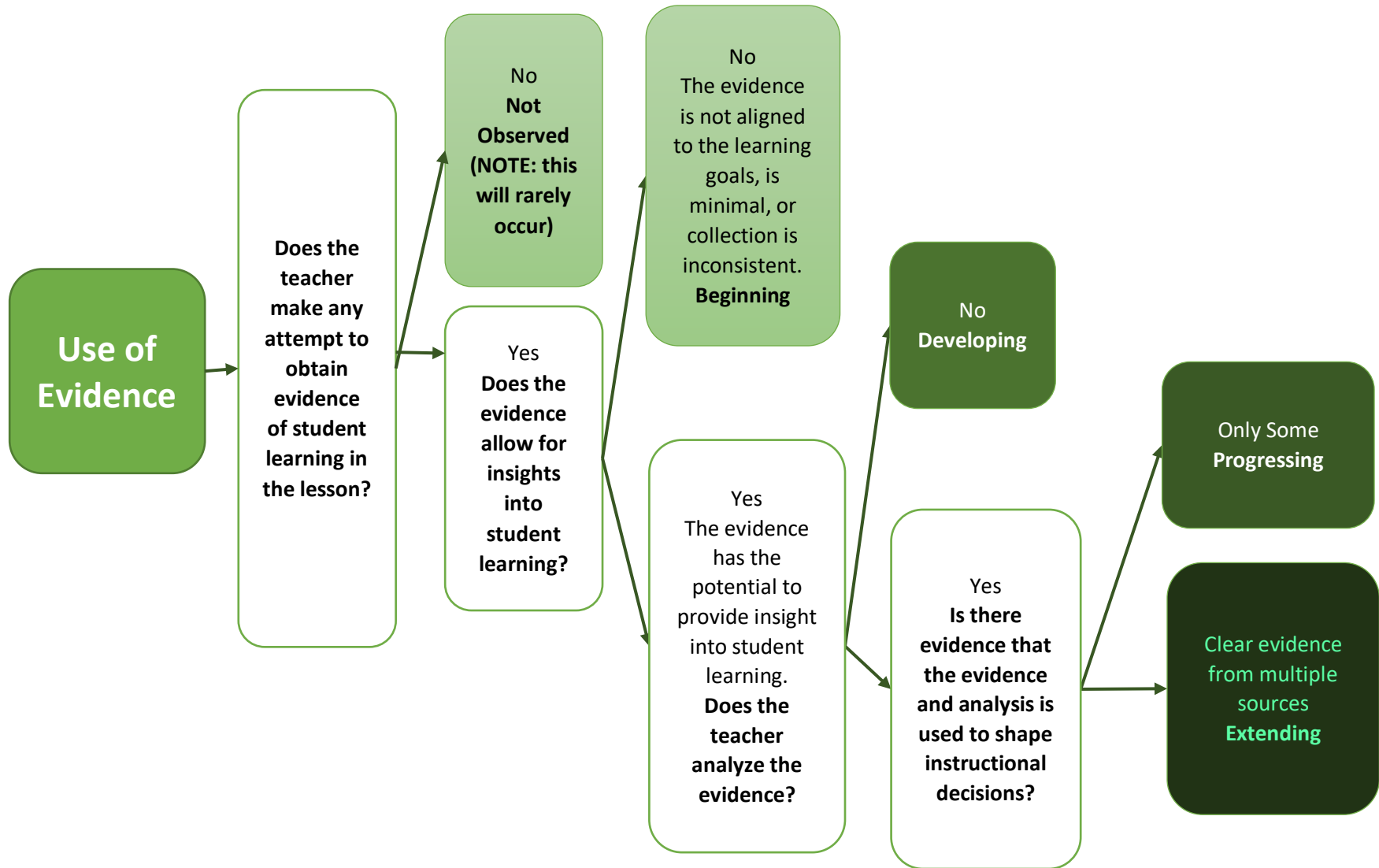**Beginning - Extending**

Observation Notes for Collaborative Culture of Learning:

1. Observations related to the classroom climate and the degree to which the teacher and students are equally responsible for learning could include evidence such as the degree to which the teacher encourages student participation, voice, and leadership.

2. Student collaboration can include a wide variety of practices, including student cooperative groups or pair work, or less formal structures (e.g., students assisting each other is part of the classroom culture and expected even when students are not organized into explicit groups).

3. The distinction between a classroom where the teacher is in charge versus one where the teacher supports learning may be observed in part through the teacher's role. Does the teacher act as the sole source of expertise in the room or more like a guide who encourages students to take responsibility for their learning?

4. The final row of the rubric references a growth mindset. A growth mindset refers to the idea that human intelligence is malleable, and it is always possible for everyone (both students and teachers) to learn and get smarter. Fundamentally, this is the belief that we all can learn. Teachers can demonstrate this belief in a variety of ways, in particular when they encourage students to persevere through productive, intellectual struggles, when they acknowledge that learning can be difficult but that they believe students are up to the challenge, when they remind students about what they have learned already to illustrate how far they have come, or when they highlight something that they personally struggled to learn and the strategies that they used to overcome the struggle.

5. It would be very unusual for the evidence from an observed lesson to be evaluated as "not observed" for this dimension, except perhaps in instances of students completing an assessment for the duration of the observation.

6. At the lower levels, when the teacher is in charge of the learning, the students are passive recipients of the teacher's thoughts and directions. At the higher levels, the teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.

7. At the higher levels, there is a sense that the teacher welcomes all responses as evidence of student engagement, and students know how to engage in productive discussions, argue ideas while respecting others, engage others in dialogue, and monitor their own participation.

8. If students are working independently, and the teacher checks in with them individually, then it is likely that student-to-student collaboration is not evidence but student-to-teacher dialogue is observed, placing this kind of lesson at the beginning level.

9. The teacher may encourage a collaborative culture of learning without this attempt being successful. Students do not need to take the teacher up on the opportunity in order for the teacher's encouragement to count as evidence for this dimension at the Developing level.

Notes:

X. Use of Evidence to Inform Instruction: An essential part of the formative assessment process is the use of evidence of student learning. This dimension focuses on the teacher's use of evidence to adapt learning and teaching across the lesson(s) as a whole. Research indicates that instructional adaptations based on evidence of student learning can improve the achievement of students at all levels.

Not Observed	Beginning	Developing	Progressing	Extending	
There is no attempt by the teacher to obtain evidence of student learning in the lesson that is connected to the learning goals or criteria for success.	There is *little attempt* by the teacher to obtain evidence of student learning in the lesson that is aligned with the learning goals or criteria for success. OR The collection of evidence is so *minimal or inconsistent* that it would be impossible for the teacher to gain insight into student learning.	There is *some evidence* that the teacher obtains evidence of student learning, but that evidence is *not closely aligned* with the learning goals or criteria for success or directly representative of them.	There is *some evidence* that the teacher obtains evidence of student learning that is *aligned* with the learning goals or criteria for success throughout the lesson.	There are *multiple sources of evidence* that indicate that the teacher *skillfully* and *systematically* obtains evidence of student learning that is *aligned* with the learning goals or criteria for success *throughout the lesson*.	Collect
	The teacher *does not have evidence* of student learning to analyze.	The teacher *does not analyze* the evidence to identify patterns of understanding/ misunderstanding or make inferences about student strengths and weaknesses.	There is *some evidence* that the teacher is *analyzing* the evidence to identify patterns of understanding/ misunderstanding or make inferences about student strengths and weaknesses.	There are *multiple sources of evidence* that indicate that the teacher is *analyzing* the evidence to identify patterns of understanding/ misunderstanding and to make inferences about student strengths and weaknesses.	Analyze
	The teacher has no basis for modifying instructional plans.	There are no teacher comments that provide any evidence to suggest that student work/learning is used to shape instructional decisions (observable evidence for this level is characterized by "lost opportunities").	Through teacher comments and/or actions, there is some evidence that student work/learning, identified patterns, and inferences are used to shape instructional decisions during the course of the lesson or for the next lesson.	Through multiple teacher comments there is clear evidence that student work/learning, identified patterns, and inferences are used to shape instructional decisions and advance student learning during the course of the lesson or for the next lesson.	Use

Use of Evidence

Does the teacher make any attempt to obtain evidence of student learning in the lesson?

No
Not Observed (NOTE: this will rarely occur)

Yes
Does the evidence allow for insights into student learning?

No
The evidence is not aligned to the learning goals, is minimal, or collection is inconsistent.
Beginning

Yes
The evidence has the potential to provide insight into student learning.
Does the teacher analyze the evidence?

No
Developing

Yes
Is there evidence that the evidence and analysis is used to shape instructional decisions?

Only Some
Progressing

Clear evidence from multiple sources
Extending

Observation Notes for Use of Evidence to Inform Instruction:

1. Evidence for this dimension can come from how a teacher obtains and interprets evidence of student learning from classroom questioning, tasks and activities, student self-assessment, and/or peer feedback. Even at the highest level, the teacher may not have all four sources of evidence or may not use them equally. However, at the high end of the rubric, there are multiple sources of evidence that the teacher is drawing on.

2. While formative assessment focuses on a process that is used by both students and teachers, this dimension specifically focuses on the teacher's use of evidence to adapt learning and teaching across the lesson(s) as a whole. The evidence that a teacher uses to adapt learning and teaching can come from a variety of sources, including responses to tasks that ask students to engage in self-assessment or metacognitive thinking. However, evidence that implies that students are using evidence to inform their own learning processes would be captured in dimension VIII, **Self-Assessment**, specifically with respect to the fourth indicator that states, "the output of the self-assessment process provides evidence to the students by helping the students identify ways to improve their work/learning or to set goals for further action as appropriate."

3. Some evidence for this dimension may not be directly observable during the lesson but emerge from a post-observation discussion as the teacher reflects on what was learned during the lesson and where it will go in subsequent lessons.

4. When evidence for this dimension is limited, it may be helpful to think less about the preponderance of evidence and more about whether or not there is sufficient evidence to move up to the next level of the rubric.

5. At the Progressing level there is evidence that teachers are using information gained about student learning to inform their next instructional decisions, whether for an individual student, group of students, or class as a whole. However, there is still some room for growth either in terms of collecting more targeted evidence or making more nuanced decisions. The difference between this level and the Extending level is in the quality of the evidence collected and the decisions made.

Notes:

Glossary

Basketball discussion: A discussion in which students primarily direct the discussion either by explicitly selecting who will talk next (e.g., tossing a beanbag or other soft item to the next student or just by calling on the next student) or by students piggy-backing on each other's comments and discussion. This does not apply when the students are merely selecting who should answer the next question on a review, but rather it applies to students selecting other students to elaborate on the same task or question that is being discussed.

Clickers: Technology tools that allow students to respond to selected response questions using a handheld transmitter (a "clicker") or using a cell phone. Responses are summarized on the teacher computer which allows the teacher to make an on the fly" instructional choice.

Exemplars: These might be student work from another class, from a previous year, or teacher mock-ups that are shared with current students. The teacher shares examples of student work so that students can internalize the characteristics of higher-quality and lesser-quality work.

Find and fix: In this approach, the teacher reviews student answers to a set of problems and provides feedback by indicating the total number wrong without identifying which specific problems are incorrect. The student is required to find the incorrect answers and fix them. To be successful in this approach, the feedback must cause thinking, since a student would need to consult their notes and reconsider all answers in order to determine their mistake. Students may need to work with a peer or may need help to determine a strategy for reviewing their work. For example, a teacher could ask students to think about a strategy for checking solutions for accuracy, could color-code a mathematics representation to help them see the relationships better, or could ask students to think of a different way of solving the problem.

Hot-seat questioning: A technique that a teacher may use to probe into one student's response using a series of questions to guide the student to the right idea, to provide a more sophisticated explanation, or to help the student structure what they are trying to say. The questioning may be in the form of a series of scaffolds. To be really successful, the teacher also needs to ensure that the rest of the class understands that the exchange is important for everyone, not just the one student. The teacher may engage the class by asking them whether they agree or disagree with the position taken by the original student or to restate/expand on what was discussed. An important feature of this approach is that the student being questioned is not made to feel embarrassed or singled out by the questions.

"I can" statements: One way to represent success criteria is as a series of "I can" statements. For example, a learning goal of "We are going to learn how different representations show proportional relationships" might have two "I can" statements associated with it, such as "I can show proportional relationships using at least two different representations" and "I can explain how the representation I created shows a proportional relationship."

Learning goals: The teacher communicates the learning intentions (learning goals or objectives) for the lesson to all students by writing clear, accessible, and valuable learning intentions on the board or on a handout, making purposive reference to them at the start of the lesson, and referring back to them during or at the end of the lesson. The goals clearly describe what students are to learn in a specific lesson or set of lessons.

Learning progressions: These are descriptions of how student understanding can develop from novice to expert.

Randomly select students to respond: The teacher asks a question and then randomly selects a student to respond, eliciting responses from only a few students but requiring active thinking from all students.

Rubrics: Descriptions of features of a performance that vary along a continuum from low to high quality. A rubric might use a holistic descriptor at each level or might have multiple dimensions. For use with students, the rubrics need to be written in accessible, age-appropriate language.

Self-regulation: Students continuously monitor their progress toward one or more learning goals, check outcomes, and alter what they are doing as the situation demands or when they have been unsuccessful.

Strive for the next level: Students examine their work, a rubric, and teacher/peer feedback in order to revise their performance, with the goal of moving up one level on the rubric.

Thumbs up or Thumbs down: Students signal their level of understanding of a topic or lesson by using thumbs up ("get it"), thumbs down ("do not get it"), or thumbs sideways ("not sure").

Writing frame: The teacher provides structured frameworks or outlines for student work, such as writing webs, graphic organizers, or blank outlines. The writing or planning frame communicates important information to the student about what is expected in the assignment with regard to its content or format or both. The teacher should ensure students know how to use it (or has previously established understanding) so that students can really take advantage of what the tool offers.