Using the Formative Assessment Rubrics and Observation Protocols to Support Professional Reflection on Practice

Prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO)

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Preface

Observation of and reflection on teaching practice are two important sources of information that teachers can use to support continuous improvement of teaching practice. To that end, the *purpose of this document* is to support ongoing professional learning through the provision of guidelines and resources to support classroom observations focused on formative assessment. In the following sections we provide:

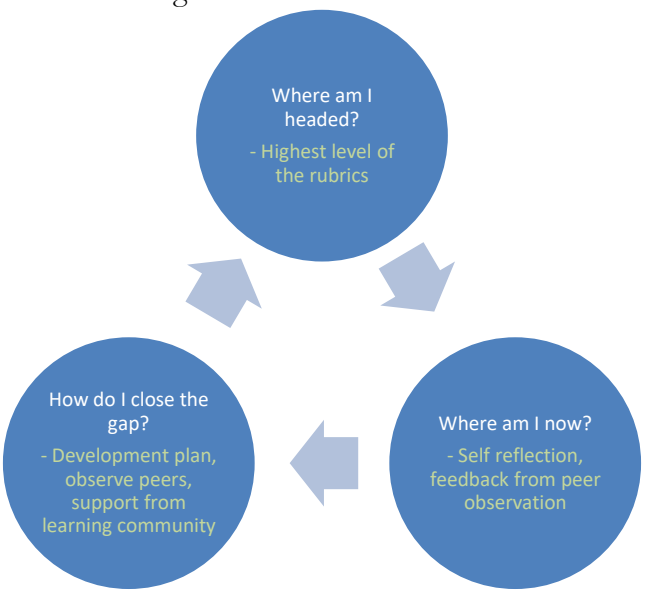
1. Background information on formative assessment
2. Discussion of the value of informal self-reflection or peer observations as a way to improve formative assessment practice
3. A set of rubrics for the various dimensions of formative assessment practice
4. Guidelines for how to use both the self-reflection and peer-observation protocols.

One way to capture the concepts of formative assessment is through a series of three questions[1] that students and teachers are engaged in answering:

1. Where are we headed?
2. Where are we right now?
3. How do we close the gap?

One way to answer these three questions is the following: (1) clear learning goals provide the direction for where learning is headed; (2) ongoing formative assessment including self and peer assessment provides information about where students are in their learning currently; and (3) closing the gap between intended and current learning can be done through teacher or student feedback, or a wide range of instructional adjustments or adaptations based on the evidence collected.

There is the parallel between <u>student learning</u> supported by formative assessment, and <u>teacher professional learning</u>, as show in the figure below.



Improving teachers' formative assessment practice is an ongoing cycle that follows a parallel series of questions. One way to understand where you are headed is to examine the rubrics provided in

[1] Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science*, 28 (1): 4-13.
Wiliam, D. (2004, June). Keeping learning on track: Integrating assessment with instruction. Presented at the 30th International Association for Educational Assessment Conference, Philadelphia.

this document. The rubrics articulate how the domain of formative assessment can be broken up into various dimensions, although at its core formative assessment is an integrated process. They also describe how practice on one dimension can vary in quality from a novice implementation to an expert level of implementation. Answering the question about where you are right now in your formative assessment practice can be done through both self-reflection against the rubrics, and by getting feedback from a peer observer. Finally, when you identify an area of formative assessment practice that you would like to improve, "closing the gap" can be done through a development plan, observing peers who are more expert in the particular area, getting support from a learning community, or in some other way engaging in a process of classroom practice and reflection.

In this document you will find a variety of protocols and rubrics to help you with the first two stages in this process. This set of resources can be used within the context of school-based professional development, with formal or informal groups of teachers, or by individuals who are interested in improving formative assessment practice.

These rubrics and observation protocols have not been developed for summative evaluations, and should not be used for that purpose without first studying their validity and reliability, the creation of a training and certification system for observers, and a process to monitor observer accuracy on an ongoing basis.

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1. What is Formative Assessment?

In an effort to support the development of a common, research-based understanding of formative assessment the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) published a definition of formative assessment in 2007:

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."

Central to this definition are several important ideas.

- First, formative assessment is not a test, assessment, or quiz given at the end of a learning period, but rather an ongoing process of collecting evidence of student learning in order to inform teaching and learning next steps. In other words, formative assessment is only worth engaging in if there is still an opportunity to influence learning. At the end of a chapter or unit it is too late (note this is somewhat of an over-simplification since identifying areas of need at the end of a unit may influence subsequent instruction, but it is not the heart of formative assessment).
- Second, the idea of "during instruction" can mean both literally during a class period as students and teachers are engaged in a learning activity, and also more broadly, during an instructional sequence that may span several weeks. In the case of the former, a teacher may plan instructional adjustments between lessons. In either case, a teacher can make adjustments to the instructional plans to account for students' current understanding and to support them moving closer to the intended learning goals.
- Third, the process of formative assessment includes both students and teachers in the collection and consideration of evidence of learning; formative assessment is not something teachers *do to* students, but rather *with* students.

The FAST SCASS further expanded on this definition by identifying five attributes of effective formative assessment, listed below.

Learning Progressions:	Learning progressions should clearly articulate the sub-goals of the ultimate learning goal.
Learning Goals and Criteria for Success:	Learning goals and criteria for success should be clearly identified and communicated to students.
Descriptive Feedback:	Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.
Self- and Peer-Assessment:	Both self- and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning.
Collaboration:	A classroom culture in which teachers and students are partners in learning should be established.

For additional information about the definition and the attributes along with examples of formative assessment in practice the FAST SCASS has produced several useful publications (see CCSSO/McManus, 2008; CCSSO/Wylie, 2008). There are also a variety of texts on formative assessment that represent the key ideas of formative assessment in a way that is congruent with the CCSSO definition (e.g., Heritage, 2010; Popham, 2008/2011; Wiliam, 2011; Wylie et al., 2012).

2. Why Use an Observation Protocol

The primary motivation for using an observation protocol focused on formative assessment is to improve teaching practice – and specifically formative assessment practice. Just as student learning can be supported through the appropriate use of self assessment and peer assessment, teaching practice can also be improved through self or peer assessment[2]. In this document we will refer to these activities as self-reflection and peer observation. Just as students need scaffolding and practice to engage in, say reflecting on their own writing or a writing sample of a peer, teachers also need both scaffolding and practice opportunities to improve practice.

Part of what makes either self or peer assessment valuable for students is that the markers or characteristics of quality are made explicit. A rubric describes the characteristics of a strong essay, along with those of a weaker essay. When students are provided with exemplars matching various levels of a rubric, those characteristics become even more explicit. The opportunity to read a peer's essay and think about the characteristics of quality helps a student internalize that characteristic, which in turn helps the student examine his or her own practice through that same lens, and make improvements.

There are parallels to observing teaching and formative assessment practice. The rubrics make explicit the characteristics of stronger and weaker implementation along a number of relevant dimensions. Observing and discussing a peer's practice in the light of those rubrics helps make the rubrics more explicit and concrete, which may also help you examine your own practice, both against the rubrics themselves and also in contrast to the practice of others. In other words, there are benefits to both the peer being observed, and also to the person doing the observation.

[2] Ross, J. A. & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. *Teaching and Teacher Education, 23(2),* 146-159.
ADD ADDITIONAL REFERENCES REGARDING PEER ASSESSMENT

3. Becoming Familiar with the Rubrics for the Dimensions of Formative Assessment

Using the CCSSO definition of formative assessment, and the attributes of effective formative assessment, we identified ten dimensions of formative assessment practice that could be observed during a lesson, listed below:

I. Learning goals
II. Criteria for Success
III. Tasks and Activities that Elicit Evidence of Student Learning
IV. Questioning Strategies that Elicit Evidence of Student Learning
V. Feedback loops during questioning
VI. Descriptive Feedback
VII. Peer-Assessment
VIII. Self-Assessment
IX. Collaboration
X. Using Evidence to Inform Instruction

The rubrics cluster into several groups. The first two dimensions focus on information you provide to or develop with students about what the learning will be, or how you and they will know when it has been understood. The second two dimensions focus on ways of collecting evidence of student learning.

There are three dimensions that address distinct aspects of feedback: *Feedback Loops, Individualized Descriptive Feedback*, and *Peer Assessment*. The *Feedback Loops* dimension is specific to more informal feedback that often occurs in real-time during a lesson. The *Individualized 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. The *Peer Assessment* dimension includes the role of student-to-student feedback.

The remaining dimensions deal with additional important aspects of formative assessment practice.

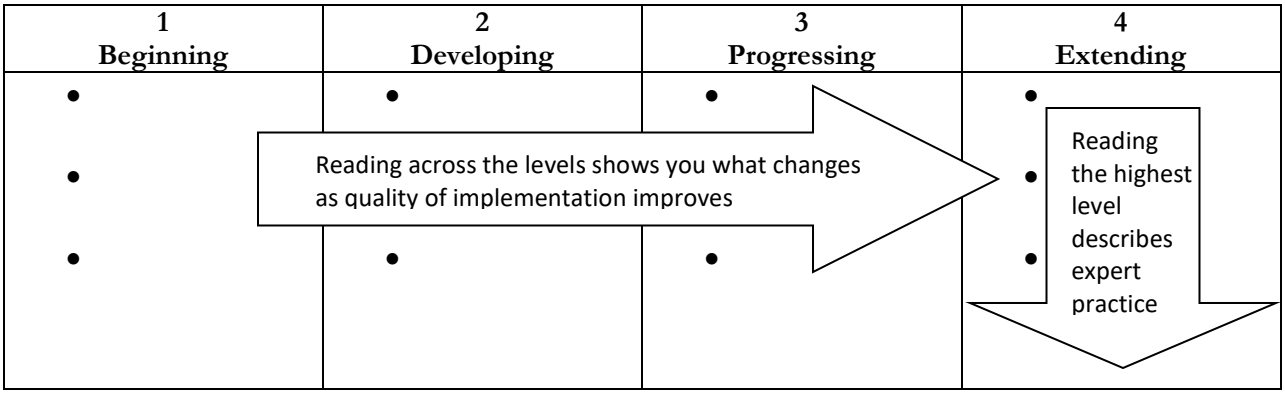
There are two pages of information for each dimension: the first page provides the rubric while the second page has observation notes addressing particular aspects of each rubric. The rubric is organized as a table with a set of columns which, reading from left to right, describe a novice or incomplete implementation to a more expert level of implementation. Each rubric describes both the teacher role in a particular formative assessment dimension and also the student role. **The rubrics describe the level of implementation of a particular aspect of practice, not the level of expertise of a teacher.** There are four levels or categories of implementation for each rubric. We refer to the levels both by names and by numbers to indicate a progression of skills and abilities:

- Level 1: Not Present or Beginning
- Level 2: Evolving/Developing
- Level 3: Progressing/Proficient
- Level 4: Extending

For most teachers, regardless of level of expertise or experience, trying a new classroom approach for the first few times may result in a less than perfect implementation. This is not an indication of failure, or lack of effort, only an indication that more practice is required. A golfer trying a new swing, or a guitarist learning a new finger picking technique is unlikely to get it exactly right the first time, and it is only with practice that the swing or plucking technique feels natural and automatic. The same is true of teaching in general, and formative assessment in particular.

Becoming Familiar with the Formative Assessment Rubrics

Before engaging in any classroom observations or reflections on your own practice, you will find it useful to examine each of the ten dimensions of formative assessment practice (pages 18- 37) as one way of understanding the domain. Reading each one in turn, across the levels, will give you a picture of what improving practice might look like on each dimension. Reading down through the highest levels of practice for each dimension provides a way to think about the breadth of the domain of formative assessment.



Some questions that you might want to reflect on are listed below:

1. How do the dimensions vary in terms of frequency of practice? Might you observe some dimensions in daily practice and other dimensions less frequently?
2. For which dimensions might students need more support, explanation/scaffolding or practice in order to benefit most fully?
3. Which dimensions – and rubrics – are least clear to you? What resources might you draw on in order to understand them more fully?
4. Will practice on any dimensions vary more than others depending on the age of students being taught or the content area? If so, which ones, and why?
5. Which dimensions seems to be most closely related to each other? Why?

Before moving to the observation protocols themselves, spend some time reading the rubrics, highlighting the key ideas, and talking with your colleagues about them. Having a common understanding of each one will be important before moving on to considering classroom practice. However, it is an ongoing process, as you examine classroom practice your own understanding of each rubric will deepen, which will in turn help you observe classroom practices more insightfully, and so on.

Some things to note about the rubrics

Each dimension rubric is made up of a series of bullets. These are not meant to be used as a checklist, but rather the bullets are used to make clearer what changes across the levels of the rubric as a particular practice improves. On the second page that accompanies each rubric there are rubric-specific scoring notes that expand on the language in the rubric and highlight possible sources of evidence.

When using the rubrics to evaluate your own performance or that of a peer's, you might find that the evidence does not match exactly to the description of one level but rather cuts across two. In such a case you should use your professional judgment to select the level that is *most representative* of the observed practice.

4. Becoming Familiar with the Classroom Observation Protocols

In this document we provide two lenses through which one can consider classroom practice: (1) reflection on your own practice; (2) reflection on the practice of a peer. Self reflection allows a teacher to consider descriptions of quality formative assessment, to relate them to his/her own practice, and to establish goals for improved practice. Peer observation has two benefits: first the peer will benefit from an outside observer's perspective of the lesson and use of formative assessment, and the person providing the feedback benefits by engaging with the rubrics to provide the feedback, but also by observing practice that is not their own. Teaching is too often a solitary practice and any opportunity to gain a different perspective is valuable. Both ways of using the protocols and rubrics are suggested below.

It is important to note that in both instances the observation is considered formative. These rubrics are not accompanied by the infrastructure required to use them for summative purposes.

1. Self Reflection (forms are found on pages 39 and 40)

The Teacher Self-Reflection Form (page 39) lists each of the ten dimensions, has space for you to provide a rating for each dimension, along with space for you to add evidence pertinent to each dimension. Each rubric was written to apply to a specific lesson rather than across time. To use the rubrics you should reflect on a specific lesson. We recommend you complete the reflection as soon as possible, after the lesson, so that you remember most clearly what you did.

Your formative assessment practice may vary from lesson to lesson. For example, you might not ask students to reflect on their own learning in every lesson. In order to get a more complete "read" on your practice, we suggest that you complete the self-reflection form for several lessons within a short period of time.

The Self-Reflection form has space for some basic information about the lesson (the date and specific class period or lesson) along with space for a brief description that will help you recall the specific lesson to which your ratings apply.

Writing a Lesson Description Example: A teacher might note something like the following as a brief description of the lesson[3]:

> "Students are writing Haikus. We began with a whole class discussion of the number of syllables in certain words and how to adjust the number of syllables in a line by modifying word choices. We reviewed a writing frame and students then worked independently to write 3 Haikus. At the end they each shared their favorite one with the class."

This lesson summary is just 60 words, but is sufficiently detailed to help the teacher distinguish this

[3] This example of formative assessment practice was based on classroom observation. Wylie, E.C., Lyon, C. (2012, April). *Quality instruction and quality formative assessment: The same or different?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

lesson on haikus from an earlier one where the concept was introduced, or from a later one where the class moved on to another form of poetry.

The rest of the form lists the dimensions of formative assessment, and has space for you to note specific evidence from the lesson that relates to the dimension along with a column for you to rate the dimension. For the evidence you should note specific actions made by you or your students, or things you or your students said. Initially don't focus on scoring each dimension, just determine what practice(s) from your lesson that you or your students engaged in are relevant. Remember, you may not have evidence for every dimension in a single lesson.

Examples of Writing Evidence for a Dimension: The teacher who described the haiku lesson might have the following notes for several of the dimensions:

> *Evidence from today's lesson specific to* Learning Goals *dimension:* This was a continuation of a lesson on writing haikus.

> *Evidence from today's lesson specific to* Use of Evidence *dimension:* I collected evidence of student understanding of syllables during the initial class discussion. Since everyone seemed to understand clearly we moved on to writing three haikus. The review at the end, where I asked students to read their favorite one of the three allowed me to get a sense of the class, how well they followed the writing frame, who was struggling to complete the task, and who had been very creative. Based on this evidence, we will spend one more lesson on this topic, but some of the stronger students will need a specific challenge. I will ask them to write a haiku – one for each season.

> *Evidence from today's lesson specific to* Feedback Loops *dimension:* During the whole group discussion I showed students a series of flashcards with a single word initially. Students had to count the number of syllables and then on a signal from me, hold up figures for the number of syllables. This allowed me to see who was correct, and for some words where students' answers varied, ask them to explain their thinking. This really brought the issue of pronunciation/word emphasis for people with different accents to the surface which deepened everyone's thinking.

Once you have evidence for each dimension noted, you can go back to the rubrics to think about what rubric category most closely matches your description. Sometimes it will not be a perfect match. Remember, you are thinking about what happened in a specific lesson, which may or may not be reflective of typical practice.

Example of Assigning a Rubric Category: Looking at the evidence that the teacher noted above for each of the three dimensions, and looking at the rubrics, this teacher decided for *Learning Goals* in this lesson evidence matched the "Not Present" category. On reflection, she realized that although the students recognized that the lesson was a continuation of the poetry unit, she did not actually specify what the learning goals were for the lesson.

In terms of the *Use of Evidence* dimension, the teacher felt that her practice was represented by the highest levels of the rubric, either "Progressing" or "Proficient". She collected evidence of student

understanding at both the start and the end of the lesson. Based on the initial assessment she decided to continue with the lesson as planned, and based on hearing each student's haiku at the end, decided that she needed to tweak her plans to stretch some of her high flyers.

For the *Feedback Loops* dimension, the teacher considered the rubric descriptions for the top two categories. The teacher decided on a category of "Progressing" given that the discussion was strong at the start of the lesson, but it was only for a relatively short amount of time.

Remember when using the rubrics, the purpose is to examine your practice, recognize strengths and identify areas of improvement. In any single lesson you will have a profile of dimension categories that will vary according to your experience with formative assessment, and the specifics of any particular lesson. For this reason, we recommend you complete the self-reflection form for several lessons to see what patterns emerge over time.

Reviewing across lessons: You may not identify evidence related to all ten dimensions in a single lesson. For example, it is unlikely that students engage in peer assessment every day. However, if you complete a series of self-reflections (e.g., across a week of teaching) and review across them you might notice some patterns that you would otherwise have missed. One process for doing so is presented below:

- Gather your four or five self-reflection forms, and lay them side-by-side.
- Read across the forms, focusing on a single dimension at a time to get a sense of how your practice in this area varied over time.
- Respond to the Reflection Questions (page 40) to help you reflect on your evidence and to think about your next steps.

2. Peer Observation (forms are found on pages 41 to 44)

There are at least three reasons for a peer observation. In each case the observation process will play out a little differently. We summarize the three reasons below and then will examine each one separately.

1. You might invite a peer to observe you to provide **focused feedback on a specific dimension or two of your formative assessment practice**. The purpose of this observation is driven by your specific need or area of focus, and we would expect that the observer would only collect evidence and provide feedback on the dimensions that you identified as relevant to your focus.

2. You might be observed as part of a regular *formative* observation and feedback cycle in your school. The observer could be a peer, coach, department head, or principal. The purpose of such an observation would be to provide an **outside perspective on the breadth and depth of your formative assessment practice**. In such a case, we would expect that the observer could collect evidence and provide feedback on all ten dimensions of formative assessment, or on a subset.

3. In this final instance, you become the *observer*, not the *observee* when you ask to observe a colleague. The purpose of this observation is **to learn from a colleague** whose practice in one or more areas of formative assessment is strong. In this instance you may want to focus on a specific set of dimensions, or you may want to observe the breadth and depth of practice and consider how all of the dimensions play out in a lesson. In part this will depend on the colleague's strengths, your needs, and the particular lesson.

We will describe the first situation below in greatest detail and then identify how it might vary in the other two situations.

1. Requested observation for focused feedback. There are several distinct parts of the observation process.

i. First the observer needs to understand the requested focus of the observation
ii. Second, the observer will observe part or all of a lesson (depending on the specific focus)
iii. Third, if necessary there will be a brief discussion with the observer
iv. Finally the observer will provide focused feedback.

i. Set-up of the observation: To help the observer capture relevant evidence during an observation, prior to the observation we ask you to complete the *Observed Teacher's Description of Teaching Episodes* document (page 41). We define an episode as a "distinct instructional block within a lesson."

> **Examples of an instructional episode** could be "review of homework," "a warm-up activity," "whole group instruction," "small group discussion," "demonstration" or "lesson wrap-up."

The purpose for identifying the episodes is two-fold. First, some dimensions of formative assessment practice are more likely to occur during certain types of episodes. For example, if a lesson does not have any episodes related to whole class discussion or instruction and is entirely built around small group work, an observer is less likely to see questioning strategies but some of the peer assessment strategies are more likely to emerge. Knowing the planned episodes ahead of time helps orient the observer to what is expected to unfold in the lesson.

The second reason for identifying the episodes for the observer is to help the observer recognize changes to instructional plans made during the course of the lesson. Even if the teacher being observed does not explicitly articulate to students during a lesson a reason for a change of plans, an observer who knows the planned episodes is more likely to notice a deviations from that plan. While a deviation from the plan is not a cast-iron guarantee that formative assessment evidence was used to adjust instruction, it certainly is a possibility, and one that can be explored in the post-observation discussion.

> The *Observed Teacher's Description of Teaching Episodes* is the place that the observed teacher can document the specific focus of the requested observation, e.g., "I want to better understand whether I call on all students in my class during a lesson or if I favor a specific subset."

ii. Lesson Observation: Prior to the observation, the observer should prepare the *Peer Observation Note-Taking Form* (page 42), labeling the sections by the specific episodes provided by the teacher. The transition points between episodes may not always be clearly signaled but professional judgment should guide the observer.

The observer will use professional judgment on how extensive the observation notes need to be. If for example, you have asked for feedback on your explanation of learning goals and how you use them to wrap up a lesson, the observer may only take notes at the start and end of the lesson, and will only provide an evaluation of the Learning Goals dimension.

The observer should highlight interactions where clarity regarding the use of formative assessment in the lesson is needed. These instances can be discussed during the post-observation interview. For example, one suggested question focuses on the rationale for deviating from the original plan for the lesson.

iii. Post-Observation Discussion: The purpose of the post-observation discussion is to provide an opportunity for the observer to become aware of decisions that s/he might not have been able to directly observe in the lesson. Prompts are suggested on page 43. For example, reacting to evidence of student learning to adjust instruction might be observable if you explicitly said to students something like, "OK, based on what I am hearing I think we need to step back and make sure we all understand the underlying phenomenon." But if you moved seamlessly to a review phase an observer might not recognize that you were making an evidence-based decision.

iv. Providing Feedback: Finally the observer will take the narrative notes from the lesson, with the information collected during the interview, and select evidence relevant to the formative assessment dimensions that you identified. One approach is to read the narrative highlighting evidence that relates to one or more dimension, and then copy/paste specific text into the *Peer Observation Summary* form (page 44). Review the set of evidence for a dimension, along with the full set of rubric descriptors for dimension before selecting a rubric category. When writing feedback it is important to focus on what happened during the lesson, not on what might have been done.

2. Observation conducted as part of a regular observation-and-feedback cycle. This type of observation will have many of the markers of the more focused observation, although you may not have requested the observation. It may be part of a regular *formative* observation and feedback cycle in your school conducted by a coach, department head, or principal. Depending on your context the observer may choose to focus on a sub-set of dimensions or all of them. But the steps outlined above should not significantly change: (i) identification of lesson episodes ahead of time; (ii) the actual observation; (iii) a brief discussion to clarify aspects of the lesson that were not obvious to the observer; and (iv) the subsequent sharing of feedback.

3. To Learn from a Colleague. In this case you are asking to observe another teacher in order to learn from his/her practice. Ensuring that the person being observed is clear about your purpose is important. Asking her/him to let you know the intended lesson episodes will be helpful to ensure that you will see a lesson that is likely to include the aspect of practice that you are most interested in.

The post-observation discussion may differ from the discussions described above since the purpose is quite different. As the observer, your purpose is **not** to provide feedback to your peer but to learn from the observation. Thus in the discussion you may explore how you might apply what you just observed to your own teaching context.

Unlike the other two forms of peer observation, this type will not conclude with you providing feedback to your peer. Rather you may want to journal privately about your observation in order to capture ideas about how to apply what you learned to your own practice.

5. Rubrics for the Dimensions of Formative Assessment

I. Learning Goals: Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence. This dimension focuses on how the teacher identifies the learning goals for a particular lesson and communicates and uses them to the students in a way that supports learning. Research suggests that when students understand the intended learning of a lesson they are better prepared to engage with the content and learning is positively impacted.

At the lower ends of the rubric, learning goals are not used, or are used in a *pro forma* manner, while at the higher levels learning goals are integrated into the lesson and support student learning.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The lesson is presented in isolation with no connections made to previous or future learning. **OR** • Superficial procedural connections are made such as "we started this yesterday" or "we'll wrap this up tomorrow". • 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 content of the learning goals is highly inappropriate for the students (the content is too challenging or too easy for students current standing, or does not align with the standard) OR • The learning goals are expressed in language that is not accessible to students (e.g., uses language of the state standards only)	• The lesson is presented with only isolated references made to previous or future learning. • The learning goal focuses on what students should know or understand by the end of the lesson. The content of the learning goal is appropriate for students and is expressed in language that is accessible to students. • The teacher presents the learning goal by writing the goal for the lesson on the board, but makes no verbal or direct reference to the learning goal at the start of the lesson. • The teacher does not return to the learning goals in a meaningful way throughout the lesson.	• 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. • The learning goal focuses on what students should know or understand by the end of the lesson. The content of the learning goal is appropriate for students and is expressed in language that is accessible to students. • The teacher presents the learning goal by writing the goal for the lesson on the board, and makes verbal or direct reference to the learning goal at the start of the lesson. • The teacher makes some reference back to the learning goals towards the end of the lesson, but not in a way that necessarily deepens student understanding.	• The lesson is presented as part of a coherent sequence of learning with meaningful connections made to previous or future learning in a way that students clearly understand the connections. • The learning goal focuses on what students should know or understand by the end of the lesson. The content of the learning goal is appropriate for students and is expressed in language that is accessible to students. • The teacher presents the learning goal by writing the goal for the lesson on the board, and makes meaningful and appropriate reference to the learning goal at the start of the lesson. • The teacher makes <u>multiple meaningful and appropriate</u> verbal references to the learning goal throughout the lesson in ways that support student learning, or summarizes progress towards the goals at the end of the lesson.

Observation Notes for Learning Goals:

- 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, if a lower elementary school math teacher makes extensive reference to the role of numbers in advanced math courses in a way that is mostly confusing to younger students that would be considered to either be not accessible or not consistently accessible.

- The judgment about whether the language used to express the goals is accessible to students will depend on 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 to 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 learning goal.

- 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 make reference to the learning goals to help students make connections between multiple aspects in a lesson and how those aspects collectively support their deepening understanding of the learning goal. Alternatively the teacher may highlight key vocabulary terms that are central to the learning goals.

Additional Notes:

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

At the lower ends of the rubric, criteria for success are not used, or are used in a *pro forma* manner, while at the higher levels criteria for success are integrated into the lesson, are accessible to students, and support student learning.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The teacher does not provide criteria for success. OR • The criteria for success are not appropriate for the learning goals or are not appropriate for students (too basic/complex). OR • The criteria for success are expressed in language that is not accessible to students.	• The teacher shares criteria for success with students. • The criteria for success are appropriate for the learning goals and for students (not too basic/complex) and expressed in language that is accessible to them. • The teacher does not provide a way for students to internalize the criteria/use the criteria effectively (e.g., develop the criteria themselves, explanations, time or support to use them) resulting in no students engaging with the criteria in meaningful ways.	• The teacher shares criteria for success with students. • The criteria for success are appropriate for the learning goals and for students (not too basic/complex) and expressed in language that is accessible to them. • The teacher provides a way for students to internalize the criteria/use the criteria effectively (e.g., develop the criteria themselves, explanations, time or support to use them), but not all students seem to understand or engage with the process.	• The teacher shares criteria for success with students. • The criteria for success are appropriate for the learning goals and for students (not too basic/complex) and expressed in language that is accessible to them. • The teacher provides a way for students to internalize the criteria/use the criteria (e.g., develop the criteria themselves, explanations, time or support to use them) effectively. The process ensures that students engage with the criteria in meaningful ways that support learning throughout the lesson (e.g., skillful and appropriate use of exemplars, students developing rubrics). This results in the majority of students engaging in and benefiting from the process.

Observation Notes for Criteria for Success:

- The judgment about whether the criteria for success is appropriate for the students (not too basic/ complex) 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. 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 towards the criteria throughout the lesson. Questions could also be posed directly to students to provide further evidence of how they understand the criteria for success.

- The judgment about whether the language used to express the criteria for success is accessible to students will 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 to 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.

- At the highest level of this rubric "the process ensures that students engage with the criteria in meaningful ways" refers to the ways in which the teacher uses the criteria for success to support learning. The professional judgment to be made here is whether those ways support student understanding and progress towards the expectations. For example, a teacher may not only discuss the levels of a rubric but also provide exemplars of different score levels, may engage students in a "scoring session" where they apply the rubric to stronger or weaker performances, may provide opportunities to discuss the independent features of stronger or weaker work, or may structure opportunities for students to apply criteria to their own or each others' work. You probably will not see a teacher do all of these examples in a single lesson. Evidence may also include reference to previous lessons where some of these activities took place and are being built on in the current lesson.

Additional Notes:

III. Tasks and Activities that Elicit Evidence of Student Learning: Teachers need to use a range of tasks and activities to collect relevant evidence of student thinking. When students are engaged in tasks and activities (on their own, with another student, or in a small group) the work products provide evidence of student understanding. In order to be effective, students need to have access to appropriate support from either the teacher or from peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from students, whether through a formal review process or informal on-the-fly review.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The teacher uses tasks or activities that are not connected to the learning goals or will not provide evidence of student progress towards those goals. • Most students are unclear about the task and time is wasted because extensive re-explanations are needed. • The teacher does not review student work products during the lesson or does not make any reference to when they will be reviewed. • The evidence collected cannot be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/continue instruction.	• The teacher uses tasks or activities that are loosely connected to the learning goals and will provide limited evidence of student progress towards those goals. • Many students are unclear about the task and some time is wasted because re-explanations are needed. • The teacher occasionally or haphazardly reviews student work products during the lesson or makes a vague reference to when they will be reviewed. • The teacher misses multiple critical opportunities to make inferences about student progress and/or adapt/continue instruction accordingly.	• The teacher uses well-crafted tasks and activities that are connected to the learning goals and will provide evidence of student progress towards those goals. • A few students are unclear about the task and time is used inefficiently because re-explanations are needed. • The teacher reviews student work products during the lesson in a way that provides insight into most students' progress or makes a reference to how work products will be reviewed later • The teacher occasionally misses critical opportunities to make inferences about student progress and adapt/continue instruction accordingly.	• The teacher uses well crafted tasks and activities that are tightly connected to the learning goals and will provide evidence of student progress towards those goals. • Almost all students are clear about the task and are able to begin work efficiently. • The teacher systematically reviews student work products during the lesson in a way that provides insight into all students' progress or makes a concrete reference to how they will be reviewed. • The teacher uses student responses to make inferences about student progress and adjust/continue instruction accordingly.

Observation notes for Tasks and Activities to Elicit Evidence of Learning:

- Tasks and activities include anything that students engage in that potentially produces evidence of student learning (except classroom discussions as this is discussed in *Questioning Strategies* and *Feedback Loops*). Examples include worksheets, lab experiments, performance tasks, commercially produced formative assessment tasks, essays, quizzes, journaling.
- There are references in the rubric to a teacher missing or capitalizing on "critical opportunities". As an observer you will often identify incidents where you might have acted in a different way, or taken the discussion in a different direction, but these differences won't materially impact student outcomes. The professional judgment to be made here is whether there was a significant or critical missed opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity negatively impacts student learning or, conversely, capitalizing on the opportunity positively impacts student learning. For example, students may be working independently on a performance task but a large percentage of the class has their hand raised for help and most are at the same point in the task, however, the teacher fails to pick up on this or that this is a systemic class-wide issue that would benefit from discussion or an adaption to plans.
- A professional judgment is required about when is appropriate to begin to use this rubric. If students are off task and not participating in the lesson, even when the teacher directions are clear, it may be necessary to note as part of the feedback that although the tasks and activities in the lesson had potential other issues got in the way of the implementation.

Additional Notes:

IV. Questioning Strategies to Elicit Evidence of Student Thinking: Teachers need to use a range of questioning strategies to collect relevant evidence of student thinking, from more students, more often, and more systematically. Often teachers ask questions only to a few interested students, answer their own questions, or limit student thinking by the type of questions asked. If a teacher has weak questioning strategies, s/he loses opportunities to gain valuable insights into student learning.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The teacher asks very few questions designed to assess student progress. • The teacher provides inadequate wait time and/or often answers her own questions. • The teacher uses questioning strategies that provide evidence from only a few students or the same students in the class. • The evidence collected cannot be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/continue instruction.	• The teacher asks some questions at appropriate points to assess student progress. • The teacher inconsistently provides adequate wait time to allow all students to engage with the questions. The teacher sometimes answers her own questions. • The teacher inconsistently uses questioning strategies to collect evidence of learning from **more** students (e.g. whiteboards, exit tickets, etc.) but implementation may not be consistent or structured in a beneficial way • The teacher misses multiple critical opportunities to make inferences about student progress and/or adapt/continue instruction accordingly.	• The teacher asks questions at appropriate points to assess student progress. • The teacher provides appropriate wait time to allow all students to engage with the questions. • The teacher uses effective questioning strategies to collect evidence of learning from **all** students in systematic ways (e.g. whiteboards, exit tickets, etc.) • The teacher occasionally misses critical opportunities to make inferences about student progress and adapt/continue instruction accordingly.	• The teacher asks questions at appropriate points to assess student progress. • The teacher provides appropriate wait time to allow all students to engage with the questions. • The teacher uses effective questioning strategies to collect evidence of learning from **all** students in systematic ways (e.g. whiteboards, exit tickets, etc.) • The teacher uses student responses to make inferences about student progress and adjust/continue instruction accordingly.

Observation Notes for Questioning Strategies to Elicit Evidence of Learning:

- At the lower levels of this rubric questioning strategies are described as being used "inconsistently." This refers to instances when a teacher is using some questioning techniques that provide opportunities to collect evidence from multiple students at a time or encourages deeper engagement with the content, but not on a consistent 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 a few students who seem most involved in the discussion.

- Across the levels of the rubric reference is made to a teacher missing or capitalizing on "critical opportunities". As an observer you will often identify incidents where you might have acted in a different way, or taken the discussion in a different direction, but these differences won't materially impact student outcomes. The professional judgment to be made here is whether there was a significant or critical missed opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity negatively impacts student learning or, conversely, capitalizing on the opportunity positively impacts student learning. For example, a student might ask a question that is clearly connected to the learning goals of the lesson and that indicates a misunderstanding, misconception or confusion, but the teacher fails to pick up on this and does not address it, nor indicate that the issue will be addressed later.

Additional Notes:

V. Feedback loops during questioning: Students should be provided with ongoing feedback that helps them develop ideas and understanding of the content. This dimension focuses on the teacher's role to provide ongoing feedback during class discussions.

The full observation protocol includes three dimensions that address distinct aspects of feedback: *Individualized Descriptive Feedback*, *Feedback Loops* and *Peer Assessment*. This dimension is specific to more informal feedback that often occurs in real-time during a lesson.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The teacher asks very few questions during the lesson designed to encourage classroom discourse **OR** • The teacher asks questions from students, but discourse focuses on a statement of correct or incorrect rather than deeper/meaningful exploration of ideas.	• The teacher asks questions at a few points during the lesson designed to encourage classroom discourse. • The teacher only occasionally builds on student responses or encourages students to build on each other's responses. • There are occasional feedback loops, although they are short and often end abruptly and do not allow a full exploration of ideas and concepts.	• The teacher asks questions designed to encourage classroom discourse at multiple points during the lesson. • The teacher and other students frequently build on other students' responses, clarifying student comments, pushing for more elaborate answers, or engaging more students in thinking about the problem. • Feedback loops sustain the conversation, rarely end with the teacher indicating correct or incorrect responses, and allow for deeper /more meaningful exploration of some ideas (basketball discussion, hot seat questioning).	• The teacher asks questions designed to encourage classroom discourse consistently throughout the lesson and integrates questioning and discussion seamlessly into instruction. • The teacher and other students consistently build on other students' responses, clarifying student comments, pushing for more elaborate answers, or engaging more students in thinking about the problem. • Extended feedback loops are used 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 (basketball discussion, hot seat questioning).

Observation Notes for Feedback Loops:

- The *Feedback Loops* dimension focuses on how the teacher uses classroom discussions to deepen student understanding. This dimension differs from the *Questioning Strategies to Elicit Evidence of Student Learning* where 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.
- A feedback loop is characterized as an exchange between teacher and one or more students, or between multiple students where additional prompts or questions sustain the conversation to support deeper thinking. At the higher ends of this rubric, feedback loops are defined as "extended," referring to classroom discourse that results in ongoing discussions that deepen the knowledge of all students with respect to specific concepts or topics. For example, a teacher or student might ask what other students in the classroom think, ask if other students agree or disagree with the first student, or use a question/prompt to help students build on their ideas.

Additional Notes:

VI. Individualized Descriptive Feedback: Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success. This dimension focuses on the teacher's role to provide individualized feedback to students. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets and that provides guidance on how to improve work.

The full observation protocol includes three dimensions that address distinct aspects of feedback: *Individualized Descriptive Feedback*, *Feedback Loops* and *Peer Assessment*. The *Individualized 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.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The teacher provides no descriptive feedback **OR** • The teacher provides descriptive feedback (written or individualized oral feedback to younger students) on a specific piece of work, but also includes a score or a grade. **OR** • Feedback seems disconnected to intended learning goals. • There is no opportunity for students to internalize the feedback (review the feedback and/or ask questions). • There is no opportunity for students to use the feedback in a meaningful way (apply it to the current or next assignment).	• The teacher provides descriptive feedback (written or individualized oral feedback to younger students) on a specific piece of work without a score or a grade that supports the learning goals and/or reflects the criteria for success. • There is no opportunity for students to internalize the feedback (review the feedback and/or ask questions). • There is no opportunity for students to use the feedback or apply it to their work in meaningful ways (apply it to the current or next assignment).	• The teacher provides descriptive feedback (written or individualized oral feedback to younger students) on a specific piece of work without a score or a grade that supports the learning goals and/or reflects the criteria for success. • Students are provided with opportunities to internalize the feedback (review the feedback and/or ask questions). • There is no opportunity for students to use the feedback or apply it to their work in meaningful ways (apply it to the current or next assignment).	• The teacher provides descriptive feedback (written or individualized oral feedback to younger students) on a specific piece of work without a score or a grade that supports the learning goals and/or reflects the criteria for success. • Students are provided with opportunities to internalize the feedback (review the feedback and/or ask questions). • Students are provided with opportunities to use the feedback or apply it to their work in meaningful ways (apply it to the current or next assignment).

Observation Notes for Individualized Descriptive Feedback:

- 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, and move their performance forward. For example, a teacher may provide time for students to "strive for the next level" where students examine their work, a rubric, and teacher feedback to revise a performance with the goal of moving up one level on the rubric. Evidence may also include reference to homework assignments or other opportunities to revise work prior to a final grade.

Additional Notes:

VII. Peer-Assessment: Peer-assessment is important for providing students an opportunity to think about 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.

The full observation protocol includes three dimensions that address distinct aspects of feedback: *Individualized Descriptive Feedback*, *Feedback Loops* and *Peer Assessment*. This dimension includes the role of student-to-student feedback, while various approaches to teacher feedback are addressed in *Feedback Loops* and *Individualized Descriptive Feedback*.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• Students are not provided with any opportunities to engage in the assessment of their peers' work. **OR** • Students are asked to mark their own work for a summative grade.	• The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. • The peer-assessment task does not appear to be meaningful to most students (students do not take the task seriously or perceive value in the task). • The peer-assessment task lacks structure and does not support students (e.g. students do not understand the task, the task was not modeled, no exemplars of feedback are provided). Most students struggle to complete the peer-assessment and cannot provide feedback that supports learning. • The peer-assessment does not have an impact on the quality of student work due to the quality of the feedback or lack of structure for using the feedback (time to read and revise).	• The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. • The peer-assessment task appears to be meaningful to most students. • The peer-assessment task is structured in a way (e.g. the task was modeled for students, exemplars of feedback are provided) that supports some students to complete the peer-assessment and provide feedback that supports learning but the support may not be adequate for all students. • The peer-assessment has a limited impact on the quality of student work due to the quality of the feedback or structures for using feedback (time to read and revise)	• The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. • The peer-assessment task appears to be meaningful to all students. • The peer-assessment task is structured in a way (e.g. the task was modeled for students, exemplars of feedback are provided) that supports all students to complete the peer-assessment and provide feedback that supports learning. • The peer assessment has a positive impact on the quality of all student work due to the high quality of the feedback and structures put in place for the use of the feedback (time to read and revise).

Observation notes for Peer Assessment:

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

- The rubric refers to the importance of structure and support for the peer-assessment process. Depending on how familiar students are with peer-assessment there may be evidence of direct support for the tasks such as the teacher reminding students about what it means to engage in peer-assessment, why they are doing it, or reminders about what is appropriate feedback for a peer. 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 peer-assessment 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.

- The rubric requires a professional judgment about the impact of the peer-assessment in terms of whether the information is used by the students receiving the feedback.

Additional Notes:

VIII. Self-Assessment: Self-assessment is important because it provides students with an opportunity to think meta-cognitively about their learning. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• Students are not provided with any opportunities to engage in self-assessment of their work or thinking. **OR** • Students are asked to mark their own work for a summative grade.	• The teacher asks students to assess their own learning • The self-assessment task does not appear to be meaningful to most students (students do not take the task seriously or perceive value in the task). • 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) Most students struggle to complete an honest self-assessment. • The self-assessment does not have an impact on the quality of student work or instruction.	• The teacher asks students to assess their own learning • The self-assessment task appears to be meaningful to most students. • The self-assessment task is structured in a way (e.g., modeled for students, exemplars provided) that supports some students to complete an honest self-assessment but the support may not be adequate for all students. • The self-assessment has a limited impact on the quality of student work or instruction.	• The teacher asks students to assess their own learning • The self-assessment task appears to be meaningful to all students. • The self-assessment task is structured in a way (e.g., modeled for students, exemplars provided) that supports all students to complete an honest self-assessment. • The output of the self-assessment provides evidence to o The student by helping the student identify ways to improve their work **OR** o The teacher by providing evidence about student perceptions of their learning in a way that can be used to direct next instructional steps.

Observation notes for Self Assessment:

- The rubric makes reference to whether the self-assessment activity is meaningful to students. This requires a professional judgment on the part of the observer. Observers may draw on 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 if there is follow through to address any identified deficiencies in order to make judgments. An observer may want to ask students about what they think of the task.

- 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.

- The rubric requires a professional judgment about the impact of the self-assessment in terms of whether the information is something for students to reflect on, or if the teacher will have an opportunity to see the self-reflections to inform next steps. It is not necessary for both actions to take place, but there must be a clear purpose to the self-assessment.

Additional Notes:

IX. Collaboration A classroom culture in which teachers and students 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.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• The classroom climate is characterized by an overall perception that the teacher is "in charge". • Student-to-student collaboration is not evident. • 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. • Multiple viewpoints or approaches are not sought. • The teacher does not promote an attitude of "we can all learn".	• The classroom climate is characterized for the most part by an overall perception that the teacher is "in charge". • Limited student-to-student collaboration is evident. • 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. • Multiple viewpoints or approaches are rarely sought. • The teacher does not promote an attitude of "we can all learn" or is not convincing.	• The classroom climate is characterized for the most part by an overall perception that the teacher and students are supporters of learning. • Some student-to-student collaboration is evident. • Student participation is encouraged and the teacher often capitalizes on student responses or student questions to deepen learning. • Multiple viewpoints or approaches are occasionally sought. • For the most part, the teacher promotes an attitude of "we can all learn".	• The classroom climate is characterized by an overall, consistent perception that the teacher and students are supporters of learning. • Student-to-student collaboration is evident. • Student participation is spontaneous (while respectful), and the teacher often capitalizes on student responses or student questions to deepen learning. • Multiple viewpoints or approaches are consistently sought. • The teacher consistently promotes an attitude of "we can all learn".

Observation notes for Collaboration:

- 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 expectations even when students are not organized into explicit groups).
- 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 a facilitator and allow students to take responsibility for their learning?

Additional Notes:

X. Use of evidence to inform instruction Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This dimension focuses on the teacher use of evidence to adjust instruction across the lesson(s) as a whole.

1 **Beginning**	2 **Developing**	3 **Progressing**	4 **Extending**
• There is little or no attempt by the teacher to collect evidence of student learning in the lesson that is connected to the learning goals or criteria for success. **OR** • The collection of evidence is so minimal or inconsistent that there is no way for the teacher to gain insight into student learning. • The teacher does not have evidence of student learning to analyze. • The teacher has no basis for modifying instructional plans.	• There is some evidence that the teacher collects evidence of student learning that is weakly connected to the learning goals or criteria for success. • The teacher does not analyze the evidence to identify patterns of understanding/ misunderstanding or make inferences about student strengths and weaknesses. • The information is not used to shape instructional decisions. (Observable evidence for this level is characterized by "lost opportunities.")	• The teacher uses multiple ways that are connected to the learning goals or criteria for success to systematically collect evidence of student learning throughout the lesson. • 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. • The information, identified patterns, and inferences are not used to shape instructional decisions.	• The teacher skillfully uses multiple ways that are connected to the learning goals or criteria for success to systematically collect evidence of student learning throughout the lesson. • There are multiple sources of evidence that indicate the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding and to make inferences about student strengths and weaknesses. • The information, identified patterns, and inferences are used in powerful ways to shape instructional decisions and advance student learning.

Observation notes for Using Evidence to Inform Instruction:

- 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.

Additional Notes:

Resources for Observations

In the pages that follow there are resources to support both self- and peer-observations.

Teacher Self-Reflection Form

Referring to the rubrics, note relevant evidence from a specific, recent lesson and evaluate your performance.

Date of lesson:		Class Period:	
Brief Description of Lesson:			

Dimensions	**Rubric Category**
Learning Goals: Learning goals were clearly identified and communicated to students	
Evidence from today's lesson specific to Learning Goals *dimension:*	
Criteria for Success: Criteria for success were clearly identified and communicated to students.	
Evidence from today's lesson specific to Criteria for Success *dimension:*	
Tasks and Activities to Elicit Evidence of Learning: Tasks and activities during the lesson provided opportunities for the teacher to collect evidence of student understanding.	
Evidence from today's lesson specific to Tasks and Activities *dimension:*	
Questioning Strategies to Elicit Evidence of Learning: Questioning strategies were used to collect evidence of student thinking, from more students, more systematically	
Evidence from today's lesson specific to Questioning Strategies *dimension:*	
Feedback Loops During Questioning: Feedback loops during questioning were used to deepen student thinking	
Evidence from today's lesson specific to Feedback Loops *dimension:*	
Descriptive Feedback: Students were provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.	
Evidence from today's lesson specific to Descriptive Feedback *dimension:*	
Peer-Assessment: Peer-assessment provided students an opportunity to think meta-cognitively about the work of their peers.	
Evidence from today's lesson specific to Peer-Assessment *dimension:*	
Self- Assessment: Self- -assessment provided students an opportunity to think meta-cognitively about their learning.	
Evidence from today's lesson specific to Self-Assessment *dimension:*	
Collaboration: A classroom culture was established in which teachers and students are partners in learning.	
Evidence from today's lesson specific to Collaboration *dimension:*	
Use of Evidence to Inform Instruction: Formative assessment was used to provide feedback to adjust ongoing teaching and learning	
Evidence from today's lesson specific to Use of Evidence *dimension:*	

Reflection After Completing Multiple Teacher Self-Reflection Forms

As you look at a series of self-reflection forms, consider the following questions.

1. Looking across the dimensions, for which ones do you consistently use the higher rubric categories (Progressing or Extending)?

2. Looking across the dimensions, for which ones do you consistently use the lower rubric categories (Not Present/Beginning or Evolving)?

3. Are there dimensions for which you rate inconsistently, sometimes higher, sometimes lower? Is this evidence of emerging proficiency or more related to how often this practice is used in your instruction? Does it make sense to incorporate it into instruction more frequently (remember, it may not be an aspect of practice that you would want to use daily.)?

4. Looking at the patterns in the rubric categories, what might be your areas of strength or weakness?

5. Based on your analysis, what might be an area of focus for future lessons? What sources of support might you be able to draw on?

Observed Teacher's Description of Teaching Episodes

In the tables below, please identify the lesson goal or purpose, and the main "episodes" during the lesson that will be observed on [*insert date here*]. The purpose is to provide the observer with a sense of what will be happening in the lesson.

"Episode" refers to distinct instructional blocks within your lesson. For example, review of homework might be the first episode of the lesson, or a warm-up activity. Other kinds of episodes could be "whole group instruction," "small group discussion," "demonstration" or "lesson wrap-up."

Lesson Goal or Purpose	

Episode	**You may have as few as two episodes in a lesson or as many as eight. Add more lines as needed.**
1	
2	
3	
4	
5	
6	

If you have asked a peer to observe you in order to provide targeted feedback on one or two specific dimensions, note them below.

Targeted dimensions for feedback are:

Peer Observation Note-Taking Form

Episode	Type narrative notes for each section, following the episodes as much as possible. Use best judgment to determine transition points.
1	[*From teacher description of teaching episodes copy name of episode 1*]
2	[*From teacher description of teaching episodes copy name of episode 2*]
3	[*From teacher description of teaching episodes copy name of episode 3*]
4	[*From teacher description of teaching episodes copy name of episode 4*]
5	[*From teacher description of teaching episodes copy name of episode 5*]
6	[*From teacher description of teaching episodes copy name of episode 6*]

Post-Observation Discussion Prompts

General

The purpose of the post-observation discussion is to collect evidence to support the higher inference aspects of the formative assessment observation. For example, a teacher's decision to act on evidence of student learning may not be obvious unless the teacher explicitly articulates her thinking: "Based on what I am hearing from everyone I think we need to readjust and …" The purpose of this interview is to collect evidence that may not have been obvious during the lesson.

1. What was your learning goal(s) for the lesson? Did students achieve that goal? How do you know?
2. What evidence of student learning did you collect? What will you do next?
3. I noticed that episodes in this lesson did not follow your original plan. Can you talk a little about what happened and how or why you changed the plan?

Targeted Observation

1. You asked me to watch/listen for _____ How do you think it went?
2. Share collected evidence. How does this compare with how you planned it?
3. What are you learning about _____ (dimensions) and the impact on student learning during this lesson?
4. When might you apply or re-apply this learning?

Peer Observation Summary Form

Date of lesson: _____ Class Period: _____

Nature of observation:
- ❑ Targeted set of dimensions
  If so, which: _____
- ❑ All 10 dimensions of formative assessment

Dimensions	**Rubric Category**
Learning Goals: Learning goals were clearly identified and communicated to students	
Evidence from today's lesson specific to Learning Goals *dimension:*	
Criteria for Success: Criteria for success were clearly identified and communicated to students.	
Evidence from today's lesson specific to Criteria for Success *dimension:*	
Tasks and Activities to Elicit Evidence of Learning: Tasks and activities during the lesson provided opportunities for the teacher to collect evidence of student understanding.	
Evidence from today's lesson specific to Tasks and Activities *dimension:*	
Questioning Strategies to Elicit Evidence of Learning: Questioning strategies were used to collect evidence of student thinking, from more students, more systematically.	
Evidence from today's lesson specific to Questioning Strategies *dimension:*	
Feedback Loops During Questioning: Feedback loops during questioning were used to deepen student thinking	
Evidence from today's lesson specific to Feedback Loops *dimension:*	
Descriptive Feedback: Students were provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.	
Evidence from today's lesson specific to Descriptive Feedback *dimension:*	
Peer-Assessment: Peer-assessment provided students an opportunity to think meta-cognitively about the work of their peers.	
Evidence from today's lesson specific to Peer-Assessment *dimension:*	
Self- Assessment: Self- -assessment provided students an opportunity to think meta-cognitively about their learning.	
Evidence from today's lesson specific to Self-Assessment *dimension:*	
Collaboration: A classroom culture was established in which teachers and students are partners in learning.	
Evidence from today's lesson specific to Collaboration *dimension:*	
Use of Evidence to Inform Instruction: Formative assessment was used to provide feedback to adjust ongoing teaching and learning	
Evidence from today's lesson specific to Use of Evidence *dimension:*	