

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



Culture of Learning

Are all students engaged in the work of the lesson from start to finish?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Very few or no students follow behavioral expectations and/or directions	Some students follow behavioral expectations and/or directions	Most students follow behavioral expectations and/or directions	All or almost all students follow behavioral expectations and/or directions.	Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.
Students do not execute transitions, routines and procedures in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.
Students are left without work to do for a significant portion of the class period.	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	

Evidence Summary:

- In Ms. Greenwood's 3rd grade math classroom with approximately 20 students, almost all students are engaged in the work of the lesson from start to finish. Almost all students volunteer responses and participate when asked to read the objective, in discussion with a partner about the definition of a fraction, and in their assigned stations. Almost all students complete the instructional tasks at each of the five stations. For example, 4/4 students at the table with tablets and worksheets participate fully in the digital program and marking their answers on the worksheet. 100% of students at the independent computer

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



station take their review quiz and show their work on notebook paper.

- All students follow the behavioral expectations and directions for the class. For example, all students respond chorally when prompted by the teacher in both English and Spanish when reading the objective aloud. All students focus on completing the work at their assigned station and work independently and collaboratively per the demands of the activity. Students remain focused, engaged, and on-task for the duration of the class.
- Students execute transitions and routines quickly and efficiently. For example, they monitor the timer, help each other put away station materials, and move quickly to their line in preparation to rotate to the next station. When the buzzer sounds, the teacher asks the class to rotate and they do so and begin working on the subsequent station within 30 seconds of her direction. The teacher circulates but does not need to provide additional reminders or directions. Students are clear about the transitions and routines and execute them without incident.
- The class has a quick pace and almost all students are engaged in both the full class opening and the individual station activities for the duration of the lesson. Students do not finish their work early and do not interrupt each other's learning. Ms. Greenwood sets a visual timer that reminds students how much time they have at each station and students move quickly to their next station after the timer sounds.

Culture of Learning Rating

4

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



Essential Content

Are all students working with content aligned to the appropriate standards for their subject and grade?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i>
Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.	Only some activities students engage in are aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).	All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.	Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.
Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Students independently connect lesson content to real-world situations.

Evidence Summary:

Lesson Standards

- Student Led Stations (Review)
 - CCSS.MATH.CONTENT.3.NF.A.1
Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



- Teacher Led Station (New Learning)
 - CCSS.MATH.CONTENT.3.NF.A.3.D
Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
- The lesson focuses on content that advances students toward the aforementioned 3rd grade level math standards on fractions. The students read the objective together, discuss the meaning of fractions, numerators and denominators, and participate in up to five learning stations, all of which provide opportunities for students to learn, review, and practice with fractions. One station is specifically focused on spiraled review of previous learning, 3 stations engage students in independent or collaborative practice, and one station is teacher-led with fraction model manipulatives.
- All activities students engage in are aligned to the referenced math standards and focus on spiraled review, unit fractions, or comparing fractions with unlike denominators. The students seem to be strategically grouped and begin at stations that suit their learning needs and academic skill levels. One station quizzes students on a computer and requires them to write out their answers on notebook paper. Another station engages students in virtual games and models of fractions. At one station, students play a game together and one student leads by asking the question and the other students write out their answers on a small white board. A teacher- led station focuses on questioning and direct instruction as students are asked to explain, model, and compare fractions with unlike denominators. Activities are well- sequenced, targeted to specific student learning needs and styles, and build mastery towards the referenced grade level standards.
- Instructional materials include computer quizzes, manipulative fraction blocks, tablets, worksheets, videos and spiraled review problems. Materials are high-quality, appropriately demanding for the third grade, and allow students to access the content in multiple ways.

Essential Content Rating

4

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



Academic Ownership

Are all students responsible for doing the thinking in this classroom?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work.	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Very few or no students provide meaningful oral or written evidence to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	Students synthesize diverse perspectives or points of view during the lesson.
Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions	Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	Students independently show enthusiasm and interest in taking on advanced or more challenging content.
Students respond negatively to their peers' thinking, ideas, or answers.	Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers.	
No students or very few students try hard to complete challenging academic work or answer questions.	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do	

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



			not agree with the response. All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	
--	--	--	---	--

Evidence Summary:

- Most students complete an appropriately challenging amount of the cognitive work during the lesson. Students solve problems, showing their work on notebook paper; at one station, students collaboratively play a game as one student leads by asking the questions. Students at the teacher-led station use visual fraction models to compare fractions with different denominators. At this station, the teacher completes some of the cognitive work that students could own. For example, she pulls out the main idea (as the denominator gets bigger, the pieces get smaller) for the students rather than pushing them to identify the trend themselves.
- Some students provide meaningful oral and/or written evidence to support their thinking. In the teacher-led group, Ms. Greenwood asks open-ended questions but students respond with 1-2 word answers and are not explicitly asked to use their models to justify their answers. Students in the game group write their answers on the mini-white boards but they do not consistently explain their answers. Students do not provide written responses to most questions throughout the lessons.
- In one of five stations some students respond to each other's thinking and answers. At the game table, one student asks another, in responding to his answer, "how did you get that answer?" The student responds and they discuss the correct answer. Almost all students try hard to complete the academic work of the lesson. A few students are observed pausing before diving into the work of their station but most students engage immediately and fully.

Academic Ownership Rating

3

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



Demonstration of Learning

Do all students demonstrate that they are learning?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.
Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade- level and/or IEP aligned learning goals.	Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

Evidence Summary:

- Most students demonstrate that they are learning. Questions within the stations have the potential to yield data to allow the teacher to assess students' progress towards the objectives. The teacher circulates occasionally but it is not clear how she collects data on student progress and performance. She monitors student progress closely at the teacher-led station and provides immediate feedback when she notices a break-down in learning.
- Students have some opportunities to express learning using academic language at 2 of the 5 stations. At the game station, for example, students are asked to elaborate on their answers. At the teacher-led station, the teacher asks open-ended questions to prompt students to use words like fractions,

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



denominator, less than, etc.

- Because all students engage in the station activities, they all demonstrate how well they understand the lesson content and previous learning (during the spiraled review station) through their responses. Students self-monitor their performance when using the tablets and the teacher encourages them to give themselves a stamp when they reach their goal.
- Student responses indicate that most students are on track to achieving the objectives of reviewing unit fractions and comparing fractions with unlike denominators. Student responses indicate some confusion with the conceptual understanding that as the denominator increases the piece size decreases (which leads to a smaller fraction). There is also some misunderstanding as student data at the game table using whiteboards varies.

Demonstration of Learning Rating

3

TNTP Core Classroom Observation Rubric and Report

Greenwood – 3rd Grade Math



Observation Notes: