

# TNTP Core Classroom Observation Rubric and Report

Gutierrez – Grade 4 Science



## 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. G's 4th grade Science class with approximately 20 students, almost all students are engaged in the work of the lesson from start to finish. Almost all students complete the instructional tasks. For example, nearly all students copy notes from the board onto their guided note worksheet during the discussion on complete and incomplete metamorphosis cycles. Most students consistently raise their hands to volunteer answers throughout the class. Ms. G uses wait time and positive narration to encourage increased participation.

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- Almost all students consistently follow behavioral expectations and directions. Students are quiet when Ms. G is teaching, they raise their hands and wait to be called on to share an answer, and they use materials appropriately. For example, Ms. G frequently uses the countdown strategy to remind students to wrap up their writing and bring the class together. At the end of each countdown, almost all students have completed writing and put down their pencils and are ready for the next direction.
- Students execute transitions, procedures, and routines in an orderly and efficient manner with one direction from the teacher. For example, students transition from whole group instruction to independently working with a partner in less than one minute. The procedure of folding and gluing notes in student notebooks is well- practiced and students complete this quickly with minimal direction from Ms. G.
- The class has a quick pace and students have minimal down time. Ms. G consistently uses countdowns to encourage students to complete their tasks and prepare for the next activity. Students do not interrupt one another's' learning if they finish work early.

**Culture of Learning Rating**

**4**

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## 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:

- In this 4th grade Science class, students are working with content aligned to the appropriate 4th grade TEKS Science Standards.
- The lesson objective reads: I can identify and label the different stages of incomplete metamorphosis of insects.
- It is aligned most closely to the following TEKS 4th Grade Science Standard: 4.10(C): explore, illustrate, and compare life cycles in living organisms such as

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butterflies, beetles, radishes, or lima beans.

- The lesson focuses on content that advances students towards the above 4th grade TEKS standard. In whole group discussion, students review the components of complete and incomplete insect life cycles using discussion and guided notes. They also compare and contrast the two cycles using a Venn Diagram. In pairs, students research and draw pictures of each stage of incomplete metamorphosis of their selected insect.
- Activities include a review of complete metamorphosis, direct instruction on incomplete metamorphosis, a class discussion wherein students compare and contrast complete and incomplete life cycles, and an independent partner activity wherein students collaborate to research an insect and draw each of the stages of its incomplete life cycle. Activities are aligned to the 4.10(C) learning standard, are well-sequenced, and build on each other to move students towards mastery of being able to identify and label the different stages of incomplete metamorphosis.
- Instructional materials include the whiteboard, student-facing guided notes, insect cards, a graphic organizer for life-cycle drawings, and computers for research. Instructional materials are high-quality and appropriately demanding for 4th grade Science. The extension activity of comparing and contrasting the life cycles helps students meet 5th grade level science expectations.

**Essential Content Rating**

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## 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	

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			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:**

- Students are partially responsible for doing the thinking in this classroom. Students complete some of the cognitive work of the lesson, including participating in a class discussion and researching the life cycle of a given insect on the computer. Ms. G. completes some of the cognitive work that students could own. For example, students spend the instructional portion of the lesson simply copying notes from the board. Ms. G gives students information about each life cycle with some discussion and whole group question and answer, but most students copy what is written on the board.
- Few students provide meaningful oral and/or written evidence to support their thinking. In class discussion, although Ms. G encourages students to use complete sentences in their responses, students mostly share the answer to her questions but do not elaborate or provide evidence to support their answer. When students ask correctly, they are rarely prompted to provide evidence for or defend their answer.
- Students have limited opportunities to respond to their peers' thinking, ideas, or answers. Once during the lesson students show that they agree with something a peer shares by gesturing nonverbally but students are rarely asked to respond to each other in group discussion. Most students try hard to complete the academic work of the lesson, which includes copying notes into a guided note sheet, participating in a class discussion, and drawing pictures of each stage in their insect's life cycle.

<b>Academic Ownership Rating</b>			<b>2</b>
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## 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 in this lesson. Questions during group discussion, graphic organizers, and use of a Venn Diagram yield data that allow Ms. G to determine student progress towards learning goals. Ms. G calls on a variety of students during the whole-class discussion and circulates to each partner group to offer real-time feedback and check for understanding.
- Student opportunities to express learning include participating in whole-class discussion, completing a graphic organizer, comparing and contrasting life cycles, and researching the life cycles of a given insect with a partner. Over half of the class participates in the class discussion and all students

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participate in the tasks of completing the graphic organizer and researching life cycle stages using a computer.

- Using student responses in whole-group instruction as data, most students are on track to achieving the learning goals of identifying and labeling different stages of incomplete metamorphosis. Many students are also able to accurately compare and contrast the complete and incomplete life cycle stages.

**Demonstration of Learning Rating**

**3**



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## **Observation Notes:**