

TNTP Core Classroom Observation Rubric and Report

Gwitimah – 7th Grade ELA



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 7th grade ELA class, almost all students are engaged in the work of the lesson from start to finish. Almost all students complete the instructional tasks throughout the lesson. For example, nearly 100% of students participate in a turn and talk about their position in the class debate. At the end of the lesson, all students write a response to an exit ticket.
- Almost all students consistently follow behavioral expectations and directions. Students are silent and track the speakers during the class debate, and

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quickly follow Ms. G’s direction of taking out a sheet of paper to complete the exit ticket. Ms. G provides only one re-direction at the end of the lesson, saying, “I’ll wait for you. You’re wasting other people’s lunch time.” Students quickly regain focus and become silent to complete the task.

- Students execute transitions and routines in an orderly and efficient manner with one direction from the teacher. For example, Ms. G asks them to turn and talk with a partner about where they stand in the debate, and nearly 100% of students immediately engage with a partner. The routine of participating in class discussions and calling on the next person to speak is well-established and students mostly facilitate the discussion on their own; the teacher provides minimal direction.
- The class has a quick pace and every moment is maximized and focused on learning. Students are engaged in the discussion, both listening and speaking, and do not interrupt one another’s learning. Students move swiftly from the introduction to participating in the discussion and finally to writing their final response on an exit ticket without interruption.

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:

- All students are working with content aligned to the appropriate standards for 7th grade ELA.
- The objective for the lesson reads: Students will “assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”

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- This aligns to the following 7th grade CCSS ELA Standard: CCSS.ELA-LITERACY.RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- The lesson focuses on content aligned to the above 7th grade CCSS ELA Standard. Students have previously read an informational text on the topic and the lesson focuses on students participating in a discussion, during which they listen to each other's claims, reasoning, and evidence. Based on what they hear, students assess whether their peers' reasoning is sound and whether the evidence presented is relevant and sufficient to support the claims their peers make. They also use the text to make a specific claim of their own and determining sound evidence within the text to support it.
- Lesson activities include an introduction of the discussion with instructions, a modeled example of how students should complete the graphic organizer to use during the discussion, a student-led discussion, and an exit ticket to make a final argument. All activities are aligned to the above standard, are well-sequenced and build on each other to support students towards mastery of the objective.
- Students are supported in their progression to mastery via the lesson's instructional materials. Materials include an informational text, a listening graphic organizer, bullet points on the board to outline various debate positions, and paper for an exit ticket. Instructional materials are high quality and appropriately rigorous for 7th grade ELA. They support reading, writing, listening and speaking skills and ELA anchor standards.

Essential Content Rating

4

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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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			<p>not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	
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Evidence Summary:

- Almost all students complete an appropriately challenging amount of the cognitive work during the lesson, including participating in a class discussion, completing a graphic organizer to evaluate evidence and claims, discussing their stance in a turn and talk, and writing their claim, reasons, and evidence in a written response on the exit ticket. Not all students participate in the class discussion and the teacher occasionally owns some of the cognitive lift students could carry. For example, Ms. G stops students to “fact check,” without asking students if they know which facts are missing from the student’s response.
- Almost all students provide meaningful oral and/or written evidence to support their thinking during the discussion, the turn and talk, and/or the exit ticket. The discussion norms prompt students to make a claim, give strong supporting reasons and text-based evidence that effectively proves their claim. Students who fail to provide text-based evidence are challenged by their peers to do so.
- Most students use knowledge and evidence to form and defend their answers and opinions during the discussion and/or on the exit ticket. Student responses are required to have a claim, reasons, and supporting evidence. Students respond to and build on each other’s thinking throughout the lesson. Students responses typically include, “I agree/disagree with (student), and/but I think...”
- Most students try hard to complete challenging academic work and answer. Not all students are eager to volunteer to share their answers or participate fully in the discussion and some students do not look for the cited text when their peers reference it.

Academic Ownership Rating	4
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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 throughout the lesson. Student participation in the discussion and written exit tickets yield data that allow Ms. G to assess students' understanding and progress towards being able to assess whether the reasoning is sound and the evidence presented by their peers is relevant and sufficient to support the claims their peers make. She gives real-time feedback and fact checks students throughout the discussion, pushing them to evaluate additional evidence and support claims with the strongest examples. She periodically evaluates the class discussion with a grade and provides specific things the students can do to improve the discussion and the class grade.

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- Student opportunities to express learning include completing a graphic organizer, participating in the class discussion, talking with a partner about their position in the debate, and completing a written exit ticket, which summarizes their claim, reasons, and supporting evidence. Most students demonstrate how well they understand the lesson content and their progress towards learning goals by participating in the class discussion. Although Ms. G makes an effort to encourage everyone to speak, not all students participate verbally in the discussion, leaving the exit ticket at the end of the class as the primary vehicle for demonstrating mastery.
- Using data from the classroom discussion, some students are able to assess whether the reasoning their peers make is sound and whether evidence presented is relevant and sufficient enough to support the claims their peers make. Most students are able to make a claim and support it with evidence, but less than half of student responses include an assessment of their peers' evidence and claims.

Demonstration of Learning Rating

3

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Observation Notes: