

# TNTP Core Classroom Observation Rubric and Report

Walton – 3<sup>rd</sup> 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. Walton's 3rd grade math class, almost all students are engaged in the work of the lesson from start to finish. Almost all students complete instructional tasks. For example, Ms. Walton instructs students to fold the white strip in halves and in fourths, and almost every student complies immediately. Most students (approximately 80%) consistently raise their hand to volunteer an answer. Ms. Walton uses narration and wait time to encourage participation.

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- Almost all students follow behavioral expectations and directions. For example, when Ms. Walton asks students to track her or a student speaker, nearly all students track immediately. Students are silent as Ms. Walton instructs and respond to the call and response. For example, when Walton says, “i have a challenge!” Nearly all students respond chorally with, “ooooh, challenge!”
- Students execute routines, transitions, and procedures in an orderly and efficient manner and require minimal direction from the teacher. For example, Ms. Walton moves locations in the classroom mid-lesson and asks students to turn to face her on the carpet; all students are facing her within 10 seconds of her directive.
- The class has a quick pace and students are generally engaged for the entirety of the class. Ms. Walton moves quickly through the lesson and students have very little down time.

**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:

- Students are working with content aligned the appropriate 3rd grade math standards.
- The lesson objective reads: I can specify and partition a whole into equal parts, identifying and counting unit fractions as concrete models.
- The lesson aligns to the following CCSS 3rd grade math standard: 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a

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unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

- The lesson focuses on content that aligns directly to the above standard and objective. Students watch a model of and then partition their own shapes into parts with equal areas. They discuss unit fractions and how equal parts can be represented by a fraction with a 1 in the numerator and the total number of parts in the denominator. Students also compare fractions to determine whether  $\frac{1}{3}$  is larger than or smaller than  $\frac{1}{2}$  and  $\frac{1}{4}$ .
- Lesson activities include a review of what a fraction is and the vocabulary for parts of a fraction (numerator, fraction bar, denominator). Students then divide paper strips in half, into thirds, and into fourths. They watch a demonstration of comparing liquid fraction measurements to compare the sizes of fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ . Students then discuss how to determine a rule for partitions (n-1) in creating visual fraction models. Students then complete an exit ticket assessing their learning from the lesson. Activities are aligned to the appropriate standards and are mostly well-sequenced. The exit ticket asks students to identify a shaded part of a rectangle, draw partition lines to divide a rectangle into thirds, and complete a word problem. Students are not asked to practice the skills in the same way as on the exit ticket during the lesson.
- Instructional materials include chart paper, white paper strips, water, food coloring, cups, and an exit ticket. Students engage with the white strips and the exit ticket and Ms. Walton uses the cups and chart paper to model. Materials are appropriate for 3rd grade math and align to the standards addressed.

**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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			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 responsible for some of the thinking in this lesson. Students complete some of the cognitive work during the lesson, such as folding paper strips in different parts, participating in a discussion, a quick turn and talk, and an exit ticket. The teacher owns a lot of the cognitive work that students could complete. She gives lots of information that students could determine themselves. For example, Ms. Walton leads a demonstration of dividing liquid into parts. She owns the explanation and the use of materials and students simply watch and call out what they see rather than engaging in the experiment with their own materials and tasks.
- Some students (approximately half) provide meaningful oral evidence to support their thinking during the whole class discussion. Some students are able to defend their answers and opinions in the whole group discussion. Nearly all students discuss their thoughts about a fraction problem during a quick turn and talk. Students occasionally respond to their peers' thinking by using nonverbal agree/disagree gestures. Ms. Walton asks once if students agree or disagree with their peer's response.
- Most students try hard to complete the academic work and answer questions throughout the lesson. They ask questions when they are unsure and attempt to complete each activity throughout the lesson.

**Academic Ownership Rating**

**3**

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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 during this lesson. Questions, tasks, and the exit ticket give Ms. Walton data that allows her to assess student progress towards learning goals. She listens to student answers and watches them fold their strips and provides real-time feedback to help students adjust their understanding and process.
- Student opportunities to express learning include making nonverbal gestures to represent the different parts of a fraction, participating in the whole-group discussion, talking with a partner during the turn and talk, and completing an exit ticket. Not all students contribute consistently in the whole class

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discussion but most students fold their white strips and complete the exit ticket.

- Most students demonstrate how well they understand the lesson content and their progress towards the learning goal through their participation in group discussion, folding their white strip, and completing an exit ticket. Using in-class discussion and participation data points, most students demonstrate that they are on track to achieve the lesson goals. Not all students understand the  $n-1$  partition rule and some students are not yet clear about how to determine if one unit fraction is bigger or smaller than another.

**Demonstration of Learning Rating**

**3**



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## Observation Notes: