Classroom Observation Scoring Rubric

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 1.2: Cognitively engages students in subject	
The teacher...	
0 - does not cognitively engage students in the content.	• Does not use instructional strategies to promote thinking about the content • Students are not cognitively engaged in the subject matter
1 - seldom cognitively engages students in the content.	• Ineffectively uses at least one potentially weak instructional strategy to promote thinking about the content • Only cognitively engages one student at a time
3 - occasionally cognitively engages students in the content, less than half of the time, or less than half of the students.	• Uses cognitive engagement strategies (e.g., advanced organizers, K-W-L charts, share-out, shoulder-partner), but not very effectively • Missed opportunities for thinking about the content • Some students are cognitively engaged minimally
5 - occasionally cognitively engages students in the content, more than half of the time, or more than half of the students.	• Most students are cognitively engaged much of the time • Recognizes if some are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content • Uses specific processing structures with students
7 - almost always cognitively engages students in the content, or engages almost all the students.	• Almost all students spend most of the time cognitively engaged with the content • Effectively uses strategies to promote thinking about the content • Supports students in monitoring their own levels of cognitive engagement and in employing personal strategies to increase their engagement

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 4.1: Uses instructional strategies leading to student problem-solving and critical thinking.	
The teacher...	
0 - does not promote student problem-solving or critical thinking skills.	• Students are not involved in problem-solving or critical thinking
1 - seldom requires students to problem-solve and think critically.	• Seldom uses questions that demand more than basic recall or mere opinion • Responds to own questions without wait time for student response • Exclusively uses routine applications of known procedures, or highly-guided or constrained tasks
3 - uses strategies that require students to problem-solve and think critically less than half of the time or less than half of the students.	• Occasionally uses instructional strategies that require some students to reason, think critically and problem-solve (e.g., to assess or develop an informed argument, weigh credibility of evidence, justify or evaluate their thinking, use cause-and-effect charts) • Uses some higher-order questions with skill, but not consistently (e.g., "how do you know?" or "why do others come to a different conclusion?") • May provide opportunities for higher-order thinking (e.g., compare, analyze, infer, evaluate, explain, justify), without follow-through with student engagement • Mostly uses routine applications of known procedures • Wobbles on the thin line between too much and too little scaffolding for problem solving
5 - uses strategies that require students to problem-solve and think critically more than half of the time or, more than half of the students.	• Occasionally uses instructional strategies that require most students to reason, think critically and problem-solve • Models critical thinking and steps necessary to problem-solve for students, but misses some golden opportunities • May allow students to problem-solve independently, rather than provide step-by-step instructions • Implements meaningful learning experiences that require most students to apply disciplinary knowledge to real world problems
7 - engages almost all students in learning activities that promote problem-solving and critical thinking skills continuously through almost all the lesson.	• If time allows, progresses fluently through multiple instructional techniques that require almost all students to think critically and problem-solve • Consistently requires students to explain or justify their thinking, problem solve, formulate questions, be creative, or make informed decisions • Almost all students consistently engage in individual or collaborative critical thinking and problem-solving, analysis, synthesis, interpretation, and creation of original products • Strongly models critical thinking

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 7.4: Monitors effect of instruction on individual and class learning	
The teacher...	
0 - does not check the effect of instruction on whole class or individual learning.	• Does not assess whether students have achieved the lesson objective • Does not engage in on-the-spot assessment
1 - seldom conducts formative, on-the-spot assessment of learning for either the whole class or individual students or does not take needed corrective action.	• Seldom monitors learning progress • May superficially use question and answer as assessment • Minimal follow-up or checking for understanding • Monitors learning somewhat, but does not take corrective action
3 - conducts formative, on-the-spot assessment of learning less than half of the time or for less than half of the students and takes corrective action as needed.	• Occasionally quickly assesses understanding of some students before moving on to the next learning activity • Occasionally uses techniques to monitor learning progress such as observing classroom interactions or student work, questioning, thumbs up, fist-to-five, white boarding, exit slips • May monitor progress of the class as a whole • If needed, some corrective action is taken • Must take corrective action to score above a "2"
5 - conducts formative, on-the-spot assessment of learning more than half of the time or for more than half of the students and takes corrective action as needed.	• Occasionally monitors learning progress of most students • Monitors the whole class and many individuals • May use multiple checks for understanding • Often adjusts instruction using students' responses to questions and discussions, correcting misconceptions, or monitoring other feedback • If needed, corrective action appropriate to most students is taken
7 - almost always conducts formative, on-the-spot assessment of learning for both the whole class and almost all individual students and takes corrective action as needed.	• Systematically monitors learning progress • Continuously monitors progress of attaining instructional objectives of the whole class and of each student • On-the-spot assessment is seamless throughout instruction • Strong, appropriate corrective action is taken to ensure learning of almost all students

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 5.1: Motivates and affectively engages students	
The teacher...	
0 - does not use research-based motivation strategies.	• No evidence of motivational strategies in use.
1 - seldom uses research-based motivation strategies.	• Uses few research-based strategies* • Uses strategies in ways that undermine long-term motivation (e.g., uses incentives or rewards to manipulate engagement) • Uses gimmicks that distract rather than engage
3 - uses research-based motivation strategies effectively less than half of the time, or with less than half of the students.	• Uses research-based strategies* to motivate with minimal success. • Some students appear moderately motivated some of the time • Lesson occasionally drags
5 - uses research-based motivation strategies effectively more than half of the time or with more than half of the students.	• Uses multiple research-based motivation strategies* with moderate success • Most students appear motivated most of the time • Some students may be unmotivated, but many are motivated
7 - almost always uses research-based motivation strategies effectively with almost all the students.	• Uses multiple research-based motivation strategies* highly effectively • Almost all students appear highly-motivated almost all of the time • Students may be engaged in self-directed learning • Adjusts and refines use of motivation strategies based on effectiveness

*Strategies may include connecting instruction with students' lives, using authentic examples and interesting materials, providing choice (autonomy), promoting self-efficacy, communicating that success is due to effort (not ability)

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 5.3b: Establishes secure teacher-child relationships	
The teacher...	
0 - has a neutral to negative relationship with students.	• Students do not seem to enjoy teacher's presence, nor does teacher seem to enjoy students
1 - seldom has positive interactions, or has a positive relationship with only a few students.	• Has a few positive interactions with students • A few students appear to enjoy interacting with teacher • Is sensitive and responsive to a few students once or twice
3 - has positive interactions less than half of the time, or has a positive relationship with less than half of the students.	• Has some positive interactions with students • Several students appear to enjoy interacting with teacher • Creates an inviting atmosphere some of the time by greeting students at the door, calling students by name, and acknowledging students' perspectives. • Students appear eager to participate in activities. • Is sensitive and responsive to some students some of the time
5 - has positive interactions more than half of the time, or has positive relationships with more than half of the students.	• Has many positive interactions with students • Most students appear to enjoy interacting with teacher • Is sensitive and responsive to most students most of the time
7 - almost always interacts very positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.	• Constantly has positive interactions with students • Almost all students appear to enjoy interacting with teacher • Constantly creates an inviting atmosphere for all students • Is sensitive and responsive to almost all students almost all of the time

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 1.1: Displays and communicates content knowledge and academic language	
The teacher...	
0 - does not communicate the key concepts of the discipline(s), nor use academic language.	• Does not communicate key concepts or themes in the discipline • Does not support student learning of academic language or content knowledge
1 - demonstrates limited depth and/or breadth of key content knowledge and rarely communicates the meaning of academic language.	• Conveys a merely rudimentary understanding of key concepts and/or themes in the discipline • Minimally guides students to a deeper understanding of content • Very little use of academic language, or uses academic language that does not match focus of the content, so students are confused
3 - demonstrates some depth and breadth of key content knowledge and communicates the meaning of academic language less than half of the time.	• Conveys moderate understanding of key concepts and themes in the discipline • Occasionally guides students to a deeper understanding of content • Requires or facilitates students to accurately use key disciplinary concepts and language less than half of the time, or less than half of the students • Seeks input/feedback from students using academic language (e.g., conclusion, evidence, justification, hypothesis) less than half of the time, or less than half of the students
5 - demonstrates solid depth and breadth of key content knowledge and communicates the meaning of academic language more than half of the time.	• Conveys solid understanding of key concepts and themes in the discipline • Conveys some relationship between key concepts • Uses examples or demonstrations of related concepts to deepen student understanding • Treats content as complex and ever-evolving • Requires or facilitates students to accurately use key disciplinary concepts and language more than half of the time, or more than half of the students • If time permits, multiple strategies for learning academic vocabulary are used
7 - demonstrates excellent depth and breadth of key content knowledge and communicates the meaning of academic language almost all the time.	• Conveys excellent understanding of key concepts and themes in the discipline • Strongly conveys relationships between key concepts • Conveys history of the concepts and real-world applications • If time permits, uses several examples or demonstrations of concepts to deepen student understanding • Conveys recent knowledge or development of the field, if applicable • Constantly seeks input/feedback from students using academic language • Requires students to use critical vocabulary in context correctly almost all the time, or by almost all the students • Students are able to articulate their learning in academic language