Tool 2.3b—Kentucky Formative Assessment Observation & Self-Reflection Rubrics

This tool is an adaptation of ***Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised) (FARROP).*** *The FARROP Rubrics (Wylie & Lyon, 2016) are commissioned by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO).*

This tool contains 10 rubrics for use during observation, self-reflection, coaching, and professional learning around formative assessment. The rubrics describe evidence associated with different levels of implementation for a single aspect of formative assessment practice that may be observed in the classroom. It is important to note that a single lesson may not be reflective of the full range of formative assessment practice; therefore, it is recommended that these rubrics be used over a few lessons within a short amount of time to gather a more complete understanding of formative assessment implementation. These rubrics are not intended to be used as a teacher evaluation tool (Wylie & Lyon, 2016).

The ten dimensions represent a set of formative assessment practices that together represent a more robust implementation. The ten dimensions are as follows:

1. **Learning Goals**

   Learning Goals were clearly identified and communicated to students.

2. **Success Criteria**

   Success Criteria were clearly identified and communicated to students.

3. **Tasks and Activities that Elicit Evidence of Student Learning**

   Tasks and activities during the lesson provided opportunities for the teacher to collect evidence of student understanding.

4. **Questioning Strategies that Elicit Evidence of Student Learning**

   Questioning strategies were used more systematically to collect evidence of student understanding and/or progress towards the Learning Goals from more students.

5. **Extending Thinking During Discourse**

   Strategies used during classroom discussions deepen student understanding and help students better articulate their own understanding and/or progress toward the Learning Goals.

6. **Descriptive Feedback**

   Students were provided with evidence-based feedback that is linked to the intended instructional outcomes and Success Criteria.

7. **Peer Feedback**

   Peer assessment provided students an opportunity to think metacognitively about the work of their peers.

8. **Self-Assessment**

   Self-assessment provided students an opportunity to think metacognitively about their learning.

9. **Collaborative Culture of Learning**

   A classroom culture was established in which teachers and students are partners in learning.

10. **Use of Evidence to Inform Instruction**

    Formative assessment was used to provide feedback to adjust ongoing teaching and learning.

When using the rubrics to self-evaluate or conduct a peer observation, evidence gathered may be a combination of descriptions in two or more levels. Use professional judgment to select the level that **best** represents the observed practice.

1. Learning Goals

Learning Goals are developed within the context of a larger progression of student *understanding* (*learning progressions*). Research indicates that students who can identify and understand the learning expectations for a lesson or set of lessons are better prepared to support one another and to take responsibility for their own learning. The goals for a single lesson (or series of lessons) should be clearly identified and communicated to students and should help students make connections among lessons within the larger sequence, along a learning progression, or to the broader purpose for learning.

Learning Goals should be aligned to state or district grade-level standards, although this dimension focuses on how the teacher identifies the Learning Goals for a particular lesson, communicates them to the students, and uses them in ways that support learning. At the lower ends of the rubric, Learning Goals are not used, are used in a minimalist manner, or do not set appropriately challenging goals for students. At the higher levels, Learning Goals are integrated into the lesson and support student learning.

Observation Notes

- Learning Goals address what students will learn. These goals can be stated in terms of what students will know, understand, or be able to do by the end of the lesson or series of lessons, or they may be stated in terms of how students will apply what they know.
- Learning Goals can be presented in a variety of ways, including writing the goals on the board, circulating documents through a document-sharing website, and sharing on interactive whiteboards.
- Across the levels of this rubric are references to the Learning Goals being presented near the start of the lesson. A teacher may begin the lesson by immediately presenting the Learning Goals, or the teacher may begin with an initial warm-up activity and then present the goals. “Near the start” means prior to engaging in independent practice or activities that provide opportunities to apply or extend the learning.
- The *Progressing and Extending* levels mention that students may have the opportunity to internalize the Learning Goals. This can be achieved in a variety of ways, including students working with the teacher to create or a class discussion of what the goals mean.
- The judgment about whether the connections *made between previous, future, and current learning* are accessible to students will depend on the age and abilities of the

students. Evidence for the accessibility of the connections comes from the observer's professional knowledge base and from observing student questions and discussion during the lesson. For example, a lower elementary school teacher could make extensive reference to how students' understanding of historical events will change over time as they are able to handle greater complexity of ideas and better recognize the ambiguities in many situations in a way that is mostly confusing and possibly inaccessible to younger students.

- The judgment about whether the language used to express the goals is accessible to students will depend on how the Learning Goals are developed and shared with students. The Learning Goals may not be accessible if the content of the Learning Goals is too challenging or too easy for students' current standing, or if the Learning Goals use language of the state standards only. In addition, the accessibility of the Learning Goals will vary by the age and abilities of the students. For example, the language used by a second-grade teacher to describe a particular learning goal will be different than the language used by a high school teacher. Evidence for the accessibility of the language comes from the observer's professional knowledge base and from observing student questions and discussion during the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the Learning Goals.

- At the highest level of this rubric, the teacher makes "*multiple meaningful and appropriate*" references to the Learning Goals. The professional judgment to be made here is whether those references to the Learning Goals support student learning. For example, a teacher may make reference to the Learning Goals to help students make connections between multiple aspects in a lesson and to help them understand how those aspects collectively support the students' deepening understanding of the Learning Goals. Alternatively, the teacher may highlight key vocabulary terms that are central to the Learning Goals.

- It is important to remember that a teacher might present strong Learning Goals but not follow through with appropriate tasks or learning activities. In such a case, the teacher should not be penalized on this dimension, and the teacher could be rated at a higher level on this dimension, compared to the Tasks and Learning Activities dimension.

Learning Goals Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ The teacher does *not* present Learning Goals to students in any form. ***OR*** ☐ The teacher *only presents* an agenda for the day or for the lesson activities. ***OR*** ☐ The teacher *describes* the task instead of sharing the goals.	☐ The focus of the lesson is presented in *isolation* and without connecting to previous learning, to future learning, or to a broader purpose for the learning. ***OR*** ☐ *Superficial* procedural connections are made (e.g., "We started argumentation yesterday" or "We'll wrap up problem-solving strategies tomorrow"), or a topic is identified without providing specific goals. ***OR*** ☐ The content of the Learning Goals is *highly inappropriate* for the students. ***OR*** ☐ The Learning Goals are expressed in language that is *not* accessible to students.	☐ The focus of the lesson is presented with only *isolated references* made to previous learning, to future learning, or to a broader purpose for the learning. ☐ The Learning Goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the Learning Goals is *appropriate* for students and is expressed in language that is *accessible* to students, but opportunities for students to internalize the Learning Goals are *not* provided. ☐ The teacher presents the Learning Goals to students but makes *no* verbal or direct reference to the Learning Goals near the start of the lesson. ☐ The teacher does *not* return to the Learning Goals at any point during the lesson.	☐ The focus of the lesson is *clearly* presented in terms of *previous* or *future* learning. A larger sequence of learning is identified, and the teacher explains how the current lesson fits within the larger sequence or how it contributes to a broader purpose for the learning. ☐ The Learning Goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the Learning Goals is *appropriate* for students and is expressed in language that is accessible to students, and opportunities for students to internalize the Learning Goals *are* provided. ☐ The teacher presents the Learning Goals to students *and* makes verbal or direct reference to the Learning Goals near the start of the lesson. ☐ The teacher makes *some* reference back to the Learning Goals toward the end of the lesson in a way that *superficially* focuses student attention on the purpose of the lesson.	☐ The focus of the lesson is presented as part of a *coherent* sequence of learning, with meaningful connections made to previous or future learning in a way that facilitates students' clear understanding of the connections or in a way that contributes to a broader purpose for the learning. ☐ The Learning Goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the Learning Goals is *appropriate* for students and is expressed in language that is *accessible* to students; opportunities for students to internalize the Learning Goals *are* provided; and the teacher checks for understanding. ☐ The teacher makes *multiple* meaningful and *appropriate* verbal references to the Learning Goals throughout the lesson, summarizes progress toward the goals near the end of the lesson in ways that support student learning or invites students to explain the Learning Goals at the end of the lesson.

2. Success Criteria

Success Criteria should be clearly identified and communicated to students. This dimension focuses on how the teacher identifies the Success Criteria for a particular lesson's Learning Goals and communicates these criteria to the students. Research suggests that students are more able to demonstrate their own learning when they understand what quality work actually looks like. In this rubric, the focus is primarily on the sharing of explicit expectations (e.g., "*I can" statements, preflight checklists, rubrics, exemplar*s) that communicate quality.

At the lower ends of the rubric, Success Criteria are not used, are used in a minimalist manner, or do not hold students to sufficiently high expectations. At the higher levels, Success Criteria are integrated into the lesson, are accessible to students, and support student learning.

Observation Notes

- Success Criteria describe what success in learning would look like or what students could do to demonstrate their learning. The criteria can take the form of "*I can" statements* that explicate what all students will know or understand by the end of the lesson, a *rubric* that students can use to check their work, *exemplars* that illustrate aspects of quality, or a *preflight checklist*.

- It is possible that an observer may not be in the room when Learning Goals are stated. In such cases, it is possible for a set of presented Success Criteria to be considered appropriate for the Learning Goals even if the observer does not see the teacher explain the Learning Goals to the students. To make this determination, the observer must be able to make a reasonable inference about whether the Learning Goals were.

- In order to be appropriate, the Success Criteria must not be too basic or complex. This judgment will depend on the age and abilities of the students. For example, the expectations for what students will be able to do by the end of a lesson (Success Criteria) will be different for second-grade students than the expectations for high school students. Evidence for the appropriateness of the criteria comes from the observer's professional knowledge base and from observable evidence that students are or are not progressing toward the Success Criteria throughout the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the Success Criteria.

- The judgment about whether the language used to express the Success Criteria is accessible to students will also depend on the age and abilities of the students. For example, the language used by a second-grade teacher to describe a particular expectation will be different than the language used by a high school teacher.

Evidence for the accessibility of the language comes from the observer's professional knowledge base and from observing student questions and discussion during the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the expectations for the lesson.

- The rubric refers to opportunities for the internalization and effective use of Success Criteria. Opportunities that allow for the internalization and effective use of the Success Criteria may include student involvement in developing the criteria, opportunities for students to practice using the criteria with exemplars or on previous assignments, and support and time for students to use the criteria on their current work. The professional judgment to be made here is whether these activities support student understanding and progress toward the expectations. For example, in addition to discussing the levels of a rubric a teacher may also provide exemplars of different score levels, engage students in a scoring session in which they apply the rubric to stronger or weaker performances, provide opportunities for students to discuss the independent features of stronger or weaker work, or structure opportunities for students to apply criteria to their own or each other's work. You probably will not see a teacher do all of these examples in a single lesson. Evidence may also include reference to previous lessons in which some of these activities took place and are being built on in the current lesson.

  - For example, a teacher might work with students to develop Success Criteria during a lesson and then mention that the students will be using the criteria in subsequent lessons to provide feedback to each other. This observed lesson would be scored high on the *Success Criteria* dimension, but it would be scored as "not observed" for on the *Peer Feedback* dimension.

  - Alternatively, the observed lesson would likely be scored high on both dimensions if the lesson focused on the peer-assessment part of the sequence, and the teacher reviewed the Success Criteria that the class had developed during the previous lesson and then reminded the students of how to use these criteria as part of the peer-assessment process.

  - If the Success Criteria were posted on a board and the teacher reminded students to complete their projects using the Success Criteria as a guide to help them evaluate their work before they handed in a final version, and the students were then seen comparing their work against the Success Criteria, it is likely that the lesson would be scored high on both the *Success Criteria* and the *Self-Assessment* dimensions.

  - If the Success Criteria were posted on a board and the teacher only reminded students to complete their projects and hand them in so that the teacher could provide feedback for them using the Success Criteria, given that there

was no described or observed opportunity for students to engage with or internalize the criteria, the lesson would likely be scored low on the *Success Criteria* dimension. However, it may be scored higher on the *Descriptive Feedback* dimension.

Success Criteria Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ The teacher does *not* provide Success Criteria. ***OR*** ☐ Success Criteria are just a *list* of correct answers (e.g., vocabulary test, list of important historical dates, math fact sheet).	☐ The Success Criteria are *not appropriate* for the Learning Goals (e.g., they only refer to task requirements rather than helping students understand what quality work would look like in relation to the Learning Goals) or are not *appropriate* for students. ***OR*** ☐ The Success Criteria are expressed in language that is *not accessible* to students. ***OR*** ☐ The teacher makes *only a reference* to Success Criteria, such as "I can" statements, but without any explanation or presentation (e.g., "When you are done with the problem, you will use the rubric to score it"), and students do *not* seem to be familiar with the rubric and/or are not able to use it meaningfully.	☐ The Success Criteria are *appropriate* for the Learning Goals and for students, and they are expressed in language that is *accessible* to the students. ☐ The teacher *presents or reviews* the Success Criteria with students but does *not* provide a way for students to internalize the criteria or to use the criteria effectively, resulting in *few* students engaging with the criteria in meaningful ways.	☐ The Success Criteria are *appropriate* for the Learning Goals and for students, and they are expressed in language that is *accessible* to the students. ☐ The teacher engages the students with the Success Criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, but only *some* students seem to understand or engage with the process in meaningful ways.	☐ The Success Criteria are *appropriate* for the Learning Goals and for students, and they are expressed in language that is *accessible* to the students. ☐ The teacher deeply engages the students with the Success Criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, allowing the *majority* of students to engage with the criteria in meaningful ways that support learning throughout the lesson.

3. Tasks and Activities that Elicit Evidence of Student Learning

The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning (except classroom discussions, as this is discussed in the *Questioning Strategies that Elicit Evidence of Student Learning and Extending Thinking During Discourse* dimensions). Research indicates that student learning improves when teachers have rich evidence of student learning and make instructional adjustments based on that evidence.

Teachers need to use a range of tasks and activities to collect relevant and sufficient evidence of student understanding and/or progress toward the Learning Goals. When students are engaged in tasks and activities that are aligned with the Learning Goals (on their own, with another student, or in a small group), the work products provide evidence of student understanding. In order for a task to be effective, students need to have access to appropriate support from either the teacher or from their peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from across the class, whether through a formal review process or through an informal on-the-fly review.

Observation Notes

- Tasks and activities include any learning opportunities that students engage in that potentially produce evidence of student learning that can be used to adjust instruction (except classroom discussions, as this is discussed in the *Questioning Strategies that Elicit Evidence of Student Learning* and *Extending Thinking During Discourse* dimensions). Formative tasks and activities do not include summative assessments or graded assignments that do not allow for revision or additional learning opportunities (e.g., graded quizzes). Furthermore, if the focus is on the overall outcome (e.g., the grade) rather than on understanding what students should know and what students need to know, then the task is higher stakes than a formative assessment should be. Examples of potential tasks and activities that can be used to elicit evidence of learning for formative purposes include work sheets, lab experiments, performance tasks (e.g., playing a C-major scale, learning to serve a volleyball, reading a poem with expression), and commercially produced formative assessment tasks, essays, quizzes, group projects, and/or journaling. The decision regarding the purpose of the task and the use of the evidence will be a professional judgment made by the observer.

- It is possible (although not common) for an observed lesson to not include any tasks or activities that elicited evidence of student learning. For example, this could be the case if the entire lesson was a class discussion, teacher lecture, or if the entire class was devoted to independent silent reading.

- There are references across the levels to whether students are clear or unclear

about the directions for the task. The focus here is not on the clarity of the Learning Goals but rather on whether the students have a clear understanding of how to begin the task itself.

- The rubric also asks observers to consider the directions that a teacher provides for a task and how quickly students are able to engage with the task or whether they need extensive re-explanations. The focus of this dimension is on how well the tasks and activities that a teacher selects provide evidence of student learning. Directions are important to the extent that if students don't understand the task, they cannot engage with it to provide evidence of learning. Tasks that are more complex may require students to consider and plan how to approach them, and professional judgment should be used to distinguish between genuine confusion about the task that could have been avoided and productive confusion as students grapple with complex ideas. Students may be off-task due to reasons unrelated to the clarity of the task or directions, but that is not part of the scoring considerations for this dimension.

- You may observe cases of the teacher working with a small group of students (while other students are working independently). Apply the *Tasks* rubric to the small group work as if the small group is the whole class. While the teacher could score high on this dimension, if the teacher does not collect any evidence of the other students' learning, that will be reflected in the *Use of Evidence to Inform Instruction* dimension.

- The final row of this rubric discusses the teacher's review of (or intent to review) the student work products. In this rubric, the highest level of the rubric requires a teacher to indicate how the student work products will be reviewed; however, it does not require the teacher to make inferences about student progress or to adjust instruction. Evidence of the latter practice will be captured in the *Use of Evidence to Inform Instruction* dimension.

Tasks and Activities to Elicit Evidence of Student Learning Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ The teacher did *not* engage the class with any tasks or activities to elicit evidence of student learning.	☐ The teacher uses tasks or activities that are *not aligned* to the Learning Goals or *will not* provide evidence of student progress toward those goals. ☐ *Most* students are *unclear* about how they need to approach the task, and students require *extensive* repeated or revised explanations. ☐ The teacher does *not* review student work products during the lesson or does *not* indicate when they will be reviewed.	☐ The teacher uses tasks or activities that are *loosely* aligned to the Learning Goals and will provide *limited* evidence of student progress toward those goals. ☐ *Many* students are *unclear* about how they need to approach the task, and the teacher takes *some* time to repeat or revise explanations ☐The teacher *occasionally* or haphazardly reviews student work products during the lesson or makes a vague reference to when they will be reviewed.	☐ The teacher uses well-crafted tasks and activities that are *mostly aligned* to the Learning Goals and *will provide evidence* of student progress toward those goals. ☐ A *few* students are *unclear* about how they need to approach the task, and the teacher takes *minimal* time is to repeat or revise explanations. ☐ The teacher *reviews* student work products during the lesson in a way that provides insight into most students' progress or indicates how work products will be reviewed later.	☐ The teacher uses a series of integrated, well-crafted tasks and activities that are *tightly* aligned to the Learning Goals and *will provide evidence* of student progress toward those goals. ☐ *Most* or *all* students are *clear* about how they need to approach the task and are able to begin work efficiently. ☐ The teacher *systematically* reviews student work products during the lesson in a way that provides insight into most or all students' progress or *clearly* indicates how they will be reviewed and how the information will be used to inform instruction.

4. Questioning Strategies That Elicit Evidence of Student Learning

This dimension focuses on one approach teachers can use to collect evidence of student progress: classroom questioning. Research indicates that teachers who use a range of questioning strategies to collect relevant evidence of student understanding and/or progress toward the Learning Goals are able to make appropriate instructional adjustments to more often meet the needs of more students.

This dimension focuses on how teachers sample students while collecting evidence during classroom discussions. The intent is to collect evidence from more students, more often, and more systematically (by collecting from most or all students). Teachers can accomplish this through the use of *all-student responses systems* that require everyone in the class to respond to a question or by first asking a question and then randomly selecting a student to respond. This is contrasted with practice in which teachers ask questions to only a few interested students and then answer their own questions rather than letting the students respond, or when teachers ask questions that limit student thinking. A teacher who has weak questioning strategies loses opportunities to gain valuable insights into student learning. Teachers can also collect evidence of student understanding and/or progress toward the Learning Goals by noticing the types of questions students ask of the teacher and peers.

Observation Notes

- When using questions to elicit evidence of student understanding, the teacher may often directly ask students to explain their reasoning or focus on “why” in order to make their reasoning strategies more explicit. In addition, the teacher’s questions are not exclusively recall or factual questions but instead require higher order thinking from the students and provide evidence of student thinking.

- It is possible (although unlikely) for an observed lesson to not include any questioning strategies that elicit evidence of learning. This could be the case if students work independently or in small groups without teacher interaction, or if the teacher only asks questions about routines (e.g., “Do you have your book?”).

- At the lower levels of this rubric, questioning strategies are described as being used infrequently. This refers to instances when a teacher is using some questioning techniques that provide opportunities to collect evidence from multiple students at a time or encourage deeper engagement with the content—but not on a regular basis, even when the opportunity to do so exists. For example, a teacher may start a discussion period by asking students to call on the next student to respond in order to engage different students in the discourse, but the teacher quickly lapses back into calling only on the few, most involved students.

- Across the levels of the rubric, reference is made to a teacher using questioning strategies to collect evidence of learning from a broad sample of students. (For example, a teacher can use *whiteboards* or *clickers* to collect responses from every student in the class.) However, the rubric also refers to the use of strategies such as *randomly* selecting students to respond to support active engagement from most students. Implementation of questioning strategies can also be done in ways that do not support active engagement from most students, such as calling on a specific student before asking a question, causing the other students to disengage.

- Across the levels of the rubric, reference is made to a teacher capitalizing on critical opportunities. As an observer, you will often identify incidents in which you might have acted in a different way or taken the discussion in a different direction, but these differences will not have a material impact on student outcomes. The professional judgment to be made here is whether there was a significant or critical opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity could have a negative impact on student learning. Conversely, capitalizing on the opportunity would have a positive impact on student learning. For example, a student might ask a question that is clearly connected to the Learning Goals of the lesson and that indicates a misunderstanding or misconception, but the teacher fails to pick up on this and does not address it nor indicates that the issue will be addressed later.

- There may be occasions when it is difficult to separate out dimensions 3 and 4: *Tasks and Activities that Elicit Evidence of Student Learning* versus *Questioning Strategies that Elicit Evidence of Student Learning*. In both instances, the purpose is to elicit evidence of learning, and a teacher may move between both during the course of a lesson.

  - For example, a teacher may use individual student *whiteboards* to collect responses from all students during a quick Q&A session rather than calling on individuals, which could lead to a higher level on this dimension, especially if the teacher uses productive questioning strategies during the entire lesson.

  - However, if the teacher arranges students in groups to work on a problem and come up with an agreed upon group answer that they share with the class via whiteboards, this is evidence for the *Tasks and Activities that Elicit Evidence of Student Learning* dimension. The teacher could then use the sharing of group responses as a springboard for a class discussion, or the teacher could provide feedback to each group, depending on the lesson context and goals.

  - Although students complete an exit ticket individually and without discussion, the purpose is to collect more and/or better information from

most students, so the use of exit tickets is considered part of the *Questioning Strategies that Elicit Evidence of Student Learning* dimension.

- You may observe cases of the teacher engaging a small group of students in a discussion while other students are working on separate, independent tasks. Apply the *Questioning* rubric to the small-group discussion as if the small group was the whole class. While the teacher could score high on this dimension, if the teacher does not collect any evidence of the other students' learning, that will be reflected in the *Use of Evidence to Inform Instruction* dimension.

Questioning Strategies That Elicit Evidence of Student Learning Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ *No* classroom questioning was observed. ***OR*** ☐ The teacher *only asks* questions that pertain to classroom routines.	☐ The teacher asks very *few* questions designed to elicit evidence of the Learning Goals and to encourage discourse during the lesson. ☐ The teacher provides *inadequate* wait time and/ or often answers her or his own questions. ☐ The teacher uses questioning strategies that provide evidence from only a *few* students or from the *same* students in the class. ☐ The evidence collected *cannot* be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/ continue instruction.	☐ The teacher *asks questions* designed to elicit evidence of the Learning Goals and to encourage classroom discourse at a few points during the lesson, or the teacher asks questions that are not integrated into instruction. ☐ The teacher *infrequently* provides adequate wait time. The teacher *sometimes* answers her or his own questions before students have a chance to respond or even after a student has provided an answer. ☐ The teacher *infrequently* uses questioning strategies to collect evidence of learning from a *broad sample* of students and may implement them in a way that does not support active engagement from most students. ☐ There is *some* evidence that the teacher occasionally capitalizes on opportunities to make inferences about student progress and/or to adapt/continue instruction accordingly.	☐ The teacher asks questions designed to elicit evidence of the Learning Goals and to encourage classroom discourse periodically; or the teacher asks questions more frequently, but the questions are not well integrated into instruction. ☐ The teacher often provides *sufficient* wait time. The teacher does *not* answer her or his own questions before students have a chance to respond or after a student has provided an answer. ☐ The teacher *often* uses effective questioning strategies to collect sufficient evidence of learning from *all* students in systematic ways and in a way that supports active engagement from most students. ☐ There is *clear* evidence that the teacher capitalizes on most opportunities to make inferences about student progress and to adapt/ continue instruction accordingly.	☐ *Throughout the lesson*, the teacher asks questions designed to elicit evidence of the Learning Goals and to encourage classroom discourse; questioning and discussion are seamlessly integrated into instruction. ☐ The teacher provides *sufficient* wait time throughout the lesson. The teacher does *not* answer his or her own questions before students have a chance to respond or after a student has provided an answer. ☐ The teacher uses *effective* questioning strategies to collect evidence of learning from *all* students in systematic ways and in a way that supports active engagement from most or all students. ☐ There is *strong* evidence that the teacher effectively uses student responses and student questions to make inferences about student progress and to adjust/continue instruction accordingly *throughout* the lesson.

5. Extending Thinking During Discourse

Students should be provided with opportunities to develop ideas and an understanding of the content. This dimension focuses on the teacher's role in structuring and extending classroom discussions by providing insightful responses to student ideas that help the students explore their ideas more deeply and thoughtfully, as well as the teacher's role in providing feedback during class discussions. Research indicates that students who ask and respond to probing questions think more deeply about their learning and that teachers can use probing questions to frame follow-up questions, which shape the further exploration of concepts and understanding at deeper levels.

The rubrics include three dimensions that address distinct aspects of feedback: *Extending Thinking during Discourse*, *Descriptive Feedback*, and *Peer Feedback*. This dimension is specific to more informal feedback that often occurs in real time during a lesson.

Observation Notes

- This dimension is dependent on the *Questioning Strategies that Elicit Evidence of Student Learning* dimension; without questions, it is unlikely that a teacher will create any feedback opportunities that engage students in extending thinking during classroom discourse.

- Extended thinking during classroom discourse is characterized as an exchange between a teacher and one or more students, or between multiple students where additional prompts or questions sustain the conversation to support deeper thinking. At the higher ends of this rubric, feedback opportunities are defined as "extended," referring to classroom discourse that results in ongoing discussions that deepen the knowledge of most students with respect to specific concepts or topics. For example, a teacher or student might ask what other students in the classroom think, ask if other students agree or disagree with another student, or use a question or prompt to help students build on their ideas.

- The *Extending Thinking During Class Discourse* dimension focuses on how the teacher and students use classroom discussions to deepen student thinking and understanding. This dimension differs from the *Questioning Strategies that Elicit Evidence of Student Learning* dimension, where the focus is on one way that a teacher can collect evidence of student progress (i.e., through classroom questioning). In an extended discourse period, either or both dimensions could be relevant.

- At the higher end of the rubric, students may ask probing questions of each other and respond to each other's questions and statements. This is different from the

Peer Feedback dimension in which students are providing feedback to an individual or small group on a specific piece of work rather than in the course of a discussion.

- Discussion techniques that allow for deeper, more meaningful exploration of some ideas include techniques such as basketball discussion and hot seat questioning.

Extending Thinking During Discourse Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ The teacher does *not* ask questions designed to encourage classroom discourse during the lesson, and therefore there are *no* feedback opportunities that engage students in learning loops.	☐ The teacher asks questions from students, but neither the teacher nor the students build on responses. Rather, discourse focuses on a statement of correct or incorrect instead of deeper/meaningful exploration of ideas.	☐ The teacher and some of the students *occasionally* build on student responses, or the teacher *occasionally* encourages students to build on each other's responses. ☐ There are *occasional* feedback opportunities that engage students in deepening the discussion, although they are short, often end abruptly, and do not allow a full exploration of ideas and concepts or do not help to develop ideas and/or understanding of the content.	☐ The teacher and some of the students *frequently* build on other students' responses by clarifying student comments, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. ☐ Students *sometimes* direct questions to each other and respond to other students' questions or statements without prompting. ☐ There are *multiple* feedback opportunities that engage students in deepening the discussion, rarely end with the teacher indicating correct or incorrect responses, and allow for deeper/more meaningful exploration of some ideas.	☐ The teacher and some of the students *frequently* build on other students' responses by clarifying student comments, providing feedback, pushing for more elaborate answers, or engaging more students in thinking about the problem. ☐ Students ask probing questions of the teacher and of each other during discussions. They *often* respond to each other's questions or statements without prompting. ☐ There are *continuous* feedback opportunities that engage students in deepening the discussion through the use of probing questions to support students' elaboration, and the students have opportunities to contribute to extended conversations. ☐ Classroom discourse is characterized by the *consistent* use of feedback/probes that encourage deeper/more meaningful exploration of ideas.

6. Descriptive Feedback

Students should be provided with evidence-based feedback that causes thinking, is linked to the intended instructional outcomes and Success Criteria, and has the potential to improve the quality of the work. This dimension focuses on the teacher's role in providing focused feedback to individual students or small groups of students on a specific piece of work. Research suggests that student learning improves when students are provided with descriptive feedback that is connected to clear targets, descriptive feedback that provides guidance on how to improve work, and time to act on the feedback.

The rubrics include three dimensions that address distinct aspects of feedback: *Extending Thinking During Discourse*, *Descriptive Feedback*, and *Peer Feedback*. The Descriptive Feedback dimension is specific to more formal feedback that tends to be given to individual students on a specific piece of work, either in written form or orally (e.g., during student-teacher conferences) by the teacher.

Observation Notes

- Across the levels of the rubric, the use of descriptive feedback is emphasized. Descriptive feedback can be either written or oral feedback that supports the Learning Goals and/or reflects the Success Criteria. However, descriptive feedback should not be provided with a score or a grade because research indicates that when descriptive feedback is combined with a score or grade, students will pay more attention to the score or grade than to improving their thinking, understanding, or work product.

- At the highest level, descriptive feedback supports Learning Goals by identifying current understanding and by providing suggestions for how to improve a piece of work. Feedback is often written but may be provided orally to younger students or provided during teacher-student conferences or group work. It is different from praise, general encouragement, or simple validation of correct responses in that it directs attention to the Learning Goals and to the student's specific strengths and needs as the student progresses toward mastery.

- At the highest level of this rubric, "students are provided with opportunities to use the feedback or apply it to their work in meaningful ways" requires that students are not only given feedback and provided with time to review it but are also provided with structured opportunities to understand what the feedback means for their specific learning, to internalize the feedback, and to move their performance forward. For example, a teacher may provide time for students to "strive for the next level." Evidence of these opportunities may also include reference to homework assignments or other opportunities to revise work prior to receiving a

final grade.

- At the higher levels of the rubric, students need to have a meaningful opportunity to use the feedback; there must be evidence that there is an opportunity (i.e., the teacher references how the feedback will be used during the observed lesson, for homework, or in a future lesson). A vague reference such as "these comments should help you on your next task" is not sufficient for a meaningful opportunity to use the feedback.

- At the lower levels of the rubric, the feedback is so limited in quality and quantity that the students do not have an indication of how to improve their work. Note that for a focused task, the feedback could be brief but still meaningful to students, for example, "When I hear you read aloud in your small group, you are not yet reading at the same pace. As you continue to practice, make sure you start together and pay attention to each other's pace as you read." It would not have been helpful for these students if the teacher had said, "You all aren't reading at the same pace," without providing any guidance for what to do next or without asking students what they thought they could do to improve.

- The rubric refers to whether the teacher has a systematic approach to providing feedback to most or all students. This comment is in recognition of the fact that descriptive feedback takes time and attention from the teacher. Therefore, this dimension may not be seen in every lesson, and when feedback is observed, there may not be evidence that every student received feedback during a single lesson. A teacher does not need to provide feedback to all students in the class to score at the highest level of the rubric, but there must be evidence that all students who need feedback will receive it at some point in time.

  - For example, if a teacher had differentiated groups working on a project and identified two groups as able to work independently or with peer feedback, the teacher could choose to focus on the third group. If holding small conferences with each student in the third group, the teacher could score at the highest level, depending on the quality of the feedback and opportunities to revise.

  - On the other hand, a teacher could plan to meet with every student over the course of several lessons. An observer might only see the teacher holding one-on-one writing conferences with four students due to time demands. If the teacher says, "Next up are [reads four names form the grade book]. We will meet next lesson," the teacher's plans are evident and could also score at the highest level of the rubric. Without this evidence, an observer would have to score at a Developing or a Progressing level, depending on the other evidence.

- While the title of the dimension is *Descriptive Feedback*, brief or concise feedback that requires student thinking is still applicable. For example, a teacher could provide individualized descriptive feedback on a set of ten math problems by using an approach such as “find and fix.”

Descriptive Feedback Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ The teacher provides *no* descriptive feedback.	☐ The teacher provides *evaluative* feedback on a specific piece of work (e.g., a score, grade, or other summative feedback). **OR** ☐ Feedback seems *disconnected* to the intended Learning Goals. Corrective feedback does all the thinking for the students; subsequent student actions consist solely of following directions. ☐ The teacher does *not* have a systematic approach for providing feedback to most or all students. ☐ There is *no* opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	☐ The teacher provides *descriptive* feedback on a specific piece of work that supports the Learning Goals and/or reflects the Success Criteria. ☐ Corrective feedback *sometimes* does all the thinking for the students; other times it appropriately scaffolds the next steps that students are to take. ☐ It is *unclear* whether the teacher has a systematic approach for providing feedback to most or all students. ☐ There is *little* or *no* opportunity for students to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	☐ The teacher provides *descriptive* feedback on a specific piece of work that supports the Learning Goals and/or reflects the Success Criteria. ☐ Corrective feedback *appropriately scaffolds* the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students. ☐ It is *unclear* whether the teacher has a systematic approach for providing feedback to most or all students. ☐ Students are provided with *limited* structures and supports (e.g., limited time is provided or students are confused about the process) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.	☐ The teacher provides *descriptive* feedback on a specific piece of work that supports the Learning Goals and/or reflects the Success Criteria. ☐ Corrective feedback *appropriately scaffolds* the next steps students are to take, pointing out one or more areas to work on, followed by a suggestion, reminder, or question to elicit further learning from the students. ☐ It is *clear* that the teacher has a systematic approach for providing feedback to most or all students. ☐ Students are provided with *ample* structures and supports (e.g., time, feedback structures, etc.) to review the feedback, ask questions in order to internalize the feedback, or apply the feedback to their work in meaningful ways.

7. Peer Feedback

Peer feedback is important for providing students an opportunity to think about the work of their peers. Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback as well as to the person receiving the feedback.

The rubrics include three dimensions that address distinct aspects of feedback: *Extending Thinking During Discourse*, *Descriptive Feedback*, and *Peer Feedback*. This dimension includes the role of student-to-student feedback, while various approaches to teacher feedback are addressed in *Extending Thinking During Discourse* and *Descriptive Feedback*.

Observation Notes

- The rubric makes reference to whether the peer feedback activity is meaningful and beneficial to students. Both of these require the observer to make a professional judgment. Observers may draw on evidence from student comments about the task, the degree to which students seriously engage with the task, how they appear to view its importance, and if there is follow-through to address any identified deficiencies in order to make a judgment.

- Meaningful: In order for a peer feedback task to be meaningful to most students, the task must be connected to Learning Goals, at an appropriate level for the students, engaging for students, and have the potential to help students improve the quality of their work. To make this judgment, an observer may want to ask students about what they think of the task. An example of a task that may not be meaningful would be a task in which the teacher has students check the number of correct answers on an assignment.

- Beneficial: In order for a peer feedback task to be beneficial for most students, students must be engaged in the process and the process must be structured in a way that allows students to benefit from both giving and receiving feedback.

- The rubric refers to the importance of structure and support for the peer feedback process (e.g., the task was modeled for students; exemplars of feedback are provided). Depending on how familiar students are with peer assessment, there may be evidence of direct support for the tasks (such as the teacher reminding students about what it means to engage in peer assessment and why they are doing it, or the teacher reminds students about what is appropriate feedback for a peer). In other cases, if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The

amount of structure in a task will also vary according to students' ages and experiences, but it should be clear whether students are expected to provide written or oral feedback to their peers and when that feedback is to be provided.

- The rubric references the quality of the feedback. Examples of low-quality feedback may include vague comments, limited feedback, praise, or comments that do not reference the quality of the work produced. This can be the result of insufficient preparation, structure, and/or support. Conversely, high-quality comments include specific guidance for improvement.

- The rubric references time for students to use the feedback. The application of the feedback may not be observed during the current lesson; however, at the higher levels of the rubric a teacher should indicate to students how and when the feedback will be provided.

- Note that sometimes a teacher will ask students to listen to another student's ideas or responses and build off or extend that idea, but the students are not required to assess or comment on the work. This kind of evidence is not peer feedback but could be part of the *Extending Thinking during Discourse* or *Collaborative Culture of Learning* dimensions.

- Structures for peer feedback include any tool or process that provides support for the activity.
    - For example, students may be given guidelines for the provision of feedback that require students who are providing comments to highlight two things that were done well and one thing that needed improvement. Another tool could be the provision of exemplar student responses that highlight various levels of quality, illustrate effective work, or highlight common mistakes, misconceptions, or areas in need of improvement. These structures are intended to help students review a peer's work in order to provide feedback.

Peer Feedback Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ Students are *not* provided with any opportunities to engage in the assessment of their peers' work. ***OR*** ☐ The teacher asks students to mark their peers' work for a summative grade.	☐ The teacher asks students to assess a peer's work and provide feedback on a *trivial* task, such as a spelling test, a math facts worksheet, or a state capitals quiz. The task provides *limited* opportunities to comment on the quality of the work. Rather, the assessment is focused on completeness or accuracy.	☐ The teacher asks students to assess a peer's work and provide feedback to *improve* the quality of the work. ☐ *Few* students take the peer feedback task seriously or engage with it meaningfully. ☐ The peer feedback task *lacks* structure and does *not* support students. ☐ *Most* students struggle to complete the task and cannot provide feedback that supports learning. ☐ The feedback is of *low quality*, or *no* time is provided for students to apply what they learned from the feedback.	☐ The teacher asks students to assess a peer's work and provide feedback to *improve* the quality of the work. ☐ *Most* students take the peer feedback task seriously and engage with it meaningfully. ☐ The peer feedback task is structured in such a way that *some* students are able to complete the task and provide feedback that supports learning, but the structure may not be adequate for most students. ☐ *Some* students receive *adequate* feedback of adequate quality while others receive low-quality feedback, or limited time is provided for students to apply what they learned from the feedback.	☐ The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work. ☐ *Most* students take the peer feedback task seriously and engage with it meaningfully. ☐ The peer feedback task is structured in such a way that *most* or *all* students are able to complete the task and provide feedback that supports learning. ☐ *All* students receive feedback of adequate quality, and sufficient time is provided for students to apply what they learned from the feedback.

8. Self-Assessment

Self-assessment is important because it provides students with an opportunity to think metacognitively about their learning. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.

Observation Notes

- This rubric addresses the intentional, structured opportunities that teachers create for students to engage in self-assessment rather than those unprompted instances where an individual student might say something that demonstrates that he or she is reflecting on his or her own learning.
- The rubric makes reference to whether the self-assessment activity is *meaningful* to students. This requires the observer to make a professional judgment. Observers may draw on evidence from student comments regarding the self-assessment task, the degree to which students seriously engage with the task, how they appear to view its importance, and if there is follow-through to address any identified deficiencies in order to make judgments. An observer may want to ask students about what they think of the task.
- The rubric refers to the importance of *structure and support* for the self-assessment process. Depending on how familiar students are with self-assessment, there may be evidence of direct support for the tasks, such as the teacher reminding students about what it means to engage in self-assessment, why they are doing it, or how the information will be used. In other cases, if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a self-assessment task will also vary according to students' ages and experiences.
- If a teacher does not provide students with any assessment criteria or structure to support their self-reflection but simply asks the students to give a *thumbs up* or *thumbs down* to indicate how they felt about the lesson, the lesson is unlikely to be rated higher than the Developing level. However, the teacher may use the thumbs up or thumbs down approach as a springboard into deeper reflection, which could change the scoring.
    - For example, a teacher who just accepts the feedback without further probing cannot know the accuracy or specifics of the students' confusion/understandings, and so the assessment's impact on future learning or instruction is very limited.

- However, if the teacher probes further into what students did and did not understand in the lesson by noting that they covered four key ideas in the lesson and then lists each idea for additional information from students, the teacher is now providing additional structure—and the improved information may enhance the teacher's planning.

- Moreover, if the teacher further probes to check for understanding from students who gave a thumbs up to confirm that they did indeed understand or from students who gave a thumbs down to clarify what students did not understand, the likelihood of enhancing future learning and/or instruction increases.

- Structures for self-assessment are any kind of tool or process that provides support for the activity. For example, a teacher may provide students with structures to guide or focus their self-assessment and metacognitive thinking by modeling the activity for the students, by providing exemplars, or by providing a writing frame in which the students identify something new, something to learn more about, and something that is puzzling and that they need additional help with. Another structure to support self-assessment is the process of student-generated questions and/or explanations.

- When students generate questions with the intent to identify gaps or deepen understanding, they must also think about what they do and do not already know.

Self-Assessment Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ Students are *not* provided with any opportunities to engage in self-assessment of their work or understanding. ***OR*** ☐ Students are asked to mark their *own* work for a summative grade.	☐ The teacher asks students to assess their own learning on a *trivial* task, such as checking their own work on a spelling test, math facts worksheet, or state capitals quiz. The task provides *limited* opportunities to comment on the quality of the work or to think metacognitively. Rather, the assessment is focused on completeness or accuracy.	☐ The teacher asks students to assess their own learning or to think metacognitively in order to *improve the quality* of their work. ☐ *Most* students do not take the self-feedback task seriously, or they do *not* perceive value in the task. ☐ The self-assessment task *lacks* structure and does *not* support students (e.g., students do not understand the task, the task has not been modeled for students, and students have not been provided with examples). *Most* students struggle to complete an honest self-assessment. ☐ The output of the self-assessment process does *not* provide students with evidence that will help them identify ways to improve their work or ways to set goals for further action as appropriate, or the self-assessment may *not* provide evidence to the teacher about students' perceptions of their learning in a way that can be used to direct next instructional steps.	☐ The teacher asks students to assess their own learning or to think metacognitively in order to *improve the quality* of their work. ☐ *Most* students take the self-feedback task seriously and engage with it meaningfully. ☐ The self-assessment task is structured in a way that supports *some* students in completing an honest self-assessment, but the support may *not* be adequate for most students. ☐ The output of the self-assessment process provides students with evidence that *will* help them identify ways to improve their work or to set goals for further action; however, students' goals may be *vague* or *not likely* to contribute to improvement, or the self-assessment may *not* provide evidence to the teacher about student perceptions of their learning, or the evidence may not be used to direct the next instructional steps.	☐ The teacher asks students to assess their own learning or to think metacognitively in order to *improve the quality* of their work. ☐ *Most* students take the self-feedback task seriously and engage with it meaningfully. ☐ The self-assessment task is structured in a way that supports *most* or *all* students in completing an honest self-assessment. ☐ The output of the self-assessment process provides students with evidence by helping them identify ways to improve their work or to set goals for further action as appropriate, or the self-assessment provides evidence to the teacher about student perceptions of their learning in a way that can be used to direct the next instructional steps.

9. Collaborative Culture of Learning

A classroom culture in which teachers and students are partners in learning should be established. Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners.

Observation Notes

- Student collaboration can include a wide variety of practices (e.g., student cooperative groups or pair work) or less formal structures (e.g., students assisting each other as part of the classroom culture and expectations even when students are not organized into explicit groups).
- The distinction between a classroom in which the teacher is in charge versus one in which the teacher *supports* learning may be observed in part through the teacher's role. Does the teacher act as a facilitator and allow students to take responsibility for their learning?
- It would be very unusual for the evidence from an observed lesson to be evaluated at the Not Observed level for this dimension, except perhaps in instances where students spend the entire observation time completing an assessment.
- At the lower levels, when the teacher is in charge of the learning, the students are passive recipients of the teacher's thoughts and directions. At the higher levels, the teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.
- At the higher levels, there is a sense that the teacher welcomes all responses as evidence of student engagement and students know how to engage in productive discussions, argue ideas while respecting others, engage others in dialogue, and monitor their own participation.

Collaborative Culture of Learning Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ *No* student-to-student or student-to-teacher dialogue is observed.	☐ The classroom climate is characterized by an overall perception that the teacher is in charge of the learning. ☐ Student-to-student collaboration is *not* evident. ☐ Student participation is *limited* to when the teacher asks a question, and the teacher does *not* capitalize on student responses or student questions to deepen learning. ☐ Multiple viewpoints or approaches are *not* sought. ☐ The teacher does *not* demonstrate a growth mindset through comments and questions.	☐ The classroom climate is characterized, for the *most* part, by an overall perception that the teacher is in charge of the learning. ☐ *Minimal* student-to-student collaboration is evident. ☐ Student participation is *limited* to when the teacher asks a question, and the teacher *rarely* capitalizes on student responses or student questions to deepen learning. ☐ Multiple viewpoints or approaches are *rarely* sought. ☐ The teacher does *not* demonstrate a growth mindset through comments and questions, or the teacher is not convincing.	☐ The classroom climate is characterized for the most part by an overall perception that the teacher and students are equally responsible for the learning. ☐ *Some* student-to-student collaboration is evident. ☐ Student participation is *encouraged*, and the teacher *often* capitalizes on student responses or student questions to deepen learning. ☐ Multiple viewpoints or approaches are *occasionally* sought. ☐ For the *most* part, the teacher demonstrates a growth mindset through comments and questions.	☐ The classroom climate is characterized by an overall, *consistent* perception that the teacher and students are equally responsible for the learning. ☐ Student-to-student collaboration *is evident* and spontaneous or a preference of the students when they are given a choice. ☐ Student participation is spontaneous and respectful, and the teacher *often* capitalizes on student responses or student questions to deepen learning. ☐ Multiple viewpoints or approaches are sought throughout the lesson. ☐ *Throughout the lesson*, the teacher and students demonstrate a growth mindset through their comments and questions.

10. Use of Evidence to Inform Instruction

Formative assessment is a process teachers and students use during instruction that provides feedback that teachers can use to adjust their teaching and students can use to improve their learning, with the overall goal of improving students' achievement of intended instructional outcomes. Research indicates that instructional adaptations based on evidence of student learning can improve the achievement of students at all levels. This dimension focuses on the teacher's use of evidence to adjust instruction across the lesson(s) as a whole.

Observation Notes

- Evidence can come from how a teacher collects and uses evidence from classroom questioning, tasks and activities, student self-assessment, and student peer assessment. Even at the highest level, the teacher may not have all four sources of evidence or may not use them equally. However, at the high end of the rubric, the teacher is drawing on multiple sources of evidence.
- Some evidence for this dimension may not be directly observable during the lesson but may emerge from a post-observation discussion as the teacher reflects on what was learned during the lesson and where that learning will go in subsequent lessons.
- At the Progressing level, there is evidence that the teacher is using information gained about student learning to inform next instructional decisions. However, there is still some room for growth either in terms of collecting more targeted evidence or making more nuanced decisions. The difference between this level and the Extending level is in the quality of the evidence collected and the decisions made.

Use of Evidence to Inform Instruction Rubric

N Not Observed	B Beginning	D Developing	P Progressing	E Extending
☐ There is *no* attempt by the teacher to collect evidence of student learning in the lesson that is connected to the Learning Goals or Success Criteria.	☐ There is *little* attempt by the teacher to collect evidence of student learning in the lesson that is aligned to the Learning Goals or Success Criteria. ***OR*** ☐ The collection of evidence is so *minimal* or *inconsistent* that there is no way for the teacher to gain insight into student learning. ☐ The teacher does *not* have evidence of student learning to analyze. ☐ The teacher has *no* basis for modifying instructional plans.	☐ There is *some* evidence that the teacher collects evidence of student learning that is somewhat aligned to the Learning Goals or Success Criteria but *not* directly representative of those Learning Goals or Success Criteria. ☐ The teacher does *not* analyze the evidence to identify patterns of understanding or misunderstanding to make inferences about student strengths and weaknesses. ☐ There are *no* teacher comments that provide any evidence to suggest that student work is used to shape instructional decisions (observable evidence for this level is characterized by lost opportunities).	☐ There is *some* evidence that the teacher collects evidence of student learning that is aligned to the Learning Goals or Success Criteria throughout the lesson. ☐ There is *some* evidence that the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding or to make inferences about student strengths and weaknesses. ☐ Teacher comments provide *some* evidence that the student work, identified patterns, and inferences are used to shape instructional decisions.	☐ There are *multiple* sources of evidence that indicate that the teacher skillfully and systematically collects evidence of student learning that is aligned to the Learning Goals or Success Criteria throughout the lesson. ☐ There are *multiple* sources of evidence that indicate the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding and to make inferences about student strengths and weaknesses. ☐ *Multiple* teacher comments provide clear evidence that the student work, identified patterns, and inferences are used to shape instructional decisions and advance student learning.