

English Language Arts (ELA) Classroom Observation Rubric SY23-24

| Standard Alignment: Does the lesson reflect the demand of the standards? | |
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| Instruction meets the demand of the standard or pairing of standard(s). | The instruction meets the demand of the standard or pairing of standard(s). 4 - Fully meets 3 - Mostly meets 2 - Partially meets 1 - Does not meet |
| Core Action 1: Are the materials instructionally and culturally rich, providing grade-level complexity, building knowledge, and offering opportunities for students to examine diverse ideologies and perspectives? | |
| A. The text(s) is at or above the quantitative and/or qualitative complexity expected for the grade-level, instructionally rich, and culturally rich (centers diverse authors and characters). | 4 - The text is appropriately complex for the grade level and is instructionally and culturally rich. 3 - The text is appropriately complex for the grade level and is instructionally rich. 2 - The text is not appropriately complex for the grade level. 1 - There is no text in the lesson. |
| B. A majority of the lesson is spent reading, writing, and/or speaking about text. | 4 - Most of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students reentering the text. 3 - Some of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students reentering the text. 2 - A brief part of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students reentering the text. 1 - Students are speaking or writing about the text but do not have the actual text (or any resources) open, or there is no text in the lesson. |
| C. The text(s) is part of a larger unit of study that builds knowledge of history, civics, geography, sciences, art, math, human nature, etc. through substantive, rich content. | 4 - The text(s) is connected to a larger, cohesive unit of study that builds deep knowledge of a topic through substantive, rich content. 3 - The text(s) is connected to a larger, cohesive unit of study that builds knowledge of a topic. 2 - The text(s) is not connected to a cohesive unit of study but builds limited knowledge of a topic. 1 - The text(s) does not provide the opportunity to build knowledge. |
| D. The text(s) provides the opportunity for questions and tasks that invite multiple interpretations and allows for students to examine diverse ideologies and perspectives represented in the text. | 4 - The text provides the opportunity, and most students examine diverse ideologies and perspectives. 3 - The text provides the opportunity, and many students examine diverse ideologies and perspectives. 2 - The text provides the opportunity, but only a few or no students engage in the examination of diverse ideologies and perspectives. 1 - The text does not provide the opportunity. |
| Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)? | |
| A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands. | Questions and tasks attend to the qualitative features of the text that matter most and how they are used in the text to build understanding. 4 - Most questions 3 - Many questions 2 - Few questions 1 - No questions |
| B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas. These ideas are expressed through both written and oral responses. | Questions and tasks require students to cite evidence from the text. 4 - Most questions 3 - Many questions 2 - Few questions 1 - No questions |
| D. Intentionally sequenced questions build knowledge and arrive at grade-level analysis to enable all students to make meaning of, and think deeply about, the text's complexities. | Text dependent questions and tasks are intentionally sequenced to build knowledge and arrive at grade-level analysis. 4 - Most questions and tasks 3 - Many questions and tasks 2 - Few questions and tasks 1 - No questions or tasks |
| E. The teacher deliberately checks for understanding throughout the lesson to provide feedback to students. When appropriate, students refine written and/or oral responses. | 4 - The teacher checks for understanding among most students and feedback is provided. Students are expected to incorporate feedback into their work. 3 - The teacher checks for understanding among most students and feedback is provided. 2 - The teacher checks for understanding among some students and feedback is provided to those students. |

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| | 1 - The teacher checks for understanding among few or no students and/or no feedback is provided. |
| F. Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as readers and writers. | <p>4 - The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and includes precision and nuance unique to students' work.</p> <p>3 - The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and extends beyond stating answers are right or wrong.</p> <p>2 - The teacher provides feedback that affirms the abilities and potential of a limited set of individual students and extends beyond simply stating answers are right or wrong.</p> <p>1 - The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating answers are right or wrong.</p> |
| Core Action 3: Does the lesson and instruction provide support for all students to engage in the work of the lesson? | |
| A. Students do the majority of the work of the lesson to uncover deeper meaning from the text and to build knowledge of the world through speaking/listening, reading, and/or writing. | <p>4 - Most students are doing the majority of the work in service of grade-level standards.</p> <p>3 - Some students are doing the majority of the work in service of grade-level standards.</p> <p>2 - Few students are doing the majority of the work in service of grade-level standards, OR students are doing the majority of the work, but that work is NOT in service of grade-level standards.</p> <p>1 - Students are not doing the majority of the work.</p> |
| B. Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax. | <p>4 - Most students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards.</p> <p>3 - Some students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards.</p> <p>2 - Few students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards, OR students are engaging in productive struggle, but that struggle is NOT in service of grade-level standards.</p> <p>1 - Students are not engaging in productive struggle.</p> |
| C. Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses. | <p>4 - Most students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards.</p> <p>3 - Some students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards.</p> <p>2 - Few students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards, OR students are providing accurate, precise text evidence but NOT in service of grade-level standards.</p> <p>1 - Students are not providing text evidence.</p> |
| D. Students talk and ask questions about each other's thinking in order to clarify or improve their understanding. | <p>4 - Most students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic.</p> <p>3 - Some students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic.</p> <p>2 - Few students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic, OR students are engaged in academic discourse, but it is not in service of grade-level standards and/or does not clarify or improve their understanding of the text or topic.</p> <p>1 - Students are not engaged in academic discourse.</p> |
| Student Mastery: Did students master or move towards mastery of the content of the lesson? | |
| Students exhibit a strong grasp of the content of the lesson. | <p>Students are moving toward a strong grasp of the content of the lesson.</p> <p>4 - Most students 3- Some students 2 - Few students 1- No students or little evidence</p> |