



Early Language & Literacy Classroom Observation

Research Edition

K-3
TOOL

Date:

District:

School:

Teacher:

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& Nancy Clark-Chiarelli



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Early Language & Literacy Classroom Observation Tool, K-3 (ELLCO K-3)

Research Edition

by Miriam W. Smith, Ed.D., Joanne P. Brady, M.Ed., and
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E L L C O
TOOL K-3

TOOL

K-3

ADDITIONAL INFORMATION:

1. Organization of the Classroom

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of a physical environment that is well organized for learning.	There is sufficient evidence of a physical environment that is well organized for learning.	There is some evidence of a physical environment that is well organized for learning.	There is limited evidence of a physical environment that is well organized for learning.	There is minimal evidence of a physical environment that is well organized for learning.
• The physical environment is arranged to support students' ability to independently engage in activities. Books and materials for student use are organized and stored for easy student access (e.g., writers' notebooks are kept in dedicated bins). • There are established patterns of "traffic flow" that enable various groupings and support students' movement throughout the classroom with ease and a minimum of disturbance to others already engaged in learning activities. • Furnishings are appropriately sized, comfortable, and in good repair. The classroom is welcoming to students, and furnishings are arranged to invite students into varied learning areas.	• The physical environment is arranged to support students' ability to independently engage in activities. Although books and materials for student use are shelved or stored within reach, they are somewhat less accessible. • Although there are established patterns of "traffic flow" that enable various groupings and allow students' movement throughout the room with relative ease. Occasional interference is likely with others already engaged in learning activities. • Furnishings are appropriately sized, comfortable, and in good repair. The classroom is welcoming to students. Although furnishings are arranged to invite students into varied learning areas, they may be somewhat less appealing.	• The arrangement of the physical environment provides some opportunities for students to independently engage in activities, but access to books and materials for other activities routinely requires teacher information or direction. • Students' movement throughout the classroom is generally orderly and groupings are possible, though some disruption occurs as a result of the design of "traffic flow." • The environment is adequately equipped with student-sized furnishings in generally good repair.	• Due to the lack of organization, the physical environment limits students' ability to independently engage in activities and requires extensive teacher information or direction. • Patterns of "traffic flow" may limit possibilities for groupings and are often disruptive to others already engaged in learning activities. • While the environment is equipped with furnishings, most of which are appropriate for students, the condition and/or quality are inadequate. For example, the classroom may appear barren or crowded, limiting opportunities for learning.	• The environment impedes students' ability to independently engage in activities. For example, the teacher may retain control over the distribution of most materials or there may be general confusion as to the location and storage of materials. • Patterns of "traffic flow" promotes student movement that is disorganized and disruptive. • Furnishings do not appear to be appropriate for young students and present hazards.

Section I: Classroom Structure

1. Organization of the Classroom

Sources of Evidence

- Independent access to materials and activities
- Traffic flow for groupings
- Furnishings

EVIDENCE:

EVIDENCE:

Score:

2. Contents of the Classroom

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that classroom materials are well organized, appealing, accessible, and coordinated with ongoing learning goals.	There is sufficient evidence that classroom materials are well organized, appealing, accessible, and coordinated with ongoing learning goals.	There is some evidence that classroom materials are well organized, appealing, accessible, and coordinated with ongoing learning goals.	There is limited evidence that classroom materials are well organized, appealing, accessible, and coordinated with ongoing learning goals.	There is minimal evidence that classroom materials are well organized, appealing, accessible, and coordinated with ongoing learning goals.
- Materials are organized into conceptually related groups that are appealing and suggest particular purposes to students. For example, in a classroom learning about measurement, there might be a selection of rulers, meter sticks, distance wheels, Unifix cubes, scales, and balances, along with items to measure and weigh and places to record data. - Classroom materials are in excellent condition and in ample supply. - Students are able to independently access materials in various areas of the classroom and are observed doing so. Observation reveals purposeful engagement with their selections. - Student-generated work is displayed effectively, which reinforces students' sense of their contributions to the learning community and reflects their diverse backgrounds, languages, and approaches to classroom tasks.	- Materials are organized into conceptually related groups that suggest particular purposes to students, although some collections may be less well organized and/or less appealing. - Classroom materials are in excellent condition and in ample supply. - Students are able to independently access materials in various areas of the classroom and are observed doing so. However, they may be somewhat less purposefully engaged with their selections. - Student-generated work is displayed effectively, which reinforces students' sense of their contributions to the learning community. Displays may be somewhat less reflective of diverse backgrounds, languages, or approaches to classroom tasks.	- Most materials are organized into related categories, but the purpose suggested by the grouping may not be evident. For example, a science area might contain disparate items, such as small magnifying glasses, paint color samples, a rock collection, an aquarium, and tweezers. - Most classroom materials are in good condition and in adequate supply. - Students access materials in various areas of the classroom, though they may need teacher assistance to retrieve or use some items. Observation reveals less consistent engagement for some students or with some materials. - Although student work is displayed, the content may lack originality or may reinforce singular interpretations of classroom investigations (e.g., all students produce the same haiku poem about spring).	- Materials are shelved and most are stored relatively neatly, although they appear grouped by physical characteristics unrelated to their use, thereby limiting their appeal for learning. For example, all hard-cover books are together, regardless of topic, content, or reading level. - The condition of classroom materials is variable, with some items in good condition but others in disrepair. Moreover, supplies of essential contents may be limited (e.g., not enough base 10 squares for each student to use one). - Students' access to materials is hampered by a lack of supply and/or the poor condition of materials. - While space is provided for classroom displays, these may be poorly placed and/or organized. Displays represent a mix of teacher-generated decorations and student work products that lack originality.	- Materials appear to be stored haphazardly and are generally unappealing. - Materials are generally in poor condition (i.e., broken or missing pieces) and are insufficient in variety and quantity. - The storage of materials makes them inaccessible to students, and/or their condition makes them unusable for learning. For example, during a math activity, students attempt to use protractors that are broken. - Teacher-generated or commercially generated displays predominate, with little or no relationship between the displays and the current curriculum investigations.

Section I: Classroom Structure

2. Contents of the Classroom

Sources of Evidence

- Organization
- Condition and supply of materials
- Accessibility
- Student-generated work

EVIDENCE:

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Score:



3. Classroom Management

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that classroom management strategies exist and are enforced in ways that respect children's input and encourage their purposeful engagement in learning.	There is sufficient evidence that classroom management strategies exist and are enforced in ways that respect children's input and encourage their purposeful engagement in learning.	There is some evidence that classroom management strategies exist and are enforced in ways that respect children's input and encourage their purposeful engagement in learning.	There is limited evidence that classroom management strategies exist and are enforced in ways that respect children's input and encourage their purposeful engagement in learning.	There is minimal evidence that classroom management strategies exist and are enforced in ways that respect children's input and encourage their purposeful engagement in learning.
- Students appear to have internalized regular rules and routines. This is evident as the teacher and students move through the day smoothly, interact respectfully, and are often seen engaged in purposeful activity. - Clear expectations for students' behavior are consistently communicated in multiple ways and through the use of positive strategies (e.g., group discussions to formulate rules, posting of the rules, acknowledgement of student-focused engagement in learning). - If needed, teacher intervention in conflicts or at times when students are not compliant is calm, nonthreatening, and effective. The teacher facilitates independent, productive problem-solving strategies among students.	- Students appear to have internalized regular rules and routines. This is evident as the teacher and students interact respectfully and are often seen engaged in purposeful activity, although teacher management efforts are more noticeable. - Clear expectations for students' behavior are communicated in multiple ways, though the consistent use of positive strategies is less evident. - If needed, teacher intervention in conflicts or at times when students are not compliant is calm and nonthreatening. The teacher leads students toward peaceful resolutions, although he or she may not provide problem-solving strategies that students can use independently.	- Students appear to understand regular rules and routines and are observed engaging in some purposeful activity. However, occasional disruption of learning occurs as a result of either students' disregard for rules or lack of respect for each other. - Expectations for students' behavior are mainly communicated to students through frequent teacher reminders about the classroom rules. - The teacher attends to conflicts at times when students are not compliant and may use formulaic interventions when students are not responsive. For example, the teacher may separate certain students or take away classroom privileges.	- While students appear to understand and follow some basic routines (e.g., assigned seats at particular tables for writing), other rules and routines may not be clear. Increased teacher intervention is evident. - Expectations for students' behavior are conveyed in a confusing or inconsistent manner. - The teacher frequently fails to identify and respond to conflicts or incidents of students' noncompliance. In addition, the teacher's response may be unpredictable and/or ineffective.	- Rules and routines, if there are any, are generally not followed. This is evident in the lack of purposeful activity and may be punctuated by conflicts. - Expectations for students' behavior are consistently conveyed in a punitive manner and inconsistently applied. - The teacher's strategies to resolve conflicts or manage noncompliant behavior are ineffective and often appear arbitrary or harsh.

3. Classroom Management

Sources of Evidence

- Internalization of rules
- Communication of expectations
- Teacher intervention

EVIDENCE:

EVIDENCE:

Score:

4. Professional Focus

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that the teacher establishes and maintains a professional focus on learning and productively engages other adults to support students' learning.	There is sufficient evidence that the teacher establishes and maintains a professional focus on learning and productively engages other adults to support students' learning.	There is some evidence that the teacher establishes and maintains a professional focus on learning and productively engages other adults to support students' learning.	There is limited evidence that the teacher establishes and maintains a professional focus on learning and productively engages other adults to support students' learning.	There is minimal evidence that the teacher establishes and maintains a professional focus on learning and productively engages other adults to support students' learning.
• The teacher maintains a positive professional demeanor and focuses consistently on students and their learning.	• The teacher maintains a positive professional demeanor. He or she consistently focuses on students, although he or she may be somewhat less consistent in focus on their learning.	• The teacher generally maintains a positive professional demeanor with students, although his or her focus on students and their learning is variable. For example, the teacher may spend a considerable amount of time during journal writing sitting at her desk grading papers.	• The teacher's professional demeanor with students is, at times inappropriate in tone or content, and he or she pays limited attention to students' learning.	• The teacher's demeanor with students lacks professionalism, which may take the form of sarcastic remarks, demeaning comments, or overly familiar interactions. In addition, he or she ignores students and consistently fails to attend to their learning.
• The teacher productively involves classroom visitors, aides, specialists, or volunteers (if present) in the learning activities of the classroom.	• The teacher interacts respectfully with classroom visitors, aides, specialists, or volunteers (if present). However, their productive involvement in classroom learning activities may be somewhat less evident.	• The teacher interacts respectfully with classroom visitors, aides, specialists, or volunteers (if present), although their participation in classroom learning activities may be geared more toward management or monitoring tasks.	• The teacher's interactions with classroom visitors, aides, specialists, or volunteers (if present), are cordial. The role of these other adults in the classroom is unclear.	• The teacher's interactions with classroom visitors, aides, specialists, or volunteers (if present) are minimal. The role of these other adults in the classroom lacks focus, and the presence of these other adults may serve as a distraction.

4. Professional Focus

Sources of Evidence

- Professional demeanor
- Focus on learning
- Adult roles

Note: If there is only one adult in the classroom during the observation, rate this item based on the first descriptive indicator only.

EVIDENCE:

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Score:

5. Integration of Language and Literacy

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that language and literacy development is meaningfully integrated into content-area learning.	There is sufficient evidence that language and literacy development is meaningfully integrated into content-area learning.	There is some evidence that language and literacy development is meaningfully integrated into content-area learning.	There is limited evidence that language and literacy development is meaningfully integrated into content-area learning.	There is minimal evidence that language and literacy development is meaningfully integrated into content-area learning.
- Students' language and literacy abilities are skillfully tapped to build conceptual and practical knowledge in a content area. Lessons, materials, and interactions provide embedded language and literacy that enable students to learn content (e.g., social studies, science). - The teacher supports individual students, as needed, to further their language and literacy development. For example, the teacher gently reminds a student about the silent e rule while he or she struggles to decode the word whale. - The teacher values and builds on students' contributions to the learning process in productive ways, such as through planned and informal discussions, documentation and analysis of student work, or other techniques that lead students toward self-assessment and reflection.	- Students' language and literacy abilities are used to build conceptual and practical knowledge in a content area. Although lessons, materials, and interactions include embedded language and literacy, they are less effective in enabling students to learn content. - The teacher supports individual students to further their language and literacy development; however, there are some missed opportunities for integration or effective student support. - The teacher values and builds on students' contributions to the learning process, although his or her practices may be somewhat less productive as a means of encouraging student self-assessment and reflection.	- Language and literacy opportunities are present during a content-area lesson, though they are less clearly tied to students' acquisition of conceptual and practical knowledge. For instance, students are provided with a worksheet on map terminology, but the vocabulary is not applied during students' social studies lesson. - The teacher may miss opportunities to support individual students' learning. Teacher support for students is geared principally toward the whole group; that support may, for instance, take the form of posters that reinforce comprehension strategies. Teacher support for individual students is provided when students request it or in response to a low level of productivity. - The teacher acknowledges students' contributions to the learning process (e.g., "Good answer."), though it is unclear whether the types of practices employed are likely to lead to student self-assessment and reflection.	- There are language and literacy activities present during content-area lessons. When they occur, they appear formulaic or low level (e.g., alphabetizing a list). - Teacher support for individual students' learning is infrequent and not a part of the teacher's instructional focus. The support may be superseded by concern for completing the task. - There are limited opportunities for student contributions during content-area lessons, though the teacher may acknowledge students' questions or class confusion about the task. Assessment of students and their work principally rests with the teacher.	- There are few or no opportunities for language and literacy activities during a content-area lesson. The lesson appears very narrowly defined and may be centered on rote learning, memorization, or recall of content. - The teacher's support of individual students' learning is minimal. The teacher's response to individual students' requests for help is often negative. - Evidence of students' contributions to the learning process is absent or minimal, and the teacher may actively constrain students' efforts to contribute.

5. Integration of Language and Literacy

Sources of Evidence

- Embedded opportunities
- Support of individual student learning
- Encouragement of students' self-assessment and reflection

EVIDENCE:

EVIDENCE.

Score:

6. Opportunities for Independence in Learning

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that the classroom environment, schedule, and instructional approaches foster student motivation and encourage their independence and initiative in the service of learning.	There is sufficient evidence that the classroom environment, schedule, and instructional approaches foster student motivation and encourage their independence and initiative in the service of learning.	There is some evidence that the classroom environment, schedule, and instructional approaches foster student motivation and encourage their independence and initiative in the service of learning.	There is limited evidence that the classroom environment, schedule, and instructional approaches foster student motivation and encourage their independence and initiative in the service of learning.	There is minimal evidence that the classroom environment, schedule, and instructional approaches foster student motivation and encourage their independence and initiative in the service of learning.
• The teacher establishes a classroom environment in which routines (e.g., approaches to journal writing, early morning work, assignments) are effectively used by students as a mechanism to guide their independent and constructive engagement in learning. By design, students' independence provides the teacher with opportunities to strategically offer flexible and responsive instruction. • Instructional approaches include thoughtful grouping strategies (i.e., homogenous and heterogeneous) and materials appropriate for independent use. Effective grouping supports students' attainment of the instructional goals and fosters their relevant individual contributions.	• The teacher establishes a classroom environment in which routines are used by students as a mechanism to guide their independent and constructive engagement in learning. However, the routines employed may be somewhat less effective either for student independence and constructive engagement or for the teacher's use of the time made available. • Instructional approaches include thoughtful grouping strategies and materials appropriate for independent use. While observed groupings appear to support students' attainment of the instructional goals, the groupings may be somewhat less effective in fostering student engagement and relevant, individual contributions.	• The teacher employs some routines that are used by students to work independently, but their value as a mechanism for constructive engagement in the learning process is less evident. As a result, there are fewer opportunities for the teacher to make use of instructional time, and his or her efforts may be less productive. • Instructional approaches include grouping strategies and materials available for instructional purposes. However, materials may be mismatched for some group members, leading to varying engagement and contributions. For example, in a heterogeneous group asked to compare and contrast mammals and reptiles, the books supplied may be too advanced for some students while appropriate for others.	• The teacher employs some routines, but they are limited in the extent to which they lead to students' independence and constructive engagement in learning. For example, students may be allowed to start eating their snack when they have completed an assigned task. • While students are grouped for certain activities and time periods, the connection between groupings and instructional goals is not evident. Criteria for grouping are random or determined by self-selection, gender, or other means. Likewise, the tasks assigned to groups, as well as accompanying materials, may be inappropriate for cooperative learning.	• Routines, if any, are used either to manage transitions and behavior or as a mechanism to allow students excessive time in unstructured activities. In either case, routines are generally characterized by restricting student initiative and independence. • Groupings, if any, lack structure and instructional focus. Students appear confused and unengaged in any meaningful group learning.

6. Opportunities for Independence in Learning

Sources of Evidence

- Instructional routines
- Grouping strategies

EVIDENCE:

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Score:

7. Recognizing Diversity in the Classroom

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that the diversity that students bring to the classroom is integrated into curriculum and instruction.	There is sufficient evidence that the diversity that students bring to the classroom is integrated into curriculum and instruction.	There is some evidence that the diversity that students bring to the classroom is integrated into curriculum and instruction.	There is limited evidence that the diversity that students bring to the classroom is integrated into curriculum and instruction.	There is minimal evidence that the diversity that students bring to the classroom is integrated into curriculum and instruction.
- Students' prior knowledge and personal interests are used as the basis for conversations, activities, and learning experiences in the classroom. In addition, this information is used as a basis for learning about other cultures and traditions. For example, as part of a geography unit on distinguishing between continents and countries, the teacher implements an activity in which students share their families' countries of origin and together construct a world map reflecting their ancestry. - There is evidence that the teacher uses information from students' homes and communities in classroom-based literacy activities. - Individual differences (e.g., cultural, racial, disability, language, gender) are valued and are explicitly addressed in multiple ways throughout the classroom to advance students' knowledge and development. For example, specific strategies are used to engage English language learners with English speakers and with curriculum activities.	- Students' prior knowledge and personal interests are used as the basis for conversations, activities, and learning experiences in the classroom, though efforts to extend this knowledge beyond the personal are somewhat less evident. - There is evidence that the teacher uses information from students' homes and communities in classroom-based literacy activities. - Individual differences are valued and addressed in ways that advance students' knowledge and development. For example, the teacher may offer English language learners additional opportunities to hear a book in English within the classroom.	- The classroom contains materials and/or interactions that reflect some awareness of student diversity, but the use of students' prior knowledge and personal interests are unclear. For example, the teacher and students may talk about where their families come from. - There is evidence that the teacher learns about students' homes and communities, but how this information is used in classroom-based literacy activities is unclear. For example, books about students' cultures or family structures are available but their use is not observed. - Individual differences are recognized and valued but are not necessarily used to advance students' knowledge and development. For example, the teacher may play music in the languages represented in the classroom but may not provide context or translation that deepens students' understanding.	- Opportunities for students to use their prior knowledge and personal interests regarding their diversity are limited. The classroom contains a narrow range of materials that point to individual and/or cultural differences but appear to be used mainly for decoration (e.g., a set of around-the-world dolls in costume displayed on a shelf). - Classroom-based literacy activities reflect a limited understanding of students' homes and communities, and may address differences in a constrained or superficial manner. - Some individual differences may be acknowledged (e.g., "Sarah, this is your week to help Mabel [a child with a disability] with her coat"), whereas other differences may be ignored.	- Opportunities for students to use their prior knowledge and personal interests regarding their diversity appear absent or are discouraged. If any, the classroom contains a narrow range of materials that point to individual and/or cultural differences but appear to be used mainly for decoration. - Classroom-based literacy activities do not reflect an understanding of students' homes and communities. Rather, they tend to portray negative stereotypical images or characterizations of culture and/or individual differences. - Individual differences appear to be consistently ignored or disrespected.

7. Recognizing Diversity in the Classroom

Sources of Evidence

- Students' prior knowledge and interests
- Home-school connection
- Inclusive strategies

EVIDENCE:

EVIDENCE:

Score:

8. Discourse Climate

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of a positive discourse climate that actively engages students in conversations that facilitate the mutual exchange of ideas, opinions, and feelings.	There is sufficient evidence of a positive discourse climate that actively engages students in conversations that facilitate the mutual exchange of ideas, opinions, and feelings.	There is some evidence of a positive discourse climate that actively engages students in conversations that facilitate the mutual exchange of ideas, opinions, and feelings.	There is limited evidence of a positive discourse climate that actively engages students in conversations that facilitate the mutual exchange of ideas, opinions, and feelings.	There is minimal evidence of a positive discourse climate that actively engages students in conversations that facilitate the mutual exchange of ideas, opinions, and feelings.
• The teacher deliberately fosters a climate in which expressing individual opinions and ideas is valued. He or she listens attentively to students and encourages them to listen and respond to one another. • The teacher explicitly and appropriately encourages the participation of all students, including those from differing linguistic, gender, racial, and cultural groups. The teacher skillfully builds on similarities and differences to foster productive conversation and meaningful interaction.	• The teacher makes efforts to listen attentively to students and creates opportunities to elicit differing opinions and ideas. However, his or her attempts to connect students' ideas and opinions with those of others are somewhat less evident. • The teacher encourages the participation of all students, but his or her efforts to draw from the exchanges to foster productive conversations and meaningful interactions are less explicit.	• The teacher accepts and pleasantly acknowledges students' contributions to classroom discussions, but his or her responses tend to be formulaic (e.g., "Good thought! Now let's turn to..."). • The teacher generally displays fairness in interactions with students from differing linguistic, gender, racial, and cultural groups. Exchanges of ideas are less extended, occur less frequently, and are typically dyadic (e.g., between the teacher and one student).	• There are limited opportunities for the exchange of ideas between the teacher and students and among students. Teacher responses tend to restrict students' elaborations and may dismiss ideas and opinions offered. • The teacher interacts differently with students from differing linguistic, gender, racial, and cultural groups. He or she may appear unaware of varying levels of student involvement in conversations and verbal exchanges, though he or she may initiate conversation with a few students.	• There are few or no opportunities for students to express their own ideas or opinions. Students are expected to listen to the teacher, and most interactions focus on procedural or managerial topics. Teacher response to students' contributions tends to be punitive. • There is a general lack of conversation and meaningful exchanges in the classroom. The teacher's interactions with students are preferential, harsh, or derisive, creating a negative discourse climate.

8. Discourse Climate

Sources of Evidence

- Efforts to foster conversations
- Participation of all students

EVIDENCE:

EVIDENCE.

Score:

9. Opportunities for Extended Conversations

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that teachers understand the role that extended conversations play in students' oral language development and learning.	There is sufficient evidence that teachers understand the role that extended conversations play in students' oral language development and learning.	There is some evidence that teachers understand the role that extended conversations play in students' oral language development and learning.	There is limited evidence that teachers understand the role that extended conversations play in students' oral language development and learning.	There is minimal evidence that teachers understand the role that extended conversations play in students' oral language development and learning.
- The teacher artfully integrates a set of instructional approaches to engage students in extended conversations that support their broader intellectual development (e.g., analyzing, predicting, problem solving, reflecting on learning). He or she selects topics and combines them with varied strategies, including grouping, to maximize the exchange of ideas and learning. - The teacher effectively orchestrates conversations and exchanges that maximize learning in content areas and build specific oral language skills. For example, the teacher orchestrates a discussion in which students compare and contrast specific features of the birds of prey and learn precise vocabulary.	- The teacher employs instructional approaches to engage students in extended conversations that support their broader intellectual development. However, his or her efforts to combine selected topics with strategies are somewhat less effective in promoting the exchange of ideas and learning. For instance, the teacher may favor the use of large-group discussions when individual conversations or small groups would be more productive. - The teacher engages students in conversations and exchanges that lead toward content-area learning and oral language skill development, though one instructional focus (content-area learning or oral language skill development) may be less evident than the other.	- The teacher attempts to engage students in some discussions, but topic selection and use of strategies are less effective in stimulating broader intellectual development. For example, a book reading session concludes with the whole-class prompt, "How did you like this Magic Tree House book?" - The teacher includes some opportunities for students to talk during instructional periods. Teacher efforts to check understanding (e.g., "What is the correct word for an eagle's claw?") or confirm next steps (e.g., "Does everyone know which group they're in?") predominate.	- The teacher's attempts to engage students in the exchange of ideas and learning through conversation is limited by a restricted range of topics and/or ineffective strategies. - There are limited opportunities for conversations related to learning. Talk is dominated by the teacher's presentation of information and management of students' compliance.	- The teacher appears to devalue conversation as an instructional strategy, and efforts to talk with students about their learning are minimal across formal or informal settings in the classroom. - There are few or no efforts to provide opportunities for conversations related to learning. The teacher quiets students and discourages their attempts to engage in discussions.

9. Opportunities for Extended Conversations

Sources of Evidence

- Instructional approaches for intellectual development
- Promotion of content and language learning

EVIDENCE:

[illegible]

Score:

10. Efforts to Build Vocabulary

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of instructional efforts to expand students' spoken vocabulary.	There is sufficient evidence of instructional efforts to expand students' spoken vocabulary.	There is some evidence of instructional efforts to expand students' spoken vocabulary.	There is limited evidence of instructional efforts to expand students' spoken vocabulary.	There is minimal evidence of instructional efforts to expand students' spoken vocabulary.
• New and challenging words are systematically introduced, discussed, and infused in ongoing classroom activities. For example, words that may be introduced during language arts instructional time are heard and seen (e.g., word wall, dictation) across multiple classroom settings. • The teacher's instruction is effective in elucidating the meanings of new words with students by promoting their use in ways that help students arrive at their own definitions. For example, the teacher might draw attention to a word from a story and ask students to relate it to their own experience. Careful consideration is given to vocabulary development for English language learners. • The teacher shows excitement for words through playful interactions with students. He or she models challenging language and acknowledges students' own experimentation.	• New and challenging words are introduced and discussed. While new vocabulary is heard or seen in more than one setting, the use of new words is somewhat less integrated into ongoing classroom activities. • Teacher instruction is effective in elucidating the meanings of new words with students by promoting their use in ways that help students arrive at their own definitions, although the strategies used may be somewhat less varied or engaging. Consideration is given to vocabulary development for English language learners. • The teacher shows interest for words while interacting with students. He or she models challenging language and acknowledges students' own experimentation, though the teacher's interactions are somewhat less effective.	• New words are introduced and discussed but may not be sufficiently challenging. The introduction of new words occurs during a specific instructional period and is not reinforced in ongoing classroom activities. • The teacher provides students with appropriate definitions of new words but typically does not engage them in deriving these definitions themselves. Adaptations for English language learners may be less clear or consistent. • The teacher attempts to use previously introduced words in interactions with students, though these attempts are perfunctory or awkward and lack a sense of experimentation and playfulness.	• Efforts to introduce and use new vocabulary are limited, either by the nature of the words or by the instructional activities selected. Thus, vocabulary building does not appear to be an instructional focus. • Definitions, when offered by the teacher, may be inappropriate—that is, either too easy or too complicated for students to understand. Adaptations for English language learners are limited or unsuitable. • The teacher rarely uses new and challenging vocabulary in interactions with students.	• There are few or no efforts made to introduce and use new words. • The teacher may neglect to provide definitions for new words and may not acknowledge when words are not understood by students in the class. The teacher mainly ignores vocabulary development for English language learners and may make them self-conscious about their language acquisition. • The teacher's vocabulary with students is restricted and simplistic.

10. Efforts to Build Vocabulary

Sources of Evidence

- Systematic vocabulary instruction
- Strategies to build understanding
- Teacher modeling

EVIDENCE:

[illegible]

Score:

11. Characteristics of Books

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that books are well selected and organized for different instructional purposes and support the diversity of students in the classroom.	There is sufficient evidence that books are well selected and organized for different instructional purposes and support the diversity of students in the classroom.	There is some evidence that books are well selected and organized for different instructional purposes and support the diversity of students in the classroom.	There is limited evidence that books are well selected and organized for different instructional purposes and support the diversity of students in the classroom.	There is minimal evidence that books are well selected and organized for different instructional purposes and support the diversity of students in the classroom.
- Books are thoughtfully organized and clearly labeled to facilitate the students' and the teacher's access to texts, including written materials that relate to topics under study (e.g., reference books). - Multiple genres are available for students' use. There is an appealing and appropriate selection of fictional narratives, poetry, biography, and other nonfiction. - The teacher has available books selected to advance specific and varied instructional goals, including small-group reading instruction (multiple copies), reading aloud by the teacher, individual reading, and content-area learning (e.g., <i>The Lorax</i> for learning about ecology). - Selections include diverse representation of characters and family structures, including people of different race, gender, ability, and language. The diversity reflects that found within the classroom community as well as in the world.	- Books are organized and labeled to allow students and the teacher access to texts, though it is less clear how written materials related to current topics are accessed. - Variety in genres is evident in the books available for students' use; though appealing and appropriate, the selection may be somewhat less wide ranging. - The teacher has available books selected to advance specific instructional goals, though the number and types of books available suggest less variation in instructional goals pursued. - Selections include diverse representation of characters and family structures, including people of different race, gender, ability, and language. The diversity reflects that found within the classroom community as well as in the world.	- Books are shelved and placed in designated areas of the classroom, though access is compromised by inconsistent organization and/or labeling. - While several genres are represented, the selection is skewed toward a particular genre (e.g., fictional narrative) and/or focuses on a narrow range of abilities or topics. Consequently, the selection offers fewer choices for student use. - The teacher has available books that are used for instruction, though the selection tends to support a narrow range of instructional goals. For example, there may be adequate books for group reading instruction but few or no books for individual reading. - Selections include some representation of different characters and family structures, though there is less diversity depicted overall.	- Books are arranged around the class without a discernible system of organization and appear to be accessed mainly by the teacher or with the teacher's direction. - Available books are limited in both variety (e.g., genres and appealing topics) and appropriateness for the age group and ability levels of students. For example, a first-grade classroom offers no beginning chapter books for students. - The number, relevance, and complexity of available books indicate a mismatch between students' abilities and the text. Moreover, available books are limited in their ability to support instructional goals beyond group reading instruction. - Diversity of characters or family structures in books available is limited.	- Books are scattered haphazardly, without care for how they are used and treated. - Little or no variety is evident in the books available for students' use. They are generally inappropriate for the age group and ability levels of students (i.e., consistently too difficult or too simple). - The number, relevance, and complexity of available books indicate a lack of instructional focus in reading or use of books for content-area learning. - Diversity of characters or family structures in books available is absent or, if present, reinforces racial, gender, or cultural stereotypes.

11. Characteristics of Books

Sources of Evidence

- Organization of books
- Variety of genres
- Use of books in instruction
- Diversity

EVIDENCE:

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Score:

12. Development of Reading Fluency

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of reading instruction that exposes students to fluent reading and promotes their developing abilities to read accurately, smoothly, expressively, and at an appropriate rate.	There is sufficient evidence of reading instruction that exposes students to fluent reading and promotes their developing abilities to read accurately, smoothly, expressively, and at an appropriate rate.	There is some evidence of reading instruction that exposes students to fluent reading and promotes their developing abilities to read accurately, smoothly, expressively, and at an appropriate rate.	There is limited evidence of reading instruction that exposes students to fluent reading and promotes their developing abilities to read accurately, smoothly, expressively, and at an appropriate rate.	There is minimal evidence of reading instruction that exposes students to fluent reading and promotes their developing abilities to read accurately, smoothly, expressively, and at an appropriate rate.
• The teacher models fluent reading and draws students' attention to specific features of fluency (e.g., pausing at punctuation) through discussion. For example, after reading the poem "The Snake" by Emily Dickinson to her third-grade class, the teacher initiates a discussion by pointing out how the placement of words on the page guided her phrasing. • The teacher uses a variety of techniques that artfully align text selection with students' abilities and interests. Varied instructional strategies (e.g., choral reading, repeated readings, readers' theater) and opportunities for students to read aloud support the development of fluency. • The teacher engages students in enjoyable and motivational reading games and activities that build familiarity with high-frequency words and increase automaticity of word recognition.	• The teacher models fluent reading and draws students' attention to specific features of fluency. However, efforts to engage students in discussion of such features are somewhat less evident. • The teacher employs varied instructional strategies to support students' development of reading fluency, though teaching techniques and materials may be somewhat less aligned with students' abilities and/or interests. • The teacher engages students in activities that build familiarity with high-frequency words and increase automaticity of word recognition.	• The teacher models fluent reading, though he or she does not explicitly draw students' attention to specific features of fluency. • The teacher employs instructional strategies that are appropriate for developing reading fluency but relies heavily on a limited number of techniques and materials that are less well aligned with students' abilities and/or interests. • The teacher provides students with activities to practice the recognition of high-frequency words (e.g., flash cards on a word ring).	• The teacher reads aloud to the class, but his or her reading may be characterized by a lack of fluency or expression. • Developing students' reading fluency is restricted by the teacher's limited variety of instructional strategies and materials (e.g., round robin reading). • The teacher introduces high-frequency words to students and may provide opportunities for students to see those words (e.g., word wall), but strategies to intentionally build automaticity are limited.	• The teacher does not read aloud for the purpose of modeling fluency. Reading aloud may be for the purpose of reading instructions rather than connected text. • Instructional strategies to develop students' reading fluency are not evident. • The teacher introduces high-frequency words to students, but does not provide activities to promote automaticity.

12. Development of Reading Fluency

Sources of Evidence

- Modeling fluency
- Varied instructional strategies
- Activities to build automaticity

EVIDENCE:

[illegible]

Score:

13. Sounds to Print

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of instruction that builds understanding of the relationship between sounds in language, their representation in print, and how they function together for reading and writing.	There is sufficient evidence of instruction that builds understanding of the relationship between sounds in language, their representation in print, and how they function together for reading and writing.	There is some evidence of instruction that builds understanding of the relationship between sounds in language, their representation in print, and how they function together for reading and writing.	There is limited evidence of instruction that builds understanding of the relationship between sounds in language, their representation in print, and how they function together for reading and writing.	There is minimal evidence of instruction that builds understanding of the relationship between sounds in language, their representation in print, and how they function together for reading and writing.
• Instruction in phonemic awareness and/or phonics is characterized by short episodes of direct instruction in which the teacher clearly and succinctly explains specific principles and provides engaging activities for practice. • The teacher varies the focus of instruction based on the reading level of students. He or she modifies instruction to meet the needs of individuals within the group. For example, during an activity to generate words that rhyme, the teacher modifies the task for one student to identify words that rhyme. • The teacher skillfully supports students' acquisition and application of phonic principles during small-group reading instruction and other occasions to read connected texts. He or she provides specific strategies to promote students' ability to decode words independently.	• Instruction in phonemic awareness and/or phonics is characterized by direct instruction during which specific principles and opportunities for practice are provided. However, the instruction may be too long, or the follow-up activities may be less engaging. • The teacher varies the focus of instruction based on the reading level of students, though opportunities for students to use and practice emerging skills may be less wide-ranging. Efforts to modify instruction for individuals are less evident. • The teacher supports students' acquisition and application of phonic principles during small-group reading instruction and other occasions to read connected texts. Strategies to promote students' ability to decode words independently are less evident.	• Instruction in phonemic awareness and/or phonics is characterized by very brief introduction of concepts that may lack helpful explanation, followed by extended individual practice that is useful but not engaging. • Instruction appears to be based on and targeted at the reading level of the majority of students in the class. Some efforts to modify instruction are evident for learners who are more advanced or struggling, but most students are expected to complete the same task. • While the teacher supports students' acquisition and application of phonic principles during some reading activities, occasionally he or she supplies words for students that they might be expected to decode independently.	• Instruction in phonemic awareness and/or phonics may lack sufficient clarity and result in confusion that affects students' ability to understand and complete follow-up activities. • While instruction appears to be systematic, it may be mismatched with the reading level of most students (either too difficult or too simplistic). Modifications are not evident and all students are expected to complete the same assignments, regardless of reading level. • While there is instruction for students' acquisition of phonic principles, there is a lack of support to apply principles to reading connected texts, such as missed opportunities that could further students' development as independent readers.	• Instruction in phonemic awareness and/or phonics, if observed, is dominated by teacher presentation that may lack clarity or may be incorrect. Opportunities for individual practice may be excessively long and repetitive. • Instruction lacks focus, and it is difficult for students and observers to discern the intended level and/or purpose of activities. Modifications and accommodations for individual students are not evident. • Students are not supported in acquiring or applying phonic principles.

13. Sounds to Print

Sources of Evidence

- Direct instruction
- Adaptations for individuals
- Strategies for decoding

EVIDENCE:

EVIDENCE:

Score:

14. Strategies to Build Reading Vocabulary

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of instruction that effectively promotes students' breadth and depth of word knowledge.	There is sufficient evidence of instruction that effectively promotes students' breadth and depth of word knowledge.	There is some evidence of instruction that effectively promotes students' breadth and depth of word knowledge.	There is limited evidence of instruction that effectively promotes students' breadth and depth of word knowledge.	There is minimal evidence of instruction that effectively promotes students' breadth and depth of word knowledge.
- The teacher creates a climate in which intellectual risk taking is valued, and students are encouraged to experiment with the power of words. The teacher models use of sophisticated vocabulary and chooses texts that make use of challenging words and concepts. - The teacher selects specific words for vocabulary study that are from texts students are reading and/or that are important to curriculum topics under study. - The teacher provides opportunities for students to study words in depth. He or she models and encourages the use of new vocabulary in multiple contexts and uses varied approaches to explore the meanings of new words (e.g., semantic mapping). - The teacher explicitly instructs students in the use of context clues to derive the meanings of unknown words. He or she uses modeling and other techniques to illustrate the process. Also, he or she supports students' independent use of reference materials to learn the meanings of unknown words.	- The teacher creates a climate in which students are exposed to and encouraged to try out new words. The teacher uses challenging vocabulary and chooses texts that make use of challenging words and concepts. - The teacher selects specific words for vocabulary study that are from texts students are reading and/or that are important to curriculum topics under study. - The teacher provides opportunities for students to study words and uses a variety of activities to explore word meanings, though activities are less effective in fostering a depth of understanding. - The teacher instructs students in the use of context clues to derive the meanings of unknown words, although his or her instruction may be less explicit. He or she also supports students' access to reference materials to learn the meanings of unknown words, although their independent use may be somewhat less evident.	- The teacher provides opportunities for students to encounter new words, though student use of new words is less evident. He or she chooses texts that include unfamiliar words. - The teacher selects groupings of words that are related in meaning or structure (e.g., words beginning with the same prefix) though not clearly related to texts or curriculum topics that students are studying. - There are opportunities for students to study selected vocabulary words, but the activities employed tend to be superficial. - The teacher reminds students to use context clues to understand unfamiliar words (e.g., "look at the picture"; "use the words before and after to figure it out") but does not actively instruct students in their application. Reference materials are available, but it is unclear how and when students use them.	- Vocabulary instruction is relegated to specific times and narrowly prescribed activities, thereby limiting opportunities for students to encounter and use new words. The teacher may appear uncomfortable using new or challenging vocabulary or may use it incorrectly. - Words are selected from preexisting lists and are generally not related in meaning or structure to one another. Words are not connected to texts or curriculum topics that students are studying. - Opportunities for students to study words are mainly focused on memorizing and reiterating specific definitions within a limited context. - The teacher does not assist students in deriving word meanings in context. Reference materials are available but appear to be mainly for use by the teacher.	- Vocabulary instruction, if any, is relegated to specific times and narrowly prescribed activities, thereby limiting opportunities for students to encounter and use new words. The teacher may appear uncomfortable using new or challenging vocabulary and may discourage students' use of sophisticated language. - Words selected for study are either too difficult or too simple for students and may be insufficient or overwhelming in quantity. - Word study, if any, may merely mention definitions. - The teacher does not assist students in deriving word meanings in context, and reference materials, if any, are inaccessible to students.

- Teacher modeling
- Vocabulary selection
- Varied approaches to word study
- Strategies for learning word meanings independently

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

15. Strategies to Build Reading Comprehension

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that the teacher models and instructs students in comprehension strategies that promote their understanding of texts that they listen to and read themselves.	There is sufficient evidence that the teacher models and instructs students in comprehension strategies that promote their understanding of texts that they listen to and read themselves.	There is some evidence that the teacher models and instructs students in comprehension strategies that promote their understanding of texts that they listen to and read themselves.	There is limited evidence that the teacher models and instructs students in comprehension strategies that promote their understanding of texts that they listen to and read themselves.	There is minimal evidence that the teacher models and instructs students in comprehension strategies that promote their understanding of texts that they listen to and read themselves.
- The teacher explains and demonstrates cognitive strategies to help students understand text (e.g., comprehension monitoring, questioning, summarization). For example, the teacher displays a text example and demonstrates how she uses questioning to analyze and promote her understanding. - The teacher skillfully employs an integrated set of instructional strategies before, during, and after reading to foster comprehension. He or she employs techniques that are matched to students' capacity to read independently. For example, in second and third grade, students primarily read silently and are encouraged to use active reading strategies (e.g., writing questions on sticky notes). - During reading instruction, the teacher poses a variety of questions. He or she skillfully uses questions to guide students' comprehension and focus on important aspects of the text.	- The teacher explains and demonstrates cognitive strategies to help students understand text. However, the quality of the explanation and detail provided may be less useful or evident. - The teacher employs an integrated set of instructional strategies before, during, and after reading to foster comprehension, but the balance and timing of instruction may be skewed toward one part of the reading process. Techniques that the teacher employs appear well matched to students' capacity to read independently. - During reading instruction, the teacher poses a variety of questions. However, the questions themselves or the teacher's skill in orchestrating discussion is less effective.	- The teacher explains cognitive strategies but may not effectively demonstrate their use. - The teacher employs a set of loosely related instructional strategies to foster reading comprehension. In addition, the balance and timing of instruction may be skewed. The teacher's techniques may be less closely aligned with students' ability to read independently (e.g., the teacher spends 15 minutes pre-viewing familiar words). - During reading instruction, the teacher asks questions that promote basic, factual comprehension, but he or she is less skilled in using questions to stimulate students' comprehension.	- The teacher may allude to the existence of cognitive strategies but do not provide sufficient explanation or demonstration for students to use them. - The teacher may employ instructional strategies in one or two phases of the reading process but may neglect others. Techniques to foster students' comprehension may not be aligned with students' abilities. - During reading instruction, the teacher uses questions primarily to assess student comprehension. The teacher exhibits limited ability to engage students in comprehension through use of open-ended questions.	- Cognitive strategies to help students understand texts are not incorporated into instruction. - The teacher does not incorporate instructional strategies to facilitate student engagement before, during, or after reading. - If the teacher asks questions during reading instruction, the questions are not connected to important details or ideas in the text. Moreover, questions may be strictly procedural to check for compliance rather than comprehension (e.g., "Who has finished page 6?").

- Demonstration of cognitive strategies
- Instructional strategies
- Questioning to promote understanding

EVIDENCE: _____

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Score:

16. Writing Environment

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence that the teacher supports students' writing development and engages them in authentic uses of writing that are integral to their daily classroom experiences.	There is sufficient evidence that the teacher supports students' writing development and engages them in authentic uses of writing that are integral to their daily classroom experiences.	There is some evidence that the teacher supports students' writing development and engages them in authentic uses of writing that are integral to their daily classroom experiences.	There is limited evidence that the teacher supports students' writing development and engages them in authentic uses of writing that are integral to their daily classroom experiences.	There is minimal evidence that the teacher supports students' writing development and engages them in authentic uses of writing that are integral to their daily classroom experiences.
- The teacher integrates opportunities that motivate students to write for varied and authentic purposes (e.g., content-area learning, self-expression). The teacher is engaged as a writer with students, serves as a model, provides exemplars, and incorporates instruction to generate interest in and facility with the writing process. - The teacher deliberately fosters a climate in which thoughtful feedback is provided from the teacher and students, using multiple strategies (e.g., written comments, discussion, conferences). Students receive productive input on their ideas and gain strategies to improve their works in progress and finished products. - Displays are varied and reflect current student learning, including written work in different stages of development, tools useful in the writing process, or exemplars (e.g., work of noted authors).	- The teacher provides opportunities that motivate students to write for authentic purposes, though his or her efforts are less varied and integrated. While the teacher serves as a model and may point out his or her own uses of writing, the teacher's efforts focus mainly on students' writing. - The teacher interacts constructively with students to provide them with helpful feedback in multiple ways to refine their ideas and clarify their writing. However, most input comes from the teacher. - Displays are mostly current and reflect student learning and tools useful in the writing process, though materials displayed are less varied overall.	- The teacher provides opportunities for students to write, though the topics and forms for writing appear teacher-determined. Consequently, the purposes for writing tend to restrict student interest and opportunities for self-expression. The teacher guides students through writing assignments. - The teacher provides feedback to students verbally and in writing, though the focus of the feedback is predominantly corrective rather than interaction about the ideas in students' writing. - Displays show students' final products that tend to be uniform in content and style (e.g., thank-you notes) and some teacher-generated materials related to writing. Some displays are outdated.	- Opportunities for students to write are formulaic and geared toward a specific final product. The teacher assigns work and monitors its completion. - The teacher's feedback to students is on the mechanics of writing (e.g., correctness of spelling, grammar, punctuation) and does not address the ideas in their writing. - Displays are largely decorative and dominated by teacher-generated material, though they may include some examples of student written work.	- Opportunities for students to write, if any, are restricted to simplistic and superficial aspects of writing such as copying and correcting grammar. The teacher's emphasis is on student compliance with a strictly defined template. - The teacher grades and returns students' written work without providing feedback. - Displays in the classroom include few, if any, examples of students' written work. Those displayed may show writing as an incidental feature of art.

16. Writing Environment

Sources of Evidence

- Varied opportunities
- Teacher role
- Feedback
- Content of displays

EVIDENCE:

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Score:

17. Focused Writing Instruction

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of systematic instruction that promotes students' understanding of the processes and purposes of writing and supports their development as capable, confident writers.	There is sufficient evidence of systematic instruction that promotes students' understanding of the processes and purposes of writing and supports their development as capable, confident writers.	There is some evidence of systematic instruction that promotes students' understanding of the processes and purposes of writing and supports their development as capable, confident writers.	There is limited evidence of systematic instruction that promotes students' understanding of the processes and purposes of writing and supports their development as capable, confident writers.	There is minimal evidence of systematic instruction that promotes students' understanding of the processes and purposes of writing and supports their development as capable, confident writers.
The teacher provides systematic writing instruction through brief, focused lessons with individuals or groups. They address writing process, mechanics, and use of techniques to achieve particular effects (e.g., analysis of text to show effective use of dialogue).	The teacher provides systematic writing instruction with individuals or groups, but the focus and duration of lessons may be mismatched with students' interests or writing ability. Most lessons focus on aspects of writing process and mechanics, with less consideration given to use of specific techniques.	The teacher provides writing instruction. However, the teacher's choices about the grouping of students or the content and duration of instruction may significantly detract from students' ability to learn about writing process, mechanics, or other techniques.	The teacher offers some lessons about the writing process or mechanics, but these tend to be sporadic, lacking in focus, or not relevant to students' written work or writing abilities.	Writing lessons are focused exclusively on spelling, grammar, and mechanics and do not engage students in a writing process or expose them to writing as a craft.
Students are observed writing and using a multistep process to advance their writing abilities and sense of themselves as writers. Students plan, draft, revise, edit, or publish during designated writing periods or at times integrated with other content-area blocks.	Students are observed writing and using a multistep process to advance their writing abilities, although the process may be somewhat less defined.	Students are encouraged to produce final written products, but it is unclear whether they engage in an explicit multistep process to generate their written work.	Students produce written work that conforms to teacher-devised templates. There is limited evidence of student engagement in a process that extends beyond correct completion of assigned writing tasks.	Students are assigned writing tasks that are tedious or repetitive.
The teacher talks with students about their writing. The teacher and students explore the intended goals for written assignments and together generate ideas for ways to strengthen writing (e.g., word choices, clarity, adding details and interest).	The teacher talks with students about their writing. While he or she offers suggestions to expand and improve the work under consideration, these exchanges are somewhat more instructional and less of a dialogue.	The teacher provides verbal and written feedback to students about their writing, though his or her suggestions are more focused on mechanics than on the ideas and goals of the written work.	The teacher corrects the grammar and mechanics of students' writing and has limited interactions with students regarding their written work.	The teacher corrects the grammar and mechanics of students' writing. Interactions with students, if any, may be characterized as disapproving or punitive.

17. Focused Writing Instruction

Sources of Evidence

- Focused lessons
- Systematic instruction
- Interaction about intended goals

EVIDENCE:

This image shows a single sheet of white paper with horizontal blue or green ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Score:

18. Students' Writing Products

5 Exemplary	4 Strong	3 Basic	2 Inadequate	1 Deficient
There is compelling evidence of a system for organizing students' writing products that supports students' active engagement as writers and encourages productive self-reflection.	There is sufficient evidence of a system for organizing students' writing products that supports students' active engagement as writers and encourages productive self-reflection.	There is some evidence of a system for organizing students' writing products that supports students' active engagement as writers and encourages productive self-reflection.	There is limited evidence of a system for organizing students' writing products that supports students' active engagement as writers and encourages productive self-reflection.	There is minimal evidence of a system for organizing students' writing products that supports students' active engagement as writers and encourages productive self-reflection.
• There is a system in place that students and teachers use to organize, store, and access their own work for varied purposes, including reviewing previous work, editing current work, publishing, or sharing. • Collections of students' written work include varied genres (e.g., poetry, memoir, exposition, fantasy) and topics. There are both teacher-assigned and student-selected works, indicating a range of opportunities for students' engagement in varied purposes of writing.	• There is a system in place that students and teachers use to organize, store, and access their own work for varied purposes. However, the students' and the teacher's active engagement with the written work included is somewhat less consistent. • Collections of students' written work include varied genres and topics, although the products may be less varied. There are both teacher-assigned and student-selected works, indicating a range of opportunities for students' engagement in varied purposes of writing.	• There is a system to organize students' written work, though it is used principally as a documentation and assessment tool by the teacher for the purposes of tracking or demonstrating students' progress in writing. • Collections of students' written work show some variety, although the content and format seem somewhat restricted and/or prescribed by the teacher.	• Students' written work is not organized systematically, though examples are periodically collected, stored, and reviewed by the teacher. The purpose and use of the collection of writings is unclear. • Students' written work is characterized by uniformity and brevity, reflecting a formulaic approach to writing.	• There is little or no evidence of a system for collecting, storing, or reviewing students' written work, though folders with student names (or similar storage devices) may exist. • Students' written products, if any, typically include worksheets or other means that restrict student writing to individual words or parts of speech, with no apparent focus on writing connected text.

18. Students' Writing Products

Sources of Evidence

- Organization and use of written work
- Variety of genres and topics

EVIDENCE:

EVIDENCE:

Score:



Teacher Interview

These teacher interview questions can be asked at the conclusion of an ELLCO K-3 observation. They are intended to supplement your observation but are not intended to be used as direct evidence for scoring determination.

- Were the adults and students in your classroom today your regular group?

Probe for any modifications that would be an advantage or disadvantage to the outcome of the observation (e.g., additional staff members or specialists, significantly more or fewer students). Note these on the Observation Record.

- What are the current curriculum topics that you are working on in your classroom?
- Where are you and your students in the process of learning about these topics?

If the class is just beginning a new topic, probe for information, documentation, or other materials from previous topics.

- How often do you typically change the materials, displays, or organization of your classroom?

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

- Do you use any particular methods or programs for helping students become readers and writers?

Probe for information about any methods or programs identified, including how they were selected, as well as how and when they are typically used.

This image shows a single sheet of white paper with horizontal blue or green ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.



Teacher Interview

- Do your students participate in mandated testing during the school year (e.g., kindergarten readiness, third grade reading)?
- If so, how do you use the results?

Probe for specifics about the types and timing of testing (e.g., fall, spring) as well as the information the teacher receives about individual students.

- In what ways do you communicate or enlist the support of student's families as part of your reading program?

**Section I:
Classroom Structure**

Score

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| 1. Organization of the Classroom | 5 | 4 | 3 | 2 | 1 |
| 2. Contents of the Classroom | 5 | 4 | 3 | 2 | 1 |
| 3. Classroom Management | 5 | 4 | 3 | 2 | 1 |
| 4. Professional Focus | 5 | 4 | 3 | 2 | 1 |

Subtotal

**Section II:
Curriculum**

Score

- | | | | | | |
|---|---|---|---|---|---|
| 5. Integration of Language and Literacy | 5 | 4 | 3 | 2 | 1 |
| 6. Opportunities for Independence in Learning | 5 | 4 | 3 | 2 | 1 |
| 7. Recognizing Diversity in the Classroom | 5 | 4 | 3 | 2 | 1 |

Subtotal

**Section III:
The Language Environment**

Score

- | | | | | | |
|---|---|---|---|---|---|
| 8. Discourse Climate | 5 | 4 | 3 | 2 | 1 |
| 9. Opportunities for Extended Conversations | 5 | 4 | 3 | 2 | 1 |
| 10. Efforts to Build Vocabulary | 5 | 4 | 3 | 2 | 1 |

Subtotal

**Section IV:
Books and Reading**

Score

- | | | | | | |
|---|---|---|---|---|---|
| 11. Characteristics of Books | 5 | 4 | 3 | 2 | 1 |
| 12. Development of Reading Fluency | 5 | 4 | 3 | 2 | 1 |
| 13. Sounds to Print | 5 | 4 | 3 | 2 | 1 |
| 14. Strategies to Build Reading Vocabulary | 5 | 4 | 3 | 2 | 1 |
| 15. Strategies to Build Reading Comprehension | 5 | 4 | 3 | 2 | 1 |

Subtotal

General Classroom Environment Subscale

Classroom Structure subtotal

Curriculum subtotal

Total

Average subscale score

Language and Literacy Subscale

The Language Environment subtotal

Books and Reading subtotal

Total

Average subscale score

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