

English Language Arts (ELA) Classroom Observation Rubric

Standard Alignment: Does the lesson reflect the demand of the standards?	
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 (text, questions, tasks) culturally and instructionally rich, centering diverse perspectives, providing grade-level complexity, and offering opportunities for students to examine diverse ideologies and perspectives?	
A. Text is culturally and instructionally rich and at or above the quantitative and/or qualitative complexity level expected for the grade.	4 - The text is appropriately complex for the grade level and is culturally and instructionally 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 - Students briefly spend time 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 builds knowledge of history, civics, geography, sciences, art, math, human nature, etc. and centers diverse perspectives of authors and characters.	4 - The text(s) are connected to a larger, cohesive unit of study that builds deep knowledge of a topic and centers diverse perspectives. 3 - The text(s) are connected to a larger, cohesive unit of study that builds deep knowledge of a topic. 2 - The text(s) are not connected to a larger, cohesive unit of study and build limited knowledge of a topic. 1 - The text(s) do not provide the opportunity to build knowledge.
D. The text(s) offer a strong foundation for questions and tasks to invite multiple, divergent, even contradicting interpretations of texts. They guide students to examine ideologies and perspectives represented in the text.	4 - Most questions and tasks 3 - Some questions and tasks 2 - Few questions and tasks 1 - No questions or tasks
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 about the text. 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

<p>E. The teacher deliberately checks for understanding throughout the lesson to provide feedback to students. When appropriate, students refine written and/or oral responses.</p>	<p>4 - The teacher checks for understanding among most students. Feedback is provided and 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. Feedback is provided to those students. 1 - The teacher checks for understanding among few or no students and/or no feedback is provided.</p>
<p>F. Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as readers and writers.</p>	<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. 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. 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. 1 - The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating answers are right or wrong.</p>
<p>Core Action 3: Does the lesson and instruction provide support for all students to engage in the work of the lesson?</p>	
<p>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>	<p>4 - Most students are doing the majority of the work in service of grade-level standards. 3 - Some students are doing the majority of the work in service of grade-level standards. 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. 1 - Students are not doing the majority of the work.</p>
<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>	<p>4 - Most students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards. 3 - Some students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards. 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. 1 - Students are not engaged in productive struggle.</p>
<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>	<p>4 - Most students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards. 3 - Some students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards. 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 and precise text evidence but NOT in service of grade-level standards. 1 - Students are not providing text evidence.</p>
<p>D. Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.</p>	<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. 3 - Some students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic. 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. 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.

Students are moving toward a strong grasp of the content of the lesson.
 4 – Most students 3 – Some students 2 – Few students 1 – No students or little evidence

Classroom/teacher/ objective/standard(s)					
	Race/Ethnicity	Gender	Socioeconomic status	Students with disabilities	Multilingual learners
School demographic information					
Who is in the class?					
Who is participating?					
Implications:					
Content/task(s):		Teacher/student evidence:			
Summary and big takeaways:					