

Teacher Observation

Wisconsin State Standards Strand

ELA

Grade Level

K-5

Purpose

Use with students to inform instruction, monitor student growth, and provide students feedback on their understanding of the ELA CCSS.

When to Use

Before Reading
During Reading
After Reading

Grouping

Whole Group
Small Group
Individuals

ABOUT THE ASSESSMENT

TEACHER OBSERVATION involves observing students as they work and then taking anecdotal records of your observations. These anecdotal records include dated and informal notes that describe the student's performance and abilities on a specific task. They can also be about a student's affect or attitude towards a subject or skill. They can be about writing, reading, or a student's performance during collaborative discussions. Anecdotal records can be used to inform instruction, monitor student growth, and provide students feedback on their understanding of the ELA CCSS.

IMPLEMENTATION OF THE ASSESSMENT

- Establish the purpose of the observation. On which specific area of the ELA CCSS will you be focusing during the observation?
- Identify the target student(s) for the observation and circulate the room as you observe students involved in reading, writing, or collaborative discussions.
- As you observe, take detailed anecdotal records on the student(s). Suggestions for information to note include
 1. The student's attitude or affect during the task
 2. Where the student struggles when completing the task
 3. Where the student excels when completing the task
 4. Specific strategies the student utilizes as they complete the task
 5. Ideas for future strategies to teach to the student to help with learning the specific task
 6. Specific learning styles the student demonstrates
 7. Any other pertinent information
- Make sure to date the notes and review them frequently as you prepare for instruction, monitor student growth, and provide students feedback on their understanding of the ELA CCSS.

RESEARCH

Farris, P. J. (2005). *Language arts: Process, product, and assessment* (2nd Edition). Long Grove, IL: Waveland Press, Inc.

Checklists

Checklists that students can use when conferring about their collaborative discussions and speaking and listening skills.

Collaborative Discussions

Name: _____



INDICATORS	WHAT IT LOOKS LIKE	WHAT IT SOUNDS LIKE	HARDLY 1	SOME 2	MOST 3	ALL 4	N/A EX
PREPARATION							
Has completed work prior to group work	<ul style="list-style-type: none"> Brings text/supplies/assignment to class Takes out text/supplies/assignment 	<ul style="list-style-type: none"> "I have my calculator here." "My notes are on my desk." 					
Engages in learning	<ul style="list-style-type: none"> Arrives on time Puts electronics away Works with a wide range of students Takes a positive role in groups Shares materials Does equal share of the work Tracks progress towards goals/deadlines 	<ul style="list-style-type: none"> "My cell is turned off." "How about if I work on _____ and you work on _____?" "_____ may join our group." "You may use my book." "We need to _____ in order to meet our goal." 					
SPEAKING							
Gives evidence to support ideas	<ul style="list-style-type: none"> Makes eye contact Incorporates vocabulary expected of the content Reads a passage from the text that illustrates an idea Brings another information source to support an idea Presents information in an organized way 	<ul style="list-style-type: none"> "On page ____, it states..." "I found another source that corroborates ..." "I found a source that challenges..." "First.... Second.... Third..." "... was a cause of ..." 					
Asks questions to generate discussion	<ul style="list-style-type: none"> Makes eye contact Uses open-ended questions 	<ul style="list-style-type: none"> "How do...?" "Why does...?" "What do you think..." 					
Respects the opinions of others	<ul style="list-style-type: none"> Makes eye contact Allows others to finish speaking Comments on the idea, not the person Minimizes gestures 	<ul style="list-style-type: none"> "Although I do not agree with _____'s idea, she gave several examples of why she thinks that." "Another way to look at it might be..." 					

Extends others' responses	<ul style="list-style-type: none"> • Makes eye contact • Allows others to finish speaking • Acknowledges ideas of other members • Stays on topic 	<ul style="list-style-type: none"> • "I agree with _____ because _____'s idea reminds me of _____." 						
LISTENING								
Encourages others	<ul style="list-style-type: none"> • Faces the speaker • Smiles • Assumes open body posture • Nods in agreement • Leans forward 	<ul style="list-style-type: none"> • "I like your idea because..." • "Tell me more about that." 						
Asks clarifying questions when something is not understood	<ul style="list-style-type: none"> • Faces the speaker • Allows others to finish speaking • Writes down ideas • Acknowledges ideas of other members 	<ul style="list-style-type: none"> • "Would you say that again?" • "Would you give me another example so I can understand?" 						
Asks for evidence when something sounds incorrect	<ul style="list-style-type: none"> • Faces the speaker • Allows others to finish speaking • Writes down ideas • Acknowledges ideas of other members 	<ul style="list-style-type: none"> • "Would you tell me why you think it is true?" • "Would you show me a place in the book that illustrates that idea?" 						
Restates, paraphrases, or clarifies an idea	<ul style="list-style-type: none"> • Faces the speaker • Allows others to finish speaking • Writes down ideas • Acknowledges ideas of other members 	<ul style="list-style-type: none"> • "So it sounds like..." • "... Is that what I am hearing you say?" • "When you say _____, do you mean _____?" 						
Summarizes for understanding	<ul style="list-style-type: none"> • Listens to all group members • Acknowledges ideas of other members • Captures key ideas from the discussion 	<ul style="list-style-type: none"> • "As a group, we think..." • "These are the main points of our discussion as I see them: ..." 						
Reflection								
My two greatest strengths are: <ul style="list-style-type: none"> • • 								
Two areas I need to work on are: <ul style="list-style-type: none"> • • 								
I will work on them by doing the following: <ul style="list-style-type: none"> • • • 								