

## 5<sup>th</sup> Grade ELA

Indicator	Evidence	Rating
<p>3a Communicating with Students</p>	<p>The learning goal and student performance task were not aligned. The teacher stated that the goal for the day was to have found all the best evidence in order to answer BCR Question. Teacher provided students with clipboards with all the possible evidence recorded. She stated that the evidence came from what students had written/identified the previous day and from what she found when reading. The teacher explained to students that she would be teaching them the KEEP/TOSS strategy for identifying the strongest evidence. The teacher read specific pages from the text because some students had not completed the reading the previous day and she wanted all students to be on the same page. As she read she pointed out where certain pieces of evidence came from. For example, when she read “you look positively ill” she made the connection to the evidence she had recorded. The teacher provided students with a KEEP/TOSS chart that included 4 steps:</p> <ol style="list-style-type: none"> <li>1. We go back and re read</li> <li>2. After each piece, we ask: Is this the best answer? Is there better evidence? Am I repeating or is this connecting?</li> <li>3. If it is a strong reason and we can explain how it answers the question we circle it – KEEP</li> <li>4. If it is a weak reason, and doesn't quite answer the question, we cross it out – TOSS</li> </ol> <p>At 29:45 the teacher says, “Your task today – you have learned and practiced in reading how you use the planning page to explain. We just talked ...now in your own words you are explaining why and how this is an experience he had in the peach. When done planning that, lift up the page...be there in 2...be there in 1...She read the second page and said begin with writing your BCR ...planning your explain and turning to next page to write your first ACE.</p> <p>Teacher asks students to make an inference as to why it would take the centipede hours to take off his shoes. Students were unsure of the answer. The teacher asked what do we know about centipedes? Why would it take hours? Student responded with 1,000 feet and the 100 feet.</p>	<p style="text-align: center;">Basic</p>
<p>3b Using Questioning and Discussion Techniques</p>	<p>During the lesson the teacher utilized the James and the Giant Peach text with all students. All students had the same assignment.</p> <p>Teacher questions were primarily low level and did not require students to justify their responses as they related to the learning goal: Example: Why does the centipede take hours to take off his boots? Who can make an inference? How many pieces of evidence do we have here? How many pieces of evidence do we typically want to include in a BCR? What is he thinking in his mind? Instead of excited or surprised he is feeling what, Ramar? As we keep going, I realize the creatures do what?</p>	<p style="text-align: center;">Basic</p>

	<p>Which shows he is scared? Tell us why. Anyone disagree? Deja? Which one should we keep? Why do you think #2? Why is it better to be told you are like one of the crew instead of being laughed at? Tell me more.</p> <p>The teacher provided an “evidence sheet” for all students. The teacher had listed all possible evidence. The teacher stated that some of the evidence was identified by students the day before and that she had identified the rest.</p> <p>Students ask: Can we write the topic sentence first? For the second part...for the first one can we say this is important because...? How are we supposed to start this?</p> <p>At 32:15 circulates to each student and provides feedback on how to begin the task. For example: I am going to write something for you to start out, Savannah. To another student – if too confusing, go on to number 2.</p>	
<p>3c Engaging Students in Learning</p>	<p>The lesson began with the teacher stating that the students would use the Keep or Toss strategy to identify the most important evidence needed for the purpose of writing a BCR. Students were asked to identify important evidence from a list derived from a previous lesson. Students were then asked to write a topic sentence.</p> <p>The teacher said “Let me show you. She asks each student to read one of the pieces of evidence from the list. Each student reads one selection until all have been read. The teacher says “okay if we were to stop and say just use first 3 pieces of evidence...what I realize when I go back to questions...I realize those are all discoveries he is making but doesn’t account for later on ...but not later on...fear...as he continues...not so fun and exciting.” The teacher explains how she would divide the evidence into three segments. She then says, “if keeping or tossing...I need to keep one from each part. Let’s start from the beginning.” She reads that evidence and says, “ I am going to keep the first one. Please circle it and toss the second because the first is a main idea and the second is a detail. Students are following along on their sheets. The teacher asks the students which piece of evidence should be kept from the second segment. Teacher says last three, which one should we keep? Turn and tell someone next to you.</p> <p>Few students are engaged in the conversation when the teacher asks if they agree or disagree with another student’s statement. For example, when trying to elicit student responses, the teacher asked, “Anyone disagree? Deja? Which one should we keep? Why do you think #2?” to no response.</p>	<p>Basic</p>

<p>3d Using Assessment in Instruction</p>	<p>Student questions indicated that students were not clear on the expectations. For example, students ask: Can we write the topic sentence first? For the second part...for the first one can we say this is important because...? How are we supposed to start this?</p> <p>The feedback provided to students is not aligned to the learning goal. At 32:15 the teacher circulates to each student and provides feedback on how to begin the task. For example: I am going to write something for you to start out, Savannah. To another student, the teacher states that if it is too confusing, go on to number 2.</p>	<p>Unsatisfactory</p>
<p>3e Demonstrating Flexibility and Responsiveness</p>	<p>Students struggled to complete the task of writing the topic question since this was not what was modeled. During the independent practice time, students were off task and were redirected by the teacher. Students asked questions about how to complete the assignment. For example, students asked, "Can we write the topic sentence first? For the second part...for the first one can we say this is important because...? How are we supposed to start this?" One student was told to go on to #2 because she did not understand the first question.</p>	<p>Basic</p>