



LEARNING WALKTHROUGH SCRIPTING SHEET SAMPLE

(Using Elements of the Standards-Based Teaching and Learning: Continuum of Practice)

School		Date	
Participants		Time	
Grade/Subject		Observation #	
Number of Students	Type of Class: <input type="checkbox"/> SpEd <input type="checkbox"/> ELL <input type="checkbox"/> SEI <input type="checkbox"/> Inclusion <input type="checkbox"/> Regular Ed		
Number of Teacher(s)	Licensure	Years teaching	
Standard(s)			
Objective(s)			

9. Questions require students to engage in a process of application, analysis, synthesis, and evaluation.

Developing	Evidence
<ul style="list-style-type: none"> There is a predominance of lower-level questions such as clarifying, recall, knowledge, and simple comprehension questions. Students provide one-word or short responses. Most students fail to respond to higher-level questions. Student responses reveal misconceptions, which are not corrected or addressed. Insufficient wait time. Oral questions, and written questions included in tasks and assignments, do not align to the grade-level standards and/or the learning objectives of the lesson. Students do not have the opportunity to pursue ideas that are essential to the lesson. <p>Providing</p> <ul style="list-style-type: none"> Probing questions challenge students to explore concepts/big ideas. Students express opinions and defend their reasoning with evidence while using appropriate content language. Wait time allows students to collect their thinking and respond. Student responses direct discussions and set the context for teachable moments. Student responses prompt re-teaching to address misconceptions. Classroom discourse engages all students. Questions align to grade-level standards and objectives. Students pursue ideas that are essential to the lesson. <p>Sustaining</p> <ul style="list-style-type: none"> Students ask clarifying, probing, and open-ended questions of their teacher and of one another to examine their thinking and to develop a deeper understanding of content. Students formulate answers that are conceptual and well thought out. Students question, contribute, and collaborate throughout the lesson. All questions push student thinking beyond grade-level standards and generate connections to related content from across disciplines. 	

11. Students articulate their thinking and reasoning.

Developing	Evidence
<ul style="list-style-type: none"> Few students dominate the discussion and are the only ones who share their thinking and reasoning. There are opportunities for discussion, but the process is neither modeled nor facilitated for students. Use of specific content vocabulary during classroom discourse is minimal or inaccurate. Students do not record (in a developmentally appropriate way) their thinking during group work. <p>Providing</p> <ul style="list-style-type: none"> The majority of students make their thinking and reasoning public. Students make sense of the activity and justify their conclusions. Students use various means, verbally or in writing, to develop, record, and represent their ideas and thinking. Strategic use of techniques such as think-pair-share and turn-and-talk supports student engagement and advances student thinking and reasoning related to key concepts and big ideas. Students use appropriate vocabulary to express their ideas and understandings. Pre-writing, concept mapping, or brainstorming support thinking and reasoning. Students make connections to prior learning and activities. Students openly process one another's thinking by actively listening, rephrasing, or agreeing/disagreeing and providing reasons why. <p>Sustaining</p> <ul style="list-style-type: none"> All students reflect on their own and on their peers' reasoning. Students compare and contrast their thinking and opinions to those of others. Students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and through work they produce. 	

14. On-the-spot formative assessments check for understanding to inform instruction.

<p>Developing</p> <ul style="list-style-type: none">• Teacher-student interactions focus on task completion, not on developing or checking for understanding.• Hints or prompts from the teacher relate to procedures rather than extending student thinking.• Not all students have equal opportunities to express what they know and are able to do.• The lesson progresses without a consistent or frequent means of gauging student understanding. <p>Providing</p> <ul style="list-style-type: none">• Quick, on-the-spot assessments (for example, thumbs-up/thumbs-down, ticket to leave, or teacher interactions) gauge student understanding.• Routines and systems are in place to inform the teacher of what each student knows/is able to do.• Students receive immediate and explicit feedback to guide their learning.• Students receive feedback (from the teacher or other students) during individual, small group, and whole group work to guide their understanding of important concepts, ideas, and vocabulary.• The teacher confers with individuals or small groups to develop and support understanding and to record notes from the session. <p>Sustaining</p> <ul style="list-style-type: none">• Students take initiative to develop and further their own learning.• When appropriate, students provide feedback to peers regarding their level of mastery in relation to the standards.• The impact of student conferences is evident through a progression of student work/artifacts.	<p>Evidence</p>
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Additional Notes