Looking for Rigor Observation Tool

Date _____ Observer _____   Part of lesson observed ___ Beginning ___ Middle ___ End

Gr	Teacher	Subject /Course
	Collected copies of ___ task prompt ___ assignment /worksheet ___ rubric ___ other:	

Teacher Moves	Teacher Behavior "Look Fors"	Student Behavior "Look Fors"
Ask Probing Questions	a. Probing questions and adequate wait time promote collaboration and discourse. b. Frames feedback or follow-up questions specific to student responses (e.g., redirecting, asking for more information) **Document specific teacher questions or questioning strategies.** o Do the teacher's questions or strategies spark student questions? o How does the teacher keep every student engaged? o Which questions ask for substantive conceptual or deep understanding?	a. Students engage in substantive discourse about concepts, relationships (cause-effect), observations, predictions (if/then). b. Students generate questions that drive their learning. o Clarifying (DOK 1): *Where are the materials? When is this due?* o Procedural (DOK 1 and 2): *What do we do next?* o Conceptual (DOK 2): *Is this an example of _____? What would happen to the system if ____? Why is this a pattern or trend?* o Extending thinking (DOK 3/4): *Does this idea connect to the essential question? Where is this supported in other sources?*
	a – Turn & Talk frames with wait time a - Socratic Seminar asks S to develop deeper questions to address the Essential Question: "Does everyone have access to clean water?"	Ss in pairs discuss concepts, look for examples, share Ss form groups & given time to plan & ask peers their own text-based questions
Build Schema	a. Provides accurate conceptual information and builds schemas. b. Frames feedback specific to conceptual or deeper understanding. **Document strategies, materials used.** o Describe how the task or teacher uses modelling (e.g., think-alouds to show reasoning, using multiple modalities, sketchnotes/mind mapping) o Describe how the teacher helps students to see relationships (e.g., parts-to-whole; graphic organizers, anchor charts)?	o Student responses go beyond memorized explanations, concepts, or theories. o Students make connections (to self/sources/global), predictions, or observations to help them make sense of information. o Students break down or analyze how well parts support the whole or identify missing or inaccurate parts.
	a – T co-created anchor charts with Ss for math problem-solving	Ss analyze student work, supported by anchor chart visuals

Looking for Rigor Observation Tool

Date _____ Observer _____ Part of lesson observed ___ Beginning ___ Middle ___ End

Teacher Moves	Teacher Behavior "Look Fors"	Student Behavior "Look Fors"
Consider Scaffolding	a. Monitors and scaffolds instruction to <mark>provide access to complex content or to advance/deepen thinking.</mark> b. Frames feedback specific to moving students forward/next steps. **Document strategies/materials used to support access to task requirements or complex material.** o What did the teacher do to support learning? o Did strategies match the learning targets?	o Did students get stuck on anything? Did they persevere? What did they do: Seek help? Try something else? Start over? Give up? o Describe student engagement or the effectiveness of the strategy used to support their learning.
	a – T models how to use anchor charts for math problem-solving	Ss analyze student work, supported by anchor chart visuals with examples
Design Complex Tasks	a. <mark>Emphasizes deeper thinking, reasoning, and productive struggle/challenge.</mark> b. Complex performance tasks require transfer of learning to new situations, justifying or supporting conclusions with reasoning and evidence. c. Essential/Driving Questions extend thinking beyond a specific task/product. **Document prompts, materials, resources used.** o Describe task students were working on or ask for a copy. o Identify the skills/concepts/dispositions <u>students are expected to transfer.</u>	o Students have input or opportunities to make decisions about task design: <mark>content,</mark> processes, or products. o Individuals or groups generate their own ideas or approaches to solving complex problems. o During group work, every member involved, supportive, contributing. o Describe student engagement working through productive struggle.
	a – Task: Develop a One-Pager that analyzes theme and summarizes key event/turning point	Ss discuss and design one-pagers, choosing a text from several read this year
Engage in Metacognition	a. Provides time (every 10–15 minutes suggested) <u>during the lesson</u> for students to review, reflect on, and articulate what was learned. b. Both peer-to-peer reflection and self-reflection are valued. c. Frames feedback /conferencing/EQs specific to student responses. **Document reflection prompts/materials/activities used.** o <mark>Describe class norms/expectations</mark> for student engagement: respectful, using success criteria /rubric to critique, etc.	o <mark>Students challenge one another respectfully, ask probing questions,</mark> provide their own evidence and qualifiers. o Students show willingness to reflect on/self-correct using feedback. o Describe student engagement during peer-to-peer product development, peer critique activities, resolving differences. o <mark>Peer feedback/self-reflection activities focus on quality</mark> (success criteria), analyzing what to do next or evaluating how to improve.
	b - Socratic Seminar uses peer feedback worksheet b – T provides peer feedback form	Ss in outer group observe and critique peer interactions Ss discuss and use form, with rubric criteria