

<p>COLLEGE AND CAREER READY EXPECTATIONS FOR LITERACY</p>
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Observer: _____
 Observation Date: _____

Teacher: _____
 Observation Time: _____

At the heart of the Common Core State Standards is a substantial shift in literacy expectations that demand deep engagement from students, instructional strategies that support student learning, and quality assessment strategies that support learning. The three key shifts required by the Common Core State Standards are:

1. Building knowledge through content-rich non-fiction and informational texts
2. Reading and writing grounded in evidence from text
3. Regular practice with complex text and its academic vocabulary

High quality instruction aligned with the Common Core State Standards will reflect a rich and diverse approach fully aligned with these three shifts.

Expectations	Observed Practice	Notes to Guide Observation
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What to look for in each observation...

Engaging Students Directly with High Quality Texts
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a. Is there a text (or texts) under discussion?	Yes	No	'Under discussion' means that the text directly impacts the lesson in a meaningful way. The text is the focus rather than personal references and "text to self" connections.		
b. Is the text (or texts) of sufficient complexity?	Yes	No	Teachers should be able to point to evidence that the texts they use in instruction fall within the appropriate grade band—or range—of complexity.		
c. Is the text (or texts) literary or informational?	Literary	Informational	Record this information over multiple observations to assess the balance of texts.		
d. Is the text (or texts) appropriate to the discipline and the content being taught?	Yes	No	<i>Consider asking the teacher:</i> How does this text support the standards of the content area?		
e. How much class time is spent reading, writing, and speaking about texts?	Almost All	More than half	Less than half	Almost None	The text should be a central focus of the lesson rather than tangentially related.
f. Are all students actively participating by reading, writing or speaking about texts (i.e. boys, girls, ELL and special education students)?	Almost All	More than half	Less than half	Almost None	Participation means that the student is clearly engaged and interacting with the text through reading, writing, speaking or listening .
g. Do students show persistence in continuing to examine difficult texts?	Almost All	More than half	Less than half	Almost None	Frustration from students is understandable and acceptable but should be accompanied by persistence.
h. Are students collaborating to build on each others' insights?	Almost All	More than half	Less than half	Almost None	Effective use of high quality text should result in collaborative conversations in which students build on each other's insights.

Quality of Questions and Instructional Strategies

a. Are questions and tasks of high quality? (High quality questions and tasks are characterized by the sub-categories below.)	Almost All	More than half	Less than half	Almost None	
i. Are a significant majority of questions and tasks text dependent and text specific?	Almost All	More than half	Less than half	Almost None	Questions and tasks should require direct engagement with the text under discussion in order to answer.
ii. Are there questions or tasks that require students to make valid inferences?	Yes		No		Questions and tasks should go beyond basic recall and comprehension.
iii. Did questioning attend to key academic vocabulary and/or syntax present in the text?	Yes		No		Questions and tasks should focus particularly on academic vocabulary (Tier 2 words).
iv. Are the sequences of questions well designed to lead students through the text?	Yes		No		Questions should lead students through a logical exploration with text.
b. Do scaffolds and supports help readers towards independence?	Yes		No		If the teacher translates the text, allows the students to circumvent the text, or tells students what they are going to learn from what they read in advance, mark this "No."

Assessing Student Work through Evidence of Speaking and Writing

a. Do writing assignments focus on analytic writing (e.g. writing to inform, explain, or make an argument) or narrative writing?	Analytic	Narrative		Record this information over multiple observations to assess the balance of writing assignments.	
b. Does student speaking and writing show evidence of students effectively drawing information from text(s)?	Yes	No	N/A	Choose N/A here if students are completing a narrative writing assignment that does not require textual evidence.	
c. Do tasks require students to demonstrate independence?	Yes	No			
d. Do students receive prompt, specific feedback on the key questions asked during class?	Almost Always	Often	Rarely	Almost Never	Teacher feedback should prompt students to support their answers with evidence from text.

Key practices and evidence to look for over the course of the year...

Range of Texts: Is there an appropriate range of texts?	Yes	No	Balance of informational and literary text in (K-5). Adequate quantity of informational text in (6-12).		
Breadth of Student Writing: Is there an appropriate emphasis on analytic writing?	Yes	No	Analytic writing should occur regularly in K-5 and should predominate in grades 6-12.		
Opportunities for Research: Do all students complete short, focused research assignments as well as extended work?	Frequently	Occasionally	Rarely	Never	
Student Progress: Does student work show progress over time?	Almost All	More than half	Less than half	Almost None	As the year progresses, student work is of demonstrably higher quality in its use of evidence to inform, argue, and convey experiences.