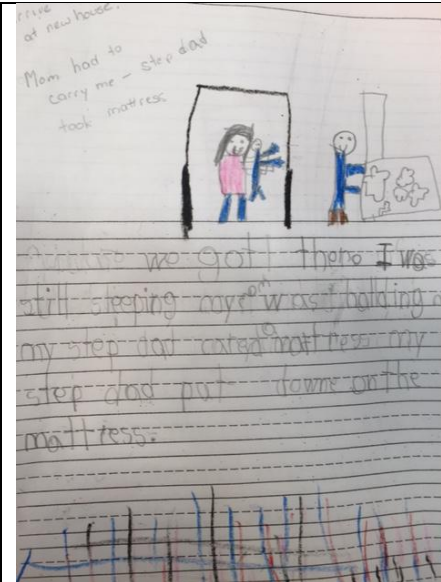
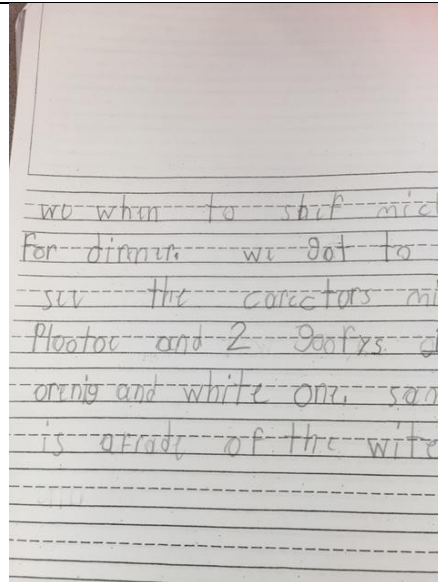


What will the artifact and interacting with students about the artifact tell you?

EXAMPLE 1: 2nd grade Writing

OBJECTIVE: “I can add more details to my story after I have read it.”

DESCRIPTION: 16 students were working independently on various stages of their writing. (entered the room and they were already at seats working). When finished they were to work in pairs to peer review. Teacher floated and conducted individual conferences on student goals (spacing, punctuation)



WHAT DO YOU WANT TO KNOW/ DETERMINE?

*S understanding of the objective
 S understanding of “details” and why we add them*

POTENTIAL OBSERVATIONS/ EVIDENCE:

*Where students were in writing process: (# drawing, # adding detail, # just writing, # peer reviewing)
 Different levels of writers
 # who understood details, why we use details, writing process steps, etc.*

POTENTIAL QUESTIONS FOR STUDENTS:

*When do you draw and when do you add details?
 What are details?
 Why do you add details?
 How do they help the reader?
 Where did you add details and why?
 What are you looking for in your partner’s writing?*

ANALYSIS/DETERMINATIONS: 8-9 were drafting and were not in the reread step so they were not applying the strategy, nor thinking about/adding details while drafting—they saw it as a step to be completed afterwards (picture 1 student). In picture 2, the student said, “I just want to make it better” “I am adding words I missed” Peer review partners said they were checking if “he wrote too fast...”

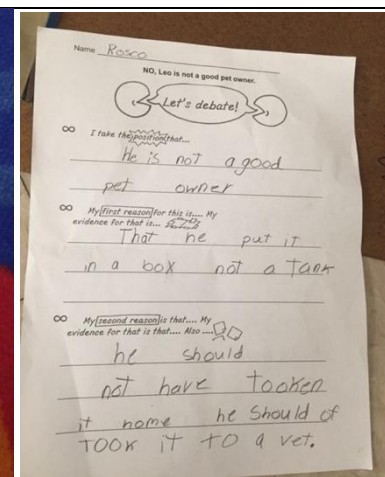
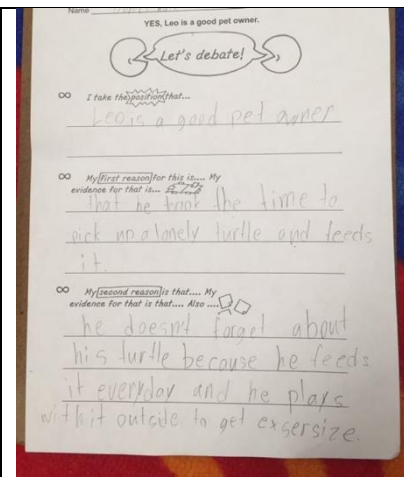
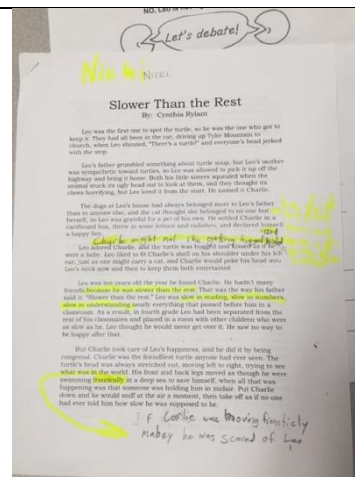
Those who were “adding details” were editing vs. revising and did not understand why we add details.

*DECISION DURING OBSERVATION: Once 2-3 students were providing answers of misunderstanding, the observer swept the room to gather how many were confusing editing vs. revising. Teacher was conferring with individual students about goals but was not recognizing this.

EXAMPLE 2 : 4th grade Writing

OBJECTIVE: “I can defend a position by quoting specific passages, sentences or words from the text.”

DESCRIPTION: Working in 9 pairs, students were given a position about a character from a story. They were then to support the position with reasons and evidence on a worksheet (observed the verbal modeling of this just before they set to task.) Students did not choose their position; it was selected for them.



WHAT DO YOU WANT TO KNOW/DETERMINE?

- S understanding of the objective and big picture context*
- S use of the text to support*
- S understanding of reasons and evidence*
- Differentiation in place/who needed support and why (as all doing same task)*

POTENTIAL OBSERVATIONS/EVIDENCE:

- Students who were/were not using the text or quotes,*
- # who understood how to complete the sheet/the difference between reason and evidence*
- various levels of writing/ reading*

POTENTIAL QUESTIONS FOR STUDENTS:

- When would you need to support a position?*
- Tell me about your notes and highlighting...How does that help you?*
- What goes here? (pointing to bottom lines)*
- What is the difference between evidence and a reason?*

ANALYSIS/DETERMINATION: 80% were looking at the story but only 1 pair was notetaking (pic 1), Of 3-4 asked, 3-4 did not know when they would need to ever support a position. The worksheet did not allow room for them to write both evidence and reason so they put both together as a single entity. 2 partnerships were asked and could not explain the difference between evidence and a reason. Though floating, teacher did not recognize this while we were in the room. One pair was disgruntled (verbally w teacher) at the position she chose for them requiring her to stay with them for first 6-7 minutes to help them get started instead of floating to check in as everyone got started. High variance in student writing abilities (as seen in samples) and ability to successfully complete the task, but no differentiation beyond pair work and her floating. *DECISION DURING OBSERVATION: Once the observer recognized the confusion, she chose to sweep the room to determine how many understood the reason between evidence and a reason and how each student was completing that section of the worksheet. She also continued to count how many had the text out to use and how many were completing this from memory. The observer wanted to capture the variety of levels to be able to talk about potential supports with the teacher as well.

EXAMPLE 3 : 6th grade Science

OBJECTIVE: “Distinguish between a chemical and a physical reaction”

DESCRIPTION: Students were working in 5 groups of 4 adding water and other liquids to substances when the observer arrived. They were to record observations on one page and then complete this sheet (see pic) using the experiment results with the clues they had learned about the day before. The teacher floated between the groups

DATA TABLE 2: Changes and Clues
 Write the property or clue you observed in the Clue column.
 Decide if you think the combination caused a "physical" or "chemical" change in the Change column.

SUBSTANCE	with water		with vinegar		with iodine	
	Clue	Change	Clue	Change	Clue	Change
Baking Soda (BS)	Efferves	physical chemical	Foam	physical chemical	Efferves	physical chemical
Cornstarch (CS)	White	physical chemical	White	physical chemical	White	physical chemical
Powdered Sugar (PS)	White	physical chemical	White	physical chemical	White	physical chemical
Baking Powder (BP)	Fizz	physical chemical	Fizz	physical chemical	Fizz	physical chemical
Granulated Sugar (GS)	White	physical chemical	White	physical chemical	White	physical chemical

ANALYSIS AND CONCLUSIONS: Answer the following questions in complete sentences.

1. What clues or observations did you use to decide the observation was a chemical change?
 color change, it reacted, foam.

2. Do you think the clues that indicate there's been a chemical change are always reliable?
 Why or why not? They are reliable because by the reaction it's either chemical or physical.

3. When you cook food, is there always a physical change? Is there always a chemical change? Explain.

WHAT DO YOU WANT TO KNOW/DETERMINE?

S understanding of the objective
S understanding of the scientific process
Previous learning/context
Level of challenge/student construction of understanding

POTENTIAL OBSERVATIONS/EVIDENCE:

Process, following directions, pace of each group during experiment
Worksheet/experiment expectations, level of rigor in questions and tasks
Use of resources (notes, text, anchor charts, etc.)
engaged in each group/active participants

POTENTIAL QUESTIONS FOR STUDENTS:

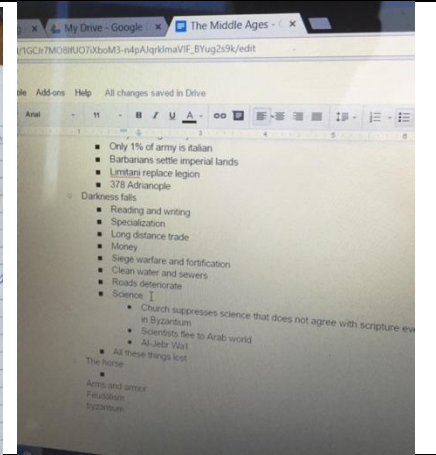
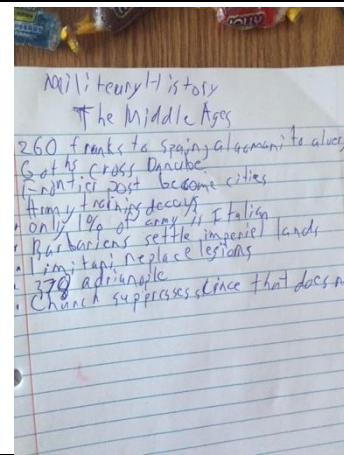
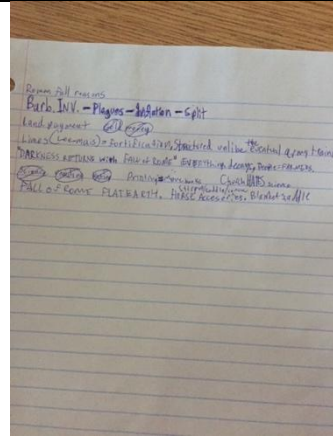
When should you record observations?
What are the steps you will go through to complete this experiment?
How do you know if it is a chemical or physical change?
How does the clue tell you which type of change this is?
When did you learn about the clues?
If you are unsure, where can you look?

ANALYSIS/DETERMINATION: *The answers the observer received for steps of the process varied and not all students used the recording sheet. The lesson as designed/student perception of the work was more task-oriented than around the scientific process. The student answer for conclusion questions showed lack of deep understanding and he was rushing in the last 5 minutes of the period (as were others all at different points in the experiment and packet work) 1 table was just beginning the experiment 30 minutes into the observation. 1 table of students skipped the observation recording sheet and went right to the change and clues. 3 copied one boy's paper at that table. No students were using resources – They were trying to remember what the clues meant and there were no available resources from earlier lessons (not visible or out on desks, no reminder from teacher)*
**DECISION DURING OBSERVATION: Once the observer recognized that students were guessing to complete the clue page, she swept the room to each group to see if this was happening at each table and asked questions related to the previous learning and clues.*

EXAMPLE 4 : 9th- 11th Military History

OBJECTIVE: “Describe the military of the Middle Ages”

DESCRIPTION: 8 students were told they would have an open-note quiz on the following day. They followed along a teacher-led/ teacher- amplified PowerPoint that contained 2-3 slides that were for review and 25 more minutes of new content on slides.



WHAT DO YOU WANT TO KNOW/DETERMINE?

S understanding of the objective and context
Level of rigor/student construction and/or application of new learning
Level of shared responsibility

POTENTIAL OBSERVATIONS/EVIDENCE:

Variance in level of notes/content on slides
copying the notes (Because of the nature of the instruction, limited artifacts and observer-S interaction, the observer had to use:
Hands raised for T questions
Verbal responses to T questions
Teacher made conclusions for the students T-“which means...”)

POTENTIAL QUESTIONS FOR STUDENTS:

Is this a usual lesson/usual way you learn new material?
How do you take notes from the Powerpoint?/Do you copy word for word? How do you decide to add information beyond the slide?
What did you learn yesterday? How does this connect?
Where are you headed/What unit are you in?

ANALYSIS/DETERMINATION: *Because of the low number of students, it was easy to collect pictures of all notes. However, it was not easy to interact with them and ask questions, so the observer had to rely on listening to Q and A. 11 questions resulted in 1 word answers (not open-ended) “gold” “saddles” and 3-4 times students guessed that the teacher said were incorrect. T-“No, that’s not it.” The lesson design and instructional choices promoted low cognitive demand with little to no opportunity for students to construct or apply new learning. Ex. The low level objective, the copying of notes with no other interaction or strategies for engagement (2-3 sat for up to 7 minutes not writing), the fact they would have an open-note test (all notes were facts), limited student talk/low level responses. As the students shared that this was a customary “everyday” lesson, they are given few-no opportunities to share in the learning responsibility. Because of the fact they would have open-note tests, there will be a great variance in success levels based on the notetaking. Observer would request the quizzes to review in the meeting. (to discuss how it measures understanding, level of rigor of questions) The observer did not want to disrupt and take pictures of everyone one of the slides, so she copied down the main ideas from each (and to get a count of how many slides there were in the time). However, in a feedback meeting, those could be displayed and discussed.*