Sample Rationale Statements – Gr. 4 ELA Observation

2d: Managing Student Behavior – Score of 3

Student behavior is generally appropriate. When prompted by Ms. Ortiz, all students ended group discussion in less than 3 seconds and attended to whole-class task. **Teacher response to student misbehavior is consistent.** On two separate instances, teacher verbally redirected student A and student B to the task at-hand. Students responded accordingly.

3b: Using Questioning/Prompts and Discussion Techniques – Score of 2

Ms. Ortiz's questions lead students through a single path of inquiry, with answers seemingly determined in advance. In four separate examples, Ms. Ortiz led students to make an inference using context clues with pre-determined answers provided in 'balloons' in the provisioned lesson on the SMART Board. **Ms. Ortiz attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.** For each example, Ms. Ortiz provided small groups time to share their inferences and explain their thinking, but in two of four small groups, 2-3 of four students were engaged in the discussion task.

3c: Engaging Students in Learning – Score of 2

The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking. In each inferencing scenario, there was a pre-determined word/phrase-level answer. Ms. Ortiz provided answers from which students could choose, and reply with a "yes" or "no" answer without requiring an explanation of why. **The lesson has a recognizable structure, however, the pacing may not provide students the time needed to be intellectually engaged.** Each small group was provided 30-60 seconds to discuss each of their four inferences in small groups and 2-3 minutes were spent listening in whole-group/teacher-directed reasoning for each inference.

3d: Using assessments in Instruction – Score of 2

Feedback to students is general, and few students assess their own work. Ms. Ortiz shared 'guesses' in whole-group setting which called for a 'yes' or 'no' choral response from students. When students shared their 'guesses,' Ms. Ortiz responded 5 times with "okay" or "yes." **Adjustment of the lesson in response to assessment is minimal or ineffective.** Though the class correctly determined each of four inferencing scenarios, Ms. Ortiz did not make any adjustments to the pre-determined design of her mini-lesson on making inferences.