

TRU Math Observation Rubric 2024

Score: 0.57

Observation of

Created On

Date of Observa

Date First Publi

Last Modified D

Teacher Viewed

School

Grade

Course

Videos

-

-

1

Lesson Description, Objective (CCMS), & Mathematical Practices

Lesson Description, Objective (CCMS), & Mathematical Practices

Lesson Description, Objective (CCMS), & Mathematical Practices

No Score
0 - Not Communicated
1 - Poor Communication
2 - Inconsistent Communication
3 - Basic Communication
4 - Effective Communication
5 - Executed with Excellence

6.1.5

Appears to be a continuation from last week.

Do Now

How well was the execution of the Do Now (ie 99Math)?

Do Now - Fluency Practice

No Score
0 - Not Done or Unsatisfactory
1 - Poor Execution
2 - Inconsistent Delivery
3 - Basic Execution
4 - Effective Implementation
5 - Executed with Excellence

Inconsistent delivery: Limited monitoring and feedback. Took a while to get started.

Teacher should be walking around and/or using GoGuardian to monitor engagement and identify students fluency levels

Stopped students from using paper and pencil - why?

The time gap is causing classroom management issues; spending a lot of time at the board taking points

The Mathematics

The richness of disciplinary concepts and practices (“the content”) available for learning

The Mathematics - Students

No Score
0 - No Content Focus
1 - Minimal Content Engagement
2 - Basic Content Coverage
3 - Adequate Content Delivery
4 - Strong Content Focus
5 - Executed with Excellence

Not much math with the interruptions

Cognitive Demand

Student sense-making and “productive struggle”

Cognitive Demand of Content

No Score
0 - No Cognitive Demand

× Hi. Need any help?

1 - Low Cognitive Demand
2 - Basic Cognitive Demand
3 - Moderate Cognitive Demand
4 - High Cognitive Demand
5 - Executed with Excellence

Not much learning with the environment

Equitable Access to Math

Meaningful and equitable access to concepts and practices for all students

Equitable Access to Math

No Score
0 - No Access
1 - Limited Access
2 - Basic Access
3 - Moderate Access
4 - High Access
5 - Executed with Excellence

Agency, Ownership and Identity

Means for constructing positive disciplinary identities through presenting, discussing and refining ideas

Agency, Ownership, and Identity

No Score
0 - No Encouragement
1 - Minimal Encouragement
2 - Basic Encouragement
3 - Moderate Encouragement
4 - High Encouragement
5 - Executed with Excellence

Formative Assessment

The responsiveness of the environment to student thinking

Formative Assessment

No Score
0 - No Formative Assessment
1 - Minimal Formative Assessment
2 - Basic Formative Assessment
3 - Moderate Formative Assessment
4 - Effective Formative Assessment
5 - Executed with Excellence

Manipulative Use

Manipulative Use

Manipulative Use

No Score
0 - No Use of Manipulatives
1 - Ineffective Use
2 - Basic Use
3 - Moderate Use
4 - Effective Use
5 - Executed with Excellence

Small Group Instruction - AIR & TAs, Paras

Small Group Instruction - AIR & TAs, Paras

Small Group & TAs, Paras

No Score
0 - No Small Group Instruction or Use of TAs/Paras
1 - Ineffective Use of Small Groups and TAs/Paras
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Cool Down Assessment

Cool Down Assessment

Cool Down Assessment

Percentage

28

What happened that students can't look at a graph and count? Then multiply the b and h? Did you look at the responses and then go back over it?

- 6.1.4 - 0% Did you look at it? not graded
- 6.1.3 - 6% Did you look at it? not graded
- 6.1.2 - 4% Did you look at it? not graded
- 6.1.1 - 0% Did you look at it? not graded
- 7.1.1 - 28%
- 7.1.2 - 22%
- 7.1.3 - 12%
- 7.1.4 - 12%
- 7.1.5 - 12%







Parental Outreach

Parental Outreach

Parental Outreach

Quick Hits

Running Record

-  Sep 16 1:01:53 pm 99math hasn't started yet
-  Sep 16 1:08:00 pm 99math start
-  Sep 16 1:16:37 pm Students switching seats?
-  Sep 16 1:23:42 pm Seat assigning done; more taking points
-  Sep 16 1:24:17 pm y'all have 2 mins to go and get books
-  Sep 16 1:25:53 pm video starts

 No Comments

TRU Math Observation Rubric 2024

Score: 1.38

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Lesson Description, Objective (CCMS), & Mathematical Practices

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8.1.9

Not written anywhere; takes a while with objective slide; standard and MP not intentional
We aren't honoring the time constraints of the curriculum and schedule.

Do Now

How well was the execution of the Do Now (ie 99Math)?

Do Now - Fluency Practice

No Score
0 - Not Done or Unsatisfactory
1 - Poor Execution
2 - Inconsistent Delivery
3 - Basic Execution
4 - Effective Implementation
5 - Executed with Excellence

Inconsistent delivery: Limited monitoring and feedback. Teacher sat at desk and ran the practice from there.

The Mathematics

The richness of disciplinary concepts and practices ("the content") available for learning

The Mathematics - Students

No Score
0 - No Content Focus
1 - Minimal Content Engagement
2 - Basic Content Coverage
3 - Adequate Content Delivery
4 - Strong Content Focus
5 - Executed with Excellence

Basic content coverage: Limited depth or coherence.

The teacher has great command of the content; yet he's doing all the thinking and asking procedural/rote questions that's not allowing students to have command of the content. In this case it made sense to use the workbook over the whiteboard; it would have also been beneficial to have students/groups use the meter stick to demonstrate each of the three; could have had 5 groups of 3 and had 3 groups demonstrate.

Students are often looking on as the teacher is doing the talking, explaining, and asking low cognitive questions.

For problem 2, a student said counterclockwise, why was that wrong? Was the language below use?

2. Answers vary. Possible responses:

- Reflection across the vertical line through point AA
- Reflection across the horizontal line through point AA
- Counterclockwise rotation about point AA by the obtuse angle whose vertex is at AA
- Clockwise rotation about point AA by the acute angle whose vertex is at A

× Hi. Need any help?

Cognitive Demand

Student sense-making and “productive struggle”

Cognitive Demand of Content

No Score
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1 - Low Cognitive Demand
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Basic content coverage: Limited depth or coherence.
The teacher has great command of the content; yet he's doing all the thinking and asking procedural/rote questions that's not allowing students to have command of the content. In this case it made sense to use the workbook over the whiteboard; it would have also been beneficial to have students/groups use the meter stick to demonstrate each of the three; could have had 5 groups of 3 and had 3 groups demonstrate.
Why is this important and relevant?

Equitable Access to Math

Meaningful and equitable access to concepts and practices for all students

Equitable Access to Math

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Basic access: Limited differentiation, some (maybe, we can't tell because there are no checkins) students struggle.

Agency, Ownership and Identity

Means for constructing positive disciplinary identities through presenting, discussing and refining ideas

Agency, Ownership, and Identity

No Score
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Minimal encouragement: Few opportunities for ownership. It's hard for students to have ownership of their learning if the teacher is leading and not facilitating most of the time.

Formative Assessment

The responsiveness of the environment to student thinking

Formative Assessment

No Score
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Minimal formative assessment: Superficial checks for understanding.

Manipulative Use

Manipulative Use

Manipulative Use

No Score
0 - No Use of Manipulatives
1 - Ineffective Use
2 - Basic Use

9/30/24, 11:30 PM

Grow

3 - Moderate Use
4 - Effective Use
5 - Executed with Excellence

The teacher demonstrated once with a meter stick but students didn't have; they used whiteboards but most without the graph; the book provided space to work.

Small Group Instruction - AIR & TAs, Paras

Small Group Instruction - AIR & TAs, Paras

Small Group & TAs, Paras

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Cool Down Assessment

Cool Down Assessment

Cool Down Assessment

Percentage

7

- So far:
- 8.1.9 - 7%
- 8.1.8 - 38%
- 8.1.7 - 0%
- 8.1.6 - 0%
- 8.1.5 - 28%
- 8.1.4 - 62%
- 8.1.3 - 74%
- 8.1.2 - 68%
- 8.1.1 - skipped
- 8.1.2**

1

Max points

30

Responses

42%

Avg score

Standards

CCSS.8.G.A.1.b CCSS.8.G.A.1.a

Top standards so far

Average score on items aligned to standard

Alignment criteria

This Dashboard component reflects scores from items which are aligned to standards within assignments included in your view. Visit the guide link in the sidebar to learn more.

8.G.A.1.(Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. Angles are taken to angles of the same measure. Parallel lines are taken to parallel lines.)	27%
8.G.A.1.b.(Angles are taken to angles of the same measure.)	18%
8.G.A.1.a.(Lines are taken to lines, and line segments to line segments of the same length.)	18%
8.G.A.3.(Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.)	0%

Parental Outreach

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Quick Hits

Running Record

No Notes Found

Comments


No Comments

TRU Math Observation Rubric 2024

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5.1.7

5.MD.C.5.b

Do Now

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Do Now - Fluency Practice

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1 - Poor Execution
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Teacher walked around checking in, prep'd for lesson, set a goal of 90% accuracy

The Mathematics

The richness of disciplinary concepts and practices ("the content") available for learning

The Mathematics - Students

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For the warmup we're discussing "Right and wrong" - Is this the purpose of the warmup?

Asking the students multiple times "What's the name of my activity?"

Not able to see much with the lost time, was looking to see the use of the formulas.

Cognitive Demand

Student sense-making and "productive struggle"

Cognitive Demand of Content

×

Hi. Need any help?

No Score
0 - No Cognitive Demand
1 - Low Cognitive Demand

2 - Basic Cognitive Demand
3 - Moderate Cognitive Demand
4 - High Cognitive Demand
5 - Executed with Excellence

I could see that if students are given the time and freedom they can figure out the two equations for the standard.

Equitable Access to Math

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There was no checking for understanding in a meaningful way.

Manipulative Use

Manipulative Use

Manipulative Use

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3 - Moderate Use
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There was use of the cubes; more practice will get them to excellent.

Small Group Instruction - AIR & TAs, Paras

Small Group Instruction - AIR & TAs, Paras

Small Group & TAs, Paras

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Cool Down Assessment

Cool Down Assessment

Cool Down Assessment

Percentage

36




Parental Outreach

Parental Outreach

Parental Outreach

Quick Hits

Running Record

-  Sep 30 12:05:36 pm Students enter room
-  Sep 30 12:09:22 pm 99math starts
-  Sep 30 12:19:04 pm 99math done

Comments



No Comments