

# LOOKING FOR RIGOR OBSERVATION TOOL

Date : \_\_\_\_\_ Observer: \_\_\_\_\_

Part of lesson observed:     Beginning     Middle     End

Grade	Teacher	Subject
	<b>Teacher Behavior “Look Fors”</b>	<b>Student Behavior “Look Fors”</b>
<b>Ask Probing Questions</b>	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) <b>Document specific teacher questions or questioning strategies.</b> <input type="checkbox"/> Do the teacher’s questions or strategies spark student questions? <input type="checkbox"/> How does the teacher keep every student engaged? <input type="checkbox"/> 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. <input type="checkbox"/> Clarifying (DOK 1): <i>Where are the materials? When is this due?</i> <input type="checkbox"/> Procedural (DOK 1 and 2): <i>What do we do next?</i> <input type="checkbox"/> Conceptual (DOK 2): <i>Is this an example of _____? What would happen to the system if _____? Why is this a pattern or trend?</i> <input type="checkbox"/> Extending thinking (DOK 3/4): <i>Does this idea connect to the essential question? Where is this supported in other sources?</i>
<b>Build Schema</b>	a. Provides accurate conceptual information and builds schemas. b. Frames feedback specific to conceptual or deeper understanding. <b>Document strategies, materials used.</b> <input type="checkbox"/> Describe how the task or teacher uses modelling (e.g., think-alouds to show reasoning, using multiple modalities, sketchnotes/mind mapping) <input type="checkbox"/> Describe how the teacher helps students to see relationships (e.g., parts-to-whole; graphic organizers, anchor charts)?	<input type="checkbox"/> Student responses go beyond memorized explanations, concepts, or theories. <input type="checkbox"/> Students make connections (to self/sources/global), predictions, or observations to help them make sense of information. <input type="checkbox"/> Students break down or analyze how well parts support the whole or identify missing or inaccurate parts.

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<b>Consider Scaffolding</b>	a. Monitors and scaffolds instruction to provide access to complex content or to advance/deepen thinking. b. Frames feedback specific to moving students forward/next steps. <b>Document strategies/materials used to support access to task requirements or complex material.</b> <input type="checkbox"/> What did the teacher do to support learning? <input type="checkbox"/> Did strategies match the learning targets?	<input type="checkbox"/> Did students get stuck on anything? Did they persevere? What did they do: Seek help? Try something else? Start over? Give up? <input type="checkbox"/> Describe student engagement or the effectiveness of the strategy used to support their learning.
<b>Design Complex Tasks</b>	a. Emphasizes deeper thinking, reasoning, and productive struggle/challenge. 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. <b>Document prompts, materials, resources used.</b> <input type="checkbox"/> Describe task students were working on or ask for a copy. <input type="checkbox"/> Identify the skills/concepts/dispositions students are expected to transfer	<input type="checkbox"/> Students have input or opportunities to make decisions about task design: content, processes, or products. <input type="checkbox"/> Individuals or groups generate their own ideas or approaches to solving complex problems. <input type="checkbox"/> During group work, every member involved, supportive, contributing. <input type="checkbox"/> Describe student engagement working through productive struggle.
<b>Engage in Metacognition</b>	a. Provides time (every 10–15 minutes suggested) during the lesson 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. <b>Document reflection prompts/materials/activities used.</b> <input type="checkbox"/> Describe class norms/expectations for student engagement: respectful, using success criteria /rubric to critique, etc.	<input type="checkbox"/> Students challenge one another respectfully, ask probing questions, provide their own evidence and qualifiers. <input type="checkbox"/> Students show willingness to reflect on/self-correct using feedback. <input type="checkbox"/> Describe student engagement during peer-to-peer product development, peer critique activities, resolving differences. <input type="checkbox"/> Peer feedback/self-reflection activities focus on quality (success criteria), analyzing what to do next or evaluating how to improve.

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Lesson Materials Collected:     Task Handout     Rubric     Other?

Time	Observer's Running Notes - Teacher Behavior "Look Fors"	Observer's Running Notes - Student Behavior "Look Fors"