



Classroom Observation Scoring Rubric AY 2017-2018

Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students’ accurate use of academic and disciplinary language.	
NOTE: Some students must demonstrate an understanding of academic and disciplinary language to score above 2. Some students must use academic and disciplinary language to score above 4.	
0 – The teacher does not communicate the concepts of the discipline(s) and does not use academic and disciplinary language.	<ul style="list-style-type: none"> • Does not communicate key concepts and themes in the discipline • Does not support student learning of academic and disciplinary language or content knowledge • Early Childhood Education (ECE) – Does not provide opportunities for learners to expand vocabulary or develop early literacy skills*
1 – The teacher demonstrates limited depth and/or breadth of content knowledge using academic and disciplinary language. Does not facilitate students’ accurate use of academic and disciplinary language.	<ul style="list-style-type: none"> • Conveys a merely rudimentary understanding of key concepts and themes in the discipline • Little use of academic and disciplinary language, or uses academic language that does not match the disciplinary focus of the content, so students are confused • Seldom corrects student misuse of academic language • ECE – Provides few opportunities for learners to expand vocabulary or develop early literacy skills*; Language practice occurs infrequently
3 – The teacher demonstrates some depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> • Conveys moderate understanding of key concepts and themes in the discipline • Only moderate use of academic and disciplinary language • Occasionally draws academic and disciplinary language from students • Student dialogue occasionally involves academic and disciplinary language • Occasionally corrects student misuse of academic language • ECE – Occasionally provides opportunities for learners to expand vocabulary or develop early literacy skills*; Language practice occurs occasionally
5 – The teacher demonstrates solid depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> • Conveys solid understanding of key concepts and themes in the discipline • May use limited examples or demonstrations of the relationship between key disciplinary concepts • Often draws academic and disciplinary language from students • Student dialogue often involves academic and disciplinary language • Corrects student misuse of academic language most of the time • ECE – Often provides opportunities for learners to expand vocabulary and develop early literacy skills*; Language practice occurs frequently
7 – The teacher demonstrates excellent depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language almost all the time and with almost all the students.	<ul style="list-style-type: none"> • Conveys excellent understanding of key concepts and themes in the discipline • If applicable, integrates recent knowledge or development of the field • Strongly conveys relationships between key concepts or history of the concepts • Constantly draws academic and disciplinary language from students • Student dialogue is infused with academic and disciplinary language • Students are able to articulate their learning in academic and disciplinary language • ECE – Constantly provides opportunities for learners to expand vocabulary and develop early literacy skills*; Learners interact with content linguistically; Language practice occurs constantly
<i>* In ECE, opportunities to expand vocabulary include using and defining uncommon words, pairing uncommon words with objects/visuals/activities, and frequently using enriching words. Early literacy skills include phonological awareness, print concepts, letter recognition, engaging with books, and age-appropriate writing.</i>	

Indicator 1.1 Clarification

Indicator 1.1 addresses the teacher's ability to **use appropriate academic language and promote use of academic language in students**. Academic language used in textbooks and classrooms differs in structure and vocabulary from everyday spoken English. Student use of academic language promotes precision of thinking and deeper understanding of content. It helps students learn from reading because it facilitates comprehension and speeds up information processing.

There are various ways that teachers can facilitate academic language.

- Directly teach academic language through vocabulary lessons.
- Model its use in the teacher's own talk.
- Require students to use academic language in both verbal and written communication.
- Correct or clarify student use of academic language.

To attain a high score on this indicator, teachers must draw correct use of academic language from students. This is done in spoken language (e.g., classroom discussions) or writing assignments (e.g., lab reports, essays). Students typically need repeated, in-context exposure to understand academic vocabulary. English Language Learner (ELL) students who may be adequately fluent in "everyday language" may still need extra support for academic language.

Note that academic language includes both content-general and content-specific language. Content-general academic language (e.g., corollary, conclusion, argument, evidence) should be used in every class, whereas content-specific is limited to only some classes (e.g., "hypotenuse" in a math class or "scapula" in an anatomy class). Content-general language includes words used infrequently or sophisticated words that contribute to precision of thinking and communication.

In some performance classes, students may demonstrate understanding of academic language (e.g., "sharp" or "tempo" in a music class) by responding to the teacher's instruction (e.g., changing their performance), but not verbalize the academic language.