

Principles of Learning Observation Sheet
Features of Organising for Effort

Evidence of Features or Indicators

A clear, high minimum set of standards that every student is expected to meet is established in each subject

All students are taught a curriculum that prepares them to meet the standards

Additional instruction and learning time is provided for students who need it in order to meet the standards.

When there are special learning opportunities, a willingness to do the work is the primary admission criterion.

Students are responsible for completing academic work that has been specified and negotiated.

There are specified bodies of work that students must accomplish by the end of key stages of schooling.

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Features of Clear Expectations	Indicators of the Features of Clear Expectations	Evidence of Features or Indicators
<p>Standards that include models of student work are available to and discussed with students.</p>	<ul style="list-style-type: none"> • Standards and rubrics are posted in the classroom and discussed with students. • Students work with portfolios that contain the standards and rubrics. • Students in the class can describe the substance of what they are trying to learn. • Students can show you examples of their work and describe the criteria they are trying to meet. • Students have been involved in explicating the criteria for work that meets the accomplishment standards. • Teacher feedback is given to students in terms of the standards and rubrics. 	
<p>Students judge their work with respect to the standards.</p>	<ul style="list-style-type: none"> • Students use rubrics to judge their work products. • Students engage in peer conferences in which clear criteria are used to evaluate and revise work. • Students engage in teacher conferences in which clear criteria are used to evaluate and revise work. • Students select work for portfolio submissions based on explicit criteria. • Students know clearly when they have and have not met the intermediate expectations and standards. 	
<p>Intermediate expectations leading to the formally measured standards are specified.</p>	<ul style="list-style-type: none"> • For every grade level a sequence of expected concepts and skills is specified that leads explicitly to the formally measured standards. • For each element in the sequence there are rubrics and models of student work. • Teaching is conducted in a way that highlights the important concepts and skills that students are expected to learn. 	
<p>Families and community are informed about the accomplishment standards children are expected to achieve.</p>	<ul style="list-style-type: none"> • Good work displays, for families and community, take place regularly and are well attended. • There are occasions when students explain to family and community their work and the criteria for judging it. • Parents know the standards and intermediate expectations that their children are working on. • A reporting system exists that explains how students are doing in relationship to the standards and intermediate expectations. 	

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Features of Fair and Credible Evaluations	Evidence of Features or Indicators
<p>Exams and tests are referenced to standards and designed to be studied for. The exams and tests are valid when students are directly prepared to take them.</p>	
<p>Exams, tests and class work are graded against absolute standards, not on a curve.</p>	
<p>A reporting system exists that makes it clear to students and their parents how they are progressing toward expected standards.</p>	
<p>Assessments validly test the full range of adopted standards.</p>	
<p>Curriculum and assessments are aligned.</p>	
<p>"Public accountability" assessment instruments and "instructional assessments" are aligned.</p>	

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Features of Recognition of Accomplishment	Evidence of Features or Indicators
<p>Frequent and regular occasions for recognizing student accomplishment linked to standards are established.</p>	
<p>Recognition events mark real accomplishment - meeting a standard or intermediate expectations</p>	
<p>Enough clearly demarcated progress points are set so that all students experience recognition and celebration of their accomplishments periodically.</p>	
<p>Families and other community members who matter to students participate in celebrations and recognition events.</p>	
<p>Employers and colleges recognize and ask for evidence of academic accomplishments of high school students.</p>	

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Features of Academic Rigor in a Thinking Community	Indicators of the Features of Academic Rigor in a Thinking Curriculum	Evidence of Features or Indicators
Commitment to a Knowledge Core	<ul style="list-style-type: none"> • There is an articulated curriculum in each subject that avoids needless repetition and progressively deepens understanding of core concepts. • The curriculum and instruction are clearly organized around major concepts specified in the standards. • Teaching and assessment focus on students' mastery of core concepts. 	
High thinking demand	<ul style="list-style-type: none"> • In every subject students are regularly expected to raise questions, to solve problems, to think, and to reason. • Students are doing challenging, high-level assignments in every subject. • Assignments in each subject include extended projects in which original work and revision to standards is expected. • Students are challenged to construct explanations and to justify arguments in each subject. • Instruction is organized to support reflection on learning processes and strategies. 	
Active use of knowledge	<ul style="list-style-type: none"> • Each subject includes assignments that require students to synthesize several sources of information. • Students in each subject are challenged to construct explanations and to test their understanding of concepts by applying them and discussing them. • Students' prior knowledge and out-of-school knowledge is used regularly in the teaching and learning process. • Instructional tasks and classroom discourse requires students to interpret texts and construct solutions. 	

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Features of Accountable Talk	Indicators of the Features of Accountable Talk	Evidence of Features or Indicators
<p>Engagement through Talk</p>	<ul style="list-style-type: none"> • A substantial portion of instructional time involves students in peer- or teacher-led talk related to the concepts delineated in the standards. • Accountable Talk sharpens students' thinking by reinforcing their ability to build and use knowledge. Teachers create the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. 	
<p>Accountable to the Learning Community</p>	<ul style="list-style-type: none"> • Students actively participate in classroom talk. • Students listen attentively to one another. • Students elaborate and build upon ideas and each others' contributions. • Students work toward the goal of clarifying or expanding a proposition. 	
<p>Accountability to Knowledge</p>	<ul style="list-style-type: none"> • Students make use of specific and accurate knowledge. • Students provide evidence for claims and arguments. • Students identify the knowledge that may not be available. 	
<p>Accountability to Rigorous Thinking</p>	<ul style="list-style-type: none"> • Students synthesize several sources of information. • Students construct explanations. • Students formulate conjectures and hypotheses. • Students test their own understanding of concepts. • Classroom talk is accountable to generally accepted standards of reasoning. • Students challenge the quality of each others' evidence and reasoning • Classroom talk is accountable to standards of evidence appropriate to the subject matter. 	

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Features of Socializing Intelligence	Evidence of Features or Indicators
Students acquire and use strategies for learning and problem solving.	
Students acquire and use strategies for appropriately getting and giving help in learning.	
Staff communicate to all students that they are already competent learners, and are able to become even better through their persistent use of strategies and by reflecting on their efforts.	
Classroom practice holds students accountable for using learning, problem-solving and helping strategies.	
Students are persistent when working on challenging problems.	
Students regularly expect to do "better than before."	

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Features of Self-Management of Learning	Indicators of the Features of Self-Management of Learning	Evidence of Features or Indicators
<p>Within the context of instruction and learning in the various subject areas, metacognitive strategies are explicitly modeled, identified, discussed and practiced.</p>	<ul style="list-style-type: none"> Teachers model ways that people notice and regulate their own learning processes. Teachers call attention to students' effective use of self-management strategies, making overt the thought processes that are usually carried out internally. Students can talk about their self-monitoring and self-management strategies: what they are, why they are using them, and how they help them learn in specific situations. Students and teachers comment on the quality of questions, inquiries, and explanations that arise in the course of content-area study. 	
<p>Students are expected and taught to play an active role in monitoring and managing the quality of their learning.</p>	<ul style="list-style-type: none"> Students regularly check their understanding by paraphrasing or restating concepts in their own words, explaining things to themselves, asking themselves questions, extending ideas and checking new information against their background knowledge. Students notice and can talk about how clearly, fully, and deeply they understand something. Students objectively assess their work against standard-meeting models and ask for instruction or coaching when they need it. Students can predict how their products and performances will be evaluated. Students regularly gauge how much time and effort will be required to accomplish a learning task or achieve a learning goal. They plan their steps and pace themselves accordingly. 	
<p>Teachers scaffold students' performance during initial stages of learning, then gradually remove supports</p>	<ul style="list-style-type: none"> During early learning, teachers play an active role in monitoring students' understanding, anticipating how long tasks will take and where learning difficulties will occur, and deciding when further explanation or direction is needed. Students carry out these functions themselves as their competence grows. Students assume increasing control over the conditions of their learning, such as use of resources, sequencing of activities, and conditions of work. As students begin to take over the management of their learning, teachers may ask them to reflect on and discuss the strategies they use. 	

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Features of Learning Environments	Evidence of Features or Indicators
Students create authentic products for authentic audiences.	
Student products meet publicly agreed upon standards of quality	
Experts from within the school or from the community critique and guide student work	
Learning strategies and thinking are overtly modeled and discussed.	