T-TESS Observation Evidence Sheet
4th Grade ELA (Identifying Character Traits)

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations	The primary objective of the lesson was not clear or communicated to the students. There were many sub-objectives including reading with emotion, locating paragraphs, identifying and justifying character traits, and vocabulary. Since the lesson objectives were unclear, the activities in the lesson were varied and unrelated. The lesson was connected to what students had previously learned through prior reading experiences with the story. The teacher told the students to think about the story, "The Gold Coin," they had been working on and asked them how the old lady and thief felt inside their hearts. Students used terms they had generated in the previous lesson to describe character traits. Following the review of previous lessons, the teacher indicated that students were going to read four passages from the story. They were to identify two characteristics from the beginning of the story and two from the end of the story with partners. The students were able to use predictions and story maps they had created during previous lessons. However, due to the number of sub-objectives being covered in the lesson, many students did not demonstrate mastery in identifying character traits that could be supported with details from the story. Students did have opportunities to evaluate character traits and explain their findings. However, many students chose words already used by their classmates or teacher. Therefore, there were a limited number of new ideas presented. Students' creations were limited to a chart.	**Developing**
Content Knowledge and Expertise	The teacher displayed accurate content knowledge and utilized specific strategies such as story maps, word cards, and charts to enhance student content knowledge. However, she highlighted a variety of key concepts such as reading with emotion and locating paragraphs that were not clearly connected to the content of the lesson. The content of the lesson was made meaningful through the teacher's use of students' predictions about the characters in the story. These predictions were written on index cards and	**Proficient**

Dimension	Evidence	Rating
	placed on the board for discussion. Students' curiosity and inquiry were included through reading varying passages to discover the characteristics being revealed and to check the accuracy of their predictions. The teacher implemented some problem solving activities. For example, students drew conclusions from their reading about the characters and were asked to justify their answers. In previous lessons, they had made predictions about the story and characters from the book's illustrations. However, there was limited variety in student thinking as most students used the character traits the teacher had displayed on the word cards. The teacher used visuals such as word cards and a chart to help organize the lesson and modeled how to complete the chart on character traits at the beginning of the story and at the end of the story.	
Communication	The use of story maps, prediction charts, and word cards supported the identification of character traits in varied communication modes. The activities provided student to student interactions, as they were allowed to work together to complete their charts. Students were provided choices in choosing their partners and characteristics for their charts. The use of dictionaries would have helped students work more independently to communicate in written form, as many of them asked for help with spelling. Instead of directing them to a reference tool, the teacher spelled the word for them. The teacher's questions required knowledge, comprehension, and evaluation of character traits, including 'why' questions throughout the lesson for students to justify their responses. Students were asked to explain their use of character descriptions such as "sneaky" and "generous" with details from the story. Students were also asked why they thought the teacher had them reread the story. Wait time was provided and the teacher stated she saw students thinking as she waited for them to formulate responses. Questions required whole group responses when students read word cards together and individual responses when students shared their own predictions and explanations of character traits.	**Proficient**
Differentiation	The teacher displayed understanding of students' learning difficulties by allowing them to work with partners or in a group. The partner pair was student choice, rather than teacher designed to address individual learning strengths and needs. She also allowed them to use her chart if they had difficulty identifying character traits on their own.	**Developing**

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	Although the assignment was the same for all students, the teacher did provide individual assistance, as needed. Whole group, small group, and individual activities were used. Students were held responsible for their own papers but were told they could work with a partner; however, expectations were not conveyed to hold groups accountable. Some students were asked to share either the beginning or end of the story details. It appeared that some students did not understand how to work with a partner as they still went directly to the teacher for assistance.	
Monitor and Adjust	Academic feedback was mostly focused and of high quality. The teacher restated meanings of words on the word cards such as impatient and generous and explained how details from the story supported the character traits. The teacher circulated during instructional activities to support student work, question and make suggestions. When a student said that being helpful was being generous, the teacher provided clarification and examples from the story of the differences in these traits. When spelling "stole" for the students she explained how the past tense of some words is formed irregularly and why the word was not "stealed." The repeated reading aloud of the passages did not support this objective or students' ability to check the accuracy of their predictions. Students shared from their charts, but the information was not connected to the lesson's apparent objectives. It was not clear how the teacher used their responses to assess their understanding of the content or to guide other groups with their assignments. The pacing of the lesson did not allow sufficient time for students to complete their charts on character traits at the beginning and end of the story. A great deal of time was devoted to the reading aloud of the passages and not enough to the completion of the students' charts.	**Developing**

Domain: Learning Environment

Dimension	Evidence	Rating
Classroom Environment, Routines and Procedures	Routines for distributing materials were efficient through the use of group monitors. There was some confusion on the teachers' expectations as she changed her mind between using bullets or sentences and if the students could use her examples or had to develop their own. Although students were told they could work in groups or alone, some students were later told to work individually.	**Developing**
Managing Student Behavior	The teacher used visuals, hand signals, proximity, and movement within the classroom to manage student behavior. Student responses were used to create the word cards (character traits). The teacher developed learning experiences where curiosity and exploration are valued and students' efforts are reinforced and rewarded.	**Proficient**
Classroom Culture	Throughout the lesson, the teacher praised students for reading with emotion and referencing details from the story in their explanations. Teacher-student and student-student interactions were collaborative and mutually respectful and included cultural connections with the literature and the class of English language learners. Throughout the lesson, the teacher rewarded and praised the students' efforts in reading and use of details from the story. She told them they were becoming strong English readers.	**Proficient**