

III. Tasks and Activities that Elicit Evidence of Student Learning

The focus of this dimension is on those things with which students engage that potentially produce evidence of student learning (except classroom discussions, as this is discussed in the *Questioning Strategies that Elicit Evidence of Student Learning and Extending Thinking During Discourse* dimensions). Research indicates that student learning improves when teachers have rich evidence of student learning and make instructional adjustments based on that evidence.

Teachers need to use a range of tasks and activities to collect relevant and sufficient evidence of student understanding and/or progress toward the learning goals. When students are engaged in tasks and activities that are aligned with the learning goals (on their own, with another student, or in a small group), the work products provide evidence of student understanding. In order for a task to be effective, students need to have access to appropriate support from either the teacher or from their peers to complete the task. In addition, the teacher needs to have a mechanism for synthesizing evidence from across the class, whether through a formal review process or through an informal on-the-fly review.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>The teacher did not engage the class with any tasks or activities to elicit evidence of student learning.</p>	<p>The teacher uses tasks or activities that are not aligned to the learning goals or will not provide evidence of student progress toward those goals.</p>	<p>The teacher uses tasks or activities that are loosely aligned to the learning goals and will provide limited evidence of student progress toward those goals.</p>	<p>The teacher uses well-crafted tasks and activities that are mostly aligned to the learning goals and will provide evidence of student progress toward those goals.</p>	<p>The teacher uses a series of integrated, well-crafted tasks and activities that are tightly aligned to the learning goals and will provide evidence of student progress toward those goals.</p>
	<p>Most students are unclear about how they need to approach the task, and students require extensive repeated or revised explanations.</p>	<p>Many students are unclear about how they need to approach the task, and the teacher takes some time to repeat or revise explanations.</p>	<p>A few students are unclear about how they need to approach the task, and the teacher takes minimal time to repeat or revise explanations.</p>	<p>Most or all students are clear about how they need to approach the task and are able to begin work efficiently.</p>
	<p>The teacher does not review student work products during the lesson or does not indicate when they will be reviewed.</p>	<p>The teacher occasionally or haphazardly reviews student work products during the lesson or makes a vague reference to when they will be reviewed.</p>	<p>The teacher reviews student work products during the lesson in a way that provides insight into most students' progress or indicates how work products will be reviewed later.</p>	<p>The teacher systematically reviews student work products during the lesson in a way that provides insight into most or all students' progress or clearly indicates how they will be reviewed and how the information will be used to inform instruction.</p>

Observation Notes

Tasks and Activities to Elicit Evidence of Student Learning



Tasks and activities include any learning opportunities that students engage in that potentially produce evidence of student learning that can be used to adjust instruction (except classroom discussions, as this is discussed in the *Questioning Strategies that Elicit Evidence of Student Learning and Extending Thinking During Discourse* dimensions). Tasks and activities that are formative do not include summative assessments or graded assignments that do not allow for revision or additional learning opportunities (e.g., graded quizzes). Furthermore, if the focus is on the overall outcome (e.g., the grade) rather than on understanding what students should know and what students need to know, then the task is higher stakes than a formative assessment should be. Examples of potential tasks and activities that can be used to elicit evidence of learning for formative purposes include work sheets, lab experiments, performance tasks (e.g., playing a C-major scale, learning to serve a volley ball, reading a poem with expression), commercially produced formative assessment tasks, essays, quizzes, group projects, and/or journaling. The decision regarding the purpose of the task and the use of the evidence will be a professional judgment made by the observer.



It is possible (although not common) for an observed lesson to not include any tasks or activities that elicited evidence of student learning. For example, this could be the case if the entire lesson was a class discussion or teacher lecture, or if the entire class was devoted to independent silent reading.



There are references across the levels to whether students are clear or unclear about the directions for the task. The focus here is not on the clarity of the learning goals but rather on whether the students have a clear understanding of how to begin the task itself.



The rubric also asks observers to consider the directions that a teacher provides for a task and how quickly students are able to engage with the task or whether they need extensive re-explanations. The focus of this dimension is on how well the tasks and activities that a teacher selects provide evidence of student learning. Directions are important to the extent that if students don't understand the task they cannot engage with it to provide evidence of learning. Tasks that are more complex may require students to consider and plan how to approach them, and professional judgment should be used to distinguish between genuine confusion about the task that could have been avoided and productive confusion as students grapple with complex ideas. Students may be off-task due to reasons unrelated to the clarity of the task or directions, but that is not part of the scoring considerations for this dimension.



You may observe cases of the teacher working with a small group of students (while other students are working independently). Apply the Tasks rubric to the small-group work as if the small group is the whole class. While the teacher could score high on this dimension, if the teacher does not collect any evidence of the other students' learning, that will be reflected in the *Use of Evidence to Inform Instruction* dimension.



The final row of this rubric discusses the teacher’s review of (or intent to review) the student work products. In this rubric, the highest level of the rubric requires a teacher to indicate how the student work products will be reviewed; however, it does not require the teacher to make inferences about student progress or to adjust instruction. Evidence of the latter practice will be captured in the *Use of Evidence to Inform Instruction* dimension.



Additional Notes: _____
