

CLASS RULES



INDIVIDUAL RESPONSIBILITY I am responsible for:

- Trying:** Improvement counts
- Asking:** Ask for help from groupmates
- Helping:** Offer help to groupmates
- Courtesy:** Make polite requests and show appreciation
- Support:** Encourage and build up others--no put downs



GROUP RESPONSIBILITY We are responsible for:

- Solving:** We try to solve our own problems
- Asking Group Questions:** We ask groupmates before asking the teacher
- Helping:** We help our groupmates and the teacher
- Inner Voice:** We use a voice heard by groupmates, but not other groups

GENERAL SCORING GUIDE

- 5 **EXEMPLARY RESPONSE (A+ Response)**
Complete, clear and elegant explanation
Uses diagrams and examples to support answer
Shows total understanding of concept and goes beyond the required information
- 4 **COMPETENT RESPONSE (A / A- Response)**
Fairly complete, neat and reasonably clear explanation
Communicates effectively. may use diagrams
Shows understanding of required information
- 3 **SATISFACTORY RESPONSE (B / B- Response)**
Correct answer but
Unclear and/or muddled explanation
Incomplete thought process; omits important information
Shows understanding of the underlying mathematical ideas
- 2 **UNCLEAR / PARTIALLY CORRECT RESPONSE (C / C- Response)**
Partially correct answer with -
Sketchy and flawed explanation
Communicates ineffectively; may use inappropriate diagrams
Does not show total understanding of the concept
- 1 **ATTEMPTED RESPONSE; INCORRECT (D / D- Response)**
Begins problem, but explanation is not understandable
Words do not reflect the problem
Shows minimal understanding of the concept
- 0 **NO RESPONSE (E Response)**
Did not attempt the problem
Bluff response; totally wrong
Shows no understanding of the concept

Oral Reports : Group Grade

- * The group prepares its individual members.
- * Any group member may be called upon to report for the group.
- * The individual reports what the group has discovered or understands.

- Voice and manner
- Everyone can hear and understand
- Completeness of report
- Correctness of report
- Answers any additional questions

Group____ Period____ Date_____

Oral Grade ____

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HOMWORK GRADING GUIDE

Question:	Yes	No
1. Can you read the answer?	()	()
2. Does it answer the question?	()	()
3. Is the answer clear and to the point?	()	()
4. Does the answer make sense to you?	()	()
5. Could the answer clear up confusion?	()	()
6. Do you think the person understands the question?	()	()
7. Would this be the answer you would give?	()	()
8. Was everything essential included?	()	()
9. Would this answer help someone better understand the subject?	()	()
10. Did the person do an overall good job?	()	()

10	YES = full credit and a "plus"	3-5 YES = half credit
6-9	YES = full credit	0-2 YES = no credit

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Group Processing Suggestions

Students need to develop the habit of group processing. At the beginning of the year, this will need to be incorporated formally into your lessons. The time you spend on this is now will be more than recouped through more efficient, smooth, and productive group work. Another good time is at the end of a quiz. A group processing question can be included as the last part of the quiz. Group processing questions may be open-ended or fill-in-the-blank.

Course 1:

- How has your group work improved since the first day of class? How could you further improve your group work next time?
- How did your group include everyone?
- Words used to encourage each other were _____, _____, and _____.
- Name one thing that each person in your group did today that helped the group.
- What actions helped the group work productively?
- What actions could be added to make the group even more productive next time?
- I contributed to my group today by _____.
- How did your group decide what to do?
- Name one thing that each person in your group did today that helped you or your group?
- I liked it when I helped my group today by _____.
- Name ways in which your group works better now than it did two weeks ago.
- Do you feel any different about working with your group now than you did two weeks ago? Why or why not?
- We included everyone today by _____.
- Next time we can do more _____ by _____ and _____.
- How did your group include everyone?
- How did your group make sure everyone understood?
- I really felt good when others in my group _____
- What did your group do best today?
- What group skills does your group need to improve?
- We helped our group by _____.
- In any group It is helpful to _____ because _____.
- I encouraged _____ (name) by saying _____.
- Our group would function better next time if we _____.
- We did well on checking for understanding by _____.
- How does your group help someone who doesn't understand?
- Who in your group encourages other members? How?
- We could have used our time more efficiently by _____.
- Name one thing that each person in your group did today that helped the group.
- How did your group make sure everybody understood?
- What actions helped the group work productively?
- What actions could be added to make the group even more productive?
- I contributed to my group by _____.

Capsule Description of the Quality of the Lesson

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

Level 1: Ineffective Instruction

There is little or no evidence of student thinking or engagement with important ideas of mathematics/science. Instruction is *highly unlikely* to enhance students' understanding of the discipline or to develop their capacity to successfully "do" mathematics/science. Lesson was characterized by either (select one below):

Passive "Learning"

Instruction is pedantic and uninspiring. Students are passive recipients of information from the teacher or textbook; material is presented in a way that is inaccessible to many of the students.

Activity for Activity's Sake

Students are involved in hands-on activities or other individual or group work, but it appears to be activity for activity's sake. Lesson lacks a clear sense of purpose and/or a clear link to conceptual development.

Level 2: Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are *serious problems* in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" mathematics/science.

Level 3: Beginning Stages of Effective Instruction (Select one below.)

Low 3 Solid 3 High 3

Instruction is purposeful and characterized by quite a few elements of effective practice. Students are, at times, engaged in meaningful work, but there are weaknesses, ranging from substantial to fairly minor, in the design, implementation, or content of instruction. For example, the teacher may short-circuit a planned exploration by telling students what they "should have found"; instruction may not adequately address the needs of a number of students; or the classroom culture may limit the accessibility or effectiveness of the lesson. Overall, the lesson is *somewhat limited* in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" mathematics/science.

Level 4: Accomplished, Effective Instruction

Instruction is purposeful and engaging for most students. Students actively participate in meaningful work (e.g., investigations, teacher presentations, discussions with each other or the teacher, reading). The lesson is well-designed and the teacher implements it well, but adaptation of content or pedagogy in response to student needs and interests is limited. Instruction is *quite likely* to enhance most students' understanding of the discipline and to develop their capacity to successfully "do" mathematics/science.

Level 5: Exemplary Instruction

Instruction is purposeful and all students are highly engaged most or all of the time in meaningful work (e.g., investigation, teacher presentations, discussions with each other or the teacher, reading). The lesson is well-designed and artfully implemented, with flexibility and responsiveness to students' needs and interests. Instruction is highly likely to enhance most students' understanding of the discipline and to develop their capacity to successfully "do" mathematics/science.

Please provide your rationale for the capsule rating:

Reflective Teaching

	Always	Frequently	Sometimes	Rarely	Never
1. I wait for students to respond to questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I refer questions back to group members or to the class instead of answering them myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I answer questions from a group with a question or with a suggestion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I avoid repeating a student's answers to the class. Instead, I ask the student to repeat his/her answer or I ask another student to restate it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I do not interrupt group process time with announcements to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If a student's reply to a question is incorrect, I ask questions that will lead the class to determine how or why it is incorrect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I encourage questions and discussions when students are working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I assess students on the quality of their questions and responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I encourage participation in group activities by all group members, asking questions to nonparticipating members if necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I carefully evaluate the students' level of understanding, but do not require mastery by all students before moving on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I require my students to do homework outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My students are able to read in my actions and tone of voice a love of mathematics and teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>