

EVIDENCE CHART AND OBSERVATION SCALE

Implementation Goal: The teacher designs and implements item-frame questions that align with learning objectives. Students understand item frames and can identify and create their own item-frame questions.

Planning Question: What will I include in my lesson to teach the necessary vocabulary and content in order for students to complete item-frame questions successfully?

Teacher Evidence for Level 2 (Developing)	Student Evidence for Level 3 (Applying) or Level 4 (Innovating)
<p>The teacher is:</p> <ul style="list-style-type: none"> • Selecting or creating item frames that align with the lesson's objective • Finding grade-level (or scaffolded) resources that fit with the item frame • Identifying key vocabulary terms that require review or instruction • Teaching or reviewing necessary content • Modeling how to approach an item-frame question • Engaging students in guided questions to chunk the question and understand what is being asked • Informing students of the purpose of item frames and how they support learning 	<p>The student is:</p> <ul style="list-style-type: none"> • Interacting with the learning and the required resources • Identifying which item frame is being used or taught • Identifying what the question is asking and steps to approach the question • Creating their own item-frame question when provided a sentence stem or example

	4 INNOVATING	3 APPLYING	2 DEVELOPING	1 BEGINNING	0 NOT USING
Item-Frame Rubric	The teacher engages in all behaviors at the Applying level. In addition, students are able to create their own item-frame questions with high rigor and identify the frame they selected and why.	The teacher engages in activities that teach students the required vocabulary and content without significant errors or omissions, and the majority of students understand item frames and their purposes. The teacher engages in guided discourse and cumulative review with the class.	The teacher uses item-frame questions without significant errors or omissions. Evidence for this level of performance includes (1) instruction on the vocabulary used in the item-frame question and (2) instruction on the content asked in the item-frame question.	The teacher uses item-frame questions but does so with errors or omissions, such as not instructing on the vocabulary or content required for the item.	The teacher does not use item frames.