

Classroom Assessment Scoring System-WYTeach

Domain	Dimension	Indicator	1, 2	3, 4, 5	6, 7
Emotional Support	Teacher Sensitivity	Awareness	The teacher rarely monitors students for cues and/or consistently fails to notice when students need extra support or assistance.	The teacher sometimes monitors students for cues and notices when students need extra support or assistance, but there are times when this does not happen	The teacher consistently monitors students for cues and notices when students need extra support or assistance.
		Responsiveness	The teacher is unresponsive to, and/or dismissive of, students' academic and social/emotional needs and cues for support.	The teacher is sometimes responsive to students' academic and social/emotional needs and cues for support, but this responsiveness may be brief or not observed across the observation or across students.	The teacher is consistently responsive to students' academic and social/emotional needs and cues for support.
		Effectiveness in addressing problems	The teacher is ineffective at helping students, allowing student problems and/or confusion to persist.	The teacher generally attempts to help students who need assistance, but these attempts are not consistently effective at addressing problems.	The teacher is consistently effective in addressing students' questions, concerns, and problems as observed by resolution.
	Regard for Adolescent Perspectives				
		Flexibility and student focus	The teacher rigidly provides all of the structure for the class and rarely follows students' leads or encourages student ideas or opinions.	The teacher provides structure for the class, but at times is flexible, follows students' leads, and/or encourages student ideas and opinions.	The teacher is flexible and consistently follows students' leads and encourages student ideas and opinions.

		Connections to current life	Material is not meaningfully connected to current experiences of students and information about how or why the material is of value to students is not presented.	Material is sometimes meaningfully connected to the current experiences of students and sometimes makes salient how or why the material is of value to students.	Material is meaningfully connected to the experience of students and is presented in such a way that students understand how or why it is of value to them.
Classroom Organization	Behavior Management				
		Clear expectations	Behavioral expectations for students in this class are absent, unclear, or very inconsistently enforced.	There may be some evidence of rules or expectations for student behavior, but these rules may be inconsistently enforced or appear difficult for some students to understand and follow.	Rules and behavior expectations are clearly stated or understood by everyone in the class.
		Proactive	The teacher is reactive to behavioral issues and monitoring is absent or ineffective.	The teacher uses a mix of proactive and reactive approaches to behavioral issues; the teacher sometimes monitors but at other times misses early indicators of problems.	The teacher is consistently proactive and monitors effectively to prevent problem behaviors from developing.

		Effective redirection of misbehavior	The teacher either ignores or uses ineffective methods to redirect misbehavior before it escalates. As a result, misbehavior continues and/or escalates and results in significant loss of instructional time.	The teacher uses a mix of effective and ineffective strategies to redirect misbehaviors and as a result, some instructional time is lost.	The teacher consistently uses effective strategies to redirect misbehavior and behavior management does not result in loss of instructional time.
Instructional Support					
		Analysis and Inquiry			
		Facilitation of higher-order thinking	Students do not meaningfully engage in higher-order thinking skills through analysis and inquiry.	Students occasionally engage in higher-order thinking through analysis and inquiry, but these episodes are brief or limited in depth.	Students consistently engage in extended opportunities to use higher-order thinking through analysis and inquiry.
		Opportunities for novel application	Instruction is presented in a rote manner with no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem.	The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and with teacher guidance available, but does not provide opportunities for analysis and problem-solving within novel contexts and/or without teacher support.	The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks requiring them to select and utilize or apply existing knowledge and skills.

		Metacognition	Students are not encouraged to think about, evaluate, or reflect on their own learning or to plan their own learning experiences.	Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; however these are typically brief and limited in depth.	Students have multiple extended opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.
	Quality of Feedback				
		Feedback loops	Feedback in this classroom is non-existent or perfunctory.	There are occasional feedback loops between the teacher and students or among students, but at other times feedback is more perfunctory.	There are frequent feedback loops between the teacher and students or among students, which lead students to obtain a deeper understanding of material and concepts.
		Scaffolding	Students are not provided with assistance, hints, or prompting from the teacher or peers when participating in class work but are left to complete work without such assistance.	The teacher and/or peers sometimes scaffold student learning but these interactions are brief or not of sufficient depth to allow students to fully perform at a higher level.	The teacher and/or peers often scaffold student learning, allowing them to perform at a higher level than they would be able to perform independently.
		Building on student responses	The teacher and/or peers move on quickly after a student has provided an answer or presented work without building on student responses in a way that clarifies or extends learning.	The teacher and/or peers sometimes build on student responses to expand students' learning and understanding, but these exchanges are brief and/or limited in depth.	The teacher and/or peers often build on student responses in a way that expands students' understanding.

		Encouragement and affirmation	Students rarely receive encouragement or affirmation of their work or participation.	The teacher and/or other students occasionally offer encouragement of students' efforts that increases involvement and persistence, but these are brief or not consistently observed.	The teacher and/or other students often offer encouragement of students' efforts that increases involvement and persistence.
Student Engagement	Student Engagement				
		Active Engagement	The majority of students appear distracted or disengaged.	Students are passively engaged, listening to, or watching the teacher; or there is a mix of student engagement with the majority of students actively engaged for part of the time and disengaged for the rest the time; or there is a mix of student engagement with some of the students actively engaged and some disengaged.	Most students are actively engaged in classroom discussions and activities.
Instruction aligned to planning					
General Notes: (professionalism, tone, pace, communication)					

