



## Rosedale Middle School

### Student Learning Walkthrough Notes

How are students engaged in learning?	How do our students respond to instructional delivery?	Can students articulate what it is they are learning and/or justify their reasoning?
Analyzing grade level text: main idea and detail, craft and structure Rotate in station learning: EDI, collaborative, independent Interactive games III Multimedia, listening and responding in writing III Utilize thinking maps I I Utilize doodle notes I Total physical response II Hands on activities III Using interactive online models Compare and contrast in collaborative groups I Real world analysis of concepts/ building models III Hands on foldables Engaged in research Creativity II (listening and speaking) Note taking/ recording	Transition quickly I Students readily respond when selected Whole class dialogue Gave one word responses when asked for volunteer participation Non-verbal response/ show of hands I Complete sentences when selected to participate Students engaged in dialogue with small group EDI Discussed/ volunteered previous knowledge II Drawing connections to prior units Respond verbally to reading questions In response to whole class question, chorally responded that they were ready to move on; however, their work indicated they did not grasp the concept	Explained when asked Most showed work to demonstrate reasoning Some do not use content specific vocabulary Used content specific vocabulary I Explained choices II Written responses Meta-cognition: students used a check list to gage their preparedness for an upcoming assessment I Explained how they knew Used supports, e.g. labeled paragraphs, to explain their reasoning and find answers in a text Critiqued their own work (meta-cognition/ self-assessment)

Walkthroughs occur once a quarter and help with coherence of class to class instruction. The observers document notes utilizing the form to the left. The 10-15 minute classroom observation is a way to collect evidence of higher order thinking skills (HOTS) between each department and grade levels.

### Rosedale Union STUDENT EVIDENCE ANALYSIS PROTOCOL

Grade Level/Subject: \_\_\_\_\_  
 STUDENT WORK PRODUCT: (Descriptor) \_\_\_\_\_  
 Guided Instruction/Collaborative Work Product (Circle One) Independent Practice  
 Samples: 2 high, 2 mediums, 2 low

QUESTIONS	WRITE EVIDENCE	NEXT STEPS
<b>Data Analysis successes</b> 1. What patterns do you see? 2. Are there patterns by subgroups?	Define student work successes 1. 2.	
<b>Data Analysis challenges</b> 3. What patterns do you see? 4. Are there patterns by subgroups?	Define student work challenges 3. 4.	
<b>Gap analysis and synthesis</b> 5. What skills are missing in the unsuccessful students? 6. What are the critical skills students need to be successful?	Define needed student skills 5. 6.	
<b>Instructional strategies</b>	Identify possible next step Instructional Strategies	

Rosedale Middle School is student centered. The collaborative teachers work during common department prep periods. Student work is analyzed and information gathered utilizing the document to the left. Not only are the students asked to use HOTS, but the teachers are as well. The student analysis includes qualitative information as aforementioned, as well as quantitative data through assessments, which include district, department, and state comparisons.

### RMS State Testing Self Reflection (ELA)

After reviewing your previous years English Language Arts / Literacy state test score, answer the questions below.

Last Name:

Short answer text

First Name:

Short answer text

Student meta-cognition is built through self-reflection. Not only is it required for teachers to engage in a cycle of inquiry around assessment results, but so are the students.