

## Indicators of an Effective Classroom

### Conditions for Learning

- Classroom is neat and organized.
- Student work is aligned with standards.
- No instructional time is wasted; transitions are smooth.
- Psychological climate is positive.
- Teacher has a personal interest in all students.
- Teacher is caring, confident, and consistent.
- Teacher and students practice active listening.
- Teacher handles misbehavior calmly and courteously.
- Teacher is physically close to students as they work.
- Students and teacher follow procedures and agendas.
- Students share responsibility for learning.
- Current samples of student work are displayed.
- Teacher begins class with bell work or warm-up activities.

### Curriculum

- Teachers use a standards-based lesson design.
- Content reflects student interest.
- Opportunities for real-life connections are made.
- Interdisciplinary connections are made whenever possible.
- Curriculum is personalized for every child.
- Materials, resources, and technologies support the learning.
- The pace is appropriate for the content.
- Lesson plans are appropriate, standards driven, and available for review.

### Instruction

- Students are actively engaged, individually and/or collaboratively.
- Teacher accommodates differences in rates, learning styles, and prior learning.
- Teacher asks challenging questions with appropriate response time (for reflection).
- Individual help is given to each student.
- Teacher varies instructional strategies for groups and/or individuals.
- Demonstrations and explanations inform, clarify, and engage.
- The pace of the instruction is appropriate for the content and class.
- Instruction is differentiated when appropriate.
- The instructional standard is clearly communicated in the lesson plan.

### Technology

- Teacher uses varied technology to demonstrate the learning and/or instruction.

### Assessment

- Teacher continually monitors student work and provides feedback.
- Teacher employs a variety of assessment tools.
- Teacher provides opportunities for re-teaching.
- Students assess their own work according to rubrics.

**Instructional Review Rubric**

NAEP	Bloom	Key Terms	Examples and Sample Question Stems for Assessments	Potential Assignments and Products
	<b>KNOWLEDGE</b>	<b>REMEMBER</b> – Recognize, Identify, Recall, Retrieve	<p>A student performing at the <b>Knowledge/ Remember</b> level can locate and retrieve knowledge from long-term memory that is consistent with presented material.</p> <p><b>Sample Questions</b></p> <ol style="list-style-type: none"> <li>1. How many ...? 2. Who was it that ...?</li> <li>3. Tell me why ...? 4. What is it ...?</li> <li>5. Which is true or false ...? 6. What happened after ...?</li> <li>7. Name the parts of a cell? 8. State the law of gravity.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Recall elements or details in a story</li> <li>▪ Conduct basic mathematical calculations</li> <li>▪ Represent scientific concepts</li> <li>▪ Make timeline of events</li> <li>▪ List the story's main events</li> <li>▪ List any pieces of information you can remember.</li> <li>▪ Recite a poem.</li> <li>▪ List all the animals in the story.</li> <li>▪ Make a chart showing... (copies a chart or diagram)</li> <li>▪ Remember an idea or fact</li> <li>▪ Recognize important dates</li> <li>▪ Remember things read, heard, seen</li> <li>▪ Conduct information searches</li> <li>▪ Find definitions</li> <li>▪ Describe the features</li> <li>▪ Dramatize information</li> <li>▪ Complete a peer-teaching show and tell</li> <li>▪ Solve word problems</li> <li>▪ Summarize major events</li> <li>▪ Paraphrase important speeches and documents</li> <li>▪ Cut out or draw pictures to show a particular event</li> <li>▪ Give examples included in specific categories or groups</li> <li>▪ Make a cartoon strip showing the sequence of events.</li> <li>▪ Write and perform a play based on the story.</li> <li>▪ Classify observed or described scenarios or events</li> <li>▪ Retell the story in your own words</li> <li>▪ Solve routine multiple step problems</li> <li>▪ Write a summary of the event or something portrayed in a video.</li> <li>▪ Infer a principle from provided examples</li> <li>▪ Prepare a flow chart to illustrate the sequence of events.</li> <li>▪ Compare historical events to contemporary situations.</li> <li>▪ Explain the causes of important events from the past.</li> </ul>
<b>BASIC</b>	<b>COMPREHENSION</b>	<b>UNDERSTAND</b> – Clarity, Paraphrase, Illustrate, Classify, Infer, Compare	<p>A student is performing at the <b>Comprehension/ Understand</b> level when he/she: changes from one form of representation to another (numerical to verbal), finds a specific example or illustration of a concept or principle, determines that something belongs to a category, abstracts a general them or major point, draws a logical conclusion from presented information, detects correspondences between two ideas, objects and the like or constructs a cause-and-effect model of a system.</p> <p><b>Sample Questions</b></p> <ol style="list-style-type: none"> <li>1. Write in your own words...? 2. Write a brief outline... 3. Who do you think...?</li> <li>4. What was the main idea? 5. Who was the main character?</li> <li>6. Distinguish between...? 7. What differences exist between...? 8. Provide an example of what you mean by...?</li> <li>9. Group by characteristics ...</li> </ol>	

A student is performing at the **Application** level when he/she applies a procedure to a familiar task or applies a procedure to an unfamiliar task. (Uses a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into a situation in the work place, for example. Applies laws/rules. )

**Sample Questions**

1. Use a periodic table to calculate ... 2. Could this have happened in...? 3. What factors would change if...? 4. Apply the method used to some experience of your own...? 5. From the information given, develop a set of instructions about...? 6. Would this information be useful if you had a...?

A student is performing at the **Analysis** level when he/she distinguishes relevant from irrelevant parts or important from unimportant parts of presented material , determines how elements fit or function within a structure or determines a point of view, bias, values or intent underlying presented material. (Separates material or concepts into component parts so that its organizational structure may be understood; distinguish between fact and inferences.)

**Sample Questions**

1. What are the parts or features of ...? 2. How does ... compare/contrast with ...? 3. What evidence can you list for ...? 4. Trouble-shoot a situation. 5. Which event could not have happened if...? 6. What was the underlying theme of...? 7. What do you see as other possible outcomes? 8. Why did...changes occur? 9. Compare your... with that presented in...?

- **Construct a model to demonstrate** how it will work.
- **Make a diorama to illustrate** an important event.
- **Compose a book** about...
- **Construct a puzzle game** using ideas from the study area.
- **Make a model** of...
- **Formulate a problem** given data and conditions
- **Design a market strategy** for your product.
- **Organize data/information** for use by different audiences
- **Use knowledge** from various areas to find solutions
- **Role play/role reversal**
- **Produce a newspaper, stories, etc.**
- **Conduct interviews**
- **Design investigations/experiments**
- **Solve problems** using known information
- **Use an algorithm** to solve a problem
- **Apply a law** in an appropriate situation
- **Design a questionnaire** to gather information.
- **Determine purpose and describe** its affects on a reading
- **Write a commercial** for a new / familiar product.
- **Construct a graph** to illustrate selected information.
- **Discern patterns**
- **Uncover unique characteristics**
- **Distinguish** between facts and inferences
- **Create an argument** against logical fallacies in reasoning
- **Recognize** unstated assumptions
- **Analyze** the structure of a work of art, music or writing
- **Compare and contrast** information from multiple sources
- **Distinguish** between relevant and irrelevant information in a mathematical word problem
- **Structure** evidence to support or reject an explanation
- **Determine** point of view of an author in terms of a perspective – religious, political, etc.
- **Apply** a concept in another context.

NAEP	Bloom	Key Terms	Examples and Sample Question Stems for Assessments	Potential Assignments and Products
ADVANCED	EVALUATION	EVALUATE – Check, Monitor, Judge, Critique	<p>A student is performing at the <b>Evaluation</b> level when he/she: detects inconsistencies or fallacies within a process or product, or determines whether a process or product has internal consistency, or detects the effectiveness of procedure as it is being implemented, or detects inconsistencies between a product and external criteria, or determines whether a product has external consistency, or detects the appropriateness of a procedure for a given problem.</p> <p><u>Sample Questions</u></p> <ol style="list-style-type: none"> <li>1. Select the most effective solution, 2. Hire the most qualified candidate, 3. Explain and justify a new budget, 4. Defend your position about...</li> <li>5. Do you think...is a good or bad thing? Explain</li> </ol>	<ul style="list-style-type: none"> <li>▪ <b>Judge</b> the logical consistency of written material</li> <li>▪ <b>Judge</b> the adequacy with which conclusions are supported with data</li> <li>▪ <b>Critique</b> the value of a work or art, music, writing, by using internal criteria or external standards of excellence</li> <li>▪ <b>Evaluate</b> the relevancy of data</li> <li>▪ <b>Generate</b> criteria for evaluation</li> <li>▪ <b>Evaluate</b> one's own products and ideas</li> <li>▪ <b>Form and lead</b> a panel to discussion</li> <li>▪ <b>Develop</b> interview questions for a specific job</li> <li>▪ <b>Judge</b> which of two methods is the best way to solve a problem.</li> <li>▪ <b>Invent</b> a machine to do a specific task.</li> <li>▪ <b>Design</b> a building with unique, practical features</li> <li>▪ <b>Create</b> a new product. Give it a name and plan a marketing campaign.</li> <li>▪ <b>Generate</b> an hypothesis to account for an observed phenomenon</li> <li>▪ <b>Write</b> a TV show, play, puppet show, role-play, song, or pantomime about...</li> <li>▪ <b>Design</b> a record, book, or magazine cover for ...</li> <li>▪ <b>Sell</b> an idea to a billionaire.</li> <li>▪ <b>Propose</b> a plan for an experiment or investigation</li> <li>▪ <b>Integrate</b> the learning from different areas into a plan for solving a problem</li> <li>▪ <b>Formulate</b> a new scheme for classifying objects</li> <li>▪ <b>Show</b> how an idea or product might be changed</li> <li>▪ <b>Prepare</b> criteria to judge a...show.</li> <li>▪ <b>Conduct</b> a debate about an area of special interest.</li> <li>▪ <b>Make</b> a booklet about 5 rules you value and why?</li> <li>▪ <b>Design</b> strategies for addressing both sides of a controversy</li> <li>▪ <b>Accept</b> or reject ideas based on standards</li> <li>▪ <b>Adapt</b> a mathematical model to solve a problem or situation</li> <li>▪ <b>Describe/illustrate</b> how common themes are found across a texts</li> </ul>
	SYNTHESIS	CREATE – Generate, Plan, Design, Construct	<p>A student is performing at the <b>Synthesis/Create</b> level when he/she: comes up with alternative hypotheses based on criteria, devises a procedure for accomplishing some task or invents a product.</p> <p><u>Sample Questions</u></p> <ol style="list-style-type: none"> <li>1. How would you design your own way to...?</li> <li>2. How many ways can you...? 3. Create new and unusual uses for...? 4. Develop a proposal which would...? 5. Is there a better solution to...?</li> </ol>	