

### Student Observational Analysis

TEACHER CODE: \_\_\_\_\_

Based on your observations of the target class to date, what do your students have significant difficulty with in your class? (Check all that apply.)

	✓ YES	✓ NO	✓ N/A
<b>LANGUAGE:</b>			
✓ Appropriate use of Standard English			
✓ Understanding and/or using discipline-specific language			
✓ Using "academic Language" (switching to a level of discourse more formal than "street talk" when discussing academic subjects).			
<b>READING COMPREHENSION:</b>			
✓ Summarizing a passage/ understanding the "gist" of a reading (a paragraph to a page)			
✓ Summarizing extended texts (an article or a chapter)			
✓ Recognizing an author's point-of-view (or bias)			
✓ Extracting key concepts from a text			
✓ Contextualizing key concepts in terms of what they have learned earlier			
✓ Making connections between and among texts			
✓ Evaluating the validity of information presented in a given text			
<b>WRITING</b>			
✓ Writing fluently for 5-10 minutes to get thinking on paper			
✓ Generating ideas			
✓ Using purposefully appropriate organizational structures			
✓ Narration (chronological structure)			
✓ Description (spatial structure)			
✓ Enumeration (listing)			
✓ Classification (grouping)			
✓ Part-to-Whole Analysis			
✓ Cause and Effect Analysis			
✓ Comparison/Contrast Analysis			
✓ Definition (classify and differentiate)			
✓ Persuasion and Argument (claim and support/counterclaims)			
✓ Using appropriate discipline-specific genres			
✓ Using appropriate writing conventions (titles, margins, paraphrasing, manuscript format)			
✓ Using appropriate of standard written English			

<b>CLASSROOM DISCUSSION</b>			
✓ Understanding discussion as a CONVERSATION designed to develop and extend topical thinking			
✓ Building on peer commentary to extend group understandings			
✓ Interacting appropriately (“I agree with X, but...,” “I wonder if...,” “I noticed that...,” “Adding to what X said...,”)			
<b>HABITS OF MIND</b>			
✓ Taking ownership of their own learning and education			
▪ Asking questions for clarification			
▪ Coming to class prepared (completing assignments on time)			
▪ Being attentive in class			
▪ Contributing to class discussions			
▪ Developing the capacity to work hard and set high standards for their performance			
✓ Exhibiting curiosity			
✓ Experimenting with new ideas			
✓ Seeing other points of view and challenging own beliefs			
✓ Engaging in intellectual discussions			
✓ Asking provocative questions			
✓ Generating hypotheses			
✓ Exhibiting respect for other viewpoints			
✓ Reading with an awareness of self and others			
✓ Respecting facts and information in situations where feelings and intuition often prevail			
✓ Demonstrating awareness that rhetorics of argumentation and interrogation are calibrated to disciplines, purposes, and audiences			
✓ Embracing the value of research to explore new ideas through reading and writing			

Choose and highlight 1-2 items under each heading as an instructional focus.