

## Science Instruction Observation Form

**Educator Name:** Ms. Cope

**Title:** Grade 2 Science Teacher

**Evaluator Name:** Mr. Burns

**Title:** Principal

**Observation Date:** 03/10/2015

**Observation #:** 3

**Observation Time/Duration:** 9am / 25 min.

**Observation Location:** classroom

**Intended Observation Focus:** Planning and carrying out investigations; engaging in argument from evidence

### NGSS Practices Which practices are observed?

<i>Investigation Practices</i>	<i>Sensemaking Practices</i>	<i>Critiquing Practices</i>
<input type="checkbox"/> 1. Asking Questions	<input type="checkbox"/> 2. Developing and Using Models	<input checked="" type="checkbox"/> 7. Engaging in Argument from Evidence
<input checked="" type="checkbox"/> 3. Planning and Carrying Out Investigations	<input type="checkbox"/> 4. Analyzing and Interpreting Data	<input type="checkbox"/> 8. Obtaining, Evaluating, and Communicating Information
<input type="checkbox"/> 5. Using Mathematics and Computational Thinking	<input type="checkbox"/> 6. Constructing Explanations	

### Observation Evidence What are the educator and students saying and doing?

- Lesson begins with teacher introducing scientific question: What causes more erosion, wind or water?
  - Teacher asked students to share ideas about how the Earth can change quickly and slowly.
- Students worked in groups to conduct teacher-provided investigation to answer the scientific question.
  - Students had different roles in their groups, e.g. wind maker, data recorder.
  - Students measured sand castles, used wind and water, and measured again.
- After investigation, teacher led a whole-class discussion to answer the scientific question.
  - Students had varied data – some groups concluded wind caused more change, others concluded water caused more change.
  - Teacher asked why different groups got different results
  - Teacher continually focused students on using evidence to support their claims
  - Most students cited their observations as evidence.
  - Few students discussed the measurements of the sand castles as another source of evidence.

### NGSS Practices Progression Where do the observed practices fall along the progression?

Practice #: 1 2 <b>3</b> 4 5 6 7 8	1-----2----- <b>3</b> -----4
Practice #: 1 2 3 4 5 6 <b>7</b> 8	1-----2----- <b>3</b> -----4

Practice #3: Planning and Carrying Out Investigations

*Ms. Cope provides opportunities for students to engage in conducting an investigation to answer a scientific question. While Ms. Cope designed the investigation and students did not have input into the procedures, variables, or materials, they did make decisions about how to create the wind and water.*

Practice #7: Engaging in Argument From Evidence

*Ms. Cope engages students in using evidence to support their claims about the cause of erosion. While Ms. Cope is scaffolding the discourse, there are elements of student-driven talk as they consider the varied claims and evidence brought forth.*