

Science Instruction Observation Form

Educator Name: Ms. Bridgewater	Title: Grade 6 teacher
Evaluator Name: Ms. Manuel	Title: Assistant Principal
Observation Date:	Observation #:
Observation Time/Duration:	Observation Location: Classroom

Intended Observation Focus: Constructing explanations

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 type="checkbox"/> 7. Engaging in Argument from Evidence
<input 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 checked="" type="checkbox"/> 6. Constructing Explanations	

Observation Evidence What are the educator and students saying and doing?
<ul style="list-style-type: none"> Students have data about birds with different types of beaks. On board: <i>Write a scientific explanation:</i> <i>Which species of birds will have the most offspring?</i> Teacher asks students to remind everyone what counts as an explanation Student references poster in the room: <ul style="list-style-type: none"> Scientific Explanations show how or why something happens Support claim with evidence and reasoning Claim, evidence, and reasoning briefly defined Mentions that students will do peer reviews of explanations tomorrow <ul style="list-style-type: none"> “scientists critique each other’s work so everyone’s work gets better” Two student explanations: <ul style="list-style-type: none"> First had clear claim, used evidence about birds with long beaks, related to flowers with nectar, explained why this beak is an adaptation Second had clear claim, reasoning around flower type and beak length and why other birds might not survive. Evidence in both these does not seem sufficient. Students could have used more data from the data tables about the other types of birds and the other types of food.

NGSS Practices Progression Where do the observed practices fall along the progression?
Practice #: 1 2 3 4 5 6 7 8 1-----2----- 3 -----4
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Practice #6: Constructing Explanations

Ms. Bridgewater provided opportunities for students to construct explanations to answer a question related to natural selection (*Which species of birds will have the most offspring?*). Students were able to clearly state their claims, however, they did not use sufficient evidence to support their explanations.