

Observation Report Quality Rating Rubric

This rubric is a tool that may be used by teachers and administrators to work towards producing high-quality, classroom observation reports. This rubric describes activities and components of observation reports that align with guidance documents and presentations previously published by the Department. The State requirements for observation reporting can be found in regulations at NJAC 6A:10-4.4.

QUALITY OF EVIDENCE

Area of Focus	Excellent	Good	Fair	Inadequate
OBJECTIVE EVIDENCE	All evidence is consistently objective and specific. There are no generalities, conclusions or opinions.	Most evidence is objective and specific. There are few generalities, conclusions and/or opinions.	Evidence is often subjective and/or general and may include conclusions or opinions.	There is little objective evidence detailing what took place in the classroom.
TEXTURE of EVIDENCE	Cites extensive quantitative ¹ and qualitative ² evidence of the observed behavior and speech of the teacher and students. Quotations from the classroom regularly and effectively support qualitative evidence.	Cites quantitative and qualitative evidence that illustrates the behavior and speech of both the teacher and the students in the classroom.	Evidence of teacher and student behavior and or speech is limited.	Evidence does not illustrate the behavior or the speech of either the teacher or the students.
ALIGNMENT WITH STANDARDS	Accurately assigns quantitative and rich qualitative evidence to the indicators or standards predetermined (either by mutual agreement, building protocol, or district decision) as being essential to the instructional period observed.	Accurately assigns some evidence to all of the indicators or standards predetermined as essential to the observed instructional period.	Assigns some evidence to some of the indicators or standards predetermined as essential to the observed instructional period.	Evidence is missing for most of the predetermined indicators or standards.
ORGANIZATION OF EVIDENCE	Evidence is well organized, and provides the supervisor with a clear and objective picture of the teaching and learning that occurred during the instructional period.	Evidence is adequately organized and provides the supervisor with a good sense of the teaching and learning that took place.	Evidence is poorly organized and provides the supervisor with limited insight into the teaching and learning that took place during the instructional period.	Evidence is disorganized and provides the supervisor with little understanding of the teaching and learning that took place during the instructional period.

1. Quantitative: Evidence with a numerical basis e.g., "5 of the 17 students raised their hands."

2. Qualitative: Evidence based on descriptive information e.g., "The students were seated in groups of four and all five groups were engaged in academic conversation."

QUALITY OF FEEDBACK³

Area of Focus	Excellent	Good	Fair	Inadequate
BASED ON EVIDENCE	All feedback is based on specific evidence cited in the observation report. General impressions are avoided.	Most feedback is linked to specific evidence and general impressions are used infrequently.	Feedback is infrequently linked to specific evidence and regularly includes general impressions.	Feedback is disconnected from specific evidence, generalized or absent.
CONCENTRATED IN HIGH IMPACT AREAS	Feedback is all concentrated in high impact areas, indicating a rich understanding of teacher practice and student learning.	Feedback is generally in high impact areas and demonstrates an understanding of teacher practice and student learning.	Areas selected for feedback are low impact and indicate little understanding of teacher practice and student learning.	Feedback is absent or does not indicate an understanding of teacher practice and student learning.
ACTIONABLE/TIME LIMITED	Feedback includes multiple recommendations or goals based on the evidence. Each Includes recommended or required timelines for implementation and completion.	Feedback includes one actionable next step that is linked to the evidence with a recommended or required timeline.	There may be recommendations but no actionable next steps or recommended or required timeline.	There are no actionable next steps or recommendations.
PROMOTES REFLECTION	Feedback effectively engages teacher in evidence based reflection in multiple areas of practice (i.e. observer poses questions or identifies topics for teacher to consider).	Feedback promotes teacher reflection in one evidence based area of practice (i.e. observer poses a question or identifies a topic for teacher to consider).	Feedback may solicit reflection but does not actively promote it	Feedback does not solicit teacher reflection.

³Quality feedback is delivered promptly. While the regulations provide up to 15 working days (to allow for a range of unforeseen obstacles), best practice is to deliver observation feedback as soon as possible.