Self-Assessment for Teaching Complex Texts

Text Name & Author:

Self-Assessment Criteria for Teaching Complex Text	Critical Area for Improvement	Needs Regular Attention	Meeting Expectations	Exemplary Performance
Depth				
Did I center classroom instruction on the close reading of text?	❑ Text only marginally referenced	❑ Text inconsistently referenced	❑ Text regularly referenced	❑ Text consistently and uniquely referenced
Did I consistently employ text dependent questions (TDQ)?	❑ No use of TDQ	❑ Inconsistent or unclear use of TDQ	❑ Regularly asked TDQ	❑ Ample and insightful use of TDQ
Did I insist on evidence drawn from the text to answer questions?	❑ No insistence upon textual evidence	❑ Some textual evidence insisted upon	❑ Regular insistence upon textual evidence	❑ Rigorous insistence upon textual evidence
Did I require students to make inferences from the text?	❑ No inferential reasoning required	❑ Some inferential reasoning required	❑ Sufficient inferential reasoning required	❑ Discerning inferential reasoning required
Did I increase the knowledge base of students through close reading and text dependent questions?	❑ No recognizable increase	❑ Marginal or ineffective increase	❑ Measureable increase	❑ Compelling increase
Design				
Did I ask text dependent questions that are sequenced logically?	❑ Little or no logical sequencing	❑ Some logical sequencing present	❑ Sufficient logical sequencing	❑ Purposeful logical sequencing
Did I ask students about academic vocabulary?	❑ No questions about academic vocabulary	❑ Some questions about academic vocabulary	❑ Regularly asked about academic vocabulary	❑ Consistent focus on academic vocabulary
Did I ask students about sentence and text structure?	❑ No questions about structure	❑ Some questions about structure	❑ Regularly asked about structure	❑ Consistent awareness of structure
Did I offer scaffolding that retained the experience of text complexity (TC)?	❑ Over-scaffolding circumvented TC	❑ Scaffolding retained TC only infrequently	❑ Scaffolding preserved text complexity	❑ Scaffolding illuminated text complexity
Delivery				
Did I strive to cultivate interest in the text through close reading?	❑ No attempt at cultivating interest	❑ Some attempts at cultivating interest	❑ Genuine attempts to cultivate interest	❑ Innovative attempts at cultivating interest
Did I encourage students to take responsibility for leading discussions and performing analysis of the text?	❑ No shift in responsibility	❑ Occasional shift in responsibility	❑ Regular shift in responsibility	❑ Transformative shift in responsibility
Did I attempt to build the confidence and stamina of students?	❑ No recognizable attempts at building	❑ Some visible attempts at building	❑ Regular attempts at building	❑ Creative attempts at building

Self Reflection about Teaching Complex Text	