

Teaching Complex Texts Evaluation

**Text Name &
Author:**

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

**Evaluation on the
Teaching of Complex Texts**