



July 1, 2024

Ms. Chanté Chambers, Board Chair
Ms. Janine Gomez, Executive Director
I Dream Public Charter School

Dear School Leaders:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. DC PCSB identified I Dream Public Charter School for a Qualitative Site Review because the school is eligible for its five-year review during school year 2024 – 25.

A Qualitative Site Review team conducted on-site reviews of I Dream Public Charter School from April 1 – 12, 2024. The team observed 75.0% of the campus's core content classes. Observers evaluated classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*. Additionally, the team reviewed I Dream's sample English language arts and math assignments to determine whether the assignments align with grade-appropriate standards. See the team's findings in the enclosed Qualitative Site Review report.

DC PCSB conducted all classroom observations in accordance with the [Qualitative Site Review Protocol](#). See page 7 of the protocol for information about disputing Qualitative Site Review findings.

Sincerely,

Melodi Sampson
Chief School Performance Officer

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Qualitative Site Review (QSR) Report

I Dream Public Charter School (I Dream PCS)			
Year Opened	2020 – 21	Ward	7
Grades Served	PK3 – 5	Total Enrollment	75 ¹
Students with Disabilities Enrollment	18	Emerging Multilingual Learners Enrollment ²	0
Mission Statement			
I Dream PCS co-designs purposeful, self-directed learning with children and families, so they have voice and choice on the path to discovering and pursuing their dreams.			
Observation Window		In-Seat Attendance Rate on Observation Day(s)	
04/01/24 through 04/12/24		Visit 1. 04/04/24: 86.7% Visit 2. 04/10/24: 78.7% Visit 3. 04/11/24: 85.3% Visit 4. 04/12/24: 34.7%	

OBSERVATION SUMMARY

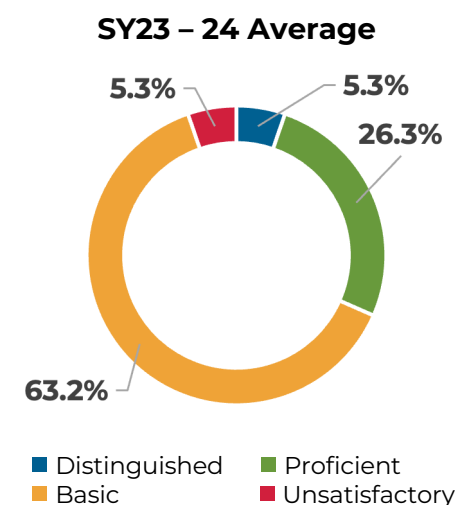
During the two-week observation window, the QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction at I Dream PCS. The QSR team comprised three DC PCSB staff members and consultants, including one special education expert.

¹ This enrollment figure is based on preliminary, unvalidated data as of the QSR document submission date, March 15, 2024.

² DC PCSB updated its terminology referring to charter students learning a new language. Emerging multilingual learner (EML) replaces the term English Learner (EL). For more information, see the DC PCSB announcement linked here: <https://bit.ly/44plsmB>.

In the Classroom Environment domain, the average was 2.35, indicating an overall rating just above basic. The QSR team scored 31.6% of observations as distinguished or proficient in the Classroom Environment domain. The highest performing component in this domain was 2a, “Creating an Environment of Respect and Rapport,” with 60.0% of observations rated as distinguished or proficient. In most observations, talk between teachers and students and among students was uniformly respectful. See below for a breakdown of scores by component:³

Domain	Classroom Environment				
Component	2a	2b	2c	2d	2e ⁴
	Creating an Environment of Respect and Rapport	Establishing a Culture for Learning	Managing Classroom Procedures	Managing Student Behavior	Organizing Physical Space
Distinguished	20.0%	0%	0%	0%	0%
Proficient	40.0%	20.0%	0%	40.0%	40.0%
Basic	40.0%	80.0%	100%	40.0%	60.0%
Unsatisfactory	0%	0%	0%	20.0%	0%
Component Average	2.80	2.20	2.00	2.20	2.40
Domain Average	2.30				
% Proficient or above	31.6%				



³ Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

⁴ Component 2e, “Organizing Physical Space” is not included in the “Domain Average,” nor is it included in the “% Proficient or above” rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 2e. DC PCSB expects to evaluate component 2e beginning in SY 2024 – 25 officially.

In the Instruction domain, the average was 2.05, indicating an overall rating just above basic. The QSR team scored 20.0% of observations as proficient in the Instruction domain. The highest performing component in this domain was 3a, “Communicating with Students,” with 40.0% of observations rated as proficient. In these observations, teachers clearly stated what the students would be learning at some point during the lesson. See below for a breakdown of scores by component:⁵

Domain	Instruction					<div><p>SY23 – 24 Average</p><p>15.0% 20.0% 65.0%</p><p>■ Distinguished ■ Proficient ■ Basic ■ Unsatisfactory</p></div>
Component	3a	3b	3c	3d	3e ⁶	
	Communicating with Students	Using Questioning and Discussion Techniques	Engaging Students in Learning	Using Assessment in Instruction	Demonstrating Flexibility and Responsiveness	
	Distinguished	0%	0%	0%	0%	
	Proficient	40.0%	20.0%	20.0%	0%	
	Basic	60.0%	20.0%	80.0%	100%	
Unsatisfactory	0%	60.0%	0%	0%		
Component Average	2.40	1.60	2.20	2.00	1.67	
Domain Average	2.05					
% Proficient or above	20.0%					

⁵ Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

⁶ Component 3e, “Demonstrating Flexibility and Responsiveness,” is not included in the “Domain Average,” nor is it included in “% Proficient or above” rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 3e. DC PCSB expects to evaluate component 3e beginning in SY 2024 – 25 officially.

Specialized Instruction for Students with Disabilities

Before the two-week observation window, I Dream PCS completed a questionnaire about how it serves students with disabilities. According to the school, I Dream PCS differentiates instruction within the Common Core framework, employing specialized strategies, accommodations, and modifications to meet diverse learning needs. In the questionnaire, the school stated it uses a collaborative co-teaching model, and special education teachers push into the classroom to provide targeted small-group instruction and co-teaching with the general education teacher. Special education teachers also offer pull-out instruction outside of the classroom. DC PCSB observed specialized instruction in the following settings: co-teaching. Reviewers looked for evidence of the school's articulated program. Overall, DC PCSB found the school implemented its stated special education program with fidelity.

In the Classroom Environment domain, the special education observations' average was 3.33, indicating an overall rating just above proficient. In the Instruction domain, the special education observations' average was 2.50, indicating an overall rating right between basic and proficient. See below for a breakdown of scores by component:⁷

Domain	Classroom Environment					Instruction				
Component	2a	2b	2c ⁸	2d	2e	3a	3b	3c	3d	3e
Component Average	4.00	3.00	—	3.00	3.00	3.00	3.00	2.00	2.00	—
Domain Average	3.33					2.50				

Key trends from the special education observations are summarized below.

- **Co-teaching:** DC PCSB observed one co-taught inclusion setting. In this observation, the teachers employed a “One-teach, one-assist” co-teaching model. The classroom teacher led instruction while the special education teacher and aide assisted students with question responses and monitored student behavior. Teachers used visual supports and sentence starters. For example, the classroom teacher used flashcards for students to see and name letters, numbers, insects, and other students. The teachers also used visual aid posters to prompt

⁷ Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

⁸ The QSR team for I Dream PCS's SPED program did not have sufficient evidence to rate components 2c, “Managing Classroom Procedures” and 3e, “Demonstrating Flexibility and Responsiveness.” This is noted by an em dash, “—”.

students to identify shapes. In addition, teachers provided students with sentence stems to share their feelings at the beginning of the class. As one student replied to the teacher saying she was “happy,” the teacher prompted her to use the whole sentence “say, *I feel happy.*” Subsequently, the student repeated after the teacher. Throughout the observation, all teachers provided verbal prompts and repeated directions to students, especially during transitions. Teachers repeated the time students had left before transitioning from free play and prompted students to clean up and move to the carpet using verbal reminders and a “good morning” song. The special education teacher primarily supported one student and provided verbal prompts to support the student’s speech and language when replying aloud to the teacher.

Classroom Environment⁹

This table summarizes the school’s performance in the Classroom Environment domain during the unannounced visits. The rating categories—“distinguished,” “proficient,” “basic,” and “unsatisfactory”—come from the *Framework for Teaching*.¹⁰ The QSR team scored 31.6% of classrooms as “distinguished” or “proficient” in the Classroom Environment domain.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
2a. Creating an Environment of Respect and Rapport	The QSR team rated 20.0% of observations as distinguished in this component. In the distinguished observations, there was no disrespectful behavior among students, and students participated without fear of put-downs or ridicule from either the teacher or other students. Throughout the observation, all students consistently responded to teachers’ prompts and raised their hands to answer questions. The teachers also respected and encouraged students’ efforts. As students responded to questions, teachers encouraged students with affirmations, such as "Good Job, [Student name]!" and "[Student name], show me where the Pentagon is!" When one student did not respond, the teacher asked, "[Student name], where is your voice?"
	The QSR team rated 40.0% of observations as proficient in this component. In the proficient observations, talk between teachers and students and among students was uniformly respectful. In one observation, a student was upset that they couldn’t fix their pants. The teacher responded, “Why don’t you do this after you give us your answer? I can fix your pants for you.” In this same observation, one student yelled at a peer that was in their way. The teacher said, “What could we do instead of yell?” The student said, “Excuse me.” In another observation, teachers complimented students’ artwork by saying, “That is so nice” and “I love your artwork.”
	The QSR team rated 40.0% of observations as basic in this component. In the basic observations, the interactions between teacher and students, or among students, were

⁹ The QSR team may observe teachers more than once by different review team members.
¹⁰ For details, see the framework’s “Classroom Environment Observation Rubric,” available in Appendix I.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>uneven, with occasional disrespect or insensitivity. In one observation, a student loudly cursed at a peer who stood near their desk. In the same observation, another student angrily shouted to a peer that they wished they were “in the graveyard.” The teacher addressed neither incident. In another observation, two students disagreed, one saying the other hit them and the other saying they’re “not friends anymore.” The teachers separated the students, removing one from the class temporarily. Later, when introducing the lesson, the teacher stated, “Some students are being rude and defiant.” They continued, “We are here to do what you need to do, not what you want to do.” In frustration, the teacher said, “This is exhausting...” to the class.</p> <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
2b. Establishing a Culture for Learning	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 20.0% of observations as proficient in this component. In the proficient observation, the teacher conveyed an expectation of high levels of student effort. During the observation, the teacher prompted students to identify the names of numbers up to 20 using flashcards. When one of the students began to lower their voice and look around the classroom at others, the teacher prompted by name, saying, "Use your voice. Where's your voice?" Throughout the observation, students expended good effort to complete high-quality work. All students consistently responded to teacher prompts to identify the names and sounds of letters and the names of 2-digit numbers up to 20.</p>
	<p>The QSR team rated 80.0% of observations as basic in this component. In the basic observations, the teachers’ primary concern was task completion. In one observation, the teacher quickly went around the circle, asking students to recall what they learned the day before. The teacher moved quickly between students and gave no feedback based on student responses. As individual students responded to the questions, many students spoke loudly over them and the teacher. However, they continued moving quickly through the prompts. In another observation, the teacher quickly led students through the answers to a content-specific concept-matching worksheet. After the teacher answered the last matching step and description, they said, “Take a mental picture of the answers. [We will] leave the Examples</p>

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>blank until after Spring Break.” Then, the teacher led students through a quick push-pull quiz and closed with, “Okay, we’re done [with this content] until after Spring Break.” In another observation, the teacher asked students to draw pictures of patterns. However, the activity turned into a free-draw activity, with many students drawing unrelated pictures without being redirected to the prompt.</p> <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
2c. Managing Classroom Procedures	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated none of observations as proficient in this component.
	<p>The QSR team rated 100% of observations as basic in this component. In the basic observations, classroom routines functioned unevenly. In one observation, the teacher lost instructional time assembling students into pairs or small groups for an activity. Some students refused to partner with a peer. As a result, the teacher then organized groups based on students who raised their hands to work independently or with a partner. The back-and-forth between students and the teacher spanned over six minutes of learning time, and much of the class sat idle. At the end of the time, the teacher was still distributing materials to students before they could begin. In another observation, students sat idle while three teachers cleaned the room following snack time and gathered materials for the next lesson. In another observation, students in groups sat idle for several minutes as teachers either had to collect the materials for the next assignment/group or leave the room to tend to extreme student behaviors (i.e., name-calling, cursing, attempts at physical aggression).</p>
	The QSR team rated none of the observations as unsatisfactory in this component.
2d. Managing Student Behavior	The QSR team rated none of the observations as distinguished in this component.
	<p>The QSR team rated 40.0% of observations as proficient in this component. In the proficient observations, overall, student behavior was generally appropriate. In one observation, students independently gathered some materials for their work. As one student attempted to collect off-limits materials, the teacher redirected them back to their seat, and the student complied. Teachers also frequently monitored student behavior. In one observation, when one student</p>

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>began rocking his body on the carpet during a morning meeting, the teacher whispered, "No, thank you." As a result, the student stopped immediately. Teachers also appeared to have established and successfully implemented standards of conduct. In one observation, when students transitioned from free play to the carpet for the morning meeting, the teacher prompted them to "go over our norms." The teacher read, and students repeated the following norms: "Keep shoes on, raise hands, walking feet, sit on the carpet, hands in a bubble."</p>
	<p>The QSR team rated 40.0% of observations as basic in this component. In the basic observations, teachers attempted to maintain order in the classroom, but with uneven success. In one observation, the teacher tried to redirect students with uneven success. During the observation, the teacher attempted a clap/chant to redirect students, but only a few responded. Several students repeatedly spoke out of turn during instruction despite the teacher's repeated attempts to redirect them. In another observation, when two students disagreed, the teachers separated them. Though one student re-engaged with the learning task, the other student spent significant time outside the classroom. When the student returned, they refused to engage in the learning task.</p>
	<p>The QSR team rated 20.0% of observations as unsatisfactory in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.</p>
2e. Organizing Physical Space	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 40.0% of observations as proficient in this component. In the proficient observations, teachers arranged classrooms to support the instructional goals and learning activities. In one observation, the teacher organized student tables to the side of a large carpet area. Student cubbies were at the front door, giving students easy access to materials. In another observation, the classroom included a large carpet where students sat for instruction and engaged in free play with blocks. There were various spaces within the classroom for center instruction, including a play kitchen and grouped student desks.</p>

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>The QSR team rated 60.0% of observations as basic in this component. In the basic observations, the physical environment did not impede learning but did not enhance it. In one observation, the projection bulb was dim and distant from the students' desks. This required the teacher to adjust the lighting and zoom in on portions of the projected content. The teachers also arranged student desks into groups. Still, several students did not agree to work in groups to support the arrangement. Across observations, these classrooms were cluttered and, in some places, visibly very dirty (i.e., stained carpets, walls, and tables). Further, in some classrooms, teachers did not use technology (i.e., SmartBoards), and teachers blocked or covered available technology with materials (i.e., paper, other furniture, etc.).</p>
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>

Instruction

This table summarizes the school’s performance in the Instruction domain during the unannounced visits. The rating categories—“distinguished,” “proficient,” “basic,” and “unsatisfactory”—come from the *Framework for Teaching*.¹¹ The QSR team scored 20.0% of classrooms as “distinguished” or “proficient” in the Instruction domain.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
3a. Communicating with Students	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 40.0% of observations as proficient in this component. In the proficient observations, teachers clearly stated what the students would be learning at some point during the lesson. In one observation, at the start of the lesson, the teacher told students they would recall information from a story they read yesterday and how it connected to a special guest visitor in the classroom. The teacher said, “Friends, the reason I am asking you to remember what you learned is [that] we are having a special visitor today to talk about it.” In another observation, the teacher stated at the start of the lesson, “We’re going to do letters and numbers today. Counting, matching, and one-to-one recognition. We’re going to talk about the butterflies. We have to talk about the butterflies because we let them loose yesterday.” Students also engaged with the learning task, indicating they understood what to do. In one observation, the students identified letters' names and sounds and used flashcards to identify the letters' names.
	The QSR team rated 60.0% of observations as basic in this component. In the basic observations, the teacher had to clarify the learning tasks so students could complete them. In one observation, the teacher instructed students to draw pictures of patterns on their clothing. Students drew different unrelated pictures despite the teacher’s repeated attempts to remind them they should be drawing patterns. At the end of the lesson, the teacher asked students to share what they drew, and only a few students said patterns. In one observation, the teacher spent over six minutes getting students settled into learning groups to complete a content-specific learning activity. Afterward, some student groups still had questions about

¹¹ For details, see the framework’s “Instruction Observation Rubric,” available in Appendix II.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>what they were doing. One assistant teacher told a student group, "You have to analyze the information." And, "You have to figure out which statements means 'to analyze.'" Later, when the teacher confirmed the answers to the class, a student asked, "What are we doing?" The teacher responded, "Cross off, A." The teacher did not clarify the task or its purpose. In another observation, students in small groups were unclear about the assignment. As a result, they sat idle while waiting for the teacher to return to the room (they left with a misbehaving student) or engaged in off-task and often unsafe behavior.</p> <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
3b. Using Questioning and Discussion Techniques	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 20.0% of observations as proficient in this component. In the proficient observation, the teacher used open-ended questions, inviting students to think and offer multiple possible answers. In one observation, the teacher showed photos of different insects on flashcards. The teacher asked students, "What insect is this?" They answered "centipede, fly, grasshopper, ant, honeybee, and rice weevil." The teacher asked students to share how they felt today. When a student replied, "happy," the teacher asked, "Why do you feel happy?" The student replied, "Because my mommy took me to a museum with dinosaurs."</p>
	<p>The QSR team rated 20.0% of observations as basic in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.</p>
	<p>The QSR team rated 60.0% of observations as unsatisfactory in this component. In the unsatisfactory observations, questions were rapid-fire and convergent, with a single correct answer. In one observation, the teacher had students go around a circle rapidly and count the following number in order when skip counting by two. In the same observation, the teacher attempted to ask students open-ended questions after providing a model on a dry-erase board. All questions had a single correct answer, and students called out incorrect and correct in unison as the teacher quickly moved between questions. In another observation, the teacher asked students to recall details from a previously read text. Some students answered</p>

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	correctly, while others shouted out incorrect answers, which the teacher attempted to redirect with uneven success.
3c. Engaging Students in Learning	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 20.0% of observations as proficient in this component. In the proficient observation, the teacher intellectually engaged most students in the lesson. In one observation, students independently completed a project. While the activity did not require critical thinking or engagement, most students remained engaged without ongoing support from the teacher.
	The QSR team rated 80.0% of observations as basic in this component. In the basic observations, teachers intellectually engaged some students in the lesson. In one observation, some students listened as the teacher asked them to recall details from a previously read text. While some students attempted to answer questions, many others engaged in off-task behavior and talked over the teacher. In another observation, some students engaged in small-group work while directly engaging with the teacher. However, many students disengaged and engaged in non-academic conversations with their peers or in horseplay. Few materials and resources required student thinking or asked students to explain their thinking. In one observation, students collaborated with a peer to complete a handout about the scientific method. The primary learning task included matching each scientific method step with its description. The teachers did not ask students to explain their thinking throughout the learning task. Instead, teachers focused on students indicating the correct answer choice on their papers.
	The QSR team rated none of the observations as unsatisfactory in this component.
3d. Using Assessment in Instruction	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated none of the observations as proficient in this component.
	The QSR team rated 100% of observations as basic in this component. In the basic observations, feedback to students was vague and not oriented toward future improvement or work. Across classrooms, teachers rarely gave detailed feedback beyond a general “good

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>job” and “that’s a good idea.” In one observation, one student correctly solved a problem others struggled with. The teacher responded, “I love the way you did that.” However, the teacher did not provide specific academic feedback to the student or their classmates. In another observation, many students misinterpreted the assignment. However, the teacher did not provide specific feedback to support students in adjusting their work to align with the lesson’s purpose. In another observation, the teachers’ feedback to students primarily restated the learning task prompt or focused only on the correct answer choice rather than the learning that led to the answer. This teacher also said, “Pick up your pencil. Change your answer to A if you did not choose answer A the first time.” In another observation, the teacher attempted to lead a morning meeting session with general questions related to the calendar. While many students called out incorrect or unrelated answers, the teacher did not provide feedback to clarify the answer or task.</p> <p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
3e. Demonstrating Flexibility and Responsiveness¹²	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated none of the observations as proficient in this component.
	<p>The QSR team rated 66.7% of observations as basic in this component. In the basic observations, the teacher made perfunctory attempts to incorporate students’ questions and interests into the lesson. In one observation, student responses indicated they were confused about what to do. Teachers attempted to redirect some students by repeating the task to them. However, based on student responses, many students remained unclear about the expectations. The teachers did not make additional adjustments to the lesson. In another observation, as the teacher led the morning meeting, students called out different unrelated ideas. The teacher attempted to incorporate students’ ideas, confusing some students as they continued calling out answers. Throughout the observation, the teacher tried to ask students</p>

¹² The QSR team conducted five observations at I Dream PCS but did not have sufficient evidence to rate component 3e, “Demonstrating Flexibility and Responsiveness,” for two of the five observations. As a result, one observation represents 33.3% of observations rather than 20.0% of observations in the other components.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>questions to gauge their background knowledge. However, they responded incorrectly or did not respond. Rather than adjust their approach, the teacher quickly answered their own questions and moved quickly through the remainder of the lesson.</p>
	<p>The QSR team rated 33.3% of observations as unsatisfactory in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.</p>

ASSIGNMENT REVIEW

DC PCSB staff and The New Teacher Project (TNTP) consultants reviewed sample English language arts (ELA) and math assignments I Dream PCS students received. The campus submitted five ELA samples and five math samples covering a range of grade levels and assignment types. Evaluators used TNTP's *Assignment Review Protocol* to assess whether the assignments:

1. aligned with the expectations defined by grade-level standards,
2. provided students with meaningful practice opportunities, and
3. gave students an opportunity to connect academic standards to real-world issues.¹³

Upon review, evaluators rated each assignment as “sufficient,” “minimal,” or “no opportunity,” describing the opportunity students had to meaningfully engage in worthwhile grade-level content.^{14,15}

Assignments are rated out of six total points across three domains (e.g., Content, Practice, and Relevance).¹⁴ Each domain rating has a numerical value:

- Sufficient - 2 points
- Minimal - 1 point
- No Opportunity - 0 points

Then, the domain ratings are summed to get an overall score out of six points. Sufficient assignments require a minimum of four points.¹⁵

All five ELA sample assignments received an overall rating of “sufficient.” These assignments aligned to a high-quality, grade-appropriate text and contained questions that reached the depth of the grade level standards. These assignments also required students to use what they learned in the text and provided students the opportunity to defend their thinking. One assignment did not require students to use what they learned from the text in a grade-appropriate way. Evidence is captured below:

¹³ See the ELA Assignment Review Protocol here: <https://bit.ly/3V5wbB8>. See the Math Assignment Review Protocol here: <https://bit.ly/3SU5htz>. These evaluation tools are based on TNTP's study, *The Opportunity Myth*, available here: <https://bit.ly/2Dv7yld>.

¹⁴ For details, see a breakdown of each rating in Appendix III.

¹⁵ For information about determining overall ratings, see the description and scale in Appendix IV.

Assignment	Grade Level	Task Description	Rating		Evidence
Sample 1	K	Students wrote a description of their most magnificent thing they created based on their learning from the complex text, <i>The Most Magnificent Thing</i> .	Sufficient	6 points	The assignment was based on a high-quality, grade-appropriate text and contained questions that reached the depth of the grade-level standards. The assignment integrated more than one grade-level standard in service of comprehension and required students to use what they learned from the text in a grade-appropriate way. The text built grade-appropriate knowledge, and the assignment allowed students to share and defend their thinking.
Sample 2	1	Students read and listened to a portion of a complex text, “Birds” from Scholastic Discover More, and answered text dependent questions.	Sufficient	6 points	The assignment was based on a high-quality, grade-appropriate text and contained questions that reached the depth of the grade-level standards. The assignment integrated more than one grade-level standard in service of comprehension and required students to use what they learned from the text in a grade-appropriate way. The text built grade-appropriate knowledge, and the assignment allowed students to share and defend their thinking.
Sample 3	1	Students wrote a poem of what the sun or the moon sees based on their understanding of key ideas from two complex, grade-appropriate texts: <i>What Makes Day and Night</i> by Franklyn Mansfield Branley and	Sufficient	6 points	The assignment was based on a high-quality, grade-appropriate text and contained questions that reached the depth of the grade-level standards. The assignment integrated more than one grade-level standard in service of comprehension and required students to use

Assignment	Grade Level	Task Description	Rating		Evidence
		<i>Does the Sun Sleep: Noticing the Sun, Moon, and Star Patterns</i> by Martha Rustard			what they learned from the text in a grade-appropriate way. The text built grade-appropriate knowledge, and the assignment allowed students to share and defend their thinking.
Sample 4	3	Students wrote an informational paragraph in response to a text-dependent prompt based on <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i>	Sufficient	6 points	The assignment was based on a high-quality, grade-appropriate text and contained questions that reached the depth of the grade-level standards. The assignment integrated more than one grade-level standard in service of comprehension and required students to use what they learned from the text in a grade-appropriate way. The text built grade-appropriate knowledge, and the assignment allowed students to share and defend their thinking.
Sample 5	3	Students read <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i> and completed research on a frog to categorize information and write an informational paragraph.	Sufficient	5 points	The assignment was based on a high-quality, grade-appropriate text and contained questions that reached the depth of the grade-level standards. The assignment integrated more than one grade-level standard in service of comprehension but did not require students to use what they learned from the text in a grade-appropriate way. The text built grade-appropriate knowledge, and the assignment allowed students to share and defend their thinking.

Of the five math samples submitted, three assignments received an overall rating of “sufficient.” These assignments reached the depth of the targeted grade-level standard and allowed students to engage with a mathematical practice at the appropriate depth. While one assignment allowed students to apply math meaningfully to the real world, two did not. Two assignments received an overall rating of “no opportunity.” These assignments did not align with a grade-level standard. Evidence is captured below:

Assignment	Grade Level	Task Description	Rating		Evidence
Sample 1	1	Students used visual models and number sentences to practice the strategy of counting on to add. The problem set also asked students what shortcut or efficient strategy they could find to add.	Sufficient	4 points	This assignment aligned to a grade level standard at the appropriate depth. Students had the opportunity to engage with one critical mathematical practice at the appropriate depth. Students did not apply their mathematical thinking in a meaningful way.
Sample 2	2	Students measured visual images of objects with a centimeter ruler. They also solved one word problem aligned to a grade 4 standard.	Sufficient	4 points	This assignment aligned to a grade level standard at the appropriate depth. Students had the opportunity to engage with one critical mathematical practice at the appropriate depth. Students did not apply their mathematical thinking in a meaningful way.
Sample 3	3	The assignment included one application problem that allowed students to compare fractions. Students used the read-draw-write strategy to solve.	Sufficient	6 points	This assignment aligned to a grade level standard at the appropriate depth. Students had the opportunity to engage with two critical mathematical practices at the appropriate depth. Students engaged with a real-world application problem that allowed them to apply their mathematical thinking in a meaningful way.
Sample 4	K	Students practiced counting on up to 3 to add using visual models and	No Opportunity	0 points	The assignment did not align to a grade-level standard. Students did not engage with critical

Assignment	Grade Level	Task Description	Rating		Evidence
		their fingers to support the counting strategy for addition.			mathematical practices. The assignment did not allow students to apply math in a meaningful way with relevant context.
Sample 5	1	Students measured and compared line segments with a centimeter ruler.	No Opportunity	0 points	The assignment did not align to a grade-level standard. Students did not engage with critical mathematical practices. The assignment did not allow students to apply math in a meaningful way with relevant context.

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC¹⁶

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c. Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

¹⁶ Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2d. Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.
2e. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC¹⁷

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

¹⁷ Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3c. Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3e. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

APPENDIX III: ASSIGNMENT REVIEW CRITERIA¹⁸

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.

ELA			
Rating	Content	Practice	Relevance
Sufficient	The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade-appropriate knowledge, gives students a chance to use their voice and/or connects to real-world issues.
Minimal	The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade-appropriate knowledge but does not give students a chance to use their voice and does not connect to real-world issues.
No Opportunity	The assignment is not based on a high-quality, grade-appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice and does not connect to real-world issues.

¹⁸ These criteria are based on TNTP's (2018) *The Student Experience Toolkit*, available here: <https://bit.ly/3YMPUFO>.

DC PCSB used the criteria below to assign an overall rating to each math assignment.

Math			
Rating	Content	Practice	Relevance
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real-world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade-level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real-world experiences.

APPENDIX IV: OVERALL ASSIGNMENT RATING SCALE

DC PCSB used the criteria below to assign an overall rating to each assignment.

The overall assignment rating is used to reflect whether an assignment is considered grade-appropriate (*Sufficient*) or not grade-appropriate (*Minimal* or *No*), according to the TNTP assignment rating point scale.

There are three domains to the TNTP assignment tools: Content, Practices, and Relevance. Each domain is rated as 2 points (pts) – Sufficient, 1 point – Minimal, or 0 points – No.

TNTP's definition of a grade-appropriate assignment is an assignment that receives:

- both possible 2 points in the Content domain and
- at least 4 out of 6 points across the three domains of the rating scale

Content	Practice	Relevance	Overall Assignment Rating
Sufficient (2 pts)	Sufficient (2 pts)	Sufficient (2 pts)	Sufficient (6 pts)
Sufficient (2 pts)	Sufficient (2 pts)	Minimal (1 pt)	Sufficient (5 pts)
Sufficient (2 pts)	Sufficient (2 pts)	No (0 pts)	Sufficient (4 pts)
Sufficient (2 pts)	Minimal (1 pt)	Minimal (1 pt)	Sufficient (4 pts)
Sufficient (2 pts)	Minimal (1 pt)	No (0 pts)	Minimal (3 pts)
Minimal (1 pt)	Minimal (1 pt)	Minimal (1 pt)	Minimal (3 pts)
Minimal (1 pt)	Minimal (1 pt)	No (0 pts)	Minimal (2 pts)
Minimal (1 pt)	No (0 pts)	Minimal (1 pt)	Minimal (2 pts)
Sufficient (2 pts)	No (0 pts)	No (0 pts)	Minimal (2 pts)
Minimal (1 pt)	No (0 pts)	No (0 pts)	No (1 pt)
No (0 pts)	No (0 pts)	No (0 pts)	No (0 pts)