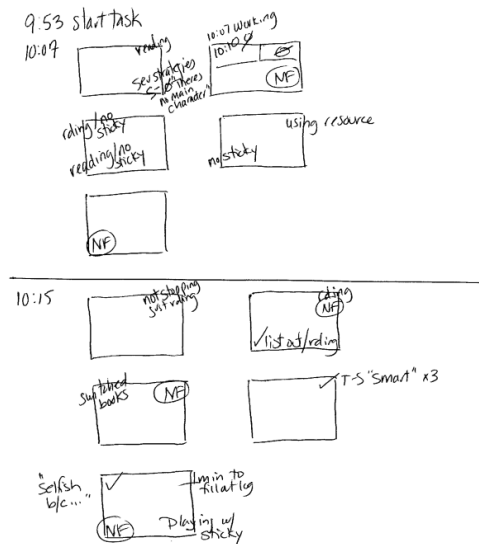


Resource 3.3

Classroom Mapping Examples

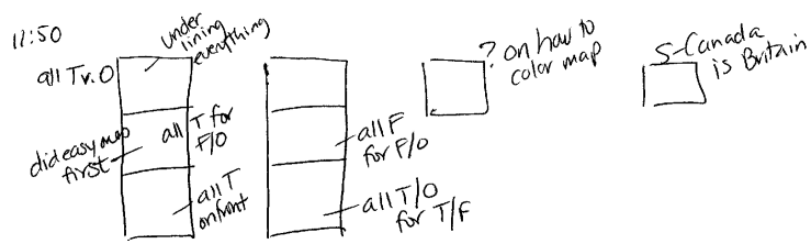
Map 1



The students were identifying character traits by collecting evidence from their individual books on stickies. The evaluator talked to students and observed the books they chose to read and also reviewed their notes on stickies. The evaluator noted the start of the task at 9:53 and then conducted two sweeps to evaluate student work at 10:07 and 10:15. Critical evidence collected supported the fact that only 3–5 students were **successfully working toward the objective**:

- “NF” signifies that students were using nonfiction books, inappropriate choices for this task.
- !!’s were used to capture who was working successfully, understanding the strategy. Notes of student quotes were added to support this.
- ∅ or notes at seats were used to show where students were not working at all, not using stickies, or not understanding. Notes of student quotes were captured to support (Ex.: Student said there was no main character so he had nothing on his sticky).

Map 2

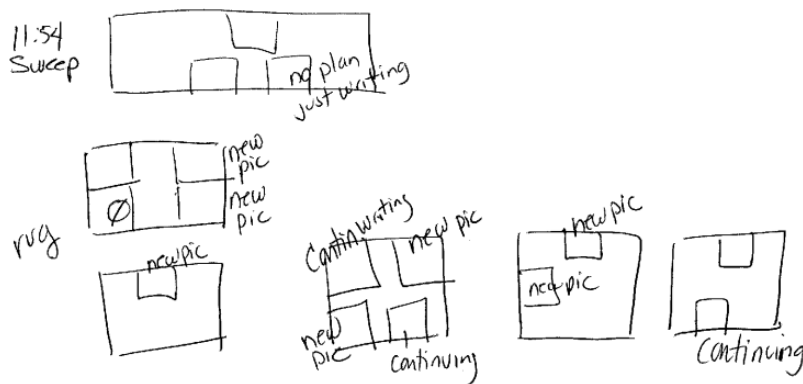


This map is an excellent example of data collection that was adjusted based on what the evaluator was observing at 11:50. Students were answering true/false and fact/opinion questions and were then coloring maps when the evaluator entered the room. After looking at student papers, the evaluator immediately recognized that **students did not understand** the directions or the content.

Critical evidence collected:

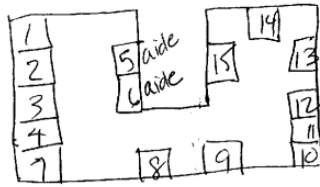
- In the fact/opinion section, some students were using “T” from true/false
- In the true/false section, some students were using “T/O”
- Some had all “F” for fact/opinion
- Notes at seats showing individuals quotes, questions, or strategies

Map 3



The evidence collected with this map is similar to the first two maps in that the evaluator is capturing what the students are doing. This was also developed in the moment based on what the evaluator noticed. First-grade students were adding to current writing to improve their word choices to create pictures in the reader's head. The teacher gave them the option to draw a new illustration (to start again with the first step of the writing process to brainstorm) when directions were given at 11:35, yet at 11:54, 7 students were still drawing and were not **working toward the objective**.

Map 4

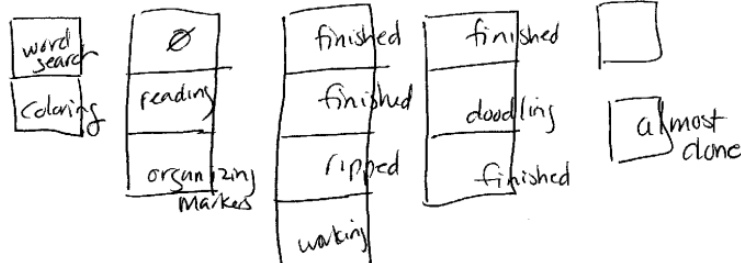


- S₁ looking in book for ideas (4)
 S₂ "we are learning"
 S₃ "yesterday I learned about"
 S₄ "I learned about"
 S₇ "I am writing about"
 S₉ "She liked nature + she painted nature"

Sometimes, an evaluator needs the space to capture student quotes. Creating the map and then numbering student seats allows for this. This map helped the evaluator cite how Kindergarten students were **making connections to previous learning** and explaining content about a particular artist discussed the day before as they were beginning their current writing task.

Map 5

1:25 T- "9" left"



Maximizing instructional time and teaching bell-to-bell with meaningful tasks while meeting needs of all learners is a challenge for any teacher. As evaluators, simply capturing time stamps and how students are using time can provide the clearest picture for teachers as to what is happening. The evaluator captured the teacher saying to the fifth-grade class, "9 minutes left," and only 2 were still working on the task at that point. The rest of the class proceeded to sit idle or complete the activities listed for the remainder of the class. This type of evidence collection can also be critical if students are not finished and the teacher is moving on.

Map 6

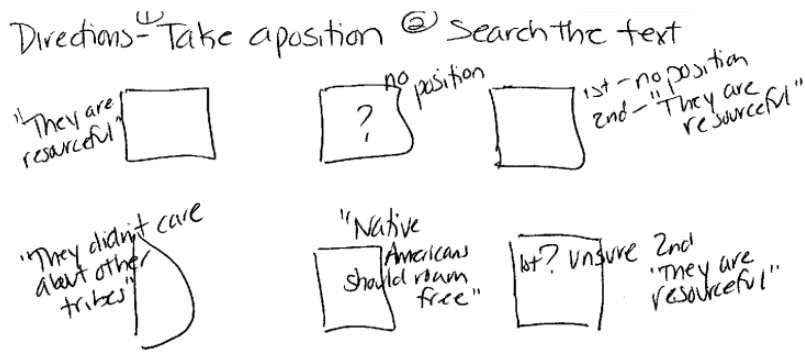
Task Directions 11:45
 search for a quote to support your claim
 a. who said it?
 b. what did person do?
 c. how does it connect?

11:55 search quote
 a b c end
 ||||| ||| ||| ||| |||

11:59 T- is anybody ready to write?
 2 "almost"

This is similar to Map 5, in that the evidence collected is related to **the use of instructional time** and what the students are doing. Instead of drawing the map or citing on a map, sometimes it is more efficient to conduct sweeps with tally marks as to where students are in the process toward completing the tasks. This lesson included three steps related to the objective of searching for a quote to support a claim. Directions were given at 11:45, but 10 minutes later at 11:55, nearly half of the class was still searching for a quote, and 4 minutes later, the teacher asked if anybody was ready to write, with 2 answering, "nearly."

Map 7



Other maps above are similar to this one in capturing **students' actions**. The task in the lesson was to (a) take a position based on what they had learned about the Indians and then (b) search the text for supporting evidence. Two sweeps were conducted and cited as "1st" and "2nd" on the evaluator's notes (the evaluator returned to those who were struggling). Notice two tables had no position, but on the 2nd sweep had "They are resourceful," but a third table also had this. Sometimes, as evaluators float, it becomes apparent that students are merely parroting or are led to an answer they did not construct on their own. The teacher had floated to these groups and led them to this position. To fully support this, the teacher's quotes were captured.

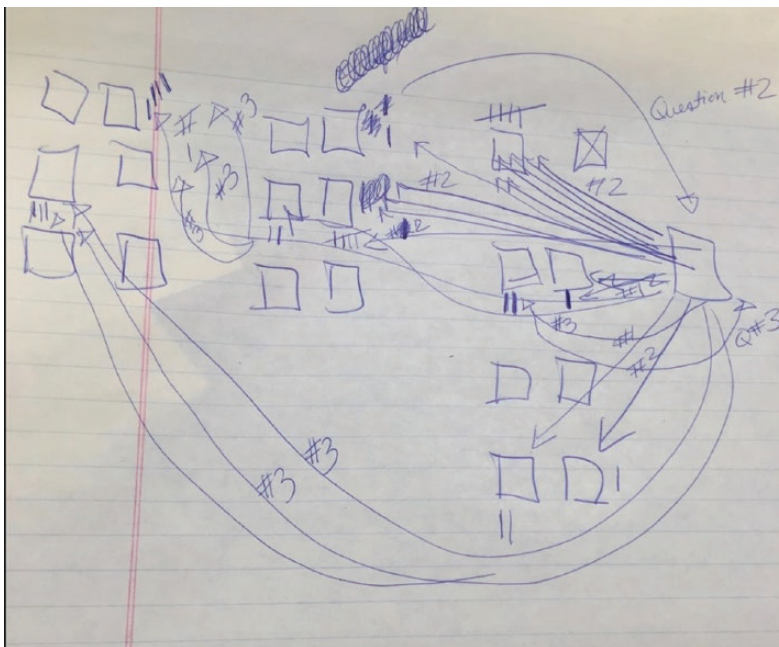
Map 8



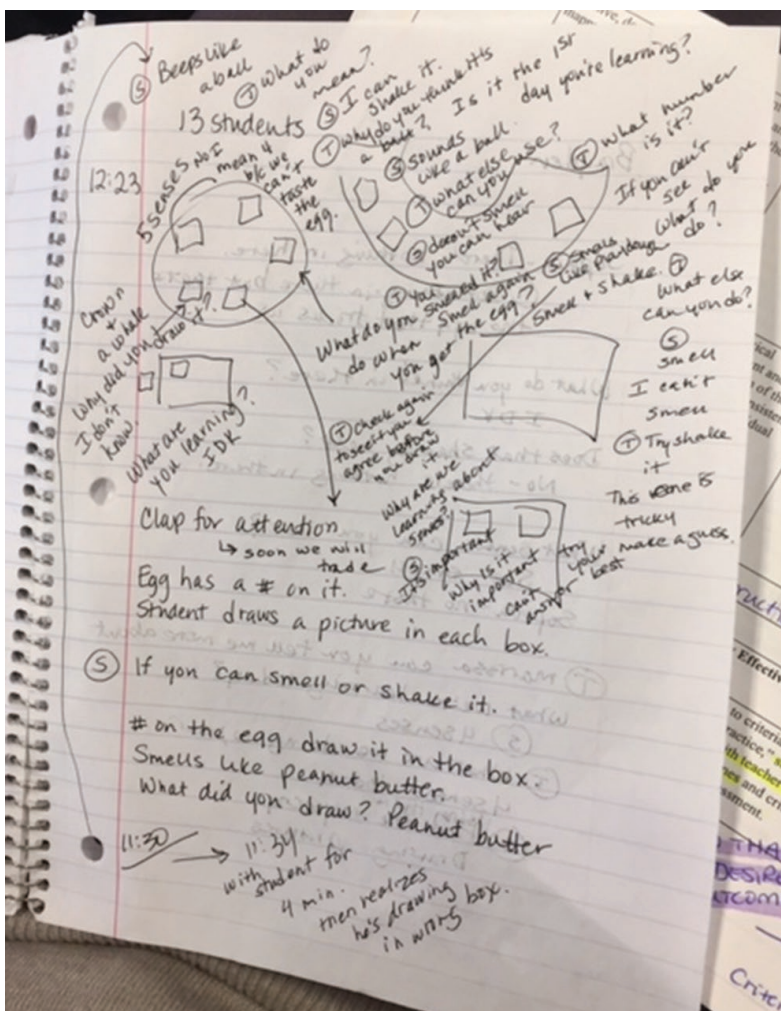
This map is linked to **student understanding**. Evidence collected includes the following:

- **TF** Where the teacher is floating (detailed quotes for what the students are asking and the teacher is saying should be recorded also)
- **"hand"** Who is raising a hand for help
- **?** Who is confused (based on questions, statements, incorrect work)
- **↔ or S-S** students helping each other

Check out these examples from leaders in the field.



Source: Cheryl Milo (2017)



Source: Jenn Menniti (2017)