Look closely. Coach specifically.

Selected literacy walkthrough look-fors for elementary principals and literacy coaches. Choose only the items that match the lesson, grade, and purpose of the visit.

School / observer: _____ **Date / grade:** _____
Lesson focus / setting / minutes observed: _____

Use the evidence first. Record the task, teacher prompt, and student response. If there was too little relevant opportunity, use Insufficient opportunity to judge. N/O means a relevant opportunity occurred but the indicator was not seen. See page 3 for the revised evidence states. This sample is a note-taking resource.

Instructional lens	Selected look-for	Evidence / decision
Explicit instruction	The teacher models a clear skill, guides practice, checks understanding, and responds to errors.	_____ _____
Phonemic awareness	Students identify, blend, or segment phonemes when appropriate to the objective. Sound work connects to letters as instruction calls for it.	_____ _____
Phonics & decoding	Students apply taught sound-spelling patterns to decode words. Prompts direct attention to print rather than guessing from pictures or context.	_____ _____
Encoding & spelling	Students segment spoken words and represent the sounds with taught spellings. Feedback addresses sound-symbol connections.	_____ _____
Fluency	Students practice accurate, appropriately paced, expressive reading of suitable text, with feedback. Speed alone is not the goal.	_____ _____

One specific teacher prompt and student response

Interpretation: A short visit samples instruction. Do not score every domain simply because it appears on this sheet. A missing opportunity is not proof of weak instruction. Orthographic mapping is a learning process; observe related sound-symbol, decoding, and spelling practice rather than claiming to measure it directly.

From evidence to a next step.

Continue with the lenses relevant to this lesson. Use the notes to begin a supportive coaching conversation, not to make a high-stakes judgment from a single visit.

Instructional lens	Selected look-for	Evidence / decision
Vocabulary, morphology & syntax	Teaching clarifies word meanings, useful word parts, or sentence structures. Students use the language in meaningful discussion or writing.	_____ _____
Comprehension	Students build meaning from suitable text and discussion. Questions and responses connect to the text, background knowledge, and the instructional purpose.	_____ _____
Student practice	Students have relevant opportunities to respond and apply the skill. Capture what they actually produce, including the kind of feedback they receive.	_____ _____
Intervention	The instructional focus fits the learner need. Practice, scaffolding, and corrective feedback address the targeted skill. Confirm context with the teacher.	_____ _____

Evidence to discuss: What did the task, prompt, and response show?

Agreed next step: What observable action will we revisit?

Follow-up date / focus

Frameworks and evidence references

IDA Knowledge and Practice Standards - educator knowledge and practice.
IES/WWC: Foundational Skills, K-3 - language, sound-letter links, word reading/writing, connected text.
IES/WWC: Improving Reading Comprehension, K-3 - comprehension teaching and discussion.

This original Sorvia sample is not the complete in-app scoring rubric, a validated evaluation instrument, or an endorsement by the organizations cited. Recommendations differ in scope and evidence strength. Keep student identifiers out of notes.

Explore LiteracyLens and request a free pilot trial at sorvia.io/literacylens/

Decide only what evidence supports.

Aligned with the November 1 developer handoff. The app update is being implemented; these definitions are revised guidance, not proof of completed acceptance testing.

Evidence state	Decision rule
Partially Evident - 1	A relevant opportunity occurred; accurate instruction or support was incomplete or inconsistent. Record the missing element.
Clearly Evident - 2	Accurate instruction or support and student application were evident in the sampled opportunities.
Consistently Evident - 3	Accurate instruction or support and student application recurred across several relevant opportunities. Cite the repeated evidence.
Not Observed (N/O) Non-scored	A relevant opportunity occurred, but the indicator was not seen. This does not establish absence elsewhere.
N/A (Not Expected) Non-scored	The indicator was outside this segment's purpose, based on the task and student need. Grade alone is not a reason to exclude it.
Insufficient opportunity to judge Non-scored	The visit did not provide enough relevant opportunity to judge the indicator.
Unanswered	No observer decision has been recorded. This is a draft state; do not infer a rating or treat this as zero.

No preselected decisions. Only 1, 2 and 3 are scored. A completed evidence-only visit is a Non-scored observation. Keep coverage and non-scored counts separate from numerical summaries. A mean has no overall category label.

Interpret in context. Use indicators that fit the task and learner need. A short visit does not establish full-program fidelity, overall teacher effectiveness, student achievement or instructional improvement. Student names and identifying information are not needed.