

POJOAQUE VALLEY SCHOOL DISTRICT
Teacher Observation Form

Teacher Name:	Signature		
Observer:	Signature		
Subject observed:	Fall Observation		Spring Observation
Time period:			
School Year:			
Date:			

Domain I Planning and Preparation

Element A Demonstrating knowledge of content

Comments:

		Ineffective: Teacher’s plans display little knowledge of the content and no alignment to NM-adopted standards.
		Minimally effective: Teacher’s plans reflect some knowledge of the content and partial alignment to NM-adopted standards.
		Effective: Teacher’s plans reflect solid knowledge of the content and are clearly aligned to NM-adopted standards. Teacher demonstrates familiarity with resources to enhance own knowledge in each core area.
		Highly Effective: Teacher’s plans reflect extensive knowledge of the content in core areas. Teacher’s instructional plans incorporate research and resources related to the NM-adopted standards.
		Exemplary: Teacher’s plans reflect extensive knowledge of content. Teacher incorporates current research resources to support NM-adopted standards. Teacher contributes to the refinement and development of the approved NM-adopted standards-aligned curriculum.
		Subtotal Points for Domain 1 Element A

Domain I Planning and Preparation

Element B Designing coherent instruction

Comments:

	Ineffective: The sequence of learning experiences is poorly aligned with NM-adopted standards. Instructional learning targets are reflected (as shown in the effective category).
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	Minimally effective: The sequence of learning experiences demonstrates partial alignment with NM-adopted standards. Instructional learning targets and pedagogical techniques (as shown in the effective category).
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	Effective: The lesson is designed to implement instructional targets aligned to NM-adopted standards by: creating explicit connections between previous learning and new concepts and skills; contains substantive learning tasks; structure learning tasks progressively to develop students' cognitive abilities and skills; the sequence of learning experiences is aligned to NM adopted standards. Instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners.
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	Highly Effective: Teacher designs pedagogical practices, including: student grouping, differentiated instruction, based on student level, and prepared questions to reinforce and extend student learning to include real world, application-based experiences.
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	Exemplary: The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students.
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	Subtotal Points for Domain 1 Element B
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Domain I Planning and Preparation

Element C Setting instructional outcomes

Comments:

	Ineffective: Instructional targets are not aligned to NM-adopted standards.
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	Minimally effective: Instructional targets are moderately aligned, but not explicitly stated, to students.
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	Effective: Instructional targets are aligned to NM-adopted standards and stated as measurable and observable goals for student learning. Instructional processes and activities address students' varying abilities, and are aligned to instructional targets.
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	Highly Effective: Instructional targets are aligned to NM-adopted content, and are translated into student accessible learning objectives. The instructional process and learning activities are rigorous and aligned to NM-adopted standards and instructional outcomes, and include plans for modifications to ensure students are able to complete the targeted objective.
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	Exemplary: The teacher has a deep understanding of grade level NM-adopted standards and appropriate pedagogy to ensure all students are making progress toward deep understand and proficiency in NM-adopted standards learning targets.
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	Subtotal Points for Domain 1 Element C
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POJOAQUE VALLEY SCHOOL DISTRICT
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Domain I Planning and Preparation

Element D Demonstrating knowledge of resources

Comments:

	Ineffective: Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
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	Minimally effective: Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
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	Effective: Teacher fully utilizes existing resources, including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need.
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	Highly Effective: Teacher seeks out and uses resources beyond school/district, in professional organizations, internet, and community to enhance content knowledge, to use in teaching, or for students who demonstrate need.
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	Exemplary: The teacher actively engages colleagues and provides resources to them in areas that are pertinent to their needs. The teacher also collects and shares content-specific research studies and practices and shares outside resources. Teacher provides and trains staff for school-wide initiatives.
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	Subtotal Points for Domain 1 Element D
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Domain I Planning and Preparation

Element E Demonstrating knowledge of students

Comments:

1	Ineffective: Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
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2	Minimally effective: Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
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3	Effective: Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
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4	Highly Effective: Teacher demonstrates extensive knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs and incorporates culturally sensitive strategies into instructional planning and practice.
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5	Exemplary: The teacher provides novice and struggling teachers with understanding, resources and mentorship for addressing the unique needs of individual students. The teacher provides ongoing support to administration in demonstrating linguistically and culturally appropriate instructional programs for the school site.
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6	Subtotal Points for Domain 1 Element E
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Domain I Planning and Preparation

Element F Designing student assessment

Comments:

	<p>Ineffective: The teacher’s plan for assessing student learning contains no clear criteria or NM-adopted standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students.</p>
	<p>Minimally effective: Teacher’s plan for assessing student learning is partially aligned with the instructional outcomes, and is appropriate to some students.</p>
	<p>Effective: Teacher’s plan for assessing student learning is aligned with the instructional outcomes, success criteria and the assessment tools. Teacher uses clear criteria to produce evidence which enables the teacher to make instructional adjustments and provide feedback to move student learning forward. Formative assessments are explicitly planned for each incremental learning step to ensure student learning outcomes.</p>
	<p>Highly Effective: There is full alignment between the instructional outcomes, the success criteria and the assessment tools. Teacher uses clear criteria that show where each student is in his/her learning.</p>
	<p>Exemplary: The teacher helps initiate school-wide training and implementation for understanding and using assessment data. Students are assessed in multiple ways, using a variety of approaches to show what they know and where they are in their learning.</p>
	<p>Subtotal Points for Domain 1 Element F</p>
	<p>Subtotal Points for Domain 1</p>

POJOAQUE VALLEY SCHOOL DISTRICT
Teacher Observation Form

Domain 2 Creating an Environment for Learning

Element A Creating an environment of respect and rapport

Comments:

	<p>Ineffective: Classroom interaction, both between the teacher and students and among students, are inappropriate or insensitive to students' cultural backgrounds, and may include the following:</p> <ul style="list-style-type: none"> • sarcasm; • put-downs; • conflict.
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	<p>Minimally effective: Classroom interactions, both between the teacher and students and among students, are generally positive, but may include these:</p> <ul style="list-style-type: none"> • some conflict; • occasional displays of insensitivity; • occasional lack of responsiveness to cultural or developmental differences among students.
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	<p>Effective: Classroom interactions, between teacher and students and among students, are as follows:</p> <ul style="list-style-type: none"> • are polite and respectful; • demonstrate knowledge of cultural and developmental differences among groups of students; • disagreements are handled respectfully.
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	<p>Highly Effective: Classroom interactions among the teacher and individual students are as follows:</p> <ul style="list-style-type: none"> • are highly respectful; • reflect warmth and caring; • practice reflects sensitivity to students' cultures and levels of development; • respectful discourse.
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	<p>Exemplary: In addition to all the requirements to be highly effective, the teacher demonstrates the following:</p> <ul style="list-style-type: none"> • helps create a school-wide environment of respect for the campus, the stakeholders, and the rules; • works with colleagues on developing support for students in need; • helps to create school-wide interventions, and support programs.
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	Subtotal Points for Domain 2 Element A
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POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 2 Creating an Environment for Learning

Element B Organizing physical space

Comments:

	Ineffective: The physical environment is as follows: <ul style="list-style-type: none"> • Unsafe; • students do not have access to learning; • poor alignment between the environment and the lesson's activities.
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	Minimally effective: The physical environment is as follows: <ul style="list-style-type: none"> • essential learning is accessible to most students; • the teacher's use of physical resources, including technology, is moderately effective; • the teacher is partially effective in modifying the environment to suit learning activities.
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	Effective: The physical environment is as follows: <ul style="list-style-type: none"> • learning is accessible to all students; • the teacher ensures that the physical arrangement is appropriate to the learning activities; • there is posted evidence of student learning; • the teacher makes effective use of available physical resources, including technology.
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	Highly Effective: The physical environment is as follows: <ul style="list-style-type: none"> • students contribute to the use or adaptation of the physical environment to advance learning; • technology is used skillfully, by teachers as appropriate to the lesson.
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	Exemplary: In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • The teacher uses the classroom to model or demonstrate for other teachers; • The teacher helps colleagues arrange their environment so learning is accessible to all; • Technology is used skillfully, by the teacher and students, as appropriate, to the lesson.
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	Subtotal Points for Domain 2 Element B
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POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 2 Creating an Environment for Learning

Element C Establishing a culture for learning

Comments:

	Ineffective: The classroom environment conveys a negative culture for learning as follows: <ul style="list-style-type: none"> • low teacher commitment to the subject; • low expectations for student achievement; • little or no student effort.
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	Minimally effective: Attempts to create a culture for learning is partially successful as follows: <ul style="list-style-type: none"> • some teacher commitment to the subject; • modest expectations for student achievement; • some student effort; • the teacher and students appear to be “going through the motions.”
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	Effective: The classroom culture is characterized by high expectations for all students. The teacher establishes norms and participant-structures in which students can learn with and from each other, i.e. student grouping, student presentations, and peer editing. Teacher conveys content relevance. Demonstrated commitment to the subject by both teacher and students. Students demonstrate pride in their efforts.
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	Highly Effective: Culture for learning in which everyone shares a belief in the importance of the subject as follows: <ul style="list-style-type: none"> • high levels of student excitement and teacher passion for the subject; • students hold themselves to high standards of performance; • students initiate improvements to their efforts.
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	Exemplary: In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • promotes and organizes school-wide learning program(s) and learning culture among all stakeholders.
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	Subtotal Points for Domain 2 Element C
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Domain 2 Creating an Environment for Learning

Element D Managing classroom procedures

Comments:

	Ineffective: Instructional time is lost due to: <ul style="list-style-type: none"> • inefficient classroom routines; • inefficient procedures for transition; • inefficient use of supplies.
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	Minimally effective: Some instructional time is lost due to: <ul style="list-style-type: none"> • partially-effective classroom routines and procedures; • partially-effective routines for transition; • partially-effective use of supplies.
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	Effective: Little instructional time is lost due to: <ul style="list-style-type: none"> • effective classroom routines and procedures; • teacher leads effective routines for transition; • effective use of supplies.
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	Highly Effective: Students contribute to the seamless operation of the classroom. <ul style="list-style-type: none"> • routines and procedures are evident; • there are effective transitions and use of supplies; • students lead effective routines for transition.
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	Exemplary: In addition to all the requirements to be highly effective, the teacher, as a leader, helps to create a culture of student ownership of school-wide operations.
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	Subtotal Points for Domain 2 Element D
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POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 2 Creating an Environment for Learning

Element E Managing student behavior

Comments:

	Ineffective: No evidence that standards of conduct have been established as in: <ul style="list-style-type: none"> • little or no teacher monitoring of student behavior; • response to student misbehavior is repressive or disrespectful of student dignity.
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	Minimally effective: Teacher has made an effort to establish standards of conduct for students: <ul style="list-style-type: none"> • effort made with inconsistent results to monitor students' behavior; • response to student misbehavior is inconsistent.
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	Effective: Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another. <ul style="list-style-type: none"> • standards are clear to students; • the teacher holds students responsible for maintaining behavioral standards; • the teacher's response to student misbehavior is appropriate and respects the students' dignity; • the teacher's response is consistent.
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	Highly Effective: In addition to standards being clear to students are these elements: <ul style="list-style-type: none"> • evidence of student participation in setting conduct standards; • the teacher's monitoring of student behavior is highly effective; • the teacher's response to student misbehavior is sensitive to individual needs; • students take an active role in monitoring the standards of behavior.
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	Exemplary: In addition to all the requirements to be highly effective, the teacher, as leader, demonstrates the following: <ul style="list-style-type: none"> • actively engages in the monitoring of student behavior school-wide; • serves as a model of positive behavior for stakeholders; • the teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment.
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	Subtotal Points for Domain 2 Element E
	Subtotal Points for Domain 2

Domain 3 Teaching for Learning

Element A Communicating with students in a manner that is appropriate to their culture and level of development

Comments:

Ineffective: Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students.

Minimally effective: The teacher displays limited expectation for learning, directions, procedures, and explanation of content.

Effective: Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.

Highly Effective: Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipatory of possible student misconceptions.

Exemplary: The highly-effective teacher promotes ongoing and consistent communication with students. Students are provided multiple opportunities and/or modalities to express concepts being taught in class and are clearly aware of their progress with those concepts.

Subtotal Points for Domain 3 Element A

Domain 3 Teaching for Learning

Element B Using questioning and discussion techniques to support classroom discourse

Comments:

Ineffective: The teacher's questioning techniques are not aligned to content and provide no opportunity for student engagement.

Minimally effective: The teacher's questioning techniques are low-level with minimal student engagement.

Effective: The teacher's questioning techniques elicit deep responses and allow sufficient time for student answers through active engagement with peers and teacher.

Highly Effective: The teacher promotes consistent analytical and collaborative approaches to understanding, and uses questioning techniques that scaffold instruction for deep understanding of concepts, allowing for discussion and debate of key concepts.

Exemplary: Questioning techniques are engaging and reflect a high level of thinking in a culturally and developmentally appropriate environment. Students engage in deep meaningful conversations using academic language.

Subtotal Points for Domain 3 Element B

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Domain 3 Teaching for Learning

Element C : Engaging students in learning

Comments:

	<p>Ineffective: Activities, assignments, materials, and grouping of students are inappropriate to the instructional outcomes, resulting in no intellectual engagement.</p> <ul style="list-style-type: none"> • The lesson has no structure and/or is poorly paced.
	<p>Minimally effective: Activities, assignments, materials, and grouping of students are somewhat appropriate to the instructional outcomes, resulting in moderate intellectual engagement.</p> <ul style="list-style-type: none"> • The lesson does not connect to prior understanding. • The lesson has a recognizable structure, but is not fully maintained. • The lesson does not have clear learning goals (more specific than broad standard).
	<p>Effective: Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes.</p> <ul style="list-style-type: none"> • The lesson explicitly connects to prior understanding. • All students are engaged. • The lesson's structure is coherent and paced appropriately. • The lesson has specific learning goals aligned to the standard. • The lesson allows for student reflection.
	<p>Highly Effective: Activities, assignments, materials, and grouping of students are designed to support challenging instructional outcomes.</p> <ul style="list-style-type: none"> • Students are highly intellectually engaged. • The lesson is adapted as needed to the readiness of each student and the structure and pacing allows for students' reflection and closure. • The lesson allows for formative assessment.
	<p>Exemplary: Expectations of students are at an advanced level to engage learners to obtain depth of knowledge.</p> <ul style="list-style-type: none"> • The teacher formatively assesses student engagement, understanding, and ability to analyze, and immediately adapts methods for improved learning.
	<p>Subtotal Points for Domain 3 Element C</p>

Domain 3 Teaching for Learning
Element D Assessment in Instruction

Comments:

1 Ineffective: Assessments are not used in instruction.
• Students are unaware of assessment criteria.
• The teacher does not monitor student progress or offer feedback.

2 Minimally effective: Assessments are occasionally used in instruction.
• Students are minimally aware of the assessment criteria.
• The teacher occasionally monitors students' progress and provides limited or irrelevant feedback.

3 Effective: Assessments are consistently used in instruction.
• There are clear goals and performance criteria, communicated effectively to students.
• The assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction.
• Teacher uses adaptive instruction including descriptive feedback.
• Student involvement occurs through self and peer assessment.

4 Highly Effective: Assessments are used in a sophisticated manner to drive instruction:
• The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders.

5 Exemplary: Students analyze and evaluate assessment data, and information, and apply same to improved learning.
• The teacher involves students in establishing the assessment criteria and provides high quality feedback from a variety of sources.

Subtotal Points for Domain 3 Element D

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 3 Teaching for Learning

Element E Demonstrating flexibility and responsiveness

Comments:

1	Ineffective: Teacher adheres to the instructional plan, even when a change would maximize learning. <ul style="list-style-type: none"> • The teacher disregards students' learning challenges. • The teacher blames the students or their environment for lack of academic progress.
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2	Minimally effective: Teacher accepts responsibility for student success. <ul style="list-style-type: none"> • Teacher attempts to modify the lesson and responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon.
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3	Effective: Teacher promotes the successful learning of all students. <ul style="list-style-type: none"> • The teacher adjusts instructional plans and accommodates for student questions, needs, and interests. • Teacher utilizes a variety of strategies.
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4	Highly Effective: Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests. <ul style="list-style-type: none"> • Teacher applies students' interest to current learning goal. • The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
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5	Exemplary: The teacher identifies unique "teachable moments" that relate current lessons/standards to individual and student groups. The instructional strategy enhances depth of knowledge and cultural or learning relevance.
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Subtotal	Subtotal Points for Domain 3 Element E
Total	Subtotal Points for Domain 3

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 4 Professionalism

Element A Communicating with families

Comments:

Ineffective: The teacher does not attempt to engage families in the instructional program.
• Teacher communication with families is sporadic or culturally inappropriate.

Minimally effective: The teacher makes minimal attempts to engage families in the instructional program.
• Teacher communication is not always appropriate to the cultures of families.

Effective: The teacher successfully engages families in the instructional program.
• Teacher communicates with families in a culturally appropriate manner.
• Teacher frequently communicates with families.

Highly Effective: The teacher successfully engages families in the instructional program.
• Teacher's communications are sensitive to cultural traditions, and students participate in the communication.
• Teacher communicates frequently and effectively with families.

Exemplary: The teacher helps promote school-wide activities that increase family and community understanding of the instructional program.
• Teacher helps promote school-wide activities that increase family involvement.
• Teacher actively seeks out and engages with stakeholders within the community, and becomes a part of the community.

Subtotal Points for Domain 4 Element A

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 4 Professionalism

Element B Participating in a professional community

Comments:

Ineffective: The teacher does not participate in a professional community or in school and district events and projects.
• Teacher's relationships with colleagues are negative or self-serving.

Minimally effective: The teacher participates in a professional community and in school and district events and projects when specifically requested.
• Teacher's relationships with colleagues are cordial but relationships do not lead to productive work that benefits students.

Effective: The teacher participates actively in the professional community, and in school/ district events and projects.
• Teacher maintains positive and productive relationships with colleagues.

Highly Effective: The teacher makes a substantial contribution to the professional community, to school/ district events and projects.
• Teacher assumes a leadership role among the stakeholders.

Exemplary: The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation.
• Teacher serves as an instructional leader, and is accepted by faculty for exceptional skills in delivering professional development and mentorship.

Subtotal Points for Domain 4 Element B

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 4 Professionalism

Element C Reflecting on teaching

Comments:

Ineffective: Teacher does not accurately assess the effectiveness of the instructional practices.
• Teacher has no idea about how the instructional practices could be improved.

Minimally effective: Teacher provides a partially accurate and objective description of the instructional practices with some evidence.
• Teacher makes only general suggestions as to how the instructional practices might be improved.

Effective: Teacher provides an accurate and objective description of his/her own, and others', instructional practices with specific evidence.
• Teacher makes some specific suggestions as to how the instructional practices might be improved.

Highly Effective: Teacher's reflection on instructional practices is thoughtful and accurate with specific evidence.
• Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

Exemplary: Teacher's reflection is ongoing and immediate.
• The teacher demonstrates immediate understanding of effectiveness of instructional practices.
• Teacher modifies and adapts as necessary.

Subtotal Points for Domain 4 Element C

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 4 Professionalism

Element D Demonstrating Professionalism

Comments:

1 Ineffective: The teacher displays a lack of professionalism.
• Teacher contributes to practices that are self-serving or harmful to students.
• Teacher fails to comply with regulations and timelines.

2 Minimally effective: The teacher displays minimal professionalism
• Teacher complies inconsistently with regulations, doing just enough to “get by.”

3 Effective: The teacher displays a high level of professionalism in dealings with both students and colleagues
• Teacher complies fully and voluntarily with regulations.
• Teacher promotes safe environment for students when monitoring students and activities.

4 Highly Effective: The teacher is proactive and assumes a leadership role in ensuring the highest-level of professional practices by all colleagues.
• Teacher helps ensure that school practices honor all stakeholders.
• Teacher helps colleagues comply with rules and regulations.

5 Exemplary: The teacher proactively and positively seeks to continually improve the culture of the school by consistently raising expectations for adults and students, raising the engagement of adults and students, and contributing to the efficacy of adults and students.

Subtotal Points for Domain 4 Element D

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 4 Professionalism

Element E Growing and developing professionally

Comments:

Ineffective: The teacher does not participate in professional development activities.
• Teacher makes no effort to share knowledge with colleagues.
• Teacher is resistant to feedback from supervisors or colleagues.

Minimally effective: The teacher participates in professional development activities that are convenient or are required.
• Teacher makes limited attempts to share knowledge with colleagues.
• Teacher accepts feedback from supervisors and colleagues with some reluctance.

Effective: The teacher accepts opportunities for professional development after an individual assessment of need.
• Teacher implements professional development strategies.
• Teacher welcomes and implements feedback from supervisors and colleagues.

Highly Effective: The teacher actively pursues professional development opportunities.
• Teacher initiates activities to share expertise with others.
• Teacher seeks out feedback from supervisors and colleagues.

Exemplary: The teacher is an established leader in the school.
• Teacher is able to provide feedback to colleagues and supervisors in a manner that is welcomed and utilized by all stakeholders.

Subtotal Points for Domain 4 Element E

POJOAQUE VALLEY SCHOOL DISTRICT
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Domain 4 Professionalism

Element F Maintaining accurate records

Comments:

	<p>Ineffective: The teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray.</p> <ul style="list-style-type: none"> • Information from records contains errors and causes confusion.
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	<p>Minimally effective: The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and partially successful.</p> <ul style="list-style-type: none"> • Information from records is mostly accurate and not up to date.
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	<p>Effective: The teacher's systems for maintaining both instructional and non-instructional records are efficient and successful.</p> <ul style="list-style-type: none"> • Information from records is accurate and up to date. • Information is used by teacher to make decisions regarding students.
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	<p>Highly Effective: The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records.</p> <ul style="list-style-type: none"> • Information from records is accurate, up-to-date, and used constructively by students and teacher.
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	<p>Exemplary: The teacher's system is recognized by the school community as efficient and used as a model for other teachers.</p>
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	Subtotal Points for Domain 4 Element F
	Subtotal Points for Domain 4

	Grand Total Points for This Observation
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