



## Activity Observation Checklists

Program and activity leaders will jointly determine what quality indicators to include on an activity observation checklist. Indicators may vary, depending on the activity type and goals. For example, group activities may include indicators related to the number and quality of student interactions, while individual student projects may include indicators related to self-direction and appropriate facilitator coaching and support. There are two sample checklists below that you can customize for your own activities. The first is designed for an academic intervention activity and the second for an academic enrichment activity. Using the checklists for activity observations will provide data you can use to adjust activity design and delivery as needed to ensure continuous improvement.

Site/Center: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: Math Room: \_\_\_\_\_

### Academic Intervention Activity Observation Checklist

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	<b>Adherence and Quality</b> – Program activity components are implemented as prescribed.	
	<i>The activity focuses on skills targeted for academic intervention:</i>	
	<ul style="list-style-type: none"><li>Skill set #1: Numbers, operations, and quantitative reasoning</li></ul>	
	<ul style="list-style-type: none"><li>Skill set #2: Patterns, relationships, and algebraic reasoning</li></ul>	
	<i>Every student participates in one of three stations:</i>	
	<ul style="list-style-type: none"><li>Small-group intervention with teacher</li></ul>	
	<ul style="list-style-type: none"><li>Computer program intervention</li></ul>	
	<ul style="list-style-type: none"><li>Interactive learning activity</li></ul>	
	<i>Required materials/resources are available:</i>	
	<ul style="list-style-type: none"><li>Laptops: one for every student</li></ul>	
	<ul style="list-style-type: none"><li>Interactive whiteboard</li></ul>	
	<ul style="list-style-type: none"><li>Math software program(s)</li></ul>	
	<i>At least one of the following instructional resources are included:</i> <ul style="list-style-type: none"><li>Base ten blocks</li><li>Manipulatives</li><li>Math games</li></ul>	





## Activity Observation Checklists

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	<b>Exposure</b> – Students receive the required intervention dosage.	
	<i>Students are participating in math intervention activities for two hours in the learning recovery program on Monday through Friday.</i>	
	<b>Student Engagement</b> – Students are actively participating in the academic intervention.	
	<i>Students are using manipulatives.</i>	
	<i>Students are actively communicating problem-solving methods with teachers and each other.</i>	
	<i>Students are on task:</i> <ul style="list-style-type: none"><li>• They're actively engaged in math conversation.</li><li>• They're actively counting and verbalizing math strategies to each other and the teacher.</li><li>• They're asking and answering questions about their math thinking.</li><li>• They're sharing their math thinking in a variety of ways (e.g., verbally, pictorially, with the manipulatives, and on the whiteboard).</li><li>• They transition from one activity to the next efficiently and know the procedures.</li><li>• They need minimal redirection for the expectations during learning time.</li><li>• They're listening attentively.</li></ul>	
	<i>Students have voice/and choice in activities, when appropriate.</i>	
	<i>Students are actively engaged:</i> <ul style="list-style-type: none"><li>• They're using the math tools effectively and efficiently as they need them.</li><li>• They're clearly confident in their math thinking and ability to solve math problems.</li><li>• They're sharing their math thinking in a variety of ways (e.g., verbally, pictorially, with the manipulatives, on the whiteboard, and on the laptops).</li><li>• They transition from one activity to the next with efficiency and knowledge of the procedures.</li><li>• They need minimal redirection in meeting expectations during learning time.</li><li>• They're listening attentively.</li></ul>	
	<i>Students have access to the technology they need.</i>	



## Activity Observation Checklists

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	<b>Teacher Engagement</b> – Teachers are actively facilitating the learning.	
	<i>Teachers are asking reflective questions.</i>	
	<i>Teachers are giving specific feedback.</i>	
	<i>Teachers are modeling problem-solving strategies.</i>	
	<i>Teachers are probing and inviting students to share problem-solving strategies.</i>	
	<i>Teachers are making connections to students' prior knowledge.</i>	
	<i>Teachers are providing differentiated support, depending on individual student needs.</i>	
	<b>Physical Environment</b> – The activity setting and physical environment are conducive to student learning.	
	<i>The materials, resources, and activity space are orderly.</i>	
	<i>Learning activities, resources, and spaces are readily accessible to all students.</i>	

**Comments:**



# Activity Observation Checklists

Site/Center: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: When I Grow Up Room: \_\_\_\_\_

## Academic Enrichment Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	<b>Adherence and Quality</b> – Program activity components are implemented as prescribed.	
	<i>Every student is participating in small-group activities.</i>	
	<i>Required materials/resources are available:</i>	
	<ul style="list-style-type: none"><li>• Laptops for researching</li></ul>	
	<ul style="list-style-type: none"><li>• Journals</li></ul>	
	<ul style="list-style-type: none"><li>• Authentic career tools (e.g., stethoscope, microphone, and computer software)</li></ul>	
	<ul style="list-style-type: none"><li>• Expert speakers</li></ul>	
	<b>Exposure</b> – Students receive the required academic enrichment dosage.	
	<i>Students are participating in intentional academic enrichment for two hours in the learning recovery program on Monday through Friday.</i>	
	<b>Student Engagement</b> – Students are actively participating in the enrichment activity.	
	<i>Students are researching and exploring with authentic tools.</i>	
	<i>Students are actively communicating problem-solving methods with teachers and each other.</i>	
	<i>Students are engaged:</i> <ul style="list-style-type: none"><li>• They're actively engaged in conversation.</li><li>• They're engaged in and verbalizing the use of new targeted academic skills.</li><li>• They're asking and answering questions about their thinking pathways.</li><li>• They're confidently sharing their new academic skills in a variety of ways (e.g., verbally, pictorially, in journals, and in peer conversations).</li></ul>	



## Activity Observation Checklists

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	<ul style="list-style-type: none"><li>They need minimal redirection in meeting expectations during learning time.</li></ul>	
	<i>Students have voice and choice in the activity, when appropriate.</i>	
	<b>Teacher Engagement</b> – Teachers are actively facilitating the learning.	
	<i>Teachers are asking reflective questions.</i>	
	<i>Teachers are giving specific feedback.</i>	
	<i>Teachers are modeling problem-solving strategies.</i>	
	<i>Teachers are probing and inviting students to share problem-solving strategies.</i>	
	<i>Teachers are making connections to students' prior knowledge.</i>	
	<i>Teachers are providing differentiated support, depending on individual student needs.</i>	
	<b>Physical Environment</b> – The activity setting and physical environment are conducive to student learning.	
	<i>The materials, resources, and activity space are orderly.</i>	
	<i>Learning activities, resources, and spaces are readily accessible to all students.</i>	

**Comments:**

*If you are planning for a year, sow rice. If you are planning for a decade, plant trees.  
If you are planning for a lifetime, educate people. — Chinese Proverb*

