



Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and Quality of the Activity as designed– Program components are implemented as prescribed.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none"> • Skill set #1: <i>Numbers, Operations, and Quantitative Reasoning</i> • Skill set #2: <i>Patterns, Relationships and Algebraic Reasoning</i> 	
	<i>Every student is participating in one of 3 stations:</i>	
	<ul style="list-style-type: none"> • <i>Students engaged in small group CGI intervention with teacher</i> 	
	<ul style="list-style-type: none"> • <i>Students participating in computer program intervention</i> 	
	<ul style="list-style-type: none"> • <i>Students participating in an interactive learning activity</i> 	
	<i>Required materials/resources available:</i>	
	<i>Laptops 1 for every student</i>	
	<i>SMART Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none"> • <i>Base Ten Blocks</i> • <i>Manipulatives</i> • <i>Math Games</i> 	





Activity Observation Checklists

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





Activity Observation Checklists

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	<ul style="list-style-type: none"> • <i>Students transition to one activity to the next with efficiency and knowledge of the procedures</i> • <i>Students will need minimal redirection for the expectations during learning time.</i> • <i>Students are listening attentively</i> 	
	<i>Students have access to technology</i>	
	Teacher Engagement – 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 prior knowledge</i>	
	<i>Teachers are providing differentiated support depending on individual student needs</i>	
	Physical Environment is conducive to student learning.	
	<i>Materials, resources and room orderly</i>	
	<i>Learning activities readily accessible</i>	





Activity Observation Checklists

Site/Center: _____ Date: _____ Observer: _____

Activity: When I Grow Up Room: _____

Enrichment Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Enrichment Activity	
	<i>Every student is participating in small group activities:</i>	
	<i>Required materials/resources available:</i>	
	<ul style="list-style-type: none"> • <i>Laptops for researching</i> 	
	<ul style="list-style-type: none"> • <i>Journals</i> 	
	<i>Resources:</i> <ul style="list-style-type: none"> • <i>Authentic career tools (stethoscope, microphone, office software)</i> • <i>Expert Speakers</i> 	
	Exposure – Students receive the required academic enrichment dosage.	
	<i>Students are participating in intentional academic enrichment for 2 hours in summer program on Monday through Friday</i>	
	Student Engagement – Students are actively participating in the activity.	
	<i>Students are researching and exploring 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"> • <i>Students are actively engaged in conversation</i> • <i>Students are actively engaging in and verbalizing use of new targeted academic skills</i> • <i>Students are asking and answering questions about their thinking pathways</i> • <i>Students are confidently sharing their new academic skills in a variety of ways (i.e., verbally, pictorially, in journals, in peer conversations)</i> 	





Activity Observation Checklists

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	<ul style="list-style-type: none"> <i>Students will need minimal redirection for the expectations during learning time.</i> 	
	<i>Students have voice/and choice in activity when appropriate</i>	
	Teacher Engagement – 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 prior knowledge</i>	
	<i>Teachers are providing differentiated support depending on individual student needs</i>	
	Physical Environment is conducive to student learning.	
	<i>Materials, resources and room orderly</i>	
	<i>Learning activities readily accessible</i>	

