



**Papua New Guinea Early Grade Reading Assessment
Classroom Observation Snapshot (COS)**

National Capital District, May 2012

A. Date of observation:				I. Grade	<input type="radio"/> 1 = E1 <input type="radio"/> 2 = E2 <input type="radio"/> 3 = P3 <input type="radio"/> 4 = P4
B. Observer's name:				J. Class observed: <i>[e.g. 3A, 4 Red]</i>	
C. Province					
D. School level					
E. School name				K. Subject observed	
F. School Type	<input type="radio"/> Government <input type="radio"/> Church <input type="radio"/> Private			L. Time observation started: ____ : ____ (circle if AM or PM) AM / PM	
G. EGRA School Code:					
H. Class type	<input type="radio"/> Single class	<input type="radio"/> Multiclass (temporary) <input type="radio"/> Multiclass (permanent)	<input type="radio"/> Multi-grade	M. Time observation finished: ____ : ____ (circle if AM or PM) AM / PM	

INSTRUCTIONS

1. Observe a class that has a teacher present on the day of the classroom observation.
2. Make a point of speaking with/get to know the teacher before the observation session.
3. All classroom observation sessions must be 30 minutes long. Keep to this time allocation at all times.
4. Have the required number of observation guides on your clipboards before you travel to the schools.
5. Sharpen two pencils and attach to your clipboard before you travel to the schools.
6. Carry a pencil sharpener at all times.
7. Collect a random sample of 10 students' language books to assess at the end of each observation. Return books before you leave.
8. Blend into the classroom environment during the observation sessions.
9. Please complete ALL sections of this form, including the comments section. It is important to provide as much detail as possible.
10. Thank the teacher at the end of the lesson.

1. CLASS POPULATION

Write down the total number of students enrolled in class observed (look in the roll book for this information).

Male	Female	Total
Comments:		

2. ATTENDANCE

Write down the number of students who are actually in class today (count the children in class).

Male	Female	Total
Comments:		

3. LANGUAGE USED IN CLASSROOM

Tick the box/boxes to show what you observed about the language used in the classroom.

Language	English	Tok Pisin	English & Tok Pisin	English & Vernacular	Tok Pisin & Vernacular	Vernacular (give name) _____
3a. Language(s) of instruction used by teachers						
3b. Language(s) students use to communicate with each other during classroom activities						
3c. Language(s) written on the black board to teach content						
3d. Language(s) written on charts, posters to teach content/teaching aids						
Comments:						

4. TEACHER'S COMPETENCY IN THE LANGUAGE OF INSTRUCTION

Tick the appropriate response.

Activity	Yes	No
4a. Teacher makes errors in spoken English?		
4b. Errors in teachers' written text in English on the black board?		
4c. Errors in teachers' written text in English on wall charts?		
Comments:		

5. TEACHING

Tick the appropriate response to show what you actually see going on in the classroom. Include as much detail as you can in the comments section.

Teaching Activity	Yes	No
5a. Teacher reading story/text aloud to students		
5b. Students reading story/text aloud with teacher		
5c. Teacher assisting students to read a story/text		
5d. Teacher asking comprehension questions when reading story/text		
5e. Students assisting peers to read (buddy reading)		
5f. Students reading to each other in groups		
5g. Students reading aloud on their own		
5h. Students reading silently on their own		
5i. Varied reading activities during lesson (e.g. spelling, verbal reporting, general discussions, reading with teachers, reading in groups, children reading on their own, building new words, creating new sentences & stories etc.). Include details in the general comments box.		
Comments:		

6. CLASSROOM ENVIRONMENT

Tick the appropriate response to show what you can **actually see** in the classroom.

Resources	Yes	No
6a. English alphabet displayed in classroom		
6b. Classroom flooded in English print		
6c. List of English spelling/vocabulary words written on black board		
6d. List of English spelling/vocabulary words written on charts		

6e. English stories written on the black board		
6f. English hymns/songs written on the black board		
6g. English stories written on charts		
6h. English hymns/songs/prayers written on charts		
6i. Errors in written text in the language of instruction on commercial posters		
6j. List of Vernacular spelling/vocabulary words written on black board		
6k. List of Vernacular spelling/vocabulary words written on charts		
6l. Vernacular stories written on the black board		
6m. Vernacular hymns/songs written on the black board		
6n. Vernacular stories written in charts		
6o. Vernacular hymns/songs/prayers written in charts		
6p. Classroom flooded in vernacular print		
6q. Errors in vernacular written text in the language of instruction on commercial posters		
6r. Recent students' written work displayed around classroom		
6s. Aged/old students' written work displayed around classroom		
6t. Sufficient classroom space for organized group activities		
6u. Other print materials (e.g. newspapers, magazines, flash cards and other print materials such as letters on cards, sugar, biscuits, rice packets, flax & prepaid cards etc in treasure boxes in classroom used in instructional activities)		
6v. Student reading corner in the classroom		
Comments:		

7. RESOURCES

Write the number of sets of different titles in the appropriate column to show what resources you actually see in the classroom. **Please comment if there are books stored elsewhere and not in the classroom.**

Resources in classroom	None	Sets of 1 to 5	6 to 10	11 to 20	20 or more
7a. Sets of Big Book and companion readers of various titles in basic English text					

7b. Sets of shell books of various titles in basic vernacular text					
7c. Number of PNG School Journals in the classroom					
7d. Number of other readers and/or books					
Comments:					

Write the number of books that you actually see in the classroom in the appropriate column. Include comments where necessary.

Resources in classroom	None	Sets of 1 to 5	6 to 10	11 to 20	20 or more
English					
7e. Number of children's books in basic English text					
7f. Number of English Big Books					
7g. Number of English Dictionaries					
Comments:					
Vernacular					
7h. Number of children's books in basic vernacular text					
7i. Number of vernacular Big Books					
7j. Number of Vernacular dictionaries					
7k. Number of Teaching Charts/aids around classroom					
7l. Number of students' basic language activity text books					
7m. Language reference and support books for teachers such the Language Teacher Resource Book or any other published by NDOE or commercially					
Comments:					

8. DO THE FOLLOWING AT THE END OF THE OBSERVATION.

Ask the teachers for a sample of students' language exercise books at the end of the observations.

Areas to take note of in students' language exercise books:

Activity	Yes	No
8a. Filling in missing words, sentence beginnings and endings, etc.		
8b. Short sentences		
8c. 3-5 sentence stories		
8d. Reading comprehension activities		
8e. Labeling things		
8f. Regular written work in students' language exercise books		
8g. Exercises in students' language books marked by students regularly		
8h. Exercises in students' language books marked by the teacher regularly		
8i. Written corrections and feedback given by teacher		
Comments:		

Tick the appropriate response to show the languages written in the students' exercise books:

	English Only	Tok Pisin only	English and Tok Pisin	English and vernacular	Vernacular only [specify which vernacular(s) in the comment box]
8j. Language(s) written in children's exercise books					
Comments:					

9. Additional Comments/Observations
