



Early Grade Reading Assessment Classroom Observation Snapshot (COS)

Western Highlands Province

A. Date of observation:				G. Grade observed:	<input type="radio"/> 1 = E2 <input type="radio"/> 2 = P3 <input type="radio"/> 3 = P4
B. Observer's name:				H. Class observed: <i>[e.g. 3A, 4 Red]</i> <i>If combined classes, indicate which classes have been combined</i>	
C. School name				I. Subject observed	<input type="radio"/> 1 = Language (Reading) <input type="radio"/> 2 = Language (Other) <input type="radio"/> 3 = Other subject
D. Province:					
E. EGRA School Code:				J. Time observation started: ____ : ____ (circle AM or PM) AM / PM	
F. Class type	<input type="radio"/> Single class	<input type="radio"/> Combined classes	<input type="radio"/> Multi-grade	K. Time observation finished: ____ : ____ (circle AM or PM) AM / PM	

INSTRUCTIONS

1. Observe a class that has a teacher present on the day of the classroom observation. Ideally, it should be a reading lesson.
2. Make a point of introducing yourself to the teacher before the observation session.
3. The classroom observation should last 30 minutes. 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 language exercise books to assess. Take about 10 minutes at the end of the observation and return the books to the teacher 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 ENROLLMENT

Write down the total number of students enrolled in the class observed (look in the roll book for this information). **If combined classes, record the enrollment for each class.**

Class	Male	Female	Total

Comments:

2. ATTENDANCE

Write down the number of students who are actually in class today (count the children in class). **If combined classes, record the attendance for each class.**

Class	Male	Female	Total

Comments:

3. LANGUAGE USED IN CLASSROOM

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

Language	English	Tok Pisin	Vernacular (specify)
3a. Language(s) of instruction used by teacher			
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			

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. STUDENTS' COMPETENCY IN THE LANGUAGE OF INSTRUCTION

Tick the box which best describes the students' competency in the **language of instruction**.

Activity	Yes	No
5a. Students can follow simple instructions given by the teacher (e.g. to get their books out, form groups, put hands up, etc)		
5b. Students give appropriate responses to teacher's questions (e.g. to comprehension questions when reading a story, etc)		
Comments:		

6. TEACHING AND LEARNING

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.

Activity	Yes	No
6a. Students learning letter sounds		
6b. Students learn the meaning of new words/vocabulary		
6c. Teacher reading story/text aloud to students		
6d. Students reading story/text aloud with teacher		
6e. Teacher asking comprehension questions when reading story/text		
6f. Students assisting peers to read (buddy reading)		
6g. Students reading to each other in groups		
6h. Students reading silently on their own		
6i. 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 comments box.		
Comments:		

7. CLASSROOM ENVIRONMENT

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

Resources	Yes	No
7a. English alphabet displayed in classroom		
7b. Classroom flooded in English print		
7c. List of English spelling/vocabulary words written on black board		
7d. List of English spelling/vocabulary words written on charts		
7e. English stories written on the black board		
7f. English hymns/songs written on the black board		
7g. English stories written on charts		
7h. English hymns/songs/prayers written on charts		
7i. Errors in written text in the language of instruction on commercial posters		
7j. List of Vernacular spelling/vocabulary words written on black board		
7k. List of Vernacular spelling/vocabulary words written on charts		
7l. Vernacular stories written on the black board		
7m. Vernacular hymns/songs written on the black board		
7n. Vernacular stories written in charts		
7o. Vernacular hymns/songs/prayers written in charts		
7p. Classroom flooded in Vernacular print		
7q. Errors in Vernacular written text in the language of instruction on commercial posters		
7r. Recent students' written work displayed around classroom		
7s. Aged/old student written work displayed around classroom		
7t. Sufficient classroom space for organized group activities		
7u. 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)		
7v. Student reading corner in the classroom		
Comments:		

8. 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	1 to 5	6 to 10	11 to 20	20 or more
8a. Number of big books/shell books in English					
8b. Number of graded English readers					
8c. Number of PNG School Journals					
8d. Number of other English children's books					
8e. Number of English dictionaries					
Comments:					

Record the number of vernacular books that you can see in the classroom. Include comments where necessary.

Resources in classroom	None	1 to 5	6 to 10	11 to 20	20 or more
8f. Number of vernacular big books/shell books with companion small books					
8g. Number of graded vernacular readers					
8h. Number of other vernacular children's books					
8i. Number of vernacular dictionaries					
Other resources					
8j. Number of basic language activity text books for students					
8k. Language reference and support books for teachers such the Language Teacher Resource Book or any other published by NDOE or commercially					
Comments:					

8l. Count up **all the reading books for students that you can see in the classroom.** Write the total in the box below:

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9. 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 (tick ALL sections):

Activity	Yes	No
9a. Filling in missing words, sentence beginnings and endings, etc.		
9b. Short sentences		
9c. Short stories (3-5 sentences)		
9d. Reading comprehension activities		
9e. Labeling things		
9f. Regular written work in student's language exercise books		
9g. Exercises in student's language books marked by the teacher regularly		
9h. Written corrections and feedback given by teacher		
Comments:		

Tick the appropriate response to show the language(s) written in the students' exercise books:

	English	Tok Pisin	Vernacular
9i. Language(s) written in children's exercise books			
Comments:			

10. Additional Comments/Observations
