



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:

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
