

Five-Minute Observation Form

Instructor: _____

School:	
Date:	
Time:	
Program & Level:	
Grouping Format:	
Number in Group:	
Group Performance Level:	

In the box next to each General Feature indicate +, -, Or NA. Check the circle next to each observed area.

Instructor models instructional tasks when appropriate.

- Demonstrates the task (e.g., uses think alouds)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

Instructor provides explicit instruction.

- Sets the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

Instructor engages students in meaningful interactions with language during lesson.

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts
- Elaborates on student responses

Instructor provides multiple opportunities for students to practice instructional tasks.

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses when feasible
- Provides extra practice based on accuracy of student responses

Instructor provides corrective feedback after initial student responses.

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all students before moving on

Instructor encourages student effort.

- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy and/or effort
- Majority of feedback is positive
- Celebrates or displays examples of student success in reading

Students are engaged in the lesson during teacher-led instruction.

- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

Students are engaged in the lesson during independent work.

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

Students are successful completing activities at a high criterion level of performance.

- Elicits a high percentage of accurate responses from group
- Elicits a high percentage of accurate responses from individuals
- Holds same standard of accuracy for high performers and low performers

Focus:	Phonemic Awareness <input type="checkbox"/>	Phonics <input type="checkbox"/>	Fluency <input type="checkbox"/>	Vocabulary <input type="checkbox"/>	Comprehension <input type="checkbox"/>
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Comments: