Five-Minute Observation Form

Instructor: _______________________

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program &amp; Level:</td>
<td>Grouping Format:</td>
<td>Number in group:</td>
</tr>
<tr>
<td>Group Performance Level:</td>
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</tbody>
</table>

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

□ 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

□ 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

Focus:  Phonemic Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐

Comments: ________________________________

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