

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"/>
Comments:					