

Observer name: _____
 Date: _____
 School name: _____
 Location: _____
 Teacher name: _____
 Grade: _____ Number of learners/pupils: _____ Age range: _____
 Boys: _____ Girls: _____ Length of lesson: _____ (minutes)
 ABRA class Control class

I. General Classroom Environment (tick what applies)

Physical Context

Classroom Computer Lab Computer Station/Center Mobile Lab(tablets)

Technology

Learner/pupil-computer ratio: _____ learners per computer

Technology works properly: Yes No

Comment on what works/ does not work :

Choose the statement describing the teachers' level of comfort with technology. The teacher:

- is avoiding technology and is anxious about using computers;
- knows the basics but is sometimes frustrated using computers and lacks confidence when using them;
- is confident in using the computer for specific tasks;
- can use many different computer applications; the computer as an instructional tool that she integrates into the curriculum.

Choose the level of learners' comfort with technology:

Very comfortable Somewhat comfortable Not at all

Teaching

Instructions are clear: Yes No _____
 Activities are logically sequenced: Yes No _____
 Learners are given timely feedback: Yes No _____
 Learners interact with each other: Yes No _____

II. English Language Activities Structure

Word Level Activities (all alphabetic or phonics based activities)

a. How much time is spent on word level activities?

- ___ Less than 5 min
- ___ 5 - 15 min
- ___ More than 15 min

b. What type of word level activities did you see?

- ___ Blending sounds into words
- ___ Sounding out words such as c-a-t (i.e. segmenting)
- ___ Pronouncing written words (i.e. decoding)
- ___ Rhyming

Other **Word Level Activities** (please describe)

Technology used: Yes No

Computers/tablets How many? ____

Projector

Please name ABRA activities used

(e.g., Blending Train, Rhyme Matching)

c. Do learners/pupils work in pairs/small groups? Yes No

d. How many learners are there per small group? _____

Text Level Activities (all fluency/comprehension types of activities)

a. How much time is spent on text level activities?

- ___ Less than 5 min
- ___ 5-15 min
- ___ More than 15 min

b. What type of text level activities did you see?

- ___ Pupil is reading aloud
- ___ Whole class is reading in a choir
- ___ Flash card work
- ___ Listening to the text the teacher is reading loud
- ___ Summarizing a story orally
- ___ Answering teachers' questions orally
- ___ Reading in pairs and small groups
- ___ Reading with expression
- ___ Making predictions to anticipate what the class is about to read
- ___ Identifying the beginning, middle and end of the story
- ___ Defining or explaining the meaning of words

Technology used: Yes No

Computers/tablets How many? ____

Projector

Please name ABRA activities used

(e.g., High Frequency Words, Story Elements)

Other **Text Level Activities** (please describe)

- c. Do learners/pupils work in pairs/small groups? Yes No
d. How many learners are there per small group? _____

Writing Activities

- a. How much time is spent on writing activities?
___ Less than 5 min
___ 5-15 min
___ More than 15 min

- b. What type of writing activities did you see?
___ Answering teachers' questions in writing
___ Copying
___ Filling in worksheets
___ Retelling a story in writing
___ Dictation

Technology used: Yes No

Computers/tablets How many? _____

Projector

Please name ABRA activities used
(e.g., Spelling Sentences)

Other **Writing Activities** (please describe)

- c. Do learners/pupils work in pairs/small groups? Yes No
d. How many learners are there per small group? _____

Extension Activities (activities that relate to or expand from a reading activity)

- a. Was it an ABRA extension activity?
Yes (please name) _____ No

- b. What type of extension activities did you see?
___ Retelling (Retell a story read in class, etc)
___ Additional writing (Write your own story/ending, etc)
___ Creative arts (Drawing a story, etc)
___ Dramatic play (Skit, etc)

Other (please describe) _____

- c. What type of homework did the teacher assigned?
___ Word Level
___ Text Reading
___ Writing
___ Worksheets

Other (please describe) _____

III. Learners' Interactions with ABRA (for ABRA classes only, tick one that applies)

- a. The learners are enthusiastic about doing ABRA activities.
Strongly disagree Disagree Neutral Agree Strongly agree
- b. The learners effectively navigate ABRA.
Strongly disagree Disagree Neutral Agree Strongly agree
- c. The learners are engaged in ABRA activities.
Strongly disagree Disagree Neutral Agree Strongly agree
- d. When using ABRA, the learners attend to the given task.
Strongly disagree Disagree Neutral Agree Strongly agree
- e. When in ABRA, the learners do the task on their own with little or no prompting from the teacher.
Strongly disagree Disagree Neutral Agree Strongly agree
- f. When facing a technology problem, the learners help/support each other.
Strongly disagree Disagree Neutral Agree Strongly agree

Other manifestations of learners' engagement with ABRA (please describe)

IV. Learner-Teacher interactions (for mixed-gender classes only)

- a. In this class who asked more questions? (tick one that applies)
Male learners Female learners No Difference
- b. How often did the teacher call upon the learners? (tick one that applies)
Female learners: Very Frequently Frequently Occasionally Rarely Never
Male learners: Very Frequently Frequently Occasionally Rarely Never
- c. How did the teacher divide the learners in groups during the lesson? (tick one that applies)
By ability By gender By age Randomly No groups
- d. When explaining and providing examples, the language the teacher tended to use was (check one that applies)
Masculine Gender neutral Feminine

e. Please use the following scale to rate your impressions about the **female learners** in this class (tick one that applies):

	<i>Outstanding</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Poor</i>
<i>Performance</i>				
<i>Behaviour</i>				

f. Please use the following scale to rate your impressions about the **male learners** in this class (tick one that applies):

	<i>Outstanding</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Poor</i>
<i>Performance</i>				
<i>Behaviour</i>				

V. "When observing this classroom, I mostly see the following happening..." (tick one description that applies)

1.

- *Students are not attending to the task at hand. They are distracted and off-task.*
- *There is a lot of disruption and movement not related to the activity.*
- *The teacher cannot get the children to remain on task.*

2.

- *Students occasionally attend to the given task.*
- *There is occasional disruption and movement not related to the activity.*
- *Occasionally, when the students are off task the teacher is able to refocus the group with some effort.*

3.

- *Some students are attending to the given task.*
- *There is little off task behaviour.*
- *The teacher is able to guide students through the lesson with minimal diversions from the task.*

4.

- *Most students are attending to the given task.*
- *There is minimal or no off-task behaviour*
- *The teacher is able to guide students through activities effectively.*

5.

- *All students are involved in the given task.*
- *There is no off-task behavior.*
- *The children are discussing the task on their own with little or no prompting from the teacher.*
- *The students are providing the teacher with new directions in which to go by actively participating in the discussions and are providing the teacher with feedback.*

Notes:
