

## Basic 5 Observation Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Class: \_\_\_\_\_ Activity: \_\_\_\_\_

**STEP 1** (10 minutes) During a 10-minute observation of teacher-guided instruction, record simple tally marks for each of the following behaviors.

Benchmark	Observation period (10 minutes)		Total
	(Positive)	(Corrective)	
Ratio of Interactions			_____ : _____ Positive:Corrective
Opportunities to Respond			
Disruptions			

**STEP 2** (5 minutes) **Benchmark: Time on Task.** For the next 5 minutes, focus on a different student every 5 seconds. Record a “+” symbol to indicate on-task or engaged behavior and a “-” symbol to indicate off-task behavior. When each student has been observed, begin the progression again. Continue until 5 minutes has elapsed.

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Divide the number of on-task (+) marks by the total number of marks (60).  
Time on Task (percentage of on-task behavior) = \_\_\_\_\_ %.

**STEP 3**

(5 minutes)

**Benchmark: Alignment With Expectations:**

Directions: Using the rating scale below, rate the degree to which the students met the teacher’s expectations for classroom activities or transitions. Identify which activity or transition is being rated in the “Activity” section of each box.

TEACHER \_\_\_\_\_

CLASS PERIOD \_\_\_\_\_ DATE \_\_\_\_\_

Percentage of Students Who Met Expectations  
**1** = 90% to 100%  
**2** = 80% to 89%  
**3** = Less than 80%

<b>C</b> onversation	1	2	3
<b>H</b> elp	1	2	3
<b>A</b> ctivity:			
<b>M</b> ovement	1	2	3
<b>P</b> articipation	1	2	3
<b>S</b> uccess!			

<b>C</b> onversation	1	2	3
<b>H</b> elp	1	2	3
<b>A</b> ctivity:			
<b>M</b> ovement	1	2	3
<b>P</b> articipation	1	2	3
<b>S</b> uccess!			

<b>C</b> onversation	1	2	3
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<b>P</b> articipation	1	2	3
<b>S</b> uccess!			

<b>C</b> onversation	1	2	3
<b>H</b> elp	1	2	3
<b>A</b> ctivity:			
<b>M</b> ovement	1	2	3
<b>P</b> articipation	1	2	3
<b>S</b> uccess!			

**STEP 4**

(Optional)

**Anecdotal Notes:**

Record any information in this section that may be useful as a springboard for discussion (i.e. data that may be further mined to give a more comprehensive picture of classroom behavior, follow-up questions for the coaching conversation, etc.: