

THE EARLY GRADE READING STUDY (EGRS)

NORTH-WEST PROVINCE

GRADE 2 SETSWANA HOME LANGUAGE

LESSON OBSERVATION SCHEDULE

This instrument comprises a lesson observation schedule for **completion by the fieldworker** independently of the teacher.

COVER PAGE			
1.	Name of school		Write name
2.	School's EMIS number		Write number
3.	District		1= Dr Kenneth Kaunda 2= Ngaka Modiri Molema
4.	Name of fieldworker responsible for data collection		Write initials and surname
5.	Today's date	/ 10 / 2016	Write date
6.	Day of the week		Write the day of the week (e.g. Monday)
7.	Name of teacher		Write initial and surname Note if no classroom observation was possible and provide the reason.
8.	Is the teacher observed the usual class teacher?		1= Yes 2= No – she is substituting 99= Don't know
9.	If no, where is the class teacher?		1= Absent due to illness 2= Attending DoE/other workshop 3= Other, specify/explain 98= N/A. This is the usual class teacher 99= Don't know
10.	Name the specific Grade 2 class observed (or grades if combined grades) e.g. Grade 2a		Write grade/s
11.	If you experienced any problems gaining access to the classroom to observe or were unable to observe a Setswana Home Language lesson, note details below. 0=No problems		
12.	Time observation began		Write time. Use 24 hour clock e.g. 09h45 98=N/A. No observation took place
13.	Time observation ended		Write time. Use 24 hour clock 98=N/A. No observation took place

This schedule consists of **sixteen** sections:

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Classroom observation**Section A: Teaching and learning environment**

1.	Lesson venue – where does the lesson take place? Other (Specify)		<i>Write one code only</i> 1= In a classroom 2= Outdoors (e.g. classes takes place outside under trees) 3= Library 4= Other, specify
2.	How many learners are actually present in class?		<i>Write the number</i> 99=Don't know
3.	Is the classroom clean?		1= Yes 2= No 98= N/A. Outdoor lesson
4.	Is there sufficient desk space in the room for all learners to write comfortably?		1= Yes 2= No 98= N/A. Outdoor lesson 99= Don't know. Unable to ascertain (For example, because learners are seated on a reading mat for the duration)
5.	Is there adequate seating space for all learners in the class?		1= Yes 2= No (e.g. because of a shortage of chairs, some learners have to sit on the floor/ground) 98= N/A. Outdoor lesson. 99= Don't know / Unable to ascertain (e.g. because learners are seated on a reading mat for the duration)
6.	Can the teacher move around the room comfortably and walk easily between all the desks/tables?		1= Yes 2= No 98= N/A. Outdoor lesson.
7.	Is there a reading carpet, mat (or similar 'shared reading space') evident in the classroom? (e.g. for story time)		1= Yes 2= No 98= N/A. Outdoor lesson.
8.	Does the classroom have a chalkboard or similar that is usable?		1= Yes 2= No 98= N/A. Outdoor lesson.
9.	When the teacher provides front of class teaching or demonstrations, are all learners able to see the teacher, chalkboard or demonstration or posters or other teaching material clearly?		1= Yes 2= No 98= N/A. Outdoor lesson.
10.	How many large (i.e. poster size) commercially-made wall charts, pictures or posters are on display on the classroom walls (i.e. from NGOs or publishers etc. but not made by the teacher)		<i>Write the number only</i> 0= None 98= N/A. Outdoor lesson

11.	Indicate a) which of the following are on display on the classroom walls (can be teacher-made or commercially-made) and b) whether or not the material is available in Setswana. Note to fieldworkers: <i>If possible take photographs with your cell phone of each of the walls which have items on display and label them so that you can link the photos to this teacher, Grade 2 class and school N.B. Exclude all learners.</i>		
	Write a code for each 1= Yes 2= No 98= N/A. Outdoor lesson 99= Don't know. Unable to tell	a) Material on display	b) Available in Setswana (include bilingual material with Setswana and English)
	1. Signs		
	2. Days of the week		
	3. Months		
	4. High frequency word lists/ sight words on flashcards (e.g. a word wall)		
	5. Words matched to pictures		
	6. Phonics chart/s		
	7. Alphabet frieze/ chart (all letters of the alphabet)		
	8. Birthday chart		
	9. Bulletin/News Board		
	10. Learners' names (e.g. on flashcards)		
	11. Weather chart		
	12. Number word chart		
	13. Example/s of or patterns for cursive writing		
12.	If there is a word wall , are the words systematically organised (i.e. are words/flash cards organised and grouped together on the wall because of shared features e.g. phonetically)		1= Yes 2= No 98= N/A. There is no word wall
13.	Is the Grade 2 timetable on display in the classroom?		1= Yes 2= No 98= N/A. Outdoor lesson
14.	How many different types of learner's recent work or other recent learner-made objects are on display in the classroom?		Write one code only 0=None 1=1 or 2 types 2=More than 3 types 98= N/A. Outdoor lesson
15.	Overall, would you describe the environment as 'reading rich'? Is it stimulating and inviting in terms of literacy?		Write one code only 0= Not at all 1= Hardly 2= Fairly 3= Very 98= N/A. Outdoor lesson

16.	In the classroom are learners' books and other teaching and learning support material neatly organised and stored methodically in a cupboard/on a shelf/ other storage space?		<i>Write one code only</i> 1= Very organized 2= Fairly organized 3= Very disorganized 98= N/A. Outdoor lesson 99= Don't know/unable to ascertain this
17.	Any additional observations/comments on physical conditions in the classroom that foster or constrain literacy and language teaching and learning? (e.g. are windows broken, etc.?) <i>Write your own observations.</i>		
Section B: Time on task and pacing			
18.	Write the time when the teacher actually starts to teach the HL lesson (as opposed to the time you entered the classroom to observe the lesson or the time when the HL lesson is timetabled to start)		<i>Write the time. Use 24 hour clock e.g. 08h00</i> 98= N/A. Integrated approach where boundaries between Literacy, Numeracy and Life Skills are blurred/ indistinguishable. 99= Don't know. Not present when teacher actually started to teach.
19.	If there is a delay in the teacher starting teaching at the beginning of the lesson describe what happens when teaching should be taking place and indicate how much (timetabled) teaching time in minutes is lost.		
	A. Describe delay (e.g. teacher talking to colleague, etc.) 98=N/A as teaching starts straight away 99= Don't know e.g. fieldworker not present from beginning of session	B. Describe what learners do 1= Learners sit idle 2= Other, specify 98=N/A as teaching starts straight away 99= Don't know e.g. fieldworker not present from beginning of session	C. Note the beginning time and the end time using 24 hour clock e.g. 10h43-10h50 98=N/A as teaching starts straight away 99= Don't know e.g. fieldworker not present from beginning of session
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
20.	Do most of the Grade 2 learners automatically take out their Home Language workbooks/ textbooks/exercise books/files at the beginning of the lesson?		1= Yes 2= No 98= N/A. Teacher hands the books out to the learners 99= Don't know. Not present at the start.

21.	To what extent do the following activities slow down teaching and learning at the beginning or during the lesson:		
	1. handing out workbooks/readers/exercise books or other material/apparatus/equipment to learners?		<i>Write one code for each</i> 0= Not at all 1= Hardly at all 2= To some extent 3= To a large extent
	2. teacher consulting her notes or lesson plan?		
	3. learners re-arranging the furniture, moving chairs/ desks, etc.?		
	4. learners who do not have necessary pens, pencils, crayons, erasers, rulers and other necessary stationery moving around the class borrowing from classmates?		
22.	During the HL lesson, are there 'outside' interruptions to teaching in the classroom (e.g. intercom announcements, other teachers entering the room to talk to the teacher; learners bringing messages)?		<i>Write one code</i> 0= None 1= 1 or 2 2= 3 or 5 3= More than 5
23.	During the HL lesson, indicate how much teaching time in minutes is lost because		
	1. time in class used not for teaching and learning purposes but for other non-teaching activities with class involved/occupied (e.g. learners cleaning the classroom).	1. _____ 2. _____ 3. _____ 4. _____	<i>Note the beginning times and the end times of each non -teaching period using 24 hour clock e.g. 10h43-10h50</i> 0= None 99= Don't know
	2. learners in the class uninvolved/unoccupied with no teaching/ learning/ classwork and no other non-teaching activities taking place (e.g. teacher doing administrative work while learners are idle).	1. _____ 2. _____ 3. _____ 4. _____	
24.	To what extent do learners appear to be on-task when they are given independent seatwork (reading or writing) to complete during the observation period?	<i>Write one code only</i> 0= Never 1= Sometimes 2= Mostly 3= Always 98= N/A- no tasks/classwork given to the children 99= Don't know - unable to ascertain this	
25.	When the class is busy with independent written work or reading tasks (whether in groups or alone), does the teacher ...		
	1. monitor all learners and check that they are doing what they are supposed to be doing?		<i>Write one code for each</i> 0= Never 1= Sometimes 2= Mostly 3= Always 98= Not applicable - no independent tasks/classwork given to the children 99= Don't know - unable to ascertain this
	2. supervise quite closely less capable learners as they work?		
	3. give additional or new work or tasks to learners who have completed their work/tasks and are coping well?		
26.	What do learners who finish work ahead of other children generally do?		
	1. They take a book from the book corner to read		<i>Write a code for each category</i> 1= Yes 2= No 3= No learner finishes ahead of others 98= N/A - no independent tasks/classwork given
	2. The teacher uses workbooks as a source or means for giving learners who finish classwork ahead of others opportunities to do more exercises		
	3. They help other learners with their work		
	4. They sit idle		
	5. Other, specify		

27.	If learners who finish work have to wait (idle) for the rest of the class to finish, how long does the learner who finishes work first have to wait?		
	1.Task 1		<i>Note the time when first learner finishes the work and the time when the learner finishes waiting. Use 24 hour clock e.g. 10h43-10h50</i> 0= Learners who finish do not have to wait 98= N/A – no independent tasks/ classwork given 99= Don't know. Unable to tell who finishes first
	2.Task 2		
	3.Task 3		
	4.Task 4		

Section C: Discipline

28.	How many learners arrive more than 5 minutes late for the Home Language (HL) lesson?		<i>Write the number</i> 0= None 99= Don't know (e.g. researcher not present at the start of the first lesson)			
29.	Does the teacher get all the learners to pay attention and focus on her/him when s/he is talking to, teaching or instructing the class?			<i>Write one code for each</i> 0= Never 1= Sometimes 2= Mostly 3= Always		
30.	Does the teacher refer to individual learners by their names? (or , for example, does the teacher just point at learners when asking questions)					
31.	Overall how would you describe discipline in the class?		<i>Write one code only</i> 1= Poor (learners largely ignore teacher's regulative requests/ teacher clearly unable to deal with misbehaviour) 2= Adequate (teacher's regulative requests not always obeyed) 3= Good (learners respond quickly to teacher's regulative requests) 4= Very good (learners appear to be self-regulating and teacher seldom needs to make regulative requests)			
32.	In your assessment, how many learners are	Number of boys	Number of girls	<i>Write the number</i> 0=None 99=Don't' know		
	a) Not concentrating or paying attention					
	b) Undisciplined or disruptive					
33.	Does the teacher respond to or do anything about learners who					
	1. are not paying attention; or		<i>Write one code</i> 0= Never 1= Seldom 2= Sometimes 3= Mostly 4= Always 98= N/A as learners always pay attention and are never disruptive			
	2. are undisciplined or disrupting the class					

Section D: Listening and speaking

34.	When the teacher provides front of class explanations, instruction or in class discussions to what extent do learners answer in unison or repeat responses after or with the teacher, or after or with other learners, rather than actually coming up with their own responses?		<i>Write one code only</i> 0= Never 1= Seldom 2= Sometimes 3= Mostly 4= Always
35.	Are the same learners always/mostly asked to respond to questions?		1= Yes 2= No 98= N/A – teacher does not ask questions.
36.	Does the teacher try to make sure that a wide variety of learners have a chance to answer questions by actively trying to involve those learners who do not voluntarily participate in teacher-learner interactions?		<i>Write one code only</i> 0= Never 1= Seldom 2= Sometimes 3= Mostly 4= Always 98= N/A – teacher does not ask questions.

37.	When learners are given tasks or activities to complete, or when the teacher asks children questions, do most learners look as if they understand what to do, or what is being asked for?		1= Yes 2= No 99= Don't know. Unable to ascertain this.
38.	During the observation period, how many learners ask the teacher questions?		<i>Write one code only</i> 0= None 1= Only one or two 2= Less than one quarter of the class 3= More than one quarter of the class

Section E: Questioning and feedback

39.	Does the teacher make it clear whether or not learners' answers, explanations or productions are correct or incorrect (explicitly say/indicate that an answer is wrong or right)?		<i>Write one code for each</i> 0= Never 1= Hardly ever 2= Sometimes 3= Mostly 4= Always
40.	Does the teacher question learners when they give incorrect answers so as to identify their misconceptions or mistakes, and find out how they are thinking and understanding?		98= N/A – learners are never/hardly required to answer questions 99= Don't know. Unable to ascertain this.

Section F: Codeswitching

41.	To what extent does the teacher codeswitch (alternate between two languages (e.g. speaking at least one or two sentences in Setswana and then another few sentences in English) when explaining unfamiliar words or ideas to learners during the Setswana Home Language lesson ?		<i>Write one code</i> 0= Not at all 1= Minimally 2= Moderately 3= Extensively
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Section G: Use of books/booklets

42.	How many learners themselves get to handle (open and use) any books (readers, picture books, story books but excluding pre-printed workbooks) at all during the lesson observation?		<i>Write one code</i> 0= None 1= Less than half the class 2= More than half the class 3= All
43.	How many learners read readers during the lesson observation?		

Section H: Use of other learning material/resources

44.	Is any other print material (beside books/booklets/workbooks) used for teaching during the observation period (e.g. loose worksheets, posters, etc.)		1= Yes 2= No	
45.	<i>If yes, indicate the type of print material used and whether it is used by the learners or by the teacher</i>	Used by learners	Used by the teacher	<i>Tick relevant boxes</i>
	1. Loose worksheets photocopied from a textbook			
	2. Loose teacher-made worksheets			
	3. Flash cards			
	4. Poster/s			
	5. Picture/s (not posters)			
	6. Chart/s, e.g. phonics, alphabet chart, weather chart, etc.			
	7. Enlarged texts, e.g. with poems, songs, rhymes, etc.			
	8. Name cards			
9. Other, specify				

46.	Are any other non-print learning resources used during the lesson observation?			1= Yes 2= No
47.	<i>If yes, which of the following are used and are they used by learners or by the teacher?</i>	Used by learners	Used by the teacher	<i>Tick relevant boxes</i>
	1. Puzzles or games			
	2. Puppets, masks or costumes for role play			
	3. CDs or audio/video tapes or similar			
	4. Other, specify			

Section I. Literacy and language development

48.	In general, does the teacher demonstrate or model through her/his own behaviour how to handle and care for books (for example, how to turn pages correctly, store books without damaging them, etc.) including through the care taken in the way s/he hands out exercise or other books?		1= Yes 2= No 99= N/A – no books are handled/ stored by the teacher
49.	Does the teacher encourage and motivate learners to read? (e.g. Does s/he help them experience the enjoyment and pleasure of reading? Does the teacher him/herself show genuine excitement about reading? Does s/he foster a sense of purpose and help them understand that they need to read in order to learn? Does s/he praise learners for their efforts to read?)		0= Not at all 1= Hardly at all 2= To some extent 3= To a large extent 98 No reading in the lesson
50.	If the teacher reads extended text to learners, does s/he read to learners with intonation and expression? (e.g. to create a sense of anticipation, etc.)		1= Yes 2= No 98= No extended text read by teacher
51.	Indicate the extent to which the teacher covers any of the following literacy skills during the lesson observation.		
	1. teaches learners to identify individual letter sounds and/or the alphabetic principle (how to recognise and discriminate individual letters from one another)?		<i>Write one code for each</i> 0= Not at all/no time 1= Hardly any time 2= Some of the time 3= Most/all of the time
	2. develops phoneme awareness (awareness that units of speech/spoken words can be segmented and broken up into small sounds, and that the segmented units of speech/spoken words can be represented in printed forms). Develops phonics skills (linking speech sounds to letters and letter patterns e.g. sounding out, reading separate syllables and phonemes, segmenting words into phonemes, decoding into word building)?		
	4. promotes word recognition (e.g. through word games, flash cards, etc.)?		
52.	Does the teacher use teaching and learning material in ways that develop learners' concepts about printed material (for example the title, author/ illustrator of a book, page numbers, headings, subheadings, etc. See below for other examples)		1= Yes 2= No

53.	If the teacher explicitly develops learners' concepts about print and printed material during the course of the lesson, does s/he do any of the following:		
	1. Identifying front/cover of a book		<i>Tick relevant boxes</i>
	2. Identifying the spine of a book		
	3. Identifying the title / author / illustrator		
	4. Identifying headings/sub-headings		
	5. Identifying the beginning/end of sentences		
	6. Showing that print moves from right to left		
	7. Identifying full stops/other punctuation		
	8. Identifying capitals		
	9. Identifying bottom/top of page or picture		
	10. Identifying page numbers		
54.	Does the teacher explicitly teach learners to interpret and 'read' illustrations, pictures, posters or tables (such as a calendar)?		
55.	When learners read extended text aloud to the teacher , if learners get 'stuck' on a word or make an error reading a word does the teacher simply tell them the correct word/pronunciation?		<i>Write one code</i> 0= Never 1= Some of the time 2= Most of the time 98= N/A. Learners do not read aloud to the teacher 99= Don't know
56.	When learners are reading extended text aloud , does the teacher provide learners with any of the following strategies for self-correcting (text can be individual words, sentences, paragraphs)?		
	1. sound out a word		1= Yes 2= No 98= N/A learners do not read text aloud 99= Don't know
	2. guess a word		
	3. use a word's similarity to words that are already known to work out what the word could be		
	4. skip or read past difficult words and then go back and use the context/meaning in which a word is embedded to work out what the word could be		
57.	When any extended texts (sentences or paragraphs including in textbook text or stories) are read or told , are learners encouraged and required to		
	1. Retell, act out or summarise what they have read or what has been read to them (e.g. the story or plot)? For example, repeat a sequence of events in the story correctly.		<i>Write a code for each</i> 1= Yes 2= No 98= N/A - no extended texts read 99= Don't know. Unable to tell
	2. Discuss or respond to pictures or illustrations?		
	3. Use pictures or illustrations as clues to aid understanding the text?		
	4. Identify and/or re-state the main theme/idea/principle?		
	5. Answer open-ended questions about what they have read or what has been read to them and give reasons for their answers (e.g. 'Do you think she was right to...?' and 'Why do you think that?')		
	6. Answer predictive/inferential questions (e.g. questions about what will happen next before the next part of the text is read; or 'what would have happened if...?', writing their own version of how they think a story will end, etc.)?		

58.	Does the teacher explicitly teach learners any grammar?		1= Yes 2= No 99= Don't know. Unable to tell
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Section J: Vocabulary and spelling development

59.	Does any vocabulary development (learning new words and meanings, learning synonyms and antonyms) take place during the observation period? (e.g. learners making lists or personal 'dictionaries' or 'word banks' with new words)		1= Yes 2= No 99= Don't know
60.	If the teacher does introduce new vocabulary or terminology, does s/he focus on form rather than meaning? For example, by involving learners only in verbally repeating new words or terms.		<i>Write one code</i> 0= Never 1= Hardly at all 2= Sometimes 3= Mostly 98= N/A. No new terms introduced 99= Don't know
61.	Is there any evidence of spelling development or testing of spelling during the lesson observation?		1= Yes 2= No 99= Don't know

Section K: Opportunities to write

62.	Do learners complete any writing/written tasks (not drawing) at all during the observation period?		<i>Write one code</i> 0= None of the learners 1= Less than a quarter of the class 2= Less than half but at least a quarter of the class 3= About half the class 4= More than half the class 5= All/most learners
63.	Do all/most learners have the necessary writing implements i.e. pen/sharpened pencil?		<i>Write one code only</i> 0= None 1= Less than half the class 2= More than half the class 3= All 99= Don't know (unable to assess this) learners do not write during the observation
64.	Does the teacher check that all learners are		
	a) holding their pens/pencils and positioning their writing material		1= Yes 2= No 98= N/A – learners do not write during the observation 99= Don't know. Can't tell
	b) take any corrective measures when learners are not doing this correctly?		
65.	Do learners		
	1. have loose sheets of paper on which to write?		<i>Write a code for each</i> 1= Yes 2= No 98= Learners not engaged in any writing tasks
	2. write work in exercise books/jotters?		
	3. write work in pre-printed workbooks?		
66.	Which of the following writing demands are made on all or most learners individually in the HL lesson?		
	1. Colouring in		
	2. Drawing (own creation)		
	3. Copying a drawing/diagram (e.g. from the chalkboard, overhead, textbooks, etc.)		
	4. Drawing patterns in preparation for joined script or cursive writing		
	5. Copying vowels/letters/syllables		
	6. Writing vowels/letters/syllables (learners' own productions without copying)		

Tick relevant boxes

66. (contd)	7. Copying (<i>Tick one only</i>)		
	a) one or two individual words		Tick relevant box
	b) three to ten individual words		
	c) more than ten individual words		
	8. Writing (<i>Tick one only</i>)		
	a) one or two individual words		Tick relevant box
	b) three to ten individual words		
	c) more than ten individual words		
	9. Copying (<i>Tick one only</i>)		
	a) one or two sentences		Tick relevant box
	b) three to five sentences		
	c) more than five sentences (but not paragraphs)		
	10. Writing (<i>Tick one only</i>)		
	a) one or two sentences		Tick relevant box
	b) three to five sentences		
c) more than five sentences (but not paragraphs)			
11. Copying paragraphs			
12. Writing paragraphs dictated by the teacher			
13. Writing their own paragraphs (each unique – i.e. creating their own text)			
67.	How many different types of tasks/exercises involving writing text (can be letters, individual words, sentences, paragraphs but not drawing) does the teacher give learners to do during the HL lesson (including homework)?		Write the number 0= None 99= Don't know 98= N/A – no writing tasks provided 99= Don't know – unable to ascertain this
68.	Are all learners required to complete the same writing tasks or exercises (i.e. No learners are given more difficult or less demanding tasks)?		Write one code only 0= Never 1= Sometimes 2= Mostly 3= Always 98= N/A – no writing tasks given
69.	When learners are supposed to complete work alone, can you see learners who are copying each other's work?		Write one code only 0= Never 1= Sometimes 2= Frequently 98= N/A – learners are never required to work alone
70.	Are all learners involved in writing any cursive text during the lesson?		Write relevant codes 0= No 1= Write letters 2= Write words 3= Write phrases (less than 6 words) 4= Write sentences (More than 5 words) 5= Write a paragraph 99= Don't know
71.	If learners are required to write their own unique extended text (create their own sentences, paragraphs), does the teacher model how to and/or encourage learners to employ any of the following creative writing strategies:		
	1. planning		Write one code for each 1= Yes 2= No 98= N/A. No creative writing tasks given 99= Don't know
	2. drafting		
	3. editing		
	4. re-writing		
	5. presenting their own writing		

Section L: Opportunities to read

72.	To what extent does the following range of reading opportunities occur for learners during the course of the observation (text can be letters, individual words, sentences, paragraphs)? (Includes text written on the chalkboard)		
	1. Teacher reading aloud to the class (class not following as they do not have or cannot see the text)		<i>Write one code for each</i> 0= Never 1= Sometimes 2= Mostly 3= Always
	2. Teacher leading reading with class following silently (they have or can see the text)		
	3. Whole class reading aloud together with the teacher		
	4. Whole class reading aloud together without the teacher		
	5. Learners reading aloud together in groups or pairs		
	6. Learners reading individually aloud to the class		
	7. Learners reading individually silently independently		
	8. Individual guided reading practise (where a learner gets a turn to read aloud so that the teacher can monitor their reading, give comment, make corrections and ask questions)		
73.	During the observation period how many learners are involved in any of the following		
	1. Reading vowels/letters/syllables/ phonemes		<i>Write a code for each</i> 0= None of the learners 1= Less than a quarter of the class 2= Less than half but at least a quarter of the class 3= About half the class 4= More than half the class 5= All of the learners
	2. Reading one or two words		
	3. Reading three to ten words		
	4. Reading more than ten words		
	5. Reading one or two sentences		
	6. Reading three to five sentences		
	7. Reading more than five sentences (not paragraphs)		
	8. Reading extended texts (whole paragraphs)		
74.	When learners are reading aloud , do they seem to be		
	1. ... repeating the text off by heart without actually engaging in reading?		<i>Write a code for each</i> 0= None of the learners 1= Less than a quarter of the class 2= Less than half but at least a quarter of the class 3= About half the class 4= More than half the class 5= All of the learners 98= N/A. No reading aloud
	2. ... simply repeating what is read by the teacher or by other learners who can read (without actually engaging in reading)?		
75.	If learners are split into groups for reading, do different groups read graded readers of different ability levels?		1= Yes 2= No 98= N/A. Learners are not split into groups 99= Don't know
76.	If learners are grouped for reading during the Home Language lesson		
	a) Are there roughly the same number of learners in each group?		1= Yes 2= No 98= N/A. Learners are not grouped for reading
	b) <i>If yes</i> , how many learners are in each group on average		<i>Write the number</i> 98= N/A. Learners are not grouped for reading
	c) <i>If no</i> , how many learners are in the largest group?		<i>Write the number</i> 98= N/A. Learners are not grouped for reading
77.	To what extent are learners ever required to		
	1 interpret and 'read' illustrations, pictures, posters or tables ?		<i>Write one code for each</i> 0= Never 1= Seldom 2= Sometimes 3= Often
	2. refer to text (includes referring to written text, posters, pictures, graphs, diagrams, charts, etc.)? to seek answers		

78.	Do learners ever have to read instructions for tasks themselves and work out what is required independently from the teacher?		1= Yes 2= No, they always rely entirely on the teacher to tell them what to do without referring to and reading written instructions 3= No classwork or exercises with instructions are given
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Section M: Cognitive demand

79.	During the course of the observation, does the teacher generally ask questions (that learners are required to answer) that appear ...		
	1. too difficult for most of the class to answer?		1= Yes 2= No 98= N/A – learners are never given tasks to complete 99= Don't know. Unable to tell
	2. too easy for or familiar to most of the class?		
80.	During the course of the observation, does the teacher generally use reading (including phonics) activities or tasks (that learners are required to do) that appear ...		
	1. too difficult for most of the class to begin or complete?		1= Yes 2= No 98= N/A – learners are never given tasks to complete 99= Don't know. Unable to tell
	2. too easy for or familiar to most of the class?		
81.	During the course of the observation, does the teacher generally use writing activities or tasks (that learners are required to do) that appear ...		
	1. too difficult for most of the class to begin or complete?		1= Yes 2= No 98= N/A – learners are never given tasks to complete 99= Don't know. Unable to tell
	2. too easy for or familiar to most of the class?		

Section N: Assessment

82.	When learners are given written tasks or exercises, is work marked or checked individually (including individual group work) by ...		
	1. the teacher		Write one code for each 0= Never 1= Hardly ever 2= Sometimes 3= Mostly 4= Always 98= N/A – no/hardly any written tasks given
	2. learners who mark their own work?		
	3. learners who mark each other's work?		
83.	Does the teachers' in-class reading assessment appear to be based on the class as a whole rather than on individual ability (e.g. through the whole class reading aloud in 'unison' rather than through individual reading)?		1= Yes 2= No 98= N/A. Learners do not read. 99= Don't know/can't judge
84.	Does the teachers' in-class phonics assessment appear to be based on the class as a whole rather than on individual ability?		1= Yes 2= No 98= N/A. Learners do not do phonics during the lesson. 99= Don't know/can't judge

Section O: Homework

85.	Is there any evidence of the teacher...		
	1. giving the class any HL <i>reading</i> homework?		
	2. giving the class any HL <i>writing</i> homework? (i.e. writing letters, words, phrases or sentences/ paragraphs not drawing)?		
	3. giving the class any HL <i>spelling</i> homework?		
	4. checking whether homework was completed?		
	5. collecting and keeping homework to mark later?		

Write one code for each
1= Yes
2= No

Section P: Further comments *If you have any additional comments you feel you should make about the lesson observed or about the observation schedule, write them in the space below*

Note to fieldworkers: Before you leave the classroom, ensure that you have collected the random sample of TWO learners' workbooks, exercise books/files etc. to examine and return before the end of the day. Do not let the teacher select the sample, rather select two books on your own using the method outlined in your training session and fieldworker manual. Use these books for your document review.

Instrument code	LOBS 1
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