A black background with a black square

Description automatically generated with medium confidenceActivity Observation Checklists

**Checklist**



**What to do:** Customize these sample checklists to fit your activities. There’s one for an academic intervention activity and one for an academic enrichment activity.

**Why it matters:** Using checklists for activity observations provides data you can use to adjust activity design and delivery as needed to ensure continuous improvement. Having a checklist that includes indicators and a scoring system provides consistency and reliability.

# Tips for Using the Checklists

* Work with your program team to determine what quality indicators to include on your observation checklist, depending on the activity type and goals. For example:
  + Group activities may include indicators related to the number and quality of student interactions.
  + Individual student projects may include indicators related to self-direction and facilitator coaching and support.
* Give program staff opportunities to observe one another’s activities and to discuss the findings afterward.
* To get the observation checklists as Microsoft Word documents for easy customization, download the Planning and Implementation Toolkit zip file. The Activity Observation Checklists are included in the Learning Recovery Toolkit at [21stcclcntac.org](https://21stcclcntac.org/).

*If you are planning for a year, sow rice.   
If you are planning for a decade, plant trees.  
If you are planning for a lifetime, educate people.*

*—* Chinese Proverb

# Math Academic Intervention Activity Observation Checklist

Site/Center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity: \_\_\_\_Math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Rating**  1 = Low  2 = Medium  3 = High | **Indicators** | **Notes** |
| --- | --- | --- |
|  | **Adherence** and **Quality** – Program activity components are implemented as prescribed. |  |
|  | *The activity focuses on skills targeted for academic intervention:* |  |
|  | * Skill set #1: Numbers, operations, and quantitative reasoning |  |
|  | * Skill set #2: Patterns, relationships, and algebraic reasoning |  |
|  | *Every student participates in one of three stations:* |  |
|  | * Small-group intervention with teacher |  |
|  | * Computer program intervention |  |
|  | * Interactive learning activity |  |
|  | *Required materials/resources are available:* |  |
|  | * Laptops: one for every student |  |
|  | * Interactive whiteboard |  |
|  | * Math software program(s) |  |
|  | *At least one of these instructional resources is included:*   * Base-ten blocks * Manipulatives * Math games |  |
|  | **Exposure** – Students receive the required intervention dosage. |  |
|  | *Students participate in math intervention activities for two hours in the learning recovery program on Monday through Friday.* |  |
|  | **Student Engagement** – Students actively participate in the academic intervention. |  |
|  | *Students are using manipulatives.* |  |
|  | *Students are actively communicating problem-solving methods with teachers and each other.* |  |
|  | *Students are on task:*   * They’re actively engaged in math conversation. * They’re actively counting and verbalizing math strategies to each other and the teacher. * They’re asking and answering questions about their math thinking. * They’re sharing their math thinking in a variety of ways (e.g., verbally, pictorially, with the manipulatives, and on the whiteboard). * They transition from one activity to the next efficiently and know the procedures. * They need minimal redirection for the expectations during learning time. * They’re listening attentively. |  |
|  | *Students have voice and choice in activities, when appropriate.* |  |
|  | *Students are actively engaged:*   * They use the math tools effectively and efficiently as they need them. * They’re clearly confident in their math thinking and ability to solve math problems. * They share their math thinking in a variety of ways (e.g., verbally, pictorially, with manipulatives, on the whiteboard, on the laptops). * They transition from one activity to the next with efficiency and knowledge of the procedures. * They need minimal redirection in meeting expectations during learning time. * They listen attentively. |  |
|  | **Teacher Engagement** – Leaders actively facilitate learning. |  |
|  | *Teachers ask reflective questions.* |  |
|  | *Teachers give specific feedback.* |  |
|  | *Teachers model problem-solving strategies.* |  |
|  | *Teachers probe and invite students to share problem-solving strategies.* |  |
|  | *Teachers make connections to students’ prior knowledge.* |  |
|  | *Teachers provide differentiated support, depending on individual student needs.* |  |
|  | **Physical Environment** – The activity setting and physical environment are conducive to student learning. |  |
|  | *The materials, resources, and activity space are orderly.* |  |
|  | *Learning activities, resources, and spaces are readily accessible to all students.* |  |

**Comments:**

# Academic Enrichment Activity Observation Checklist

Site/Center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity: \_\_\_\_When I Grow Up\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Rating**  1 = Low  2 = Medium  3 = High | **Indicators** | **Notes** |
| --- | --- | --- |
|  | **Adherence** and **Quality** – Program activity components are implemented as prescribed. |  |
|  | *Every student participates in small-group activities.* |  |
|  | *Required materials/resources are available:* |  |
|  | * Laptops for researching |  |
|  | * Journals |  |
|  | * Authentic career tools (e.g., stethoscope, microphone, and computer software) |  |
|  | * Expert speakers |  |
|  | **Exposure** – Students receive the required academic enrichment dosage. |  |
|  | *Students participate in intentional academic enrichment for two hours in the learning recovery program on Monday through Friday.* |  |
|  | **Student Engagement** – Students actively participate in the enrichment activity. |  |
|  | *Students research and explore with authentic tools.* |  |
|  | *Students actively communicate problem-solving methods with teachers and each other.* |  |
|  | *Students are engaged:*   * They actively engage in conversation. * They engage in and verbalize the use of new targeted academic skills. * They ask and answer questions about their thinking pathways. * They confidently share their new academic skills in a variety of ways (e.g., verbally, pictorially, in journals, in peer conversations). * They need minimal redirection in meeting expectations during learning time. |  |
|  | *Students have voice and choice in the activity, when appropriate.* |  |
|  | **Facilitator Engagement** – Facilitators actively facilitate the learning. |  |
|  | *Facilitators ask reflective questions.* |  |
|  | *Facilitators give specific feedback.* |  |
|  | *Facilitators model problem-solving strategies.* |  |
|  | *Facilitators probe and invite students to share problem-solving strategies.* |  |
|  | *Facilitators make connections to students’ prior knowledge.* |  |
|  | *Facilitators provide differentiated support, depending on individual student needs.* |  |
|  | **Physical Environment** – The activity setting and physical environment support student learning. |  |
|  | *The materials, resources, and activity space are orderly.* |  |
|  | *Learning activities, resources, and spaces are readily accessible to all students.* |  |

**Comments:**

*If you are planning for a year, sow rice. If you are planning for a decade, plant trees. If you are planning for a lifetime, educate people. —* Chinese Proverb

A white rectangular frame with purple border

Description automatically generated

This resource was developed in 2024 by the Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at [21stcclcntac.org](http://www.21stcclcntac.org). Authorization to reproduce it in whole or in part is granted.