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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, one for an academic enrichment activity, and a blank one for other types of activities.

**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.
* Place a check mark beside the quality indicators (italicized items in the checklist) you see during the observation.
* After the observation, assign ratings (1, low; 2, medium; 3 high) for the five quality areas (purple rows) based on the number and strength of the indicators you observed.
  + See definitions for the ratings below the checklist table.
* Give program staff opportunities to observe one another’s activities and to discuss the findings afterward.
* To get this document as a Microsoft Word file for easy customization, download the Planning and Implementation toolkit zip file at [21stcclcntac.org](https://21stcclcntac.org/).

*If your plan is for one year, plant rice.   
If your plan is for 10 years, plant trees.  
If your plan is for 100 years, educate children.*

*—* Confucius

# Math Academic Intervention Activity Observation Checklist

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

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

| **Rating** | **Indicators** | **Notes** |
| --- | --- | --- |
|  | **Adherence** and **Quality** – Program activity components are implemented as prescribed. |  |
|  | *The activity focuses on one or more of the following 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, such as:*   * Laptops: One for every student * Interactive whiteboard * Math software program(s) |  |
|  | *The activity includes at least one of these instructional resources:*   * Base-ten blocks * Manipulatives * Math games |  |
|  | **Exposure** – Students receive the required dosage. |  |
|  | *Students participate in math intervention activities for 20 minutes, four times a week.* |  |
|  | **Student Engagement** – Students actively participate. |  |
|  | *Students use manipulatives.* |  |
|  | *Students actively communicate problem-solving methods with teachers and each other.* |  |
|  | *Students have voice and choice in the activity, when appropriate.* |  |
|  | *Students are actively engaged:*   * They engage in math conversation by actively listening and responding to teachers and students. * They actively count and verbalize math strategies to each other and the teacher. * They ask and answer questions about their math thinking. * They use the math tools effectively and efficiently as they need them. * They’re 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 laptops). * They transition from one activity to the next efficiently and know the expectations for each activity . * They need minimal redirection to meet expectations during learning time. * They listen attentively. |  |
|  | **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 available to all students.* |  |

**Rating Scale:**

1 = Low: Key standards are missing or poorly executed; the facilitator shows little to no effort in engaging youth.

2 = Medium: Meets basic expectations with room for improvement; the facilitator shows appropriate effort in engaging youth.

3 = High: Exceeds expectations in all areas; the facilitator demonstrates strong levels of engagement with youth.

**Comments:**

# Academic Enrichment Activity Observation Checklist

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

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

| **Rating** | **Indicators** | **Notes** |
| --- | --- | --- |
|  | **Adherence** and **Quality** – Program activity components are implemented as prescribed. |  |
|  | *Every student participates in small-group activities.* |  |
|  | *Required materials/resources are available, such as:*   * Laptops for research * Journals * Authentic career tools (e.g., stethoscope, microphone, computer software) * Expert speakers |  |
|  | **Exposure** – Students receive the required dosage. |  |
|  | *Students participate in intentional academic enrichment for two hours, Monday through Friday.* |  |
|  | **Student Engagement** – Students actively participate. |  |
|  | *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 to meet 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 available to all students.* |  |

**Rating Scale:**

1 = Low: Key standards are missing or poorly executed; the facilitator shows little to no effort in engaging youth.

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3 = High: Exceeds expectations in all areas; the facilitator demonstrates strong levels of engagement with youth.

**Comments:**

# Template Activity Observation Checklist

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

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

| **Rating** | **Indicators** | **Notes** |
| --- | --- | --- |
|  | **Adherence** and **Quality** – Program activity components are implemented as prescribed. |  |
|  | *Activity component 1:* |  |
|  | *Activity component 2:* |  |
|  | *Required materials/resources are available, such as:*   * *Resource 1:* * *Resource 2:* |  |
|  | **Exposure** – Students receive the required dosage. |  |
|  | *Students participate in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ activities for \_\_\_\_\_ minutes, \_\_\_\_\_ times a week.* |  |
|  | **Student Engagement** – Students actively participate. |  |
|  | *Engagement component 1:* |  |
|  | *Engagement component 2:* |  |
|  | *Students are engaged: [Below, list specific behaviors to look for when gauging student engagement.]*   * Behavior 1: * Behavior 2: |  |
|  | *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 available to all students.* |  |

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**Comments:**



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