

CSR–HS Classroom Observation

Fidelity Guidelines and Scoring Sheet

Observation No.	<input type="checkbox"/> In person <input type="checkbox"/> Audio
Teacher	
Implementer	
Other adults	
Reading material <input type="checkbox"/> Narrative <input type="checkbox"/> Expository	Title:

Observer	
No. of students	
Grade	

Date	
Time lesson starts	
Time lesson ends	
Total time	
Room arrangement	<input type="checkbox"/> Rows <input type="checkbox"/> Tables <input type="checkbox"/> Other

Observation Guidelines

During the lesson, focus on both what the teacher/implementer and students do. If possible, sit close enough to hear what student pairs say and to see what they write. You may want to look at learning logs after the lesson if possible. Record the time that the students and/or teacher engage in reading tasks.

Scoring

Rate the fidelity to the CSR–HS model and the quality of instruction for each CSR–HS component.

- 3/High** Instructional features implemented with high fidelity (highly aligned with CSR–HS steps).
- 2/Mid** Several instructional features are inconsistent and not aligned with lesson and should be target of improvement.
- 1/Low** Most instructional features were either not implemented or instructional method was highly inconsistent with lesson. These areas should be high-priority targets of improvement.
- NO/Not observed** The instructional component was not observed.

Teacher Introduction	3 High	2 Mid	1 Low	NO Not observed
Teacher communicates expectations by providing clear, explicit indications of goals.				
Teacher provides explicit instruction for the assignments or activities.				
Teacher has materials ready and organized.				
Teacher ensures pairs are in place and prepared for CSR–HS.				

Before Reading	3 High	2 Mid	1 Low	NO Not observed
Teacher introduces the topic.				
Teacher preteaches key words and/or proper nouns.				
Students write key words in their learning logs.				
Teacher builds background knowledge or connects to students' prior knowledge, the content, or the curriculum (e.g., through pictures, video clips, demonstrations).				
Teacher sets the purpose for reading.				

During Reading		3 High	2 Mid	1 Low	NO Not observed
Time reading started:	Time reading ended:				
Teacher prompts students to discuss the reading with their partner.					
Teacher prompts students to identify words or ideas they don't understand.					
Students on their learning log reword text that is confusing, so that it makes sense.					
Students share words or ideas they do not understand with their partner.					
Students collaborate to find meanings of words and ideas they do not understand.					
Students complete the true/false statements.					
Teacher follows up with students who do not identify words and ideas they do not understand.					

After Reading		3 High	2 Mid	1 Low	NO Not observed
Teacher provides examples or feedback that draw students to question types.					
Teacher prompts students to use question stems.					
Students write questions in their learning logs.					
Students discuss the questions in pairs.					
Students write responses after discussion.					
Teacher reminds students what a summary statement includes (i.e., who or what the text is mainly about, most important things about the "who" or "what").					
Students complete the summary independently.					
Teacher wraps up by restating the purpose of the day's reading.					

Overall Rating	
Overall, I consider this teacher's implementation of CSR-HS to be:	
7	HIGH: Students engage actively in CSR-HS activities. The teacher provides models, explanations, and feedback that is appropriate to student needs and helps students gain proficiency in using CSR-HS and learning the material.
6	
5	AVERAGE: Students understand what they are supposed to do and are becoming familiar with CSR-HS, yet they lack a high level of engagement in the strategies and activities. Students may quickly stray off task if not closely monitored by the teacher. The teacher provides explanations and feedback but may be lacking in some areas, such as tailoring feedback to meet specific student needs, pacing the lesson, or selecting reading materials at an appropriate level. The teacher may provide inconsistent or incorrect information about one or more strategy. The teacher may omit a strategy that should be present.
4	
3	
2	LOW: Most students are not engaged and may not be familiar with or proficient in using the strategies. The teacher does not provide the needed modeling, explanation, or feedback. Pair management may bring a score to low quality if the teacher can't maintain a positive group work environment. The teacher misses many opportunities to support students.
1	

Teacher:

Date:

Grade:

Lesson:

School:

Time begun:

Ended:

Teacher Introduction

2 to 3 minutes

Materials ready and organized	Y / N	
Pairs in place and prepared	Y / N	
Expectations and goals made clear	Y / N	
Explicit instruction given for the assignment and activities	Y / N	

Before Reading

2 to 3 minutes

Topic introduced	Y / N	
Key words and/or proper nouns pretaught	Y / N	
Connected to students' background or prior knowledge	Y / N	
Purpose for reading set	Y / N	
Guided students through Before Reading on log	Y / N	
Reminded students to complete first column of checklist	Y / N	

During Reading

10 to 12 minutes

Monitored students in fix-up	Y / N	
Monitored students in true/false	Y / N	
Reminded students to complete second column of checklist	Y / N	

After Reading

10 to 12 minutes

Monitored students in generating questions	Y / N	
Monitored students in graphic organizer and summary	Y / N	
Reminded students to complete third column of checklist	Y / N	