**PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM**

**BICOL REGION CAMPUS**

**CLASS ACTIVITY ASSESSMENT FORM**

(PSHS Monitoring Tool for Teaching and Learning in the Classroom)

Please check all that apply.

What is the TEACHER doing?

**Instructional Delivery Method**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Whole Group |  | Guided Exercise |  | Lecture |
|  | Small Group |  | Independent Exercise |  | Discussion |
|  | Pair Share |  |  |  |  |

**Language used in Delivery** (state approximate % per item if mixed)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | English |  | Filipino |  | Dialect |

**Strategies**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Outlining and Summarizing |  | Note-taking |
|  | Modeling |  | Scaffolding |
|  | Cross-discipline connections |  | Checking for understanding |
|  | Use of manipulatives/graphic organizers |  | Others (pls. specify)  |
|  | Laboratory work |  |  |
|  | Targeted teaching/differentiation |  |  |
|  | Using alternative learning styles and modalities |
|  | Creating opportunities for students to arrive at multiple solutions |
|  | Incorporating culturally responsive literature and perspectives into lessons |
|  | Incorporating gender responsiveness literature and perspectives into lessons |

**Standard(s)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Posted/clear expectations |  | In student language |
|  | Connected to lesson |  |  |

**Classroom Environment Provided**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Culturally relevant materials |  | Respects cultural diversity |  | Clean |
|  | Free from distraction |  | Student work displayed |  | Safe |
|  | Effective classroom management |  |  |  |  |

**Local Initiatives in place**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Usage of instructional guides |  | Wait time |

Adapted from the King/\_\_ Magnet High School of Medicine and Science Classroom Observation Form

|  |  |
| --- | --- |
| Subject:  | Grade Level:  |
| Topic:  |

What are the STUDENTS doing?

**Student Tasks/Work Products**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Individual assignments |  | Cooperative learning |  | Worksheets |
|  | Presentations |  | Choral response  |  | Project |
|  | Performance |  | Academic dialogue |  | Note taking |
|  | Taking assessment |  | Self-evaluation/reflection |  | Others |

**Taxonomy Level/Rigor**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Knowledge |  | Comprehension |  | Application |
|  | Analysis |  | Synthesis  |  | Evaluation |

**Student Learning Behavior Observed**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Engaged in tasks |  | Engaged in constructive dialogue/accountable talk |
|  | Asking relevant questions |  | Learners demonstrate competence in traditional  |
|  | Answering questions |  | and non-traditional ways |

**Materials Observed in Use by Students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Textbooks |  | Supplemental materials |  | Core materials |
|  | Technology |  | Manipulatives  |  |  |
|  | Classroom materials that reflect diversity |  |  |

Notes:

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Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Room: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time in: \_\_\_\_\_\_\_\_\_ Time out: \_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Visitor Name and Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_