

# Observation Record

Stevenson Lesson #:

Date  
Classroom Type  
Teacher's Name:

Time  
Observed By:

Page 1 of 3

Whole Group/Small Group

## Reading Activities

	Excellent	Acceptable	Ineffective	Not Seen
Review mnemonic clues of patterns or letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce new integral with fidelity to the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses 7 Special Steps for new vocabulary & to prompt student when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Discrimination (Do you see the friends? or Underline the friends.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auditory Discrimination (Do you hear ____ in ____?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading of Sentences/Stories Review Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading of Sentence/Stories Current Lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Spelling Activities

7 Special Steps for Spelling Review Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Special Steps for Spelling Current Lesson Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling Stories Reviewed (Basic Blue Level & Peach Level Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copying Station or Lesson Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern Marking Station or Lesson Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentence dictation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comprehension/Composition Activities

Concrete mental image provided by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration appropriate to student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definitions Chanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Categorization of new vocabulary by vowel pattern (sorting activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

**Comprehension/Composition Activities**

Excellent   Acceptable   Ineffective   Not Seen

Notes:

Categorization of new vocabulary by part of speech (part of speech barrels)

☐☐☐☐

Illustration of word/phrase/sentence/story (student level)

☐☐☐☐

Adding Prefixes (doilies)/Suffixes (Frostings and/or Decorations)

☐☐☐☐

Testing of the word through oral discussion (additional meanings/functions)

☐☐☐☐

Building Phrases/Sentences/Stories appropriate to student levels

☐☐☐☐

Answering questions in complete sentences per Stevenson structure

☐☐☐☐

Stevenson Essential Grammar (Peach Level)

☐☐☐☐**Extension Activities and/or Stations**

Appropriate literature books available and/or incorporated into lesson

☐☐☐☐

Student notebook and/or stations being used to facilitate the lesson

☐☐☐☐

Workbook pages presented with explanation during group work

☐☐☐☐

Independent time or directions clearly stated for workbook completion

☐☐☐☐**Overall Classroom Atmosphere**

All students responding

☐☐☐☐

Bulletin board displays

☐☐☐☐

Appropriate pacing

☐☐☐☐

Focused attention of students shifted every 5 - 7 minutes

☐☐☐☐

Using techniques such as "Your brain played a trick on you" for correction

☐☐☐☐

Students verbalize success and/or share mnemonic to make thinking transparent

☐☐☐☐

# Summary Report

STRENGTHS		
AREAS TO DEVELOP		
SHORT TERM GOALS	LONG TERM GOALS	ADMINISTRATION SUPPORT