MARS: Mathematics Assessment Project
LESSON OBSERVATION REPORT

The goals of this report is to give the designer a clear and detailed picture of the essentials of the lesson, and your perceptions of how far:

- the materials communicated to the teacher and students the intentions of the designer?
- the learning experience "worked" for these students, and their teacher?

Part 1 is purely descriptive – to be completed by reviewing your notes and the Livescribe playback.
Part 2 contains your analytic and evaluative comments.
Part 3 contains the teacher's views, from an interview after the lesson, or by phone later.

The comments in italics below are reminders for you – replace them with your notes.

Part 1: Description of the lesson

Name of School:		**Date & time of lesson:**	
District:		**Teacher:**	
Class/year:		**Observer:**	
Lesson/version:		**Duration of lesson:**	

Observer checklist

☐ Research consent forms sent, returned and acted on – I will anonymize any work collected

☐ **OR** Parent information form sent – this data is for materials development only

☐ I have uploaded/attached scans or photos of students' work

Livescribe Session URL (Optional – only use the livescribe pens if you find them helpful)

Using Livescribe Desktop, upload the session to the Livescribe website,
Add observer.feedback@mathshell.org to your access list
Click on "Get a link to this file" and copy/paste the URL into this box.

Other materials/activities used

E.g. mini-whiteboards, calculators, computers, interactive whiteboard

Context

Grade/ages*:* [ ]   Gender: Males [*number*]   Females [*number*]

Course being followed

Normal textbook:
Other information:

Ethnicity of students

Describe the rough ethnic makeup of class.

Socio/economic make-up of the class

Any relevant socio-ethnic data. E.g. Number having free school meals:

Support given to the teacher before session

Include any prior PD

Room layout

Draw a quick sketch (here or copy/paste from your Livescribe record).
Identify students that you observed in some detail.

What happened?

The aim here is to provide a vivid description of the course of events, inferred from and linked to your Livescribe record. As you complete this section, review your Livescribe record for *significant episodes* to reference in the next section.

Reference the lesson plan. From this record, augmented by reviewing the audio playback, summarize in the sections below the main features of the lesson that will be useful in revising the materials. Note particularly links to, and departures from, the unit's lesson plan.

Select samples of student work at different levels: e.g. 2 good, 2 medium 2 weak. Include any interesting responses (e.g. unusual methods).

Use photos or videos if possible, and reference when these were taken in your notes.

Lesson sequence

HH:MM:SS	*Summarise the sequence of the lesson noting, for each activity: start time; opening remark (for linking to audio); sections of the materials used; overall student % on task.*
	(Insert rows as required)

Significant episodes

	HH:MM:SS	For episodes that you think will interest the designer, mark likely episodes on your livescribe notes during the lesson, and later transcribe the dialog below. Significant episodes include: • places where the lesson diverged from the designer's intention – for good or ill • interesting student explanations or teacher questions • some typical teacher-student and student-student exchanges
E1		
E2		
E3		
E4		
E5		
E6		
E7		

Part 2: Observer's analysis and evaluation

We seek your perceptions of how far:

- the materials communicated to the teacher and students the intentions of the designer
- the learning experience "worked" for these students, and their teacher

overall and in specific parts of the lesson, together with your suggestions for improving the materials.

Link	Observations
Link: E# or HH:MM:SS *or* line #	*Overall impressions – where appropriate give **links** to evidence as time codes, episode numbers (from previous section) or line numbers from lesson plan.*
	(Insert rows as required)

Significant features of the whole lesson

Describe the balance and quality of the interactions in the lesson as a whole, and how much this varied, including those aspects listed below. Where possible, give examples using links to "significant episodes" you described above

Links: E# or HH:MM:SS or line #	Significant features
	Deviations from the lesson plan and reasons for them
	Proportions of student/teacher talk
	Quality and openness of teacher questioning (How far did it help students to extend their thinking and reasoning, not simply check and correct it?)
	Quality and time for students' reasoning
	Quality and length of student explanations
	Quality and depth of student-student discussions
	Quality of student written work (in the various phases of the lesson)

Response of students

(Write a **rough** estimate of the **number** of students you would allocate to each cell)

	Excellent	Good	OK	Not good	Very poor
General motivation					
Contribution of students to class discussion					
Quality of student – student discussion					
Engagement in group activity					

If relevant, include a note of difficulties that students encountered and comments from students

Evidence of learning

Where possible, and using student work, compare the performance of students at the beginning and end of the session. (Write a rough estimate of the number of students you would allocate to each cell)

Considerable learning	Some learning	Marginal learning	No learning

Evidence: Include examples/anecdotes of comments of students, linking to your Part 1 entries

Assessment (where lessons include a pre- or post- lesson assessment task)

Is the assessment fit for purpose?

Evidence: Include examples of discrepancies between what is assessed in the assessment and what is worked on in the lesson; examples of how the assessment does assess what is worked on in the lesson; comments about student's work.

Part 3: Teacher's analysis and evaluation (where possible)

To be completed by the teacher and observer together, through a post-lesson interview where possible, otherwise by phone, reviewing what you saw.

How did you use the lesson plan?

Reasons for deviation from the lesson plan provided; planning issues; management issues…

How did the lesson go?

How did it compare with your normal lessons?

How did your students respond?

(Write a **rough** estimate of the **number** of students you would allocate to each cell)

	Excellent	**Good**	**OK**	**Not good**	**Very poor**
General motivation					
Contribution of students to class discussion					
Quality of student – student discussion					
Engagement in group activity					

Are there any particular student responses you want to highlight?

e.g. students, who are normally lacking confidence, bored or disruptive, now responding well, more able students progressing to higher levels of understanding/skill)? If possible keep a representative sample of the range of responses.

What evidence of learning did you see?

Where possible, and using student work, compare the performance of students at the beginning and end of the session. (Write a rough estimate of the number of students you would allocate to each cell)

Considerable learning	Some learning	Marginal learning	No learning

Evidence: Include examples/anecdotes of comments of students

How effective were the activities and approaches as formative assessment?

How should we further develop the materials to improve the activities and approaches?

What issues for professional development does this lesson raise for you?

Do you have any other comments?

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Name of observer/ teacher: [_____]   Date: [_____]