

# Appendix A

## Classroom Observation Tool (Archer, n.d.)

### Continuous Interval Observation of On-Task Behavior

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Start: \_\_\_\_\_ Stop: \_\_\_\_\_

**Summary of Data**

# of intervals in which ON-TASK BEHAVIOR was observed: \_\_\_\_\_  
 # of intervals in which OFF-TASK BEHAVIOR was observed: \_\_\_\_\_  
 % of intervals in which ON-TASK BEHAVIOR was observed: \_\_\_\_\_

### Continuous Interval On-Task Behavior Observation

#### Directions

1. Fill in top of form.
2. Draw in student desks if you are observing whole group instruction. OR
3. Draw in small group table.
4. If you know the students' names or a few of their names, add to the diagram.
5. Record the start time.
6. Look at the first student briefly. Determine if the student is doing what is required at the moment. For example:

Activity	On-task Behavior
Teacher is introducing material using the document camera.	Student is looking at the screen and is saying choral responses.
Students are reading page silently.	Student is looking at the book.
Students are working on fluency with their partner.	Student is looking at material and reading to his/her partner.
Teacher is reading story out loud.	Student is looking at the teacher and the book.

7. Record a + for on-task and – for off-task.
8. As soon as the observation has been made, move to the next student and quickly record a + or -.
9. At the end of observation, determine the # of intervals in which on-task behavior was observed. Determine the # of intervals in which off-task behavior was observed.
10. Determine % of intervals in which on-task behavior occurred.

**Note. I completed this observation during independent math practice in the classroom at four different times during my study (before both unit assessments and after the follow up survey following unit assessments). I drew in student desks and recorded the start time. I looked at each student briefly and noticed if they were working on independent mathematics practice questions or off-task (fidgeting, looking around he room, whispering to a classmate). At the end of the observation, I recorded the number of intervals in which on-task and off-task behavior occurred.**