



African Population and Health Research Center

Std 3/ 6 Classroom Observation Checklist for use with Video Filming

In the process of developing this study tool, several sources were consulted and mainly included the Human Sciences and Research council (HSRC) and the South Africa Consortium for Monitoring and Evaluating Educational Quality II – Kenya (SACMEQ II).

1. County 2. District
3. Full Name of School 4. Head count **girls present**
5. Number of **girls absent** 6. Head count **boys present**
7. Number of **boys absent**
8. Teacher's Name 9. Teacher ID:
10. Teacher's sex..... (1=FEMALE; 2=MALE)
11. Subject: 12. Date of Interview.....
12. Lesson start time. 13. Lesson end time
14. Class Observed..... 15. Observers' code:

INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT THE TEACHER CANNOT SHOW IT TO YOU INDICATE 3

(1=YES; 2=NO; 3=YES, BUT TEACHER COULD NOT SHOW A COPY)

Pre-Lesson Preparation

S/No.	ASPECT OF PREPARATION	AVAILABILITY
15	Scheme of work available (if yes ask to see a copy)	
16	Record of work available (if yes ask to see a copy)	
P17	Lesson plan available (if yes ask to see a copy)	
18	Lessons notes (if yes ask to see a copy)	
19	Pupil progressive record	

Classroom Resources

INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL.

(1=VISIBLE BUT NOT USED IN THIS LESSON; 2=USED IN THIS LESSON; 3=NOT VISIBLE BUT AVAILABLE; 4=NOT AVAILABLE)

S/No.	MATERIAL/RESOURCE	VISIBLE
20	Visual teaching aids	
21	Visual aids e.g. wall charts,	
22	Chalkboard, duster & Chalk	
23	Exercise books	
24	Recommended textbook(s)	
25	Student-made resources/materials on the wall	
26	Other reading materials (e.g.)	

Classroom Environment

INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW.

1=VERY INADEQUATE; 2=INADEQUATE; 3=AVERAGE; 4=ADEQUATE; 5=VERY ADEQUATE

S/No.	CONDITION	LEVEL
27	Natural lighting	
28	Ventilation	
29	Temperature	
30	Silence (noise level, echo)	
31	Floor cemented	
32	Seating space for all students	
33	Writing surface for all students	
34	Space for movement between desks/forms	
35	Student level of motivation/cheerful classroom	

36. STUDENT SEATING ARRANGEMENT IN A MATHS LESSON

DRAW THE SEATING ARRANGEMENT OF THE CLASSROOM IN THE SPACE PROVIDED (BELOW) AND USING A CLASSLIST (WITH SERIAL NUMBERS, STUDENT NAMES AND SEX), INSERT THE STUDENT SERIAL NUMBER IN THE SPACES PROVIDED TO INDICATE THE RELATIVE SEATING POSITION OF THE STUDENT. SHOW THE TEACHER'S DESK AND BOOK CORNER

