

PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM

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

- | | | |
|--------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Whole Group | <input type="checkbox"/> Guided Exercise | <input type="checkbox"/> Lecture |
| <input type="checkbox"/> Small Group | <input type="checkbox"/> Independent Exercise | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Pair Share | | |

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

- English Filipino Dialect

Strategies

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

Standard(s)

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

Classroom Environment Provided

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Culturally relevant materials | <input type="checkbox"/> Respects cultural diversity | <input type="checkbox"/> Clean |
| <input type="checkbox"/> Free from distraction | <input type="checkbox"/> Student work displayed | <input type="checkbox"/> Safe |
| <input type="checkbox"/> 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

PSHS-00-F-CID-02-Rev0-12/05/16

Subject: _____	Grade Level: _____
Topic: _____	

What are the STUDENTS doing?

Student Tasks/Work Products

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Individual assignments | <input type="checkbox"/> Cooperative learning | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Choral response | <input type="checkbox"/> Project |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Academic dialogue | <input type="checkbox"/> Note taking |
| <input type="checkbox"/> Taking assessment | <input type="checkbox"/> Self-evaluation/reflection | <input type="checkbox"/> Others |

Taxonomy Level/Rigor

- | | | |
|------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Knowledge | <input type="checkbox"/> Comprehension | <input type="checkbox"/> Application |
| <input type="checkbox"/> Analysis | <input type="checkbox"/> Synthesis | <input type="checkbox"/> Evaluation |

Student Learning Behavior Observed

- | | |
|--|--|
| <input type="checkbox"/> Engaged in tasks | <input type="checkbox"/> Engaged in constructive dialogue/accountable talk |
| <input type="checkbox"/> Asking relevant questions | <input type="checkbox"/> Learners demonstrate competence in traditional and non-traditional ways |
| <input type="checkbox"/> Answering questions | |

Materials Observed in Use by Students

- | | | |
|---|---|---|
| <input type="checkbox"/> Textbooks | <input type="checkbox"/> Supplemental materials | <input type="checkbox"/> Core materials |
| <input type="checkbox"/> Technology | <input type="checkbox"/> Manipulatives | |
| <input type="checkbox"/> Classroom materials that reflect diversity | | |

Notes: _____

Teacher Name: _____

Room: _____ Time in: _____ Time out: _____

Date: _____

Visitor Name and Signature: _____

PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM
CAMPUS: _____

CURRICULUM FEEDBACK FORM

SUBJECT: _____

SUBJECT TEACHER: _____

Task:

1. Evaluate per quarter the Curriculum Map using the tool below.
2. The Curriculum Map will be evaluated based on these criteria:
 - a. Clear, specific, measurable learning competencies/objectives
 - b. Assessment system
 - c. Pre-requisite knowledge, skills and attitudes
 - d. Instructional tools and resources
 - e. Instructional approaches for classroom use
3. Put check mark (✓) on each item if demonstrated.

EVALUATION OF CURRICULUM GUIDE:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Clarity and Specificity of Objectives				
No goals/objectives present				
Vague delineation of goals/learner outcomes				
States tasks to be performed or skills be learned				
States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning				
Congruity of the Curriculum to the Assessment Process				
No assessment approach				
Some approach of assessment stated				
States skills, knowledge, concepts which will be assessed				
Each objective is keyed to district and/or state performance assessments				
Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes				
No mention of required skill				
States prior general experiences needed				