

MINI Observation: Reading/Literacy Core

DATE: _____ SITE NAME: _____ OBSERVER NAME (PRINT): _____

TYPE OF LITERACY GROUP (CIRCLE ONE): REGULAR GROUP or DIFFERENTIATED INSTRUCTION

Instructions: Observe the literacy/reading group for at least 30 minutes. Please indicate whether this was a regular group of differentiated instruction. Please provide a separate MINI rating for each group/staff observed.

Start Time	End Time	Name of staff member leading activity	# of other staff present in activity	Training Level or Role of Primary Staff Member Leading the Activity (circle one)			# of children in activity	Grade level(s) of children
				Certified Teacher Reading Specialist	Youth Worker/ Regular Staff	Other: _____		
QUALITY OF LITERACY INSTRUCTION								
Item #	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT/"IDEAL" (5)			
1	The activity did not occur (Critical Item, discuss with site manager)	The activity was less than 20 minutes.	The activity was 20-25 minutes in duration.	The activity was less than 30 minutes but more than 25 minutes.	INSTRUCTIONAL TIME The literacy/reading activity was sufficient in length (Full 30 minutes)			
2	Barren (0-1 types and in shabby condition)	Sparse (1-2 types and/or in poor condition)	Basic (At least 2 types, and/or in fair to good condition)	Varied (3 or more types and/or in good to very good condition)	READING ENVIRONMENT Rich A rich reading/learning environment should be equipped (rate "availability" only) with many types of instructional resources such as 1) adequate furnishings, 2) visual aids such as dry erase/chalk or SMART board, 3) books/reading materials, 4) consumable supplies such as pencils and paper, 5) computers/reading-based software and/or internet access, etc. At least 4/5 required! <i>Poor quality/condition can be used to lower a rating by 1 level.</i> Must be developmentally appropriate.			
3	Absent (or ineffective) No modeling, many students struggle	Minimal Less than 25% of ideal. Several to many students struggle	Moderate Modeling as in ideal, 25-49% of time. One or two children do not get help.	Frequent Modeling as in ideal 50-79% of time. Individual assistance as needed.	TEACHER MODELING Consistent. For excellent score instructor (or designated student) should briefly model the desired reading response or model how to respond to comprehension questions. If children demonstrate skill readily without modeling/prompts, score "4" or "5", depending on the quality of the performances.			
4	Absent (or critical, ineffective) Students receive no feedback on their performance or it is harsh, critical and unconstructive	Minimal Less than 25% as in ideal. If teacher or students read with no feedback, score here	Moderate Feedback as in ideal only about 25%-49% of time. Quality of feedback may be somewhat limited or lacking in detail.	Frequent Feedback as in ideal about 50%-79% of time. Feedback must be quality (accurate and correct to achieve this score)	TEACHER FEEDBACK FOR "CORRECT" PERFORMANCE Consistent. For excellent score instructor should provide high quality feedback . To score "5", most of the session will involve student responses/practice followed by staff feedback (e.g., "Wait. Try it again" or "Good reading!", "Interesting idea!"). The session should be interactive AND the feedback must be accurate, correct, or "supportive" for maximum score. Critical feedback must be constructive and supportive in tone.			
Item #	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT/"IDEAL" (5)			

5	Not interested Bored. Clear majority (7/10 or more) with heads down or “off task”	Minimally interested About half of class (~5/10) with heads down or “off task”	Somewhat interested. Clear majority “interested” (about 7/10), some qualities of “very interested” lacking.	Interested Most children “very interested” as in ideal (~8 of 10) of the children. May lack strong effort to engage hard to reach kids.	STUDENT PARTICIPATION (READING ENGAGEMENT) Children sustained interest in the literacy/reading activity. Almost all (-> 90%) children appear “ very interested ” (i.e., asking questions, facing teacher, responding by raising hands or asking to read) greater than 75% (most) of the time. Instructor uses good pace and enthusiasm for lesson to generate interest and ensure that ALL kids get a chance to read, receive feedback or answer a question (i.e., participated). Lesson will appear “fun” but is clearly relevant to fluency or comprehension goals. Clear, strong effort to engage even the 1 or 2 kids that may struggle or have difficulty remaining on task.
6	Did not complete ANY literacy related activity, if any child reading occurs, or children perform any activities (e.g., art/theater) related to a prior literacy activity then score “2” or “poor”	Silent reading/ worksheets (i.e., busy work) >50% of session OR Teacher reads a story aloud with little opportunity for student response or participation (i.e., Teacher speaks >66% of session)	Teacher and students (mostly teacher) participate. Students read aloud, get feedback OR answer comprehension questions (i.e., dates, setting, traits) from 33% to 50% of lesson.	Teacher and students (mostly students) participate. Students read aloud, get feedback OR answer comprehension questions (i.e., dates, setting, traits) from 51% to 79% of lesson.	ACTIVE READING/ACTIVE COMPREHENSION The instructor ensures that children get active practice reading and/or responding to questions about the reading during 80% of more of the lesson (Achieves the “Aspirational: 80/20 rule”- 80% activity to 20% instruction). Active Reading: Look for: <i>Fluency practice</i> (i.e., student reading aloud and receiving feedback about letter/sound/word accuracy) Active Comprehension: Look for: <i>Comprehension tasks</i> [i.e., answering critical thinking questions about a passage (verbally and/or in writing) including predictions, inferences, sequencing, fact/opinion, cause/effect, author’s purpose)

Overall Quality of Literacy Instruction Score (add items 1-6)

Scoring Interpretation Guide: Scores averaging 3 or more (i.e., overall, 18 or more) are acceptable at this time. Scores averaging 2 or less (i.e., overall score of 12 or less) should be addressed with referral for consultation to appropriate support services (i.e., Project RISE) pending discussion with Site Director or other supervisory personnel.

DIFFERENTIATED INSTRUCTION (DI) SURVEY AND OBSERVATION

Item #	RESPONSE		
7	All children at the Frustrational level of fluency and/or comprehension could be identified by the activity leader (i.e., could provide Item 6 Detail requested below)	No 0	Yes 1
8	Children at the Frustrational level of fluency or comprehension were provided with activities different than those taught to Instructional/Mastery students.	No 0	Yes 1
9	A staff member worked directly with the individual or small group of readers identified at the Frustrational level.	No 0	Yes 1
FOR DI Items (Items 7-9), score should be 3. If score is 0 to 2, please refer to Project RISE for further assessment. If #7 is “Yes” and no Frustrational readers are identified, score items 8 and 9, “yes”.		DI SCORE: _____	

Item 7 Detail: Number of children in the activity identified at each level of reading fluency and comprehension, per the ORF and MAZE results. Request this information from the staff member leading the literacy/reading group.

Data Available:	Fluency (ORF)		Comprehension (MAZE)			
	Yes	No	Frustrational	Instructional + Mastery	Frustrational	Instructional + Mastery
# of children						