



Self-and Peer-Observational Assessment Tool for: Classroom Environment

Observe and monitor the components of classroom environment during 10-20 minutes of activity and during predictable problematic time periods.

Assessment Type (circle): **Self-Assess** or **Direct Observation** Schedule (circle): **Baseline** or **Follow-up**

School: _____ Date: _____

Time: _____ Rm: _____ Grade: _____ Subject: _____

Teacher: _____

Yes = 2	Somewhat = 1	No = 0
<input type="checkbox"/> Traffic patterns are always clearly defined and allow movement without disrupting others.	<input type="checkbox"/> Traffic patterns are clearly defined and allow movement without disrupting others some of the time.	<input type="checkbox"/> Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
<input type="checkbox"/> Staff/students have easy access to enter/exit classroom.	<input type="checkbox"/> Staff and students have easy access to enter/exit classroom 50% of the time.	<input type="checkbox"/> There is not easy access for entering/exiting classroom.
<input type="checkbox"/> Materials are clearly labelled, easily accessible, and organised for ease of use.	<input type="checkbox"/> Some of the materials are clearly labelled, easily accessible and organised for ease for use.	<input type="checkbox"/> Materials are not clearly labelled, are not accessible or organised.
<input type="checkbox"/> Only current or relevant materials from the behaviour and academic expectations are displayed.	<input type="checkbox"/> Current behaviour and academic expectations are visible, yet some displayed materials from the previous curriculum are still displayed.	<input type="checkbox"/> Current behaviour and academic expectations are not displayed, and/or many displayed materials are outdated.
<input type="checkbox"/> Desk arrangement is flexible and has been considered and organised to maximise student engagement relevant to the type of activity and lesson format.	<input type="checkbox"/> Desk arrangement is somewhat flexible and is sometimes considered and organised to maximise student engagement relevant to the type of activity and lesson format.	<input type="checkbox"/> Desk arrangement stays the same regardless of the type of activity or lesson format.