Table 8.3 Example of an Event Sampling Observation Schedule

| Observation | |
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| Name: | Date of Birth: |
| Date of Observation: | Time: |
| Lesson: Mathematics | Task: Addition Problems |
| Pupil Response: (a tick or mark is used to record frequency of pupil behaviours) | |
| 1. Uses manipulatives rather than drawing on known facts | |
| 2. Miscounts cubes or counters | |
| 3. Loses track of where s/he is up to in the calculation | |
| 4. Counts on fingers to find solution | |
| 5. Incorrect procedure used (e.g. subtracts instead of adding) | |
| 6. Counts from ‘one’ each time rather than counting on from the first number | |
| 7. Confuses symbols (e.g. 2 for 5, 6 for 9,  for ) | |
| 8. Asks for help from peer or adult | |
| 9. Mis-sequences digits when writing answer (e.g. 71 for 17) | |
| 10. Gives up (e.g. non-attempt, distracted, refusal) | |
| Support given (e.g. amount, type, frequency) | |