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) |