From classroom evidence to a useful next step.

Keep the observation, its conditions and the next action connected. This example shows a routine you can use with your own notes.

Sample Grade 4 practice case | Organization focus

Notice how the learner gathers materials and begins a task when a visual checklist is available. This is a classroom observation focus, not a rating rubric.

01 / Record the moment and the conditions

01 **5 October / Science planning task**

A three-step picture checklist was on the desk. The teacher pointed to its first icon. The learner gathered a ruler and pencil, then began drawing the plan.

02 **7 October / Comparison-table task**

The same checklist was on the desk. The learner looked at it, gathered paper and a ruler, and started the first row without a start-up cue.

03 **9 October / Written-response task**

The checklist was not on the desk. The learner asked which materials were needed. After the teacher supplied the checklist, the learner gathered materials and began the first step.

Include the learner's voice

"I know what to get when I can see the list."

Sample learner statement created for this practice case.

02 / Interpret carefully

These notes suggest that access to the checklist is useful in these tasks. The learner accessed it without a start-up cue on 7 October. On 9 October, access changed; restore the support before interpreting the routine.

Three sample notes do not establish a reporting-period rating, a learner trait, or subject achievement. There is no minimum-entry rule here. Review wider evidence, opportunities, context and current board processes.

Make the next step usable.

An action for the teacher. An action for the learner. A plan to revisit the evidence.

03 / Plan the next opportunity

Teacher Keep the checklist accessible at the start of the task. Confirm it is available before observing the routine.

Learner Use the checklist to identify the materials and the first task step before beginning. Keep needed supports in place.

Review Revisit the routine during upcoming tasks and the next planning check-in. Record checklist access, what the learner did and any cue or support provided. If the evidence differs across tasks, investigate the conditions rather than averaging the notes.

04 / Write for a family, then check the wording

> [Name] gathered materials and began classroom tasks when a visual checklist was available. During a recent comparison-table task, [Name] used it without a start-up cue. We will keep the checklist accessible and practise using it to identify the materials and first task step. We will review the routine across different tasks.

New example wording for teacher review; not a selected bank rating or a complete official report. Replace the placeholder and use only wording supported by the learner's actual record. Follow your school's reporting process.

- ☐ The draft describes observed actions, not a fixed personality label.
- ☐ The next step retains access to the support; support use does not imply a lower rating.
- ☐ One task without a cue is described as one task, not an established habit.

Choose the format that fills your gap

Already have a way to keep notes? Use this same routine with it. Choose a resource only if its format fills a real gap. You do not need all three products.

Evidence Organizer / K-8 / USD 4.50

Printable Forms Pack: Observation p. 1, Feedback & Next-Step p. 5, Report Summary p. 6.

Learning Skills Tracker / Grades 1-8 / USD 4.50

Per-Student Forms: Evidence Log p. 2 and Growth & Next Step p. 4.

Comment Bank / Grades 1-8 / USD 5.95

Draft wording after teacher judgement. PDF, editable Word and searchable Excel.

Resource titles above link to their current product pages. Edition: 12 October 2026.