

PLATO/ DOPS Tool

1-Enumerator Number رقم الباحث الميداني			
2-Interview date (DD/MM/YYYY) تاريخ المقابلة (اليوم / الشهر / السنة)	/ /		
3-Observation Starting time (HH/MM) (24 digits) وقت بدء المشاهدة (الساعة الدقيقة) (الوقت بصيغة الـ 24 ساعة)	/		
4-School CERD Number [insert from the school code list] رقم المدرسة CERD [ادخل وفقاً للائحة رموز المدارس]			
5-School name [insert from the school code list] إسم المدرسة [ادخل وفقاً للائحة رموز المدارس]			
6-School Location (Governorate/Mohafaza) موقع المدرسة (المحافظة)			
7-School Location (District/Caza) موقع المدرسة (القضاء)			
8-Class grade where the class observation was done الصف حيث تم إجراء المراقبة الصفية	1. Grade 4 الصف الرابع	2. Grade 5 الصف الخامس	3. Grade 6 الصف السادس
	4. Grade 7 الصف السابع	5. Grade 8 الصف الثامن	
9-Class section where the class observation was done القسم \ الشعبة حيث تم إجراء المراقبة الصفية	1. Section A الشعبة A	2. Section B الشعبة B	3. Section C الشعبة C
	4. Section D الشعبة D	5. Section E الشعبة E	6. Section F الشعبة F
	7. Section G الشعبة G	8. Section H الشعبة H	
10-Subject	1. English	2. French	3. Biology/Sciences English
	4. Biology/Sciences French		
10-Double coding	1. Yes	2. No	
11-Segment #	1	2	
12-Number of students present in class			

Segment 1:

Activity Structure	Yes	No
<i>Which of the following activity structures occur for a minimum of 2-3 minutes in the 15-minute segment you observed? (Check all that apply)</i>		
Teacher Lecture		
Short Student Responses to Teacher Questions		
Small Group or Partner Discussions		
Whole Group Discussion		
Student Presentations		
Student Independent Work		
Teacher-led small Group		
Accommodations:		
<i>Which of the following occur during the 15-minute segment you observed? (Check all that apply)</i>		
Teacher use of Arabic Language to describe/clarify concepts		
Differentiation (different assignments, instruction, or assessments for different students or groups of students)		
Visible supports (posters, etc.) around the room for students		

PLATO Scoring

	1	2	3	4
Intellectual Challenge – IC				
Modeling and Use of Models – MOM				
Strategy Use and Instruction – SUI				
Feedback – FEED				
Time Management – TM				
Classroom Discourse (CD) – Uptake				
Classroom Discourse (CD) – Opportunities				

DOPS Scoring

	1	2	3	4
Instructional Dialogue – Level of Questioning				
Instructional Dialogue – Response to Student answers				
Instructional Dialogue – Student to Student Dialogue				
Critical Thinking – Opportunities for students to engage in critical thinking				

Segment 2:

Activity Structure	Yes	No
<i>Which of the following activity structures occur for a minimum of 2-3 minutes in the 15-minute segment you observed? (Check all that apply)</i>		
Teacher Lecture		
Short Student Responses to Teacher Questions		
Small Group or Partner Discussions		
Whole Group Discussion		
Student Presentations		
Student Independent Work		
Teacher-led small Group		
Accommodations:		
<i>Which of the following occur during the 15-minute segment you observed? (Check all that apply)</i>		
Teacher use of Arabic Language to describe/clarify concepts		
Differentiation (different assignments, instruction, or assessments for different students or groups of students)		
Visible supports (posters, etc.) around the room for students		

PLATO Scoring

	1	2	3	4
Intellectual Challenge – IC				
Modeling and Use of Models – MOM				
Strategy Use and Instruction – SUI				
Feedback – FEED				
Time Management – TM				
Classroom Discourse (CD) – Uptake				
Classroom Discourse (CD) – Opportunities				

DOPS Scoring

	1	2	3	4
Instructional Dialogue – Level of Questioning				
Instructional Dialogue – Response to Student answers				
Instructional Dialogue – Student to Student Dialogue				
Critical Thinking – Opportunities for students to engage in critical thinking				