

# MOST (Missouri Observation Simulation Tool) Observation Form – Reference Sheet

## Strategies and Delivery Methods

Indicate which strategies and delivery methods are most prevalent in this lesson. It is not necessary to select all that were evident, just the prevailing ones.

### Advanced/Graphic Organizers:

- Advanced - An instructional unit that is used before direct instruction or before a new topic; allows the learner to recall and transfer prior knowledge to the new information being presented in the lesson
- Graphic - a visual communication tool using symbols to convey meaning, express ideas, or depict relationships between facts, terms, and or ideas within a learning task
  - May be referred to as knowledge maps, concept maps, story maps, cognitive organizers, or concept diagrams.

### Class Discussion: Dialogue among students and teacher

- Open-ended questions are used and students are encouraged to ask questions of each other

### Cooperative Learning: Students with assigned roles working together as partners or in structured small teams on clearly defined learning tasks

- Students may be responsible for each other's learning and are held individually accountable for the group's success. Examples include think-pair-share, round robin, jigsaw, inside/outside circle, etc.

### Group Work: Students working together in partners or small groups

- Groups of students sitting together doing their own work who are free to talk with each other as they work
- Groups of students completing a project together without clear identification of roles

### Guided Practice: Teacher-led short activities with students attempting the task at hand

- The teacher must closely monitor what the students are doing to see that the instruction has "taken." Mistakes need to be corrected if seen by the teacher

### Hands-On/Active Learning: Instructional activities that include both content and process promoting student discussion

### Independent Student Work:

- Individual work – worksheets, activities, or textbook reading assigned for individual practice or study
- Distance Learning – Usually involves a situation in which the teacher and students are separated by time, location, or both
  - It can be used to supplement or enhance curriculum and assessment through real-time electronic field trips or videoconferencing, to deliver and/or receive courses in real time from remote sites, or to take online courses.

**Inquiry Based Learning:** Students explore problems or scenarios; could include small scale investigations or projects; helps develop content knowledge, problem solving, and/or reasoning. Students are not given established facts, focuses on student discovery; teacher is facilitator.

**Learning Centers:** Designated classroom areas where students partake in specific learning activities

**Lecture:** Delivery of information to a group by the teacher

- teacher-controlled

**Nonlinguistic Representations:** Students acquire and retain knowledge through visual imagery, kinesthetic activity, auditory experiences, and so forth. Students may create concept maps, idea webs, dramatizations, or computer simulations to represent their thinking.

**Peer Evaluation:** Instructional activities, such as peer review, peer assessment, peer tutoring, and peer editing, designed to give students real responsibility to assess and provide feedback

**Project Based Learning:** A teaching method that requires students to use knowledge and skills they have acquired or need to develop to solve a real-world problem through an extended inquiry process.

**Question/Answer:** An expression of inquiry that calls for a reply

**Similarities/Differences:** Students identify similarities and differences using or creating comparisons, classifications, metaphors, or analogies.

**Student Presentations:** Students present projects, experiences, or discoveries to their classmates in a formal setting

**Summarizing/Note Taking:** Students learn to identify the most important aspects of what they are learning by taking notes or summarizing material

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### **Student Engagement**

**Student Engagement High:** This means that there is evidence that 75-100% of the students were physically and/or cognitively participating in the content.

**Student Engagement Moderate:** This means that there is evidence that 50-75% of the students were physically and/or cognitively participating in the content.

**Student Engagement Low:** This means that there is evidence that 25-50% of the students were physically and/or cognitively participating in the content.

**Student Engagement Disengaged:** This means that there is evidence that 0-25% of the students were physically and/or cognitively participating in the content.

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### **Depth of Knowledge**

**Depth of Knowledge Recall:** Generally requires students to identify, list, or define facts, terms, concepts, trends, generalizations and theories. If the knowledge necessary to answer an item automatically provides the answer to the item, then the item is Level 1.

**Simple; one-step**

**Depth of Knowledge Skill Concept:** Generally requires students to USE information or conceptual knowledge. For example, students may contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. More complex; more than one step

**Depth of Knowledge Strategic Thinking:** Generally requires students to use reasoning and to develop a plan or a sequence of steps. Students go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea. Complex and abstract; more demanding reasoning; more than one possible answer

**Depth of Knowledge Extended Thinking:** Generally requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is NOT a distinguishing factor if the required work is only repetitive and does not require significant conceptual understanding and higher-order thinking. A Level 4 performance will require students to make several connections from multiple sources, relate ideas within the content area or among content areas, and select or devise one approach among many alternatives on how the situation can be solved. Extended activity with extended time provided