

# Writing for Success Sentence Power Program

## Fidelity Checklist

Name of Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer/Person Completing Checklist: \_\_\_\_\_

### ORGANIZATION/PREPARATION

### COMMENTS

	Full-class (25-30 students) instruction occurs at least 3 times per week for 45-60 minutes each time.	
	The pretest was administered and scored.	
	All materials required for lesson in place. (See preparation box for each lesson.)	
	Cumulative charts are displayed for student reference as specified in program. (E.g., rules for sentence power)	
	Partners were assigned by the teacher at the beginning of the lesson.	
	Classroom routines are well-established so lesson flows smoothly. (E.g., transitions between lesson tasks made quickly, pencils down when the teacher is teaching, routines for handling materials)	
	Motivation and rewards systems are in place and used throughout each lesson.	

**LESSON DELIVERY****COMMENTS**

	Explicit instruction script was followed with fidelity for all parts of the lesson.	
	Appropriate scaffolding was used beyond the script if required for student success.	
	All tasks in each lesson were taught.	
	Lesson pace was brisk and lively--at a pace that all students were successful. (All students were actively engaged in lesson.)	
	Teacher used clear and consistent signals that resulted in unison choral responses. All students were expected to respond.	
	For individual turns, the teacher asked the question and then randomly called on a student.	
	Responses were affirmed. (E.g., Yes, a sentence starts with a capital letter.)	
	Specific praise was used throughout the lesson. (E.g., Well done. Everyone waited until I gave the signal to answer.)	
	Students were engaged appropriately during partner activities. Teacher asked 2-3 students to share their ideas with the whole class.	
	Students wrote only when directed by the teacher.	

**LESSON FOLLOW UP****COMMENTS**

	Worksheet for the lesson was graded, and corrections completed.	
	Answers were reviewed with the students.	
	Scores were recorded on the Points Summary Sheet. Scores below mastery (85%) were highlighted.	
	Targeted remediation was done for worksheet tasks that were below the mastery level. (85%)	
	Data is shared during conferences and used to establish goals.	

**QUIZZES****COMMENTS**

	Students were appropriately prepared for the quizzes. (Getting Ready for a Quiz Lesson taught before actual quiz.)	
	Quizzes administered according to scripted instructions.	
	Quizzes graded and scores recorded on Points Summary Chart. Scores below 85% were highlighted on the data sheet.	
	Targeted remediation done for parts of quiz where students scored below 85%.	

**LESSONS 50-65****COMMENTS**

	Generic scripted procedures followed for each lesson. (reading word lists, vocabulary exercises, and correction procedures)	
	Vocabulary defined in simple terms that students could understand. Pictures used when appropriate.	
	Worksheets graded and scores recorded on Points Summary Chart. Scores below 85% were highlighted on the data sheet.	
	Targeted remediation done for parts of worksheet where students/class scored below 85%.	

**DIFFERENTIATION/REMEDIATION****COMMENTS**

	Additional repetition of items done if necessary to help students achieve mastery of key concepts.	
	Accommodations in place to help all students be successful. (E.g., a scribe for extended tasks, additional time, reduced load for amount of writing, enlarged worksheet pages, classroom assistant, support from learning specialist)	
	If the readability of a passage was challenging for students, the teacher read the passage to students as they followed along (tracked), teacher and students read aloud passage chorally, individual turns were given to read aloud part of the passage.	
	Parallel item worksheets developed by teacher and provided to students if they require additional repetition. (Same procedure followed as for the original worksheet.)	