

Group: _____

Date: _____

Take Aim Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Take Aim. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Take Aim! at Vocabulary Teacher's Manual*.

Take Aim Observation Checklist: What Should I See?

Observe a Take Aim group and check each item that is implemented correctly.

Planning and Setting Up

- Setting promotes students' engagement for entire session (location, room arrangement).
- Session length is about 45 minutes.
- Students attend 5 sessions per week.
- Ratio of adults to students is no greater than 1:6.

Implementing the Steps *(Observe individual students.)*

- Step 1. Take Unit Pretest and Mark Target Graph: The student takes a pretest and records the results on the target graph sheet, filling in one box for each correct answer.
- Step 2. Complete Lessons 1–4: The student works through the four lessons in a unit in order, completing sections A–K and the optional enrichment activities, using the unit textbook, audio CD, and student packet. The student checks off completed sections. The teacher determines whether the student is ready to move to the next lesson during lesson checkout.
 - A. Read the Target Words
 - B. Read the Story
 - C. Read to Understand Target Words
 - D. Use Context Clues
 - E. Read to Understand More Target Words
 - F. Read to Master
 - G. Answer the Comprehension Questions
 - H. Sketch Target Words
 - I. Clarify Target Words
 - J. Study Word Parts/Review Target Words
 - K. Check the Hink Pink
 - Enrichment: Apply the Target Words Lesson Checkout
- Step 3. Complete Unit Activities: After completing the four lessons in a unit, the student works on semantic mapping activities and other optional activities that use the target words.
- Step 4. Study Target Words: The student studies the target words taught in the unit by reviewing completed sections, using flashcards, completing a crossword, using the glossary, and by completing additional enrichment activities. The student studies until ready for the posttest.
- Step 5. Take Unit Posttest and Mark Target Graph: The student takes the unit posttest and graphs the score on the same graph used to mark the unit pretest score, using a different color.

Student Behavior

- Students confidently follow the steps.
- Students use the CD players, headphones, and timers appropriately.
- Students' time on task is high. They complete the steps and pass a lesson in about 45 minutes.
- Students spend most of the class time engaged in the act of reading and learning target words.
- Students study sufficiently and have a good understanding of each target word.

Take Aim Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item that is implemented correctly.

Assessment and Placement

- Have you determined whether students can read the level of material?
Determine whether a student is able to read the level of material. (Goldenrod Level is for students reading at fourth-grade level or higher; Indigo Level is for students reading at fifth-grade level or higher.) Have the student try reading a story from the level.
- Have you determined whether students lack an understanding of most of the target words in a Take Aim level?
Review a sampling of the words in a level with the student to get a general sense of his or her knowledge. You may administer the level assessment test that includes 24 target words and their definitions drawn randomly from all the units in the level.

Implementing the Steps

- Have you taught the students how to complete the steps in Take Aim?
Train students in how to successfully complete the steps independently. Lesson plans in the *Take Aim Teacher's Manual* should be used to teach the steps to students.
- Are students completing the steps independently?
Students should work through each lesson independently. Students should move confidently from one step to the next, understand clearly how to complete each step, and develop a sense of when they have studied their target words sufficiently for the Lesson Checkout. Review and reteach the steps, if necessary.
- Are you adapting the program to help differentiate instruction for students?
Adjust the program to meet specific needs. Possible changes include assigning optional or enrichment activities, eliminating a step, or providing extra help with more difficult activities as students are learning steps.

Monitoring and Communicating Student Performance

- Have you checked each student's initial placement during the first few stories?
Check to make sure the student is able to read the level of material, is able to complete a lesson in approximately 45 minutes, and is demonstrating an understanding of the target words.
- Are you monitoring student performance to keep each student challenged?
Make sure students are continually challenged by regularly monitoring each student's performance using his or her Target Graph Sheet. Use the Scores Summary to record a student's total points to help you monitor whether the student is improving and to look for patterns in the student's work. Use the guidelines in the *Take Aim Teacher's Manual* to decide when to adapt the program for independent work, for high-performing students, for low-performing students, or to add a fluency component. Involve the student as changes are made.
- Are you communicating student progress to parents/guardians and colleagues?
Use the Take Aim resources to support communication. Graphs, summary sheets, letters, and awards can be sent home with packets of completed units.