

## Observing Work Engagement Elementary Classroom

In high functioning Montessori environments, the vast majority of students will be engaged in concentrated, independent work with materials the guide (teacher) has prepared and to which the student has been introduced through a lesson or presentation. This rubric is designed to direct the observer's attention to student engagement, with special focus on the characteristics of purposeful, effortful activity – what is known in Montessori as “work.” This tool may be used for self-assessment, informal or formal supervision, and group reflection.

School/Classroom \_\_\_\_\_ Visit Focus \_\_\_\_\_ Number of children \_\_\_\_\_ Date \_\_\_\_\_

### 1. Work Engagement of Students

- Observe for two minutes or until you count each student once
- Tally each category observed; one tally mark per student

At the beginning of visit time _____	Engaging in work	Using work as a prop	In Between Work Choosing, observing, putting away	Receiving help	Wandering w/out Purpose interfering	Behaving disruptively
	engaging in age-appropriate and concentrated work independently or in presentation	not engaging with material in front of him/her	in process of selecting and/or setting up, observing others or putting away work	consulting with or receiving direction from a teacher in class	moving aimlessly or conversing without focus	yelling, defiant, leaving room, obvious misuse of materials
Tally marks						
Totals						

### 2. Work on Montessori Materials observed

Cultural History, Science, Geometry, Art, Music	Language	Math	Practical Life Care of the Environment, Social Activity

### 3. Work Engagement of Students (repeat observation)

At the end of visit time _____	Engaging in work	Using work as a prop	In Between Work Choosing, observing, putting away	Receiving help	Wandering w/out purpose interfering	Behaving disruptively
	engaging in age-appropriate and concentrated work independently or in presentation	not engaging with material in front of him/her	in process of selecting and/or setting up, observing others or putting away work	consulting with or receiving direction from a teacher in class	moving aimlessly or conversing without focus	yelling, defiant, leaving room, obvious misuse of materials
Tally marks						
Totals						

**4. Comments** – *note patterns, surprises, and any recommendations*