



PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education  
Department of Public Instruction



## RAVE-O Fidelity Form

**SCHOOL DISTRICT:**

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**SCHOOL NAME:**

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**TEACHER'S NAME (LAST):**

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**TEACHER'S NAME (FIRST):**

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**Is this the first school year that the teacher has implemented the instructional model?**

Yes

No

**OBSERVER:**

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**OBSERVER E-mail:**

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**Has the observer established inter-rater reliability with someone trained in this program?**

Yes

No

**DATE OF OBSERVATION:**

**START TIME:**

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**END TIME:**

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**TYPE OF GROUP:**

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**NUMBER OF STUDENTS OBSERVED:**

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**GRADE LEVEL(S) OF STUDENTS OBSERVED:**

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**NUMBER OF LESSONS TAUGHT TO DATE THIS SCHOOL YEAR:**

**Read the following statements and check the box that best describes your observation of the IMPLEMENTATION of each instructional skill. The observation should last through the entire reading lesson. Space is provided at the end of this form for comments. SCALE Not Observed - 0 (Select this option if an instructional skill should have been implemented and was not) Improperly Implemented - 1 Somewhat Properly Implemented - 2 Appropriately Implemented - 3 LEAVE THE RATING BLANK if an instructional skill was not applicable to the lesson being taught) ON CLOUD NINE**

- |  | Rating |
|--|--------|
| 1. Use of numeral imagery cards took place during the quick drill (numeral cards and cubes)  | _____  |
| 2. During imaging task, teacher shows card form 3 seconds.   | _____  |
| 3. Air-writing was used with introduction of numeral imagery cards and fact family cards.  | _____  |
| 4. Concrete number line was used appropriately.  | _____  |
| 5. Imagined number line was used appropriately.  | _____  |
| 6. Teaches vocab/language concepts (forward/backward, etc.)  | _____  |
| 7. Dictation of numbers and equations took place. Student repeat numbers, AW numbers and equations then read numbers/equations from imagery.           | _____  |
| 8. Teacher builds background knowledge and vocab prior to reading word problems on all tasks.  | _____  |
| 9. During word problems teacher/student reads problems, then teacher checks picture and completes problem using WIK/WINK                               | _____  |
| 10. Evidence of visualization demonstrated on all tasks.   | _____  |
| 11. Pulled unstable facts into math box. Student solving of equations took place.  | _____  |
| 12. Use of symbol imagery exercises during OCN tasks.  | _____  |
| 13. Process was followed for word problems, place value, jumping, carrying/borrowing, multiplication, division, decimals and fractions implementation. | _____  |

**Implementation**

- |   | Rating |
|---|--------|
| 14. The teacher used error-handling and stabilized error with A/W throughout the lesson.          | _____  |
| 15. Teacher begins with praise of correct area, then directs student to self-correct their error. | _____  |
| 16. Use of blue notes and trackers to document students' progress.                                | _____  |
| 17. Teacher follows lesson plans and time per task.   | _____  |
| 18. The teacher used questioning techniques appropriately.  | _____  |
| 19. Teacher has marked attendance per group/daily.  | _____  |
| 20. Teacher fixes by questioning back to number line, cubes or gestalt.                           | _____  |

**Please rate using the following scale: Not At All (0) Needs Improvement (1) Satisfactory (2) Outstanding (3)**

- |   | Rating |
|---|--------|
| 21. The time allocated for the lesson was sufficient.                             | _____  |
| 22. The teacher covered an appropriate amount of material for the time allocated. | _____  |
| 23. The delivery of the lesson was paced to students' needs.                      | _____  |

**I really liked the way ...**

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**Comments:**

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**COMMENTS:**

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**TOTAL NUMBER OF ITEMS NOT OBSERVED:**

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