

Time Sampling Form - "On Task" Behaviour

| | | | | |
|-----------|--|----------|--------|------------|
| Observer | | Category | Number | Percentage |
| Pupil | | OnT | | |
| Teacher | | Loo | | |
| Class | | Dis | | |
| Situation | | Wal | | |
| Date | | Oth | | |
| Time | | Total | | 100 % |

| Min. | After 20 seconds | After 40 seconds | After 60 seconds | Notes |
|------|---------------------|---------------------|---------------------|-------|
| 1 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 2 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 3 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 4 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 5 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 6 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 7 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 8 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 9 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 10 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 11 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 12 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 13 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 14 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 15 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 16 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 17 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 18 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 19 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |
| 20 | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | OnT Loo Dis Wal Oth | |

Explanation: Time Sampling Form

Goal

Instead of describing the “on task behaviour” of a pupil, the observer can instead use this form to sample and quantify what it looks like.

The advantage is that this process objectifies and quantifies the observed behaviour. During a Time Sampling observation, the observer - during a period of time where pupils are expected to work independently – notes down every 20 second what a pupil is doing. In this manner they score three times a minute. Afterwards the observer can calculate percentages to see how “on task” the pupil was.

For pupils without an Additional Support Need, as a rough guideline, you would expect them to be independently “on task” for the length of time equal to their age. So an eight year old pupil would be expected to be able to remain “on task” for eight minutes.

The following categories can be scored:

OnT: The pupil is **on task**

Loo: The pupil is **looking** around in a distracted manner or is staring into the distance

Dis: The pupil is **distracting** other pupils or talking to them

Wal: The pupil is **walking** through the class

Oth: The pupil is **otherwise** distracted and not on task

Procedure

The best way to do a time sampling observation is:

- A. After the teacher has given the assignment where pupils are expected to work independently, or individual help to the pupil has finished, the observation begins. The stopwatch is started. The observer waits 20 seconds.
- B. The observer notes what the pupil is doing *right* that second.
- C. The observer circles the category that best describes what the pupil is doing at that time: OnT, Loo, Dis, Wal, Oth.
- D. The observer waits until the timer hits 40 and repeats step B and C.
- E. The observer waits until the timer hits 60 and repeats step B and C.
- F. This procedure is repeated for as long as the observation is set to last.
- G. The observer does *not* score those moments where the teacher & pupil are interacting with each other.

Afterwards

The observation data is being converted into percentages and noted in the right hand corner of the form.

- A. The observer counts the total observations per category.
- B. The observer then notes the total number of observations.
- C. The total per category is divided by the total number of observations and multiplies these by 100 to get the percentages.