Classroom Literacy Observation Survey (CLOS) (Louden & Rohl, 2003)

Participation	Attention	Almost all children are focused on literacy learning
	Engagement	Children are deeply absorbed in the literacy lesson/task
	Stimulation	The teacher motivates interest in literacy tasks, concepts and learning
	Pleasure	The teacher creates an enthusiastic and energetic literacy classroom
	Consistency	Strong literacy routines are recognised and understood by the children
Knowledge	Environment	Literate physical environment is used as a teaching resource
	Purpose	Children's responses indicate tacit or explicit understanding of the purpose of the literacy task
	Substance	The lesson/task leads to substantial literacy engagement, not busy-work
	Explanations	Explanations of literacy concepts and skills are clear and at an appropriate level
	Modelling	Demonstrations of literacy tasks include metacognitive explanations
	Metalanguage	Children are provided with language for talking about and exemplifying literacy concepts
Orchestration	Awareness	The teacher has a high level of awareness of literacy activities and participation by children
	Structure	The environment is predictable and orderly
	Flexibility	The teacher responds to learning opportunities that arise in the flow of literacy lessons
	Pace	The teacher provides strong forward momentum in literacy lessons
	Transition	Minimum time is spent in transitions or there is productive use of transitions
Support	Assessment	Fine-grained knowledge of children's literacy performance is used in planning and teaching
	Scaffolding	The teacher extends children's literacy learning through modelling, modifying, correcting
	Feedback	The teacher gives timely, focused and explicit literacy feedback to children
	Responsiveness	The teacher shares and builds on children's literacy contributions
	Explicitness	Word level – The teacher uses explicit word and sound strategies
	Explicitness	Text level - The teacher makes explicit specific attributes of a text
	Persistence	The teacher provides many opportunities to practise and master new literacy learning
Differentiation	Challenge	The teacher extends and promotes higher order thinking in literacy learning
	Individualisation	Differentiated literacy instruction recognises individual differences
	Inclusion	The teacher facilitates inclusion of all students in the literacy lessons
	Variation	Literacy teaching is structured around groups or individuals
	Connection	Connections are made between class and community literacy-related knowledge
Respect	Warmth	Welcoming, positive and inviting classroom is focussed on literacy learning
	Rapport	Relationships with the children support tactful literacy interventions
	Credibility	Respect for the teacher enables her to overcome any challenges to order and lesson flow
	Citizenship	Equality, tolerance, inclusivity and awareness of the needs of others are promoted
	Independence	Children take some responsibility for their own literacy learning

Research references to some research that informed CLOS.
The complete list can be found in the DEST report.

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