

Classroom / Academic Observation Checklist – Grades 1 - 4

Student: _____ Grade: ____ Teacher/Location: _____
Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student's learning. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student has:	
Grade appropriate	Difficulty re-telling what has just been said
Difficulty modulating voice (e.g., too soft, too loud)	Slow/halting speech, using fillers (e.g., uh, you know, um)
Difficulty naming people or objects	Difficulty with pronouncing words
Difficulty staying on topic	Difficulty rhyming
Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
Difficulty understanding instructions or directions	Poor grammar or misuses words in conversation
Inserts malapropisms into conversation	Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
Grade appropriate skills	Slow oral reading skills that may interfere with comprehension
Difficulty identifying sounds, blending sounds into words	Difficulty retelling what has been read
Difficulty reading regular words	Difficulty with retention of new vocabulary
Difficulty reading irregular sight words	Difficulty demonstrating comprehension of sentences/stories
Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	

Notes:

Grades 1 to 4 – Pg. 2

Written Language (Written Expression) - - Student has:	
Grade appropriate skills	Frequent reversals of letters and numbers
Difficulty with holding writing instruments	Uneven spacing between letters and words, has trouble staying 'on the line'
Messy and incomplete writing, with many cross-outs and erasures	Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)
Difficulty remembering shapes of letters and numbers	Poor and inconsistent spelling
Difficulty proofreading and self-correcting work	Complete written assignments

Notes:

Math (Math Calculation, Math Problem Solving) - - Student has:	
Grade appropriate skills	Difficulty with comparisons
Difficulty with simple counting and one-to-one correspondence between number and objects	Difficulty telling time or conceptualizing the passage of time
Difficulty counting by other numbers (2's, 5's, 10's)	Difficulty solving one-step word problems
Difficulty estimating quantity (e.g., quantity, value)	Difficulty solving facts and longer operations

Notes:

Functional Skills

Social Emotional (All Areas) - - Student has:	
Age appropriate skills	Difficulty with self-control when frustrated.
Difficulty 'joining in' and maintaining positive social status in a peer group.	Difficulty using other students as models to cue self on appropriate behavior
Difficulty in 'picking up' on other people's moods/feelings	Difficulty knowing how to share/express feelings
Difficulty detecting or responding appropriately to teasing	Difficulty dealing with group pressure, embarrassment and unexpected challenges
Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem

Notes:

Attention (All Areas) - - Student has:	
Age appropriate skills	Difficulty sustaining attention in work or play activities
Difficulty organizing tasks and activities	Difficulty with losing things that are necessary for tasks
Difficulty with remembering daily/routine activities	Difficulty by being easily distracted

Notes:

Grades 1 to 4 – Pg. 3

Gross and Fine Motor Skills (All Areas) - - Student:	
Has age appropriate skills	Demonstrates poor ability to color or write ‘within the lines’
Appears awkward and clumsy, dropping, spilling, or knocking things over	Grasps writing instruments awkwardly, resulting in poor handwriting, drawing
Has trouble with buttons, zippers, hooks, snaps and tying shoes	Has difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
Creates art work that is immature for age	Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)

Notes:

Other Notes or Observed Behavior - - Student:	
Confuses left and right	Is slow to learn new games and master puzzles
Often loses things	Has difficulty generalizing or applying skills from one situation to another

Notes:

Summary:
