

Classroom Observation Checklist (Grades 1-4)

Student: _____ Grade: _____

Class/location observed (include Teacher name): _____

Observer: _____ Date of Observation: _____

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 notes area(s) of concern. These checklists are not exhaustive, so you may want to 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:					
	Oral Expression		Basic Reading	Reading Comprehension	Math Calculation
	Listening Comprehension		Reading Fluency	Written Expression	Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson math lesson, etc.)	Instructional Materials (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	Manner of Presentation (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Place a check mark next to any observed weaknesses in the following skills when compared to other students in the class. Please document other observed weaknesses not listed.

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading – Phonemic Awareness) - - Student:			
	Has grade appropriate skills		Has difficulty re-telling what has just been said
	Has 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)
	Has 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: _____

Written Language (Written Expression) - - Student has:		
	Grade appropriate skills	No sounds logically represented (mouse=oxt)
	Messy and incomplete writing, with many cross-outs and erasures	Some sounds logically represented (mouse=mas or moc)
	Difficulty remembering shapes of letters and numbers	Most sounds logically represented (mouse=mows or mous)
	Difficulty proofreading and self-correcting work	Virtually all sounds accurately represented
	Frequent reversals of letters or numbers	Complete written assignments
	Does not express thoughts in complete sentences	Does apply pre writing strategies

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 - - 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 peoples 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 - - Student has:		
	Age appropriate skills	Difficulty sustaining attention to 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: _____

Gross and Fine Motor Skills - - Student:		
	Has age appropriate skills	Poor ability to color or write 'within the lines'
	Awkwardness and clumsiness (dropping, spilling or knocking things over)	Awkward grasp writing instruments awkwardly, resulting in poor handwriting, drawing
	Difficulty with buttons, zippers, snaps, hooks and tying shoes	Difficulty using small objects or items that demand precisions (e.g., legos, puzzle pieces, scissors)
	Art work that is immature for age	Limited success with games and activities that demand eye-to-hand coordination (e.g., musical instruments, sports)
	Frequent reversals of letters and numbers	

Notes: _____

Other 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: _____

Effort/Motivation - - Student:			
	Hesitance in beginning work		Carelessness in work
	An inability to start work without adult prompting		Eager to please
	Persistent effort		Apathetic/Indifferent
	Gives up easily		Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:
