

Classroom Observation Checklist (grades 9-12)

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 noted 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 cooperate 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.)

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)	Inserts malapropisms into conversation
	Confuses words with others that sound familiar	Difficulty in pronouncing words
	Difficulty staying on topic	Poor grammar or misuses words in conversation
	Has difficulty in explaining things (e.g. feelings, ideas) Due to use of imprecise language and limited vocab.	Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
	Has difficulty understanding instructions or directions	Has slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) -- Student has:		
	Grade appropriate skills	Difficulty retelling what has been read
	Difficulty reading content area sight words	Difficulty with retention of new vocabulary
	Difficulty reading common words seen in school/community	Difficulty demonstrating literal 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	Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas
	Slow oral reading skills that may interfere with comprehension	

Notes: _____

Written Language (Written Expression) -- Student has:		
	Grade appropriate skills	Difficulty proofreading and self-correcting work
	Messy and incomplete writing, with many cross-outs and erasures	Poor and inconsistent spelling
	Uneven spacing between letters and words, has trouble staying 'on the line'	Difficulty developing ideas in writing so written work is incomplete and too brief.
	Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	Difficulty completing written assignments

Notes: _____

Math (Math Calculation, Math Problem Solving) -- Student has:		
	Grade appropriate skills	Difficulty with comparisons (e.g., less than, greater than)
	Difficulty counting by single digit numbers, 10's 100's	Difficulty telling time or conceptualizing the passage of time
	Difficulty aligning numbers resulting in computation errors	Difficulty solving word problems
	Difficulty estimating quantity (e.g., quantity, value)	Difficulty solving facts and longer operations
	Difficulty interpreting/creating charts and graphs	Difficulty understanding/applying measurement concepts

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 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 0 may be a can't do (lack of vocabulary) or a won't do problem
	Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

Notes: _____

Attention -- 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 remembers daily/routine activities	Difficulty by being easily distracted
	Fails to pay close attention to details or makes carless mistakes in schoolwork or other activities	

Notes: _____

Gross and Fine Motor Skills -- Student:		
	Has age appropriate skills	Has limited success with game and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
	Appears awkward and clumsy, dropping, spilling, or knocking things over	Grasps writing instruments awkwardly, resulting in poor handwriting, drawing.

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
	Finds it hard to judge speed and distance	Has trouble reading charts and maps
	Is Disorganized and poor at planning	Has difficulty listening and taking notes at the same time

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:
