

Classroom Observation Checklist (Grades PreK-K)

Students: _____ 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. If a child 3-5 years old is not yet in a public school program, observations should be conducted in the child's natural environment or pre-school program.

Check Areas(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, match lesson,)	Instructional Materials (i.e. worksheets, computers, 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	Difficulty re-telling what has just been said
Difficulty modulating voice (e.g., too soft, too loud)	Slow/halting speech, using filler (e.g., uh, you know, um)
Difficulty naming people or objects	Difficulty with pronouncing words
Difficulty in staying on topic	Difficulty rhyming
Difficulty in explaining things (e.g. feelings, ideas) due to lack of vocabulary, articulation, and/or grammar skills	Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
Difficulty understanding instructions or directions	Limited interest in books or stories.

Notes _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) -- Student has:

Grade Appropriate Skills	Difficulty reading short, irregular sight words
Difficulty identifying sounds	Difficulty retelling what has been read
Difficulty blending sounds into words	Difficulty with retention of new vocabulary
Difficulty reading short, regular words	Difficulty demonstrating comprehension of sentences/stories
Difficulty working with individual sounds in words	

Notes: _____

Written Language (Written Expression) -- Student has:

Grade appropriate skills	No sounds logically representing
Difficulty with amount of text produced	Some sounds logically represented
Difficulty copying or writing of letters	Frequent letter, number, and symbol reversals

Notes: _____

Math (Math Calculation, Math Problem Solving) -- Student has:

Grade appropriate skills	Difficulty in recognizing numbers
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 one-to-one correspondence when counting objects.	

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
Difficulty with sharing (e.g., objects, teacher's time)	

Notes: _____

Attention – Student:

Age appropriate skills	Difficulty sustaining attention in work or play activities.
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Notes: _____

Gross and Fine Motor Skills (All Areas) - - Student:

Has age appropriate skills	Poor ability to color or write 'within the lines'
Awkward and clumsy, dropping, spilling or knocking things over	Writing instruments awkwardly, resulting in poor handwriting, drawing
Difficulty with buttons, zippers, hooks, snaps and tying shoes	Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
Art work that is immature for age	

Notes: _____

Effort/Motivation – Student:

Hesitance 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:

