

Berrien Regional Education Service Agency
Classroom Observation Checklist (Grades 5-8)

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 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:			
<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

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.)

Academic Skills

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

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading grade level sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories
<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension	<input type="checkbox"/>

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Notes: _____

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

Notes: _____

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

Notes: _____

Functional Skills

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

Notes: _____

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Attention (All Areas) - - Student has:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted
<input type="checkbox"/> Difficulty paying attention to details or makes careless mistakes in schoolwork or other activities	

Notes: _____

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

Notes: _____

Other Notes or Observed Behavior - - Student:	
<input type="checkbox"/> Confuses left and right	<input type="checkbox"/> Is slow to learn new games and master puzzles
<input type="checkbox"/> Often loses things	<input type="checkbox"/> Has difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Finds it hard to judge speed and distance	<input type="checkbox"/> Has trouble reading charts and maps
<input type="checkbox"/> Is disorganized and poor at planning	<input type="checkbox"/> Has difficulty listening and taking notes at the same time

Notes: _____

Effort/Motivation – Student:	
<input type="checkbox"/> Tries hard	<input type="checkbox"/> Gives up easily
<input type="checkbox"/> Careless in work	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Hesitant to begin working	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Sought help before trying	<input type="checkbox"/> Refused to work

Notes: _____

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

