

## Observation Checklist-Elementary

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Observer: \_\_\_\_\_ 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 to make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student's learning.

### Check area(s) of concern for SLD evaluation

<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Mathematics Calculation	<input type="checkbox"/> Oral Expression
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematics Problem Solving	<input type="checkbox"/> Listening Comprehension

### Academic Skills

#### Language (Oral Expression, Listening Comprehension, Basic Reading – Phonemic Awareness)

<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty with phonemic awareness tasks
<input type="checkbox"/> Difficulty in explaining things due to lack of vocabulary, articulation, and/or grammar skills	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., ability to use language for various purposes, changing language for the situation, following conversational rules)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Limited interest in books/stories
<input type="checkbox"/> Difficulty re-telling what has just been said	<input type="checkbox"/> Poor grammar or misuses words in conversation

Notes: \_\_\_\_\_

#### Reading (Basic Reading, Reading Comprehension, Reading Fluency)

<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty identifying sounds/blending sounds into words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories
<input type="checkbox"/> Difficulty reading phonetic words	<input type="checkbox"/> Difficulty re-telling what has just been read
<input type="checkbox"/> Difficulty reading irregular sight words	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension *Skill for Grades 2 and up
<input type="checkbox"/> Difficulty when reading sentences: may lose place; omit, insert, substitute, or reverse words; guess from initial sounds; make self-corrections *Skill for Grades 1 and up	

Notes: \_\_\_\_\_

#### Written Expression

<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with naming, copying, or writing letters
<input type="checkbox"/> Completes written assignments to grade expectations	<input type="checkbox"/> Frequent letter, number, and symbol reversals
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures
<input type="checkbox"/> Difficulty copying/tracing	<input type="checkbox"/> Difficulty remembering shapes of letters and numbers
<input type="checkbox"/> Difficulty with drawing familiar shapes	<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar looking letters/numbers)
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying on the lines	<input type="checkbox"/> Poor and inconsistent spelling *Skill for Grades 2 and up
<input type="checkbox"/> Difficulty proofreading and self-correcting work *Skill for Grades 2 and up	

Notes: \_\_\_\_\_

<b>Math (Math Calculation, Math Problem Solving)</b>	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty counting aloud
<input type="checkbox"/> Difficulty in one-to-one correspondence when counting objects	<input type="checkbox"/> Difficulty with comparisons
<input type="checkbox"/> Difficulty in recognizing numbers	<input type="checkbox"/> Difficulty in matching number symbol to corresponding objects
<input type="checkbox"/> Difficulty counting by other numbers (2's, 5's, 10's)	<input type="checkbox"/> Difficulty estimating quantity *Skill for Grades 2 and up
<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time *Skills for Grades 2 and up	<input type="checkbox"/> Difficulty solving one step word problems *Skill for Grades 1 and up
<input type="checkbox"/> Difficulty solving facts and longer equations *Skill for Grades 1 and up	

**Notes:** \_\_\_\_\_

## Functional Skills

<b>Social/Emotional &amp; Attention</b>	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with sharing
<input type="checkbox"/> Difficulty joining in and maintaining positive social status in a peer group	<input type="checkbox"/> Difficulty with self-control when frustrated
<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 responding appropriately to negative comments from peers	<input type="checkbox"/> Difficulty in knowing how to share/express feelings
<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment, and unexpected challenges	<input type="checkbox"/> Difficulty in following directions
<input type="checkbox"/> Difficulty sustaining attention in work or play activities	<input type="checkbox"/> Difficulty organizing tasks and activities
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Easily distracted (by others or self)	

**Notes:** \_\_\_\_\_

<b>Gross and Fine Motor</b>	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty coloring or writing "within the lines"
<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
<input type="checkbox"/> Difficulty with buttons, zippers, hooks, snaps, tying shoes	<input type="checkbox"/> Difficulty with small objects that require precision (e.g., Legos, puzzles, scissors)
<input type="checkbox"/> Art work immature for age	<input type="checkbox"/> Difficulty with activities that require hand-eye coordination

**Notes:** \_\_\_\_\_