

## Observation Checklist-Secondary

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"/> Inserts malapropisms into conversation (substituting an incorrect word with a similar sound)
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Poor grammar or misuses words in conversation
<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"/> Difficulty re-telling what has just been said

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 reading content area sight words	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories
<input type="checkbox"/> Difficulty retelling what has been read	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension
<input type="checkbox"/> Difficulty when reading sentences: may lose place; omit, insert, substitute, or reverse words; guess from initial sounds; make self-corrections	

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

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

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

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

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

## Functional Skills

Social/Emotional & Attention	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty in knowing how to share/express feelings
<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 following directions
<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 with "getting to the point" (e.g., gets bogged down in details of the conversation)	<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)	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities	

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

Gross and Fine Motor	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Has limited success with games and activities that demand hand eye coordination
<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"/> Art work immature for age	

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

Other Skills	
<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 difficulty listening and taking notes at the same time
<input type="checkbox"/> Is disorganized and poor at planning	

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