

**Behavioral Observation Checklist for Academic Areas
Grades 9-12**

Student:		Grade:	
Class/Teacher Name:		Date:	
Observer Name/Title:		Time:	

The primary function of this document is to ensure appropriate and relevant documentation of a student's performance within a specific educational domain and as compared to his/her peers. While all domains may not be addressed, the student should be observed during times when behaviors related to the area(s) of concern can be monitored.

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, in different settings, on different days, and at different times of the day. Multiple observation forms should be included in the evaluation documentation and considered by the Admissions and Release Committee (ARC).

Directions: First identify the area(s) of concern for the student. Behaviors that are aligned with each identified area(s) of concern should be the target of your observation. During the observation, place a check mark next to the behaviors that are observed within each domain which correlate with the noted areas of concern. Note, however, that these checklists are not exhaustive. In the notes section, write any additional observed behavior, including strengths, which may be relevant to the student's evaluation.

Check area(s) of concern	
☐ Oral Expression	☐ Written Expression
☐ Basic Reading Skills	☐ Reading Comprehension
☐ Reading Fluency Skills	☐ Listening Comprehension
☐ Mathematics Problem Solving	☐ Mathematics Calculation

Language (Oral Expression, Listening Comprehension, Other: _____)

- | | |
|--|--|
| ☐ Age Appropriate | ☐ Confuses words with others that sound similar |
| ☐ Has difficulty modulating voice (e.g., too soft, too loud) | ☐ Inserts malapropisms ('slips of the tongue') into conversation (e.g., a rolling stone gathers no moths; he was a man of great statue) |
| ☐ Uses vague, imprecise language and has a limited vocabulary | ☐ Has difficulty understanding instructions or directions |
| ☐ Demonstrates slow and halting speech, using lots of fillers (e.g., uh, um, and, you know) | ☐ Has difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, stays |
| ☐ Uses poor grammar or misuses words in conversation | |

on topic, gauges the listener's degree of knowledge, makes inferences

based on a speaker's verbal and non-verbal cues)

Notes:

Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

- | | |
|--|---|
| ☐ Age Appropriate | ☐ Reads slowly |
| ☐ Frequently loses place while reading | ☐ Guesses at unfamiliar words rather than using word analysis skills |
| ☐ Confuses similar-looking words (e.g., beard, bread) | ☐ Substitutes or leaves out words while reading |
| ☐ Demonstrates poor memory for printed words | ☐ Dislikes and avoids reading or reads reluctantly |
| ☐ Has weak comprehension of ideas and themes | |

Notes:

Written Language (Written Expression)

- | | |
|---|---|
| ☐ Age Appropriate | ☐ Spells poorly and inconsistently (e.g., the same word appears differently other places in the same document) |
| ☐ Writing is messy and incomplete, with many cross-outs and erasures | ☐ Has difficulty proofreading and self-correcting work |
| ☐ Uses uneven spacing between letters and words, and has trouble staying 'on the line' | ☐ Fails to develop ideas in writing so written work is incomplete and too brief |
| ☐ Copies inaccurately (e.g., confuses similar-looking letters and numbers) | |

Notes:

Math (Math Calculation, Math Problem Solving)

- ☐ Age Appropriate
- ☐ Has difficulty learning strategic counting principles (e.g., by 2, 5, 10, 100)
- ☐ Poorly aligns numbers resulting in computation errors
- ☐ Has difficulty estimating quantity (e.g., quantity, value)
- ☐ Has difficulty with comparisons (e.g., less than, greater than)
- ☐ Has trouble telling time
- ☐ Has trouble conceptualizing the passage of time
- ☐ Has difficulty counting rapidly or making calculations
- ☐ Has trouble interpreting graphs and charts

Notes: _____

Social Emotional (All Areas)

- ☐ Age Appropriate
- ☐ Does not pick up on other people's mood/feelings (e.g., may say the wrong things at the wrong time)
- ☐ May not detect or respond appropriately to teasing
- ☐ Has difficulty dealing with group pressure, embarrassment and unexpected situations
- ☐ Has difficulty 'joining in' and maintaining positive social status in a peer group
- ☐ Has trouble 'getting to the point' (e.g., gets bogged down in details in conversation)

Notes: _____

Attention (All Areas)

- ☐ Age Appropriate
- ☐ Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities
- ☐ Has difficulty sustaining attention in work tasks or play activities
- ☐ Has difficulty organizing tasks and activities
- ☐ Loses things consistently that are necessary for tasks/activities (e.g., toys, school assignments, pencils, books, or tools)
- ☐ Is easily distracted by outside influences
- ☐ Is forgetful in daily/routine activities

Notes: _____

Gross and Fine Motor Skills (All Areas)

- ☐ Age Appropriate
- ☐ Has limited success with games and activities that demand eye-hand coordination (e.g., piano lessons, basketball, baseball)
- ☐ Grasps pencil awkwardly, resulting in poor handwriting

Notes: _____

Other Notes or Observed Behavior

- | | |
|--|--|
| ☐ Age Appropriate | ☐ Often loses things |
| ☐ Confuses left and right | ☐ Is slow to learn new games and master puzzles |
| ☐ Finds it hard to judge speed and distance (e.g., hard to play certain games, drive a car) | ☐ Has difficulty listening and taking notes at the same time |
| ☐ Trouble reading charts and maps | ☐ Has difficulty generalizing (applying) skills from one situation to another |
| ☐ Is disorganized and poor at planning | |

Notes: _____

