

Behavioral Observation Checklist for Academic Areas Grades 5-8

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 ☐ Basic Reading Skills ☐ Reading Fluency Skills ☐ Mathematics Problem Solving	☐ Written Expression ☐ Reading Comprehension ☐ Listening Comprehension ☐ Mathematics Calculation

- Language** (Oral Expression, Listening Comprehension, Other: _____)
- | | |
|---|---|
| ☐ Age Appropriate
☐ Has difficulty modulating voice (e.g., too soft, too loud)
☐ Inserts invented words into conversation
☐ Has difficulty re-telling what has just been said
☐ Uses vague, imprecise language and has a limited vocabulary
☐ Demonstrates slow and halting speech, using lots of fillers (e.g., uh, um, and you know) | ☐ Uses poor grammar or misuses words in conversation
☐ Mispronounces words frequently
☐ Confuses words with others that sound similar
☐ Inserts malapropisms ('slips of the tongue') into conversation (e.g., a rolling stone gathers no moths; he was a man of great statue)
☐ Has limited interest in books or stories
☐ Has difficulty understanding instructions or directions |
|---|---|

- ☐ Has difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, stays on topic,

gauges the listeners 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
- ☐ Frequently loses place while reading
- ☐ Confuses similar-looking words (e.g., beard, bread)
- ☐ Reverses letter order in words (e.g., saw/was)
- ☐ Demonstrates poor memory for printed words
- ☐ Has weak comprehension of ideas and themes

- ☐ Guesses at unfamiliar words rather than using word analysis skills
- ☐ Reads slowly
- ☐ Substitutes or leaves out words while reading
- ☐ Has poor retention of new vocabulary
- ☐ Dislikes and avoids reading or reads reluctantly

Notes: _____

Written Language (Written Expression)

- ☐ Age Appropriate
- ☐ Writing is messy and incomplete, with many cross-outs and erasures
- ☐ Uses uneven spacing between letters and words, and has trouble staying 'on the line'
- ☐ Copies inaccurately (e.g., confuses similar-looking letters and numbers)

- ☐ Spells poorly and inconsistently (e.g., the same word appears differently other places in the same document)
- ☐ Has difficulty proofreading and self-correcting work
- ☐ Fails to develop ideas in writing so written work is incomplete and too brief

Notes: _____

Math (Math Calculation, Math Problem Solving)

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

Notes: _____

Social Emotional (All Areas)

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

Notes: _____

Attention (All Areas)

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

Notes: _____

Other Notes or Observed Behavior

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

Notes: _____

