

Behavioral Observation Checklist for Academic Areas Grades 1-4

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
☐ Has difficulty modulating voice (e.g., too soft, too loud)
☐ Has trouble naming people or objects
☐ Has difficulty staying on topic
☐ 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 difficulty rhyming
 - ☐ 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 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
- ☐ Confuses similar-looking letters and numbers or similar-looking words (e.g., beard, bread)
- ☐ Has difficulty recognizing and remembering sight words
- ☐ Frequently loses place while reading
- ☐ Reverses letter order in words (e.g., saw/was)
- ☐ Demonstrates poor memory for printed words
- ☐ Reads slowly
- ☐ Has trouble naming letters
- ☐ Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words
- ☐ Guesses at unfamiliar words rather than using word analysis skills
- ☐ Substitutes or leaves out words while reading
- ☐ Has poor retention of new vocabulary
- ☐ Dislikes and avoids reading or reads reluctantly
- ☐ Other:

Notes: _____

Written Language (Written Expression)

- ☐ Age Appropriate
- ☐ Writing is messy and incomplete, with many cross-outs and erasures
- ☐ Has difficulty remembering shapes of letters and numerals
- ☐ Frequently reverses letters, numbers and symbols
- ☐ 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 / inconsistently (e.g., the same word appears in other places in the same document)
- ☐ Has difficulty proofreading and self-correcting work

Notes: _____

Math (Math Calculation, Math Problem Solving)

- | | |
|---|--|
| ☐ Age Appropriate | ☐ Has difficulty estimating quantity (e.g., quantity, value) |
| ☐ Has difficulty with simple counting and one-to-one correspondence between number symbols and items/objects | ☐ Has difficulty with comparisons (e.g., less than, greater than) |
| ☐ Has difficulty learning strategic counting principles (e.g., by 2, 5, 10, 100) | ☐ Has trouble telling time |
| | ☐ Has trouble conceptualizing the passage of time |
| | ☐ Has difficulty counting rapidly or making calculations |

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 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 with self-control when frustrated |
| ☐ Has difficulty 'joining in' and maintaining positive social status in a peer group | ☐ Has difficulty dealing with group pressure, embarrassment and unexpected challenges |

Notes: _____

Attention (All Areas)

- | | |
|---|---|
| ☐ Age Appropriate | ☐ Has difficulty organizing tasks and activities |
| ☐ Has difficulty sustaining attention in work tasks or play 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
- ☐ Appears awkward and clumsy, dropping, spilling, or knocking things over
- ☐ Has limited success with games and activities that demand eye-hand coordination (e.g., piano lessons, basketball, baseball)
- ☐ Has trouble with buttons, hooks, snaps, zippers and trouble learning to tie shoes

- ☐ Creates art work that is immature for age
- ☐ Demonstrates poor ability to color or write 'within the lines'
- ☐ Grasps pencil awkwardly, resulting in poor handwriting
- ☐ Experiences difficulty using small objects or items that demand precision (e.g., Legos, puzzle pieces, tweezers, scissors)

Notes: _____

Other Notes or Observed Behavior

- ☐ Confuses left and right
- ☐ Often loses things
- ☐ Is slow to learn new games and master puzzles
- ☐ Has difficulty generalizing (applying) skills from one situation to another

Notes: _____
