

Behavioral Observation Checklist for Academic Areas Pre-School/Kindergarten

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. You may not see all domains addressed; however, the student should be observed during times when you will be able to monitor behaviors related to the area(s) of concern. If the child is 3-5 years old and not yet in school, the observation should be conducted in the child's natural environment or early intervention program.

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/or 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 | ☐ Demonstrates slow and halting speech, using lots of fillers (e.g., uh, um, and you know) |
| ☐ Has difficulty modulating voice (e.g. too soft, too loud) | ☐ Mispronounces words frequently |
| ☐ Has trouble naming people or objects | ☐ Has difficulty rhyming |
| ☐ Has difficulty staying on topic | ☐ Has limited interest in books or stories |
| ☐ Inserts invented words into conversation | ☐ Has difficulty understanding instructions or directions |
| ☐ Has difficulty re-telling what has just been said | |

Notes: _____

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

- | | |
|---|--|
| ☐ Age Appropriate | ☐ Dislikes and avoids reading or reads reluctantly |
| ☐ Confuses similar-looking letters and numbers | ☐ Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words |
| ☐ Demonstrates poor memory for printed words | |
| ☐ Has trouble naming letters | |
| ☐ Has poor retention of new vocabulary | |

Notes: _____

Written Language (Written Expression)

- | | |
|--|---|
| ☐ Age Appropriate | ☐ Dislikes and avoids writing and copying |
| ☐ Has difficulty remembering shapes of letters and numerals | ☐ Frequently reverses letters, numbers and symbols |

Notes: _____

Math (Math Calculation, Math Problem Solving)

- | |
|---|
| ☐ Age Appropriate |
| ☐ Has difficulty with simple counting and one-to-one correspondence between number symbols and items/objects |

Notes: _____

Social Emotional (All Areas)

- ☐ Age Appropriate
- ☐ Has difficulty 'joining in' and maintaining positive social status in a peer group
- ☐ Has difficulty with self-control when frustrated

Notes: _____

Attention (All Areas)

- ☐ Age Appropriate
- ☐ Has difficulty sustaining attention in work tasks or play activities

Notes: _____

Gross and Fine Motor Skills (All Areas)

- | | |
|--|---|
| ☐ Age Appropriate | ☐ Demonstrates poor ability to color or write 'within the lines' |
| ☐ Appears awkward and clumsy, dropping, spilling, or knocking things over | ☐ Grasps pencil awkwardly, resulting in poor handwriting |
| ☐ Has trouble with buttons, hooks, snaps, zippers and trouble learning to tie shoes | ☐ Experiences difficulty using small objects or items that demand precision (e.g., Legos, puzzle pieces, tweezers, scissors) |
| ☐ Creates art work that is immature for age | |

Notes: _____

Other Notes or Observed Behavior:

