Classroom / Academic Observation/Interview Checklist Grades 9 - 12

Responsibility of Case Manager in the Evaluation Report

Student: _____ Grade: ___ Teacher/Location: _____Date:_____
Observer: _____Time: _____ Activity: _____

Directions: First, identify the area(s) of concern in the box below. Your observation/interview should focus on the identified area(s). During the observation/interview, 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 **make notes regarding other additional behavior** observed, <u>including strengths and behaviors, which may interfere with the student's learning</u>. When observing, 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, possibly in different settings and at different times of the day.

Check area(s) of concern for SLD evaluation:			
□ Oral Expression	□ Basic Reading	□ Reading Comprehension	□ Math Calculation
□ Listening Comprehension	□ Reading Fluency	□ Written Expression	□ Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - Student:	
□ Has grade appropriate skills	□ Has difficulty re-telling what has just been said
□ Has difficulty modulating voice (e.g., too soft, too loud)	□ Inserts malapropisms into conversation
□ Confuses words with others that sound familiar	□ Difficulty with pronouncing words
□ Difficulty staying on topic	□ Poor grammar or misuses words in conversation
□ Has difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	□ Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
□ Has difficulty understanding instructions or directions	□ Has slow/halting speech, using fillers (e.g., uh, you know, um)

Notes:
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Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - Student has:	
□ Grade appropriate skills	□ Difficulty retelling what has been read
□ Difficulty reading content area sight words	□ Difficulty with retention of new vocabulary
□ Difficulty reading common words seen in school/community	□ Difficulty demonstrating literal comprehension of sentences/stories
□ Difficulty when reading sentences; may frequently loseplace, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self- corrections	□ Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas
□ Slow oral reading skills that may interfere with comprehension	

Notes:

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Written Language (Written Expression) - - Student has:	
□ Grade appropriate skills	□ Difficulty proofreading and self-correcting work
□ Messy and incomplete writing, with many cross-outs and erasures	□ Poor and inconsistent spelling
□ Uneven spacing between letters and words, has trouble staying 'on the line'	□ Difficulty developing ideas in writing so written work isincomplete and too brief.
□ Inaccurate copying skills (e.g., confuses similar-looking letters and numbers	□ Difficulty completing written assignments

Notes:

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Math (Math Calculation, Math Problem Solving) - - Student has:	
□ Grade appropriate skills	□ Difficulty with comparisons (e.g., less than, greater than)
□ Difficulty counting by single digit numbers, 10's 100's	□ Difficulty telling time or conceptualizing the passage of time
□ Difficulty aligning numbers resulting in computation errors	□ Difficulty solving word problems
□ Difficulty estimating quantity (e.g., quantity, value)	□ Difficulty solving facts and longer operations
□ Difficulty interpreting / creating charts and graphs	□ Difficulty understanding / applying measurement concepts

Notes:

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Functional Skills

Social Emotional (All Areas) - - Student has:	
□ Age appropriate skills	□ Difficulty with self-control when frustrated.
□ Difficulty 'joining in' and maintaining positive social status in a peer group.	□ Difficulty using other students as models to cue self on appropriate behavior
□ Difficulty in 'picking up' on other people's moods/feelings	□ Difficulty knowing how to share/express feelings
□ Difficulty detecting or responding appropriately to teasing	□ Difficulty dealing with group pressure, embarrassment and unexpected challenges
□ Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	□ Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem
□ Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

Notes:

Attention (All Areas) - - Student has:	
□ Age appropriate skills	□ Difficulty sustaining attention in work or play activities
□ Difficulty organizing tasks and activities	□ Difficulty with losing things that are necessary for tasks
□ Difficulty with remembering daily/routine activities	□ Difficulty by being easily distracted
□ Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes:

Gross and Fine Motor Skills (All Areas) - - Student:	
□ Has age appropriate skills	□ Has limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
□ Appears awkward and clumsy, dropping, spilling, or knocking things over	□ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes:

Other Notes or Observed Behavior - - Student:	
□ Confuses left and right	□ Is slow to learn new games and master puzzles
□ Often loses things	□ Has difficulty generalizing or applying skills from one situation to another
□ Finds it hard to judge speed and distance	□ Has trouble reading charts and maps
□ Is disorganized and poor at planning	□ Has difficulty listening and taking notes at the same time

Notes: