

Direct Observation

School System: _____ School: _____ Grade: _____
Name of Student: _____ Date of Birth: ____/____/____ Age _____

The purpose of this evaluation is to provide information regarding this student's classroom behaviors in the area(s) of suspected deficiency. Carefully observe this student and provide the requested information.

Describe the lesson/activities of the class during this observation session (e.g., lecture, discussion, independent seatwork, small group work).

Describe any special conditions during this evaluation (e.g., student seated away from group).

What was the student's behavior during the observation session? Be as specific as possible.

How does this student's behavior compare to that of other students in the class?
(Note: You may wish to compare the child to an average peer of the same age and gender.)

Do you have any other comments or concerns?

Printed Name of Person Completing Form

Job Title

Signature of Person Completing Form

Date

General Education Teacher's Input

(Indirect Observation)

School System: _____ School: _____ Grade: _____

Name of Student: _____ Date of Birth: ____/____/____ Age _____

Carefully consider the following questions and provide as much information as possible regarding this student's typical daily performance in your classroom. His or her behavior should be evaluated in comparison to a typically functioning student of the same age and in terms of appropriate developmental stages and expectations.

Describe this student's reading skills (e.g., decoding, comprehension, and fluency).

Describe this student's math skills (e.g., calculation, numerical concepts, and word problems).

Describe other academic concerns/performance levels (e.g., science, social studies, and problem-solving skills).

Describe this student's behavior in the classroom (e.g., following rules, attention to task, organizational skills, relationships to peers, and problems or concerns).

Yes No This student does *not* perform academically in the classroom in a manner that is commensurate with current academic standards.

Printed Name of Person Completing Form

Job Title

Signature of Person Completing Form

Date

Teacher Checklist – Basic Reading Skills

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. avoids reading.
2. _____	_____	_____	2. demonstrates a change in behavior when asked to read silently.
3. _____	_____	_____	3. demonstrates a change in behavior when asked to read orally.
4. _____	_____	_____	4. names alphabet letters correctly.
5. _____	_____	_____	5. recognizes his/her name in print.
6. _____	_____	_____	6. matches letters.
7. _____	_____	_____	7. guesses words from:
_____	_____	_____	a. initial letters.
_____	_____	_____	b. pictorial cues.
_____	_____	_____	c. context cues.
8. _____	_____	_____	8. sounds out:
_____	_____	_____	a. vowels correctly
_____	_____	_____	b. consonants correctly
_____	_____	_____	c. words correctly
9. _____	_____	_____	9. blends sounds correctly.
10. _____	_____	_____	10. has an adequate sight word vocabulary.
11. _____	_____	_____	11. substitutes:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
12. _____	_____	_____	12. omits:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
13. _____	_____	_____	13. repeats:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
14. _____	_____	_____	14. reads from left to right.
15. _____	_____	_____	15. skips lines.
16. _____	_____	_____	16. moves head when reading.
17. _____	_____	_____	17. moves lips when reading.
18. _____	_____	_____	18. uses finger to anchor self when reading.
19. _____	_____	_____	19. reads high frequent sight words correctly (the, and, but).
20. _____	_____	_____	20. drops voice at the end of a sentence.
21. _____	_____	_____	21. reads orally with expression.
22. _____	_____	_____	22. reads word-by-word.
23. _____	_____	_____	23. reads faster silently than orally.
24. _____	_____	_____	24. observes small differences between words (plurals, verb-endings, possessives).
25. _____	_____	_____	25. Corrects his/her own errors.

Teacher Checklist – Reading Fluency

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>OFTEN</u>	<u>RARELY</u>	<u>SOMETIMES</u>	<u>WHEN READING ALOUD DOES THE STUDENT:</u>
1. _____	_____	_____	1. stop frequently?
2. _____	_____	_____	2. make inappropriate pauses?
3. _____	_____	_____	3. read word by word?
4. _____	_____	_____	4. speak in a flat, monotone voice?
5. _____	_____	_____	5. miss emotional and contextual cues?
6. _____	_____	_____	6. mix up who says which piece of a dialogue in a narrative?
7. _____	_____	_____	7. pay little attention to punctuation?
8. _____	_____	_____	8. painstakingly sound out words?
9. _____	_____	_____	9. have difficulty with sounds?
10. _____	_____	_____	10. fail to recognize recurring words?
11. _____	_____	_____	11. emphasize the wrong syllable?
12. _____	_____	_____	12. ignore suffixes and prefixes?
<u>OFTEN</u>	<u>RARELY</u>	<u>SOMETIMES</u>	<u>WHEN READING SILENTLY DOES THE STUDENT:</u>
13. _____	_____	_____	13. read at about the same speed as when reading aloud?
14. _____	_____	_____	14. shift eyes often on the page?
15. _____	_____	_____	15. need to stop and reread often?
16. _____	_____	_____	16. seem to skim large chunks of text?

Teacher Checklist – Reading Comprehension

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	17. orients book in proper position and turns pages left to right.
2. _____	_____	_____	18. attempts to read, using picture and context cues.
3. _____	_____	_____	19. recognizes common words in stories.
4. _____	_____	_____	20. begins to use phonetic cueing system (e.g., beginning sounds).
5.			21. uses decoding skills:
a. _____	_____	_____	a. uses common vowels, vowel patterns, consonant sounds, consonant blends, digraphs, and diphthongs,
b. _____	_____	_____	b. applies rules of syllabication,
c. _____	_____	_____	c. demonstrates knowledge of prefixes, suffixes and
d. _____	_____	_____	d. compound words.
6. _____	_____	_____	22. uses context clues.
			6. automatically recognizes previously taught vocabulary in print (sight and reading vocabulary).
7. _____	_____	_____	7. demonstrates fluent oral reading.
8.			8. comprehends complex sentence structure:
a. _____	_____	_____	a. understands passive voice (Mice were eaten by the cat.).
b. _____	_____	_____	b. understands relative clauses (the cake that Mac ate).
c. _____	_____	_____	c. understands direct and indirect quotes within a passage.
d. _____	_____	_____	d. understands pronoun reference (he = Billy).
9.			9. recognizes different uses of words depending on context:
b. _____	_____	_____	a. recognizes meanings of antonyms and synonyms.
c. _____	_____	_____	b. recognizes multiple meanings (fly – a fly, to fly).
d. _____	_____	_____	c. understands figurative language (hold your horses).
e. _____	_____	_____	d. differentiates homonyms (rode – road).
10.			10. comprehends age- and/or grade-appropriate passages:
a. _____	_____	_____	a. summarizes a story or passage.
b. _____	_____	_____	b. identifies the main idea of a selection.
c. _____	_____	_____	c. identifies supporting details.
d. _____	_____	_____	d. compares and contrasts stories, characters, events, etc.
11.			11. uses printed materials for a variety of purposes:
a. _____	_____	_____	a. makes and confirms predictions.
b. _____	_____	_____	b. understands author's purpose.
c. _____	_____	_____	c. locates details and facts to answer questions and draw conclusions.
d. _____	_____	_____	d. uses printed material to gather information (for reports, personal interest, etc.).
12. _____	_____	_____	12. comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials).
13. _____	_____	_____	13. follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model).

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Teacher Checklist – Mathematics Calculation

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. counts by rote to 20.
2. _____	_____	_____	2. counts by tens.
3. _____	_____	_____	3. understands one-to-one correspondence.
4. _____	_____	_____	4. reads numbers to 20.
5. _____	_____	_____	5. completes addition correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
6. _____	_____	_____	6. completes subtraction correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
c. _____	_____	_____	c. borrowing.
7. _____	_____	_____	7. completes multiplication correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
8. _____	_____	_____	8. completes division correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
9. _____	_____	_____	9. confuses operational signs.
10. _____	_____	_____	10. uses fingers for computation.
11. _____	_____	_____	11. uses manipulatives for computation.
12. _____	_____	_____	12. reverses numbers.
13. _____	_____	_____	13. keeps columns straight.
14. _____	_____	_____	14. copies problems with adequate spacing.
15. _____	_____	_____	15. finds page numbers correctly.
16. _____	_____	_____	16. uses place values correctly.
17. _____	_____	_____	17. completes problems involving more than one mathematical operation.
18. _____	_____	_____	18. completes problems very slowly.
19. _____	_____	_____	19. avoids the use of math.
20. _____	_____	_____	20. changes behavior when required to do math.
21. _____	_____	_____	21. completes math problems "inn his/her head".
22. _____	_____	_____	22. shows more ability in reading than math.
23. _____	_____	_____	23. shows more tension during math than other subject.
24. _____	_____	_____	24. completes math assignments at his/her level.
25. _____	_____	_____	25. corrects his/her own errors.

Teacher Checklist – Mathematics Reasoning

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. applies math operations to real life problems.
2. _____	_____	_____	2. completes word problems.
3. _____	_____	_____	3. understands basic math concepts such as more/less.
4. _____	_____	_____	4. recognizes and names basic shapes (circle, square, diamond).
5. _____	_____	_____	5. experiences some success with puzzles, codes, and card games.
6. _____	_____	_____	6. understands basic time concepts (yesterday, before).
7. _____	_____	_____	7. names the days of the week correctly.
8. _____	_____	_____	8. names months correctly.
9. _____	_____	_____	9. uses the calendar correctly.
10. _____	_____	_____	10. tells time to the nearest half-hour.
11. _____	_____	_____	11. tells time correctly.
12. _____	_____	_____	12. uses basic money terms correctly (penny, dime, dollar).
13. _____	_____	_____	13. Makes change correctly.
14. _____	_____	_____	14. uses basic measurements correctly.
15. _____	_____	_____	15. uses tables and/or graphs correctly.
16. _____	_____	_____	16. chooses appropriate operations to complete math problems.
17. _____	_____	_____	17. guesses at answers instead of trying to solve problems.
18. _____	_____	_____	18. solves problems with missing elements.
19. _____	_____	_____	19. differentiates between essential and nonessential information in solving problems.
20. _____	_____	_____	20. solves problems with a rote, inflexible approach.
21. _____	_____	_____	21. uses manipulatives creatively to solve problems.
22. _____	_____	_____	22. asks for assistance from the teacher instead of attempting to solve the problem.
23. _____	_____	_____	23. asks for assistance from other students instead of attempting to solve the problem.
24. _____	_____	_____	24. solves problems involving a sequence of steps.

Teacher Checklist – Written Expression

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. orients book in proper position and turns pages from the left.
2. _____	_____	_____	2. copies materials correctly from board and desk.
3. _____	_____	_____	3. uses correct spacing for letters () and words () (writes letters on – not below or above – the base line).
4. _____	_____	_____	4. writes fluently, is not slow and labored.
5. _____	_____	_____	5. uses a variety of sentence structures.
6. _____	_____	_____	6. recognizes own letter/numeral reversals.
7. _____	_____	_____	7. uses correct capitalization and punctuation in daily written work.
8.			8. uses correct grammar in written work:
a. _____	_____	_____	a. uses plurals correctly: regular () and irregular ().
b. _____	_____	_____	b. uses subject and verb appropriately.
c. _____	_____	_____	c. expresses questions correctly: yes/no () and "wh-" questions ().
d. _____	_____	_____	d. uses negation correctly.
e. _____	_____	_____	e. uses pronouns correctly – personal (), demonstrative (), and reflexive ().
9.			9. uses writing to communicate information
a. _____	_____	_____	a. provides reader with appropriate amount of information (detail, background, context).
b. _____	_____	_____	b. uses appropriate degree of familiarity (e.g., business vs. friendly letter).
c. _____	_____	_____	c. approaches written tasks in prescribed format using appropriate conventions (e.g., fiction, information, requesting, personal).
10.			10. uses content skills appropriately:
a. _____	_____	_____	a. writes about a single event, experience, or point of view.
b. _____	_____	_____	b. adds descriptive detail.
c. _____	_____	_____	c. expresses original ideas, humor, and imagination.
11.			11. evidences overall organizational pattern in written composition:
a. _____	_____	_____	a. sequences events or points logically within paragraphs and/or composition.
b. _____	_____	_____	b. reports a clear beginning, middle, and end.
c. _____	_____	_____	c. uses topic statements and maintains topic.
d. _____	_____	_____	d. uses age-appropriate vocabulary.
e. _____	_____	_____	e. avoids fragments and run-on sentences.
f. _____	_____	_____	f. presents details and facts to develop and support the main idea.
12.			12. uses effective writing process:
a. _____	_____	_____	a. pre-writing activities (e.g., topic choice).
b. _____	_____	_____	b. demonstrates use of drafting.
c. _____	_____	_____	c. uses proofing skills (e.g., precise phrasing).
d. _____	_____	_____	d. shares written work (e.g., peer editing).

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Teacher Checklist – Listening Comprehension

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. enjoys having stories read aloud.
2. _____	_____	_____	2. has an attention span for verbal presentation adequate for age level.
3. _____	_____	_____	3. attends to all of what is said rather than “tuning out” portions.
4. _____	_____	_____	4. is able to ignore auditory distractions.
5. _____	_____	_____	5. faces source of sound directly – does not tilt one ear toward teacher or other source.
6. _____	_____	_____	6. responds after first presentation – does not often ask for things to be repeated.
7. _____	_____	_____	7. understands materials presented through the visual channel (written/drawn).
8. _____	_____	_____	8. responds to questions within expected time period.
9. _____	_____	_____	9. follows two-or three-step directions.
10. _____	_____	_____	10. demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation.
11. _____	_____	_____	11. comprehends <i>who, what, when where, why,</i> and <i>how</i> questions appropriate for age level.
12. _____	_____	_____	12. demonstrates understanding of vocabulary appropriate for age level.
13. _____	_____	_____	13. discriminates likenesses and differences in words (<i>toad-told</i>) and sounds (<i>t-d</i>).
14. _____	_____	_____	14. demonstrates understanding of temporal (<i>before/after</i>), position (<i>above/below</i>), and quantitative (<i>more/several</i>) concepts.
15. _____	_____	_____	15. understands subtleties in word or sentence meaning (idioms, figurative language).
16. _____	_____	_____	16. interprets meaning from vocal intonation.
17. _____	_____	_____	17. understands a variety of sentence structures (cause-effect passive voice – The ball was bounced by the girl.) and clauses (clause that modifies the subject: - The dog that chased the cat was hit.).

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Teacher Checklist – Oral Expression

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

	<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	
1.	_____	_____	_____	1. states identifying information: name (), age (), birthday (), phone number (), and family information ().
2.	_____	_____	_____	2. uses correct grammatical structure for a variety of purposes.
	a. _____	_____	_____	a. formulates sentences correctly
	b. _____	_____	_____	b. uses subject/verb appropriately
	c. _____	_____	_____	c. uses verb tenses appropriately
	d. _____	_____	_____	d. asks questions correctly – yes/no () and “wh” questions ()
	e. _____	_____	_____	e. answers questions correctly – yes/no () and “wh” questions ()
	f. _____	_____	_____	f. uses negation correctly
	g. _____	_____	_____	g. uses pronouns correctly – personal (), demonstrative (this/that)
	h. _____	_____	_____	h. formulates plurals correctly – regular () and irregular ()
3.	_____	_____	_____	3. labels common objects correctly.
4.	_____	_____	_____	4. uses age appropriate vocabulary.
5.	_____	_____	_____	5. uses appropriate location (), temporal () and quantitative () expressions for age level (e.g., above/below, before/after, more/several).
6.	_____	_____	_____	6. makes eye contact when speaking.
7.	_____	_____	_____	7. carries on a conversation with appropriate voice level.
8.	_____	_____	_____	8. knows how to begin, maintain, and end a conversation.
9.	_____	_____	_____	9. restates thoughts in alternative form.
10.	_____	_____	_____	10. tells stories or relates information in the proper sequence with beginning, middle, and/or end.
11.	_____	_____	_____	11. uses speech rather than gestures to express self.
12.	_____	_____	_____	12. speaks easily without seeming to be frustrated.
13.	_____	_____	_____	13. accounts for listeners shared background when formulating expression (e.g., uses pronouns and articles only clear referents, gives enough information about the topic).
14.	_____	_____	_____	14. responds correctly to humor (), sarcasm () and figures of speech ().
15.	_____	_____	_____	15. recognizes when to match voice level and intonation to a variety of situations:
	a. _____	_____	_____	a. place (playground, classroom, assembly).
	b. _____	_____	_____	b. intent (question/answer in class, show emotions, give reports).

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