

## Specific Learning Disabilities Classroom Observation Form

<b>Student Name:</b>	<b>Grade:</b>	<b>School:</b>
<b>Observation Date:</b>	<b>Observer:</b>	<b>Class:</b>
<b>Observation Start:</b>	<b>Observation End:</b>	<b>Teacher:</b>

<b>Instruction Domain</b>				
<i>Student Reaction to Instruction</i>	<i>Attentive</i>	<i>Inattentive</i>	<i>Not Observed</i>	<i>Examples/Explanations</i>
Lesson Starter				
Review				
Rationale for Skill				
Objectives				
New skill modeling				
Guided Practice				
Independent Practice				
Final Review				

<b>Curriculum Domain</b>				
<i>Student Response to Curriculum</i>	<i>Yes</i>	<i>At Times</i>	<i>NO</i>	<i>Examples/Explanations</i>

<b>Environment Domain</b>				
<i>Environmental Factors</i>	<i>Specific Factors</i>	<i>Student's Response to the Environment</i>		
Teaching Equipment	<input type="checkbox"/> Computer <input type="checkbox"/> Projector/Screen <input type="checkbox"/> Manipulatives <input type="checkbox"/> Calculator <input type="checkbox"/> Smart Board <input type="checkbox"/> Slides <input type="checkbox"/> Textbook			
Lighting				
Furniture	<input type="checkbox"/> Appr. Sized Desk <input type="checkbox"/> Appr. Sized Chair			
Temperature				
Noise Level	<i>Rate the Noise Level:</i> 1 2 3 4 5	<i>Is the noise level distracting to student</i> Yes    No <i>How:</i>		
Routine	<input type="checkbox"/> Written			
Rules	<input type="checkbox"/> Posted			
Arrangement	<input type="checkbox"/> Rows <input type="checkbox"/> Groups <input type="checkbox"/> Partners			
Classroom Management System	<input type="checkbox"/> Clear			
On-Task	Average:	<i>1 minute</i> <i>10 second intervals</i>	<i>1 minute</i> <i>10 second intervals</i>	<i>1 minute</i> <i>10 second intervals</i>

**Classroom Observation Checklist  
 Grades 5-8  
 Required documentation for Component 4**

Student \_\_\_\_\_ Grade \_\_\_\_\_  
 Class/location observed (include teacher name) \_\_\_\_\_  
 Observer name and title \_\_\_\_\_ Date of observation \_\_\_\_\_

This tool is designed for use as a guide during a student observation. 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 of concern.

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 and at different times of the day. Multiple observation forms may be included in the evaluation documentation.

**Directions:** First identify the area(s) of concern for the student. Behavior around each identified area is where you will focus your observation. During the observation place a check mark next to the behaviors that are observed within each domain that correlates with the noted areas of concern. Note, however, 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 as identified in SLD 2.	
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Written Expression
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Listening Comprehension
<input type="checkbox"/> Mathematics Problem Solving	<input type="checkbox"/> Mathematics Calculation

- Language** (Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)
- Age Appropriate
  - Has difficulty modulating voice (i.e., 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 (i.e., 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 (i.e., 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 (i.e., 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: \_\_\_\_\_  
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**Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)**

- Age Appropriate
- Frequently loses place while reading
- Confuses similar-looking words (i.e., beard, bread)
- Reverses letter order in words (i.e., 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

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**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 (i.e., confuses similar-looking letters and numbers)
- Spells poorly and inconsistently (i.e., 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

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**Math (Math Calculation, Math Problem Solving)**

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

Notes: \_\_\_\_\_  
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**Social Emotional (All Areas)**

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

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**Attention (All Areas)**

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

Notes: \_\_\_\_\_  
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**Gross and Fine Motor Skills (All Areas)**

- Age Appropriate
- Has limited success with games and activities that demand eye-hand coordination (i.e., piano lessons, basketball, baseball)
- Grasps pencil awkwardly, resulting in poor handwriting
- Dislikes and avoids writing and drawing tasks

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**Other notes or observed behavior**

- Age Appropriate
- Confuses left and right
- Finds it hard to judge speed and distance (i.e., 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

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