

Student Name: _____

Tiered Support

	Beginning Date	Days	Amount of Time	Group Size	Interventionist
Tier III					

Skills targeted:

Strategies used:

Tier II					

Skills targeted:

Strategies used:

Tier I

Accommodations:

Differentiation: Provide examples of how you have differentiated instruction in the student's deficit area:

Outcome of accommodations and differentiated instruction:

Student Support Plan

Complete and attach to Teacher Assessment of Student Needs Form if student is not making adequate progress toward curriculum goals

Tier I (General Education)

Accommodations provided to student:

Differentiation: What strategies are you using to ensure student is learning the material? Provide examples of how you are using research-based strategies (i.e. Marzano's Instructional Strategies) to deliver instruction to this student.


Outcome of accommodations and strategy instruction for this student:

Student Name: _____

Intervention Planning Form

(Fill out one form per academic area, i.e. Math, ELA)

I.

Based on this data (list measure and scores)	Skills to Target
	

II. Using these research-based strategies:

--

III.

Who	Group size	Frequency (days/wk)	Time (min per session)	Duration (weeks)

If intervention review, in which area have you increased intensity:

Who	Group size	Frequency (days/wk)	Time (min per session)	Duration (weeks)

If intervention review, in which area have you increased intensity:

Who	Group size	Frequency (days/wk)	Time (min per session)	Duration (weeks)

IV. Goal Setting:

Fluency Goal:

Student will obtain an end goal of _____ in _____ weeks, with a gain of _____ per week. Goal Date: _____

Accuracy Goal:

Student's skill accuracy will increase from _____ to _____ in _____ weeks. Goal Date: _____

V. Progress Monitoring:

	Dates:	Measure:	Score:
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____
6)	_____	_____	_____
7)	_____	_____	_____
8)	_____	_____	_____

VI. Outcome of Progress Monitoring:

- ☐ Student met goal ☐ Student did not meet goal
☐ Student did not meet goal but is progressing toward goal

VII. Decisions:

- ☐ Continue with intervention ☐ Increase intervention intensity
☐ Change intervention ☐ Collect additional data

Specify: _____

VIII. Date of next SST meeting: _____

Person to contact parent regarding intervention plan, implementation, and data collection: _____

[illegible]

[illegible]

Intervention Meeting Log

Student: _____ DOB: _____ Grade: _____

How was the parent informed that student was participating in RtI?

Letter Phone Call Conference Other: _____

Date parent was informed: _____

Meeting Date: _____

Team Participants: _____
(Name & Title) _____

Actions Taken: _____

Meeting Date: _____

Team Participants: _____
(Name & Title) _____

Actions Taken: _____

Meeting Date: _____

Team Participants: _____
(Name & Title) _____

Actions Taken: _____

Observation Checklist for Pre-academic/Academic Areas of Concern – Pre-school / Kindergarten

[back to Observation form]

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, 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, including strengths and behaviors which may interfere with the student's learning. 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. If a child is less than school age or out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern [help]			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	Instructional Materials (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	Manner of Presentation (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to lack of vocabulary, articulation, and/or grammar skills	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Limited interest in books or stories

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty reading short, irregular sight words
<input type="checkbox"/> Difficulty identifying sounds	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty blending sounds into words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading short, regular words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories

Notes: _____

Written Language (Written Expression) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with drawing familiar shapes
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Difficulty with naming, copying or writing letters
<input type="checkbox"/> Difficulty copying / tracing	<input type="checkbox"/> Frequent letter, number, and symbol reversals

Notes: _____

Math (Math Calculation, Math Problem Solving) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty in recognizing numbers
<input type="checkbox"/> Difficulty counting aloud	<input type="checkbox"/> Difficulty in comparing relative size (e.g. numbers, objects)
<input type="checkbox"/> Difficulty in one-to-one correspondence when counting objects	<input type="checkbox"/> Difficulty in matching number symbol to corresponding objects

Notes: _____

Functional Skills

Social Emotional (All Areas) -- During observation student demonstrated:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty with sharing (e.g., objects, teacher's time)	

Notes: _____

Attention (All Areas) -- During observation student demonstrated:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities

Notes: _____

Gross and Fine Motor Skills (All Areas) -- During observation student demonstrated:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Poor ability to color or write 'within the lines'
<input type="checkbox"/> Awkward and clumsy motor skills (dropping, spilling, or knocking things over)	<input type="checkbox"/> Writing instruments awkwardly, resulting in poor handwriting, drawing
<input type="checkbox"/> Difficulty with buttons, zippers, hooks, snaps and tying shoes	<input type="checkbox"/> Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
<input type="checkbox"/> Art work that is immature for age	

Notes: _____

Preschool / Kindergarten - Pg. 3

Effort/Motivation – During observation student demonstrated:	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

Observation Checklist for Pre-academic/academic Areas of Concern – Grades 1-4

[back to Observation form]

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, 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, including strengths and behaviors which may interfere with the student's learning. 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. If a child is out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern for evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	Instructional Materials (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	Manner of Presentation (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Slow/hauling speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Inserts malapropisms into conversation	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension
<input type="checkbox"/> Difficulty identifying sounds, blending sounds into words	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading regular words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading irregular sight words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	

Written Language (Written Expression) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Frequent reversals of letters and numbers
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)
<input type="checkbox"/> Difficulty remembering shapes of letters and numbers	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Difficulty proofreading and self-correcting work	<input type="checkbox"/> Complete written assignments

Notes: _____

Math (Math Calculation, Math Problem Solving) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with comparisons
<input type="checkbox"/> Difficulty with simple counting and one-to-one correspondence between number and objects	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty counting by other numbers (2's, 5's, 10's)	<input type="checkbox"/> Difficulty solving one-step word problems
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving facts and longer operations

Notes: _____

Functional Skills

Social Emotional (All Areas) -- During observation student demonstrated:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem

Notes: _____

Attention (All Areas) -- During observation student demonstrated:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted

Notes: _____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Poor ability to color or write 'within the lines'
<input type="checkbox"/> Awkwardness and clumsiness (dropping, spilling, or knocking things over)	<input type="checkbox"/> Awkward grasp of writing instruments, resulting in poor handwriting, drawing
<input type="checkbox"/> Difficulty with buttons, zippers, hooks, snaps and tying shoes	<input type="checkbox"/> Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
<input type="checkbox"/> Art work that is immature for age	<input type="checkbox"/> Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)

Notes: _____

Other Notes or Observed Behavior - - During observation student demonstrated:	
<input type="checkbox"/> Confusion of left and right	<input type="checkbox"/> Difficulty learning new games and mastering puzzles
<input type="checkbox"/> Loses things often	<input type="checkbox"/> Difficulty generalizing or applying skills from one situation to another

Notes: _____

Effort/Motivation – During observation student demonstrated:	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

Observation Checklist for Pre-academic/Academic Areas of Concern – Grades 5-8

[back to Observation form]

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, 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, including strengths and behaviors which may interfere with the student's learning. 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. If a child is out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern for evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	Instructional Materials (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	Manner of Presentation (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Inserted malapropisms into conversation
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading grade level sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories
<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension	<input type="checkbox"/>

Notes: _____

Grades 5 to 8 – Pg. 2

Written Language (Written Expression) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty proofreading and self-correcting work
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'	<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief.
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<input type="checkbox"/> Difficulty completing written assignments

Notes: _____

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

Notes: _____

Functional Skills

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

Notes: _____

Attention (All Areas) - - During observation student demonstrated:

<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted
<input type="checkbox"/> Failure to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes: _____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:

<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
<input type="checkbox"/> Awkwardness and clumsiness (dropping, spilling, or knocking things over)	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes: _____

Other Notes or Observed Behavior - - During observation student demonstrated:

<input type="checkbox"/> Confusion of left and right	<input type="checkbox"/> Difficulty learning new games and mastering puzzles
<input type="checkbox"/> Loses things often	<input type="checkbox"/> Difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Finds it hard to judge speed and distance	<input type="checkbox"/> Difficulty reading charts and maps
<input type="checkbox"/> Difficulty with organization and planning	<input type="checkbox"/> Difficulty listening and taking notes at the same time

Notes: _____

Effort/Motivation - During observation student demonstrated:

<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

Observation Checklist for Pre-academic/Academic Areas of Concern-- Grades 9-12

(back to Observation form)

Student: _____ Grade: ____ Teacher/Location: _____
 Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, 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, including strengths and behaviors which may interfere with the student's learning. 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. If a child is out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern for evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	Instructional Materials (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	Manner of Presentation (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

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

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) -- During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading content area sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas
<input type="checkbox"/> Demonstrates slow oral reading skills that may interfere with comprehension	

Notes: _____

Written Language (Written Expression) - - During observation student demonstrated:	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty proofreading and self-correcting work
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'	<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief.
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<input type="checkbox"/> Difficulty completing written assignments

Notes: _____

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

Notes: _____

Functional Skills

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

Notes: _____

Grades 9 to 12 – Pg. 3

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

Notes: _____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:	
<input type="checkbox"/> Has age appropriate skills	<input type="checkbox"/> Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
<input type="checkbox"/> Appears awkward and clumsy, dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes: _____

Other Notes or Observed Behavior - - During observation student demonstrated:	
<input type="checkbox"/> Confusion of left and right	<input type="checkbox"/> Difficulty learning new games and mastering puzzles
<input type="checkbox"/> Loses things often	<input type="checkbox"/> Difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Difficulty judging speed and distance	<input type="checkbox"/> Difficulty reading charts and maps
<input type="checkbox"/> Difficulty with organization and poor planning	<input type="checkbox"/> Difficulty listening and taking notes at the same time

Notes: _____

Effort/Motivation - During observation student demonstrated:	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

