

Grades 9-12 SAT Teacher Observation Checklist–

Student: _____ Grade: _____ Teacher: _____ Date: _____

Directions: Identify the area(s) of concern in the box below.

Check area(s) of concern for evaluation: (If completing online: double click on the box to highlight it and then right click and click on the checkmark).			
<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

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - During observation student demonstrated:	
<input type="checkbox"/> Difficulty understanding instructions or directions	<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"/> Demonstrates slow/halting speech, using fillers (e.g., uh, you know, um)	<input type="checkbox"/>

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - -	
<input type="checkbox"/> Demonstrates slow oral reading skills that may interfere with comprehension	<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

Notes:

Written Language (Written Expression) - -	
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<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"/> Difficulty completing written assignments	<input type="checkbox"/>

Notes:

Math (Math Calculation, Math Problem Solving) - -	
<input type="checkbox"/> Difficulty interpreting / creating charts and graphs	<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 understanding / applying measurement concepts	<input type="checkbox"/>

Notes:

Functional Skills

Social Emotional (All Areas) - -	
<input type="checkbox"/> Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	<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) - - Student has:	
<input type="checkbox"/> Failure to pay close attention to details or makes careless mistakes in schoolwork or other activities	<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"/>	<input type="checkbox"/>

Notes:

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

Notes:

Other Notes or Observed Behavior - -	
<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 –	
<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:

Sensory Processing–	
<input type="checkbox"/> Seems overly sensitive to touch	<input type="checkbox"/> Avoids certain foods or textures
<input type="checkbox"/> Will not touch certain textures (socks, certain clothes, sandy, sticky, etc.)	<input type="checkbox"/> Seems sensitive to certain odors
<input type="checkbox"/> Appears clumsy	<input type="checkbox"/> Has difficulty with eye-tracking
<input type="checkbox"/> Avoids balance activities	<input type="checkbox"/> Pokes at eyes
<input type="checkbox"/> Becomes overwhelmed in high traffic and low structured areas (hallway, cafeteria, gym class, etc)	<input type="checkbox"/> Has an excessive desire to jump, kick, bounce, throw self, and bump into objects/people
<input type="checkbox"/> Eats inedible objects	<input type="checkbox"/> Seems sensitive to certain sounds
<input type="checkbox"/> Spins/flicks/lunges fingers	<input type="checkbox"/>

Notes:

Please include a summary of **academic performance and behavior observed** in area(s) of difficulty.