

Pre-School / Kindergarten 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) - -	
<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"/> 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"/> Limited interest in books or stories	<input type="checkbox"/>

Notes:

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - -	
<input type="checkbox"/> Difficulty with retention of new vocabulary	<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 demonstrating comprehension of sentences/stories
<input type="checkbox"/> Difficulty reading short, regular words	<input type="checkbox"/>

Notes:

Written Language (Written Expression) - -	
<input type="checkbox"/> Frequent letter, number, and symbol reversals	<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"/>

Notes:

Math (Math Calculation, Math Problem Solving) - -	
<input type="checkbox"/> Difficulty in matching number symbol to corresponding objects	<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"/>

Notes:

Functional Skills

Social Emotional (All Areas) - -	
<input type="checkbox"/> Difficulty with sharing (e.g., objects, teacher's time)	<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"/>	<input type="checkbox"/>

Notes:

Attention (All Areas) - -	
<input type="checkbox"/> Difficulty sustaining attention in work or play activities	<input type="checkbox"/>

Notes:

Gross and Fine Motor Skills (All Areas) - -	
<input type="checkbox"/> Artwork that is immature for age	<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"/> <input type="checkbox"/> Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
<input type="checkbox"/>	<input type="checkbox"/>

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: