

Student Intervention and Data Review

Student: _____

Date: _____

DOB: _____

[Click for new form or update to 11-20-09](#)

Meeting Log: Date, Grade, School, District and Concern [help]	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern: (Enter date a concern is first discussed) [\[help\]](#)

Basic Reading	Math Calculation	Behavior
Reading Fluency	Math Problem Solving	Sensory
Reading Comprehension	Hearing	Adaptive Functioning
Writing	Vision	Health / Medical
Communication/Language	Social / Emotional	Motor Functioning

Student strengths and interests:

--

Attendance, Discipline by Year [\[help\]](#)

School Year	Total number of:					Briefly describe or attach documentation: [help]	
	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Achievement [\[help\]](#)

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	List date and existing data			Identify date and additional data needs		
Benchmark (CBM) screening [help]						
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]						
Criterion referenced assessments [help]						
Norm-referenced achievement tests [help]						
Curriculum assessments aligned with GLCEs and classroom instruction [help]						
State/District Tests (name)	Year	Reading	Writing	Math	Science	Social St.

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Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSweb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. Or enter data into chart provided here.

Additional Data - on academic achievement, functional performance and intellectual development. [help]		
Assessment Type	List existing data and date	Identify additional data needs and date
Cognitive assessment		
Adaptive/functional behavior scales		
Grades		
Teacher report (recommendations and observations)		
Parent input		
Observation in area of concern, including behavior		

Other Factors That May Affect Performance: (check each area with sufficient data) [help]			
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.			
<input type="checkbox"/>	Vision	<input type="checkbox"/>	Cognitive
<input type="checkbox"/>	Hearing	<input type="checkbox"/>	Social/Emotional
<input type="checkbox"/>	Health	<input type="checkbox"/>	Cultural
<input type="checkbox"/>	Motor Functioning	<input type="checkbox"/>	Environmental, Economic Disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	English As Second Language
<input type="checkbox"/>		<input type="checkbox"/>	Autism Spectrum Disorder
List date & existing information for any checked area(s)		List date & data needed for any unchecked area(s)	

Observation for Academic Performance and Behavior in the Area(s) of Difficulty [help]			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty			
Check skill area(s) of difficulty. Any checked skill area(s) should be observed.			
<input type="checkbox"/>	Oral Expression	<input type="checkbox"/>	Reading Fluency Skills
<input type="checkbox"/>	Listening Comprehension	<input type="checkbox"/>	Reading Comprehension
<input type="checkbox"/>	Written Expression	<input type="checkbox"/>	Math Calculation
<input type="checkbox"/>	Basic Reading Skills	<input type="checkbox"/>	Math Problem Solving
For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.			
Date	Observer (Name/title)	Academic Area	Academic/Behavioral Results

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Appropriate Instruction [help]			
Criteria: Data demonstrating appropriate instruction.			
Note: Consider the following only with respect to appropriate instruction in the area(s) of concern.			
	Factors to be considered in the analysis of appropriate instruction in each area of academic concern	List existing data supporting explicit, systematic and active instruction in each area of concern checked below	If data is not available, what will be done to document appropriate instruction? Describe appropriate instruction during intervention period or other.
Essential Components of Reading Instruction			
	Phonemic Awareness -ability to notice, think about, and work with individual sounds in a spoken word		Describe:
	Phonics - an understanding of the relationship between letters or written language and the individual sounds of spoken language		Describe:
	Vocabulary - the words we must know to communicate effectively		Describe:
	Fluency - the ability to read text accurately and quickly with proper expression		Describe:
	Comprehension - understanding the meaning of what is read.		Describe:
	Concepts and Reasoning		Describe:
	Automatic Recall-# facts		
	Computation Algorithms		
	Functional Math		
	Verbal Problem Solving		
	Oral Expression		Describe:
	Written Expression		
	Listening Comprehension		
Curriculum Alignment		List existing alignment data	
	Evidence that district curriculum is aligned to the CEs		Describe:

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	Evidence that curriculum materials are research-based and aligned to the CEs		Describe:
		<i>List existing data supporting the appropriate instruction factor</i>	
Who	Highly Qualified Teachers Are teachers highly qualified?		
	Fidelity of Instructional Implementation- Evidence that 80% of students in the student's classrooms meeting state/district-wide standards over the grades		Describe:
	Differentiated Instruction changes when formative assessment suggests student is at-risk: e.g. Universal design practices, research-based intervention practices		Describe:
	Student attendance at least 85% of instructional days - File review for absenteeism, school enrollment, history, discipline		Describe:
	Parent provided data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of progress during instruction.		Describe:

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[\[cover page\]](#)

Parent Notice [help] [back to Rate of Progress section of form]		
Criteria: Parent Notice When Student Participates in Scientific Research-based Intervention Process		
Required Documentation [help]	List Existing Data	Identify Additional Data Needs
1) State or district policies given to parents	<i>Date written policies provided: 9/08 Parent given letter on RtI</i>	
2) Notice that parent can request evaluation	<i>Date written notice provided:</i>	
3) Indicate instructional strategies used and data on results collected	<i>Describe intervention:</i>	
4) Attach data or edit graph(s) below. [help] <i>To edit a graph: right click / Chart Object</i>		

(See next pages for examples of progress data charts that can be created or copied and included in this report.

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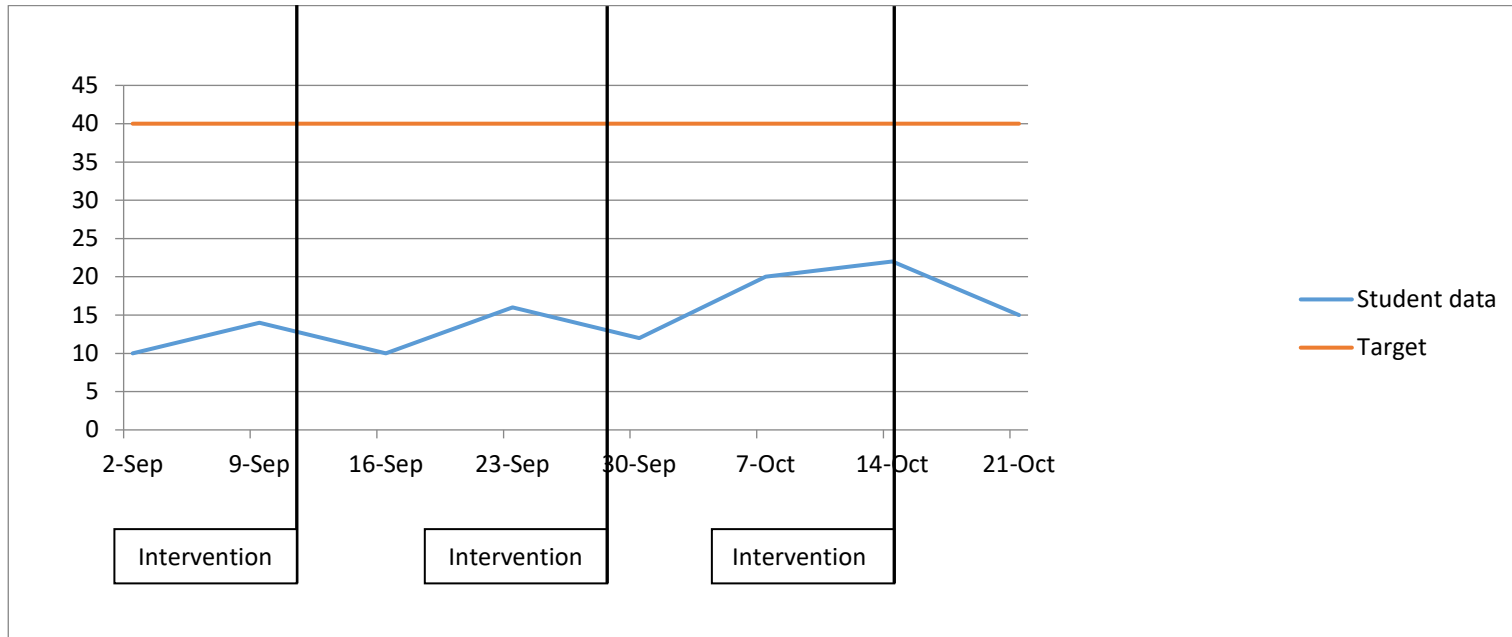
DOB: _____

Progress Monitoring from: _____ to _____

Skill Area/Behavior: _____

Name of Assessment: _____

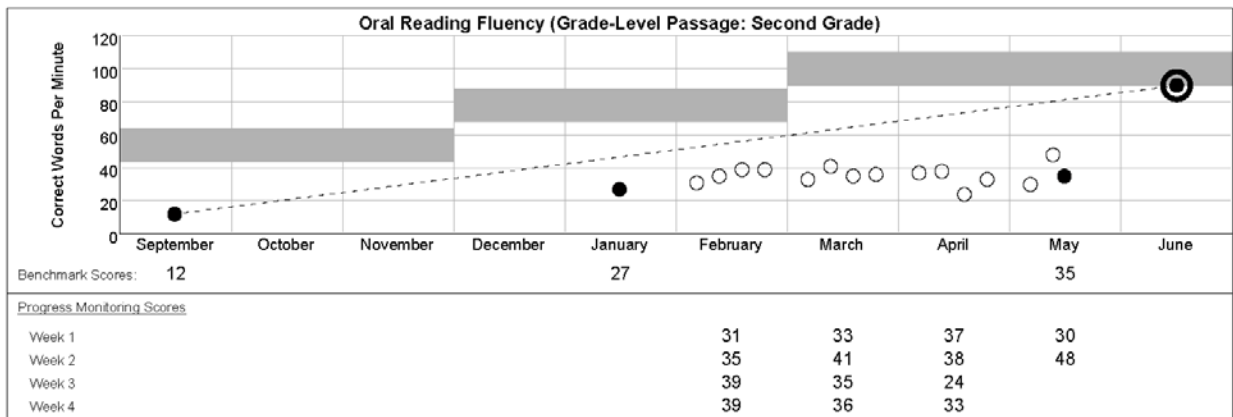
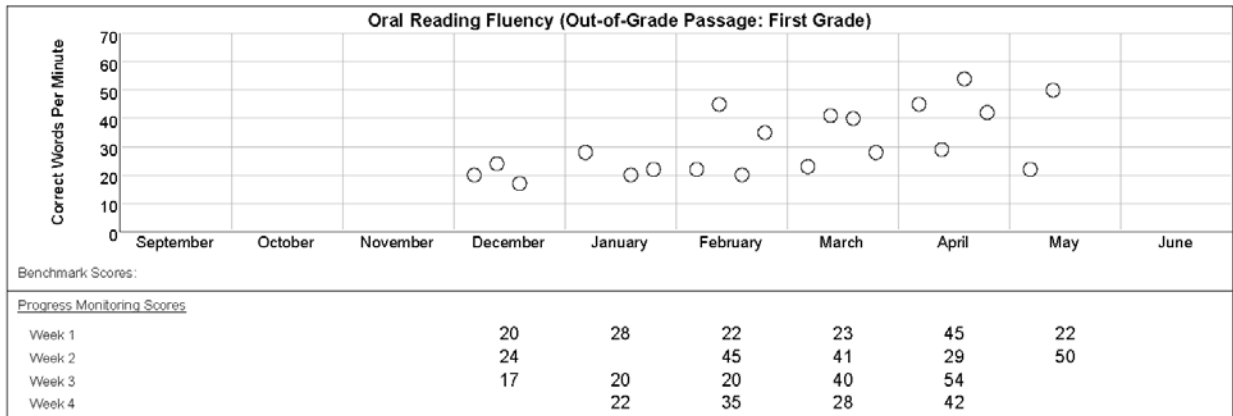
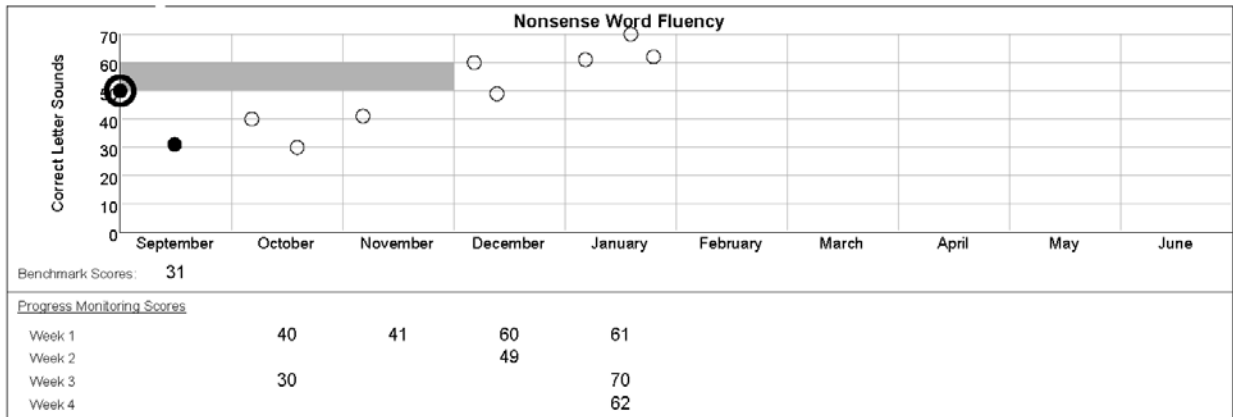
Type of data collected: _____



Name:
ID:
Class:
Grade:
Year:
School:
District:

**Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs**

Legend		
● Benchmark Assessment	▲ Score Above Graph Bounds	
○ Progress Monitoring Assessment	△ Score Above Graph Bounds	
⊙ Target Goal	--- Airline	Phase Line
■ Target Bar		□ Note



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Worksheet for Charting Strengths and Weaknesses [\[help\]](#)

Criteria: Data Demonstrating Pattern(s) of Strengths and Weaknesses in Performance, Achievement or both Relative to Age/State Approved Grade-level Standards or Intellectual Development

In each box below, indicate: S = Strength W = Weakness N = Neither	Academic Achievement with respect to grade-level expectations		Academic Achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations				Areas of Age/appropriate functional/intellectual skills
	Progress Monitoring, CBM or criterion referenced instruments	MEAP	Norm-referenced achievement test	Curriculum Assessments	Grades	Teacher Report	Classroom Observation	Observation, interviews, IQ assessment
Basic Reading								
Reading Fluency								
Reading Comprehension								
Math Calculation								
Math Problem Solving								
Written Expression								
Oral Expression								
Listening Comprehension								

Suggested Guidelines for Determining Strengths and Weaknesses: [\[help\]](#)

See [SIDR Manual](#) for sample decision rules on how to determine whether a particular performance on a given assessment is rated as a strength "S" or weakness

Pattern of Strengths (at least 3 "S" in a given skill area):

Pattern of Weaknesses (at least 4 "W" in a given skill area, including at least 1 individually administered academic achievement assessment):

Purpose

The Student Data and Review Form was created to assist district intervention teams in developing appropriate intervention strategies for at-risk students.

When a student is first identified as being at-risk either behaviorally or academically, it is not unusual for an intervention team (e.g. child study team, student assistance team, RtI team, individual consultation team) to conduct a record review as part of its problem solving /intervention process. With increased use of response to intervention models it is becoming ever more apparent that this single snapshot is an inadequate tool for ongoing planning. At-risk students may require a series of increasingly intense interventions before they are successful. Other students may respond to interventions at one point in their career but reemerge as at-risk at a subsequent time. A smaller number of students may not respond adequately to general education interventions and ultimately present with a suspected disability. In the case of a suspected disability a district must have data either prior to, or as part of the referral/evaluation process that any underachievement in reading or math that might be used as a basis for eligibility is not primarily the result of lack of appropriate instruction. Ongoing documentation of appropriate instruction is extremely useful in this context because it eliminates the need to reconstruct a student's educational history.

The Student Data and Review Form is a Microsoft Office based electronic file (Word, Excel) that documents relevant factors affecting the at-risk student's educational performance over time. Because it is an ongoing data review it eliminates episodic record reviews that soon become artifacts in the student's CA60. The Student Data and Review Form is also a helpful tool when a student is referred for a special education evaluation because of a suspected disability and the district must conduct a review of existing evaluation data (REED) as a prelude to evaluation planning for the student.

The Student Data and Review Form uses links to:

- Assist in general navigation through the document
- Display a ScreenTip box when the cursor hovers over a link
- Connect to information contained in this manual
- Connect to information on the web, e.g. MAASE LD wiki and other external sites.

Meeting Log [\[back to Meeting Log form\]](#)

The first section of the form is a log of intervention team meetings. Each meeting will occupy a row in this section. At the beginning of the meeting date, grade, school, district, area(s) of concern and participants are filled in columns one and two. The participants review student performance data that has been prepared and entered onto the form either prior to and during this meeting. At the conclusion of the meeting the participants are to identify "Next Steps". Next Steps could include (and may be copied and pasted from below to the form as appropriate):

- *Continue with current intervention plan
- *Modify current intervention plan (describe)
- *Implement new intervention plan (describe)
- *Intervention plan no longer needed
- *More information needed (describe)
- *Disability suspected, referral for Section 504 or special education evaluation (describe)

The cells in the log are expandable and new cells can be added over time.

Area(s) of Concern - [\[back to Area\(s\) of Concern Form\]](#)

Once an area of concern has been identified and dated, describe details for that area of concern and describe the student's current performance relative to grade-level peers.

Example:

Writing- 4th graders are able to use the writing process to develop clear and focused narrative and informational text of ten or more sentences. Jack uses prewriting activities but when writing rarely uses grade appropriate purpose, organization, details, voice/tone, grammar, usage, or mechanics.

Attendance, Discipline by Year [\[back to form\]](#)

Total number of...

When behavior is checked as an area of concern (e.g., "social/emotional", "behavior/sensory") the team will review the student's attendance and disciplinary record year by year from entry into school through the date of the intervention team meeting in the current school year.

"Office referral" is anytime a student was sent to the office for behavioral concerns within a given school year. There may be more than one entry for a single behavior if the office referral is followed by an ISS or OSS.

- ISS- In School Suspension
- OSS- Out of School Suspension

Describe the behaviors-

Describe the behavior(s) leading to OR, ISS and OSS, including the type and frequency of given violations of the discipline code.

Describe instructional supports provided during period of behavioral concern-

*Positive behavior supports – attach FBA/BIP as applicable

*Instruction provided during ISS and OSS

Achievement [\[back to achievement section of form\]](#)

Examples include (and are not limited to):

Benchmark/CBM Screening

- DIBELS
- AIMSWEB
- DRA
- STAR
- Jerry Johns

Progress Monitoring–

- DIBELS
- AIMSWEB
- Yearly Progress Pro
- EdCheckup

Criterion Referenced tests

- Brigance

Norm referenced tests – such as (and not limited to):

Reading

- [Gray Oral Reading Test – 4th edition](#)
- [Test of Early Reading Ability – 3rd edition](#)
- [Woodcock Johnson Reading – 3rd edition/Normative Update](#)
- [Woodcock Reading Mastery Test – Revised/Normative Update](#)

Language

- [Clinical Evaluation of Language Fundamentals – 4th edition](#)
- [Comprehensive Assessment of Spoken Language](#)
- [Oral and Written Language Scales](#)
- [Test of Written Language – 4th edition](#)
- [Test of Written Spelling – 4th edition](#)

Math

- [Key Math 3rd edition](#)
- [Test of Early Mathematics Ability – 3rd edition](#)

Achievement

- [Diagnostic Assessment Battery – 3rd edition](#)
- [Kaufman Test of Educational Achievement 2nd edition](#)
- [Peabody Individual Achievement Test – Revised/Normative Update](#)
- [Test of Learning Development – Intermediate, 4th edition](#)
- [Test of Learning Development – Primary, 4th edition](#)
- [Wechsler Individual Achievement Test – 3rd edition](#)

Curriculum Assessments aligned with GLCEs and classroom instruction

- Classroom assessments

State/District Assessments, e.g.,

- [MEAP](#)
- [MEAP-Access](#)
- [MME](#)
- [NEAP](#)

Additional Data [\[back to Additional Data form\]](#)

Cognitive Assessments

- [WISC-4](#)
- [WAIS-4](#)
- [KABC-2](#)
- [KAIT](#)
- [CTONI-2](#)
- [KBIT-2](#)
- [WASI](#)

Adaptive/Functional Behavior Scales

- [Adaptive Behavior Evaluation Scale-2](#)
- [Adaptive Behavior Inventory](#)
- [AAMR Adaptive Behavior Scale - School](#)
- [Vineland Adaptive Behavior Scales - 2](#)

Grades

- Letter grades

- Descriptive, e.g., Meets/Exceeds Expectations, Does Not Meet Expectations

Teacher Report

- Narrative based on professional judgment of the teacher comparing student to others in the classroom

Observation in area of concern-

- Documented observation of the area of concern done by someone from the team.
- See, e.g., Classroom Observation Checklist [\[back to Observation form\]](#)

Other factors that may affect performance [\[back to Other Factors form\]](#)

In this section the intervention team participants are looking at possible non-instructional barriers to performance. Here the team should check any box where they have sufficient data to rule the factor in or out as a “contributor” to the academic or behavioral area of concern. The relevant data should be entered in the text box along with the information source and the date the information was obtained.

Examples of information to consider:

Vision- vision screening, nurse/records

Hearing- hearing screening, nurse/records

Motor- teacher, PE observation, physicals

Cognitive- child’s rate of learning in other skills, listening comprehension, adaptive skills

Emotional- office referral rates, teacher/parent input whether child presents with dysfunctional behavior(s) in the educational setting with respect to being fearful, isolated, anxious, depressed, or angry

Cultural- individual performance in comparison to disaggregated performance data for the child’s cultural/ethnic group

Environmental, Economic Disadvantage- individual performance data in comparison to disaggregated performance data for students qualifying for free and reduced lunch

LEP- English language proficiency test, received ELA services, targeted interventions in addition to ELA services, ELA and other services provided for a sufficient length of time so growth can be measured.

Observation [\[back to Observation form\]](#)

The child is observed in the child’s learning environment documenting the child’s academic performance and behavior in the areas of difficulty by a member of the team. Log the intervention team’s observation results in the SIDR log or use the following observation checklists:

- [Pre-K / Kindergarten](#)
- [Grades 1 - 4](#)
- [Grades 5 - 8](#)
- [Grades 9 - 12](#)

The checklists provide useful data by examining academic and behavioral areas in which a student is experiencing difficulties, including consideration of factors such as setting, accommodations (skills related to information input and output) and methodology of instruction. To obtain a more complete and accurate picture of the student’s performance, it is recommended that the student be observed more than once, and if possible in different setting sand different times of the day. Because no checklist can be all-inclusive, the forms provide a space for the observer to make notes regarding other behaviors, including strengths and weaknesses that may impact student learning and achievement.

Appropriate Instruction - [\[back to Appropriate Instruction form\]](#)

In this section the intervention team will examine two key factors to the student’s progress in school- the student’s availability for instruction and the quality of instruction provided. With regard to availability for instruction, the team will examine whether there has been excessive instructional time lost due to absenteeism,

disciplinary sanctions, tardiness and/or frequent school transfers. With regard to quality of instruction there are number of research-based factors associated with student proficiency. This section identifies these factors. Although there is no single formula for determining appropriate instruction, the intervention team is asked to document existing data supporting these factors and to make an informed, professional judgment as to whether any of the factors deserve further consideration when developing intervention plans for the student.

For purposed of identifying supporting data, the intervention team should refer to the following definitions:

- **Explicit**- modeling, guided practice, practice to automaticity, integration
- **Systematic**- sequential, hierarchical, cumulative review. For reading, a “systematic” including daily instruction in all reading components.
- **Active**- student engagement/high levels of academic learning time.

Rate of Progress [\[back to Rate of Progress form\]](#)

Use the graph and the intervention text box(es) to record the following information:

- Baseline and progress data
- What differentiated, supplemental and/or targeted instruction or intervention was provided
- Interventionist(s)
- Size of the intervention group (i.e., group size or individual)
- Frequency / duration of the intervention (i.e. # of days/week, mins/day)

Worksheet for Charting Strengths and Weaknesses [\[back to Worksheet\]](#)

This worksheet serves two intervention planning functions. In a tiered intervention process intervention teams may be initially interested in identifying areas of strength and weaknesses particularly for students who have not responded adequately to differentiated instruction in the general education classroom. The utility of identifying strengths and weaknesses at this stage is two-fold. First, strengths can sometimes be used to leverage intervention strategies in areas of weakness. Second, supplemental instruction by its very nature comes at the expense of core instructional time in another skill area. Generally, intervention teams will “borrow” this supplemental time from areas of stronger academic performance.

A second function for charting patterns of strengths and weaknesses becomes evident when the student continues inadequate progress to benchmarks despite increasingly intense general education interventions, and the intervention team suspects a learning disability. (Note: inadequate response to intervention does not always equate to a suspected disability)

There are a number of different models that districts can use to “operationalize” the charting of Patterns of Strengths and Weaknesses. The SIDR PSW grid is based on the research model of Fletcher, Lyon, Fuchs and Barnes (2007), as adapted by Eugene, Oregon and Kalamazoo RESA. It is a PSW model that compares strengths and weaknesses among different academic skill areas. The model presented below reflects certain decision rules as to what constitutes a pattern, and what is a strength or weakness on various types of assessment measures. Your district may choose to adopt these decision rules or its own.

Suggested Guidelines for Determining Strengths and Weaknesses

[\[back to Strengths and Weaknesses Worksheet\]](#)

Assessment Type	Strength	Weaknesses
Benchmark Screening/CBM	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 10%ile if using local norms.
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks on most recent tests.
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or 2	Level 3 or 4
Norm-referenced tests (Achievement, IQ)	Percentile rank \geq 30	Percentile rank \leq 9
Curriculum assessments	Scores \geq 80%	Scores \leq 70%
Grades	A / B or 'meets/exceeds' expectations	D / E or 'does not meet' expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations- Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that s/he does not understand the academic content.
Observations/Interview/Scales- Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale \geq 30.	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale \leq 9.

Assessment Type	Examples:
Benchmark screening/CBM	DIBELS, AIMSweb, DRA, STAR, Jerry Johns
Progress monitoring	DIBELS, AIMSweb Yearly Progress Pro, EdCheckup
Criterion-referenced assessments	Brigance
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4; TSW-4, CASL, CELF-4
IQ tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI
Curriculum assessments aligned with CE's and classroom instruction	District assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Scales-2, Adaptive Behavior Inventory, AAMR, Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

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/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 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: _____

Grades 9 to 12 – 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: _____

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:

