

CLASSROOM OBSERVATION FORM -- ELEMENTARY

NAME OF STUDENT: _____ DATE: _____

SCHOOL: _____

GRADE: _____ TEACHER: _____

OBSERVER: _____

MOTOR

Handedness (left, right, undecided, etc.) _____

Paper/pencil position (paper not slanted properly, pencil not held correctly, etc.) _____

Fine motor ability (difficulty writing, coloring, cutting, copying, etc.) _____

Gross motor ability (awkward walking, running, doesn't participate in playground games etc.) _____

Other _____

LANGUAGE

Quantity (doesn't speak, only responds to specific questions, answers with "yes", or "no", etc.) _____

Quality (speech impediment, language disability, whispers, etc.) _____

Other _____

PERCEPTION

Tactile/kinesthetic (experiences difficulty writing on board, has trouble completing puzzles, etc.) _____

Auditory (needs oral directions repeated, inattentive during story time etc.) _____

Visual (can't match patterns, doesn't note important details in pictures, etc.) _____

Other _____

BEHAVIORS

Ability to attend (daydreams, short attention span, etc.) _____

Fatigue factor (tires in early afternoon, requires more time to complete tasks, etc.) _____

Organizational ability (worksheets are confused, writing doesn't follow lines, etc.) _____

Frustration factor (gives up easily, won't try difficult tasks, etc.) _____

Signs of tenseness (holds pencil very tightly, frowns with concentration, etc.) _____

Distractibility - hearing (attends to sounds in hall, others talking nearby, etc.) _____

Distractibility - seeing (attends to students walking by, colorful pictures on wall, etc., instead of task) _____

Functioning - in a group (works best with others, hides in group, etc.) _____

Functioning - one-to-one (performs better with individual attention, hates to be singled out, etc.) _____

Socialization level (introvert, extrovert, leads others, etc.) _____

Other: _____

Comments: _____

CLASSROOM OBSERVATION FORM -- SECONDARY

NAME OF STUDENT: _____ DATE: _____

SCHOOL: _____ GRADE: _____

TEACHER: _____

OBSERVER: _____

GENERAL CLASSROOM BEHAVIOR

INTERACTIONS WITH TEACHERS

INTERACTIONS WITH STUDENTS

VERBAL SKILLS

STUDY HABITS