

Classroom Observation Checklist For Use By SLPs

1. Presentation of Information

Where does the teacher stand to present information? front of room side of room walks around

How does the teacher present information? lecture oral reading by students in class
 worksheets handson activities drill other: _____

2. Presentation of Assignments and Homework

How are assignments presented? on board verbally both other:

3. Seating Arrangement

Where is student sitting? front back center window
 other: _____

4. Environment

Overall . . . relaxed, time to do things fast, pushed uneven other:

Noise Level . . . noisy quiet moderate Comments: _____

5. Distractions

Is the student distracted by: other children noise other: _____

Does the student distract others? yes no Describe: _____

6. Textbooks

Look at the level of . . . vocabulary: _____
 language complexity: _____
 concepts presented: _____
 concepts needed to understand: _____
 other: _____

Look at textbook format . . . topic headings
 summary at end of chapters
 other: _____

7. How Does the Student Indicate What He/She Knows? How Does the Teacher Determine Competency Level?

Worksheets . . . All the time Sometimes Once in awhile Never

Written Essays . . . All the time Sometimes Once in awhile Never

Types of tests given . . . multiple choice fill-in-the-blank true/false essay

other: _____

8. Does the student have options for test taking?

oral written both

9. Does the student participate in class?

The student responds . . . immediately raises hand shouts out enough time
 needs more time comments: _____

10. Transition

When class moves from one subject or task to another, how does the teacher cue children into transition?

- physically/body movements
- verbally
- bell
- other: _____

Does the student recognize and respond to this cue? yes no

11. Students' Organizational Skills

- Does the student remember . . .
- homework
 - books for home
 - materials for next class
 - schedule of classes and daily events
 - comments: _____
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12. Study Skills

- Does the student know how to study . . .
- by trying to remember only important information
 - by scanning the chapter first to review the headings
 - by reading the chapter summary first
 - by getting clues first, watching and waiting, then reading the directions
 - by taking notes
 - by outlining the information
 - other: _____
-

13. Verbal Organizational Skills

- | | | | | |
|---------------------------|---|--|---|--|
| Answering questions? | <input type="checkbox"/> 1-2 words | <input type="checkbox"/> 1-2 sentences | <input type="checkbox"/> other: _____ | |
| Relating information? | <input type="checkbox"/> understandable | <input type="checkbox"/> cohesive | <input type="checkbox"/> other: _____ | |
| Answers and relates . . . | <input type="checkbox"/> with adults | <input type="checkbox"/> with peers | <input type="checkbox"/> with friends | <input type="checkbox"/> with family |
| | <input type="checkbox"/> during class | <input type="checkbox"/> on written work | <input type="checkbox"/> on presentations | <input type="checkbox"/> wants/needs |
| | <input type="checkbox"/> in sequence | <input type="checkbox"/> distant past | <input type="checkbox"/> current events | <input type="checkbox"/> future events |
| | <input type="checkbox"/> feelings, thoughts, opinions | <input type="checkbox"/> comments: _____ | | |
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14. Requests for Assistance

When the student has difficulty with a task . . . requests help gives up other

15. General

Does the student seem to exhibit skills comparable to other children in the class or does the student stand out? Describe when and how the student "stands out" from the group, and also when and how he/she "fits in". Give examples of specific situations.
