

Primary and Secondary Teacher Observation Form

Record the name of your student. Use a highlighter to show each behavior you observe in the classroom or playground.

Name of Student:

Date:

Teacher:

Birth Date:

Grade Level:

Campus:

Student I. D. #:

Does this student receive testing modifications or accommodations? Yes or No
If yes, please include a copy of the modifications/accommodations paperwork.

Characteristic	Positive Behaviors	Negative Behaviors
Highly curious	<ul style="list-style-type: none"> • Asks lots of questions • Inquisitive • Remembers details 	<ul style="list-style-type: none"> • Asks inappropriate questions • Poor group participant • Easily diverted from task
Abstract thinker	<ul style="list-style-type: none"> • Makes generalizations • Tests out ideas 	<ul style="list-style-type: none"> • Questions others • Questions authority
Flexible thinker	<ul style="list-style-type: none"> • Employs variety of strategies to work something out 	<ul style="list-style-type: none"> • Manipulates people and situations by using a variety of strategies
Clever use of humor	<ul style="list-style-type: none"> • Enjoys adult humor • Gets teachers' jokes! 	<ul style="list-style-type: none"> • Uses humor at the expense of others
Superior Vocabulary	<ul style="list-style-type: none"> • Heightened involvement in discussions • Enjoys adult-like discussions 	<ul style="list-style-type: none"> • May be bossy or overbearing when working with others
Advanced Reading	<ul style="list-style-type: none"> • Reads widely • Advanced vocabulary and comprehension 	<ul style="list-style-type: none"> • Reads constantly • Neglects peer interaction and work-prefers to read
Retention of knowledge: fast learner	<ul style="list-style-type: none"> • Moves beyond core content and skills quickly • Detailed recall of facts 	<ul style="list-style-type: none"> • Rushes work, then disrupts others • Monopolizes class discussions
Long attention span	<ul style="list-style-type: none"> • Concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> • Easily distracted unless the task is an area of passion or interest

Independent	<ul style="list-style-type: none"> • Self-directed • Focused on task in research or study 	<ul style="list-style-type: none"> • Reduced involvement in discussion or group work • Uncooperative in a group
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CHARACTERISTIC	POSITIVE BEHAVIORS	NEGATIVE BEHAVIORS
Strong feelings and opinions	<ul style="list-style-type: none"> • listens to others • shows concern and interest • considers others' points of view • aware of others' feelings 	<ul style="list-style-type: none"> • speaks out & lacks tact • over reacts to others' comments and reactions • confrontational
Strong sense of justice	<ul style="list-style-type: none"> • empathizes with those less fortunate • wants to 'save the world' • stands up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> • argues the rules in games (ex. Handball) • frustration when others don't play exactly by the rules • asks older children or adults to solve issues seen as 'unfair'
Original and creative	<ul style="list-style-type: none"> • comes up with ideas 'out of the box' • sees problems as a whole • connects thoughts and feelings 	<ul style="list-style-type: none"> • un-accepting of status quo • absent-minded or daydreamer • asks unrelated questions • disorganized
High energy level	<ul style="list-style-type: none"> • wide variety of interests • organizes time well • high level of individualized learning 	<ul style="list-style-type: none"> • often difficult to live with • may appear hyperactive • easily bored so seeks out new things to explore
Immersion learner	<ul style="list-style-type: none"> • wants to know everything about a topic • becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> • focuses on topics of interest to them, at the expense of classroom work • shows off knowledge to prove others wrong

Caroline Merrick, 2004

Scoring the checklist:

How many positive behaviors are being displayed? _____

How many negative behaviors are being displayed? _____

Have you highlighted behaviors in more than 5 different behavior boxes? _____

Of which behaviors are you observing more? _____