BATH COUNTY SCHOOLS

Behavior Observation – Reading

Student_____ Observer/Title Date_____

Directions: During the observation, place a check mark next to the behaviors that are observed from the list below. These checklists are not exhaustive, so please include notes regarding additional behaviors 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 in different settings/times of day.

Social Environment	**Physical Environment**
☐ **Large Group** ☐ **One other person**	☐ **Classroom** ☐ **Playground** ☐ **Cafeteria**
☐ **Small Group** ☐ **By self (no interaction)**	☐ **At a table** ☐ **At a desk** ☐ **On the floor**
	☐ **Gym** ☐ **other**_____

Task/Activity which the teacher has defined for the student:

In the teacher/supervisor/caregiver's judgment, was the student's behavior/performance typical for the student? ☐ YES ☐ NO (please explain)

Observation based on student's ☐ Instructional Level ☐ Current Grade Level

□ Difficulty with phonemic awareness tasks (e.g., rhyming, initial sounds, blending sounds, phoneme segmentation/deletion)	□ Does not use adequate expression while reading orally; does not use pitch, stress and intonation to convey meaning of the text
□ Rereads a line or skips a line while reading orally	□ Displays inhibiting factors, such as finger-pointing and head movements, while reading orally
□ Does not observe punctuation marks, such as periods and commas, while reading only	□ Cannot read phrases, thought units, or groups of words; reads in a word-by-word, choppy manner
□ Frequently loses place while reading orally	□ Omits or inserts words
□ Repeats words and phrases in the process of sounding out words	□ Guesses at unfamiliar words rather than using word analysis skills
□ Reads at a slow rate compared to peers	□ Confuses similar-looking words (i.e., beard, bread)
□ Avoids reading or reads reluctantly	□ Reverses letters or words
□ Difficulty reading grade level sight words	□ Does not self-correct while reading orally
□ Difficulty with retention of new vocabulary	□ Difficulty retelling what has been read
□ Difficulty demonstrating literal comprehension of sentences/stories	□ Difficulty reading irregular sight words (words that do not follow conventional rules)
□ Difficulty demonstrating inferential comprehension of sentences/stories	□ Does not ask questions about a text before, during and after reading—and look for answers
□ Does not recall/retell to include expository text elements when asked (description, collection, causation, problem/solution, comparison)	□ Does not recall/retell to include story elements when asked (main characters, time and place, problem plot details in sequence, turning point, resolution)
□ Is unable to use prediction when reading	□ Does not preview text to determine prior knowledge
□ Is unable to make inferences when reading	□ Does not summarize text when asked, including main ideas or basic plot elements

Describe Observed behavior (REQUIRED): Start Time: _____ End Time: _____

Attach student work sample: