

# BATH COUNTY SCHOOLS

## Behavior Observation – Written Expression

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

- Large Group  One other person
- Small Group  By self (no interaction)

### Physical Environment

- Classroom  Playground  Cafeteria
- 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**

<input type="checkbox"/> Does not show understanding of directions for writing assignments	<input type="checkbox"/> Frequent reversals of letters and numbers
<input type="checkbox"/> Difficulty remembering shapes of letters and numbers	<input type="checkbox"/> Difficulty holding writing instruments
<input type="checkbox"/> Does not initiate the assignment	<input type="checkbox"/> Does not work at an appropriate pace compared to peers
<input type="checkbox"/> Fails to ask for assistance if needed	<input type="checkbox"/> Does not complete assignment within allotted time
<input type="checkbox"/> Writing is messy and incomplete, with many cross-outs/erasures	<input type="checkbox"/> Copies inaccurately (i.e., confuses similar looking letters/numbers)
<input type="checkbox"/> Uses uneven spacing between letters and words and has trouble staying on the line	<input type="checkbox"/> Uses incorrect segmentation between words, sentences, lines and the end of the page
<input type="checkbox"/> Does not display a willing attitude toward writing	<input type="checkbox"/> Unable to brainstorm to select a topic for writing
<input type="checkbox"/> Unable to write an acceptable rough draft	<input type="checkbox"/> Does not use correct mechanics (spelling, punctuation and capitalization, grammatical usage, sentence structure)
<input type="checkbox"/> Difficulty proofreading and self-correcting work	<input type="checkbox"/> Does not demonstrate organization in story form (beginning, middle and ending)
<input type="checkbox"/> Spells poorly and inconsistently (i.e., the same word appears differently other places in the same document.)	<input type="checkbox"/> Does not use graphic organizers for writing as appropriate
<input type="checkbox"/> Unable to reread own writing effectively	<input type="checkbox"/> Does not structure a paragraph using a topic sentence
<input type="checkbox"/> Fails to sequence ideas logically while writing	<input type="checkbox"/> Fails to consult a variety of sources for information while writing if appropriate
<input type="checkbox"/> Does not write satisfactory endings or conclusions	<input type="checkbox"/> Fails to develop ideas so written work is incomplete or too brief



Describe Observed behavior (**REQUIRED**): Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Attach Student Work Sample

