

A Checklist FOR EVERYTHING!

*Simple Assessment Tools for Student Projects,
Grants and Parent Communication*

Written by Dr. Linda Karges-Bone

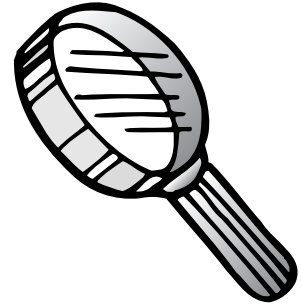
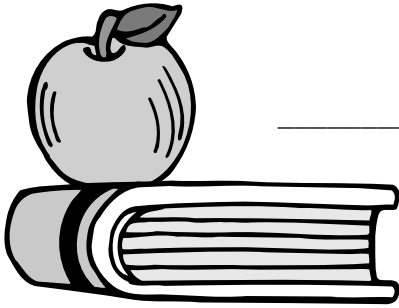
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Acknowledgements

I would like to thank Judy Mitchell for her patience and encouragement, and for waiting for three years for me to write this book. Many thanks to Janis Anderson, Patricia Bower, Toni Breau, Rhoda Boyd, Linda Butler, Kate Munson and Joan Naugle who have been supportive in the development of my assessment course at Charleston Southern University.

Dedication

This book is for my daughter Carolyn Marie, who is always up to date and a perfectionist. She has a "checklist for everything." This scripture is for you: "But the Lord is faithful, who shall establish you, and keep you from evil." II Thessalonians 3:3

Note

The quotes that begin each section are taken from the book *Illuminating Wit, Inspiring Wisdom: Proverbs from Around the World*, edited by Dr. Wolfgang Mieder (Prentice Hall Press).

Cover illustration by Darcy Tom

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Dear Teacher or Parent,

If you pick up this book, you are probably involved in one of the most pervasive, influential educational changes to impact our profession in the last decade . . . *The Assessment of Higher Standards*.

One cannot separate the *assessment* part from the *higher standards* part in this educational paradigm. The public is clamoring for higher standards in the curriculum and higher standards for student performance of the standards, and they want proof, in the form of ongoing assessment.

Your job, more and more, will demand the ability to design, select, use, gather and report assessment. In fact, some studies suggest that teachers spend up to 40 percent of their time engaged in some form of *assessment*. Consider your own day. How much time do you spend . . .

- ✓ monitoring student work
- ✓ assigning or reviewing homework
- ✓ asking yourself, "Does this student understand something?"
- ✓ making or giving tests
- ✓ giving parents feedback on students' grades or progress
- ✓ reviewing student progress on objectives before moving on to new material
- ✓ making study guides
- ✓ doing assessment for a grant or project in the school
- ✓ asking questions to see if students are on task
- ✓ putting work into portfolios
- ✓ using checklists or rubrics to evaluate student work

A Checklist for Everything! Simple Assessment Tools for Student Projects, Grants and Parent Communication can help to make your job easier by saving time and by providing simple, straightforward assessment tools that are aligned with national standards and that meet the guidelines for good assessment tools set forth in the latest research.

The next time you assign a student project; prepare a grant proposal; sit on a committee for curriculum change or reach for a fresh, direct way to inform parents, you will probably be able to find exactly what you need in this book.

On the following pages, you will find suggestions and directions for using this book to your advantage. Take a few minutes to review these ideas. They can help you to make assessment consistent and valid.

Assessment is not a product. Assessment is not an end result. Assessment is not a "grade." Rather, assessment is a living, active process through which teachers, students and parents can look at learning and determine its depth and breadth. Many folks like to link assessment with accountability, as if any one person can "make another learn." Assessment, viewed in such terms, becomes punitive to teachers and students.

Instead, I prefer to think of assessment as activity, an act of "thinking about thinking." Viewed in that way, assessment is not punitive. It is exciting.

Happy Teaching,



Linda Karges-Bone, Ed.D.

Part 1

Questions and Answers About Checklists

Assertion is no proof.

German Proverb





Are checklists for use by students or teachers?

A checklist is *both* a reporting tool and an assessment tool. Therefore, the checklists in this book can be *and probably should be* used by both teachers and students. Older students (grades 4 and up) can use a checklist, such as the Persuasive Writing Checklist (p. 21) prior to turning in a product to be evaluated. He or she will be able to “check” for errors, completion and content of the project or paper (Assessment). The teacher then can use the same checklist to report back to the student on his or her performance (Reporting).

It is a good idea to give students the checklist when you give them the directions for the project. This makes the student accountable for his or her own learning and accomplishments.

Are checklists designed to be graded?

Not usually. A checklist is most often used to give a “rating,” “review” or “rate,” not a grade. However, you can easily adapt a checklist to a grading scale by assigning points or weights to the criteria on the checklist. For example, if a checklist has 10 criteria, you might weight each one 10 points and end up with a traditional 100% for the checklist.

Are checklists used for reporting on one product or for use over time?

The answer is . . . both. Some of the checklists in this book are specifically designed to “check out” a product, such as an entry for a Science Fair Project (p. 44) or for an Oral Presentation (p. 20). Other checklists are best used over time, such as the Anecdotal Record (p. 82) or the Language and Speech Development Checklist (p. 18) or the Problem-Solving Skills Checklist (p. 35). Most of the checklists in the student performance section are meant to be used over the course of a chapter, unit of study or grading period. These checklists can be tucked into a traditional report card to let parents know “why” a grade was determined. These checklists can also be handy for use as an “interim” report, to let parents or students know how things are going *before* they are surprised by a grade. The most important thing to know about use over time is that you, the teacher, must decide and let the students know what the checklist is for ahead of time.

Notes

Are checklists useful in promotion or retention issues?

Definitely. High stakes assessment issues are those in which a student's life is going to be impacted for a long time or in a powerful way. Retention or promotion, or placement in special education, or even placement in an honors or gifted education program require careful consideration and a variety of evaluative measures. Checklists, in tandem with traditional tests, work sampling, teacher recommendations, IQ tests and achievement tests, can help provide a profile of student learning. It is important to gather as much information as possible when making a high stakes assessment decision.

How do checklists fit with teaching standards?

Standards! Have teachers heard that word enough? We are called to teach to the standards. To raise standards. To hold students accountable to standards. The word has a double meaning, and checklists can help us to "get at" both meanings. Typically, teaching standards means covering curriculum objectives. List or define the objectives (standards) on your checklists and you will have good documentation for teaching standards. Likewise, if you make your criteria or indicators rigorous on the checklist (ratings of performance) you will have set a high standard or level of achievement. That is the second meaning for the word. Good checklists can help teachers to do both.

How can checklists help parents?

Information. Communication. Documentation. Remediation. Parents want to know how their children are doing. Parents want to know what their children are doing. Checklists keep parents informed, aware and in touch with the classroom. They contain more specific information than a note and carry less threat than a report card.

Where do I keep checklists and for how long?

That depends on their "intent." If you are going to use them for a grade, then record them in a grade book and then send them home as you usually would. If you are using the checklist for a referral to special education or guidance, then make copies for the school psychologist and keep originals in the student's permanent file. If you are using the checklist as part of a unit of study, then staple them to the front of the unit portfolio or in the student's notebook for the subject area. Many checklists are designed to be attached to the front of a product and then sent home, such as the Checklist for a Civics Project (p. 48) or the Checklist for a Friendly Letter (p. 17).



Notes

[illegible]

Using Checklists in Grant Writing

Over the past 15 years, I have assisted hundreds of teachers in writing several million dollars worth of grants for school programs. Grant writing is one of my favorite things to do, and I especially enjoy helping teachers design creative, effective assessment and evaluation plans for their proposals.

The checklists in this book can easily be assimilated into grant proposals under the section called Evaluation or Outcomes. This is the section of the proposal that is matched to the grant's objectives. You should be able to select one or more checklists and match them to the subject or curriculum areas, because the checklists were developed with national curriculum standards in mind. The checklists already reflect what you are supposed to be teaching. Moreover, they are open-ended, which is what the grant readers want to see.

Ideas for Matching Specific Checklists in This Book with Potential Grants

Here are some suggestions for matching specific checklists with grant topics that one might pursue.

For Grant Topic	Select Checklist	Page
Books for classroom libraries	Book Report Checklist	p. 13
Books on tape	Listening Skills Checklist	p. 19
Math manipulatives	Computation Skills Checklist	p. 28
Science lab equipment	Science Process Skills Checklist	p. 43
Service learning	Service Learning Checklist	p. 71
Arts grant	Movement or Fine Arts Checklist	pp.59/61
Sports equipment	Team Checklist	p. 68
Materials for creative teaching	Varied Learning Styles Checklist	p. 75



Notes

Part 2
Checklists for

Student Work and Projects

The stairs are mounted step by step.

Turkish Proverb

There are seven sections in Part 2 dealing with all areas of academic and special area instruction.

- ✓Language Arts
- ✓Mathematics
- ✓Science
- ✓Social Studies and Geography
- ✓Creative Arts
- ✓Physical Education and Wellness
- ✓Special Areas of Instruction
 - Cooperative Learning
 - Gifted Education
 - Learning Styles
 - Multiple Intelligences
 - School to Career Soft Skills
 - Service Learning Skills

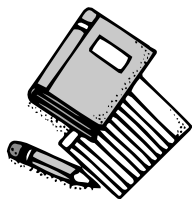
Section 1
Checklists for

Language Arts

One word in its place is worth a camel.

Lebanese Proverb





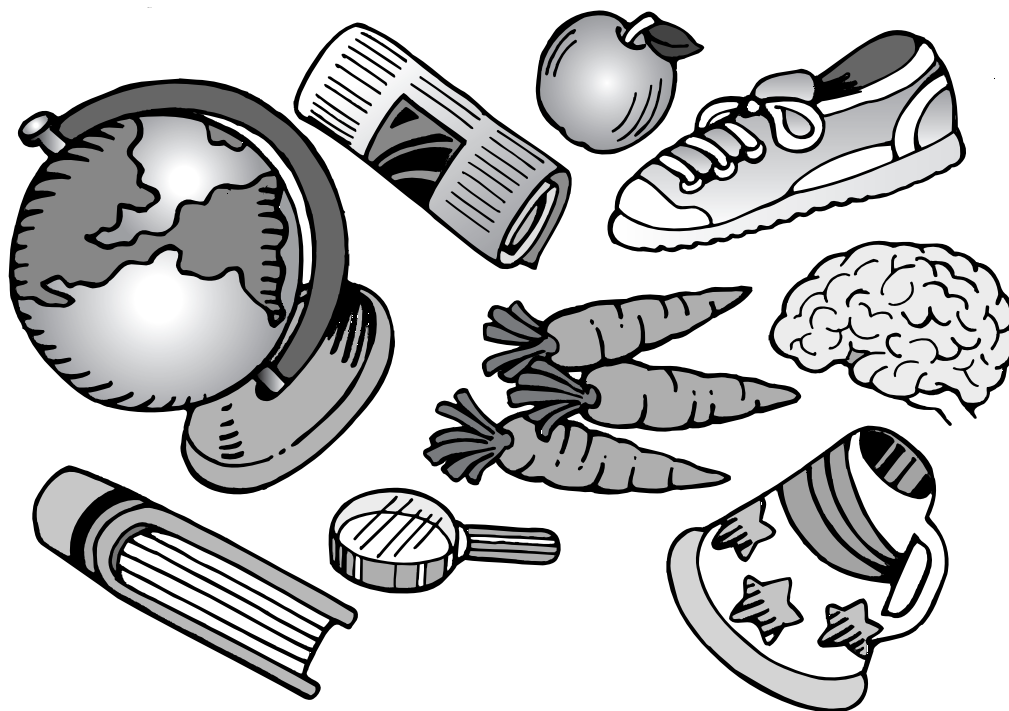
Assessment in elementary language arts can be divided into four kinds of tasks.

- creative synthesis: when a child develops a new product, such as a poem or story, and the teacher is evaluating his or her creative use of words, themes and ideas.
- developing a product: when a child must produce a specific kind of writing that meets a set of directions, such as a book report or a piece of persuasive writing.
- appropriate use of grammar and language: when a child's written product, whether simple or complex, is evaluated according to the application of accepted rules for spelling, grammar and syntax.
- oral presentations: when a child's speech and language skills are the focus of evaluation, such as an oral report or a choral reading.

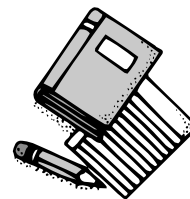
In this section, teachers will find 12 checklists, spanning each of the four areas of emphasis described above. As you apply these checklists to student work, remember these two guidelines:

- ✓ Give students the checklist several days ahead of time, so that they can pre-check their own products.
- ✓ Make sure that you have thoroughly explained, taught, covered and showed models of expert-level products related to the language arts skills evaluated on the checklists.

Notes



Checklist for a Book Report



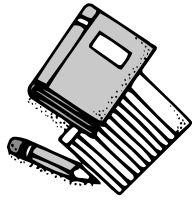
Student: _____ Date of Evaluation: _____

Book Title: _____ Author: _____

Important Elements	Degree of Completion and Development		
	Weaknesses	Adequate	Competent
Spelling and grammar			
Summary of the book			
Character analysis			
Description of plot and setting			
Understanding of key themes and ideas			
Appropriate reading level for the student. Overall effort shown in the product			
Other elements: _____			

Grade or score: _____
 Explanation and Recommendations for future work: _____

Notes



Checklist for a Character Analysis

Student: _____ Date of Evaluation: _____

Story or character(s) under study: _____

Important Elements	Degree of Completion or Development		
	Barely	Clearly	Thoroughly
Did you describe the character's motivation?			
Did you explain the character's behavior?			
Did you use details from the story to support your ideas?			
Did you show how the character or characters under study related to others?			
Did you use quotes from the story to support your thinking?			
Did you write in complete sentences and use proper spelling and grammar?			
Other elements: _____			

Notes

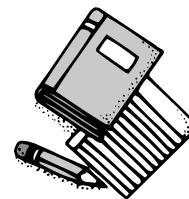
Grade or score: _____

Explanation and recommendations for future work: _____

Checklist for Expository Writing

Student: _____ Date of Evaluation: _____

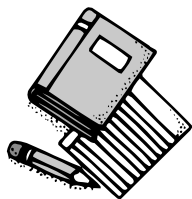
Description of Task: _____



Key Elements	Degree of Completion or Development			
	Poorly	Fairly	Well	Very Well
Did you use accurate facts and information?				
Did you use a variety of sources to prepare this product?				
How well did you put the sentences and paragraphs together to make your points?				
Did spelling and grammar support or take away from your product?				
Did you keep your audience in mind as you wrote? Did you stay on track?				
If required, did you use quotes and give page numbers?				
Other elements: _____				

Grade or score: _____
 Explanation and recommendations for future work: _____

Notes



Checklist for a Foreign Language Class

Student: _____ Period of Evaluation: _____ to _____

Class: _____ Teacher: _____

Skills Under Review	Level of Competency or Progress			
	Novice	Developing	Competent	Expert
Knowledge of vocabulary				
Ability to speak the language in a conversation				
Appropriate application of rules of grammar in speech or writing				
Accent and expression in speech				
Participation in classroom exercises and recitation				
Evidence of study and practice				
Thoroughness and timeliness in preparing projects or assignments				
Other elements: _____				

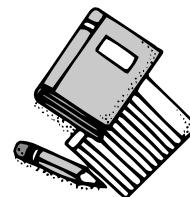
Notes

Grade or score: _____
 Explanation and recommendations for future work: _____

Checklist for a Friendly Letter

Student: _____ Date of Evaluation: _____

Grade Level: _____ Teacher: _____



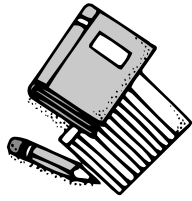
Skill Demonstrated	Completeness and Thoroughness of the Skill		
	Incomplete	Complete	Exceeds Expectations
All parts of the letter are in place: heading, greeting, body, closing, signature.			
Spelling and grammar rules are met throughout the letter.			
The letter makes sense to the reader.			
The letter is written in an interesting and friendly tone.			
The letter uses language that is at or above the grade level of the writer.			
The letter fulfills the assignment set forth by the teacher, such as inviting the reader to a party or thanking him or her for a gift.			

Other elements: _____

Grade or score: _____

Explanation and recommendations for future work: _____

Notes



Checklist for Language and Speech Development

Student: _____ Evaluation Period: _____ to _____

Chronological Age of Student: _____ Evaluator: _____

Elements of Speech Language Observed or Recorded	Degree of Development		
	Poorly Developed	Adequate for Age	Well Developed
Ability to recognize and process words and phrases (receptive language)			
Evidence of speaking and using language with ease (expressive language)			
Employs language to solve problems or to socialize.			
Clear articulation. No evidence of stuttering or other problems.			
Ability to read or listen to language and then use it appropriately. (context)			
Fluency or range of vocabulary.			
Developmentally appropriate use of grammar and syntax.			

Notes

Overall language development level: _____

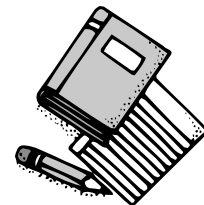
Recommendations for speech therapy or for parental assistance:

Checklist for Listening Skills

Student: _____ Evaluation Period: _____ to _____

Grade Level: _____ Chronological Age: _____

Evaluator: _____

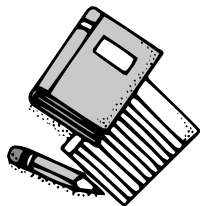


Key Elements for Good Listening in School	Description of the Student's Ability Level			
	Inadequate	Infrequent Problems	Adequate	Skilled
Able to hear oral directions and follow them.				
Able to listen and respond to adults.				
Able to socialize with other children through listening and speaking.				
Able to follow along in the classroom in spite of moderate background noise.				
Able to pick discriminate sounds (phonics)				
Able to remember sound (auditory memory)				

Teacher's notes on child's physical behavior in reference to hearing (complaining of earache, drainage from ear, sore throat, pulling at ear, headaches): _____

Teacher's notes including evidence or suggestion of hearing loss or problem: _____

Notes



Checklist for an Oral Presentation

Speaker: _____ Date of Presentation: _____

Topic or Task: _____ Grade Level: _____

Teacher: _____

Criteria for the Speech	How well did the speaker do?		
	Inadequate	Competent	Skilled
Stayed within the time limit.			
Used age-appropriate language.			
Maintained eye contact with the audience and used good body language.			
Spoke in a logical sequence. Everything “made sense” and flowed nicely.			
Gave facts and data to support ideas.			
Used appropriate visual aids if allowed.			
Kept the audience’s attention with interesting language, quotes, music, emotion or other techniques.			
Used voice and inflection to enhance the presentation.			
Grammar and syntax did not interfere with the message.			

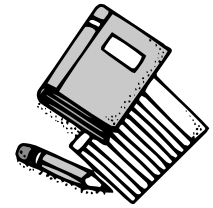
Recommendations for improvement: _____

Notes

Checklist for Persuasive Writing

Student: _____ Date: _____

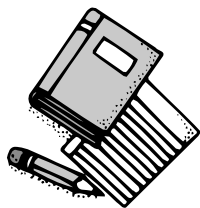
Product Under Review: _____ Evaluator: _____



Criteria	Skill in Using Persuasive or Language Elements		
	Developing	Mastery Level	Powerful Persuader
How well did you analyze your audience?			
What kinds of evidence did you use to make your point?			
Did you select and stick to one kind of appeal? Band wagon, testimonial, "beauty and brains," "everybody does it"			
Did your spelling and grammar support your appeal?			
How well did you use interesting, lively words and phrases?			
Did you use facts or simply your opinions?			
Did your paper flow nicely and follow a logical sequence?			

Recommendations for improvement: _____

Notes



Checklist for Poetry or Verse

Writer: _____

Publication Date: _____

Editor: _____

Publishing House: _____

The editor will consider

How well did the writer do?

Interesting
Beginning

Well
Written

Publishable

Did you give your work a title that helped your reader understand the poem or verse?

Did you use the correct form for the poem or verse? Haiku, sonnet, limerick . . .

Was the poem or verse long enough?

Did you use interesting, rich language?

Were your spelling and grammar accurate?

Did your poem have a message or convey a theme?

Did you use emotion, such as humor, sympathy or drama in the verse?

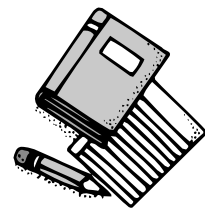
Other elements: _____

If you wanted to improve this work, you might: _____

Notes

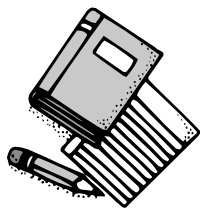
Proofreading Checklist

To be used by students as they prepare products.



Kinds of Errors	Yes	No	Check Item
Spelling			
Used a spell check program			
Used consistent spelling			
Checked foreign words			
Checked spelling of names and places			
Checked words that I have had problems with before			
Capital Letters			
beginning of each sentence			
proper nouns			
initials (U.N. for United Nations)			
months of the year			
names of cities, streets, towns			
people's names			
Period			
end of sentence			
after an abbreviation (Mr.)			
after an initial (J. Smith)			
Comma			
words in a series			
between city and state			
between day and year			
after greeting in a friendly letter			
before the conjunction in a compound sentence			
after a dependent clause at the beginning of a sentence			
after a noun of direct address			
Question Mark			
at the end of a questioning sentence			
Exclamation Point			
at the end of a sentence or a word that shows excitement			
Apostrophe			
in contractions			
to show possession (Joe's dog)			

Notes



Proofreading Checklist continued

Kinds of Errors	Yes	No	Check Item
Quotation Marks			
around direct quotations			
around a title of a poem, story, song or television program			
Book Title			
underlined (<u>Where the Red Fern Grows</u>)			
spelled correctly			
Use of Titles			
Mr.			
Mrs.			
Miss			
Dr.			
Colon			
before a list of items			
in writing time of day			
business letter greeting			
Hyphen			
compound words (sometimes)			
compound number			
to divide a word at the end of a line of text			
Agreement			
subject and verb			
singular and plural			
Voice (Active or Passive)			
consistent within the paper			
avoids the passive voice			
uses active voice if the subject acts			
Structure and Content			
shorter sentences			
correct use of paragraphs			
Common Errors			
weather or whether			
there/their/they're			
affect or effect			
your or you're			
its or it's			
who or whom			
were or where			

Notes

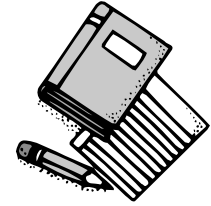
Checklist for Story Analysis

Inference and Comprehension Skills

Reader: _____ Story: _____

Date: _____ Evaluator: _____

Grade Level: _____



Thinking Skills	Evidence of Skill			
	Low	Average	Above Average	Higher Order
Able to summarize and understand the story from a literal level.				
Able to analyze the theme(s) of the story.				
Able to pick out critical details in the story.				
Able to explain the behavior of characters and their motivation.				
Able to sequence the plot and events.				
Able to remember and describe setting and background.				
Able to relate the story to his or her own experience.				
Able to infer deeper meaning from the story.				

Notes

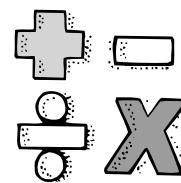
Section 2
Checklists for

Mathematics

Without measure, medicine will become poison.

Polish Proverb





It may almost seem ridiculous, creating a section of checklists for mathematics. After all, one must only check students' work for the correct answer. Right?

Wrong. Although accuracy and correct procedures are the most important criteria in mathematics assessment, teachers must also evaluate a student's ability to apply and adapt mathematics to real life situations.

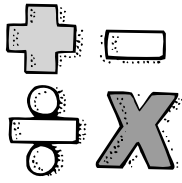
In fact, recent studies of students' mathematical achievement, such as the TIMS (Third International Mathematics and Science) study, suggest that American students are good at computation but weak in application of mathematics to real world or higher order thinking situations. Think of it this way: what good is it if a child computes 3×12 , but cannot figure how much medicine to give her sick puppy if she has to convert from cups to tablespoons?

Like the proverb says . . . medicine can become poison. No matter how healthy a child's memory is, his or her ability to use the math to do something is what will make life better.

In this section, it is a good idea to:

- ✓ Have children use calculators for checking their work, not solving the problems.
- ✓ Use real-life experiences when designing mathematics tasks.
- ✓ Note that these checklists were prepared by reviewing the NCTM standards.

Notes



Checklist for Computation Skills

Mathematician: _____ Evaluation Period: _____ to _____

Grade Level: _____ Teacher: _____

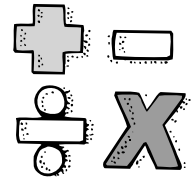
Skills Demonstrated	Level of Competency			
	Frequent Inaccuracy	Fairly Accurate	Competent	Highly Accurate
Knowledge of basic number facts				
Knowledge of multiplication facts				
Addition of whole numbers				
Subtraction of whole numbers				
Multiplication of whole numbers				
Division of whole numbers				
Addition and subtraction of fractions				
Multiplication and division of fractions				
Addition and subtraction of decimals				
Multiplication and division of decimals				

Notes

Checklist for Geometry 1

Mathematician: _____ Evaluation Period: _____ to _____

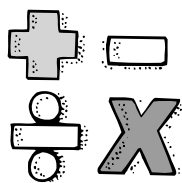
Grade Level: _____ Evaluator: _____



Skills Observed	Level of Mastery (Low to High)			
	1	2	3	4
Identifies geometric shapes including circle, cone, cube, cylinder, pyramid, hexagon, oval, parallelogram, rectangle, square				
Identifies center, radius, diameter of a circle				
Classifies shapes by the number of sides				
Sorts and identifies shapes by attributes				
Locates coordinate points on a grid				
Uses models to reproduce shapes				
Recognizes triangles including scalene, isosceles, equilateral				
Identifies angles including acute, right and obtuse				

Recommendations for review or enrichment: _____

Notes



Checklist for Geometry 2

Mathematician: _____ Evaluation Period: _____ to _____

Grade Level: _____ Evaluator: _____

Skills Observed	Level of Mastery (Low to High)			
	1	2	3	4
Identifies and solves problems using points, lines, rays, line segments using a ruler				
Identifies lines of intersection, parallelism and perpendicularity				
Identifies solids and shapes by attributes: faces, edges, bases, vertices				
Classifies quadrilaterals				
Transforms shapes and figures by using slides, flips and turns				
Applies principles of geometry to solve word problems and real world situations				
Uses terms in geometry to explain how he or she solved problems				
Uses tools such as a straight edge, ruler, patterns to solve problems				

Recommendations for review or enrichment: _____

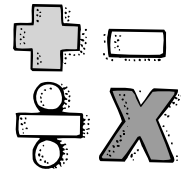
Notes

Checklist for a Math Project

Mathematician: _____ Date: _____

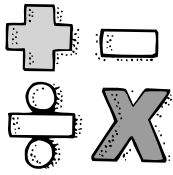
Grade Level: _____ Evaluator: _____

Description of the Project: _____



Project Attributes	Completion		
	Yes	No	Comments
Neatness and organization			
Followed the directions and met requirements			
Accuracy in mathematics			
Understanding of skills			
Mastery of grade level objectives			
Use of tools or technology			
Application to the real world			
Other: _____			

Notes



Checklist for Measurement 1

Mathematician: _____ Evaluation Period: _____ to _____

Grade Level: _____ Evaluator: _____

Student is able to . . .	Degree of Mastery		
	With assistance	Independently	With Skill
Tell time to the nearest five-minute interval			
Identify years, months, days, minutes, use calendar, clock			
Read the temperature to the nearest degree using a Fahrenheit thermometer			
Find the perimeter of a figure			
Find the area of a figure			
Find the weight of an object using scale			
Find the mass of an object			
Use the terms: length, volume, mass, weight, feet, inches, centimeters, ounces, pounds, cups, quarts, gallons, liters, pints, grams and kilograms.			

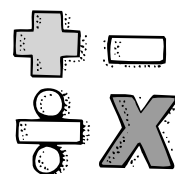
Recommendations for review or enrichment: _____

Notes

Checklist for Measurement 2

Mathematician: _____ Evaluation Period: _____ to _____

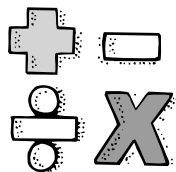
Grade Level: _____ Evaluator: _____



Students are able to . . .	Degree of Mastery		
	With Assistance	Independently	With Skill
Estimate conversions of inches and centimeters, yards and meters, miles and kilometers			
Estimate conversions of quarts and liters			
Use both U.S. and metric standards of measurement to solve problems			
Use measurement in a cooking or building activity			
Use measurement formulas to solve problems			
Able to make change using money			
Able to solve word problems using money			
Able to compute the amount of tax owed on a purchase			

Recommendations for review or enrichment: _____

Notes



Checklist for Probability and Statistics

Mathematician: _____ Evaluation Period: _____ to _____

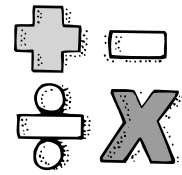
Grade Level: _____ Evaluator: _____

Skills demonstrated	Level of Ability			
	Novice	Growing	Competent	Expert
Uses language to describe the probability of events: impossible, equally likely, certain, most certain, more likely				
Estimates probability of an event				
Uses data to interpret probability of an event				
Organizes data by graphing or by tally marks				
Calculates the mean of a set of data				
Organizes, reads and uses charts, tables and graphs to make predictions and estimations				
Uses pictographs, bar graphs and line graphs				
Description of items collected in the student portfolio: _____				

Notes

Recommendations for review or enrichment: _____

Checklist for Problem-Solving Skills



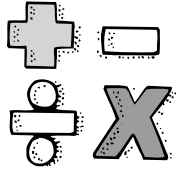
Mathematician: _____ Evaluation Period: _____ to _____

Grade Level: _____ Evaluator: _____

Student is able to . . .	Description of Portfolio Items That Support or Document Skills (dates of mastery)
Use technology such as calculators or thermometers to solve problems	
Use mathematics to calculate distance on a map	
Use mathematics in a science experiment or demonstration	
Use mathematics in a cooperative learning activity	
Write about how mathematics was used to solve a problem	
Identify and discuss careers that require the use of mathematics	
Select and apply formulas and skills to solve a math problem independently	

Comments: _____

Notes



Checklist for School to Career Mathematics

Mathematician: _____ Evaluation Period: _____ to _____

Grade Level: _____ Evaluator: _____

Real World Skills Mastered	Date of Mastery/Example of Product
Reads charts and graphs and answers questions related to them (in a newspaper or magazine)	
Uses a bus or train timetable	
Reads a restaurant menu and figures how much a meal will cost	
Uses a grocery store sale paper to figure out how much money will be saved if an item is on sale	
Reads and uses the nutritional label information on foods to decide how much fat or calories are in a serving	
Organizes data into a usable table, chart or written report	
Uses measurement in simple household tasks	

Notes

Section 3

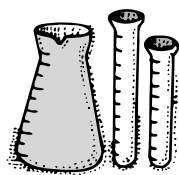
Checklists for

Science

Ice three feet thick is not frozen in a day.

Chinese Proverb





I think this proverb is appropriate as an entry point into the section on science checklists. Teachers are fond of saying that science education should be “process and not just products,” yet many students do not have a lengthy, connected set of experiences in science that would result in “ice frozen three feet thick.”

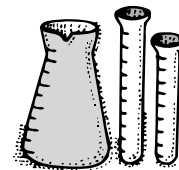
Too often, science education in the elementary school is a fragmented set of products: an experiment here, and a science fair there, a field trip somewhere.

In this section, you will find checklists for the three areas of science curricula that are typically covered: life, Earth and physical science, as well as handy checklists for special projects and tasks that help to build a thick, robust understanding of science. You may use these checklists to help students prepare a science fair project, to monitor and evaluate items in a science portfolio, or to inform parents of students’ growth and progress in science education.

Notes

Checklist for Earth Science

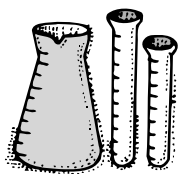
Based on tests, projects and class participation.



Student: _____ Year: _____

Unit of Study Major Concepts	Knowledge Level			Comments
	Low	Average	High	
Earth and soil studies				
Earthquakes and volcanoes				
Layers of the Earth Natural land formations				
Rocks and minerals				
Solar system and constellations				
Storms and natural disasters				
The sun and its energy				
Water cycle				
Weather and wind				

Notes



Checklist for Environmental Science

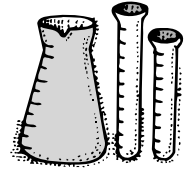
Based on tests, projects and class participation.

Student: _____ Year: _____

Unit of Study Major Concepts	Knowledge Level			Comments
	Low	Average	High	
Natural resources and renewable energy sources				
Endangered species of plant life and animals				
Pollution and recycling				
Man and the environment				
Erosion and using soil wisely				
Natural foods and medicines				
Ecosystems and habitats				

Notes

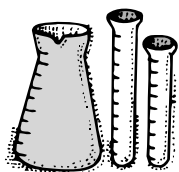
Checklist for Life Science



Student: _____ Year: _____

Unit of Study Major Concepts	Knowledge Level			Comments
	Low	Average	High	
Classification of living things: kingdoms				
Fish and ocean life				
Food chains and animal life				
The five senses				
The human body				
Botany (plant life)				
Insects and butterflies				

Notes



Checklist for Physical Science

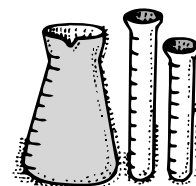
Student: _____ Year: _____

Unit of Study Major Concepts	Knowledge Level			Comments
	Low	Average	High	
Properties of matter				
Light, heat and sound energy				
Renewable and nonrenewable energy sources				
Light and shadows				
Simple machines				
Energy and force				
Electricity				
Magnets and magnetism				
Chemical change				

Notes

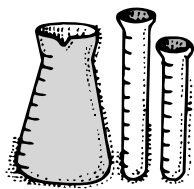
Checklist for Science Process Skills

Student: _____ Year: _____



Process Skill Units/Concepts Covered	Student Proficiency		
	Novice	Competent	Skilled
Observation			
visual			
auditory			
tactile			
Classification			
taking data			
verbally			
visually			
organizational			
Measurement			
using tools			
making predictions			
standard and nonstandard			
applying math			
Inference			
explaining findings			
drawing conclusions			
using data			
move from observation to inference			
Predictions			
based on observations			
using scientific method			
communication predictions			
using data			
Communication			
records and illustrations			
graphs/data			
uses science vocabulary			
uses drawings, charts, tables			

Notes



Checklist for a Science Fair Project

Student: _____ Date: _____

Grade Level: _____ Teacher: _____

Type of Project: Circle one.

Life Science Earth Science Physical Science Environmental Science

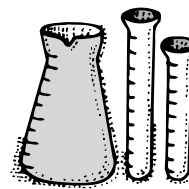
Behavioral Science Medicine Inventions Social Science

Criteria	Eye on Science		
	Getting Started	Competent	Mad Scientist
Statement of the problem			
Research and background statement			
Setting up the investigation			
Data collection and analysis			
Visual aids and presentation			
Conclusions			
Creativity and effort			

Notes

Checklist for Science Safety

Used by groups during projects and experiments.



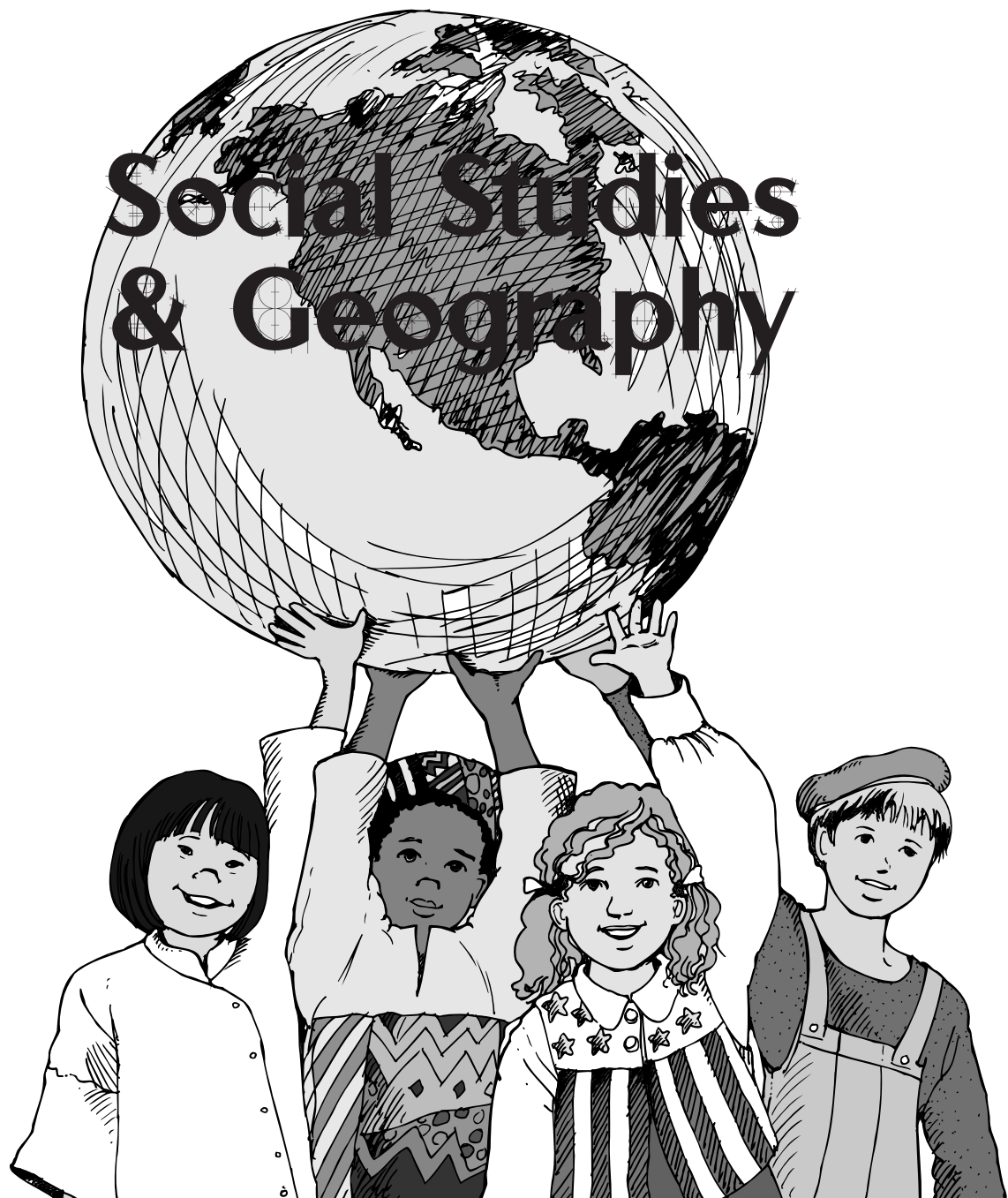
Team Members: _____

Date: _____ Experiment: _____

Ask . . .	Response	
	Yes	No
Do we have our materials organized and prepared?		
Do we need safety glasses or gloves?		
Are we using matches or a heat source?		
Are we using chemicals safely?		
Have we cleared the work area?		
Have we stored dangerous materials properly?		
Are we following rules for handling glass or sharp objects?		
Other: _____ _____ _____ _____		

Notes

Section 4
Checklists for



*It is easy to govern a kingdom but
difficult to rule one's family.*

Chinese Proverb

- Students begin to investigate relationships among geography and politics; use of resources and history; current events and social science: economics and government. With students in grades 3-5, it is best to make the social science relevant and to give them opportunities to use facts to think about and organize bigger ideas. In this section, you will find a number of checklists for projects that incorporate both the National Geography Standards and the National Social Studies Standards. You will find checklists for recording students' ability to do more than memorize content, but also to make connections about how the social sciences impact every person in the human family, as the quote at the beginning of this section suggests.

Notes

[illegible][illegible]



Checklist for a Civics Project

Citizen: _____ Date: _____

Project or Unit: _____ Teacher: _____

The citizen understands . . .	Level of Understanding			
	Poor	Average	Strong	Powerful
Different types of government and how they operate				
Responsibilities of state and local government				
Basic principles of rules and laws				
The organization of American government				
The election process in the U.S.				
How the U.S. interacts with other nations				
Principles of diversity and fairness in government				

Notes

How to be a good, contributing citizen _____

Checklist for Cultural Geography

Student: _____ Evaluation Period: _____ to _____

Evaluator: _____ Grade Level: _____



The culturally aware student knows . . .	Level of Understanding			
	Poor	Average	Strong	Powerful
How folklore, music, art and celebrations shape a people or nation				
How important men and women shape a culture or nation				
How religion and values play a role in culture				
How geography impacts the ways that people live and work				
How communities are established and sustain themselves				
How language and education shape a nation or culture				
How differences and common values shape a culture				
How to recognize the location, attributes and major contributions of different cultures around the world				

Notes



Checklist for History

Student: _____ Evaluation Period: _____ to _____

Teacher: _____ Grade Level: _____

Circle one: American History State History World History

Unit or chapter or period: _____

**Student demonstrates
knowledge of . . .**

Degree of Mastery

	Poor	Average	Strong	Powerful
Facts and dates				
Key vocabulary				
Sequence of historical events				
Important men and women in the period				
Place and location in the events of the period				
Reasons for or leading up to important events or changes				
How law or practice was shaped by the historical events				
Documents relevant to the event				

Notes

Checklist for a Current Events Project

Reporter: _____ Date: _____

Grade Level: _____ Publisher: _____



Criteria	Newspaper Rating		
	Holes in the Story	Makes Sense	Well-Researched
Uses facts from the source to make a statement about current events			
Draws conclusions about how history, culture, law or economics are shaped by the event			
Brings in pictures or clippings to support the story			
Displays knowledge of map or globe in showing where the event takes place			
Pronounces names and places correctly			
Follows directions for the report or project			
Connects the current event to his or her own situation			

Notes



Checklist for Map and Globe Skills

Navigator: _____ Evaluation Period: _____ to _____

Teacher: _____ Grade Level: _____

Criteria	Globe Rating		
	Needs Improvement	Geographically Literate	Geography Genius
Identifies states, borders, rivers and cities on a U.S. map			
Identifies continents, countries and cities on a world map			
Uses a map key and compass rose to read a map			
Uses a globe to find locations when given written or oral directions			
Demonstrates ability to use directions N-S-E-W when using a map or globe			
Demonstrates ability to use lines of latitude and longitude			
Able to select appropriate geography tools for projects			
Able to find names and places using map, globe, atlas			
Other skills selected by the teacher: _____ _____			

Notes

Checklist for a Holidays or Seasonal Celebration Project



Student: _____ Date: _____

Description of Project: _____

The student showed that he or she can . . .	Project Rating (Low to High)			
	1	2	3	4
Organize and present a project that is interesting and meaningful				
Use facts about a holiday or celebration to share its meaning				
Bring in information about food, music, costumes or dance				
Include information about the origins of the holiday				
Explain how the holiday "works" in a culture				
Extend understanding to show how the holiday has changed over time				
Link the holiday to religion, folklore or history				
Bring in visual aids or props				

Notes



Checklist for School to Career Skills in Social Studies

Student Worker: _____ Date: _____

Grade Level: _____ Employer: _____

The student knows about . . .	Yes	No	Interest in This Area
Careers in the social studies			
Showing respect for cultural differences			
How geography, history, law and economics contribute to the community and to work			
How learning a foreign language or about new countries might help him or her in a career			
How trade and transportation affect all of us			
How patterns of wealth and distribution impact culture			
How honesty, integrity and fairness are critical to the community and the workplace			
How technology can be used to learn about social studies and geography			
Other topics selected by the teacher: _____ _____			

Notes

Checklist for Physical Geography

Student: _____ Evaluation Period: _____ to _____

Grade Level: _____ Teacher: _____



Criteria Concepts or Constructs	Globe Rating		
	Needs Improvement	Geographically Literate	Geography Genius
Naming and locating continents			
Locate and names hemispheres and oceans			
Name and describe major landforms (mountains, plains, rivers, valleys)			
Identifies different regions and their climates and people			
Links regions and their natural resources			
Displays a spatial understanding of world regions on map or globe			
Explain patterns of human migration, trade and interaction			
Describe the Earth's physical systems: atmosphere, lithosphere, hydrosphere and biosphere			
Compare and contrast regions, landforms, people			

Notes

Section 5
Checklists for the

Creative Arts

Even a small star shines in the darkness.

Finnish Proverb





These checklists are for use in “special area” drama, music and arts classes, or for use by the regular classroom teacher who integrates the arts into other areas of the curriculum.

- ✓dramatic arts projects
- ✓creative movement classes
- ✓music classes
- ✓fine arts projects

Notes

[illegible]



Checklist for a Dramatic Arts Project or Class

Artist: _____ Date: _____

Instructor: _____ Project or Course: _____

Criteria for the Project	Rating Scale for Completion and Creativity		
	Novice	Growing	Creative and Complete
Voice inflection, articulation and projection			
Memorization of dialogue			
Preparation of props and costumes			
Eye contact and gestures			
Preparation of the script or skit (written) (if applicable)			
Poise and confidence on stage			
Professional commitment to practice and perfection			
Enthusiasm for the project			
Other: _____			

Notes

Recommendations: _____

The evaluator may write anecdotal evidence in the space as well as a rating.

Checklist for a Creative Movement Class

Artist: _____ Evaluation Period: _____ to _____

Instructor: _____ Course: _____



Skills and Abilities	Rating Scale for Overall Performance and Technique			
	Novice	Growing in Skill	Skilled	Talented
Performs techniques with ease and grace				
Demonstrates a sense of rhythm				
Shows creativity and enthusiasm				
Demonstrates flexibility and endurance				
Takes direction well				
Remembers steps, directions and choreography				
Shows a professional attitude in his or her work with others in the group				
Other: _____ _____				

Recommendations: _____

The evaluator may write anecdotal evidence in the space as well as a rating.

Notes



Checklist for a Music Project or Music Class Participation

Artist: _____ Date: _____

Instructor: _____ Project or Class: _____

The student artist demonstrated . . .	Evidence of Skill or Creativity Circle one.		
	No	Yes	
Skill in using his or her voice or instrument	No	Yes	Artistically Talented
Ability to read music	No	Yes	With Mastery
A sense of rhythm and timing	No	Yes	Talented
Creativity and a unique perspective	No	Yes	Highly Creative
Followed directions and formats set by the teacher	No	Yes	Professional
Evidence of practice for the performance	No	Yes	High Commitment
Artistic technique	No	Yes	Gifted

Additional criteria or comments: _____

Checklist for a Fine Arts Project

Artist: _____ Date: _____

Instructor: _____ Project Description: _____



The student artist demonstrated . . .	Level of Mastery and Creativity Circle one.		
	Sometimes	Overall	With Great Skill
Skill in using the medium chosen (paint, crayon, clay, glass, paper)			
Skill in using his or her eyes and hands to create a project that was appealing and interesting			
A unique way of looking at the world through this project	No	Yes	Highly Creative
The ability to follow directions and formats in preparing the project	No	Yes	Professional
Interesting use of color, texture and perspective	No	Yes	Highly Creative
Enthusiasm for the project	No	Yes	Artistic Promise
Other: _____			

Recommendations: _____

Notes

Section 6
Checklists for

Physical Education

A habit that has started at three will continue till eighty.

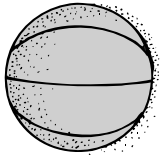
Korean Proverb



- ✓checklist for a sport
- ✓checklist for cheerleading performance
- ✓checklist for physical education
- ✓checklist for health and wellness education
- ✓a generic class checklist for a team

Notes

[illegible]



Checklist for a Sport

Student Athlete: _____ Team: _____

Evaluation Period: _____ Coach: _____

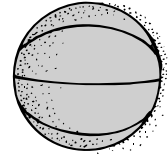
Skill or Performance	Yes	No	Comments
Punctuality and participation in practice			
Positive attitude toward coach and teammates			
Demonstrates skill in techniques needed for the sport (listed) _____ _____ _____ _____			
Healthy level of competition and aggression to participate in the sport			
Skill in using equipment (specific pieces listed below) _____ _____ _____			
Other: _____			

Notes

Checklist for a Cheerleading Performance

Student Athlete: _____ Date: _____

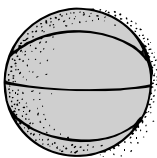
Coach: _____ Team or School: _____



Skill Demonstrated	Level of Mastery		
	Skilled	Talented	Athletically Gifted
Enthusiasm and energy			
Voice projection and inflection			
Rhythm and memorization of routines			
Technique and height in jumps			
Gymnastics and tumbling			
Cooperation and professional attitude (punctuality and practice attendance included)			
Creative abilities including developing or changing cheers, dances and routines			
Use of flags, pom-poms and show props			
Dance and choreography skills			

Recommendations: _____

Notes



Checklist for Physical Education

Student: _____ Evaluation Period: _____ to _____

Teacher: _____ Grade Level: _____

The student demonstrates . . .	Poor Habits	Healthy	Strong
Strength and endurance in physical activities			
Balance and flexibility in physical activities			
Ability to move his or her body through space with skill			
An interest in a sport or activity that he or she can do throughout life			
Ability to follow oral directions in a sport or game			
Adequate gross motor skills for his or her age and ability level			
Adequate fine motor skills for his or her age and ability level			
Ability to participate in noncompetitive games and activities with a group			

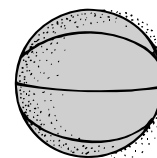
Notes

District P.E. objectives: _____

Checklist for Health and Wellness Education

Student: _____ Grading Period: _____

Coach or teacher: _____ School: _____



The student knows or understands . . .	Weak	Healthy	Strong
How to select foods for a healthy diet			
The importance of exercise and activity			
Risk factors to health such as smoking or use of drugs			
Safety techniques for the home and outdoor play			
Simple first aid and lifesaving techniques			
How his or her body systems work together (respiratory, digestive, skeletal) to keep him or her well			
Signs of emotional stress or depression and how to deal with them in healthy ways			

Other: _____

Notes

Generic Checklist for a Team

Coach: _____ Sport: _____ Team: _____

Select criteria for each category and check off as completed.

[illegible]

Section 7
Checklists for

Special Areas of Instruction

A load of books does not equal one good teacher.

Chinese Proverb





Here, you will find checklists for five instructional strategies that are popular and current:

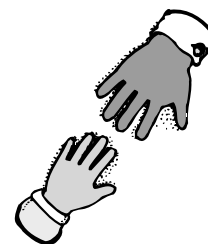
- [illegible]

Checklist for Service Learning

Student: _____ Date: _____

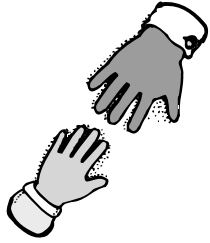
Grade Level: _____ Teacher: _____

Description of the Project: _____



Criteria	Understanding		
	Limited	Adequate	Complete
Completion of the task according to criteria set			
Ability to meet academic standards used in the task			
Ability to work independently when needed			
Ability to work with a group			
Communication skills			
Demonstrates kindness, commitment and fairness in his or her dealings with others			
Articulates the importance of service to the community			
Dresses appropriately and uses good hygiene			
Problem-solving skills			
Other: _____			

Notes



Checklist for Cooperative Learning

Members of the Cooperative Group: _____

Description of the Activity: _____

Date of the Activity: _____

Criteria The group met or exceeded expectations in . . .	Completion	
	Yes	No
Following written and oral directions		
Using appropriate research strategies		
Using medium and materials in useful and productive ways		
Giving each member of the group an opportunity to produce		
Completing assigned tasks in the group (recorder, artist, materials)		
Resolving problems and conflicts		
Working as a team		
Completing a product of which they could be proud		
Completing the task or product on time and within the guidelines		

Notes

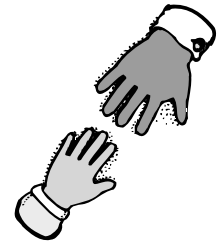
Checklist for Gifted Education

Student: _____ Evaluation Period: _____ to _____

Teacher: _____ Grade Level: _____

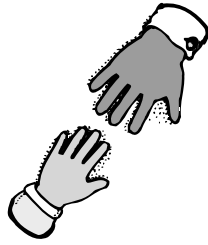
Type of Program: Circle one.

Unit-Based Enrichment Accelerated
Independent Research Academic Magnet



Criteria	Performance Level		
	1	2	3
Excellence in written communication			
Poise in oral presentation			
Skill in critical thinking and problem solving			
Mastery of content in the subject area under study			
Ability to use and infuse technology into the study			
Sense of curiosity and interest in the study			
Enthusiasm for learning			
Ability to organize and complete a project or study			

Notes



Checklist for Independent Learning

To be used in an independent or research task.

Student: _____ Date: _____

Teacher: _____ Project Description: _____

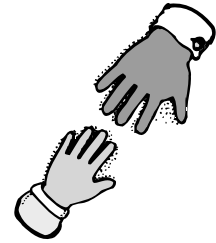
Criteria	Evaluation		
	1	2	3
Completes a project on time and by following directions			
Uses appropriate technology such as internet, CD-ROM, software to complete the task or project			
Able to organize materials and use them wisely			
Uses standard English in written communication			
Shows curiosity and commitment to the project			
Shows flexibility and problem solving in approaching the task			
Selects a variety of appropriate research materials (books, magazines, newspapers)			
The product is neat, attractive and presentable for grading			

Notes

Checklist for Varied Learning Styles

Student: _____ Date: _____

Teacher: _____ Grade: _____ School: _____



The student demonstrates a preference to learn in the following ways . . .	Sometimes	Often	A Clear Preference
By using his or her auditory senses			
Through a tactile experience, such as drawing or creating a product			
Through or with music			
Through the arts			
By writing or speaking			
By reading and memorizing material			
Through using his or her body to move or act out			
By working with a group and talking about ideas			
Through analytical reasoning			
By using logic and mathematical reasoning			
By visualizing a creative product or solution			

Notes

Part 3
Checklists for Teachers to Use in

Classroom Management

A needle with a piece of string will not be lost.

African Proverb



[illegible]

- You may want to make several copies of each of these checklists and put them into a three-ring binder to pull out for specific conferences, trips or weeks. You may also think about color-coding them. For example, make the field trip forms yellow, the IEP forms blue and the daily housekeeping forms green.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Checklist for Daily Housekeeping Duties in the Classroom

Week of: _____ Teacher: _____

*Note: Use a scented, neon marker to mark off items.
This will help you to pay attention after a busy day.*

Monday

Feed pets and fish. Trash. Run off papers. Clean boards. Water plants. Straighten desks. Seal paints and glue. Lock desk and closets. Lost and found. Turn off power to electrical appliances. Put away food/snacks. Put away computer discs/Turn off computer. Close windows/Lock door.

Special Notes: _____

Tuesday

Feed pets and fish. Trash. Run off papers. Clean boards. Water plants. Straighten desks. Seal paints and glue. Lock desk and closets. Lost and found. Turn off power to electrical appliances. Put away food/snacks. Put away computer discs/Turn off computer. Close windows/Lock door.

Special Notes: _____

Wednesday

Feed pets and fish. Trash. Run off papers. Clean boards. Water plants. Straighten desks. Seal paints and glue. Lock desk and closets. Lost and found. Turn off power to electrical appliances. Put away food/snacks. Put away computer discs/Turn off computer. Close windows/Lock door.

Special Notes: _____

Thursday

Feed pets and fish. Trash. Run off papers. Clean boards. Water plants. Straighten desks. Seal paints and glue. Lock desk and closets. Lost and found. Turn off power to electrical appliances. Put away food/snacks. Put away computer discs/Turn off computer. Close windows/Lock door.

Special Notes: _____

Friday

Feed pets and fish. Trash. Run off papers. Clean boards. Water plants. Straighten desks. Seal paints and glue. Lock desk and closets. Lost and found. Turn off power to electrical appliances. Put away food/snacks. Put away computer discs/Turn off computer. Close windows/Lock door.

Special Notes: _____

Notes

Checklist for Behavior Management

Date: _____

[illegible]

Note to the Teacher

You may copy these sheets on a daily basis and keep them on a clipboard for easy access.

Citizenship and Manners Checklist for a Class

Week of: _____ Teacher: _____

Manners and polite behavior demonstrated: Put a Y in the box for “yes” and an N for “no” and date.

[illegible]

Generic Skills Checklist

Week of: _____ Teacher: _____

Use this form to create your own checklist for behavior or academics.

[illegible]



Anecdotal Record for Referral to Special Education

Most special education referrals require a 10-day observation record.

Student: _____ Observer: _____

Observation Period: _____ to _____ School: _____

Reason for Referral: Circle one. ADD ADHD LD EMH/EMR
PT/OT Speech EMD/BD Compensatory Ed. Reading Recovery

Day 1

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 2

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 3

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Notes

Anecdotal Record continued

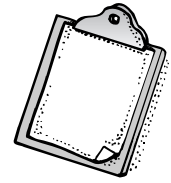
Day 4

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____



Day 5

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 6

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 7

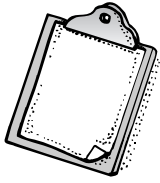
Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Notes



Anecdotal Record continued

Day 8

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 9

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 10

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Day 11

Incidents: _____

Frequency of Behavior: _____

Unusual Behaviors: _____

Teacher Observation: _____

Notes

Checklist for Ordering and Using Technology



Week of: _____ Teacher: _____

Monday

Items Needed: VCR/TV Screen Monitor Overhead LCD projector
 Discs Printer Projector Videos Internet access
 Laser disc player/Discs CD player/CDs Cassette player/Tapes

Date Ordered: _____ Adapters or extension cords? _____

Title of software/video/CD needed: _____

Notes for instruction: _____

Tuesday

Items Needed: VCR/TV Screen Monitor Overhead LCD projector
 Discs Printer Projector Videos Internet access
 Laser disc player/Discs CD player/CDs Cassette player/Tapes

Date Ordered: _____ Adapters or extension cords? _____

Title of software/video/CD needed: _____

Notes for instruction: _____

Wednesday

Items Needed: VCR/TV Screen Monitor Overhead LCD projector
 Discs Printer Projector Videos Internet access
 Laser disc player/Discs CD player/CDs Cassette player/Tapes

Date Ordered: _____ Adapters or extension cords? _____

Title of software/video/CD needed: _____

Notes for instruction: _____

Thursday

Items Needed: VCR/TV Screen Monitor Overhead LCD projector
 Discs Printer Projector Videos Internet access
 Laser disc player/Discs CD player/CDs Cassette player/Tapes

Date Ordered: _____ Adapters or extension cords? _____

Title of software/video/CD needed: _____

Notes for instruction: _____

Friday

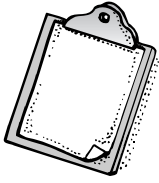
Items Needed: VCR/TV Screen Monitor Overhead LCD projector
 Discs Printer Projector Videos Internet access
 Laser disc player/Discs CD player/CDs Cassette player/Tapes

Date Ordered: _____ Adapters or extension cords? _____

Title of software/video/CD needed: _____

Notes for instruction: _____

Notes



Checklist for an IEP (Individualized Education Plan) Conference

Student: _____ Date of IEP Conference: _____

Teacher: _____ Psychologist: _____ Parent: _____

Questions to Consider Prior to the Conference	Comments	
	Yes	No
Have the psychological test results been reviewed?		
Are the achievement tests current?		
Are the student's hearing and vision tests current and complete?		
Has a speech screening been done?		
Are anecdotal records accurate and complete?		
Has a list of reasonable accommodations for the regular classroom been documented?		
Are all the appropriate documents ready for placement and signing?		
Have parents and all school personnel been notified about the date, time and location of the conference?		
Are samples of student work ready for discussion and review?		
Has a list of possible placement options been developed?		

Notes

Checklist for Planning a Field Trip

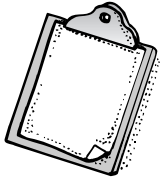
Teacher: _____ Date of Trip: _____

Destination: _____



To Do	Date of Completion	Comments/Reminders
Permission slips returned/signed		
Chaperones		
Name tags for students/chaperones		
Medications for students labeled/packed/secured		
Special area teachers notified of student absences		
Buses/Seats checked		
Camera/Film		
Cell phone		
Tickets/Money for program		
Background review done with students to prepare for the trip.		
Review "lost child" procedures during the trip		
Lunches/Drinks/Snacks		

Notes



Checklist for Documenting Accommodations for Special Needs Students

Teacher: _____ Student: _____

Week of: _____ Grade Level: _____

Monday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Tuesday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Wednesday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Notes

Checklist for Documenting Accommodations for Special Needs Students continued



Teacher: _____ Student: _____

Week of: _____ Grade Level: _____

Thursday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Friday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Notes

Part 4
Checklists for
Parent
Communication

When you enter the village, observe its customs.

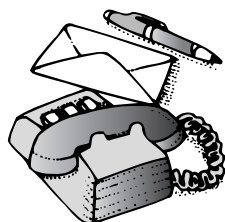
Korean Proverb



A black and white line drawing of a vintage telephone with a coiled cord, a pen, and an open envelope, symbolizing communication and business.

- ## Notes

[illegible]



Checklist for Homework Completion

Student: _____ Week of: _____

Teacher: _____ Grade Level: _____

Assignment: _____

Check box when completed.

Comments

Monday

- ☐ Language Arts _____
- ☐ Math _____
- ☐ Science/Social Studies _____
- ☐ Projects _____
- ☐ Study for Test _____
- ☐ Signed Papers _____

Tuesday

- ☐ Language Arts _____
- ☐ Math _____
- ☐ Science/Social Studies _____
- ☐ Projects _____
- ☐ Study for Test _____
- ☐ Signed Papers _____

Wednesday

- ☐ Language Arts _____
- ☐ Math _____
- ☐ Science/Social Studies _____
- ☐ Projects _____
- ☐ Study for Test _____
- ☐ Signed Papers _____

Thursday

- ☐ Language Arts _____
- ☐ Math _____
- ☐ Science/Social Studies _____
- ☐ Projects _____
- ☐ Study for Test _____
- ☐ Signed Papers _____

Friday

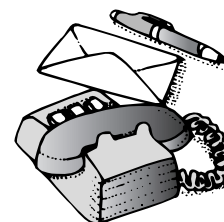
- ☐ Language Arts _____
- ☐ Math _____
- ☐ Science/Social Studies _____
- ☐ Projects _____
- ☐ Study for Test _____
- ☐ Signed Papers _____

Notes

Checklist to Notify Parents of a Student Experiencing Problems

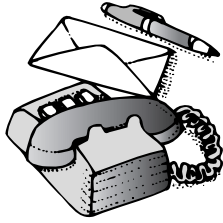
Student: _____ Date: _____

Teacher: _____ Grade Level: _____



The student is experiencing problems in . . .	Degree of Difficulty		
	Be on the Alert and Monitor	Daily Assistance Needed	Please Call for a Conference
Reading at grade level			
Understanding the math content			
Spelling and language arts			
Science and social studies			
Legible handwriting			
Listening in class			
Participating in class			
Turning in homework			
Following classroom rules			
Managing behavior			
Getting along with others			
Showing respect for the teacher			

Notes



Checklist for Improvement in Student Work

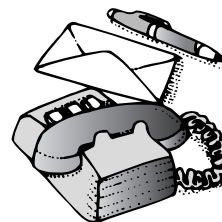
Student: _____ Date: _____

Teacher: _____ Grade Level: _____

The student is showing improvement in the area of . . .	Rating Scale		
	Showing Improvement	Healthy Improvement	Improved
Completing work in a timely manner			
Neatness and organization			
The subject area of _____			
Working independently			
Listening skills			
Managing behavior			
Following classroom rules			
Grades in the area of _____			
Studying for tests _____			
Participating in class discussions and projects			

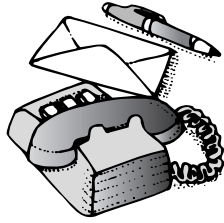
Notes

Checklist to Prepare for “Meet the Teacher” First Days of School Checklist



Things to Do	Check off and make notes.
Send a friendly, attractive invitation.	
Decorate the classroom door with all the children's names.	
Prepare copies of my parent handbook. Include class rules and management plan.	
Be prepared to go over my homework and testing policies.	
Arrange simple refreshments.	
Balloons or fresh flowers	
Copies of textbooks for parents to review	
Copies of daily/weekly classroom schedules for parents (including best time to call)	
A bulletin board with information about me . . . hobbies, family, education	
A sign-up sheet for parent volunteers	
A copy of my educational philosophy to share with parents	

Notes



Checklist to Prepare for a Parent Conference

Student: _____ Teacher: _____

Date of Scheduled Conference: _____ Grade Level: _____

Things to Do Prior to the Conference	Check off when completed.
Sent written notes to parents or guardians inviting them to conference	
Notified principal and/or guidance counselor	
Invited special support teachers if the child receives services	
Reviewed the child's grades and tests	
Gathered samples of recent student work or portfolio	
Brought in standardized test scores from achievement and/or IQ tests if parents wish to review them	
Prepared a neat, organized, welcoming meeting area	
Made a list of the child's strengths and weaknesses	
Made an effort to find out about the family background and situation as it relates to the child's schoolwork	

Notes
