

Elementary Observation Template

School: A.B. Combs Grade Observed: 2nd
 Observer: Kate Parker

Common Cognitive Characteristics of Children in the Classroom

Pre-K (4 years olds)	Second Grade (7 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Enjoys responsibility	<input type="checkbox"/> Intellectually curious	<input checked="" type="checkbox"/> Memorizes facts
<input type="checkbox"/> Very industrious	<input type="checkbox"/> Less imaginative than before	<input type="checkbox"/> Enjoys rules and logic
<input type="checkbox"/> Exaggerates own ability	<input type="checkbox"/> Beginning to see the "bigger world" including issues of fairness and justice	<input type="checkbox"/> Enjoys solving problems
<input type="checkbox"/> Likes to know the process of things	<input type="checkbox"/> Able to manage more than one concept at the time	<input checked="" type="checkbox"/> Enjoys collecting, classifying, and organizing
<input type="checkbox"/> Wants approval of peers and teacher	<input type="checkbox"/> Have trouble understanding abstractions	<input type="checkbox"/> Can concentrate for long periods
<input type="checkbox"/> Can be sloppy; need organizational strategies	<input type="checkbox"/> Needs to see a connection between learning and work.	<input type="checkbox"/> Takes pride in schoolwork
<input type="checkbox"/> Interest in logic and how things work	<input type="checkbox"/> Needs to understand how things work: why things happen	<input checked="" type="checkbox"/> Can be highly productive
<input type="checkbox"/> Have limited attention span	<input type="checkbox"/> Reads to learn new information	<input type="checkbox"/> Pays close attention to form and structure
<input type="checkbox"/> Loves to socialize	<input type="checkbox"/> Takes pride in work	<input type="checkbox"/> Enjoys fact based subjects
<input type="checkbox"/> Works quickly; often takes on more than they can handle	<input type="checkbox"/> Jumps quickly between interests	<input checked="" type="checkbox"/> Enjoys choral reading, singing, poetry, and plays
<input type="checkbox"/> Can use manipulatives to explain their thinking and problem solve in concrete ways	<input type="checkbox"/> Logical operations: math manipulations	<input type="checkbox"/> Logical operations: math manipulations
<input type="checkbox"/> Beginning to master handwriting and drawing		
<input type="checkbox"/> Logical operations: math manipulations		

Comments: _____

Observation Template

Common literacy and language characteristics of children in the classroom:

Pre-K (4 years olds)	Second Grade (7 years olds)	Fifth (10 years olds)
○ Likes to talk and use rapidly expanding vocabulary	✓ Loves descriptive language	○ Listen well
○ Tends to exaggerate	○ Enjoys learning new and challenging words	○ Reads voraciously
○ Listens well	✓ Sometime reverts back to baby talk	○ Likes to explain things
○ Has so many ideas that they often forget what others say	○ Enjoys exaggeration	○ Likes to perform for class; recite poetry, choral readings, plays.
○ Works good in groups with peers on the same ability level	○ Works well in reading groups	○ Likes to read books centered on themes
○ Works good in goods with peers of the same interest	○ Volunteers to read aloud to class	○ Would rather read than do a project
○ Begins to work independently	✓ Writing with fewer mistakes	○ Enjoys comic books
○ Reads longer books with more advanced themes	○ Mastered capitalization and punctuation	○ Ready to write lengthy paragraphs, stories, research papers.
○ Uses more descriptive writing	○ Improving at using a dictionary	○ Enjoys memorizing how to spell difficult words
○ Interests in reading (poetry, comic books, newspapers, etc) becoming more diverse	✓ Increasingly fluent in cursive writing	○ Becoming fluent in cursive
○ Increasing ability to spell difficult words correctly	○ Use of prefix, root, suffix for unfamiliar words	○ Use of prefix, root, suffix for unfamiliar words
○ Ready to learn compound words	○ Participates in class discussions	○ Participates in class discussions
○ Use of prefix, root, suffix for unfamiliar words	✓ Draws conclusions	○ Draws conclusions
○ Participates in class discussions	○ Reads fluently	○ Reads fluently
○ Draws conclusions	○ Writes proficiently	○ Writes proficiently
○ Reads fluently		
○ Writes proficiently		

Comments: _____

Observation Template

Common peer relations and moral characteristics of children in the classroom:

Pre-K (4 years olds)	Second Grade (7 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Enjoys socializing	<input type="checkbox"/> More individualistic	<input type="checkbox"/> General content
<input type="checkbox"/> Enjoys humor	<input type="checkbox"/> Often feel worried or anxious	<input checked="" type="checkbox"/> Friendly
<input type="checkbox"/> Loves groups activities	<input type="checkbox"/> Impatient	<input type="checkbox"/> Quick to anger and quick to forgive
<input type="checkbox"/> Adjusts well to change	<input type="checkbox"/> Often complain about fairness issues	<input type="checkbox"/> Usually truthful
<input type="checkbox"/> Resilient	<input type="checkbox"/> Critical of self and others (including adults)	<input checked="" type="checkbox"/> Highly sensitive to fairness and other social issues.
<input type="checkbox"/> Form larger friendship groups	<input type="checkbox"/> Can be sullen, moody, aloof	<input type="checkbox"/> Enjoys cooperation
<input type="checkbox"/> Works best at tables or with desks pushed together	<input type="checkbox"/> Can be negative; saying things like "I hate it" It's boring"	<input type="checkbox"/> Enjoys competition
<input type="checkbox"/> Prefers to work and play with peers of the same gender	<input type="checkbox"/> Like to work with partners of own choosing, usually same gender	<input checked="" type="checkbox"/> Beginning to learn conflict resolution/ peer mediation
<input type="checkbox"/> Enjoys class projects and traditions	<input type="checkbox"/> Begin to form cliques	<input type="checkbox"/> Concerned with maintaining friendships
<input type="checkbox"/> Enjoys a sense of unity and cohesion	<input type="checkbox"/> Can work in groups but spend more time arguing about the assignment that actually doing the assignment	<input type="checkbox"/> Eager to reach out and help others
<input type="checkbox"/> Growing sense of moral responsibility	<input type="checkbox"/> Very competitive	<input checked="" type="checkbox"/> Enjoys being noticed and rewarded for their efforts
<input type="checkbox"/> Becoming interested in fairness issues and justice	<input type="checkbox"/> Likes to negotiate	<input type="checkbox"/> Quick tempers may lead to physical outbursts or tears.
<input type="checkbox"/> Enjoying studying other cultures	<input type="checkbox"/> Tends to give up on tasks	<input type="checkbox"/> Rules must be followed
<input type="checkbox"/> Rules must be followed	<input type="checkbox"/> Rules must be followed	<input type="checkbox"/> Personal Preference
<input type="checkbox"/> Personal Preference	<input type="checkbox"/> Personal Preference	

Comments: _____

Observation Template

Common physical characteristics of children in the classroom:

Pre-K (4 years olds)	Second Grade (7 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Full of energy	<input type="checkbox"/> Better coordinated	<input type="checkbox"/> Large muscles are developing quickly
<input type="checkbox"/> Needs a physical release of energy	<input type="checkbox"/> Likes to push their physical limit	<input checked="" type="checkbox"/> Desperately need outdoor time and physical challenges
<input type="checkbox"/> Somewhat awkward	<input type="checkbox"/> Tires easily	<input type="checkbox"/> Often writing becomes more sloppy
<input type="checkbox"/> Visually focuses well on both near and far objects.	<input type="checkbox"/> Complains about aches, pains, injuries, and hurt feelings	<input checked="" type="checkbox"/> Snacks and rest period benefit rapidly growing bodies
<input type="checkbox"/> Better control of handwriting	<input type="checkbox"/> May twist hair, bite nails, fidget to relieve tension	<input type="checkbox"/> Can concentrate for long periods
<input type="checkbox"/> Needs lots of physical activity	<input type="checkbox"/> Shows better physical control	<input checked="" type="checkbox"/> Able to focus on the boards and a textbook
<input type="checkbox"/> Short exercise breaks help with concentration	<input type="checkbox"/> Benefit from fine motor tools and tasks	<input type="checkbox"/> Can pay attention to details easier
<input type="checkbox"/> Love group games	<input type="checkbox"/> Complain and sometimes exaggerate physical hurts	<input type="checkbox"/> Enjoys tracing and coping
<input type="checkbox"/> Play hard and tire quickly	<input type="checkbox"/> Restless	<input checked="" type="checkbox"/> Loves large group games
<input type="checkbox"/> Concerned with physical appearance	<input type="checkbox"/> Concerned with physical appearance	<input checked="" type="checkbox"/> Excess energy may spill over into acting out in the classroom
<input type="checkbox"/> Plays music	<input type="checkbox"/> Plays music	<input type="checkbox"/> Concerned with physical appearance
<input type="checkbox"/> Builds complex structures	<input type="checkbox"/> Builds complex structures	<input type="checkbox"/> Plays music
		<input type="checkbox"/> Builds complex structures

Comments: _____

Observation Template

Common self-concept characteristics of children in the classroom:

Pre-K (4 years olds)	Second Grade (7 years olds)	Fifth (10 years olds)
<input type="checkbox"/> Touches base with teacher-not necessarily approval	<input type="checkbox"/> Touches base with teacher-not necessarily approval	<input type="checkbox"/> Touches base with teacher-not necessarily approval
<input type="checkbox"/> Works autonomously	<input type="checkbox"/> Works autonomously	<input checked="" type="checkbox"/> Works autonomously
<input type="checkbox"/> Begins to worry about moral/global issues	<input type="checkbox"/> Begins to worry about moral/global issues	<input type="checkbox"/> Begins to worry about moral/global issues
<input type="checkbox"/> Neat with own belongings	<input type="checkbox"/> Neat with own belongings	<input type="checkbox"/> Neat with own belongings
<input type="checkbox"/> Often feels like no one likes them	<input type="checkbox"/> Often feels like no one likes them	<input type="checkbox"/> Often feels like no one likes them
<input type="checkbox"/> Depend on adult for reassurance	<input type="checkbox"/> Depend on adult for reassurance	<input checked="" type="checkbox"/> Depend on adult for reassurance
<input type="checkbox"/> No longer takes risks	<input type="checkbox"/> No longer takes risks	<input type="checkbox"/> No longer takes risks
<input type="checkbox"/> Conscientious and serious	<input type="checkbox"/> Conscientious and serious	<input type="checkbox"/> Conscientious and serious
<input type="checkbox"/> Strong likes/dislikes	<input type="checkbox"/> Strong likes/dislikes	<input type="checkbox"/> Strong likes/dislikes
<input type="checkbox"/> Self Identity: Who am I?	Self Identity: Who am I?	<input type="checkbox"/> Self Identity: Who am I?
<input type="checkbox"/> Group Identity: What do my peers think of me?	<input type="checkbox"/> Group Identity: What do my peers think of me?	<input type="checkbox"/> Group Identity: What do my peers think of me?
<input type="checkbox"/> Self Worth: Am I good at it?	<input type="checkbox"/> Self Worth: Am I good at it?	<input checked="" type="checkbox"/> Self Worth: Am I good at it?
<input type="checkbox"/> If I can't do it well, then I don't want to do it (neg. fdbk)	If I can't do it well, then I don't want to do it (neg. fdbk)	<input type="checkbox"/> If I can't do it well, then I don't want to do it (neg. fdbk)
<input type="checkbox"/> Opportunity to learn	Opportunity to learn	<input type="checkbox"/> Opportunity to learn
<input type="checkbox"/> Control own environment	Control own environment	<input type="checkbox"/> Control own environment
<input type="checkbox"/> Respects all participants	Respects all participants	<input type="checkbox"/> Respects all participants
<input type="checkbox"/> Strong emotional and social support	Strong emotional and social support	<input checked="" type="checkbox"/> Strong emotional and social support
<input type="checkbox"/> Competent/ productive (pos. fdbk)	Competent/ productive (pos. fdbk)	<input type="checkbox"/> Competent/ productive (pos. fdbk)

Comments: _____
