

TULSA PUBLIC SCHOOLS
Classroom Observation of Speech-Language Skills

Student: _____ ID#: _____

Observation Date/Time: _____ Teacher: _____

Speech-Language Pathologist: _____

Classroom activity observed: _____

Student seating: ___ in front, ___ middle, ___ in back of room, ___ other

Instructional grouping: ___ large group, ___ small group, ___ individual

Student observed to: ___ initiate conversation, ___ explain, ___ ask questions,
___ answer questions, ___ communicate needs, ___ tell a story, ___ describe events

Instructional Format: ___ discussion, ___ lecture, ___ worksheet, ___ text book
___ hands-on activity, ___ other: _____

Student attention to task: estimated percentage time on task: _____%

Communication difficulties noted:

___ exhibits articulation errors inappropriate for student's age.

___ exhibits poor intelligibility of speech during classroom activities

___ frequently answers questions inappropriately or illogically in class.

___ uses improper syntax in sentences during classroom conversations.

___ inadequate word retrieval

___ difficulty following multi-step oral directions

___ poor conversational skills and/or poor topic maintenance

___ difficulty participating in classroom discussions

___ reduced length and/or complexity of formulated sentences

___ demonstrates hoarseness or loss of voice

___ phoneme repetitions and/or part-word repetitions in conversation

___ exhibits prolongations, interjections, or secondary struggle behaviors

___ other: _____

Phoneme substitutions or distortions noted: _____

Classroom conversational intelligibility: ___ excellent, ___ good, ___ fair, ___ poor

Comments: _____