

# **THE MATCH TEACHER CHECKLIST**

**OBSERVATION OF BEHAVIORAL  
& ACADEMIC PERFORMANCE  
IN THE MONTESSORI CLASSROOM**

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# MATCH TEACHER OBSERVATION CHECKLIST

This checklist was compiled to assist Montessori teachers in the specific observation of behaviors, skills and developmental levels which indicate that a child appears to be functioning

- at an **average** readiness for the academic skills of reading, writing, spelling and math for entering grade 1.
- is functioning at an **above average** performance for entering grade 1.
- is functioning at **below average** performance and may be high risk for academic learning task in language and/or math on entering grade 1.

The teacher who has:

1. Daily Classroom Observations
2. Completed the Match Observation Checklist
3. Completed with the parents the Student History

has more detailed information with which to conference with the parent on the school's recommendation for the child's best placement and academic program in the elementary years.

The teacher also has clear and specific reasons for recommending testing to determine if early intervention programs are needed.

With this information, each parent can decide whether to pursue more extensive evaluation of the child's skills at this time.

In the eye of the trained observer, the:

- Practical Life Curriculum provides diagnostic information concerning (1) attention; (2) eye-hand coordination; (3) gross motor skill development; (4) fine motor skill development; (5) oral language development; (6) order; (7) sequence; (8) development of independent work.
- Sensory Curriculum provides information on all of the above mentioned skills, as well as sensorial discrimination and gradation.
- Math, Language, Physical Science and Social Science provide all of the skills mentioned under life skills and sensorial, as well as the higher level abstract concepts related to the use of number and letter symbols, decoding, comprehension and scientific concepts.

## **Directions:**

This checklist is usually used in the spring of the year to assist the teacher in relating her observation to the parents in conference, making recommendations for specific testing, and recommending placement in grade one.

Read each question and mark the appropriate response. At the end of each section compile the above average, average, and below average responses. An \* is found by each below average response. To assist in marking below average responses, average developmental levels are given in parentheses. These levels are taken from the Bayley Infant Scales of Development, the Denver Developmental Screening Test, Gesell -- "The First Five Years of Life," and the Learning Accomplishment Profile. The sections are:

- |            |                              |
|------------|------------------------------|
| <b>I</b>   | <b>Classroom Behavior</b>    |
| <b>II</b>  | <b>Classroom Performance</b> |
| <b>III</b> | <b>Gross Motor Skills</b>    |
| <b>IV</b>  | <b>Social Behavior</b>       |

The responses for each section should be transferred to the cover sheet where a profile of performance can be seen. The checklist was not developed to be quantified. It rather is to help the teacher organize her observations. If there are 3 to 4 below average marks in Sections I, III and IV and 8 to 10 in Section II, further testing is recommended.

Sources for information or referral agencies available in a specific city:

**The International Dyslexia Association**, 8600 LaSalle Blvd.,  
Chester Bldg. #382, Baltimore, Maryland 21286 (800/ABCD-  
123) or 410/296-0232 [www.interdys.org](http://www.interdys.org)

**The Association for Children with Learning Disabilities**,  
4156 Library Road, Pittsburgh, Pennsylvania 15234, 412-341-  
1515.

**Local school district offices.** The Department of Exceptional Student Education can usually provide information on local resources for the gifted, visually impaired, hearing impaired, physically impaired, learning disabled, mentally retarded and emotionally handicapped.

Test batteries given by evaluation teams usually include measures of mental ability, speech and language development, gross and fine motor development, readiness skills and/or academic progress.

# THE MATCH TEACHER CHECKLIST OBSERVATION OF ACADEMIC PERFORMANCE IN THE MONTESSORI CLASSROOM

By  
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Teacher \_\_\_\_\_

Child's Name \_\_\_\_\_

Referral for Testing \_\_\_\_\_

Date of Referral \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Birthdate \_\_\_\_\_  
(Month Day Year)

Date of Entrance \_\_\_\_\_

Language Spoken at Home \_\_\_\_\_

Best area of work? \_\_\_\_\_

Poorest area of work? \_\_\_\_\_

Has the child had a complete eye exam by an ophthalmologist? \_\_\_\_\_  
If any hearing difficulties are suspected, has he had a complete exam by an  
audiologist in a hearing clinic? \_\_\_\_\_

# Student Profile

<b>COMPILATION CLASSROOM BEHAVIOR (13)</b>			
	Above Average	Average	Below Average
Behavior			

<b>COMPILATION CLASSROOM PERFORMANCE (56)</b>			
	Above Average	Average	Below Average
Order (5) Sequence (5) Gross Motor Skills (3) Eye-Hand Coordination (5) FMS (5) Perception (10) Oral Language (9) Written Language (9) Concepts (5)			

<b>COMPILATION OF GROSS MOTOR SKILLS (15)</b>			
	Above Average	Average	Below Average
Balance (4) Alternating Movement (2) Eye-Hand/Eye Foot Coordination (4) Directionality (2) Rhythmic Games (1) Sports (1)			

<b>COMPILATION OF SOCIAL BEHAVIOR (15)</b>			
	Above Average	Average	Below Average
Social Behavior			

# MATCH TEACHER OBSERVATION CHECKLIST

## CLASSROOM BEHAVIOR

1. Normalization (Self-Control)

- has been achieved  
 is proceeding  
 has not been achieved\*

	Above Average	Average	Below Average
2. Cycle of Work			*
3. Concentration in group activities			*
4. Concentration in individual activities			*
5. Sense of order			*
6. Following Directions			*

7. Activity behavior is:

within average limits   
  hyperactive\*   
  hypoactive\* (quiet & sluggish)

8. Is easily distracted visually? Yes \*    No

9. Is easily distracted by noise? Yes \*    No

10. Work behavior is:     average     mature     immature\*

11. Avoidance of certain types of work Yes \*    No

Work chosen most frequently: \_\_\_\_\_

Work avoided: \_\_\_\_\_

12. Behavior with activities is directed toward:

usage as presented   
  exploration with a purpose   
  play\*

13. Guidance by the teacher is needed:

an average amount of time   
  rarely   
  frequently\*

### COMPILATION CLASSROOM BEHAVIOR (13)

(Transfer to Student Profile)

	Above Average	Average	Below Average
Behavior			

# CLASSROOM PERFORMANCE

**I. Practical Life Activities** are done with (dressing, preparing foods, caring for self, property, etc.)

	Above Average	Average	Below Average	
1. Order				*
2. Sequence				*
3. Gross Motor Skills				*
4. Eye-Hand Coordination				*
5. Fine Motor Skills				*
Hand Preference		Left_____	Right____(2 years)	
Can tie shoes?		Yes_____	No____(5-7)	
Can color within lines?		Yes_____	No____(4-6)	
Can cut on a line with scissors?		Yes_____	No____(5-6)	
Can cut meat?		Yes_____	No____(6-7)	
6. Perception (spatial judgement)				*
7. Oral Language (verbal labels for objects/activities)				*
8. Concepts Commensurate with Age				*

**II. Sensorial Activities** are done with: (puzzles, string beads, blocks, etc.)

	Above Average	Average	Below Average	
9. Order				*
10. Sequence				*
11. Gross Motor Skills				*
12. Eye-Hand Coordination				*
13. Fine Motor Skills				*
14. Perception of Pattern (stringing beads, etc.)				*
15. Perception Contrast/Gradation				*
16. Oral Language (verbal labels for materials/activities)				*
17. Concepts Commensurate w/ Age				*

If difficulty in pattern or gradation, list the activity and difficulty:

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**III. Math Activities** are done with:

	Above Average	Average	Below Average	
18. Order				*
19. Sequence				*
20. Eye-Hand Coordination				*
21. Fine Motor Skills				*
22. Perception of Pattern				*
23. Oral Language (verbal labels for materials/concepts)				*
24. Written Work				*
25. Concepts Commensurate with Age				*

Can count from \_\_\_\_ to \_\_\_\_ (5)

Can write from \_\_\_\_ to \_\_\_\_ (5-6)

Reversals in numerals? Yes \_\_\_\_ \* No \_\_\_\_

Sequence confusion? Yes \_\_\_\_ \* No \_\_\_\_

**IV. Oral Language Activities**

	Above Average	Average	Below Average	
26. Auditory Discrimination (Ability to distinguish 1 sound from another)				*
27. Auditory Memory (ability to hold words/sentences in memory)				*
28. Listening Skills (ability to attend to and follow simple directions)				*
29. Vocabulary Development (appropriate for age use of labels for objects/ideas)				*
30. Verbal Ability (ability to express himself)				*

Does he use gesture rather than speech? Yes \_\_\_\_ \* No \_\_\_\_

Does he speak as little as possible? Yes \_\_\_\_ \* No \_\_\_\_

Does he have problems with word retrieval? Yes \_\_\_\_ \* No \_\_\_\_

Does he have vocabulary expected for age? Yes \_\_\_\_ No \_\_\_\_ \*

Speech

Does he have speech differences? Yes \_\_\_\_ \* No \_\_\_\_

Does he have articulation problems? Yes \_\_\_\_ \* No \_\_\_\_

Does he have repetitions in speech? Yes \_\_\_\_ \* No \_\_\_\_

**V. a. Pre-Writing**

	Above Average	Average	Below Average	
31. Pencil Grasp				*
32. Coloring within lines (4-5)				*
33. Cutting on a line (4-5)				*
34. Cutting a shape (5-6)				*
35. Copying shapes				*
X (2 1/2)				*
circle (3-4)				*
square (4-5)				*
rectangle (5-6)				*
triangle (5-6)				*
diamond (6)				*

**V. b. Written Language Activities are done with:**

	Above Average	Average	Below Average	
36. Order				*
37. Sequence				*
38. Eye-Hand Coordination				*
39. Fine Motor Skills				*
40. Perception (Auditory Discrimination)				*
41. Perception (Auditory Memory)				*
42. Perception (Visual Discrimination)				*
43. Perception (Visual Memory)				*
44. Perception of Pattern (word building/spelling)				*
45. Concepts Commensurate with age				*

Knows letter sounds? Yes \_\_\_ No \_\_\_ \*

Knows letter names? Yes \_\_\_ No \_\_\_ \*

    capital letters? Yes \_\_\_ No \_\_\_ \*

    lower case letters? Yes \_\_\_ No \_\_\_ \*

Can blend sounds into word? Yes \_\_\_ No \_\_\_ \*

Is beginning to decode? Yes \_\_\_ No \_\_\_ \*

Mastery is:

Can write the alphabet? (6-7)

Omission in alphabet?

Reversals in letters in alphabet?

Sequence in alphabet?

Stable \_\_\_\_ Variable \_\_\_\_\*

Yes \_\_\_\_ No \_\_\_\_\*

Yes \_\_\_\_\* No \_\_\_\_

Yes \_\_\_\_\* No \_\_\_\_

Yes \_\_\_\_\* No \_\_\_\_

**V.c. Reading**

	Above Average	Average	Below Average
46. Reading is:			*

Can score on formal tests Yes \_\_\_\_ No \_\_\_\_

Gray Oral \_\_\_\_ Comprehension \_\_\_\_ Gates Spelling \_\_\_\_

	Above Average	Average	Below Average
Written work is: (writing letters, words) (4-5)			*

**VI. Sciences are done with:**

	Above Average	Average	Below Average
48. Order			*
49. Sequence			*
50. Gross Motor Skills			*
51. Eye-Hand Coordination			*
52. Fine Motor Skills			*
53. Perception (map performance/remembers detail)			*
54. Oral Language (verbal work is)			*
55. Written Language (written work is)			*
56. Concepts commensurate with age			*

**COMPILATION CLASSROOM PERFORMANCE (56)**

Above Average      Average      Below Average

Order (5)			
Sequence (5)			
Gross Motor Skills (3)			
Eye-Hand Coordination (5)			
FMS (5)			
Perception (10)			
Oral Language (9)			
Written Language (9)			
Concepts (5)			

### III. Gross Motor Skills

<b>Balance:</b>	Above Average	Average	Below Average
1. Can balance on right foot for 5 seconds			(3-4)*
2. Can balance on left foot for 5 seconds			(3-4)*
3. Can walk line forward toe-to-heel			(4-6)*
4. Can walk line backward toe-to-heel			(4-6)*
5. Can hop on one foot			*

Which foot? Right \_\_\_\_\_ Left \_\_\_\_\_

<b>Alternating Movements:</b>	Above Average	Average	Below Average
6. Can walk up and down stairs alternating feet			(3-4)*
7. Can skip			(5-6 1/2)*

<b>Eye-Hand/Eye-Foot Coordination:</b>	Above Average	Average	Below Average
8. Can throw a ball underhanded			(3)*
9. Can throw a ball overhand			(4-5)*
10. Can catch a ball			(3-4)*
11. Can kick a ball rolled to him			(3-4)*

<b>Directionality:</b>	Above Average	Average	Below Average
12. Knows left and right hands			(6-7)*
13. Can do cross commands of left and right			(7+)*

<b>Games:</b>	Above Average	Average	Below Average
14. In rhythmic games is (clapping, etc)			*
15. In games & sports is			*

<b>COMPILATION OF GROSS MOTOR SKILLS (15)</b>			
	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
Balance (4)			
Alternating Movement (2)			
Eye-Hand/Eye Foot Coordination (4)			
Directionality (2)			
Rhythmic Games (1) Sports (1)			

## SOCIAL BEHAVIOR

	<b>Yes</b>	<b>No</b>
1. Has:		
many friends	_____	_____
few friends	_____*	_____
2. Friends are older	_____*	_____
younger	_____*	_____
peers	_____	_____
3. Socializes with:		
many	_____	_____
few	_____*	_____
4. Is immature	_____*	_____
5. Appears to be trying, but success is limited	_____*	_____
6. Displays poor judgement in a group	_____*	_____
7. Overreacts to most situations	_____*	_____
8. Difficulty relating to adults	_____*	_____
9. Difficulty relating to peers	_____*	_____
10. Does not like to be touched	_____*	_____
11. Clowning behavior	_____*	_____
12. Withdrawn (shy) behavior	_____*	_____
13. Confrontational behavior	_____*	_____
14. Manipulative behavior	_____*	_____
15. Hostile/aggressive behavior	_____*	_____

## COMPILATION OF SOCIAL BEHAVIOR (15) (Transfer to Student Profile)

	Above Average	Average	Below Average
Social Behavior			

# ADDITIONAL INFORMATION

## TEST OR EVALUATION BEHAVIOR

	Yes	No
1. Seems to know material, but cannot apply it when reviewed	_____*	_____
2. Has difficulty retaining material	_____*	_____
3. Knows it today, but doesn't tomorrow	_____*	_____
4. Achievement Test scores (if available): _____		

## Other Observations

	Yes	No
1. Hearing loss	_____	_____
2. Wears glasses	_____	_____
3. Rubs eyes	_____	_____
4. Difficulty saying certain words	_____*	_____
5. Frequently wants a questions repeated	_____*	_____
6. Short attention span	_____*	_____
7. Works with face close to book or paper	_____*	_____
8. Often forgets books, assignments, personal items	_____*	_____
9. Difficulty with organization	_____*	_____

## Parent Contacts

	Yes	No
1. Have you met with the parents?	_____	_____
2. Are the parents positive?	_____	_____
3. Are the parents aware of difficulties in the classroom?	_____	_____
4. In your opinion, is there a supportive home environment?	_____	_____

*\*Usually indicates below average performance.*

# STUDENT HISTORY

**CONFIDENTIAL**

Child's name \_\_\_\_\_ Child's C.A. \_\_\_\_\_

Parent's Name \_\_\_\_\_

Tell me about your child. How do you see his strengths and weaknesses? What do you think of his progress in school? How do you see his personality? Please write responses on back of this sheet.

### I. Prenatal

Difficulty during pregnancy Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ illness of mother

\_\_\_\_\_ accident or injury of mother

\_\_\_\_\_ threatened miscarriage

\_\_\_\_\_ medication of mother

### II. Delivery

\_\_\_\_\_ Full term \_\_\_\_\_ Premature

Length of labor \_\_\_\_\_

Birth Weight \_\_\_\_\_ Length \_\_\_\_\_

Problem in Breathing Yes \_\_\_\_\_ No \_\_\_\_\_

Jaundice Yes \_\_\_\_\_ No \_\_\_\_\_

Incubator Yes \_\_\_\_\_ No \_\_\_\_\_

Feeding Problems Yes \_\_\_\_\_ No \_\_\_\_\_

Sleeping Problems Yes \_\_\_\_\_ No \_\_\_\_\_

Health Problems Yes \_\_\_\_\_ No \_\_\_\_\_

Other \_\_\_\_\_

### III. Developmental History (Birth to 5)

Accidents \_\_\_\_\_

Illness \_\_\_\_\_

Injury \_\_\_\_\_

Age \_\_\_\_\_

Sat up \_\_\_\_\_

Crawl \_\_\_\_\_

Walk \_\_\_\_\_

Talk \_\_\_\_\_

Speech Problems? \_\_\_\_\_

Child's health Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Chronic Problems Yes \_\_\_\_\_ No \_\_\_\_\_

### IV. School History

Preschool attendance Yes \_\_\_\_\_ No \_\_\_\_\_

	Above Average	Average	Below Average
Preschool Adjustment			
Preschool Skill Development			

Areas of weakness, if any \_\_\_\_\_

Areas of strength \_\_\_\_\_

**Early Grades (1-2)**

	Above Average	Average	Below Average
Adjustment			

Teacher complaints, if any: \_\_\_\_\_

**V. Family History**

Allergies (food, sinus, hay fever) \_\_\_\_\_

Low blood sugar \_\_\_\_\_

Diabetes (early or late onset) \_\_\_\_\_

Reading or learning problems \_\_\_\_\_

Other

Comments \_\_\_\_\_

\_\_\_\_\_