ORGANIZATION SKILLS PROGRESS TRACKER

OBSERVE MANAGEMENT OF CLASSROOM MATERIALS

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Desk organization
- ☐ Backpack routine
- ☐ Folder system
- ☐ Supply gathering
- ☐ Assignment filing
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Color-coded folders
- ☐ Picture labels
- ☐ Storage bins
- ☐ Desk checklist
- ☐ Daily routine chart
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
MATERIAL LOCATION Finds needed materials.	☐	☐	☐	☐	☐
SUPPLY READINESS Brings required items to the task.	☐	☐	☐	☐	☐
WORKSPACE SETUP Arranges a usable work area.	☐	☐	☐	☐	☐
ITEM GROUPING Sorts items in designated places.	☐	☐	☐	☐	☐
WORK STORAGE Puts completed work in its location.	☐	☐	☐	☐	☐
CLEANUP ROUTINE Returns materials after use.	☐	☐	☐	☐	☐
ROUTINE FOLLOWING Uses an organization system.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

PLANNING & SEQUENCING PROGRESS TRACKER

OBSERVE HOW A STUDENT PLANS AND ORDERS STEPS

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Writing project
- ☐ Art activity
- ☐ Multi-step worksheet
- ☐ Class routine
- ☐ Simple project
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Step-by-step plan
- ☐ Picture sequence
- ☐ Graphic organizer
- ☐ Planning checklist
- ☐ Worked example
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
GOAL IDENTIFICATION Identifies the expected outcome.	☐	☐	☐	☐	☐
MATERIAL SELECTION Chooses items needed for the plan.	☐	☐	☐	☐	☐
STEP GENERATION Identifies actions needed to finish.	☐	☐	☐	☐	☐
STEP ORDER Places actions in a useful sequence.	☐	☐	☐	☐	☐
PLAN FOLLOWING Works through planned steps.	☐	☐	☐	☐	☐
PLAN ADJUSTMENT Changes a step when necessary.	☐	☐	☐	☐	☐
FINAL REVIEW Checks work against the plan.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

TASK INITIATION PROGRESS TRACKER

OBSERVE HOW A STUDENT BEGINS CLASSROOM TASKS

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Written assignment
- ☐ Independent reading
- ☐ Worksheet
- ☐ Classroom routine
- ☐ Group activity
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Visual checklist
- ☐ First-then board
- ☐ Task model
- ☐ Visual timer
- ☐ Chunked instructions
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
TASK RECOGNITION Identifies when it is time to begin.	☐	☐	☐	☐	☐
MATERIAL READINESS Locates and prepares needed items.	☐	☐	☐	☐	☐
FIRST STEP Begins the initial task step.	☐	☐	☐	☐	☐
DIRECTION USE Uses provided directions to get started.	☐	☐	☐	☐	☐
SUPPORT USE Accesses available starting supports.	☐	☐	☐	☐	☐
HELP REQUEST Seeks clarification when needed.	☐	☐	☐	☐	☐
STARTING ROUTINE Begins within the agreed time window.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

FOLLOWING DIRECTIONS PROGRESS TRACKER

OBSERVE UNDERSTANDING AND USE OF DIRECTIONS

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ One-step task
- ☐ Two-step task
- ☐ Three-step task
- ☐ Classroom routine
- ☐ Group instructions
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Picture directions
- ☐ Written steps
- ☐ Demonstration
- ☐ Repeated directions
- ☐ Step checklist
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
ATTENDING Orients to directions being given.	☐	☐	☐	☐	☐
FIRST STEP Carries out the first instruction.	☐	☐	☐	☐	☐
STEP SEQUENCE Completes steps in the stated order.	☐	☐	☐	☐	☐
DETAIL ACCURACY Includes important direction details.	☐	☐	☐	☐	☐
CLARIFICATION Asks when directions are unclear.	☐	☐	☐	☐	☐
SUPPORT REFERENCE Checks visual or written directions.	☐	☐	☐	☐	☐
DIRECTION COMPLETION Finishes the requested steps.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

SUSTAINED ATTENTION PROGRESS TRACKER

OBSERVE ENGAGEMENT AND RETURN TO LEARNING TASKS

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Independent work
- ☐ Listening activity
- ☐ Reading
- ☐ Hands-on task
- ☐ Small group
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Visual timer
- ☐ Movement break
- ☐ Quiet workspace
- ☐ Noise reduction
- ☐ Task checklist
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
ENGAGEMENT Attends to the assigned activity.	☐	☐	☐	☐	☐
FOCUS DURATION Stays engaged for the target interval.	☐	☐	☐	☐	☐
DISTRACTION RESPONSE Returns attention after distractions.	☐	☐	☐	☐	☐
PROMPT RESPONSE Uses cues to refocus when needed.	☐	☐	☐	☐	☐
BREAK USE Uses planned breaks as intended.	☐	☐	☐	☐	☐
RE-ENGAGEMENT Resumes work after a pause.	☐	☐	☐	☐	☐
TASK FOLLOW-THROUGH Stays involved through the task.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

WORKING MEMORY PROGRESS TRACKER

OBSERVE RETENTION AND USE OF TASK INFORMATION

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Oral directions
- ☐ Multi-step activity
- ☐ Classroom routine
- ☐ Recall task
- ☐ Short assignment
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Step card
- ☐ Written reminder
- ☐ Picture sequence
- ☐ Repetition
- ☐ Memory checklist
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
INSTRUCTION RECALL Recalls the immediate task direction.	☐	☐	☐	☐	☐
STEP RETENTION Remembers the next task step.	☐	☐	☐	☐	☐
SEQUENCE MEMORY Keeps steps in the correct order.	☐	☐	☐	☐	☐
INFORMATION USE Applies information after a delay.	☐	☐	☐	☐	☐
REMINDER USE Checks cues when details are forgotten.	☐	☐	☐	☐	☐
TASK RETURN Recalls the task after interruption.	☐	☐	☐	☐	☐
COMPLETION CHECK Remembers to check final steps.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

SELF-MONITORING PROGRESS TRACKER

OBSERVE CHECKING, REFLECTION, AND CORRECTION

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Writing sample
- ☐ Math assignment
- ☐ Independent work
- ☐ Classroom routine
- ☐ Project review
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Self-check list
- ☐ Visual rubric
- ☐ Example answer
- ☐ Error cue
- ☐ Reflection card
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
EXPECTATION AWARENESS Identifies what successful work needs.	☐	☐	☐	☐	☐
PROGRESS CHECK Checks progress during the task.	☐	☐	☐	☐	☐
ERROR NOTICING Recognizes a mismatch or error.	☐	☐	☐	☐	☐
STRATEGY SELECTION Chooses a way to make a correction.	☐	☐	☐	☐	☐
REVISION Makes changes when needed.	☐	☐	☐	☐	☐
SUPPORT AWARENESS Recognizes when help is useful.	☐	☐	☐	☐	☐
FINAL CHECK Reviews work before finishing.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

FLEXIBLE THINKING PROGRESS TRACKER

OBSERVE RESPONSES TO CHANGES AND ALTERNATIVES

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Schedule change
- ☐ Different task method
- ☐ Unexpected problem
- ☐ Partner activity
- ☐ Changed materials
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Advance warning
- ☐ Choice board
- ☐ Visual alternatives
- ☐ Problem-solving card
- ☐ Supportive check-in
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
CHANGE NOTICING Recognizes that a plan has changed.	☐	☐	☐	☐	☐
ALTERNATIVE IDEAS Identifies another possible approach.	☐	☐	☐	☐	☐
OPTION CONSIDERATION Considers more than one solution.	☐	☐	☐	☐	☐
STRATEGY SHIFT Tries a different workable method.	☐	☐	☐	☐	☐
CHANGE SUPPORT Uses supports during uncertainty.	☐	☐	☐	☐	☐
RECOVERY Re-engages after an unexpected change.	☐	☐	☐	☐	☐
PROBLEM FOLLOW-THROUGH Continues toward the task goal.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

TASK TRANSITION PROGRESS TRACKER

OBSERVE MOVEMENT BETWEEN CLASSROOM ACTIVITIES

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Arrival routine
- ☐ Work to break
- ☐ Break to work
- ☐ Class change
- ☐ Group to independent
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Visual schedule
- ☐ Countdown cue
- ☐ Transition card
- ☐ Visual timer
- ☐ Preview of change
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
CUE AWARENESS Notices the transition cue.	☐	☐	☐	☐	☐
ENDING ACTIVITY Stops or pauses the current task.	☐	☐	☐	☐	☐
MATERIAL RESET Puts away or changes materials.	☐	☐	☐	☐	☐
NEXT STEP Identifies the next activity.	☐	☐	☐	☐	☐
MOVEMENT Moves to the next work area.	☐	☐	☐	☐	☐
ADJUSTMENT Uses support when plans change.	☐	☐	☐	☐	☐
RESTART Begins the next activity.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____

INDEPENDENT WORK PROGRESS TRACKER

OBSERVE PARTICIPATION IN INDEPENDENT TASKS

STUDENT NAME: _____

DATE: _____

OBSERVER: _____

TASK OBSERVED

- ☐ Worksheet
- ☐ Reading assignment
- ☐ Writing task
- ☐ Practice activity
- ☐ Project work
- ☐ Other: _____

MATERIALS / SUPPORTS

- ☐ Visual instructions
- ☐ Task checklist
- ☐ Timer
- ☐ Workstation setup
- ☐ Help request card
- ☐ Other: _____

OBSERVATION AREAS	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	NOT OBSERVED
TASK START Begins with available supports.	☐	☐	☐	☐	☐
DIRECTION ACCESS Uses directions during work.	☐	☐	☐	☐	☐
MATERIAL MANAGEMENT Keeps needed tools accessible.	☐	☐	☐	☐	☐
WORK ENGAGEMENT Works through the agreed interval.	☐	☐	☐	☐	☐
HELP SEEKING Requests assistance appropriately.	☐	☐	☐	☐	☐
SELF-CHECK Checks progress or completed work.	☐	☐	☐	☐	☐
TASK FINISH Completes and submits the activity.	☐	☐	☐	☐	☐

NOTES / OBSERVATIONS

HELP GIVEN: ☐ None ☐ Verbal ☐ Model ☐ Physical

_____

_____

_____

_____

STRENGTHS

- _____
- _____
- _____

AREAS TO SUPPORT

- _____
- _____
- _____

NEXT STEPS / GOALS

- _____
- _____
- _____

FOLLOW-UP DATE: _____ **FOLLOW-UP NOTES:** _____