

Working Memory Assessment Screen (KS3)

This screen can be used to identify areas of concern in order to carry out further detailed assessment.

Child's name:

Child's D.O.B:

This classroom observation should be completed when a child is completing an academically challenging activity. Where possible include the example of the behaviors observed (see the example below)

EXAMPLE	Able to stay focused during cognitively demanding activities	Less able than peers <input checked="" type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/>
		e.g. <i>'Ben' required 6 verbal prompts during a 10 minute mental arithmetic activity</i>

1. General working memory

Able to stay focused during cognitively demanding activities	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to complete work without simplifying the task	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to complete complex activities	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Contributes to class discussion	Less often than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Makes comments such as "I forget everything"	Yes <input type="checkbox"/> No <input type="checkbox"/> e.g.
Able to retain partial solutions during mental arithmetic	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.

Able to elaborate upon response on requested	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to retrieve simple information on demand	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to retrieve known facts quickly	Less often than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More often than peers <input type="checkbox"/> e.g.
Increasing frustration as task complexity increases	Less often than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More often than peers <input type="checkbox"/> e.g.
Able to accurately use subject-verb agreement in writing	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to produce long, complex sentences in written work	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Repeats words when writing a sentence	Less often than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More often than peers <input type="checkbox"/> e.g.
Comments:	
Cause for Concern:	No concerns <input type="checkbox"/> Identified area of need <input type="checkbox"/>

2. Verbal working memory

Able to complete tasks without requiring frequent reminders	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to contribute when called on without forgetting what they were planning to say	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to recall the key content of instructions	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to paraphrase spoken information	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to make meaningful notes	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to remember the first part of the sentence or paragraph when reading	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to identify the rhyming words in a paragraph	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Comments:	
Cause for Concern:	No concerns <input type="checkbox"/> Identified area of need <input type="checkbox"/>

3. Visuospatial working memory

Able to observe differences in the signs (x, + etc) during arithmetic calculation	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to read without losing their place	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Comments:	
Cause for Concern:	No concerns <input type="checkbox"/> Identified area of need <input type="checkbox"/>

4. Executive working memory

Able to answer oral comprehension questions without going off-topic/irrelevant	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to switch between operations e.g. from addition to subtraction problems	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to use learning strategies consistently	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Able to take notes and listening at the same time	Less able than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More able than peers <input type="checkbox"/> e.g.
Whispering/lip movements (subvocal rehearsal)	Less often than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More often than peers <input type="checkbox"/> e.g.
Thinks aloud	Less often than peers <input type="checkbox"/> Same as peers <input type="checkbox"/> More often than peers <input type="checkbox"/> e.g.
Comments:	
Cause for Concern:	No concerns <input type="checkbox"/> Identified area of need <input type="checkbox"/>