

Checklist: Individual Learner Differences

Directions

The teacher and the observer should each complete a copy of this form (total of two forms). When the observation is finished, they can sit down together, compare results, and come up with an agreed upon plan of action as needed.

A) For each of the points listed below, **circle** the appropriate response to...

Question: Do you see this in the lesson?

Answer: **YES, NO, ??** (not sure), or **NA** (not applicable).

B) When you are finished, put a check by the three items that are most important to you.

1.	Language activities are appropriate for learners' age level (cognitive development).	YES	NO	??	NA
2.	The teacher varies the type of language input that learners receive (written, oral, visual imagery, gestures and body motion, etc.).	YES	NO	??	NA
3.	A schedule of events is available so students can self-monitor their work and progress.	YES	NO	??	NA
4.	There are a variety of different activities and tasks to accommodate students' different learning styles.	YES	NO	??	NA
5.	Pair and group work is part of class activities in appropriate ways.	YES	NO	??	NA
6.	There is evidence that students are using a variety of learning strategies.	YES	NO	??	NA
7.	Students have opportunities to make choices and take responsibility for their own learning.	YES	NO	??	NA
8.	Students have opportunities to work at their own pace (speed).	YES	NO	??	NA
9.	Students have opportunities to work on both short and longer-term activities or projects.	YES	NO	??	NA
10.	Students have opportunities to work individually or in smaller groups with the teacher at some point during the week.	YES	NO	??	NA

Observation Focus: Individual Learner Differences

Date:

Name of teacher:

Name of observer:

School:

Students

- Age (grade):
- Number in class:
- Language level:
- Other:

Teacher comments:

Observer comments and questions:

Agreed on plan of action and timeline: