**Observation Checklist**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Neat, clean, **closes eyes to visualize**, always likes to look at something, reacts to colorful stimuli, **doodles and draws**, **chooses colorful or visual tasks**, takes lots of notes  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. **Hums or talks to self often**, can pay attention without looking at the front, **can get information from listening** without looking at pictures, **elaborate explanations**, tells stories even when asked not to, chooses interpersonal or **listening tasks**  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. **Gestures** while talking, tapping, fidgeting, **remembers what was done but not said or heard**, touches others, roams, **chooses active hands-on tasks**  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Detail oriented**, **linear and sequential**, likes charts and worksheets, sorts and classifies, clear explanations of what they’ve done, tends toward **organization**, frustrated with “chaos”  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. **Relates own experiences** appropriately without being asked, advises others, **hands-on** experiences best, likes to **apply learning**, thinks of ways to do things, persuasive  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. **Imaginative responses and tasks**, **explanations are atypical**, **notice things others don’t**, design new things, lots of ideas, improves on existing ideas  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Learns through words**, reads and writes in order to explain themselves, enjoys talking, **good at memorization**, finds joy in stories and poems |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Looks for and creates **patterns**, **detail oriented**, likes to figure things out by **experimenting**, **asks a lot of detail questions**, categorizes sorts or classifies easily |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Learns through **pictures**, **charts, graphs, diagrams**, and art, very colorful, **likes puzzles** |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. **Hums**, moves rhythmically, **taps** in time, **sings to self**, learns new songs very quickly, sings what could be said, **attunes to music more than others** |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. **Gestures** while talking, tapping, **fidgeting**, **remembers what was done** but not said or heard, **touches** others, roams, chooses active **hands-on tasks** |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. **Likes group work** and working cooperatively , has an interest in their community, **lots of friends, more socially adapted** |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Enjoys the opportunity to **reflect and work independently**, often **quiet** and would rather **work on his/her own** than in a group, **self-reflective** and expressive |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Enjoys **relating things to their environment**, has a strong connection to nature |  |  |  |  |  |  |  |  |  |  |  |  |

Observation Key

Section 1: Modality

1. Visual
2. Auditory
3. Kinesthetic

Section 2: Triarchic Theory (Sternberg)

1. Analytical
2. Practical
3. Creative

Section 3: Multiple Intelligences

1. Verbal Linguistic
2. Logical Mathematical
3. Visual Spatial
4. Musical
5. Body Kinesthetic
6. Interpersonal
7. Intrapersonal
8. Naturalist