

Differentiated Instruction Checklist

Teacher: _____ Date/Time: _____
 Comprehensive Reading Instruction _____ Intervention: _____ Observer: _____

+ / -	Observed	Comments
	<p>Instructional Delivery</p> <p>Direct, explicit instruction</p> <p>Systematic instruction</p> <p>Modeling</p> <p>Scaffolding</p> <p>Adequate time/tasks for practice</p> <p>Immediate corrective feedback to student</p> <p>Multiple opportunities for student response</p> <p>Student engagement</p>	
	<p>Grouping: Grouping formats observed during lesson (Circle)</p> <p>Whole group</p> <p>Small group (teacher-led)</p> <p>Small group (students)</p> <p>Pairs</p> <p>One-on-one</p> <p>Students working independently</p> <p>Students grouped for instructional purpose (e.g., one-on-one, pairs, small group)</p> <p>Students grouped based on same-ability need</p>	<p>Time Allotted</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Instructional/Intervention Time</p> <p>Time allotted for activity: ____ appropriate? ____</p> <p>Time for student practice adequate: _____</p> <p>Time for management/redirection: _____</p>	

	<p>Instructional Materials</p> <p>Teacher-led instruction: matched to student instructional level(s)</p> <p>Materials in centers, small group, or independent work matched to student needs</p> <p>Materials organized and available for lesson</p>	
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Highlights/Additional information: _____
