Checklist: Pair and Group Work

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.	Classroom seating allows for easy transitions to pair/group work.	YES	NO	??	NA
2.	The teacher creates appropriate types of groups (mixed vs. same levels, lets students choose, etc.).	YES	NO	??	NA
3.	Students work in appropriate sizes of groups.	YES	NO	??	NA
4.	The teacher rotates among groups.	YES	NO	??	NA
5.	The use of pair/group work matches lesson content.	YES	NO	??	NA
6.	Pair/group activities incorporate "authentic" or communicative language use.	YES	NO	??	NA
7.	Students stay on task and work cooperatively.	YES	NO	??	NA
8.	There are clear guidelines for the length and sequence (timing) of pair/group activities.	YES	NO	??	NA
9.	Pair/group activities are logically and clearly linked with other activities that proceed and follow them.	YES	NO	??	NA
10.	There are clear goals (purpose) and outcomes.	YES	NO	??	NA
11.	Learners use active listening strategies.	YES	NO	??	NA
12.	Transitions between activities are smooth.	YES	NO	??	NA
13.	Assessment techniques are appropriate for pair/group work activities and content.	YES	NO	??	NA

Observation Focus: Pair and Group Work

Date:

Name of teacher:

Name of observer:

School:

Students

- Age (grade):

- Number in class:

- Language level:

- Other:

Draw a simple sketch to show classroom seating and configuration (e.g. desks or chairs in rows, clusters of tables, u-shaped or circle seating, learning center areas, etc.). Attach it to this observation form.

Teacher comments:

Observer comments and questions:

Agreed on plan of action and timeline: