

Checklist: Critical Thinking Skills

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.	The lesson includes the use of critical thinking skills.	YES	NO	??	NA
2.	Clear learning goals are in evidence at all times.	YES	NO	??	NA
3.	There are student-centered learning practices (the teacher guides rather than “spoon feeds”).	YES	NO	??	NA
4.	The lesson is flexible and allows students to make choices in their learning.	YES	NO	??	NA
5.	Students are motivated, enthusiastic, and on task.	YES	NO	??	NA
6.	There is evidence of higher order thinking and learning (predict, imagine, analyze, synthesize, etc.).	YES	NO	??	NA
7.	The teacher allows an appropriate amount of time and pacing for students to complete the task(s).	YES	NO	??	NA
8.	More than one “right” answer is possible, so there is more than one way for students to succeed.	YES	NO	??	NA
9.	Students complete tasks in a timely manner.	YES	NO	??	NA
10.	Transitions between activities are smooth and efficient.	YES	NO	??	NA
11.	Type(s) of assessment (peer, self, portfolio, etc.) are appropriate for the learning goals.	YES	NO	??	NA

Observation Focus: Critical Thinking Skills

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: