

Callahan, C. M., Tomlinson, C. A., Moon, T. R., Tomchin, E. M., Plucker, J. A. (1995). *Project START: Using a multiple intelligences model in identifying and promoting talent in high-risk students* (RM95136). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm95136.pdf>

Teacher Observed: \_\_\_\_\_

## Project START Classroom Observation Checklist

Instructional Characteristics & Descriptors	Observer Comments
<p><b>1. Project START Components</b>            Use of manipulatives _____            Evidence of multicultural emphasis _____            Language immersion _____            Varied intelligence options for learning, expressing learning and/or assessing learning _____</p> <p><b>2. Differentiated Learning Environment</b>            Assessment of student readiness for task _____            Activities/materials/assessments for students at different levels of readiness _____            Activities/assessments which allow for differing learning styles _____            Teacher receptivity to diverse learners and learner needs _____            Degree of student-centeredness reflected through discussion, sense-making, decision-making, and “time on center stage” _____</p> <p><b>3. Content of Instruction</b>            Balance of skills and key ideas (concepts) _____            Meaningful application of skills and concepts by students to solve problems and/or create products to be shared with others _____            Balance of content and process _____            Evidence of critical and creative thinking _____</p>	

Key: 1=little evidence    3=some evidence    5=strong evidence  
 n/a=not applicable in this observation

Observer: \_\_\_\_\_

Date of Observation: \_\_\_\_\_