

Learning Styles Classroom Assessment

Name: _____ Grade: _____ DOB: _____

Classification:

(Check off the areas that apply-At least one check must appear for each question asked-“S” =Strength “W”=Weakness “NA”=Not Applicable)-

Part I-Type of Learner

A **Visual/Verbal learner** is someone who learns best by using their eyes to see information. They learn best by seeing words and numbers printed in text form, or by using graphics and pictures, observing real life objects and events, and using maps, charts, graphs, and other visual aids.

____ Prefers written instructions for assignments S__W__NA__

____ Carefully organizes his/her learning materials S__W__NA__

____ Prefers a time line to remember historical events S__W__NA__

____ Studies materials by reading over notes and organizing it in outline form S__W__NA__

____ Observes all the physical elements in a classroom S__W__NA__

An **Auditory/Verbal learner** is someone who learns best by listening and talking. They take in information best by their sense of hearing. They learn reading and other subjects by listening to someone present information orally and by being allowed to discuss the topic and ask questions. Some auditory learners also learn best by involving music and sound effects.

____ Verbally expresses excitement about learning S__W__NA__

____ Can remember verbal instructions without recording them S__W__NA__

____ Enjoys class discussions and talking with others S__W__NA__

____ Finds it difficult to work quietly for extended periods of time S__W__NA__

____ Desires to talk thru a concept not understood S__W__NA__

Kinesthetic learners learn best through movement of their large or gross motor muscles. They take in information best when they are moving. Movement includes learning while doing, being involved in projects, discovery, role-playing, simulations, and real life activities, and learning while standing up or using the large arm muscles to write as on a flip chart of chalkboard.

___ Enjoys making a product or completing a project S___W___NA___

___ Touch and movement are important S___W___NA___

___ Becomes physically involved in the subject being studied S___W___NA___

___ Takes study notes to keep busy S___W___NA___

___ Enjoys acting out a situation involved in the subject being studied S___W___NA___

Tactile learners learn best through their sense of touch, such as using their hands and fingers. They learn best by writing, drawing, taking notes, using hands-on manipulatives, and involving their emotions

___ Learns by imitation and practice S___W___NA___

___ Enjoys using computers S___W___NA___

___ Touches things to get a sense of them S___W___NA___

___ Likes to talk about feelings S___W___NA___

___ Best remembers what was done and feelings while learning S___W___NA___

Part II-Thinking Level of Learner

Check the areas that apply

S___W___NA___ Concrete learners: **A concrete learner is the child who has difficulty making the shift from the hands-on learning of early childhood to the symbolic world of formal education; the child who finds not only letters and printed words inadequate but sometimes spoken words as well; the child who always continues to need hands-on experiences. All young children are by their nature concrete learners. Concrete learners like a hands-on approach. They don't want just to read about an experiment; they want to do it. Concrete learners advertise their nature to observant parents and teachers as they touch everything. Children with ADD usually learn better by concrete methods.**

S__W__NA__ Abstract learner: Abstract learners make the leap from the real to the symbolic world easily, and soon work comfortably with printed language. Abstract reasoning skills can be stronger or weaker either verbally or non-verbally. Children weak in abstract reasoning will be concrete learners, children who learn best with hands-on activities.

S__W__NA__ Global learners: Global learners learn in layers. They prefer an overview of where they are going first before learning a complex process. They like having a map, knowing where they are headed and what they are working toward. For example, global learners learn phonics quicker if they are shown the result first--that they will be able to figure out unknown words. They enjoy having examples shown to them even if they aren't capable of imitating the skill yet. Global learners sometimes get confused by step-by-step instructions, especially if the steps are numerous and complex.

S__W__NA__ Sequential learners: Sequential learners find introductory overviews distracting and confusing. They expect to learn whatever they are shown immediately or they become frustrated because they don't have the ability of the global learner to see "the big picture." They prefer to proceed step-by-step, in an orderly way, to the end result. Sequential learners are in the majority, and most educational materials are laid out in a sequential rather than a global way.

S__W__NA__ Visual-Perceptual Learners: Children with visual-perceptual strengths learn best by looking. Demonstrations from the blackboard, diagrams, graphs and charts are all valuable tools for them. However, children with weak visual-perceptual skills have difficulty interpreting what they see consistently and without distortion. Because they perceive differently, they won't learn well by studying visual examples. The farther away an example is, such as teacher demonstrations given at the blackboard, the more difficulty they probably will have.

S__W__NA__ Auditory-Perceptual Learner: A child with an auditory-perceptual strength will have better than average ability to learn by listening. He'll remember details from class discussions, and will be able to ignore the distracting sounds that might keep others from concentrating, such as a conversation out in the hall. This skill is an even greater strength when the student has strong verbal skills as well.

Part III-Skill Levels

Determine the level- deficit or strength

S__W__NA__ Grapho-Motor Skills: Children with strength in grapho-motor skills stand out early in their schooling because of their neat printing. They will not have difficulty learning either printing or cursive writing (so long as they have no visual-perceptual or memory deficit to obstruct their talents).

S__W__NA__ Memory Skills: Memory is a complex skill and can be divided into three types. First is active working memory. This is what we use immediately after we see

or hear something. We can think of it as a temporary storage facility until our brain can put the information into what we call short-term memory.

S___W___NA___ Sequential Skills: Sequential learners find introductory overviews distracting and confusing. They expect to learn whatever they are shown immediately or they become frustrated because they don't have the ability of the global learner to see "the big picture." They prefer to proceed step-by-step, in an orderly way, to the end result. Sequential learners are in the majority, and most educational materials are laid out in a sequential rather than a global way.

S___W___NA___ Basic Skills: Often, as a result of the accumulated effects of learning difficulties, struggling students lack basic skills for instruction in several or all subjects. Their knowledge is full of large gaps that complicate their efforts to learn. The pieces of missing knowledge are of unpredictable size, frequency and importance. The problem is aggravated when the child has memory deficits as well as other learning problems.

Part IV-Other Learning Style Factors:

- ☐ Able to do more difficult assignments in the AM
- ☐ Able to do more difficult assignments after lunch
- ☐ Able to work with peers
- ☐ Benefits from working in a study carrel
- ☐ May benefit from shorter but more frequent assignments
- ☐ Not be able to handle long-term projects
- ☐ Needs seating close to teacher
- ☐ Needs quiet area to increase attention and focus
- ☐ Limit amount of homework
- ☐ Needs modifications to means of response
- ☐ Needs directions repeated
- ☐ Needs materials presented visually