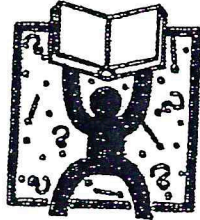


K-6

A LEARNING STYLE INVENTORY FOR ELEMENTARY STUDENTS

- Classroom teachers should complete this inventory after observing the students.
- This instrument will assist in determining the learning style of a specific student.
- Information gathered will enable the teacher to better plan his/her instructional delivery.

BASED ON THE ITEMS CHECKED IN THIS INVENTORY, THIS STUDENT IS A --



☐ Visual Learner

☐ Kinesthetic Learner

☐ Auditory Learner

☐ Tactile Learner

SECTION "A"

1. ___ The student ignores verbal directions.
2. ___ Questions, or instructions, must be repeated often for student.
3. ___ The student frequently appears to daydream during lectures or class.
4. ___ The student has low vocabulary.
5. ___ The student has poor articulation.
6. ___ The student watches teacher's lips closely.
7. ___ The student causes trouble when teacher is explaining things at the blackboard (especially if teacher turns back to class or if student's view of teacher's face is obscured).
8. ___ When directions are given, the student watches everyone else and then begins.
9. ___ The student plays tapes too loudly.
10. ___ The student says "Huh" often.
11. ___ The student prefers to demonstrate or show how something works rather than trying to explain it or report on it.
12. ___ The student dislikes music class.
13. ___ The student prefers art class to other classes.
14. ___ The student does poorly with phonics.



15. ___ The student gets lost in rote memorization.
16. ___ Verbal (individual) I.Q. test scores for the student are lower than expected.
17. ___ The student often answers with one word or incomplete sentences.
18. ___ The student often misunderstands instructions or verbally presented material.
19. ___ The student often speaks too loudly.
20. ___ The student dislikes speaking before groups.
21. ___ The student does not like to listen to others.
22. ___ The student has trouble discriminating between similar words which are spoken.
23. ___ The student frequently substitutes words which sound alike when speaking ("Acapulco" for "acappella").
24. ___ The student frequently cannot remember information given verbally.
25. ___ The student responds less rapidly than peers to sounds such as sirens or bells.
26. ___ The student does unexpectedly better on written tests covering material that s/he has read.
27. ___ The student can look up a word in the dictionary quickly if s/he has the spelling, but is completely lost if s/he must determine the spelling.

SECTION "B"

28. ___ The student is not attentive to visual tasks.
29. ___ The student is bored or restless during silent filmstrips.
30. ___ During movies, the student attends more to the sound source than the screen.
31. ___ The student has poor handwriting.
32. ___ The student does not like art or drawing (maps, diagrams, etc.).



33. ☐ The student does not like coloring, as on maps, charts, and posters.
34. ☐ The student cannot copy work from the board.
35. ☐ The student often forms inversions or reversals when writing.
36. ☐ The student often omits words or parts of words when copying from the board or a book.
37. ☐ The student frequently rubs eyes or complains that eyes bother him/her.
38. ☐ The student holds material close to his face when reading.
39. ☐ The student lays his/her head on desk or holds face close to work when doing written work (worksheets, maps, etc.).
40. ☐ The student cannot remember what s/he has read silently.
41. ☐ The student's comprehension on oral reading is better than with silent reading.
42. ☐ The student remembers material discussed in class or in small groups.
43. ☐ The student has trouble numbering items in sequence.
44. ☐ The student has trouble telling time using conventional clocks.
45. ☐ The student knows hundreds of jingles from television -- might even be able to repeat entire commercials.
46. ☐ The student talks a lot (an excessive amount).
47. ☐ The student is an extremely poor speller on written work.
48. ☐ The student is a good speller on written work.
49. ☐ The student's math errors show consistent patterns (inattention to signs, confusion of numerals, reversal of numbers).
50. ☐ The student does not notice new things in classroom as soon as peers do.
51. ☐ The student does poorly on map activities.
52. ☐ The student confuses similar words when reading.
53. ☐ The student does poorly on matching activities when lines must be drawn.

