



Student Voice and Choice Observation Checklist and Tracker

Instructions for Using This Tool: Share the **observation checklist** with staff members before a project or activity begins. Explain that the purpose is to set and measure overall expectations for responsibilities and behaviors. Keep notes on individual staff performance related to the items on the checklist. After observations, set a time to meet briefly with each staff member to review their performance. For any items marked 3 (the lowest performance score on a 3-point scale), include specific steps for improvement.

Use the **evidence tracker** section (see next page) to record all forms of student voice and choice data the staff member used to prepare for the project or activity. During the observation, look for evidence that the activity actually incorporated student voice and choice. Record the evidence in column 3 and discuss your findings with the staff member when you meet.

Scoring: Score each item on scale of 1 to 3, with 1 being the highest performing and 3 being the lowest performing. If you give a score of 1 or 3, write a brief note in column 3 ("Evidence") to explain or support your score.

Score	Student Voice and Choice Inclusion	Evidence
	Students chose the topic or activity.	
	Students are running or guiding the activity.	
	Students determined the goals or purpose of the activity.	
	Students offered ideas on how to complete the activity.	
	Students requested the activity in response to a self-identified need.	
	Students are supporting one another and helping others as needed.	
	Students are reflective while they work. They often pause to share an insight or offer feedback to a peer.	
	The facilitator provides opportunities for student reflection.	
	Students play a role in determining how their learning is demonstrated.	
	The facilitator acts as a guide or coach during the activity.	
	Students select or consider which resources are most appropriate for the activity.	





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Evidence Tracker: Review the staff member's activity plan. If necessary, ask the staff member to explain if and how the plan incorporates student voice and choice data. Record this information in columns 1 and 2. While observing the activity, use column 3 to record any evidence that the student voice and choice data were incorporated. See the first row for a sample entry.

Source of Student Voice	Student Opinion/Request	Evidence
Student Interest Survey	Students are interested in karate.	Students are studying different martial arts styles as a way to learn about geography and culture.

