



Look For	Rating	Evidence
Students use the target language individually, in paired groups, in smaller groups and in whole - class activity.		
The teacher and students co-create activities that are relevant and/or connected to student interests, culture, identities, etc		
Students work collaboratively with peers using a variety of discourse strategies utilizing the content of the target language		
Students ask questions to challenge their own thinking and understanding.		
The teacher asks differentiated questions across the range of DOK/Blooms.		
Students have opportunities to make connections to real world situations.		
Teacher asks open-ended questions to elicit student thinking.		
The teacher provides immediate and actionable feedback to improve student performance in the target language. (through questioning, check-ins, and whiteboards)		
The teacher monitors student learning and facilitates support individually for students having challenges understanding the lesson.		
Students have opportunities to evaluate their own learning (self-assessing, peer evaluation, and feedback)		
The teacher uses data, and student misconceptions to make adjustments to the activity and the materials.		
Teacher facilitates language acquisition by using a variety of methods (visuals, gestures, pictures, manipulatives and technologies)		
Students practice the language through authentic cultural contexts (communication, materials, resources)		
Students participate in differentiated tasks based on their interests and time needed to complete the assigned task.		
Teachers use the target language during direct instruction, the majority of class time, and to assist/clarify for students.		