











Peer Learning Activity Checklist

CRITERIA	YES	NO	FOLLOW-UP STEPS
 <p>1. Have I developed a peer learning activity that will provide my MLs with</p> <ul style="list-style-type: none"> • authentic opportunities to speak, • time to strengthen and deepen their responses, and • an engaging discussion prompt or task? <i>(Practice 1)</i> 			
 <p>2. Have my MLs had sufficient exposure to the content and academic language needed to participate in the activity? <i>(Practice 1)</i></p>			
 <p>3. Have my MLs been taught expected nonverbal communication to support peer learning activities (e.g., looking at people when speaking, nodding understanding)? <i>(Practice 2)</i></p>			
 <p>4. Do I have a way of monitoring students' nonverbal communication? <i>(Practice 2)</i></p>			
 <p>5. Have I provided sufficient structure to the activity (including the use of supporting tools) and clear evaluation criteria so as to encourage all of my MLs to participate in the activity? <i>(Practice 3)</i></p>			
 <p>6. Have I thought about how to intentionally group students? <i>(Practice 3)</i></p>			
 <p>7. Have I considered assigning roles to students? <i>(Practice 3)</i></p>			
 <p>8. Have I given sufficient thought to how to structure the classroom so that students can effectively interact and work together? <i>(Practice 3)</i></p>			
 <p>9. Have I provided MLs sufficient practice and support in making connections to others' ideas before and during the activity? <i>(Practice 4)</i></p>			
 <p>10. Have I considered how I might use the activity to assess MLs' acquisition and use of academic language or understanding of content? <i>(Practice 4)</i></p>			