

IMMERSION FORMATIVE ASSESSMENT: LESSON PLANNING PART 1

School _____ Teacher _____ Grade _____

Observer _____ Class/Period _____ # Students _____

Subject _____ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: _____

Language Objective: _____

Class Activity _____

PART 1 Date _____ Start Time: _____ End Time: _____

Circle, write, check and/or tally observed strategies. At the end of the observation, use the following scale to rate each item:

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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CONTENT & LANGUAGE OBJECTIVES	Write, tally or check observed evidence	Rate
Standards-based content objective		4 3 2 1 0 N/A
Content objective per guideline criteria		4 3 2 1 0 N/A
Context-based language objective		4 3 2 1 0 N/A
Language objective appropriate to proficiency level of students (differentiate as needed)		4 3 2 1 0 N/A
Plan for students to interact with objectives: <i>Choral read, individually read, read with a partner, write or highlight objectives, process as a group, discuss with a partner, etc.</i>		4 3 2 1 0 N/A
Tasks and activities connected to the objectives		4 3 2 1 0 N/A

Total Points: Average:

Notes:

Teacher Reflection:

IMMERSION FORMATIVE ASSESSMENT: LESSON PLANNING PART 2

Observer _____ Class/Period _____ # Students _____

Subject _____ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: _____

Language Objective: _____

Class Activity _____

PART 2 Date _____ Start Time: _____ End Time: _____

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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COMPREHENSIBLE INPUT	Write, tally or check observed strategies	Rate
Contextual Set-Up Activities: <i>preview material, activate background knowledge, graphic organizers, storytelling, songs and chants help connect new language with meaning.</i>		4 3 2 1 0 N/A
Visual Support for Objectives: <i>visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)</i>		4 3 2 1 0 N/A
Adapted Language: <i>speech tempo & complexity, explicit/clear articulation, new language stands out, new language is recycled, ideas are rephrased and/or explained in more than one way, language is clarified through explanations, definitions, examples and non-examples</i>		4 3 2 1 0 N/A

Total Points: Average:

Notes:

Teacher Reflection:

IMMERSION FORMATIVE ASSESSMENT: LESSON PLANNING PART 3

Observer _____ Class/Period _____ # Students _____

Subject _____ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: _____

Language Objective: _____

Class Activity _____

PART 3 Date _____ Start Time: _____ End Time: _____

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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Modeling Cycle Plan	Write, tally or check observed strategies	Rate
Teacher Does (I Do)		4 3 2 1 0 N/A
Teacher Does with Students (We Do)		4 3 2 1 0 N/A
Students Do with Students (You Do)		4 3 2 1 0 N/A
All Students Do (You All Do)		4 3 2 1 0 N/A

Total Points: Average:

Notes:

Teacher Reflection:

IMMERSION FORMATIVE ASSESSMENT: LESSON PLANNING PART 4

Observer _____ Class/Period _____ # Students _____

Subject _____ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: _____

Language Objective: _____

Class Activity _____

PART 4 Date _____ Start Time: _____ End Time: _____

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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Language Supports	Write, tally or check observed strategies	Rate
Use of sentence frames that are appropriate to proficiency level of students (differentiate)		4 3 2 1 0 N/A
Explicit vocabulary instruction in context : <i>Familiar contexts, pictures, gallery walks</i>		4 3 2 1 0 N/A
Thematic & Function walls: <i>Social studies, science & math walls, verb wall, sequence word wall, etc.</i>		4 3 2 1 0 N/A

Total Points: Average:

Notes:

Teacher Reflection:

IMMERSION FORMATIVE ASSESSMENT: LESSON PLANNING PART 5

Observer _____ Class/Period _____ # Students _____

Subject _____ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: _____

Language Objective: _____

Class Activity _____

PART 5 Date _____ Start Time: _____ End Time: _____

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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OTRs Student Engagement/Differentiation	Write, tally or check observed strategies	Rate
OTRs 4: 1 =Cognitive Engagement: <i>Provide "think time", problem-solving questions, etc.</i>		4 3 2 1 0 N/A
Oral Responses: <i>choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, mirror, blow it away, paraphrase to a partner</i>		4 3 2 1 0 N/A
Visual Responses: <i>hand signals, whiteboards, clickers, response cards, thumbs up/down</i> <i>(paired with oral responses as much as possible)</i>		4 3 2 1 0 N/A
Physical Responses: <i>TPR, Cornell note taking, move to the answer, four corners, opinion lines (paired with oral responses as much as possible)</i>		4 3 2 1 0 N/A
All students participating all (or almost all) of the time		4 3 2 1 0 N/A

Total Points: Average:

Notes:

Teacher Reflection:

IMMERSION FORMATIVE ASSESSMENT: LESSON PLANNING PART 6

Observer _____ Class/Period _____ # Students _____

Subject _____ Part of Lesson: Beg /Middle/ End (please circle)

Content Objective: _____

Language Objective: _____

Class Activity _____

PART 6 Date _____ Start Time: _____ End Time: _____

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
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Checking for Understanding	Write, tally or check observed strategies	Rate
Oral: <i>choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, blow it away, paraphrase to a partner, cold call</i>		4 3 2 1 0 N/A
Visual: <i>hand signals, whiteboards, clickers, response cards, thumbs up/down</i>		4 3 2 1 0 N/A
Physical: <i>TPR, Cornell note taking, move to the answer, four corners, opinion lines</i>		4 3 2 1 0 N/A

Total Points: Average:

Notes:

Teacher Reflection: