



# STUDENT LANGUAGE USE

## FOCUSED FEEDBACK TOOL

Teacher: \_\_\_\_\_ Language: \_\_\_\_\_ Grade/Course: \_\_\_\_\_ Time-In: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson Segment:  Beginning  Middle  End Time-Out: \_\_\_\_\_

Providing students opportunities to practice language within the modes of communication and in meaningful contexts is essential to grow their linguistic capabilities. How often and what kinds of opportunities do you provide students to use their new language skills? Use this tool while observing a class to provide feedback to a colleague or yourself to identify how much and what kind of language students are using.

Check strategies observed and/or note level of implementation.

FO = Fully Observed PO = Partially Observed NO = Not Observed NA = Not Applicable

<b>1</b>	<b>Before being expected to produce language, students have multiple opportunities to take in and process language.</b>			
	<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
<b>2</b>	<b>Students apply strategies that enable them to use the target language.</b>			
	<input type="checkbox"/> Word Bank	<input type="checkbox"/> Sentence Starters	<input type="checkbox"/> Graphic Organizer	
	<input type="checkbox"/> Word Wall	<input type="checkbox"/> Sentence Frames	<input type="checkbox"/> Number Line	
<b>3</b>	<b>Students have opportunities to use language in the following ways:</b>			
	<input type="checkbox"/> Pairs	<input type="checkbox"/> Small Group	<input type="checkbox"/> Individual Response to Teacher	
	<input type="checkbox"/> Presenting Individually	<input type="checkbox"/> Rotating Partners	<input type="checkbox"/> Choral Response through repeating	
	<input type="checkbox"/> Other Observed:	<input type="checkbox"/> Other Observed:	<input type="checkbox"/> Other Observed:	
<b>4</b>	<b>When students use language, they are performing in this mode of communication:</b>			
	<input type="checkbox"/> Interpretive Reading	<input type="checkbox"/> Interpersonal Communication (Speaking or Writing)	<input type="checkbox"/> Presentational Speaking	
	<input type="checkbox"/> Interpretive Listening		<input type="checkbox"/> Presentational Writing	
<b>5</b>	<b>When students produce language, they use:</b>			
	<i>Each time a student is observed producing language place a tally mark in the appropriate column.</i>			
	<input type="checkbox"/> Words	_ _ _	<input type="checkbox"/> Original sentences	_ _ _
	<input type="checkbox"/> Phrases or memorized chunks	_ _ _	<input type="checkbox"/> Strings of sentences	_ _ _
	<input type="checkbox"/> Formulaic sentences	_ _ _	<input type="checkbox"/> Original questions	_ _ _
	<input type="checkbox"/> Formulaic questions	_ _ _	<input type="checkbox"/> Paragraphs	_ _ _
			<input type="checkbox"/> Language in different time frames	_ _ _
<b>LESSON CONTEXT/NOTES</b>				
Brief description of the observed activity/activities:				
<b>AREAS OF STRENGTH</b>			<b>AREAS FOR GROWTH</b>	
<b>NEXT STEPS</b>				

