One of the most important factors in how much language is acquired by a learner is the amount of comprehensible input to which the learner is exposed. The input should be both meaningful and of interest to the learner. What strategies are most effective when providing comprehensible input to students? Use this tool while observing a class to provide feedback to a colleague or yourself and identify the degree to which those strategies are being implemented.

Check strategies observed and/or note level of implementation.

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

### 1. At least 90% of what the teacher says and/or materials the teacher shares with students are in the target language.

- **FO**
- **PO**
- **NO**
- **NA**

### 2. The teacher does not translate the target language into English nor does the teacher ask students to translate.

- **FO**
- **PO**
- **NO**
- **NA**

### 3. The teacher uses gestures and body language that clearly convey meaning to make input comprehensible.

- **FO**
- **PO**
- **NO**
- **NA**

### 4. The teacher uses visuals to make input comprehensible. Visuals used...

- … convey language with clarity.
- … are culture-specific, when possible.
- … are large enough to be seen by every student.
- … are colorful.
- Other observed:

### 5. The teacher frequently uses non-verbal strategies to check for understanding.

- Physical movement
- Thumbs up/down
- Do as I say
- Act out
- Hold-ups: whiteboards/response cards
- Other observed:

### 6. The teacher frequently uses verbal strategies to check for understanding.

- Either/or
- Numbered heads together
- Fill in the blank
- Turn and talk
- Other observed:

### 7. The teacher modifies input by using a variety of strategies to clarify meaning.

- Repeating
- Manipulatives
- Visuals
- Rewording
- Gestures
- Other observed:

### LESSON CONTEXT/NOTES

Brief description of the observed activity/activities:

### AREAS OF STRENGTH

### AREAS FOR GROWTH

### NEXT STEPS

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