Providing students opportunities to use 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 apply their new language skills? Use this tool while observing a class to provide feedback to a colleague or yourself to identify in what context, how much and what kind of language students are using.

LEARNING TARGETS & AUTHENTIC CONTEXTS
Do the daily performance objectives capture the students’ energy and commitment? TELL Criterion LE2

1. Students’ learning experiences are guided by clear learning targets that are:
   - interesting to the students.
   - situated in meaningful context.
   - posted and visible.
   - written in student friendly language.
   - based on functional use of language
   - connected to real world experiences.

2. Students participate in activities that are within their range of cognitive and linguistic abilities:
   - tasks are developmentally appropriate
   - supporting the performance/proficiency target of the students
   - students have language skills to complete the task

STUDENT LANGUAGE USE
Do students have a wide variety of opportunities to be active learning participants? TELL Criterion LE5a

3. Students have opportunities to use language in the following ways:
   - Pairs
   - Presenting/Producing Individually
   - Small Group
   - Rotating Partners (Line ups, etc.)
   - Individual Response to Teacher
   - Choral Response through repeating

4. When students produce language, they use language aligned to their targets:
   Each time a student is observed producing language place a tally mark in the appropriate column.
   - Words
   - Formulaic questions
   - Phrases/Memorized chunks
   - Original sentences
   - Formulaic sentences
   - Strings of sentences
   - Language in different time frames

5. Students exhibit confidence in their language abilities by:
   - taking risks to expand their language use
   - providing non-verbal responses
   - trying to use the target language when not explicitly monitored
   - smoothly transitioning
   - Helping peers in the target language
   - following directions

LANGUAGE LEARNING SUPPORT
How do my students and I use classroom-learning aids as tools target language use? TELL Criterion LT2c

6. Students have access and know how to use strategies that enable them to use the target language.
   - Grammar/Word Walls
   - Sentence Frames
   - Graphic Organizers
   - Language Ladders
   - Passwords
   - Other(s) Observed:

Funding for this product was provided by the United States government through STARTALK, a program of the National Foreign Language Center at the University of Maryland.