FIGURE 4.10 PEER LEARNING ACTIVITY CHECKLIST

	CRITERIA	YES	NO	FOLLOW-UP STEPS
	1. Have I developed a peer learning activity that will provide my MLs with • authentic opportunities to speak, • time to strengthen and deepen their responses, and • an engaging discussion prompt or task?			
	2. Have my MLs had sufficient exposure to the content and academic language needed to participate in the activity? *(Practice 1)*			
	3. Have my MLs been taught expected nonverbal communication to support peer learning activities (e.g., looking at people when speaking, nodding understanding)? *(Practice 2)*			
	4. Do I have a way of monitoring students' nonverbal communication? *(Practice 2)*			
	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? *(Practice 3)*			
	6. Have I thought about how to intentionally group students? *(Practice 3)*			

CRITERIA	YES	NO	FOLLOW-UP STEPS
7. Have I considered assigning roles to students? *(Practice 3)*			
8. Have I given sufficient thought to how to structure the classroom so that students can effectively interact and work together? *(Practice 3)*			
9. Have I provided MLs sufficient practice and support in making connections to others' ideas before and during the activity? *(Practice 4)*			
10. Have I considered how I might use the activity to assess MLs' acquisition and use of academic language or understanding of content?			

Source: Adapted from Snyder & Staehr Fenner (2021), p. 172–173.