FIGURE 4.10 PEER LEARNING ACTIVITY CHECKLIST

	CRITERIA	YES	NO	FOLLOW-UP STEPS
••••	 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)? (<i>Practice 2</i>)			
~	4. Do I have a way of monitoring students' nonverbal communication? (<i>Practice 2</i>)			
ŧ	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? (<i>Practice 3</i>)			
	6. Have I thought about how to intentionally group students? (<i>Practice 3</i>)			

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	CRITERIA	YES	NO	FOLLOW-UP STEPS
25 P P P P P P P P P P P P P P P P P P P	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? (<i>Practice 3</i>)			
	9. Have I provided MLs sufficient practice and support in making connections to others' ideas before and during the activity? (<i>Practice 4</i>)			
	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.