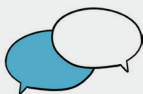










Figure 5.8 Peer Learning Activity Checklist

Criteria	Yes	No	Follow-Up Steps
 <p>1. Have I developed a peer learning activity that will provide my MLs with</p> <ul style="list-style-type: none"> • authentic opportunities to speak, • time to strengthen and deepen their responses, and • an engaging discussion prompt or task? 			
 <p>2. Have my MLs had sufficient exposure to the content and academic language needed to participate in the activity?</p>			
 <p>3. Have my MLs been taught appropriate nonverbal behavior to support peer learning activities (e.g., looking at people when speaking, nodding understanding)?</p>			

Criteria	Yes	No	Follow-Up Steps
 <p>4. Do I have a way of monitoring their nonverbal behavior?</p>			
 <p>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?</p>			
 <p>6. Have I thought about how to intentionally group students?</p>			
 <p>7. Have I considered assigning roles to students?</p>			
 <p>8. Have I given sufficient thought to how to structure the classroom or online space so that students can effectively interact and work together?</p>			
 <p>9. Have I considered how I might use the activity to assess MLs' acquisition and use of academic language and/or understanding of content?</p>			

Source: Adapted from Staehr Fenner and Snyder, 2017, pp. 100–101.