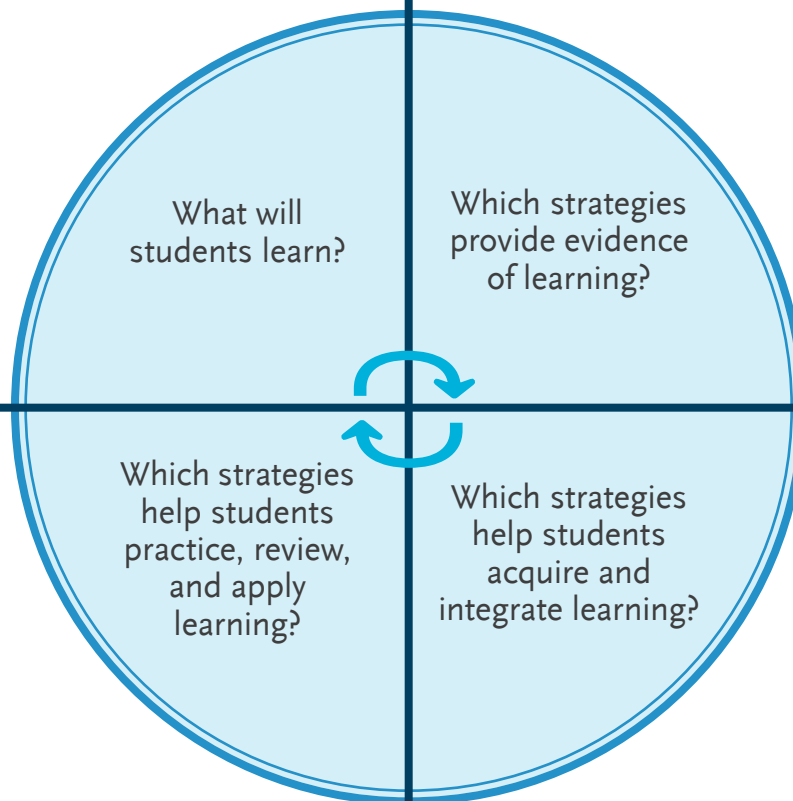


- What do you expect students to know and be able to do?
- Is/Are the objective/s stated in clear and specific terms?
- Will students understand the expectations?
- Will students be offered time to share their learning goals and discuss ways to achieve them?

- How are you tracking progress toward goals?
- What evidence will you gather to determine what the students know and can do?
- How will the students know “how good is good enough?”
- How will student performance be reported?
- What tools will you give students to shape self-assessment relative to their goals?
- What feedback are you providing for the students?
- How will you help students understand their learning strengths and needs?
- How and when will you recognize students’ achievement of the learning objective(s)?



- How are you using homework and/or seatwork as an opportunity to practice, review, and apply knowledge and skills?
- Does the assigned homework provide an opportunity for practice and application of new knowledge and skills?
- Are you providing opportunities for students to demonstrate knowledge and skills through authentic, integrated projects?
- What opportunities will you provide for learning in different ways?
- Did you plan to offer guided practice?
- Does your plan offer opportunities for independent practice?

- How can you activate prior learning to build new knowledge and skills?
- How will you group the students for learning?
- How can you help them take and organize notes?
- What opportunities are you providing for non-linguistic representation of their knowledge/skills?
- How can you scaffold their learning?
- How will you model the desired skills?