The physical environment supports the learning goals (seating configurations, student work display, cultural materials, etc.)

Learning target(s) are clearly posted, rigorous, and intentionally referred to throughout the lesson.

Teacher uses the target language at least 90% of the time. (Teacher doesn’t translate the target language into English or asks students to do so.)

Students use language for meaningful communication that goes beyond memorization, drills, repetition and restating of information.

Students acquire language through authentic cultural contexts, which are infused in every aspect of learning (communication, materials, etc.)

Students use language to support and expand their knowledge and skills from other content areas.

Students participate in a variety of activities that are motivating, cognitively engaging and age-appropriate.

Students participate in activities that are based on time needed for the task and student attention/interest level.

Students participate in activities that include physical movement.

Students use language in pairs and/or small groups.

Students’ learning is facilitated through the use of visuals, pictures, gestures, and manipulatives.

Students and teacher use appropriate technologies to develop and demonstrate real world language and cultural competencies.

Students have the opportunity to self-assess and reflect on their language and intercultural competencies.

Students have opportunities to demonstrate their language competencies and receive feedback through formative assessments.

Commendations:

Recommendations: