

## Classroom Observation Tool: *Structured Student Partnering*

Assess each item using this scale: 3 = strongly evident, 2 = somewhat evident, 1 = not evident.  
Provide concrete observational data and constructive feedback for each item.

Structured Partnering Strategies	Observations and Feedback
<p>Students appear accustomed to participating in structured partner tasks.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Students have clearly assigned partners.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Students move efficiently into partner tasks.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Students all appear appropriately engaged during partner tasks (e.g., sharing examples, using sentence starters, actively listening).</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Teacher has analyzed the lesson demands and planned for optimal and adequate partnering.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Teacher clearly sets up partnering tasks including: verbal (and written) instructions, a model response (if appropriate), time frames, and student responsibilities.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Teacher structures students' use of academic language including: modeling an appropriate response, providing a sentence starter with target syntax and vocabulary, and practicing first with choral response before partnering.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Teacher monitors students' engagement in partnering tasks by walking around, providing assistance and redirecting off-task behavior.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	
<p>Teacher debriefs partnering tasks by randomly calling on a range of students (gender, language proficiency) before soliciting volunteers.</p> <p style="text-align: center;"><input type="checkbox"/> 1      <input type="checkbox"/> 2      <input type="checkbox"/> 3</p>	

