

# Self Audit Ratings on ELD Planning

Adapted from Marzano (2013)

Lesson Segments Involving Routine Events					
<i>Design Question: What will I do to establish and communicate learning goals, track student progress and celebrate success?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
1. What do I typically do to provide clear learning goals that include language and content?					
2. What do I typically do to track student progress as it relates to both language and content?					
3. What do I typically do to celebrate success?					
<i>Design Question: What will I do to establish and maintain classroom rules and procedures?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
4. What do I typically do to ensure classroom rules and procedures are comprehensible to ELs.					
5. What do I typically do to organize the physical layout of the classroom to ensure EL engagement and participation?					

**Lesson Segments Addressing Content**

*Design Question: What will I do to help students effectively interact with new knowledge?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
6. What do I typically do to access prior knowledge and build background?					
7. What do I typically do to organize students to interact with new knowledge in a way they can understand?					
8. What do I typically do to provide opportunities for students to engage in academic conversations?					

*Design Question: What will I do to help students effectively interact with new knowledge?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
9. What do I typically do to chunk content into digestible bites?					
10. What supports do I typically provide to help students process new information.					
11. What do I typically do to help students elaborate on new information?					
12. What do I typically do to differentiate how students record and represent knowledge?					
13. What do I typically do to help students reflect on their learning?					

*Design Question: what will I do to help students practice and deepen their understanding of new knowledge?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
14. What do I typically do to review content?					
15. What do I typically do to support students as they practice and deepen knowledge?					

**Lesson Segments Addressing Content**

16. What do I typically do to make homework accessible?					
17. What do I typically do to support students as they examine similarities and differences?					
18. What do I typically do to support students while examining errors in reasoning?					
19. What do I typically do to help students practice skills, strategies and processes?					
20. What do I typically do to help students revise knowledge?					
<i>Design Question: What will I do to help students generate and test hypothesis about new knowledge?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
21. What do I typically do to ensure ELs engage in cognitively complex tasks?					
22. What do I typically do to support students as they generate hypothesis and test?					
23. What do I typically do to provide resources and guidance?					

**Lesson Segments Enacted on the Spot**

*Design Question: What will I do to engage students?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
24. What do I typically do when students are not engaged?					
25. What do I typically do to use academic games?					
26. What do I typically do to manage response rates?					
27. What do I typically do to use physical movement?					
28. What do I typically do when ELs are reluctant to participate in verbal or written exchanges?					
29. What do I typically do to maintain a lively but appropriate pace?					
30. What do I typically do to provide opportunities for students to talk about themselves?					

*Design Question: What will I do to establish and maintain effective relationships with students?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
31. What do I typically do to understand students' interests and backgrounds?					
32. What do I typically do to use verbal and nonverbal behaviors that lower the affective filter?					
33. What do I typically do to show value for the native language and culture?					

*Discussion Question: What will I do to communicate high expectations for all students?*

Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
34. What do I typically do to demonstrate value and respect for low proficiency ELs?					

**Lesson Segments Enacted on the Spot**

35. What do I typically do to encourage participation of low proficiency ELs?					
36. What do I typically do to probe incorrect answers of low proficiency ELs?					
37. What do I typically do to address language use errors?					