Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Comprehensible Input Self-Assessment

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| **Teacher Characteristics** | **I do this with confidence** | **I do this most of the time** | **I do this sometimes** | **I do not do this** |
| I ensure that at least 90% of what I say and/or materials I share with my students are in the target language. |  |  |  |  |
| I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom. |  |  |  |  |
| I use a variety of strategies (e.g. visuals, concrete objects, hands-on experiences) to make language comprehensible (comprehensible input). |  |  |  |  |
| I clarify what I say in a variety of ways (e.g. simplification, restating, adjusting the speed). |  |  |  |  |
| I frequently check for understanding in a variety of ways throughout the lesson. |  |  |  |  |
| I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson (teacher talk vs. student talk). |  |  |  |  |
| My students have adequate opportunities to process language (input) before being expected to produce language (output). |  |  |  |  |
| I plan adequate opportunities for students to collaborate, publish, and interact with language learners, experts, and other audiences. |  |  |  |  |
| I plan opportunities for students to interact with authentic text. |  |  |  |  |