

## Adventures in Language Program

# Fidelity Checklist

Name of Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer/Person Completing Checklist: \_\_\_\_\_

### ORGANIZATION/PREPARATION

### COMMENTS

	Full-class (25-30 students) instruction occurs at least 3 times per week for 45-60 minutes each time. (30-45 minutes for Level 1 (20-25 students))	
	Placement test was administered and scored.	
	Students are placed in an appropriate level.	
	All materials required for lesson in place. (See preparation box for each lesson.)	
	Cumulative charts are displayed for student reference as specified in program.	
	Partners were assigned by the teacher at the beginning of the lesson.	
	Classroom routines are well-established so that lesson flows smoothly. (E.g., transitions from lesson tasks to and from workbook made quickly, pencils down when the teacher is teaching, routines for handling materials)	
	Motivation and rewards systems are in place and used throughout each lesson.	

**LESSON DELIVERY****COMMENTS**

	Explicit instruction script was followed with fidelity.	
	Appropriate scaffolding was used beyond the script if required for student success.	
	Lesson pace was brisk and lively--at a pace that all students were successful. (All students were actively engaged in lesson.)	
	Teacher used clear and consistent signals that resulted in unison choral responses. All students were expected to respond.	
	For individual turns, the teacher asked the question and then randomly called on a student.	
	Responses were affirmed. (E.g., Yes, a word that names a person, place, thing, or idea is called a noun.)	
	Specific praise was used throughout the lesson. (E.g., Well done. Everyone waited until I gave the signal to answer.)	
	Students were engaged appropriately during partner activities. Teacher asked 2-3 students to share their ideas with the whole class.	
	Students wrote in workbook only when directed by the teacher.	
	Homework assigned at the end of each lesson using the BLM homework program provided.	

**LESSON FOLLOW UP****COMMENTS**

	Student workbooks and homework sheets graded, and scores recorded on data sheets provided in the program. Scores below 80% highlighted on data sheet.	
	Targeted remediation was done for tasks below the mastery level. (individual and/or class)	
	Corrections were completed.	
	Students had the opportunity to improve scores after remediation. (New score was recorded on data sheet.)	
	Data is shared during conferences and used to establish goals.	

**WRITING FOR FLUENCY/EXTENDED WRITING LESSONS****COMMENTS**

	Writing for Fluency part of each lesson completed as scripted.	
	Extended writing projects completed over several days following the six steps of the writing process.	
	Students saw and used the scoring rubric based on Six Traits as they drafted, so they knew exact expectations.	
	Scored rubric used as a checklist to help students improve their writing score.	
	Scores recorded on data sheets provided in the program. Scores below 80% highlighted on data sheet.	
	Students had the opportunity to improve scores after remediation. Improved scores recorded on data sheet.	

**END OF UNIT TEST****COMMENTS**

	Students were appropriately prepared for the End of Unit Test.	
	Tests graded and scores recorded on data sheets provided in the program. Scores below 80% were highlighted on the data sheet.	
	Targeted remediation done for parts of test where students scored below 80%.	
	Students had opportunity to improve test scores after targeted remediation. Improved scores were recorded on data sheet.	
	Progression to next lessons dependent on mastery.	

**DIFFERENTIATION/REMEDICATION****COMMENTS**

	Additional repetition of items done if necessary to help students achieve mastery of key concepts.	
	Accommodations in place to help all students be successful. (E.g., a scribe for extended tasks, additional time, reduced load for amount of writing, enlarged workbook pages, classroom assistant, support from learning specialist, additional challenge added for stronger students)	