



**Student
interactions are
more meaningful
when they are...**

VARIED

Are groupings flexible? How often are they changed? Do grouping patterns support lesson objectives?

INTENTIONAL

Will students work in pairs or small groups? Homogenous or heterogenous? Why?

TIMED

Is the time limit sufficient for interaction, but not so long that students disengage?

MONITORED

What specific outcome will I observe and note during student interactions?

Group for Growth!

Observe with purpose & take notes.

Student interaction directly supports language growth while also providing many opportunities for teachers to gather formative data.