Strands of the Dual Language and Immersion Teacher Assessment Rubrics

1. **PLANNING FOR THE INTEGRATION OF LANGUAGE, CONTENT AND CULTURE**: The teacher understands the underlying principles behind language, content, and culture integration, and designs curricula, lessons, and assessments that reflect those principles.
   1A. *Language and content integration in curricular planning*
   1B. *Language objectives* – discourse level (phrase, sentence, paragraph) or type (e.g., dialogue, report) + function + grammatical feature + vocabulary
   1C. *Classroom assessment* – performance (e.g., real-life tasks) and other assessments that require students to demonstrate their content knowledge and their ability to use the language to express their understandings
   1D. *Culture integration throughout the curriculum*

2. **TEACHING FOR BILITERACY DEVELOPMENT:** The teacher understands the fundamental principles of biliteracy development and uses a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.
   2A. *Biliteracy instruction*
   2B. *Vocabulary development, word knowledge, and text types*
   2C. *Cross-lingual connections*
   2D. *Biliteracy assessment*

3. **MAINTAINING A LINGUISTICALLY-RICH LEARNING ENVIRONMENT:** The teacher maintains a linguistically-rich learning environment and uses that environment to enhance students' language development and content learning.
   3A. *Visual language scaffolds*
   3B. *Target language use*

4. **SCAFFOLDING FOR STUDENT COMPREHENSION:** The teacher understands and uses a variety of techniques to promote student comprehension in the target language.
   4A. *Verbal and non-verbal scaffolding* – focus on how teachers use language and non-verbal cues to support comprehension
   4B. *Procedural scaffolding* – focus on how teachers organize activities and routines to support comprehension
   4C. *Instructional scaffolding* – focus on how the teacher makes use of tools within instructional activities to support comprehension

5. **SCAFFOLDING FOR STUDENT PRODUCTION:** The teacher understands and uses a variety of instructional strategies to promote extended student discourse and academic language production.
   5A. *Verbal scaffolding* – questioning techniques and follow-up moves to support student language use and development
   5B. *Procedural scaffolding* – grouping strategies and classroom activities and routines to support student language use and development
   5C. *Instructional scaffolding* – use of print and multimedia resources to support student language use and development

6. **TEACHING FOR LANGUAGE AND CONTENT INTEGRATION:** The teacher understands and uses a variety of instructional practices to attend to students' language development and improve proficiency.
   6A. *Language alertness* – instructional practices that intentionally bring attention to language during content instruction
   6B. *Corrective feedback* – strategies include recasts or prompts like metalinguistic clues or clarification requests

7. **SUPPORTING DIVERSE LEARNERS:** The teacher effectively and appropriately supports diverse learners by differentiating instruction, maintaining high expectations, and promoting equitable classroom dynamics.
   7A. *Differentiated instruction and assessment*
   7B. *Maintaining rigor and high expectations for students of all language backgrounds*
   7C. *Equitable classroom dynamics*

8. **SERVING AS AN ADVOCATE FOR STUDENTS AND PROGRAMS:** The teacher is an active advocate for dual language and immersion education in general and as a potential educational option for any and all learners.
   8A. *Serving as an advocate for exceptional learners*
   8B. *Serving as an advocate for programs*