

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

STRAND 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

Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher does not modify teacher talk to be responsive to students’ needs and abilities.</p> <p>OR</p> <p><input type="checkbox"/> The teacher over-scaffolds, such as using overly simplified language with secondary students.</p> <p><input type="checkbox"/> The teacher does not use body language or facial expressions to support comprehension.</p> <p><input type="checkbox"/> The teacher does not use developmentally appropriate strategies or adjust them over time.</p>	<p><input type="checkbox"/> The teacher infrequently tries to modify teacher talk to scaffold student comprehension, such as changing speed or intonation, but attempts are typically stilted.</p> <p><input type="checkbox"/> The teacher occasionally tries to use body language and facial expressions, but attempts appear artificial.</p> <p><input type="checkbox"/> The teacher at times makes attempts to include other verbal discourse strategies like paraphrasing and cognates, but does so awkwardly or ineffectively.</p> <p><input type="checkbox"/> The teacher occasionally tries to utilize scaffolding techniques, but they are not always appropriate for students’ ages and cognitive and linguistic abilities.</p> <p><input type="checkbox"/> The teacher struggles to adjust scaffolding strategies over time.</p>	<p><input type="checkbox"/> The teacher often and somewhat capably modifies teacher talk (speed, intonation, repetition, etc.) so that it is appropriate for students’ ages and abilities.</p> <p><input type="checkbox"/> The teacher regularly attempts to include other verbal discourse strategies like paraphrasing and cognates, and is somewhat effective.</p> <p><input type="checkbox"/> The teacher regularly uses body language and facial expressions, and often is effective.</p> <p><input type="checkbox"/> The teacher frequently utilizes scaffolding techniques that are usually, but not always, appropriate for students’ ages and cognitive and linguistic abilities.</p> <p><input type="checkbox"/> The teacher demonstrates some skill at adjusting scaffolding strategies over time.</p>	<p><input type="checkbox"/> The teacher masterfully and consistently modifies teacher talk (speed, intonation, repetition, etc.), as appropriate for students’ ages and abilities.</p> <p><input type="checkbox"/> The teacher frequently and competently includes other verbal discourse strategies like paraphrasing and cognates.</p> <p><input type="checkbox"/> The teacher regularly and purposefully uses body language and facial expressions to support comprehension.</p> <p><input type="checkbox"/> The teacher uses strategies that are consistently appropriate for students’ ages and cognitive and linguistic abilities.</p> <p><input type="checkbox"/> The teacher adjusts strategies intentionally over time as students grow and develop.</p>

Evidence and Notes:

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4C. Instructional Scaffolding – focus on how the teacher makes use of tools within instructional activities to support comprehension			
Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher does not utilize instructional tools that support learning, such as props, word walls, manipulatives, imagery, or language-rich visuals.</p> <p><input type="checkbox"/> The teacher does not use graphic organizers or other scaffolds to support student comprehension.</p> <p>OR</p> <p><input type="checkbox"/> The teacher over-scaffolds and does not modify or remove them over time, leading students to become reliant on them and stagnant in their language growth.</p>	<p><input type="checkbox"/> The teacher can identify instructional tools that support learning, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals, but struggles to use them effectively in the classroom.</p> <p><input type="checkbox"/> The teacher attempts to use instructional tools that are appropriate for students’ ages and abilities, and is rarely effective.</p> <p><input type="checkbox"/> The teacher understands the importance of removing or modifying scaffolds over time to promote student growth, but struggles to apply this understanding in practice.</p>	<p><input type="checkbox"/> The teacher often attempts to incorporate some instructional tools to support learning, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals, and is somewhat effective.</p> <p><input type="checkbox"/> The teacher sometimes is effective in using instructional tools that are appropriate to students’ ages and abilities.</p> <p><input type="checkbox"/> The teacher at times removes or modifies scaffolds to promote student growth, but not as intentionally or regularly as needed.</p>	<p><input type="checkbox"/> The teacher regularly and knowledgeably incorporates a wide variety of instructional tools to support comprehension, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals.</p> <p><input type="checkbox"/> The teacher consistently and skillfully uses instructional tools that are appropriate to students’ ages and abilities.</p> <p><input type="checkbox"/> The teacher intentionally removes or modifies scaffolds when necessary to promote student growth.</p>
<p>Evidence and Notes:</p>			