

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>
<p>Evidence and Notes:</p>			

