

## INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

### STRAND 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

Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher does not use different questioning techniques to elicit more student language production and as a result typically elicits only one-word or short phrase answers.</p> <p><input type="checkbox"/> The teacher nearly exclusively uses the Initiate-Response-Evaluation (IRE) sequence during classroom instruction, reacting to student responses with evaluative comments.</p> <p><input type="checkbox"/> The teacher does not use wait time effectively.</p>	<p><input type="checkbox"/> The teacher tries to use some different questioning techniques to elicit more student language production, but attempts are more random than strategic and are rarely effective.</p> <p><input type="checkbox"/> The teacher occasionally attempts to use Initiate-Response-Follow-Up (IRF) sequences by prompting for clarification, precision, or elaboration; eliciting academic and/or more precise language; pushing student thinking; and extending student discourse, but lacks skill in doing so.</p> <p><input type="checkbox"/> The teacher infrequently makes effective use of wait time during classroom interactions.</p>	<p><input type="checkbox"/> The teacher frequently (but not consistently) and with some skill uses different questioning techniques to elicit more student language production.</p> <p><input type="checkbox"/> The teacher at times is effective in using Initiate-Response-Follow-Up (IRF) sequences by prompting for clarification, precision, or elaboration; eliciting academic and/or more precise language; pushing student thinking; and extending student discourse.</p> <p><input type="checkbox"/> The teacher sometimes makes effective use of wait time during classroom interactions.</p>	<p><input type="checkbox"/> The teacher consistently, strategically, and skillfully uses different questioning techniques to elicit more student language production.</p> <p><input type="checkbox"/> The teacher regularly and effectively uses Initiate-Response-Follow-Up (IRF) sequences by prompting for clarification, precision, or elaboration; eliciting academic and/or more precise language; pushing student thinking; and extending student discourse.</p> <p><input type="checkbox"/> The teacher consistently makes effective use of wait time during classroom interactions.</p>

**Evidence and Notes:**

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<b>5B. Procedural Scaffolding –grouping strategies and classroom activities and routines to support student language use and development</b>			
<b>Lacking</b>	<b>Emerging</b>	<b>Demonstrating</b>	<b>Excelling</b>
<p><input type="checkbox"/> The teacher rarely engages students in interactive activities or groupings to encourage student interpersonal or presentational oral production, relying mostly on whole class instruction or individual work.</p> <p><input type="checkbox"/> The teacher does not design activities to promote learning from and with peers in both interpersonal and presentational modes for either speaking or writing.</p> <p><input type="checkbox"/> Teacher talk strongly dominates instruction, and the teacher does not group students.</p> <p><input type="checkbox"/> The teacher’s behaviors suggest a belief that input is more important and/or that interactive activities are too logistically challenging to implement.</p>	<p><input type="checkbox"/> The teacher infrequently attempts to utilize activities and routines (think-pair-share, learning centers, cooperative learning) to promote student-student interaction and independent student production; however, most instruction relies on teacher talk.</p> <p><input type="checkbox"/> The teacher at times tries to design activities to promote student production in either the interpersonal or presentational modes (for either speaking or writing), but lacks skill in doing so.</p> <p><input type="checkbox"/> The teacher sometimes makes use of interactive groupings (dyads, cooperative groups), but does not consistently organize pairs or groups thoughtfully.</p> <p><input type="checkbox"/> The teacher infrequently or inadequately reviews necessary language (features/functions/ genres) needed to carry out activities in the target language.</p>	<p><input type="checkbox"/> The teacher is sometimes effective in using activities and routines (think-pair-share, learning centers, cooperative learning) that promote independent student production and student-to-student interaction rather than relying more so on teacher talk.</p> <p><input type="checkbox"/> The teacher at times can effectively design activities that encourage students to produce language in both interpersonal and presentational modes (for both speaking and writing) to foster learning from and with peers.</p> <p><input type="checkbox"/> The teacher frequently makes use of interactive groupings (dyads, cooperative groups), and demonstrates some ability to organize pairs and groups thoughtfully.</p> <p><input type="checkbox"/> The teacher frequently and sometimes effectively reviews necessary language (features/functions/ genres) needed to carry out activities in the target language.</p>	<p><input type="checkbox"/> The teacher regularly and competently uses activities and routines (think-pair-share, learning centers, cooperative learning) that promote independent student production and student-student interaction.</p> <p><input type="checkbox"/> The teacher frequently and skillfully designs activities to foster learning from and with peers in both interpersonal and presentational modes (for both speaking and writing).</p> <p><input type="checkbox"/> The teacher frequently uses a variety of thoughtfully organized interactive groupings (dyads, cooperative groups) to promote student language production.</p> <p><input type="checkbox"/> The teacher consistently and capably reviews language (features/functions/genres) needed to carry out activities in the target language.</p>

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**Evidence and Notes:**

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<b>5C. Instructional Scaffolding – use of print and multimedia resources to support student language use and development</b>			
<b>Lacking</b>	<b>Emerging</b>	<b>Demonstrating</b>	<b>Excelling</b>
<p><input type="checkbox"/> The teacher does not use print or multimedia resources related to instructional activities to support or facilitate language production, such as posting formulaic language “chunks” or providing key phrases to support small group interaction.</p> <p><input type="checkbox"/> The teacher assigns basic written tasks/assignments that are not scaffolded and that do not require students to produce sustained, academic oral or written discourse.</p> <p><input type="checkbox"/> The teacher does not model appropriate use of resources.</p>	<p><input type="checkbox"/> The teacher occasionally attempts to use print and multimedia resources related to instructional activities to support and facilitate language production (such as providing key phrases to support small group interaction) but is rarely effective.</p> <p><input type="checkbox"/> The teacher occasionally teaches formulaic language “chunks” but fails to post them as reminders for students to use these scaffolds.</p> <p><input type="checkbox"/> The teacher attempts but struggles to effectively use scaffolds that elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development).</p> <p><input type="checkbox"/> The teacher infrequently models appropriate use of resources and struggles to do so effectively.</p>	<p><input type="checkbox"/> The teacher often and somewhat effectively uses print and multimedia resources related to instructional activities to support and facilitate language production (such as providing key phrases to support small group interaction).</p> <p><input type="checkbox"/> The teacher sometimes attempts to teach formulaic language “chunks” and sometimes posts them as reminders for students to use these scaffolds (as developmentally appropriate).</p> <p><input type="checkbox"/> The teacher at times and somewhat capably provides students with scaffolds to elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development).</p> <p><input type="checkbox"/> The teacher sometimes (but with varied skill) models appropriate use of resources.</p>	<p><input type="checkbox"/> The teacher regularly and skillfully uses a range of print and multimedia resources related to instructional activities to support and facilitate language production (such as providing key phrases to support small group interaction).</p> <p><input type="checkbox"/> The teacher teaches formulaic language “chunks” effectively and posts them as reminders for students to use these scaffolds (as developmentally appropriate).</p> <p><input type="checkbox"/> The teacher regularly and competently provides students with scaffolds to elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development).</p> <p><input type="checkbox"/> The teacher’s consistent and adept modeling prepares students to use such scaffolds as resources.</p>
<p><b>Evidence and Notes:</b></p>			