

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

STRAND 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

Lacking	Emerging	Demonstrating	Excelling
<ul style="list-style-type: none"> <input type="checkbox"/> The teacher emphasizes content teaching nearly exclusively. <input type="checkbox"/> The teacher does not identify language (features, functions, genres) that coincide with the lesson's content and regularly misses opportunities for language instruction. <input type="checkbox"/> The teacher does not prepare language objectives and lacks awareness of the importance of sharing language objectives with students in language they can understand. <input type="checkbox"/> The teacher cannot identify pedagogical techniques that can be used to model and elicit specific language structures or functions. <input type="checkbox"/> The teacher does not pay attention to language in the classroom OR the teacher teaches language as a separate subject, unrelated to subject-matter content. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher at times attempts to shift attention between content and language, but attempts seem forced or awkward. <input type="checkbox"/> The teacher notices and occasionally attempts to take advantage of opportunities to teach language (features, functions, genres) and clarify linguistic misconceptions in relation to content. <input type="checkbox"/> The teacher at times tries to communicate language objectives to students in student-friendly terms, but struggles to do so well. <input type="checkbox"/> The teacher at times attempts to model and elicit specific language structures and function but is rarely effective. <input type="checkbox"/> The teacher's focus on language (grammar, syntax, discourse features) is occasionally contextualized within content instruction, but is more often separated from content. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher sometimes is able to shift student attention between content and language when appropriate. <input type="checkbox"/> The teacher is somewhat effective in taking advantage of opportunities to teach language (features, functions, genres) and clarifying linguistic misconceptions in relation to content. <input type="checkbox"/> The teacher is somewhat effective at communicating language objectives to students in student-friendly terms. <input type="checkbox"/> The teacher often and sometimes capably models and elicits specific language structures and functions. <input type="checkbox"/> The teacher's focus on language (grammar, syntax, discourse features) is usually, but not consistently, contextualized within content instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher habitually and seamlessly shifts student attention between content and language in natural ways as appropriate. <input type="checkbox"/> The teacher regularly and actively looks for and takes advantage of opportunities to teach language (features, functions, genres) in effective ways and to clarify linguistic misconceptions in relation to content. <input type="checkbox"/> The teacher clearly and consistently communicates language objectives to students in student-friendly terms. <input type="checkbox"/> The teacher consistently and competently models and elicits specific language structures and functions. <input type="checkbox"/> The teacher's focus on language (grammar, syntax, discourse features) is regularly contextualized within content instruction.

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

Evidence and Notes:

