

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

### STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION

The teacher candidate 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

Counter evidence	Recognizing	Developing	Excelling
<p><input type="checkbox"/> The teacher does not modify teacher talk to be responsive to students’ needs and abilities.</p> <p><b>OR</b></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 can identify verbal and nonverbal strategies for modifying teacher talk to scaffold student comprehension, such as paraphrasing; using cognates; changing speed or intonation; and using body language and facial expressions.</p> <p><input type="checkbox"/> The teacher can explain the importance of using scaffolding techniques that are appropriate for students’ ages and cognitive and linguistic abilities.</p> <p><input type="checkbox"/> The teacher can correctly describe specific strategies that are appropriate for students’ ages and cognitive and linguistic abilities.</p> <p><input type="checkbox"/> The teacher can explain the importance of adjusting scaffolding strategies over time.</p>	<p><input type="checkbox"/> The teacher sometimes 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 makes some attempts to include other verbal discourse strategies like paraphrasing and cognates.</p> <p><input type="checkbox"/> The teacher at times (albeit inconsistently) uses body language and facial expressions to support comprehension.</p> <p><input type="checkbox"/> The teacher sometimes uses strategies that are appropriate for students’ ages or cognitive and linguistic abilities, but struggles to do so consistently</p> <p><input type="checkbox"/> The teacher sometimes tries to adjust strategies but has varied effectiveness.</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:**



