

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

### STRAND 5: SCAFFOLDING FOR STUDENT PRODUCTION

The teacher candidate 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

Counter evidence	Recognizing	Developing	Excelling
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher struggles to articulate the purposes of different questioning techniques and follow-up moves and how to use them strategically to improve student production.</li> <li><input type="checkbox"/> The teacher nearly exclusively uses the Initiate-Response-Evaluation (IRE) sequence during classroom instruction, reacting to student responses with evaluative comments.</li> <li><input type="checkbox"/> The teacher does not use wait time effectively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher can explain the purpose of different questioning techniques and how they can be used to elicit more student language production.</li> <li><input type="checkbox"/> The teacher can identify effective follow-up moves such as prompts for clarification, precision, or elaboration, to elicit academic and/or more precise language, push student thinking, and extend student discourse.</li> <li><input type="checkbox"/> The teacher can explain the value of effective use of wait time during classroom interactions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher sometimes and with varied effectiveness uses different questioning techniques to elicit more student language production.</li> <li><input type="checkbox"/> The teacher makes attempts and 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.</li> <li><input type="checkbox"/> The teacher sometimes makes effective use of wait time during classroom interactions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher consistently, strategically, and skillfully uses different questioning techniques to elicit more student language production.</li> <li><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.</li> <li><input type="checkbox"/> The teacher consistently makes effective use of wait time during classroom interactions.</li> </ul>

**Evidence and Notes:**

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

<b>5B. Procedural Scaffolding – grouping strategies and classroom activities and routines to support student language use and development</b>			
<b>Counter evidence</b>	<b>Recognizing</b>	<b>Developing</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 can articulate that student production can be facilitated through activities and routines (think-pair-share, learning centers, cooperative learning); however, most instruction relies on teacher talk.</p> <p><input type="checkbox"/> The teacher is able to describe the importance of developing activities to promote student production in either the interpersonal or presentational modes (for both speaking and writing) and to foster learning from and with peers.</p> <p><input type="checkbox"/> The teacher can describe different types of interactive groupings and what factors may be considered in deciding how to group students.</p> <p><input type="checkbox"/> The teacher can explain the importance of reviewing necessary language (features/functions/genres) needed to carry out activities in the target language.</p>	<p><input type="checkbox"/> The teacher at times uses 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 sometimes designs activities that encourage students to produce in both interpersonal and presentational modes (for both speaking and writing) to foster learning from and with peers. Yet the teacher has varied effectiveness and sometimes struggles to manage some of the activities well.</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 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>

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

**Evidence and Notes:**

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

<b>5C. Instructional Scaffolding – use of print and multimedia resources to support student language use and development</b>			
<b>Counter evidence</b>	<b>Recognizing</b>	<b>Developing</b>	<b>Excelling</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not use print or multimedia resources related to instructional activities to support or facilitate language production, such as familiar language “chunks”.</li> <li><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.</li> <li><input type="checkbox"/> The teacher does not model appropriate use of resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher can articulate the importance of using print and multimedia resources related to instructional activities to support and facilitate language production (such as providing key phrases to support small group interaction).</li> <li><input type="checkbox"/> The teacher can describe formulaic language “chunks” that would be appropriate to teach learners.</li> <li><input type="checkbox"/> The teacher can identify scaffolds that elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development), but fails to provide students with such scaffolds.</li> <li><input type="checkbox"/> The teacher can explain why modeling appropriate use of resources is important, but struggles to do so.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher sometimes and with varied effectiveness 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).</li> <li><input type="checkbox"/> The teacher at times teaches formulaic language “chunks” with some effectiveness and may post them as reminders for students to use these scaffolds (as developmentally appropriate).</li> <li><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).</li> <li><input type="checkbox"/> The teacher occasionally models appropriate use of resources.</li> </ul>	<ul style="list-style-type: none"> <li><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).</li> <li><input type="checkbox"/> The teacher teaches formulaic language “chunks” effectively and posts them as reminders for students to use these scaffolds (as developmentally appropriate).</li> <li><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).</li> <li><input type="checkbox"/> The teacher’s consistent and adept modeling prepares students to use such scaffolds as resources.</li> </ul>
<p><b>Evidence and Notes:</b></p>			