

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

### STRAND 6: TEACHING FOR LANGUAGE AND CONTENT INTEGRATION

The teacher candidate 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

| Counter evidence   | Recognizing   | Developing  | Excelling   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher emphasizes content teaching nearly exclusively.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> The teacher cannot identify pedagogical techniques that can be used to model and elicit specific language structures or functions.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher can identify examples of shifting student attention between language and content.</li> <li><input type="checkbox"/> The teacher can identify some opportunities to teach language (features, functions, genres) and clarify linguistic misconceptions in relation to content but does not take advantage of them.</li> <li><input type="checkbox"/> The teacher can explain the rationale for communicating language objectives to students in language they can understand.</li> <li><input type="checkbox"/> The teacher can identify pedagogical techniques that can be used to model and elicit specific language structures and functions, but does not apply them in practice.</li> <li><input type="checkbox"/> The teacher is able to explain why focus on language (grammar, syntax, discourse features) should be addressed in contextualized ways within content instruction.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher occasionally shifts student attention between content and language, but attempts can seem forced or awkward.</li> <li><input type="checkbox"/> The teacher is sometimes effective in taking advantage of opportunities to teach language (features, functions, genres) and clarifying linguistic misconceptions in relation to content.</li> <li><input type="checkbox"/> The teacher at times communicates language objectives to students in student-friendly terms.</li> <li><input type="checkbox"/> The teacher at times and somewhat capably models and elicits specific language structures and functions.</li> <li><input type="checkbox"/> The teacher's focus on language (grammar, syntax, discourse features) is sometimes contextualized within content instruction, but the teacher misses opportunities to bring students' attention to language.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher habitually and seamlessly shifts student attention between content and language in natural ways.</li> <li><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.</li> <li><input type="checkbox"/> The teacher clearly and consistently communicates language objectives to students in student-friendly terms.</li> <li><input type="checkbox"/> The teacher consistently and competently models and elicits specific language structures and functions.</li> <li><input type="checkbox"/> The teacher's focus on language (grammar, syntax, discourse features) is regularly contextualized within content instruction.</li> </ul> |

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**Evidence and Notes:**

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| 6B. Corrective feedback – strategies include recasts or prompts like metalinguistic clues or clarification requests   |   |  |  |
|---|---|--|--|
| Counter evidence  | Recognizing   | Developing   | Excelling  |
| <input type="checkbox"/> The teacher cannot describe or identify developmentally and contextually appropriate corrective feedback types to promote students' language proficiency.<br><input type="checkbox"/> The teacher either does not provide corrective feedback or uses it in ways that do not encourage student uptake and repair.<br><input type="checkbox"/> Teacher feedback does not distinguish between form/function and meaning and is typically ambiguous or confusing to students. | <input type="checkbox"/> The teacher can identify some developmentally and contextually appropriate corrective feedback types to improve students' language proficiency.<br><input type="checkbox"/> The teacher can explain the importance of and may make infrequent attempts to use corrective feedback that encourages student uptake and repair, but is rarely, if ever, effective.<br><input type="checkbox"/> The teacher can articulate why it is important to distinguish feedback on language from feedback on content. | <input type="checkbox"/> The teacher uses some developmentally and contextually appropriate corrective feedback types to improve students' language proficiency, but at times struggles to select corrective feedback strategies that are appropriate and/or misses opportunities to provide corrective feedback.<br><input type="checkbox"/> The teacher uses a few corrective feedback types that encourage student uptake and repair.<br><input type="checkbox"/> The teacher at times provides feedback that distinguishes a focus on language from a focus on content, but occasionally provides feedback that is ambiguous or confusing to students. | <input type="checkbox"/> The teacher skillfully and regularly uses a range of developmentally and contextually appropriate corrective feedback types to improve students' language proficiency.<br><input type="checkbox"/> The teacher uses many corrective feedback types that encourage student uptake and repair.<br><input type="checkbox"/> The teacher effectively, clearly, and consistently provides feedback that distinguishes a focus on language from a focus on content. |
| <b>Evidence and Notes:</b>  |   |  |  |