

SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT I understand the fundamental principles of biliteracy development and use a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.							
2A. Biliteracy instruction							
<i>My approach to literacy instruction accounts for students who are developing biliteracy rather than literacy in only one language.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I can articulate and use research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use literacy instruction that is authentic (specific to the program language(s) I teach).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>What I've tried / What I've observed.</i>				<i>My goals for improvement.</i>			

SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

2B. Vocabulary development, word knowledge, and text types							
<i>I select appropriate words for vocabulary instruction.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use a variety of effective, grade-level appropriate strategies to build students' vocabulary.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use varied word-learning strategies (e.g., teaching parts of speech, word parts like affixes, cognates, etc.).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I draw attention to how different genres/text types are constructed.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>What I've tried / What I've observed.</i>				<i>My goals for improvement.</i>			

Adapted from self-assessment rubric published in Tedick, D. J., & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. New York, NY: Routledge. Made available with permission from Routledge/Taylor & Francis. Available at: dliteachingrubrics.umn.edu.

SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

2C. Cross-lingual connections							
<i>I incorporate cross-linguistic instruction in some of the lessons I plan.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>When appropriate, I draw students' attention to cross-linguistic connections, focusing on metalinguistic knowledge, to support biliteracy development across program languages.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I remain exclusively (or primarily) in the target language while making cross-lingual connections explicit.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>When appropriate, I model how students can draw on cross-lingual connections to support their biliteracy development.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>What I've tried / What I've observed.</i>				<i>My goals for improvement.</i>			

Adapted from self-assessment rubric published in Tedick, D. J., & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. New York, NY: Routledge. Made available with permission from Routledge/Taylor & Francis. Available at: dliteachingrubrics.umn.edu.

SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

2D. Biliteracy assessment							
<i>I design effective biliteracy assessments that reflect the principles of biliterate reading and writing across multiple genres/text types.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I regularly use knowledge of language transfer to inform interpretation of assessment data and guide future instruction.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I observe student reading and writing development while taking into account that students are developing biliteracy rather than literacy in just one language.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>What I've tried / What I've observed.</i>				<i>My goals for improvement.</i>			