

SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION I understand and use a variety of techniques to promote student comprehension in the target language.							
4A. Verbal scaffolding: using language and non-verbal cues to support comprehension							
<i>I modify my teacher talk (speed, intonation, repetition, etc.) as appropriate for students' ages and abilities.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I include other verbal discourse strategies like paraphrasing and using cognates.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use body language and facial expressions to support comprehension.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I adjust the above strategies over time as students develop.</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.

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4B. Procedural scaffolding: organizing activities and routines to support comprehension							
<i>I use instructional routines (e.g., think-pair-share) to ensure predictability and facilitate comprehension.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I frequently use comprehension checks that require learners to demonstrate their understanding.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use clear boundary markers between activities to facilitate classroom management.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I pair/group students systematically and in various arrangements to scaffold their comprehension.</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>			

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4C. Instructional scaffolding: using tools within instructional activities to support comprehension							
<i>I incorporate a variety of instructional tools to support comprehension (graphic organizers, props, word walls, etc.).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use instructional tools that are appropriate to students' ages and abilities.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I intentionally remove or modify scaffolds when necessary to promote student growth.</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>			