

SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

STRAND 5: SCAFFOLDING FOR STUDENT PRODUCTION I understand and use 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							
<i>I use different questioning techniques and follow-up moves to improve student production and to move beyond Initiation-Response-Evaluation (IRE) sequences.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use follow-up moves, such as prompts for clarification, precision, or elaboration to elicit academic language and student thinking and to extend student discourse.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I make effective use of wait time during classroom interaction.</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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5B. Procedural scaffolding: grouping strategies, routines, and activities to support student language use and development							
<i>I use activities and routines (like think-pair-share, learning centers, cooperative learning) that promote independent student production and student-student interaction.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use a variety of systematically and thoughtfully organized interactive groupings (dyads, cooperative groups) to promote student language production.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I review the language that students need to carry out interactive activities in the target 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>			

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5C. Instructional scaffolding: print and multimedia resources to support student language use and development							
<i>I use a range of print and multimedia resources related to instructional activities to support and facilitate language production.</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I teach formulaic language “chunks” effectively and post them as reminders to use them (as developmentally appropriate).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I provide 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).</i>							
Lacking		Emerging		Demonstrating		Excelling	
1	2	3	4	5	6	7	8
<i>I use modelling to prepare students to use such scaffolds as resources.</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>			