Rubric for Observing English Language Development

How well does the lesson plan, classroom resources or instruction…?

	Element	Rating, as noted in the lesson plan, classroom items and/or during teaching*
1	☐ honor students' home language or students' English dialect while simultaneously moving students to apply their metalinguistic knowledge to become fluent in academic English	0 – 1 – 2 – 3
2	☐ create a safe environment where students can attempt challenging production, while errors are checked and constructively supported via peer/teacher judicious and explicit feedback for language precision	0 – 1 – 2 – 3
3	☐ design carefully planned instruction around standards, including ELD standards, with academic language goals in mind	0 – 1 – 2 – 3
4	☐ include appropriate/rigorous text or multimedia sources for content and/or language targets of the lesson	0 – 1 – 2 – 3
5	☐ deconstruct the language of the text/multimedia sources to allow students access to comprehension [meaning making] of both the language and the content	0 – 1 – 2 – 3
6	☐ engage students continuously and provide ample opportunities for collaborative/interactive academic language that exercises formal register	0 – 1 – 2 – 3
7	☐ differentiate the language production demand through scaffolding to move students to the next level of language proficiency and by building on background knowledge	0 – 1 – 2 – 3
8	☐ tap strategies for language and literacy acquisition to ensure students who need reading intervention obtain support to learn foundational skills (e.g., phoneme awareness, phonics, fluency)	0 – 1 – 2 – 3
9	☐ guide students toward self-sufficiency in learning language and domain-specific vocabulary through research–proven techniques (e.g., student word journals, cognate application, wide reading, etc.)	0 – 1 – 2 – 3
10	☐ affirm the students' growing success as academically powerful learners by remarking to them about their effective use of language	0 – 1 – 2 – 3
11	☐ provide formative and other assessment results to empower students and their families to recognize the students' growing linguistic mastery	0 – 1 – 2 – 3
12	☐ promote metacognition, life-long learning and love of education	0 – 1 – 2 – 3

0 = not observable, no evidence; 1 = poorly; 2 = adequately; 3 = strongly
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