

## Rubric for Analysis of English Language Development Instruction

### *How well does the instruction...?*

	<b>Element</b>	<b>Rating, as Noted in the Lesson Plan and/or during Teaching</b>
1	<input type="checkbox"/> honor students' home language or students' English dialect while simultaneously moving students to apply their metalinguistic knowledge to become fluent or bi-dialectal in academic English	0 – 1 – 2 – 3 – 4
2	<input type="checkbox"/> create a safe environment where students can attempt challenging production, while errors are checked and constructively supported through peer and teacher feedback for language precision	0 – 1 – 2 – 3 – 4
3	<input type="checkbox"/> design instruction around standards, including ELD standards, with academic language goals in mind	0 – 1 – 2 – 3 – 4
4	<input type="checkbox"/> select appropriate/rigorous text or multimedia sources for content and/or language targets of the lesson	0 – 1 – 2 – 3 – 4
5	<input type="checkbox"/> deconstruct the language of the text/multimedia sources to allow students access to comprehension of both the language and the subject matter	0 – 1 – 2 – 3 – 4
6	<input type="checkbox"/> ensure students, especially English Learners, are continuously engaged in collaborative/interactive academic language that exercises formal register	0 – 1 – 2 – 3 – 4
7	<input type="checkbox"/> provide opportunities for students' production of academic language by teaching the linguistic elements that need mastery	0 – 1 – 2 – 3 – 4
8	<input type="checkbox"/> differentiate the language production demand through scaffolding to move students to the next level of language proficiency	0 – 1 – 2 – 3 – 4
9	<input type="checkbox"/> apply a working knowledge of English grammar and syntax to embed the ELD standards deeply into the students' instructional tasks	0 – 1 – 2 – 3 – 4
10	<input type="checkbox"/> 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 – 4
11	<input type="checkbox"/> 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 – 4
12	<input type="checkbox"/> enhance students' self-identities as academically powerful learners and increase students' confidence in achieving language mastery	0 – 1 – 2 – 3 – 4
13	<input type="checkbox"/> provide assessments that empower students and their families to recognize the students' growing linguistic mastery	0 – 1 – 2 – 3 – 4
14	<input type="checkbox"/> promote metacognition, life-long learning and love of education	0 – 1 – 2 – 3 – 4