

Resource B. Rubric for the Academic Language and Literacy Frame

Helps students develop strong language and literacy skills and ensures that parent communication is accessible				
Stage of professional development	Emerging	Developing	Enacting	Integrating
Pays attention to students' language and literacy development	<ul style="list-style-type: none"> • Instruction primarily teacher led (lecture style and whole class instruction) • Flow of interaction is generally teacher-student-teacher whereby a small number of students speak or are called on to speak • Instruction is primarily driven by curriculum • Vocabulary instruction is driven by text and generally in form of single word lists that are not categorized contextually 	<ul style="list-style-type: none"> • Appropriate language (listening, speaking, reading, writing) may be explicitly modeled • Engages students in brief, repetitive, or drill-like reading, writing, or speaking activities • Begins to identify subject-specific language patterns • Begins to define key academic language and vocabulary that is routinely used in subject matter and school; provides some instruction in this realm 	<ul style="list-style-type: none"> • More consistently aware of students' academic language learning needs • More consistently taking time to teach academic language learners in specific ways: <ol style="list-style-type: none"> 1. Making note of subject-specific language patterns and providing more consistent direct instruction in them 2. Supporting students in understanding author intent 3. More consistent use of student 	<ul style="list-style-type: none"> • Designs and enacts instructional activities that consistently generate the type of communication that is expected (e.g., speaking, writing), and continuously supports students' communication skills in all four domains (listening, speaking, reading, writing) • Posts key communication terms, words, idioms, and phrases to support students' capacity to communicate in the language of content (e.g., the ways in which science experiments are expressed)

(Continued)