

RESOURCE 4.2 FOR INSTRUCTIONAL COACHES AND TEACHERS

A Checklist for Scaffolding Instruction and Assessment in Multiple Languages

Decide to what extent scaffolding assists your multilingual learners in reaching their heights in learning. Be self-reflective in answering yes or no to the different ways in which you use scaffolding to increase multilingual learners' opportunities to learn.

AS A TEACHER, WHEN SCAFFOLDING INSTRUCTION AND CLASSROOM ASSESSMENT, I . . .	YES	NO
Match ways of supporting the content, learning targets, language proficiencies, cultures, and experiences of my students.		
Use a variety of ways for students to engage in content, including visual, graphic, interactive, and linguistic (e.g., translanguaging) means.		
Model oral and written exemplars for my students in multiple languages.		
Allow my students to select the types of assistance that suit their learning style, languages of interaction, and the task at hand.		
Am aware of the context for learning and my multilingual learners' experiences along with their patterns of language use.		
Consider my students' conceptual understanding of the content and associated disciplinary practices.		
Carefully push my students to challenge and advance their language and conceptual development.		
Take cues from my students as to when they wish to be more independent and take on more responsibility for their own learning.		

ADAPTED FROM: Gottlieb and Castro (2017).