

ASSESSMENT 3 – Planning within the specialization

SCORING RUBRIC FOR ASSESSMENT 3A-- *ESL THEMATIC UNIT*

TOTAL: 100 points

Criteria	Exceeds standards	Meets standards	Does not meet standards
Background Information (5) Standards 2b, 3.a, 4.b	The unit is introduced with a detailed description of the students' characteristics (grade, level of proficiency, placement or ACCESS score), unit characteristics, and instructional context.	The unit is introduced with a description that contains some information on the students' characteristics (grade, level of proficiency, placement or ACCESS score), unit characteristics, and instructional context.	The unit is introduced with a little or no description of the students' characteristics (grade, level of proficiency, placement or ACCESS score), unit characteristics, and instructional context.
Theme (5) Standards 2a, 3.a	The unit is designed around a strong, meaningful theme. The theme is ideal for students' proficiency level, age, and interests.	The unit is designed around a meaningful theme. The theme is appropriate for students' proficiency level, age, or interests.	The unit is designed around a language structure or discrete skill. The theme is inappropriate for students' proficiency level, age, or interest.
Objectives (10) Standards 1.a, 3.a, 3.b	All lessons have language objectives clearly defined in terms of functions and their corresponding grammatical forms. All the objectives describe observable and measurable student behaviors.	50% of the lessons have language objectives that include functions and their corresponding grammatical forms. Most of the objectives describe observable and measurable student behaviors.	Less than 50% of the lessons have language objectives that include functions and their corresponding grammatical forms. Few to none of the objectives describe observable and measurable student behaviors.
Lesson structure/Sequence (10) Standards 3.a, 3.b	Every lesson has a logical progression and follows all aspects of the sequence 'input, guided practice, transfer'.	75% to 50% of the lessons has an overall logical progression and follows most aspects of the sequence 'input, guided practice, transfer'.	50% or less of the lessons does not have a logical progression and/or does not follow the sequence 'input, guided practice, transfer'.
Form-focused, contextualized language	The primary focus of each lesson is on meaning and language	The primary focus of each lesson is on language usage	The only focus of each lesson is on language usage (grammar rules).

<p>instruction (15)</p> <p>Standards 1.a, 1.b, 3.a, 3.b</p>	<p>use.</p> <p>Language instruction is provided to support students' engagement with meaningful tasks. The new language structures are presented, practiced, and assessed in meaningful contexts.</p>	<p>(grammar rules) with limited attention to meaning. Some explicit language instruction is provided. The presentation, practice and assessment of the new language structures are mostly contextualized.</p>	<p>Explicit language instruction of grammatical points. The presentation, practice, and assessment of the new language structures are not contextualized. There are no meaningful tasks.</p>
<p>Activities (15)</p> <p>Standards 2.a, 2.b, 3.a, 3.b</p>	<p>The activities completely geared towards the achievement of the lesson objectives. There is a wide range of variety in the activities such that different learning styles are accommodated. They are appropriate for students' proficiency level, age, and interests. They provide frequent opportunities for students to engage with meaningful cultural and/or disciplinary content.</p>	<p>Some of the activities are geared towards the achievement of the lesson objectives. There is some variety in the activities. Some of the activities are appropriate for students' proficiency level, age, or interests. Some opportunities are created for students to engage with meaningful cultural and/or disciplinary content.</p>	<p>There is no apparent connection between the activities and the lesson objectives. There is little to no variety in the activities. The activities do not match students' proficiency level, age, or interests. There are no opportunities for students to engage with meaningful cultural and/or disciplinary content.</p>
<p>Grouping (5)</p> <p>Standards 1.b, 3.a</p>	<p>Numerous opportunities are provided for students to work in pairs and small groups. The tasks for collaborative activities are authentic and require that students engage in negotiation of meaning.</p>	<p>A few opportunities are provided for students to work in pairs and small groups. Some of the collaborative activities require that students engage in negotiation of meaning.</p>	<p>No opportunities are provided for students to work in pairs or small groups.</p>
<p>Materials (10)</p> <p>Standards</p>	<p>All the materials used to introduce new language structures</p>	<p>Most of the materials used to introduce new language structures are</p>	<p>The materials used to introduce new language structures are scripted and/or consist of</p>

3.c	<p>are authentic and clearly illustrate the form, meaning, and use of the new language structures. They are appropriate for the students' age, proficiency level, and interests. They allow for a myriad of connections to other subject areas.</p>	<p>authentic and contain the new language structures. They are mostly appropriate for the students' age, or proficiency level, or interests. The materials allow for some connections to other subject areas.</p>	<p>mechanical drills. Some of the materials are not appropriate for the students' age, or proficiency level, or interests. The materials are limited to one subject area. No connections can be made to other subject areas.</p>
<p>Summative/ Performance-based Assessment (20)</p> <p>Standards 4.a, 4.c</p>	<p>The assessment involves a complex performance task. It is authentic and integrates all language skills. It provides information about students' attainment of all the unit goals. A solid rubric is used to measure the students' performance.</p>	<p>The assessment involves a simple performance task. It is artificial and/or integrates some language skills. It provides information about students' attainment of some of the unit goals. An adequate rubric is used to measure the students' performance.</p>	<p>The assessment uses indirect, discrete-point measures. There is no connection between assessments and the unit goals. OR there is no assessment or rubric.</p>
<p>Written Communication (5)</p> <p>Standards 1.a</p>	<p>Ideas are expressed with precision and clarity throughout the unit.</p>	<p>Ideas in the unit are communicated effectively and with acceptable accuracy.</p>	<p>The unit presents noticeable errors in word choice, syntax, or other standard conventions.</p>

SCORING RUBRIC FOR ASSESSMENT 3B-- *SIOP® THEMATIC UNIT*

TOTAL: 100 points

Criteria	Exceeds standards	Meets standards	Does not meet standards
Unit Plan template (5) Standards 3.a, 4.b	The adapted SIOP unit plan template is included and all of the fields are not only appropriately addressed but also include pertinent additional information.	The adapted SIOP unit plan template (or a similar version) is included and most of the fields are indicated and appropriately addressed.	The adapted SIOP unit plan template (or a similar version) is included but some of the fields are not indicated or appropriately addressed.
Background Information (5) Standard 2.b, 4.a	The description includes not only all the relevant information (school, learners' nationalities, native languages, ages, proficiency levels, educational background), but also pertinent additional information.	The description includes most of the relevant setting and learner information.	Some of the information provided is not clear and/or some may not be pertinent.
Materials (10) Standards 3.c	All required materials (e.g., copy of content area textbook chapter, handouts, audio or video links or DVDs/CDs) are included); all of the handouts are professionally designed (attractive layout, no typos).	Most of the required materials are included; a few need improvement to be considered professionally designed (a few typos and/or layout problems).	Less than 70% of the required materials are included; considerable improvement is needed for the materials to be considered professionally designed.
Objectives (10) Standards 1.a, 3.a, 3.b	The content and language objectives clearly address the actual focus of the content area textbook chapter; the language specifics accurately support the language objectives.	Most of the content and language objectives clearly address the actual focus of the content area textbook chapter; most of the language specifics accurately support the language objectives.	A few of the content and language objectives clearly address the actual focus of the content area textbook chapter; a few of the language specifics do not support the language objectives.
SIOP® features (15)	All of the required SIOP features are appropriately	Most of the required SIOP features are	The number of SIOP features addressed is

Standards 1a, 1b, 2.b, 3.a, 3.b, 4.b	addressed in the “meaningful activities;” they are explored in a seamless fashion so as to make the lesson fluid and highly motivating for the students.	appropriately addressed in the “meaningful activities.”	either insufficient or the features are not adequately addressed in some of the “meaningful activities.”
Procedures (10) Standards 1.b, 3.a, 3.b	All of the procedure statements are clear, concise, and easy to follow.	Most of the procedure statements are clear, concise, and easy to follow.	A few of the procedure statements are not clear, concise, or easy to follow.
Activities (20) Standards 2.a, 2.b, 3.a, 3.b	All of the activities are well-designed and logically sequenced, showing a perfect match between them and the objectives of the unit; in addition, all of the activities clearly reflect the student’s understanding of the topics and issues discussed in class.	Most of the activities are well-designed and logically sequenced, but not always show a perfect match between them and the objectives of the unit; overall, the activities reflect the student’s understanding of the topics and issues discussed in class.	A few of the activities are not well-designed or logically sequenced, and somewhat show a match between them and the objectives of the unit. The understanding of the topics and issues discussed in class is not always apparent.
Summative/ Performance- based Assessment (20) Standards 4.a, 4.c	The assessment involves a complex performance task. It is authentic and integrates all language skills. It provides information about students’ attainment of all the unit goals. A solid rubric is used to measure the students’ performance.	The assessment involves a simple performance task. It is artificial and/or integrates some language skills. It provides information about students’ attainment of some of the unit goals. An adequate rubric is used to measure the students’ performance.	The assessment uses indirect, discrete-point measures. There is no connection between assessments and the unit goals. OR there is no assessment or rubric.
Written Communication (5) Standard 1.a	Ideas are expressed with precision and clarity throughout the unit.	Ideas in the unit are communicated effectively and with acceptable accuracy.	The unit presents noticeable errors in word choice, syntax, or other standard conventions.

Assessment 4 – Application of knowledge as reflected in job performance

Scoring Rubric for Component of Professionalism in M.Ed. Portfolio

(Remaining parts of Rubric address Assessment 7)

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Professionalism (TESOL/NCATE standard 5)	Candidate weakly demonstrates membership in a learning community, communication with others, and planning for ongoing professional development. Portfolio shows very little or limited professional engagement.	Candidate demonstrates membership in a learning community, communication with others, and planning for ongoing professional development. Such professional activities are acceptable for a K-12 Bilingual/ESL teacher at an early stage in her/his profession.	Candidate strongly demonstrates membership in a learning community, communication with others, and planning for ongoing professional development. Such professional activities are those of a seasoned professional or a leader in the field.

Assessment 6—Knowledge of Bilingual Education and/or ESL Field

Rubric for Assessment of All Components of professional portfolio except section on Professionalism (which is included here as Assessment 4)

	Unacceptable	Acceptable	Target
Contents	Portfolio contains limited amounts of the required materials.	Portfolio contains the required material.	Portfolio contents exceed the requirements.
Organization	Portfolio is poorly organized.somewhat organized; reader has some difficulty locating materials.	Portfolio is well-organized; reader can locate materials.	Portfolio is highly organized and reflects a strong level or professionalism.
Personal Reflections	Reflections fail to reflect TESOL/NACTE standards or are overly anecdotal.	Reflections are descriptive and insightful and reflect TESOL/NCATE standards at a level appropriate to that of a K-12 Bilingual/ESL teacher at an early stage in her/his career.	Highly descriptive and insightful, clearly relating candidate's experience to the TESOL/NCATE standards. Reflections are typical of those of a seasoned teacher or of a leader in the field.
Language (TESOL/NCATE standard 1)	Candidate demonstrates weak knowledge of theories of language, language acquisition, and native/target languages.	Candidate demonstrates knowledge of theories of language, language acquisition, and native/target languages appropriate to a K-12 Bilingual/ESL teacher at an early stage in her/his career.	Candidate demonstrates advanced knowledge of theories of language, language acquisition, and native/target languages. This knowledge is that of a seasoned teacher or of a leader in the field.
Culture (TESOL/NCATE standard 2)	Candidate demonstrates some knowledge of the value and role of culture, cultural diversity, and distinctive viewpoints.	Candidate demonstrates knowledge of the value and role of culture, cultural diversity, and distinctive viewpoints at a level appropriate to that of a K-12 Bilingual/ESL teacher at an early stage in her/his career.	Candidate demonstrates advanced knowledge of the value and role of culture, cultural diversity, and distinctive viewpoints. This knowledge is that of a seasoned teacher or of a leader in the field.
Planning, Managing,	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates

<p>Implementing Instruction (TESOL/NCATE standard 3)</p>	<p>weak knowledge and use of standards-based practices and strategies related to classroom organization, integrating language and content skills, and adapting resources and materials.</p>	<p>knowledge and use of standards-based practices and strategies related to classroom organization, integrating language and content skills, and adapting resources and materials. This knowledge is appropriate to that of a K-12 ESL/Bilingual teacher at an early stage in her/his career.</p>	<p>advanced knowledge and use of standards-based practices and strategies related to classroom organization, integrating language and content skills, and adapting resources and materials. This knowledge is appropriate to that of a seasoned teacher or of a leader in the field.</p>
<p>Assessment (TESOL/NCATE standard 4)</p>	<p>Candidate demonstrates some ability to evaluate student performance and design appropriate instruction.</p>	<p>Candidate demonstrates ability to evaluate student performance and design appropriate instruction. Such ability reflects that of a K-12 Bilingual/ESL teacher in the early phase of her/his career.</p>	<p>Candidate demonstrates advanced ability to evaluate student performance and design appropriate instruction. Such ability is that of a seasoned teacher or of a leader in the field.</p>
<p>Professionalism See assessment 4</p>			
<p>Future Directions</p>	<p>Weak connections made between candidate's M.Ed. experience and future goals.</p>	<p>Connections made between candidate's M.Ed. experience and future goals. Connections show real leadership potential, although they demonstrate the candidate is still at a fairly early stage in her/his Bilingual or ESL career.</p>	<p>Strong connections made between candidate's M.Ed. experience and future goals. These connections demonstrates that candidate is or is well on the way to becoming a leader in the field.</p>
<p>Mechanics</p>	<p>Portfolio contains errors of spelling, punctuation, and grammar.</p>	<p>Portfolio contains only occasional errors of spelling, punctuation, and grammar.</p>	<p>Portfolio contains virtually no errors of spelling, punctuation, and grammar.</p>
<p>Overall Effectiveness</p>	<p>Portfolio demonstrates limited growth and potential of candidate.</p>	<p>Portfolio demonstrates general growth and potential of candidate. Such growth and</p>	<p>Portfolio demonstrates exceptional growth and potential of candidate. Such growth and potential</p>

		potential are appropriate for a candidate at the early phases of a career in Bilingual Education/ESL.	are typical of a seasoned teacher or a leader in the field.
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25-30 TARGET

18-24 ACCEPTABLE

0-17 UNACCEPTABLE

Assessment 7 – Describing Language

GENERAL LINGUISTICS EXAMS (Part 3 consists of multiple choice items)

TOTAL: 90 points

Component	Exceeds Standard 27-30	Meets Standard 20-26	Does Not Meet Standard 0-19
Phonetics and Phonology TESOL Standard 1a	Candidates demonstrate a thorough understanding of phonetics and phonology and are able to transcribe phonetically and identify phonological rules with no errors.	Candidates demonstrate acceptable understanding of phonetics and phonology. They are able to transcribe phonetically and identify phonological rules with some errors.	Candidates are limited in their knowledge of phonetics and phonology and are weak in phonetic transcription and identification of phonological rules.
Morphology and Syntax TESOL Standard 1a	Candidates demonstrate a thorough knowledge of morphology and syntax. They can easily identify morphemes and produce syntactic tree diagrams.	Candidates demonstrate an acceptable knowledge of morphology and syntax. They can identify morphemes and produce syntactic tree diagrams with some errors.	Candidates are weak in their knowledge of morphology and syntax and are limited in their ability to identify morphemes and produce syntactic tree diagrams.
Semantics, Pragmatics, and Related Concepts TESOL Standard 1a	Candidates demonstrate a thorough knowledge of semantics, pragmatics, and related concepts. They can identify semantic features and apply pragmatic and speech act theory with no errors.	Candidates demonstrate an acceptable level of knowledge of semantics, pragmatics, and related concepts. They can identify semantic features and apply pragmatic and speech theory with some errors.	Candidates demonstrate a weak level of knowledge of semantics, pragmatics, and related concepts. They are limited in their ability to identify semantic features and apply pragmatic and speech theory.

Assessment 8 – Diversity paper

SCORING RUBRIC FOR ASSESSMENT 7-- *MULTICULTURALISM AND/OR ACCULTURATION RESEARCH PAPER*

	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS
Theoretical understanding TESOL Standards 2.a, 2.b	18-20 points Candidate demonstrates a solid grasp of theoretical concepts related to multiculturalism and acculturation. This understanding extends to even the most challenging and difficult scholarly work.	14-17 points Candidate demonstrates a grasp of theoretical concepts related to multiculturalism and/or acculturation. This understanding, however, does not extend to the difficult or challenging works.	1-13 points Candidate demonstrates limited understanding of theoretical perspectives related to multiculturalism and/or acculturation.
Original Theoretical Perspective TESOL Standards 2.a, 2.b	18- 20 points In light of the reading the candidate has done, s/he presents an original theoretical perspective that challenges existing research on the topic.	14-17 points Candidate presents an original theoretical perspective, but argument is more closely aligned with existing research and less challenging than that of those candidates who exceed the standard.	1-13 points Candidate presents little or no theoretical perspective.
Classroom implications TESOL Standards 3.a,3.b, 3.c	18-20 points Candidate explores with insight and innovation the pedagogical implications of her/his theory.	14-17 points Candidate discusses the pedagogical implications of her/his theory, but is somewhat less innovative and insightful than candidates who exceed the standard.	1-13 points Candidate present a weak or limited discussion of the classroom implications of theory.
Integration of scholarly sources TESOL Standards 1.a	Candidates demonstrate a solid ability to use and cite scholarly sources using APA and integrate them with their own ideas and	Candidates are able to use and cite scholarly sources using APA, but need further development in their weaker ability to integrate these with their own ideas and theories.	Candidates are weak or unable to use scholarly sources using APA and integrate them with their own ideas, if the latter are present.

	theories.		
Written Communication TESOL Standards 1.a	18-20 points Candidate displays a strong level of academic writing. This includes grammar and mechanics. The paper, with revisions, could be publishable in a graduate-student peer-reviewed journal or presentable at a scholarly venue.	14-17 points Candidate displays an acceptable level of academic writing at all levels. However, it is not publishable or presentable without significant revisions at an academic venue.	1-13 points Writing is weak and at an unacceptable level for an ESL instructor.

