

Rubric for Standard 1.b.

Language Acquisition and Development

Performance Indicator	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
<p>Evidence in one page summary:</p> <p>Performance indicators cited in student summary:</p> <p>Score: ____</p>	<p>Candidate understands the importance of language in the classroom and is able to create a language-rich learning environment to foster L1 and L2 development among ESOL students. Candidate understands the communicative, social, and constructive nature of language and provides regular opportunities for meaningful interaction in the classroom. Candidate is able to use linguistic scaffolding to aid ESOL students' comprehension and production. Candidate understands the role of personal and affective variables in language learning and establishes classrooms in which ESOL students are encouraged to take risks and use language productively. Candidate is familiar with key research in SLA (e.g., research into developmental stages and sequences, the effects of instruction and feedback, the nature and role of universal grammar, the role of L1 transfer, L2 input, and communicative interaction), and is able to apply these findings in the classroom.</p>	<p>Candidates adapts lessons and class to address individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style that can affect learning in the L1 and L2. Candidate understands the processes of language and literacy development, uses this knowledge to provide optimal language input, and sets appropriate goals and tasks for integrated oral and written language development. Candidate understands the sources of many types of errors and knows when and how to provide appropriate feedback for learners' developing language. Candidate understands the long-term nature of the language learning process and holds high expectations for ESOL learners with appropriate challenges and support.</p>	<p>Candidate adapts lessons and class to account for the socio-cultural variables affecting the learning of an L2 and the maintenance of an L1.</p> <p>Candidate takes into consideration identity and affect in creating a class that is supportive of language acquisition. Candidate encourages the maintenance and development of students' L1s, as appropriate to the classroom setting. Candidates assists ESOL learners in developing sophisticated academic language skills as well as socially appropriate language skills in English language arts and other content areas. Candidate provides a text-rich environment in which ESOL students are encouraged to read and express themselves in writing, regardless of their level of fluency or formal accuracy. Candidate encourages and assists ESOL students in developing learning strategies that will help with their continued language and content-area development.</p>

**Rubric for Standard 3.a.
Planning for Standards-Based ESL and Content Instruction**

Performance Indicator	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Evidence in one page summary: Performance indicators cited in student summary: Score: _____	Candidate plans standards-based ESL content and instruction. Language-building activities are planned for student-centered learning, where students contribute ideas for themes and projects. Cooperative learning and flexible grouping are included.	Candidate provides a supportive, positive climate for language learning. He or she models a positive attitude and interaction toward those who are different and assists students to build respect for their classmates and to listen and consider other perspectives. Candidate plans for a variety of instructional techniques for students with limited formal schooling (LFS) based on collaborative decisions with colleagues	Candidate uses multiple measures to assess students and provides for students' diverse backgrounds, developmental needs, and English proficiency as they plan their instruction. He or she plans from specific ESL and content, standards-based objectives but includes multiple ways of presenting content. Candidate collaborates with content-area teachers to ensure that ESOL students access the whole curriculum while learning English.

**Rubric for Standard 3.b.
Managing and Implementing Standards-Based ESL and Content Instruction**

Performance Indicator	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Evidence in one page summary: Performance indicators cited in student summary: Score: _____	Candidate views language and content learning as joint means to achieve ESOL students' academic and language development goals. Candidate shows understanding that language is developed most effectively in meaningful contexts and implements learning around subject matter and language learning objectives.	Candidate provides ESL and content instruction and assessment that are standards-based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. Candidate designs activities and provides materials that build strengths in each skill area, while also supporting and extending strengths in other skill areas.	Candidate provides a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments based on student interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas.

**Rubric for Standard 3.c.
Using Resources Effectively in ESL Instruction**

Performance Indicator	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
<p>Evidence in one page summary:</p> <p>Performance indicators cited in student summary:</p> <p>Score: ____</p>	<p>Candidate uses effective Instructional materials to support his or her teaching. Candidate provides materials that are rich, interesting, and motivating. Candidate uses culturally responsive resources to connect students' previous cultural experiences and/or provide necessary background information needed for them to understand the materials.</p>	<p>Candidate provides materials that are linguistically accessible and age appropriate. Candidate matches materials to the range of developing language and content-area abilities of students at various stages of learning.</p>	<p>Candidate is capable of finding, creating, and using a wide range of print and non-print resources, including ESL curricula, trade books, audiovisual materials as well as published and on-line multimedia materials. Candidate demonstrates knowledge regarding the selection and use of technological tools to enhance language instruction, including computer software and Internet resources. Candidate understands his or her advocacy role in assuring instruction in the use of technology and access to technological tools for learners of English.</p>

**Rubric for 4.a.
Issues of Assessment for ESL**

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<p>Demonstrate an understanding of the purposes of assessment, the quality indicators of assessment instruments, and the limitations of assessment situations in terms of ESOL students. Make accommodations as necessary and use results appropriately.</p>	<ul style="list-style-type: none"> • Candidates are aware of various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency). • Candidates are aware of technical aspects of assessment (e.g., validity and reliability). • Candidates can differentiate between performance based or 	<ul style="list-style-type: none"> • Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment. • Candidates use L1 assessment to provide benchmarks for student learning. • Candidates can explain 	<ul style="list-style-type: none"> • Candidates share their knowledge and experience about the purposes of assessment with colleagues. • Candidates can create performance-based and traditional measures that are standards based, valid, and reliable, as appropriate. • Candidates evaluate

<p>TESOL 4.a.1, 4.a.2, 4.a.3</p>	<p>authentic measures and traditional assessment.</p> <ul style="list-style-type: none"> • Candidates are aware of some of the limitations of assessment instruments for ESOL students. 	<p>why tests are valid and/or reliable, and use this knowledge in making assessment related decisions.</p> <ul style="list-style-type: none"> • Candidates use performance-based or traditional measures, as appropriate. • Candidates accommodate for psychological situations (e.g., anxiety over timed tests with high-stakes consequences, limited experience with tests), for cultural bias (e.g., unfamiliar images and references), and for linguistic bias (e.g., test translations, specific test formats). • Candidates use L1 assessment results to determine language dominance. 	<p>formal and informal technology-based and non-technology-based assessment measures for psychological, cultural, and linguistic limitations.</p>
<p>Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.</p> <p>TESOL 4.a.4</p> <p>Score: _____ (if applicable, i.e., student has taken FLLT 624—Testing)</p>	<ul style="list-style-type: none"> • Candidates recognize some similarities between a language difference and a learning problem for ESOL students (e.g., delayed language production, limited vocabulary and reading skills). • Candidates recognize how cultural bias may misinform results of such assessments. 	<ul style="list-style-type: none"> • Candidates work with a variety of assessment resources and experts to distinguish between language differences, giftedness, and a learning problem for ESOL students. • Candidates understand appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment. 	<ul style="list-style-type: none"> • Candidates are able to assess and instruct ESOL students who are gifted and talented and/or have special learning needs. • Candidates share with colleagues their knowledge and experience about gifted and talented and special learning needs of ESOL students.

**Rubric for Standard 5.a.
ESL Research and History**

Performance Indicator	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Evidence in one page summary: Performance indicators cited in student summary: Score: ____	Candidate's choice of instructional techniques is informed by a comprehensive understanding of proven research-based L2 teaching strategies and methods.	Candidate understands legal processes, mandates, and policies that have had an impact on the development of the field of ESL. He or she is knowledgeable about the history of legal decisions (e.g., Lau v. Nichols) and their subsequent application to the instruction of ESOL students.	Candidate understands and can interpret the state and federal requirements in determining a school district's compliance with state and federal guidelines. He or she understands how the structure of an ESL program can affect teaching and learning within that program.

Rubric for Standard 5.c.1.

Professional Development and Collaboration (Establish professional goals and pursue opportunities to grow in the field of ESL).

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
Evidence in one page summary: Performance indicators cited in student summary: Score: ____	Candidate formulates professional development plans based on his or her interests. Candidate is aware of his or her professional associations.	Candidate implements a personal professional development plan based on interests and reflection, taking advantage of opportunities in professional associations and other academic organizations.	Candidate engages in a continuous cycle of ESL professional development that is informed by his or her instructional reflections and analysis. Candidate takes active role in his or her professional association(s).

For the overall average score, tally the scores score for all rubrics, then divide by either 7 or 8, depending on whether you also rated Rubric 4a. Overall score average: ____