WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MLL 7403
COURSE TITLE: Assessment of Second Language Learners

National Reading Panel: www.nationalreadingpanel.org
Common Core State Standards: http://www.corestandards.org/
APA Link: http://www.apastyle.org

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>25</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

PLEASE NOTE: If you are in the ESOL Certificate only program, you will NOT receive a grade in MLL 7403 until you have successfully completed, and posted on TaskStream, Praxis II: ESOL (5362). You need to check the schedule for when the test is given.

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The information is included here for ordering and accessing e-texts only:

Thank you for choosing to purchase Wilmington’s Pearson Digital Library. To get started go to http://www.pearsoncustom.com/de/wilmington/digitallibrary/education/index.html.

You can either buy an access code card from the library and redeem it online or you can purchase access to the Library directly online. Attached is a PowerPoint for your reference to help you register for the Digital Library. You can follow the instructions in the PowerPoint, or watch this short video to see how to get signed up:

http://screencast.com/t/p19LuzgkQs

For more information on how to best utilize your eText, check out this quick video:

http://screencast.com/t/B2iI3t7fy

OFFICE HOURS OR METHOD OF CONTACT:
The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**You WILL need a microphone and headset if you are taking this as a distance course!**

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**
This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Wilmington University Graduation Competencies: Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. Oral Communication
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.
3. Disciplined Inquiry
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
   4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

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5. Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

I. COURSE DESCRIPTION:

This course will examine the educational measurement strategies, instruments and processes that teachers use to assess student learning and English proficiency for Second Language Learners. The emphasis of the class will be on assessment skills and knowledge that can enhance professional practice and promote student learning. Informal and formal assessments, which are used to determine students English Proficiency skills, are analyzed in detail. An emphasis is placed on the selection, administration and interpretation of test results. Accommodation techniques and strategies for second language learners will also be emphasized. Standardized and informal test results are evaluated and analyzed as they relate to student achievement, curriculum development, and instructional improvement.
**Successful Candidates:**

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: [https://www.wilmu.edu/studentlife/acadintegrity.aspx](https://www.wilmu.edu/studentlife/acadintegrity.aspx)
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.

**II. PROGRAM/IRA/TESOL COMPETENCIES:**

Program competencies are derived from the Teachers of English to Speakers of Other Languages (TESOL) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS)

**COMPETENCY 1:** Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners (ELLs) develop language and literacy and achieve in the content areas. *(TESOL Standard 1: Language)*
LEARNING OUTCOME

Develop awareness for current and historical theories and research in language acquisition as applied to ELLs.

Understand theories and research that explain how L1 literacy development differs from L2 literacy development.

Develop sensitivity to the importance of ELLs’ L1 and language varieties and build on these skills as a foundation for learning English.

Identify sociocultural, psychological, and political variables to facilitate the process of learning English.

Understand the role of individual learner variables in the process of learning English.

Learning Activities: The candidate will:

1) Engage in ELL Assessment Case Study.
2) Develop an ELL Assessment Protocol.
3) Create informal assessments.

COMPETENCY 2: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. (TESOL Standard 2: Culture)

LEARNING OUTCOMES

Understand cultural values and beliefs in the context of teaching and learning.

Understand the cultural conflicts and home events that can have an impact on ELLs’ learning.

Identify the interrelationship between language and culture.

Develop a range of resources, including the Internet, that can be used to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

Develop understanding of concepts of cultural competency, particularly knowledge about how and individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

Learning Activities: The candidate will:

1) Engage in ELL Assessment Case Study.

COMPETENCY 3: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ELL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs. (TESOL Standard 3: Planning, Implementing, and Managing Instruction)
## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Plan standards based ELL and content related instruction.</th>
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</thead>
<tbody>
<tr>
<td>Create a supportive, accepting educational environment that promotes standards-based language learning.</td>
</tr>
<tr>
<td>Plan students’ learning experiences based on an assessment of the students’ level of language proficiency, learning styles, and prior formal educational experiences and knowledge.</td>
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<tr>
<td>Provide for the particular needs of students with limited formal schooling in their first language.</td>
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<tr>
<td>Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.</td>
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<tr>
<td>Organize learning around standards-based subject matter and language learning objectives.</td>
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<tr>
<td>Incorporate activities, tasks, and assignments that incorporate language authentically and are related to content-area materials.</td>
</tr>
<tr>
<td>Provide activities and materials that incorporate all domains of language learning: listening, speaking, reading, and writing.</td>
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<tr>
<td>Develop students’ listening skills for a variety of academic and social purposes.</td>
</tr>
<tr>
<td>Develop students’ speaking skills for a variety of academic and social purposes.</td>
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<tr>
<td>Provide standards-based instruction that builds upon students’ oral English in order to develop literacy.</td>
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<tr>
<td>Provide standards-based reading instruction adapted for ELLs.</td>
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<tr>
<td>Develop students’ writing through a variety of activities, form sentence formation to expository writing.</td>
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<tr>
<td>Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials for instruction.</td>
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<tr>
<td>Select materials that are appropriate to students’ developing language and content area abilities, including the appropriate use of their first language.</td>
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<tr>
<td>Employ a variety of materials for language learning that includes pictures, realia, and books.</td>
</tr>
<tr>
<td>Use appropriate technological resources to enhance language and content-area instruction for ELLs.</td>
</tr>
<tr>
<td>Use appropriate software and Internet resource to enhance ELL and content area instruction.</td>
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</tbody>
</table>

### Learning Activities: The candidate will:

1) Engage in ELL Assessment Case Study.
2) Develop an ELL Assessment Protocol.
3) Create informal assessments.

### COMPETENCY 4: Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs. *(TESOL Standard 4: Assessment)*

## LEARNING OUTCOMES

| Demonstrate an understanding of the purposes of assessment as they relate to ELL learners and use results. |
| Demonstrate an understanding of the quality indicators of assessment instruments. |
Demonstrate understanding of the limitations of assessment situations and make accommodations for ELL students.

Distinguish between a language difference, gifted and talented, and special education needs for ELL students.

Understand and implement national and state requirements for identification, reclassification, and exit of ELL students from language support programs.

Understand, develop, and use norm-referenced assessments appropriately with ELL learners.

Understand, develop, and use criterion-referenced assessments appropriately with ELL students.

Understand, construct, and use assessment measures for a variety of purposes for ELL students.

Assess ELL learners’ language skills and communicative competence using multiple sources of information.

Use performance-based assessment tools and tasks that measure ELL learners’ progress toward state and national standards.

Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELL learners at varying levels of language and literacy development.

Prepare ELL students to use self- and peer-assessment techniques when appropriate.

Learning Activities: The candidate will:

1) Engage in ELL Assessment Case Study.
2) Develop an ELL Assessment Protocol.
3) Create informal assessments.
4) Engage in assessment research.
5) Engage in weekly in-class and online discussions.

COMPETENCY 5: Candidates keep current with new instructional techniques, research results, advances in the ELL field, and education policy issues and demonstrate knowledge of the history of ELL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. (TESOL Standard 5: Professionalism)

LEARNING OUTCOME:

Demonstrate knowledge of language teaching methods in their historical contexts.

Demonstrate knowledge of the evolution of laws and policy in the ELL profession.

Advocate and serve as language and education resources for students and families in their schools and communities.

Serve as professional resource personnel in their educational communities.

Advocate for ELL students’ access to all available academic resources, including instructional technology.

Establish professional goals and pursue opportunities to grow in the field of ELL.

Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELL students in the school.
Engage in collaborative teaching in general education and content-area classrooms.
Model academic proficiency in the English language.

Learning Activities: The candidate will:

1) Engage in ELL Assessment Case Study.
2) Develop an ELL Assessment Protocol.

III. METHODOLOGY:

This course will use modeling, cooperative learning, large and small group discussions, response and reflection, hands on activities, modeled and independent research and research analysis, and lecture.

IV. TESTING PROCEDURES/STUDENT EVALUATIONS:

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are directions for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7801 SEA A, for instance).

Effective fall 2015, you will need to document your placement information in Taskstream. This needs to be completed by the end of week 2 of either the block or semester.

If you are not currently teaching in a K-12 setting, you will need to contact the Program Chair to make your placement. This notification should be sent two weeks prior to the beginning of the course.

NOTE: All assignments must be completed with children who reflect your degree choice

A. Assignments:

Structured External Assignment A: Assessment Case Study

(TESOL Standard 1, 2, 3, 4, &5) 60%

Prepare a case study of an ELL student and summarize learner profile (including biographical information, education history, and learning styles), assessment techniques, and analysis of the data, instructional plans, materials and tutoring
activities/techniques. Furthermore, reflect on process in on-going journal; include description of specific assessments used with student. Complete a literature review that relates to the needs of the student. Use case study results to plan and implement a series of lessons that are targeted to the identified needs of the student, using instructional practices and appropriate materials and technologies. A total of 25 hours of assessment and tutoring will be required. Finally, share study conclusions with students’ teachers in conferencing session to help guide optimal instruction. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7403. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7403SEAA_VF.

More specifically:

- Observe a second language learner who is experiencing difficulties with reading during several class periods and in different subjects and settings. With permission from the classroom teacher, conduct a personal interview with the child. Learn more about the child’s background and culture. Following the interview, write a description of the child’s classroom behavior related to the subject area you observed. Search for and describe other information that might be related to the child’s attitude and success in the classroom (for example, the classroom environment, materials being used, grouping strategies, etc.)

- Read and reflect on three (3) articles or research reports related to assessing second language learners. Your reflection paper should include the title of the article, name of journal or source, the author, and date of publication. Provide a brief summary of each article, and discuss each article’s relevance or importance. (24 points)

- Design and implement four (4) informal assessment tools. These tools may include rubrics, checklists, observational tools, etc. Each one of the four (4) tools should focus on a different aspect of the English language learning process: speaking, listening, reading, and writing. (8 points)

- In addition, administer the Flynt & Cooter Comprehensive Reading Inventory. Describe the administration of the assessment tool and procedures. Interpret the results and related information. Use this data, along with your observations, interview data, and additional research (all documented in a personal journal) to answer questions of identification, placement, demonstration of language growth of this student, and future instructional implications.

- Plan and implement a tutoring sessions, using research-based instructional practices and appropriate materials and technologies. Video tape and annotate (6)-15 minute videos of the process. Tutoring sessions and assessment time will total 25 hours.

- Finally, share study conclusions with students’ teachers in conferencing session to help guide optimal instruction.
**Structured External Assignment B: School Assessment Plan**

(*TESOL Standards 1, 3, 4, &5*)

Survey various audiences for the purpose of designing an ELL assessment protocol based on research, needs, and state and district practices in the area of assessment. Then, in collaboration with these audiences, prepare a school or district wide ELL assessment protocol which takes into account the unique process of L2 literacy development. The protocol is to include philosophy, purpose, assessment selection criteria, formal and informal assessment instruments, student evaluation and instructional plan scenarios, and analysis plans for protocol effectiveness. Present your plan to other professionals. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7403. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7403SEAB_VF.

**Discussion Board**

(*TESOL Standards 4*)

Participate in in-class and on-line discussions relating to the assessment of second language learners. Thought-provoking questions or topics to consider will be posted on the Discussion Board each week by the instructor.

**B. Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>F</td>
<td>0-74</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to Absence</td>
</tr>
<tr>
<td>NA</td>
<td>Never attended</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted</td>
</tr>
</tbody>
</table>

**Incomplete:** This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

**V. ATTENDANCE POLICY:**

**Wilmington University Policy:**

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.
College of Education Policy:
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE: provided by instructor

Wilmington University College of Education

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: ___________________________ School/Teacher: ___________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at ___________________________ by ___________________________ and/or to reproduce

(Name of School) (Teacher’s Name)

College of Education
Professional Partners
Creating Environments for Learning
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materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ___________________________ Date: ______________

Wilmington Universidad Facultad de Educación
Formulario de Autorización de Estudiante

(A completar ya sea por los padres / guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que están involucrados en este proyecto)

Estimado Padre / Guardián Legal:

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar que presentar grabaciones de video de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de video implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de video. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de video, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto. El siguiente formulario se utilizará para documentar su permiso.

Sinceramente,

(Nombre de Candidato/a Maestro/a)

(Firme de Candidato/a Maestro/a)

FORMULARIO DE PERMISO - Para ser devuelto

Nombre del Estudiante: ___________________________ Nombre de el/la Maestro/a: ______________

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de video como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las
actividades del aula.

☐ NO doy permiso para grabar vídeo a mi hijo o para reproducir materiales que mi hijo puede realizar como parte de las actividades del aula.

_Firme del Padre o Guardián:_ ___________________________ _Fecha:_ ________________

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_Candidato a maestro procedimientos de aula Videograbación_

_Introducción:_ Estos procedimientos están dados para ayudarle a producir clips de vídeo que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de vídeo de alta calidad de audio y vídeo. Los procedimientos a continuación le ayudarán a producir con éxito videosclips con problemas mínimos.

_Preparación y Práctica:_ En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en vídeo sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de vídeo para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en vídeo, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en vídeo.

- **Avise a su cooperando / maestro mentor y el director** de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperador, su supervisor universitario, designados ayudantes estudiantiles.

- **Pensar** cerca dónde usted y sus alumnos serán durante las actividades a ser retratados en el vídeo. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- **Practica el proceso de grabación de vídeo.** Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

- **Ajustar,** si es necesario, a la fuente de luz. No coloque la cámara delante de la ventana u otras fuentes de luz brillante.
Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ESL endorsement.

**Domain I: Language (Competency 1)** Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.
- Standard 1.a. Language as a System
- Standard 1.b. Language Acquisition and Development

**Domain II: Culture (Competency 2)** Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
- Standard 2 Culture as It Affects Student Learning

**Domain III: Planning, Implementing, and Managing Instruction (Competency 3)** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
- Standard 3.a. Planning for Standards-Based ESL and Content Instruction
- Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction
- Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

**Domain IV: Assessment (Competency 4)** Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- Standard 4.a. Issues of Assessment for English Language Learners
- Standard 4.b. Language Proficiency Assessment
- Standard 4.c. Classroom-Based Assessment for ESL

**Domain V: Professionalism (Competency 5)** Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.
- Standard 5.a. ESL Research and History
- Standard 5.b. Professional Development, Partnerships, and Advocacy
MLL 7403

Suggested Resources for Students

Many significant publications can now be found on the internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

General:
www.eslcafe.com
www.eduplace.com
www.eslmonkeys.com/
http://teacher.scholastic.com/activities
http://school.discovery.com
http://www.funbrain.com/
http://www.brainpop.com/
http://www.eslgold.com/
http://www.eslpartyland.com/
http://www.pdictionary.com/
http://www.readingmatrix.com/
www.manythings.org
http://a4esl.org/
www.everythingesl.net
http://www.cal.org/
http://www.ncela.gwu.edu/
http://iteslj.org/

ELLs and Cultural Considerations: (see above “General” list)

Second Language Acquisition:
http://www.languageimpact.com/articles/rw/krashenbk.htm
http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html
http://www.hw.ac.uk/langWWW/icsla/icsla.htm#Applying

Instructional Strategies for English Language Learners: (see above “General” list as well)
http://boe.mono.k12.wv.us/Programs/esl/instructional_strategies/instructional_strategies.html
http://www.champaignschools.org/ESL/la30hr/instructionalstrategies.htm
http://www.kerrvilleisd.net/SpecialPrograms/ESLInstructionalStrategies.htm

Assessment:
http://www.wida.us/assessment/ACCESS.aspx
http://www.alliance.brown.edu/tdl/assessment/initassess.shtml
http://www.ncela.gwu.edu/pubs/reports/highstakes/symposium.htm
http://www.ncela.gwu.edu/resabout/assessment/
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION / MLL PROGRAM
SEA & SCORING RUBRIC A: Assessment Case Study
NCATE ASSESSMENT 5 (TESOL)

COURSE: MLL 7403

TITLE: Assessment of Second Language Learners

MEASURED PROGRAM COMP/TESOL STANDARD:
1. b.1 Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
1. b.3. Recognize the importance of ELLs’ L1s and language varieties and build on these skills as a foundation for learning English.
1. b.4. Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
1. b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.
2. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
2. d Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.
2. e. Understand and apply concepts about the interrelationship between language and culture.
2. f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.
2. g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.
3. a.1. Plan standards-based ESL and content instruction.
3. a.2. Create supportive, accepting classroom environments.
3. a.3. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
3. a.4. Provide for particular needs of students with interrupted formal education (SIFE).
3. a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.
3. b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content-area material.
3. b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.
3. b.4. Develop students’ listening skills for a variety of academic and social purposes.
3. b.5. Develop students’ speaking skills for a variety of academic and social purposes.

College of Education
Professional Partners
Creating Environments for Learning
Syllabus is sole property of Wilmington University
3. b.6. Provide standards-based instruction that builds upon students’ oral English to support learning to read and write.

3. b.7. Provide standards-based reading instruction adapted to ELLs.

3. b.8. Provide standards-based writing instruction adapted to ELLs. Develop students’ writing through a range of activities from sentence formation to expository writing.

3. c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3. c.2. Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1.

3. c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

4. a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.

4. a.2. Demonstrate and be able to use a variety of assessment procedures for ELLs.

4. a.3. Demonstrate understanding of the key indicators of good assessment instruments.

4. a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.

4. a.5. Distinguish between ELLs’ language differences, giftedness, and special education needs.

4. b.2. Understand the appropriate use of norm-referenced assessments appropriately with ELLs.

4. b.3. Assess ELLs’ language skills and communicative competence using multiple sources of information.

4. c.1. Use performance-based assessment tools and tasks that measure ELLs’ progress.

4. c.2. Understand and use criterion-referenced assessments appropriately with ELLs.

4. c.3. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.

4. c.4. Prepare ELLs to use self- and peer-assessment techniques when appropriate.

5. b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.

5. b.5. Advocate for ELLs’ access to academic classes, resources, and instructional technology.

5. b.7. Serve as professional resource personnel in their educational communities.

InTASC: Standard 1: Learner Development; Standard 2: Learning Differences; Standard 4: Content Knowledge; Standard 5: Application of Content; Standard 6: Assessment; Standard 7: Planning for Instruction; Standard 8: Instructional Strategies

ISTE Standard: 2, 4
STRUCTURED EXTERNAL ASSIGNMENT (SEA) A: Prepare a case study of an ELL student and summarize learner profile (including biographical information, education history, and learning styles), assessment techniques, and analysis of the data, instructional plans, materials and tutoring activities/techniques. Furthermore, reflect on process in on-going journal; include description of specific assessments used with student. Use case study results to plan and implement a series of lessons targeted to student needs, using research-based instructional practices and appropriate materials and technologies. A total of 25 hours of assessment and tutoring will be required. Finally, share study conclusions with students’ teachers in conferencing session to help guide optimal instruction. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7403. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7403SEAA_VF.

Teacher DPAS II: Component 1: A, E: Planning and Preparation: Selecting Instructional Goals, Designing Student Assessments
Teacher DPAS II: Component 2: Instruction
Teacher DPAS II: Component 4: A,B: Professional Responsibilities: Communicating with Family, Recording Data in a Student Record System
Component 5: Student Growth

NOTE: This assignment requires video assessment. Refer to (2) rubrics included at end of syllabus.
<table>
<thead>
<tr>
<th>Performance Level / Elements</th>
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<tbody>
<tr>
<td>Learner profile and assessment tools TESOL: 2.c, 2.f, 2.g, 3.a.4, 4.a.1, 4.a.2, 4.a.4, 4.b.2, 4.b.3, 4.c.1, 4.c.2, 4.c.3, 5.b.3</td>
<td>A learner profile, (including biographical information, educational history, &amp; learning styles as well as colleague input), is partially developed and one informal and/or formal assessment tool (norm- or criterion-referenced) is listed but not clearly defined, explained, or detailed in terms of the implications for the learner.</td>
<td>A learner profile, (including biographical information, educational history, &amp; learning styles as well as colleague input), is developed and two informal and/or formal assessment tools (norm- and criterion-referenced) are listed and assessment purposes, components and results are defined and explained, or detailed in terms of the implications for the learner.</td>
<td>A detailed learner profile, (including biographical information, educational history, &amp; learning styles as well as colleague input), is developed and three formal and informal assessment tools (norm- and criterion-referenced) are listed based upon identified student need from the evaluation. Assessment purposes, components and results are clearly defined and explained, or detailed in terms of the implications for the learner.</td>
<td>A detailed learner profile, (including biographical information, educational history, &amp; learning styles as well as colleague input), is developed and four formal and informal assessment tools (norm- and criterion-referenced) are listed based upon identified student need from the evaluation and teaching trial sequence. Assessment purposes, components and results are clearly defined and explained, or detailed in terms of the implications for the learner.</td>
<td>A detailed learner profile, (including biographical information, educational history, &amp; learning styles, as well as colleague input), is developed. Five or more formal and informal assessment tools (norm- and criterion-referenced) are listed based upon identified student need from the evaluation and teaching trial sequence. Assessment purposes, components and results are clearly defined and explained, or detailed in terms of the implications for the learner.</td>
</tr>
<tr>
<td>Assessment Instruments TESOL: 3.a.1, 3.a.2, 3.a.3, 3.b.1, 3.b.4, 3.b.5, 3.b.6, 3.b.7, 3.b.8</td>
<td>One assessment tool designed to address one of the four domains of language learning (listening, speaking, reading, and writing) and is aligned with content and language standards.</td>
<td>Two assessments tools designed to address two of the four domains of language learning (listening, speaking, reading, and writing) and are aligned with content and language standards.</td>
<td>Three assessments tools designed to address three of the four domains of language learning (listening, speaking, reading, and writing) and are aligned with content and language standards.</td>
<td>Four assessments tools designed to address four of the four domains of language learning (listening, speaking, reading, and writing) and are aligned with content and language standards.</td>
<td>Greater than four assessments tools designed to address multiple domains of language learning (listening, speaking, reading, and writing) and are aligned with content and language standards.</td>
</tr>
<tr>
<td>Data analysis and interpretation TESOL: 4.a.3, 4.a.5</td>
<td>Formal and informal assessment tool data are listed. The interpretation of the results and corresponding learner implications are not clearly stated and often data based. Results for some assessment tools are missing.</td>
<td>Formal and informal assessment tool data are summarized. The interpretation of the results and corresponding learner implications are not complete. Results for most assessment tools are presented.</td>
<td>Formal and informal assessment tool data are listed and clearly summarized. The interpretation of the results and corresponding learner implications is stated and data based. Results for most assessment tools are presented and some patterns from the data are identified.</td>
<td>Meets previous level. When appropriate, graphed or visually presented and clearly summarized. The interpretation of the results and corresponding learner implications are clearly stated and data based. Results from all tools are presented and patterns from the data are precisely explained and correlated.</td>
<td>Meets previous level. The interpretation of the results and corresponding learner implications are precise and data based. Results for every assessment tool are presented and patterns from the data are precisely explained and correlated.</td>
</tr>
<tr>
<td>Student instructional needs</td>
<td>The summary of the student’s language development and reading achievement includes one strength and weakness with resulting instructional implications for most assessment tools administered to the student. Biographical information, educational history, learning styles, and colleague input not evidenced in learning plan.</td>
<td>The summary of the student’s language development and reading achievement includes two strengths and weaknesses with resulting instructional implications for most assessment tools administered to the student. Biographical information, educational history, learning styles, and colleague input marginally evidenced in learning plan.</td>
<td>The summary of the student’s language development and reading achievement includes two strengths and weaknesses with resulting instructional implications for each assessment tool administered to the student. Biographical information, educational history, learning styles, and colleague input evidenced in learning plan.</td>
<td>The summary of the student’s language development and reading achievement includes three strengths and weaknesses with resulting instructional implications for each assessment tool administered to the student. Biographical information, educational history, learning styles, and colleague input clearly evidenced in learning plan.</td>
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<tr>
<td>Literature Review InTASC 4</td>
<td>Written content weakly synthesizes and evaluates the content of 1 article related to the assessment of Second Language Learners.</td>
<td>Written content synthesizes and evaluates the content of 1 articles topic related to the assessment of Second Language Learners.</td>
<td>Written content synthesizes and evaluates the content of 2 articles topic related to the assessment of Second Language Learners.</td>
<td>Written content succinctly synthesizes and evaluates the content of 3 articles topic related to the assessment of Second Language Learners.</td>
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<tr>
<td>Recommendations for strategies</td>
<td>At least 2-3 recommendations are given for instructional strategies and techniques based upon student needs, as determined by assessment outcomes and biographical account, are listed as instructional implications. None of the recommendations for strategies are research- and standards- based, target comprehensive language development, and provide necessary learner support.</td>
<td>At least 3-4 recommendations for instructional strategies and techniques based upon student needs, as determined by assessment outcomes and biographical account, are listed as instructional implications. At least one of the recommendations for strategies is research- and standards- based, target comprehensive language development, and provide necessary learner support.</td>
<td>At least 4-5 recommendations for instructional strategies and techniques based upon student needs, as determined by assessment outcomes and biographical account, are listed as instructional implications. At least two of the recommendations for strategies are research- and standards- based, target comprehensive language development, and provide necessary learner support.</td>
<td>At least six recommendations for instructional strategies and techniques based upon student needs, as determined by assessment outcomes and biographical account, are listed as instructional implications. All recommendations for strategies are research- and standards- based, target comprehensive language development, and provide necessary learner support.</td>
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<tr>
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<td>Recommendations for instructional materials</td>
<td>Instructional materials are not based upon student language development, integration of language and content area, reading levels, or interest level. Some materials align with student needs, as determined by assessment outcomes, but most materials are picked at random.</td>
<td>Some of the instructional materials are based upon student language development, integration of language and content area, instructional and independent reading levels, interest level, maturity level and social needs. Some materials are research- and standards-based, incorporate technology, and are aligned with strengths and weaknesses, as determined by assessment outcomes.</td>
<td>Most of the instructional materials are based upon student language development, integration of language and content area, instructional and independent reading levels, interest level, maturity level and social needs. Materials are research- and standards-based, incorporate technology, and are aligned with instructional strengths and weaknesses, as determined by assessment outcomes.</td>
<td>All instructional materials are based upon student language development, integration of language and content area, instructional and independent reading levels, interest level, maturity level and social needs. Materials are research- and standards-based, incorporate technology, and are aligned with instructional strengths and weaknesses, as determined by assessment outcomes.</td>
<td>All instructional materials are based upon student language development, integration of language and content area, instructional and independent reading levels, interest level, maturity level and social needs. Materials are research- and standards-based, incorporate technology, and are aligned with instructional strengths and weaknesses, as determined by assessment outcomes.</td>
</tr>
<tr>
<td>TESOL: 3.a.1, 3.a.2, 3.b.1, 3.b.3, 3.c.1, 3.c.2, 3.c.4, 4.c.4</td>
<td>DPAS II (T) 1 Clinical</td>
<td>INTASC 7; 8</td>
<td>ISTE 2; 4</td>
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<tr>
<td>IRA: 1.1 Planning of tutoring sessions</td>
<td>Tutoring lesson plans remediate few of the student’s identified reading weaknesses. Plans include one or two activities for identified needs.</td>
<td>Tutoring lesson plans remediate some of the student’s identified reading weaknesses. Plans include a limited number of activities for identified needs.</td>
<td>Tutoring lesson plans remediate most of the identified reading weaknesses. Plans include appropriate activities depending upon identified needs.</td>
<td>Tutoring lesson plans remediate all of the student’s identified reading weaknesses. Plans include appropriate activities depending upon identified activities for each identified weakness.</td>
<td>Tutoring lesson plans remediate all the student’s identified reading weaknesses. Every plan includes substantial activities for each identified weakness.</td>
</tr>
<tr>
<td>IRA: 2.2, 2.3 Tutoring strategies &amp; materials</td>
<td>DPASII (T) 2 Clinical</td>
<td>INTASC 7</td>
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<tr>
<td>DPASII (T) 2 Capstone</td>
<td>Tutoring lesson plans use at least two-three strategies or techniques to teach appropriate reading skills. Materials are interest based. Learning time is maximized.</td>
<td>Tutoring lesson plans use at least four/five strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is maximized.</td>
<td>Tutoring lesson plans use at least five strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is maximized.</td>
<td>Tutoring lesson plans use at least seven or more strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is consistent with needs and is maximized.</td>
<td>Tutoring lesson plans use at least seven or more strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is consistent with needs and is maximized.</td>
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<tr>
<td><strong>Video Rubric Tutoring Sessions</strong></td>
<td>Scores 1 on video rubric.</td>
<td>Scores 2 on video rubric.</td>
<td>Scores 3 on video rubric.</td>
<td>Scores 4 on video rubric.</td>
<td>Scores 5 on video rubric.</td>
</tr>
<tr>
<td>ISTE 2; 4</td>
<td>Reflection simply restates content without making connections to student background, observations, assessment and resulting impact on instruction.</td>
<td>Reflection makes some connections to student background, observations, assessment and resulting impact on instruction, but offers no sense of personal or professional experience.</td>
<td>Reflection offers connections to student background, observations, assessment and resulting impact on instruction, and provides thoughtful connections to either personal or professional experience.</td>
<td>Reflection offers connections to student background, observations, assessment and resulting impact on instruction, and indicates thorough self-evaluation, with strong connections to either personal or professional experience.</td>
<td>Reflection is thorough and honest, offers connections to student background, observations, assessment and resulting impacts on instruction. Includes a strong connection to either personal or professional experience and offers valid suggestions for improvement or application.</td>
</tr>
<tr>
<td><strong>Journal Reflections</strong></td>
<td>Reflection simply restates content without making connections to student background, observations, assessment and resulting impact on instruction.</td>
<td>Reflection makes some connections to student background, observations, assessment and resulting impact on instruction, but offers no sense of personal or professional experience.</td>
<td>Reflection offers connections to student background, observations, assessment and resulting impact on instruction, and provides thoughtful connections to either personal or professional experience.</td>
<td>Reflection offers connections to student background, observations, assessment and resulting impact on instruction, and indicates thorough self-evaluation, with strong connections to either personal or professional experience.</td>
<td>Reflection is thorough and honest, offers connections to student background, observations, assessment and resulting impacts on instruction. Includes a strong connection to either personal or professional experience and offers valid suggestions for improvement or application.</td>
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<td>DPAS II (T) 4 Clinical</td>
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<tr>
<td><strong>Conferencing</strong></td>
<td>Conference with teacher(s) is not held nor are recommendations given.</td>
<td>Recommendations communicated in written format only</td>
<td>Recommendations are given, with strong rationale, and conference is held with teacher(s).</td>
<td>Recommendations are given, with strong rationale. Conference is held with teacher(s). Documentation is provided.</td>
<td>Recommendations are given, with strong rationale. Conference is held with teacher(s). Documentation is provided. Follow-up meeting/session is held.</td>
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<tr>
<td>TESOL: 5.b.3, 5.b.5, 5.b.7</td>
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<tr>
<td>DPAS II (T) Component 4: Clinical</td>
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<tr>
<td><strong>Writing quality</strong></td>
<td>Scores 1 on writing rubric.</td>
<td>Scores 2 on writing rubric.</td>
<td>Scores 3 on writing rubric.</td>
<td>Scores 4 on writing rubric.</td>
<td>Scores 5 on writing rubric.</td>
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</table>
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION / MLL PROGRAM
SEA & SCORING RUBRIC B: School Assessment Protocol
NCATE ASSESSMENT 5 (TESOL)

COURSE: MLL 7403
TITLE: Assessment of Second Language Learners

MEASURED PROGRAM COMP/TESOL STANDARD:
1. b.1 Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
1. b.2 Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
1. b.3 Recognize the importance of ELLs’ L1s and language varieties and build on these skills as a foundation for learning English.
3. c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
3. c.2. Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1.
3. c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.
4. a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.
4. a.2. Demonstrate understanding of the key indicators of good assessment instruments.
4. a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.
4. a.5. Distinguish between ELLs’ language differences, giftedness, and special education needs.
4. b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.
4. b.2. Understand the appropriate use of norm-referenced assessments appropriately with ELLs.
4. c.1. Use performance-based assessment tools and tasks that measure ELLs’ progress.
4. c.2. Understand and use criterion-referenced assessments appropriately with ELLs.
4. c.3. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.
4. c.4. Prepare ELLs to use self- and peer-assessment techniques when appropriate.
4. c.5. Use a variety of rubrics to assess ELLs’ language development in classroom settings.
5. a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
5. a.3. Demonstrate ability to read and conduct classroom research.
5. b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.
5. b.7. Serve as professional resource personnel in their educational communities.
**STRUCTURED EXTERNAL ASSIGNMENT (SEA) B:** Research a school or district and design an ELL assessment protocol based on research, needs, and state and district practices in the area of assessment. Then, in collaboration with these audiences, prepare a school or district wide ELL assessment protocol which takes into account the unique process of L2 literacy development. The protocol is to include philosophy, purpose, assessment selection criteria, formal and informal assessment instruments, student evaluation and instructional plan scenarios, and analysis plans for protocol effectiveness. Present your plan to other professionals. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7403. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7403SEAB_VF.

<table>
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<tr>
<td>Protocol content is research based TESOL: 1.b.2, 4.a.3, 4.b.1, 4.b.2, 5.a.2, 5.a.3</td>
<td>Assessment protocol materials, content, and strategies and techniques are not based upon current trends in ELL research.</td>
<td>Assessment protocol materials, content and instructional strategies and techniques represent some current trends in ELL research.</td>
<td>Assessment protocol materials, content and instructional strategies and techniques correlate with current instructional trends in ELL research and support the unique process of L2 literacy development. Protocol is comprehensive and detailed. Research base is provided as reference list.</td>
<td>Assessment protocol materials, content and instructional strategies and techniques correlate with current instructional trends in ELL research and support the unique process of L2 literacy development. Protocol is comprehensive and detailed and insightful in presentation. Research base is provided as reference list.</td>
<td></td>
</tr>
<tr>
<td>Assessment Program Recommendations TESOL: 4.a.1, 4.a.3, 4.a.4</td>
<td>Is not based on feedback from reading specialist or other administrator responsible for the reading program.</td>
<td>Based on observations and survey, lists strengths and weaknesses of the program but lacks any plan for improvement grounded in research.</td>
<td>Based on observations and survey, lists strengths and weaknesses of the program and gives one strong recommendation for each weakness accompanied by the research to support the recommended change.</td>
<td>Based on observations and survey, lists strengths and weaknesses of the program and gives two strong recommendations for each weakness accompanied by the research to support the recommended change as well as one suggestion for retaining areas of strength. Documents connection to survey.</td>
<td>Based on observations and survey, lists strengths and weaknesses of the program and gives two strong recommendations for each weakness accompanied by the research to support the recommended change as well as one suggestion for retaining areas of strength. Documents connection to survey.</td>
</tr>
<tr>
<td><strong>Support and assist colleagues through presentations</strong></td>
<td>Documentation is missing.</td>
<td>Letter from administrator or district supervisor is included, but description of presentation is missing.</td>
<td>Documentation of presentation of program at school or district level, including agenda and letter from administrator or district supervisor.</td>
<td>Documentation of presentation of program at school or district level, including agenda and letter from administrator or district supervisor. Post survey is completed and results are summarized in presentation. Presentation is documented.</td>
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<tr>
<td><strong>TESOL:</strong> 5.b.3, 5.b.7</td>
<td>1-2 state and district level language assessment tools for students are listed.</td>
<td>Most state and district level language assessment tools for all students are listed.</td>
<td>All state and district level language assessment tools for all students are listed and purposes mostly defined.</td>
<td>All state and district level language assessment tools for all students are listed, purposes and uses clearly defined and data parameters listed.</td>
<td></td>
</tr>
<tr>
<td><strong>State &amp; district level tests</strong></td>
<td>No classroom language skill assessment instruments are listed.</td>
<td>1-2 classroom language skill assessment instruments are recommended.</td>
<td>3 classroom language skill assessment instruments are recommended.</td>
<td>5 classroom language skill assessment instruments are recommended and match in purpose and need as defined by survey. Uses are clearly defined. Instruments are teacher and student friendly.</td>
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</tr>
<tr>
<td><strong>TESOL:</strong> 4.b.1, 5.a.2</td>
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<tr>
<td><strong>Classroom level instruments</strong></td>
<td>One additional assessment instrument to be used by the Title One or remedial teachers for further analysis of language skill problems is listed and purposes defined.</td>
<td>Two additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed and purposes defined.</td>
<td>Three additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed and purposes defined.</td>
<td>Four additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed and purposes and uses defined.</td>
<td></td>
</tr>
<tr>
<td><strong>TESOL:</strong> 1.b.1, 1.b.2, 4.c.1, 4.c.2, 4.c.3, 4.c.4, 4.c.5</td>
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<tr>
<td><strong>Specialized instruments for identification of needs</strong></td>
<td>Document, including school-wide assessment components, is presented only to administrative staff.</td>
<td>Document, including school-wide assessment components, is presented at a faculty meeting and discussed</td>
<td>Document, including school-wide assessment components, is presented at a faculty meeting and is and discussed in terms of process, product, and recommendations and is made available to all parent groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TESOL:</strong> 1.b.1, 1.b.2, 1.b.3, 4.a.5</td>
<td>No presentation is made.</td>
<td>Document, including school-wide assessment components, is presented at a faculty meeting and is and discussed in terms of process, product, and recommendations and is made available to all parent groups.</td>
<td>Document, including school-wide assessment components, is presented at a faculty meeting and is and discussed in terms of process, product, and recommendations and is made available to all parent groups.</td>
<td></td>
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</tr>
<tr>
<td><strong>Communicate assessment information to various audiences.</strong></td>
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<tr>
<td>Classroom Resources</td>
<td>TESOL: 5.b.3, 5.b.7</td>
<td>2 or less classroom textbooks, books, videos/CDs, web sites that develop multicultural values are recommended.</td>
<td>3-5 classroom textbooks, books, videos/CDs, web sites that develop multicultural values are recommended.</td>
<td>6-10 classroom textbooks, books, videos/CDs, web sites that develop multicultural values are recommended and align with assessment outcome scenarios.</td>
<td>10-15 appropriate classroom textbooks, books, videos/CDs, web sites which develop multicultural values are recommended with purposes identified and align with assessment outcome scenarios.</td>
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<tr>
<td>Classroom activities &amp; Library Resources</td>
<td>TESOL: 1.b.1, 1.b.2, 1.b.3, 3.c.1, 3.c.2, 3.c.3, 3.c.4</td>
<td>5 or less classroom activities and/or library resources developing multicultural values are described.</td>
<td>5-10 classroom activities and/or library resources developing multicultural values are described.</td>
<td>10-15 classroom activities and/or library resources developing multicultural values are described and match assessment outcome scenarios.</td>
<td>15-20 classroom activities and/or library resources developing multicultural values are described and purpose identified, and matches assessment outcome scenarios.</td>
</tr>
</tbody>
</table>
# DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation in Discussion</strong></td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
</tr>
<tr>
<td><strong>Content of Posting</strong></td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
</tr>
<tr>
<td><strong>Critical Thinking evidenced by Posting</strong></td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
</tr>
<tr>
<td><strong>Responsiveness IF required</strong></td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
</tr>
</tbody>
</table>

**Additional Comments:**
- Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty
- Wilmington College 3/05

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## WRITING RUBRIC: LITERACY PROGRAMS

<table>
<thead>
<tr>
<th>Description</th>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing has a clear direction/controlling idea/thesis statement.</td>
<td>There is a minimal controlling idea or the controlling idea minimally previewed the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is somewhat vague or previews only part of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
<td>Controlling idea is well- and previews the entire paper.</td>
</tr>
<tr>
<td>2. Writing has ample evidence to prove the controlling idea.</td>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Some instances of specific evidence are offered or they support the controlling idea throughout part of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
<td>Ample instances of specific evidence are offered and they support the controlling idea throughout.</td>
</tr>
<tr>
<td>3. Writing has transitions to assist with coherence and unity.</td>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another some of the time. There are many awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are some awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly consistently. There are no awkward jumps between points.</td>
</tr>
<tr>
<td>4. Writing is concise, well-written, and vocabulary incorporates academic language.</td>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms. Mostly wordy or awkward.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
<td>Precise and varied word choice. No slang and/or colloquialisms. Not wordy or awkward. Academic language use is strong.</td>
</tr>
<tr>
<td>5. Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</td>
<td>More than 4 unique (MUGS) errors per page</td>
<td>Four or more unique (MUGS) errors per page</td>
<td>Less than three unique (MUGS) errors per page</td>
<td>Less than two unique (MUGS) errors per page</td>
<td>No MUGS or typographical errors.</td>
</tr>
<tr>
<td>6. APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</td>
<td>8+ APA formatting or citation errors.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
<td>One or less APA formatting or citation errors.</td>
</tr>
</tbody>
</table>

### APPROPRIATE TO GRADUATE LEVEL:

**MECHANICS:** Punctuation, capitalization  
**USAGE:** Correct and effective word use, especially homophones  
**GRAMMAR:** Correct subject/verb agreement, syntax, complete sentences  
**SPELLING:** Shows evidence of proofreading for spelling

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

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TOTAL: ____/30
MRD 7903/MLL 7403 ASSESSMENT VIDEO RUBRIC

You will be required to submit one video for each assessment administered to students. Please remember that the students' faces should not be shown on the video (the backs of their heads are allowed), so please aim the camera at yourself rather than at the student. With each video that you submit, please provide a brief description of the assessment that is being administered and also note any important behaviors that you observe during the assessment, or any accommodations that were necessary during the assessment.

<table>
<thead>
<tr>
<th>Performance Level/Elements</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Proficient (Target)</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Value in Blackboard</td>
<td>Below 74</td>
<td>74-82</td>
<td>83-91</td>
<td>92-94</td>
<td>95-100</td>
</tr>
<tr>
<td>Assessment Videos</td>
<td>Videos of at least two assessments are posted to Blackboard/Taskstream.</td>
<td>Videos of at least three assessments are posted to Blackboard/Taskstream.</td>
<td>Videos of four assessments are posted to Blackboard/Taskstream.</td>
<td>Videos of five assessments are posted to Blackboard/Taskstream.</td>
<td>Videos of six or more assessments are posted to Blackboard/Taskstream.</td>
</tr>
</tbody>
</table>

VIDEOS OF ASSESSMENTS (SEA A)
(Please note: Your score on this rubric will be calculated into your final grade for SEA A)
MRD/MRLVIDEO RUBRIC

This course aligns with specific DPAS II Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific DPAS II connections. Instead of a page number, list the time code. You may also use a series of multiple, shorter video clips in some cases, but please check with the instructor first. Remember that the students' faces should not be shown on the video (the backs of their heads are allowed), so please aim the camera at yourself rather than at the students.

MEASURED STANDARDS: ISTE 2a; 4a,c;

<table>
<thead>
<tr>
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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Value in Bb</td>
<td>Below 74</td>
<td>74-82</td>
<td>83-91</td>
<td>92-94</td>
<td>95-100</td>
</tr>
<tr>
<td>Videos</td>
<td>No videos are posted.</td>
<td>Video captures less than the required number of sessions.</td>
<td>Video portrays all required elements as defined by the assignment.</td>
<td>Video portrays all required elements of the assignment and includes an introduction or description.</td>
<td>Videos submitted meet all expectations of the assignment and include strong and convincing evidence for support.</td>
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<tr>
<td>ISTE 2; 4</td>
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<tr>
<td>Annotations</td>
<td>Video is not clearly annotated</td>
<td>Video labels but does not explain DPAS component being measured</td>
<td>Video is annotated so that the viewer can identify components being addressed but explanation is not clear.</td>
<td>Video is annotated so that the viewer can identify components being addressed and explanation is clear and convincing.</td>
<td>Video is annotated with specific references to how the evidence demonstrates alignment to the DPAS II.</td>
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<tr>
<td>Conferencing</td>
<td>There is no conference held between course instructor and candidate.</td>
<td>Conferencing is held but candidate does not come prepared with questions of their own.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and/or have identified areas of strength and need.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and some evidence. EX: My strengths are, or I need help with…..</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and a specific plan for growth/improvement.</td>
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<tr>
<td>Reflection</td>
<td>Reflection is not present on the effectiveness of the activity.</td>
<td>Reflection is attempted but only makes vague references to the strengths or areas of need within the activity.</td>
<td>Reflection on the strengths and areas of need within the activity is included.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included supported by specific evidence from the video.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included. The reflection also includes a specific plan for future refinement/implementation.</td>
</tr>
</tbody>
</table>

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