

## **Assessment 2: Learning Logs**

### **Description of the assessment**

Candidates conduct a learning log documenting what learned about second language acquisition development as well related pedagogical implications. Candidates reflect on weekly topic from the reading and class session. This assessment has two parts (midterm and final) and addresses cross-disciplinary content: i.e., English as the second language and special education. The first part of the assessment focuses on knowledge in 1<sup>st</sup> language development and 2<sup>nd</sup> language acquisition. Since all candidates have had special education training and have had experience in working with ELLs with disabilities prior to their enrollment to the program, for the second part of the assessment, candidates are required to demonstrate their understanding of assessment and intervention for ELLs in the context of special education services. It is completed in taking the second course of the program, SPED 552 Dual Language Development and Intervention, only offered in Spring semesters.

### **How the assessment aligns with the standards cited**

This assessment is specifically aligned with CEC standards 6 Communication, 2 Development and Characteristics of Learners, and 1 Foundations. This assessment also reflects Standard 9 Professional and Ethnic Practices, specifically ICC 9S8, demonstration of effective written language.

Standard 6 Communication: Reflecting on components of language and various theories of second language acquisition, candidates demonstrate understanding of typical and atypical language development, how biological and social factors that influence 1<sup>st</sup> and 2<sup>nd</sup> language learning, and difference between language differences and language disorders. The specific knowledge and skills addressed in this standard include: ICC6K1, ICC6K2, ICC6K3, GC6K3.

Standard 2 Development and Characteristics of Learners: Documenting varied backgrounds and educational profiles that influence ELLs' schooling, candidates demonstrate understanding of the development and characteristics of ELLs who may and may not have disabilities. They must demonstrate knowledge about 1<sup>st</sup> and 2<sup>nd</sup> language learning and various disabilities. They also understand how 2<sup>nd</sup> language acquisition and a disability would affect a student's academic/behavioral/social/emotional characteristics. The specific knowledge and skills addressed in this standard include ICC2K1, ICC2K3.

Standard 1 Foundations: The focus of the understanding of assessment and intervention is not the in-depth knowledge in assessment techniques and instructional intervention, but an overall understanding of policy, program and procedure related issues in assessment and intervention. Reflecting on relevant laws and policies regarding assessing ELLs, candidates need to examine various existing assessments (e.g., formal and informal, language proficiency assessment) and techniques and procedure (e.g., working with interpreters, conducting language history). Candidates also need to demonstrate their understanding of legal responsibilities in serving ELLs by examining various educational programs and language intervention. The specific knowledge and skills addressed in this

standard include ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7, GC1K3, GC1K4, GC1K5, GC1K9.

### **Analysis of Data**

Since Spring 2007, All 22 program candidates successfully completed the Learning Logs assessment by meeting (45%) or exceeding (54%) the standards (CEC 6, 2, 1 & 9). The analysis of the data in 2007 indicated the candidates (N=11) demonstrated stronger performance on CEC standard 1 Foundations than other CEC standards aligned in this assessment. In Spring 2008, the overall performance of the 11 candidates indicated that 55% of them met all CEC standards (CEC 6, 2, 1 & 9), and 35% of them exceeded these standards. The data that address all performance areas/standards are being collected in Spring 10. The analysis of the data in Spring 2010 indicated that 85% of them exceed CEC standards (6, 2, 1, &9), 15% of them met the standards. This data reflected the current program candidates demonstrated stronger performance compared to the previous program candidates.

### **Evidence for Meeting Standards**

Program candidates needed to document various issues in 1<sup>st</sup> and 2<sup>nd</sup> language development and examine current policies and program in assessment and intervention for ELLs. The midterm and final rubrics reflect on CEC standards 6 Communication, 2 Development and Characteristics of Learners, 1 Foundations, and 9 Professional and Ethnic Practices. Candidates met standards by achieving at least “meets” the following performance areas:

- Understanding of the Components of Language (w/ Application to English and Other World Languages). CEC 6: Communication: ICC6K1, ICC6K2
- Understanding of Non-Verbal Communication. CEC 6 Communication: ICC6K1, ICC6K2, ICC6K3
- Understanding of the Historic, Geographic and Socio-Linguistic Influences on Language Systems (Language Variation & Change). CEC 6 Communication: ICC6K2
- Understanding of the Factors that Affect First and Second Language Acquisition (L1, Age, Personality, Social Factors) .CEC 2 Development and Characteristics of Learners: ICC2K1; CEC 6 Communication : ICC 6K1, ICC6K2
- Understanding Disabilities and Second Language Learning. CEC 2 Development and Characteristics of Learners: ICC2K1, ICC2K3; CEC 6 Communication: ICC6K1, ICC6K2, GC6K3
- Understanding of Procedures for Conducting a Language History and for Distinguishing Speech and Language Differences from Disabilities. CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7
- Understanding of Formal and Informal Language Assessment Procedures. CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7

- Understanding of Planning Language Intervention Programs. CEC 1 Foundations: GC1K3, GC1K4, GC1K5, GC1K9
- Writing a model of English academic proficiency. CEC 9 Professional and Ethical Practice: ICC9S7

## **Direction and Guideline:**

A Learning Log Outlining What Learned About Second Language Acquisition Development as Well as Related Pedagogical Implications Specifically in the Following Topics:

### *Language*

*Language Universals, Phonology, Morphology, Syntax*

*Semantics and Pragmatics*

*Language as an Expression of Culture and Worldview*

*Cross-cultural Dimensions of Language*

*Non-Verbal Communication and Discourse*

*Cross-Cultural Conversation Patterns*

*Communicative Competence and Language Functions*

*Sociolinguistics; Language Variation and Change*

*Dialects, Pidgins, Creoles, and Regional Varieties*

*Understanding Communication Styles Across Languages*

### *Second Language Acquisition*

*Stages and Phases of Primary and Second Language Development*

*Factors Affecting Language Acquisition: Age, Cognitive Style,*

*Personality and Social Factors*

*Effect of the Primary Language on Second Language Acquisition*

*Second Language Acquisition Theories and Models*

*Understanding the Impact of Disability on Language Learning*

*Understanding Bilingualism*

*Bilingual Classification Systems, Levels of Bilingualism;*

*Language Shift and Language Loss, Language Status*

### *Language Assessment*

*Formal and informal assessment techniques*

*Assessing language use, preference and proficiency*

*Procedures for conducting a language history*

*Distinguishing speech and language differences from disabilities*

*Identifying language delay/disorders in bilingual/multilingual populations*

*Working with interpreters*

### *Language Intervention in the Classroom*

*Setting Up Ideal Conditions for Language Learning*

*Understanding Language Diversity and the Legal Responsibilities in serving ELLs*

*Conducting Home Language Surveys*

*Placing Students in Programs*

*Determining the Language of Instruction*

*Working with Families;*

*Setting Language Use Policies at Home*

*Writing IEPs*

*Planning Language Intervention and Oral Language Instruction*

*Aligning Intervention and Instruction to the WIDA ESL Standards*

*Developing Communication Strategies;*

*Primary Methods of Instruction*

*Error Correction and Feedback;*

*Understanding Learner's Language*

Chronicle your learning on a weekly basis with specificity. You are to answer the question:

- What did you learn about today's topic from your reading as well as from the class session? You may also choose/include readings:
  1. Genesee, F., Paradis, J., and Crago, M.B. (2004). Dual language development and disorders: A Handbook on bilingualism and second language learning. Baltimore, MD: Paul H. Brookes Publishing Co.
  2. Goldstein, B.A. (2004). Bilingual language development & disorders in Spanish-English speakers. Baltimore, MD: Paul H. Brookes Publishing Co.

RUBRIC FOR THE MIDTERM LEARNING LOG (25points)  
 UNDERSTANDINGS OF LANGUAGE AND LANGUAGE ACQUISITION FROM READINGS & CLASS SESSIONS

Standard(s)/Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard	
Understanding of the Components of Language (w/ Application to English and Other World Languages) [5 points]	Demonstrates understanding of language as a system (phonology, morphology, syntax, semantics, pragmatics, discourse CEC 6 Communication: ICC6K1, ICC6K2 TESOL: (1.a.1 to 1.a.5), (1.a.9)	<ul style="list-style-type: none"> <li>• Candidate demonstrates awareness of some of the components of language</li> <li>• Candidate's examples and applications are limited or not entirely accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate accurately discusses all of the components of language</li> <li>• Candidate's examples and applications are sufficient and accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate's description of the major components of language is exemplary</li> <li>•Candidate's examples and applications are extremely well chosen and illuminating</li> </ul>
Understanding of Non-Verbal Communication [5 points]	Demonstrates understanding of the role of non-verbal behavior (gestures, facial expressions, proxemics, eye contact, touch) during communicative interactions and how these aspects may vary cross-culturally CEC 6 Communication: ICC6K1, ICC6K2, ICC6K3 TESOL: (1.a.5), (1.a.8), (2.a.4)	<ul style="list-style-type: none"> <li>• Candidate demonstrates some awareness of the major aspects of non-verbal communication</li> <li>• Candidate recognizes some of the sociocultural and cross-cultural differences that exist in non-verbal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a satisfactory understanding of the major aspects of non-verbal communication</li> <li>• Candidate demonstrates satisfactory knowledge of sociocultural and cross-cultural differences in non-verbal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a superior understanding of all aspects of non-verbal communication</li> <li>• Candidate demonstrates great insight into the sociocultural and cross-cultural dimensions of non-verbal behavior</li> </ul>
Understanding of the Historic, Geographic and Socio-Linguistic Influences on Language Systems (Language Variation & Change) [5 points]	Applies historic, geographic, and sociolinguistic knowledge to describe and explain language variation and change CEC 6 Communication: ICC6K2 TESOL:(1.a.8), (1.b.7), (1.b.8), (1.b.11), (2.a.4), (2.b.4)	<ul style="list-style-type: none"> <li>• Candidate demonstrates some ability to use historic, geographic, and sociolinguistic knowledge to explain language variation and change</li> <li>• Candidate has some awareness of the reasons language varies and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates ability to satisfactorily use historic, geographic, and sociolinguistic knowledge to explain language variation and change</li> <li>• Candidate understands the reasons language varies and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates superior ability to use historic, geographic, and sociolinguistics to explain language variation &amp; change</li> <li>• Candidate has a superior understanding of the contributing factors that cause language variation and change</li> </ul>

**RUBRIC FOR THE MIDTERM LEARNING LOG (25points)**  
**UNDERSTANDINGS OF LANGUAGE AND LANGUAGE ACQUISITION FROM READINGS & CLASS SESSIONS**

Standard(s)/Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard	
<p>Understanding of the Factors that Affect First and Second Language Acquisition (L1, Age, Personality, Social Factors) [5 points]</p>	<p>Candidate understands the different theories of language acquisition, key research in SLA, and individual learner variables that influence first and second language acquisition</p> <p>CEC 2 Development and Characteristics of Learners: ICC2K1</p> <p>CEC 6 Communication : ICC 6K1, ICC6K2</p> <p>TESOL: (1.b.5), (1.b.6), (1.b.7), (1.b.8), (1.b.9), (2.a.4)</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a basic understanding of how first and second languages are acquired, referencing some SLA theories and research.</li> <li>• Candidate understands some learner characteristics that influence first and second language acquisition (age, L1, literacy level, socioeconomic status, personality, learning style, motivation, disability).</li> <li>• Candidate understands some of important contextual variables that influence first and second language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a satisfactory level of knowledge about first and second language acquisition and adequately discusses important SLA theories and research in the process of demonstrating that knowledge.</li> <li>• Candidate demonstrates a satisfactory understanding of important learner characteristics that affect first and second language acquisition (age, L1, literacy level, socioeconomic status, personality, learning style, motivation, disability).</li> <li>• Candidate demonstrates a satisfactory understanding of important contextual variables that influence first and second language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a superior ability to describe the processes of first and second language acquisition, drawing from a rich array of SLA theories and research</li> <li>• Candidate demonstrates superior understanding of a range of learner characteristics that influence second language acquisition (age, L1, literacy level, socioeconomic status, personality, learning style, motivation, disability).</li> <li>• Candidate demonstrates a rich understanding of a variety of contextual variables that influence first and second language acquisition.</li> </ul>
<p>Quality of Academic Written English [5 points]</p>	<p>Writing is a model of English academic proficiency, demonstrating</p> <p>CEC 9 Professional and Ethical Practice: ICC9S7</p> <p>TESOL: (1.a.10), (5.b.2), (5.c.4)</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates some level of academic proficiency in English</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a satisfactory level of academic proficiency in English</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates superior proficiency in English for academic purposes</li> </ul>

Criteria: 10-20 Points Approaches Standard; 20-25 Points Meets Standard; 25 Points Exceeds Standard

Name \_\_\_\_\_ Score 1 \_\_\_\_\_ Date \_\_\_\_\_ Score 2 \_\_\_\_\_ Date \_\_\_\_\_

**RUBRIC FOR THE FINAL LEARNING LOG\* (25 Points)**  
**UNDERSTANDING SECOND LANGUAGE LEARNERS, LANGUAGE ASSESSMENT, AND LANGUAGE INTERVENTION PROGRAMS**

	Standard(s)/Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
Disabilities and Second Language Learning 5 points	Demonstrates understanding of the varied backgrounds and educational profiles of second language learners and how to distinguish a language disability from a language difference CEC 2 Development and Characteristics of Learners: ICC2K1, ICC2K3 CEC 6 Communication: ICC6K1, ICC6K2, GC6K3 TESOL: (1.b.9, 4.a.4)	• Candidate demonstrates some awareness of the differences among second language learners and some of the criteria that should be used to distinguish disability from difference	• Candidate demonstrates satisfactory knowledge of the differences among second language learners and the essential criteria that should be used to distinguish disability from difference	• Candidate demonstrates superior knowledge of the differences among second language learners and the full range of criteria that should be used to distinguish disability from difference
Procedures for Conducting a Language History and for Distinguishing Speech and Language Differences from Disabilities 5 points	Demonstrates understanding of the procedures to be used to document a learner's language learning history as well as procedures that must be employed to distinguish a speech and language difference from a disability CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7 TESOL:(1.b.9, 4.a.1., 4.a.4, 4.b.5)	• Candidate demonstrates some awareness of the procedures to be used to conduct a language history and to distinguish a speech/language difference from a disability	• Candidate demonstrates satisfactory knowledge of the procedures to be used to conduct a comprehensive language history and to distinguish a speech/language difference from a disability	• Candidate demonstrates superior knowledge of the procedures to be used to conduct an extensive language history and to carefully distinguish a speech/language difference from a disability
Understanding of Formal and Informal Language Assessment Procedures 5 points	Demonstrates a basic understanding of both formal and informal techniques for conducting language proficiency assessment and how to work with translators to collect language proficiency information, when necessary. CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7 TESOL:(4.a.1, 4.b.1, 4.b.4, 4.b.5)	• Candidate demonstrates some understanding of formal and informal techniques that can be used to conduct a language proficiency assessment as well as some awareness of the need to work with translators to collect language proficiency information, when necessary	• Candidate demonstrates satisfactory knowledge of formal and informal procedures for conducting an adequate language proficiency assessment and for successfully working with translators, when necessary	• Candidate demonstrates superior knowledge of a range of formal and informal procedures for conducting a language proficiency assessment as well as a clear understanding of how to effectively work with translators to insure a quality assessment

RUBRIC FOR THE FINAL LEARNING LOG\* (25 Points)  
 UNDERSTANDING SECOND LANGUAGE LEARNERS, LANGUAGE ASSESSMENT, AND LANGUAGE INTERVENTION PROGRAMS

	Standard(s)/Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
Understanding of Planning Language Intervention Programs 5 points	Demonstrates understanding of how to determine the language of instruction, coordinate school-home intervention, and plan oral language instruction for ELL students with disabilities CEC 1 Foundations: GC1K3, GC1K4, GC1K5, GC1K9 TESOL: (1.b.1, 1.b.2, 1.b.3, 1.b.6, 1.b.7, 1.b.10, 3.a.1, 3.a.2, 5.a.1)	• Candidate demonstrates some understanding of various program models, how to determine the language of instruction, coordinate school-home intervention, and plan oral language instruction for ELL students with disabilities	• Candidate demonstrates satisfactory understanding of various program models, how to determine the language of instruction, coordinate school-home intervention and plan responsive oral language instruction for ELL students with disabilities	• Candidate demonstrates superior understanding of various program models, how to determine the language of instruction, coordinate school-home intervention and plan effective oral language instruction for ELL students with disabilities
Quality of Academic Written English 5 points	Writing is a model of English academic proficiency, CEC 9 Professional and Ethical Practice: ICC9S7 TESOL: (1.a.10), (5.b.2), (5.c.4)	• Candidate demonstrates some level of academic proficiency in English	• Candidate demonstrates a satisfactory level of academic proficiency in English	• Candidate demonstrates superior proficiency in English for academic purposes

Criteria: 10-20 Points Approaches Standard; 20-25 Points Meets Standard; 25 Points Exceeds Standard

Name \_\_\_\_\_

Score 1 \_\_\_\_\_

Date \_\_\_\_\_

Score 2 \_\_\_\_\_

Date \_\_\_\_\_

Performance Areas/Standards	Spring 07 N=11			Spring 08 N=11			*Spring 10 N=17		
	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds
Understanding of the Components of Language (w/ Application to English and Other World Languages) CEC 6: Communication: ICC6K1, ICC6K2		6 55%	5 45%					3 18%	14 82%
Understanding of Non-Verbal Communication CEC 6 Communication: ICC6K1, ICC6K2, ICC6K3		4 36%	7 64%					1 6%	16 94%
Understanding of the Historic, Geographic and Socio-Linguistic Influences on Language Systems (Language Variation & Change) CEC 6 Communication: ICC6K2		5 45%	6 55%					5 29%	12 71%
Understanding of the Factors that Affect First and Second Language Acquisition (L1, Age, Personality, Social Factors) CEC 2 Development and Characteristics of Learners: ICC2K1; CEC 6 Communication : ICC 6K1, ICC6K2		5 45%	6 55%					3 18%	14 82%
Writing is a model of English academic proficiency, demonstrating CEC 9 Professional and Ethical Practice: ICC9S7		8 73%	3 27%					3 18%	14 82%
Disabilities and Second Language Learning CEC 2 Development and Characteristics of Learners: ICC2K1, ICC2K3 CEC 6 Communication: ICC6K1, ICC6K2, GC6K3		4 36%	7 64%					3 18%	14 82%
Understanding of Procedures for Conducting a Language History and for Distinguishing Speech and Language Differences from Disabilities CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7		2 8%	9 92%					3 18%	14 82%
Understanding of Formal and Informal Language Assessment Procedures CEC 1Foundations: ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7		2 8%	9 92%					1 6%	16 94%
Understanding of Planning Language Intervention Programs CEC 1Foundations: GC1K3, GC1K4, GC1K5, GC1K9		4 36%	7 64%					3 18%	14 94%
Writing is a model of English academic proficiency, CEC 9 Professional and Ethical Practice: ICC9S7		2 8%	9 92%					0 0%	17 100%
Overall Assessment of Learning Logs	0 0%	38%	62%		6 55%	5 45%		15%	85%