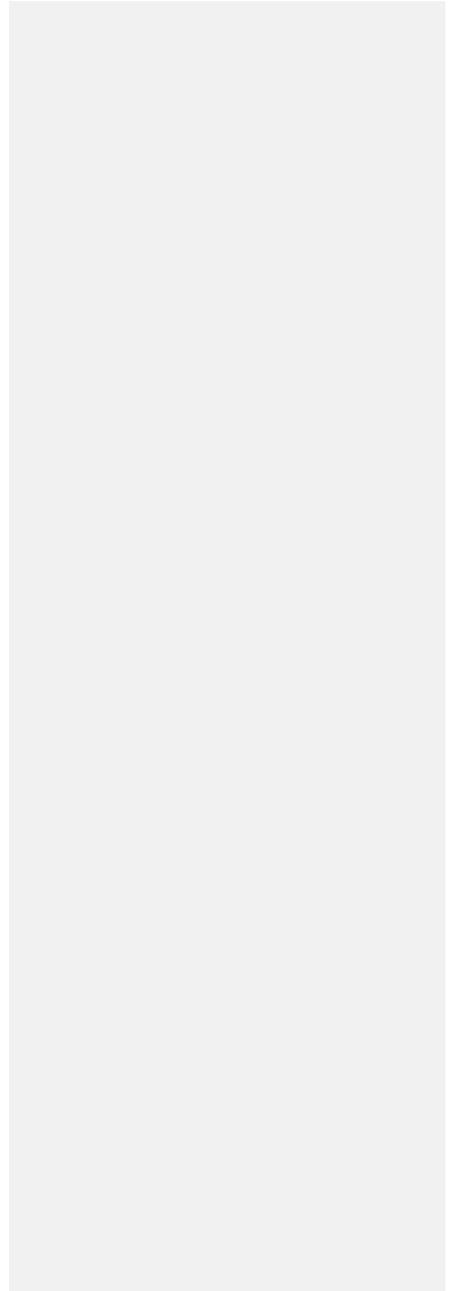


Learning Log

by



Spring 2010



SPED 552

Professor Komonczy

Part 1: Learning About Language

January 27, 2010 Understanding of the Components of Language

This class session focused on Linguistics. We looked at the components of language:

- Phonology--The study of the sound system of a language
- Morphology—The study of word formation
- Syntax—The study of how words are ordered in a phrase or sentence
- Semantics—The study of the meaning of the words, phrases and sentences

Each of the components is necessary to make up a language. They are dependent on each other in a similar way to the human body which is created with many different parts that make up the whole person.

I learned that there are 5,000 languages spoken in the world. Although languages differ in the way they are structured, they use very similar systems. All languages convey meaning and use a combination of words and inflection. Different languages use varying vocabulary that reflects the way of life of its people.

It is of the utmost importance for a teacher of English Language Learners to know how the student's first language operates, and how it is the same, and different, from the English language. Is it a language of symbols or words? Is it read from left to right, right to left, top to bottom or bottom to top? Is it a phonetic language? Which sounds are the same or similar to English, and which ones may be problematic when learning English? Does the language use a different word order? For example, the Spanish and Portuguese languages place the adjective after the subject, as in "*casa blanca, (house white)* rather than adjective + object "*white house*" in the English form. I recently learned that the syntax of the Korean language is subject, object, verb. For example "*Chun ku chayt poata*" (*Chun that book see*). This information is helpful for me to know when working with my Korean students. Being knowledgeable regarding the languages that my students speak can help me watch out for difficulties as they learn English, and transfer from their first language to their second language, English.

February 3, 2010 Understanding of Non-Verbal Communication

Communication does not always have to be in the verbal form. There are many other ways to get one's needs understood or to share a message/greeting. Gestures, body language, facial expressions, eye contact, pictures, symbols etc can all be used as a means of communication. The Italian art form of Commedia dell' Arte had to cross languages and dialects. Although spoken words were heard in the performance they were often not understood. "The focus was placed on the physical business rather than a spoken text."www.About.Com. Entertainers such as Charlie Chaplin had no problem communicating with audiences without using the spoken word. His facial expressions made us know how he felt, and his gestures, body language, eye contact, and the occasional picture told story after story!

There are occasions where non-verbal communication does not have the precision to describe what the spoken and written word can convey. For example describing "snow flurries" without writing or speaking could be a challenge!! Most people use a combination of verbal and non-verbal communication. We may not think about it but our facial expressions often show exactly how we feel!

Care must be taken across cultures in the use of gestures, signals etc. Signs that are acceptable in one country may be impolite, and mean something quite different, in another culture. Touch can also be misconstrued. In some cultures women are not permitted to touch males. This is often the case in Asian cultures.

As teachers of English language learners we need to draw on all of our resources and ways to communicate when we work with students from other language backgrounds. Beginners are, of course, our greatest challenge. We can support them with pictures, symbols, facial expressions, and gestures.

Comment [V2]: ©

ELLs need much support through the different stages of learning English. The support may change to cueing and giving recognition with a gesture, smile, or touch. The support does not end, however, when they are developing and expanding their English. The challenges of learning academic language, and content, require the back-up of pictures, modeling, scaffolding of learning and teaching; assisting the student with the process and the product. This is where a background in differentiated instruction comes to the forefront!! When differentiation is used by a teacher with good classroom management skills, all students can be successful learners!

February 24, 2010 Understanding the Socio-Linguistic Influences of Language Systems

Reading for this class really made me think about language and the way it is conveyed across cultures. “Scholars have debated whether our native language affects how we perceive reality—and whether speakers of different languages might therefore see the world differently.” [Advance Online Editions: Speech Language Pathologists & Audiologists](#). A section of this article describes how a distinction between green and blue is made in the English language whereas in the indigenous language of Tarahumara a single term is used to cover the shades of both blue and green. Colors are thus perceived differently by English and Tarahumara speakers. Similar stories are told regarding the hunter-gatherers of the Brazilian Piraha tribe. They only have numbers identified in their language for the numbers one and two. Members of the Piraha tribe were unable to distinguish the difference between four and five objects placed in a row. “Experts agree that the startling result provides the strongest support yet for the controversial hypothesis that the language available to humans defines our thoughts.” [News Scientist.com, Language may shape human thought, 19th August 2004](#). The term for this is linguistic determinism.

Language is necessary for communication. When primates developed into human beings, language as we know it first began. Mother gatherers put babies into the tall grass to protect them from wild animals whilst they worked. They called sounds to each other. As communities grew, and spread out, different languages developed. The varying communication needs determined the words that were used in each language. We still see this today in the American culture. As things change around us our vocabulary also has to change. We add new words, change existing words, and words are sometimes lost from the language. Every language must be a living language, with vocabulary, and forms that are useful, and used consistently. We sometimes hear of dying languages, such as Gaelic. The language may no longer be useful as a communication tool but it will live on as an art form in poetry and song!

Teachers of students who speak a language other than English are generally aware of the important cultural differences that students bring to their learning. Are they aware that words and word meanings are culturally bound? A student's cultural experiences and the reality to which they have been exposed will affect the way a language is conveyed and how it is perceived. Our ELL students may, in fact, see things differently from the English speaker and perceive a different meaning! There are subtle cross-cultural differences!! On occasions there may not be a word that conveys the exact meaning in another language. Bilingual speakers may sometimes be heard code-switching. They choose to use a word from English when speaking in their native language, or vice versa. There may not be a word in the language they are speaking that means the same thing, or conveys the same meaning. Virginia Collier's research informs us that students who code switch in class are more often on topic than we believe. They are often using higher level thinking skills and processing language at a higher level. "Teaching Multilingual Children" (Tongue Tied-2004). Teachers need to know their students! Be aware of code-mixing where a student speaks a muddled mix of two languages. This is a red flag and requires intervention to develop one, or both languages!!

Part II: Learning About Language Acquisition

March 3 & 10--Stages, Phases, and Theories of Primary and Second Language Development

A second language is learned in much the same way as a first language, but the situation may be very different. All language learners go through the same stages of development. There are, however, many factors that affect the learning of any language. Most of us learn to communicate from the time of birth. Our parents, family and friends communicate with us and we respond. Babies are able to convey their needs. Anyone who has spent time around babies recognizes the difference between a cry of pain compared to other every day needs. I was surprised to learn that bilingual babies are able to recognize two different languages, even before birth. A study was performed with babies whose parents spoke Tagalog and English. Sucking increased each time each of the languages was introduced. It was as though the brain was stimulated at the introduction of the different language. Monolingual babies showed no reaction to the change from the first to second language!

The critical years for language learning are ages 2-5. The metabolic rate is highest at age four and plateaus at age seven. The younger years are the best time to be exposed to a second language as the brain is developing. Research has shown “that the two classical language areas (of the brain) were densely connected to a third area.” Advance Online: New Language Circuits, 12/20/2004. MRI testing showed that bilingual children who grew up speaking two languages used the same areas, or pathways, of the brain to process both languages. Those who learned a second language after early childhood showed two distinct areas of learning. The distance between the two areas seems further apart in relation to the time span between the learning of the first and second language. Bilinguals and the Brain: Storing our language knowledge. This information regarding brain development was new and fascinating to me, and helped to put some of the language learning theories in perspective.

There are multiple factors that affect second language acquisition. The age of the learner is a major factor. Generally it is thought to be easier for a younger child to learn a new language due to the development of the brain, but older students with high literacy levels in their first language, are able to transfer from their first language to support their learning of the second language. These students may acquire, and learn, a second language quicker than students at the elementary level. I have also found that the number of languages that a student has already mastered makes a difference to language learning. Students who have learned several different languages seem to get a grasp, and crack the code, of language learning. I worked with a student in grade 4 who grew up in the Ukraine and spoke Ukrainian. Her father lived in Russia and, as a young child, she would often visit him. She soon became fluent in Russian. In grade 1 this student moved to France and learned to speak French fluently. She was now literate in three languages! Arriving in the US in grade 4, she had little difficulty in mastering English. By the end of grade 5 she was a fluent English speaker. Her progress continued, and by the end of grade 6, she tested above grade level in all areas of the curriculum and was placed on the honor roll.

Comment [V4]: wow

Jim Cummins tells us that it takes up to two years to learn the BICS, Basic Interpersonal Communication Skills, and five to seven years to reach CALP, Cognitive Academic Language Proficiency. There are many social factors that affect the speed that English is learned. Schumann's research focuses on eight important social factors. The intended length of stay in the new country is one of the most important factors. Students who know that they will only live in a country for a short length of time have no long term incentive and investment in learning the new language. This leads on to the topics of *assimilation* and *acculturation*. To be successful living and working in a new country one needs to become *assimilated* into the culture. This is a two-way process on the part of the new member and the host community, and takes time and effort. *Assimilation* is the "merging of cultural

traits from previously distinct cultural groups.” (<http://dictionary.reference.com>). *Assimilation* is very much affected by the size of the group of native speakers who are already living in an area. It will be easier to become *assimilated* if there is an established group of speakers of the first language living in the locality. *Preservation* of the first language will also be possible if there are others that speak the same language. As the new residents are exposed to American life, and take on the new culture, they will gradually become *acculturated* into the life of their adopted country.

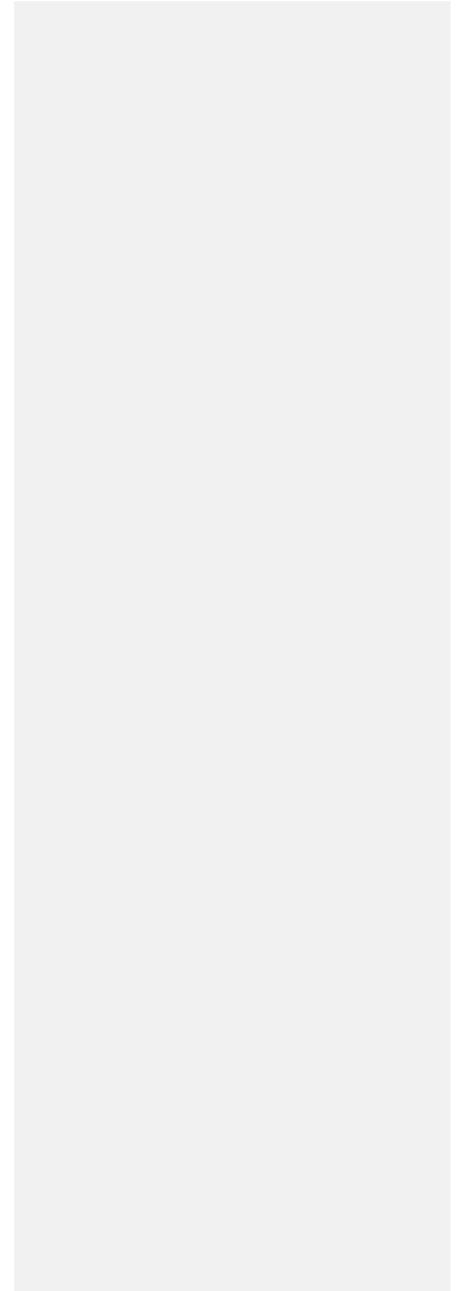
There are many factors affecting the acquisition of a new language. Even as a speaker of the same first language I found it challenging to move to the US. People expected me to understand them, but I was often puzzled by some of the American English which can be very different from British English! It took time for me to *acculturate* and accept the differences in the American way of life. It certainly helped that I was an extrovert. I made mistakes but picked up and carried on. As teachers of ELLs we need to consider how our students are coping. We need to boost the confidence of the quieter, more introverted students. Their participation, and confidence are the gateways to language development!!

Excellent work!!! SCORE:25/25

Learning Log



May 2010



SPED 552

Professor Komonczy

Disabilities and Second Language Learning

It is not easy to determine whether a student who speaks another first language has a learning disability since there are many things to research, study, and consider. It takes time to go through the process and provide the relevant data to make this determination. Furthermore it is of the utmost importance that a professional with a background in teaching, and working, with ELL students, and their families, be a central member of any team making such an evaluation. There is so much to consider regarding a student's cultural and language background that requires careful interpretation. Many of the regular assessment tests are culturally biased so do not provide accurate data. It is important that this be considered when reporting findings to an evaluation team! Parents must also be an integral part of any evaluation since they can

provide information regarding the student's background, medical history, and previous schooling. Moreover understanding, and working with parents from other cultures can be challenging due to their differing cultural and language backgrounds. Adequate time must be given to the process, and much cultural sensitivity is needed!

What do we need to consider when determining if a student has a disability? The answer is many things! Participating in the SPED 552 class has given me the opportunity to spend time reflecting on the SPED and ELL issues that should be considered when making a determination of difference versus disability. It has been helpful for me to work, and discuss, these issues with a group of SPED teachers, and specialists, whose background is in Special Education, but who also work with the ELL population.

Comment [V5]: So glad you feel this way. You were such a valuable addition to the group!!

What are the steps in the process that need to be considered? First we need to look at a student's previous schooling in their native country. It is important that, when possible, a student's school records be requested. This can be complicated when students travel across continents, but nowadays, schools can be researched on the web and contacted by E.mail. When records are received it is important to determine the age that the student entered school, the hours/time in a year that school was in session. A careful examination must be made of the student's progress in their native language, and the subjects that were studied. "Some ELLs enter U.S. schools with strong academic preparation in their native language. They have attended schools in their own country, have learned to read and write well in their native language, and are at comparable (or better) levels as the English speakers at the same grade level, and age. Others may not have such extensive academic preparation. Due to social, economic, or cultural factors, their schooling may have been interrupted or non existent. This means that some students at every age level come with little or no exposure to reading and writing, and may be unable to do even basic mathematical computations." (Ariza et al. Why TESOL? P.25.). At times a student's educational progress may be affected by their parents lack of trust, or investment, in the American school system, or it maybe that their expectations are different since they had little or no formal schooling themselves.

Assistance from other teachers in the school system may be required to read, and interpret, school records. If no-one is available to assist, a translator, with an educational background, must be enlisted to help. Medical records should be requested if any consultation, or testing, has taken place which may indicate a disability. In this case the medical professionals should be invited to attend meetings where the student is discussed. There should be cooperation between parents, social workers, teachers and other educational professionals, such as speech/language professionals and psychologists. The services of an interpreter may be needed. Ultimately a determination needs to be made as to whether a student has a language difference or a disability. If a disability is found an *IEP* will need to be written, and goals determined. It is important that the student's ELL status be an integral part of the *IEP*. Language goals can be included, and the student's *WIDA W-APT* or *ACCESS* scores should be noted, along with the student's current level of proficiency. An attachment of the *WIDA Can Do Descriptors* is a helpful addition for other teachers. This was a useful tip, mentioned in class, as I hadn't previously attached the Descriptors to my students' *IEP*'s.

Assessment of Speech and Language Disorders

In 1992 Jerome M. Sattler wrote:

"Probably no test can be created that will entirely eliminate the influence of learning and cultural experiences. The test content and materials, the language in which the questions are phrased, the test directions, the categories for classifying the responses, the scoring criteria, and the validity criteria are all culture bound." (Non Discriminatory Assessment and Standardized Tests—Class Materials).

When assessing a student whose first language is not English we must always remember the biases and disadvantages of testing, and assessing students in English.

Catherine Collier (Separating Difference from Disability) says "It is critical to assess, to the extent possible, the student's proficiency in his or her home language/communication mode. If there are not standardized tests available for every language or communication mode, alternative measures are frequently needed. These measures can include structured sampling and observation, interview, interactive inventories, and other analytic tools."

Comment [V6]: This should be a standard reminder for ALL.

In order to assess a student's language abilities we must find out the stage of language that the student has reached in both his/her first and second language. The length of time the student has been learning each language should also be noted, and the amount of time spent in formal educational programs in both countries. It is important to test in the four domains: Speaking, Listening, Reading, and Writing. We will want to gather information regarding the student's *receptive and expressive language skills*. We must also consider the stages of *second language acquisition*, especially in regard to the *silent period*, and how the student is progressing, and developing, with *BICS* and *CALP*.

Rhode Island Department of Education mandates that a *Home Language Survey* be completed on a student's entry to school. The completed form will give information about the languages spoken by the child, and immediate family members. A *family interview* must also be completed, and filed, which references the student's educational background, medical issues and any other important facts that should be known, or considered, by school personnel. An initial *language screener* called the *W-APT (WIDA ACCESS Placement Test)* is given on entry. This determines the student's stage of *English language proficiency* in the four domains of Speaking, Listening, Reading, and Writing. The student's scores on the *W-APT* can be correlated with the *WIDA English Language Proficiency Standards and Can Do Descriptors*, also the *TESOL Standards*. All of the above information will give some background on the student that can be used to start a *case history*.

Formal *and informal language assessment* must take place. There are few formal tests available in the lower incidence languages, but there are some formal testing measures available in Spanish. I learned that the *Basic Inventory of Natural Language (BINL)* is available in many different languages. The *Woodcock-Munoz Language Survey (WMLS; 1993, 2001)* is suggested as a "noteworthy test of language proficiency" by Rhodes, Ochoa & Ortiz ([Assessing Culturally and Linguistically Diverse Students](#)). It is "based in part on Cummins (1984) theoretical model of language proficiency that includes the concepts of BICS and CALP.....and is one of the few measures available that provides specific information about a student's CALP development in his or her first language and in English." I intend to find out more about this test!! Informal methods that can be used are *observations, questionnaires, teacher rating scales, story telling/retelling, cloze techniques and language samples*. All

of this data can be used to prepare a *student profile* which can be compared with data for other second language learners with similar backgrounds, and in similar learning situations. To count as a disability “the disorder must be present in both the child’s native language AND English.” Komonczy (Class Notes). Translators will be needed for all interviews, meetings, and testing involving the student and family members. Translators must be carefully chosen, and will preferably have a background, or understanding, of the educational system and its jargon. Translators should be briefed before meetings take place. They must be prepared to translate exactly what the parents/family members say in the native language and relate clearly what is said by the educationalists. It is a good practice to regularly request/use the same translator so that protocols can be carried over from one meeting to the next.

Speech disorders

If a speech disorder is under scrutiny a well versed translator who is fluent in English, and the native language, must be found. Tests will need to be given to the student in the native language and results correlated with the student’s speech in English. It will be necessary to have a good understanding of the sounds that exist, and do not exist, in the first language and the differences in pronunciation. This will help to work out whether the difficulties are in the transfer of speech to English with its new speech patterns, sounds, and pronunciation or whether there may be a disorder. A determination will need to be made regarding therapy. In these situations it is ideal if the therapist can work alongside a native speaker/interpreter so that the student’s speech can be developed in both languages.

Planning Language Intervention Programs

Title 16, chapter 16-54, states that “In any city or town where there is a child who is eligible to attend elementary or secondary schools, and whose English proficiency is limited to such a degree that it impedes his or her academic progress, the school committee of the city or town shall provide those special services and programs which satisfy the needs of the child with limited English proficiency, in any programs and services as approved by the department of elementary and secondary education in

accordance with rules and regulations promulgated by the board of regents for elementary and secondary education.” Most school districts, these days, have an ESL program for ELL students, but every district differs in what is provided. In *higher incidence* districts ELL classes are taught by teachers with a regular teaching certificate and an ESL endorsement, or by regular content area teachers, plus an ELL teacher, who collaborates to support the English Language Learners. Some *higher incidence* districts provide *dual language programs, bilingual education, or transitional bilingual education*. In *lower incidence* districts, like mine, ESL Specialists support the ELL students and provide programs for staff training. When ELL students also have a disability it can be challenging to provide the right programs, and instruction, to meet all of their needs. By law all ELL students in regular classes must receive *Sheltered English Instruction (SEI)*. Teachers must *differentiate* classroom materials and *scaffold* learning. When a range of programs are available teachers should collaborate with parents regarding the student’s placement in a language program. Roseberry-McKibbin ([Effective Treatment for Bilingual Students with Language Disorders](#)) suggests that “many factors need to be considered in making an appropriate decision (regarding programming). For example what is the student’s level of proficiency in the primary language and in English? These skills can be ascertained by testing language proficiency and observing language usage in functional speaking contexts. If the student is much more proficient in the primary language than in English, instruction in the primary language usually will be more effective.” The language background of the family should also be considered. For example: Is the native language the only language spoken in the home? Are there family members who do not speak English? The answers to these questions will help to determine whether a *dual language, bilingual, or ESL program* is the best choice.

Instructional Programs

“Professionals can reach out to LCD students by showing an interest in students’ home-language, country and culture; using maps of the United States and of the world so all students can see where each other’s families are from; and reducing the students’ anxieties as much as possible. A relaxed learner is an effective learner...In any instructional situation it is important to start with the knowledge that the student brings to the learning task. For example, if a student comes to school speaking only

Spanish, the use of Spanish in the instructional program can facilitate the learning of basic skills and the acquisition of English...However, if there are no primary language support personnel and the specialist is a monolingual English speaker (as is the case in most *low incidence* districts such as mine), collaboration with the ESL specialist is recommended to develop appropriate goals and strategies for intervention.” Roseberry-McKibbin (Effective Treatment for Bilingual Students with Language Disorders).

Teachers should be culturally sensitive using, and incorporating, examples of other cultures and languages into their curriculum, classroom displays, and everyday work. Curriculum must be planned carefully and systematically so that language can be taught across the content areas. For example a unit on folk tales might be connected to a social studies topic on a particular country. In this way students will extend the necessary use of some of the same vocabulary across units of study. There are several programs that assist teachers with teaching vocabulary to ELLs such as Margueretta Calderone’s “*Excel*” program and *SIOP, Sheltered Instructional Observation Protocol*. These programs will support all students not just the English Language Learners. ELL students require *differentiation* of materials and *scaffolding* to support learning. If both of these strategies are used the curriculum will become more accessible. Error Correction should be treated carefully. Teachers should have systematic language objectives for students across the content areas. Error correction should focus on the area of language that is being taught. For example plural endings, *-ing* endings, articles, conjunctions etc. Positive reinforcement should be given whenever possible and errors should be explained carefully to students.

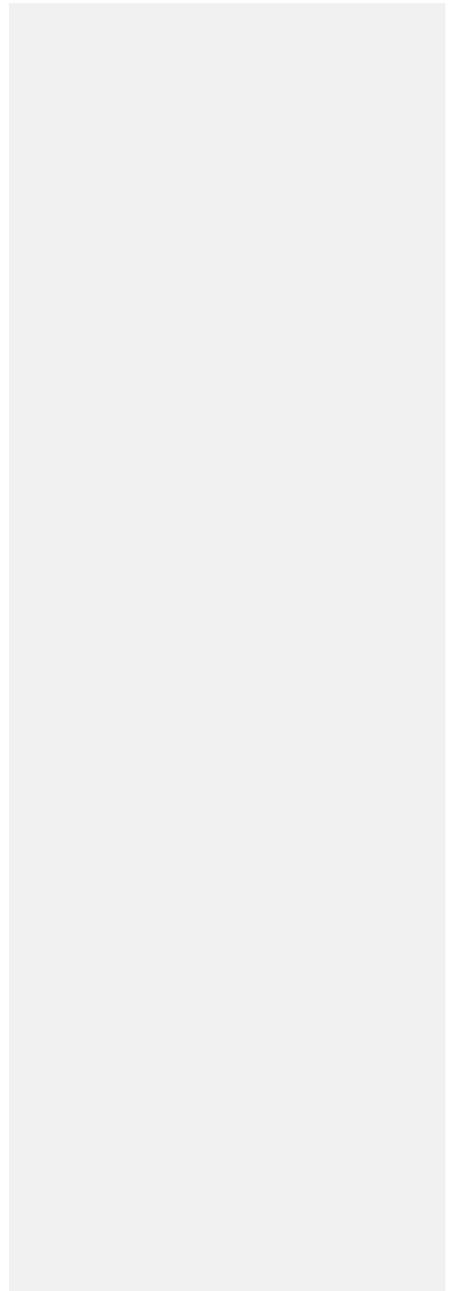
Parents should, at all times, be an integral part of the education of their children. Home/school communication is of the utmost importance. Parents should know that their language and culture are valued. They must be encouraged to continue to speak, read and write in their native language and keep their language alive with their children. In many towns there are native language classes for children at churches, mosques, and community centers. Parents should also be encouraged to learn English themselves. Language programs can be found through local libraries or through the literacy volunteers, such as the Literacy Volunteers of the East Bay. ELL teachers

should be ready to assist parents with the many challenges that schooling brings for them and their children. There are community resources available to assist. School personnel should be well informed, and ready to make connections for parents as and when necessary.

This Learning Log reflects most of the topics that were discussed in the second part of SPED 552. I have merely touched on these topics, and must stop writing at this point. This class extended my knowledge base, and gave me the time to step back and reflect on a number of issues. There was much excellent teaching, discussion, and learning that took place! Thank-you!!

EXCELLENT!

SCORE: 25/25



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

Standard(s)/ Performance Indicator	Approaches Standard (3)	Meets Standard (4)	Exceeds Standard (5)
Understanding of the Components of Language (w/ Application to English and Other World Languages) [5 points]	<i>Demonstrates understanding of language as a system (phonology, morphology, syntax, semantics, pragmatics, discourse)</i> CEC 6 Communication: ICC6K1, ICC6K2 TESOL(1.a.1 to 1.a.5), (1.a.9)	<ul style="list-style-type: none"> • Candidate demonstrates awareness of some of the components of language • Candidate's examples and applications are limited or not entirely accurate 	<ul style="list-style-type: none"> • Candidate accurately discusses all of the components of language • Candidate's examples and applications are sufficient and accurate
Understanding of Non-Verbal Communication [5 points]	<i>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</i> CEC6 Communication: ICC6K1, ICC6K2, ICC6K3 TESOL:(1.a.5), (1.a.8), (2.a.4)	<ul style="list-style-type: none"> • Candidate demonstrates some awareness of the major aspects of non-verbal communication • Candidate recognizes some of the sociocultural and cross-cultural differences that exist in non-verbal behavior 	<ul style="list-style-type: none"> • Candidate demonstrates a satisfactory understanding of the major aspects of non-verbal communication • Candidate demonstrates satisfactory knowledge of sociocultural and cross-cultural differences in non-verbal behavior
Understanding of the Historic, Geographic and Socio-Linguistic Influences on Language Systems (Language Variation & Change) [5 points]	<i>Applies historic, geographic, and sociolinguistic knowledge to describe and explain language variation and change</i> CEC 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"> • Candidate demonstrates some ability to use historic, geographic, and sociolinguistic knowledge to explain language variation and change • Candidate has some awareness of the reasons language varies and changes 	<ul style="list-style-type: none"> • Candidate demonstrates superior ability to use historic, geographic, and sociolinguistics to explain language variation & change • Candidate has a superior understanding of the contributing factors that cause language variation and change

Comment [V7]: 5

Comment [V8]: 5

Comment [V9]: 5

RUBRIC FOR THE MIDTERM LEARNING LOG (continued)

UNDERSTANDINGS OF LANGUAGE AND LANGUAGE ACQUISITION FROM READINGS & CLASS SESSIONS

Standard(s)/ Performance Indicator	Approaches Standard(3)	Meets Standard (4)	Exceeds Standard(5)	
Understanding of the Factors that Affect First and Second Language Acquisition (L1, Age, Personality, Social Factors) [5 points]	<i>Candidate understands the different theories of language acquisition, key research in SLA, and individual learner variables that influence first and second language acquisition</i> CEC 2 Development and Characteristics of Learners: ICC2K1 CEC 6 Communication: ICC 6K1, ICC 6K2 TESOL: (1.b.5), (1.b.6), (1.b.7), (1.b.8), (1.b.9), (2.a.4)	<ul style="list-style-type: none"> • Candidate demonstrates a basic understanding of how first and second languages are acquired, referencing some SLA theories and research • Candidate understands some learner characteristics that influence first and second language acquisition (status of the L1, age, personality, cognitive style, motivation, disability, etc.) • Candidate understands some of the contextual aspects that influence first and second language acquisition (appropriateness of input, opportunities to use the target language, social support, teacher expertise) 	<ul style="list-style-type: none"> • 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 • Candidate demonstrates a satisfactory understanding of important learner characteristics that affect first and second language acquisition (status of the L1, age, motivation, disability) • Candidate demonstrates a satisfactory understanding of important contextual variables that influence first and second language acquisition 	<ul style="list-style-type: none"> • 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 • 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) • Candidate demonstrates a rich understanding of a variety of contextual variables that influence first and second language acquisition
Quality of Academic Written English [5 points]	<i>Writing is a model of English academic proficiency, demonstrating:</i> CEC9 Professional and Ethical Practice: ICC9S7 TESOL:(1.a.10), (5.b.2), (5.c.4)	<ul style="list-style-type: none"> • Candidate demonstrates some level of academic proficiency in English 	<ul style="list-style-type: none"> • Candidate demonstrates a satisfactory level of academic proficiency in English 	<ul style="list-style-type: none"> • Candidate demonstrates superior proficiency in English for academic purposes

Comment [V10]: 5

Comment [V11]: 5

Criteria: 10-19 Points Approaches Standard; 20-24 Points Meets Standard; 25 Points Exceeds Standard

Name _____ Score 25 Date 4.17.2010 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(3)	Meets Standard(4)	Exceeds Standard(5)
Disabilities and Second Language Learning	<i>Demonstrates understanding of the varied backgrounds and educational profiles of second language learners and how to distinguish a language disability from a language difference</i> <i>CEC Development and Characteristics of Learners:</i> <i>ICC2K1, ICC2K3</i> <i>CEC6 Communication: ICC6K1, ICC6K2, GC6K3</i> <i>TESOL:(1.b.9, 4.a.4)</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory knowledge of the differences among second language learners and the essential criteria that should be used to distinguish disability from difference 	<ul style="list-style-type: none"> • 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	<i>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</i> <i>CEC1 Foundations:ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7</i> <i>TESOL:(1.b.9, 4.a.1., 4.a.4, 4.b.5)</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<i>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</i> <i>CEC1 Foundations:ICC1K4, ICC1K5, ICC1K8, ICC1K10, GC1K7</i> <i>TESOL: (4.a.1, 4.b.1, 4.b.4, 4.b.5)</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory knowledge of formal and informal procedures for conducting an adequate language proficiency assessment and for successfully working with translators, when necessary 	<ul style="list-style-type: none"> • 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

Comment [V12]: 5

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

Planning Language Intervention Programs	<i>Demonstrates understanding of how to determine the language of instruction, coordinate school-home intervention, and plan oral language instruction for ESOL students with disabilities</i> <i>CEC1 Foundations: GC1K3, GC1K4, GC1K5, GC1K9</i> <i>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)</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<i>Writing is a model of English academic proficiency</i> <i>CEC9 Professional and Ethical Practice: ICC9S7</i> <i>TESOL: (1.a.10), (5.b.2), (5.c.4)</i>	<ul style="list-style-type: none"> • Candidate demonstrates some level of academic proficiency in English 	<ul style="list-style-type: none"> • Candidate demonstrates a satisfactory level of academic proficiency in English 	<ul style="list-style-type: none"> • Candidate demonstrates superior proficiency in English for academic purposes

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Comment [V16]: 5

Criteria: 10-19 Points Approaches Standard; 20-24 Points Meets Standard; 25 Points Exceeds Standard

Name _____

Score 1 25 Date 5.19.2010 Score 2 _____ Date _____