January 27, 2010
Learning Log #1

"Through home language experiences, children understand how sounds combine to form words and how words combine to convey meaning, sense, and ideas" (Language Transfer Issues – article). As an educator I believe this statement. However, not all children have an essential amount of "language experiences" to build upon.   Babies raised in homes where their not engaged in conversation, taught new words, or read to regularly, enter school at a disadvantage. Typically, they start school being far below their peers.

Comment [V1]: yes

A child that is raised in a home that's filled with rich language has a more developed language foundation to build upon. As that infant grows they continue to build their vocabulary, simply because they are being exposed to language. Ell children raised in this environment will most likely be able to "pick-up" a new language quicker than the disadvantaged child.

As an urban educator we see these scenario's often. I feel for any student that has to learn the English language because it's so complex. I grew up speaking English and I still recall having difficulties with English grammar.

Language is universal. Languages may sound different when spoken but every language has specific rules for phonology, morphology, syntax, and semantics. Every language has phonology, how words and letters are pronounced. However, word pronunciation varies greatly among different languages. For example, the Spanish alphabet is the same as the English alphabet but has three additional letters. However each phoneme is pronounced differently in Spanish than English. Word formation, morphology, also varies in different languages. In the English language there are many ways we used to form words. Compound words, singular/plural forms, blends, adding prefixes and suffixes are just some examples of word formation in English. These rules can be very difficult for an ELL student to learn. Syntax can also cause confusion for second language learners. In the English language the subject of a sentence is usually found in the middle of the sentence followed by a verb. This is not the same as in other languages, when the subject is found at the end of a sentence. Semantics is another confusing area for ELL students. Semantics has to do with the way words are placed in a sentence. Word order in a phrase provides meaning in a sentence. However, using the same phrase but changing the order can give the sentence an entirely different meaning.

Even though we are all born with universal language, why is learning a second language so difficult? In order to learn a new language there has to be a desire or need to learn. With this desire you need to have plenty of opportunities to practice the new language. Many of our ELL newcomers get to practice English while they're at school. However, when they go home they use their home language to communicate with family members. This can be very confusing for some children, especially our special needs population.

February 3, 2010
Learning Log #2

From our group activity using the article *Communication Patterns and Assumptions,* I learned some interesting tidbits on various cultures. Information of this nature should be considered when completing an evaluation or referral of an ELL student.

For example in the African culture, they communicate with strong passion. When confronted or accused of something, they will advocate for themselves by increasing their volume, showing emotion, and using large hand gestures.

When you stop and think about this type of communication pattern, it could easily be viewed by others as confrontational or defiant behavior. Then, most likely, the child would be referred for special education services because these behaviors are deemed "not normal" for American classrooms. This explains why male African students have the highest percentage rate for special education services.

Comment [V2]: yes

In the Native American culture their communication patterns are the opposite. Native Americans tend to avoid direct eye conduct when speaking or being spoken to. They control their emotions when they speak and won't advocate for themselves in order to avoid any confrontation. In formal group speaking situations, such as a classroom, they will not interrupt when others are speaking but rather wait for their turn to speak. This type of communication pattern could easily be interpreted as having a communication disorder or attention deficit disorder. An educator could very easily make a referral for special ed. services based on these criteria.

The article and the activity discussion were insightful. It showed how easy it is to interpret something that is considered normal in one culture but not normal in another. Communication patterns are definitely a good thing to keep in

Comment [V3]: this is a key concept

mind before any evaluation or referrals are made. Educators need to understand that cultures are different and students that come from other cultures can't immediately conform to the Anglo American way.

Do Americans over diagnose children? As stated in class, 1 in every 8 child is diagnosed with Autism in the United States. However, Japan has a much lower percentage of Autistic children. Why is the United States so different than Japan? I have two thoughts on this question. First, I strongly believe the rise in disease and disabilities in the US are largely due to the food and innoculations we put in our bodies. Now a days, so many more chemicals and additives are put into the production and packaging of our food and shots. All this extra junk poisons our bodies.

Secondly, I assume a typical Japanese classroom is filled with Japanese students of the same culture. I'm sure there are other cultures represented but the percentage is probably minimal. Therefore, the classroom teacher only needs to be knowledgeable on one culture. However, an American classroom, as we know, is filled with students from multiple cultures. As was previously stated in the article, different cultures have very different communication patterns and behaviors. It's very unlikely that your average classroom teacher is going to be knowledgeable about all the different

cultures represented in their classes. Therefore, teachers are bound to make education assumptions based on student's

performance and encounters. This can very easily lead to unnecessary diagnoses and labeling of students.

<comment>Comment [V4]: good thinking</comment>

Learning Log #3
February 24, 2010

I haven't given much thought into non-verbal communication. However, after tonights class a have a better

understanding. I didn't know there were seven different types of gestures. Also that, some gestures are common among

Comment [V5]: ☺

cultures, but some gestures have a very different meaning in other cultures. For instance, the gesture Saddam Hussein

used after he was captured. I had no idea what message he was really sending.

At the middle school level we see many examples of non-verbal communication. Such as the ever changing

handshakes the students create. It's amazing how a message can be sent and received through a simple handshake. The

Comment [V6]: It 's maddening isn't it

gesture that I find most annoying is the puffing of the chest. This, so I've been told, means "punking someone off" or

initiating a fight. Equally annoying is the "sucking of the teeth", gesture. I've yet to determine if either one of these

Comment [V7]: For me too

gestures are related to a certain culture. Communicating through clothing is another biggie in the urban districts. It's

very hard to keep up on the ever changing "gang" colors. Or how a simple rubber bracelet worn a certain way can

communicate someone's sexual preference.

Most challenging are the children that have a disability which affects their socialization, such as Asperger

Syndrome or Autistic Spectrum. These children have a very difficult time reading facial expressions or body language.

Often times this difficulty causes them to get into trouble with teachers, administrators and peers. Not all people

understand that this is merely a manifestation of their disability.

March 3, 2010
Learning Log #4

I remember a professor telling me once how fascinating the human brain was. The brain, he said, is so complex

that even if you were to study it everyday, you still wouldn't learn all that it's capable of doing. In healthy circumstances

the human brain can do amazing things. However, if the brain experiences some sort of trauma it can become damaged. Brain damage can not be reversed.

In the article <u>Speech and the Brain,</u> it states the part of the brain responsible for speech is called Broca's aphasia or expressive aphasia. Someone with aphasia can understand speech when being spoken to, but have difficulty communicating back. The article talked about an autopsy that was done on a person who had severe language problems. It was interesting that the autopsy discovered this person's brain had in fact been damaged. The damage was found in the frontal lobe area of the brain. The motor cortex is located in the frontal lobe. This part of the brain is responsible for controlling your mouth when you speak.

Comment [V10]: Be careful, Broca is the NAME of the brain area,: when there is a stroke in that area resulting in those specific symptoms it's called Broca's aphasia

Also in class we talked about stroke victims having Broca's aphasia. It made me think about my neighbor who suffered a major stroke a few years back. When we talk he clearly understands everything being said. However, he has a very hard time getting his words out. You can see his frustration. I also thought about a student I have this year. He too can understand what is being said, but when he tries to communicate back, his words are all jumbled. He knows what he wants to say, but can't find the words to say it. He too, becomes very frustrated and nervous. Then he just blurts out

Comment [V11]: It could be dyspraxia if the sound formation changes all the time, or word finding problem

words that don't connect to the topic. Although nothing has been reported to me or written in his file, I have to wonder if he experienced any head trauma in his past.

March 10, 2010
Learning Log #5

    While reading through the packet titled <u>Theories in Second Language Acquisition</u>, I was amazed at how similar the theories were. Spolsky's formula for language acquisition made the most sense to me. He says when learning new languages you need to build on what you already know. In the classroom we call this "activating our prior knowledge". You also need to have a good attitude towards learning. A good attitude means trying your best and showing effort. Then you need the ability to learn. Therefore students that struggled learning their native language will have difficulty learning a new language. Lastly, but I feel is most important, is motivation and practice. Motivation is the "key" to all learning. You have to have a personal desire to learn. Like the old saying, "if you want something you need to work for it". Practice is equally important because if you don't practice speaking the language than you will lose it. I experienced this when I was a

Comment [V13]: yes

child. I was taught Portuguese at a young age. However, when my parents stopped using the language in our home I quickly lost everything I had learned. I had no opportunities to practice the language anymore. According to Spolosky, with these factors in place language acquisition will be successful. However, as discussed in class, there has to be optimal circumstances in order for learning to take place.

Thank you for the addition although I couldn't find the section on "Language Variation & Change"

SCORE: 20/25

Learning Logs - Final

Disabilities and Second Language Learners

There's a full range of criteria that should be used when determining whether a second language learner has a language disability or a language difference. First, educators and administrators need to gather information about the student by asking some important questions. For example, did the student have any prior schooling in the U.S or other country? Some children come to the U.S without ever being in a school before. Naturally, these students are going to need time to adjust to the school environment and expectations. For those who have had schooling, what language was their instruction in? Was instruction in their home language or another language. Exposure to several different languages would cause confusion when learning a new language. What language is used in the student's home? Or, how much quality communication is happening at home? I have heard kindergarten teachers say they have had five year olds entering school not knowing their letters or sounds in their home language. These children have a weak language foundation to build upon. A child that comes from a home filled with rich communication has an advantage over a child who has had little language experience. Also you need to analyze the students formal and informal test results. Is the student proficient in their home language? A true disability must be apparent in both languages (Language Proficiency Assessment -chapter 9). How proficient is the student in English, is also equally important. Many times ELL students sound like they are proficient in English when they speak but their really not. They have acquired very good CALPS but have yet to develop BICS. You also need to look at how much exposure to English and practice they have had. How are they comparing to children with similar

> **Comment [V14]:** Did you mean to say "very good BICS but no CALP yet" ? BICS: Basic Interpersonal Communication Skills----CALP: Cognitive Academic Language Proficiency

cultural and linguistic needs? This can be a tricky area, because all children are capable of learning. However, we all learn at different rates.

For these reasons teachers are increasingly using differentiated instruction to reach their students at their level. Cultural attitudes towards

school could be a contributing factor. Students behavior should be examined. If the child is being disruptive, why? I truly believe children

act out for a reason. Educators need to examine what factors are contributing to this students behavior. Environments in school and out of

school need to be explored. Not all behavioral children need to be referred to special education, there are interventions and modifications that

can be implemented. Lastly, the students rate of acculturation needs to be determined. Is the child having learning difficulties because of

culture shock? As stated earlier, children learn at different rates, and they also adjust at different rates. When ELL students come to our

schools everything is foreign to them. Adjusting to the school environment is going to take some time. However, if the student's

acculturation rate is not making normal progress then there could be a undiagnosed disability of some sort that is depressing the rate of

acculturation (What Every Administrator & Educator Should Know: Separating Difference from Disability, by Catherine Collier). Once all

this information is gathered then the team will have a complete language profile on the student. This will help determine if the student has a

true disability or just having difficulty acquiring a new language.

Language History & Distinguishing Speech and Language Differences from Disabilities

By conducting a language history, educators can obtain valuable background knowledge about their ELL students. Gathering this

information is considered to be part of the pre-referral process for Special Education, also known as RTI. Before interviewing the family,

evaluators should educate themselves on the students language. Many cultures have different family structures, views, values and traditions. You want to be aware so that you are sensitive to the families cultural views. If a home visit needs to take place then the evaluators need to have an idea what to expect when they enter the home. I have been on home visits before and don't particularly like the experience. Sometimes seeing the conditions these children are living in is alarming. Based on what I have seen it's a wonder how these children survive at all!

The language history is a comprehensive list of questions to be discussed and answered by the student and any family member directly involved in the child's life. The purpose of these questions are to gather insight into any environmental or physical issues that may be affecting the students learning. Topics discussed through the survey should cover the students cultural background, language development, health and educational history. During the interview parents are also able to voice their concerns they might have about their child's language or learning development.

Along with the students language history specific questions need to be addressed in order to determine if the student is having difficulties due to learning or language. Learning difficulties would show in the students academic progress. For example, how long has the child had difficulties? Does the student understand information presented one day and then forget it the next? If so, the student would be experiencing a learning problem not a language problem. When an ELL student is having difficulties in language usage, a speech and language assessment should be completed. Speech and language assessments are suppose to be done in both languages. These assessments provide information to determine which language the student is more dominant in (Schryver). Assessment results and family language

Comment [V17]: Additional (ACCESS Test)

history should determine if the child is having a language problem. Once dominance and proficiency are identified than teachers/therapist can begin proper interventions.

After a length of time, implementing interventions, gathering writing and oral work samples, numerous assessments (language, psychological, academic) and teacher observation reports, then the (RTI) team can reconvene and discuss the next plan of action

Formal and Informal Language Assessment Procedures

I now have a clearer understanding of the importance of language proficiency assessments. Assessing students proficiency in both languages is critical in order to determine appropriate placement. However, I wonder how well do all districts follow these guidelines. I would think it would be expensive to buy formal language assessments in so many different languages. I also think you would need to somehow address the various dialects most languages have. Lastly, who would administer the assessment? Translator or interpreters could do it, if they have been trained. But does each district have access to translators of all the languages that are represented in their district, or do they have to hire outside agencies?

Formal assessments are used to measure students language abilities related to linguistic components such as; phonology, morphology, syntax , grammar, and vocabulary. Important factors to keep in mind when using any formal type of assessment are; reliability, validity, norm referenced, skills assessed, and limitations. Our district uses the Woodcock-Munoz Language Survey which measures the students

BICS and CALP in English and Spanish. The Access test is used yearly with all ELL students in all grades and all proficiencies. Using data gathered by ELL teachers help determine as to which tier of the Access test best matches the students English language proficiency level.

Equally important are informal assessments conducted by the classroom teacher. Teachers can use many different methods, throughout the year, to gather data on students language ability. Observations, teacher made rating scales, questionnaires, interviews, cloze procedures, and language samples in oral or written form, also provide ways teachers can complete informal assessments.

An interpreter may need to be utilized when conducting assessments. Chances are, teachers can't speak the same languages of all their students. Therefore, we need to rely on interpreters and translators to bridge the communication gap. In the past I have used translators for IEP meetings and parent conferences. Over the years, through trial and error, I have figured out how to conduct an effective IEP meeting using a translator. I have learned to keep my information brief and try not to use unnecessary wording. I always try to maintain eye contact with the parent so I can observe their body language. I never talk to long, so the translator is able to remember exactly what I said to translate. Most importantly, and one of my biggest peeves, I don't use professional jargon! Even with my English speaking parents I never try to use vocabulary that I feel parents can't understand.

Planning Language Intervention Programs

In order to determine language of instruction you first need to determine proficiency in L1 and L2. Assessing ELL students in their home language and English will show how proficient they are in each language. They say instruction provided in both languages is most effective with ELL students. However, there may be several different languages represented in one classroom. Using to many languages would be too confusing. Of course the educational program is determined by the school district not by students individual needs. Our middle school has Content-based ESL programs. Most students in this program share the same language (Spanish) but come from different backgrounds. The ESL teachers instruct in English, however they adapt their English to meet the students proficiency levels. These teachers also use a lot of visual aids, gestures, and repeated vocabulary to help students acquire English. There is also a pull-out ESOL program used in the fifth grade. This is a small group of students that meet for a half hour a day and get special instruction in English as a second language. The teacher focuses on vocabulary development and reading skills.

Effective communication with families of ELL students is very important. Families need to know their culture and language is valued and acknowledged by the school system. Schools need to welcome all parents and try to get them involved in their child's education. School personnel need to be non-judgmental of parents. They need to have open lines of communication with parents and encourage bilingualism.

Comment [V26]: It depends how developed the first language is and/or what level English is

Comment [V27]: Districts offer programs that may not coincide with what would suit the student most

When children see their parents and teachers working together it sends the message that "education is important". Thank you!

SCORE: 22/25

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]	*Demonstrates understanding of language as a system (phonology, morphology, syntax, semantics, pragmatics, discourse) CEC 6 Communication: ICCK6K1, ICC6K2 TESOL(1.a.1 to 1.a.5), (1.a.9)*	• Candidate demonstrates awareness of some of the components of language • Candidate's examples and applications are limited or not entirely accurate	• Candidate accurately discusses all of the components of language • Candidate's examples and applications are sufficient and accurate	• Candidate's description of the major components of language is exemplary •Candidate's examples and applications are extremely well chosen and illuminating	**Comment [V29]:** 4 **Comment [V30]:** 5
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 CEC6 Communication: ICC6K1, ICC6K2,ICC6K3 TESOL:(1.a.5), (1.a.8), (2.a.4)*	• 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	• 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	• Candidate demonstrates a superior understanding of all aspects of non-verbal communication • Candidate demonstrates great insight into the sociocultural and cross-cultural dimensions of non-verbal behavior	**Comment [V31]:** 5
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 Communication:ICC6K2 TESOL: (1.a.8), (1.b.7), (1.b.8), (1.b.11), (2.a.4), (2.b.4)*	• 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	• Candidate demonstrates ability to satisfactorily use historic, geographic, and sociolinguistic knowledge to explain language variation and change • Candidate understands the reasons language varies and changes	• 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 [V32]:** missing **Comment [V33]:** 4

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]	*Candidate understands the different theories of language acquisition, key research in SLA, and individual learner variables that influence first and second language acquisition* *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)*	• 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)	• 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	• 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]	*Writing is a model of English academic proficiency, demonstrating :* *CEC9 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

Comment [V34]: 4
Comment [V35]: 5
Comment [V36]: 4
Comment [V37]: 5

Criteria: 10-19 Points Approaches Standard; 20-24 Points Meets Standard; 25 Points Exceeds Standard
Name: ▮▮▮▮▮▮▮   Score 20   Date   4.20.2010   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	*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 Development and Characteristics of Learners: ICC2K1, ICC2K3 CEC6 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	**Comment [V38]:** 3 **Comment [V39]:** 5
Procedures for Conducting a Language History and for Distinguishing Speech and Language Differences from Disabilities	*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 CEC1 Foundations: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	**Comment [V41]:** 4 **Comment [V40]:** 3
Understanding of Formal and Informal Language Assessment Procedures	*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 CEC1 Foundations: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	**Comment [V42]:** 5

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

Planning Language Intervention Programs	*Demonstrates understanding of how to determine the language of instruction, coordinate school-home intervention, and plan oral language instruction for ESOL students with disabilities CEC1 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	*Writing is a model of English academic proficiency CEC9 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

Comment [V43]: 4

Comment [V45]: 5

Comment [V44]: 4

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

Name _____

Score 1 _____22_____   Date___5.17.2010_____   Score 2 _____   Date_____