

TESL 546 Tutoring Project  
[30 points]

**Description of the Project:**

Identify an ESL student to work with and a specific linguistic (e.g. lexical, syntactic, phonologic) **and** communicative goal (name, describe, explain, etc.). Plan an instructional sequence around a particular theme or topic (farm animals, World War II, Getting a Job, etc.) and tutor the student. Document the effect of your instruction on student learning (pre/post test, work samples, audio or video tape of student performance, etc.). Your learning measure must be an objective measure; not student report of progress or teacher observation. [Objectives 1, 4, 5, 7, 8]

**Guidance for Completing the Project:**

- A. Identify a current ESL student (K-12) to work with. Collect data on a specific need of the student (linguistic **and** communicative). You may analyze work samples, collect data from testing conducted, interview the classroom teacher, or conduct your own assessments with the student. In your project, report the methods used to identify a specific linguistic and communicative goal as the targets for your tutoring project.
  - e.g. production of a particular syntactical structure or phoneme
  - effective transitions in essays
  - ability to give directions to a location
- B. Focus your tutoring on improving the target linguistic and communicative behavior for a specific domain or domains of language (listening, speaking, reading, or writing). Specify this in the description of your instructional sequence.
- C. Plan 5-6 tutoring sessions with the student to address the area of concern. List the activities that will transpire at each tutoring session and show the relationship between the tutoring activities and the identified goals of the tutoring sessions.

Be explicit as to the methods and materials you will use when you tutor the student.
- D. Collect data in one of the following manners:
  1. Pre-Post assessment
  2. Analysis of performance at each tutoring session (through short probes, analysis of work samples, or oral performance of student)
- E. Analyze the data and report on the effectiveness of the tutoring session. Your learning measure must be an objective measure that would result in uniform conclusions about the effectiveness of the tutoring provided, not student report of progress or teacher (tutor) observation.

Report your conclusions.

## TESL 546 Rubric for the Tutoring Project (30 Points)

	Standard(s)/ Performance Indicator	Approaches Standard (1-3)	Meets Standard (4-5)	Exceeds Standard (6)
<b>Description of the Learner</b>	<i>The candidate demonstrates understanding of and response to important developmental, linguistic, and cultural characteristics of individual learners (1.b.6, 1.b.7, 1.b.9; 1.b.11, 1.b.12; 2.a. 1; 2.b.4; 3.a.2); Diversity: Systems View of Human Development; Individual Differences &amp; Cultural Diversity; RIPTS 3,4</i>	Candidate demonstrates some ability to understand the learner and his/her linguistic and communicative needs.  Points Awarded:	Candidate demonstrates satisfactory ability to understand the learner and the his/her linguistic and communicative needs.  Points Awarded:	Candidate demonstrates superior ability to understand the learner and his/her linguistic and communicative needs.  Points Awarded
<b>Ability to Use Data to Identify a Focus for the Tutoring Sessions</b>	<i>The candidate demonstrates understanding of and ability to use available assessments to evaluate learners' language needs using multiple sources of information (work samples, teacher judgment, student self-assessment, etc.). (4.b.1, 4.b.2, 4.b.3, 4.b.4, 4.b.5, 4.c.1, 4.c.3) Knowledge: Metacognitive knowledge, domain-specific knowledge; Practice: Reflective Problem-Solving, Professional practice, Diversity: Individual Differences and Cultural Diversity; RIPTS 8,9</i>	Candidate demonstrates some ability to use the available data to identify a focus for the ESL tutoring sessions, however the focus is not clear, well selected and/or supported by the data.  Points Awarded:	Candidate demonstrates satisfactory ability to use the available data to identify a focus for the ESL tutoring sessions.  Points Awarded:	Candidate demonstrates a superior ability to use the data available to identify a critical area for the ESL tutoring sessions.  Points Awarded:
<b>Tutoring Goals and Objectives</b> (linguistic and communicative)	<i>The candidate plans standards-based ESL instruction and organizes instruction around specific language learning objectives (linguistic and communicative). (1a: 3a.1, 3.b.1) Knowledge: Domain-Specific Knowledge; Practice: Professional Practice, Diversity: Individual</i>	• Candidate demonstrates limited ability to plan tutoring sessions around specific and/or well-selected language learning objectives.	• Candidate demonstrates a satisfactory ability to plan tutoring sessions around specific and well-selected language learning objectives.	• Candidate demonstrates a superior ability to carefully plan tutoring sessions around specific and well-selected language learning objectives.

	<i>Differences and Cultural Diversity RIPTS 4, 5, 8</i>	Points Awarded:	Points Awarded:	Points Awarded:
<b>Learning Activities</b>	<b><i>The candidate understands and applies current theories and research in language development. The candidate provides rich exposure to English, comprehensible input and scaffolding, opportunities for meaningful interaction and for language use and for skill development (2.a.3; 3.b.2; 3.b.2; 3.b.3. 3.b.4 – 3.b.8); Knowledge: Domain-Specific Knowledge, Practice: Professional Practice; RIPTS 3, 4, 5, 8.</i></b>	<ul style="list-style-type: none"> <li>• Candidate demonstrates some ability to apply current SLA theories and research and some ability to create a language-learning environment in which students engage in some meaningful learning activities. However, the learning activities planned are not well designed or delivered.</li> <li>• Candidate makes limited use of ESL methods learned in the course in their tutoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates satisfactory ability to apply current SLA theories and research and to provide a supportive language-learning environment to students through meaningful and motivating activities. The activities planned are well designed and delivered.</li> <li>• Candidate makes satisfactory use of ESL methods learned in the course in their tutoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates superior ability to apply current SLA theories and research and to provide a supportive language-learning environment to students through highly meaningful and motivating activities that are extremely well designed and delivered.</li> <li>• Candidate makes extensive use of ESL methods learned in the course in their tutoring sessions.</li> </ul>
<b>Assessment to Determine Effect of Instruction on Student Learning (Response to Instruction)</b>	<b><i>The candidate uses a well-selected assessment approach to measure ESOL learners' attainment of tutoring objectives; Response to Instruction [RTI] (4.c.1, 4.c.2, 4.c.3); Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression, Reflective Problem Solving; Professional Practice; Professionalism: Professional Ethics; RIPTS 9</i></b>	<ul style="list-style-type: none"> <li>• Candidate demonstrates some ability to assess the learners' attainment of the tutoring objectives, but the methods used are either not well-selected or not objective measures of learner progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates satisfactory ability to assess the learners' attainment of the tutoring objectives and the method used is both well selected and objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a superior ability to assess the learners' attainment of the tutoring objectives. The method used is a model of exemplary practice in terms of its objectivity and appropriateness..</li> </ul>
<b>Professional Presentation Of Information</b>	<b><i>Presents information in a highly professional manner that will serve the local educational community</i></b> Writing is a model of English academic proficiency, demonstrating that candidate can serve as a good language model for ESOL students (1.a.10), (5.b.2), (5.c.4); Practice: Communication & Expression; RIPTS 10.	<ul style="list-style-type: none"> <li>• Candidate demonstrates some degree of professionalism in report writing about the tutoring sessions and results.</li> <li>• Candidate demonstrates some level of academic proficiency in English</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a satisfactory degree of professionalism in report writing about the tutoring sessions and results.</li> <li>• Candidate demonstrates a satisfactory level of academic proficiency in English</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of professionalism in report writing about the tutoring sessions and results.</li> <li>• Candidate demonstrates superior proficiency in English for academic purposes</li> </ul>

		Points Awarded:	Points Awarded:	Points Awarded:
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**Name** \_\_\_\_\_ **Score 1** \_\_\_\_\_ **Date** \_\_\_\_\_

TESL 546 Fall 2007  
Tutoring Project

**PLEASE NOTE THAT IN 2007 THE TOTAL POINTS FOR THIS PROJECT WERE 20**

Last Name	First Nam ID	Date	Effect on Student Learning/				Total Score	
			Data to ID Focus	Tutoring Goals	Learning Activities	Assessment		
[REDACTED]	Leana	409778	11/24/2007	5	5	5	5	20
[REDACTED]	Chris	323649	12/10/2007	5	5	5	4	19
[REDACTED]	Janelle	401473	11/24/2007	5	5	4.5	4.5	19
[REDACTED]	Matthew	312850	11/17/2007	5	5	5	5	20
[REDACTED]	Nicole	335226	12/21/2007	5	5	5	4	19
[REDACTED]	Jennifer	217541	12/10/2007	6	5	5	5	21
[REDACTED]	[REDACTED]g	397345	12/18/2007	5	4	5	5	19
[REDACTED]	[REDACTED]	262016	10/24/2007	5	5	3.5	3	16.5
[REDACTED]	Nadine	271980	11/24/2007	5	4	5	4.5	18.5
[REDACTED]	Jamie	412104	11/24/2007	4	4	4.5	3	15.5
[REDACTED]	Katherine	391359	11/24/2007	4	4.5	5	4	17.5
[REDACTED]	Kary	312249	10/24/2007	5	4.5	4.5	5	19
[REDACTED]	[REDACTED]o	397030	4/10/2007	5	5	3	5	18
<b>Averages</b>				4.9230769	4.692308	4.615385	4.384615	18.61538

**AFTER 2007, THIS PROJECT WAS CHANGED TO ADD TWO ADDITIONAL CRITERIA: DESCRIPTION OF THE LEARNER AND PROFESSIONAL PRESENTATION OF INFORMATION THIS WAS DONE TO SHOW OUR EMPHASIS ON LEARNER-CENTERED PRACTICE AND ALSO ON THE DEVELOPMENT OF PROFESSIONALISM IN OUR CANDIDATES**

- Scores:  
Approaches 1-3  
Meets 4-5  
Exceeds 6

TESL 546 Fall 2008  
Tutoring Project

Last Name	First Nam ID	Date	Descrip of Learner	Data to ID Inst Focus	Tutoring Goals	Learning Activities	Effect on Student Learning/ Assessment	Professional Presentation Of Information	Total Score	
[REDACTED]	Mary	253102	12/16/2008	5	4	4	4	5	26	
D [REDACTED]	Lisa	205234	11/29/2008	6	6	4	5	3.5	29.5	
[REDACTED]	Megan	316132	11/29/2008	5	4	4	5	5	28	
[REDACTED]	Brenda	416574	11/29/2008	5	4	3	5	4	26	
[REDACTED]	Alexandra	417864	11/29/2008	5	5.5	5	5	5	30.5	
[REDACTED]	Eileen	340570	11/29/2008	5	5	5	4	5	28	
[REDACTED]	Roxanne	330434	11/29/2008	5.5	5	4	5	4	28.5	
[REDACTED]	[REDACTED]	310778	11/29/2008	5	5	2	3	5	25	
[REDACTED]	Sharon	211563	12/20/2008	5	4	4	4	3	25	
<b>Average Scores</b>				5.1666667	4.7222222	3.888889	4.444444	4.277778	4.888889	27.38889

**Scores:**  
Approaches 1-3  
Meets 4-5  
Exceeds 6

TESL 546 Fall 2009  
Tutoring Project

Last Name	First Nam ID	Date	Descrip of Learner	Data to ID Inst Focuss	Tutoring Goals	Learning Activities	Effect on Student Learning/ Assessment	Professional Presentation of Information	Total Score	
[REDACTED]	[REDACTED]	326688	11/23/2009	4	5	5	4	5	4	27
[REDACTED]	Alicia	399806	11/23/2009	5	5	5	4	5	6	30
[REDACTED]	Maureen	232918	12/12/2009	5	5	5	3.5	2.5	5	26
[REDACTED]	Milton	339066	12/12/2009	5	5	4.5	4	3.5	5	27
[REDACTED]	Joseph	399509	11/23/2009	5	5	5	6	5	5	31
[REDACTED]	[REDACTED]	249024	11/23/2009	5	4	4	5	4	5	27
[REDACTED]	Kelli	319151	11/23/2009	4	5	4	3	5	5	26
[REDACTED]	Hilary	357520	11/23/2009	5	3	4	4	4	6	26
[REDACTED]	[REDACTED]	210821	12/12/2009	5	5	5	5	6	5	31
[REDACTED]	Anta	340258	12/12/2009	5	4	5	5	4	5	28
[REDACTED]	Sharon	412095	11/23/2009	4	5	4	5	5	5	28
[REDACTED]	Kimberly	257057	11/23/2009	5	5	5	5	6	5	31
[REDACTED]	[REDACTED]	391372	12/12/2009	6	5	5	6	5	5	32
[REDACTED]	Jennifer	344708	11/23/2009	5	5	4	4	5	5	28
[REDACTED]	Kevin	247817	12/12/2009	4	5	4	5	3	5	26
[REDACTED]	Hannah	395424	12/12/2009	5	5	4	4	4	5	27
[REDACTED]	[REDACTED]a	407304	11/23/2009	4	5	5	6	5	5	30
[REDACTED]	[REDACTED]	344401	11/23/2009	5	5	4	5	4	5	28
<b>AVERAGES</b>				4.777778	4.777778	4.527778	4.638889	4.5	5.055556	28.27778

Scores:  
Approaches 1-3  
Meets 4-5  
Exceeds 6