Language Learning Biography
TESL 539

Produce a 3-5 page paper in which you narrate:

- First name and age of the student

- Language background, ethnicity, and birthplace of the student

- How long the student has been in the U.S. and in R.I.

- How they ethnically self-identify (refer to themselves; e.g. Dominican; Dominican-American; Latino; American, etc.)

- When the student began to learn English and how, including a description of the language learning context (formal/informal); information as to whether student is a sequential/simultaneous bilingual

- How much of the L1 and L2 the student uses in a day and with whom (opportunity for language use and development)

- The literacy level of the student in the primary and second languages

- The student's preferred language

- The types of things that have aided or hindered the student's language learning; strategies the student uses to improve/advance their English proficiency

- What personality features they feel help them as a language learner

- Other learner characteristics such as age, attitudes, affective status (anxiety, motivation), have affected their language learning.

- How they feel their native language knowledge has affected their second language learning (transfer, generalizations, interlanguage).

- How they feel native-English-speaking peers and adults have affected their language learning

- How they feel the language learning experiences and contexts they have participated in have affected their language learning

As you go, relate the student's experience to what we have been learning about in class; link L2 acquisition research, theories and concepts studied to your learner's actual second language learning experience.

Rubric for the Second Language Learning Biography (25 points)

	Standard(s)/Perform. Indicator	Approaches Standard (1-3)	Meets Standard (4-5)	Exceeds Standard (6)
Presentation of a Second Language Learning Case Study	*Relates their knowledge of the factors that contributed to the language learning of a particular learner (1.b.5); (1.b.6),; (1.b.7); (1.b.8); (1.b.9); (2.a.1); (2.a.2); (2.a.4) Knowledge: Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity; Professionalism: Professional Ethics; RIPTS 3*	• Candidate describes the language learning experience of a particular second language learner and relates some factors that contributed to his/her language learning. Points Awarded:	• Candidate is able to satisfactorily describe the language learning experience of a particular second language learner and explain the most important factors that contributed to his/her language learning. Points Awarded:	• Candidate provides an excellent description of the language learning experience of a particular second language learner and provides superior explanations of a wide range of variables that contributed to his/her language learning. Points Awarded:
Understanding Of Important Theories & Research in Second Language Acquisition (SLA)	*Demonstrates understanding of Second Language Acquisition (SLA) Research and Theories (1.a.6); (1.a.7); (1.b.5); (1.b.6); (1.b.7); (1.b.8); (1.b.9); (2.a.1); (2.a.2); (2.a.4) Knowledge: Metacognitive Knowledge, Domain-Specific Knowledge; Diversity: Systems View of Human Development; RIPTS 2*	• In the discussion section, candidate demonstrates some awareness of different theories and research pertaining to language acquisition (especially SLA) Points Awarded:	• In the discussion section, candidate accurately describes the major theories and research pertaining to language acquisition (especially SLA) Points Awarded:	• In the discussion section, candidate's description of the major theories and research pertaining to language acquisition is highly detailed & reflects a superior understanding of the process Points Awarded:
Understanding Of Learner Factors Involved in SLA	*Demonstrates understanding of Second Language Acquisition (SLA) and Language and Literacy Development (1.a.6); (1.a.7); (1.b.5); (1.b.6); (1.b.7); (1.b.8); (1.b.9); (2.a.1); (2.a.2); (2.a.4) Knowledge: Domain-Specific Knowledge; Diversity: System View of Human Development, Individual*	• Candidate shows awareness of some learner characteristics that affect language learning	• Candidate satisfactorily discusses the most important learner characteristics that affect language learning	• Candidate presents a range of important learner characteristics that affect language learning

	Differences and Cultural Diversity; RIPTS 2	Points Awarded:	Points Awarded:	Points Awarded:
	Standard(s)/ Perform. Indicator	**Approaches Standard (1-3)**	**Meets Standard (4-5)**	**Exceeds Standard (6)**
Understanding of the Contextual Factors Involved in SLA	*Demonstrates understanding of Second Language Acquisition (SLA) and Language and Literacy Development (1.a.6); (1.a.7); (1.b.5); (1.b.6); (1.b.7); (1.b.8); (1.b.9); (2.a.1); (2.a.2); (2.a.4) Knowledge: Domain-Specific Knowledge; Diversity: Systems View of Human Development, Individual Differences and Cultural Diversity; RIPTS 2, 3*	• Candidate shows awareness of learning context variables that affect language learning

Points Awarded: | • Candidate satisfactorily discusses the most important learning context variables that affect language learning

Points Awarded: | • Candidate presents a range of important learning context variables that affect language learning

Points Awarded: |
| **Professional Presentation Of Information** (including use of technology) | *Presents information in a highly professional manner that will serve the local educational community; Writing is a model of English academic proficiency (5.c.4) Practice: Communication and Expression; RIPTS 10* | • Candidate has difficulty with the presentation of information in Microsoft Word and presentation is limited to text; no graphics are used to complement the text
• Candidate barely meets the minimum page requirement
• Candidate demonstrates some level of academic proficiency in English

Points Awarded: | • Candidate demonstrates satisfactory skills with Microsoft Word, including the ability to embed helpful tables, charts and graphics.
• Candidate satisfactorily meets or somewhat exceeds the minimum page requirement
• Candidate demonstrates a satisfactory level of academic proficiency in English

Points Awarded: | • Candidate demonstrates advanced skills in the use of Microsoft Word and the text and graphics are extremely well selected and presented
• Candidate exceeds the minimum page requirement in order to demonstrate a deep level understanding of SLA
• Candidate demonstrates superior academic proficiency in English

Points Awarded: |

Name_____

Score 1 _____ **Date**_____ **Score 2** _____ **Date**_____

TESL 539 Spring/Summer 2007
Language Learning Biography

Last Name	First Name	ID	Date	Presentation of Case Study	Theories of SLA	Learner & Contextual Factors	Professional Presentation of Info	Total Score
████	Karen	258166	4/11/2007	5	5	5	5	20
	Janelle	401473	8/4/2007	5	5	5	5	20
	Matthew	312850	7/18/2007	5	4	4	5	18
██	████	335226	8/4/2007	5	5	4	5	19
████	Kathryn	391359	11/30/2007	5	5	5	5	20
	Kary	312249	7/18/2007	6	4	5	5	20
	████	316132	no date	5	5	5	5	20
AVERAGES				**5.142857143**	**4.7142857**	**4.714285714**	**5**	**19.57143**

Total Score = 20
Approaches = 1-3
Meets = 4-5
Exceeds = 6

TESL 539 Spring and Summer 08
Language Learning Biography

Last Name	First Name	ID	Date	Presentation of Case Study	Theories of SLA	Learner & Contextual Factors	Professional Presentation of Info	Total Score
	Jamie	412104	5/4/2008	5	3	5	5	18
	Sharon	211563	5/4/2008	6	3	3	5	17
		310778	5/4/2008	4	3	5	5	17
	Roxanne	330434	5/4/2008	5	3	5	5	18
	Brenda	416574	5/4/2008	5	3	4	5	17
	Lisa	205234	5/4/2008	5	3	5	4	17
	Mary	253102	5/4/2008	5	4	5	5	19
	Leana	409778	5/4/2008	5	3	6	4	18
		340258	8/5/2008	5	5.5	5.5	5	21
AVERAGES				**5**	**3.38888889**	**4.833333333**	**4.777777778**	**18**

Total Score = 20

Approaches = 1-3
Meets = 4-5
Exceeds = 6

TESL 539 Spring and Summer 2009
Language Learning Biography

Last Name	First Name	ID	Date	Presentation Of Case Study	Theories of SLA	Learner Factors	Contextual Factors	Professional Presentation of Information	Total Score
■	Hilary	357520	3/23/2009	5	5	5	5	5	25
■	Kimberly	257057	3/23/2009	5	5	6	5	5	26
■	Jennifer	344708	3/23/2009	5	5	6	5	5	26
■	Megan	316132	4/26/2009	5	3	5	5	5	23
■	Alexander	417864	3/23/2009	5.5	4.5	5	5	5	25
■	Eileen	340570	3/23/2009	5	5.5	5	5	5.5	26
■		407304	3/23/2009	5	5	5	5	4	24
■	Tracey	344401	3/23/2009	5	4	6	5	5	25
■	Maureen	232918	8/1/2009	6	5	5.5	5.5	6	28
■		319151	7/27/2009	5	5	5.5	5.5	5	26
■	Hannah	395424	8/1/2009	6	6	5.5	5.5	5	28
a ■		432941	7/28/2009	6	6	5.5	5.5	6	29
AVERAGES				**5.291667**	**4.916667**	**5.416667**	**5.166667**	**5.125**	**25.91667**

Project was changed from 20 total points to 25 to allow a separate discussion of learner and contextual factors to improve
candidate performance in fully discussing both aspects
Total Score = 25
Approaches = 1-3
Meets = 4-5
Exceeds = 6

TESL 541: Language Analysis Project Grading Rubric

This rubric is additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

	Standard(s)/ Performance Indicator	Approaches the Standard 1-3 Points *(Was 1-12 points)*	Meets the Standard 4-5 Points *(Was 14-18 points)*	Exceeds Standard 6 Points *(Was 19-20 points)*
Part 1: Student Background	*2b. The candidate knows, understands and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.* *Advanced Competencies: Knowledge: Domain-Specific Knowledge, Technology Knowledge; Practice: Communication and Expression, Professional practice; Diversity: Systems View of Development, Individual Differences and Cultural Diversity; Professionalism: Professional Ethics* RIPTS 2, 3, 4	Candidate demonstrates some understanding of student cultural background and/or some understanding of the impact of cultural identity on language learning. Explanation is not thorough enough to demonstrate thorough understanding.	Candidate demonstrates satisfactory understanding of student cultural background and impact of cultural identity on language learning. Candidate also demonstrates understanding of impact of environment on language production.	Candidate demonstrates superior understanding of student cultural background and impact of cultural identity on language learning. Candidate also demonstrates profound understanding of the impact of environment on language production.
Part 2: Pronunciation	1.a.1. Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Advanced Competencies: Knowledge: Domain-Specific Knowledge, Technology Knowledge; Practice:*	Candidate understands the elements of phonology and recognizes stages of phonological development in ESOL learners. Candidate can record difficult aspects of phonology using IPA transcription but transcription is not always clear. Candidate recognizes and can describe similarities and major differences between the phonology of English and those of student's native language.	Candidate applies knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for student, noting how ESOL students' L1 and identity may affect their English pronunciation. Candidate can record difficult aspects of phonology using IPA transcription. Candidate develops contextualized activities to assist ESOL students in	Candidate develops instructional plan which helps ESOL student develop strategies to monitor and develop proficiency in difficult aspects of English phonology.

	Communication and Expression, Professional Practice; Diversity: Individual Differences and Cultural Diversity; Professionalism: Professional Ethics; RIPTS 2, 3, 4, 9	Candidate understands the nature and importance of phonemic awareness and of sound symbol correspondence with respect to literacy development.	recognizing, using, and acquiring the English sound system.	
Part 3: Morphology and Syntax	1.a.2. Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English. 1.a.3. Apply knowledge of syntax (phrase and structure rules) to assist ESOL students in developing written and spoken English. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Advanced Competencies: Knowledge: Domain-Specific Knowledge, Technology Knowledge; Practice: Communication and Expression, Professional Practice; Diversity: Individual Differences and Cultural Diversity; Professionalism: Professional Ethics;* RIPTS 2, 3, 4, 9	Candidate understands how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners. Candidate recognizes stages of syntactic development among ESOL learners.	Candidate applies knowledge of developmental and contrastive morphology to facilitate ESOL student's acquisition of English oral and literacy skills. Candidate designs contextualized activities to provide input and practice of patterns of English word formation and to help student understand, notice, use, acquire, and practice English syntactic structures. Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas.	Candidate's instructional plan assists ESOL student in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon. Candidate designs instructional plan that helps students develop effective strategies to monitor their own syntactic structures in spoken and written form.
Part 4: Semantics and Pragmatics	1.a.4. Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English. 1.a.5. Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of	Candidate understands the system of semantics and has reasonable expectations for ESOL student's semantic and lexical development. Candidate recognizes differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas.	Candidate applies knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English. Candidate designs instructional plan to help ESOL students to understand and use vocabulary appropriately in spoken and	Candidate designs instructional plan to help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form. Candidate designs instructional plan to help ESOL students develop and practice strategies to acquire and

	purposes in spoken and written language, and in formal and informal settings. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Advanced Competencies: Knowledge: Domain-Specific Knowledge, Technology Knowledge; Practice: Communication and Expression, Professional Practice; Diversity: Individual Differences and Cultural Diversity; Professionalism: Professional Ethics; RIPTS 2, 3, 4, 9*	Candidate recognizes language variation in terms of politeness conventions, use of nonverbal communication (e.g., gestures and facial expressions), slang, colloquial expressions, humor, text style, and organization. Candidate understands these pragmatic variations with respect to spoken and written contexts.	written language and to help ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback. Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes.	monitor their own use of spoken and written English for a variety of purposes.
Part 5: Interference vs. Development Issues	1.a.9. Locate and use linguistic resources to learn about the structure of English and of students' home languages. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Advanced Competencies: Knowledge: Domain-Specific Knowledge, Technology Knowledge; Practice: Communication and Expression, Professional Practice; Diversity: Individual Differences and Cultural Diversity; Professionalism: Professional Ethics; RIPTS 2, 3, 9*	Candidate recognizes and can describe similarities and major differences between the phonology, morphology, syntax, of English and student's native language. Candidate understands that resources describing linguistic features of English and of their student's language exist and are available in print and electronic media.	Candidate draws on his/her knowledge of developmental and contrastive aspects of English to systematically build ESOL students' ability to use English phonology, morphology, and syntax effectively. Candidate locates and uses resources that describe the specific linguistic traits of English and of their ESOL student's home language.	Candidate demonstrates extensive abilities to designs instructional plans which help ESOL students' to use English effectively Candidate locates extensive resources that describe linguistic elements of English, and help these students apply this information to their learning.

Name_____   Date_____

Initial Score _____   Revised Score_____   Date_____

Second Language Analysis Project (includes a Language Learning Biography which will be completed in TESL 539 and a Language Sample Analysis which will be completed in TESL 541)

Second Language Analysis Project: Part I. Candidates write a *Second Language Learning Biography* to reflect on key course concepts from a personal perspective, using a selected case study student (K-12). [Project Completed during TESL 539]

Second Language Analysis Project: Part II: [Project Completed during TESL 541]

Tape record a conversation* (2-5 minutes; with a minimum of 10 utterances) with an L2 learner with his or her permission. Also collect a recent writing sample from the student.

*Please be as creative as you can to draw out rich language from the student. Avoid questions with yes/no answers and feel free to use images, stories, or topics that you know the student may have some interest in or may have recently studied. Perhaps you could read a story together or and have the student retell it back to you or you could let the younger student draw you a picture and describe it to you. While this is technically an "interview," you can use whatever means necessary to get your student talking!

Part 1: *Student background.* Briefly describe the student's age, native language, motivation, and educational background. Describe the environment in which the recording was done and how you anticipate the student feels in this environment. Does this environment impact the student's language use?

Part 2: *Pronunciation.* Transcribe the entire conversation and then phonetically transcribe the words and/or utterances which demonstrate areas where the student struggles with pronunciation, stress, and/or intonation. Develop an instructional plan (not a lesson plan) to help the student improve areas of phonological difficulty. Your instructional plan should be scaffolded so that the student has opportunities to practice listening discrimination, controlled and guided practice, and contextualized communicative practice.

Part 3 *Morphology and Syntax*. Analyze both the taped conversation and the writing sample. Use the WIDA writing rubric (attached)to determine the level of the writing. Identify the student's errors in word formation, grammar, and vocabulary. Then, discuss the student's errors in terms of which are caused by transfer from the native language and which are caused by cross-modal influences (influences from a learner's speech that affect a learner's writing). Develop an instructional plan to help student improve specific areas of weakness.

Part 4 *Semantics & Pragmatics.* Look back at both the taped conversation and the writing sample. Now analyze your data from a semantic perspective. Is the student's message lost or not communicated clearly at any point? Are syntactical errors or lexical choice preventing the student from communicating a clear message? Does the student make use of appropriate register? (Think about social and academic language as you answer this question.) Develop an instructional plan to help the student improve specific areas of weakness.

Part 5 *Interference vs. Developmental Errors*. Use transfer information from the student's native language and the theoretical information we studied in class regarding error analysis to look back at parts 1 through 4 and determine which errors are caused my interference and which are developmental in nature. How does this inform or alter your instructional plans? Based on your findings, what recommendations can you make regarding the learner's needs and the elements that should be focused on when planning lessons for the learner? Also discuss the major areas of needs in terms of encoding the sound system, producing sentences, organizing text, and writing conventions/mechanics.

Appendix A: WIDA Writing Rubric

Level Writing Performance Description

6

Reaching

-A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization

-Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language

-Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments

5

Bridging

-A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization

- Usage of technical language related to the content area; evident facility with needed vocabulary

- Approaching comparability to that of English proficient peers; errors don't impede comprehensibility

4

Expanding

- A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity

-Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident

-Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference

3

Developing

-Simple and expanded sentences that show emerging complexity used to provide detail

-Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident

-Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text

2

Beginning

-Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced

- Usage of general language related to the content area; lack of vocabulary may be evident

- Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors

1

Entering

- Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language

- Usage of highest frequency vocabulary from school setting and content areas

-Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

SEE FALL 2007 Data Which Was Reported As Averages and Did Not Give the Scores of Individual Students

For 13 Students Enrolled or Planning to Enroll Planning to Enroll in The Program	Part 1: Student Background		Part 2: Pronunciation		Part 3: Morphology & Syntax		Part 4 Semantics & Pragmatics		Part 5: Transfer (Interference)		Overall Score for Project Average of All Categories	
		Percent		Percent		Percent		Percent		Percent		Percent
Approach	0	0	0	0%	0	0%	0	0%	0	0%	0	0%
Meet	6	46%	6	46%	4	31%	6	46%	6	46%	5.6	43%
Exceed	7	54%	7	54%	9	69%	7	54%	7	54%	7.4	57%

See back up file for Fall 2007
In this semester, data was reported as class averages for those enrolled or planning to enroll in the program
Scores for individual students were not reported; as it was the percentage of those approaching, meeting and exceeding the standard that was
thought to be most important
Beginning in 2008, the program began keeping individual scores of students for this assessment

Fall 2007 was the first semester in which data was recorded for the Program Assessment System

Approaches = 1-12 points
Meets = 14-18 points
Exceeds = 19-20 points

TESL 541 Summer/Fall 2008
Language Sample Analysis

Last Name	First Name	ID	Date	Student Background	Pronounciation	Morphology & Syntax	Semantics & Pragmatics	Transfer (Interference) vs. Developmental Issues	Total Score
██████		326688	6/27/2008	16	18	19	19	18	90
	Mary	253102	6/27/2008	20	20	20	17	18	95
	Brenda	416574	6/27/2008	20	20	20	17	18	95
	Roxanne	330434	6/27/2008	20	20	18	18	19	95
		310778	6/27/2008	20	19	18	18	17	92
	Sharon	211563	6/27/2008	20	20	19	18	19	96
	Kelly	250020	12/13/2008	20	20	17	20	20	97
███e		401473	12/13/2008	20	18	20	18	20	96
	Hilary	357520	12/13/2008	20	20	18	20	18	96
██████		391372	12/13/2008	20	18	20	17	20	95
	Megan	316132	12/13/2008	20	20	20	20	20	100
	Alexander	417864	12/13/2008	20	20	20	20	20	100
		262016	12/13/2008	20	17	17	17	20	91
AVERAGES				**19.69231**	**19.23077**	**18.92308**	**18.38462**	**19**	**95.23077**

Possible Points Per Category = 20
Total Possible Score = 100

Approaches = 1-12 points
Meets = 14-18 points
Exceeds = 19-20 points

TESL 541 Summer 2009
Language Sample Analysis

Last Name	First Name	ID	Date	Student Background	Pronounciation	Morphology & Syntax	Semantics & Pragmatics	Transfer (Interference) vs. Developmental Issues	Total Score
██	Maureen	232918	6/26/2009	17	18	20	19	19	93
	Kelli	319151	6/26/2009	19	19	19	19	19	95
	Anta	340258	6/26/2009	19	19	20	20	20	98
██g	Kim	257057	6/26/2009	19	19	18	18	19	93
	Tracey	344401	6/26/2009	19	19	18	18	20	94
██		312765	6/26/2009	19	18	19	18	17	91
AVERAGES				18.66667	18.66667	19	18.66667	19	94

Approaches = 1-12 points
Meets = 14-18 points
Exceeds = 19-20 points

Fall 2009 (Scoring Scheme Changed to 25 possible points)
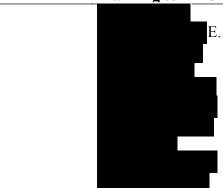
Last Name	First Name	ID	Date	Student Background	Pronounciation	Morphology & Syntax	Semantics & Pragmatics	Transfer (Interference) vs. Developmental Issues	Total Score
██	Donna	242347	12/14/2009	5	6	5	5	5	26
	Catarina	333632	12/14/2009	5	5	5	5	5	25
██	Marcia	432941	12/14/2009	6	5	5	4	5	25
██		426909	12/14/2009	5	6	5	5	5	26
AVERAGES				5.25	5.5	5	4.75	5	25.5

Approaches 1-3; Meets 4-5; Exceeds 6 as on other rubrics in the Program

Fall 2007: Outcomes for Students Enrolled (or Enrolling) in TESL M.Ed. Program

Students included in this report:

Enrolled in M.Ed.	Planning to Enroll in M.Ed.
███████████	███████████ E.

Total Number of Students included in report: 13

TESL 541: Language Analysis Project Grading Rubric

This rubric is additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

	Standard(s)/ Performance Indicator	Approaches the Standard (1-12 points)	Meets the Standard (14-18 points)	Exceeds Standard (19-20 points)
Part 1: Student Background	*2b.* *Conceptual Framework: Knowledge, Diversity, Pedagogy*	**0 students/0%**	**6 students/46%**	**7 students/54%**
Part 2: Pronunciation	1.a.1. 1.b. *Conceptual Framework: Knowledge, Pedagogy, Plan-Act-Reflect*	**0 Students/0%**	**6 students/46%**	**7 students/54%**
Part 3: Morphology and Syntax	1.a.2. 1.a.3. 1.b. *Conceptual Framework: Knowledge, Pedagogy, Plan-Act-Reflect*	**0 Students/0%**	**4 students/31%**	**9 students/69%**
Part 4: Semantics and Pragmatics	1.a.4. 1.a.5. 1.b. *Conceptual Framework: Knowledge, Pedagogy, Plan-Act-Reflect*	**0 Students/0%**	**6 Students/46%**	**7 Students/54%**
Part 5: Interference vs. Development Issues	1.a.9. 1.b. *Conceptual Framework: Knowledge ,Diversity, Pedagogy, Plan-Act-Reflect*	**0 Students/0%**	**6 Students/46%**	**7 Students/54%**

TESL 541: Language Analysis Project Grading Rubric

This rubric is additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard.*
Exceeds Standards assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

	Standard(s)/ Performance Indicator	Approaches the Standard (1-12 points)	Meets the Standard (14-18 points)	Exceeds Standard (19-20 points)
Part 1: Student Background	*2b.The candidate knows, understands and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.* *Conceptual Framework: Knowledge, Diversity, Pedagogy*	Candidate demonstrates some understanding of student cultural background and/or some understanding of the impact of cultural identity on language learning. Explanation is not thorough enough to demonstrate thorough understanding. **0 students** **0%**	Candidate demonstrates satisfactory understanding of student cultural background and impact of cultural identity on language learning. Candidate also demonstrates understanding of impact of environment on language production. **6 students** **46%**	Candidate demonstrates superior understanding of student cultural background and impact of cultural identity on language learning. Candidate also demonstrates profound understanding of the impact of environment on language production. **7 students** **54%**
Part 2: Pronunciation	1.a.1. Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Conceptual Framework: Knowledge, Pedagogy, Plan-Act-Reflect*	Candidate understands the elements of phonology and recognizes stages of phonological development in ESOL learners. Candidate can record difficult aspects of phonology using IPA transcription but transcription is not always clear. Candidate recognizes and can describe similarities and major differences between the phonology of English and those of student's native language. Candidate understands the nature and importance of phonemic awareness and of sound symbol correspondence with respect to literacy development. **0 Students**	Candidate applies knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for student, noting how ESOL students' L1 and identity may affect their English pronunciation. Candidate can record difficult aspects of phonology using IPA transcription. Candidate develops contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system. **6 students** **46%**	Candidate develops instructional plan which helps ESOL student develop strategies to monitor and develop proficiency in difficult aspects of English phonology. **7 students** **54%**
Part 3: Morphology and Syntax	1.a.2. Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English. 1.a.3. Apply knowledge of syntax (phrase and	Candidate understands how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners. Candidate recognizes	Candidate applies knowledge of developmental and contrastive morphology to facilitate ESOL student's acquisition of English oral and literacy skills. Candidate designs	Candidate's instructional plan assists ESOL student in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon. Candidate designs

	structure rules) to assist ESOL students in developing written and spoken English. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Conceptual Framework: Knowledge, Pedagogy, Plan-Act-Reflect*	stages of syntactic development among ESOL learners. **0 students**	contextualized activities to provide input and practice of patterns of English word formation and to help student understand, notice, use, acquire, and practice English syntactic structures. Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas. **4 students** **31%**	instructional plan which helps students develop effective strategies to monitor their own syntactic structures in spoken and written form. **9 students** **69%**
Part 4: Semantics and Pragmatics	1.a.4. Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English. 1.a.5. Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Conceptual Framework: Knowledge, Pedagogy, Plan-Act-Reflect*	Candidate understands the system of semantics and has reasonable expectations for ESOL student's semantic and lexical development. Candidate recognizes differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas. Candidate recognizes language variation in terms of politeness conventions, use of nonverbal communication (e.g., gestures and facial expressions), slang, colloquial expressions, humor, text style, and organization. Candidate understands these pragmatic variations with respect to spoken and written contexts. **0 Students**	Candidate applies knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English. Candidate designs instructional plan to help ESOL students to understand and use vocabulary appropriately in spoken and written language and to help ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback. Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes. **6 Students** **46%**	Candidate designs instructional plan to help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form. Candidate designs instructional plan to help ESOL students develop and practice strategies to acquire and monitor their own use of spoken and written English for a variety of purposes. **7 Students** **54%**
Part 5: Interference vs. Development Issues	1.a.9. Locate and use linguistic resources to learn about the structure of English and of	Candidate recognizes and can describe similarities and major differences between the	Candidate draw son their knowledge of developmental and contrastive aspects of	Candidate designs instructional plan which helps ESOL student locate resources

	students' home languages. 1.b. The candidate understands and applies concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Conceptual Framework: Knowledge ,Diversity, Pedagogy, Plan-Act-Reflect*	phonology, morphology, syntax, of English and student's native language. Candidate understands that resources describing linguistic features of English and of their student's language exist and are available in print and electronic media. **0 Students**	English syntax to systematically build ESOL students' ability to use English syntactic structures. Candidate locates and uses resources that describe the specific linguistic traits of English and of their ESOL student's home language. **6 Students** **46%**	that describe linguistic elements of English, and help these students apply this information to their learning. **7 Students** **54%**