

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND HUMAN SCIENCES
COURSE SYLLABUS**

Course Title: ED 515 Methodology and Assessment of Teaching English as a Second Language

Credit Hours: 3 Semester Hours

Instructor:

Office:

Phone:

Email:

Office Hours:

Note: Occasionally other obligations (University committee meetings, meeting with interns, etc...) may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.

Term:

Course Catalog Description:

Theories of language learning, acquiring a second language, and current linguistic theories. Methods and techniques are presented and demonstrated. Emphasis is placed on providing the historical, philosophical, and theoretical foundations of programs, policies, and instructional methods and materials of working with English language learners.

Course Overview:

ED 515 is a course designed to prepare prospective teachers to identify, master, and display essential knowledge, skills, and attitudes necessary for the successful teaching of English language learners. The course will focus on theories of language acquisition as well as current ESOL instructional materials. It will also examine ways to modify and adapt content materials to better serve English language learners.

Course Objectives and Student Outcomes:

ESOL Standards

| Conceptual Framework | Alabama Standard/Rule | | Assignment | Method of Assessment |
|----------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------|
| References(s) | 290-3-3-.45 | 290-3-3-.45 English As A Second Language Knowledge and Ability Standards | | |
| | (2)(a)1(ii) | (ii) Ability to: | | |
| CF1 | 290-3-3-.45 (2)(a)1.(ii)(I) | Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)1.(ii)(II) | Apply knowledge of morphology to assist ELLs' development of oral and literacy skills in English. | Clinical Experiences | Clinical Experiences Rubric |

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| CF1 | 290-3-3-.45 (2)(a)1.(ii)(III) | Apply knowledge of syntax to assist ELLs in developing written and spoken English. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)1.(ii)(IV) | Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)1.(ii)(V) | Apply knowledge of pragmatics to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)1.(ii)(VI) | Help ELLs develop social and academic language skills in English. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)1.(ii)(VII) | Model appropriate oral and written communications. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(a)2(ii) | (ii) Ability to: | | |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(I) | Provide rich exposure to English and multiple opportunities for meaningful interaction. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(II) | Provide comprehensible input and scaffolding. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(III) | Apply current theories and research in language and literacy development. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(IV) | Build on the processes and stages of English language and literacy development. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(V) | Build on the ELLs' home language(s) and language varieties as a foundation for learning English. | Clinical Experiences | Clinical Experiences Rubric |
| CF5 | 290-3-3-.45 (2)(a)2.(ii)(VI) | Apply knowledge of sociocultural and political variables to facilitate the process of learning English. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(VII) | Apply knowledge of the role of individual learner variables in the process of learning English. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(a)2.(ii)(VIII) | Help ELLs develop effective language learning strategies. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(b)1(ii) | (ii) Ability to: | | |

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| CF5 | 290-3-3-.45 (2)(b)1.(ii)(I) | Maintain a climate of respect for all cultures. | Clinical Experiences | Clinical Experiences Rubric |
| CF5 | 290-3-3-.45 (2)(b)1.(ii)(II) | Help ELLs deal with discrimination. | Clinical Experiences | Clinical Experiences Rubric |
| CF5 | 290-3-3-.45 (2)(b)1.(ii)(III) | Support ELLs and families in valuing their own cultures. | Clinical Experiences | Clinical Experiences Rubric |
| CF5 | 290-3-3-.45 (2)(b)1.(ii)(IV) | Locate resources for communicating with families. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(b)2(ii) | (ii) Ability to: | | |
| CF4/ CF5 | 290-3-3-.45 (2)(b)2.(ii)(I) | Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction. | Clinical Experiences | Clinical Experiences Rubric |
| CF5 | 290-3-3-.45 (2)(b)2.(ii)(II) | Implement activities and/or cultural events that promote the ELLs' cultures and foster their learning. | Clinical Experiences | Clinical Experiences Rubric |
| CF5 | 290-3-3-.45 (2)(b)2.(ii)(III) | Include ELLs' cultural experience when building background for instruction. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(c)1(i) | (i) Knowledge of: | | |
| CF1 | 290-3-3-.45 (2)(c)1.(i)(I) | State and national English language proficiency (ELP) standards. | Unit plan | Unit Plan Rubric |
| CF1 | 290-3-3-.45 (2)(c)1.(i)(II) | Content for Grades 6-12 in the <i>Alabama Courses of Study</i> for English language arts, mathematics, science, social studies, and career and technical education. | Unit plan | Unit Plan Rubric |
| CF1 | 290-3-3-.45 (2)(c)1.(i)(III) | Best practices for helping ELLs to meet ELP and State content standards in both self-contained ESL classrooms and mainstream content classrooms. | Unit plan | Unit Plan Rubric |
| CF1 | 290-3-3-.45 (2)(c)1.(i)(IV) | Strategies for sheltered instruction and accommodations for ELLs with varied schooling backgrounds. | Unit plan | Unit Plan Rubric |
| | (2)(c)1(ii) | (ii) Ability to: | | |
| CF1/CF3 | 290-3-3-.45 (2)(c)1.(ii)(I) | Plan standards-based ESL and content instruction based on the <i>Alabama Courses of Study</i> for English language arts, mathematics, science, and social studies in collaboration with colleagues. | Clinical Experiences | Clinical Experiences Rubric |

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| CF1 | 290-3-3-.45 (2)(c)1.(ii)(II) | Create environments that promote standards-based language learning in supportive, accepting classrooms and schools. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)1.(ii)(III) | Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)1.(ii)(IV) | Plan for particular needs of students with limited formal schooling. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(c)2(i) | (i) Knowledge of: | | |
| CF1 | 290-3-3-.45 (2)(c)2.(i)(I) | How to organize learning around standards-based subject matter and language learning objectives. | Unit plan | Unit Plan Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(i)(II) | How to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content area materials. | Unit plan | Unit Plan Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(i)(III) | Activities and materials that integrate listening, speaking, reading, and writing. | Unit plan | Unit Plan Rubric |
| | (2)(c)2(ii) | (ii) Ability to: | | |
| CF1 | 290-3-3-.45 (2)(c)2.(ii)(I) | Develop ELLs' listening and speaking skills for a variety of academic and social purposes. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(ii)(II) | Provide standards-based instruction that builds upon ELLs' oral English to support them in learning to read and write. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(ii)(III) | Provide accommodations for ELLs in standards-based reading instruction. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(ii)(IV) | Provide accommodations for ELLs in standards-based writing instruction. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(ii)(V) | Develop students' writing through a range of activities, from sentence formation to expository writing. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)2.(ii)(VI) | Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials. | Clinical Experiences | Clinical Experiences Rubric |
| CF1 | 290-3-3-.45 (2)(c)3.(i) | Select materials and other resources that are appropriate to students' developing language and content-area abilities, including the appropriate use of first language. | Clinical Experiences | Clinical Experiences Rubric |

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| CF1 | 290-3-3-.45 (2)(c)3.(ii) | Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. | Clinical Experiences | Clinical Experiences Rubric |
| CF4 | 290-3-3-.45 (2)(c)3.(iii) | Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). | Clinical Experiences | Clinical Experiences Rubric |
| CF4 | 290-3-3-.45 (2)(c)3.(iv) | Use software and Internet resources effectively in ESL and content instruction. | Clinical Experiences | Clinical Experiences Rubric |
| CF2 | 290-3-3-.45 (2)(d)1.(i) | Knowledge of a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL's language proficiency level. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)1.(ii)(I) | Ability to use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL's language proficiency level. | Clinical Experiences | Clinical Experiences Rubric |
| CF2 | 290-3-3-.45 (2)(d)1.(ii)(II) | Assess ELL's language skills and communicative competence using multiple sources of information. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(d)2(i) | (i) Knowledge of: | | |
| CF2 | 290-3-3-.45 (2)(d)2.(i)(I) | A variety of standards-based language proficiency instruments and understand their uses for identification, placement, and demonstration of language growth of ELLs. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)2.(i)(II) | Issues of assessment. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)2.(ii) | Ability to use a variety of standards-based language proficiency instruments and understand their uses for identification, placement, and demonstration of language growth of ELLs. | Clinical Experiences | Clinical Experiences Rubric |
| | (2)(d)3(i) | (i) Knowledge of: | | |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(I) | The purposes of assessment as they related to ESOL learners and how to use results appropriately. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(II) | The key indicators of good assessment instruments. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(III) | A variety of assessment procedures for ESOL students. | Unit plan | Unit Plan Rubric |

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| CF2 | 290-3-3-.45 (2)(d)3.(i)(IV) | The advantages and limitations of assessment, including accommodations for ELLs. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(V) | The impact of English language proficiency on the consideration for referral for special education services, including gifted programming. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(VI) | State requirements for identification, reclassification, and exit of ELLs from language support programs. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(VII) | Norm-referenced and criterion-referenced assessments that are appropriate for ELLs. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(VIII) | Assessment measures used for a variety of purposes in serving ELLs. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(IX) | How to determine ELLs' language skills and communicative competence using multiple sources of information. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(X) | Performance-based assessment tools and tasks that measure ELLs' progress toward state standards. | Unit plan | Unit Plan Rubric |
| CF2 | 290-3-3-.45 (2)(d)3.(i)(XI) | A variety of instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development. | Unit plan | Unit Plan Rubric |

Updated 9/14/13

ED 515 is a course designed to prepare prospective teachers to identify, master, and display essential knowledge, skills, and attitudes necessary for the successful teaching of English language learners. The course will focus on theories of language acquisition as well as current ESOL instructional materials. It will also examine ways to modify and adapt content materials to better serve English language learners.

Required Text:

LiveText account. These can be purchased through the UNA Bookstore or on-line.

Peregoy, S. F. & Boyle, O. F. (2001). Reading, writing, & learning in ESL (4th ed.). New York, NY: Addison Wesley Longman, Inc.

Course Requirements:

Each Student is required to:

1. Complete assigned readings.
2. Take assigned tests and pop quizzes.
3. Clinical Experiences - Spend 20 hours in an ESOL/LEP classroom or tutoring situation and write a response journal in which you record your reflections. Within the reflections, give examples of ways each standard is met. Include artifacts from your clinical experiences. (See LiveText Clinical Experience Portfolio.)

4. Generate a list of ways to provide a supportive, safe, stimulating classroom.
5. Explain how current multicultural literature is related to language development and language usage in the home and school environment.
6. Participate in one event with the International Student Services and write a response journal in which you record your reflections.
7. Explain how to determine the placement of an ESOL student in a school setting according to state and federal guidelines.
8. ESOL Unit Plan - Create a two week unit for ESOL students in a mainstream classroom. Within the unit, create two lessons that show ESOL instruction being integrated into the standard curriculum, create four forms of authentic assessment, and develop two examples of alternative assessment for ESOL students. Microteach one lesson from the unit. (See LiveText ESOL Unit Plan.)
9. Participate with a partner in a debate of controversial topics related to ESOL education.
10. Submit a 10-page research paper on a current issue in ESOL theory and practice.
11. Discuss methods of assessing language skill using state and national standards.

Grading Scale:

A = 93-100

B = 80-92

C = 70-79

D = 60-69

F = below 60

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND HUMAN
SCIENCES

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

Key Dates/Assignments

Course Calendar and Assignments:

See calendar in Angel.

Note: All students will be responsible for checking their pipeline account on a regular basis. Students who do not have a functional pipeline account should have the problems corrected as soon as possible.

UNA Policy for Students with Disabilities

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student's ability to meet course requirements and who desires accommodations must contact the instructor and Development Services within the first three class meetings of the semester (within the first three days during the summer terms). The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act (ADA) Accommodation Form. Course requirements will not be waived, but accommodations will be made to allow each student to meet course requirements, provided the student acts within the first three class meetings in working with the instructor to develop an accommodation plan. If a disability is identified later in the semester, a non-retroactive accommodation plan will be developed at that time.

Attendance Policy

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade.

Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see *University of North Alabama Athletic Manual* for further requirements) and special performances. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

Whenever a student's cumulative absences for any reason-excused or unexcused-exceed the equivalent of four weeks of scheduled classes and activities (one week in each four-week session or two weeks in the eight-week summer term), no credit may be earned for the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to the official withdrawal procedure and the **W** option provided therein; otherwise, the grade reported will be **F**.

Reminders:

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
3. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
4. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

Syllabus:

I have received a copy of the syllabus for ED _____. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

(cut)

Syllabus:

I have received a copy of the syllabus for ED _____. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____

ESOL Clinical Experiences Portfolio

Directions

. Clinical Experiences - Spend 20 hours in an ESOL/LEP classroom or tutoring situation and write a response journal in which you record your reflections. Within the reflections, give examples of ways each of the ESOL standards is met. Include artifacts from your clinical experiences to show how you met each standard. One artifact may be used to meet more than one standard. Attach artifacts within the artifact section. Write a description of each artifact. (Example - During your time in the classroom or tutoring situation, you might have created a lesson where you practiced the students' spelling words. Within this lesson, you had the students read a short story that included the words, write sentences with the words, and read the words aloud. This lesson could serve as an artifact for several of the standards.)

Reflections

Write your reflections about your clinical experiences here. Attach your clinical experiences log with teacher/supervisor signatures to document your hours.

Clinical Experiences Rubric

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clinical Experiences Log (1, 2%) | Clinical experiences log is completed as assigned. | n/a | Clinical experiences log is missing. |
| Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Apply knowledge of morphology to assist ELLs' development of oral and literacy skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.II | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Apply knowledge of syntax to assist ELLs in developing written and spoken English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.III | Standard is supported with an artifact. The artifact is clearly described. | Standard is supported with an artifact. The artifact is somewhat described. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.IV | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Apply knowledge of pragmatics to help | Standard is | Standard is | Standard is not |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.V</p> | <p>supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p> | <p>supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p> | <p>supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p> |
| <p>Help ELLs develop social and academic language skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.VI</p> | <p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the</p> | <p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the</p> | <p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual</p> |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | standard and to the Conceptual Framework. | standard and to the Conceptual Framework. | Framework. |
| Model appropriate oral and written communications. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.VII | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Provide rich exposure to English and multiple opportunities for meaningful interaction. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Provide comprehensible input and scaffolding. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.II | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Apply current theories and research in language and literacy development. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.III | Standard is supported with an artifact. The artifact is clearly described. | Standard is supported with an artifact. The artifact is somewhat described. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Build on the processes and stages of English language and literacy development. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.IV | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Build on the ELLs' home language(s) | Standard is | Standard is | Standard is not |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and language varieties as a foundation for learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.V | supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Apply knowledge of sociocultural and political variables to facilitate the process of learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.VI | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard and to the Conceptual Framework. | standard and to the Conceptual Framework. | Framework. |
| Apply knowledge of the role of individual learner variables in the process of learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.VII | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Help ELLs develop effective language learning strategies. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.VIII | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Maintain a climate of respect for all cultures. (1, 2%) AL-PAT-ESOL-2009.2.b.1.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Help ELLs deal with discrimination. (1, 2%) AL-PAT-ESOL-2009.2.b.1.ii.II | Standard is supported with an artifact. The artifact is clearly described. | Standard is supported with an artifact. The artifact is somewhat described. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does |

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| | The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Support ELLs and families in valuing their own cultures. (1, 2%) AL-PAT-ESOL-2009.2.b.1.ii.III | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Locate resources for communicating | Standard is | Standard is | Standard is not |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| with families. (1, 2%) AL-PAT-ESOL-2009.2.b.ii.IV | supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction. (1, 2%) AL-PAT-ESOL-2009.2.b.2.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard and to the Conceptual Framework. | standard and to the Conceptual Framework. | Framework. |
| Implement activities and/or cultural events that promote the ELLs' cultures and foster their learning. (1, 2%) AL-PAT-ESOL-2009.2.b.2.ii.II | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Include ELLs' cultural experience when building background for instruction. (1, 2%) AL-PAT-ESOL-2009.2.b.2.ii.III | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Plan standards-based ESL and content instruction based on the Alabama Courses of Study for English language arts, mathematics, science, and social studies in collaboration with colleagues. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Create environments that promote standards-based language learning in supportive, accepting classrooms and schools. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.II | Standard is supported with an artifact. The artifact is clearly described. | Standard is supported with an artifact. The artifact is somewhat described. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.III | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Plan for particular needs of students | Standard is | Standard is | Standard is not |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| with limited formal schooling. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.IV | supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Develop ELLs' listening and speaking skills for a variety of academic and social purposes. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard and to the Conceptual Framework. | standard and to the Conceptual Framework. | Framework. |
| Provide standards-based instruction that builds upon ELLs' oral English to support them in learning to read and write. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.II | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Provide accommodations for ELLs in standards-based reading instruction. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.III | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Provide accommodations for ELLs in standards-based writing instruction. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.IV | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Develop students' writing through a range of activities, from sentence formation to expository writing. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.V | Standard is supported with an artifact. The artifact is clearly described. | Standard is supported with an artifact. The artifact is somewhat described. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.VI | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Select materials and other resources | Standard is | Standard is | Standard is not |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| that are appropriate to students' developing language and content-area abilities, including the appropriate use of first language. (1, 2%) AL-PAT-ESOL-2009.2.c.3.i | supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. (1, 2%) AL-PAT-ESOL-2009.2.c.3.ii | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard and to the Conceptual Framework. | standard and to the Conceptual Framework. | Framework. |
| Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). (1, 2%) AL-PAT-ESOL-2009.2.c.3.iii | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Use software and Internet resources effectively in ESL and content instruction. (1, 2%) AL-PAT-ESOL-2009.2.c.3.iv | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Ability to use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL's language proficiency level. (1, 2%) AL-PAT-ESOL-2009.2.d.1.ii.I | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Assess ELL's language skills and communicative competence using multiple sources of information. (1, 2%) AL-PAT-ESOL-2009.2.d.1.ii.II | Standard is supported with an artifact. The artifact is clearly described. | Standard is supported with an artifact. The artifact is somewhat described. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| | The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |
| Ability to use a variety of standards-based language proficiency instruments and understand their uses for identification, placement, and demonstration of language growth of ELLs. (1, 2%) AL-PAT-ESOL-2009.2.d.2.ii | Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework. | Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework. | Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework. |

ESOL Unit Plan

ESOL Unit Plan_t

Unit Plan Description

Two Week Unit

Create a two week unit for ELL in a mainstream classroom. Within the unit, create two lessons that show ELL instruction being integrated into the standard curriculum. The unit must include activities and materials that integrate listening, speaking, reading, and writing. Create four forms of authentic assessment and develop two examples of alternative assessment for ELL. Describe how the lessons can be adapted to be used in classes that containing only ELL. The unit must meet all of the standards listed in the Standards section. In the Reflections section, discuss how the unit meets each of the standards listed.

Describe and attach four forms of authentic assessment here.

Describe and attach two examples of alternative assessment here.

Describe how the lessons can be adapted to be used in self-contained ELL classroom and provide accommodations for ELLs with varied schooling backgrounds.

Unit Reflections

Use this section to discuss how each of the standards is being met in the unit.

Unit Plan Rubric

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| ESOL Standards (1, 33%) AL-AQT-2007.1.c.2.1 AL-PAT-ESOL-2009.2.c.1.i.I AL-PAT-ESOL-2009.2.c.1.i.II AL-PAT-ESOL-2009.2.c.1.i.III AL-PAT-ESOL-2009.2.c.1.i.IV AL-PAT-ESOL-2009.2.c.2.i.I AL-PAT-ESOL-2009.2.c.2.i.II AL-PAT-ESOL-2009.2.c.2.i.III AL-PAT-ESOL-2009.2.d.1.i AL-PAT-ESOL-2009.2.d.2.i.I AL-PAT-ESOL-2009.2.d.2.i.II AL-PAT-ESOL-2009.2.d.3.i.I AL-PAT-ESOL-2009.2.d.3.i.II AL-PAT-ESOL-2009.2.d.3.i.III AL-PAT-ESOL-2009.2.d.3.i.IV AL-PAT-ESOL-2009.2.d.3.i.IX AL-PAT-ESOL-2009.2.d.3.i.V AL-PAT-ESOL-2009.2.d.3.i.VI AL-PAT-ESOL- | All listed ESOL standards are met with this unit project. The activities are clearly described | All listed ESOL standards are met with this unit project. The activities are somewhat described | Not all of the ESOL standards are met with this unit project. The activities are not clearly described and/or are not |

| | Target (3 pts) | Acceptable (2 pts) | Unacceptable (1 pt) |
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| 2009.2.d.3.i.VII AL-PAT-ESOL-2009.2.d.3.i.VIII AL-PAT-ESOL-2009.2.d.3.i.X AL-PAT-ESOL-2009.2.d.3.i.XI AL-PAT-ESOL-2009.2.e.1.i.I AL-PAT-ESOL-2009.2.e.1.i.II AL-PAT-ESOL-2009.2.e.1.i.III AL-PAT-ESOL-2009.2.e.1.i.IV | and are appropriate for the grade level indicated. | and are appropriate for the grade level indicated. | appropriate for the grade level indicated. |
| Lessons adapted to class with only ELL. (1, 33%) AL-PAT-ESOL-2009.2.c.1.i.III | Candidate demonstrates ability to adjust all of the materials appropriately for students within the content-area classroom as well as the self-contained ESL classroom. | Candidate demonstrates the ability to adjust some of the materials appropriately for English learners within the content-area classroom as well as the self-contained ESL classroom. | Candidate does not demonstrate the ability to adjust the materials appropriately for English learners within the content-area classroom and/or the self-contained ESL classroom. |
| Assessment (1, 33%) AL-PAT-ESOL-2009.2.d.2.i.I | Forms of assessment within the unit are appropriate and include standards- and performance-based assessment tools. | Forms of assessment within the unit are somewhat appropriate and include standards- and performance-based assessment tools. | Forms of assessment within the unit are not appropriate and do not include standards- or performance-based assessment tools. |