

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

ED 608 Advanced Topics in ESOL

Three (3) Credit

Instructor –

Office:

Phone:

Email:

Term:

Course Catalog Description:

This course will introduce and provide analyses of the main issue and theories in second language acquisition and analyze the instructional implication of the issues and theories of second language acquisition.

Course Overview: ED 608 is a course designed to give students information about a variety of methods for teaching English as a Second Language. Historically important methods, such as grammar-translation and audio-lingual, are surveyed, but the primary emphasis is on methods which promote communication and proficiency.

Course Objectives and Student Outcomes:

ESOL Standards

Conceptual	Alabama		Assignment	Method of Assessment
Framework	Standard/Rule			
References (s)	290-3-3-.45	290-3-3-.45 English As A Second Language Knowledge and Ability Standards		

CF1	290-3-3-.45(2)(a)1.(i)(I)	Knowledge of phonology (the sound system) and how English phonology differs from other languages.	Reader Response Journal	Reader Response Rubric
CF1	290-3-3-.45(2)(a)1.(i)(II)	Knowledge of morphology (the structure of words) and how English morphology differs from other languages.	Reader Response Journal	Reader Response Rubric
CF1	290-3-3-.45(2)(a)1.(i)(III)	Knowledge of syntax (phrase and sentence structure) and how English syntax differs from other languages.	Reader Response Journal	Reader Response Rubric
CF1	290-3-3-.45(2)(a)1.(i)(IV)	Knowledge of semantics (word/sentence meaning) and how English semantics and vocabulary differ from other languages.	Reader Response Journal	Reader Response Rubric
CF1	290-3-3-.45(2)(a)1.(i)(V)	Knowledge of pragmatics (effect of context on language) and how pragmatics differ from culture to culture.	Reader Response Journal	Reader Response Rubric
CF1	290-3-3-.45(2)(a)1.(i)(VI)	Knowledge of how the basic elements of American English, such as phonology and word selection of American English differ from forms of English spoken in other countries.	Reader Response Journal	Reader Response Rubric
	(2)(a)2(i)	(i) Knowledge of:		
CF1	290-3-3-.45(2)(a)2.(i)(I)	Current theories and research in second language development.	Unit Research paper/project	Unit Research paper/project rubric
CF1	290-3-3-.45(2)(a)2.(i)(II)	Process and stages of second language development.	Unit Research paper/project	Unit Research paper/project rubric

CF1	290-3-3-.45 (2)(a)2.(i)(III)	Importance of ELLs' home language and language varieties as a foundation for learning English.	Unit Research paper/project	Unit Research paper/project rubric
CF5	290-3-3-.45 (2)(a)2.(i)(IV)	Socio-cultural and political variables that hinder and facilitate the learning of English.	Unit Research paper/project	Unit Research paper/project rubric
CF1	290-3-3-.45 (2)(a)2.(i)(V)	The role of individual learner variables in the learning of English.	Unit Research paper/project	Unit Research paper/project 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.	Unit Research paper/project	Unit Research paper/project rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(III)	Apply current theories and research in language and literacy development.	Unit Research paper/project	Unit Research paper/project rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(IV)	Build on the processes and stages of English language and literacy development.	Unit Research paper/project	Unit Research paper/project 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.	Unit Research paper/project	Unit Research paper/project 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.	Unit Research paper/project	Unit Research paper/project 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.	Unit Research paper/project	Unit Research paper/project rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(VIII)	Help ELLs develop effective language learning strategies.	Unit Research paper/project	Unit Research paper/project rubric
CF2	290-3-3-.45 (2)(d)1.(i)	<u>Knowledge of</u> a variety of standards-based and performance-based classroom assessment tools to inform language and content instruction for the ELL's language proficiency level.	Reader response journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)1.(ii)(I)	<u>Ability to</u> 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 response journal	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) <u>Knowledge of:</u>		
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.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)2.(i)(II)	Issues of assessment.	Reader Response Journal	Reader Response 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.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(II)	The key indicators of good assessment instruments.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(III)	The limitations of assessment situations for ELLs.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(IV)	The advantages and limitations of assessment, including accommodations for ELLs.	Reader Response Journal	Reader Response 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.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(VI)	State requirements for identification, reclassification, and exit of ELLs from language support programs.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(VII)	Norm-referenced and criterion-referenced assessments that are appropriate for ELLs.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(VIII)	Assessment measures used for a variety of purposes in serving ELLs.	Reader Response Journal	Reader Response 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.	Reader Response Journal	Reader Response Rubric
CF2	290-3-3-.45 (2)(d)3.(i)(X)	Performance-based assessment tools and tasks that measure ELLs' progress toward state standards.	Reader Response Journal	Reader Response 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.	Reader Response Journal	Reader Response Rubric
	(2)(d)3(ii)	(ii) Ability to:		
CF2	290-3-3-.45 (2)(d)3.(ii)(I)	Make accommodations for ELLs in formative and summative assessments.	Clinical Experiences	Clinical Experiences Rubric
CF2	290-3-3-.45 (2)(d)3.(ii)(II)	Prepare ELLs to use self- and peer-assessment techniques when appropriate.	Clinical Experiences	Clinical Experiences Rubric
CF2	290-3-3-.45 (2)(d)3.(ii)(III)	Use assessment results appropriately.	Clinical Experiences	Clinical Experiences Rubric

CF2	290-3-3-.45 (2)(d)3.(ii)(IV)	Select appropriate assessments for ELLs.	Clinical Experiences	Clinical Experiences Rubric
CF2	290-3-3-.45 (2)(d)3.(ii)(V)	Determine ELLs' language proficiency skills using multiple sources of information.	Clinical Experiences	Clinical Experiences Rubric
CF2	290-3-3-.45 (2)(d)3.(ii)(VI)	Use authentic performance-based assessment tools and tasks that measure ELLs' progress toward state standards.	Clinical Experiences	Clinical Experiences Rubric
CF2	290-3-3-.45 (2)(d)3.(ii)(VII)	Use a variety of rubrics to assess ESOL students' language development in classroom settings.	Clinical Experiences	Clinical Experiences Rubric

Course Text and Readings:

Required Text:

LiveText

Supplemental Resources:

Brown, H.D. (2006). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall, Inc.

Course Requirements:

Each student is required to:

- 1) Complete assigned readings
- 2) Take assigned test and pop quizzes
- 3) Clinical Experiences for 20 hours in an ESL/LEP classroom or tutoring situation and write a response journal in which you record your reflections.
- 4) Participate in one event with the International Organization and write a response journal in which you record your reflections. (Date-TBA)

- 5) Submit a 10 page research paper/project on a topic in second language acquisition. Topics will include the works of Krashen and Chomsky, multicultural education in the classroom, multicultural literature, methods of working with diverse populations, and the various methods of working with English language learners. Prepare a presentation on this topic and present it to the class with examples of how this information may be used to improve the ESL classroom.
- 6) Complete a reader response journal on assigned readings.

Notes:

- 1) All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with ESL/LEP students, teachers, parents, and other professionals and community members.
- 2) 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.
- 3) Keep copies of all your work on disk. Should any problem 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 internet, textbooks, or other educators.
- 4) All material for the course should be carefully prepared, processed, and proofread. APA style should be followed.

Grading Scale:

A= 93-100

B= 80-92

C= 70-79

D=60-69

F=below 60

Disability Policy:

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. If you have a disability that may prevent you from meeting the course requirements, contact the instructor within the first three class sessions to file a Student Disability Statement and to develop an accommodation plan. Course requirements will not be waived, but accommodations will be made to allow you to meet the requirements, provided you are timely in working with the instructor to develop an accommodation plan.

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.
2. 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.
3. 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.

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CONCEPTUAL FRAMEWORK

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



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, 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 and Human Sciences prepares

“Knowledgeable Practicing Professionals” who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. 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;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. 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 and Human Sciences 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 students

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Syllabus Contract:

I have received a copy of the syllabus for ED 601. 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 Reading Reflections for ED 608

Reading Reflections Rubric

Phonology

After reading the assigned chapter, write a reflection about phonology(the sound system) and how English phonology differs from other languages. Discuss why your knowledge of phonology will be valuable as you work with English language learners.

Morphology

After reading the assigned chapter, write a reflection about morphology (the structure of words) and how English morphology differs from other languages. Discuss why your knowledge of morphology will be valuable as you work with English language learners.

Syntax

After reading the assigned chapter, write a reflection about syntax (phrase and sentence structure) and how English syntax differs from other languages. Discuss why your knowledge of syntax will be valuable as you work with English language learners.

Semantics

After reading the assigned chapter, write a reflection about semantics (word/sentence meaning) and how English semantics and vocabulary differ from other languages. Discuss why your knowledge of semantics will be valuable as you work with English language learners.

Pragmatics

After reading the assigned chapter, write a reflection about pragmatics (effect of context on language) and how pragmatics differ from culture to culture. Discuss why your knowledge of pragmatics will be valuable as you work with English language learners.

The Basic Elements of American English

After reading the assigned chapter, write a reflection about how the basic elements of American English, such as phonology and word selection of American English differ from forms of English spoken in other countries. Discuss why your knowledge of these elements will be valuable as you work with English language learners.

Rubric for Reader Response Journal

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Phonology (1, 16%) AL-PAT-ESOL-2009.2.a.1.i.i	The reflection was well-written and meets the required	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	standard.		
Morphology (1, 16%) AL-PAT-ESOL-2009.2.a.1.i.II	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Syntax (1, 16%) AL-PAT-ESOL-2009.2.a.1.i.III	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Semantics (1, 16%) AL-PAT-ESOL-2009.2.a.1.i.IV	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Pragmatics (1, 16%) AL-PAT-ESOL-2009.2.a.1.i.V	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Elements of American English (1, 16%) AL-PAT-ESOL-2009.2.a.1.i.VI	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

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)
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	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. 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 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	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	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. 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 understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English. (1, 2%) AL-	Standard is supported with an artifact. The artifact is	Standard is supported with an artifact. The artifact is	Standard is not supported with an artifact. The artifact is not clearly

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
PAT-ESOL-2009.2.a.1.ii.IV	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.	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.	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 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	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.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Help ELLs develop social and academic language skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.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.
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	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	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

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	to the standard and to the Conceptual Framework.	linked to the standard and to the Conceptual Framework.	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. 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 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	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	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. 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 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	Standard is supported with an artifact. The artifact is somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	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.	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.	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) and language varieties as a foundation for learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.V	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.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
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 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 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	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	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

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	to the standard and to the Conceptual Framework.	linked to the standard and to the Conceptual Framework.	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. 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.
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	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	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. 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.
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	Standard is supported with an artifact. The artifact is somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	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.	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.	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 with families. (1, 2%) AL-PAT-ESOL-2009.2.b.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.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>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</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 standard and to the Conceptual Framework.</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 standard and to the Conceptual Framework.</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 Framework.</p>
<p>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</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</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</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</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	to the standard and to the Conceptual Framework.	linked to the standard and to the Conceptual Framework.	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. 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 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	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	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. 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 differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and	Standard is supported with an artifact. The artifact is clearly	Standard is supported with an artifact. The artifact is somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
knowledge. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.III	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.	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.	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 with limited formal schooling. (1, 2%) AL-PAT-ESOL-2009.2.c.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.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>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</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 standard and to the Conceptual Framework.</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 standard and to the Conceptual Framework.</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 Framework.</p>
<p>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</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</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</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</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	to the standard and to the Conceptual Framework.	linked to the standard and to the Conceptual Framework.	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. 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 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	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	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. 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, 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	Standard is supported with an artifact. The artifact is somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	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.	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.	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 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	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.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
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 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 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	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	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

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	to the standard and to the Conceptual Framework.	linked to the standard and to the Conceptual Framework.	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. 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.
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	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	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. 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.
Ability to use a variety of standards-based language proficiency instruments and understand their uses for identification, placement, and	Standard is supported with an artifact. The artifact is	Standard is supported with an artifact. The artifact is	Standard is not supported with an artifact. The artifact is not clearly

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
demonstration of language growth of ELLs. (1, 2%) AL-PAT-ESOL-2009.2.d.2.ii	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.	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.	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.

Unit Research Paper / Project 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-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	All listed ESOL standards are met with this unit project. The activities are clearly described and are appropriate for the grade level indicated.	All of the ESOL standards are met with this unit project. The activities are somewhat described and are appropriate for the grade level indicated.	Not all of the ESOL standards are met with this unit project. The activities are not clearly described and/or are not 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.

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
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.