

## Scoring Rubric for MA TESL 18 Credit Portfolio

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

### TESL Standards – Domain 1: Language

**Standard 1.a. Language as a System**

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>1.a.1.</b> Demonstrates knowledge of the components of language and language as an integrative system.	Candidates are aware of the components of language and language as an integrative system.	Candidates can use the components of language and language as an integrative system to inform instruction with ELLs.	Candidates can use the components of language and language as an integrative system to create instructional plans for ELLs.
	<b>1.a.2.</b> Apply knowledge of <i>phonology</i> (the sound system), <i>morphology</i> (the structure of words), <i>syntax</i> (phrase and sentence structure), <i>semantics</i> (word/sentence meaning), and <i>pragmatics</i> (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.	Candidates understand elements of phonology, morphology, syntax, semantics, and pragmatics and recognize stages of English language development in ELLs. Candidates recognize and can describe similarities and major differences between English and the native languages commonly spoken by their students.	Candidates apply knowledge of developmental phonology, morphology, syntax, semantics, and pragmatics to identify aspects of English that are difficult for their students, noting how ELLs' L1 and identity may affect their English learning. Candidates assist ELLs in recognizing, using, and acquiring the English sound system and other communication skills, thus enhancing oral skills. Candidates teach syntactic structures that ELLs need to communicate effectively for social and academic purposes.	Candidates design instructional strategies that incorporate their knowledge of the English language system to aid ELLs' learning. Candidates differentiate ELL learning to accommodate challenging aspects of English language acquisition. Candidates help ELLs develop strategies to monitor difficult aspects of the English language system.

			<p>Candidates incorporate a variety of instructional techniques to assist ELLs in developing literacy skills. Candidates incorporate a variety of instructional techniques to help ELLs understand and use vocabulary appropriately in spoken and written language. Candidates provide ELLs with timely input and sufficient contextualized practice with idioms, cognates, and collocations. Candidates design contextualized instruction using formal and informal language to assist ELLs in using and acquiring language for a variety of purposes.</p>	
	<p><b>1.a.3.</b> Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.</p>	<p>Candidates recognize a variety of discourse features and rhetorical patterns characteristic of written and spoken English. Candidates understand that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their ELLs differ from English.</p>	<p>Candidates use a variety of strategies to help ELLs acquire discourse features and rhetorical patterns characteristic of written and spoken English.</p>	<p>Candidates design instructional activities that help ELLs develop strategies to monitor their own use of English genres, rhetorical patterns, discourse structures, and writing conventions.</p>
<p><b>Score for 1.a.1-4</b> _____</p>	<p><b>1.a.4.</b> Demonstrate proficiency in English and serve as a good language model for ELLs.</p>	<p>Candidates demonstrate proficiency in most aspects of English.</p>	<p>Candidates demonstrate proficiency in all aspects of English.</p>	<p>Candidates serve as good models for English for ELLs and as good models for the L1 where possible.</p>

**Standard 1.b. Language Acquisition and Development**

Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>1.b.1.</b> Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.	Candidates understand some aspects of language acquisition theory and research.	Candidates apply their knowledge of L1 and L2 acquisition to ESOL learning.	Candidates use their understanding of language acquisition theory and research to provide optimal learning environments for their ELLs and to conduct theory-based research in their own classrooms.
	<b>1.b.2</b> Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.	Candidates are aware of theories and research that explain how L1 literacy development differs from L2 literacy development.	Candidates use theories and research that address how L1 literacy development differs from L2 literacy development to inform their teaching.	Candidates use theories and research that explain how L1 literacy development differs from L2 literacy development to design instruction and to conduct their own classroom research.
	<b>1.b.3.</b> Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.	Candidates allow ELLs to use their L1 to facilitate their understanding or participation in class.	Candidates understand the importance of ELLs' L1 and encourage families to use that language with their children at home. Whenever possible, candidates use the L1 as a	Candidates provide regular opportunities for ELLs to read, learn, and express themselves in their L1 in class. Candidates use the L1 in the classroom to support

			foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support.	literacy and content learning.
	<b>1.b.4.</b> Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.	Candidates are aware of the sociocultural, psychological, and political variables within a community of ELLs.	Candidates understand the complex social, psychological, and political nature of learning an L2 in school and integrate this knowledge in their teaching.	Candidates apply knowledge of sociocultural, psychological, and political variables to design instruction and improve communication with ELLs and their families. Candidates investigate variables that affect language learning.
Score for 1.b.1-5 <hr/>	<b>1.b.5.</b> Understand and apply knowledge of the role of individual learner variables in the process of learning English.	Candidates recognize individual differences among their ELLs (e.g., age, L1 literacy level, personality, motivation, socioeconomic status).	Candidates know their ELLs and understand that individual variables can have important effects on the process and level of L2 learning. Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. Candidates vary their teaching style to accommodate students' different learning styles.	Candidates use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ELLs.

**TESL Standards – Domain 2: Culture (For candidates who have taken EDUC 741, Diversity in the Classroom)**

***Standard 2. Culture as It Affects Student Learning***

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

	<b>Suggested Performance Indicators</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>2.a.</b> Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.	Candidates are aware that cultural values and beliefs have an effect on ELL learning.	Candidates teach using a variety of concepts about culture, including acculturation, assimilation, biculturalism, and the dynamics of prejudice, including stereotyping.	Candidates consistently design and deliver instruction that incorporates students' cultural values and beliefs.
	<b>2.b.</b> Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Candidates are aware that racism and discrimination have effects on teaching and learning.	Candidates consistently use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	Candidates design and deliver instruction that includes antibias materials and develop a classroom climate that purposefully addresses bias, stereotyping, and oppression.
	<b>2.c.</b> Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidates are aware that cultural conflicts and home events affect interpersonal classroom relationships and ELL learning.	Candidates teach cross-cultural appreciation by addressing cross-cultural conflicts and establishing high expectations of ELLs' interactions across cultures.	Candidates design and deliver instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities. Candidates integrate conflict resolution techniques into their instruction.

	<p><b>2.d.</b> Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.</p>	<p>Candidates are aware of effective techniques for communication between home and school. Candidates recognize the importance of family participation and support in their children’s education.</p>	<p>Candidates incorporate effective techniques for communication between home and school, including using the L1 as much as possible, in their instruction. Candidates are able to communicate with and build partnerships with students’ families. If candidates are not fluent in their students’ L1, they make use of bilingual paraprofessionals and/or volunteers.</p>	<p>Candidates communicate in a culturally respectful and linguistically appropriate manner with students’ families. Candidates establish ongoing partnerships with the community’s adults and leaders by including them in curriculum and classroom activities. Candidates design and conduct classroom activities that encourage families to participate in their children’s education.</p>
	<p><b>2.e.</b> Understand and apply concepts about the interrelationship between language and culture.</p>	<p>Candidates are aware of the links between language and culture.</p>	<p>Candidates’ choice of techniques and materials reflect their knowledge of the interdependence of language and culture. Candidates act as facilitators to help students’ transition between the home culture and language and U.S. and school culture and language.</p>	<p>Candidates design classroom activities that enhance the connection between home and school culture and language. Candidates act as advocates to support students’ home culture and heritage language.</p>
	<p><b>2.f.</b> Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.</p>	<p>Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding.</p>	<p>Candidates use a range of resources about major cultural groups to deliver instruction. Candidates integrate different ways of learning and different cultural perspectives into their curriculum and instruction.</p>	<p>Candidates consistently design activities that are based on their knowledge of cultural groups and incorporate them into their teaching.</p>

<p><b>Score for 2.a-g</b></p> <hr/>	<p><b>2.g.</b> Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</p>	<p>Candidates are aware that ELLs’ cultural identities will affect their learning.</p>	<p>Candidates plan and deliver instruction that values and adapts to students’ different cultural perspectives.</p>	<p>Candidates consistently design in-class activities and opportunities for students and families to share and apply their cultural perspectives to learning objectives.</p>
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**TESL Standards – Domain 3: Planning, Implementing, & Managing Instruction**

***Standard 3.a. Planning for Standards-Based ESL and Content Instruction***

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<p><b>3.a.1.</b> Plan standards-based ESL and content instruction.</p>	<p>Candidates are aware of standards-based ESL and content instruction. Candidates are knowledgeable about effective program models, including those that are standards based.</p>	<p>Candidates plan standards-based ESL and content instruction.</p>	<p>Candidates design standards-based ESL and content instruction. Candidates work with their colleagues to plan standards-based instruction.</p>
	<p><b>3.a.2.</b> Create supportive, accepting classroom environments.</p>	<p>Candidates recognize ELLs’ various approaches to learning.</p>	<p>Candidates implement standards-based programs and instructional models appropriate to individual student needs.</p>	<p>Candidates systematically design ESL and content instruction that is student centered. Candidates design lessons such that students work collaboratively to meet learning objectives.</p>

	<b>3.a.3.</b> Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.	Candidates are aware of students' language proficiency, learning styles, and prior knowledge when planning ESL and content-learning activities.	Candidates plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles. Candidates use students' prior knowledge in planning ESL and content instruction.	Candidates design multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.
	<b>3.a.4.</b> Provide for particular needs of students with interrupted formal education (SIFE).	Candidates are aware that SIFE have unique characteristics that necessitate the use of specialized teaching strategies.	Candidates plan learning tasks specific to the needs of SIFE. Candidates plan ESL and content instruction to meet reading and writing needs of SIFE. Candidates plan assessment of SIFE competence with text.	Candidates design ways to motivate and guide SIFE to successful academic experiences. Candidates design visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences, language, and culture.
<b>Score 3.a.1-5</b> <hr/>	<b>3.a.5</b> Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.	Candidates are aware of assessments to measure students' degrees of mastery of learning objectives.	Candidates plan lessons that scaffold and link students' prior knowledge to newly introduced learning objectives. Candidates continually monitor students' progress toward learning objectives with formal and informal assessments. Following formal and informal assessments, candidates reteach, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives.	Candidates assist colleagues by sharing additional techniques and assessments to meet individual students' learning needs. Candidates connect ELLs with additional supports for learning, such as after-school tutoring, homework clubs, or homework buddies.



**Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction**

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>3.b.1.</b> Organize learning around standards-based subject matter and language learning objectives.	Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels.	Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks.	Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.
	<b>3.b.2.</b> Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.	Candidates are aware of the need for authentic uses of academic language in ESL and content-area learning and the need to design activities and assessments that incorporate both.	Candidates plan for and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives.	Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material. Candidates collaborate with non-ESL classroom teachers to develop authentic uses of academic language and activities in content areas.
	<b>3.b.3.</b> Provide activities and materials that integrate listening, speaking, reading, and writing.	Candidates are aware that integrated learning activities build meaning through practice.	Candidates provide integrated learning activities using authentic sources that build meaning through practice. Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content).	Candidates design activities that integrate skill and content areas through thematic and inquiry-based units.
	<b>3.b.4.</b> Develop students' listening skills for a variety of academic and social purposes.	Candidates are aware of the need to assist students in making use of what they know in order to listen effectively.	Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively.	Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts.

				<p>Candidates help students develop and use listening strategies.</p> <p>Candidates collaborate with non-ESL classroom teachers to select listening goals for content areas.</p>
	<p><b>3.b.5.</b> Develop students' speaking skills for a variety of academic and social purposes.</p>	<p>Candidates provide opportunities for students to interact socially.</p> <p>Candidates monitor and correct student speech as appropriate.</p>	<p>Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities.</p>	<p>Candidates adapt activities to assist ELLs' social and academic speaking skills.</p> <p>Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.</p>
	<p><b>3.b.6.</b> Provide standards-based instruction that builds on students' oral English to support learning to read and write.</p>	<p>Candidates are familiar with ways in which oral language influences reading and writing acquisition for ELLs.</p>	<p>Candidates provide standards-based instruction that builds and integrates learners' reading and writing as their oral language develops.</p>	<p>Candidates develop a variety of ways to integrate learners' reading and writing as their oral language develops.</p>
	<p><b>3.b.7.</b> Provide standards-based reading instruction adapted to ELLs.</p>	<p>Candidates identify specific literacy needs of ELLs.</p> <p>Candidates choose literature for instruction from limited resources.</p> <p>Candidates are aware of instructional activities designed to assist students with reading in standards-based, content-area texts.</p>	<p>Candidates plan for and provide reading instruction that includes various cueing systems appropriate for ELLs.</p> <p>Candidates model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s.</p> <p>Candidates use a variety of texts, including literature and other content materials, to support and aid ELLs' reading development.</p> <p>Candidates explain and model explicit reading strategies that assist students with standards-</p>	<p>Candidates engage ELLs who are having difficulty developing their English reading skills.</p> <p>Candidates develop lessons around texts in a variety of genres related to students' studies in content-area classes.</p> <p>Candidates collaborate with non-ESL classroom teachers to select reading goals for content areas.</p>

			based texts from content-area course work.	
<b>Score 3.b.1-8</b> <hr/>	<b>3.b.8.</b> Provide standards-based writing instruction adapted to ELLs. Develop students' writing through a range of activities, from sentence formation to expository writing.	Candidates are aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. Candidates are aware of the need for explicit writing strategies for ELLs.	Candidates model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s. Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their L1. Candidates provide opportunities for written assignments that are ungraded, including interactive journals. Candidates provide instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing.	Candidates design standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s. Candidates collaborate with non-ESL classroom teachers to select writing goals and activities in content areas.

**Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction**

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>3.c.1.</b> Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	Candidates are aware that materials should be appropriate for students' age and language proficiency.	Candidates select print and visual materials that are appropriate for students' age, learning style, and language proficiency. They adapt these materials if necessary.	Candidates build on students' culture in selecting, adapting, and sequencing ESL and content-area materials. Candidates use students' community and family to locate and develop culturally appropriate materials.
	<b>3.c.2.</b> Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	Candidates are aware of differences between content-area materials for ELLs and those for native speakers of English. Candidates select materials appropriate for ELLs from existing content-area texts.	Candidates incorporate a variety of resources at multiple proficiency levels, including selections from or adaptations of materials from content-area texts. Candidates use materials in students' L1 as appropriate.	Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.
	<b>3.c.3.</b> Employ a variety of materials for language learning, including books, visual aids, props, and realia.	Candidates are aware of the usefulness of a variety of materials and resources in English and the L1.	Candidates provide instructional materials in English and the L1 for student instruction and use. Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.	Candidates use a variety of resources (e.g., community, family, students) to obtain and create materials that promote language, literacy, and content development in English and, whenever possible, the students' L1s.

<b>Score 3.c.1-4</b> <hr/>	<b>3.c.4.</b> Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.	Candidates are aware of ways in which computers and other technological resources can improve ELLs' learning.	Candidates use technological resources to enhance, create, and/or adapt instruction to meet ELLs' language and content learning needs.	Candidates assist students in learning how to evaluate and use technological resources for their own academic purposes.
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**TESL Standards – Domain 4: Assessment (for candidates who have taken FLLT 624, Second Language Testing)**

***Standard 4.a. Issues of Assessment for English Language Learners***

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>4.a.1.</b> Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.	Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency).	Candidates understand and can identify and explain the different purposes for assessment. Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment.	Candidates share their knowledge and experience about the purposes of assessment with colleagues and parents.
	<b>4.a.2</b> Knowledgeable about and able to use a variety of assessment procedures for ELLs.	Candidates are aware of a variety of purposes and procedures for assessment of ELLs (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement).	Candidates use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-	Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes.

		Candidates are aware of the importance of using multiple measures to accurately assess ELLs.	based assessment (e.g., audio, video, computer). Candidates understand that procedures intended for native English speakers may not apply to English learners.	
	<b>4.a.3.</b> Demonstrate an understanding of key indicators of good assessment instruments.	Candidates are aware of technical aspects of assessment (e.g., validity and reliability).	Candidates can explain why tests are valid and reliable and use this knowledge in making assessment-related decisions.	Candidates can create assessment measures that are standards based, valid, and reliable, as appropriate.
	<b>4.a.4.</b> Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.	Candidates are aware of some of the advantages and limitations of assessments for ELLs.	Candidates understand obstacles ELLs commonly face and have strategies to help them in such situations. Candidates know state-allowed test accommodations for ELLs and apply them when appropriate.	Candidates evaluate formal and informal assessment measures for psychological, cultural, and linguistic limitations and create strategies to help ELLs in such situations.
<b>Score for 4.a.1-5</b> <hr/>	<b>4.a.5.</b> Distinguish among ELLs' language differences, giftedness, and special education needs.	Candidates recognize some similarities between a language difference and a learning disability for ELLs (e.g., delayed language production, limited vocabulary and reading skills). Candidates recognize how cultural and linguistic bias may misinform results of such assessments.	Candidates work with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish among language differences, giftedness, and a learning disability for ELLs. Candidates understand appropriate diagnostic processes and are able to document ELL growth and	Candidates work collaboratively with assessment personnel to assess ELLs who are gifted and talented and/or have special learning needs. Candidates share with colleagues their knowledge and experience about gifted and talented and special learning needs of ELLs.

			performance required before considering referral for gifted and talented or special education assessment.	
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**Standard 4.b. Language Proficiency Assessment**

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

	<b>Performance Indicator</b>	<b>Approaches Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
	<b>4.b.1.</b> Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.	Candidates understand national and state requirements (e.g., L1 surveys or benchmarks) for identifying, reclassifying, and exiting ELLs from language support programs.	Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state requirements. Candidates involve families in program decisions for ELLs.	Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ELLs with their colleagues.
	<b>4.b.2.</b> Understand the appropriate use of norm-referenced assessments with ELLs.	Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ELLs.	Candidates understand norm-referenced assessments, including their strengths and weaknesses, and use this information to make decisions about ELLs (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities).	Candidates share this knowledge with their colleagues.

<p><b>Score for 4.b.1-3</b></p> <p>_____</p>	<p><b>4.b.3.</b> Assess ELLs' language skills and communicative competence using multiple sources of information.</p>	<p>Candidates use simple measures and a limited number of sources of information to assess ELLs' individual language skills and communicative ability.</p>	<p>Candidates assess ELLs' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.</p>	<p>Candidates create multiple performance-based measures to assess students' language skills and communicative competence across the curriculum. Candidates share these measures with their colleagues.</p>
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**Standard 4.c. Classroom-Based Assessment for ESL**

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

	<b>Performance Indicator</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
	<p><b>4.c.1.</b> Use performance-based assessment tools and tasks that measure ELLs' progress.</p>	<p>Candidates use a limited set of performance-based tasks to assess ELLs' language and content-area learning.</p>	<p>Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ELLs' progress.</p>	<p>Candidates design performance-based tasks and tools to measure ELLs' progress.</p>
	<p><b>4.c.2.</b> Understand and use criterion-referenced assessments appropriately with ELLs.</p>	<p>Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ELLs.</p>	<p>Candidates use authentic and traditional criterion-referenced procedures to assess ELLs' language and content-area learning. Candidates appropriately use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).</p>	<p>Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ELLs' learning. Candidates share this knowledge with their colleagues.</p>



	<b>4.c.3.</b> Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.	Candidates are aware of instruments and techniques to assess the content-area knowledge of ELLs, who are at varying levels of English language and literacy abilities.	Candidates use a variety of instruments and techniques, including technology-based assessment, to assess ELLs' knowledge in the content areas at varying levels of English language and literacy ability. Candidates use test adaptation techniques (e.g., simplifying the language of assessment measures and directions).	Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ELLs' content learning at all levels of language proficiency and literacy.
	<b>4.c.4.</b> Prepare ELLs to use self- and peer-assessment techniques when appropriate.	Candidates encourage ELLs to monitor their own performance and provide feedback to other learners.	Candidates model self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.	Candidates embed self- and peer-assessment techniques in their instruction and model them across the curriculum. Candidates share self- and peer-assessment techniques with their colleagues.
Score for 4.c.1-5 _____	<b>4.c.5.</b> Use a variety of rubrics to assess ELLs' language development in classroom settings.	Candidates are familiar with some basic rubrics that can be used to assess ELLs' language development.	Candidates use a variety of rubrics to assess ELLs' language development.	Candidates develop and adapt a variety of rubrics to assess ELLs' language development.

**TESL Standards – Domain 5: Professionalism**

**Standard 5.a. ESL Research and History**

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

	<b>Suggested Performance Indicators</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
	<b>5.a.1.</b> Demonstrate knowledge of language teaching methods in their historical contexts.	Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts.	Candidates use their knowledge of the evolution and research in the field of ESL to provide effective instruction and can articulate their personal educational philosophy in this area.	Candidates use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions and conduct their own classroom-based research.
	<b>5.a.2.</b> Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	Candidates are aware of the laws, judicial decisions, policies, and guidelines that have shaped the field of ESL.	Candidates use their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to provide appropriate instruction for students.	Candidates use their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to design appropriate instruction for students. Candidates participate in discussions with colleagues and the public concerning federal, state, and local guidelines, laws, and policies that affect ELLs.

<p><b>Score for 5.a.1-3</b></p> <hr/>	<p><b>5.a.3.</b> Demonstrate ability to read and conduct classroom research.</p>	<p>Candidates are familiar with the basics of classroom research.</p>	<p>Candidates are able to conduct classroom research.</p>	<p>Candidates design and implement classroom research that will affect their instruction.</p>
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**Standard 5.b. Professional Development, Partnerships, and Advocacy**

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

	<p><b>Suggested Performance Indicator</b></p>	<p><b>Approaches Standard</b></p>	<p><b>Meets Standard</b></p>	<p><b>Exceeds Standard</b></p>
	<p><b>5.b.1.</b> Participate in professional growth opportunities.</p>	<p>Candidates are aware of professional growth opportunities, including local and national ESOL organizations.</p>	<p>Candidates participate in local professional growth opportunities. Candidates participate in ESOL organizations.</p>	<p>Candidates assist others’ professional growth by sharing their expertise and mentoring others. Candidates take active roles in their professional association(s).</p>
	<p><b>5.b.2</b> Establish professional goals.</p>	<p>Candidates formulate professional development plans based on their interests.</p>	<p>Candidates implement a personal professional development plan based on interests and reflection, taking advantage of opportunities to support these goals in professional associations and other academic organizations.</p>	<p>Candidates engage in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis.</p>
	<p><b>5.b.3.</b> Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.</p>	<p>Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and</p>	<p>Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ELLs at a</p>	<p>Candidates provide leadership to staff in establishing appropriate instructional opportunities for ELLs.</p>

		resource personnel in the school.	variety of English proficiency levels.	
	<b>5.b.4.</b> Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.	Candidates are aware of a variety of collaborative teaching models.	Candidates teach collaboratively with other teachers to assist ELLs in general education, content-area, special education, and gifted classrooms.	Candidates provide leadership to staff in developing collaborative instructional models for ELLs.
	<b>5.b.5.</b> Advocate for ELLs' access to academic classes, resources, and instructional technology.	Candidates understand the importance of advocating for ELLs, including full access to school resources and technology and appropriate instruction for students with special needs or giftedness.	Candidates advocate for ELLs and their families including full access to school resources and technology and appropriate instruction for students with special needs or giftedness. Candidates share with colleagues the importance of ELLs' equal access to educational resources, including technology. Candidates take part in instructional teams advocating for appropriate instructional services for ELLs who may have special needs or giftedness.	Candidates serve as advocates and ESOL resources to support ELLs and their families as families make decisions in the schools and community. Candidates help colleagues appropriately select, adapt, and customize resources for use by ELLs. Candidates take leadership roles on instructional teams advocating for appropriate instructional services for ELLs who may have special needs or giftedness.
	<b>5.b.6</b> Support ELL families.	Candidates are familiar with community language education and other resources available to ELLs and their families.	Candidates provide ELLs and their families with information, support, and assistance as they advocate together for the students and their families. Candidates help families participate fully in their school and community. Candidates engage with community members and	Candidates help create empowering circumstances and environments for ELLs and their families. Candidates take leadership roles with community members and policymakers with respect to issues affecting ELLs.

			<p>policymakers with respect to issues affecting ELLs.</p>	
<p><b>Score for 5.b.1-7</b></p> <hr/>	<p><b>5.b.7.</b> Serve as professional resource personnel in their educational communities.</p>	<p>Candidates understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members, policymakers and their ELLs.</p>	<p>Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ELLs. Candidates keep current with media reports about the education of ELLs.</p>	<p>Candidates help other teachers and school administrators' work effectively with ELLs. Candidates provide instruction and professional growth activities for colleagues and share skills for working with ELLs. Candidates help policymakers understand the curricula and instructional approaches that best meet the needs of ELLs in their community.</p>