

Rubrics for scoring ESOL Practicum Project

Scoring Info:

Each section is worth 10 pts.

Rubric scores for each section equal the following points:

4 – 6 = 10 pts

3 = 7 pts

2 = 4 pts

1 = 1 pt.

Description of Classroom Setting

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	No or little evidence of understanding of school or classroom factors that are relevant to teaching and learning. No or little evidence of understanding of characteristics of the class as a whole and the EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs). No effort or includes stereotypical knowledge of student characteristics.		Attempts to identify and explain one or two school and classroom factors that are relevant to teaching and learning. Attempts to identify and explain one or two characteristics of the class as a whole and the EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).	Identifies, explains, and analyzes the most salient school and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes the most salient characteristics of the class as a whole and the EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).	Identifies, explains, and analyzes several school and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes several characteristics of the class as a whole and the EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).	Identifies, explains, and analyzes in depth the school and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes in depth characteristics of the class as a whole and the EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).

Unit Description and Lesson Plans

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	<p>No or little evidence that the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs is understood. Goals are not aligned with appropriate standards. Content and language objectives are not appropriate for student characteristics, prior knowledge, and skills. No evidence of variety in cognitive and performance levels, or in strategies to demonstrate learning. Does not address functions in the unit.</p>		<p>Attempts to demonstrate understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Attempts to align content and language goals/objectives with appropriate standards. Content and language objectives are somewhat appropriate for student characteristics, prior knowledge, and skills. Most objectives include only a few sheltered strategies to facilitate/demonstrate learning. Addresses only a few functions in the unit that are based on student needs. Some of the time, follows an appropriate procedure that includes scaffolding, gradual release of responsibility and an assessment plan.</p>	<p>Demonstrates appropriate understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Most lessons represent a cohesive unit. Content and language goals/objectives are aligned with appropriate standards. Content and language objectives are appropriate for student characteristics, prior knowledge, and skills. All objectives include several sheltered strategies to facilitate/demonstrate learning. Addresses several functions in the unit that are based on student needs. Most of the time, follows an appropriate procedure that includes scaffolding, gradual release of responsibility and an assessment plan.</p>	<p>Demonstrates consistent understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Lessons represent a cohesive unit. All content and language goals/objectives are closely aligned with appropriate standards. Content and language goals/objectives demonstrate knowledge of student characteristics, prior knowledge, and skills. All objectives include a variety of sheltered strategies to facilitate/demonstrate learning. Addresses a variety of functions in the unit that are based on student needs. Consistently follows an appropriate procedure that includes scaffolding, gradual release of responsibility and an assessment plan.</p>	<p>Demonstrates deep understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Lessons represent a tightly cohesive unit. All content and language goals/objectives are tightly aligned with appropriate standards. Content and language objectives demonstrate deep knowledge of student characteristics, prior knowledge, and skills. All objectives include a wide range of sheltered strategies to facilitate/demonstrate learning. Addresses a wide range of functions in the unit that are based on student needs. Always follows a procedure that includes scaffolding, gradual release of responsibility and an assessment plan.</p>

Assessment Analysis

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	1	2	3	4	5	6
	No or little evidence of analysis of progress of ELs towards meeting the content and language goals and objectives in the unit. Interpretation of data is somewhat inaccurate; conclusions are not supported by sources of evidence. Does not provide an analysis of the factors contributing to ELs' success or lack thereof.		Includes an analysis of progress of ELs towards meeting some of the content and language goals and objectives in the unit. Interpretation of data is somewhat accurate; conclusions are supported by one or two sources of evidence, including formative assessments. Provides a limited analysis of the factors contributing to ELs' success or lack thereof.	Includes an analysis of progress of ELs towards meeting most of the content and language goals and objectives in the unit. Interpretation of data is mostly accurate; conclusions are supported by several sources of evidence, including formative assessments. Provides an analysis of the factors contributing to ELs' success or lack thereof.	Includes an analysis of progress of ELs towards meeting all of the content and language goals and objectives in the unit. Interpretation of data is accurate; conclusions are supported by a variety of sources of evidence, including formative assessments. Provides a clear analysis of the factors contributing to ELs' success or lack thereof.	Includes an analysis of progress of ELs towards meeting all of the content and language goals and objectives in the unit. Interpretation of data is highly accurate; conclusions are supported by a wide range of sources of evidence, including formative assessments. Provides a thorough analysis of the factors contributing to ELs' success or lack thereof.

Reflective Essay

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	1	2	3	4	5	6
	No or little evidence of reflection upon experiences; does not show understanding of the total teaching process; does not use specific details and examples. Does not evaluate the effectiveness of ESOL strategies. Does not reflect on what went well, what was learned, or what could have been done differently to improve own teaching and ELs' learning.		Attempts to reflect upon experiences; begins to show understanding of the total teaching process through the use of a few specific details and examples. Attempts to evaluate the effectiveness of a few ESOL strategies, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELs' learning.	Reflects upon several experiences; shows understanding of the total teaching process through the use of several specific details and examples. Evaluates the effectiveness of several of ESOL strategies, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELs' learning. Provides a limited discussion of own philosophy of education, including theoretical concepts, relevant research, and scholars who influenced the teaching of the unit.	Reflects upon a variety of experiences; shows clear understanding of the total teaching process through the use of a variety of specific details and examples. Clearly evaluates the effectiveness of a variety of ESOL strategies, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELs' learning. Clearly discusses own philosophy of education, including significant theoretical concepts, relevant research, and scholars who influenced the teaching of the unit.	Reflects upon a wide range of experiences; shows deep understanding of the total teaching process through the use of a wide range of specific details and examples. Evaluates the effectiveness of a wide range of ESOL strategies in depth, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELs' learning. Thoroughly discusses own philosophy of education, including significant theoretical concepts, relevant research, and scholars who influenced the teaching of the unit.