# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - Generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# Bilingual Authorization Program Learning Outcomes:

|  |
| --- |
| **PLO 1:** Demonstrate professional educator skills and apply critical thinking skills in the context of bilingual educational settings. |
| **PLO 2:** Demonstrate competence in interpersonal, oral, written, and technological skills in individual and multicultural team environments. |
| **PLO 3:** Demonstrate the ability to collect, analyze, and critically evaluate data as information to arrive at rational pedagogical decisions. |
| **PLO 4:** Demonstrate the ability to make ethical and socially responsible decisions in bilingual education scenarios. |

# Course Learning Outcomes:

# California Commission on Teacher Credentialing Bilingual Authorization Standards

|  |
| --- |
| **CLO 1:** Candidates demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. |
| **CLO 2:** Candidates demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. |
| **CLO 3:** Candidates demonstrate knowledge of research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. |
| **CLO 4:** Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. |
| **CLO 5:** Candidates demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages. |
| **CLO 6:** Candidates actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. |
| **CLO 7:** Candidates demonstrate an understanding of the family as a primary language and cultural resource. |
| **CLO 8:** Candidates demonstrate an understanding that students’ motivation, participation and achievements are influenced by an intercultural classroom climate and school community. |

# Course Description

BLA 6400 is designed to examine and analyze theories of bilingualism and bilingual education. Course content explores the origins of bilingual education, both in the United States and in California in particular. The course will investigate the cognitive bases and effects of bilingualism and how it develops in an individual’s mind. The relationship between a person’s first language and development of a second language is explored. Candidates will understand the importance of family and community in the development of bilingualism and the implementation of bilingual educational programs.

# Candidate Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Week** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams, etc.) | **Preparation Time**  (reading, completing major assignments, homework) |
| Week 1 | 5 hours | 11 hours |
| Week 2 | 5 hours | 11 hours |
| Week 3 | 5 hours | 11 hours |
| Week 4 | 5 hours | 11 hours |
| Week 5 | 5 hours | 11 hours |
| Week 6 | 5 hours | 11 hours |
| Week 7 | 5 hours | 11 hours |
| Week 8 | 5 hours | 11 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x # of units) / # of weeks
* Preparation time: (30 x # of units) / # of weeks

# Required Course Materials

Baker, C. & Wright, W.E. (2017). *Foundations of Bilingual Education and Bilingualism, 6th ed.* Bristol, UK: Multilingual Matters.

ISBN 13: 978-1-78309-720-3

**Instructor Policies**

**Late Assignments**

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

**Feedback**

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

**Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

**University Administrative Policies & Student Resources**

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of da ta, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the *University’s Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University’s Catalog located at [http://catalog.alliant.edu](http://catalog.alliant.edu/). The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

**Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

**Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

**Technology Requirements and Support**

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking “Help” link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

# Course Grading Criteria

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| 60 and below | F |

Final grades will be based on the points earned in the following categories:

|  |  |  |
| --- | --- | --- |
| **Assignment Types** | | **% of Grade** |
|  | Class Participation and Collaboration | 25 |
|  | Measurable Artifacts   * Artifacts and Presentations * Reflective Response Papers * Assessments, Worksheets, and other products | 50 |
|  | Signature Assignments | 25 |
|  | **Total** | 100 |

# Assignments

**Course Requirements and General Description of Assignments:**

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the Bilingual Authorization Standards.

1. **Class Participation and Collaboration**

Candidates regularly log in to Canvas course modules and complete required reading assignments, followed by full participation in discussion forum with classmates in order to address weekly content in mature, meaningful contributions. Engagement is evidenced in collaborative discussions on issues relating to bilingualism and bilingual education. These discussions require candidates to engage critically with the content, both based on the assigned materials and resources and based on their own experiences with and perceptions of the content.

Collaborative discussions are based on the textbook and outside readings and instructional videos. A sampling of these resources is as follows:

* “The Importance of Being Bilingual” <https://youtu.be/MeAy558K27U> [14:01]
* [“A Brief History of Bilingual Education in the United States”](file:///F:\Bilingual%20Authorization\Linked%20Files\Brief%20History%20of%20Bilingual%20Education.pdf)
* “Expanding Bilingual Education in California” <https://youtu.be/iEE1qwWA1T4> [7:15]
* “Lau vs. Nichols” <https://youtu.be/iYH_Cj9aRUM> [2:43]
* “Speaking Kids’ Language at Home Provides Lifelong Advantages”
* TED Talk: “Creating Bilingual Minds” <https://youtu.be/Bp2Fvkt-TRM> [17:02]
* <https://hechingerreport.org/speaking-kids-home-language-in-pre-k-could-provide-a-lifelong-advantage/>
* “Bilingualism in Education” <https://youtu.be/eYiQKw8v24M> [4:35]
* [“A Parents’ Guide to Multilingual Education”](file:///F:\Bilingual%20Authorization\Course%20Readings\Parents%20Guide%20to%20Multilingual%20Education.pdf)

* [“Creating an Inclusive Environment”](F:\\Bilingual Authorization\\Course Readings\\Creating an Inclusive Environment.pdf)

The complete list of these resources can be found in the individual weekly modules in which each resource is assigned.

1. **Measurable Artifacts**

Candidates demonstrate their understanding of weekly content by applying knowledge to a variety of tasks and activities. Such activities consist of writing reflection papers of varying length requirements in which candidates explore in scholarly, meaningful, mature, and professional fashion content which addresses one or more elements of the bilingual authorization standards. Candidates are also asked to meet the standards through the completion of worksheets and review of web resources which demonstrate their understanding of course content and its application to their teaching context.

A sampling of these artifacts is as follows:

* Candidates will reflect on and respond through a reflection paper on the issues of bilingualism and bilingual education as presented in the video resource “The Importance of Being Bilingual.”
* Candidates will create a graphic organizer (e.g., a timeline or other representation) in which you summarize and capture the legal and policy decisions regarding the history of bilingual education in the US and California.
* Candidates will reflect on their ability to locate and analyze bilingual education resources by reviewing California Department of Education resources and discussing their responses to the web sites.
* Candidates will explore their own bilingual experience and articulate it in a cogent fashion by reflecting on their own experience with learning second languages in general, and being a bilingual speaker in particular.

The complete list of these activities can be found in the individual weekly modules in which each is assigned.

1. **Signature Assignments**

These assignments allow candidates to engage with the core content in depth by completing assignments that typically span several weeks of the course. In BLA 64000 the signature assignments consist of (1) a classroom observation in a bilingual setting in which candidates analyze bilingual pedagogy principles and language use, and (2) an interview of a parent whose child is a member of a bilingual classroom setting. In both of these assignments, candidates are to reflect on the data gathered from these two assignments and to make critical connections with course content and their own personal, educational, and professional experiences.

A more complete description of the signature assignments is as follows:

1. Candidates will examine, analyze, and report on a bilingual program or class. After locating a bilingual education program/class, candidates will interview the teacher and/or administrator. If permitted, they will observe at least one lesson in the bilingual class to provide additional information about its operation and effectiveness. In the interview, candidates will explore what type of bilingual program model is implemented, its effectiveness in the view of the interviewee, its strengths, its areas of improvement, how is language used in the program, and so on. Information gained from the observation and interview will be articulated in a written report.
2. Candidates will obtain first-hand information about parental involvement in a child’s bilingual education by identifying andsecuring permission to interview a parent whose child receives bilingual education and/or a teacher in a bilingual education program. Candidates will interview that person regarding their views on how parents can be involved in their child’s bilingual education, what challenges exist to parental involvement, the benefits derived from parental involvement in their child’s bilingual education, advice would they give to other schools/teachers/parents regarding parental involvement, and so on.

Week 1: Foundations of Bilingual Education

|  |
| --- |
| **Course Learning Objectives** |
| **CLO1:** Demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. |
| **Readings & Resources:** |
| **Textbooks & Outside Reading Resources:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 1, “Bilingualism: Definitions and Distinctions”; Ch. 4, “Languages in Society”; Ch. 9, “Historical Introduction to Bilingual Education: The United States” * [“A Brief History of Bilingual Education in the United States”](file:///F:\Bilingual%20Authorization\Linked%20Files\Brief%20History%20of%20Bilingual%20Education.pdf) * [“Facts About English Learners in California”](file:///F:\Bilingual%20Authorization\Linked%20Files\Latin%20Americans%20in%20California%20-%20Research%20Guide.pdf)   **Video Resources:**   * “The Importance of Being Bilingual” <https://youtu.be/MeAy558K27U> [14:01] |
| **Discussion Prompt:** |
| **Respond** to one (and only one) of the following prompts in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers (see discussion forum [RISE grading rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   1. Do you consider yourself and/or people known to you as being bilingual, or instead multilingual? 2. What do you see as the future of English as a global language? Do you agree with the predictions shown in Figure 4.2 (Ch. 4)? Why is it important to think of English in the plural, English*es*?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. If possible, please respond to a post that has not yet received a response from another class member in order to ensure a balanced distribution of posts and responses.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifact:** |
| **Objective**: Candidates will reflect on and respond to the issues of bilingualism and bilingual education as presented in the video resource “The Importance of Being Bilingual.”  **Write:** In a Word document 500-750 words in length, reflect on and respond to the information presented by Maria Giannini in the video. In what ways is your experience as a bilingual speaker and/or educator similar to hers? You may consider the role of family and culture, views on bilingualism, bilingual education and programs, research on the benefits of bilingualism, and so on. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 2: Legal Underpinnings of Bilingual Education

|  |
| --- |
| **Course Learning Objectives** |
| **CLO1:** Demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Reading Resources:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 17, “Bilingualism and Bilingual Education as a Problem, Right and Resource” * [“Calif. Education Code – English Language Education for Immigrant Children”](file:///F:\Bilingual%20Authorization\Linked%20Files\Education%20Code%20-%20English%20Learners%20sections.docx)   **Video Resources:**   * “Expanding Bilingual Education in California” <https://youtu.be/iEE1qwWA1T4> [7:15] * “Lau vs. Nichols” <https://youtu.be/iYH_Cj9aRUM> [2:43] * “Castaneda vs. Pickard” <https://youtu.be/YBkBxPMphhg> [1:56] |
| **Discussion Prompt:** |
| **Respond** to the following prompt in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers (see [RISE discussion forum grading rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   1. In your opinion, how are debates over language and language policy in the US and/or in California linked to larger issues of immigration and immigrants? Are these debates about people and cultures as well as about language?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. If possible, please respond to a post that has not yet received a response from another class member in order to ensure a balanced distribution of posts and responses.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifact:** |
| **Objective**: Candidates will demonstrate their understanding of the legal foundations of bilingual education in the United States.  **Complete:** Create a graphic organizer (e.g., a timeline or other representation) in which you summarize and capture the legal and policy decisions regarding the history of bilingual education in the US and California. Please do not provide dates alone; add titles and/or brief descriptions to present the information.  You may use computer programs/aids to create your graphic. Here are some links to get you started or give you ideas, if you need them:  <https://support.office.com/en-us/article/create-a-smartart-graphic-fac94c93-500b-4a0a-97af-124040594842>  <https://youtu.be/JUooBe-WVVw>  <https://support.office.com/en-us/article/create-a-timeline-9c4448a9-99c7-4b0e-8eff-0dcf535f223c>  <https://youtu.be/jOjOacVCoQM>  <https://youtu.be/InyqaOFRwKw>  <https://www.officetimeline.com/make-timeline/microsoft-word> |

Week 3: Influences on Bilingual Program Design and Development

|  |
| --- |
| **Course Learning Objectives** |
| **CLO2:** Candidates demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 5, “The Early Development of Bilingualism”; Ch. 6, “The Later Development of Bilingualism”; Ch. 8, “Theories of Bilingualism and the Curriculum”; Ch. 18, Bilingualism and Bilingual Education: Ideology, Identity and Empowerment” * “California Dept. of Education Legal Resources” <https://www.cde.ca.gov/sp/el/er/eldstandards.asp> * NABE website: <http://www.nabe.org/> |
| **Discussion Prompt:** |
| **Respond** to one of the following prompts in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).   1. Some people say that teachers only need simple theories of language such as the BICS/CALP distinction and the four quadrants model; they say other bilingualism and language learning theories are too complex. As an educator, do you agree or disagree with this view? 2. How would you describe your identity or identities in terms of your languages or bilingual abilities? How have you negotiated your identities, and how have they changed over time?   **Post** your initial response to the discussion forum by deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by deadline. |
| **Measurable Artifacts:** |
| ***Task 1***  **Objective**: Candidates will reflect on and respond to this module’s textbook readings.  **Write:** This week you learned about a number of the foundations of bilingual education and their effect on bilingual programs.Ch. 5 looked at the various ways in which young children become bilingual; Ch. 6 explored individual differences and their effect on bilingualism; Ch. 8 considered the historical development of ideas about bilingualism; Ch. 18 presented ideologies that underlie discussions of languages in society.  In a Word document of 500-750 words, address any one of the following prompts.   1. Based on the readings, and supplemented by your own experience/observations, what role do you feel various factors (e.g., age, attitude, motivation, identity) play in fostering – or perhaps hindering – second language acquisition by children? 2. What are your opinions and perspectives on the various theories of bilingualism and their relations to bilingual curriculum. You may consider some (but not necessarily all) of the following: The Balance Theory, Common Underlying Proficiency Model, Thresholds Theory. How do these models (or aspects of them) help us in the development and implementation of bilingual curriculum?   Summarize the assimilationist and pluralist ideologies. What view do you support? Do you support different aspects of each of them? Do contextual, societal, institutional, or interpersonal factors play a role in which (aspects) of these you support? (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).)  ***Task 2***  **Objective**: Candidates will reflect on their ability to locate and analyze bilingual education resources.  **Review:** Click on the California Department of Education URL link above. From the main page, click on the Legal Citations tab. Spend some time reviewing the sub-links on this page. Next click on the NABE URL link above. Spend some time reviewing the sub-links on this page.  **Write:** With this background information in mind, compose a Word document of 300-500 words in which you discuss a few of your main takeaways from these websites. What value do you see in this information? How might you use this information in understanding your learners, designing your lessons, and/or improving your classroom teaching? What additional information would you like to have regarding any of these topics? Etc. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 4: Cognitive Effects of Bilingualism

|  |
| --- |
| **Course Learning Objectives** |
| **CLO3:** Demonstrate knowledge of the cognitive effects of bilingualism as developmental processes in instructional practice. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 7, “Bilingualism, Cognition, and the Brain” * “Speaking Kids’ Language at Home Provides Lifelong Advantages” <https://hechingerreport.org/speaking-kids-home-language-in-pre-k-could-provide-a-lifelong-advantage/>   **Video Resources:**   * “Bilingualism in Education” <https://youtu.be/eYiQKw8v24M> [4:35] |
| **Discussion Prompts:** |
| **Respond** to either one of the prompts in the online discussion Thread. Respond to a minimum of 2 of your peers (see [RISE Discussion Forum rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   1. If you speak more than one language, compare your languages in terms of (a) the expressions of time, (b) grammatical gender, (c) emotional terms, and (d) other significant differences. Do these cross-linguistic differences affect your thinking when you switch from one language to another? Compare and discuss these cross-linguistic differences and their role in thinking. 2. Reflect on your experience interacting with monolinguals and bilinguals, or observations of interactions between monolinguals and bilinguals. Do bilinguals appear to be more communicatively sensitive than monolinguals, as the research suggests? If so, in what ways? If not, why do you think your experiences do not reflect the research results?   **Post** your initial response to the discussion forum by deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by deadline. |
| **Measurable Artifact:** |
| **Objective**: Candidates will explore, analyze, and respond to information relating to the cognitive effects of bilingualism.  **Preview:** Locate and preview each of the six “On the Web” resources provided on pg. 154 of the textbook.  **Write**: Select any one of these resources. For that text or video source, provide a 200 – 250-word summary of the content. The write a 200 – 250-word reflection on that content. That is, what parts of the content were most meaningful to you, either personally or professionally? How does the content relate to other information you know or have learned about bilingualism, bilinguals, or general human cognition? How can you apply this content to your own instruction with your students? Etc. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 5: Research and Models of Bilingual Education

|  |
| --- |
| **Course Learning Objective** |
| **CLO4:** Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 10, “Types of Bilingual Education”; Ch. 12, “The Effectiveness of Bilingual Education” * [“Alternative Education Programs for English Learners”](file:///F:\Bilingual%20Authorization\Linked%20Files\Alternative%20Educational%20Programs%20-%20chapter.pdf) * Bilingual Education Resources <http://www-bcf.usc.edu/~cmmr/BEResources.html> |
| **Discussion Forum:** |
| **Respond** to one of the following prompts in the online discussion Thread. Respond to a minimum of 2 of your peers (see [RISE Discussion Forum rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   1. Share your experiences participating in or observing any of the program types described in Ch. 10. How effective did you find the program to be in helping (or not helping) the students? 2. Why is it difficult to conduct research comparing English only and various type of bilingual education programs to determine which is the most effective? Why must we use caution when generalizing the findings of a single study conducted in a school or district to other schools and districts across the state or the nation?   **Post** your initial response to the discussion forum by deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by deadline. |
| **Measurable Artifact - Signature Assignment:** |
| **Objective**: Candidates will examine, analyze, and report on a bilingual program/class.  **Complete:** Locate a bilingual education program/class. **I**nterview the teacher and/or administrator of the program/class. If permitted, observe at least one lesson in the bilingual class to provide additional information about its operation and effectiveness. What type of program model is implemented (see pg. 199 in the text)? How effective does your interviewee believe the program is? What are its strengths? What are its areas of improvement? How is language used in the program? Does it vary by content, by time of day, or by some other factor(s)? What are the educational, societal, and linguistic aims of the program? Make connections between what you learn in the interview experience and in course readings and videos. You may make reference to these outside materials by hyperlinking them and indicating page/paragraph/timestamp locations. For instance, “…as shown in the video “The Importance of Being Bilingual” (<https://youtu.be/MeAy558K27U> [4:47-6:03]) bilingual students often experience….”.  **Write:** Share what you have learned in your observation and/or interview in a Word document of 1,000-1,200 words. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).)  **Note: This is a 2-week assignment. It is due the end of Week 6.** |

Week 6: First and Second Language Transfer

|  |
| --- |
| **Course Learning Objectives** |
| **CLO5:** Demonstrate knowledge of the transferability between primary and target language and the factors that impact this transfer. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 11, “Education for Bilingualism and Biliteracy” * “Using Language Transfer Theory to Accelerate Second Language Acquisition”: <http://www.brainbasedlearning.net/forums/topic/using-language-transfer-theory-to-accelerate-second-language-acquisition/>   **Video Resources:**   * TED Talk: “Creating Bilingual Minds” <https://youtu.be/Bp2Fvkt-TRM> [17:02] * Transfer of Language Learning: <https://youtu.be/wZokjf73pbw> [43:58] |
| **Discussion Forum:** |
| **Respond** to the following prompt in the online discussion Thread. Respond to a minimum of 2 of your peers (see [RISE Discussion Forum rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   * Consider the forms of “strong” bilingual education presented in the textbook chapter: Immersion, heritage language, dual language, and content and language integrated learning. Discuss the role you see for use of the first language in one or more of these programs. In what ways is the first language an aide? For what purposes is it used? Can use of the first language be detrimental in any way? What personal or professional experiences have you had with one or more of these program types?   **Post** your initial response to the discussion forum by deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by deadline. |
| **Measurable Artifacts:** |
| **Objective**: Candidates will explore their own bilingual experience and articulate it in a cogent fashion.  **Write:** Using the Bilingual Autobiography guidelines, reflect on and articulate your own experience with learning second languages in general, and being a bilingual speaker in particular. Make specific reference to some of the issues related to transfer as presented in this week’s two video resources. Write your paper in a Word document of 750-100 words. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 7: Parental Participation in Bilingual Education

|  |
| --- |
| **Course Learning Objective** |
| **CLO6:** Candidates actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. |
| **CLO7:** Candidates demonstrate an understanding of the family as a primary language and cultural resource. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * California Department of Education: [“A Parents’ Guide to Multilingual Education”](file:///F:\Bilingual%20Authorization\Course%20Readings\Parents%20Guide%20to%20Multilingual%20Education.pdf) * [“Raising Bilingual Children”](file:///F:\Bilingual%20Authorization\Course%20Readings\Raising%20Bilingual%20Children.pdf) * [“Parent Guide: How Students Learn English”](file:///F:\Bilingual%20Authorization\Course%20Readings\Parent%20Guide%20How%20Students%20Learn%20English.pdf) * [“Ensuring Meaningful Communication with LEP Parents”](file:///F:\Bilingual%20Authorization\Course%20Readings\Ensuring%20Meaningful%20Communication%20with%20LEP%20Parents.pdf) * “Parents Key to Success for ELLs” * <https://www.the74million.org/article/nielson-parents-are-key-to-success-for-english-learners-heres-how-some-districts-are-helping-immigrant-families-engage-with-their-kids-schools/> |
| **Discussion Forum:** |
| **Respond** to the following prompt in the online discussion thread. Respond to a minimum of 2 of your peers (see [RISE Discussion Forum rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   * In what ways do you/can you/will you involve your students’ parents in their child’s education? In what ways do you think your child’s cultural background may impact how the parents view what their involvement should be? What barriers might exist to parental involvement? How might you overcome those barriers? Etc.   **Post** your initial response to the discussion forum by deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by deadline. |
| **Measurable Artifact - Signature Assignment:** |
| **Objective**: Candidates will obtain first-hand information about parental involvement in their child’s bilingual education.  **Complete:** Identify andsecure permission to interview a parent whose child receives bilingual education and/or a teacher in a bilingual education program. Interview that person (those persons) regarding their views on how parents can be involved in their child’s bilingual education. What do they understand “parental involvement” to mean? What are the challenges to parental involvement? What benefits – to the child, the family, the school, the community – derive from parental involvement in their child’s bilingual education? What advice would they give to other schools/teachers/parents regarding parental involvement? Etc. Make connections between what you learn in the interview experience and in course readings and videos. You may make reference to these outside materials by hyperlinking them and indicating page/paragraph/timestamp locations. For instance, “…as shown in the video “The Importance of Being Bilingual” (<https://youtu.be/MeAy558K27U> [4:47-6:03]) bilingual students often experience….”.  **Write:** Share what you have learned in your observation and/or interview in a Word document of 1,000-1,200 words. (Your interview report will be evaluated according to the [Interview Report Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Interview%20Report%20Rubric.docx).)  **Note: This is a 2-week assignment. It is due the end of Week 8.** |

Week 8: Developing an Intercultural Classroom Climate

|  |
| --- |
| **Course Learning Objective** |
| **CLO8:** Candidates demonstrate an understanding that students’ motivation, participation and achievements are influenced by an intercultural classroom climate and school community. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Foundations of Bilingual Education and Bilingualism,* Ch. 13, “Effective Schools and Classrooms for Bilingual Students”; Ch. 14, “Literacy, Biliteracy, and Multiliteracies for Bilinguals” * Department of Education: [“Creating an Inclusive Environment”](file:///F:\Bilingual%20Authorization\Course%20Readings\Creating%20an%20Inclusive%20Environment.pdf)   **Video Resources:**   * “Bilingual/Dual Language Education – Families” <https://youtu.be/rmMcqRiym-g> [10:56] |
| **Discussion Forum:** How might we see beyond a subgroup and challenge their identities to then make a tangible approach to reform**?** |
| Respond to any one of the following prompts in the online discussion Thread. Respond to a Minimum of 2 of your peers (see [RISE Discussion Forum rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx)).   1. The effectiveness of bilingual education inevitably goes beyond language of instruction and language outcomes. What elements of school and classroom climate, as well as school community, are essential to student success? 2. In what ways do you make your instruction responsive to the needs of the diverse groups in your classroom? What kinds of information, skills, and resources do you use (or do you feel you need) to create an effective multicultural classroom climate? In what ways do you (or could you) collaborate with other educators, family members, and community groups to improve the classroom climate and school community?   **Post** your initial response to the discussion forum by deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by deadline. |
| **Measurable Artifacts:** |
| **Objective**: Candidates will reflect on, analyze, and articulate their views on creating an inclusive classroom environment.  **Review:** Click on the Department of Education URL link above. Spend some time reviewing the information on this web page. Then click on the link above to watch the video “Bilingual/Dual Language Education – Families,”  **Write:** With this background information in mind, compose a Word document of 300-500 words in which you discuss a few of your main takeaways from these websites. What value do you see in this information? How might you use this information in understanding your learners, designing your lessons, and/or improving your classroom teaching? What additional information would you like to have regarding any of these topics? Etc. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

**Rubrics**

**RISE Discussion Rubric**

[**RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback**](http://www.risemodel.com/)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary** | **Good** | **Needs Improvement** |
| **Initial Response to the Forum Topic**  (Maximum 10 pts.) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.  (9 – 10 pts.) | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. (7 – 8 pts.) | Topic is addressed superficially and without evidence that prior posts were considered.  (0 – 6 pts.) |
| **Feedback to Peer’s Response to the Forum Topic**  (Maximum 5 points for responses to classmates) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.  (5 pts.) | Feedback was thoughtful but did not include specific suggestions and references for improvement.  (4 pts.) | Feedback was superficial and did not cover all levels of the RISE model.  (0 – 3 pts.) |

**Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **9 – 10 points** | **7 – 8 points** | **5 – 6 points** | **1 – 4 points** |
| **Student description and Instructional Context** | A detailed description of the institutional context, classroom setting, and student characteristics is provided. For ELD students, their cultural and linguistic background, and English proficiency levels are also included. The appropriateness of the lesson within the overall curriculum and for this group of learners is obvious. | A general description of the institutional context, classroom setting, and student characteristics is provided. Although, for ELD students, one or more characteristics are not included (i.e., proficiency level). The appropriateness of the lesson within the overall curriculum and for this group of learners is clear. | A description of the institutional context, classroom setting, and student characteristics is vague and/or lacking. The appropriateness of the lesson within the overall curriculum and for this group of learners is not clear. | Does not meet assignment requirements |
| **Common Core, ELD, or Content Standards and Objectives** | Lesson plan objectives identify specific linguistic features. Objectives are distinct from one another and function as the clear purpose and focus of instruction and assessment. Objectives measure various levels of skill.  The lesson includes clear reference to the California Department of Education standards for the specific content-area addressed.  The lesson includes clear reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner. | Lesson plan objectives identify specific linguistic features. The objectives function as a partial focus for instruction and assessment. Few, if any, differentiated objectives.  The lesson includes some reference to the California Department of Education standards for the specific content-area addressed.  The lesson includes some reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner. | Lesson plan fails to contain objectives that identify linguistic features. Objectives are so broad and vague that the focus for instruction and assessment is unclear.  The lesson fails to include clear reference to the California Department of Education standards for the specific content-area addressed.  The lesson fails to include clear reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner. | Does not meet assignment requirements |
| **Resources, Materials & Technology** | Resources, materials and/or technology are utilized, appropriate for the learners and provide for optimal student learning. | Resources, materials and/or technology are utilized to support instruction. | Use of resources, materials and/or technology is limited or absent. Materials fail to fully fit the context of the lesson and needs of the students. | Does not meet assignment requirements |
| **Teaching Procedures**  **(Direct Instruction of Subject Content, Guided Practice, Independent Practice, Extension Activity)** | Lesson plan contains all elements within the Lesson Body; learning activities support objectives and progress in a logical order; and assessment practices are evident. Student learning is evident.  Extension activity (homework) reinforces lessons objectives. | Lesson plan contains most elements within the Lesson Body; learning activities generally support objectives but may not progress in a logical order. Student learning is evident.  Extension activity (homework) may only partially reinforce lessons objectives or is not assigned. | Lesson plan elements are absent or incomplete within the Lesson Body; learning activities do not support objectives and/or lack logical progression.  Extension activity (homework) does not reinforce lessons objectives or is not assigned | Does not meet assignment requirements |
| **Formative and/or Summative Assessment** | Methods of formative and/or summative assessment are established and aligned with objectives. | Methods of formative and/or summative assessment are established. | Limited or no evidence of formative and/or summative assessment is established. | Does not meet assignment requirements. |

Student Name: Total Points: /50

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category**  **(Possible Points)** | **Criteria** | | | |
| ***Superior*** | ***Above average*** | ***Average*** | ***Below average*** |
| ***Quality of Response***  ***(20 pts.)*** | Paper meets minimum required length requirement. Paper shows depth and insight, critical thinking, and logical reasoning.  (18 - 20 pts.) | Paper meets minimum required length requirement, but some room for improvement in one or more areas of a superior paper.  (16 – 17 pts.) | Paper does not meet minimum length requirement and/or is substantially lacking in one or more areas of a superior paper.  (14 – 15 pts.) | Paper is short and/or falls below minimum standards and expectations.  (0 – 13 pts.) |
| ***Organization***  ***(10 pts.)*** | Well-organized, well written, easy to read and understand.  (9 - 10 pts.) | Well-organized but “flow” of content could be improved.  (7 - 8 pts.) | Organization lacking and arguments difficult or impossible to follow.  (5 - 6 pts.) | Organization falls below minimum standards and expectations.  (0 - 4 pts.) |
| ***Content***  ***(15 pts.)*** | Provides a full and complete description of a variety of interview topics as drawn from course materials and resources.  (14 - 15 pts.) | Some room for improvement in one or more areas of a superior paper.  (11 – 12 pts.) | Paper is substantially lacking in one or more areas of a superior paper.  (9 – 10 pts.) | Paper falls below minimum standards and expectations.  (0 – 8 pts.) |
| ***Grammar, Spelling, Usage, Mechanics***  ***(5 pts.)*** | Exhibits very few errors in these areas and meaning not obscured. (5 pts.) | Exhibits some errors in these areas and meaning generally not obscured.  (4 pts.) | Exhibits errors in these areas and on multiple occasions meaning is obscured.  (3 pts.) | Errors in these areas reach a level below minimum standards and expectations.  (0 - 2 pts.) |
| ***Student Name:*** | | | ***Total Points/Percentage: /50*** | |

**Interview Report Rubric**

**Reflective Writing Assignment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic (20 pts.)** | **Development (15 pts.)** | **Expression (10 pts.)** | **Mechanics (5 pts.)** |
| **Superior**  Writing in this category may have minor flaws, but is superior overall | Addresses the topic clearly and responds effectively to all aspects of the task. Explores the issues thoughtfully and in depth. (18-20) | Is coherently organized, with ideas supported by appropriate reasons and well-chosen examples. Shows exemplary evidence of critical thinking on topics covered. (13-15) | Has an effective, fluent style marked by syntactic variety and a clear command of the language. (9-10) | Is generally free from errors in vocabulary, mechanics, usage, and sentence structure. (5) |
| **Strong**  Writing in this category demonstrates clear competence in writing. Errors are not serious enough to distract or confuse the reader. | Clearly addresses the topic but may respond to some aspects of the task more effectively than others. (16-17) | Shows some depth and complexity of thought. Is well organized and developed with appropriate reasons and examples. Shows strong evidence of critical thinking on topics covered. (11-12) | Displays some syntactic variety and facility in the use of language. (7-8) | May have a few errors in vocabulary, mechanics, usage, and sentence structure. (4) |
| **Adequate**  Writing in this category demonstrates adequate writing. Some errors may distract the reader, but they do not significantly obscure meaning. | Addresses the topic but may not completely cover some aspects of the task; may treat the topic simplistically or repetitively. (14-15) | Is adequately organized and developed, generally supporting ideas with reasons and examples. Shows some evidence of critical thinking on topics covered. (9-10) | Demonstrates adequate facility with syntax and language. (5-6) | May have some errors, but generally demonstrates control of vocabulary, mechanics, usage, and sentence structure. (3) |
| **Marginal**  Demonstrates developing competence but is flawed in some significant way. | Distorts or neglects aspects of the task. (12-13) | Lacks focus or demonstrates confused or simplistic thinking. Is poorly organized or developed. Shows little evidence of critical thinking on topics covered. (7-8) | Has significant problems with or avoids syntactic variety. (3-4) | Has an accumulation of errors in vocabulary, mechanics, usage, and sentence structure. (2) |
| **Very Weak**  Paper is seriously flawed and reveals one or more of the following weaknesses | Indicates confusion about the topic or neglects important aspects of the task. (0-11) | Has very weak organization, little development, or simplistic generalizations without support. Shows no evidence of critical thinking on topics covered. (0-6) | Has inadequate sentence control. (0-2) | Is characterized by numerous errors in vocabulary, mechanics, usage, and sentence structure. (0-1) |

### Student Name: Grade: /50