# 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 an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and know language forms and functions. |
| **CLO 2:** Candidates demonstrate the ability to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. |
| **CLO 3:** Candidates demonstrate preparedness to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. |
| **CLO 4:** Candidates display knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices. |
| **CLO 5:** Candidates demonstrate an understanding of intercultural communication and interaction that is linguistically and culturally responsive. |
| **CLO 6:** Candidates demonstrate an ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. |
| **CLO 7:** Candidates demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available. |

# Course Description

This course is designed to examine and analyze theories of bilingualism and bilingual education. Candidates will explore the interrelatedness among the four domains of language, as well as language forms and functions. The course allows candidates to develop a variety of instructional and assessment strategies appropriate to students’ language proficiency levels, including the selection and adaptation of instructional materials for the linguistically diverse classroom.

# 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

Diaz-Rico, L. (2018). *The Cross-cultural, Language, and Academic Development Handbook*. NY: Pearson

Fairbairn, S. & Jones-Vo, S. (2019). *Differentiating Instruction and Assessment for English Language Leaners, 2nd edition*. Philadelphia: Caslon Publishing

**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 theory and methods of 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:

* “California Common Core Standards”: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>
* “The SIOP Model - Writing Effective Content and Language Objectives”: <https://youtu.be/-XQOpEbPTJM> [8:56]
* “Culturally Relevant Pedagogy” <https://youtu.be/nGTVjJuRaZ8> [4:39]
* California Dept. of Education Instructional Materials Evaluation and Adoption:

<https://www.cde.ca.gov/ci/cr/cf/cefimadoptprocess.asp>

* “Evaluation and Selection of Learning Resources”: <http://www.gov.pe.ca/photos/original/ed_ESLR_08.pdf>
* “Adapting Curriculum to Learners’ Needs”: <https://youtu.be/os7sq53TAdc> [6:14]
* “What 7 Factors Should Educators Consider When Choosing Digital Tools for Underserved Students?”:<https://www.edsurge.com/news/2016-06-25-what-7-factors-should-educators-consider-when-choosing-digital-tools-for-underserved-students>

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 and video 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 internet research second language acquisition concepts identified in course readings, and using this information discuss their main takeaways from these websites/videos.
* Candidates will reflect on and respond to the instruction and assessment strategies presented in one of the primary course textbooks.
* Candidates will demonstrate their understanding of differentiated instruction based on textbook content and apply principles of differentiated instruction and assessment to their own learners. This task will be completed in the course for learners at proficiency Levels 1 through 5 as delineated in the text.
* Candidates will reflect on, analyze, and articulate their views on the selection, adaptation, and use of instructional materials as presented in outside readings and videos.

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 6xxx the signature assignments consist of (1) development of a standards-based lesson for a bilingual context, and (2) an interview of a teacher or administrator in an educational 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 demonstrate their ability to create a lesson plan which incorporates the principles of oracy, literacy, and content-area standards-based instruction for English learners. Candidates will create a content-area lesson plan using sheltered instruction (SIOP) principles in conjunction with the California ELD and Common Core standards. This lesson will be developed for the candidates own students. The overarching goal of this assignment is to create a standards-based lesson which meets the needs of English Learners. This lesson is to be based on the SIOP model, be standards-based, incorporating both content and linguistic objectives appropriate for English learners at a specific grade level. The lesson plan will demonstrate competency in making content accessible to English Learners, reflecting the content and strategies presented in the textbook.
  2. Candidates will obtain first-hand information about culturally responsive schooling by securing permission to interview a teacher or administrator who works in a class or school with a culturally diverse student population. Candidates will conduct an interview, inquiring about culturally responsive schooling, how it is addressed it in their instruction/leadership, successes and barriers in this area, advice they would give to other educators in regard to fostering culturally responsive schooling, and so on. The interview data will be articulated in a written report.

Week 1: The Four Domains of Language

|  |
| --- |
| **Course Learning Objectives** |
| **CLO1:** Candidates demonstrate an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and know language forms and functions. |
| **Readings & Resources:** |
| **Textbooks & Outside Reading Resources:**   * *The Crosscultural, Language, and Academic Development Handbook,* Ch. 1, “Learning About the Language Learner”; Ch. 2, “Learning About Language Structure”; Ch. 3, “Learning About Second Language Acquisition.” |
| **Discussion Prompt:** |
| **Respond** to the following prompt in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   * Ch. 1 discusses a number of social-emotional and cognitive psychological factors. Select the one factor from each category and discuss why you feel this is an important factor to consider in our instruction of students. Give a specific example of how you might promote these factors in a beneficial way in your teaching.   **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 Artifacts:** |
| **Objective**: Candidates will their understanding essential linguistic principles and of commonly held theories of language acquisition.  **Artifact 1**  **Complete:** Do the *CLAD* Ch. 2 Check Your Understanding worksheet on essential linguistic principles. Submit your completed worksheet into Canvas.  **Artifact 2**  **Write:** Select any two second language acquisition concepts (identified by the green colored headings; for instance, Grammar-Translation Methodology and Structural Linguistics) in Ch. 3. Do a Google or other search engine search of the two concepts you have selected. Scan/preview the first 6 or 8 or 10 list of search results web pages and videos. Select one site for each of your two concepts.  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/videos. What value do you see in this information? What was the most interesting information you learned from these sites? 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 2: Standards-Based Instruction

|  |
| --- |
| **Course Learning Objectives** |
| **CLO2:** Candidates demonstrate the ability to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. |
| **Readings & Resources:** |
| **Textbook & Outside Reading Resources:**   * *The Crosscultural, Language, and Academic Development Handbook,* Ch. 4, “Oracy and Literacy for English-Language Development”; Ch. 5, “Content-Area Instruction” * “California Common Core Standards”: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf> * “California ELD Standards”: <http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>   **Video Resources:**   * “The SIOP Model - Writing Effective Content and Language Objectives”: <https://youtu.be/-XQOpEbPTJM> [8:56] * “SIOP Lesson Delivery”: <https://youtu.be/lVGbz4EqyGs> [8:30] * “SIOP Activity: Interactive Writing”: <https://youtu.be/O2y8YoVeMVI> [6:28] |
| **Discussion Prompt:** |
| **Respond** to one of the following prompts in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   1. Ch. 4 presents information on standards-based instruction and approaches, goals, and activities for oracy and literacy development. Using this chapter content as a foundation, discuss/hare how you provide your language learners with the skills they need to be successful both academically and socially. How do you create a community of language learners whose oracy and literacy skills furthers their bilingual identities? 2. Ch. 5 surveys key principles of academic support for English learners in the content areas. Review the SDAIE model of components for successful instruction (Figure 5.1, pg. 98). Discuss how you address one or more of these four components in your instruction.   **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 - Signature Assignment:** |
| **Objective**: Candidates will demonstrate their ability to create a lesson plan which incorporates the principles of oracy, literacy, and content-area standards-based instruction for English learners.  **Complete:** Create a content-area lesson plan using sheltered instruction (SIOP) principles in conjunction with the California ELD and Common Core standards. Develop a lesson for your own students, or students whose characteristics you are familiar with. The lesson plan template links and sample below will provide guidance for your lesson.  The goal of this assignment is to create a standards-based lesson which meets the needs of English Learners. This lesson is to be based on the SIOP model, be standards-based, incorporating both content and linguistic objectives appropriate for English learners at the grade you teach.  Decide upon the Common Core or content standards and ELD standards you will address with this lesson. The California Department of Education links provided in this week’s module will direct you to this information. Please be specific regarding exactly which standards are being addressed and design the lessons to focus on acquiring that knowledge.  Create a lesson plan on the SIOP template which makes content accessible to English Learners. Your lesson plan should reflect the content and strategies presented in Ch. 4 of the textbook. Your choice of strategies must reflect your knowledge of these instructional methods and the proficiencies of an expanding level English learner.  The specific lesson activities, along with an estimate of the time each step should take should be outlined in the Lesson Sequence section of SIOP Template 1. It is important that this section provide sufficient detail so that any instructor would be able to easily follow it, step by step.  In Template 1 section Grade/Class/Subject, please provide enough information so that the reader of your lesson plan will have a framework in which to situate your lesson.  Links to SIOP Lesson Plan Template 1:  <https://www.template.net/business/plan-templates/siop-lesson-plan-template/>  <https://wikidownload.com/wiki/siop-lesson-plan-template/>  SIOP Lesson Plan Checklist  <https://morrow.k12.or.us/sites/morrow.k12.or.us/files/File/staff-resources/siop/SIOP_lesson_plan_checklist.pdf>  Sample Lesson Plan Templates  <https://www.signnow.com/jsfiller-desk18/?projectId=316054101&et=l2f&expId=5238&expBranch=2#8535d2aa00b8471a9f0bb783323d269b>  If you do an Internet search for Sample SIOP Lesson Plan Template 1 you will find other examples which may be helpful.  (Your lesson will be evaluated according to the [Lesson Plan Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Lesson%20Plan%20Rubric.docx).) |

Week 3: Principles of English Learner Instruction and Assessment

|  |
| --- |
| **Course Learning Objectives** |
| **CLO3:** Candidates demonstrate preparedness to employa variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Differentiating Instruction and Assessment for English Language Learners*, Ch. 1, “Differentiation for English Language Learners: Key Considerations”; Ch. 2, General Principles of English Language Learner Assessment and Instruction” |
| **Discussion Prompt:** |
| **Respond** to the following prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   * Ch. 1 discusses a number of student factors that teachers can use to foster differentiated instruction, and it provides a sample Student Background Information Sheet that can be utilized to assist in this process. Discuss the role you believe these factors play in your interactions with and instruction of your students. What benefits do you see in the Information Sheet (or similar method for utilizing student information)? Do you think using such a form would be helpful to you? Is there additional information that you believe is important in understanding your students and helping you to instruct them?   **Post** your initial response to the discussion forum by the 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 the deadline. |
| **Measurable Artifacts:** |
| **Objective**: Candidates will reflect on and respond to the instruction and assessment strategies presented in this week’s module.  **Write:** This week you learned about foundations of differentiated instruction for English language learners.Ch. 1 outlined key issues related to effective differentiation of instruction and assessment, and Ch. 2 provided research- and best-practice based information on instructional and assessment strategies.  Address the following prompt in a Word document of 750 – 1,000 words.  Ch. 2 provides foundational guidelines for teaching and assessing English language learners. Select two general assignment/assessment strategies that you consider to be important. Why do you believe them to be so? What is your experience with using these strategies in your teaching, or how might you begin to employ these strategies in your teaching if you do not currently do so? Similarly discuss two general instructional strategies that you view to be important. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\kkelc\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 4: Differentiated Instruction and Assessment

|  |
| --- |
| **Course Learning Objectives** |
| **CLO4:** Candidates demonstrate preparedness to employa variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Differentiating Instruction and Assessment for English Language Learners*, Ch. 3, “Differentiation Strategies for Level 1 Students”; Ch. 4, “Differentiation Strategies for Level 2 Students.” |
| **Discussion Prompts:** |
| **Respond** to both of the following prompts in the online discussion Thread. Respond to a minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   1. Consider the Necessary Assignment/Assessment Strategies for Level 1 Students (pgs. 88 – 113). Select any two of the **bolded** element headings. Describe your experience with one or more of these forms of instruction/assessment that you have used. In particular share your experience with Level 1 students, if possible. Provide an example of when/how you use these elements. What have been the benefits of these techniques? In what way would you modify these elements? What advice would you give to another teacher about implementing them? 2. Consider the Necessary Assignment/Assessment Strategies for Level 2 Students (pgs. 131 – 149). Select any two of the **bolded** element headings. Describe your experience with one or more of these forms of instruction/assessment that you have used. In particular share your experience with Level 1 students, if possible. Provide an example of when/how you use these elements. What have been the benefits of these techniques? In what way would you modify these elements? What advice would you give to another teacher about implementing them?   **Post** your initial response to the discussion forum by the 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 the deadline. |
| **Measurable Artifact:** |
| **Objective**: Candidates will reflect on and apply principles of differentiated instruction.  **Complete:** Use the Differentiation Strategies for Level 1 (and Level 2) Students guideline document to demonstrate your understanding of the chapter content and your ability to apply principles of differentiated instruction and assessment to your own learners. Complete the worksheet for both Level 1 and Level 2 students.  [Differentiation Strategies for Level 1 Students](file:///C:\Users\kkelc\Downloads\Linked%20Files\Differentiation%20Strategies%20for%20Level%201%20Students.docx)  [Differentiation Strategies for Level 2 Students](file:///C:\Users\kkelc\Downloads\Linked%20Files\Differentiation%20Strategies%20for%20Level%202%20Students.docx) |

Week 5: Differentiated Instruction and Assessment

|  |
| --- |
| **Course Learning Objective** |
| **CLO4:** Candidates demonstrate preparedness to employa variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *Differentiating Instruction and Assessment for English Language Learners*, Ch. 5, “Differentiation Strategies for Level 3 Students”; Ch. 6, “Differentiation Strategies for Level 4 Students”; Ch. 7, “Differentiation Strategies for Level 5 Students” |
| **Discussion Forum:** |
| **Respond** to all three of the following prompts in the online discussion Thread. Respond to a minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   1. Consider the Necessary Assignment/Assessment Strategies for Level 3 Students (pgs. 168 – 183). Select any one of the **bolded** element headings. Describe your experience with one or more of these forms of instruction/assessment that you have used. In particular share your experience with Level 1 students, if possible. Provide an example of when/how you use these elements. What have been the benefits of these techniques? In what way would you modify these elements? What advice would you give to another teacher about implementing them? 2. Consider the Necessary Assignment/Assessment Strategies for Level 4 Students (pgs. 199 – 214). Select any one of the **bolded** element headings. Describe your experience with one or more of these forms of instruction/assessment that you have used. In particular share your experience with Level 1 students, if possible. Provide an example of when/how you use these elements. What have been the benefits of these techniques? In what way would you modify these elements? What advice would you give to another teacher about implementing them? 3. Consider the Necessary Assignment/Assessment Strategies for Level 5 Students (pgs. 229 – 236). Select any one of the **bolded** element headings. Describe your experience with one or more of these forms of instruction/assessment that you have used. In particular share your experience with Level 1 students, if possible. Provide an example of when/how you use these elements. What have been the benefits of these techniques? In what way would you modify these elements? What advice would you give to another teacher about implementing them?   **Post** your initial response to the discussion forum by the 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 the deadline. |
| **Measurable Artifact:** |
| **Objective**: Candidates will reflect on and apply principles of differentiated instruction.  **Complete:** Use the Differentiation Strategies for Level 3 (and Level 4 and Level 5) Students guideline document to demonstrate your understanding of the chapter content and your ability to apply principles of differentiated instruction and assessment to your own learners. Complete the worksheet for Level 3, Level 4, and Level 5 students.  [Differentiation Strategies for Level 3 Students](file:///C:\Users\kkelc\Downloads\Linked%20Files\Differentiation%20Strategies%20for%20Level%203%20Students.docx)  [Differentiation Strategies for Level 4 Students](file:///C:\Users\kkelc\Downloads\Linked%20Files\Differentiation%20Strategies%20for%20Level%204%20Students.docx)  [Differentiation Strategies for Level 5 Students](file:///C:\Users\kkelc\Downloads\Linked%20Files\Differentiation%20Strategies%20for%20Level%205%20Students.docx) |

Week 6: Bilingual Instructional Strategies

|  |
| --- |
| **Course Learning Objectives** |
| **CLO5:** Candidates display knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *The Crosscultural, Language, and Academic Development Handbook,* Ch. 6, “Theories and Methods of Bilingual Education”, Ch. 7, “Language and Content-Area Assessment” |
| **Discussion Forum:** |
| **Respond** to the following prompt in the online discussion Thread. Respond to a minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   * Review the following sections in Ch. 6: Educational Issues Involving Bilingual Education (pgs. 131 – 136) and Organizational Models (pgs. 136 – 143). Select either one of these sections. Discuss in terms of (a) your familiarity with and experience with the content; (b) new or unfamiliar information which you would like to explore further; (c) similarities/differences you find in the various sub-elements of your section.   **Post** your initial response to the discussion forum by the 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 the deadline. |
| **Measurable Artifacts:** |
| **Objective**: Candidates will connect principles of assessment with their own instructional practice and context.  **Write:** Keep in mind the content of Ch. 7 which discusses assessment of students, in particular focusing on assessment of English learners. Then review the material in the chapter which focuses on Methods of Assessment (pgs. 162-169). Describe your experience with one or more of these forms of assessment that you have used. In particular share your experience with English learners. What have been your successes? What areas of weakness or concern do you believe exist with assessing English learners using one or more of these methods?  Discuss in a Word document of 750 – 1,000 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: Linguistically and Culturally Responsive Communication

|  |
| --- |
| **Course Learning Objective** |
| **CLO6:** Candidates demonstrate an understandingof intercultural communication and interaction that is linguistically and culturally responsive. |
| **Readings & Resources:** |
| **Textbook & Outside Readings:**   * *The Crosscultural, Language, and Academic Development Handbook,* Ch. 8, “Cultural Diversity”; Ch. 9, “Culturally Responsive Schooling” |
| **Discussion Forum:** |
| **Respond** to the following prompt in the online discussion thread. Respond to a minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   * Provide an overview of the student demographics at your school or a school that you are familiar with. How do the various racial and ethnic groups contribute to the vitality of education and the educational community at this school? If you are unsure of the diverse groups at this school, a Google search can assist in providing information (for example, a search of “San Diego Unified School District racial and ethnic diversity” produced the following result: <https://www.sandiegounified.org/demographic_data>). You might also add information about the contributions of the most represented group(s), either to the local community or historically.   **Post** your initial response to the discussion forum by the 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 the deadline. |
| **Measurable Artifact – Signature Assignment:** |
| **Objective**: Candidates will view and extract feature of pedagogy relevant to culturally responsive schooling.  **Review:** Refresh your understanding of the content in Ch. 9 which focuses on ways to “Promote achievement with Culturally Responsive Schooling” (pgs. 216 – 230).  **Complete:** In this assignment, your task is to view several video lesson excerpts and reflect on what you observe in the lesson. You will be looking for elements that are relevant to the domain of English Language Learner instruction. These videos represent a range of contexts, student types, teacher characteristics, and content areas. It may be helpful for you to recall, per the CTC (Bilingual Authorization, CL-628B), the types of instruction authorized by the Bilingual Authorization:   * Instruction for English Language Development (ELD) * Instruction for Primary Language Development * Specially Designed Academic Instruction Delivered in English (SDAIE) * Content Instruction Delivered in the Primary Language   In this activity you will follow these steps:   1. Preview the six video excerpts below. Select any four that you would like to view thoroughly and analyze; the remaining two can be omitted. 2. View each video straight through, without stopping, just looking (no notes) in order to “get the big picture.” 3. Watch each video again, taking notes according to the criteria provided. You may note not only what you see happening in the lesson, but you may also find value in the teachers’ “commentary” regarding their instructional decisions. 4. (Recommended) Watch each video a third time, further reflecting on and analyzing what you see.   Remember, as noted above, the video format is simply the medium by which we are allowed to have a *partial* view of the lesson. Please DO NOT focus on or comment on the quality of the video, background noise, the camera angle, limited view of the classroom, and so on. Those are simply “keyhole” aspects of the virtual format and are not to be analyzed.  Video Lesson Excerpts  The following videos can be found on The Teaching Channel. Log in to The Teaching Channel ([www.teachingchannel.com](http://www.teachingchannel.com)) and copy/paste the following video titles into the search box to locate them.   1. “Deeper Learning for English Language Learners” [13:36] 2. “Supporting Language and Content Learning in Math” [9:26] 3. “Connecting Globally Through Language and Travel” [4:08] 4. “Spanish Immersion” [14:25] 5. “Bridging Content in a Bilingual Classroom” [11:13] 6. “Literacy Centers for Multilingual Students” [13:36]   **Complete** the worksheet located on the assignment guidelines located here: [BLA 64100 Signature Assignment - Virtual Observation.docx](BLA%2064100%20Signature%20Assignment%20-%20Virtual%20Observation.docx). For each of the instructional criteria provided, your task is to identify, describe, and analyze one example from any one of the video excerpts. That is, you are not required to find the criteria in all of the videos; one example is sufficient.  **Write** your responses in the matrix found in the guidelines document. While there is no specific word count for each item, your response must be sufficient to enable your instructor to assess both your knowledge of these areas and your ability to express your reflections on the content in a thoughtful and professional manner. As you type, the table cells will expand to accommodate your responses.  Your written report will be evaluated by the Video Observation Rubric ([BLA 64100 Signature Assignment - Video Observation Rubric.docx](BLA%2064100%20Signature%20Assignment%20-%20Video%20Observation%20Rubric.docx))  **Note: This is a 2-week assignment. It is due the end of Week 8.** |

Week 8: Instructional Materials for English Learners

|  |
| --- |
| **Course Learning Objective** |
| **CLO7:** Candidates demonstrate an ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials |
| **CLO8:** Candidates demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available. |
| **Readings & Resources:** |
| **Outside Readings:**   * California Dept. of Education Adopted Instructional Materials: <https://www.cde.ca.gov/Ci/rl/im/rlaadoptedlist.asp> * California Dept. of Education Instructional Materials Evaluation and Adoption:   <https://www.cde.ca.gov/ci/cr/cf/cefimadoptprocess.asp>   * “Guidelines for Selection of Materials in English Language Arts Programs”:   <http://www2.ncte.org/statement/material-selection-ela/>   * Selection of instructional materials: <https://pcspolicy.com/3000-educational-program/item/382-selection-of-instructional-materials> * “What 7 Factors Should Educators Consider When Choosing Digital Tools for Underserved Students?”:<https://www.edsurge.com/news/2016-06-25-what-7-factors-should-educators-consider-when-choosing-digital-tools-for-underserved-students> * “Evaluation and Selection of Learning Resources”: <http://www.gov.pe.ca/photos/original/ed_ESLR_08.pdf>   **Video Resources:**   * Instructional Materials – Questions to Ask: <https://youtu.be/qszSZzrFXF0> [3:31] * “Adapting Curriculum to Learners’ Needs”: <https://youtu.be/os7sq53TAdc> [6:14] |
| **Discussion Forum:** |
| Respond to the following prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers. (Your contribution will be evaluated according to the [RISE Discussion Forum](file:///C:\Users\kkelc\Downloads\Linked%20Files\RISE%20Discussion%20Forum%20Rubric.docx) rubric.)   * With the information from this week’s resources in mind, share one or more items, pieces of information that you believe may be particularly useful or helpful to you in your selection and use of materials with your students. Above and beyond the information provided this week, share several of your own personal tips and suggestions for selecting, adapting, and using materials with your students. Be sure to consider digital as well as print materials.   **Post** your initial response to the discussion forum by the 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 the deadline. |
| **Measurable Artifacts:** |
| **Objective**: Candidates will reflect on, analyze, and articulate their views on the selection, adaptation, and use of instructional materials.  **Review:** Click on the outside reading and video links above. Spend some time reviewing the information on these sites. Then click on the link to view the [assignment guidelines](file:///C:\Users\kkelc\Downloads\Linked%20Files\Bilingual%20Program%20Materials%20Selection.docx).  **Write:** With this information in mind, compose a Word document of 750-1,000 words in which you discuss instructional materials selection, adaptation, and use. (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

**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: