EDU2210 ELL Chart (Updated)

The teacher candidate will create a chart focusing on the trend/issues/and factors effecting the assessment of English Learners for consideration of Special Education needs including Gifted. Students will rely on in class instruction, text, and personal research to complete the required chart information which includes: Identify characteristics of language differences in English Language Learners, ELLs who are gifted, and ELLs who have Special Education needs including appropriate instructional strategies for each; Identify and explain the importance of strategies and interventions to be implemented prior to any formal referral of ELLs to Special Education including Gifted; Evaluate appropriate formal and informal assessment instruments for use with ELLs including allowable accommodations for each; Identify effective ways to communicate assessment outcomes that guide policy and instructional practice with stakeholders (e.g. primary caregivers, school and district personnel, community members); Identify and explain the advantages of assessment for ELLs; Identify and explain factors such as cultural bias and linguistic bias that effect the assessment of ELLs; and Identify policies and procedures of the referral process along with their impact on ELLs.

3.0 Identify characteristics of language differences in English Language Learners, ELLs who are gifted, and ELLs who have Special Education needs including appropriate instructional strategies for each *No Description*	1.0 **Insufficient** Failed to distinguish among ELLs language differences, giftedness and special educations needs or appropriate instructional strategies. Used relevant vocabulary but understanding was not evident.	2.0 **Satisfactory** Distinguished among ELLs language differences, giftedness and special educations needs and included appropriate instructional strategies, but identified less than 3 characteristics and/or instructional strategies and/or detail was minimal.	3.0 **Outstanding** Distinguished among ELLs language differences, giftedness and special educations needs and included appropriate instructional strategies as demonstrated by listing at least 3 characteristics and 3 instructional strategies for each.
2.0 Identify and explain the importance of strategies and interventions to be implemented prior to any formal referral of ELLs to Special Education including Gifted *No Description*	1.0 **Insufficient** Failed to identify appropriate strategies and interventions to be implemented prior to any formal referral of ELLs to ESE, including gifted education and/or without explanation of importance or examples or details.	2.0 **Satisfactory** Identified three appropriate strategies and interventions to be implemented prior to any formal referral of ELLs to ESE, including gifted education with limited supporting examples or details of their importance.	3.0 **Outstanding** Identified appropriate strategies and interventions to be implemented prior to any formal referral of ELLs to ESE, including gifted education as demonstrated by listing 3 strategies/interventions and explaining the importance of implementation.

2.0 Evaluate appropriate formative and diagnostic assessments and strategies and their purposes aligned with standards based instruction that can be used to monitor student learning using cultural background and prior educational experiences for use with ELLs *No Description*	1.0 **Insufficient** Failed to meet one or more of the specified requirements of this assignment. Used abbreviations or acronyms to describe assessments, information was either vague or inaccurate.	2.0 **Satisfactory** Listed and described one formative and one diagnostic assessment and explained purpose of their use and an accommodation for each.	3.0 **Outstanding** Listed and described two or more formativel and two or more diagnostic assessments and explained their purpose including at least two advantages and two allowable accommodations for each .
1.0 Identify and explain factors such as cultural bias and linguistic bias that effect the assessment of ELLs *No Description*	1.0 **Insufficient** Failed to identify or connect factors of cultural bias and/or linguistic bias their effect on the assessment of ELLs.	2.0 **Satisfactory** Demonstrated understanding of factors of cultural bias and linguistic bias and how they affect the assessment of ELLs without discussion of significant litigation.	3.0 **Outstanding** Demonstrated understanding of factors of cultural bias and linguistic bias and how they affect the assessment of ELLs including significant litigation.
2.0 Identify effective ways to communicate assessment outcomes that guide policy and instructional practice with stakeholders (e.g. primary caregivers, school and district personnel, community members *No Description*	1.0 **Insufficient** Lacks understanding of effective ways to communicate assessment outcomes that guide policy and instructional practice to families, school and district personnel, and the community by incomplete list or discussion of importance of collaboration and confidentiality.	2.0 **Satisfactory** Demonstrates knowledge of effective ways to communicate assessment outcomes that guide policy and instructional practice to families, school and district personnel, and the community through a list of 3-4 guidelines. Discussion of confidentiality and importance of collaboration is vague.	3.0 **Outstanding** Demonstrates knowledge of effective ways to communicate assessment outcomes that guide policy and instructional practice to families, school and district personnel, and the community through a list of at least 5 guidelines including confidentiality, and importance of collaboration.

2.0 Practice analyzing and evaluating students' strengths and weaknesses based on data from appropriate formal and informal (formative and summative) assessments aligned with standards-based instruction for use with ELLs including allowable accommodations for *No Description*	1.0 **Insufficient** Did not analyze or evaluate students' strengths and weaknesses based on data from appropriate formal and informal (formative and summative) assessments aligned with standards-based instruction for use with ELLs including allowable accommodations for each to monitor student progress, mastery and learning gains.	2.0 **Satisfactory** Minimally analyzed and evaluated students' strengths and weaknesses based on data from appropriate formal and informal (formative and summative) assessments aligned with standards-based instruction for use with ELLs including allowable accommodations for each to monitor student progress, mastery and learning gains.	3.0 **Outstanding** Accurately analyzed and evaluated students' strengths and weaknesses based on data from appropriate formal and informal (formative and summative) assessments aligned with standards-based instruction for use with ELLs including allowable accommodations for each to monitor student progress, mastery and learning gains.
1.0 Identify policies and procedures of the referral process along with their impact on ELLs. *No Description*	1.0 **Insufficient** Lacks understanding of the impact of policies and procedures of the referral process on ELLs by failing to accurately identify a policy and/or explain a policy. No supporting facts or examples were given.	2.0 **Satisfactory** Identified and explained the impact of at least one policy of the referral process on ELLs but did not provide support through facts and examples.	3.0 **Outstanding** Accurately identified and explained the impact of at least one policy of the referral process on ELLs supported by facts and examples.
1.0 Spelling, grammar, and punctuation. *No Description*	1.0 **Insufficient** Multiple spelling, grammar, or punctuation errors were evident.	2.0 **Satisfactory** Contained minimal spelling, grammar, or punctuation errors.	3.0 **Outstanding** Utilized proper spelling, grammar and punctuation.
1.0 Overall Impression *No Description*	1.0 **Insufficient** Power point font size was too small to make it easy to read, content was not complete.	2.0 **Satisfactory** Power point was aesthetically pleasing, font size was appropriate making it easy to read, all content was present but order and/or labeling lacks organization.	3.0 **Outstanding** Power point was aesthetically pleasing, font size was appropriate making it easy to read, slides were ordered with appropriate labeling, all content was present.

Outcomes Linked to Criteria

Criterion: Identify characteristics of language differences in English Language Learners, ELLs who are gifted, and ELLs who have Special Education needs including appropriate instructional strategies for each

ESOL (K-12 Competencies & Skills) 2012

Section	Description
5	Distinguish between the characteristics of ELLs in the natural process of acquiring English and ELLs with specific learning disabilities.

Section	Description
6	Identify characteristics of ELLs who are gifted and talented.

ESOL Standards (2012)

Section	Description
4.1.c	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.

Criterion: Identify and explain the importance of strategies and interventions to be implemented prior to any formal referral of ELLs to Special Education including Gifted

No linked outcomes.

Criterion: Evaluate appropriate formative and diagnostic assessments and strategies and their purposes aligned with standards based instruction that can be used to monitor student learning using cultural background and prior educational experiences for use with ELLs

ESOL (K-12 Competencies & Skills) 2012

Section	Description
3	Determine appropriate accommodations during formal and informal assessments of ELLs at varying English language proficiency levels.

ESOL Standards (2012)

Section	Description
5.1.a	Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

NEW FEAPS 2012

Section	Description
1.E.3	Identify and review a variety of formative and diagnostic assessments and strategies and their purposes aligned with standards based instruction that can be used to monitor student learning using cultural background and prior educational experiences.

Criterion: Identify and explain factors such as cultural bias and linguistic bias that effect the assessment of ELLs

ESOL (K-12 Competencies & Skills) 2012

Section	Description
1	Identify factors such as cultural and linguistic bias that affect the assessment of ELLs.

Criterion: Identify effective ways to communicate assessment outcomes that guide policy and instructional practice with stakeholders (e.g. primary caregivers, school and district personnel, community members

ESOL (K-12 Competencies & Skills) 2012

Section	Description
3	Identify effective ways to communicate with stakeholders (e.g., primary caregivers, school and district staff, community members) about assessment outcomes that guide policy and instructional practice.

Criterion: Practice analyzing and evaluating students' strengths and weaknesses based on data from appropriate formal and informal (formative and summative) assessments aligned with standards-based instruction for use with ELLs including allowable accommodations for

ESOL Standards (2012)

Section	Description
5.3.b	Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

NEW FEAPS 2012

Section	Description
4.EV.2	Practice analyzing and evaluating student's strengths and weaknesses based on data from a variety of formative and summative assessments aligned with standards based instruction to monitor student progress, mastery, and learning gains.

Professional Education Competencies 2012

Section	Description
4.4	Determine appropriate assessments and testing conditions to accommodate learning styles and varying knowledge levels of students.

Criterion: Identify policies and procedures of the referral process along with their impact on ELLs.

ASSESSMENT POINT #2

Section	Description
4.EV.2	

Criterion: Spelling, grammar, and punctuation.

Uniform Core Curriculum (UCC) A-M

Section	Description
k	Write and speak in a logical and understandable style with appropriate grammar

Criterion: Overall Impression

No linked outcomes.