



## **Santa Clara University**

**School of Education and Counseling Psychology (ECP)  
Department of Education  
MATTC**

EDUC 257/282  
English Language Development in TK-12

**Fall 2017**

**Language is the blood of the soul  
into which thoughts run and out of which they grow.  
-Oliver Wendell Holmes**

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Course Meeting Dates: Thursday, 7-10 PM, ESJ 111

### **Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

### *MS/SS Teaching Credential Program Learning Goals (PLGs)*

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

### **Course Description**

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible.

### **Required Text(s):**

1. Diaz-Rico, L. & Weed, K. (2018). *The crosscultural, language, and academic development handbook. Sixth Edition*. Upper Saddle River, New Jersey: Pearson Education, Inc. (SCU Bookstore)  
ISBN-13:978-0-13-429325-7
2. McElvain, C. (2017). *Course Manual for English Language Development in TK-12*.  
**(\$35 payable to Cheryl McElvain, check or cash)**

### Required Readings:

1. [California Content Standards](#)
2. [California Common Core Standards](#)
3. [California English Language Development Standards](#)
4. [California English Language Proficiency Assessments for California \(ELPAC\)](#)
5. [California English Language Development Test \(CELDT\)](#)

### Recommended Text(s) or Readings:

1. [Academic Language and Literacy Website](#)
2. Bouchard, M. (2005) *Comprehension strategies for English language learners*. New York, NY: Scholastic Inc.
3. Carr, J., Carroll, C., Cremer, S. Gale, M., Lagunoff, R., & Sexton, U. (2009). *Making mathematics accessible to English learners: A guidebook for teachers*. San Francisco, CA: WestEd.
4. Carr, J., Sexton, U., & Lagunoff, R. (2007). *Making science accessible to English Learners: A guidebook for teachers*. San Francisco, CA: WestEd.
5. Cruz, B.C., & Thornton, S.J. (2013). *Teaching Social Studies to English language learners (second edition)*. New York, NY: Routledge.
6. Engage New York – [Scaffolding Instruction for English Language Learners: Resource Guides for English Language Arts and Mathematics](#)
7. Ferlazzo, L. & Sypniewski, K.H. (2012). *The ESL/ELL teachers' survival guide*. San Francisco, CA: Jossey-Bass.
8. Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (second edition). Portsmouth, NH: Heinemann.
9. Gregory, G.H., & Burkman, A. (2012). *Differentiated literacy strategies for English language learners: Grades 7-12*. Thousand Oaks, CA: Corwin
10. Herrell, A.L. & Jordan, M. (2008). *50 Strategies for teaching English language learners*. Upper Saddle River, N.J.: Pearson Education Inc.
11. Jacobson, J., Moore, K., & Lapp, D. (2007). *Accommodating differences among English language learners*. San Diego, CA: Academic Professional Development Press.
12. McElvain, C. (2009). English learners reading in the transactional learning community. In J.L. McConnell-Farmer (Ed.), *The education of young children: Research and public policy* (pp. 47-64). Louisville, KY: Linton Atlantic Books, Ltd.
13. McElvain, C. & Smith, H. (2016). [Curiosité: Inquiry-based instruction and bilingual learning](#). *Journal of Curriculum and Teaching*, 5(2), 63-75.
14. McElvain, C. (2015). Los libros abecedario: Learning from the inside out. *Forum on Public Policy: A Journal of the Oxford Round Table*, 2015(1), 1-18.
15. McElvain, C. (2015). [The bridge project: Connecting home, school, and community for Mexican immigrant youth](#). *The Journal of Latinos and Education*, 14(3), 153-170. doi:10.1080/15348431.2014.973568
16. Pransky, K. (2008). *Beneath the surface: The hidden realities of teaching culturally and linguistically diverse young learners K-6*. Portsmouth, NH: Heinemann.
17. Smarter Balanced Assessment Consortium (2012). [Guidelines for Accessibility for English Language Learners](#)
18. Sunal, D.W., Sunal, C.S., & Wright, E.L. (2010). *Teaching science with Hispanic ELLs in K-16 classrooms*. Charlotte, NC: Information Age Publishing
19. U.S. Department of Education (May 2014) [Educational Services for Immigrant Children and Those Recently Arrived to the United States](#)
20. Wong Fillmore, L. (2012). [What do complex texts mean for English learners & language minority students?](#) California 2012 Accountability Leadership Institute.
21. Zwiers, J. & Crawford, M. (2011). *Academic conversations*. Portland, MA: Stenhouse Publishers.

## Course Objectives

This course will develop student's knowledge of

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Apply California's English Language Development (ELD) Standards to content and language arts instruction.	1	1, 2	3.1
2	Deduce characteristics of effective programs for English learners including appropriate materials, organization, and planning. This includes adapting these resources, (e.g., curriculum, technology) to provide access to curricula	2	4	3.6
3	Analyze academic language, as defined by different subject areas and devise instructional plan to teach this register.	3	1 2	3.5
4	Describe and critique the various instruments used to assess English language proficiency as well as how to interpret and use results gathered (with help from specialists) to diagnose the diverse set of variables that impact second language acquisition.	1, 5	3 4	4.1; 5.2; 5.6; 5.7
5	Describe the cultural, experiential, cognitive, pedagogical and individual student differences that impact the achievement of English learners.	2	4	1.1; 2.2
6	Produce instructional plans that employ sheltered instructional techniques to support ELs and ELs with special needs.	3	1 2	1.6
7	Interpret and apply theories of language acquisition and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners.	1, 4	4 2	1.6
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

## Course Requirements/Assignments

Grades are based on a **215-point total**. The distribution of points across assignments is as follows:

Assignment	Due Date	Points	TPE Assessed	
1	CA ELL Station Reflection Sheet	9/27	20	3.5; 3.6
2	LITERATURE CIRCLE ROLE SHEET	Weekly	80	3.5;3.6;3.1
3	<b>CASE STUDY</b>	12/6	115	4.1; 5.2; 5.6; 5.7; 1.1; 2.2

\* Signature Assignment

## Course Grading Criteria

The following grading rubric will be used to assess your class performance:

Exceeds expectations = \*\*A      Meets expectations = \*B      Below standards = C      Unacceptable = D

\*\* In order to earn an A on an assignment or project, a candidate's independent, unassisted performance/product must clearly, consistently, and convincingly demonstrate high levels of proficiency in all aspects of the skills assessed. The performance/product must go beyond completion and accuracy by demonstrating strong evidence of original, creative thought and/or sophisticated insight into the students and the context.

\* A candidate earns a B when s/he has fulfilled every requirement, and met every expectation.

1. Letter grades are assigned on the standard scale based upon a possible total of 185 points.

<b>A</b>	95-100	<b>C+</b>	77-79
<b>A-</b>	90-94	<b>C</b>	73-76
<b>B+</b>	87-89	<b>C-</b>	70-72
<b>B</b>	83-86	<b>D+</b>	67-69
<b>B-</b>	80-82	<b>D</b>	63-66

2. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for projects submitted at other times or in other formats. **Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.**

### **Attendance**

Regular attendance at all scheduled class meetings is required. Optional make up work is offered pending instructor approval. You may also use [Zoom](#) to join any missed classes virtually if you make prior arrangements with the instructor.

- 1 absence – 10 points deducted from your final grade if instructor is notified
- 2 absences –20 points deducted from your final grade if instructor is notified
- 3 or more absences – You will be dropped

*Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations.*

### **Canvas/Camino Course Management System**

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

### **Disability Accommodations Procedure**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

### **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

### **Academic Integrity**

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2017-2018).

**1. CA ELL Station Reflection Sheet (20 pts)**

**DUE: 9/28**

In pairs, you will complete 3 ELL Stations. Each station will help you understand ELL students and how to effectively design academic instruction.



- STATION #1 = Who Are California's English Language Learners?
- STATION #2 = What Is Academic Language?
- STATION #3 = How Do I Differentiate Instruction for ELLs?

For this assignment you will:

1. meet with your partner to review and discuss what you've learned at each station.
2. individually complete CA ELL Station Reflection Sheet

**Upload your Reflection Sheet on Camino**

*You will be given class time to work on this assignment.*

**2. Literature Circles (80 pts)**

**DUE: Weekly**

Individually, you will participate in a literature circle of your choice. Each literature circle should have no more than 4 members and at least 2 members. The *Literature Circle* is a common book discussion routine used during content area reading instruction. Students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher's role in literature circles is that of facilitator.

For this assignment you will:

1. meet with your literature circle to review your assigned readings for each class.
2. choose what role you will have in each meeting's discussion. You must alternate between the following 7 roles: *discussion leader, summarizer, connector, literary laminator, illustrator, word wizard, activity director*

Each week, there should **always be a discussion leader AND an activity director.**

**Upload your Literature Circle Role Sheet on Camino** (8 total for the quarter)



Literature Circles Discussions = **30-45 minutes** each class session

**3. \*Case Study (115 pts)**

For this assignment, you will create a linguistic composite of an English learner. Identify a focus student in an academic setting of your choice. You will gather information about your focus student, including demographic (e.g., age, gender, language(s) spoken) language proficiency, and academic achievement (e.g., math, science) in both languages; funds of knowledge and English proficiency.

All assessment results will be analyzed and compiled. On the last day of class, you will visually represent your focus student's linguistic composite, that will include quotes from course readings, and in addition to the artifacts mentioned above, any other pertinent information about your focus student's linguistic make-up (e.g., native language strengths, personality characteristics).

**You will develop your case study gradually throughout the quarter** as you complete the following 5 assignments.

*(Note that some of them are individual and some can be accomplished in pairs)*

- a. Focus Student Observation – 15 pts
- b. Focus Student Interview, SORA Assessment, and Data Sheet Summary – 20 pts
- c. Focus Student Instructional Plan – 20 pts
- d. ELD Lesson Plan – 30 pts
- e. Case Study Presentation – 30 pts

**a. Focus Student Observation (15 pts)**

**DUE: 10/19**



**Individually, or in pairs,** choose an English Learner in a classroom setting as the Focus Student for your case study. The student must have an overall CELDT Score of Level I-III. *Do not choose a student at the advanced CELDT levels.*

You will observe the student on two levels:

1. Academic Language Interactions
2. Social Language Interactions

For this assignment, you will also use the following forms to record your observations: (*see templates*)

1. *Student Oral Language Observation Matrix* (SOLOM)
2. *Anecdotal Student Observation Sheet*

### Upload both forms on Camino

You will be using these observations to help you craft an instructional plan and lesson plan that will effectively advance your focus student's English language proficiency skills. **NOTE: The instructor will provide classroom access if you are not currently placed. Please notify the instructor the first day of class to make arrangements.**

<b>b. Focus Student Interview, SORA Assessment, and Data Sheet Summary (20 pts)</b>	<b>DUE: 11/2</b>
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**Individually or in pairs**, collect data to understand the linguistic profile of the Focus Student featured in your case study.

For this assignment, you will:

1. interview and assess the reading level of an English learner at your placement. (*see sample interview questions*).  
The purpose of the interview and reading assessment - *Student Oral Retelling Assessment* (SORA) - is to create a linguistic composite of an individual learning English that will aide in the development of a *Focus Student Instructional Plan* and *SDAIE Lesson Plan*. **Allow 1 hour for the interview and 30 minutes for the SORA.**
2. use the data collected from the interview and SORA Assessment to complete the Data Sheet Summary (*see template*)

### Upload your Data Summary Sheet on Camino

<b>c. Focus Student Instructional Plan (20 pts)</b>	<b>DUE 11/9</b>
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**Individually or in pairs**, use your Data Sheet Summary to complete the **Focus Student Instructional Plan**. (*template provided*)

For this assignment, you will:

1. complete your Focus Student Instructional Plan and share your recommendations with your triad in class.
2. solicit your group's recommendations for effective instruction and add them to your own.



### Upload your Focus Student Instructional Plan on Camino

<b>d. ELD Lesson Plan (30 pts)</b>	<b>DUE: 11/16</b>
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**Individually or in pairs**, use the *Focus Student Instructional Plan* to design a lesson plan for your whole class that has been adapted for your focus student.

For this assignment, you will:

1. use the ELD Lesson Plan template to design either an integrated or designated ELD lesson adapted for your focus student.  
**Only the provided template will be accepted.**
2. in class, share your lesson plan and complete a *Lesson Feedback Form* with your partner.

**Upload the ELD Lesson Plan template and any associated worksheets in ONE pdf file on Camino.**

**Upload your Lesson Feedback Form as an additional file on Camino.**

**\*\*Please review ELD Lesson Plan Rubric for your final grade on this assignment.**

<b>e. Case Study Presentation (30 pts)</b>	<b>DUE: 11/30</b>
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**Individually**, you will visually present your Case Study on the last day of class in groups of three.

For this assignment, you will:

1. create a visual representation incorporating all of the elements on the Case Study Rubric. The visual representation can be a physical poster, or any electronic application including PowerPoint, [Prezi](#), [Weebly](#), [Inspiration](#), [Infogr.am](#), [Sketchbook](#), or even [StoryboardThat](#).
2. meet with your triad the last day of class and present your Case Study (15 minutes per person)
3. complete the *Case Study Presentation Feedback Form*, share with the group (5 minutes) and

**Upload your Case Study Presentation on Camino.** (*If it is a physical poster, take a picture and upload the jpg file*)

**Upload your Case Study Presentation Feedback Form onto Camino as an additional file.**

# Student Oral Language Observation Matrix SOLOM

## Purpose:

The SOLOM is an informal rating tool that has proven a useful guide for teacher judgment of oral language proficiency as observed in a school setting. It can be used to determine English acquisition phase, diagnose student needs, and record the progress of individuals and groups. Some success has been reported in using the SOLOM to rate languages other than English.

## Description:

The SOLOM has five scales for rating key dimensions of oral language. Each of these five scales may be rated from one to five, yielding a total score range from five to twenty-five.

The SOLOM is not a standardized test but has been used widely throughout California since about 1978 to supplement language proficiency assessments based on standardized language proficiency tests.

## Administration

The SOLOM should be used by persons who are native English speakers and who are familiar with the student to be rated. Ideally, the classroom teacher will rate the English language proficiency of a student after several weeks of instruction. There is no test to be administered; rather, the teacher needs a few quiet moments to reflect on the language skill of the given student and to select the description that most closely matches the current proficiency of that student.

A rating is immediately available and can be used to group or regroup students for ESL lessons, to report student progress, or to guide refinements to instructional methods and materials.



# Student Oral Language Observation Matrix: SOLOM

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

Rater Name: \_\_\_\_\_

Language of Student \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated frequently.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	



Name \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Age \_\_\_\_ Gender (M/F) Grade Level \_\_\_\_

## Anecdotal Student Observation Sheet

Record your observations in 2 academic settings and 2 social settings. What happened? How did the student respond?  
What are your thoughts? What are your recommendations for student support?

	<b>Academic Event</b>	<b>Student Response</b>	<b>Your Thoughts</b>	<b>Recommendations</b>
<b>1</b>	Date:			
<b>2</b>	Date:			
	<b>Social Event</b>	<b>Student Response</b>	<b>Your Thoughts</b>	<b>Recommendations</b>
<b>1</b>	Date:			
<b>2</b>	Date:			

## Focus Student Interview Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Age \_\_\_\_\_ Gender (M/F) Grade Level \_\_\_\_\_

1. What languages do you speak or understand?
2. What languages do you read or write?
3. For what purposes do you use your home language? (*choose as many as apply*)
  - To speak with your family.
  - To speak with friends at school.
  - To speak with teachers at school.
  - To read or write at home.
  - To read or write at school.
4. Does your school support your languages and your culture? If so/not, how?
5. How does your school support your learning?
6. Where were you born? (If born outside of U.S.,) How old were you when you first came to the U.S.?
7. How old were you when you first learned English?
8. Do you remember what it was like learning English? How did you feel? What struggles did you have?
9. How do you feel about your English skills now?
10. Do you know your CELDT levels in Listening, Speaking, Reading and Writing? What are they?
11. How do you feel about reading/writing in English? What struggles do you have?
12. What is your preferred style of learning? (*choose as many as apply*)
  - Visual
  - Kinesthetic
  - Auditory
  - Alone
  - Group
  - Quiet
  - Noisy
  - Project Based
  - Lecture
  - Reading
  - Discussion
  - Observation
  - With Guidance
  - Independent
13. Which of the following learning strategies do you like to use? (*choose as many as apply*)
  - Skimming through a chapter before you read it
  - Planning a project
  - Paying careful attention to vocabulary in reading
  - Self-testing
  - Taking notes
  - Grouping information in categories
  - Summarizing
  - Graphic Organizers
  - Predicting
  - Connect prior learning to new learning
  - Inferring
  - Asking Questions
  - Group Work

# FOCUS STUDENT DATA SHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Age \_\_\_\_\_ Gender (M/F) Grade Level \_\_\_\_\_

**Collect information for an ELL student of your choice at your placement.**

*NOTE: When in the field, this data can be obtained via student, teacher, or parent interviews, and from the student's CUM folder.*

## Psychological Factors

### *The Learner's Background*

Student Name \_\_\_\_\_ Age \_\_\_\_\_ Gender (M/F) Grade Level \_\_\_\_\_

Bilingual Level (*choose one*):  Limited (BICS in only 1 language)  Partial (L1/L2 BICS)  Proficient (L1/L2 BICS & CALPS)

Previous L2 educational experience \_\_\_\_\_

CELDT LEVEL: Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Overall \_\_\_\_\_  
(*Choose one for each area: Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced*)

### *Social-Emotional Factors*

Self-esteem (high/low) \_\_\_\_\_

Motivation (Instrumental/Integrative) \_\_\_\_\_

Anxiety Level (high/low) \_\_\_\_\_

Attitudes toward L1/L2 \_\_\_\_\_

Attitudes toward the teacher and the class \_\_\_\_\_

### *Cognitive Factors*

Stage of L2 acquisition (*choose one*):  Preproduction  Early Production  Speech Emergence  Intermediate Fluency

Cognitive style/Learning style \_\_\_\_\_

Preferred Learning Strategies \_\_\_\_\_

## Sociocultural Factors

Stage of Acculturation (*choose one*):  Euphoria  Culture Shock  Marginality  Acceptance/Integration

Current school support for L1 \_\_\_\_\_

Sociocultural support for L1 in the classroom environment \_\_\_\_\_

## Additional Comments

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## Student Oral Retelling Assessment SORA

**Purpose.** The SORA is an informal assessment of language proficiency. It is a standard format for more standardized assessments like the CELDT and the LAS. It can serve to diagnose student needs with respect to various components of language including syntax, lexicon, phonology and semantics. This formative assessment can assist in guiding instruction and gauging student progress in acquiring a second language.

**Description.** The SORA is not a standardized test but can serve teachers to supplement CELDT/LAS proficiency tests. Some work can be done to calibrate scoring and assure all scorers are achieving an 85% or above inter-rater reliability score. It is highly recommended that practice administering the assessment be incorporated before administering to students.

The SORA has 4 scales that can be rated from a level One to Five. A total score range from five to twenty-five. The scales are:

- a. Comprehension
- b. Synthesis
- c. Vocabulary
- d. Grammar
- e. Pronunciation

**Administration.** The SORA should be used by persons who are native speakers of the target language or near native like proficiency in the target language. It is also recommended that the administrator of the assessment be familiar with the student being assessed, as issues of anxiety of not knowing the administrator can skew the results.

You will need an audio-recorder and a book the student can read in about 5-10-minutes and that the student HAS NOT read before to complete this assessment.

The assessment requires students to read a short paragraph out loud from which you will decide if the student is capable of reading the book independently or if you will read aloud the book to the student.

The following Steps are suggested:

- a. Explain instructions. *I have a homework assignment that requires that I listen to a student reading and ask some questions about what they read. Will you help me with my homework? Great! I am going to ask you to read a book and then I will take the book from you and ask you to tell me everything you remember from what you read.*
- b. Hand students the book and allow him/her to preview the book for a couple of minutes then have them turn to page 1 and have them read the first page aloud. If you notice the student struggles excessively reading the first page, read aloud the text to the student otherwise allow the student to read the book silently.
- c. After the student finishes reading the book, remove the book from the table and put it away. Turn on audio-recorder. Tell the student, *“Tell me everything you remember from what you read”*. Write down as much as possible word for word what the student says. You can probe to a point, by asking *“what else do you remember?”* Be sure you **do not** affirm or disaffirm student responses.

Use the scales in the rubric below to rate the students retelling across the 5 domains. These scales are closely aligned to the CELDT levels (Beginning (1), Early Intermediate (2), Intermediate (3), Early Advance (4) and Advance (5))

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

Rater Name: \_\_\_\_\_

Language of Student \_\_\_\_\_

### SORA Scoring Rubric

SORA						
	1	2	3	4	5	Score
<b><i>Comprehension</i></b>	Retelling is either in L1 or incomprehensible	Majority of retelling is in students L1 and displays minimal understanding of the text. Includes inaccuracies, omissions, <b>and</b> off topic comments	Retelling in English & shows some understanding of the text. May Include some inaccuracies, omissions, <b>or</b> off topic comments	Retelling in English & shows nearly complete understanding of the text. May Include 1 inaccuracy omission, <b>or</b> off topic comments	Accurately retells all of the main ideas from the text in own words. Includes NO inaccuracy omission, <b>or</b> off topic comments	
<b><i>Synthesis</i></b>	Retelling is either in L1 or incomprehensible	Synthesizes 1 concept from the text (e.g., setting, characters)	Synthesizes some concepts from the text but no textual evidence or connections to prior experiences	Synthesizes most concepts from the text and provides textual evidence or connections to prior experiences	Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusion	
<b><i>Vocabulary</i></b>	Does not use key vocabulary from text	Uses 1 key vocabulary from text	Uses 2-3 key vocabulary from text	Uses 4-5 key vocabulary from text	Uses 6+ key vocabulary from text	
<b><i>Grammar</i></b>	Retelling is either in L1 or incomprehensible	Many word order/tense problems Retelling in 1-2 word phrases	Some word order/tense problems Some Retelling in complete phrases	Few word order/ tense problems Most Retelling in complete phrases	Uses complex sentences No word order/tense problems All retelling in complete Phrases	
<b><i>Pronunciation</i></b>	Retelling is either in L1 or incomprehensible	Many Pronunciation errors that impede to some extent communication and with high frequency words (the, deep, even)	Some Pronunciation errors that <b>may</b> impede communication and with few high frequency words (the, deep, even) and some multi-syllabic academic words	Few Pronunciation errors and mostly with multi-syllabic academic or rare words and <b>do not</b> impede communication	Sounds native-like	

# Focus Student Instructional Plan

Review the data related to your focus student. Describe instructional techniques, activities and/or strategy recommendations related to the following questions. Make one copy for each person in your group. Present your recommendations to your group. Note any further group recommendations in each category.

## STUDENT CHARACTERISTICS

## INSTRUCTIONAL RECOMMENDATIONS

### Linguistic background

What did you learn about the student's linguistic background?	Describe ELD and academic language development activities appropriate for the student's L2 proficiency level.  Peer Recommendations:
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### Social-Emotional Factors

What did you learn about the student's social-emotional factors?	Describe techniques you would use to foster the student's self-esteem, reduce anxiety levels and raise student's perceived status.  Describe instructional activities you would use to motivate the student  Describe strategies you would use to promote a positive attitude toward the student's L1 language, culture, and academic school success.  Peer Recommendations:
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### Cognitive Factors

What did you learn about the student's cognitive factors?	Describe academic language learning strategies appropriate for the student's L2 level and learning style.  Peer Recommendations:
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### Socio-Cultural Factors

What did you learn about the student's socio-cultural factors?	Describe how you would help the student progress through their current stage of acculturation.  Recommend culturally relevant teaching strategies within your subject area.  Peer Recommendations:
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**FOCUS STUDENT PROFILE:**

Name	L1	Grade	CELDT Level	Reading Level	Writing Level	Bilingual Level

**LESSON TITLE:**

**TEACHER NAME:**

**SUBJECT:**

**GRADE  
LEVEL:**

**EQUIPMENT/MATERIALS/  
RESOURCES REQUIRED:**

<b>1</b>	<b>OBJECTIVE(S) OF LESSON (ALIGN WITH STANDARDS AND ASSESSMENTS):</b>
<b>2</b>	<b>STANDARDS: (Content, Common Core and ELD)</b>
<b>3</b>	<b>LESSON INTRODUCTION (How will you obtain the student's prior knowledge? How will you motivate the student?):</b>
<b>4</b>	<b>LESSON PROCEDURE (PROVIDE DETAIL):</b> <ul style="list-style-type: none"> <li>• How will you group the student?</li> <li>• How will you support the student's L1?</li> <li>• How will you raise the student's perceived status?</li> <li>• What academic language strategies will you teach?</li> <li>• Comprehensible Input (How will you visually teach the skills required for student learning?)</li> <li>• Modeling (How will you demonstrate new learning?)</li> <li>• Scaffolding (What strategies will you use to ensure student understanding?)</li> <li>• Cultural Relevance (How will you relate the lesson to the student's culture or life experiences?)</li> <li>• Check for understanding (How will you check student understanding throughout the lesson?)</li> <li>• Guided practice</li> <li>• Independent practice</li> </ul>
<b>5</b>	<b>LESSON CLOSURE:</b>
<b>6</b>	<b>RATIONALE FOR ADAPTED INSTRUCTIONAL STRATEGIES:</b>
<b>7</b>	<b>STUDENT ASSESSMENT ACTIVITIES (PROVIDE DETAIL): Does the activity achieve all of your objectives? Is it relevant? Is it authentic? Does it relate to the real world?</b>

## ELD LESSON PLAN FEEDBACK FORM

*Provide feedback pertaining to the ELD lesson for your partner. Attach feedback form to the lesson you reviewed.*

Lesson Author's Name \_\_\_\_\_ Date \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

1. In what ways was the lesson effective and what might you do differently to improve the lesson?
2. How well did the lesson connect with the students' linguistic background?  
Cite specific examples.
3. How well did the lesson lower anxiety and raise the students' perceived status within the class?  
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally) **Explain.**
4. How well did the lesson provide academic language instruction?  
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally) **Explain.**
5. How relevant was the assessment? Was it authentic? How did it relate to the real world? Give recommendations for improvement.  
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally)
6. How well did the lesson exhibit culturally relevant instructional strategies?  
(0=not present, 1=minimally, 2=well, 3=very well, 4=exceptionally) **Explain.**
7. What "next step" instructional recommendations would you make?

## ELD LESSON PLAN KEY ASSIGNMENT RUBRIC

Scale	Objectives	Standards	Introduction/ Procedures	Adaptations	Assessment	Rationale
5 (5 pts)	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to standards.	Key standards are referenced. Lesson is clearly, consistently, and accurately guided by standards.	Anticipatory set engages students' attention and curiosity, motivates them to participate in lesson.  Procedures are described in detail and provide a logical path to meeting objectives.	Plan includes differentiated adaptations in all 4 language domains for focus student.  Adaptations are defined in detail, accurate, and relevant to needs of focus student.	Assessment is directly related to objectives/ standards. Assessment is authentic, performance based, and provides useful information for planning further instruction for focus student.  Assessment relates to real world learning and employs critical pedagogy.	Rationale is detailed, and accurately relates to all ELL adaptations.
4 (4 pts)	Objectives provide a complete sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Relevant standards are referenced and accurately influence the lesson.	Anticipatory set revisits earlier learning and raises questions that will be answered in lesson.  Procedures are clearly described and linked to objectives.	Plan includes specific adaptations in 3 language domains for focus student.  Adaptations are clearly defined and accurately meet the needs of focus student.	Assessment is relevantly related to objectives/ standards.  Assessment is authentic, performance based, and provides useful information for planning further instruction for focus student.	Rationale is relevant to specific ELL adaptations.
3 (3 pts)	Objectives provide a general sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Standards are referenced and generally influence the lesson.	Anticipatory set revisits earlier learning.  Procedures are generally described and linked to objectives.	Plan includes general adaptations in 2 language domains for focus student.  Adaptations are clearly defined and meet the needs of focus student.	Assessment is generally related to objectives/ standards.  Assessment provides useful information for planning further instruction for focus student.	Rationale generally relates to ELL adaptations.
2 (2 pts)	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Standards are alluded to in lesson. Lesson is vaguely related to standards.	Anticipatory set consists of stating the objectives to the class.  Procedures are briefly described. Procedures relate peripherally to objectives.	Plan includes general adaptations in 1 language domain for focus student.	Assessment is related to objectives/ standards, but provides little useful information for planning further instruction for focus student.	Rationale alludes to some ELL adaptations.
1 (1 pt)	Objectives are missing, unclear, or unrelated to standards.	No standards are mentioned. Lesson is not related to standards.	No anticipatory set or introduction included.  Procedures are not clearly described. Procedures are unrelated to objectives.	No adaptations are planned.	No assessment of student learning. Assessment is unrelated to objectives/ standards.	Rationale is unrelated to adaptations.