

SWOLM or Informal Written Assessment Rubric

Name:

Date:

INSTRUCTIONS:

Teacher candidates will gather data through class observations, interview with an EL, and the administration and analysis of the SWLOM (or other informal written assessment as applicable) and its sub scores. The data should include: an assessment of the linguistic & academic development, pertinent cultural characteristics, linguistic skills & English proficiency level, an evaluation of EL’s reading, writing, listening, & speaking skills, interpretations of learning disabilities or language impairments (if applicable), & a summary of strategies & activities to meet the needs of ELs.

Florida Teacher Standards for ESOL Endorsement

DOMAIN 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

DOMAIN 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Elements	Criteria	Basic	Proficient	Exceptional
DOMAIN 3: Standard 1: ESL/ESOL Research and History 30%	Describes EL’s background (age, grade, place of birth, years in the U.S., cultural background, family, etc.).			
	Describes EL’s proficiency level in English and in native language (if applicable).			
	Describes EL’s academic performance, learning style, strengths and weaknesses.			
	Describes district, state, and federal requirements for identification, reclassification, and exit of ELs from language support programs (i.e., Florida Consent Decree).			

ESOL Domain 5 Assessment	Administers a writing assessment to EL (e.g., SWOLM or other informal written assessment). Describes results and provides specific strategies to support writing skills.			
	Administers the SWOLM (or other informal written assessment) and provides an analysis of the results to demonstrate an awareness of the purposes of assessment for ELs.			
Standard 1: Assessment Issues for ELLs	Identifies <u>three</u> procedures appropriate for ELs to promote valid language and literacy assessments (e.g., extra time).			
	Describes the following: - Examples of cultural and linguistic bias; - Testing in two languages; - Sociopolitical and psychological factors; - Special education testing and assessing giftedness; - Importance of standards; - Difference between formative and summative assessment; - Difference between language proficiency and other types of assessment (e.g., standardized achievement tests).			
Standard 2: Language Proficiency Assessment	Describes <u>two</u> resources to demonstrate an understanding of issues around accountability, (e.g., the implications of standardized assessment vs. performance-based assessments), <u>and</u> issues of accommodations in formal testing situations (e.g., assessment of student learning, possible learning disabilities for ELs).			
	Describes language proficiency assessment instruments to inform instruction and meet district, state, and federal guidelines.			
Standard 3: Classroom-Based Assessment for ELLs	Summarizes findings of standards- and performance-based, formative and summative assessment tools and techniques that inform instruction and assess learning for ELs.			
	Describes a way to articulate findings with stakeholders in the community (e.g., teacher/parent workshops, newsletter).			
50%	Provides an overview of <u>two</u> research articles to demonstrate knowledge of ways to effectively teach students from diverse cultural backgrounds and at varying English proficiency levels.			
	Explains <u>three</u> resources for language development to support learning.			
Resources, and Organization	Identifies a minimum of <u>five</u> websites or software programs to support ELs' learning environment (include description of URL or software product).			
	Report is well organized and uses appropriate syntax and spelling.			
20%				

<p>Exceptional = Demonstration of skills is outstanding. Proficient = Demonstration of skills is at level of expectation. Basic = Demonstration of skills is weak/ not sufficiently demonstrated.</p>
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Comments:

Grade: