



**TESOL / NCATE Program Standards**

**STANDARDS FOR THE ACCREDITATION OF INITIAL PROGRAMS  
IN P-12 ESL TEACHER EDUCATION**

Prepared and Developed by the TESOL Task Force on ESL Standards for P-12 Teacher  
Education Programs

## Toc

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## I. Organization of Standards

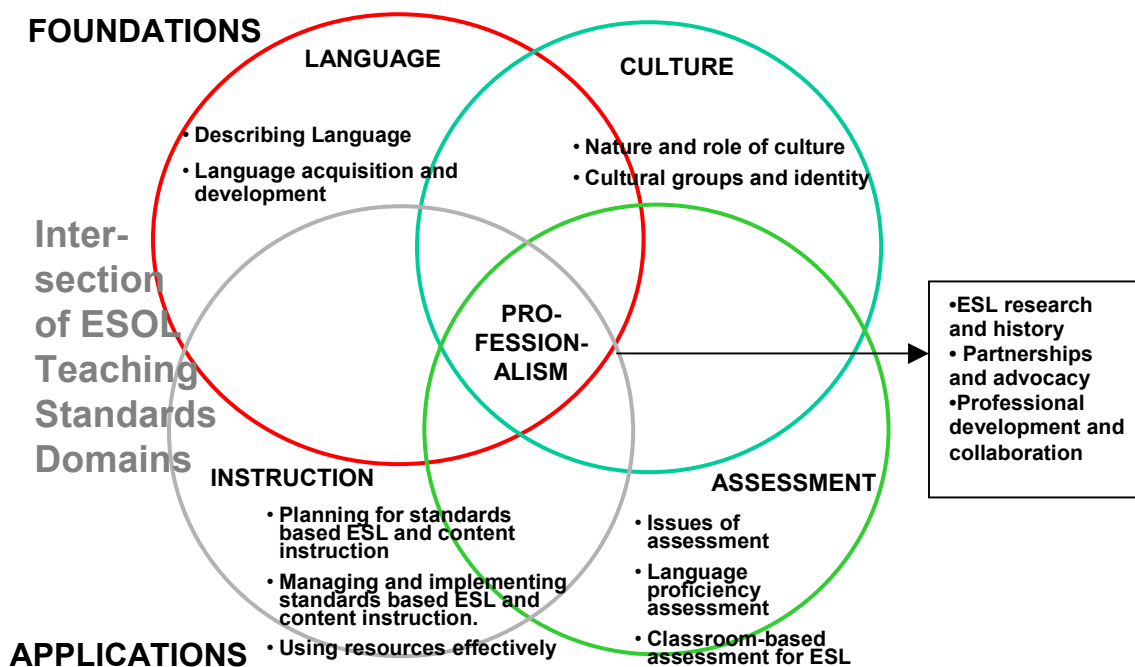
The standards are organized around five domains: Language, Culture, Instruction, Assessment and the core, which is Professionalism. Each of the domains are further divided into Standards. There are a total of 13 standards. The standards themselves are divided into performance indicators. These indicators are to help you identify evidence of candidate performance. These performance indicators can be met at three proficiency levels:

**Approaches Standard:** the documentation provided and the evidence submitted clearly establishes that the candidate has knowledge about the subject content, but does not apply it adequately to the classroom.

**Meets Standard:** the documentation provided and the evidence submitted clearly establish that the teacher candidates demonstrate the dispositions, knowledge, and skills to teach English learners effectively, and that candidates apply that knowledge in the classroom and other professional teaching situations.

**Exceeds Standard:** the documentation provided and the evidence submitted clearly establish that the teacher candidates consistently demonstrate the dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching. It is expected that teacher candidates who exceed the standards would be good candidates after the required 3 years of teaching for National Board for Professional Teacher Standards Certification under “English as a New Language.”

Below is a visual representation of how the five domains and standards are interrelated.



## **II. Domain 1: Language**

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

**Standard 1.a. Describing language.** Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

### ***Domain 1: Language***

#### **Introduction**

#### **Standard 1.a. Describing language**

Supporting explanation

Rubric

#### **Standard 1.b. Language acquisition and development**

Supporting explanation

Rubric

## **Standard 1.a. Describing Language**

Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

### **Supporting Explanation**

Candidates need a conscious knowledge of language as a system in order to be effective language teachers. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Teachers use this knowledge to develop appropriate goals and a wide variety of techniques for teaching ESOL students to listen, speak, read, and write so that students may communicate effectively in English and monitor their own use of language.

Candidates understand the ways in which languages are similar and different. Candidates identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language. Candidates understand the elements of an L2 that tend to be acquired in developmental stages as well as the effect that one's L1 may have on learning an L2.

Candidates relate their knowledge of English to languages commonly spoken by their students. Candidates build on similarities between English and students' home languages, and anticipate difficulties that learners may have with English. Candidates identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. Candidates understand the role and significance of errors as a sign of language learning and plan appropriate classroom activities to assist ESOL students through this process.

Candidates apply knowledge of language variation, including dialect and gender-based differences, discourse varieties, rhetoric, politeness, humor, and slang. Candidates serve as good models of language and use a range of instructional approaches in response to learners' different needs as they pertain to the effective and progressive development of ESL.

## Rubric for Standard 1.a.

### Describing Language

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<p><b>1.a.1.</b> Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.</p>	<ul style="list-style-type: none"> <li>• Candidates understand elements of phonology and recognize stages of phonological development in ESOL learners.</li> <li>• Candidates recognize and can describe similarities and major differences between the phonology of English and those of languages commonly spoken by their students.</li> <li>• Candidates understand the nature and importance of phonemic awareness and of sound-symbol correspondence with respect to early literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates apply knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for their students, noting how ESOL students' L1 and identity may affect their English pronunciation.</li> <li>• Candidates develop contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills.</li> <li>• Candidates incorporate a variety of instructional techniques to assist ESOL students in developing phonemic awareness as well as other reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students develop strategies to monitor and develop proficiency in difficult aspects of English phonology.</li> </ul>
<p><b>1.a.2.</b> Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English.</p>	<ul style="list-style-type: none"> <li>• Candidates understand how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners.</li> <li>• Candidates recognize and can describe similarities and major differences between the morphology of English and those of languages commonly spoken by their students.</li> <li>• Candidates understand the role of morphological cueing systems and cognates in reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates apply knowledge of developmental and contrastive morphology to facilitate ESOL students' acquisition of English oral and literacy skills.</li> <li>• Candidates design contextualized activities to provide input and practice of patterns of English word formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates assist ESOL students in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon.</li> </ul>

<p><b>1.a.3.</b> Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English.</p>	<ul style="list-style-type: none"> <li>• Candidates understand that sentences are composed of ordered sets of words and that the components and order of these sets are rule governed and help determine meaning.</li> <li>• Candidates identify the major syntactic structures of English.</li> <li>• Candidates recognize stages of syntactic development among ESOL learners.</li> <li>• Candidates identify basic aspects of English syntax and can explain how these are similar to and different from syntactic structures of languages commonly spoken by their students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design contextualized instruction to help ESOL students understand, notice, use, acquire, and practice English syntactic structures.</li> <li>• Candidates draw on their knowledge of developmental and contrastive aspects of English syntax to systematically build ESOL students' ability to use English syntactic structures.</li> <li>• Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students develop effective strategies to monitor their own syntactic structures in spoken and written form.</li> </ul>
<p><b>1.a.4.</b> Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.</p>	<ul style="list-style-type: none"> <li>• Candidates understand the system of semantics and have reasonable expectations for ESOL students' semantic and lexical development.</li> <li>• Candidates recognize differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas.</li> <li>• Candidates understand how cognates and false cognates, idioms, and other nonliteral expressions can affect ESOL students' understanding and acquisition of spoken and written English.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates apply knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English.</li> <li>• Candidates design instructional activities to help ESOL students to understand and use vocabulary appropriately in spoken and written language.</li> <li>• Candidates provide ESOL students with timely input and sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form.</li> </ul>

<p><b>1.a.5.</b> Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.</p>	<ul style="list-style-type: none"> <li>• Candidates recognize language variation in terms of politeness conventions, use of nonverbal communication (e.g., gestures and facial expressions), slang, colloquial expressions, humor, text style, and organization.</li> <li>• Candidates understand these pragmatic variations with respect to spoken and written contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback.</li> <li>• Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students develop and practice strategies to acquire and monitor their own use of spoken and written English for a variety of purposes.</li> </ul>
<p><b>1.a.6.</b> Demonstrate ability to help ESOL students develop social and academic language skills in English.</p>	<ul style="list-style-type: none"> <li>• Candidates distinguish language (e.g., vocabulary, grammar, and discourse structures) marking social versus academic discourse in written and spoken language.</li> <li>• Candidates understand and respect different cultural norms for the use of academic and social behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates explain specific examples of social and academic language, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts.</li> <li>• Candidates design contextualized instructional activities using written and spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students monitor their own social and academic language and help them develop effective strategies for using spoken and written language independently.</li> </ul>
<p><b>1.a.7.</b> Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.</p>	<ul style="list-style-type: none"> <li>• Candidates recognize a variety of discourse features and rhetorical patterns characteristic of written and spoken English.</li> <li>• Candidates understand that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their ESOL students differ from English.</li> <li>• Candidates understand why English spelling is difficult for ESOL</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates identify current standards of writing mechanics in English and can explain to ESOL students how their L1 may affect their use of these mechanics.</li> <li>• Candidates design contextualized activities that assist ESOL students in recognizing, using, acquiring, and practicing Roman script, spelling, punctuation, capitalization, and text organization in English.</li> <li>• Candidates understand the impact that learning a new orthography and</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students develop strategies to monitor their own use of English genres, discourse structures, and writing conventions.</li> </ul>

	<p>students, noting that differences in orthographies exist in terms of character to phoneme, grapheme to meaning/pronunciation, and character to syllable representation.</p> <ul style="list-style-type: none"> <li>• Candidates understand the role of various cueing systems in literacy (e.g., letter shape, word, phrase, sentence context, and story structure).</li> </ul>	<p>writing conventions have on ESOL students' progress in learning how to read and write in English and assist students as appropriate.</p>	
<p><b>1.a.8.</b> Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.</p>	<ul style="list-style-type: none"> <li>• Candidates understand the nature and role of dialect variation.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates build on English dialects that ESOL students bring to the classroom to help them extend their linguistic repertoire in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students develop metalinguistic awareness and the ability to use language purposefully and creatively.</li> </ul>
<p><b>1.a.9.</b> Locate and use linguistic resources to learn about the structure of English and of students' home languages.</p>	<ul style="list-style-type: none"> <li>• Candidates understand that resources describing linguistic features of English and of their students' languages exist and are available in print and electronic media.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates locate and use resources that describe the specific linguistic traits of English and of their ESOL students' home languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students locate resources that describe linguistic elements of English, and help these students apply this information to their learning.</li> </ul>
<p><b>1.a.10.</b> Demonstrate proficiency in English and serve as a good language model for ESOL students.</p>	<ul style="list-style-type: none"> <li>• Candidates demonstrate proficiency in most aspects of English.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate proficiency in oral and written, and social and academic English, and serve as good language models for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates serve as good English and home language models for ESOL students.</li> </ul>

## **Standard 1.b. Language Acquisition and Development**

Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

### **Supporting Explanation**

Candidates understand the importance of language in the classroom and are able to create a language-rich learning environment to foster L1 and L2 development among ESOL students. Candidates understand the communicative, social, and constructive nature of language and provide regular opportunities for meaningful interaction in the classroom. Candidates are able to use linguistic scaffolding to aid ESOL students' comprehension and production. Candidates understand the role of personal and affective variables in language learning and establish secure, motivating classrooms in which ESOL students are encouraged to take risks and use language productively, extending their conceptual knowledge as well as their language and literacy skills.

Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from behaviorist to cognitive and social interactionist perspectives. Candidates are familiar with key research in SLA (e.g., research into developmental stages and sequences, the effects of instruction and feedback, the nature and role of universal grammar, the role of L1 transfer, L2 input, and communicative interaction), and are able to apply these findings in the classroom. Candidates also understand that individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style can affect learning in the L1 and L2.

Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development. Candidates are familiar with developmental stages and understand that errors are often signs of language learning. Candidates understand the sources of many types of errors and know when and how to provide appropriate feedback for learners' developing language. Candidates understand the long-term nature of the language learning process and hold high expectations for ESOL learners with appropriate challenges and support.

Candidates understand the important foundation set by the home language; the cognitive, linguistic, and academic benefits of home language development; and the potential transfer of language skills and strategies from the L1 to the L2. Candidates understand that ESOL students come to class with previously developed language skills and, whenever possible, candidates extend and use a student's L1 as a resource for learning the new language and for learning in other areas. Candidates understand that proficiency in an L2 (or subsequent language) does not have to come at the cost of the L1. Candidates understand the sociocultural variables affecting the learning of an L2 and the maintenance of an L1. Candidates understand the systematic nature of code switching, and know that code switching is a rule-driven communication strategy used for filling in gaps in the lexicon in the L2 as well as for building community, expressing identity, and participating in social interaction.

Candidates understand the role that *variables* such as identity and affect play in L2 development. Candidates are aware of the possible negative effects of losing a home language and encourage

the maintenance and development of students' L1s, even when formal bilingual programs are not available.

Candidates understand the dimensions of language proficiency and are able to assist ESOL learners in developing sophisticated academic language skills as well as socially appropriate language skills in English language arts and other content areas. Candidates understand that although L1 literacy (reading and writing) typically follows oral language development, L2 literacy learning may be integrated with oral and skills development. Candidates provide a text-rich environment in which ESOL students are encouraged to read and express themselves in writing, regardless of their level of fluency or formal accuracy. Candidates encourage and assist ESOL students in developing learning strategies that will help with their continued language and content-area development.

**Rubric for Standard 1.b.**

**Language Acquisition and Development**

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

<b>Performance Indicator</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b><u>Exceeds Standard</u></b>
<b>1.b.1.</b> Provide rich exposure to English.	<ul style="list-style-type: none"> <li>• Candidates attempt to ask a range of question types of ESOL students.</li> <li>• Candidates read to students and display materials that develop concepts and vocabulary and reinforce ESOL student language learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates serve as good language models of English and provide many different types of English language experiences in the classroom.</li> <li>• Candidates provide a text-rich environment and display ESOL student-related and created text at every opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates establish and maintain an inquiry-based classroom, where ESOL students are provided with rich models of oral and print language and are encouraged to experiment with and extend their use of English.</li> </ul>
<b>1.b.2.</b> Provide comprehensible input and scaffolding.	<ul style="list-style-type: none"> <li>• Candidates establish classroom routines.</li> <li>• Candidates occasionally provide nonlinguistic context to aid comprehension.</li> <li>• Candidates make limited attempts to modify language use for ESOL students' comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates establish a range of predictable classroom routines.</li> <li>• Candidates regularly provide nonlinguistic contexts, such as visuals, gestures, demonstrations, and hands-on experience.</li> <li>• Candidates provide linguistic support, such as increased wait time, repetition, paraphrase, and</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates teach strategies that ESOL students can use for understanding input.</li> <li>• Candidates encourage and provide frequent opportunities for ESOL students to monitor their own comprehension.</li> </ul>

		comprehension checks, as well as restricted use of asides, slang, and idiomatic expressions.	
<b>1.b.3.</b> Provide opportunities for meaningful interaction.	<ul style="list-style-type: none"> <li>• Candidates allow limited opportunities for ESOL student interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates structure regular pair and cooperative group activities to allow ESOL students to practice using language to negotiate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide multiple opportunities for all students to engage in instructional conversations, in which ESOL students regularly learn through interactions with the teacher and among themselves.</li> </ul>
<b>1.b.4.</b> Create a secure, positive, and motivating learning environment.	<ul style="list-style-type: none"> <li>• Candidates establish a generally positive learning environment.</li> <li>• Candidates take steps to reduce ESOL learners' initial anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates establish and maintain a warm and positive environment in which ESOL students are actively involved and encouraged to take chances, make mistakes, and extend their learning.</li> <li>• Candidates provide all students with opportunities to succeed and build self-esteem.</li> <li>• Candidates use materials that relate to all students' lives inside and outside the classroom.</li> </ul>	<p>Candidates establish a community of learners in which all members (including the teacher) are considered part of the learning process and must take chances and make mistakes in order to learn.</p> <ul style="list-style-type: none"> <li>• Candidates build the curriculum around all students' interests.</li> <li>• Candidates vary their instruction to suit different learners' needs.</li> <li>• Candidates involve students' families and communities.</li> </ul>
<b>1.b.5.</b> Understand and apply current theories and research in language and literacy development.	<ul style="list-style-type: none"> <li>• Candidates understand some aspects of language and literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand and apply their knowledge of L1 and L2 and literacy development by providing appropriate input, interaction, practice, and focused feedback opportunities for ESOL learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use their understanding of language and literacy development theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms.</li> </ul>

<p><b>1.b.6.</b> Recognize and build on the processes and stages of English language and literacy development.</p>	<ul style="list-style-type: none"> <li>• Candidates acknowledge differences among ESOL students' language and literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates assess and build on ESOL students' learning processes and stages of L2 development, providing sufficient language input, feedback, and opportunities to use and extend the new language.</li> <li>• Candidates vary the types of questions, activities, and assessments so that ESOL learners at different levels of language and literacy development are able to participate meaningfully in instruction.</li> <li>• Candidates integrate instruction in oral language and literacy skills, reflecting the interdependent nature of language and literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates carefully monitor and plan language and content-area instruction for ESOL students based on each student's individual stage of interlanguage development.</li> <li>• Candidates encourage ESOL students to accept responsibility for and take ownership of their learning.</li> <li>• Candidates reflect on the conditions and processes of language teaching and learning, and conduct action research in their own classrooms.</li> </ul>
<p><b>1.b.7.</b> Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.</p>	<ul style="list-style-type: none"> <li>• Candidates allow ESOL students to use their home language to facilitate their understanding or participation in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand the importance of ESOL students' home language and encourage families to use their strongest language with their children at home.</li> <li>• Whenever possible, candidates use the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide regular opportunities for ESOL students to read, learn, and express themselves in their home language in class.</li> <li>• Candidates use the home language in the classroom to support literacy and content learning.</li> </ul>

<p><b>1.b.8.</b> Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.</p>	<ul style="list-style-type: none"> <li>• Candidates acknowledge the sociocultural and political variables within a community of ESOL learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand the complex social and political nature of learning an L2 in school.</li> <li>• Candidates apply knowledge of sociocultural and political variables to inform instruction and improve communication with ESOL students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand ESOL students' and their families' hopes and expectations for their life in the United States and show empathy for their ESOL learners' current home situations and past immigration experiences.</li> <li>• Candidates serve as advocates for their ESOL students in and out of school.</li> </ul>
<p><b>1.b.9.</b> Understand and apply knowledge of the role of individual learner variables in the process of learning English.</p>	<ul style="list-style-type: none"> <li>• Candidates recognize individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates know their ESOL students and understand that individual variables can have important effects on the process and level of L2 learning.</li> <li>• Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success.</li> <li>• Candidates vary their teaching style to accommodate students' different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ESOL learners.</li> <li>• Candidates assist ESOL students in monitoring their own learning.</li> </ul>
<p><b>1.b.10.</b> Provide appropriate instruction and feedback.</p>	<ul style="list-style-type: none"> <li>• Candidates acknowledge and understand the nature of ESOL learner errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand and monitor patterns in ESOL student language errors and design instructional activities to meet learners' needs at appropriate times.</li> <li>• Candidates provide individual, focused feedback appropriate to learners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates regularly plan a variety of instructional tasks and forms of feedback based on ESOL students' individual and group needs.</li> <li>• Candidates help ESOL students self-monitor and provide effective feedback for peers.</li> </ul>

<p><b>1.b.11.</b> Help ESOL students to communicate in socially and culturally appropriate ways.</p>	<ul style="list-style-type: none"> <li>• Candidates understand that ESOL students need to be able to communicate in diverse social settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide adequate and appropriate tasks, materials, and language support to help ESOL students communicate successfully in socially and culturally appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help ESOL students understand the importance of being able to interact appropriately in multiple social settings.</li> <li>• Candidates model strategies that ESOL students can use to monitor their own communicative competence in diverse settings.</li> </ul>
<p><b>1.b.12.</b> Help ESOL students develop academic language proficiency.</p>	<ul style="list-style-type: none"> <li>• Candidates acknowledge the academic language needs of ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates identify ESOL learners' academic language needs and provide appropriate instruction and support.</li> <li>• Candidates teach essential vocabulary, grammatical, and discourse structures within the context of authentic texts.</li> <li>• Candidates help ESOL learners discuss, read, and write about cognitively demanding concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates continuously monitor ESOL students' academic language development and plan academic instruction with students' individual needs in mind.</li> <li>• Candidates provide a range and depth of exposure to and opportunities to use academic language (e.g., vocabulary, sentence, and discourse structures).</li> <li>• Candidates emphasize learning strategies necessary for learning and expressing academic content.</li> </ul>
<p><b>1.b.13.</b> Help ESOL students develop effective language learning strategies.</p>	<ul style="list-style-type: none"> <li>• Candidates understand the importance of language learning strategies for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model, teach, and help ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates systematically plan academic content-area instruction for ESOL students to include content, language, and learning strategy objectives.</li> </ul>

### III. **Domain 2: Culture**

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.

**Standard 2.a. Nature and Role of Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

**Standard 2.b. Cultural Groups and Identity.** Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

#### **Domain 2: Culture**

##### **Introduction**

Standard 2.a. Nature and Role of Culture

Supporting explanation

##### **Rubric**

Standard 2.b. Cultural Groups and Identity

Supporting explanation

Rubric

## **Standard 2.a. Nature and Role of Culture**

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

### **Supporting Explanation**

To enhance the learning of their students, candidates draw on their knowledge of the nature, role, and content of culture. The nature and role of culture encompass such topics as cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, the interrelationship between language and culture and the effect of this relationship on learning, and the impact of geography on cultural forms and practices. The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, and individual versus group). From this knowledge base, candidates draw valid conclusions about cultural differences to design learning environments that support individual student learning.

## Rubric for Standard 2.a.

### Nature and Role of Culture

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

<b>Performance Indicators</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>2.a.1.</b> Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.	<ul style="list-style-type: none"> <li>• Candidates are aware that cultural values and beliefs have an effect on ESOL student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates teach using a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates consistently design and deliver instruction that incorporates cultural concepts.</li> <li>• Candidates foster student and family appreciation of various cultural values and beliefs.</li> </ul>
<b>2.a.2.</b> Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.	<ul style="list-style-type: none"> <li>• Candidates are aware that racism and discrimination have effects on ESL teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design and deliver instruction that includes antibias materials and develop a classroom climate in which antiracism, antibias, and antistereotyping are purposefully addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates consistently use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.</li> </ul>
<b>2.a.3.</b> Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.	<ul style="list-style-type: none"> <li>• Candidates are aware of effective home/school communication.</li> <li>• Candidates recognize the importance of family participation and support in their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates incorporate effective home/school communication techniques, including using the home language, as appropriate, to communicate with and build partnerships with students' families.</li> <li>• Candidates design and employ activities that welcome and inform families and that encourage participation and support in their child's education.</li> <li>• Candidates design and conduct classroom and school events that encourage participation of families and community cultural leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates communicate in a culturally responsive and linguistically appropriate manner with students' families.</li> <li>• Candidates establish ongoing partnerships with the community's adults and leaders by including them in curriculum and classroom activities.</li> </ul>

<p><b>2.a.4.</b> Understand and apply concepts about the interrelationship between language and culture.</p>	<ul style="list-style-type: none"> <li>• Candidates are aware of the links between language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates' choice of techniques and materials reflect their sensitivity of the interdependence of language and culture (e.g., different cultures express numbers and colors differently.)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates consistently integrate cultural issues when teaching ESL.</li> <li>• Candidates prepare students to independently extend their knowledge about one another's languages and cultures.</li> <li>• Candidates act as facilitators to help students transition between the home culture and language and the U.S./school culture and language.</li> </ul>
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## **Standard 2.b. Cultural Groups and Identity**

Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

### **Supporting Explanation**

Candidates consider diversity an asset and respond positively to it. Candidates recognize that every student comes to school with a language and culture and that that language and culture interact and form the student's identity. Candidates further recognize that students' identity is tied closely to students' sense of self-worth, which frequently is correlated to their academic achievement. Candidates know that all students can learn when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice.

As candidates create meaningful language learning experiences they also develop students' cross-cultural competence by comparing and contrasting ways in which cultures and social groups are similar and different. Candidates know, understand, and use the nature of cultural diversity and migration and immigration in the United States to improve the achievement and language development of students. Candidates must continually learn about the various factors of their students' backgrounds and add to their repertoire of teaching techniques in order to meet the diverse needs of all their students.

## Rubric for Standard 2.b.

### Cultural Groups and Identity

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>2.b.1.</b> Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.	<ul style="list-style-type: none"> <li>• Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use a range of resources about major cultural groups to design and deliver instruction.</li> <li>• Candidates integrate different ways of learning and different cultural perspectives into their ESL curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates continually expand their knowledge of their students' cultures and consistently integrate knowledge of cultural groups into their teaching.</li> </ul>
<b>2.b.2.</b> Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.	<ul style="list-style-type: none"> <li>• Candidates are aware that ESOL students' cultural identities will affect their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates plan and deliver instruction that values and adapts for students' different cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates consistently provide in-class opportunities for students and families to share and apply their cultural perspectives to learning objectives.</li> </ul>
<b>2.b.3.</b> Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.	<ul style="list-style-type: none"> <li>• Candidates are aware that cultural conflicts and home-area events affect interpersonal classroom relationships and ESOL student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates teach cross-cultural appreciation by modeling impartial attitudes toward cross-cultural conflicts and establishing high expectations of ESOL students' interactions across cultures.</li> <li>• Candidates integrate conflict resolution techniques into their instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide regular, ongoing opportunities for students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.</li> </ul>
<b>2.b.4.</b> Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.	<ul style="list-style-type: none"> <li>• Candidates are aware of the impact of socioeconomic status, race, religion, class, national origin, disability and gender on ESOL students' learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use knowledge about socioeconomic status, race, religion, class, national origin, disability, and gender in selecting appropriate ESOL teaching strategies and learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates continually add to their repertoire of instructional techniques to meet the needs of students with diverse backgrounds.</li> </ul>

<p><b>2.b.5.</b> Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.</p>	<ul style="list-style-type: none"> <li>• Candidates are aware of immigration history and patterns in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use U.S. immigration history and patterns to understand and teach ESL student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates embed knowledge of U.S. immigration history and patterns throughout their teaching of ESOL students.</li> </ul>
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#### **IV. Domain 3: Planning, Implementing, and Managing Instruction**

Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

**Standard 3.a. Planning for Standards-Based ESL and Content Instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3.c. Using Resources Effectively in ESL and Content Instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

#### ***Domain 3: Planning, Implementing, and Managing Instruction***

##### **Introduction**

##### **Standard 3.a. Planning for Standards-Based ESL and Content Instruction**

Supporting explanation

Rubric

##### **Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction**

Supporting explanation

Rubric

##### **Standard 3.c. Using Resources Effectively in ESL and Content Instruction**

Supporting explanation

Rubric

### **Standard 3.a. Planning for Standards-Based ESL and Content Instruction**

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

#### **Supporting Explanation**

Candidates plan their classrooms as supportive, positive climates for language learning. They model positive attitudes and interactions toward those who are different from themselves and assist students to build respect for their classmates and to listen and consider others' perspectives. Language-building activities are planned for student-centered learning, where students contribute ideas for themes and projects. Cooperative learning and flexible grouping are included.

Candidates use assessment of students' knowledge with multiple measures (see Domain 4) and provide for their students' diverse backgrounds, developmental needs, and English proficiency as they plan their instruction. They plan from specific ESL and content, standards-based objectives but include multiple ways of presenting content. Candidates collaborate with content-area teachers to ensure that ESOL students access the whole curriculum while learning English. Candidates plan for a variety of instructional techniques for students with limited formal schooling (LFS) based on collaborative decisions with colleagues. They plan for specific instruction in a variety of settings in which students may first learn concepts of print and subsequently join other groups of students, where they may demonstrate their skills and continue to learn with peers.

## Rubric for Standard 3.a.

### Planning for Standards-Based ESL and Content Instruction

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>3.a.1.</b> Plan standards-based ESL and content instruction.	<ul style="list-style-type: none"> <li>• Candidates are aware of standards-based ESL and content instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates plan standards-based ESL and content instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates inform and work with their colleagues to plan standards-based instruction.</li> </ul>
<b>3.a.2.</b> Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.	<ul style="list-style-type: none"> <li>• Candidates recognize ESOL students' various approaches to learning.</li> <li>• Candidates are knowledgeable about effective program models, including those that are standards based.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates establish classroom routines during which students demonstrate appreciation for one another.</li> <li>• Candidates implement standards-based programs and instructional models appropriate to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates systematically plan ESL and content instruction that is student centered.</li> <li>• Candidates plan lessons such that students can meet learning objectives and assist one another.</li> </ul>
<b>3.a.3.</b> Plan students' learning experiences based on assessment of language proficiency and prior knowledge.	<ul style="list-style-type: none"> <li>• Candidates are aware of students' language proficiency and prior knowledge when planning ESL and content-learning activities.</li> <li>• Candidates understand that different cultures approach the education of children in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles.</li> <li>• Candidates use students' prior knowledge in planning ESL and content instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates plan multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.</li> </ul>
<b>3.a.4.</b> Provide for particular needs of students with limited formal schooling (LFS) in their L1.	<ul style="list-style-type: none"> <li>• Candidates identify communication strengths of LFS students.</li> <li>• Candidates plan a few teaching strategies appropriate for LFS students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates plan ESL and content instruction to meet reading and writing needs of LFS students in ESL and content areas.</li> <li>• Candidates plan visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences.</li> <li>• Candidates plan assessment of LFS students' competence with text.</li> <li>• Candidates plan communication that LFS students will understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates plan ways to motivate and guide LFS students to successful academic experiences.</li> <li>• Candidates plan learning tasks specific to the needs of LFS students.</li> </ul>

### **Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction**

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

#### **Supporting Explanation**

Candidates view language and content learning as joint means to achieve ESOL students' academic and language development goals. They understand that language is developed most effectively in meaningful contexts and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards based.

ESL teachers at all grade levels provide ESL and content instruction and assessment that are standards based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. They also design activities and provide materials that build strengths in each skill area while also supporting and extending strengths in other skill areas.

Candidates provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments based on student interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas.

## Rubric for Standard 3.b.

### Managing and Implementing Standards-Based ESL and Content Instruction

These rubrics are additive. *Meets Standard* assumes that candidate has also met the criteria under *Approaches Standard*; *Exceeds Standards* assumes that candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>3.b.1.</b> Organize learning around standards-based subject matter and language learning objectives.	<ul style="list-style-type: none"> <li>• Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.</li> </ul>
<b>3.b.2.</b> Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	<ul style="list-style-type: none"> <li>• Candidates are aware of the need for authentic uses of language in ESL and content-area learning and the need to design activities and assessments that incorporate both.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates incorporate activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design authentic language tasks, as students access content-area learning objectives.</li> <li>• Candidates collaborate with non-ESL classroom teachers to develop authentic uses of language and activities in content areas.</li> </ul>
<b>3.b.3.</b> Provide activities and materials that integrate listening, speaking, reading, and writing.	<ul style="list-style-type: none"> <li>• Candidates are aware that integrated learning activities build meaning through practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide integrated learning activities using authentic sources that build meaning through practice.</li> <li>• Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design activities that integrate skill and content areas through thematic and inquiry-based units.</li> </ul>
<b>3.b.4.</b> Develop students' listening skills for a variety of academic and social purposes.	<ul style="list-style-type: none"> <li>• Candidates are aware of the need to assist students in making use of what they know in order to listen effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts.</li> <li>• Candidates help students develop and use listening strategies.</li> <li>• Candidates collaborate with non-ESL classroom teachers to select listening goals for content areas.</li> </ul>
<b>3.b.5.</b> Develop students' speaking skills for a variety of academic and social purposes.	<ul style="list-style-type: none"> <li>• Candidates provide opportunities for students to interact socially.</li> <li>• Candidates monitor and correct student speech as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates adapt activities to assist ESOL students' social and academic speaking skills.</li> <li>• Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.</li> </ul>

<p><b>3.b.6.</b> Provide standards-based instruction that builds upon students' oral English to support learning to read and write.</p>	<ul style="list-style-type: none"> <li>• Candidates are familiar with ways in which oral language influences reading and writing acquisition for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide standards-based instruction that builds and integrates learners' reading and writing as their oral language develops.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop a variety of ways to integrate learners' reading and writing as their oral language develops.</li> </ul>
<p><b>3.b.7.</b> Provide standards-based reading instruction adapted to ESOL learners.</p>	<ul style="list-style-type: none"> <li>• Candidates identify specific literacy needs of ESOL students.</li> <li>• Candidates choose literature for instruction from limited sources.</li> <li>• Candidates are aware of instructional activities designed to assist students with reading in standards-based, content-area texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design reading instruction that includes various cueing systems appropriate for ESOL learners.</li> <li>• Candidates design and model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages.</li> <li>• Candidates use a variety of texts, including literature and other content materials, to support and aid ESOL students' reading development.</li> <li>• Candidates explain and model explicit reading strategies that assist students with standards-based texts from content-area course work.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates engage ESOL students who are having difficulty developing their English reading skills.</li> <li>• Candidates develop lessons around texts in a variety of genres related to students' studies in content-area classes.</li> <li>• Candidates collaborate with non-ESL classroom teachers to select reading goals for content areas.</li> </ul>
<p><b>3.b.8.</b> Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.</p>	<ul style="list-style-type: none"> <li>• Candidates are aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing.</li> <li>• Candidates are aware of the need for explicit writing strategies for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design and model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages.</li> <li>• Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their home language.</li> <li>• Candidates provide opportunities for written assignments that are</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collaborate with non-ESL classroom teachers to select writing goals and activities in content areas.</li> </ul>

		ungraded, including interactive journals. • Candidates provide instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing.	
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### **Standard 3.c. Using Resources Effectively in ESL and Content Instruction**

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

#### **Supporting Explanation**

Instructional materials are tools ESL teachers use to support their practice. Selecting materials for ESOL students presents distinct challenges. Candidates learn to provide materials that are rich, interesting, and motivating. Culturally responsive resources connect students' previous cultural experiences and/or provide necessary background information needed for them to understand the materials. Candidates must also know how to assure that materials are linguistically accessible and age appropriate. Candidates match materials to the range of developing language and content-area abilities of students at various stages of learning. Teachers also determine how and when it is appropriate to use L1 resources to support English-language learning.

Candidates are capable of finding, creating, and using a wide range of print and nonprint resources, including ESL curricula, trade books, audiovisual materials as well as published and on-line multimedia materials. Candidates also are knowledgeable regarding the selection and use of technological tools to enhance language instruction, including computer software and Internet resources. In addition, candidates understand their advocacy role in assuring instruction in the use of technology and access to technological tools for learners of English.

## Rubric for Standard 3.c.

### Using Resources Effectively in ESL Instruction

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>3.c.1.</b> Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	<ul style="list-style-type: none"> <li>• Candidates are aware that materials should be appropriate for students' age and language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates select and adapt print and visual materials that are appropriate for students' age and language proficiency.</li> <li>• Candidates use materials that are appropriate for students' learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use students' community and family to locate and develop culturally appropriate materials.</li> <li>• Candidates build on students' culture in selecting, adapting, and sequencing ESL and content-area materials.</li> </ul>
<b>3.c.2.</b> Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	<ul style="list-style-type: none"> <li>• Candidates are aware of differences between content-area materials for ESOL learners and those for NSs.</li> <li>• Candidates select materials from existing content-area texts appropriate for ESOL learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates incorporate a variety of resources, including selections from or adaptations of materials from content-area texts.</li> <li>• Candidates use a variety of levels of content-area materials, either adapted or commercially produced.</li> <li>• Candidates use materials in students' L1 as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.</li> </ul>
<b>3.c.3.</b> Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.	<ul style="list-style-type: none"> <li>• Candidates are aware of the usefulness of a variety of materials and resources in English and the home language.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates find and/or create instructional materials in English and the home language for student instruction and use.</li> <li>• Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students' home languages.</li> </ul>
<b>3.c.4.</b> Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).	<ul style="list-style-type: none"> <li>• Candidates are aware of ways in which computers and other technological resources can improve ESOL students' learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use technological resources to enhance instruction to meet ESOL students' language and content learning needs.</li> <li>• Candidates use basic technological resources to select, create, and/or adapt instruction for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates assist students in learning how to use technological resources for their own academic purposes.</li> </ul>

		<ul style="list-style-type: none"> <li>• Candidates advocate for ESOL students' equal access to technological resources.</li> </ul>	
<p><b>3.c.5.</b> Use software and Internet resources effectively in ESL and content instruction.</p>	<ul style="list-style-type: none"> <li>• Candidates are familiar with software for use in the ESL and content classroom.</li> <li>• Candidates are familiar with Internet resources for language teachers and learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates evaluate, select, and use software and Web resources based on their appropriateness for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates teach students to evaluate and use software and Internet sites for their own needs.</li> </ul>

## V. **Domain 4: Assessment**

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

**Standard 4.a. Issues of Assessment for ESL.** Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language Proficiency Assessment.** Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

### **Domain 4: Assessment**

#### **Introduction**

#### **Standard 4.a. Issues of Assessment for ESL**

Supporting explanation

Rubric

#### **Standard 4.b. Language Proficiency Assessment**

Supporting explanation

Rubric

#### **Standard 4.c. Classroom-Based Assessment for ESL**

Supporting explanation

Rubric

## **Standard 4.a. Issues of Assessment for ESL**

Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented), the importance of standards-based assessment, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

### **Supporting Explanation**

Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment in order to be prepared to assess ESOL learners. For example, measures of any type of knowledge or ability (including language) that are standards based should be equitable (fair), accurate (valid), consistent (reliable), and practical (easy) to administer. Authentic or performance-based assessment measures often best meet these criteria. The more closely assessment tasks resemble instructional activities, the more likely they are to assess what has been taught and learned and to inform further instruction.

Candidates understand the variety of ways in which assessments of ESOL learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain cultural bias (e.g., images or references that are unfamiliar to ESOL learners). Assessments may also contain linguistic bias (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ESOL learners because of complex language). ESOL students may also be challenged in formal test situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates are able to identify such biasing elements in assessment situations and work to help ESOL students become familiar with the content and conditions of tests in school.

Candidates can assess ESOL students in order to help distinguish the differences among normal language development, language differences, and learning problems. Candidates understand that if a learning problem cannot be verified in the native language of the student, then it is unlikely to be a learning problem in English. Candidates use multiple sources of information (e.g., native language assessment, home, other teachers, other learners from the same cultural group, teaching style, the curriculum) to make appropriate adjustments before the problem is assumed to reside within the learner and make a referral for special education assessment. Candidates are also cognizant of factors that would prevent ESOL students from being identified as gifted and talented, based on their English language proficiency.

## Rubric for 4.a.

### Issues of Assessment for ESL

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.	<ul style="list-style-type: none"> <li>• Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment.</li> <li>• Candidates use L1 assessment to provide benchmarks for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates share their knowledge and experience about the purposes of assessment with colleagues.</li> </ul>
4.a.2. Demonstrate an understanding of the quality indicators of assessment instruments.	<ul style="list-style-type: none"> <li>• Candidates are aware of technical aspects of assessment (e.g., validity and reliability).</li> <li>• Candidates are aware of the differences between performance-based or authentic measures and traditional assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates can explain why tests are valid and/or reliable, and use this knowledge in making assessment-related decisions.</li> <li>• Candidates use performance-based or traditional measures, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates can create performance-based and traditional measures that are standards based, valid, and reliable, as appropriate.</li> </ul>
4.a.3. Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL students.	<ul style="list-style-type: none"> <li>• Candidates are aware of some of the limitations of assessment instruments for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates accommodate for psychological situations (e.g., anxiety over timed tests with high-stakes consequences, limited experience with tests).</li> <li>• Candidates accommodate for cultural bias (e.g., unfamiliar images and references).</li> <li>• Candidates accommodate for linguistic bias (e.g., test translations, specific test formats).</li> <li>• Candidates use L1 assessment results to determine language dominance.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates evaluate formal and informal technology-based and nontechnology-based assessment measures for psychological, cultural, and linguistic limitations.</li> </ul>

<p><b>4.a.4.</b> Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.</p>	<ul style="list-style-type: none"> <li>• Candidates recognize some similarities between a language difference and a learning problem for ESOL students (e.g., delayed language production, limited vocabulary and reading skills).</li> <li>• Candidates recognize how cultural bias may misinform results of such assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates work with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish between language differences, giftedness, and a learning problem for ESOL students.</li> <li>• Candidates understand appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are able to assess and instruct ESOL students who are gifted and talented and/or have special learning needs.</li> <li>• Candidates share with colleagues their knowledge and experience about gifted and talented and special learning needs of ESOL students.</li> </ul>
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## **Standard 4.b. Language Proficiency Assessment**

Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

### **Supporting Explanation**

Candidates are familiar with national and state requirements, procedures, and instruments for ESOL student identification, reclassification, and exit from language support programs. Candidates use available standardized language proficiency tests to measure ESOL students' language skills. They also use criterion and norm-referenced language proficiency instruments as appropriate. Candidates design assessment tasks that measure students' discrete and integrated language skills and their ability to use language communicatively within a range of contexts.

Candidates are aware that the term language proficiency assessment may be used synonymously with language achievement assessment to mean those developed by teachers or outside the classroom to show language growth, whereas standardized achievement tests usually refer to measures developed commercially or at the district or state level that are intended to determine how schools in general are doing in such areas as reading, math, and science.

## Rubric for Standard 4.b.

### Language Proficiency Assessment

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>4.b.1.</b> Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	<ul style="list-style-type: none"> <li>• Candidates understand national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying, reclassifying, and exiting ESOL students from language support programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state mandates.</li> <li>• Candidates involve families in program decisions for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ESOL students with their colleagues.</li> </ul>
<b>4.b.2.</b> Understand, develop, and use norm-referenced assessments appropriately with ESOL learners.	<ul style="list-style-type: none"> <li>• Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand the nature of norm-referenced assessments and use this information to make decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates evaluate the strengths and weaknesses of norm-referenced assessments for use with ESOL students.</li> <li>• Candidates share this knowledge with their colleagues.</li> </ul>
<b>4.b.3.</b> Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.	<ul style="list-style-type: none"> <li>• Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ESOL learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use authentic and traditional criterion-referenced measures to assess ESOL students' language and content-area learning.</li> <li>• Candidates use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ESOL students' learning.</li> <li>• Candidates share this knowledge with their colleagues.</li> </ul>

<p><b>4.b.4.</b> Understand, construct, and use assessment measures for a variety of purposes for ESOL students.</p>	<ul style="list-style-type: none"> <li>• Candidates understand a variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement).</li> <li>• Candidates are aware of the importance of using multiple measures to accurately assess ESOL learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use multiple and appropriate assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ESOL learners for a variety of purposes.</li> </ul>
<p><b>4.b.5.</b> Assess ESOL learners' language skills and communicative competence using multiple sources of information.</p>	<ul style="list-style-type: none"> <li>• Candidates use simple measures and a limited number of sources of information to assess ESOL learners' individual language skills and communicative ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates assess ESOL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.</li> <li>• Candidates use multiple measures and sources of information to assess ESOL learners and to determine if they have special needs (e.g., gifted and talented or learning disabilities not based on language).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates create multiple performance-based measures to assess students' language skills and communicative competence across the curriculum.</li> <li>• Candidates share these measures with their colleagues.</li> </ul>

## **Standard 4.c. Classroom-Based Assessment for ESL**

Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

### **Supporting Explanation**

Candidates understand the interdependent relationship between teaching and assessment and are able to develop instructional tasks and assessment tools that promote and measure student learning. Candidates design and develop assessment goals, tools, and tasks appropriate for ESOL students that correspond with state and national standards in ESOL and content areas such as math, science, and social studies. Candidates are able to assess learners' content-area achievement independently from their language ability and should be able to adapt classroom tests and tasks for ESOL learners at varying stages of English language and literacy development.

Candidates understand that portfolios are important tools in the assessment of ESOL student learning. A portfolio is a selection taken from a collection of student work that reflects progress over time. Portfolio samples typically are based on work conducted as part of class activities or home assignments, reflecting the characteristics of performance assessment. Performance assessment requires learners to directly demonstrate a specific skill (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate).

Self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning. The teaching of test-taking and learning strategies has an important place in the ESOL classroom.

Candidates evaluate and develop classroom measures using a variety of item types and elicitation and response formats to assess students' receptive and productive language skills. Candidates assess their ESOL students' literacy skills appropriately in English and know how to obtain information on their language and literacy skills in the native language. Candidates understand that some classroom reading techniques, such as independent oral reading, may be uninformative or misleading as assessment tools for ESOL students who may be overly concerned with the pronunciation demands of the task and pay less attention to comprehension.

Candidates should understand and use criterion and norm-referenced interpretations of assessment scores appropriately, according to the purpose of the assessment.

## Rubric for Standard 4.c.

### Classroom-Based Assessment for ESL

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.	<ul style="list-style-type: none"> <li>• Candidates use a limited set of performance-based tasks to assess ESOL learners' language and content-area learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ESOL students' progress toward state and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates design performance-based tasks and tools to measure ESOL learners' progress.</li> <li>• Candidates share these tools with their colleagues.</li> </ul>
4.c.2. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.	<ul style="list-style-type: none"> <li>• Candidates are aware of instruments and techniques to assess the content-area knowledge of ESOL learners, who are at varying levels of English language and literacy abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates use a variety of instruments and techniques, including technology-based assessment, to assess ESOL learners' knowledge in the content areas at varying levels of English language and literacy ability.</li> <li>• Candidates use test adaptation techniques, (e.g., simplifying the language of assessment measures and directions).</li> <li>• Candidates make corresponding adaptations in the scoring and interpretation of the results of such assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ESOL students' content learning at all levels of language proficiency and literacy.</li> <li>• Candidates share these techniques with their colleagues.</li> </ul>
4.c.3. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.	<ul style="list-style-type: none"> <li>• Candidates encourage ESOL learners to monitor their own performance and provide feedback to other learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates embed self- and peer-assessment techniques in their instruction and model them across the curriculum.</li> <li>• Candidates share self-peer assessment techniques with their colleagues.</li> </ul>

## **VI. Domain 5: Professionalism**

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

**Standard 5.a. ESL Research and History.** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Standard 5.b. Partnerships and Advocacy.** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

**Standard 5.c. Professional Development and Collaboration.** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

### **Domain 5: Professionalism**

#### **Introduction**

##### **Standard 5.a. ESL Research and History**

Supporting explanation

Rubric

##### **Standard 5.b. Partnerships and Advocacy**

Supporting explanation

Rubric

##### **Standard 5.c. Professional Development and Collaboration**

Supporting explanation

Rubric

## **Standard 5.a. ESL Research and History**

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

### **Supporting Explanation**

Candidates know, understand, and use a variety of research-based L2 teaching strategies and methods. Candidates select appropriate techniques for instruction.

Candidates understand legal processes, mandates, and policies that have had an impact on the development of the field of ESL. They are knowledgeable about the history of legal decisions (e.g., *Lau v. Nichols*) and their subsequent application to the instruction of ESOL students. They understand and can interpret the state and federal requirements in determining a school district's compliance with state and federal guidelines. Furthermore, they understand how the structure of a ESL program can affect teaching and learning within that program.

## Rubric for Standard 5.a.

### ESL Research and History

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standard* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

<b>Performance Indicator</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>5.a.1.</b> Demonstrate knowledge of language teaching methods in their historical contexts.	<ul style="list-style-type: none"><li>• Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area.</li></ul>	<ul style="list-style-type: none"><li>• Candidates use their knowledge of the evolution and research base of the field of ESL to design effective instruction.</li></ul>	<ul style="list-style-type: none"><li>• Candidates use their extensive knowledge of the research and evolution of the field of ESL to make instructional decisions and conduct their own classroom-based research.</li></ul>
<b>5.a.2.</b> Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	<ul style="list-style-type: none"><li>• Candidates are aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL.</li></ul>	<ul style="list-style-type: none"><li>• Candidates use their knowledge of the laws, policies, and guidelines that have had an impact on the ESL profession to design appropriate instruction for students.</li></ul>	<ul style="list-style-type: none"><li>• Candidates assist schools to design ESL instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.</li></ul>

## **Standard 5.b. Partnerships and Advocacy**

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

### **Supporting Explanation**

Candidates understand and use their ESL teaching skills to assist their colleagues in ensuring the most appropriate instruction for ESOL students. Candidates are aware of state and high-stakes assessment requirements and the effects these can have on ESOL students.

Candidates know and understand critical information from public issues that relate to the education of ESOL students. Candidates provide support for ESOL students, their families, and their teachers in helping form appropriate public policy.

Candidates establish an environment that supports, develops, and encourages the social and political strength of ESOL students and their families. Candidates promote the important roles that families play in their children's linguistic, academic, and personal development.

## Rubric for Standard 5.b.

### Partnerships and Advocacy

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standard* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>5.b.1.</b> Advocate and serve as language and education resources for students and families in their schools and communities.	<ul style="list-style-type: none"> <li>• Candidates are familiar with community language education and other resources available to ESOL students and their families.</li> <li>• Candidates assist families to participate fully in their school and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide contact information and support for ESOL students and help their families access community language education and other resources.</li> <li>• Candidates provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates support ESOL students and their families as they make decisions and advocate for themselves in the schools and community.</li> <li>• Candidates create the circumstances and environment that support ESOL student and family empowerment.</li> </ul>
<b>5.b.2.</b> Serve as professional resource personnel in their educational communities.	<ul style="list-style-type: none"> <li>• Candidates understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members, and their ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students.</li> <li>• Candidates keep current with media reports about the education of ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates help other teachers and school administrators' work effectively with ESOL students.</li> <li>• Candidates provide instruction and professional growth activities for colleagues, sharing skills for working with ESOL students.</li> <li>• Candidates assist policy makers to understand the curricula and instructional approaches that best meet the needs of ESOL students in their community.</li> </ul>
<b>5.b.3.</b> Advocate for ESOL students' access to all available academic resources, including instructional technology.	<ul style="list-style-type: none"> <li>• Candidates understand the importance of ensuring ESOL students' access to school resources, including technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates share with colleagues the importance of ESOL students' equal access to educational resources, including technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates assist colleagues to appropriately select, adapt, and customize resources for use by ESOL students.</li> </ul>

## **Standard 5.c. Professional Development and Collaboration**

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

### **Supporting Explanation**

Candidates take advantage of professional growth opportunities. They accept and embrace the role of ESOL advocate and resource person in their schools and districts. They are active, contributing members of their professional association(s).

Candidates collaborate with staff in the school in order to provide a wide range of educational opportunities for ESOL students at all proficiencies of English and with diverse special learning needs. ESL teachers develop instructional schedules in collaboration with guidance staff and other teachers to provide access to challenging course work in language and general education/content classrooms. They serve as a resource to promote a school environment that values diverse student populations and to advocate for equitable access to resources for ESOL students.

Candidates teach and plan collaboratively with general education/content teachers in a variety of teaching models. These shared teaching responsibilities provide ESOL students with greater access to content instruction through ESL instructional methods and strategies.

Candidates serve as strong models of academic English language proficiency, although they may not necessarily possess native-like proficiency. Linguistic competence in a language other than English is part of candidates' professional preparation.

## Rubric for Standard 5.c.

### Professional Development and Collaboration

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standard* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<b>5.c.1.</b> Establish professional goals and pursue opportunities to grow in the field of ESL.	<ul style="list-style-type: none"> <li>• Candidates formulate professional development plans based on their interests.</li> <li>• Candidates are aware of their professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates implement a personal professional development plan based on interests and reflection, taking advantage of opportunities in professional associations and other academic organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates engage in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis.</li> <li>• Candidates take active roles in their professional association(s).</li> </ul>
<b>5.c.2.</b> Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.	<ul style="list-style-type: none"> <li>• Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ESOL students at a variety of English proficiency levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates provide leadership to staff in scheduling appropriate classes and instructional opportunities for ESOL students.</li> </ul>
<b>5.c.3.</b> Engage in collaborative teaching in general education and content-area classrooms.	<ul style="list-style-type: none"> <li>• Candidates study and practice a variety of collaborative teaching models (e.g., parallel teaching, station teaching, alternative teaching, team teaching).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates teach and plan collaboratively with other teachers to assist ESOL students as they transition into general education and content-area classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates continue to learn about other content areas so they may share greater responsibility for effective instruction and student success in those classes.</li> </ul>
<b>5.c.4.</b> Model academic proficiency in the English language.	<ul style="list-style-type: none"> <li>• Candidates are proficient in the English language.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model effective use of the English language for academic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates assist their content-area colleagues in becoming effective models of academic English.</li> </ul>

## The Review Process

The purpose of this section is to describe the review process used to determine if the ESL teacher education program complies with the TESOL/NCATE Standards for P–12 ESL Teacher Education Programs.

For a program to be recognized

- All 13 standards must be addressed
- At least 10 of the 13 standards must be met
- At least 2 standards in each of the 5 domains must be met

Because review of the evidence (the aggregated, summarized, and interpreted data) for each standard is the basis for reaching judgments about whether standards are met or not met, this is the most important guideline. Evidence that is not structured around the standards is difficult or impossible for reviewers to use.

The performance indicators are described on a 3-point scale:

- **Approaches Standard**: Candidate has knowledge about subject content, but does not apply it adequately to the classroom.
- **Meets Standard**: Candidates demonstrate the dispositions, knowledge, and skills to teach English learners effectively, and that candidates apply that knowledge in the classroom and other professional teaching situations.
- **Exceeds Standard**: Teacher candidates consistently display the dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching. It is expected that teacher candidates who exceed the standard would be good candidates after the required 3 years of teaching for National Board for Professional Teacher Standards Certification under “English as a New Language.”

The points on this scale are additive. Meets Standard assumes that a candidate also has met the criteria under Approaches Standard; Exceeds Standards assumes that a candidate also has met the criteria under both Approaches Standard and Meets Standard.

## Overview of Review Stages

NCATE will forward each program report electronically to three reviewers who have been recruited and trained by TESOL. One of these reviewers will be the “lead” reviewer who prepares a response for the institution.

- When the three reviewers find evidence that shows the program meets standards, their consensus decision results in **national recognition**.
- If the evidence fails to show the program meets standards, the consensus decision may result in **conditional national recognition** (for two years), or **no recognition** with return of the program report with identification of areas for improvement. An institution may submit a rejoinder for a program that does not achieve national recognition.
- Responses to program reports, prepared by the lead reviewer (see Appendix C), will specify the basis for decisions applied to all programs, and make comments identifying areas for improvement found in the program report. NCATE will notify the institution that the response to their program report can be accessed on NCATE’s website.
- A TESOL appointed audit committee considers program reports and reviews if the three reviewers cannot arrive at a consensus decision. This committee may obtain additional information if necessary. When the committee finds evidence that shows the program meets standards, their decision results in national recognition.
- Rejoinders, if any, go through the same process.
- TESOL will identify a contact person as a coordinator to assist NCATE in interpretation of standards, recruitment and training, appointment of the audit committee and other liaison matters. Questions from the university programs may be directed to the TESOL/NCATE coordinator.

The analysis of each reviewer focuses on the appropriateness and comprehensiveness of the selected assessments and on the demonstrated proficiency of teacher candidates relative to the TESOL/NCATE outcomes. As they read each piece of the assessment evidence, reviewers will consider the following questions:

- A. Are the assessments appropriate for the TESOL standards they are measuring and of sufficient quality to determine whether the standards are met?
- B. Are the scoring guides (performance criteria) clear and are the **levels** of candidate proficiency they describe distinct and appropriate?
- C. Do the data and faculty interpretations indicate that candidates meet the standards?

**Based on the information presented in the Final Program Report, a program will be notified of its status.**

Options for Program Status:

**Program merits national recognition**

Program satisfies all guidelines and merits “national recognition.”

**Program merits national recognition with conditions**

Program has national recognition for a two-year period during which weaknesses must be addressed. This might be granted because a) it is a new program that does not yet have graduates and so can only be granted conditional recognition if assessments and scoring guides are appropriate, or b) the report is judged to meet standards 1-8 but not 9 and/or 10. In the latter case, the program report must present evidence for both standards 9 and 10 that demonstrates movement towards meeting these two standards.

NOTE. The award of conditional recognition brings TESOL into line with other Specialized Professional Organizations (SPAs) who award conditional recognition when data cannot be provided or when only a majority (usually 80%) of standards are met.

**Program not approved for national recognition**

Program has apparent weaknesses that must be strengthened before national recognition can be awarded.

When a program is “approved with conditions” or “not approved for national recognition,” a rejoinder may be submitted during the next NCATE cycle. All efforts to rejoin are expected to be completed before the unit visit by the NCATE Board of Examiners.

**TESOL’s Process for Reviewer Training**

NCATE requires all specialty area organizations (SPAs) to develop procedures for quality assurance in the selection, training, and evaluation of individuals who will conduct program reviews as well as procedures to avoid conflicts of interest or bias in assigning review of programs in each institution. SPAs also are required from time to time to provide materials to NCATE for use by the Specialty Areas Studies Board (SASB) and its Process and Evaluation Committee to show how SASB guidelines for review procedures, quality, and feedback to institutions are being implemented and whether SPA actions are completed in a timely manner. SPAs may be asked as well to review and comment on analyses prepared by NCATE for use by the Process and Evaluation Committee.

In keeping with these NCATE requirements, TESOL has developed procedures for selecting and training reviewers. These procedures, along with descriptions of the review process and training for institutions on developing a program report are provided below.

**Procedures for Selecting Reviewers**

TESOL’s pool of potential volunteer reviewers includes trainers, administrators, professors, teachers, and practitioners who have acquired training and experience in the application of the TESOL TESOL P–12 ESL Teacher Education Standards. TESOL solicits nominations of

reviewers from the organizations Interest Sections (ISs), the TESOL Standards Committee, or by colleagues or supervisors. In addition, interested TESOL professionals may self-nominate. Once nominated, interested potential reviewers complete and submit a reviewer application.

Applications are screened by the program review specialist to ensure that all reviewer requirements are met. Reviewers are selected on the basis of professional experience; ability to represent the needs of the profession; and potential ability and willingness to provide comprehensive, valid, timely reviews.

The following is a list of recommended qualifications to become an NCATE/TESOL program reviewer:

1. Expertise in the field of teaching, administration, teacher education, research, and/or program evaluation
2. Three or more years of teaching or other experience related to P–12 ESL education (some of which has been US based)
3. Expertise in the fields of TESOL, applied linguistics, and/or TESOL teacher education
4. Current membership in TESOL
5. Basic knowledge about interpretation of data, performance-based assessment, use of rating scales and rubrics, and analysis of written information
6. Ability to write clearly and concisely
7. Ability to make reasoned professional judgments about educational programs
8. Good interpersonal skills, the ability to interact with team members in a courteous and collegial manner, and the ability to work toward consensus in team deliberations
9. Computer literacy, particularly word processing skills
10. E-mail access
11. Commitment and availability to perform duties for a 3-year term
12. Stamina!

All Reviewers:

1. Attend reviewer training
2. Undergo annual evaluation as a reviewer
3. Complete 3 to 5 reviews during the fall and 3 to 5 reviews in the spring of each year
4. Participate fully in each review

Additional Requirements for State Partnership Reviewers:

1. Knowledge of state certification/program registration processes
2. Knowledge of state teacher education policies

Procedures for Training Reviewers

All reviewers must participate in the TESOL reviewer-training program, held every year, usually during the TESOL annual convention. Training covers various aspects of interpreting and applying the standards and holistically evaluating the program using the TESOL designated rubrics for preparing the program report.

## Reviewer Feedback Form

### TESOL REPORT ON The Preparation of Teachers of English to Speakers of Other Languages

NCATE recognition of this program is dependent on the review of the program by representatives of Teachers of English to Speakers of Other Languages, Inc. (TESOL).

- \*First Review       \*First Rejoinder       \*Second Rejoinder  
 \*Response to National Recognition with Conditions

\*

\_\_\_\_\_ [insert name of institution submitting the program report, with location city and state]

\*

\_\_\_\_\_ [insert date of review: Month/Day/Year]

<b>*Program(s) Covered by this Review</b>	<b>*Program Type</b>	<b>*Award or Degree Level(s)</b>
Initial English as a Second Language	<input type="checkbox"/> Initial teacher license in field <input type="checkbox"/> Advanced teaching degree <input type="checkbox"/> Other educational personnel <input type="checkbox"/> Other (specify) _____ _____	<input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-baccalaureate or Alternate Route <input type="checkbox"/> Master's <input type="checkbox"/> Specialist <input type="checkbox"/> Doctorate <input type="checkbox"/> Endorsement, Certificate, or License (specify) _____ _____ <input type="checkbox"/> Other (specify) _____ _____

#### PART A—RECOGNITION DECISION<sup>2</sup>

##### A.1— TESOL Decision on NCATE recognition of the program(s):

**Condition:** (if applicable)

##### A.2—Test Results:

**The program meets or exceeds an 80% pass rate on state licensure exams:**

Yes     No     Not applicable

Comments:

A.3—Summary of Strengths:

**PART B—STATUS OF MEETING TESOL STANDARDS**

<b>Standard</b>	<b>Specific Program or Level (e.g., Baccalaureate)</b>	<b>Specific Program or Level (e.g., Post-baccalaureate)</b>	<b>Specific Program or Level (e.g., Master's)</b>	<b>Specific Program or Level (e.g., Alternate Route)</b>
<b>1. Language</b>				
Comment: <sup>1</sup>				
<b>2. Culture</b>				
Comment:				
<b>3. Planning, Implementing and Managing Instruction</b>				
Comment:				
<b>4. Assessment</b>				
Comment:				
<b>5. Professionalism</b>				
Comment:				

**M = Met                      NM = Not Met**

<sup>1</sup> If the standard is found *not met*, a comment must be made to explain why it is not met.

## **PART C—EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1—Candidates’ knowledge of English for speakers of other languages.<sup>2</sup> TESOL standards addressed in this assessment include all of the TESOL standards except standards 5.b and 5.c.**

**Areas for Improvement (if any):**

**C.2—Candidates’ ability to conceptualize and apply pedagogical and professional content knowledge, skills, and dispositions.<sup>3</sup> TESOL standards that could be addressed in this assessment include all of the TESOL standards except standard 4.a.**

**Areas for Improvement (if any):**

**C.3—Candidate effects on student learning.<sup>3</sup> TESOL standards that could be addressed in this assessment include all of the TESOL standards except standards 4.a, 5.b., and 5.c.**

**Areas for Improvement (if any):**

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<sup>2</sup>In this section, reviewers should discuss how appropriately the TESOL standards were addressed in each category (C.1, C.2, and C.3); whether the assessments were of sufficient quality to address the TESOL standards; how effective the scoring guides were in identifying appropriate levels of proficiency; and to what extent candidates are meeting the standards.

**PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS**

**D—Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program<sup>3</sup>**

**Areas for Improvement (if any):**

**PART E—ADDITIONAL COMMENTS**

**E.1—Comments on context and other topics not covered in sections B-D:**

**E.2—Concerns for possible follow up by the Board of Examiners:**

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<sup>3</sup> In this section, reviewers should provide an evaluation of the information submitted in Section V of the program report.

**PART F — DIRECTIONS FOR SUBMITTING A REJOINDER** [documentation to be specified by SPA; full report or report addressing specified conditions]

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Endnote accompanying Part A, page 1:

If the program is recognized, either Statement 1 or Statement 2 below would be inserted in Section A depending on the decision of the SPA:]

[Statement 1] **Dates and terms of national recognition:** The program is recognized through the semester and year of the institution’s next NCATE review in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE review on the websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE review, in its published materials. **National recognition is dependent upon NCATE accreditation.**

[OR]

[Statement 2] **Dates and terms of national recognition with conditions:** The program is recognized through [specify the semester/year that is four semesters after the semester of this program review]. To retain recognition, the program must submit the following documentation by [specify the semester that is three semesters after the semester of this program report]:

[documentation to be specified by SPA; full report or report addressing specified conditions]

The program will be listed as nationally recognized through [specify the semester/year that is four semesters after the semester of this program review]. The institution may designate its program as nationally recognized by NCATE, through the time period specified above, in its published materials. **National recognition is dependent upon NCATE accreditation.**

## Training for Institutions in Preparing and Submitting a Program Report

TESOL also holds training sessions for institutions, during TESOL's annual convention, on how to prepare and submit a program report. Institutions that are preparing for accreditation are invited to send a representative to these sessions.

Please contact the program review specialist for scheduling and costs.

## VII. Glossary of Terms

**academic language:** language used in the learning of academic subject matter in a formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study

**accommodation** (verb: accommodate): procedure often given to ESOL students during English-medium standardized or high-stakes testing experiences that enables them to demonstrate knowledge of content regardless of their English proficiency (e.g., test translations, permission to use bilingual dictionaries)

**achievement test:** test that reflects a student's progress and learning of materials presented in a specific course, often referring to specific course objectives and often based on detailed course syllabus and/or course materials

**acquisition** (verb: acquire): the process of developing competency in a language

**affective variables:** the emotional variables that affect language acquisition (e.g., motivation, self-esteem, attitudes, anxiety)

**alternative measures of assessment:** criterion-referenced method of assessment that is alternative to traditional forms of testing, often referring to nonquantifiable results, often controlled by classroom participants other than the teacher or test proctor

**authentic measures:** various kinds of assessment reflecting student learning of, progress on, and attitudes toward relevant coursework (e.g., performance assessment, portfolios, peer assessment, self-assessment)

**bias:** content material reflects cultural and/or linguistic information unfamiliar to ESOL learners (see also cultural bias, linguistic bias)

**behaviorist:** stimulus response reward, habit formation theory of learning

**benchmark:** description that demonstrates progress and/or proficiency in a particular skill

**bubble sheets:** format of testing often given to students in multiple-choice, standardized, high-stakes, or norm-referenced procedures; student must use pencil to fill in numbered or lettered circles corresponding to a list of possible answers listed on a separate test paper or booklet

**code-switching:** a change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level

**cognate:** a word in one language that is similar in form and meaning to a word in another language because the two languages are related

**cognitive variables:** developmental factors (e.g., age, developmental maturity, learner styles, learner strategies) that enable students to think, solve problems, and acquire information

**collaborative teaching:** models of instruction involving more than one teacher, including team teaching, parallel teaching, and station teaching

**collocation:** the clustering and restrictions on clustering of words in combination

**communicative competence:** the ability to recognize and produce authentic and appropriate language correctly and fluently in any situation; use of language in realistic, everyday settings; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence

**comprehensible input:** a construct developed to describe understandable and meaningful language directed at L2 learners under optimal conditions; characterized as the language the learner already knows plus a range of new language that is made comprehensible by the use of certain planned strategies

**criterion-referenced:** assessment designed to measure a student's particular ability to work with a specific skill or piece of knowledge; focus on the assessment is exclusively on the student (see norm referenced)

**cultural bias:** images or references that come from the target culture/L2 culture and are unfamiliar to ESOL learners (see bias; linguistic bias)

**cultural identity:** the characteristics at the intersection of language and culture that constitute the makeup of an individual

**cultural relativism:** the notion that language is reflective of a given culture; the interdependence of culture and language

**cultural universalism:** the notion that similar patterns or characteristics exist across cultures

**diagnostic:** assessment measure used to indicate a student's potential and future performance

**dialect:** a regional or social variety of language distinguished by features of vocabulary, grammar, pronunciation, and discourse that differ from other varieties

**exiting:** determination that an ESOL student is ready to advance to a content-area instruction in English along with native speakers (see reclassification)

**grapheme:** the smallest unit in a writing system (e.g., a letter, number, or symbol)

**high-stakes testing:** standardized test used to reflect how well schools are doing in content areas and/or to help determine graduation qualification for the students who take it

**interlanguage:** an intermediate system that learners create as they attempt to achieve native-like competence (Díaz-Rico, L. T., & Weed, K. Z. [2002]. *The Cross-Cultural, Language, and Academic Development Handbook: A Complete K–12 Reference Guide* [2nd ed.]. Boston: Allyn & Bacon)

**LFS:** limited formal schooling

**language minority students:** students who speak a language other than or in addition to English at home

**language varieties:** variations of a language used by particular groups of people that includes regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, and so forth; may also vary by social group (sociolect) or idiosyncratically for a particular individual (idiolect)

**learning styles:** preferences for processing information, often culturally based

**linguistic bias:** items overtly or implicitly favoring speakers of standard dialects

**monitor** (verb): to oversee; check and adjust when necessary; a higher level of language acquisition when the learner recognizes and can correct grammatical, lexical, or pronunciation errors

**motivation:** the inner drive that pushes an individual to accomplish something; Gardner and Lambert (*Attitudes and Motivation in Second Language Learning*. [1972]. Rowley, MA: Newbury House) distinguish between instrumental motivation (an external or specific purpose for learning, e.g., a business trip) and integrative motivation (the desire to become a part of a community)

**multiple choice:** kind of assessment in which a student reads a question and selects a correct answer from a set of several choices; common question format used in standardized and high-stakes examinations (see bubble sheets)

**native language assessment:** an instrument designed to provide information on the level of proficiency (preferably across all four skill areas: listening, speaking, reading, and writing) an individual possesses in his/her native, or first, language

**nonverbal communication:** paralinguistic and nonlinguistic messages that can be transmitted in conjunction with language or without the aid of language; paralinguistic mechanisms include gestures, facial expressions, and body language, among others

**norm-referenced:** type of assessment in which a student's result is related to that of other students who take the same test, often presented as a number indicating the percent of students who also took the assessment that performed better or worse than that student (see criterion-referenced)

**orthography:** the spelling system

**peer assessment:** performance measure in which control of a student's evaluation is handled by other students in the course; control is often outside the purview of the teacher

**phoneme:** the smallest unit of sound that distinguishes meaning in words

**phonemic awareness:** the ability to perceive and manipulate the sounds (phonemes) that make up words in oral language

**placement:** assessment to determine the proficiency level of a student, usually leading to determination of which class that student would most comfortably work in

**portfolio:** a compilation of selections of a student's work that reflects progress over time, typically conducted as part of class activities or homework, reflecting characteristics of performance assessment

**primary language:** first or native language spoken by an individual

**realia:** actual objects and items that are brought into a classroom as examples or aids in speaking or writing practice in language teaching (e.g., photographs, articles of clothing, household items)

**reclassification:** determination that an ESOL student is ready to advance to a higher level of English language instruction (see exiting)

**reliability:** a technical measure to determine an assessment's ability to produce consistent, accurate results

**scaffolding:** the provision of temporary support (often linguistic) by a more proficient person for learners not able to perform unassisted

**social constructivism:** learning theory that claims learners actively construct their own understandings within a social context (contrast with transmission theory of learning)

**social language:** the aspect of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions, including those that occur in a classroom

**sociocultural competence:** ability to function effectively in a particular social or cultural context according to the rules or expectations of behavior held by members of that social or cultural group

**sociocultural variables:** factors associated with the social and cultural community (e.g., language and ethnic status, value systems)

**sociolinguistic competence:** related to communicative competence; the extent to which language is appropriately understood and used in a given situation (e.g., the ability to make apologies, give compliments, and politely refuse requests)

**standardized achievement tests:** measures developed commercially or at the district or state level, intended to determine how schools are performing in content areas (see high-stakes testing)

**standards-based assessment:** the systematic planning, gathering, analyzing, and reporting of student performance according to established standards, such as the ESL standards

**text-rich environment:** a classroom or other learning center where a large variety of print is available that represents a wide variety of English proficiency levels and age-appropriate content; texts may also be in the L1 of the students

**traditional measures of assessment:** types of tests used when many students are being tested simultaneously, often norm-referenced, multiple choice, standardized

**validity:** a technical measure of an assessment's match between the information collected by the items and its specified purposes

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