

**Western Oregon University
Assessment of Teacher Candidate
ESOL/Bilingual Education Practicum**

The candidate has demonstrated the ability to plan for instruction of English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	Does not take into account the needs of ELLs when designing lessons. Content and language objectives are not appropriate for language learners, or are absent. Activities and grouping strategies do not engage students.		Attempts to take into account the needs of ELLs when designing lessons. Recognizes and begins to develop content and language objectives that are appropriate for language learners. Activities are superficially aligned to learning objectives, and grouping strategies engage some students.	Takes into account the needs of ELLs as a whole group when designing lessons. Content and language objectives are appropriate for language learners. Activities and assessments are aligned to objectives, and are student-centered, promote critical thinking and address all four language skills. Grouping strategies are purposeful and consistently engage students.	Consistently takes into account the needs of ELLs when designing lessons. Learning tasks and scaffolds address the needs of individual ELLs or groups with similar needs. Content and language objectives are effective for language learners and evident in most of the lesson. Activities and assessments are closely aligned to objectives, and are student-centered, promote critical thinking and address all four language skills. Purposeful grouping strategies ensure all students are engaged.	Always takes into account the needs of individual ELLs when designing meaningful lessons. Learning tasks and scaffolds are strategically designed to meet specific needs of individual ELLs. Effective content and language objectives are evidenced throughout the lesson. All activities and assessments are tightly aligned to objectives, allow for individual ELLs to demonstrate their learning, are student-centered, promote critical thinking and address all four language skills. Student-centered activities and purposeful grouping strategies ensure all students are challenged and engaged throughout the lesson.

The candidate has demonstrated the ability to shelter and implement instruction for English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	1	2	3	4	5	6
	Makes minimal effort to build background via prior learning and/or experiences. Rarely uses strategies to aid the comprehension of language learners.		Provides some efforts to build background knowledge via prior learning and/or experiences. Uses a few strategies that help ELLs' comprehension. Begins to scaffold instruction and highlight language features. Teaches concepts/skills without careful modeling, and provides only limited opportunities for practice.	Builds background knowledge via prior learning and/or experiences on a regular basis. Scaffolds instruction, especially about vocabulary and academic language. Employs sheltered strategies that benefit ELLs' comprehension, such as visuals, wait time and/or L1 support. Teaches concepts/skills with modeling and appropriate opportunities for practice.	Has established a variety of ways to build background knowledge via prior learning and/or experiences on a regular basis. Consistently employs a variety of sheltered strategies that benefit individual ELLs' comprehension, including visuals, wait time and L1 support. Academic language is scaffolded throughout lesson. Explicitly teaches concepts/skills with careful modeling, and provides opportunities for guided and independent practice.	Draws from wide/extensive repertoire of strategies to build background knowledge via prior learning and/or experiences. Consistently employs a wide range of sheltered strategies that are thoughtfully designed to benefit individual ELLs' comprehension. Both academic language and content instruction are made comprehensible. Explicitly teaches concepts/skills with careful modeling, and provides meaningful opportunities for guided and independent practice. This is done multiple times and in multiple ways to ensure that individual students have met the lesson objectives.

The candidate has demonstrated the ability to evaluate performance of English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	1	2	3	4	5	6
	Does not check for understanding during instruction. There is little connection between what is being taught and what is being assessed. No efforts are made to differentiate assessment of language and content knowledge.		Attempts to check for understanding during instruction. There is some connection between what is being taught and assessed. Limited efforts are made to differentiate assessment of language proficiency and content knowledge. No assessment accommodations are made.	Checks for student understanding during lesson delivery using informal and formal assessment tools. There are clear connections between lesson objectives and assessment results. Efforts are made to differentiate assessment of language proficiency and content. Assessment accommodations are made to address the needs of ELLs as a group.	Checks for understanding throughout lesson using various informal and formal assessment tools. Assessment consistently drives instruction. There are demonstrated efforts to differentiate assessments and evaluation of both language and content objectives. Assessment accommodations are made to address the needs of individual ELLs.	Seamlessly checks for understanding in each part of the lesson using a wide range of informal and formal assessment tools. Meaningful assessment drives all instruction. Assessments are differentiated in a variety of ways to ascertain comprehension of language and content objectives. Multiple Assessment accommodations are made to address the needs of individual ELLs.

The candidate has demonstrated the ability to establish a classroom climate conducive to learning.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	1	2	3	4	5	6
	Does not establish a classroom climate conducive to learning. Rarely attempts to lower the affective filter of ELLs. Manner of addressing content or language mistakes is ineffective or insensitive.		Seeks ways to establish a classroom climate that encourages learning. Provides some effort to lower students' affective filter and to engage ELLs in learning. Attempts to address content or language mistakes in a sensitive way.	Establishes a classroom climate where learning and clear expectations are the norm by using signals and feedback strategies. The affective filter is lowered so that ELLs consistently participate. Content or language mistakes are addressed in a respectful and effective way. Provides a social environment that reveals mutual respect among students.	High expectations foster a respectful classroom environment conducive to engaged learning. Consistent use of a variety of signals and feedback strategies. The affective filter is consistently lowered so that ELLs eagerly participate. Content or language mistakes are respectfully and effectively addressed. Provides a social environment that consistently encourages mutual respect among students.	High and clear expectations foster a classroom environment conducive to productive and engaged learning. Consistent use of a wide range of signals and feedback strategies. The affective filter remains low so that ELLs eagerly participate. Content or language mistakes are respectfully and strategically addressed. Provides a social environment that encourages opportunities to express varied perspectives, and promotes mutual respect among students.

The candidate has demonstrated professional behaviors.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	1	2	3	4	5	6
	Lacks habits and skills to be reliable and collegial. Work ethic lacks consistency. Seems unaware of school and community cultures and norms. Becomes defensive about or fails to address constructive feedback.		Demonstrates some efforts to be reliable, hard-working, and collaborative. Attempts to understand the cultural norms and traditions of the school and community. Attempts to seek constructive feedback and reflect on professional practices.	Reliable, hard-working and collaborative. Consciously learns and respects the school and community cultures, norms and traditions. Seeks and utilizes constructive feedback for professional growth. Works to establish reflective practices.	Consistently reliable and hard-working, and frequently initiates collaboration. Values and contributes to school and community norms, cultures, and traditions. Utilizes external feedback and reflective practices for professional growth.	A role model for reliability, collaboration, and work ethic. Deeply engaged in the school and community and effects positive change where appropriate. Continuous professional growth occurs as a result of reflective practices and external feedback.