

Montclair State University
Tailoring Planning for Literacy Instruction to the Needs of an ELL (READ 399/500)
Scoring Rubric
(5-31-11)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<p>1. <i>Interpreting and reporting on an ELLs learning and development</i> (Standards for Initial Teacher Programs: 2, 3b, 7, 12a, 12c)</p>	<p>The candidate's explanation shows limited or inaccurate knowledge of language and literacy development in ELLs. The candidate's initial description of the child ignores strengths and/or inaccurately identifies literacy-related learning needs. The description may provide little detail, lack clarity, include inaccuracies, or carries an implied criticism of ELL students' linguistic differences.</p>		<p>The candidate uses knowledge of language and literacy development and ELLs to describe what is known or can be deduced about the target student based upon the case study information provided. The target student's level of English acquisition is identified. The child's oral reading and question responses are used to identify literacy-related strengths and needs. The description is accurate, relevant and respectful of linguistic differences, though may need more clarity and/or details.</p>		<p>The candidate uses knowledge of language and literacy development in ELLs to describe what is known or can be deduced about the target student, given the case study information provided. The target child's level of English acquisition is identified. The child's oral reading and question responses are used to identify a range of literacy-related strengths and needs. The description is consistently clear, accurate, relevant, detailed and respectful of linguistic differences.</p>
<p>2. <i>Understanding key issues in ELL literacy development and instruction</i> (Standards for Initial Teacher Programs; 1a, 2, 3b, 3d, 4, 12b)</p>	<p>Candidate's analysis of key issues in ELL literacy demonstrates limited understanding of the cognitive, linguistic, cultural, social-emotional and instructional factors that may influence ELL students' literacy learning. The analysis is not specific to the strengths and needs of the target child. The analysis may be lacking in logic, clarity, detail, or reflect major misinterpretations of theory.</p>		<p>Candidate's analysis of key issues in ELL literacy demonstrates satisfactory understanding of the cognitive, linguistic, cultural, social-emotional and instructional factors that may influence ELL students' literacy learning. The analysis is specific to the strengths and needs of the target child. While logical, the analysis may need more clarity, detail, or reflect minor misinterpretations of theory.</p>		<p>Candidate's analysis of key issues in ELL literacy demonstrates deep understanding of the cognitive, linguistic, cultural, social-emotional and instructional factors that may influence ELL students' literacy learning. The analysis is thorough, clear, theoretically grounded and specific to the strengths and needs of the target child.</p>

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	(1)	(2)	(3)	(4)	(5)
3. <i>Understanding task demands embedded in literacy activities for an ELL student</i> (Initial Teacher Program Standards 1a, 3d, 3f, 12d)	Candidate’s analysis demonstrates limited understanding of the challenges of the given text, including linguistic demands, prior knowledge and experiences that would support comprehension, and the literacy skills required for the ELL student to succeed within the current structure of the literacy tasks. Analysis may be incomplete, lack logic, clarity and/or details, or major inaccuracies may be evident.		Candidate’s analysis demonstrates satisfactory understanding of the challenges of the given text, including linguistic demands, prior knowledge and experiences that would support comprehension, and the literacy skills required for the ELL student to succeed within the current structure of the assigned literacy tasks. The student’s errors are viewed as learning opportunities. Analysis may require more thoroughness, clarity and/or details, or minor inaccuracies may be evident.		Candidate’s analysis demonstrates deep, thorough and accurate understanding of the challenges of a given text for the ELL student, including linguistic demands (e.g. vocabulary, syntax), prior knowledge and experiences that would support comprehension, and the skills required to for the ELL student to succeed within the current structure of the assigned literacy tasks. The student’s errors are viewed as learning opportunities.
4. <i>Modifying learning activities to make them appropriate for an ELL student</i> (Initial Teacher Program Standards 1b, 3d, 3f, 4)	Candidate presents an inadequate modified instructional plan for the ELL student. The pan may not include use of both the original text and supplemental materials. The modifications may be inconsistent with the candidate’s analysis of text demands and the target students’ needs. An <i>explanation</i> of how the adapted plan is appropriate for the target student is provided only partially or not at all, or is absent of logic and/or theoretical clarity.		Candidate presents a satisfactory modified instructional plan for the ELL student that includes use of both the original text and a range of supplemental materials. The modifications are largely consistent with the candidate’s analysis of the text demands and key issues in ELL literacy learning for the target student. An <i>explanation</i> of how the adapted plan is appropriate for the target student is provided, though more theoretical clarity and/or details may be needed.		Candidate presents a clear and coherent modified instructional plan for the ELL student that includes use of both the original text and a range of supplemental materials. The modifications are consistent with the candidate’s analysis of the text demands and key issues in ELL literacy learning for the target student. A clear, detailed and theoretically grounded explanation of how the adapted plan is appropriate for the target student is provided.

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	(1)	(2)	(3)	(4)	(5)
5. <i>Using learning materials appropriate to the needs of an ELL student</i> (Initial Teacher Program Standards 1b, 3f)	The candidate’s modified instruction plan for the ELL student includes only limited or superficial use of supplemental materials, or the selected materials do not adequately address linguistic and/or cultural differences, or the literacy learning needs of the ELL student.		Candidate’s modified instructional plan for the ELL student includes use of both the original text and <i>some</i> supplemental materials that meet the student’s literacy learning needs. The selected curriculum materials address linguistic and/or cultural differences, though the rationale for their use may require further clarification.		Candidate’s modified instructional plan includes use of both the original text and a range of supplemental materials. The plan clearly articulates how the selected curriculum materials address linguistic and/or cultural differences and meet the individual ELL student’s literacy learning needs.

NOTE: Bold and italics are used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).