

**Western Oregon University  
Work Sample Evaluation  
ESOL/Bilingual Education Practicum**

**Description of Setting**

Not Observed N/O	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP) 3	Proficient Relative to Standards (PR) 4	Exceeds Standards (E) 5	Distinguished (D) 6
	1	2				
	No evidence of understanding of community, district, school, or classroom factors that are relevant to teaching and learning. No evidence of understanding of characteristics of the class as a whole and the ELL subgroup in particular (native languages, ELP levels, students' backgrounds, strengths and needs). No effort or includes stereotypical knowledge of student characteristics.		Attempts to identify and explain one or two community, district, school, and classroom factors that are relevant to teaching and learning. Attempts to identify and explain one or two characteristics of the class as a whole and the ELL subgroup in particular (native languages, ELP levels, students' backgrounds, strengths and needs). Provides a minimal description of ethnic groups, language groups, available relevant services, resources, curriculum, program models and support staff.	Identifies, explains, and analyzes the most salient community, district, school, and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes the most salient characteristics of the class as a whole and the ELL subgroup in particular (native languages, ELP levels, students' backgrounds, strengths and needs). Provides a description of ethnic groups, language groups, available relevant services, resources, curriculum, program models and support staff.	Identifies, explains, and analyzes several community, district, school, and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes several characteristics of the class as a whole and the ELL subgroup in particular (native languages, ELP levels, students' backgrounds, strengths and needs). Provides a detailed description of ethnic groups, language groups, available relevant services, resources, curriculum, program models and support staff.	Identifies, explains, and analyzes in depth the community, district, school, and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes in depth characteristics of the class as a whole and the ELL subgroup in particular (native languages, ELP levels, students' backgrounds, strengths and needs). Provides a thorough description of ethnic groups, language groups, available relevant services, resources, curriculum, program models and support staff.

**Rationale**

Not Observed N/O	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP) 3	Proficient Relative to Standards (PR) 4	Exceeds Standards (E) 5	Distinguished (D) 6
	1	2				
	No evidence of understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELLs. No evidence of understanding of how content and skills of unit connect to standards. Lacks justification for goals and objectives. Lesson sequence is illogical, and no ESOL strategies are used.		Attempts to demonstrate understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELLs. Attempts to explain how content and skills of unit connect to standards. Attempts to justify how unit is meaningful for students from culturally and linguistically diverse backgrounds. Most of the lesson sequence is pedagogically sound, and one or two ESOL strategies are used.	Demonstrates appropriate understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELLs. Clearly and appropriately explains how content and skills of unit connect to standards. Justifies how unit is meaningful for students from culturally and linguistically diverse backgrounds. Lesson sequence is pedagogically sound, and several ESOL strategies are used.	Demonstrates consistent understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELLs. Clearly and accurately explains how content and skills of unit connect to standards. Carefully justifies how unit is meaningful for students from culturally and linguistically diverse backgrounds. Lesson sequence is pedagogically sound, and a variety of ESOL strategies are used in an intentional manner.	Demonstrates deep understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELLs. Clearly and precisely explains how content and skills of unit connect to standards. Thoroughly justifies how unit is meaningful for students from culturally and linguistically diverse backgrounds. Lesson sequence is pedagogically sound; a wide range of ESOL strategies are used in an intentional manner.

**Unit Goals and Objectives**

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
	<p>No goals are aligned with appropriate standards. Objectives are not appropriate for student characteristics, prior knowledge, and skills. No evidence of variety in cognitive and performance levels, or in strategies to demonstrate learning. Does not address functions in the unit.</p>		<p>Attempts to align content and language goals with appropriate standards. Content and language objectives are somewhat appropriate for student characteristics, prior knowledge, and skills. Most objectives include only one or two cognitive and performance levels, and only one or two strategies to demonstrate learning. Addresses only one or two functions in the unit that are based on student needs.</p>	<p>Content and language goals are aligned with appropriate standards. Content and language objectives are appropriate for student characteristics, prior knowledge, and skills. All objectives include different cognitive and performance levels, and several strategies to demonstrate learning. Addresses several functions in the unit that are based on student needs.</p>	<p>All content and language goals are closely aligned with appropriate standards. Content and language objectives demonstrate knowledge of student characteristics, prior knowledge, and skills. All objectives include a variety of cognitive and performance levels, and strategies to demonstrate learning. Addresses a variety of functions in the unit that are based on student needs.</p>	<p>All content and language goals are tightly aligned with appropriate standards. Content and language objectives demonstrate deep knowledge of student characteristics, prior knowledge, and skills. All objectives include a wide range of cognitive and performance levels, and strategies to demonstrate learning. Addresses a wide range of functions in the unit that are based on student needs.</p>

**Planning and Materials**

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
	<p>Does not align lessons with language and content goals and objectives. No evidence of differentiated language forms that correspond to functions. Language demands are not differentiated according to group's ELP levels. No evidence of sheltered strategies used. No evidence of modeling, scaffolding, opportunities for practice, or an assessment plan.</p>		<p>Attempts to align lessons with language and content goals and objectives. Attempts to include differentiated language forms that correspond to functions. Language demands are somewhat differentiated according to group's ELP levels. One or two sheltered strategies are used (and highlighted) throughout the lessons. Some of the time, follows an appropriate procedure that includes modeling, scaffolding, opportunities for practice, and an assessment plan.</p>	<p>Lessons are aligned with language and content goals and objectives. Most lessons represent a cohesive unit. Lessons include differentiated language forms that correspond to functions. Language demands are differentiated according to group's ELP levels. Several sheltered strategies are used (and highlighted) throughout the lessons. Most of the time, follows an appropriate procedure that includes modeling, scaffolding, opportunities for practice, and an assessment plan.</p>	<p>All lessons are closely aligned with language and content goals and objectives. Lessons represent a cohesive unit. All lessons include differentiated language forms that correspond to appropriate functions. Language demands are differentiated according to individual ELLs' ELP levels. A variety of sheltered strategies are used (and highlighted) throughout the lessons. Follows an appropriate procedure that includes modeling, scaffolding, opportunities for practice, and an assessment plan.</p>	<p>All lessons are tightly aligned with language and content goals and objectives. Lessons represent a tightly cohesive unit. All lessons include differentiated language forms that correspond to appropriate functions. Language demands are highly differentiated according to individual ELLs' ELP levels. A wide range of sheltered strategies are used (and highlighted) throughout all the lessons. Follows a thoughtful procedure that includes modeling, scaffolding, opportunities for practice, and an assessment plan.</p>

**Pre- and Post-Assessment**

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
	Assessment tools show no evidence of alignment with goals and objectives. Assessments do not measure the intended objectives. Assessment plan does not differentiate content knowledge and language skills. Assessment tools are unfair to ELLs in design and administration. Potential biases are not addressed.		Most pre/post assessment items are aligned with goals and objectives. Assessments are valid and are able to measure the intended objectives for the most part. Assessment plan somewhat differentiates content knowledge and language skills. Assessment tools are fair to ELLs in design and administration for the most part. Obvious potential biases are addressed.	Pre/post assessment items are aligned with goals and objectives. Assessments are valid and are able to measure the intended objectives. Assessment plan differentiates content knowledge and language skills. Assessment tools are fair to ELLs in design and administration. Most potential biases are addressed.	All pre/post assessment items are closely aligned with goals and objectives. Assessments are valid and are able to clearly measure the intended objectives. Assessment plan clearly differentiates content knowledge and language skills. Assessment tools are fair to ELLs in design and administration. Potential biases are addressed.	All pre/post assessment items are tightly aligned with goals and objectives. All assessments are valid and are able to very clearly measure all the intended objectives. Assessment plan very clearly differentiates content knowledge and language skills. All assessment tools are fair to ELLs in design and administration. All potential biases are addressed.

**Assessment Analysis**

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
	<b>No evidence of</b> analysis of goals and objectives in terms of progress of ELLs towards meeting the content and language goals and objectives. Interpretation of data is somewhat inaccurate; conclusions are not supported by sources of evidence. Does not provide an analysis of the factors contributing to ELLs' success or lack thereof.		Most goals and objectives are analyzed in terms of progress of ELLs towards meeting the content and language goals and objectives. Interpretation of data is somewhat accurate; conclusions are supported by one or two sources of evidence, including formative assessments. Provides a limited analysis of the factors contributing to ELLs' success or lack thereof.	Goals and objectives are analyzed in terms of progress of ELLs towards meeting the content and language goals and objectives. Interpretation of data is mostly accurate; conclusions are supported by several sources of evidence, including formative assessments. Provides an analysis of the factors contributing to ELLs' success or lack thereof.	All goals and objectives are clearly analyzed in terms of progress of ELLs towards meeting the content and language goals and objectives. Interpretation of data is accurate; conclusions are supported by a variety of sources of evidence, including formative assessments. Provides a clear analysis of the factors contributing to ELLs' success or lack thereof.	All goals and objectives are thoroughly analyzed in terms of progress of ELLs towards meeting the content and language goals and objectives. Interpretation of data is highly accurate; conclusions are supported by a wide range of sources of evidence, including formative assessments. Provides a thorough analysis of the factors contributing to ELLs' success or lack thereof.

**Reflective Essay**

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
	No evidence of reflection upon experiences; does not show understanding of the total teaching experience; does not use specific details and examples. Does not evaluate the effectiveness of ESOL strategies. Does not reflect on what went well, what was learned, or what could have been done differently to improve own teaching and ELLs' learning.		Attempts to reflect upon experiences; begins to show understanding of the total teaching experience through the use of a few specific details and examples. Attempts to evaluate the effectiveness of a few ESOL strategies, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELLs' learning.	Reflects upon several experiences; shows understanding of the total teaching experience through the use of several specific details and examples. Evaluates the effectiveness of several of ESOL strategies, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELLs' learning. Provides a limited discussion of theoretical concepts, relevant research, and scholars who influenced the teaching of the unit.	Reflects upon a variety of experiences; shows clear understanding of the total teaching experience through the use of a variety of specific details and examples. Clearly evaluates the effectiveness of a variety of ESOL strategies, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELLs' learning. Clearly discusses significant theoretical concepts, relevant research, and scholars who influenced the teaching of the unit.	Reflects upon a wide range of experiences; shows deep understanding of the total teaching experience through the use of a wide range of specific details and examples. Evaluates the effectiveness of a wide range of ESOL strategies in depth, reflecting on what went well, what was learned, and what could have been done differently to improve own teaching and ELLs' learning. Thoroughly discusses significant theoretical concepts, relevant research, and scholars who influenced the teaching of the unit.

**References and Appendices**

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
	No references or appendices are included.		References attempt to follow APA style. Appendices may include: samples of student work, assessment instruments, materials from school (e.g., policy manuals, teachers' guides), meeting notes, handouts.	References accurately follow APA style. Appendices may include: samples of student work, assessment instruments, materials from school (e.g., policy manuals, teachers' guides), meeting notes, handouts.	All references accurately follow APA style. Appendices may include: samples of student work, assessment instruments, materials from school (e.g., policy manuals, teachers' guides), meeting notes, handouts.	All references accurately follow APA style. Appendices may include: samples of student work, assessment instruments, materials from school (e.g., policy manuals, teachers' guides), meeting notes, handouts.