

ESOL/BILINGUAL PRACTICUM PORTFOLIO EVALUATION - ALL - 4.18.19

General Information | Custom Form | **Preview** |

ESOL PORTFOLIO EVALUATION

Required Hours or Duration of Practicum: (In some cases this will be 90 hours of documented student contact and in other cases the practicum is embedded in student teaching.)*

- Yes
- No

Student's Language Proficiency Levels:

	Inadequate or Missing	Almost There	Meets Expectations	Strong	Score
Documentation of Students' Language Proficiency Levels <input type="checkbox"/> NA	<input type="radio"/> 1 Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.	<input type="radio"/> 2 Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present.	<input type="radio"/> 3 All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students.	<input type="radio"/> 4 All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.	<div style="border: 1px solid black; padding: 2px; width: 60px; text-align: center;">Score</div>
One page explanation of how levels affected planning of Instruction and Content	<input type="radio"/> 1 Important information is inadequate, lacks appropriate	<input type="radio"/> 2 Information is given, but needs to be expanded, or information is lacking in some	<input type="radio"/> 3 All required information provided.	<input type="radio"/> 4 All required information provided, with additional information	<div style="border: 1px solid black; padding: 2px; width: 60px; text-align: center;">Score</div>

Skip Navigation

NA

development, or is missing. Bias is apparent.

areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present.

consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students

providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

Rubric Score:

Rubric Mean:

Lesson Plans:

	Inadequate or Missing	Almost There	Meets Expectations	Strong	Score
Two Week Unit of Lesson Plans (approx 10 days) <input type="checkbox"/> NA	○ 1 None or only some of the lesson plans were submitted	○ 2 All lesson plans were submitted but there were significant omissions in the information included on most lesson plans.	○ 3 All lesson plans were submitted and included required planning information.	○ 4 Lesson plans were complete and thorough, providing excellent foundation and direction for the instruction.	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

Lesson Plans Narrative - Written Explanations of How the Lesson Plans Demonstrate:

	Inadequate or Missing	Almost There	Meets Expectations	Strong	Score
Standards-based Content Objectives	○ 1	○ 2	○ 3	○ 3	<input type="text" value="Score"/>

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NA

All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present

All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students.

All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

Standards-based Language Objectives

NA

1

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2

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3

All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students.

4

All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

Score

Scaffolded Teaching Strategies

NA

1

All required information provided, with additional information providing depth. Applications

2

Information is given, but needs to be expanded, or information is lacking in some areas. Applications to

3

All required information provided. Applications show thoughtful consideration of information.

4

All required information provided, with additional information providing depth. Applications

Score

Skip Navigation

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Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students.

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Learning

Activities

Requiring

Authentic Use of

Language

NA

1

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2

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Score

Differentiation

for Academic

and Cultural

Background of

Students

NA

1

All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of

2

Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present

3

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Score

Skip Navigation

effective instruction that meets the needs of ELL students.

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Integration of Technology

NA

1
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4
All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

Score

Rubric Score:

Rubric Mean:

Assessment

Inadequate or Missing

Almost There

Meets Expectations

Strong

Score

One Example of Performance-based Assessments Utilized with Submitted Lesson Plans

NA

1
Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.

2
Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal

3
All required information provided. Applications show thoughtful consideration of information. Evidence of student

4
All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information.

Score

Skip Navigation

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is sufficient evidence of effective instruction to meet the needs of ELL students.

There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

<p>One-page Summary of Student Results on that One Assessment</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present</p>	<p><input type="radio"/> 3</p> <hr/> <p>All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students.</p>	<p><input type="radio"/> 4</p> <hr/> <p>All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.</p>	<div style="border: 1px solid black; padding: 2px; text-align: center;">Score</div>
Rubric Score:					
Rubric Mean:					

Professional Development

	Inadequate or Missing	Almost There	Meets Expectations	Strong	Score
<p>Observation Notes and Reflection after Observing another ESOL Teacher (2 pages)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating</p>	<p><input type="radio"/> 3</p> <hr/> <p>All required information provided. Applications show thoughtful consideration of</p> <p>Skip Navigation</p>	<p><input type="radio"/> 4</p> <hr/> <p>All required information provided, with additional information providing depth. Applications show thoughtful,</p>	<div style="border: 1px solid black; padding: 2px; text-align: center;">Score</div>

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careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.

	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Score
Written Reflection Based on Formal Observation by University Supervisor <input type="checkbox"/> NA	Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.	Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present.	All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students	All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.	

	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	Score
Written Reflection After Any Professional Workshop (2 pages) <input type="checkbox"/> NA	Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.	Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present.	All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of	All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of	

Skip Navigation

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Rubric Score:

Rubric Mean:

Advocacy

	Inadequate or Missing	Almost There	Meets Expectations	Strong	Score
Description of Advocacy on Behalf of Students and/or Families <input type="checkbox"/> NA	<input type="radio"/> 1 Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.	<input type="radio"/> 2 Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present.	<input type="radio"/> 3 All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is sufficient. There is sufficient evidence of effective instruction to meet the needs of ELL students.	<input type="radio"/> 4 All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students.	<div style="border: 1px solid black; padding: 2px; width: fit-content;">Score</div>

Analysis of Advocacy Taken and Desired Outcome <input type="checkbox"/> NA	<input type="radio"/> 1 Important information is inadequate, lacks appropriate development, or is missing. Bias is apparent.	<input type="radio"/> 2 Information is given, but needs to be expanded, or information is lacking in some areas. Applications to accommodating ELLs is minimal or lack connection. Bias may be present.	<input type="radio"/> 3 All required information provided. Applications show thoughtful consideration of information. Evidence of student understanding is	<input type="radio"/> 4 All required information provided, with additional information providing depth. Applications show thoughtful, careful consideration of information. There is clear	<div style="border: 1px solid black; padding: 2px; width: fit-content;">Score</div>
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Rubric Score:

Rubric Mean:

Comments Relative to All of the Above:

Completed Evaluations:

- Observation #1
- Observation #2

CT Observation Received:

- Yes
- No

CAP Verification Letter Received (Only for teachers on a CAP):

- Yes
- No

Copy of Oregon Teacher's License (ED618 only):

- Yes
- No

Skip Navigation

ED418/618 - ESOL/Bilingual Practicum

Pass

Fail

GRADE

Total Score:

Total Mean:

0.0

Update

Cancel

