

**Course Completion Rubric/Course Syllabus - 100 pts.****Course No. ELL-203: Assessment of ELLs and Progress Monitoring – Grades K-12****Course Description and Learner Outcomes**

Using assessment criteria to drive instruction requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their special needs students, ELLs and other struggling learners, thus leverage for effective progress monitoring. Participants will be introduced to multiple assessments that include feedback models and other formative methods that feed instructional decisions. Participants will learn to find and use this data effectively to meet the unique needs of their English language learners.

- Participants will practice evaluating and monitoring work against assessment criteria.
- Participants will learn and practice with using assessment criteria against performance standards and use this information to reflect on practices to improve teaching focused primarily at ELLs.
- Participants will learn effective communication strategy to articulate learning and instructional goals to ELL students, while demonstrating flexibility and responsiveness to their needs.

Area of Assessment	4 Outstanding 100%	3 Proficient 90%	2 Developing 70%	1 Beginning 59%	SUM
<b>Assignment 1: Planning With the End in Mind</b>	<i>Full and effective</i> use the Universal Design Planning Template to develop a comprehensive lesson set with course strategies, concepts, techniques and other ideas embedded. <b>Complete Section 1</b>	<i>Partial</i> use the Universal Design Planning Template to develop a comprehensive lesson set with course strategies, concepts, techniques and other ideas embedded. <b>Complete Section 1</b>	<i>Little</i> use of the Universal Design Planning Template to develop a comprehensive lesson set with course strategies, concepts, techniques and other ideas embedded. <b>Complete Section 1</b>	Did not complete assignment, or assignment was begun but not completed.	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Assignment 2: Planning With the End in Mind</b>	<i>Full and effective</i> use of the associated links to link embed ideas and cover each checkpoint for responsible lesson design conducive to how ELLs learn. Continue working on the UDL template. <b>Complete Section 2.</b>	<i>Partial</i> use of the associated links to link embed ideas and cover each checkpoint for responsible lesson design conducive to how ELLs learn. Continue working on the UDL template. <b>Complete Section 2.</b>	<i>Little</i> use of the associated links to link embed ideas and cover each checkpoint for responsible lesson design conducive to how ELLs learn. Continue working on the UDL template. <b>Complete Section 2.</b>	<i>No</i> use of the associated links to link embed ideas and cover each checkpoint for responsible lesson design conducive to how ELLs learn. Continue working on the UDL template. <b>Complete Section 2.</b>	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Assignment 3: Final Lesson Submission</b>	<i>Fully</i> design of an assessment tool such as a rubric, questions, or a scoring guide and embed it into the template to complete the project (see Module 6). <b>Complete Section 3.</b>	<i>Partial</i> design of an assessment tool such as a rubric, questions, or a scoring guide and embed it into the template to complete the project (see Module 6). <b>Complete Section 3.</b>	<i>Little or incomplete</i> design of an assessment tool such as a rubric, questions, or a scoring guide and embed it into the template to complete the project (see Module 6). <b>Complete Section 3.</b>	Did not complete assignment, or assignment was begun but not completed.	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Activity 1: Kidwatching</b>	<i>Full</i> classroom implementation of, and reflection on, embedded planning and implementation activities.	<i>Partial</i> classroom implementation of, and reflection on, embedded planning and implementation activities.	<i>Little</i> classroom implementation of, and reflection on, embedded planning and implementation activities.	Did not complete assignment, or assignment was begun but not completed.	
	8   9   10	5   6   7	2   3   4	0   1	/10

<b>Activity 2: Looking at Student Work With Colleagues</b>	<i>Full</i> classroom implementation of, and reflection on, embedded planning and implementation activities.	<i>Partial</i> classroom implementation of, and reflection on, embedded planning and implementation activities.	<i>Little</i> classroom implementation of, and reflection on, embedded planning and implementation activities.	Did not complete assignment, or assignment was begun but not completed.	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Quizzes No. 1, No. 2, No. 3, No. 4</b>	Four 5-question quiz designed to evaluate mastery of course concepts and overall understanding of research-base. Each quiz is worth a total of <b>5 points</b> .				
	<b>Quiz 1</b>	<b>Quiz 2</b>	<b>Quiz 3</b>	<b>Quiz 4</b>	/20
<b>Self-Assessment Modules 1-6</b>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Full understanding demonstrated.</i>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Partial understanding demonstrated.</i>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Little understanding demonstrated.</i>	Essays were incomplete or not completed at all. <i>No understanding demonstrated.</i>	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Self-Assessment Modules 8-13</b>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Full understanding demonstrated.</i>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Partial understanding demonstrated.</i>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Little understanding demonstrated.</i>	Essays were incomplete or not completed at all. <i>No understanding demonstrated.</i>	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Self-Assessment Modules 15-20</b>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Full understanding demonstrated.</i>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Partial understanding demonstrated.</i>	10 short essay questions to demonstrate qualitative understanding of course concepts. <i>Little understanding demonstrated.</i>	Essays were incomplete or not completed at all. <i>No understanding demonstrated.</i>	
	8   9   10	5   6   7	2   3   4	0   1	/10
<b>Participant objectives and FL Competencies met</b>	<i>All</i> objectives and competencies met demonstrating full and complete mastery of all course concepts.	<i>Some</i> objectives and competencies met with partial mastery of course concepts demonstrated.	<i>Few</i> objectives and competencies met with little mastery demonstrated.	<i>No</i> objectives or competencies met; no mastery demonstrated.	
	<b>Instructor Comments:</b>				