

Figure 5.8 ESL Reading Rubric

Pre-Reader	<ul style="list-style-type: none">• Listens to read-alouds• Repeats words and phrases• Uses pictures to comprehend text• May recognize some sound/symbol relationships
Emerging Reader	<ul style="list-style-type: none">• Participates in choral reading• Begins to retell familiar, predictable text• Uses visuals to facilitate meaning• Uses phonics and word structure to decode
Developing Reader	<ul style="list-style-type: none">• Begins to make predictions• Retells beginning, middle, and end of story• Recognizes plot, characters, and events• Begins to rely more on print than illustrations• May need assistance in choosing appropriate texts
Expanding Reader	<ul style="list-style-type: none">• Begins to read independently• Responds to literature• Begins to use a variety of reading strategies• Usually chooses appropriate texts
Proficient Reader	<ul style="list-style-type: none">• Reads independently• Relates reading to personal experience• Uses a wide variety of reading strategies• Recognizes literary elements and genres• Usually chooses appropriate texts
Independent Reader	<ul style="list-style-type: none">• Reads for enjoyment• Reads and completes a wide variety of texts• Responds personally and critically to texts• Matches a wide variety of reading strategies to purpose• Chooses appropriate or challenging texts

Adapted from a draft compiled by the ESL Portfolio Teachers Group, Fairfax County Public Schools, Virginia (1995).

Figure 7.6 Definitions and Examples of Thinking Skills in the Content Areas

Thinking Skill	Definition	Reading	Mathematics	Social Studies	Science
Comprehension	<ul style="list-style-type: none"> Recall or paraphrase information 	<ul style="list-style-type: none"> Respond to texts, comprehend the literal meaning, and infer meanings 	<ul style="list-style-type: none"> Recognize and use numbers in computation with the four operations, recognize place value, and use fractions and decimals 	<ul style="list-style-type: none"> Understand the variety of systems of government Understand past events and issues as they occurred Understand main ideas of basic documents in the United States government 	<ul style="list-style-type: none"> Understand procedures of scientific inquiry Begin to understand the physical properties of the earth and universe, including light, temperature, weight, and gravity
Analysis	<ul style="list-style-type: none"> Divide a whole into component elements, including part/whole, cause-effect, or elements in a sequence 	<ul style="list-style-type: none"> Identify components of literary, expository, and persuasive discourse Analyze the structure, language, and content of oral or written discourse 	<ul style="list-style-type: none"> Use arithmetic appropriate to solve a problem and explain solutions Identify the properties of geometric figures and their relationships 	<ul style="list-style-type: none"> Examine social, cultural, and technological changes in early and modern times Explain the changing role of the U.S. in WWI, WWII, the cold war, and in global economic relations; analyze what has/has not worked and why 	<ul style="list-style-type: none"> Understand cause/effect See the relationships between systems and parts Analyze the composition of matter, and how different substances interact Analyze the interdependence of earth systems
Comparison	<ul style="list-style-type: none"> Recognize or explain similarities and differences based on one or more attributes 	<ul style="list-style-type: none"> Make connections both within and among oral and written texts Make connections between text and prior knowledge 	<ul style="list-style-type: none"> Make connections between related mathematical concepts and apply these concepts to other content areas Express a rational number in a variety of forms, including fractions, decimals, percents 	<ul style="list-style-type: none"> Compare/contrast socialism, capitalism, and communism Know the basic beliefs of the world's principal religions Discuss the American tensions between liberty and equality, liberty and order, etc. 	<ul style="list-style-type: none"> Collect, sort, catalog, and classify objects and materials
Synthesis	<ul style="list-style-type: none"> Combine elements to form a unified whole or to form a generalization from knowledge of elements Use deductive and inductive reasoning 	<ul style="list-style-type: none"> Draw on literary and non-literary documents in reaching generalizations or conclusions 	<ul style="list-style-type: none"> Create and solve real-world problems Apply the basic concepts of measurement in solving problems 	<ul style="list-style-type: none"> Show relationships among the variety of family, work, and government systems of the world and how communities fit into the larger picture 	<ul style="list-style-type: none"> Connect the Periodic Table of Elements and its divisions to atomic structure and summarize what the structure means See the relationship between systems and parts
Evaluation	<ul style="list-style-type: none"> Judge the quality, worth, or credibility of information or arguments 	<ul style="list-style-type: none"> Evaluate believability, significance, form, completeness, clarity Evaluate one's own language and how others use language for effect 	<ul style="list-style-type: none"> Use estimation for solving problems, and check the reasonableness of results Use statistical methods to describe, analyze, evaluate, and make decisions 	<ul style="list-style-type: none"> Give examples of the significance of change, location, diversity, justice, power, and compromise in local history Act as a responsible citizen within community and state 	<ul style="list-style-type: none"> Distinguish between scientific evidence and personal opinion Show how evidence is needed to confirm a theory

Extracted from Council on Basic Education (1994).

Figure 4.12 Oral Language Assessment Activity Matrix

Assessment Activity	Format	Level of Language Proficiency	Student Preparation	Language Functions
1. Oral Interview	Individual/pairs	All levels	None	<ul style="list-style-type: none"> • Describing • Giving information • Giving an opinion
2. Picture-cued Descriptions or Stories	Individual	Beginning, intermediate	None	<ul style="list-style-type: none"> • Describing • Giving information • Giving an opinion
3. Radio Broadcasts	Individual, groups, whole class	Intermediate, advanced	None	<ul style="list-style-type: none"> • Listening for the gist • Listening for specific information • Listening for descriptions, directions • Summarizing
4. Video Clips	Individual, groups, whole class	All levels	None	<ul style="list-style-type: none"> • Describing • Giving information
5. Information Gap	Pairs	All levels	None	<ul style="list-style-type: none"> • Describing • Giving information • Giving directions
6. Story/Text Retelling	Individual	Beginning, intermediate	None	<ul style="list-style-type: none"> • Describing • Giving information • Summarizing
7. Improvisations/ Roleplays/ Simulations	Pairs, groups	All levels	Some preparation	<ul style="list-style-type: none"> • Greetings/leave-takings • Asking for/giving information • Requesting assistance • Agreeing/disagreeing • Giving/evaluating an opinion • Giving advice • Giving directions • Suggesting • Persuading • Encouraging
8. Oral Reports	Individual	All levels	Extensive preparation	<ul style="list-style-type: none"> • Describing • Explaining • Giving/asking for information
9. Debates	Groups	Intermediate, advanced	Extensive preparation	<ul style="list-style-type: none"> • Describing • Explaining • Giving/asking for information • Persuading • Agreeing/disagreeing

Figure 4.5 Analytic Oral Language Scoring Rubric

Focus/Rating:	1	2	3	4	5	6
Speaking	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversation; retells a story or experience; asks and responds to simple questions	Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings	Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning	Communicates competently in social and classroom settings
Fluency	Repeats words and phrases	Speaks in single-word utterances and short patterns	Speaks hesitantly because of rephrasing and searching for words	Speaks with occasional hesitation	Speaks with near-native fluency; any hesitations do not interfere with communication	Speaks fluently
Structure			Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off)	Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., <i>runned</i> , <i>mans</i> , <i>not never</i> , <i>more higher</i>)	Uses a variety of structures with occasional grammatical errors	Masters a variety of grammatical structures
Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases, requires repetition	Understands simple sentences in sustained conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language, including classroom discussion	Understands classroom discussion without difficulty

Adapted from a rating scale developed by ESL teachers Portfolio Assessment Group (Grades 1-12), Fairfax County Public Schools, Virginia.

Figure 4.4 Holistic Oral Language Scoring Rubric

Rating	Description
6	<ul style="list-style-type: none"> • Communicates competently in social and classroom settings • Speaks fluently • Masters a variety of grammatical structures • Uses extensive vocabulary but may lag behind native-speaking peers • Understands classroom discussion without difficulty
5	<ul style="list-style-type: none"> • Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning • Speaks with near-native fluency; any hesitations do not interfere with communication • Uses a variety of structures with occasional grammatical errors • Uses varied vocabulary • Understands simple sentences in sustained conversation; requires repetition
4	<ul style="list-style-type: none"> • Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings • Speaks with occasional hesitation • Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., <i>runned, mans, not never, more higher</i>) • Uses adequate vocabulary; some word usage irregularities • Understands classroom discussions with repetition, rephrasing, and clarification
3	<ul style="list-style-type: none"> • Begins to initiate conversation; retells a story or experience; asks and responds to simple questions • Speaks hesitantly because of rephrasing and searching for words • Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off) • Uses limited vocabulary • Understands simple sentences in sustained conversation; requires repetition
2	<ul style="list-style-type: none"> • Begins to communicate personal and survival needs • Speaks in single-word utterances and short patterns • Uses functional vocabulary • Understands words and phrases; requires repetitions
1	<ul style="list-style-type: none"> • Begins to name concrete objects • Repeats words and phrases • Understands little or no English

Adapted from a rating scale developed by ESL teachers Portfolio Assessment Group (Grades 1-12), Fairfax County Public Schools, Virginia.

Figure 4.2 Academic Language Functions

Academic Language Function	Student uses language to:	Examples
1. Seeking Information/ Informing	Observe and explore the environment, acquire information, inquire; identify, report, or describe information	Use <i>who, what, when, where, and how</i> to gather information; recount information presented by teacher or text; retell a story or personal experience
2. Comparing	Describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show similarities and contrasts
3. Ordering	Sequence objects, ideas, or events	Describe/make a timeline, continuum, cycle, or narrative sequence
4. Classifying	Group objects or ideas according to their characteristics	Describe organizing principle(s), explain why A is an example and B is not
5. Analyzing	Separate whole into parts; identify relationships and patterns	Describe parts, features, or main idea of information
6. Inferring	Make inferences; predict implications, hypothesize	Describe reasoning process (inductive or deductive) or generate hypotheses to suggest causes or outcomes
7. Justifying and Persuading	Give reasons for an action, decision, point of view; convince others	Tell why A is important and give evidence in support of a position
8. Solving Problems	Define and represent a problem; determine a solution	Describe problem-solving procedures; apply to real-life problems and describe
9. Synthesizing	Combine or integrate ideas to form a whole	Summarize information; incorporate new information
10. Evaluating	Assess and verify worth of an object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgment, confirm truth

Adapted from Chamot and O'Malley (1994).

means: (1) using authentic language in listening/speaking activities; (2) setting real-world tasks, such as getting the gist of a message, listening selectively, describing, giving directions, and giving opinions; and (3) giving students opportunities to use language in situations based on everyday life. It is important to expose students to authentic language and help them work out strategies for dealing with less than total comprehension (Porter and Roberts 1987).

In your lesson planning, articulate learning goals and objectives in terms of those language functions students need to learn first. Be sure to include language functions that reflect both social and academic language. Within this context, the areas of grammar and pronunciation can be addressed, instead of being assessed as discrete items. In all cases, assessment should be instructive, challenging, engaging, and even enjoyable (Underhill 1987; Wiggins 1992).

Figure 2.5 Sample Holistic Scoring Rubric for Writing Samples

Rating	Criteria
<p>6 Proficient</p>	<ul style="list-style-type: none"> • Writes single or multiple paragraphs with clear introduction, fully developed ideas, and a conclusion • Uses appropriate verb tense and a variety of grammatical and syntactical structures; uses complex sentences effectively; uses smooth transitions • Uses varied, precise vocabulary • Has occasional errors in mechanics (spelling, punctuation, and capitalization) which do not detract from meaning
<p>5 Fluent</p>	<ul style="list-style-type: none"> • Writes single or multiple paragraphs with main idea and supporting detail; presents ideas logically, though some parts may not be fully developed • Uses appropriate verb tense and a variety of grammatical and syntactical structures; errors in sentence structure do not detract from meaning; uses transitions • Uses varied vocabulary appropriate for the purpose • Has few errors in mechanics which do not detract from meaning
<p>4 Expanding</p>	<ul style="list-style-type: none"> • Organizes ideas in logical or sequential order with some supporting detail; begins to write a paragraph • Experiments with a variety of verb tenses, but does not use them consistently; subject/verb agreement errors; uses some compound and complex sentences; limited use of transitions • Vocabulary is appropriate to purpose but sometimes awkward • Uses punctuation, capitalization, and mostly conventional spelling; errors sometimes interfere with meaning
<p>3 Developing</p>	<ul style="list-style-type: none"> • Writes sentences around an idea; some sequencing present, but may lack cohesion • Writes in present tense and simple sentences; has difficulty with subject/verb agreement; run-on sentences are common; begins to use compound sentences • Uses high frequency words; may have difficulty with word order; omits endings or words • Uses some capitalization, punctuation, and transitional spelling; errors often interfere with meaning
<p>2 Beginning</p>	<ul style="list-style-type: none"> • Begins to convey meaning through writing • Writes predominately phrases and patterned or simple sentences • Uses limited or repetitious vocabulary • Uses temporary (phonetic) spelling
<p>1 Emerging</p>	<ul style="list-style-type: none"> • No evidence of idea development or organization • Uses single words, pictures, and patterned phrases. • Copies from a model • Little awareness of spelling, capitalization, or punctuation

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