I. COURSE DESCRIPTION

The course is an overview of curriculum alignment in the bilingual classroom. An analysis of language assessment instruments, teaching strategies, and the pedagogical implications associated with the education of culturally and linguistically diverse students in bilingual and English as a second language programs.

II. RATIONALE

BIEM 5346 is one of four Master's level courses required for the ESL endorsement. The course provides the opportunity for future bilingual and ESL teachers to become familiar with assessment instruments used in second language classrooms. Students are also able to explore pertinent research issues associated with bilingual and ESL classrooms and relate them to assessment practices and classroom teaching.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

Learner Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

Equity in Excellence for All Learners: The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

Learner-Centered Communication: The teacher acts as an advocate for all students and the school. The teacher demonstrates effective professional and interpersonal communication skills.
IV. TExES COMPETENCIES:

The TExES program competencies (Field 154 English as a Second Language (ESL) Test Framework) covered in a course include the following: (See attached Competencies)

DOMAIN I - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL/bilingual/regular content teacher understands fundamental language concepts and the structure and conventions of the English language.

The beginning ESL/bilingual/regular content teacher:

Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL/bilingual/regular content classroom.

Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.

Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Competency 002

The ESL/bilingual/regular content teacher understands the processes of first-language (L 1) and second-language (L2) acquisition and the interrelatedness of L 1 and L2 development.

The ESL/bilingual/regular content teacher: Knows theories, concepts, and research related to L 1 and L2 acquisition. Uses knowledge of theories, concepts, and research related to L 1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.

Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

Analyzes the interrelatedness of first- and second-language acquisition and ways in which L 1 may affect development of L2.
Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

**DOMAIN II - ESL INSTRUCTION AND ASSESSMENT**

**Competency 003**

The ESL/bilingual/regular content teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The ESL/bilingual/regular content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL/bilingual education/regular content classroom, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

Knows effective instructional methods and techniques for the ESL/bilingual/regular content classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.

Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

Applies effective teaching strategies for a variety of ESL/bilingual/regular content environments and situations.

**Competency 004**

The ESL/bilingual/regular content teacher understands how to promote students' communicative language development in English.

The ESL/bilingual/regular content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL/bilingual/regular content classroom, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
Applies knowledge of practices, resources, and materials that are effective in promoting ESL/bilingual students' communicative competence in English.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.

Applies knowledge of effective strategies for helping ESL/bilingual students transfer language skills from L1 to L2.

Applies knowledge of individual differences (e.g., development characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005

The ESL/bilingual/regular content teacher understands how to promote students' literacy development in English.

The ESL/bilingual/regular content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEK), especially the English Language Arts and Reading curriculum as it relates to ESL/bilingual/regular content classroom, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.

Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

Knows factors that affect ESL/bilingual students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL/bilingual content reading comprehension in English.

Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL/bilingual students' literacy development.
Knows personal factors that affect ESL/content students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006

The ESL/bilingual/regular content teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

The ESL/bilingual/regular content teacher:

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.

Knows instructional delivery practices that are effective in facilitating ESL/bilingual students' comprehension in content-area classes (e.g., pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.

Knows personal factors that affect ESL/bilingual students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

The ESL/bilingual/regular content teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The ESL/bilingual/regular content teacher:

Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

Applies knowledge of formal and informal assessments used in the ESL/bilingual/regular classroom and knows their characteristics, uses, and limitations.

Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.

Understands relationships among state-mandated standards, instruction, and assessment in the ESL/bilingual/regular content classroom.

Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL/bilingual students to achieve learning goals.

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DOMAIN III-FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT:

Competency 008

The ESL/bilingual/regular content teacher understands the foundations of ESL education and of ESL programs.

The ESL/bilingual/regular content teacher:

Knows the historical, theoretical, and policy foundations of ESL/bilingual education and uses this knowledge to plan, implement, and advocate for effective ESL/bilingual programs.

Knows types of ESL/bilingual programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their benefits, and research findings on their effectiveness.

Applies knowledge of the various types of ESL/bilingual programs to make appropriate instructional and management decisions.

Applies knowledge of research findings related to ESL/bilingual education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL/bilingual programs.

Competency 009

The ESL/bilingual/regular content teacher understands factors that affect ESL/bilingual students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The ESL/bilingual/regular content teacher:

Understands cultural and linguistic diversity in the ESL/bilingual/regular classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, socio-cultural factors, home environment, attitude, exceptionalities).
Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL/bilingual students and facilitates students' learning and language acquisition.

Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

Demonstrates sensitivity to students' diverse cultural and socio-economic backgrounds and shows respect for language differences.

Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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Competency 010

The ESL/bilingual/regular content teacher knows how to serve, as an advocate for ESL student and facilitate family and community involvement in their education.

The ESL/bilingual/regular content teacher:

Applies knowledge of effective strategies advocating educational and social equity for ESL/bilingual students (e.g., participating in LPAC and ARD meetings, serving on school improvement committees, serving as a resource for teachers).

Understands the importance of family involvement in the education of ESL/bilingual students and knows how to facilitate parent/guardian participation in their children's education and school activities.

Applies skills for communicating and collaborating effectively with the parents/guardians of ESL/bilingual students in a variety of educational contexts.

Knows how community members and resources can positively affect student learning in the ESL/bilingual program and is able to access community resources to enhance the education of ESL/bilingual students.

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V. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Analyze issues related to assessment of bilingual/ESL students; 2. Present a rationale for language assessment; 3. Analyze and utilize language assessment instruments for programmatic designs in bilingual and ESL programs; 4. Use results of language assessment instruments for programmatic designs in bilingual and ESL programs; 5. Design and develop bilingual and ESL programmatic responses; 6. Explain state adopted procedures for bilingual and ESL assessment, placement, and exiting from

VI. COURSE TOPICS

The major topics to be considered in this course are the following:

- National and state court cases, laws, procedures and processes for teaching English learners
- Firsts and second language acquisition
- Factors that affect second language learning
- State approved assessment instruments used in bilingual and ESL classrooms
- State mandated assessment procedures in bilingual and ESL classrooms
- Instructional design/effective programs in bilingual and ESL classrooms
- Listening, speaking, reading and writing skills development based on assessment
- Designing a literacy rich environment.
- Assessing listening, speaking, reading and writing in bilingual and ESL classrooms
- Alternative assessment procedures
- Effective practices for bilingual/ESL students
- Strategies for teaching English learners

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

1. Student Information and Introduction Form
   Complete the Student Information Form and the Introduction Form. Post the Introduction Form on the Discussion Forum, and the Student Information Form send via Blackboard to Dr. Lucido. (20 pts. possible)

2. Syllabus Quiz
   Complete the course Syllabus Quiz (see Assessments) by 12:00 midnight on Friday, Jan 24th. (10 pts. possible)

3. Reading and Writing
   Chapter Reflections: from Teaching English Language Learners by Theresa Walter –(Chapters 1,2,3,4, & 5). Write 8-10 concepts that you learned from reading each chapter. Reflect on the
concepts that you have listed, and write a one to two paragraph reflection at the end of listing the concepts on the implications of these concepts to teaching English learners at your grade level. (Possible 10 pts. each chapter=50 pts.) Post in the Journal section of Blackboard. Chapters 1, 2, 3 must be posted by February 5, 2014 at midnight. Chapters 4&5 must posted by January 14, 2014 at midnight.

Chapter Reflections: from Authentic Assessment for English Language Learners: Practical Approaches for Teachers (Chapters 1, 2, 3, 4, 5, 6, 7) Write 8-10 concepts that you learned from reading each chapter. Reflect on the concepts that you have listed, and write a one to two paragraph reflection at the end of listing the concepts on the implications of these concepts to teaching English learners at your grade level. (Possible 10 pts. each chapter=70 pts.) Put in the Journal section of Blackboard. Chapters 1, 2, 3 should be submitted by Feb. 21; Chapters 4, 5, 6 should be submitted by Feb. 28; and Chapters 6 & 7 submitted by March 11.

**Bilingual/ESL Assessment Field Work**

All students will be required to do 4 hours of field work through either on site testing at the Early Childhood Development Center or conducting/observing testing at your work site if you are in a school. Students who will be doing testing at the ECDC will be required to sign in at the front desk. If you are employed in a secondary setting you can do observations and assist in ESL classrooms. You will be contacted to sign up for a time to do the testing at the ECDC if you need a school site. After your 4 hours of field work are completed, you will fill out the field experience reflection sheet, and submit on the Blackboard Blog by March 3 at midnight. You will need to make at least two comments on two classmates’ postings. Give you insight as to how your experience is different or the same as the one posted. (Possible 60 pts.-40 pts. for posting your experience and 10 points for the comments on two classmates’ postings (10 pts. each.)

**Language Tests**

You will be required to develop a presentation on one of the language tests that is authorized by the Texas Education Agency to be used in Texas schools. Choose one of the tests from the list provided. You will give a description of the tests. What are language elements that are tested? What is the reliability of the test? What is the validity of the test? How is the test administered and to whom? How are the test results reported? What are the norms used for the scoring of the test? You will describe the test and your findings to the class through a Wiki or on YouTube, or Skype. There will be a class section on YouTube for posting your presentation. (Possible 100 pts.-rubric is attached)

**Best Practices Reflection**

You will go to the Office for Second Language Achievement Website at ell@tamucc.edu. Go to the section on the left side of the home page entitled Teacher Resources. Click on Teacher Resources and then click on the first entry, Promising Practices for Secondary English Language Learners, or on the second entry, Effective Practices for English Language Learners. Read through the documents and select
5 practices that you think you might want to use in your classroom, and explain how you would use it effectively and with what particular content. Post on the wiki section by March 6 and 7. Comment on one other of your classmates’ posts. (Possible 40 pts. for the reflection, 10 points for one post.-50 pts. total)

**Mid-Term and Final Exam**

Competencies for the mid-term and final will be e-mailed to you one week prior to the exam. You will go online to take the test and the test will have a two hour time limit. The mid-term will be on Feb. 6 and the final will be March 11. (Possible 100 pts. per test)

**VIII. EVALUATION AND GRADE ASSIGNMENT**

The methods of evaluation and the criteria for grade assignment are: The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid Term and Final</td>
<td>200 pts.</td>
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<tr>
<td>Chapter Reflections: Chapters 1,2,3,4,5 in Teaching ELL’s-Walter (10 pts. Each)</td>
<td>50 pts. (10 pts.)</td>
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<tr>
<td>Chapters 1,2,3,4,5,6,7 in Authentic Assessment for English Language Learners.</td>
<td>70 pts. (10 pts.)</td>
</tr>
<tr>
<td>Explanation/Presentation and review of one language test</td>
<td>100 pts.</td>
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<tr>
<td>Field Experience in Testing/Observation (4 Hrs.)/Comments</td>
<td>60 pts.</td>
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<tr>
<td>Best Practice Reflection</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Participation/class readings/Powerpoints and comments</td>
<td>100 pts.</td>
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<td>700 pts.</td>
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630 pts.-700 pts. = A

560 pts.-629 pts. = B

490 pts.-559 pts. = C

420 pts.-489 pts. = D

Below 439=F

All work turned in for grading must be typed.

Student’s class products that involve plagiarism will be ground for dismissal from the course.

If you need extra time for an assignment for a serious reason, please notify me out of common courtesy prior to the assignment being due. Points will be deducted, but you will be allowed to make up the work or test missed.
Tentative Course Schedule

(Week 1) Jan. 22-Jan. 29  
Course expectations;  
Topics: Overview of Bilingual and ESL and Second Language Acquisition  
Submit syllabus quiz on assignment section of Blackboard by Jan. 23rd at midnight and introduction form post on discussion forum of Blackboard by Jan. 23rd midnight. (20 pts. possible-10 pts. each)  
Read Chapters 1 & 2 inTELL (Teaching English Language Learners). Select 8-10 ideas/concepts that you learned from each chapter. At the end of the list of 8-10 concepts that write a one to two paragraph reflection on your new understandings. Write the 8-10 concepts and the reflections in the Journal section of Blackboard Journal, post by Feb. 5 at midnight. This will be the standard procedure for reporting your reading for each chapter in each book.  
View IRIS module at http://iris.peabody.vanderbilt.edu. Look at the activities associated with the module on Teaching English Language Learners-Effective Practices, submit completed activities on assignment section of Blackboard. Answer the three questions at the beginning of the module and at the end of the module, write you new reflections.  
Read Research Article sent to you, and select 10 ideas/concepts that you think are important and post in the Journal by Jan. 29th at midnight. (Part of participation grade-10 pts.)  
Read the article on Texas Bilingual and ESL programs.

(Week 2) Jan. 30 to Feb. 5  
Topics: Development of Bilingual/ESL Education and Assessment of English Learners  
Go to the Office for Second Language Achievement website, ell@tamucc.ed. View two modules: History of Bilingual Education and Assessment of Bilingual Education by Feb. 5th.  
Prepare for Assessment Presentation, From the list provided on the PDF, please select one of the tests to develop a powerpoint presentation; please submit to me for approval, the name of the test and from the dates below, the date you wish to post it, and then you will post the presentation on Feb. 12 or Feb. 19 on the discussion forum. Students are to log on to the discussion forum between 4:30 p.m. and 5:30 p.m. and participate in forum discussion (possible 10 points)  
Read Chapter 3 & 4 in TELL Book- Submit 8-10 concepts and Reflections in Journal;  
Read the article on the PDF-Assessment of Young Learners and write your reflection on the article in the Journal by Feb. 4.

(Week 3) Feb. 6 to Feb. 12  
Topics: Overview of Assessment and Review Texas Assessments for Bilingual and ESL, Begin Presentations on TEA Approved Tests. Students are to log on to the discussion forum between 4:30 p.m. and 5:30 p.m. and participate in forum discussion (possible 10 points);  
Read Chapter 5 in TELL, post in Journal. Go to the Office for Second Language Achievement (ISLA)website, ell@tamucc.ed. Look at the Teacher Resources and click on the Best Practices for English language Learners document, or the Promising Practices for Secondary English Language Learners document. You will select two of the practices to share with classmates during a Wicki on either Feb. 26 or 27 from...
4:00 p.m. to 5:00 p.m.

(Week 4) Feb. 13 to Feb. 19
Topics: Authentic Assessments, Portfolio Assessments, Oral Language Assessments
Finish Presentations on TEA Approved Tests on Feb. 19 from 4:00 p.m. to 5:00 p.m.,
Mid-Term Review on Feb. 18 from 4:30 to 5:30 on WebEX.
Mid-Term Test on Feb. 20
Read Chapters 1&2 in AA. Write in Reflection Journal

(Week 5) Feb. 20-Feb. 26
Topics: Teaching English learners reading and writing and reading and writing assessment,
Go to the Office for Second Language Achievement (ISLA) website, ell@tamucc.ed.
View the modules on Reading in the Bilingual Classroom and Sheltered Instruction.
Post two comments on each of the modules on the Wicki section (Possible 10 points each)
Read Chapter 3&4 in AA., Write in Reflection Journal.

(Week 6) Feb. 27-Mar. 5
Topics: Teaching English learners content and assessment of content.
Read Chapters 5&6 in AA. Write in Reflection in Journal.
Go to the Office for Second Language Achievement (ISLA) website, ell@tamucc.ed.
View one of the modules on Teaching Social Studies or Teaching Science, or Teaching Math and post your two comments on the Wicki section of Blackboard.
Read attached article under assignment second on Teaching Content in ESL.

(Week 7) Mar. 5-Mar. 11—Final Exam Due on March 11 by midnight.

X. Textbooks Required for Course:


XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Statement of Civility: Texas A&M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people regardless of sex, ethnic/racial origin, religious background,
sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://sga.tamucc.edu/elections.htm

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)
http://www.tamucc.edu/catalog/catalog07/graduate/general/gen_policies.html

XIII. Americans with Disabilities Act (ADA) Compliance: Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816. http://disabilityservices.tamucc.edu/quick.html#i1

RUBRIC FOR CHAPTER PRESENTATION

1. CONCEPTS ADDRESSED ADEQUATELY ____________ (10 PTS.)
2. VISUALS USED IN PRESENTATION ____________ (10 PTS.)
3. TIME LIMIT HONORED (30-45 MINUTES TOTAL) ____________ (10 PTS.)
4. HANDOUT PROVIDED ____________ (10 PTS.)
5. ENTHUSIASTIC/APPEARED PREPARED ____________ (10 PTS.)
6. QUALITY/EFFORT ON OVERALL PRESENTATION ____________ (10PTS.)

TOTAL _____________ (50 PTS.)

Name:_______________________________ Date:______________________

RUBRIC FOR ASSESSMENT PRESENTATION

1. EXPLAINED TEST CONTENT _______ (15 PTS.)
2. EXPLAINED USE OF TEST ________ (10 PTS.)
3. MODELED TEST DIRECTIONS \[\_\_\_\_\_\_\_\] (10 PTS.)

4. EXPLAINED TEST VALIDITY \[\_\_\_\_\_\_\_\] (5 PTS.)

5. APPEARED INFORMED ON TEST \[\_\_\_\_\_\_\_\] (10 PTS)

TOTAL \[\_\_\_\_\_\_\_\] (50 PTS)