**TSL 6375 TEACHING PRONUNCIATION Rubric**

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|  | **Exceeds Standard (3 pts)** | **Meets Standard (2 pts)** | **Approaches Standard (1pt)** | **No Attempt** |
| **BACKGROUND INFO ABOUT THE SUBJECT •Age/English experience •Person’s L1 and other languages •Career/Work Needs •Current goals •Social Needs •Pronunciation Goals •Other FL-ESOL-2010.1.1.f FL-ESOL-2010.2.2.c FL-ESOL-2010.2.2.d FL-FAU-ALC.2d FL-FAU-FEAP-2010.A.1.b FL-FAU-FEAP-2010.A.2.a TESOL-2010.1.b.5** | Use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ELLs. | Understand the effects of learner variables on the process and level of L2 learning. | Recognize individual differences among their ELLs (e.g., age, L1 literacy level, personality, motivation, socioeconomic status). | Failed to submit or failed to submit on time |
| **A DIAGNOSTIC ASSESSMENT OF SUBJECT’S PRONUNCIATION AND INTERVENTION FL-ESOL-2010.1.1.f FL-ESOL-2010.2.2.a FL-ESOL-2010.3.1.a FL-ESOL-2010.3.1.b FL-ESOL-2010.3.2.b FL-ESOL-2010.3.2.c FL-ESOL-2010.4.1.c FL-ESOL-2010.5.1.b FL-FAU-ALC.2d FL-FAU-ALC.3b FL-FAU-FEAP-2010.A.1.b FL-FAU-FEAP-2010.A.2.a TESOL-2010.1.a.2 TESOL-2010.1.b.1 TESOL-2010.1.b.3 TESOL-2010.3.a.3 TESOL-2010.3.b.4 TESOL-2010.3.b.5** | Design instructional strategies that incorporate their knowledge of sound systems and pragmatics to aid ELLs’ learning.   Differentiate ELL learning to accommodate and develop strategies to monitor challenging aspects of English pronunciation.  Provide practice and assist students in learning to assess their own listening and speaking skills in a variety of contexts.  Develop materials and resources that integrate ESL and content areas. | Apply knowledge phonology and pragmatics to identify aspects of English that are difficult for their students and assist ELLs in recognizing and using the English sound system and other communication skills to enhance their oral skills.  Provide a variety of activities and settings to assist students in making use of what they know in order to listen and speak effectively.  Incorporate a variety of resources at multiple proficiency levels, including selections from or adaptations of materials from content‐area texts. | Understand elements of phonology , can describe aspects of English that are difficult for their ELL student, describe similarities and major differences  between students’ L1 and L2, and recognize the need to assist students in making use of what they know in order to listen and speak effectively.   Select materials appropriate for ELLs from existing content-area texts. | Failed to submit or failed to submit on time |
| **ASSESSMENT FL-ESOL-2010.5.2.b FL-FAU-ALC.2d FL-FAU-ALC.3b FL-FAU-FEAP-2010.A.2.a TESOL-2010.4.a.2 TESOL-2010.4.a.3** | Design and adapt classroom tests and alternative assessments to measure ELLs’ speaking and listening abilities for a variety of purposes. | Use multiple and appropriate formative and summative assessment measures to assess ELLs’ speaking and listening abilities including student self-assessment and technology-based assessment (e.g., audio, video, computer).  Understand that procedures intended for native English speakers may not apply to English learners. | Aware of the importance of using multiple measures to accurately assess ELLs’ speaking and listening ability.  Are aware of the importance of using multiple measures to accurately assess ELLs. | Failed to submit or failed to submit on time |
| **OVERALL REFLECTIONS ON SUBJECT’S PROGRESS AND YOUR EFFECTIVENESS. INCLUDE RECOMMENDATIONS FOR SUBJECT’S LANGUAGE IMPROVEMENT GROUNDED IN RESEARCH FL-ESOL-2010.2.2.a FL-FAU-ALC.2d FL-FAU-ALC.3b FL-FAU-FEAP-2010.A.2.b TESOL-2010.1.b.1** | Use their understanding of language acquisition theory and research to provide optimal learning environments for their ELLs to develop speaking and listening skills and to conduct theory-based research in their own teaching. | Apply their knowledge of L1 and L2 acquisition to ESOL learning. | Understand some aspects of language acquisition theory and research. | Failed to submit or failed to submit on time |
| **CLEAR AND ACCURATE WRITING FL-FAU-ALC.1d FL-FAU-FEAP-2010.A.2.a TESOL-2010.1.a.4** | Show clear, accurate, and well-organized writing. Tone is usually appropriate. Specialized terms usually used, often consistently.  Paper is clean, correctly formatted (12-point ont,Times New Roman, normal margins), written in full sentences. Quotations are all properly cited in a consistent style. | Show logical organization with occasional lapses and some minor grammatical and spelling errors that do not diminish meaning. Tone may have inconsistencies in tense and person and may lapse at times to colloquial discourse.  Paper is clean, correctly formatted (12-point font,  Times New Roman,  normal margins), written in full sentences. Some  inconsistent citation style. | Show little or no organization and grammatical errors that diminish meaning. Tone is superficial and stereotypical; oral rather than written language patterns predominate.   Paper is sloppy or  incorrectly formatted,  not written in full  sentences..  Inconsistent style of citation. | Failed to submit or failed to submit on time |

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