**TSL 6700 SCHOOL REVIEW AND POLICY DEVELOPMENT RUBRIC**

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|  | **Exceeds Standards (3 pts)** | **Meets Standard (2 pts)** | **Approaches Standard (1 pt)** | **No Attempt** |
| **Describe the language diversity in the school FL-ESOL-2010.1.1.f FL-FAU-ALC.2c FL-FAU-FEAP-2010.A.1.b TESOL-2010.2.a** | Describes language diversity of all students and staff; ELL status of all students; level of ELL-related training of staff. | Describes language diversity of all students and ELL status. | Describes racial backgrounds of students. | Failed to submit or failed to submit on time |
| **Present test scores and grade retention and drop-out rates for English learners vs. non-English learners FL-ESOL-2010.5.1.a FL-ESOL-2010.5.1.b FL-ESOL-2010.5.2.a FL-ESOL-2010.5.2.b FL-FAU-ALC.1d FL-FAU-ALC.2c FL-FAU-FEAP-2010.A.1.b TESOL-2010.4.b.1 TESOL-2010.4.b.2** | Presents test scores and grade retention and dropout rates of all students by ELL status over time. | Presents current test scores of ELL vs. non-ELL students. | Presents current test scores only by students’ racial designations. | Failed to submit or failed to submit on time |
| **Describe the school’s language policy for English learners and English speakers FL-ESOL-2010.1.1.e FL-ESOL-2010.1.1.f FL-FAU-ALC.1d FL-FAU-ALC.2c FL-FAU-FEAP-2010.A.1.b TESOL-2010.5.a.2** | Goes beyond published district ELL policy to describe (unwritten) ELL policies specific to the school, language policy for English speakers, parent policy, and school-wide multilingualism policy. | Refers to district policy for ELLs and inquiring about school-specific ELL policies. | Only refers to district ELL policy. | Failed to submit or failed to submit on time |
| **Describes the school’s implementation of its policies FL-ESOL-2010.3.1.c FL-FAU-ALC.1d FL-FAU-ALC.2c FL-FAU-FEAP-2010.A.1.b TESOL-2010.5.a.2** | Uses both interview and observation to describe actual procedures. | Relies on interviews to describe actual procedures. | Relies on policy to assume its implementation. | Failed to submit or failed to submit on time |
| **Assesses appropriateness of school’s language policies and practices based on test scores, the research, law, and national and international precedents. FL-ESOL-2010.2.2.a FL-ESOL-2010.2.2.b FL-ESOL-2010.2.2.c FL-ESOL-2010.3.1.b FL-ESOL-2010.3.1.c FL-ESOL-2010.5.1.a FL-ESOL-2010.5.1.b FL-FAU-ALC.3a FL-FAU-FEAP-2010.A.1.b FL-FAU-FEAP-2010.A.2.b TESOL-2010.5.a.2** | Assesses the school’s policies and practices based strictly on and referring to research, law, and national and international precedents. | Assesses policies and practices based on the research and state law. | Assesses policies and practices based on the good intentions of staff in the school or on hardships the school is facing. | Failed to submit or failed to submit on time |
| **Provides realistic suggestions for the school’s language policy and practices, based on research, law, and national and international precedents FL-ESOL-2010.2.2.a FL-ESOL-2010.2.2.b FL-ESOL-2010.2.2.c FL-ESOL-2010.3.1.b FL-ESOL-2010.3.1.c FL-FAU-ALC.3a FL-FAU-FEAP-2010.A.1.b FL-FAU-FEAP-2010.A.2.b TESOL-2010.5.a.2** | Makes policy and practice suggestions for all ELL students in the school and for all or some English speakers, both inside and outside the classroom. Makes suggestions that are well thought-out, realistic, and supported by research, law, and national and international precedents. Provides a rationale for each suggestion. | Makes in-classroom policy and practice suggestions for 1-2 major groups of ELLs; and a school-wide language use policy for all students. | Makes policy and practice suggestions based on resources available to the school or on what one thinks the professor would prefer. | 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 font,  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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