## Wilmington University College of Education

Teaching Literacy for ELLs

Course Number:

Course Title:

Faculty Contact:

Course Description

## Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning

College Education Program Attributes				

Program Competencies and Professional Standards:

Text(s):

Course Attendance Policies:

## WILMINGTON UNIVERSITY COLLEGE OF EDUCATION SEA & SCORING RUBRICA: Family Involvement in Literacy Development Proposal CAEP ASSESSMENT (TESOL)

COURSE: TITLE:

Structured External A Assignment:

Structured External Assignment (SEA) A:

## SEA Scoring Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Review of current parent involvement plan TESOL: 5.b. Program content is research				
based TESOL: 1b				
Ideal parent involvement plan TESOL: 1.b., 1.c, 3.d, 4.b, 4, 5.b.				
5GC: 5.1				
Innovative				

ideas TESOL: 3.c, 5.b.

ISTE 1, 3; 5

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
TESOL: 5.b				
Sources				
Writing quality GC(WC): 2.1, 2.2				

EVALUATION	0	0.25	0.50	0.75	1.0 point	SCORE
CRITERIA	Unsatisfactory	Emerging	Satisfactory	Proficient	Distinguished	

Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty, Wilmington College 3/05

It is <u>not</u> acceptable to re-submit a paper from

any previous academic course

ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments; Standard 4: Promote and Model Digital Citizenship and Responsibility Teachers

Performance	1
Level	UNSATISFACTORY

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