Wilmington University College of Education

Teaching Literacy for ELLs

Course Number:

Course Title:					
Faculty Contact:					
Course Description					
Minimum Time Requirements (in					
Teacher Led Instruction	SEA	Fieldwork/ Clinical	Lab	External Learning	
	College Ed	ducation Program Attributes	3		
Program Competencies and Professional Standards:					

Text(s):		



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				
nvolvement				
plan				
TESOL: 5.b.				
Program				
content is				
research				
based				
TESOL: 1b				
TLOOL. TO				
Ideal parent				
involvement				
plan				
TESOL: 1.b.,				
1.c, 3.d, 4.b,				
4, 5.b.				
4, 3.0.				
5GC: 5.1				
360. 3.1				

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

Integrated skills/core content lesson plan

It is not 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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