

**TESOL Standards. Goal statements
for LEP students:**

04.0 Use English to Communicate in social setting.

05.0 Use English to achieve academically in all content areas.

06.0 Use English in socially and culturally appropriate ways.

Best educational practices emerge when the teachers understand and use both sets of standards to guide them in making decisions about curriculum and instruction. We have an obligation to provide evidence of our teaching and student learning.

See Speaking and Writing Rubrics below:

Speaking Rubric			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1. Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2. Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3. Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4. Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5. Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Writing Rubric			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
Reaching	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.
Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.
Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.
Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

ESL Websites

Activities

www.a4esl.org/
www.owl.english.purdue.edu/handouts/esl/index.html
www.learningplanet.com
www.inglesmundial.com
www.everythingsl.net
www.quia.com/dir/esl/

Curriculum

www.rosettastone.com
www.altaesl.com
www.delta-systems.com
www.pen.k12.va.us/VDOE/Instruction/ESL
www.dyned.com/dyned/eng/eplg.html

On Line Dictionaries

www.pdictionary.com
www.wordcentral.com/
www.thefreedictionary.com
www.onelook.com/
www.sla.purdue.edu/fl/JapanProj/FLClipart
www.enchantedlearning.com/Dictionary/titlepage.html

For Teachers

www.eslcafe.com
www.iteslj.org/
www.tesol.org
www.vatesol.org/
www.sla.purdue.edu/fl/JapanProj/FLClipart
www.webenglishteacher.com/
www.eleaston.com/materials.html
www.amdsb.ca/~esl
www.esloop.org/cgi-bin/esloop?ring=esloop&list
www.manythings.org
<http://www.ncela.gwu.edu/>

Math Instruction for LEP Students

www.pen.k12.va.us/VDOE/Instruction/ESL/LEPmathResource.pdf

Testing

www.ballard-tighe.com
www.cal.org/best/
www.ctb.com
www.harcourtassessment.com

Holidays - US

www.theholidayzone.com

Holidays - World

www.holidays.net/index2.htm
www.interfaithcalendar.org/

Discover a country

www.lonelyplanet.com
www.atlapedia.com/

Korea

www.southkoreanews.net
www.msmc.la.edu/ccf/LAC.Korean.html
[Korean - National/Politics](#)

South/Central America

www.buymexicanfolkart.com/
www.q-world.org/magictales/
www.tarahumara.com.mx/
www.welcome.topuertorico.org/
www.quatemalaweb.com
www.ecst.csuchico.edu/~william/

India

www.culturopedia.com
www.indiaculture.net
www.indianlanguages.com/

China

www.chinadaily.com.cn/news/index.html
www.himalayanart.org/stories/e.html
www.new-year.co.uk/chinese/

Vietnam

www.seasite.niu.edu/vietnamese/VNMainPage/vietsite/vietsite.htm
www.viettouch.com/

Southeast Asia

www.seasite.niu.edu

France

www.franceguide.com/
www.france.com/culture/

Russia

www.travelcentre.com.au/travel/russia/
www.friends-partners.org/oldfriends/mes/russia/photo.html
www.interknowledge.com/russia/

Folktales

www.ucalgary.ca/~dkbrown/cinderella.html
www.rustingeducational.com/CurriculumOfTheMonth/Cinderella.htm

Cultural Diversity

www.anthro.palomar.edu/ethnicity/
www.edupass.org/culture/stereotypes.phtml
www.edupass.org/culture/
www.iteslj.org/Lessons/Counihan-Stereotypes.html

Immigration

www.ellisland.org/
www.teacher.scholastic.com/activities/immigration/index.htm
www.pbs.org/kcet/newamericans/
www.immigrationforum.org

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